

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Debate Activity**

##### **2.1.1 The Definition of Debate**

Debate is widely known by numerous people since it has been conducted for years in many countries in this world. The word debate itself according to Harahap (1999) referred to an activity which is able to develop the skill of communication by organizing some arguments to convince and entertain audiences to prove that your arguments upper hands the opposition. Meanwhile, the definition of debate based on Sanonguthai (2013) was delivering opposing arguments toward a current issue done by two teams to prove upon the audiences that their ideas are better than the opposite team's cases.

Supporting the statements above, Rubiati (2010) explained in her study that the definition of debate was an activity in which the students are required to defend their positions on the topic of a particular issue. In line with those three definitions Alasmari and Ahmed (2012) also explained that debate was a method of conveying arguments using different strategies of logical thinking to build ideas in the favor of persuading audiences and guiding them to the conclusion of the debate issue.

Hence, based on some definitions above, we can bring to a close that debate is an activity in which two contrasting sides defend their positions by delivering effective arguments about an issue provided to persuade the audiences and judges.

### **2.1.2 Competitive debate**

Debate has been conducted for the purpose of competition called as competitive debate. As stated by Harahap (1999), in competitive debate, debaters from both sides, positive and negative tried to convince adjudicators that their positions were better than others' by delivering arguments. Harahap (1999) also stated that competitive debate required format to use. There are a lot of competitions held in this world that use distinctive systems such as number of the teams and debaters involve, name of speakers, seats arrangement, sequence of speaking and duration given for each speaker until the roles of every debater .

There are so many kinds of competitive debate systems appeared in this world as there are many competitions held by different institution in many countries. According to Snider (2011), there were many debate systems utilized in various competitions in this world, some of them were British parliamentary debate, Asian parliamentary debate, Australia parliamentary debate, Canadian parliamentary debate, American parliamentary debate, Policy debate, Lincoln-Douglas debate and Karl Popper debate.

These competitive debates are aimed to be the chances for young learners to learn competitive debate in order to train them to convey arguments to overcome the problems in the future time. Each system has its own rules which may differ one and another.

#### **2.1.2.1 British Parliamentary Debate**

According to Cambridge Union Society (2011) this kind of debate system is originally and widely used in United Kingdom and there will be four teams in a

debate. Two teams are going to be the positive teams and the others are the oppositions or usually called as the negative teams. They will take their roles to be opening government, opening opposition, closing government and also closing opposition. Even though the opening and closing teams are in the same bench, but they are still arguing each other.

In a team there will be two debaters only who have their own positions and obligations. Based on Smith (2011) the members of opening government team called as prime minister and the deputy prime minister. Meanwhile, the two members of the opening opposition called as the leader of opposition. On the other hand, there will be government member and government whip in the closing government. Member of opposition and opposition whip will be in the closing opposition.

The speaking duration for each speaker according to Flynn (taken from [www.flynn.debating.net](http://www.flynn.debating.net)) was about seven minutes, meanwhile based on Cambridge Union Society (2011) the duration for each speaker can be five or seven minutes. It varies according to the competition that is held. They are permitted to bestow POI (Point of Information) which means the interruption proposed by the opponent team to another team speaker who is talking in front. The speaker who is given the POI may accept or not the POI given.

#### **2.1.2.2 Canadian Parliamentary Debate**

As its name, the Canadian parliamentary debate originally comes from Canada. Based on Snider (2011) this type of debate consist two teams that take up positions as positive and negative. Two debaters will be in one team to defend

their position by giving arguments and tackling another team's cases to convince the judges that their arguments are over weigh the opposition's.

The topic will be given thirty minutes before the debating. Furthermore, like the British Parliamentary system, the debaters are also permitted to give POI to the speakers who speak in front.

### **2.1.2.3 American Parliamentary Debate**

Based on the statement of Snider (2011) American parliamentary debate is a debate system in which there are two teams in one battle which each team has two debaters as the member. The first speaker of the positive is going to be the prime minister, meanwhile the second one takes a role as the member of government. On the other hand, on the opposite, there will be the leader and member of opposition. Prime minister gets seven minutes time to talk and then continued by the speech which comes from the leader of opposition that spends eight minutes of the debate. After that it will be consecutively followed by the five-minute speech from the member of proposition and the member of opposition. At the last part of the debate battle, the leader of opposition gives rebuttal by giving four-minute speech, and five-minute speech from the prime minister will follow. It is also allowed for all the debaters to throw some POIs toward the speaker who speaks in front.

### **2.1.2.4 Australian Parliamentary Debate**

According to Quinn (2005) Australian parliamentary debate is a debate in which there are two teams that oppose each other. The first speaker in the

government or positive team is the Prime Minister, the second and the third speakers are the Deputy Prime Minister and the Government Whip.

Meanwhile, in the opposition or the negative team there will be a Leader of Opposition in the first speaker, meanwhile the Deputy Opposition Leader and the Opposition whip are from the second and third speakers of the negative or opposition team. Each speaker has his own obligations to do in debating.

#### **2.1.2.5 Asian Parliamentary Debate**

Basically Australian and Asian Parliamentary debates are the same in which there are two teams, positive and negative, in a battle. Each team consists of three debaters, they are the first, second and third speakers. But, there is a main difference between those two systems that is the Asian parliamentary debate allows the other debaters to convey an interruption which is called as POI (Point of Information) toward the speaker who is speaking in front, meanwhile the Australian one does not.

According to Snider (2011) there will be three topics given before the debate, and then two teams are given right to choose one topic among three which is going to be debated.

#### **2.1.2.6 Policy Debate**

Policy debate is one kind of debate in which there are two teams consist of two debaters who give arguments in favor or against the topic that concerns to the policy launched by the government. This debate is only conducted in the United States. There will be only one topic for whole colleges and schools of the United States. As stated by Bellon and Williams (2006), at the beginning of the year a

topic for college and a single topic for high schools are launched. These topics that concern to the current issues are picked by the debate community representatives. The topics will be talked for a year. Hence, the issues are flexible and interesting in order not to make the students feel bored with the debate about the issues.

### **2.1.2.7 Lincoln-Douglas Debate**

Based on Djuranovic (2003) the name of Lincoln-Douglas (LD) is taken from the historical debates which happened between Stephen Douglas and Abraham Lincoln in 1858. This system of debating according to Halvorson and Koshy (2006) Lincoln Douglas-Debate or commonly called as LD is an activity of competitive speaking in which there are two speakers who are going to argue in a favor of or against the topics of debate. Usually the debate speakers are selected by National Forensic League (NFL), a national organization. Based on Snider (2011), this debate is only conducted in the United States.

### **2.1.2.8 Karl Popper debate**

According to Snider (2011) this kind of debate is like Asian and Australian parliamentary debate in which there are three speakers in two different sides. A topic is usually launched a month before the debating, so that the teams will have significance preparation in facing the battle. The different between Karl Popper debate with Asian and Australian parliamentary debates, there is no POI as the interaction between the teams. Yet, teams are given chances to tackle down the opponent's argument by cross examination.

### **2.1.3 The Impacts of Debate Activity for Students**

Debate gives a lot of advantages when it is applied in class. So that debate is widely employed to make improvements toward the students. In term of the English four skills, debate activity conducted using English as the communication language is very beneficial for escalating those skills. Some experts discovered that debate make the students perform better in their speaking skill since they are given more chances for practicing their speaking ability.

Bellon (2000) in his study said that debaters would get more chances to practice their communication skill compared to those students who only practice their speaking skill inside the class only. Thus, their speaking skill will be much more improved. In line with this statement, according to Rubiati (2010) debate supported students to increase their speaking skill.

Alasmari and Ahmed (2012) added that finding by their research which said that debate activity whether conducted formally or informally was able to aid the pupils to build up their fluency in speaking, put into practice their pronunciation and enrich vocabulary that they possess. Akerman and Neale (2011) also strengthened those findings by saying that communication and speaking skill of the students was the most skill which gains the advantage of implementation of debate activity. Supporting those findings, Parcher (1998) stated that the oral communication of the students was better because of the implementation of debate.

Furthermore, employing debate activity is also effective for creating better listening skills of the debate participants. This is caused by the participants of the debate need to listen to the opponent's cases to construct good arguments and

rebuttals. This becomes one of the ways on how their listening skill increased. This belief is proven by the study of Hall (2011) who stated that the pupils' listening skills got better after the implementation of the debate which required them to listen to the speakers from the two teams. Meanwhile Alasmari and Ahmed (2012) found the same finding that the debate made the students develop their listening skills. Based on Parcher (1998), because of debating, listening skill of the debaters could be increased as debaters must listen carefully to the opponent's cases.

In debate, the topics going to talk vary such as politics, education, environment, economics and LGBT (lesbian, gay, bisexual and transgender). Thus, the ones who join in debates should get much information and knowledge to build logic opinions about the topic given. So it impacts to the progress on the reading skill possessed by the pupils. According to Alasmari and Ahmed (2012) debate gave benefit of enhancing reading skill of the students in view of the fact that the students need to get more information from magazines, newspaper, articles or journals for constructing arguments. They also believe that, it will enrich their vocabularies and push their reading habit. Rashtchi and Sadraeimanesh (2011) study also stated that debate was beneficial in increasing the students' reading ability.

Furthermore, according to some studies, students' writing ability also gets the benefit because of the implementation of debate. It is caused by debaters are given limited time to convey their ideas. Making an organized note to help them convey their thought is the best step to take in order to deliver their arguments well. So, debate trains students' writing ability as well. As stated by Alasmari and



Ahmed (2012), practicing debate activity made the students' writing skill enhanced because they had to make well arranged argumentative speech.

Some experts believed that English debate helped students to boost their critical thinking and self-confidence. This is based on the research conducted by Goodwin (2003) which said that debate activity required the students to think about the material within the debates to make good arguments. Hence, students' critical ideas would be better. Supporting that idea, a research reported by Akerman and Neale (2011) explained that participating in debate pushed the students to get better critical thinking. Vargo (2012) also concluded that debate was effective to help the students to promote their critical judgment. Rashtchi and Sadraeimanesh (2011) supported same finding by saying that debate gave good impact upon students' critical thinking.

Moreover, the debate heightens the self-confidence of the students as well. This is because they will get many opportunities to speak in front of the audiences or the judges. As told by Akerman and Neale (2011) in their report, participating in debate activities made the students' self-confidence boosted. Hall (2011) also found in his research that the students felt benefited of getting a higher self-confidence by the implementation of debate.

## **2.2 College Students**

According to Harmer (1994), there were three types of learners based on their ages; young, adolescence and adult learners. Most of the college students are adult learners since they are above eighteen years. Those three kinds of learners have different characteristics one and another. Since most of college students are adult learners or above eighteen years old, so that the characteristics are the same

with the characteristic of adult learners. As stated by Harmer (1994) their characteristics were:

1. Adult learners were able to engage with the abstract thought.
2. Since they have been living for a long time, they had a lot of experiences in their life. So, it would be easy for the teacher to do various teaching and learning activities. This was also supported by the study of Polson (1993) which said that adult learners carried more experience in life into class.
3. In their learning, they had their own expectations on why they are learning.
4. Compared to adolescence learners, adult learners were usually more discipline and could struggle in the feeling of boredom when they were studying.
5. Most of the adult learners known what their purposes from their learning were. Moreover it motivated them as they had already understood about what they want to achieve. This made them different with adolescence learner that usually possessed less motivation compared to adult ones.
6. Due to their rich experience of learning, they had more critical thinking toward the teaching method done by the teacher.
7. Furthermore, these rich experiences might make them feel not confident and afraid of their learning since they might have experience with failure in the past.
8. Most of the adult learners were worried about their intelligence which might be reduced by their age.

### 2.3 Review of Previous Study

Most of studies that have been conducted formerly concern to the effect of debate toward the students' ability in their language skills and other advantages such as self-confidence and critical thinking. The study of Rubiati (2010) attempted to find out the impact of English debate activity to the students speaking skill. This study discovered that debate was very effective in enhancing students speaking skill. The study of Goodwin (2003) also only figured out the function of debate activity on the students speaking skill. He revealed the same result as the previous studies conducted by the other researchers which found that speaking skill of the students got the benefit of debate activity.

The study of Rashtchi and Sandraeimanesh (2011) also attempted to found the effect of debate. In their study, they found that debate was a good way to help students in enhancing their critical thinking and also reading ability.

Meanwhile, Sanonguthai (2011) conducted a research on the advantage of English debate in writing that revealed that debate was a good strategy to lend a hand for the students in improving their ability in writing. The study of Akerman and Neale (2011) tried to report the impact of debate activity for the students in term of communication, self-confidence, students' engagement, critical thinking, improvements in academic achievement, and increasing cultural awareness.

Meanwhile, Ahmed and Alasmari (2012) did a study which said that students were benefited in terms of their language skills; speaking, listening, reading and writing. The last research was conducted by Hall (2011) which revealed that debate was very useful for increasing pupils' self confidence.

Different with the previous studies which generally tried to identify the effect of debate activity upon speaking, listening, reading, writing, self confidence, and critical thinking as well, this study will do a development of debate material. The researcher attempts to make an appropriate debate material in form of competitive English debate module for English language education department students at University of Muhammadiyah Gresik.

After seeking some books about debate, then researcher only found some books which cover one or two systems only. One of them was the debating a debate book from Cambridge Union Society (2011) provided information about British parliamentary debate. This book contained basic explanations about this system, such as the history, the basic rules and how to make debate speech.

But, this book also did not give exercises for the learners to practice their debate skill after understanding this debate system. The second competitive debate book which the researcher has found was a book of Australia-Asia debating guide from D'cruz (2003). As its name, this book explained Australian-Asian debate. As the previous one, there was no available space for giving a chance for the students or the readers to check their understanding by doing exercises.

On the other hands, another competitive book known by the researcher was a policy debate book from Bellon and Williams (2006). This book only presented information about policy debate. Besides explaining about the rules in policy debate, this competitive debate book also explained the fundamental understanding about debates itself. In addition, there was a book created by Prince (2006) that consisted of four kinds of debates; British parliamentary debate,

Canadian parliamentary, North American styles and French Debates. Like other books, it also explains the basic rules of those kinds of debates without giving chance for the learners to practice their understanding.

Different with the books above which only gave the explanation of the debate material only, the debate module which is going to be developed by the researcher will also give exercises for the debaters to practice their understanding. Hence, it would be easier for the students and the debate coach to assess their understanding regarding the material of the debate that has been explained inside the module. Thus, the material will be adjusted to the English language education department needs.