

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Speaking

Speaking is one of the important aspects in learning English. There are many people measure the successful person who learns English is having a good ability in speaking English. It means that speaking is the measurement of the successful in learning English. Speaking refers to an activity in which engage the people or students to be good at (Harmer, 2002). As the students who learn English, whether EFL or ESL students, we have to be able to speak English in order to be master in learning English. Speaking is the ability to be able to speak in any kinds of situation, whether it is foreign language or second language situation (Rubiati, 2010). Speaking is the challenging activity since it is divided into foreign language and second language situation (Rubiati, 2010).

In reality, speaking English is not easy for some people especially for those who their mother tongue is not English. There are many students who learn English get the most difficulty in speaking. Speaking seems difficult for some students because some reasons like lack of vocabulary, lack the understanding of grammar, lack of communication strategies, and lack in finding appropriate activities to enhance speaking skill (Richards, 2006).

There are many activities that can help us in improving speaking skill better like communication games, discussion, prepared talks, role play, debate and many more and it is stated by Harmer (2002). All those speaking activities will

help us in performing better in speaking and strengthen the skill of speaking as well.

2.2 Debate

2.2.1 The Definition of Debate

Debate is known as an activity that is used to communicate through arguments and it is delivered orally. Debate also refers to an activity to improve the skill of English like speaking, listening, reading, and writing. It is supported by Mejri (2014) that debate is a practice of English that requires all skill in English. Debate can be a strategy to solve a problem in learning English and it is based on the survey that conducted by non-native English speaker in U.S. universities found that the biggest problem of learning English is on the speaking and listening. Debate is the way to improve those two important skills because debate is combining those skills and it is according to Prince and Jessica (2006). Debate increases the students' knowledge, causes the students to think, and help the students to learn effectively (Alford and Surdu, 2002).

Debate is a fun activity that makes us has to deliver and argue our argument and opinion about particular issue that is being debated and it is based on Quinn (2005). In line with the previous definition of debate, Rubiati (2010) stated that debate is activity that makes the debaters defend their position to keep their argument outstand till the end. The similar definition of debate also stated by D'cruz (2003) that debate is activity that forces the debaters both in positive or negative team to prove that their argument is better than others.

According to some definitions above, we can simplify that debate is an activity in which consist of two teams (positive and negative) that both have to

defend their opinion by delivering an effective and structured argument to persuade adjudicators and audiences as well.

2.2.2 The Element of Debate

Debate has many kinds of element that is being assessed by the adjudicators and it will be the consideration whether we win or not. Due to the fact that debate has many elements then it is summarized into three important elements and they are:

1. Matter

Matter is the whole content of speech in debate, including rebuttal with AREL (Assertion, Reasoning, Example, and Link back). Smith (2011) stated that the parts of matters are the substantive speech that includes argument, evidence, facts, rebuttal, and POI (Points of Information). Matter includes in arguments or justifications which is supported by the data and examples. According to D'Cruz (2003), matter includes arguments, evidence, examples and analysis. In other words, matter refers to on how our argument is strong enough to be debated by providing the evidence and real data. It has 40% portion of debate.

2. Manner

Manner is a style of presenting the arguments. It is about body language, gesture, eye contact, vocal style, personal attack, dress, and so on. Manner includes the aspects of a speaker's presentation which contribute to or detract from their effectiveness as an oral communicator (D'Cruz, 2003). Just like matter, manner also has portion of 40% of debate.

3. Method

Method is all about the arrangement of speech. Quinn (2005), method in debate is the way to organize the debate speech. In other words, method is about deciding the speakers' role. It is supported by D'Cruz (2003), Method includes the fulfillment of speaker roles, the management of speaking times, the allocation of arguments between speakers and the cohesion of the team. Method has the portion of 20% of debate.

4. Adjudicators

Adjudicator in debate is the essential part that cannot be separated with. Adjudicator is the one who assess the debate and give the judgment toward the debate for all teams in debate. According to Sonnreich (2008), adjudicator holds the important role in debate. Adjudicator gives clear understanding about the debate. It can be like giving the understanding about what is the strength and weakness of all teams, what is the real clash, which teams will be the winner, and so on.

2.2.3 The Format of Debate

Debate format refers to a style that is being used when we are playing debate. There are many kinds of debate format that can be used like British parliamentary debate, Asian parliamentary debate, Australian parliamentary debate, Canadian parliamentary debate, Karl Popper debate and so on. But there are three styles or formats that often used in debate whether it is national or international debate. The three styles are British parliamentary debate, Asian parliamentary debate, and Australian parliamentary debate.

British parliamentary debate is style in which the teams consist of 4 teams. According to Smith (2011) who stated that the four teams in British parliamentary debate are opening government (OG), opening opposition (OO), closing government (CG), and closing opposition (CO). Even if there are two teams of government and opposition, but they do not support each other because they have different role one another. There is no POI (Point of Information) and reply speaker in British parliamentary debate. POI (Point of Information) is the formal question from the opposition team and it is given when one of debater is delivering their argument (D'Cruz, 2003). Based on Cambridge Union Society (2003) the time for delivering argument for each speaker is seven minutes and twenty seconds.

Basically the Australian and Asian parliamentary debate is quite the same. What makes Australian and Asian parliamentary debate different is in term of giving POI (Point of Information). In the Asian parliamentary debate, the speaker is allowed to give POI (Point of Information). According to Quinn (2005), both Asian and Australian parliamentary debate consists of two teams. The first team is called positive, government or affirmative team and the second team is called negative or opposition team. There will be three speakers in both style, first, second, and third speaker. In Australian and Asian parliamentary debate, there will be reply speaker. Reply speaker is the debater who has the role to give review of the argument and the whole debate and it is taken from the first or second speaker of positive and negative team (D'Cruz, 2003).

2.2.4 The Principle of Debate

As we know that in debate, there will be some speakers that have their own role and among the speakers, the role is different. The role here refers to the thing that every single speaker should deliver. According to Quinn (2005) who said that every debater has their own responsibility that they should be responsible. In this study, the researcher gives the explanation according to the previous study about the principle of debate to every debater.

The first principle is for Australian and Asian parliamentary debate. The researcher combines those two debate format because basically they are quite the same. The principle of the debater who takes the role as first speaker of government team is building a strong foundation for the team. The first speaker should deliver some important points regarding to the motion or the topic that is being debated. Some important points are defining the motion of the debate, presenting government's goal, theme line, and team split, showing the status quo, and creating a good argument as well (D'Cruz, 2003). Meanwhile the principle for the first speaker of opposition team is actually as same as government team. The difference is that the opposition team does not need to define the motion because it has defined by the government team and they should accept that definition of the motion. Another difference is that the first speaker of opposition team should give rebuttal toward what the first speaker of government team as a response. The next principle is for the second speaker of government team. As a second speaker of government, the debater should give rebuttal toward the first speaker of opposition team and give the substantial argument to extend the case of government team. Meanwhile the second speaker of opposition team has the same

principle as the second speaker of government team but the second speaker of opposition team should give rebuttal toward the first or second speaker of government team. The following principle is for the third speaker of government and opposition team. For the third speaker of government team, they should give rebuttal toward the first or second speaker of opposition team and give the resume of the case of their team because the third speaker does not allow to give new matter or argument. Meanwhile for the third speaker of opposition, they should give rebuttal toward the first, second, or third speaker of government team and give the resume of their case as well. The next principle is for the reply speaker. Reply speaker is coming from the first or second speaker of both team and their principle is showing the clash of both team and proving the strength of their team and the weakness of their opponent.

The principle of British parliamentary debate is basically as same as in Asian and Australian parliamentary debate. But in British parliamentary debate, there will be four teams and in each team consist of two speakers. According to Prince (2006), the teams in British parliamentary debate are opening government, opening opposition, closing government, and closing opposition.

The principle for opening government is defining the motion, presenting theme line, team split, background, and status quo of the motion, and giving the argument. For the opening opposition, the principle is as same as opening government but they do not have to define the motion because it is already done by the opening government and they have to give the rebuttal toward the opening government. The next principle is for closing government, they have to bring the new argument as an extension, give summarize of government case, and give the

rebuttal as well. Meanwhile the principle for closing opposition is same as closing government.

Those principles for every debater and there is still principle for the entire debater. The principle is know the special terms that exist in debate. It is very often that debaters use special terms in order to enrich their argument. The example of the special terms is retribution principle, exit mechanism, do not ask and do not tell mechanism, military intervention, and so on. Those kinds of special term should be understood by the entire debater.

2.2.5 Level in Debate

It just like in school that has different level or class, that kind of level also exists in debate. Basically in debate, there are only two levels that are used to differentiate the debaters. According to Sonnreich (2008) stated novice or beginner and intermediate are the levels that exist in debate. The difference between novice and intermediate are in the time of joining debate in terms of competition.

Based on Moe (2004) said that novice is the level for beginner or newbie who is in the first year of competition. It means that novice is for the debater who just follows the debate competition at the first time. Meanwhile the intermediate level is the level for debater who passes the first year of competition. In other word, intermediate is for the debater who has more experience in joining debate competition rather than novice.

2.3 Review of Previous Study

There are a lot of studies that have been conducted to find the effectiveness of debate toward students' ability in English especially. Hall (2011) attempts to find the effective and innovative teaching strategies in term of enhancing critical thinking and communication skill. And the result of his study revealed that debate is the effective way in helping the students to improve and develop four skills of English. Other researcher is Rubiati (2010) who tried to find the beneficial of debate in term of speaking ability. The result showed that debate makes the ability of speaking English is well improved. Goodwin (2003) also stated the same that by joining debate, the students will have a better improvement in speaking rather than the students who do not join debate. On his result revealed that students' ability of speaking is getting better after joining debate.

Bellon (2000) stated that students' ability in English will be better when they are practicing debate continuously. And it was proven in his result of the study which revealed that debate can improve the students' ability in English and motivate the students to always develop their ability as well.

Hall (2011) found out that debate can fulfill the students' need in English especially in term of self-confidence. It was proven in his study that the number of students who join debate showed a good improvement after joining debate.

Different from the previous studies which generally tried to find out the effectiveness of debate toward students' ability in English, this study will do a development of debate material. The researcher will try to make an appropriate debate material from the very basic level of debate by providing English debate module for newbie debaters at University of Muhammadiyah Gresik.

Before developing English debate module for beginner, the researcher tries to find references of debate book or any related material. The researcher finds some debate books that give the knowledge of debate. Prince (2006) that consists of four formats debate (British, Canadian, French, and North American styles). In this book of debate provides a basic knowledge of what is debate and how to debate as well but there is no exercise for the debaters to practice debate so that the lack of this book is in providing the exercise to be practiced by debaters.

Cambridge Union Society (2011) provided the knowledge of debate and focuses on British parliamentary debate only. The book explained about rule and how to have debate using British parliamentary debate. The lack of this book is on the example of topic. There was no the example of on how debate is done using British parliamentary debate.

D'cruz (2003) also gives the knowledge of debate through his book with the title of Australia-Asia debating guide. This book explain about two formats debate that have the similarity which are Australian parliamentary debate and Asian parliamentary debate. Unfortunately, there is no place for the reader to check their understanding after reading that book by doing exercise.

Recently there is debate module which is developed by the senior of debate at University of Muhammadiyah Gresik, Ananda (2014) and the title of her module was Competitive English Debate Module. The module explained about the rule in competitive debate, how to conduct a competitive debate, and the module also gave the reader space to practice by doing exercise. The lack of the module is on providing the special debate term. Since in debate has many kinds of

special term, debater should know about it. And the second lack is on the knowledge of being an adjudicator in debate. Because in debate there is also adjudicators who assess the way the debate runs, so the information of how being an adjudicator in debate and what kind of component that should be assessed and how to consider the team that wins in debate as well.

Different from the previous book and module, the debate module that will be developed by the researcher will give a basic knowledge about what is debate and how to debate as well. The researcher will also provide the information of being adjudicator who assesses the debate. Other difference is on the example of the topic. The example of debate topic will use the simple heading to the complex one. The researcher will provide the space for the debater or the reader to do the exercise to check their understanding after reading the module.

2.4 Summary

Speaking is one of the important skills of English that become the measurement of successful learning. Many people have the assumption that the successful learning of English is seen from the ability of speaking English. That is why it is important to be able to speak English. To be able to speak English is not that easy way. We have to understand many aspects in English like vocabulary, grammar, rule of speaking and so on. To understand those aspects, we need to find such kind of activities that can help us in improving our speaking skill. One of the activities is debate.

Debate is known as an activity that is used to communicate through arguments and it is delivered orally. Debate also refers to an activity to improve the skill of English like speaking, listening, reading, and writing. For speaking,

debate engages the debater to defend their argument and offend the opposition's argument by delivering it through speech. It means that the debater has to be able to speak English in order to keep their position in debate stable. In listening, debater has to listen to the opponent's argument in order to make rebuttal toward the opposition team. That is why joining debate will sharpen the skill of listening. In terms of improving reading skill, debate can give a lot of knowledge and information as well because before delivering the argument, debater has to have a valid and updated data to strengthen the argument. To have a valid and updated data, debater has to read much. Meanwhile in writing, debate helps us in improving our writing ability. Before delivering the argument, debater has to arrange the argument in order and the argument will be well structured.

Other beneficial of debate is in terms of self-confidence. Many people will be nervous when they have to speak in front of many audiences. Through debate, it will make our self-confidence well improved because we deliver the argument in front of the opposition team, adjudicators, and audiences. Debate gives a good contribution in terms of critical thinking because there are a lot of topics and issues that are being debated and it will make a debater has a lot of perspective to see the issues.