

Chapter Two

Literature Review

In this chapter, the researcher reviews some theories related to the research especially about language learning, speaking skill in language learning, definition speaking skill in language learning, aspect speaking skill in language learning, and also about debate habit, function debate habit, influence debate habit, debate habit toward speaking skill. The theories are not only taken from books and journals but also from articles and related studies to support this research.

Language Learning

In this section, the researcher discusses several concepts that related to the language learning. Language learning is a basic factor of this research, therefore language learning as a first point that should be able to explain based on some experts' opinion. It is also followed by definition of language, learning and definition of language learning.

Definition of language. Language is a tool to communicate with other. If there is no language, human cannot communicate with each other. Brown (2000) explained, "language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. Depending on how fussy you were in your response, you might also have included some mention of (a) the creativity of language, (b) the presumed primacy of speech over writing, and (c) the universality of language among human beings" (p.5). If the students use language to communicate, students give response spontaneously. Using language can be shown by speaking,

writing and giving gestures. Language needs creativity and we have to know how to give a good response to the listeners. Language is a set of words that has a meaning and is used to communicate or to deliver people's mind.

Definition of learning. Learning is similar to studying, so learning is getting a knowledge or skill about something. Brown (2000) defined, learning as acquisition or “getting”, learning is retention of information or skill, retention implies storage systems, memory, cognitive organization, learning involves active activity, learning is relatively permanent but subject to forgetting, learning also involves some form of practice, perhaps reinforced practice, and the last learning is a change behavior.

Based on Brown's statements, learning is getting information and practice to acquire skill. When the students learn something, they have to involve and practice in learning process to get a new skill.

Definition of language learning. Language learning is learning about language. Language learning is getting of language knowledge or language skill by studying, experiencing or instructioning. If the students want to master a language, they have to know several aspects in language learning. Several aspects in language learning are divided into four skills, such as listening skill, writing skill, reading skill, and speaking skill. Listening skill and reading skill can be called input skills, whereas speaking skill and writing skill are known as output skills. Goh and Bruns (2012) said, “however it is not just output of language through reading and listening that is important for language acquisition but there is input skill through speaking and writing skill” (p.56).

The language learners should be able to master output and input skills. In addition the student could be successful in language learning, especially if the student masters speaking skill well. Nazara (2011) supported, many language learners regard speaking ability as the measure of knowing a language. The statement brings the significance of speaking skill, and language learners have to develop speaking skill in order to become competent learners.

Speaking Skill in Language Learning

Several reviews of speaking skill in language learning as dependent variable in this research should be conducted in order to see the scope of speaking skill in language learning. Then, this section focuses on definition speaking skill in language learning and some aspects speaking skill in language learning.

Definition speaking skill in language learning. English teaching and learning has the goal to improve students' ability includes the four skills and teacher can be skillfully performed by students. Especially speaking skill, speaking skill is very important during language learning process. Language learning occurs through meaningful interaction, certainly involves students. Sometime students have to put themselves as subject. It means that they are not only as receiver but also as an independent one who can speak up, give ideas, and contribute to language in the classroom. Moreover, to make students becomes active in language learning, teacher should be able to enhance students to speak and communicate with others. Efrizal (2012) stated that, Speaking is one way to communicate which ideas and thought is a message delivered orally. To enable students to communicate, students need to apply the language in real

communication.

When the students want to speak, they should deliver a message orally. Speaking skill is very different with other skill. The students can study writing skill and reading skill from book or other resources. However, to learn speaking skill, the students must speak and practice. Oradee (2012) supported that, “in foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and considered as the most difficult skill” (p.534). Expert said speaking skill is the most difficult skill but in fact, students still have lack of confidence and sometimes they are still nervous in speaking English. When the teacher asks to the students to communicate with foreigner, almost all students feel nervous and confused. It needs a lot of practice to speak well. Pinter (2006) argued, “Speaking practice starts with practicing and drilling set phrases and repeating models” (p.55). So, a fluent speaker does not only learn about language but also speaker should know what the appropriate words to say. Speaking skill is one of language skills which is very important to be mastered by students in order to be a good communicator.

Aspect speaking skill in language learning. As a language learner, students must be able to master four skills in language learning. One of four skills is speaking skill. If students want to be a good speaker, students should know some aspects in speaking skill. Goh & Burns (2012) concluded that aspect of speaking skill are has good pronunciations, confidence, speaks standard English, speaks fluently and with few or no grammatical mistake, ability to communicate, can be understood easily by others and effective to communicate in several

situation.

The lists above shows that to be a good speaker, students should have several competences. Students should have good strategies to achieve those competences in speaking skill. Pronunciation is definitely the biggest thing that people notice when speaking English. To speak fluently are measured by having just few or no grammatical mistake. Preventing grammatical mistake means students should master large numbers of vocabulary, accurate grammar, and phonology for the speaking skill. If the students can achieve those aspects, students will be a good speaker. Besides, ability to communicate means the student can build communication and interactively communicate with others. Presently, good speaker should be able to master pronunciation, grammar, vocabulary, high confidence, speak fluently and build communication in several situations.

Debate

The last section presents about debate which is as an independent variable. All of statements based on experts' opinion to support the researcher point view. It is included, definition debate habit, function of debate habit, influence of debate habit and especially debate toward speaking skill which gives related explanation with the dependent variable.

Definition of debate habit. Method is an important thing to build the ability of students. Richards and Rodgers (2001) agreed that “the quality of language teaching and students ability will improve if teachers use the best available approaches and methods” (p.11). Debate is a good method to enhance

students' skill especially in speaking skill because debate is an activity to give own opinion. Khamdi (1995) asserted, discussion or debate is an exchange of opinions on a subject matter which each participant gives a reason for his opinion. Debate is a good educational strategy that can enhance students to change their thinking. Hall (2011) argued that debate has been defined as an educational strategy that foster critical reasoning and thinking skill as well as heightens awareness of values and beliefs. Therefore, debate can make students have a good thinking skill and also debate gives influence to their attitudes or values. In debate, students have pro and contra arguments and the student have to create new ideas in expressing their reason. Additionally, when the students discuss in debate, they have to speak and they have to share the ideas. Darby (2007) said, Debate can be defined as an old teaching-learning strategy that presupposes an established position, either pro or con, on an issue, assertion, proposition, or solution to a problem

Furthermore, debate is one of way which gives impact toward speaking skill if student practices continuously. Practice continuously means the students do debate as their habit. Hornby (1974) stated that "habit is one settled practice" (p.385). Additionally, activities which are done frequently will actually build a habit. Cambridge Oxford (2008) added that, Habit is the thing that you do often. Therefore habit is a something that do often and regularly intervals. Webster's dictionary (1994), defines habit as a behavior pattern acquired and fixed by frequent repetition. Grellet (1987) cited on Issa, Aliyu, Akangbe and Adedeji (2012) (p.472) said that habit has been defined as "something that you do often or

regularly”. Habit is about the activities that will be conducted intensively. In other words, habit is a routine that is done continuously which develops in the daily life. The habit happens because a people do an action that repeatedly until they do not directly think consciously about it. This consistency leads them to always do a routine.

Perhaps, debate habit is an activity to practice debate continuously. Debate is activity to show opinions, arguments and ideas. Debate require extensive preparation by learners, call for interaction in groups and make use of at least the following language function: describing, explaining, giving and asking information, agreeing and disagreeing. Moreover, it will give good impact if students used to practice debate activity become as a habit. It is because habit is a response that has become relatively automatic through practice.

Functions of debate habit in language learning. Language learning is about producing a new language. As language learner, students have to communicate with the new language as well. Certainly, to produce a new language, practice is very important for language learners in order to be a good speaker so the students can communicate well. The good method for students is debate habit, because debate habit has a lot of benefits for language learners. It was supported by Kenedy (2007), debate is an active instructional strategy enhances learning particularly in the areas of mastering the content as well as developing critical thinking skills, oral communication skills, and empathy. Thus, debate gives a lot of advantages in developing skills of the students.

The good way to improve skill as language learner is by practicing debate,

because it provides some skills which effective for language learners. Alasmari & Ahmed (2013) argued, "If debating is used in EFL classes, all four skills of English language (e.g. listening, speaking, reading, and writing) are practiced" (p.150). Through debate, students can practice a lot of skills, such as how to pronounce words, stress, vocabulary, brainstorming, script writing, logic building, and argumentation. It is in line with Krieger (2005), Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways, providing meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills. It can be shown when debaters give arguments based on strong evidence or strong reason, so a logical reason and a good communication are needed. It means that debate habit can improve a lot of skills because debate provides some skills that appropriate for students in EFL.

There are several functions of debate habit in language learning. Debate activity can enhance critical thinking, oral communication and empathy. Debate is also practiced four skills in language learning, such as: speaking, writing, listening and reading skill. Additionally, debate gives advantages in developing argumentative skill. Through debating, students should give opinion spontaneously, it is raising the students in order to show own ideas.

The influence of debate habit in language learning. Debate is an activity that can improve a lot of skill. A debate will give influence about attitude, and ideas. Tumposky (2004) assumed, debate also allows students to move beyond "rote learning of facts, theories, and technique," and provides an

opportunity for applying knowledge through role-playing while demonstrating their ideas, values, and attitudes. If students can be active in debate, they will be different with others students in their attitude, ideas and behaviors. Learning achievement will also give influence for debaters and their motivation. Yang & Rusli (2012) stated that, the use of debate increases students' learning motivation and interest level on the subject matter. His research found that debate gives influence in learning motivation. If it gives influence in their motivation, then of course their achievement will also be improved. Thus, the influence of debate will give impact in attitude, motivation and also behaviors of the students.

Shortly, debate habit can give influence in language learning. Based on those experts, debate activity provides opportunity to apply knowledge and raise the ideas. Debate impress students to interest in subject matter. It means debate can give motivation in language learning.

Debate habit toward speaking skill in language learning. Debating in English requires all of skills. It is because debate is a practiced activity to join discussion, presentation and give arguments. When debaters delivery their arguments, they have to speak based on strong reason and those parts make students can improve their speaking skills. Darby (2007) argued, "debate provides opportunity to practice analytical and communication skills along with logical thought processes important to make decision" (p.6). Moreover, debate also makes debater more confident because when they practices to show their opinion, they should be confident and have good communication skill. Yang & Rusli (2012) as cited in Roy & Macchiette (2005) identified that the students were able

to improve their public speaking skills while students gaining confidence through debate activity. In fact, speaking skill cannot be separated with confidence.

Moreover it is a good way to improve speaking by debate.

Some students cannot be brave to show their idea and also cannot be brave to speak in classroom because they do not have confidence, but debate accustoms student to practice speaking. Dundes (2001) stated that the small group debate design provides students to practice speaking in front of others as well as experience. This is a fact that debate can enhance students to practice a speaking skill and it will give impact in their speaking skill. Therefore, when students are given arguments in debate, practice speaking is occurring, and also they can improve speaking skill by showing argument. Beside the lack of confidence, the students are afraid to speak English because they are afraid to make mistake, but debate can solve that problem. Alasmari & Ahmed (2013) remarked that, "Use of debate, in EFL classes will first of all drive out students' fear about English language" (p.149). If debate habit is practiced, the students will improve fluency, confidence, can build a good communication and to be able to master speaking skill as well.

Based on those statements, debate habit gives good impact in speaking skill especially for EFL. Debate habit provides students to improve communication skill and public speaking skill. When the student debates, they should try to face public speaking. If the debate habit practices for continuously, the student has confidence in speaking skill. Debate habit is a good way to raise speaking skill, after student used to speak in front of peoples, they becomes more

confidence and has fluency in speaking skill.

Related Researchers

There are three researches that are similar of this research which will be examined by the researcher. The previous studies or related studies that will be reviewed are about the debate strategies in improving speaking skill. In this research, the researcher would like to present the summary of the related studies to point up the idea of the research.

The first research by Rubiati (2010) entitled “Improving Student Speaking Skill and Motivation through English Debate Activities at SMK Negeri 1 Bangko”. This research examined English debate to improve speaking skill, the researcher did action research to improve speaking skill by English debate. The finding of this research showed that, the end of this research about improving student’s Speaking Ability and Speaking Motivation by using debate activities has been successful. He proved that teaching speaking through debate can improve students’ speaking skill and motivation at the second year of SMK N 1 Bangko.

The second research by Carna Wiwitano (2011) entitled “Languages and Arts Faculty Semarang State University in his study “The use of Australasian parliamentary debate system as an English interactive program based on disciplined eclecticism approach to implement KTSP in teaching speaking (an action research of the year eleven of science program of senior high school 11 Semarang in academic year 2009/2010)”. He concluded that debate, which is applied to teach students class XI students of senior high school, was an effective technique. It could encourage the students to explore their knowledge as well as to

speak and it was proven by the statistical result analysis of pre and post-test that by using debate to teach speaking could improve the students' speaking skill. The T – test result (13.64) was higher than table (1.55) at 0.05 alpha level of significant.

The last research by Azma (2008) entitled “Improving students' speaking skill through debate at grade XII IS 2 of SMA Negeri 1 Pariaman”. It was an action classroom which was held at class II IS 2. The total number of participant was 33 students. Based on the finding of the research, he concluded that debate improved students' speaking skill better. The factors effected the improvements are activation of students', background of knowledge, controversial topic, giving response to others' opinion, working in group and the implementation of the debate itself.

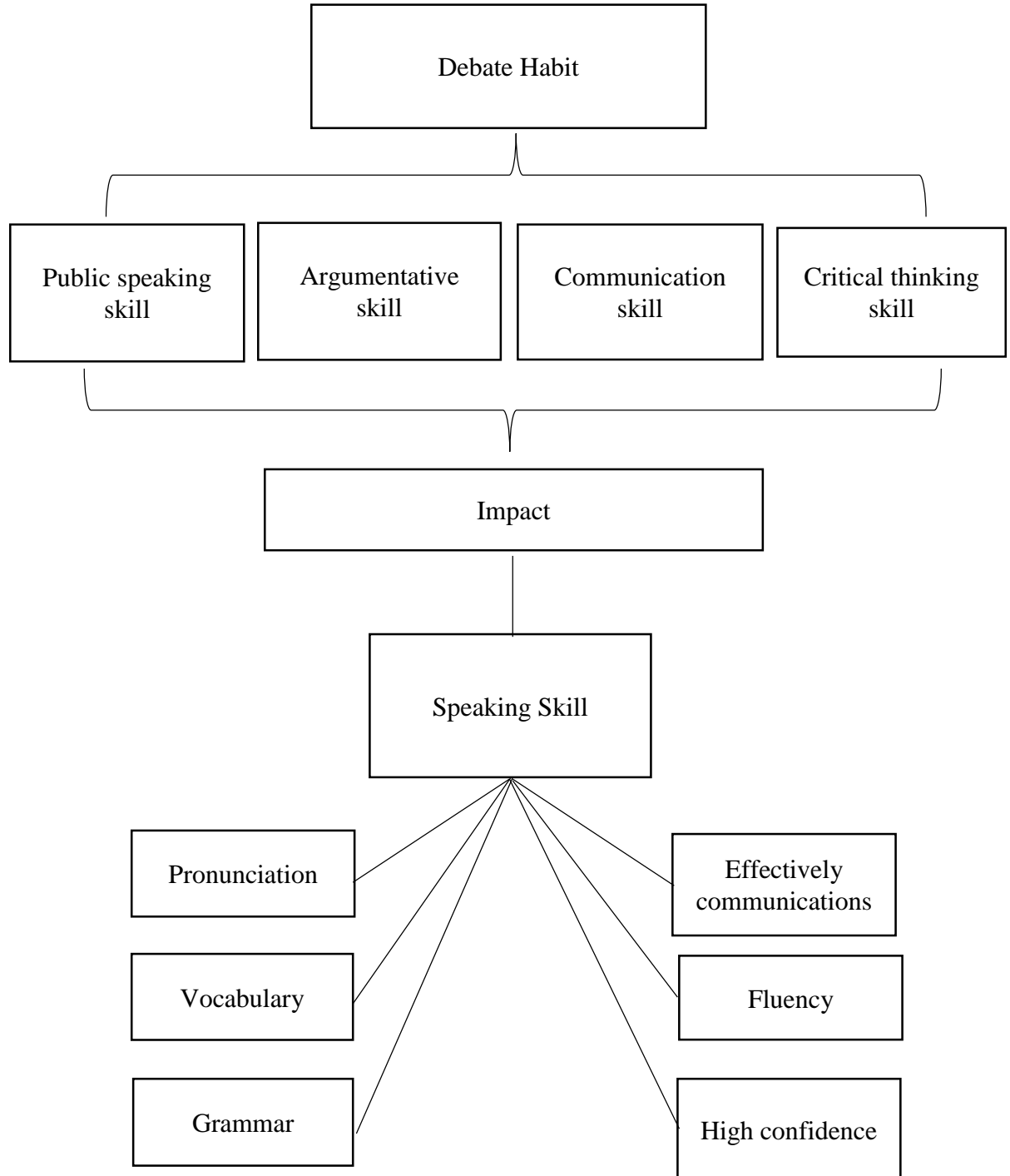
Those are several researches from many researchers that explained debate gives impact toward speaking skill. Those researchers have several ways to investigate how to debate can improve speaking skill. The researchers above did action research to improve speaking skill by debate activity, it means the researchers taught students in examining the debate activity toward speaking skill, but this research only focuses study about impact of debate habit toward speaking skill by using quantitative method. This research is not totally different, because the objective of this research is almost same to examine that debate activity can improve and can give advantages in speaking skill.

Conceptual Framework

There are several skills in language learning, such as reading skill, writing skill, listening skill and speaking skill. The researcher emphasized especially in speaking skill, because based on the literature speaking is one of first major in language learning. Nazara (2011) claimed, many language learners regard speaking ability as the measurement of knowing a language. Speaking is a tool to measure the ability in inquiring a language. To master speaking skill, speaking skill have some aspects that should develop for students. Based on Goh and Burns (2012), speaking sub skill such as: good pronunciation, grammar, vocabulary, high confidence, fluency in speaking English, good communication, speaks actively in several situations. Certainly, to master those aspects and become good speaker students should find appropriate way.

The appropriate way is debate since debate is a practice activity to discuss, to show opinion and to make decision. Dundes (2001) also supported, said the small group debate design provides students with significant practice speaking in front of others as well as experience in devising a cogent argument with strong supporting data. The support theories give arguments that debate habit gives significant practice speaking, and the students who have accustomed in practicing will be more confident, have good oral perform and can develop speaking skill.

Figure 2.1 Conceptual Framework



Hypotheses

Hypothesis is statement of prediction that will be tested by research. The researcher used two kinds of hypotheses as the basic that enables the researcher to do this research, namely the null hypotheses (**H₀**) and the alternative hypotheses (**H_a**). The following statements are the hypotheses of this research:

Null Hypotheses (H₀): There is no significant impact of debate habit toward speaking skill at EED UMY

Alternative Hypotheses (H_a): There is significant impact of debate habit toward speaking skill at EED UMY

