

Chapter Two

Literature Review

This chapter reviews the theory and some studies related to this research. There are several significant points in this chapter. They are speaking skill, debate, the aspects of debate activity in speaking skill and the roles of debate activity in speaking skill. In the last of chapter two, the researcher also puts the review of related studies.

Speaking Skill

In this section, the researcher explores several concepts which are connected to speaking skill. Speaking skill is the first basic factor in this research. Consequently, speaking skill as one point should be explained based on some experts' opinions towards this research. Also, this section explores about the importance of speaking skill and the elements of speaking skill. For more detailed information, it will be explained in the following paragraphs.

The importance of speaking skill. Good communication is exactly supported by having good speaking skill. As the reason, speaking skill is the first way which social human does to communicate and interact one another in social life context. In speaking context, usually people express or share their feelings and thoughts and communicate what they want to talk about orally. That way, speaking skill is very crucial and indispensable in making a conversation. The statement mentioned is in line with Gani, Fajrina, and Hanifa (2015) who argued that speaking skill is a verbal ability to point out the facts, arguments, ideas and feelings to other people. Thornburry (2005) stated that speaking is a conversation

which becomes an important part of the daily activities. In addition, speaking is also one of the inventive ability in language learning. Therefore, speaking skill is very important to attend in the accomplishment of this English skill as by speaking, people can interact with one another (Muslichatun, 2013).

Moreover, speaking skill not only talk about how people show or express their ideas, facts, opinions, and feelings, but it also includes the exchange of all the information mentioned before through the languages. The statement mentioned it is in line with Fulcher (2004) who said that speaking is the communication with others used as a language orally. Besides, through language, people can communicate and exchange information easily. In addition, language is a crucial device that human being is used to convey the thoughts of one another in a communication context. Gani, Fajrina, and Hanifa (2015) added that through speaking, people can learn how to draw up or arrange the sentences, set ideas, and deliver the language in the spoken form with good articulation and understandable language. According to Harmer (2007), speaking is the ability to speak effortlessly and supposes not only the knowledge of the language features but also about the ability to process the information and language directly. Ultimately, speaking is used a language tool to express people's ideas or thoughts to communicate and exchange information verbally with others.

The elements of speaking skill. Nowadays, to support students speaking skill they should know the elements of speaking skill. Which one it can make people more easier to exchange and understand the information one another. According to Rubiati (2010) to be good communicators students should know

some elements of speaking skill so that they do not confront the difficulties when speaking. Then, based on (Harmer, 2002, as cited in Rubiati 2010) stated that there are four abilities to speaking English presuppose the elements necessary for spoken production namely connected speech, expressive devices, lexis and grammar, and negotiation of language.

Connected speech. The effective speakers of English are not only able to produce every single phoneme of English. But also need fluent in connected speech. (Harmer, 2002, as cited in Rubiati 2010), said that in the connected speech means that the sounds are modified, added, delinked, and also impaired. So that, students should can be involve and designed their speaking activities specifically improve their connected speech.

Expressive devices. According to (Harmer, 2002, as cited in Rubiati 2010), the English native speakers transform the stress and pitch on specific part of phrase, vary the speed and volume, and paraded through other nonverbal and physical that has meaning how feeling they are. Using all of these device will gives contribution to the ability to recapture the meaning and enable the extra expressions of emotion and intensity to appear. Students should be able to redistribute leastwise some of such suprasegmental features and device in the same way to be wholly effective communicators.

Lexis and grammar. Spontaneous speech is labeled by the use of a number of prevailing lexical phrases, mainly in their performance of particularistic language functions. Such a variety of phrases in dissimilar functions are greetings, agreement and disagreement (Harmer, 2002, as cited in Rubiati 2010).

Negotiation of language. To be able to speak effectively, we can use the negotiation of language. That means we can ask clarification when we do not understand about the information or message that the speaker is trying to deliver and when we show the structure of what we want to say to the listener (Harmer, 2002, as cited in Rubiati 2010)

In a nutshell, speaking is not only having enough vocabulary and knowing the grammatical structure, but also should master all elements of speaking. It is because every single of the elements of speaking is very important and useful to become better speakers. More than that, people will understand about the information or messages that we say if we overwhelm the elements of speaking.

Debate

In this part, the researcher explains about various studies related to debate. The debate is the main point of this research. The debate comes up as the prominent point which should be able to explore based on some experts' arguments. Hence, the content of this part explains about the definition of debate briefly.

Debate is a formal method in speaking of cooperative and representative opinions pointed for reassuring or persuading the audiences. Moreover, Snider and Schenurer (2002) mentioned that debate is an event communication which is fairly structured to whom talks about interesting topic or issue with opposing advocates to take turns before a judgment is given. On the other word, joining debate will boost the people embroiled to transfer the plausible and systematized

opinions which are organizationally used for their decision being trusted.

Likewise, Vasconez (2015) argued that debate is a process of offering respectful mind or contention in which two opposing parts try to preserve people's thought or arguments.

Moreover, the debate is a strategy to develop students' speaking English skill effectively. Krieger (2005) defined that the debate is a beyond activity in language learning because it can take apart the students in a variety of cognitive and linguistic ways. Also, it offers meaningful listening, writing practice, and speaking. Additionally, the debate is efficacious for expanding or developing argumentation and explanation skill for convincing speech and writing progressively. Ebata (2009) pointed out that when learning a new language for global communication, the students are required to confidently express their thoughts in order to make the students to be vocal and critical thinking skill in delivering the ideas. Besides, the use of debate has been an effective technique to strengthen the students' speaking and critical thinking abilities (p. 35). In conclusion, the debate has a powerful for students to improve their speaking ability. As an example, the students can represent their ideas or arguments structurally, and they can spontaneously practice their English speaking and critical thinking abilities. On contrary, Zare and Othman (2013) stated that debate has potential part to improve speaking ability since the activity needs a lot of speaking practices and spoken discussions among debaters.

As mentioned by Alasmari and Ahmed (2012), "debating can be used brilliantly to boost up the students' speaking in English"(p.104). Moreover, debate

activity will help the students to enhance their pronunciation, fluency, and vocabulary mastery. Also, the students will also be familiar with the jargon and technical terms as debating covers a variety of areas and issues.

The roles of English debate activity in developing students' English speaking skill

In this passage, the researcher will probe more about various studies which are appurtenant with the roles of debate activity in developing students' speaking English skill. For the reason, the debate activity has some benefits for the debaters in this research. Besides, the benefits of debate as the essential point should be able to explore on some proficient opinions. In the benefits of debate, it includes Improving students' in English language speaking skill, Developing students' to having fluency in speaking English skill, Motivate students to speak, Developing students' critical thinking in speaking, Boosting students' to having self-confidence in speaking. Accordingly, each benefit of debate will be explained in the following paragraphs in detail.

Improving students' in English language speaking skill. As we know that there are some aspects that students have to do to be a good speaker. Such as having enough vocabulary mastery, few grammar mistakes, fluency and also pronunciations. And now, from debating activity students can improve the aspects of English language speaking skill. According to Alasmari & Ahmed (2013) confirm that the use of debates activity inside the classroom improves students' pronunciation, fluency, and vocabulary of English. In the same time, it is in line with Ali and Salahuddin (2013) who stated that the use debate, speech, and

conversation in EFL classes will push out the students' fear about the English language. Moreover, regular practice of debate, speech, and conversation will improve the different English skills such as fluency, pronunciation, and vocabulary (p. 147).

Developing students' English speaking fluency. As language learners, knowing the aspects of speaking English skill is the most essential things. By joining debate activity can developing students to having fluency in speaking. Derby (2007) said that debate technique can be one of the methods to support students fluent in speaking English (p.2).

Motivating students to speak. In addition, having motivated to speaking is very important. Barkley, et al (2005) in Somaji and Jansem (2015) mentioned that debate technique can improve students' motivation to practice their speaking English language skill and also embolden students' speaking ability in oral communication (p.29). Besides, it is in line with Ur (1996) debates technique and using discussion by used group will motivate students to speak the target language.

Adding students' knowledge. In the other hand, by joining English debate activity students may help students' to meet a new friend and new knowledge. As mentioned Quinn (2009) said that "debating gives you the chance to meet new people and new knowledge. Best of all, you have the opportunity to stand up and argue with someone in public, in a stimulating and organized dispute about real issues" (p. 1).

Developing students' critical thinking in speaking. In terms of debate activity, there are some benefits which the students will get. Firstly, through debate, the students can develop their critical thinking ability. According to Quitadamo et al (2011) critical thinking is an essential skill that students should develop. As mentioned Maryadi (2008), through debate activity, it can encourage students' critical thinking ability. Through debating activities students can foster and develop their critical thinking skill it because the students have to think in a very short time when speaking. Besides, they should be able to present their ideas or arguments according to evidences and facts. Ennis (1985) defines critical thinking as "reasonable, reflective thinking that is focused on deciding what to believe or do" (p. 28).

Moreover, debating activity is able to students to speak to preserve their arguments or standpoints which are contrary with conviction themselves. Moreover, in this section, not only debate performers are active to defend the arguments but also the students involved should be active in delivering the ideas as well. This in line with Gieve (1998) "states that for students to think critically they must be able to examine the reasons for their actions, their beliefs, and their knowledge claims, requiring them to defend themselves and question themselves, their peers, their teachers, experts, and authoritative texts" (p.126). In addition, debate is potential to develop students' critical thinking and speaking skill.

Boosting students' to having self-confidence in speaking. The debate activity is one of the great ways to improve the students' speaking skill. Surprisingly, the debate activity can boost and make students to have self-

confident in speaking. According to Setiawan (2006) stated that self-confidence in speaking and good to capability in convincing others is one of the benefit that students will gained through debating activity. Burek and Losos (2014), participation in debating can boost students' self-confidence, accelerate learning across the curriculum, and improve oral communication skills (p.49). According to Akerman and Neale (2011), "Debate or other public speaking training forms in oral communication have a role in developing children's and young people's skills, in terms of supporting their progress in education or in developing qualities such as confidence" (p. 6).

The aspects of English speaking skill that improves by joining English debate activity

In this segment, the researcher will illumine some of various studies which are related with the aspects of English speaking skill that improves by joining in debate activity. For the reason, is because the aspects are essential point and should be able to explore based on some expert opinion. For more detailed information, it will be explained in the following paragraphs.

As we know that from explanation some expert opinion above debate is one of teaching technique that can improve students' speaking English skill. Then, it is in line with Alasmari & Ahmed (2013) "claims that debating can be used brilliantly to boost up students' speaking in English" (p.148). So that, as a language learner, if students want to be a good speaker in English, students should know some aspects in English speaking skill.

Nowadays, by joining English debate activity students can develop some aspect of English speaking skill. According to Sinder (2011) added the used of debate technique will be improve students English speaking skill which includes pronunciation, fluency, grammar, and also vocabulary. The use of debate and dialogue techniques should be implemented in the classroom to strengthen the language or weak the fear to use it (p. 157). The lists above show that, the aspect of English speaking skill which students' can develop from joining debate activity.

Review of Related Studies

There are three similar studies in this research which will be inspected by the researcher. The previous studies or related studies that will be reviewed researcher are about debating can improve students' speaking ability. In this research, the researcher would like to express the summary of the related studies to show the idea of the research.

The first related research was conducted by Umar (2016). The objective of the study was to implement the debate technique and peer-assessment to enhance the third-semester students' speaking ability. This study used classroom action research, and it was done in two cycles. There were four meetings in each cycle. Three meetings were for the implementation of debate in the teaching speaking, and one meeting was for conducting a speaking test. The result showed that the students progressively could express their thoughts and opinions in debate practice. The activities provided encouraged the students' creativity to explore the language. By practicing speaking in the debate practice, the students could

improve their fluency as well as their confidence. Additionally, the results of the speaking test indicated that there was an increased ability from being 'fair' into being 'good'

The second previous study was conducted Widyaningsih (2017). The research used classroom action research, and it was done in two cycles. The data collection was done using observation and test. The participants of the research were 24 students. The result of the research showed that the use of debate technique can improve students' speaking skill. It was proven by students' test score which improved in every cycle. In the first cycle, the students' average score was 71, and in the second cycle, the students got 82. Thus, the debate was a suitable technique which can be used to improve students' speaking skill.

The third related previous study was done by Reva (2012). The purpose of the study was to find out the benefits of joining Student English Activity (SEA) at Islamic Private University of Yogyakarta and to investigate which SEA program was effective in improving students' English skills. The research used a qualitative method to collect the data. Then, the participants of the research were 4 students English Language Education Department who joined in SEA. The findings showed that joining SEA gave some benefits for the students. For instance, they can practice their English, improve their speaking and writing English Skills, and have many friends. The researcher revealed that there were three effective SEA programs in improving students' English skills namely debate, discussion, and English camp.

Those reviews of related studies are several types of research from some researchers which explain that debate gives impact on students' speaking skill. Those researchers have several ways to investigate how debate can develop students' speaking skill. There are differences of three researches above and present research. For example, the researches discuss about the implementation of debate technique to improve students' speaking skill. Conversely, this research discusses about the role of English debate club activity towards students' speaking skill. Moreover, previous researches mostly conduct classroom action research as the method to improve students speaking skill through debate activity. Besides, this research uses qualitative as the method to collect the data. Furthermore, the targets of previous studies are the students English Language Education Department in third semesters at University. Meanwhile, this research targets are four students, members of English debate club activity regardless of their department.

For the other differences between this research and the previous researches, this research wants to find out about the students' perception about joining English debate activity in developing students' speaking English skill. For the research design, the researcher uses the interview as the instrument of the research to collect the data. Then, the researcher makes the interview in order to find out the research results.