

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Speaking**

##### **1. Definition of Speaking**

Speaking is one of the four language skills which are interpreted as an expression of idea, opinion, or message with oral language (Cahyono and Indah, 2012: 8). Richards and Renandya (2002:204-210) stated that speaking is one of the elements of communication. Based on the statements above, speaking is the way to communicate that uses a list of words to transfer the purposes of speaking.

There are many definition of speaking. Speaking is one of language skill which is very important to be mastered by students in order to be a good communicator. According to Fulcher (2003:23), speaking is the verbal use of language to communicate with others. Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech. In other statement, Richards (2008:2) adds that speaking in traditional methodologies usually meant repeating after teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audio-lingual and other drill-based or repetition based methodologies of the 1970s. In short, speaking can be as the way to carry out feeling through words, even conversations with other. It means that human use words and phrases in interactive process of constructing meaning of speaking.

As stated in Holy Qur'an, 53<sup>rd</sup> verse of surah Al-Isra, Allah mention about speaking:

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ كَانَ لِلْإِنْسَانِ عَدُوًّا مُّبِينًا ﴿٥٣﴾

Based on the verse above, Allah said to the human being that they should speak in the right way and people should speak good things.

Speaking is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. The speaker should have the ability to transfer the meaning and the purpose of the speaking also make the language is understandable for the listener or speaking partner.

## 2. Functions of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Richards (2008:2) made a useful distinction between the interactional function of speaking. In which it serves to establish and maintain social relations, and the transaction function, which focus on the exchange of information. Richards (2008:21-28) add divides the functions of speaking as follows:

### a. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk and recount recent experiences,

because they wish to be friendly and to establish a comfortable zone of interaction with others.

b. Talk as transaction

Talk as interaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the control focus, rather than the participants and socially with each other.

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk. It is the talk that transmits information before an audience, such as classroom presentations, public announcement, and speeches.

The interpersonal function of language is reflected in the kind of social talk that we participate in throughout the day in conversational exchanges with family, friends, colleagues, etc. this kind of relaxed verbal interaction is the use of language to establish and maintain social relations. Second component of language, the ideational, corresponds to a function of language quite different from its use for social relations. This is the use of language to express content and to communicate information. It is an essential aspect of most real-life situations, whether in study or in business, professional, or most other work contexts.

Based on explanation above, the researcher concludes that the speaker should interact with listener, so that the speaker can convey the information. In the other hand, the speaker can maintain social relation to the listener.

### **3. Purpose of Speaking**

The purposes of speaking can be categorized into several purposes. Richards and Renandya (2002:201) stated that speaking is used for many different purposes, and each purpose involves different skill. In casual conversation, for example, the purpose of speaking may be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time they spend with friends in some situations, speakers use speaking to give instructions, to describe things and to entertain people. Richards and Renandya (2012:3-4) argued that each of these different purposes for speaking implies knowledge of the rules that accounts for how spoken language reflects the context or situation in which speech occurs, the participants involved, their specific roles and relationships, and the kind of activity the speakers are involved.

Speaking can be differed into interactive or non-interactive based on the purpose of the speaking event. The conversation that takes place when we buy a newspaper at a news kiosk is interactive, whereas leaving a message on an answer phone is non-interactive (Harmer, 2001:343).

In oral communication, speaking is a more complex skill than listening. In addition to know the sound, structure, vocabulary, and culture subsystem of the language, the speakers must think of the ideas they wish to express, either initiating a conversation or responding to previous speakers, and be consciously aware of the appropriate functional expressions, as well as of the grammatical, lexical, and cultural features needed to express the idea. Many language students consider speaking ability is one of their primary goals of study, either because

they would derive some personal satisfaction from being able to speak a second or foreign language or they feel it would be useful in pursuing other interests or career goals (Indah and Cahyono, 2012: 8). Based on the explanation above, it is known that speaking is really important in everyday life especially for social interaction.

#### **4. Component of speaking**

Haris (1974:18) stated that there are five components of language that influence speaking ability. They are:

##### **a. Pronunciation**

Hornby (1995:928) pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language. As what Hornby said above pronunciation is very important because it can influence the meaning of the word. If speaker pronounce it with inappropriate pronunciation the meaning will be different.

##### **b. Grammar**

Mastering grammar knowledge will help one in speaking English, because he will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other word, grammar is important role to master the spoken of the language.

##### **c. Vocabulary**

Mastering vocabulary is first step to speaking English, if we not master vocabulary we cannot utterance what is our purpose.

#### d. Fluency

In speaking, we must speak fluently because listeners are able to respond to what we say. Say that fluency became a goal for speaking courses and this could be developed through the use of information and other tasks that required learners to attempt real communication, despite limited proficiency in English.

#### e. Comprehension

In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well. On the other hand, there are still some components of speaking which are also important. They are:

##### a. Grammar

In Oxford Advanced learner's Dictionary (1995:516), grammar is the rules in the language for changing from words and combining them into sentences. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

##### b. Vocabulary

In Oxford Advanced Learner's dictionary (1995:1331), vocabulary is the total number of words in a language. It is really important for students to enrich their vocabulary so that they can speak English fluently.

##### c. Comprehension

The power of understanding and an exercise aimed at improving or testing one's understanding of a language (Hornby, 1995:82).

#### d. Accent

In Oxford Dictionary, accent is individual, local or national way of speaking. Besides, it can be defined as a mark written over or under a letter (Hornby, 2008:2).

### **5. Speaking Ability**

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary. Freeman in Risnadedi (2001:56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

### **6. Type of speaking**

There are two types of language: formal and informal. In general, someone uses formal speaking in teaching learning process like the teacher with the students and someone how has higher students. Informal speaking is when someone speaks with friends and family.

Frendy (2013) on his article, stated that in all language the forms people use when speaking formally are different from those used informal. In English someone tends to use formal speech with stranger and people of higher status, and informal speech are differentiated in two basic ways: by style and by content, formal speech is characteristic by embedding and a tendency toward more

complete sentences as opposed to fragment. Informal speech is characterized stylistically by omission, elisions, reductions and sometime, a faster speaking rate.

Based on explanation above, the researcher found that someone tends use formal speech when interaction among the teacher and students in teaching learning process or with people of higher status, and someone uses informal speech when they speak with their family, and friends.

## **7. Concept of Teaching Speaking**

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

According to Nunan (2003:54) there are five principles for teaching speaking:

- a. Be aware of difference between second language and foreign language in learning context.
- b. Give students chance to practice with both fluency and accuracy.
- c. Provide opportunities for students to talk by using group work or pair work.
- d. Plan speaking task that involve negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and interactional and interaction speaking.



## **B. The Debate**

### **1. Definition of Debate**

Debate is process of presenting idea or opinion which two opposing parties try to defend their idea or opinion. According to Trapp (2007:3), debate is an activity that could hardly exist without argumentation. Debate is defined as the process of arguing about claims in situations where the outcome must be decided by an adjudicator. Parcher (1998:1) added that debate is a uniquely beneficial educational tool in part because of the value of argumentation theory itself.

According to Thompson in Inoue (1996) debate is contrasted with discussion. The distinction in their use in referring to a decision-making process may be outlined as follows:

- a. In debate, participants argue for and against the pre-fixed proposition. In discussion, participants look for a solution to a problem.
- b. Consequently, debate considers two alternatives, while discussions consider multiple alternatives.
- c. Debate is usually regulated by strict rules about the time and order of speeches. Discussion is conducted more freely with less formal rules.
- d. In debate, the decision is made by a third party based on the arguments presented by the affirmative and the negative sides. In discussion, the purpose is to reach an agreement among participants.

Moreover, according to Frendy (2013) on his article, there are some objective to be achieved through debate, there are:

- a. Encourage students to practice speaking.
- b. To give students ample opportunities to speak English during their leisure time.
- c. To increase students motivation to speak.
- d. To make them realize that learning English is not as difficult as they think.
- e. To practice English without thinking much about grammar.
- f. To let students realize that they can learn English from their parents, friend, classmate and other.
- g. To make sure that everybody can learn English at their free time.
- h. To develop students' courage to speak English.
- i. To make children able participate in everybody conversation with their interlocutor.

## **2. Kinds of Debate**

There are some kinds of debates. According to Zamboni (2016) on his article, kinds of debates are Lincoln-Douglas debate, team policy debate, NDT and CEDA formats and parliamentary debate.

### **a. Lincoln-Douglas Debate**

The Lincoln-Douglas format of debate is named after Abraham Lincoln and Stephen Douglas' debates on the subject of slavery. In Lincoln-Douglas format, only one person argues on each side of the debate. The debate begins with

a *constructive speech* by the affirmative side, which lays out the main arguments for the proposition, followed by a shorter cross-examination during which the negative debater can ask questions of the affirmative debater. After the cross-examination period, the negative side gives its constructive speech, followed by a cross-examination by the affirmative debater. Following this, the affirmative and negative sides each offer a *rebuttal speech*, in which they re-emphasize the important aspects of their constructive arguments to refute the opposing sides. New arguments may not be brought up in a rebuttal. The debate closes with a shorter final rebuttal by the affirmative debater.

#### b. Team Policy Debate

The team policy debate format is commonly used in high schools. The affirmative and negative teams are each composed of two debaters, and the debate is composed of eight speeches: four eight-minute constructive speeches alternating between the two teams, beginning with the affirmative side, then four alternating four-minute rebuttal speeches, beginning with the negative side. Speeches by a team will typically alternate between the two team members, so the first affirmative speech and last affirmative speech will be given by separate debaters. Team policy debate judging emphasizes research and evidence over persuasiveness and diction. A successful team will gather data to counter all potential arguments by the opposing side and be able to use it at the time of debate.

### c. NDT and CEDA Formats

The National Debate Tournament, or NDT, and Cross-Examination Debate Association, or CEDA, formats are team debate formats similar to team policy debate, but they are used at a college level. These formats use the same arrangement of alternating constructive speeches followed by alternating rebuttals. The speeches in these formats are longer than at the high school level. Each of the constructive speeches is nine minutes long, followed by a three-minute cross-examination period, while the rebuttals are six minutes. NDT's judging places the same emphasis on evidence as the team policy debate; CEDA tends to stress policy in its debate topics and thus provides more opportunity for values-driven arguments.

### d. Parliamentary Debate

Parliamentary debate formats stress improvisation and persuasion. The proposition being debated is not given to the teams until 10 or 15 minutes before the debate begins, meaning the teams do not have a chance to perform in-depth research. A parliamentary debate alternates between four constructive speeches followed by two shorter rebuttals. No cross-examination is used in parliamentary debates, but a team may interrupt an opposing team by calling for either a *point of information*, asking for clarification on an argument, or a *point of order*, to observe that a rule of the debate has been broken. Some variants of the parliamentary format include four teams two arguing in favor of the proposition and two against. In this case the teams are ranked from one through four at the end of the debate.

### **3. Rules of Debate**

There are some procedures of debate. According to Halvorsen (2005) on his article, there are six steps of debate. First, students must first be aware of debate able topic and of the variety of potential positions that can be taken on the topic. Second, students should be given opportunity to research topic and from their own opinions on the issue. Third, next pairs or small groups should be formed where like-minded students can share their opinions on the topic and gain information from others. During this step students should be encouraged to think about potential arguments that will come from the other side and how can they respond to these arguments. Fourth, now some of debate must take place where the two (or three or four) sides share their opinions and present their arguments. This could take from of a classic debate, with opening and closing arguments from both sides and time from rebuttals all done as a class. Alternatively, it could simply be small groups or pairs sharing their differing points of view with one another. Fifth, the instructor should follow-up with a summary of the opinions and views expressed by all sides and an assessment of their strengths and weaknesses. Finally, the class and instructor should be allowed to express their opinions on which side made the case most convincingly. This step is important in that it helps the students to understand that this type of thinking and debate process can lead to real results and provide some sense of closure on the topic.

#### **4. Debate in Indonesia**

In Indonesia, debate has begun to develop a competitive, though still dominated by English-language debating competition. According to Abu (2014) on his article, the first Parliamentary Championship Debate at the university level is Java Overland Varsities Bahasa Debate (JOVED) held in 1997 at the Catholic University of Parahyangan, Bandung and followed by teams from various regions of P. Java. The second championship debate in Indonesia is Indonesian Varsity English Debate (IVED) in 1998 at the University of Indonesia. Until now (2006), both competitions are held every year in rotation in different universities.

Since 2001, Indonesia has sent a delegation to the WSDC. Delegates are chosen each year through the Indonesian Schools Debating Championship (ISDC) held by the Ministry of National Education in cooperation with the Association for Critical Thinking (ACT).

#### **5. English Debate**

According to Wibowo (2011) on his article, English debate, as we have already known or as the name implies, it is a systematic or organized way of arguing or provoking others in English. It has many kinds of form (later on it will be called as parliamentary) based on the origin country where it is developed, such as British parliamentary, American parliamentary, Australian parliamentary, etc. Each of them obviously has different rules and systems.

It cannot mix them up together in the training process since it can cause students' confusion, therefore, the writer will only discuss two kind of debate

parliamentary; British and Australia parliamentary, since it is the most well-known parliamentary among university students.

## **6. Advantages of Debate**

There are many advantages of debate such as critical thinking, research skill, organization and arrangement, oral communications skills, and etc. According to Parcher (1998:2) the values of debates are:

- a. Critical thinking: critical thinking ability is significantly improved by courses in argumentation and debate and by debate experience.
- b. Research skill: No class or activity compares to debate as a means of teaching students methods of research. Since students in debate often engage in 20 hours or more a week of preparation, they gain more experience in research in one year than in all the rest of their studies combined.
- c. Organization and arrangement: Because debate is from structured argumentation -a great deal of emphasis is placed on the structure of individual arguments, cases, counterplans and other types of persuasive techniques. The skills of organizing arguments are transferable to nearly all other types of communication.
- d. Oral communication skills: oral communication is amongst the most obvious and well supported values of academic debate.
- e. Explanation power: debates in variably require arguers to build certain foundations for their audience. As the level of argument advances, debaters learn to explain complex ideas in quick and efficient manner.

- f. Selling power: Debaters learn to package arguments in a way that increases their appeal. They learn to adapt to their audience and are taught to craft a message which accomplishes specific objectives.
- g. Listening and Note Taking skills: the debaters by definition must listen carefully to her opponent in order to achieve the objective of refutation. Debaters almost universally agree that debate has helped them to listen more efficiently, speak and write more clearly and to see relationships between information and ideas more readily.