

CHAPTER II

THEORETICAL REVIEW

A. Definition of Comparative Study

In *Oxford English dictionary* (2003, p. 82) the word comparison is related to “comparative” and is connected with studying things to find out how similar of different they are. Comparative is the form of an adjective or adverb that expresses a greater amount, quality, size, and comparison is an act of comparing.

The word compare means to consider people or things in order to find ways in which they are similar standard of size, they can be compared with somebody or something (Hornby, 1995, p.39). According to Sudijono (1987, p.275), comparative research is a research to find out similarities or differences of things, work procedure, or ideas.

In *oxford ESL dictionary* (2004, p.134), the word “compare” means to consider people or things in order to find ways in which they are similar or standard or size, that can be compared which somebody or something, different kinds that have been owned by a person to another person. Comparative study has been also existed in Islamic science, it is written in holy Qur'an surat Az-zumar verse 9, Allah said:

“الَّذِينَ يَتَّبِعُونَ أَهْلَ الْبَيْتِ أُولَٰئِكَ يَتَذَكَّرُونَ إِنَّمَا يَعْلَمُونَ لَا وَالَّذِينَ يَعْلَمُونَ الَّذِينَ يَسْتَوِي هَلْ قُلْ ”

According to this verse, Allah the almighty compares people who have and who do not have knowledge. Then, in Islamic education, comparison is also very important, which by the kind of technique people would understand the weakness and strength of something. Therefore, it would be very helpful for improving the strengths and decrease the weaknesses of that thing.

B. Speaking

There are many definition of speaking, Hornby (1990, p.1227) defines speaking is making use of words in an ordinary voice. Lawtie (2007) in her article states that speaking is fundamental to human communication. Widdowson (1986, p 58) adds that communication through speaking is performed face to face interaction and occurs as part of a dialogue or other form of verbal exchange. Harmer (1990, p.41) states there are some purposes of someone doing communication: 1). he wants to speak, 2). he has some communicative purpose the selects from his language store, and 3). he wants to listen to something and he is interested in the communicative purpose of what is being said.

Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. He adds that there are five components of speaking ability. They are: *pronunciation*, including the segmental features vowels and consonants and the stress and intonation patterns; *grammar*; *vocabulary*; *fluency*, the ease and speed of the flow of speech; *comprehension*; requires a subject to respond to speech as well as to initiate it Harris (1974, p.81).

From the definition above, the researcher can conclude that speaking is particular skill that has many functions in daily life. By speaking we can share our ideas, feeling, and intentions that we are able to interact with each other. At least, there are five components that should be considered in speaking such as: pronunciation, grammar, vocabulary, fluency, and comprehension.

English is an international language which people from all over the world learn in order to communicate with each other. Accuracy and Fluency are two factors which can determine the success of English language students in the future. Essentially accuracy is the ability to produce correct sentences using correct grammar and vocabulary. On the other hand, fluency is the ability to produce language easily and smoothly.

Accuracy is relative. A very young child isn't capable of the same level of accuracy as an adult. The child will make mistakes and misuse vocabulary. Teachers who concentrate on accuracy help their students to produce grammatically correct written and spoken English, ideally aiming towards the accuracy of a native speaker of similar age and background. The emphasis in the classroom will be on grammar presentations and exercises, reading comprehension and suchlike.

Yang (2014) states in his journal, The term 'fluency' is widely used in language pedagogy and 'fluent' is regularly appeared in language testing and assessment. That seems the meaning of fluency is easily understood, however the definition of fluency is various. Fluent means a speaker is able to use the correct

structures of a language at normal speed, which means speaking naturally meanwhile concentrating on the content delivery rather than the form or structure of a language. A fluent speaker, on the other hand, may well make grammatical errors but will speak or write efficiently (without pauses). They will be able to converse freely and talk with native-speakers about many different subjects. Fluency generally increases as learners progress and become more comfortable using the language. Language teachers who concentrate on fluency help their students to express themselves in English. They pay more attention to meaning and context and are less concerned with grammatical errors. Typical fluency activities are role playing and more communicative activities where English is used as a medium of communication rather than an end in itself.

Furthermore, there are some method and technique in teaching speaking. Dobson says that there are some effective techniques for teaching speaking (as cited in Fendry 2009) can be applied in classroom such as :

- 1) *Dialogues* : a short conversation between two people presented as a language model-the dialogue-often receive top billing in the manipulative phase of language learning. In repeating dialogue, the students practice pronunciation and memorization and it can help the students develop fluency in English.
- 2) *Small-group discussion* : small-group discussion is excellent way to give students opportunities to speak English.
- 3) *Debate* : debate helps students speak more fluently and during a debate they can represent their feelings on an issue.

- 4) *Song* : singing is a popular activity throughout world and the students often delight in learning English songs. In teaching an English songs, it can help students to improving aural comprehension, group spirit is fostered through singing, singing allows the students a chance to relax from the pressure of conversation, reinforce the students' interest in learning English.
- 5) *Games* : language games can add fun and variety to conversation sessions if the participants are fond of games. Games are especially refreshing after demanding conversational activities such as debates or speeches. A game can help the students to stimulus in additional conversation.

In other hand, there are six type of classroom speaking performance. It is useful in guiding teacher in planning speaking instruction Brown (2007, p. 327-330) state as follow :

1. Imitative

Imitative of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3. Responsive

A good deal of the students speech in the classroom is responsive : short replies to teacher or student-initiated question or comment.

4. *Transactional (dialogue)*

Dialogue conducted for the purpose for the purpose of information exchange such as information-gathering interview, role play or debate.

5. *Interpersonal (dialogue)*

Dialogue to establish or maintain social relationships, such as personal interview or casual conversation role play.

6. *Extensive (monologue)*

Extended Monologue such as oral reports, oral summarize, or perhaps short speeches.

Based on the theories above, role play is relevant technique with debate activities. It is supported by O'malley (1996, p.87) state that debate is a type of role play where students are asked to take sides on an issue and defend their position. The debate is probably more often used in content area classrooms than in ESL classroom. For the explanation above the researcher conclude that debate activities is one of technique in teaching speaking, and it has relation with pronunciation, fluency, and accuracy as components of speaking.

C. Pronunciation

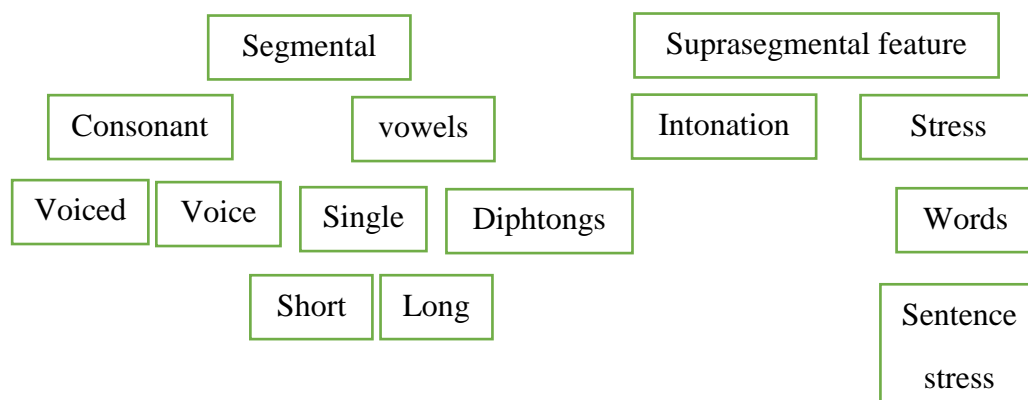
1. Definition of pronunciation

In the preview chapter the word pronunciation means way in which a language or particular word or sound is spoken (oxford dictionary, 2008, p.392). Learners of English language who have good pronunciation are more easier to be understood when they are speaking than learners who have perfect grammar that way pronunciation should be master by the students.

Pronunciation is the act or manner of producing words, utterance of speech, a way of speaking a word, especially a way that is accepted understood, and graphic representation of the way a word spoken, using phonetic symbols. Pronunciation refers to the production of sounds that used to make meaning. It includes attention to the particular sound of language(segments), aspect of speech beyond the level of the individual sound, such as intonation, stress, phrasing, timing, rhythm, how the voice is projected (voice quality).

Pronunciation is the foundation of speaking. English, both written and spoken, has been accepted as the dominant means of communication for most of the world, but some misunderstandings have been caused by inappropriate pronunciation, almost all learners rate pronunciation as priority and an area in which they need more guidance.

There are many experts that have views what pronunciation in language teaching is. Kelly (2000, p.1) is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and supra segmental features. He has broken down the main features of pronunciation and explains it by showi ng a diagram below.



Meanwhile, Goodwin as cited in Celce-Murcia (2006, p.117) states that pronunciation is the language feature that most readily identifies speakers as non-native. Since it can identify us as non-native, we do not need to pronounce like the way native speaker do. However, we need to be minimally intelligible while speaking. She added that when we find students that find difficulty in speaking, we as teachers need to assist them through improving their pronunciation. Celce -Murcia (2006, p.117) says “Pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific sociocultural and interpersonal contexts.” Producing sentences can have different meaning related to the way people pronounce sentences. Indeed, pronunciation needs to be taught to students.

2. Aspects of pronunciation

a. Supra Segmental feature of pronunciation

I. Stress

Stress is important in individual words, in phrase, and in sentences. By shifting it around in a phrase or a sentence that can emphasis or meaning (Harmer, 1991, p.256). stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence (Ramelan, 1985, p. 25).

Stress refers to the prominence given to certain syllables within words, and utterances. It is signaled by volume, force, pitches, change, and syllable length. It is often the place where it notice hand movements and other gesture when we are watching

someone talking. And stress can fall on the first, middle or last syllables of words (Kelly, p.66).

a) Word stress

Word stress or lexical is the syllables indicated in capitals are stressed syllables. It is the emphasis given to a particular syllable of a word (Underhill, 1994, p.51). Kreidler (2004, p. 70) has said that “stress is a property of a word”. For example, the word *paper* has the stress on the first syllable whereas the word *review* has the stress on the second syllable. Word stress is particularly important in speech processing (Brown, 1990). In order to identify words, native speakers of English or competent listeners rely on word stress patterns. Learners of English need to master English word stress patterns in order to be able to communicate in the target language intelligibly. According to Kreidler (2004, p. 71), phonological and morphological structures of words are related to English word stress patterns.

b) Unstressed

In order for one syllable to be perceived as stressed, the syllables around it need to be unstressed. For stressed syllables, three features were identified: loudness, pitch change and a longer syllable. Unstressed may be described as the absence of these (Kelly, p.67).

In other source, Underhill (1994, p.53) said, a syllable of a word will appear to be the stressed syllable if it contrasts with the unstressed syllables surrounding it. Pitch height, loudness, and vowel duration correlate with the stressed syllable of an English word. On the contrary, the absence of pitch height, loudness, and vowel duration correlate with unstressed syllables. The unstressed syllables of a word are pronounced with less force than the stressed syllable in terms of pitch height, loudness, and vowel duration. The unstressed syllables of most English words contain the vowel / ə / or the schwa. The vowel in the second syllable of the word *cinema* may be / ə / or a higher vowel / ɪ /, depending on who is speaking. Most polysyllabic words (words that have more than one syllable) in English have one stressed syllable (S) and one or more unstressed syllables (U), as in the following examples.

S u	u S	S u u	u S u
salad	balloon bulletin	remember	
measure	command Canada	develop	
value	result elephant	November	
yellow	supply harmony	determine	

Kreidler (2004, p. 74)

II. Intonation

Intonation is the melody of speech. In studying intonation we study how the pitch of the voice rises and falls, and how speakers use this pitch variation to convey linguistics and pragmatic meaning. It also involves the study of the rhythm of speech, and (in English, at any rate) the study of how the interplay of accented, stressed, and unstressed syllables functions as a framework onto which the intonation patterns are attached (Wells, 2006, p.1).

Intonation is part of the language system. We produce melodies by changing the frequency of vibration of the vocal cords, mostly at the accented syllable. We recognize falling and rising tunes of different length – long fall and short fall, long rise and short rise – and combinations of these tunes (Kreidler, 2004, p.165).

Some of us find it extremely difficult to hear ‘tunes’ or identify the different patterns of rising and falling tones (Harmer, 1991, p.195).

The term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is the fundamental part of the way we express our own thoughts and it enables us to understand those of others. It is an aspect of language that we are very sensitive to, but mostly at an unconscious level. We perceive

intonation, understand it and use it without having to examine the intricacies of everything we say or hear (Kelly, p.86).

a) Falling and non-falling tone

The most basic distinction among English nuclear tones is that between falling and non falling. The various different kinds of falling tone (high fall, low fall, rise-fall) evidently have some degree of meaning in common. A popular idea among language students is that statements are said with a fall, questions with a rise. Although there is an element of truth in this generalization, it is very far from the complete truth. In English, at any rate, statements may have a fall- but they may also have non-falling tone (a fall-rise or a rise). Question may have a rise - but they may also have a fall. In general there is no simple predictable relationship between sentence type and tone choice. Nevertheless, it is useful to apply the notion of default tone (=unmarked tone neutral tone) for each sentence type. As we shall see, the default tone is

- A fall for statements, exclamations, *wh* question, and commands.
- A rise for yes-no questions.

Another useful generalization is that the default for utterances involving two intonation phrases is to have

- A fall on the main part, and

A non fall on subordinate or dependent part (Wells, 2009, p.15).

b) Fall

Falling intonation usually indicates “completeness.” It is a common intonation pattern for statements and *wh* questions. Intonation falls after the most important word, or after the last stressed word. Falling intonation is one way that speaker can tell the listener or audience that speaker has finished talking and the listener can begin (Lane, 1993, p.152).

In falling nuclear tone the pitch of the voice starts relatively high and then move downwards. The starting point may be anywhere from mid to high. The endpoint is low. There may be come upward movement before the pitch moves downwards (Wells, 2009, p.17).

Lane (1993) said, The long fall generally indicates finality: the speaker has delivered a message and that is all. Nothing else is communicated by this tune; the speaker does not indicate an intention to continue speaking and any response expected will fit within a framework of anticipations. Thus the long fall is common in statements; in replies to questions; in Wh-questions (questions that begin with a question word – *who*, *what*, *when*, *where*, *why*, *how*) since such questions presuppose the possibility of an answer

(‘Who told you that?’ presupposes that somebody told the hearer something; ‘When will the concert be held?’ presupposes that a concert will be held at some time.) The long fall may be used in commands if the speaker expects that the hearer will carry out the command.

c) Rises

In a rising nuclear tone the pitch of the voice start relatively low and moves upwards. The starting point may be anywhere from low to mid, and the endpoint anywhere from mid to high (Wells, 2009, p.21).

In the following sentences, pitch jumps up to the stressed syllable of the important word. After that it may continue to go up or it may start at the same level or even drop a little-but not to a very low pitch.(Lane, 1993, p.154).

The long rise is the opposite of the long fall: it is non-final, not conclusive. In a statement it suggests that the message is uncommon, even absurd, or it contradicts what was said previously. It is used to ask for a repetition of what was said, and it is frequent in yes–no questions, the sort of question that does not begin with a question word, since such questions do not carry the presuppositions of information questions. ‘Did Alex tell you that?’ and ‘Will there be a concert?, for example, presuppose nothing. If the accented

syllable is initial in its tone unit, the 'rise' is simply the maintenance of high pitch. Any unaccented syllables which follow are intoned at approximately the same pitch. (Kreidler, 2004, p.167).

d) Fall- rises

In a fall - rise nuclear tone, the pitch of the voice starts relatively high and moves first downwards and then upwards again. The starting point may be anywhere from mid to high, the midpoint is low, and the endpoint is usually mid.

Lane (2009) said fall-rises intonation with others called. She call it drop-rise intonation exactly drop and fall have the same meaning. With drop-rise intonation, intonation drops quickly on the important word to a low pitch and rise again. This intonation pattern is often used ask a stranger for help or information.

b. Segmental aspects of pronunciation

English segmental system include vowels and consonants. The classification is based on the differences in their functions in an utterance and their ways of production.

I. Vowel

Vowel are usually described in term of :

a). length, although remember that length depends on stress, and that even short vowels in English may seem rather long when stressed.

Short vowel

The most common sound for each vowel is its “short” sound:

- (ă) pronounced /æ/ as in apple, pan, or mat.
- (ĕ) pronounced /ɛ/ as in elephant, pen, or met.
- (ĭ) pronounced /ɪ/ as in insect, pin, or mitt.
- (ŏ) pronounced /ɒ/ as in octopus, ostrich, upon, or motto.
- (ŭ) pronounced /ʌ/ as in umbrella, pun, or mutt.

Long vowel

The alphabet sounds (when the vowel “says its name”) are called “long vowels.” We call them ‘long’ because we hold them longer than the short sounds, but they are completely different sounds--not a longer version of the same sound.

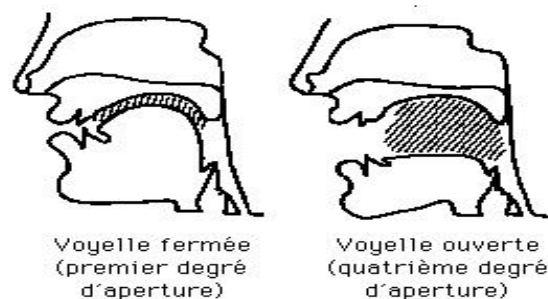
- Long A (ā), pronounced /eɪ/ as in ate or mate.
- Long E (ē), pronounced /i:/ as in eat or meat (or meet or mete-- all pronounced the same).
- Long I (ī), pronounced /aɪ/ as in mite or might.
- Long O (ō), pronounced /oʊ/ as in oats, mote or moat.

- Long U (ū), pronounced /ju:/ in *mute*.

b). The position in the mouth in which they are made (in term of their position from high to low and front to back).

Tongue position is described using two criteria: the height (how high is the tongue) and the part of the tongue involved in the production of the sound.

In English the tongue may either be high, i.e. when the speaker produces e.g. [i:, u:] in [bi:t, bu:t] *beat, boot*, **mid** e.g. [e, ə] in [bet, bə:t] *bet, bought* , or **low** e.g. [æ, a:] in [bæt, ba:t] *bat, Bart*.



i) tongue is at the highest

ii) tongue is at the lowest

(Husin, 2015, p.27).

The part of the tongue involve in the production of the vowel can also be illustrated with the example above. If you say [i:] then you say [u:] just after it, you almost have the feeling that you are moving your tongue backward. This is because [i:] is a

front vowel, and [u:] is a **back** vowel, or other words, the highest point in [u:] is the back of the tongue.

- a) Is an example of the front of the tongue being at the highest.
- b) It is the back of the tongue which is nearest to the palate.



a) front

b) back

For example [ɛ] is front and [ə] is a back, and [æ] **front**, [ɑ:] **back**. There are also vowels between front and back, called **central**, namely [ɜ:, ə, ʌ] as in [wɜ:d, fə:wəd, mʌd] word, forward, mud. [ɜ:] for instance is between [e] and [ə:], as can be seen from [bed, bɜ:d, bə:d], bed, bird, board (Husin, 2015, p. 28).

- c). The degree to which the lips are rounded, spread, and neutral.

Rounded: the lips are pushed forward into the shape of a circle.

Example sound: /ʊ/

Spread: the corners of the lips are moved away from each other, as when smiling. Example sound: /i:/

Neutral: the lips are not noticeably rounded and spread. Example sound: /ə/

II. Consonant

Consonant are usually described in term of :b

- a). Where the sound is made in the mouth, or *place of articulation*.
- b). how the sound is made, or *the manner of articulation*.
- c). Whether or not the vocal cords, vibrate, or *voicing*.

D. LiDS Educia

LiDS Educia stands for Linguistics and Debating society Educia.

1. Linguistics

Language experts generally define linguistics as “the scientific study of language” (Lyons, 2002, p.1). According to many linguists “language means any distinct linguistic entity variety which is mutually unintelligible with other such entities”(Campbell, 2006, p.184). Some scholars indicate that “language is a cognitive system which is part of any normal human being`s mental or psychological structure”(Radford, Atkison, Britain, Clashen and Spencer, 2003, p.1).

Grammarians usually point out that linguistic theory is concerned ``not only with the knowledge that an adult speaker has of his or her

language, but also with explaining how that knowledge is acquired` (Fromkin, 2007, p.18).

Linguistics can be broadly broken into three categories or sub fields of study: language in context, language meaning, and language form. Language in its broader context includes: language acquisition, Neuro linguistics, psycho linguistics, Socio linguistics, historical linguistics, and evolutionary linguistics. The study of language meaning is concerned with how languages employ logical structure and real-world references to convey, process and assign meaning, as well as to manage and resolve ambiguity. A lot of authors emphasize that ``by scientific study of language is meant its investigation by means of controlled and empirically verifiable observations” (Lyons, 1995, p.1). The study of language structure or form, focuses on the system of rules followed by the speakers (or hearers) of a language. It consists of morphology, phonology, phonetics, and syntax. Many linguistic experts point out that ``a theory of grammar specifies the nature of all these components and the universal aspects of all grammars” (Fromkin, 2001, p.8). Linguistics is also a branch of cognitive science. Cognitive science is a term for a group of disciplines that have the same goal: defining and analyzing human being`s ability to think. Some scholars emphasize that ``the discipline of linguistics, along with psychology, philosophy, and computer science thus forms an important sub discipline within cognitive science”(Carnie, 2002, p.4).

2. Debate

Debate is contention in argument, strife, dissension, quarrel, controversy, especially a formal discussion of subjects before a public assembly or legislature, in parliament or in any deliberative assembly.

Debate is a method of formally presenting an argument in a structured manner. Through logical consistency, factual accuracy and some degree of emotional appeal to the audience are elements in debating, where one side often prevails over the other party by presenting a superior "context" and/or framework of the issue. The outcome of a debate may depend upon consensus or some formal way of reaching a resolution, rather than the objective facts. In a formal debating contest, there are rules for participants to discuss and decide on differences, within a framework defining how they will interact.

Debate is carried out in debating chambers and assemblies of various types to discuss matters and to make resolutions about action to be taken, often by voting. Deliberative bodies such as parliaments, legislative assemblies, and meetings of all sorts engage in debates. In particular, in parliamentary democracies a legislature debate and decides on new laws. Formal debate between candidates for elected office, such as the leaders debates that are sometime held in democracies. Debating also carried out for educational and recreational purposes, usually associated with educational establishments and debating societies. The major goal of the

study of debate as a method or art is to develop the ability to debate rationally from either position with equal case.

Informal and forum debate is relative common, shown by Tv shows such as the Australian talk show, and others. The quality and depth of a debate improves with the knowledge and skills of its participants as debaters, and for the result or outcome of the contest may be decided by the adjudicators, audiences, or some combination of the two side. Debate also can be competitive situation and fun situation, if it is belong to the available motion for that situation.

Debate here mean the debate do by the students of English department faculty of education and teacher training of UIN Antasari. And there are components on debate motion, background, limitation, theme line, stance, burden of proof, team split, Argument, rebuttal, reply of speech, and also speakers.

3. Educia

Educia is the word from education. Educia stand for education because this organization in faculty education and teacher training so the word Educia becoming the initial for this organization or sign for the organization.

LiDS Educia is an organization that run in linguistics and debate. This organization uses debate as the way for learning the languages. This organization has a routine rehearsal for their member whether it from

English department students or others department. LiDS Educia has two arrows in focus, first is English and second is Arabic.

LiDS Educia is an organization (UKM-F) of Faculty of Tarbiyah and Teachers training (FTK) that legitimated on march 20th 2014. It started by some English students who want to make a place or community for improve their language skill and they find made it and use debate as method for learning and sharing. This organization has two slogans, that are we debate to find out the truth not the true one, and Ego Sum Vobis Non Esme, it means I am you, but you are not me.