

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter focuses on review of related literatures that give the theoretical background and previous studies which related to the research. The review of related literatures will be described as follows;

A. Strategies for Improving Speaking Skills in English Learning

Strategy is the sistematic ways and procedure in learning activities to develop the improvement of students' learning.¹ There are some strategies for success in learning English as Douglas Brown stated on his book, those are self-motivating and setting goals, developing self-confidence and lowering anxiety, and learning to take a risk.²

1. Self-motivating and setting goal,

Brown divides the motivation in two main criterions, the internal and external motivation. The internal motivation that called self-motivation means that the students doing something because they want to do it or student have made their own choice to do it. They do not need the reward, and do not need

¹ Indah Merdekawati, skripsi: "Teacher's strategy in Teaching English speaking at Second Grade of SMPN 2 Pare-Kediri" (Surabaya: IAIN Sunan Ampel, 2011), 16.

² Brown. Douglas, "Strategies for Success, (In Practical guide to Learning English)" (Longman, 2001), 24.

the punishment. They pleased to do it. Research has found that when people are self-motivated, they always successful.³

And another one is external motivation that defined as an other influences push to do something, in this case, you often need a reward and afraid of punishments. You are happy of being praised or given a reward. People who are motivated by outside influences are usually not so successful, because their reason for learning does not comes from inside them.

2. Developing self-confidence and lowering anxiety,

Speaking in a foreign language, in this case is English, may occur the anxiety and lowering self-confidence for those who does not feel that their ability in English is sufficiently. The feeling bad of English skill ability that happened in English foreign language learner, it may because their English-specific self-confidence (feeling about own ability in mastering English) is a little low.⁴ Further, the *anxiety* occurs in the situation of most people feel foolish when they make mistakes in a foreign language.

The anxiety occurs when people afraid of making mistakes because of the consequences of being mocked by people. Those conditions will irritating the learner ego and make a frustration. As the result, the learner tend to be silent than speaking but making mistakes. Regarding those kinds of psychological aspect, the coach of the debate club manage and conduct his

³ Brown. Douglas, "*Strategies for Success*.... 21.

⁴ Brown. Douglas, "*Strategies for Success*.... 26.

class as a comfortable as possible by build the atmosphere of fun but challenging.

The strategies of success toward developing English-specific self-confidence and lowering anxiety specially in speaking skill betterment according to Douglas Brown covers conversation skill, pronunciation and public speaking are explained as follows;

a. Conversation skill

Practicing dialogues has a long history in language teaching, since language is essentially dialogic in its use.

b. Pronunciation skill

Articulation refers to the accurate pronunciation of words. An effective debater articulates a speech, saying each word the way a dictionary said. A debater should have a good pronunciation because all the audiences are paying attention in time the debater deliver the speech.

Mispronunciation can hurt the debater's credibility. The debater will pronounce words correctly and establish trust with the audience by focusing on the articulation. So that, the debate club pays attention on articulation of speaking for its member.

c. Public Speaking

Public speaking is one of people's primary fears, sometimes ranked ahead of death.⁵ Many people try to avoid speaking in public or experience significant anxiety before they do so. They may feel dizzy, have a dry mouth, sweaty palms, a racing pulse, or even begin to speech. In order to the settle the reactions it needs breathing exercise and practice regularly to speak English in front of people.

3. Learning to take a risk,

Learning to take a risk can be defined as taking a challenge. Something said as a challenge if that condition forced to out from the comfort zone. The coach always has the strategies to make students always take a challenge in his class.

B. The Activities of Debate Club to Improve English Speaking Skill

The Sociocultural theory, Scott Thornbury stated, situates the learning process firmly in its social context. According to this view, all learning is mediated through social and cultural activity. To achieve autonomy in a skill, the learner first needs to experience other-regulation, that is, the mediation of a 'better other', whether peer, teacher, or coach. This takes the form of **assisted performance**, whereby the teacher interacts with learner to provide a supportive framework which learner can extend their present competence, **aware** of the new

⁵ Kate Shuster-John Meany, *Speak out! Debate and Public Speaking in the Middle Grades* (New York: IDEBATE Press, 2004), 33.

knowledge. Toward this shared activity, new knowledge is jointly constructed until the learners are in position to **appropriate** it – to integrate the new to their existing knowledge. Learners are now able to function independently in state of **self-regulation**.⁶

There are things learners cannot easily do, such as retrieving words at speed or achieving long, pause-free runs and how to respond appropriately in difficult word. In this case, they lack of knowledge. They need an awareness-raising activity that aimed to help learners uncover those gaps. **Awareness** involves at least three processes: **attention**, **noticing**, and **understanding**.

Attention, learners need to be paying attention – interested, involved and curious- if they are going to notice the features of target language. **Noticing**, then, is the conscious registering of occurrence of some event or entity. **Understanding**, it means the recognition of a general rule or principle or pattern.⁷ All the process can be aided and supported by the presence of either a coach or another member of the English debate club.

The awareness-raising activities could be implemented by using **record** of authentic materials from TV or radio and **live** listening to the coach or guess coach. Listening from recording material, in intermediate level –equals Senior High school level, has the benefit for giving new vocabularies toward the

⁶ Scott Thornbury – Jeremy Harmer. (Eds.), *How to Teach Speaking* (England: Longman, 2000), 38.

⁷ Scott Thornbury....., 42

listening material, focusing to check the gist, focusing to check the register variables. Live listening activity has the particular advantages of interactivity.

The appropriation activities could be implemented by using drilling, milling activity, assisted performance.

Toward the *automaticity*, the activities that the coach must do should be meet this following conditions;

1. Productivity,

Speaking activity needs to be maximally language productive in order to provide the best conditions for automaticity language use.⁸ This activity must force the student produces their L2 and whatever the condition they must reduce the usage of L1.

2. Purposefulness

Often language productivity can be increased by making sure that the speaking activity has a clear outcome.⁹ Lowering anxiety could be one of the purposes of the activity that could be risen by the coach of the debate club.

3. Interactivity

Activity should require learner to take into account. There should be a possibility to have an interaction, e.g. where there is an audience present, understanding, and even ask question or make comments at the end. The

⁸ Scott Thornbury....., 90

⁹ Scott Thornbury....., 90

activity should make the real-life language use and have the real life atmosphere.

4. Challenge

The activity should stretch the learners so that they are forced to draw on their available communicative resource the outcome. This will help them experience the sense of achievement, even excitement, that is part of autonomous language use.

5. Safety

While learners should be challenged, they also need to feel secure in knowledge that the coach will always be there to take over if things get seriously out of hand.¹⁰ The safety is needed to maximized the productivity of L2 itself. in the other hand, the safety could be define as a supportive classroom dynamic and a non-judgmental attitude to error on the part of the coach.

6. Authenticity

Speaking activity should have any relation to real-life language use. Learners need to experience a quality of communication in outside of the classroom to become autonomous. The students need to perform in real operating conditions, e.g. spontaneously with minimal preparation.

¹⁰ Scott Thornbury....., 91

C. The Advantage and Disadvantages of Participating Debate club for Senior High School Students

Balancing school with before- and after-school clubs can be a challenging exercise in time management for some students. For others, it can instill a sense of responsibility and help them learn valuable skills while also having fun. This variety can benefit students immensely. But, extracurricular activities can also have downsides. The advantages and disadvantages of extracurricular are explained as follows:

1. Advantages

According to the children's education company Scholastic, extracurricular let children enjoy himself in a fun, stress-free environment, get some exercise and make friends outside of school.¹¹

a. Improved Academic Performance

The National Federation of High School Activities also reports that students who participate in extracurricular activities have higher GPAs, better attendance, lower dropout rates, and overall fewer discipline problems. These conditions had the similar effect of the involvement to the English club where it takes the position as an extracurricular. The academic performances cover;

1) Speaking/Communication Skills

¹¹ Elissa Bassini, eHow Contributor : [The Advantages of Extracurricular Activities | eHow.com](http://www.ehow.com/list_7634991_advantages-extracurricular-activities.html#ixzz21JPq1fjy)
http://www.ehow.com/list_7634991_advantages-extracurricular-activities.html#ixzz21JPq1fjy, July 22, 2012.

Associate with people who speak good English. Join a debate society or a study group. Not only will learn eloquent modes of speech but, as the people in your group become your friends, they will unconsciously imitate their speech styles in order to fit in.¹²

2) Rigorous and Critical Thinking

Perhaps the most important skill debaters learn is the ability to think rigorously and critically. A number of studies have reported that participation in debate increasing the critical thinking of debate students.¹³ Debate participation promotes problem solving and innovative thinking, and helps students to build links between words and ideas that make concepts more meaningful.¹⁴

3) Knowledge/Education

Many studies show marked improvement in a wide variety of academic skills as a result of participation in competitive debate. Debate students excel in written and oral communication, and greatly improve their reading comprehension (sometimes 25%

¹² Isaiah David, eHow Contributor: How to Speak Better English | eHow.com http://www.ehow.com/how_4444027_speak-better-english.html#ixzz21KocQFVo. July 22, 2012.

¹³ Korcok, Michael, "*The Effect of Intercollegiate Debating on Critical Thinking Ability*", Copyright 1997 <http://mailer.fsu.edu/~ewotring/com5312/critical.html> (Research Proposal)

¹⁴ Bellon, J. (2000). National Center on Education and the Economy. (2007). "*Tough Choices or Tough Times: The Report of the New Commission of the Skills of the American Workforce*". San Francisco: Jossey-Bass.

more than their peers).¹⁵ Students become comfortable with new concepts and unfamiliar language, and gain access to a wide array of new information such as college-level philosophy, history, public policy and current events.¹⁶

b. College and Career Advantages

Colleges look closely at the extracurricular activities that high school students are involved with. The skills that students develop during high school and college through these activities give them a great advantage in the workplace, as they will already have experience working on teams and managing their time.

2. Disadvantages

For all the positive aspects, extracurricular activities can cause some problems for students. Here are the disadvantages that may occur;¹⁷

a. Feelings of Being Overwhelmed

The need to balance school with extracurricular activities can sometimes be overwhelming for students. For students who take part in multiple activities, the pressure can be even more intense. Students must stay on top of their homework, attend practices, rehearsals and

¹⁵ Catterall, James S. "Essay: Research on Drama and Theatre Education." In Richard Deasy, ed. *Critical Links: Learning in the Arts and Student Academic and Social Development*. Washington, D.C.: Arts Education Partnership, 2002.

¹⁶ Carr, J. E. (2002, January). A better investment not found on Wall Street. *Rostrum*, 76(5), 25-26. Colbert, Kent and Thompson Biggers, (1985).

¹⁷ Lauralee Moss, eHow Contributor : [The Disadvantages of Extracurricular Activities | eHow.com](http://www.ehow.com/list_7699912_disadvantages-extracurricular-activities.html#ixzz21JPLOiTT)
http://www.ehow.com/list_7699912_disadvantages-extracurricular-activities.html#ixzz21JPLOiTT, July 22, 2012

other events, and still find time to hang out with friends and family.

They may have very little free time and feel constantly stressed.

b. Frustrations

No matter the age, students can become frustrated if they are overworked with school, friends, family and extracurricular activities. Older students sometimes juggle jobs as well. Students need time to study, relax with peers and join family time. Students might also be frustrated that they do not have time to grow their talents. If children put too much focus on a few, specific abilities, they might not develop into well-rounded people.

c. Physical Stresses

Another disadvantage of extracurricular activities is physical stresses. In older children, look out for mood swings, recurrent sickness such as stomachaches and complaints about the activities themselves. The activities might cause physical pain, such as leg cramps or headaches.

d. High Costs

For some families, the costs of their student's participation in extracurricular activities is simply too much. With shrinking budgets, schools contribute less and less to help cover the costs of activities. For example, they have to contribute to the costs of travel when they have debate competitions in other city.

e. Hurts Students' Academics

The involvement in extracurricular has its own advantages but also has its disadvantages if the students engaging themselves in a lot of extracurricular that make it overwhelmed and worse management of time. The engagement in extracurricular may hurt academic. The clash of school hour and extracurricular activity can burden the students.

D. Debating Techniques

There are some techniques in debating which debate club provides, Kate Shuster and John Meany describe in their book “Speak out! Debate and Public Speaking in the Middle Grades” all about the techniques required to improve speaking skill in debate. There are two main skills, verbal and nonverbal communication skills.

1. Verbal Communication skill

Vocal delivery, the way present speech, will influence how the audiences hear the message. The debaters cannot persuade another person of their opinion if they do not speak clearly and confidently. The effective public speaking in debate involves various elements. There are volume, rate, emphasis, articulation, organization, word choices.¹⁸ Further, all of those elements will be described as follows.

¹⁸ Kate Shuster-John Meany, *Speak out! Debate and Public Speaking in the Middle Grades* (New York: IDEBATE Press, 2004),16.

a. Volume

The debaters should deliver a speech at the appropriate volume. It should not be too soft and too loud, the debater should deliver the speech in a slightly louder voice than a daily conversation used. Additional voice shows that the speaker is confident.

b. Rate

The rate of delivery is the speed or pace of a speech. Some people speak too rapidly because they are nervous and want to finish quickly. Others speak too fast because their anxiety changes the way their body functions. A rapid heart rate and faster breathing may speed the pace of all functions, and it works on speaking.

c. Emphasis

Do not emphasis all words equally. A good debater focuses the listener's attention, bring the emotions and remind the audience on the specific words that have the important ideas by emphasizing.

d. Articulation

Articulation refers to the accurate pronunciation of words. An effective debater articulates a speech, saying each word the way a dictionary said. A debater should have a good pronunciation because all the audiences are paying attention in time the debater deliver the speech.

e. Organization

To debate successfully, the debater must do far more than pronounce words properly. They use the word to deliver a message, offer an opinion, share your knowledge, and persuade others. To succeed in debate, they must express the ideas effectively. The message should be simple, direct and clear.

An effective speech should follow a simple structure and have logical sequences of idea. The speech consists of three main parts: the introduction, main body and a conclusion. It provides a clear outline for the design and delivery of effective speeches.

f. Word choices

An effective debater selects the appropriate words to convey the message most accurately and persuasively. Strong wording make the arguments more credible. Always avoid prejudice and stereotypes in speech. Racist and sexist speech, unnecessarily violent or hostile images, and the use of offensive language will destroy credibility, and the audience will miss or ignore the effectiveness points.

2. Nonverbal Communication skill

Nonverbal communication is an important part of persuasive delivery. The debater must develop their nonverbal communication skills to make their presentation consistent and effective. Nonverbal messages can contradict verbal ones. Unless the debaters are aware of their nonverbal communication, they may sabotage their speech. The four major elements of

nonverbal communication for successful debating include body positioning and movement, eye contact, gesture, and poise as well. Further explanation will be described as follows;

a. Body Positioning and Movement

Before begin the presentation, determine the starting spot, the place in the room from which you will speak. To begin a speech, wait until the audience is ready, make an eye contact by looking directly at them, relax with deep breath, be an enthusiastic speaker.

b. Eye Contact

Eye contact is valuable; it reaches out to an audience and pulls them in, it bridges the physical distance between the speaker and her listeners, it establishes trust.

c. Gesture

Using gestures adds movement to presentation and helps to emphasize important points. But, controlling gestures is an important skill for an effective speaker.

d. Poise

A speaker who acts in a respectful and responsible manner has poise. This speaker will not overreact to the issue, the audience, or any opposing voice. The poised speaker shows self-confidence but is never arrogant. In debate, a poised speaker will be a gracious winner and an honorable loser.

E. General Understanding of Debate

Debate is a process of generating argumentative clash. Debating is intellectual exchange of ideas.¹⁹ Another sources stated that debate is an organized public argument on a specific topic. It is organized, in that there are rules of debating. It is public because it is conducted for the benefit of an audience.²⁰

Parliamentary debate in the Middle School Public Debate Program (MSDPA) format is similar to arguments made in court before a jury. The MSDPD rules for competition cover seven key areas of a debate; a debate topics, number of team and debaters, speaking order and time limits, preparation period, debate materials, points of information and heckling, and Judge training and decision-making.²¹

1. Debate Topics

Topics for debate competition in MSPDP format use both extemporaneous and impromptu topics. An *extemporaneous* debate topic is one that debaters can prepare before debating. They will have several weeks to think about the topic. An *impromptu* topic is one that is not

¹⁹ Phillips, Leslie. *Basic Debate – 4th Edition*, (Illinois, USA: National Textbook Company, 1996), 4.

²⁰ Kate Shuster-John Meany, *Speak out! Debate and Public Speaking in the Middle Grades* (New York: IDEBATE Press, 2004), 44.

²¹ Kate Shuster-John Meany, *Speak out! Debate....* 48

known before the debate is ready to begin. Topics are selected to provide a range of debate on education, social, economic, and cultural issues.

2. Number of Team and Debaters

There are two teams in debate; the proposition and the opposition. Each debate team consists of three students. One student is the first speaker, one is the second speaker, and the third is the team's rebuttal speaker.

3. Speaking Order and Time Limits

Speakers make their presentations in the following order. The time listed is the maximum allowed for each speech.

Table 2.1

The position and time limits of MSPDP debate

First speaker, Proposition team	5 minutes
<i>First speaker, Opposition team</i>	5 minutes
Second speaker, Proposition team	5 minutes
<i>Second speaker, Opposition team</i>	5 minutes
<i>Rebuttal speaker, Opposition team</i>	3 minutes
Rebuttal speaker, Proposition team	3 minutes

First speaker, Proposition team must: Define the topic. Outline briefly what each speaker in their team will talk about. ***First speaker, Opposition team*** must: Accept or reject the definition. If you do not do reject, it is assumed that you accept the definition. Rebut a few of the main points of the first proposition speaker.

Second speaker, proposition must: Rebut the main points presented by the first opposition and present the second half of the proposition's case. ***Second speaker, opposition*** must: Reaffirm the opposition's team line. Rebut some of the main points of the proposition's case. Present the second half of the opposition's case.

Third rebuttal, proposition must: Reaffirm the proposition's team line. Rebut all the remaining points of the opposition's case. Present a summary of the proposition's case and the round off. ***Third rebuttal, opposition*** must: Reaffirm the opposition's team line. Rebut all the remaining points of the proposition's case. Present a summary of the opposition's case and round off.

4. Preparation Period

A topic is announced before each debate. If it is an *extemporaneous* topic; the prepared topic, debaters have twenty minutes preparation time to review their notes, speak with their teammates, and copy materials for use in the upcoming debate. If it is an *impromptu* topic; spontaneous topic, debaters have thirty minutes to prepare.

5. Debate Materials

Before the tournament or competition, or during preparation time, students may review any information that would be benefit for them to face debate. They may consult the library book or discussing with teammate. Once the debate begins, the debaters not allowed to review or

use any materials that were not prepared during the preparation time period.

6. Points of Information and Heckling

Debaters use point of information and heckling. A *point of information* (also known as POI, pronounced “P-O-I”) is a request to the speaker to surrender some of his speaking time for a comment or question by the opposing team. The speaker may accept or reject a POI. If the POI is accepted, the POI must no longer than fifteen seconds.

A *heckle* is an interruption of a speaker during his presentation. Students heckle to applaud the teammates and opponents before and after their speeches. Heckling is done by slapping one’s hand on the table three to four times. Never use them to distract a speaker or continually interrupt a presentation.

7. Judge Training and Decision-Making

The MSDP judge must be certified. The judge will consider public speaking, argumentation, and teamwork skill in assigning points. The judge will announce the outcome of the debate to the participating teams and also will explain the reasons that a particular side has won the debate and provide some constructive criticism to help debaters improve future debates as well.

F. The Previous Studies

Faiza, in the research project entitled “*Using Debate Method to Improve Speaking Ability at the second Grade of SMA Giki Surabaya*” (Surabaya: IAIN Sunan Ampel, 2011). This previous research focused on how debate being one of speaking betterment method inside the classroom, Faiza stated that debate method that teacher use in the classroom work linier with the occurance of speaking betterment. The significant difference with this research is the subject. Faiza used debate as one of the method in teaching English speaking inside the classroom. So, the result is known when the method applied in classroom. But, this research focuses on debate club that has a definite schedule and structured activities with a certain objectives each. Hence, the result of speaking improvement will be significant.²² Another study was held by Fatimah Yuliani.

Fatimah Yuliani, Undergraduate Thesis: “*The Implementation of Debate in Teaching Speaking to the First Year Students of RSBI (Rintisan Sekolah Bertaraf Internasional) Class at SMP N 1 Boyolali*” (Surakarta: Universitas Muhammadiyah Surakarta, 2009).²³ The objectives of this research are to know the procedures of teaching speaking using debate, the activities of teaching speaking using debate, the problems faced by the teacher and the students, and the strengths and weaknesses of debate technique implementation. So, the different between the researcher’s research and Fatimah’s research is the subject,

²² Faiza, Undergraduate Thesis: “*Using Debate Method to Improve Speaking Ability at the 2nd Grade of SMA Giki Surabaya*” (Surabaya: IAIN Sunan Ampel, 2011)

²³ Fatimah Yuliani, Undergraduate Thesis: “*The Implementation of Debate in Teaching Speaking to the First Year Students of RSBI (Rintisan Sekolah Bertaraf Internasional) Class at SMP N 1 Boyolali*” (Surakarta: Universitas Muhammadiyah Surakarta, 2009)

the English community itself. This previous research was conducted in the class as a teaching method.

Afterwards, another studies concern about debate is held by Khoironiyah by the title of *The Implementation of Debate in Teaching Speaking at Eleventh Year Students of SMA Negeri 2 Rembang* in the Academic Year 2011/2012. The writer as the researcher wants to know the effect of this method in students' ability especially in speaking skill and to know the strength and weakness debate which implemented to the eleventh year students SMA 2 Rembang as the subject of the research. 44 students who sit in XI-IPA class were the subject of the research. The writer chooses debate method because debate is potential to develop the student's ability. Using debate as using the technique in teaching speaking can increase the ability and capability students in speaking. This gives the main differences to the researcher concern that this research is focusing on the debate club and its activities.

Further, the same focus of previous study were conducted by Junaidi by the title of *"Using Critical Debate Technique To Improve Students' Speaking Ability (A Classroom Action Research In The Eleventh Grader Of Sma Negeri 1 Sakra Lombok Timur In Academic Year Of 2010/2011)"* that has the similar focus to another previous studies.