

CHAPTER II

LITERATURE REVIEW

A. Debate

1. Definition of Debate

Debate as an ancient method of teaching used by Greeks 4.000 years ago (Darby, 2007) and it is popular as an extracurricular activity for competition. It is a structured contest of argumentation in which two opposing individuals or teams defend and attack a given proposition. It requires students to encourage the development of listening and oratory ability, engage in research and create an environment where students must provide a method for teachers to assess the quality of learning of the students and think critically. Beside, it also provides an opportunity for peer participation in evaluation.

Debate is well known as arguing opposite sides in form of argument. It is not a way of reconciling differences - that is a misconception but it is a way of arbitrating between differences. The purpose of a debate is not about seeking an agreement for two disputing parties when they leave the debate room. Instead, through the debate, others will make a judgment to support one of the two (Harvey, 2011). Debate is a method of discussing ideas or opinions that two rivals are trying to defend. It can be used as a tool in EFL classes to English language skills practice in real-life situations for learners. Debating can be used in EFL classes as a tool to

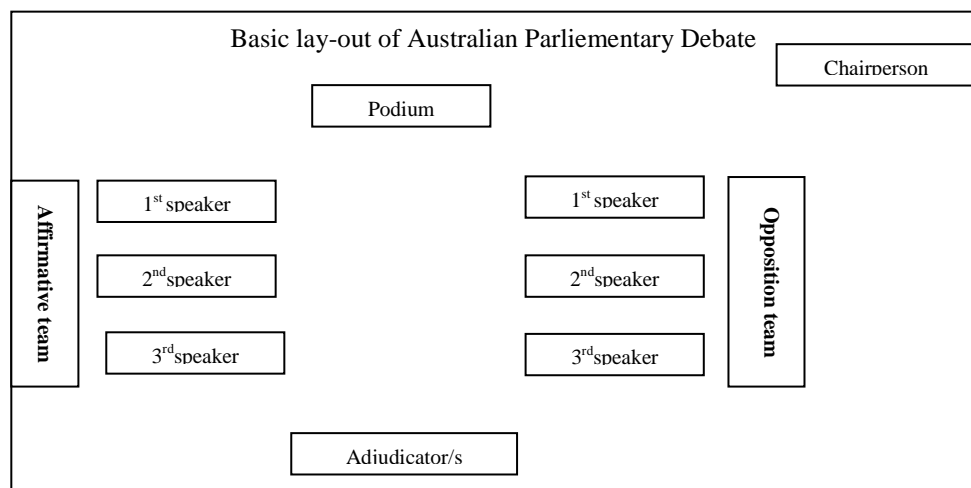
make students practice skills of English language in real-life situations. It is a communicative interaction involves different perspective by delivering critical arguments (Wulandari & Ena, 2018).

2. Various style of debate

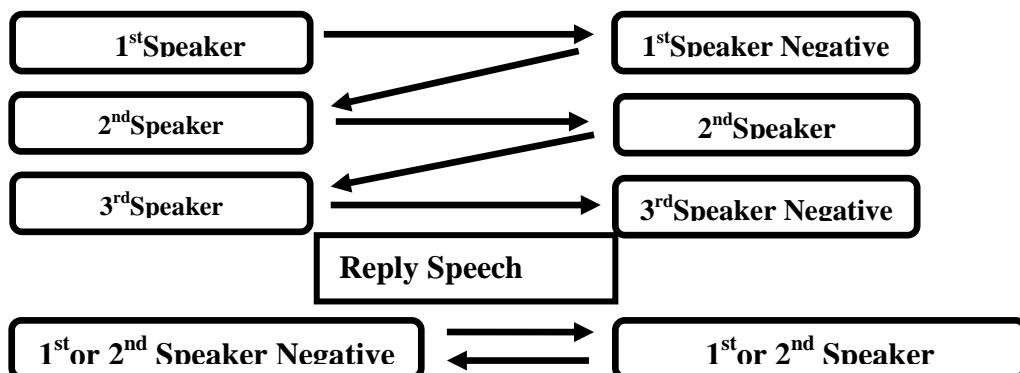
There are two debate styles commonly used by Indonesian debaters. Those are Australian parliamentary debate and British parliamentary debate. The first format is adopted from English Debate format in Australia Parliament. The government side (Affirmative Team) proposes some recommendation to the parliament and the Negative side (Negative Team) rejects the recommendation from the Affirmative Team. Each side tries to confirm the Parliament (Adjudicator) that their recommendations or arguments are proper to be accepted. Both of the sides will get same time allocation to propose their point of view and general view of their argumentation. At the end of the debate, the parliament (Adjudicator) will do voting to decide which side or teams that have good argument or recommendation.

In Australian parliamentary debate, each of the team consists of three members. Speaker usually identified by their speaking number and their team side. For example, first affirmative refers to the first speaker from affirmative team. They have seven minute to deliver their speech. Every speaker except the first affirmative is expected to rebut their opposition. The first opposition and second speaker of both teams are expected to give rebuttal and substantive argument. And for the third speaker of both teams

are expected to deliver rebuttal and summary. For reply speech will be started by the Negative team, and must be given by the 1st or 2nd speaker of each team then 1st or 2nd speaker of Affirmative team will deliver their reply speech. The time is only five minutes for each reply speaker and no POI anymore. For both of the team, they have attempt to ask question and interruption through POI (Point of Information) while their opponent's speaker is delivering their argument. It can be given to all speakers, except reply speaker. This POI limited only 15 seconds and can be delivered in first one minute and it run out in the 6 minutes (Quinn, 2005).



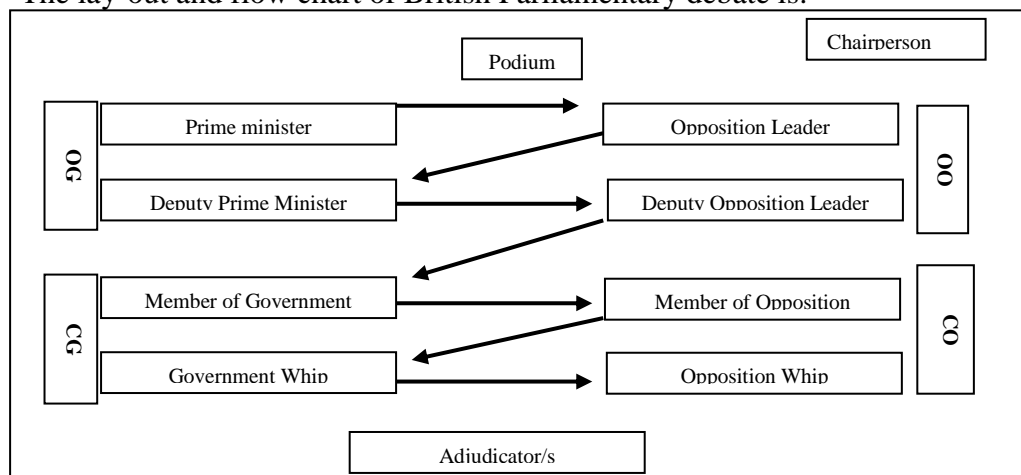
The flow chart of Australasian Parliamentary Debate:



The second style is British parliamentary debate. In this style, there are 4 teams and each team consists of 2 members. In the government side, there are Opening Government and Closing Government. The Opening Government consists of Prime Minister and Deputy Prime Minister. The Closing Government consists of Member of Government and Government Whip. In the opposition side, there are Opening Opposition which consists of Opposition Leader and Deputy of Opposition Leader. The Closing Opposition consists of Member of Opposition and Opposition Whip. The four teams prepare their arguments separately and all compete against each other. The judge will decide which teams did the better debating based on the strength of their arguments and the style of their delivery.

The speakers have to deliver their argument and rebuttal, except the Prime Minister from Opening government that is not expected to give rebuttal. It is expected to define the motion, and decide how the debate will be through his/her argument. The rule is the same as Australian Parliamentary, but there is no reply speaker (Ika, 2014).

The lay-out and flow chart of British Parliamentary debate is:



3. Activities in debate

There are some activities that done by the debaters that divided in three kinds of activities such as case building, define the motion, and deciding theme line and argument. First activity is case building. It is the process to prepare a case to be discussed. The activity that should be done by the debaters in case building session are deciding the definition of motion, preparing the general approach or strategy to defend the case (theme line), dividing the tasks of proving the motion to each speaker (team split), finding the idea and analyzing the arguments, facts, examples, etc, and preparing the individual arguments.

There is no certain guideline about how to and what should the debaters do during the case building. Some of them prefer to formulate any ideas that might first think about and attempt to organize them it into a solid case. Unfortunately, it usually takes time to brainstorm. Another way can be used by debaters in case bulding to efficient the time is structuring the case since beginning. In Australian style, the time for case building is 30 minutes and in British style is only 15 minutes.

In terms of defining the motion, it is a special duty for first speaker of Affirmative team or Prime Minister of opening Government. Early in Prime Minister's speech, she/he has to substitute the real word of the motion with their definition (Harvey, 2011). The definition of the topic or motion consists of defining individual or key words of the topic. The interpretation is the establishment of explanation of the meaning or

significance of the topic as a whole. The first speaker of affirmative team should outline the interpretation or definition of the motion that will be discussed speaker of the Affirmative team. The negative team must either accept or reject with the Affirmative team's interpretation.

4. Benefits of joining debate

It cannot be denied that joining debate gives many advantages for the students. Many experts agree that debate improves students logical thinking, confidence, and their oral communication ability. According to (Quinn, 2005) students who join debate have more experience and chance to meet people and new ideas. It gives the students stage to argue and defend their idea in the public. In addition, it improves students' attitude in public.

Participating in debate encourages students to have active engagement and master the content. These benefits can be gotten by students because in debate they have to be actively analyzing and discussing the issue. They cannot passively absorb the whole information; however they have to re-think the information (Kennedy, 2007). The benefits of debate on students' critical thinking and speaking skill also cannot be neglected. In building the case, they have to define the problem, assessing the credibility of source, identify and challenge the assumption, recognize the inconsistency, and prioritize the relevance. In debate stage, they have to deliver their argument clearly, confidently and understandable in order to convince the adjudicator. It is also can develop students' empathy because the attitude

also must be considered in debate. Through debate, students are able to open-minded, respect and listen the different perspective.

Beside, debate is also beneficial on questioning skill of students and often struggled in facing disappointment and defeat, make and defend informed choices about complicated issues out of their area of interest because they do it in daily basis, teach students to adopt multiple perspectives which describe as one of the most important problem solving skills (Bellon, 2000).

B. Critical Thinking

1. Definition of critical thinking

Thinking is unconscious process in a person's life. In daily life, thinking is a process of solving the problem. That process will determine how the result obtained later. If the process is done with much consideration, it will give good result (Rahmi, Wahyudin, & Dahlan, 2018). In critical thinking, there is various definition of it. Critical thinking can be defined as strategies, mental processes, and representation to solve the problem. According to, critical thinking is the ability to have complex ideas when a person can make decision with evidence to justify a reasonable judgment (Moon, 2008). Critical thinking also defined as cognitive process and purposeful self-regulatory judgment which has two components. The first component is cognitive skill which consists of interpretation, analysis, inference, evaluation, explanation, and self-

regulation. And the second is motivational component, that is disposition toward critical thinking itself (Facione, 1990). It can be concluded that critical thinking is a process of assessing the case, problem, and phenomena with complex idea and analysis to find the decision and reasonable judgment.

2. The core of critical thinking

As mentioned before, the basic core of critical thinking is of interpretation, analysis, inference, evaluation, explanation, and self-regulation. Interpretation refers to the ability of understanding and communicating the meaning or significance of a wide range of experiences, circumstances, information, events, decisions, norms, beliefs, rules, procedures or criteria. It requires sub-skill of categorization, decoding significance, and clarifying meaning (Peter, 2015).

Analysis is the way of identifying the intended and actual inferential relationship among statements, questions, concepts, explanations, or other form of representation intended to convey views, assumptions, observations, motives, facts, or opinion. It includes examining ideas, detecting argument, and evaluating arguments as sub-skill of analysis.

The experts define evaluation as a way to evaluate the credibility of statements or other representations related to person's perceptions, experience, situation, judgment, belief or opinion. It is also evaluate the

logical strength of actual or intended inferential relationships among statements, questions, and descriptions.

The inference means to define and secure elements necessary to draw reasonable conclusion; to form conjectures and hypotheses; to consider relevant information and to deduce the implications of data, statements, beliefs, facts, decisions, opinions, concepts, explanations, questions or other types of representation. The sub-skills of inference are querying evidence, conjecturing alternatives, and drawing conclusions.

Explanation is the process of stating and justifying the reason in terms of evidential, empirical, analytical, criteriological, and contextual criteria on which one's conclusions are based; and to present one's reasoning in the form of cogent argument. The sub-skills of explanation are explaining processes and outcomes, justifying practices, suggesting and defending one's causal or logical interpretations of events or opinions for good reason, and presenting complete and well-founded claims in the sense of seeking the best possible understanding.

And the last, self-regulation defined by many experts as self-conscious control of one's cognitive activities, the elements used in those activities, and the outcomes deduced, particularly by applying analytical skills and analysis to one's own inferential conclusion with a view to questioning, verifying, validating, or correcting the reasoning or performance. The two sub-skills are self-examination and self-correction (Peter, 2015).

3. The characteristic of critical thinker

Critical thinkers are the people who can think into beyond “typical” model of thinking and advance way of thinking. They produce more idea and improve the idea more than poor thinkers (Ruggiero, 2012). They more adept in thinking by using many kinds of probing techniques and it enable them to discover new and improved idea. They tend to view the problem from many perspectives, consider many approach of investigation, and create many ideas before choose the action. Some characters can be identified from critical thinkers. They tend to test their first impressions, make important distinctions among many choices, rely on conclusion and evidence rather than feeling, double check their logic, and anticipating negative response (Linda, 2014).

Critical thinker are those who acknowledge the personal limitations, see problems as exciting challenges, have understanding as goal, use evidence to make judgment, interested in others’ idea, skeptical of extreme view, think before acting, avoid emotionalism, keep an open mind, and engage in active learning (Ruggiero, 2012). In contrast, non-critical thinkers are typically see a limited number of perspectives, take the first approach that occurs to them, judge quickly, fail to listen actively, think their ideas are the best, resist change, think in stereotypes, and often deceive themselves (Ruggiero, 2012).

Other expert also shows the characteristic of critical thinker. (Ennis, 1985) in (Pezhman & Othman, 2015) presents thirteen characteristic of

those who benefits from critical thinking, those are open minded, take or change position based on evidence, take the entire situation into account, seek information, seek precise information, deal in an orderly manner with parts of a complex whole, look for option, search the reason, seek a clear statement of issue, keep the original problem in mind, use credible sources, stick to the point, and exhibit sensitivity to others' feeling and knowledge level.

4. Benefit of critical thinking

After knowing the characteristics of critical thinkers, it is necessary to know why being critical thinker is important in any sectors of our life. Specifically for the reader, the ability to think critically will enable you to assess the evidence and identify illogical reasoning in what you are reading. Critical thinking also benefits you to create strong argument (in assignments for example). It encourage you to be able to justify and present any claims based on what you have evaluated (Thinking Critically, 2008).

For students, critical thinking will be beneficial for them to ask more challenging question and intensely participate in learning process. This ability will be beneficial for their future. in fact, it bring them up into academic and job success because it is require in both of academic and job carrier. Students who have high critical thinking will expand their perspective from which they view the world. It will navigate them into important decision in learning and life. At one time, critical thinking will

encourage them to filter the information and criticize inaccurate information. It is prudent to remember that thinking critically is not to criticize in bad or negative manner, but rather that to question and think deeply (Linda, 2014).

Critical thinking is not only used in academic context, it is also required in workplace. To mitigate or minimize the risk of negative consequence, it is important to make decision which considers the information that has been analyzed, evaluated, and searched for most reusable and best solution. It will be beneficial in workplace since we know workplace requires fast and correct decision and choice. It encourages manager and employees to observe various situation and weigh all possible solutions, then decide the action. In solving the problem, critical thinking will be beneficial for employees to look beyond conventional way, look for new idea, and contemplate the alternative. In addition, critical thinking will look at the impact beyond a specific step in the process of decision (Linda, 2014).

C. Self-Confidence

1. Definition of self-confidence

Self-confidence is the element of self-perception on his/her competences, capabilities, and skills to deal with various situations. It is also can be defined as the belief in our ability to succeed. Lack of self-confidence will lead person to stop trying. It is how a ones view themselves on their abilities and will vary from one to other situation (Elizabeth, 2015).

According to (Hakim, 2005) self-confidence is the feeling of confidence on someone toward their excess aspects and it makes them to be able to achieve many targets of their life. It can be defined as a construct that refers to standard idea of self-confidence, or assurance that a person has in his or her abilities (Holly, 2001).

Without self-confidence, many experts claim that no successful cognitive and affective activities can be carried out. It refers to evaluation of individuals can make and customarily maintain with regard to themselves. It express the attitude that indicate someone to be capable, significant successful and worthiness. From these definitions, we can conclude that self-confidence is the self- perception of someone that they able to do something in various situations and the belief of someone to get success.

In education, students who have high self-confidence are more likely succeed because their own direction sense is clear regarding their goals and priorities. To achieve that success, they reflect their plans and aspirations, then take the action. Therefore, it is reasonable that many activities in learning process that encourage self-confidence to stimulate the students to increase their intrinsic motivation to learn.

2. Characteristic of self-confidence

There are different between students who have low self-confidence and those who have high self-confidence. The characteristics of students who have high self-confidence explained by (Hakim, 2005)is someone who is: a) Believing in their competence, ability and they need no praise,

recognition, acceptance, or respect from others. b) Being not impelled to show the attitude of compromise in order to be accepted by other people. c) Daring to accept and face the rejection of others, dare to be himself. d) Having the internal locus of control (regard that success or failure depends on his own efforts, not easy to get in to his fate, and do not entrust to others' help. e) Having good self-control, not moody, and have stable emotion. f) Having the positive perception about himself, others, and surroundings. g) Having the realistic expectation toward himself, when the expectation is not attain, he/she can optimistically see the positive side of it.

According to (Wright, 2008), there are five characteristics of those who have high self-confidence in their ability. The first one is they are attractive and open to others. Self-confident individuals are usually drawn to one another. They vibrate their certainty in a way that attracts great things and great individuals to them. Being alluring does not necessarily cruel physically appealing within the normal sense of the word, but rather that profoundly wonderful;. The second one is they are loving and kind. Those who have a good inner self-image shape feeding connections rather than poisonous ones. They have learned to detach from connections, which do not permit them to be authentic. The next is they have learned to communicate. They know how to ask for what they want and to hear advice and counsel. It is less important for them to be right than to be effective. They listen more than they speak. The next one is they are goal

oriented. They are looking for a challenge of completing and setting new objectives for themselves. They are not particularly competitive, except against themselves. They appreciate breaking their possess records. And the last is they are ambitious. Self-confident people want more from life than existence or survival. They can envision themselves in better circumstances and surroundings.

Meanwhile, there are also universal characteristic of those who have low self-confidence according to (Wright, 2008). Those who have low self-confidence tend to be fearful of change. Many people with low self-confidence come from a basis of lack and live in their life or fear of something. Beside that, they are pessimistic and tend to see the glass as half empty which mean they see something from negative side, underestimate themselves and they do not believe that they can do something. The next characteristic is they have difficulty communicating what they really want from life. They have no clear idea of what they value and are muddy about goals and desires. Other characteristic of those who have low self-confidence also can be seen from how they want to please others more than are true to themselves. It means that the desire to have peace at any price is more important than discovering their own potential. Almost as chameleons, they change colors to fit the environment they are in. and the last is they are insecure and drawn to others who also see themselves as victims. It means they often form destructive and toxic relationship that reflect and increase their lack of self-worth.

Beside that, (Hakim, 2005) states some characteristics of an unconfident person. A person who is unconfident tend to strain occur higher and higher, secret much sweat, the heart beats rapidly, breather irregularly, tremble on some parts of his body, look pale, his eyes blink more frequently, his mind is surrounded by worry and nervousness, speak un-fluently and stuttered, feel awkward, wants to leave the situation immediately.

3. The importance of self-confidence

It has been well known that self-confidence is very important. It is not only specifically for students, but also for all stages of people in facing their life. Self-confidence can change the whole life to the better situation while lack of self-confidence can lead a negative effect on social relation, career, achievement, and mood. According to (Radwan), there are several ideas of the importance of self-confidence: a) The more confident you are the less unsuccessful you may feel upon being rejected. It can be in the form of rejection letter, relationship rejection or even personal rejection. What makes many people feel down once they get rejected is their lack confidence in their talents and not the rejection itself. b) The more confident you are the more risks you may be willing to require and then the more opportunities you will encounter. c) The more confidence you have the less will criticism affect you. Instead of feeling bad when being criticized you will just ignore it. d) The more confidence you have the less anxious you may be. One among the foremost reasons for experiencing

anxiety is that we have a tendency to doubt our ability to handle a state of affairs. If we have good self-confidence we will handle it correctly and will not feel anxious. e) Having good self-confidence will lead you to feel safe and do not feel dangerous compared to person who is lack of confidence. Confident people have stronger power to solitude which is the ability to feel good and smart even if you are alone. f) If you are confident person, you will feel that you are worthy, regardless of your social or economic status. Even if you currently do not have someone who loves you or even you are not rich, you will still feel adequate. g) People can love you: people love confident ones and look up to them. By being self-confident you will be a role model for many other people. h) One of the fundamental factors that cause the development of depression is a low self esteem. However, it does not mean that depression affects people who lack confidence only, but it means that build self-confidence will make you less likely to get depressed. i) The less confident you are the easier you will experience jealousy. j) The more confident you are the less likely you will feel insecure about relationship and job. k) The more confident you become the more convincing you will become and the more likely you will win debates.

4. Essential things of self-confidence

Relating to communication skill, there are four factors that contribute to the learners' willingness to communicate in a foreign language (Park &

Lee, 2005), namely situational confidence, communication confidence, language potential confidence, and language ability confidence.

Situational confidence is often viewed from how the students feel towards themselves, how they view themselves in the classroom and also the students' feeling towards their importance by others if they needed by their classmates. This situational confidence divided into several sub-variables, those are students feel that they are good students, students feel that they are important in the class, and students feel that their class need them.

The second one is communication confidence which is very importance and very often indicated with students feel shy while communicating with the rest of the class, feel shy when communicating with teacher, and feel shy when communicating with new people. It divided into several sub-variables, those are students do not feel shy speaking English in front of classmate, students do not feel shy speaking English in front of teachers, and students do not feel shy speaking in front of new people.

The third one is language potential confidence. This confidence is viewed through their perception if they will get good English score someday, will use English perfectly someday, and whether they think that they will get great TOEFL score. Language potential confidence divided into several sub-variables, those are students think that they will get good English score, students think that they will speak English perfectly, students think that they will get good TOEFL score.

And the last is language ability confidence. This language ability confidence refers to whether the students think that they can learn to speak English and they think that they are good speaker of English now. It divided into sub-variables, those are students think that they can learn to speak English and students think that they are good speaker of English.

Shrauger (1990) in book of (Robinson, Shaver, & Wrightsman, 1991) introduced Personal Evaluation Inventory (PEI) which measures self-confidence. In this questionnaire, there are eight specific domains of self-confidence; those are academic confidence, athletic, physical appearance, and social interaction, romantic relationship, speaking with people, general confidence, and mood.

The first domain is academic performance. This domain related to ability, self concept of academic ability, and academic motivation of someone. Study behavior and self-concept has positive correlation to school achievements (Ucharan, 1993). It indicates that students who have good self-concept of themselves will have better achievement in their academic. Confidence in academic performance leads students to say confidently (not arrogant) that they will accomplish in the top 25% of the class, they show the certainty in succeeding the assignment, test or academic goals, seek activities which challenging them intellectually because they know they can do it that most people.

The second domain is athletics. It is often viewed as positive cause of confidence. Students who exceed in sport tend to show better confidence than others. It is also observed that students with good confidence will display ability in exercise and physical activities. It can be concluded that physical activities contributes to confident level of students.

The next domain of self-confidence is physical appearance. It cannot be denied that this domain plays great role in teenagers' confidence as they want to be recognized by others. Students who have higher significance of perfection in appearance will be more fragile in their individual self-confidence (Christa, 2002). A confident teenager will accept and prove his/her physical appearance and make the best of it. They will manage the health and well-being of their appearance by body care and hygiene and choose clothes or cosmetic without thinking about what might other people think about them. Those students who have good confidence in appearance will show contentment in a way they look, show gratitude to their physical beings and never say that they want to change anything in their appearance.

Romantic relationship is the next domain of self-confidence. It has been proven that self-confidence is advantageous for romantic relationships and research also suggests that good self-esteem will give positive effect to happiness goes with relationships. Those people who have good self-confidence will think that they are worth but it does not mean that they are better than others. Students who have good self-confidence in relationship

will say that they have no difficulty in maintaining their relationship and show positive attitude in getting desirable partner.

Social interaction is the next domain. All people have to be accepted, it is also feel by students. In achieving that, they seek out social interaction with others. Students who succeed in this need will possess higher self-confidence. Those who have good self-confidence will have no awkwardness and feel at ease in any crowd, they also know how to behave with composure and mingle well with different personalities of people. They will show their eagerness to meet new people.

The sixth domain is speaking with people. Speaking in front of many people and having good public speaking require practice. It is not guaranty that smart students will have good confidence in speaking in front of public. The art of public speaking goes beyond delivering materials; it helps us practice our confidence. Students with good confidence in speaking in front of people will have good communication skill and it allows them to freely engage in good and flexible conversation with anyone. They also show less stage fright compare to other students.

General confidence is the seventh domain of self-confidence. General confidence can be defined as psychological buffer to cope with environmental uncertainty threat. Those students who have more experience in the past can be more confident to handle the situation and

think that things will work out in the future as well. They have a type of self-assurance in their belief that “I can do it” or “I can handle it”.

And the last domain of self-confidence is mood. It is related to the expression of anxiety, tension, anger, and happy. The students who have better stable mood will have better chance to have a higher self-confidence. Those who have positive mood will have a clean slate, sure about themselves, show the joy, exhibit no sense of stress, and confident..

D. Speaking Skill

1. Definition of speaking

People express their intention, idea, and build communication orally through speaking. They also can discuss, give comment, and criticize by speaking. Through speaking, people can transfer the message and intention to other people. In this case, good speaking skill will exactly lead us to far from misunderstanding and deliver the message correctly and effectively. According to (Goh & Burns, 2012), “speaking is a combination skill” (p. 13). It needs the ability to fill the oral communication demands through efficient use of spoken language. In second language speaking, the knowledge of target language as system of making meaning and awareness of the contextual demand of speaking are very required. It also needs various skill of using speech effectively and appropriately according to the communication purposes. Speaking skill include the ability to use a range

of strategies to composite the gap in knowledge and ineffective speaking skill (Goh & Burns, 2012).

Speaking is a productive skill that can be observed empirically and directly. It is the product of creative construction of linguistic strings the speaker makes choices of lexicon, structure, and discourse (Brown, 2004). Speaking is an advanced matter and anyone who wishes to speak second language must learn the grammar and vocabulary, and pronunciation of the language. If a person wants to call as “fluent”, it is a must to prepare what to say formulate the utterances and generate them automatically. They should be able to open and close the discussion and handle the transition between subjects in an acceptable manner. They have to know the conversation of turn taking, when to begin speaking and when to stop. Cultural knowledge and social sensitivity are also very important and the speaker must maintain suitable roles and relationship with other speakers in a variety of speaking context that differ in a wide range of variables including social distance, power and authority. Speaking ability is not a discreet ability. It means that it cannot be separated from other aspects, such as the extent to which structure of a conversation is determined culturally, the extent to which the grammar of speech differs from other types of grammar, and the critical factors in the speech stream that make it understandable (Hughes, 2002).

Beside, (Cameron, 2001) explains that speaking is the active use of language to express meanings in order that others will add up of them.

Moreover, it is recognized as associate interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances (Martinez & Ester, 2006). In brief, learners need to know how to use the language in context. Based on that explanation, in can be concluded that speaking is verbal communication skill that combines language components to express idea and social relationship.

2. Function of speaking

The mastery of speaking skills in English is a priority for many second-languages of foreign-language learners. According to (Richard, 2008), there are some functions of speaking. First is talk as interaction. It refers to conversation done by one to other people. It is spontaneous interactive communication between two persons or more. It has purpose to share the message and information in social relationship. The second function is talk as transaction. It is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding. And the last is talk as performance. This type of talk focuses on monologue rather that dialog. The function of this speaking as performance as happened as speech, telling story, public announcement, retell story, etc.

3. Speaking components

To be a good speaker, acquiring some speaking aspects is a must for students. According to (Brown, 2001) there are five components of speaking that should be recognized by students:

a. Pronunciation

According to (Broughton, 2003) pronunciation is much more valuable in turning one's attention to stress, rhythm, and intonation. While, claimed that pronunciation refers to the ability of students in producing comprehensible utterances to fulfill the requirements of the project. It refers to the production of sounds, appropriate linking of words, and the use of intonation and stress to convey the meaning that intended (Thornburg, 2005).

b. Grammar

Language's grammar is a description of how words in language can change their form and integrate into a phrase. It allows the learners to combine the words and correctly produce the sentence. In speaking context, grammar enables the learners to differentiate between formal and informal expression or respectful and impolite expression (Harmer, 2001).

c. Vocabulary

In speaking, vocabulary is one of fundamental thing as key elements. Students cannot say something if they do not know the vocabulary for expressing intended meaning. They can make phrase, sentence and effectively communicate what they wan through combining vocabulary. As a English language learner, it is very important to know a lot of words in English (Edge, 1993).

d. Fluency

Fluency is used to measure someone who is able or unable to use the language. It is the extent to which speaker use the language easily and confidently, with view hesitations or natural pauses, false start, word search, etc (Nunan, 2003).

e. Comprehension

Comprehension in learning English is the ability to percieve and process discourse stretches and to formulate meaning sentences representations. It requires someone to understand what other people say in oral communication automatically (Brown, 2004).

From the explanation above, it can be concluded that in speaking students need to use appropriate stress, pronounce phonemes correctly, and use appropriate patterns to be good speaker.

4. Problem in Speaking

As suggested by (Brown, 2001) there are some causes that make speaking difficult, as follows:

a. Clustering

Fluent speech is grammatical construction, not word by word. Learners will organize their output each cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has a chance to create that means clearer through redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced form

Elisions, contractions, reduced vowels, etc, all form special problems teaching spoken English. Learners who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

d. Performance variable

One of the benefits of spoken communication is that the methods of thinking as you speak permit you to manifest an exact variety of performance hesitation, pauses, backtracking, and corrections. Learners will truly be tutored a way to pause and hesitate. As an example, in English our 'thinking' time is not silent; we have a tendency to insert certain "fillers" like uh, um, well, you know, I mean, like, etc. One of the most salient variations between native and non-native speakers of a language is in their hesitation phenomena.

e. Colloquial language

Make sure the students are moderately will at home with the words, idioms, and phrases of informal language which they get follow in manufacturing these form.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One in all your tasks in teaching spoken English is to assist learners reach a suitable speed along with alternative attributes of fluency.

g. Stress, rhythm, and intonation

This is the foremost vital characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

Learning to supply waves of language in a vacuum- without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.

E. Previous Study

Some studies about debate method, critical thinking, self-confidence, and speaking skill have conducted by some researchers. The current study conducted by (Wulandari & Ena, 2018) using descriptive-qualitative research through observation, questionnaire, and interview to high school students who join in debate extracurricular. The result shows that debate activities enrich the vocabulary mastery of students, improve self-confidence and speaking skill of

the students. Other research conducted by (Amiri, Othman, & Jahedi, 2017) which aimed at describing the case study of the debate implemented to Malaysian secondary students in learning English. This qualitative case study shows that debate method in ESL classroom enhances the students speaking skill. Study on students' perception on debate develops critical thinking and communication skill also conducted by (Pezhman & Othman, 2015). Through survey questionnaire, reflective papers, and interview to sixteen undergraduate students of University Putra Malaysia, it shows that students get many benefits from debate included mastering course content, boosting confidence, developing critical thinking and communication skill of students. Other study also conducted to explore the debate method as teaching strategy in increasing students' critical thinking and collaborative learning.

CHAPTER III

RESEARCH METHOD

The researcher will discuss in detail the methodology of the research used in this study. It is divided into several sub chapters. They are research design, subject of the research, data instrument, data collection, and data analysis.

A. Research Design

This research was quantitative research which used path analysis design. Theoretically, path analysis is an extension of multiple regressions. It goes beyond regression and allows more analysis of more complicated models. It consists of a family of models that depicts the influence of a set of variables on one another. The aim of path analysis is to provide estimates of the magnitude and significance of hypothesized causal connections among sets of variables displayed through path diagrams (Frances, Hasani, & Amaury, 2004). This technique is also known as cause modeling. It based on the reason that path analysis allows the researcher to test theoretical propositions regarding to the cause and effect relationship without manipulating the variables, it means the researcher does not give the treatment to the certain variable in his/her measurement. The basic assumption of this model is that some variables actually have very strong relationship one another (Sarwono, 2011).

The reason why the researcher used this research design is because this research enabled us to gather direct and indirect contribution between independent, intervening and dependent variables. The research model of path