

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes about review of related literature. It includes the speaking skill, teaching speaking, problem in teaching and learning speaking, British parliamentary debate style, and Teaching Speaking senior high school.

A. Definition of Speaking

English is divided into four skills namely: listening, speaking, reading, and writing. Derakhshan (2016) said that, speaking is the second skill and has an important role in communication. Speaking is a part of daily life that everyone should develop in subtle and detailed language. One of the most important factors about language is that it deals with social contexts and culture.

According to Gudu (2015), as it has been observed and confirmed with this specific group through oral presentations is the most challenging skill to produce. Basic students with very low level of English and lack of self-confidence tend to show certain characteristics such as: shaking while speaking, sweating, keeping silent for long periods of time, sitting when they cannot continue and others even crying because it is hard for them to say a word.

Furthermore, speaking is an interactive process of construct meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable.

The ways to develop speaking ability, we can argue that students are generally holistic learners who need to use real communication in the classroom, this is something within their

experience and their context, but also embracing the significant learning styles and the resources within experience- not least movement, the senses, objects, pictures, and a variety of activities. Engaging in this way can remove the possible stigma of feeling that they are learning a foreign language but rather they are discovering a new concept of self-expression.

B. Teaching Speaking

Speaking is one of the most important skills that must be practiced to communicate orally. In speaking, people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking is the process of building and sharing meaning through the uses of verbal and non verbal symbol in various contexts.

English speaking is the ability to verbalize the English language in conversation purposively, to speak fluently and communicate effectively, to use language structure and vocabulary in the right context, to use appropriate pronunciation, and to apply appropriate manner.

Teaching is the way or plan of teach in teaching. Exactly, the teacher gives explanation the lesson to the students with the suitable way or interesting way and enjoyable situation for students. It means that teaching is a human obligation which purpose is to help in teaching learning process in the classroom as well as possible. Oradee (2012) stated that teaching is guiding and facilitating learning, enabling the learners to learn, and setting the condition for learning.

Teaching speaking is started at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accurately. It is continued then to guide students to a point where they can begin to judge whether their

sound productions are correct or not. At this point, teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target language. Meanwhile, teacher should be able to encourage students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language.

C. The Elements of Speaking

Harmer (2007) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

- a. Language features; the elements necessary for spoken production, are the following:
 1. Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning).
It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
 2. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings.
 3. Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.
 4. Negotiation language: effective speaking benefits from the negotiators language we use to seek clarification and show the structure of what we are saying. We often need

to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental / social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates such as:

1. Language processing: Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
2. Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
3. Information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

D. Problem in Teaching and Learning Speaking

There are some speaking problems that teachers can come across in getting students to talk in the classroom. These are inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. According to Sayuri (2016) there are three problems of speaking. First, students do not talk or say anything, second when students work in pairs they talk without English and the last when all students speak together it is noisy. One way to tackle this problem is to find the root of the problem and start.

From there, if the problem is their culture it is unusual for students to talk out loud in class, or students feel really embarrassed about talking in front of other students then one way to go about breaking cultural barrier is to create and establish own classroom culture where speaking out loud in English is the norm. Tuan & Mai (2015) assert the

problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Every day, a teacher teaches English in language classroom and motivates students to encourage themselves to asks things in English. Giving positive feedback also helps to encourage and relax embarrassed students to speak more.

Another way to get students motivation to speak more is to allocate a percentage of their final grade in speaking skills and let the students know they are being assessed continually on their speaking practice in class throughout the term. A completely different reason for student silence may simply be that the class activities are boring or are pitched at the wrong level. Very often our interesting communicative speaking activities are not quite as interesting or as communicative as the teachers think that all the students are really required to do is answer 'yes' or 'no' which they do quickly and then just sit in silence or worse talking noisily in their mother tongue. So, they need to take a closer look at the type of speaking activities they are using and see if they really capture student interest and create a real need for communication.

E. British Parliamentary Debate Style

Debate has some style in this research. First British parliamentary style debate, the most common format in Britain is known as Parliamentary Style debate, and this involves four teams of two speakers all taking part in one debate, with two teams on each side (Lely, 2016).

Second, Australian Parliamentary Debate is one of debate style that is often used in the national or world debate championship. This style of debate is used in Australian,

but its influence spreads to the competitions held in Asia, thus eventually referred to as the Australian parliamentary format. In this format, two teams of three people face each other in one debate, one team representing the government and one team representing the opposition.

Third, the wales are rules of schools debating championships/schools mace. The format for debate is 2 speakers per team, a chairperson and timekeeper. The chairperson and timekeeper should be seated between the two teams. Speakers should be provided with a table and chairs, but must stand when delivering their speeches or points of information

The fourth is Karl popper debate format. This style of debate in popular in Europe and through the network of organisations within the International Debate Education Association. Two teams participate. One team is given the role of the proposition/affirmative side, the other one the negative or opposition. Each team consists of three to five debaters, three of whom actively participate in the debate. Debaters of a team can freely change within their team during a competition, albeit not during a debate. After each of the first four speakers there is a 3 minute Cross-questioning from a member of the Opposing team. The third speaker on each side provides a 5 minute summation with no new arguments introduced. In the four style of debate, the researcher use British parliamentary style debate to research.

1. Definition of British Parliamentary Style Debate

Parliamentary debate is a formal contest featuring critical analysis and rhetorical skill. Participants represent the advocates for and against a motion for debate.

Educational debate usually is modeled on some legislative system such as a congress or a parliament.

First, British Parliamentary debate is a lively and energetic format involving four teams of two people not only giving persuasive speeches, but also interacting with each other through questions and comments throughout the debate.

Second, British Parliamentary debate is a format in which students can practice a variety of advocacy skills ranging from argument construction to refutation to organization to delivery.

Third, because each British Parliamentary debate involves four, two-person teams, eight people have the opportunity to actively participate in each debate. Eight participants stand in contrast to the two to four people that participate in other forms of debate. So for educational and practical reasons, British Parliamentary debate provides an excellent format for educational debating and for this reason Yulia & Aprilita 2017.

2. The Concept of Debate

A British Parliamentary Debate consists of four teams arguing two different sides of a motion. Two of those teams are assigned to represent the Government and the other to represent the Opposition. Whatever the motion, both Government teams are expected to support the motion such that the two Government teams' arguments are consistent with one another even though the arguments may be different. In other words, the two Government teams are expected to support a similar position even though their reasons for doing so may differ. Similarly, the two Opposition teams are expected to argue against the motion in ways so that the two Opposition teams are consistent with one another although their arguments also may be different.

F. Problem Based Learning

This point describes some theories relate to the study. They are the definition of problem based learning Method. Problem based learning is a leaning activity that emphasizes the process of solving problems faced scientifically, does not expect the students just listen, record, then memorize the subject matter but students actively think, communicate, search, manage data, and finally concluded.

Rohim (2014) states that Problem-Based Learning (PBL) is activities the teaching and learning strategy in the form of problem solving. The students can express their ideas with their own ways in many chances. Problem-Based Learning is real life experience as context of the students' media to build critical thinking and problem solving skill of fun and enjoyable strategy of English communication learning. Keong (2015) argued that Problem Based learning (PBL) approach represents a fundamental shift from a teachers' delivery of fixed knowledge base to the facilitation of students 'activity knowledge construction through collaborative problem solving. In PBL classrooms, students are brought into the spotlight by engaging them into group solving activities where they become responsible for generating their own learning issues. In other words an attempt to prepare students for real world problems that they could encounter as physicians and to enhance students' lack of critical thinking skills in class and beyond Barrows (1980).

Therefore, without examining the process of how students actually act and think in relation to learning environment, we cannot come to know how students learn or how PBL approach works or does not work under different conditions (example nature of the problem or nature of environment). "The key thing in making [PBL] successful is the amount of time and energy that goes into the creation of the project. Finding a problem

that really means something to the participants is absolutely critical”. According Othman (2013) the nature of ill-structured problems.

1. Contain multiple solution paths
2. Change as new information is obtained
3. Contain content that is authentic to the discipline
4. Generate interest and controversy and cause the learner to ask questions
5. Prevent students from knowing that they have made the “right” decision
6. Require more information for understanding the problem than is initially available
7. Be open-ended and complex enough to require collaboration and thinking beyond recall.

It gets students ready for the real world, as students are exposed to the following challenges and skills): Teamwork, Independent learning, Communication skills Problem-solving skills, Interdisciplinary learning, Information-mining skills, Higher-order thinking skills, Since research in PBL in language courses are far and in between this study therefore aims to address the gap in research on PBL in English language teaching, in general, and in content-based language teaching, in particular.

G. Teaching Speaking in Senior High School

Teaching speaking is very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed

above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

This researcher is an examination of the effectiveness of British parliamentary style to teaching speaking in second grade in MAN 2 Kediri. We have established the problems, and examined the context so now we must consider if debate can actually help our students to achieve. When initially presented with the debate technique our students had a many of feelings and perceptions. Some were excited while others felt a little comprise by the prospect. We wanted to be able to record and examine quantifiable data.