CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Review

1. Concepts of speaking

a. Definition of Speaking

According to Hall speaking in an ability that is taken for granted, learned as it is through process of socialization through communicating. Other definition, Speaking is an ability that is taken for granted, learned as it is through process of socialization through communicating[9]. Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech.[10]

Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others. Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech.

In short speaking can be as the way to carry out feeling through words, even conversations with other. It means that human use words and phrases in interactive process of constructing meaning of speaking.

---

[9] Glenn Fulcher, *Testing Second Language Speaking* (Britain: Pearson Education Limited, 2003), 23
[10] *ibid*

b. Elements of Speaking

Most of students have problem in mastery speaking English. And there are many various problems faced by students. So if the students seriously want to master in English, they must pay attention with some elements of speaking. Because if they mastery those elements they will be a good speaker. Those are:

1) Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English, but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened. It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2) Expressive devices: native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

3) Lexis and grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.

4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we

are saying. We often need ask for clarification when we are listening to someone else talk.[11]

Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we delivered will be acceptable by all communicants if we mastered those elements.

c. Teaching Speaking

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's 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.

d. The Roles of the Teacher in Speaking

Richa rubiati said that there are many roles in teaching speaking that can make effective in learning speaking process;[12]

---

[11] Jeremy Harmer, *the Practice of English Language Teaching,* (England: Pearson Education limited: 2002), 269.

[12] Richa rubiyati, *Improving Students' Speaking Skill Through Debate Technique" (An Action research at the first semester students of English Language Teaching Department at class TBI 1b Tarbiyah faculty at IAIN Walisongo Semarang in the academic year of 2010-2011),* IAIN Walisongo Semarang : Online thesis, 2012)

1) Use the target language not only to deal with the subject matter but also to regulate the interaction in the classroom.

2) Keep the number of display questions to a minimum. Example: teacher questions that are aimed at getting learners to „display□ their knowledge, such as „What's the past of *go*?

3) Build the topic at hand together with the students; assume that whatever they say contributes to the topic.

4) Tolerate silences; refrain from filling the gaps between turns.

5) Encourage students to sustain their speech beyond one or two sentences and to take longer turns; do not use a student's short utterance as a springboard for your own lengthy turn.

6) Extend your exchanges with individual students to include clarification of the speaker's intentions and a negotiation of meanings; do not cut off too soon an exchange to pass on to another student.

7) Pay attention to the message of students' utterances rather than to the form in which they are cast.

8) Make extensive use of natural feedback rather than evaluating and judging every student utterance following its delivery.

9) Give students explicit credit by quoting them; do not take credit for what students contributed by giving the impression that you had thought about it before. As with any other type of classroom procedure, teacher needs to play a number of different roles during

different speaking activities. However, three have particular relevance that trying to get students to speak fluently:

10) Prompter: students sometimes get lost, cannot think of what to say next or in some other way lose the fluency it expect of them. The teacher can leave them to struggle out of situation on their own, and indeed sometimes this may be the best option.

11) Participant: teacher should be good animators when asking students to produce language.

12) Feedback provider: the vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approach.

e. The Components of Speaking Skill

Rubiati Richa stated that there are five components are generalization recognized in analyses of the speech process:

1) Pronunciation including the segmental features -vowels and consonants- and the stress and intonation patterns.

2) Grammar

3) Vocabulary

4) Fluency; the ease and speed of the flow of speech

5) Comprehension; for oral communication certainly requires a subject to respond to speech as well as initiate it.[13]

---

[13] Richa rubiyati, *Improving Students' Speaking Skill Through Debate Technique" (An Action research at the first semester students of English Language Teaching Department at class TBI 1b Tarbiyah faculty at IAIN Walisongo Semarang in the academic year of 2010-2011),* IAIN Walisongo Semarang : Online thesis, 2012)

The five factors of speaking skill above have important role in speaking. By mastering all the factors, students will be a good speaker in the future.

2. Concept of SGD

a. Definition of SGD

The term 'small group teaching', or 'small group learning' or 'small group discussion' as it is often termed, means different things to different people. Some are familiar with the tutorial as being their experience of small group teaching. The tutorial is usually linked with a series of lectures and its role is to complement the lecture. Problem Based Learning Groups have very specific procedures in how the information is discussed. Other, SGD (Small Group Discussion) is not defined by numbers. We define it as any teaching situation in which dialogue and collaboration within the group are integral to learning. The teacher is still a key to this learning. But now their role is to facilitate rather than to direct, to coordinate as much as to communicate, to inspire rather than to inform.[14]

Small Groups Discussion (SGD) can be an effective learning situation in which students learn both through instructions from their teachers and from interaction with each other. The group also provides opportunities for individuals to speak in front of others and to receive feedback from teachers and peers. Most important for the teacher is an understanding that from the students' point of view entering into a discussion may be difficult because the

---

[14] Dakin Burdick, *Center for Teaching Excellence* (USA: Endicott College, 2011)

conventions of discussion such as taking turns, thinking quickly, and making appropriate comments at the right time are not well understood or practiced. Making public statements in this way can also be threatening if the student is unsure of his or her own grasp of the subject. These obstacles can be overcome with time and if the learning environment is a secure one.[15]

b. Kinds of SGD

According Darkin Burdiks, he said that there are several kinds of method that include in Small Group Discussion (SGD).[16] Those are:

1) **Turn to Your Partner**: Divide participants into pairs that will discuss the concept together. This is the fastest way to have participants share their understanding of the topic and prepare for a larger discussion.

2) **Think-Pair:** Give participants a minute to think about or write a personal response to the concept under discussion. Then have participants turn to their partner and discuss.

3) **Concept Test**: Have participants take a minute to write down an answer to a question posed by the instructor. Then have each participant turn to the person next to them. Participants without a partner should either raise their hand and look for a partner near them, or (less desirably) join another pair near them. Then for two minutes the participants then either try to convince each other their answer is correct. After they have discussed, the instructor assesses their answers (perhaps by a show of hands in response to a multiple choice question). In the case of more complex problems, this

---

[15] Mavis Kelly and Ken Stafford, *Managing Small Group Discussion* (Jakarta : UI Press, 1993)
[16] Dakin Burdick, *Center for Teaching Excellence* (USA: Endicott College, 2011)

process could be repeated several times for each of whatever natural steps there are in solving a more complex problem.

4) **Think-Square:** As with *Think-Pair,* but with four people (a Square).

5) **Think-Pair-Share:** As with *Think-Pair* above, but then have each pair combine with another pair to form a larger group and share their thoughts.

6) **Value Line**: This discussion method gets the participants up and moving around. It also makes a good icebreaker. The instructor either asks students to identify themselves by a number (most years of experience, number of pets, etc.) or places two oppositional stances (ex. Democrat vs. Republican) and asks students to talk to each other and sort themselves into the correct positions. Once they are agreed as to their order, divide the total number of students by 6 (or however many students you want in each group). That will give you the number of small groups you will have. Then have the students (still lined up) count off by that number (ex. 1, 2, 3, 4, 5, etc.). Then assign spots in the room to each group and have them join their group. With the proper question for students to organize themselves by, this method gives a heterogeneous mix in the groups.

7) **Stand and Share**: The facilitator gives a question or problem. When participants have a solution, answer or comment, they stand. When all have stood, the facilitator asks each for their input. Once they have given it, they can sit down.

8) **Debate:** In this discussion method, the class is divided into two groups of participants, who then debate a topic in a reasoned and organized fashion. This could be a formal parliamentary debate or a more simplistic model.

From the several kinds of method SGD above, the researcher decide to use *Debate* as a method to improve speaking ability for the second year students of class IPA 1 MA SUNAN KALIJOGO.

3. Concept of Debate

a. Definition of Debate

A debate is a speaking situation in which opposite points of view are presented and argued. A debate is about the real or simulated issue. The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a vote. Other, Debate refers to the process of considering multiple viewpoints and arriving at a judgment, and its application ranges from an individual using debate to make a decision in his or her own mind to an individual or group using debate to convince others to agree with them.[17]

And also J. Michael O' Malley said that Debate is one of effective speaking activity which encourages students to improve their communication skill. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them[18]. And according Ronald that Debate is data in which people take up position, per sue arguments, and

---

[17] J. Michael O' Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (Addison-Wesley Company inc :1996), 85
[18] *ibid*

expound on their opinions on a range or matters; with or without some sort of lead figure or chair person.[19]

So, from the definition above that Debate is about developing our communication skills. It is about assembling and organizing effective arguments, persuading and entertaining an audience, and using your voice and gestures to convince the adjudicator that our arguments outweigh our positions. Debating is not about personal abuse, irrational attracts or purely emotional appeals.

b. The Advantages of Debate

Hyland argues that learning English using simulation technique such as debate has the following advantages:

1) Simulation activity such as debate can motivate the students since the students will be ensured that the communication acts they are doing will have a real purpose instead of a mere make belief

2) Simulation activity can develop the fluency in communication using the target language. Students will be motivated to communicate using the target language because they are immersed in an environment where language becomes a primary necessity, such as in debate; the context in the simulation requires the language to describe the situation required by the students. Language is a communication in presenting the tasks given by teacher and it will not be same as tests to demonstrate the ability of

---

[19] Joe Bellon, *A Research-based Justification for debate Across the Curriculum*, (Atlanta, Georgio State University: 2000

grammar or pronunciation which is produced by the students in presenting the simulation

3) Simulation activity such as debate is a combination of the skills in the language. Simulation will give an opportunity for the students to apply their language skills and also develop the non-verbal components of language and also develop cross-cultural adeptness and second language capability. Simulation also develop cognitive ability, for instance in analyzing, evaluating and understanding information.

4) Simulation activity such as debate will motivate the students to be active participants in the discussion among their friends.

5) Simulation activity such as debate can reduce anxiety since the students are not evaluated nor corrected in detail in relation to his/her capability in second language. Simulation activity will motivate the students to interact and give them opportunity to communicate with a clear objective.

c. The Procedure of Debate Technique

Richa Rubiati states that the form of debate is varied in use. In speaking classroom, debate can be taken such as the following procedures:[20]

1) Dividing the students into many groups. Each group consists of 5-6 students.

2) Selecting debate topic and assigning the groups to debate topic.

---

[20] Richa rubiyati, *Improving Students' Speaking Skill Through Debate Technique" (An Action research at the first semester students of English Language Teaching Department at class TBI 1b Tarbiyah faculty at IAIN Walisongo Semarang in the academic year of 2010-2011)(* IAIN Walisongo Semarang : online thesis, 2012)

3) Ensuring that the participants have time beforehand to prepare for the arguments and to collect supporting data to present during the debate.

4) Presenting the topic and format the debate.

5) An example format of the debate as following:

    a) Side 1 presents opening arguments, each member give a statement.

    b) Side 2 presents opening arguments, each member gives a statement.

    c) Side 1 has chance for rebuttal

    d) Side 2 has chance for rebuttal

    e) Side 1 has chance for a second rebuttal

    f) Side 2 has chance for a second rebuttal

    g) Side 1 takes time for a conclusion

    h) Side 2 takes time for a conclusion.[21]

Debating usually consist of three members in every team, although sometimes four members in many debates. Debates are varied in use, sometimes it used based on the number of students in the classroom and the level of students.

d. Debate to improve speaking skill

Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. The debate is probably more often used in content area classrooms than in ESL classrooms. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require

---

[21] Paul B. Pedersen, *110 Experiences for Multicultural Learning*, (Washington DC: American Psychological Association, 2002), 88-89.

extensive preparation by learners, call for interaction in groups and make use of at least the following language functions: describing, explaining, giving and asking for information, agreeing and disagreeing.

Speaking activities and speaking practice in the classroom should enable students to gain experience using all the prerequisites for effective oral communication. So those, by performing debate technique, students have a lot of opportunities in practicing speaking.[22]

B. Previous Studies

There are many related theses belong to this research:

1. A Researcher Richa rubiyati Tarbiyah Faculty IAIN Walisongo Semarang has conducted a study of "Improving Students' Speaking Skill through Debate Technique" (An Action research at the first semester students of English Language Teaching Department at class TBI 1b Tarbiyah faculty at IAIN Walisongo Semarang in the academic year of 2010-2011). She concluded that teaching speaking through debate can be enjoyable experience for both teacher and students. Student can improve their speaking skill after being taught by debate technique. And the result improving significantly, in the first cycle the average of the student's achievement was 65.3, and then in the second cycle the average or the students' achievement was 76.6. The result of the research shown that the students improve their speaking skill efficiently and effectively.

---

[22] J. Michael O' Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (Addison-Wesley Company inc, 1996), 87.

2. The second previous was done by Uswatun Hasanah (2012) Tarbiyah of Educational Faculty State Islamic Studies Institute (STAIN) Salatiga has conducted a study entitled "**THE IMPLEMENTATION OF DEBATE TECHNIQUE TO IMPROVE THE STUDENTS' SPEAKING SKILL**" In her research, she described the technique of implementation of debate in teaching speaking.

From the previous above, the researcher really interest with both of those. So that she will try to practice and want to recheck the truth of those researches, especially in teaching speaking using Debate method.