

CHAPTER II

REVIEW OF LITERATURE

This chapter discusses the theories used in this study. It presents the theoretical description of speaking, Focus Group Discussion (FGD), and Innovative Focus Group Discussion with Debate Plot Twist. The previous studies are presented to support the research.

A. Previous Research

Some researchers had conducted research and exposed the ability of the students to comprehend speaking material. Some of them are as follows:

1. Abdul Munir (2021: 66) in his research “The Implementation Of Focus Group Discussion Technique To Improve Students’ Speaking Skill At Eleventh Grade Of Smk Al – Qodiri Jember In Academic Year Of 2020/2021.” He found that the implementation of FGD to enhanced students' speaking skills was manage because the students' speaking test results met the criteria. The FGD technique can also enhance students' speaking skills in terms of fluency and pronunciation. FGD also makes students active and confident in speaking without feeling nervous. The technique of his research was Classroom Action Research.
2. Try Hermawan (2018:48) in his research““The Use Of Debate Technique In Increasing Students’ Speaking Ability.” He found that the use of the debate technique was effective in enhanced students’ speaking skills. Students demonstrated a significant improvement in their abilities to express ideas, build arguments, and speak successfully in English. The comparison of students' performance before and after using the debate technique revealed a favorable

change, indicating that debate can be an effective tool for enhancing oral communication, fluency, and critical thinking in the classroom. The technique of his research is experimental Research.

The two researchers identified above were alike and different. The similarity between the two studies is that both of the researchers sought to improve students' speaking ability through interactive and student-centered approaches. Both studies confirmed that the used approach efficiently made the students more fluent and confident in English speaking.

But it lies in the research design and method used. Abdul Munir used the Focus Group Discussion (FGD) method through Classroom Action Research, prioritizing the creation of a participative atmosphere that dispelled the fear of students and encouraged participation. Try Hermawan, conversely, used the debate method within an experimental research setting, hoping to improve the ability of the students in developing arguments and critical thinking.

Based on these similarities and dissimilarities, the current researcher utilized a study using Focus Group Discussion with a Debate Plot Twist, which combines the collaborative nature of FGD and the critical, argumentative aspect of debate. With this innovation, not only is fluency enhanced, but accuracy and confidence in communication are promoted as well. The research aims at the English speaking ability of eleventh-grade students through experimental research because it is a more dynamic and effective method for learning English speaking.

B. Theoretical Framework

1. Speaking

a. Definition of Speaking

Speaking is a form of verbal communication and lead by individuals in pairs or with one another to convey something. Speaking is the key to communication between individuals to interact in daily life and exchange information with each other. As stated by Lander and Brown (1995), speaking skill is an interactive process bulid of meaning that involves producing, receiving, and processing information. Speaking aims to create interaction with someone through verbal communication, where, in the context of education, speaking skills are important if accompanied by the ability to speak in a good and correct language. As Stated by Hedge (2003) speaking skills refer to students' ability to speak fluently, accurately, and properly in various communication situations. Speaking not only involves generating correct language forms but also using language appropriately while interacting with others in actual communication contexts. Baron (2020) states that the communication process pruposes to convey an idea to others to receive feedback on the information conveyed, and the speaking lesson is designed to train students to speak in a good and correct manner. In the context of English speaking, it is a foreign language and requires a lot of efforts for the master it. So the learners have to practice in-class activities as well as out of the class because much practice makes the learners habitual to conversing in the English language, and their speaking will become very fluent.

b. Teaching Speaking Skill

1) Aspect of Teaching

Teaching is the process of transferring or sharing knowledge from the teacher to the students. As stated by Faridloh (2022), teaching is a dynamic interplay between four elements: the students, the teacher, the curriculum, and the earned repertoire. Meanwhile, now we have to analyze teaching as a complex activity namely the integrative use of several skills to convey knowledge and experience. Speaking in this study points to the skills to express the arguments, ideas, and everyday conversations through spoken English communication. A person's proficiency in English can be inferred from their speech patterns, opinions, vocabulary, and fluency, as well as from how they use the language in daily situations (Alfiani, 2022).

2) Definition of Teaching Speaking

Teaching speaking is one of the main aspects of English language learning that is taught in the classroom by a teacher. The goal of teaching speaking is to enhanced students' ability to interact using a foreign language as a means of communication, with understanding, and the correct approach to achieve success in practice (Ramdhany, 2023). Another goal in teaching speaking is to improve students' ability to communicate effectively and eventually express themselves by speaking a foreign language, especially English (Ganna et al., 2021).

Teaching speaking is an action taken by a teacher with the aim that students can express themselves in a communicative manner and are also expected to communicate in a way that has a positive impact on anyone. In

this case, teaching English speaking skills to students requires a good understanding and an accurate knowledge of both theory and practice. To encourage students' potential in English language teaching, the right approach in the teaching process is necessary. One way is to teach speaking by focusing on activities that make students active and creative, so the learning process becomes enjoyable, and their speaking skills improve.

3) How to Teach Speaking

In the practice of teaching speaking, Kayi (2006) mention there are four activities for learning to speak, namely :

a) Discussion

After content-based learning activities, discussion activities can be held for various reasons. Discussion activities can be conducted to share an idea to exchange information, as a means of achieving solutions in their discussion and reaching a conclusion. Before the discussion, the teacher sets a goal for the upcoming discussion activity by determining discussion points that are relevant to the objective. So, students will discuss definite matters and will not discuss irrelevant points. Discussions form part of the fundamental speaking exercise that aids oral communication development. Debate is the main subject in this study, opinions, and building arguments within a group context before more formal speaking exercises like debates.

b) Role Play

At this stage, students pretend to be in various social contexts and have different social roles. In role-playing activities, the teacher

provides information to the students on how and what they will do. Thus, in activities like debates, for example, students can express themselves according to their roles as directed by the teacher. In role-playing activities, students must memorize dialogue that has been designed and structured according to the roles they are assigned. In a debate, these role-playing activities are usually filled with roles as pro and con groups regarding the issue being discussed on the current debate topic. Role play acts as the communication between practice and theory. Role play is adopted in this research in a debate activity, where the students are assigned roles and are instructed to present arguments based on their role. This enhances their proficiency in speaking convincingly and fluently in real situations.

c) Simulation

Simulation is very similar to role playing, but what differentiates simulation from more complex role play? In simulations, students can bring objects into the classroom to create a realistic environment. For example, if a group of students performs as a debate team, they bring costumes or equipment to conduct a debate simulation in the classroom. Simulation is so essential in making the activity of debate more engaging and serious in using English as a communication language.

d) Brainstorming

On the given topic, students can generate ideas within a limited time. Depending on context, whether individual or group brainstorming

is effective, and the students generate ideas quickly and freely. The good characteristic of brainstorming is that students are not criticized for their ideas, so that students will be open to sharing new ideas. Brainstorming is used as a preparation stage before the debate. Students brainstorm arguments, evidence, and refutations that help them organize their thoughts and are prepared to participate constructively in the debate.

Four types of speaking activities, discussion, role play, simulation, and brainstorming, were selected, as each one significantly develops a learner's speaking skills, especially in the context of debating. These activities incorporate each other: brainstorming aids students in idea formulation, discussion trains opinion delivery, role play enriches perspective arguing ability, and simulation generates a realistic debate environment.

These steps will be adjusted in my research directed at enhancing speaking skills through debate, and they proved effective for proactive student preparation. Consequently, pupils became more confident, organized in their speech, and elocuted arguments appropriately in English. Therefore, it can be said that debate is not only the concluding form of learning, but also a means for the synthesis of many speaking skills teaching strategies that support each other.

c. Principle of Teaching Speaking

Speaking is one of the key elements in English language education. Amongst the four basic language skills, listening, speaking, reading, and writing, speaking is regarded as the most significant to enable learners to

express ideas, feelings, and attitudes in real communication. In an EFL environment, teachers are not merely language deliverers but also guides who guide students towards future success, for instance, enrollment in higher education, participation in global networks, or inclusion in international workforces (Sayow & Marsevani, 2024). Instruction in speaking should therefore be well planned to enable learners to become fluent and competent speakers.

For this to be achieved, teaching speaking must be grounded in sound pedagogical principles. These principles guide instructors in developing classroom approaches that are not only efficient but also relevant to the needs of students. According to Lander and Brown (1995) formulates, instructional speaking should involve certain basic principles: (1) use techniques that are geared to respond to the learners' needs; (2) introduce intrinsically motivating activities; (3) trigger the use of authentic language in meaningful situations; (4) provide appropriate feedback and correction; (5) utilize the natural interdependence between speaking and listening; (6) allow students to initiate oral communication; and (7) trigger the acquisition of speaking strategies.

Recent research supports applying these principles to today's EFL classrooms. As stated by Ganna et al. (2021) interactive lessons linking listening and speaking make the learners more fluent and confident to come up with ideas spontaneously. H. Safitri and Suntari (2024) also say that if students are provided with realistic contexts, e.g., debate or discussion, they answer more sincerely and become skilled in critical thinking, as well as speaking. Furthermore, to emphasize reducing anxiety and using suitable

materials in a bid to create an engaging atmosphere that stimulates learners to actively talk. By using these principles, teachers can design speaking lessons that are not only enjoyable but also pedagogically correct. Such classes will facilitate learners to develop accuracy, fluency, and communicative strategies required for efficient real-life communication.

The application of learning strategies focused on discussion groups has been practiced in the implementation of the Merdeka curriculum. The use of FGD in learning is one of the alternatives for teachers in the implementation of the 21st-century era, which requires students to collaborate in establishing communication and building critical thinking to solve the problem. In the context of teaching speaking, FGD plays an important role in enhancing communication among students in conversing using English in a structured manner. FGD is one of the learning strategies that is expected to be effectively implemented in speaking lessons.

2. Focus Group Discussion

a. The Definition of Focus Group Discussion

The definition of Focus Group Discussion (FGD) is a data collection method in a study. The main purpose of using FGD is to obtain data or information from the discussions of a group participating in these FGD activities, so that ideas from one another can be gathered from this activity (Dinata, 2023). Data from the result interactions in FGD can emphasize the similarities and differences in information or data regarding each group's perspectives generated from the group discussion. Insani (2023) stated that in a short period of time, FGD is used as a means of simple discussion conducted

methodically and focused on specific issues or problems. FGD is a systematic process of collecting data and information about very specific issues through group discussion.

In language teaching, FGD is particularly effective in enhancing the speaking ability of students since it comes close to real communication and prompts meaningful use of language. It enables learners to develop fluency, confidence, and responsiveness in spontaneous interaction, which are the essential ingredients of communicative competence.

In this study, FGD is applied specifically in the teaching of Analytical Exposition Text, a text type that aims to convince readers through coherent argument and systematic reasoning. Since analytical exposition requires students to construct a neat thesis, defend it with homogeneous arguments, and conclude with support, FGD provides a conducive speaking atmosphere that replicates these elements. By means of oral engagements and discussions in small groups, students acquire naturally building and defending argument skills very much at the center of the oral and written form of analytical exposition.

Therefore, the use of FGD in this research is not only to improve the speaking skills of the students, but also to provide them with a systematic and interactive environment where they can acquire critical thinking and persuasive expression, the prime objectives to master texts of analytical exposition. This is supported directly by the focus of the research, which is to see how FGD, together with the introduction of a debate aspect, can actually assist students in speaking analytically and convincingly in English.

b. The Technique of Focus Group Discussion (FGD)

Facilitators should collect pertinent background information about the participants before conducting a Focus Group Discussion (FGD). Bachtiar et al. (2024) emphasize that knowing things like the participants' age, how well they know the topic, and how well they can communicate is very important for making sure the discussion goes well and stays on topic.

The facilitator must collect background information about the participants, such as their ages, how much they already know about the subject, their skill levels, and any other relevant traits, before the focus group discussion starts. What kind of information needs to be gathered depends on the FGD topic. Based on Rahmawati (2019) before the focus group discussion starts, the background of the information such as their age, background knowledge about the topic, skills, and other pertinent information should gather by the facilitator. The type of information to collect depends on the FGD topic. Once this is done, this sequence of steps is carried out:

- 1) A brief introduction is followed by an explanation of the discussion's goal and parameters.
- 2) Names and brief biographical details are requested of participants.
- 3) The pre-prepared questions about the subject are used to organize the conversation around the main ideas.
- 4) Everyone has the chance to contribute during the conversation.
- 5) Facilitate the group using a range of moderating techniques.

The moderator may employ the following strategies:

- 1) Encourage conversation among the participants, not just with the

moderator.

- 2) Encourage those who are hesitant to speak up.
- 3) Discourage using both spoken and unspoken signals.

When circumstances allow, the following can be used:

- a. Invite additional participants.
 - b. Intervene politely by stating, "Perhaps we can talk about at a later time."
 - c. Take a different look.
 - d. Use a pause to your advantage and propose that the topic be covered in more detail at a later meeting.
- 4) Listen carefully to others to promote that behavior in other participants.
 - 5) Ask detailed questions without guiding the participant.

3. The Concept of Debate

a. Definition of Debate

Debate is typically defined as a structured communicative practice in which two opposing camps contend for and against a specific proposition, each with the use of rational arguments, evidence, and counter-arguments to advocate for their case. Born out of academically oriented competition forms, debate has evolved into a pedagogical tool practiced in learning settings for improving not only oral skills but also students' ability to think critically and logically structure arguments (Sucitra, 2018).

In schools, especially in English as a Foreign Language (EFL) classes, debate is an effective way to make students articulate ideas, defend their

opinions, and respond well to counterarguments. Debate, according to Widiawati and Agustini (2020), it facilitates the improvement of speaking abilities among students by allowing them to structure their ideas and express them well under time constraints. Also, Ismail and Rusdin (2023) emphasize that argumentation enhances confidence, enhances critical thinking abilities, and makes students better interactive and persuasive communicators.

These dimensions render debate very relevant to the study of Analytical Exposition Text, a mode of writing where students must possess a thesis, support it with rational arguments, and practice their position persuasively. Debate not only familiarizes students with the application of constructing rational claims and counterclaims, but also with the employment of persuasion linguistic features a fundamental component of mastering analytical exposition in speech and writing. Therefore, the use of debate in the teaching of analytical exposition enables students to learn the form and function of the genre through participation, in addition to developing their critical thinking and public speaking skills.

b. The Implementation of Debate in EFL Classroom

Debate is not only a form of argumentative speech but also a highly engaging instructional technique in English as a Foreign Language (EFL) classrooms. As used in the classroom, debate fosters communicative competence by providing learners with the chance to engage in systematic speaking in a purposeful, meaningful, and interactive way.

According to Alasmari and Ahmed (2013), argumentation in language lessons provides learners with an opportunity to organize ideas, use academic

vocabulary, respond to counterarguments, and substantiate arguments while speaking, hence enhancing speaking fluency and confidence. Debate also challenges learners to think critically and speak persuasively, hence aligning instantly with the objectives of teaching argumentative texts such as Analytical Exposition.

In Indonesian senior high school (Merdeka Curriculum), analytical exposition is one of the basic text types learned in Grade XI with the aim of expressing opinions and supporting arguments based on logical reasoning. Based on Fitriana (2014), the analytical exposition text is meant to persuade the audience of something's existence, typically involving a thesis, arguments, and repetition. Debate follows this structure naturally when spoken and oral practice in constructing and defending a thesis, supporting it with reasons, and re-stating a position, thus also strengthening language capacity and the structure of discourse.

In an ordinary classroom setting, debate may be started in the following way:

1) Topic Selection

The instructor selects or has the students choose a controversial issue relevant to the lesson topic or the unit of analytic examination, e.g., education policy, environmental concerns, or technology utilization.

2) Group Assignment

Two or more groups are formed with opposing sides (e.g., pro/con, agree/disagree), with each have an opposite positions common in analytic writings.

3) Preparation Phase

Each class examines the topic and comes up with a clear thesis, supporting evidence, and possible refutation. The teachers guide the students on how to use suitable analytical exposition language features, which include modality, linking words (e.g., moreover, however), and persuasive language.

4) Debate Session

The actual debate is held in a structured format: opening speech (thesis), presentation of arguments, counterattack, and closing speech (reiteration). This is also the structure used in written texts of analytical exposition, so it reinforces the transition between writing and speaking skills.

5) Feedback and Reflection

The performance is reflected on by the students and the teachers after the debate. They provide feedback for fluency, clarity, accuracy, argument strength, and appropriate use of analytical exposition attributes.

Debate can also be adapted to suit various classroom environments, such as employing simplified forms for novices or implementing innovative substitutes like the Debate Plot Twist to encourage spontaneous speaking, greater critical thinking, and engagement of passive students.

c. Advantages of Using Debate in Speaking Classes

Classroom debate creates a lively and engaging environment for learners to practice and develop speaking. Debate provides "motive contexts for learners to communicate" and enhances critical thinking, according to (Syamdianita & Maharia, 2020). As stated by (Sahril et al., 2020), several worthy advantages of using debate in speaking classes are:

1) Fluency and Confidence Improvement

Debating has been shown to reduce speech anxiety and allow students to speak more freely. In its application in speaking classes, this debate is effective in improving students' speaking skills and their confidence in expressing an opinion.

2) Familiarity with Academic Vocabulary and Genre Features

Debate, like writing exposition texts, requires students to use academic connectors (e.g., however, moreover) and modality words (e.g., should, must). This is aligned with the composition of writing exposition texts, fostering genre-based language learning.

3) Development of Critical Thinking and Argumentation

Debate requires critical thinking, evidence evaluation, and contradiction. This is in line with the analytical exposition pattern (thesis, arguments, repetition), which enables learners to acquire both oral and written modes of academic discourse.

4) Active Listening and Interaction

Debating demands that students listen actively to differing opinions and build suitable replies. Engaging in debate enhances speaking on the spot and builds communicative competence.

5) Integration of Language Skills

Debating involves research, speaking, listening, reading, and writing, embracing holistic language learning.

Debate follows the structure of analytic exposition: presentation of thesis (start), development of the argumentation, and repetition (end). This

provides fruitful oral practice of the same features of the discourse that are being taught to be written in grade XI. The academic phrases used in debate (e.g., "In addition," "On the other hand," "I firmly believe...") can be transferred to analytical exposition writing, benefiting students in both contexts. After that, the cognitive process of making and argumentatively justifying arguments in debate enriches the logical reasoning essential for analytical exposition genres.

4. Debate Plot Twist

Debate Plot Twist is an instructional method integrating the structure of formal classroom debate with the active provocation of role-reversal, whereby students are required to switch sides within a debate session. In practice, students begin presenting an argument pro or con a motion, and at some point within the argument, are required to take up the opposing argument. H. Douglas Brown (2001) stated that innovative of teaching speaking was needed, and debate with a twist is an innovative speaking method that combines group discussion and debate by instructing students to unexpectedly change their argumentative perspectives during the interaction. This "twist" not only requires students to learn and build their own arguments, but also to appropriate and critically assess the logic of counterarguments. Chomsky (2006) argues that spoken language is not only an outcome of stimulus-response actions, but a manifestation of an internal cognitive system that allows speakers to produce new and meaningful statements. Planned debates differ from surprise debates in the level of cognitive flexibility needed. Planned debates leave room for structured preparation, while surprise or sudden-shift debates force students to spontaneous critical thinking and responsive reasoning. This aligns with the

objective of Debate Plot Twist, which is responsiveness, reflection, and restructuring of arguments.

Rad et al. (2021) support the usage of role-reversal models in flipped classrooms to enable deeper conceptual understanding and collaborative learning. In language learning, role-switching while engaging in activity compels learners to rethink their language choices and argumentation strategies, increasing their cognitive engagement and communicative ability.

Siboro et al. (2024) further pointed out that role-play, when combined with debate, can render the class more participative and inclusive for EFL learners, particularly for those who are first anxious to speak. The Debate Plot Twist technique integrates this inclusive factor by putting across the twist as a creative challenge rather than as a high-stakes competition, thereby reducing anxiety without sacrificing critical intensity.

Like the Communicative Language Teaching (CLT) paradigm, Suhendra (2017) demonstrates that debate in parliament encourages real interaction and develops learners' confidence in using language in real contexts. The twist factor, when used in the setting of a debate, conforms to this principle by placing learners in life-like rhetorical situations where they must accommodate and perform convincingly against evolving constraints.

In the process of acquiring Analytical Exposition Text, Debate Plot Twist is very helpful. It allows pupils to simulate the structure of exposition, thesis, arguments, and repetition by using oral practice while forcing them to construct and destroy arguments from both sides. This two-way reasoning forms a better understanding of the topic as well as the skills in persuasive speaking

for learners. Therefore, Debate Plot Twist is not just an innovative approach to instruction but also an argumentation-based learning strategy. By integrating it with FGD, it aims to reconcile collective discourse and individual critical performance, and hence make it highly relevant to the enhancement of higher-order speaking skills in senior high school EFL settings.