

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Speaking Skill

Thornbury (2005) argues that in nature of speaking, speakers do some important parts to express their intention. They should deal with speech production and self-monitoring, articulation of their words, and manage their talk accurately and fluently. In addition, the ability to speak fluently presupposes both knowledge of language features and the ability to process the language and information on the spot (Harmer, 1998:87). It means that the speakers should be able to their ideas, to interact with others, and to process the information the moment it happened.

The two kinds of language skills: receptive and productive skills should be taught to the students in language instruction. Receptive skills are the ways in which people extract meaning from the discourse they see or hear. Speaking as one of the productive skills should be mastered by the students in order they can carry out a conversation with other people in a good way.

2.1.1 Criteria of Good Speaking Skill

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown (2001: 168), those aspects are pronunciation, fluency, vocabulary, and accuracy.

1. Pronunciation

Based on Longman Dictionary (2000: 429) pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2. Fluency

As proposed by Harris and Hodges (1995: 14) fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically.

3. Vocabulary

Based on Longman Dictionary (2002: 580), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

4. Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary (2000: 204). The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

2.1.2 Classroom Speaking Activities

Classroom speaking activities should be interactive, communicative and give students sufficient chances to use the target language. According to Thornbury (2001:79), communicative tasks or activities fulfill two important roles and language learning needs. They are preparing students for real-life language use and encouraging the automatization of language knowledge. He also states that communicative activities or tasks are characterized by some aspects as follows:

1. The motivation of the activity is to achieve some outcome, using language
2. The activity takes place in real time
3. Achieving the outcome requires the participants to interact i.e. To listen as well as speak
4. Because of the spontaneous and jointly constructed nature of the interaction, the outcome is not fully predictable and
5. There is no restriction on the language used.

Harmer (2007:271) suggests that there are six effective speaking activities students can do to improve their speaking skills. Those speaking activities are as follows:

1. Acting from a script

Students can be asked to act out scenes from plays in the classroom and sometimes make a video recording of the performance. It will encourage students to frequently perform in front of the class. The teacher has to give students time to rehearse the dialogues before they are asked to perform. When all students are

practicing, the teacher can give attention to their intonation, stress, and speed. By giving students the practice before their final performance, as the result, acting out is both learning and a language producing activity.

2. Communication Games

Games are very effective to encourage many learners to make their interests and work sustainable. Games also help the teacher to create contexts in which the language is useful and meaningful. For instance, pictures games which are designed to provoke communication between students usually depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures.

3. Discussions

The difficulties of having discussion are that the students are shy and reluctant to share their opinion in front of the whole class and are not confident of the language they used to express their ideas. To avoid these difficulties, teachers can set up different types of discussion namely buzz groups, instant comment mini-activities, and formal debates.

Buzz groups give students a chance for quick discussions in small groups before any of them are asked to speak in front of the class or public. Meanwhile, instant comment mini-activities can train students to respond fluently and immediately. This activity involves showing students photographs or introducing topics and nominating them to say the first thing that comes to their mind. In formal debates, students prepare their arguments or against various propositions.

When the debate starts, the speakers produce well-rehearsed arguments whereas others as the audience pitch in with their own thoughts which are less scripted on the subject or topic as the debate progresses

4. Prepared Talks

Another activity to perform speaking is prepared talks where a student (or students) makes a presentation based on a certain topic. Because they are prepared, students should speak from notes rather than from a script to avoid these activities being more writing-like.

5. Questionnaires

Questionnaires ensure that both questioner and respondent have something to say to each other so that it is very useful to make students speak. Students can design questionnaires on any appropriate topic they are interested. Teacher can act as a resource and help students in designing it. The results can form the basis for discussions or prepared talks.

6. Simulation and Role play

Simulation and role play stimulate a real-life encounter and can be used to encourage general oral fluency. Students take on the role of a character different from themselves or with thought and feelings they do not necessarily share.

Moreover, Kayi (2006) proposes other activities to promote speaking so that students can practice and produce oral language well.

1. Information Gap Activities

Information gap activities have some purposes such as collecting information and solving a problem. In this activities, students work in pairs to share the information each person has. Each person has an important role since the task cannot be completed if a person does not give information the partner needs. Information gap activities are effective because it encourages students to talk extensively in the target language.

2. Brainstorming

In brainstorming, students generate ideas in limited time based on particular context and given topics. This activity is effective to improve students' fluency since they are not criticized for their ideas. Students will be able to share their new ideas freely.

3. Interviews

Conducting interviews with other people helps students to socialize and give them opportunities to practice speaking both inside and outside the classroom. Given selected topics, students should prepare their own interview questions to develop their creativity and critical thinking. After interviews, each student can present his/her study to the whole class.

4. Storytelling

Students can summarize a tale or story they heard from someone or create their own stories to tell their classmates. Storytelling fosters students' creativity and self-confidence. It also helps them to express their ideas in sequence format of

the beginning, development, and ending of the story, including the characters and setting a story should have.

5. Reporting

Students are asked to read a newspaper and magazine or watching news program on the television before coming to the class. Then, they should report it to their classmates. To make a variety in the class, students can talk about their interesting experience in their daily life.

6. Picture describing

A way to make use of pictures in speaking activity is to provide students with pictures and make them describe the pictures. Students can work in groups and each group is given different pictures. After discussing the pictures, a spokesperson from each group should describe the picture to the class. This activity fosters students' imagination and creativity as well as their public speaking ability.

2.1.3 The Element of Speaking

There are many difficulties that is encounter by the students in speaking if they want to be a good speaker. In order to be a good speaker, They have to mastered some elements of speaking. Harmer (2002: 269) in Rubiati (2010: 8) defined that there are four elements of speaking that have to be mastered by the students if they want to be a good speaker. They are connected speech, expressive devices, lexis and grammar, and negotiation language.

1. Connected speech

In connected speech, sounds are modified, omitted, added, or weakened. Effective speakers of English need to be able not only to produce the individual phonemes of English, but also able to use connected speech fluently. By this reason that we should involve our students in activities designed specifically to improve their connected speech.

2. Expressive devices

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. 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.

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 negotiatory 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.

In conclusion, Speaking is not focus on remembering amount of vocabularies and mastering the grammatical structures, but also we have to master all elements of speaking above. If we have mastered those elements, all information that we deliver will be acceptable by all communicants.

2.2 The Purpose of Speaking

Here are some purpose of speaking will be explained. According to Chastain (1975 : 330) as follows :

1. To expect students to have a functional ability to make themselves understood
2. To enable students to convey meanings
3. To make students me able to express themselves orally
4. To motivate students in order to use English property
5. To motivate students in order to be able to communicate orally with native speaker.

Generally the goal of someone in communication or speaking is to get or achieve what he wants to giving and getting information. As what Nunan (1989:31) says speakers achieve their aims; they get what they wanted, information gap is field, a problem is solved, a decision is reached or a social contact is made, etc.

2.3 What Makes Speaking Difficult?

There are many factors that influence students" speaking ability. These factors came from the teacher, the process of teaching and learning, the atmosphere of the school environment, or the students themselves. Nevertheless,

the crucial factors come from the students because they are the main target of teaching and learning process. Most of students have low interest and motivation in speaking English because they think that English is difficult to understand

According to Brown (2002:256-257) bear in mind that characteristics of spoken language can make oral Ability easy as well as, in some case, difficult.

Here are the difficult in speaking :

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. Stress, Rhythm, and Intonation

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

3. Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of richest component: The creativity of conversational negotiation.

Those are the difficulties in speaking that influence students' motivation and interest in speaking English. By knowing students' difficulties, teacher could help them to overcome their problem. It also can be used by the teacher as a guidance in teaching and learning process. Designing a suitable materials and media can also refer to students' difficulties so that the students would have no more difficulties.

2.4 Principles for Teaching Speaking

According to Hornsby (1995:37) teaching means giving the instruction to (A person) give a person (knowledge skill,etc). While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to person in order to communicate.

- a. Be aware of the differences between second language and foreign language learning contexts.

Speaking is learned in two board context : foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context. A foreign language (FL) context is one where the target language is not the language of communication in the society (e.g, learning English in Japan or studying French in Australia).

- b. Give students practice with both fluency and accuracy

Accuracy is the extent to which student;s speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, fals starts, word searches,etc. In language lessons, especially at the beginning and intermediate levels, learners must be given opportunities to develop both their fluency and their accuracy.

- c. Provide opportunities for students to talk by using peer review, and limiting teacher talk

Researcher has repeatedly demonstrated that teachers do approximately 50 to 80 percent of the talking in classroom. It is important for us language teachers

to be aware of how much we are talking in class so we do not take up all the time the students could be talking.

d. Plan speaking tasks that involve for meaning negotiation

Researcher suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. This process is called negotiation for meaning.

e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationship. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

2.5 Assessment of Speaking Skill

Generally, Syakur (1987 : 3) as quoted in Dewi (2010 : 2) mentioned five components of the speaking skill recognized in analysis of speech process : pronunciation, grammar, vocabulary, fluency, and comprehension.

Brown (1997, p.4) defined the five components of testing speaking skill as follows :

a. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. Or the students' ability to manipulate structure and to distinguish appropriate grammatical forms in appropriate ones. The utility of grammar is also to learn the correct way to gains expertise in a language to oral and written form.

c. Vocabulary

One cannot communicate effectively or express their ideas both orally and in written form if they do not have sufficient vocabulary. So, vocabulary appropriate diction which is used in communication.

d. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determines how sounds vary and pattern in a language.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably speed of speaking and only a small number of paused and “ums”.

2.6 Definition of Critical Debate

There are several definitions of critical debate by some experts. Briefly, they are stated as follows :

To begin with, Barkley, et al. (2005 : 126) asserts that in a critical debate, individual students select the side of an issue that is contrary to their own views.

Henceforth, it encourages students to challenge their existing assumptions. Thus, this can move students beyond simple dualistic thinking, deepen their understanding of an issue, and help them to recognize the range of perspective inherent in complex topics.

Additionally, Brookfield (2006 : 833) states that critical debate or the “ methodological belief” exercises ask participants to spend a limited time seeing a situation from a viewpoint they may never have inhabited before. It can be inferred from the statement above that critical debate focuses on the teams’ preparation for arguing differently from their original position.

Then, Krieger (2005) also states that “ debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways”. It can be inferred from the statement that through debate students will get a challenge to make use of their cognitive and linguistic knowledge variously.

Meanwhile, in further view, Michael Birshan in ISDC Official Regulation (2006: 2) says that critical debate is a clash of arguments. For every issue, there are always different sides of story why people support or disagree with that certain issue. Debating seeks to explore the reasons behind each side. To make those reasons understandable and convincing, debaters should deliver their arguments in good communication skills. In addition, a competitive debating is debating using a specific format. With formats, people are regulated to speak one at a time and at side are given the same amount of time and opportunity to prove their point. This format rules out the possibility of who- speaks-or-fastest shall win the debate. It

encourages people not only to speak out but also to listen to the other side. In this case, there are many formats of debates: Karl popper format, British Parliamentary format, Australasian format, World schools format, etc.

Another definition is given by Estaugh (2006: 1) says that a debate is a contest, or, perhaps, like a game where two or more speakers present their arguments intent to persuading one another. It is a clash of argument between two teams that try hard to defence their arguments. The two teams are called the affirmative team or positive team and the negative team. The affirmative team supports the motion; the topic is being debated, while the negative team opposes the motion. The affirmative team acts as the government side and the negative acts the Opposition Party.

From the definition above it can be concluded that basically debate is a clash of arguments between two teams, the Affirmative team and Negative team, to solve a problem. The winner of the debate contest is decided by the juries or adjudicators based on the rules and regulation which have been agreed before. Each team tries hard to defense its arguments in order to win the debate. The arguments should explain clearly, why a team supports or opposes the topic being debated.

Based on the theories above, it can be concluded that critical debate is an oral confrontation, a highly interactive communication, between two teams with a given side of an issues that is contrary to their own views in order to share any new ways of thinking about the issue, any new understandings of the issues,

encourage students in a variety of cognitive and linguistic ways, and create their thinking skills.

Using Critical Debate Technique as a teaching tool helps students develop specific skills such as analyzing, synthesizing and evaluating supported arguments. In addition, the process incorporates critical thinking and can enhance other skills including, listening, problem solving, reasoning, questioning, and communicating.

2.7 The Purpose of Critical Debate Technique

In critical debate, individual students select the side of an issue that is contrary to their own views. They then form teams and discuss, present, and argue the issue against an opposing team. Preparing for participating in, and listening to debates offers many benefits to students. Debates can increase motivation, enhance research skills, promote critical thinking, and develop communication proficiency. Debates expose the class to a focused in depth analysis of issues. Because critical debate have the added dimension of requiring students to assume a position opposite to their own, they encourage students to challenge their existing assumptions. This can move students beyond deepen their understanding of an issue. In this way, Critical debate may also build appreciation for diversity and develop tolerance for other viewpoints.

2.8 Basic Terms of Debate

1. Debate : a game in which two opposing teams make speech to support their arguments and disagree with those of the other team
2. Resolution : the opinion about which two teams argue

3. Affirmative team : agrees with the resolution
4. Negative team : disagree with the resolution
5. Rebuttal : explains why one team disagrees with the other team
6. Judges : decide the winner (Krieger, 2005)

2.9 The Procedure of Critical Debate Technique

The followings are the steps based on several experts. According to Barkley, et al. (2005 :127), the procedure of critical debate is as follow :

1. Propose the motion and ask students to identify which side of the proposition they most support
2. Explain to students that they will argue the side that is contrary to their own beliefs, stressing the benefits of arguing against their personal views
3. Divide students into four-to six-member teams, with half the teams assigned to one side of the argument and the other half assigned to the opposing argument.
4. Explain group rules and give students time to assign roles and organize how they will prepare for and conduct the debate
5. Give students time to prepare their arguments (such as fifteen to thirty minutes)
6. Pair teams representing opposing sides
7. Announce and allow time to present arguments
8. Give teams time to prepare rebuttals

9. Announce and allow time to present rebuttals and
10. Hold a whole-class discussion to summarize the important issues and to give students the opportunity to discuss the experience of arguing opinions they do not hold

The researcher choose Critical Debate technique to teach speaking skill. She choses the easily applicable technique that can overcome all the problems and improve the students' speaking skill.

2.10 The Advantages and Disadvantages of Critical Debate.

Advantages of critical debate according to Barkley (2005: 126) as follows:

1. This kind of teaching technique also can give great contribution in increasing motivation.
2. Enhancing research skills, promoting critical thinking, developing communication proficiency, attracting in-depth- multiple-perspective analysis of issues.
3. Encouraging students to challenge their existing assumptions, moving them beyond simple dualistic thinking, deepening their understanding of an issue, helping to recognize the range of perspective inherent in complex topics, building appreciation for diversity and developing tolerance for other viewpoints.
4. Thus, critical debate is appropriate to be applied as the medium of teaching English mainly speaking skill.

Meanwhile, disadvantages of critical debate according to Barkely (2005: 126) are as follows:

1. Spend sufficient time selecting a controversial topic appropriate to debate in the field with two identifiable, arguable, and opposing sides that are.
2. Proposition statements sometimes ambiguous, so students are not flexible in building arguments.
3. Students sometimes don't have any background information to address the proposition.

2.11 Teaching Speaking Using Critical Debate Technique

Critical debate is a technique for developing students' critical thinking to give their personal view of an issue in the form of arguments or opinions delivered in debating activity. They are forced to think deeply before presenting their arguments. They become actively involved in thinking about the concepts presented in the lesson. When teachers present too much information all at once, much of that information is lost.

To begin with, teaching using teaching critical debate focuses on students' activity. Students are encouraged to challenge their existing assumptions. According to Barkley (2005 : 126), " individual student select the side of an issue that is contrary to their own views". Certainly, the activity of selecting the side which is contrary to their own opinion or thinking can motivate the students to be more critical. They develop their critical thinking by finding as much as possible the current or relevant information related to the given motion. The other things that can be developed by using critical debate technique are students' ability of

developing their communication proficiency, enhancing research skill, understanding on particular issue, moving beyond simple dualistic thinking, building appreciation for diversity and developing tolerance for other viewpoints (Barkley, et al., 2005 : 126). Based on the explanation above, students who are taught by using critical debate will be more familiar with the activity of finding information, processing the information to be used in the debate, discussing that involve their speaking skill, their appreciation towards different thought or opinion, and delivering their speech using the available information.

2.12 Australian Parliamentary Debate

Australian Parliamentary Debate consists of two team, affirmative /government and negative/opposition. Each team involves 3 speakers; first speaker, second speaker and third speaker. Each speaker has each job description as stated in previous explanation. Practically, here provides around 15-30 minutes for case building, 7 minutes 20 seconds to deliver speech for each speaker, and 5 minutes 20 seconds for replier. The speakers are allowed to attack the opposite or giving POI, 15 seconds allowed.

This style usually prepares 3 motions which will be chosen by both of team, motion 1, 2 and 3. Each team can chose and rank the desired motion as they want, what motion has the high until low priority to be battled. For example, affirmative team rank the motion 2, 3, 1, in other hand negative team chose 3, 1, 2, thus the chosen motion is motion 3. But, if the motions have position 1, 3, 2 and 3, 1, 2 then the motion 1 and 3 must be decided by throwing coin. This rule is not extremely different with the other styles of debate. But, Australian Parliamentary

debate is familiar used as the Debate Competition of some universities in Indonesia. Some prestigious competition such as *National Schools Debating Championship* (NSDC), *National University Debating Championship* (NUDC), *Java Overland Varsities English Debate* (JOVED), *East Java Varsities English Debate* EJVED, etc used this style, even the world competition combine between British and Australian style to be used in the debate competition such as *World School Debating Championship* (WSDC).

2.13 Debate Rules and Speaker's Rule Australian Parliamentary Debate

2.13.1 Debate's Format

Debate exhibition has some rules that are brought structurally. Here, we know how the debate is going on. As the previous explanation, in debate we have debaters, adjudicators, chairperson, timekeeper, and audience if needed. (This part is for the Australian Parliamentary Debate's format). The format of placement for debate exhibition is showed as below:

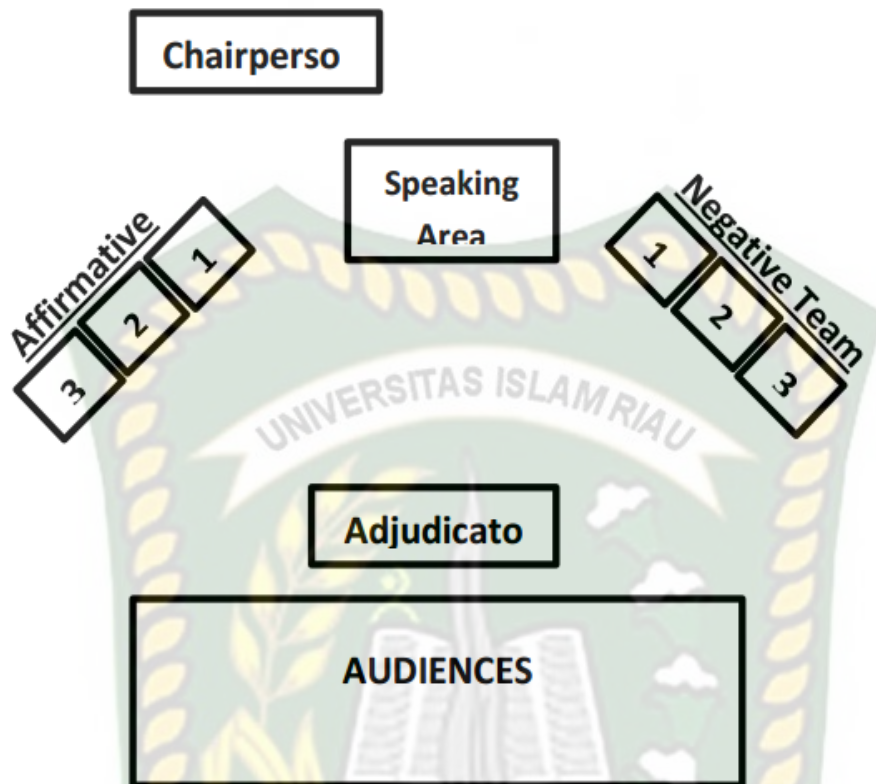


Figure 2.12.1 Australian Parliamentary Debate Format

Firstly, Mr./Mrs. Chairperson open the debate. Chairperson introduces both of team and decides the position of team, as the affirmative or negative team. It is continued by announcing the motion weather impromptu or prepared motion. The chairperson calls the first speaker of affirmative to deliver the speech – first speaker of negative team – second speaker of affirmative team – second speaker of negative team – third speaker of affirmative team – third speaker of negative team – replier of negative team (between first or second speaker) – replier of affirmative team (between first or second speaker).

2.13.2 Speaker's Role

Table 2.13.2 Speaker's Role (Job Description)

Speaker	Job Description
First speaker of affirmative	<ol style="list-style-type: none">1. Opening the speech by delivering formal introduction;2. Clarify the definition, and any other definitional;3. Delivering affirmative team's case approach the split - an outline of argument;4. Extending the arguments;5. Closing by giving semi-conclusion from her/his own speech shortly and clearly.
First Speaker of Negative	<ol style="list-style-type: none">1. Opening the speech by delivering brief introduction;2. Perceiving the affirmative's definition by agreeing or disagreeing (rebutting the definition is allowed)3. Delivering negative team's case approach – the split - an outline of argument;4. Extending the arguments as contradictory with affirmative;5. Closing by giving semi-conclusion from her/his own speech shortly and clearly.

<p>Second Speaker of Negative</p>	<ol style="list-style-type: none"> 1. Opening the speech by delivering brief introduction; 2. Rebutting the second affirmative arguments 3. Delivering a brief link to the team's case approach and an outline of argument 4. Extending the arguments as strengthen the negative 5. Closing by giving semi-conclusion from her/his own speech shortly and clearly.
<p>Second Speaker of Affirmative</p>	<ol style="list-style-type: none"> 1. Opening the speech by delivering brief introduction 2. Rebutting the second negative arguments 3. Delivering a brief link to the team's case approach and an outline of argument 4. Extending arguments and proofs based on the fact relating on their team arguments before. 5. Closing by giving semi-conclusion from her/his own speech shortly and clearly
<p>Third Speaker of Affirmative</p>	<ol style="list-style-type: none"> 1. Opening the speech by delivering brief introduction; 2. Rebutting the second negative arguments 3. Delivering a brief link to the team's case

	<p>approach and an outline of argument</p> <ol style="list-style-type: none"> 4. Extending arguments and proofs based on the fact relating on their team arguments before. 5. Closing by giving semi-conclusion from her/his own speech shortly and clearly.
Third Speaker of Negative	<ol style="list-style-type: none"> 1. Opening the speech by delivering brief introduction; 2. Rebutting the third negative arguments 3. Delivering a brief link to the team's case approach and an outline of argument 4. Extending arguments and proofs based on the fact relating on their team arguments before 5. Closing by giving semi-conclusion from her/his own speech shortly and clearly.
Replier both of teams	<p>Providing an overview of the debate and to compare and contrast the approaches of both teams.</p>

2.13.3 Speech Order and Duration

As the debate's role, before running to delivering arguments, the debaters are provided 15 minutes for case building. They must prepare any arguments for limited time of speech whether about prepare or impromptu motion. Constructing

the topic and prepare the weapon to maintain their arguments when opposite rebut them. Furthermore, according to Quinn (2005) each speaker is usually provided 8 minutes long to deliver the substantive speech.

Yet the replier is given a half of substantive speech to summarize the debate. Commonly, in the reality of debate competition especially Australian style around Indonesia are provides the speakers at least 7 minutes 20 seconds, and replier just about 5 minutes 20 seconds. Beside it, because of Australian Parliamentary debate allows POI for speaker, it limits the speaker to deliver their POI maximally 15 seconds long. POI is allowed to propose after the first minute of the speaker's speech and forbidden to deliver at one minute before the speech duration ends. This challenge is strongly suggested to propose maximally 4 times for each speaker. The speech order of both teams can be looked as below:

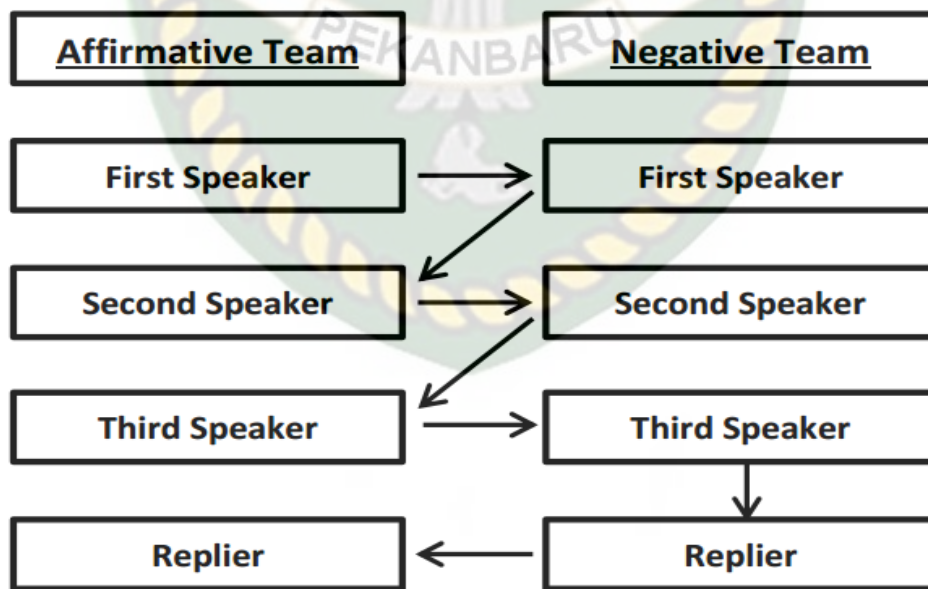


Figure 2.13.3 Speech's Order

2.13.4 Points to Adjudicate

During the debate is running, there must be the adjudicators to adjudicate the debate. Adjudicators have the role to give the score or feedback for each speaker. Essentially, it involve 3 points which necessarily assessed by adjudicators. They are *matter*, *manner*, and *method*.

1. Matter

The adjudicators must assess the persuasiveness of the arguments presented by the speaker. This means assessing not just the presence of matter, but the quality of the matter presented. Matter is the content of the speech. Matter includes arguments, evidence presented to support those arguments, examples and analysis. Matter includes substantive matter, rebuttal and points of information. In debates in which points of information are used, both the content of the question and the content of the answer are considered matter. **Essentially, there are 2 elements of matter, they are logic and relevance.** An argument is logical if its conclusion follows from the premise. It doesn't necessarily mean that the premise must be capable of being proved absolutely. An argument is relevant if it is likely to add weight to the overall proposition that the team is trying to prove. The proposition I turn must relevant to the issues in contention in the debate.

2. Manner

The assessment of manner is probably the most subjective assessment an adjudicators will make. Manner is the presentation style of the speech; it can be contrasted with the content of the speech (matter) and the structure of the speech (method). Manner includes the aspects of a speaker's presentation which

contribute to or detract from their effectiveness as an oral communicator. **The elements of manner are; body language and vocal style.**

a. Body Language

Body language means a language of its own. It can have a significant impact on an audience and can create powerful impressions such as confidence, trust and credibility.

Body language involves eye contact, gestures and stance.

Eye contact is associated with confidence and sincerity; an audience is more likely to believe someone who is willing to look them in the eye. Debaters should attempt to maintain eye contact with their audience by moving their eyes over the audience as a whole, without becoming fixated on a single member of the audience, the adjudicator or an inanimate object in the room. The overuse of notes limits the eye contact and reduces the capacity of the adjudicator to engage with the audience. Adjudicators should discourage speakers from reading their speeches – a debate is not an essay-reading competition; it is an exercise in persuasion that requires engagement with the audience. Notes should not become obtrusive or distracting – either to the audience or to the speaker. One way of avoiding this is to record only key words or headings rather than the whole text of the speech.

There are no rules regarding gestures, except that they should be natural and appropriate to the point being made. Overly dramatic or theatrical gestures may appear forced and unnatural, and distract an audience. Adjudicators assess the effect of gestures, determining whether they enhanced the speech or distracted

the audience. Speakers may stand to deliver their message in a variety of ways: some remain still, other move about the stage.

Once again, the adjudicator will assess whether the speaker's stance was distracting, or whether it was appropriate and effective in the context of the speaker's total presentation. Speakers should find a stance with which they are comfortable.

b. Vocal Style

The second element of manner is the vocal style of the speaker. All speakers must have their message heard and understood. Vocal style is central to this goal.

Some of the elements of vocal style are:

1. volume and pace;
2. tone; and
3. clarity and the use of language.

The volume of delivery should be such that the speaker can be clearly heard by the whole audience, without doing permanent aural damage to those in the front row. The pace of the delivery should be neither so slow as to be ponderous nor so fast that the audience feels overwhelmed or is unable to keep up with the speaker. A certain amount of *light and shade*, or pausing to draw attention to crucial passages, and then dropping back to a conversational tone, can be very effective. However, it should not become artificial or theatrical. The objective is persuasion, and most people find artifice unconvincing.

The tone of the speech should be confident and conversational. Adopting such a tone will allow the speaker to build rapport and trust with the audience. Some speakers have an ability to lose the favour of the audience by being overly antagonistic or arrogant. It should come as no surprise that this affects their capacity to build rapport and trust with the audience. The clarity of enunciation should allow the speech to be understood without difficulty, and without causing the audience to strain to comprehend the words. While speakers should be reasonably fluent, and cautious of over-using “ums” and “ahs”, debating is not about getting things word perfect. It’s about adopting a fluent and comfortable conversational tone. Debaters should not use overly complex language and should steer well clear of jargon which the audience may not understand. This is particularly the case with acronyms which the audience may be unfamiliar with. Speakers at international competitions should take particular care as the audience or the adjudicator may come from a cultural background different from that of the speaker and may not be familiar with the use of certain language.

3. Method

Method is the structure and organization of the speech. Adjudicators should assess the quality of individual and team method. An average reasonable person will be more likely to grasp and recall structured and organized arguments. Method includes the fulfillment of the speaker roles, the management of speaking times, the allocation of arguments between speakers and the cohesion of the team. It includes the capacity of speaker to adapt their structure to respond to the

dynamic issues of the debate. **Method involves some elements assessed, they are responsiveness and structure.**

Responsiveness means that the structure of one speech will be affected by previous speeches and will affect subsequent speeches. Debaters must organize their speech to support their team and respond to their opposition. Then, structure tends to enhance the speech effectiveness.

2.14 Scoring Debate

In formal debating contexts speakers are scored according to three categories: Matter, Manner and Method.

Matter is the category that assesses the content of a speaker's speech which includes the arguments and evidence that they present to support his/her team's side of the topic.

Manner is the category that assesses the way in which a speaker presents his/her material and usually includes factors such as eye contact, gesturing and voice projection.

Method is category that assesses the way in which a speaker structures his/her speech and includes factors such as dynamics (the way that a speaker responds to their opposition's strategy) and rebuttal.

The specific assessment criteria of Matter, Manner and Method depends on the rules under which the debate is conducted. The score ranges that are used to score Matter, Manner and Method, again vary.

Generally speaking the entire speech is scored out of a total of 100 points, with 40 points allocated to Matter and Manner respectively and 20 points

allocated to Method. To allow consistency in scoring some programs have adopted another system derived from the 100 point system. This other system reduces the range of scores. Both Matter and Manner are reduced from 40 points to 32 points, with a minimum score of 28 points respectively.

Method is reduced from 20 points to 16 points, with a minimum of 14 points. Thus the score range is 70 points to 80 points with an average of 75 points. Since there are three speakers on each team the team's score can range from 210 points to 240 points with an average of 225 points. The team that is victorious in a debate has a higher team score than their opposition. On the rare occasion that a team is not prepared for a debate or unable to attend the other team is automatically given maximum points.

A debater who speaks at the expected level for the grade in each of manner, manner and method should receive a score of $30-30-15=75$.

The following guidelines should help adjudicators decide the margins by which teams win or lose debates:

1. Margin 1–4 points: a very close debate, with only minor differences separating the two teams.
2. Margin 5–9 points: a relatively clear decision, with one team having an obvious advantage.
3. Margin 10+ points: a very clear win, with the losing team probably having failed in one or more fundamental aspects of its argument or presentation.

2.15 Past Study

This research can be accepted and continued. It is relevant with several researchers that have been conducted before :

Junaidi (2011) Using critical debate technique to improve student' speaking ability. This research aims to : 1) to know the extent of critical debate in teaching English improves the students' speaking ability at the eleventh grade of SMAN 1 Sakra Lombok Timur NTB; and 2) to know the progress that may appear in using Critical Debate. The problems faced by some students included : a) lack of vocabulary to speak up ; b) difficultly in pronunciation ; c) afraid making mistake ; d) rarely practice at school or at home. The research findings show that the implementation of critical debate could improve the students' speaking skill in delivering speech and the classroom situation of speaking class. It can be concluded that the implementation of critical debate can improve the students' skill in delivering speech and the classroom situation. It is hoped that this result can give other teachers inspiration to implement critical debate in their classroom.

Suesthi Maharani (2013) implementing think-pair-shair and critical debate techniques to improve students' speaking skill (a classroom action research at the second grade of SMA N 5 surakarta in the academic year 2012/2013). The findings of the research show that using think-pair-shair and critical debate techniques improve the students' speaking skill. It can be see from the increasing of mean score assessed by the researcher and the collaborator. The students' motivation, enthusiasm and participation were also increased. They

were motivated and interested to improve their speaking skill. In addition, the students enjoyed the activities during the learning process. The interaction of students was better when working in group.

Firima Zona Tanjung (2012) The effectiveness of critical debate to teach speaking viewed from students' self-confidence (an experimental research in the fourth semester of english department of teacher training and education faculty of Borneo University Tarakan in the Academic Year of 2011/2012). Based on the result of this research, the findings are : 1) critical debate is effective to teach speaking skill; 2) the students who have high self-confidence have better speaking skill than those who have low self-confidence, and; 3) there is an interaction effect between teaching techniques and students' self-confidence on the students speaking skill.