

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents two topics related to the study. These topic reviews the literature of speaking, debate, and the importance of debate activity in speaking ability briefly..

A. Speaking

1. The Nature of Speaking

One of the major responsibilities of any teacher working with English language learners (ELLs) is to enable students to communicate affectively through oral language. How does a listener come to understand what is said in a second or foreign language? And how does the same listener put together a message in order to communicate his or her other intended meaning? For what purpose do students listen and speak? (O'Malley & Pierce, 1996 : 58)

Speaking and listening are the key way to get interaction orally. Speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener. The speaker should learn more how to package the conversation well involving the manner, matter or method. According to Gebhard (1996 : 169), conversing in a language means knowing how to maintain interaction and focus on meaning, use conversational grammar, introduce, develop, and change the topics, take turns, apply conversational routines, and adapt style.

Speaking is not only in term of getting conversation. It based on the situation, there are formal and informal. Informal speaking can be getting conversation with peers, ordering something to the seller, etc. It sometimes impolitely uses the informal speaking. The other way, formal speaking can be found when we get speech in a formal situation also, such as in teaching and learning process, public speaking, etc. where they have had to speak publically. In this situation, speaking is not only boasting something, but it likely persuading, motivating, entertaining, influencing, and informing something. Technically, the speakers should not be limited with informing the audience or expressing their thoughts publically, but to changing emotion, actions and attitude, and to leaving your listeners moved by the words and touched by their meaning (Nikitina, 2011 : 10).

Academically, Speaking is one of language skill which is very important to be mastered by students in order to be good communicator (Flucher, 2003 : 23). Speaking in a classroom entails interacting with teacher and peers, depending on how classroom activities are organized. It follows that teachers who use more oral language interaction activities in the classroom will have more opportunities to assess oral language. Listening and speaking are independent oral language processes and need to be taught and assessed in an integrated manner.

Furthermore, the way to improve the students' ability must be innovative and creative to interest the students to learn it. Teacher can provide occasion for students to use language which call for purposeful

exchange of information, not those that provide information already known to the listener or speaker. This is the learner's responsibility.

2. Function of Speaking

Speaking is as the way for people to express their ideas and getting conversation. Speaking the foreign or second language need a training to master it, weather acquisition or academically. By acquisition, people can get the process of learning anywhere that they want, contrary with academically, they must have a class to learn the language itself.

The most commonly language function are those used to describe or give information or to express feelings. Language functions have been identified for both social/communicative and academic purposed. *Communicative language functions* are those used to express meaning in a routine social context that is not cognitively demanding. Communicative language functions include greetings and leave-takings, requesting and giving information, requesting and giving assistance, and other. *Academically language function* are critical for success in grade-level classrooms. Academic language functions may include describing, explaining, informing, comparing, debating, persuading, evaluating.

In a class, both communicative and academic language functions are used, but reliance on academic language functions tends to increase as a function of grade level (O'Malley & Pierce, 1996 : 61)

3. Types of Speaking

There are some types of speaking which are classified into 3 types, they are:

a. Briefing

The best briefings are concise and factual. Their major purpose is to inform about a mission, operation, or concept. At times they also enable listeners to perform a procedure or carry out instructions. At other times they advocate or persuade a certain solution and lead listeners to accept that solution. For example, a staff officer might want officers at a higher echelon to accept a certain solution. Every good briefing has the virtues of accuracy, brevity, and clarity. Accuracy and clarity characterize all good speaking, but brevity distinguishes the briefing from other types of speaking. By definition, a briefing is brief, concise, and direct. (Kline, 1989 : 2).

b. Teaching Lecture

The lecture is the method of instruction most often used. As the name implies, the primary purpose of a teaching lecture is to teach or to inform students about a given subject. For convenience, teaching lectures can be divided into the following types: (1) formal lectures, where the communication is generally one-sided with no verbal participation by the students, and (2) informal lectures, usually presented to smaller audiences and allowing for verbal interaction between the instructor and students.

c. Speech

A speech generally has one of three basic purposes: to inform, to persuade, or to entertain. The *informative speech* is a narration concerning a specific topic but does not involve a sustained effort to teach. Speeches to civic clubs, orientation talks, and presentations at commanders' calls are examples of speeches to inform. The *persuasive speech* is designed to move an audience to belief or action on some topic, product, or other matter. Recruiting speeches to high school graduating classes, budget defenses, and courts-martial summations are all primarily speeches to persuade. The *entertaining speech* gives enjoyment to the audience. The speaker often relies on humor and vivid language as a primary means of entertaining the listeners. A speech at a dining-out may be a speech to entertain. (Kline, 1989 : 3)

4. Proficiency Description of Speaking

In mastering speaking skill, the students should pay attention toward any proficiencies of speaking. Good speaker is who can cover all proficiencies well by the maximum score. Harris (1994) builds on this stating that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. He adds that there are four components of speaking ability as follow: 1. Pronunciation 2. Grammar 3. Vocabulary 4. Fluency. These proficiencies can be described as bellow:

a. Grammar

“Grammar is the rules about how words change their form and combine with other words to make sentences” . In order to accepting well the speaker’s meaning, the speaker needs an appropriate rules in making utterances/sentences. It has to be accepted that grammatical ability has an important influence on someone’s performance. The successful academic speaking, writing, for example, must depend to some extent on command of some elementary grammatical structure.

b. Fluency

Fluency is the property of a person to deliver any information quickly and with expertise. Fluency is basically one’s ability to be understood by both native and non-native listeners. Someone is said to be fluent in a language if he/she has a high level of language proficiency. He/she must practice as much a possible about speaking, make it as the habitual activities, thus he/she can fossilize the speaking ability and use it unthinkable.

c. Vocabulary

Vocabulary means all the words known and used by a particular person. Using vocabularies are considered as the important elements in speaking. Variation of vocabularies show the grade of speaking ability, they will be assumed good speaker if use variation of vocabulary. Yet, speaker should place the vocabularies correctly depending on the situation and the topic.

d. Accent

Whether we think we speak a standard variety of English or not, we all speak with an accent. According to Yule (2006, 195), technically, *the term 'of accent is restricted to the description of aspects of pronunciation that identify where an individual speaker is from, regionally or socially.* But as the foreign language learners, the speaker should imitate the accent originally. It will be good speaker.

5. Teaching Speaking

Teaching speaking is how teacher guides their students to speak English as their foreign language, and pronounce the new language accurately. The teacher also monitors the students to a point where they can begin to judge whether their sound productions are correct or not. Additionally, the objective of teaching speaking is the development of the ability to interact successfully in that language and therefore, speaking involves comprehension as well as production.

Teacher has to develop their ability of teaching and being the effective teacher. According to effective teacher are typically defined as those who students perform better on standardized achievement tests. Tikunoff in observed teachers to find out how teacher organize instruction, structure teaching activities, and enhance student performance on tasks.

Teacher who teaches as if their practice causes learning, while recognizing that they are in partnership with their students in their enterprise, can be true managers of learning. teacher is possible not

speaking narrowly of classroom management, but rather more broadly of someone who can live with the paradox of knowing that to be successful, one must act as if it does, and it is this commitment to unlocking the learning potential in each student that motivates a teacher to make informed methodological choices (Diane Larsen, 2000:184).

According to Gutteridge, what *Teaching English* attempts to do is to return to some firstorder questions about what literary texts actually are and how we come to know them, and in a way that is accessible to busy practitioners and productive of sound principles of teaching.

In general, in the process of teaching and learning, including in language learning, there are three main instructional components which serve as the anchor points of instructional design. Those components are learning goal, learning activity, and evaluation. Those components are closely related and cannot be separated from each other (Isnawati, 2014 : 2).

Firstly, teacher should construct some general and specific objectives of a certain instructional program as the reference in planning and implementing the instructional activity. Secondly, the planning is applied in a class. It must intend to reach the objectives of learning. Finally, to know the improvement of students' speaking ability, teacher should evaluate them how far the learning goal has been achieved through the implementation of learning activity. Therefore, based on the result of evaluation, teacher can decide whether the learning activity is good or not

in order to reach the learning goal. If it is not good, teacher should try another learning activity, but if it is satisfied, it must be improved.

B. Debate

1. Definition of Debate

“Debate is the process of inquiry and advocacy, a way of arriving at reasoned judgment on a proposition” (Austin and David, 2009 : 6). Debating is about persuasion. Debating is not about rules. The rules provide a framework within which adjudicators make objective assessments and limit their subjectivity. (D’cruz, 2003 : 3). Alasmari (2013) in his journal states that “debating is a formal method of interactive and representational argument aimed at persuading judges and audience”.

A formal debate involves two sides: one is supporting a resolution and one opposing it. Such a debate is bound by rules previously agreed upon. Debates may be judged in order to declare a winning side. Debates, in one form or another, are commonly used in democratic societies to explore and resolve issues and problems. Decisions at a board meeting, public hearing, legislative assembly, or local organization are often reached through discussion and debate. Indeed, any discussion of a resolution is a form of debate. In the context of a classroom, the topic for debate will be guided by the knowledge, skill, and value outcomes in the curriculum.

To present the debate, it needs debaters, adjudicators, chairperson, time keeper, and audiences. The debaters become the main player here;

they should deliver the contradictory arguments of the motion with their opponent. When having the speech, they should consider the manner, matter and method. The debaters can be classified based on their ability in mastering debate or how long they have learned about the debate.

There are three levels of doing the debate:

- a. *Beginner* refers to debater who have limited or no experience. If you are about to start debating or you have only for 1 or 2 years, this probably the suitable level for you.
- b. *Intermediate* refers to debaters who understand the basic well. If you debate for more 2 years, this is possible level.
- c. *Expert* refers to debaters who understand the basic completely, who are very comfortable with the intermediate techniques, and who are looking for a challenge. If you are debating in a strong senior side at school or you are in representative team, this probably level. (Quinn, 2005:12).

In the debate, it is important to be able in making definition, limitation, finding the clashes, persuading the arguments and rebuttals and showing suitable evidence.

2. Kinds of Debate

Debate can be classified into two broad categories; applied and educational. Applied debate may be classified as special debate, judicial debate, parliamentary debate, or non-formal debate. Furthermore educational debate or academic debate can be classified into National

Debate Tournament, Cross Examination Debate (CEDA), Mock Trial Debate, Moot Court Debate, Forensics, and Ethical.

a. Applied Debate

Applied debate is conducted on propositions, questions, and topics in which the advocates have a special interest, and the debate is presented before a judge or an audience with the power to render a binding decision on the proposition or respond to the question or topic in a real way (Freely and Steinberg, 2009 : 19). The debate here mostly discuss any issues which happen in the real world and became discussion most of world people.

- 1) *Special Debate* is conducted under special rules drafted for a specific occasion, such as political campaign debates. Examples include the Lincoln-Douglas debates of 1858, the Kennedy-Nixon debates of 1960, etc (Freely and Steinberg, 2009 : 20).
- 2) *Judicial Debate* is conducted in the courts or before quasi-judicial bodies. Judicial debates may be observed in any court from the Supreme Court of the United States to a local court. The impeachment trial of President Clinton during the winter of 1999 is a rare example of Judicial Debate. (Freely and Steinberg, 2009 : 22)
- 3) *Parliamentary Debate* is conducted under the rules of parliamentary procedure. Its purpose is the passage, amendment, or

defeat of motion and resolution that come before a parliamentary debate.

- 4) *Non-formal Debate* is conducted without the formal rules found in special, judicial, parliamentary and academic debate. This is the type of debate to which newspaper and television commentators typically are referring when they speak of the “abortion,” “the immigration debate,” and other controversies that arouse public interest. Example of non-formal debate can be found in national political campaigns, in community hearings or town hall meetings about corporate policy, etc. (Freely and Steinberg, 2009 : 23).

b. Academic Debate

Academic debate is conducted under the direction of an educational institution to provide educational opportunities for students (Freely and Steinberg, 2009 : 24). The issue here is not whether we will participate in the debate-our participations is inevitable, because sooner or later, most educated people will take part in some form of debate. Freely has mentioned the various formats of academic debate, there are:

- 1) *Academic Parliamentary Debate* is conducted under the rules of parliamentary procedure. Also a form of competitive academic debate practiced under the auspices of organizations like the National Parliamentary Debate Association, Australian

Parliamentary Debate and the American Parliamentary Debate Association

- 2) *Cross-Examination Format* is the most popular debates format that is used by CEDA (*Cross Examination Debate Association*)
- 3) *Lincoln-Douglas format* require two person debate and is a policy debate where two opposing candidate could meet before the voting.
- 4) *Mock Trial Debate* is a form of academic debate that emulates trial court debating, which emphasize debate and argumentation skill and the cross-examination. It emulates the form of trial court debating but without the emphasis on rules of procedure and admissibility.
- 5) *Moot Court Debate* is an academic form of judicial debate used by law schools to prepare students for courtroom debate.
- 6) *Town Hall format* is used at a number of annual conventions of the National Communication Association the southern States communication Association, Florida Communication Association to debate issue of professional interest.

3. Debate Exhibition

Exhibition is the activity when objects such as debaters are shown to the public, because of their particular skill or quality to the public. Exhibition, especially for the students is the name of performing the art to public, there has the own interest to show in a public like in the case of manner in debate. Therefore, we can call as exhibiting students' art.

In the debate case, exhibition is the performing of debate rules with any terms of debate included.

a. Terms in Debate Exhibition

1) Motion

Motion or topic is the main terms in the debate. What case the debaters must bring out to compete on their arguments and rebuttals. In daily communication, motion is similarity to the topic of the conversation or communication. Motion occasionally is served in the form of controversial and/or debatable statement or issue. Beside it, the motion should be the newest issue and/or trending topic in national/international. It is better stated impliedly so the debaters must search and find out the main clashes of the motion.

The issue, by convention, is presented in the form of an affirmative statement beginning with *"That"*, for example, *"That cats are better than dogs,"* or *"This House"*, for example, *"This House would establish a world government"*. *"This house believe that beautiful is pain"*, etc. This house here means that the person/government/institute/community/etc. who propose the issue. In stating the beginning motion, mostly motion is stated uncompleted beginning such as "THBT..." means *"This House Believe That..."*, "THW..." means *"This House Would ..."*, for

example “THBT Beggar should not on the street”, “THW Abolish any infotainment program on TV”, etc.

Regarding to the motion, it must be defined and limited by the first speaker of affirmative teams to decide the running direction of the debate. the definition is prohibited if without a logical and relevant link to the topic, truistic/self-providing, which time set the debate, and which place set the debate unfairly. It is the big responsible for making definition and limitation to make reasonable definition and can be accepted by the adjudicators.

2) **Case Building**

Before starting up to deliver the argument, both of teams are permitted to get the discussion as preparation of teamwork. Sometimes, it is over up to 15 minutes before the chairperson open the debate. Case building can be done out or in class.

The strategy of case building must be effective because of the limited time to construct the arguments about the motion. According to Simon (2005), A successful preparation will generally have five steps – brainstorming, feeding back, case development, writing speeches and final discussions.

a) **Brainstorming** means that each member of team should find an issue, definition, theme, model and/or criteria (if necessary), arguments and a split. Of course, there is nothing to *stop* speakers from jotting down other thoughts, ideas, jokes, quotes

or anything else that may be relevant. However, the important point is that each speaker should prepare the entire case.

- b) ***Feeding Back***, this means that each speaker in turn tells the team everything that he or she had prepared, at least in brief. It is best to hear each speaker in turn, rather than to hear each speaker's definition, then each speaker's theme, and so on. It is equally important at this stage that all other team members write down what the speaker is saying.
- c) ***Case Development***, the next step is for the team to *actually* build the case – this is really the essence of preparation. This step involves deciding your team's issue, definition, theme, model and/or criteria (if necessary), arguments (including substantiation) and a split.
- d) ***Writing speeches***, by this point, speakers are able to go away and actually write their speeches, individually. This involves writing palm cards and developing introductions and conclusions where necessary.
- e) ***Final discussions*** The final step in the preparation process is for the team to have brief final discussions. This usually involves some or all of the following:
 - The first and second speakers briefly summarising their speeches for the team, to ensure that everyone understands any subtleties in the case.

- The team discussing potential opposition arguments, and possible rebuttal against those arguments. This often involves the third speaker explaining the possible arguments and rebuttal that he or she has just considered.
- The team discussing potential opposition rebuttal against its arguments, or discussing any potential weaknesses in the case generally.
- The team identifying the key strategic goals in the debate.

3) Arguments and Rebuttals

In the debate, the debaters must get the battle of arguments. They should strength their position by giving appropriate arguments. They also need to be ready for any rebuttals. Argument is a position supported by clear thinking and reasonable evidence, with a secure connection to solid facts. It is different from an opinion; on the other hand, opinion is based not so much on evidence as on belief, intuition, or emotion. Opinion tend to be expressions of personal taste that have been tested by the application of reasonable principles (Mayberry, 2009 : 4).

That's why, the debater is prohibited to deliver opinion even *if* arguments. It is assumed that the arguments can't be accurate to strength their position in the battle. Persuading an audience means that debaters must explain both why their arguments are right, as well as why their opponent's arguments are

wrong. Therefore, the debaters need some rebuttals to attack their opponent. Inexperienced debaters typically adopt a 'point-by-point' style of rebuttal, listing every arguments and example and rebutting them in sequence. This is hard to achieve in the allocated time and it makes no acknowledgment of the relative importance of different aspects of the opposing case.

A far more effective style of rebuttal is for the speaker to identify the important strategic issues in the debate and to attack these issues and the important example which support these issues.

4) POI (Point of Information)

A point of information or just can be called POI is a formal question by a member of the opposing team. Point of information allows members of the opposing team to rise in their place and ask a question of the speaker. The speaker can accept or decline the point of information. Accepting the point of information means that speaker listens to the point and respond. Declining the point of information means that the opposing team cannot even ask the question.

They are allowed in the 'middle part' of speeches. For example, in an eight-minute speech with points of information, a bell is rung at one minute and at seven minutes – between these bells, points of information may be offered. The minimum requirement (two points) is a strict one – if you offer one point, or

don't offer any points, an adjudicator will be entitled to deduct marks. You *must* offer at least two points of information, therefore.

5) Adjudicators

The decision of being winner of debate is decided by the adjudicators whom at least consist of 3 adjudicators, which are adjudicated verbally by one of them, the core adjudicator. Beside it, the adjudicators provide an explanation of the reasons for the decision and provide constructive debate feedback to the debaters.

Adjudicators must arrive at their decision after careful consideration. This will include listening attentively to all speakers in the debate, taking notes and applying the rules of debating. Adjudicators should mark the scores of the speakers as the debate proceeds. Leaving the marking of scores to the end of the debate can be a perilous exercise in recalling the matter, method, and manner of earlier speakers.

6) Chairperson and Time Keeper

The all forum need to have moderator to guide the running of discussion. In the debate, chairperson can be called as the moderator who open the debate and guide the process of debate. Although chairperson has different working from moderator, but it is not difficult to be the chair person. The job of chairperson here is greetings, introducing both of teams, announcing the motion (impromptu or prepare), calling the speaker to have the speech,

controlling the debate running, and asking the verbal adjudicators to give feedback for debaters and announcing the winner. Chairperson must know the format of debate exhibition.

Furthermore, *timekeeper* announce the over time of debaters to have speech. Sometimes, time keeper knocks table once or twice depending on the section of time. He/she account also the point of information duration which at least 15 seconds allowed.

7) Reply Speeches

In some competition, there are reply speeches. Reply speeches are speeches that follow the third speeches, it means that each team has an opportunity to present one more speech. The purpose of the reply speech is to allow teams to provide an overview of the debate and to compare and contrast the approaches of both teams.

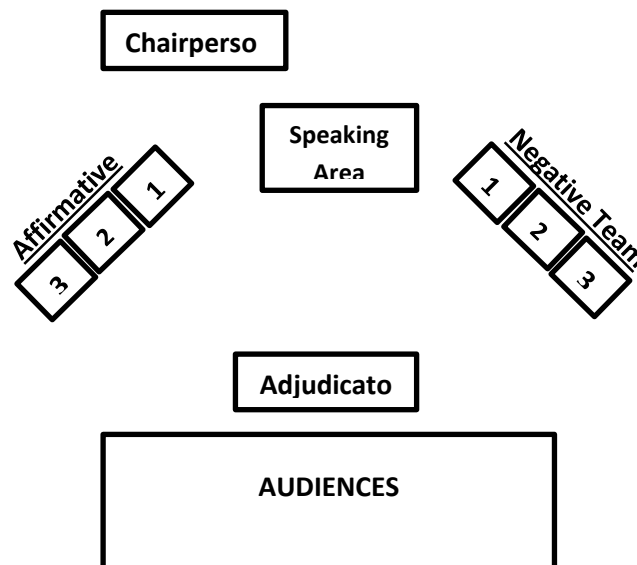
They are significantly shorter than the substantive speeches – usually, the substantive speeches are eight minutes long, whereas the reply speeches are only four minutes long, with a warning bell at three minutes. Reply speeches are given by either the first or second speaker on each team. Reply speeches occur in reverse order – the negative reply before the affirmative. The negative team therefore has two consecutive speeches: the third negative speech, followed by the negative reply speech. However, teams should be permitted to alter this decision during the debate.

b. Debate Rules and Speaker's Rule

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 2.1 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) Speakers' Role

Table 2.1 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.
Second Speaker of Affirmative	<ol style="list-style-type: none"> 1. Opening the speech by delivering brief introduction; 2. Rebutting the first negative arguments 3. Delivering a brief link to the team's case approach and an outline of argument 4. Extending the arguments as strengthen the affirmative 5. Closing by giving semi-conclusion from her/his own speech shortly and clearly.
Second Speaker of Negative	<ol style="list-style-type: none"> 1. Opening the speech by delivering brief introduction;

	<ol style="list-style-type: none"> 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.
Third Speaker of Affirmative	<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.
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	Providing an overview of the debate and to compare and contrast the approaches of both teams.

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.

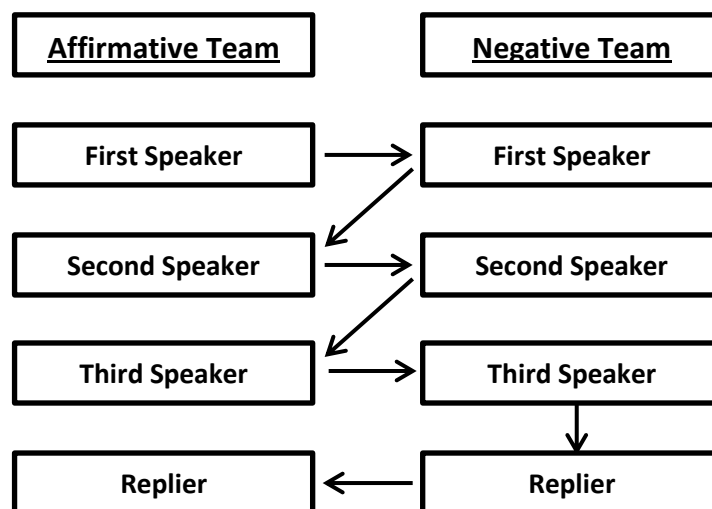
Furthermore, according to Quinn (2005) each speaker is usually provided 8 minutes long to deliver the substantive speech.

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 2.2 Speech's Order



c. 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 ot 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 it 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 adjudicator 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. 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. Then, all speakers must have their message heard and understood. The volume of delivery should be such that speaker can be clearly heard by the whole audience. Some of the elements of vocal style are; volume and pace, tone; and clarity and the usage of language.

Debating is an exercise in persuasion and must reflect the realities of interpersonal communication. There are many adjudicators who award equal manner marks and fail to distinguish between the qualities of the speakers' style.

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.

4. Australian Parliamentary Debate

Today there are many styles of parliamentary debate which is familiar in the world. Among of them are Australian Parliamentary Style, British Parliamentary Style, American Parliamentary Style, Asian Parliamentary Style, etc. The common world people use British Parliamentary Debate or can be called as the World Parliamentary Debate. according to D'Cruz (2003: 38), World Parliamentary Debate contains elements of traditional parliamentary debate (including participant titles and certain formal observances) in a dynamic, interactive and sometimes robust setting.

Australian Parliamentary Debate consists of two teams, 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 choose 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)*.

C. The Importance of Debate Activity in Speaking Ability

Debate is the complex one to improve the abilities. It teach the students for any skills, especially how to speak up and convey to the judges and the audience. Debate can be called as one of public speaking where the speaker should deliver any critical arguments confidently and persuadably in front of people. Freely (2009:35) argued that “nervousness about public speaking is one of the most common fears for students and professional”. Additionally, he stated that “debate is an ideal way to manage their speech anxiety”.

By training the students the debate, obviously, they have higher ability than previous how to be able in speaking, whatever speaking as communication, presentation, publication, etc. It is caused of speaking as the key way of debate. Being the debaters must be able to speaking, without speaking they can deliver what they want to convey.

D. Previous Study

There are some related theses belong to this research:

1. Richa Rubiati (Student's Number: 063411083). Bachelor Program of English Language Education Tarbiyah Faculty of Walisongo State Institute for Islamic Studies in her study with the title of “Improving Students' Speaking Skill through Debate Technique (A Classroom Action Research with First Semester Students of English Language Teaching

Department Tarbiyah Faculty at IAIN Walisongo Semarang in the Academic Year of 2010/2011). She concluded that the use of debate technique has been advocated in teaching speaking process. Typically, debate is very interested to be implemented to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in debate. However, they worked very cooperative and tried to defend their team, and they were more active to speak in classroom. Furthermore, teaching speaking through debate can be enjoyable experience for both teacher and student. Students' speaking skill increased as well as their motivation in speaking and they were interested speaking through debate. Result of the research show that the students improve their speaking skill efficiently and effectively.

2. Carna Wiwitano (Student's Number : 2201464578) Languages and Arts Faculty Semarang State University in his study with the title of "The Use of Australasian Parliamentary Debate System as An English Interactive Program Based on Disciplined Eclecticism Approach to Implement KTSP in Teaching Speaking (An Action Research of The Year Eleven of Science Program of Senior High School 11 Semarang in Academic Year 2009/2010)". He concluded that debate which is applied to teach students class XI students of senior high school was an effective technique. It could encourage the students to explore their knowledge as well as to speak and it was proven by the statistical result analysis of pre and post-test that by using debate to teach speaking could improve the Students' speaking skill.

Although both theses are same talking about Debate but they are difference from this thesis. The first study was conducting Classroom Action Research to improve the students' speaking skill by employing Debate technique in University level. This research did not specify what kind of debate was applied. Then the second previous research talked about teaching speaking use Australasian parliamentary debate system to implement KTSP. This research conducted in the eleven grader of senior high school.

This research of course difference from both previous theses. This thesis is focused on improving students' speaking ability by employing Australian Parliamentary Debate in Senior High School level.