

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents two topics related to the study. These topic reviews the literature of speaking, debate, witing, analytical exposition text.

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 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), conserving 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).

2. Kinds of Speaking

There are two kinds of speaking performance, which are the most commonly language function used to describe or give information or to express feelings. Language functions have been identified for both social/communicative and academic purposed. 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).

- a. *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.

- b. *Academically language function* are critical for success in grade-level classrooms. Academic language functions may include describing, explaining, informing, comparing, debating, persuading, evaluating.

B. Debate

1. Definition of Debate

Debate is a formal speaking in delefering arguments to persuade audiences. D’cruz, (2003 : 3) states that “debating is about persuasion. Debating is not about rules. The rules provide a framework within which adjudicators make objective assessments and limit their subjectivity”. Debating is a formal method of interactive and representational argument aimed at persuading judges and audience (Alasmari, 2013). It is necessary to be able in making definition, limitation, finding the clashes, persuading the arguments and rebuttals and showing suitable evidence.

In additional, debaters need to decide what the words of the topic mean for the purposes of this debate. This is known as ‘*definition*’. They need to think of some reasons why your side of the topic is true. These reasons are known as ‘*arguments*’ And speakers try to join the arguments together into a single ‘*case approach*’. Speakers also need ‘*split*’ which divide the arguments between speaker knows what he or she has to present (Quinn, 2005:8). They are needed in formal debate to make audience understand or easy listening.

A formal debate involves two sides: one is supporting a resolution and one opposing it. 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.

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. Every presenting debate needs those components or ways, the debate is applied in different circumstance which debates refers to.

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 o 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 from debate. Freely has mentioned the various formats of academic debate, there are:

- 1) *Cross-Examination Format* is the most popular debates format that is used by CEDA (*Cross Examination Debate Association*)
- 2) *Lincoln-Douglas format* require two person debate and is a policy debate where two opposing candidate could meet before the voting.
- 3) *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.

- 4) *Moot Court Debate* is an academic form of judicial debate used by law schools to prepare students for courtroom debate.
- 5) *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.
- 6) *Academic Parliamentary Debate* is conducted under the rules of parliamentary procedure where is conducted into debate competitions. There are three debate styles which has been updated in 2002. They are Australia-Asia Parliamentary Debate, World Parliamintary Debate (British) and the American Parliamentary Debate (Ray D'Cruz: 2003).

3. Debate Practice

In this part, the discussion will focused on the application of debate activity which is generally held or conducted in a debate competition. Before going to the further explanation, this part will cover terms in debate, speaker's (debater) role, points to adjudicate (score).

a. Terms in Debate

1. Motion (Topic)

In a parliamentary debate which is not merely a political debate but rather usually used for competition, each debate period has topic to debate which is known better as **motion**. In our daily communication, this may similar to the topic of the conversation or communication. Motion occasionally is served in the form of controversial and/or debatable statement or issue. It might be, for instance, “*(THBT) This House Should teach harsh reality of life to children rather than always instill hope and optimism*”.

From this issue, there will be automatically two opposite sides agreeing and disagreeing the motion which will be further discussed in the next part. Related to the motion, this is the job of the first affirmative (positive/pro-position) team to define and to limit the motion. And, both the definition and the limitation must be reasonable (Quinn, 2005:14). In addition, in this particular job, a debater especially when he/she is responsible for being the 1st affirmative speaker needs to interpret the issue by using logical claim and careful thought supported with reasoning and examples (Meany & Shuster, 2003:59).

2. Case Building

Before running the debate, each team -the proposition and the opposition- is generally given certain amount of time for *case*

building. In this occasion, both of the team are having a preparation for the running debate such as building the arguments, applying the strategy, and splitting up the speaker's role.

3. POI (Points of Information)

POI can be best described as interruption. This is delivered during the speech of the speaker by the opposite team. In some other debate style, this might not be applied; however, it is taken place in a certain debate style like Asian Parliamentary Debate.

During the interruption, the opposite team possibly delivers question or challenge proposed to the speaker (Meany & Shuster, 2003:232). However, POI is not such as a must to do by the opposite team. Likewise, the standing speaker who is delivering his/her argument is allowed to accept or refuse the POI. This is delivered at the certain minute signaled by the time keeper. Furthermore, this will be explained clearer at the special part discussing the debate rules.

4. Rebuttals.

Rebutting is about pointing out the differences between your team's arguments and your opposition's (Quinn, 2005:110). What the speaker must do is by refuting opposition's arguments by giving additional example, statistic, or the others which might be able to collapse your opposition's argument. Consequently,

debaters must be able to react and to respond opposition's argument quickly.

5. Reply Speech

Reply speech time is given right after the three debater for each team had finished with their main argument. The role of replier speech is essentially concluding the overall debate by analyzing the weakness of your opponent's argument and the strength of your team's refutation. In addition, the final job of replier is explaining how you deserve to be the winner of the debate.

6. Adjudicator

Debate activity calls *adjudicators* better than juries or judges; however they remain the same. Adjudicators play a role in assessing the debate in a particular adjudication sheet. Beside that, they need to give oral critiques or advice, and the most important one is deciding the winning team of the debate (Meany & Shuster, 2003:232).

b. Speaker's Role

1. Speech Order and Duration

Before discussing the speech order, let's talk about the debate preparation. Just like what had been explained in the previous part, each team is given time to have discussion with their teammate for case building. The general provided duration for case building is

maximally 15 minutes. However, in a certain debate competition, the length of the speech for each speaker is applied for 7 minutes and 20 seconds. According to Quinn (2005), each speaker of both teams is usually given 8 minutes long to deliver the substantive speech. Yet, the replier speech is given as half of the substantive speech to summarize the debate. When a certain style of debate allows POI, it is allowed to be delivered in 15 seconds long. POI is allowed to proposed after the first minute of the speaker's speech and is forbidden to deliver at one minute before the speech duration ends.

2. Speaker's Role

Talking about speaker's role, it is closely related to the two different arguments usually delivered by the speakers. Arguments in debate is divided into two kinds; they are substantive argument and rebuttal. In four persons parliamentary debate substantive speech is better known as *constructive speech*. However, this is the main argument of both team supporting their own side (Meany & Shuster, 2003:38). Another term regarding the speaker's role is *team split* which means the job of each speaker in giving the argument with the supporting point(s) a view. Take a look at the table below for a simple speaker's description.

Table 2.1 : Speaker's Role and Job

First affirmative speaker	<ol style="list-style-type: none"> 1. Define the topic (motion) and set out affirmative's interpretation of the topic (motion), 2. identify issues which will be in content. 3. Present team structure, team line, team split. 4. Present arguments allocated to the first speaker.
First negative speaker	<ol style="list-style-type: none"> 1. Identify major areas of initial disagreement with the affirmative case, include any disagreement about the definition 2. Rebut the major affirmative arguments. 3. Present team structure team line team split 4. Present arguments allocated to the first speaker
Second speakers	<ol style="list-style-type: none"> 1. Identify the major areas of disagreement with the other team, include definitional issues which are still in contention, 2. Rebut major arguments 3. Defend own case against rebuttal by previous speaker(s) 4. Present arguments allocated to second speaker
Third speakers	<ol style="list-style-type: none"> 1. Present an overview of the debate, 2. Identify the essential issues upon which the teams disagree 3. Rebut the important aspects of the opposing team's case, 4. Defend own team's case against attack and summarise own case.

c. Points to Adjudicate

Regarding to the main job of adjudicators, there are three mainly essential points in debate which necessarily assessed by the adjudicators. The scores have range to decide winning debate. According to Quinn (2005), the score average of matter 28-32, manner 28-32, methode 14-16 or 13-17. They are *matter*, *manner*, *method* that is explained by:

1. Matter

Matter is simply related the *content* of the speech. It covers the presented arguments, and general strength to support and to explain the argument in term of the given evidence, example, and analysis (Quinn, 2005; D’Cruz, 2003). Further, argument itself can be divided into the substantive argument, rebuttal, and the point of information (when a debate style uses it). Here, there are two elements in matter; they are the **logic and relevance**. Talking about the first element, D’Cruz (2003) stated that logical argument appears when its conclusion follows from the premise (motion). He also added that a good debater develops the motion into argument and support it with evidence to show the correctness of the motion and/or agreement with the motion. The relevance is addressed to the debated issue or the motions to build the substantive argument. The argument, importantly the substantive argument, must not run too far from the issue, and the evidence must’n either. The similar

case also happens for rebuttal. Debater must be very aware of the arguments of the opposition team to be able to refute their argument aimed to reach the relevance of the rebuttal. Here, the ability in listening must be importantly well-applied in response the opposition team's argument. In line with that statement, regarding to one of the factors affecting L2 learner's speaking ability, Shumin in Richards and Renandya (2002) stated that if one can not understand what is said, (s)he can impossibly respond it. And obviously, matter seems become the most difficult part in debate since the strength of the argument is very much concerned. Quinn (2005) stated that it is a must for every speaker to have a critical thinking as their respons toward the motion and to build up reasonable arguments.

2. Manner

Manner is considered as the the way of a speaker in presenting the speech. The most common elements in manner are gesture/body language, eye-contact, and vocal presentation. A debater will usually has a typical gesture while delivering the argument. The reason of why method is included into one of the assessment consideration is lying on the factors indicating a speaker persuasiveness. A speaker who's speaking confidently seems to be more believable than those speaking stutteringly (D'Cruz, 2003:20).

3. Method

Method is defined as the structure or the organization of the speech (D'Cruz, 2003:13). Method in debate involves both the structure of the speech of each member and that of the team. Generally, speech structure of a speaker covers the introduction, arguments, conclusion, and well timing. However, an introduction, in this case, is not merely an introduction usually existing in a conversation. Rather, it is about the line of the debated issue as a whole based on your team's point a view (Quinn, 2005:95). Then, a debater may come up with the main argument supporting their team. And, it is very important for each debater to conclude their argument as well as their position before her/his speech ends. The last element that also influences adjudicators mark, is the speaker's time management. Quinn(2005) divided 'timing' into *internal timing and external timing*. Internal timing deals with the time a speaker should notice on delivering the substantive argument and the rebuttal. While the external timing is about the overall timing a speaker should have. A speaker should obey the warning bell which indicates the finish of the speech. Meanwhile, method for the structure of the team is usually done by the first affirmative and first negative team which mainly deals with the distinction of the role as well as the argument of each member of the team. This way will lead the adjudicators into a consideration if the structure

adopted by the team is effective (D’Cruz, 2003:16). So, it’s better write to arrange the speech effectively.

C. General Concept of Writing

1. Definition of Writing

Writing is one of language skills in English besides listening, speaking and reading. One of the productive skills is writing. Basically, oral and written language has each significant difference. “Written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals.” (Brown 2000: 335).

Writing is used every day. Writing is thinking put on paper. Some people, of course, write more than others, for examples; students, executives, managers and journalists. We use writing in our daily lives for a number of reasons: to get things done, to inform, to persuade, to maintain relationships, to events, and to record feelings, experiences, and observations.

Although the writing and the oral skill are combined in one subject, writing has certain characteristics which seem to make it difficult for students. An important difference between writing and talking is this: In writing, any idea that you advance must be supported with specific reasons or details stated Langan (2005: 21). People often fear they are the only one for whom writing is unbearably difficult. They think that they have no idea

to written. As stated by Langan (2008: 13) writing is a language skill which can be mastered by people who wants to work and learn.

In fact, writing in a foreign language is all too often associated with “correcting errors”. Handwriting, grammar, spelling and punctuation are often given priority over content. From old view, teacher have main role in writing class. He/she defines the topic, establish the criteria for evaluation, and grade the writing by his/her self. This teacher-centered approach is not supporting the students to correct their errors. Nevertheless, in modern view, students are invited to involve in writing assessment. They not only do their writing but also correct it. So, they can see what they have written whether it was correct or not.

In writing, the role of the writer is important. What they have written was their idea based on their prior or background knowledge. To get a meaningful text, the writer has to rely on at least four basics knowledge, (O’Malley 1996:136). *Knowledge of the content*, a writer has to have this knowledge for recalling their prior or background knowledge. What they have seen, read, or listened will give big idea to their writing. Then, a writer has to have the *procedural knowledge to organize the content*. This knowledge is very important.

Writing will be meaningless if the organization of text was false. Students have to be able to grouping the idea based on the purpose of writing. So, their writing will be meaningful and match with the purpose. The third type of knowledge is *knowledge of discourse structure, syntactic*

forms, and conventions of writing. Besides, the writer decide the purpose of their writing, they have to know the specific structure of the text. They have to be familiar with the variation of writing structures. The last knowledge is *procedural knowledge for integrating all the other types of knowledge*. This is the basis for composition.

2. Genre

The term “genre” comes from France. It means “the texture of the cut of wood”. In scientific writing, genre is defined as discourse (text) classification on the basis of its communicative purposes. In the past, discourse is divided into four basis genre, Narrative, Descriptive, Expository, and Argumentative. According to Martin and Rose (2003) as cited by Chojimah (2015:22) classify genre into micro and macro genre. Micro genre is divided into factual and story genres. Macro genre is the combination between different genres. There are seven types of Factual Genre

a. Description

Description is kinds of text functioning to describe the uniqueness of things whether living or non-living things. In describing the things or object, the writer has to tell the general description first then followed by the detail description of it. The writer may include the colors, parts, functions, shapes, and many other in their description. The generic structures of the text are: a) the identification which implies identification of the phenomenon described, and b) the

description which explained parts, qualities, and characteristic. The grammatical patterns which are used: the use of simple present tense, adjective, and thinking also feeling verbs.

b. Report

Report is a factual text used to organize and store information, particularly information in the fields of science and technology. The generic structure of report text consists of general statement to identify and classify the topic and also description which describe the appearance and behavior. Usually, present tense is used in report text. Butt, et al (2000:238).

c. Procedures

Procedure is kinds of text which tell how things or work is finished. It also tells how to do or make something in order. Procedure text consists of several steps which presented by using simple present or continuous tense, imperative sentences such as *add, stir, mix, click, etc.* and also use temporal conjunction or numbers. The steps in procedure text have to be in order. The generic structure follows as: Goal which showing the job to be accomplished, Sequence of steps which describes the steps achieved from the goal, Closing (optional) which tell the statement or suggestion to do.

d. Explanation

Explanation is kinds of factual text which tell how and why things happen or work. The general structure of explanation text is starting from general statement, a series of explanation how something happens, and closing. The main characteristics of explanation text are using conjunctions indicating relations, usually in passive voice.

e. Discussion

Discussion is factual text that explores different sides of an issue in order to reach an informed judgment or recommendation. A discussion shares many of the language features of an exposition. Like an exposition, a discussion has arguments, but the arguments are balanced for and against the issue. The structural elements of discussion consist of an issue, arguments for, and arguments against. Butt (2000:243)

f. *Exposition*

Exposition is kinds of text which equal with argumentative text. The communicative function of exposition text is to take position forward argument or opinions. The general structures of explanation text are thesis, arguments, conclusion in which the thesis is repeated or reiterated. The main characteristics of exposition text are transitional signals for opinion such as *in my view, I am in the opinion that, to me, etc.*

D. Analytical Exposition Text

1. Definition

Analytical exposition is a type of spoken or written text that is intended to persuade the listener or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of the text can be found in scientific books, journals, magazines, newspaper, articles, academic speech or lectures, research report, etc. Analytical exposition is popular among science, academic community and educated people.

2. Generic Structure of Analytical Exposition Text

The generic structure of analytical exposition has three components there are:

1. Thesis

Pre-conclusive paragraph states the writers' point of view about the topic discussed. Writer has shown himself in clear position of the discussed topic. Paragraph 1 is the thesis of this analytical exposition text. For example it states the fact of the very fatal impact of the smoking habit. Clearly the writer wants to say that smoking is not good habit.

2. Argument

Presenting arguments in analytical exposition text is as important as giving conflict plot. The series of argument will strengthen the thesis before. Arguments consist about point and elaboration. Point states the main argument and elaboration develops and supports each point of argument. For example, paragraph 2 and 3 are the detail arguments presented in a reporting fact to support that smoking is not good even for smoker themselves. Furthermore, people who do not smoke but they are in smoky area have the bad effect too from the smoking habit.

3. Reiteration

This end paragraph actually is restating the thesis. It is something like conclusive paragraph from the previous arguments. For example, The last paragraph of analytical exposition points that smoking is not good for smokers and people around smokers. However smoking is very good for Cigarette Companies. For more, we can take a look on the table 2.2 below:

Table 2.2: The example of Analytical Exposition

Generic Structure	Text
Thesis	<p data-bbox="783 439 1134 472" style="text-align: center;">Is Smoking Good for Us?</p> <p data-bbox="735 533 1369 936">Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.</p>
Arguments	<p data-bbox="735 1003 1369 1619">Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.</p> <p data-bbox="735 1686 1369 1944">Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had</p>

	smoked fifteen cigarettes.
Reiteration	Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else.

3. Language Features of Analytical Exposition Text.

Common grammatical patterns of a analytical exposition include:

- Using relation process
- Using internal conjunction
- Using casual conjunction
- Using simple present tense

E. Debate and Analytical Exposition Text Correlation and Similarities

In this part, the focus will be heavily lies on the similarities between debate activity and Analytical exposition text and how they correlate each other.

Definition, Rising issue,	Thesis
Argument and rebuttal	Argument
Conclusion	Reiteration

a. Debate and Analytical exposition

Activity Writing process covers many steps to follow by either a beginning writer or the advance one. One of the initial step to do is *brainstorming*. Here, this process requires writer to make a list related to the topic to write. Meanwhile, debate activity has the similar activity. It takes place before the main activity of debate is begun. A debater must build up the arguments as well as the evidences supported them in such a way in a form of debate organizer.

b. Rebuttal

There are two basic arguments used by each team to support its side. The first is *substantive argument* or the prepared argument, and the second one is *rebuttal*. Either rebuttal is used as the attack on the opposition's arguments and shows why your team is right and why the opposition is wrong (Meany and Shuster 2003, Quinn 2005).

In writing, analytical exposition classification identifies that argument here is also used as a rebuttal but here is little bit different which argument's exposed or written in pro and cont. For instance, when we're to make a certain letter to send to a newspaper editorial as our disagreement on a certain news (Seyler, 2008:101).

c. Conclusion or Ending

In debate, every speakers has to show the speech conclusion. As quinn (2005:98) sates "*conclusion* is probably the *most important* part of your

speech to practice. The reason is simple: many adjudicators do not really consider a speaker's manner until after he or she has sat down. A well crafted and well delivered conclusion is not only important for the sake of your case; it can also do wonders for your manner mark". It makes the listeners are convencing more about the speaker stands for or not with the position.

The position chosen by writer in analytical exposition is showed in the opening paragraph and it will be repeated in the last paragraph which is usually called *reiteration*. It becomes the aspect organization to have a good writing in analytical exposition. A good organization writing can be seen into appropriate title, effective introductory paragraph, topic is stated, leads to body, and conclusion logical and complete (Douglas Brown, 2003:244).

F. Previous of Studies

The prove that this study is effective to be used can be seen from the previous studies. Some studies have seen conducted as related to debate and writing as follows:

Firstly is from Furqanul Hakim,S.S.,M.Pd (2013). "the correlation study between debate mastery and writing ability of Jogja debating forums' members in years 2012". This study tries to investigate the correlation between debate mastery and writing ability as one of language skills. It uses thirty members of Jogja Debating Forum as samples. The correlation is seen from debate score in their debate exhibition and their writing score from case

building note that have been made by them thirty minutes before debate exhibition. The correlation between these two variables can be seen as significant result. There is a significant correlation between debate mastery and writing ability of Jogja Debating Forum Members in year 2012. The higher the debate score of a member, the better the writing ability is.

Secondly is from Dra. Tjut Ernidawati, M.Pd (2012) “improving students achievement in writing analytical exposition paragraph through debate technique”. The objective of this research is to find out the effectiveness of the implementation of debate technique in order to improve students’ achievement in writing analytical exposition paragraph. The study was conducted by using class room action research. The subject of this study was the second year students of SMA Santo Thomas 4 Binjai consisting of 25 students. The study was implemented in two cycles and each cycle consisted of three meetings. The instruments of data collection were writing test and social judgement (diary notes, observation sheets, questionnaire, and interview). The research result in that the implementation of debate technique is effective to improve students’ achievement in writing analytical exposition paragraph which is in writing test result, students’ scores kept improving in every test that In orientation the mean score was 28,8, in the test of cycle I 51,8 and in the test of second cycle was 65.

Thridly is from Winda Varohma Laili Yunita ”the conducted a study entitled the correlation between speaking and writing achievement in fourth semester students of english department”. The population taken was the fourth semester students of English Department 2007/2008 academic year. The

sample in this research was selected by using cluster sampling technique. In this research, the researcher took one class, which was class H as the sample. The instruments used in this research were documentation and observation. The result of this research showed that there is a positive correlation between speaking and writing achievement of the fourth semester students of English Department. It can be seen from the result of computation of the correlation coefficient was known that r value was 0.594. Consulting r table on the level of significance 5 %, it can be seen that r table is 0.345. From this value, it can be explained that r value (0.594) was higher than r table (0.345). If r value was higher than r table, it means that H_1 was accepted.