

## CHAPTER II

### SPONTANEOUS ARGUMENTATION DEBATE (SPARD) TECHNIQUE TOWARD SPEAKING SKILL

#### A. The Nature of Spontaneous Argumentation Debate (SPARD)

##### 1. Definition of Debate

Debate is one of effective activity which is used in order to develop and improve communication skill. According to Paulete and James cited in Hasanah (2010:32), “Debate technique is a speaking situation in which opposite points of view are presented and argued”. It means that debate is also an activity which students have to be able to defend their statements based on issue. In this case, debate is an effective speaking activity which can help the students in order to practice their speaking skill.

According to Meany and Shuster (2005: 44), “A debate is an organized public argument on a specific topic. It is organized, in that there are rules of debating. It involves arguments, which are well explained opinions. A debate is also on a specific topic, with one side arguing in favor and the other team opposing the issue”.

Another definition that stated by Snider and Schnurer (2006:6) a debate is an equitably structured communication event about some topic of interest, with opposing advocates alternating before a decision-making body”. Meanwhile, according to Alasmari and Ahmed (2013:147), “Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistics ways”.

Based on some definitions above, it can be concluded that debate is an excellent activity for language learning which is organized public argument on a specific topic where the students have to be able to defend their statement based on issue.

## **2. Conceptual Components of a Debate**

Commonly, every kinds of debate have different form or format but it is important to understand the common conceptual process which is involved in a debate. According to Snider and Schnurer (2006:11), "It is useful to understand the conceptual process involved in a debate: development, clash, extension and perspective".

- a. Development, through which arguments are advanced and supported.
- b. Clash, through which arguments are properly disputed.
- c. Extension, through which arguments are defended against refutation.
- d. Perspective, through which individual arguments are related to the larger question at hand.

In this case, not every debate contains all of these elements but those are the vital characteristic of debating. These are the conceptual components that the classroom debate should try to encourage.

## **3. Types of Debate**

There are some types of debate format which can be used by teacher in teaching speaking. Snider and Schnurer (2006:51) state that there are nine types of debate format such as follow:

a. Roundtable Discussion

Roundtable discussion is a debate that relatively easy for beginners. It can directly involve a large number of students in a single class. The format is just as it sounds, a discussion by students sitting together at a table. This debate format is useful activity for introducing future debates. The negative element of this debate format is, not all students are involved at all times.

b. Public Forum

Public forum debates are limited because no preparation is required. Public forum debates seldom bring new knowledge to the participants. Preparation in this debate can be as simple as explaining the activity to the students. On the other hand, public forum debate can become much more involved, with some time needed for research.

c. Spontaneous Argumentation Debate (SPARD)

Spontaneous argumentation debate is a quick and simple debate. Snider and Schnurer (2006:55) stated that SPARD consists of two debaters drawing a topic for debate out of a hat and then, with a few minutes of preparation, engaging in a quick debate on the subject. SPARD is an enjoyable, exciting, and confidence-building activity. SPARD is also excellent tools to get students to practice speaking skills (organization, word choice, metaphors, and logic).

#### d. Public Debate

The fourth format debate that can be used in teaching speaking is public debate. This format can directly involve a lot of students at once. Individuals have roles so that students are always engaged.

#### e. Team Debating

Team debating is one of debate formats which are usually used for contest. Team debating differs based on the role of preparation and research in the debate. The students can be formed into teams of two or even more. In this debate, complex issues can be used or addressed but this debate will take a lot of class time.

#### f. Extemporaneous Debate

Extemporaneous debate is modeled after traditions of competitive parliamentary debating. Parliamentary debate emphasizes quick logic, wits, and a persuasive speaking style. Extemporaneous debate does not allow the use of evidence to be quoted in a debate and participants are allowed to stand up and pose points of order including questions and brief statements while their opponents are speaking.

#### g. Role-Playing Debate

Role-playing debates are persuasive speaking events where a historical or fictitious event is used to establish the framework of the debate. In this case, students may be asked to play the roles of particular characters or interests, or they might be allowed to simply be participants in a particular scene. In spite of that, role-playing debates



require a significant amount of preparation by the instructor because the scene needs to be understood by the participants.

#### h. Mock Trial Debate

The mock trial debate replicates the format of a court trial, with several debaters playing the roles of counselors for particular legal motions. Mock trial debates encourage students to explore ideas in a rigorously formatted debate process. A mock trial may take more than one class day but can involve many students.

#### i. Model Congress Debate

In the model of congress format, students engage in imaginary debates that a body of government might face. This format is a wonderful way to incorporate a large audience in a debate format. On the other hand, congress debate format used with as many as 300 students and it can be used to create debating opportunities between classes and even between schools. In this case, model congress debate is exciting and challenging, providing fast action and an informed discussion about current topics of interest in politics. Students generally enjoy this process because they are able to speak extemporaneously in front of large crowds.

From all types of debate that have been explained above, the researcher used Spontaneous Argumentation Debate (SPARD) as the technique in teaching speaking.

#### 4. Spontaneous Argumentation Debate (SPARD)

Spontaneous Argumentation Debate (SPARD) is a quick debate which debaters drawing a simple topic for debate. Besides, spontaneous argumentation debate is also simple, fun and enjoyable for students. According to Snider and Schnurer (2006:55), "Spontaneous argumentation debates are also excellent tools to get students to practice speaking skills (organization, word choice, metaphors, and logic). Therefore, spontaneous argumentation debate is an effective speaking activity which can help the students in order to practice their speaking skill.

In spontaneous argumentation debate students have more chances in order to speak up and students also learn how to build arguments spontaneously. It means that the students have to think and deliver their arguments quickly based on the topic given. In addition, Snider and Schnurer states that (2006:55), "Spontaneous Argumentation debating is an enjoyable, exciting, and confidence-building activity. It is an excellent way to reduce speaker anxiety and ensure that students feel at home in your classroom".

Debate is a speaking situation in which opposite points of view are presented and argued. According to Somjai and Jansem (2015:28), "A debate may be defined as verbal action or a form of formal argument on a topic or issue about which two groups or teams of people do not agree". Moreover, according to Prichard and Shuster (2004:3), "Spontaneous Argumentation is based on formal, competitive interscholastic debate

structure. Students will uphold either side (affirmative or negative) of a given proposition within established time limits and following a certain speaking order”.

Based on some definitions above, it can be concluded that Spontaneous Argumentation Debate (SPARD) is an enjoyable and excellent activity for language learning which can be used to help the students' in developing their speaking skill.

### **5. The Purposes of SPARD in Teaching Speaking**

There are some purposes of implementing spontaneous argumentation debate for students. According to Prichard and Shuster (2004:3) there are three purposes of implementing spontaneous argumentation debate such as follows;

- a. To introduce students to various public speaking/oral communication skills within a non-threatening, enjoyable structure.
- b. To utilize public speaking/oral communication across the curriculum in an integrated learning approach to classroom studies.
- c. To provide the teacher with instant feedback about skills and concepts that have been learned/need to be learned by the students.

Teaching speaking through spontaneous argumentation debate (SPARD) has some purposes. Here, by implementing spontaneous argumentation debate (SPARD) in teaching speaking the researcher wanted to introduce students to various public speaking/ oral communication skills which were enjoyable and simple. Besides, the

researcher also wanted to use this chance to practice students' speaking skill.

## 6. Procedures of SPARD to Teach Speaking

The form of a debate is varied in use. Snider and Schnurer (2006:55) define that the procedure of Spontaneous Argumentation Debate (SPARD) can be formed to fit our needs. In speaking classroom, spontaneous argumentation debate can be taken such the following procedures:

- 1) Choosing two students and dividing them into two sides (affirmative and negative).
- 2) Choosing simple motion/topic without needing a lot of time for preparation and assigning the two students to debate based on the motion/topic.
- 3) Giving the two students' time to prepare the statements just for a few minutes.
- 4) Immediately repeat the process with another two students, so the two sets of students are preparing at the same time.
- 5) Calling the first set of debaters to start debating.
- 6) Spontaneous argumentation debate (SPARD) format as following:
  - a) Preparation time, the speakers are presented the proposition and given time to prepare their arguments (three minutes).
  - b) Affirmative speaker speaks for one side of the topic or motion (two minutes).



- c) Negative speaker asks questions of the first affirmative speaker (one minute).
- d) Negative speaker speaks for the other side of the topic or motion (two minutes).
- e) Affirmative speaker asks questions of the first negative speaker (one minute).

### **7. Strengths and Weaknesses of SPARD**

There are some strengths and weakness for every kind of techniques. According to Snider and Schnurer (2006:56), "there are several strengths and weaknesses on spontaneous argumentation debate technique. The strengths are:

- a. Dynamic nature may help hold interest of other students.
- b. Short speeches easy for students, and;
- c. Very quick.

Although spontaneous argumentation debate technique has some strength in learning process but it has some weaknesses as well. As stated by Snider and Schnurer (2006:56) spontaneous argumentation debate has some weakness. They are as follows:

- a. Cannot deal with complex topics.
- b. Need to generate large number of topics for short debate.

As mentioned above, spontaneous argumentation debate has some weaknesses. In order to overcome the weaknesses of spontaneous argumentation debate the researcher provided some ways to anticipate

those weaknesses. In this case, spontaneous argumentation debate cannot deal with complex topics so the researcher provided simple topics for debating which were familiar with the students. Therefore, the students could speak spontaneously. In addition, the researcher also listed some topics for debating because spontaneous argumentation debate is short debate so that the researcher prepared some good topics for debating.

## **B. The Nature of Speaking Skill**

### **1. Definition of Speaking Skill**

Speaking is an interactive process of constructing and expressing meaning or idea, so that speaking is one of language skill which is very important to be mastered by students in order to be good speaker. On the other hand, speaking is also verbal language which is used to communicate with others. Therefore, to get more details about the concept of speaking, the researcher tries to discuss some definition of speaking from some experts.

According to Thornbury (2005:1), "Speaking is so much a part of daily life that we take it for granted". In spite of that, according to Bashir and Azeem (2011:38), "Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words".

Meanwhile, Saville and Troike (2006:166) define that speaking (in conjunction with listening) is a very important area of activity for L2 learners if they will be using the language for interpersonal purposes,

whether these are primarily social or instrumental”. Fulcher cited in Hasanah (2012:22), “speaking is the verbal use of language to communicate with others. Harris (1969:81), “Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates”.

From those definitions of experts above, it can be said that speaking is a complex skill which produces voice activity, the way to interact and communicate with other through words and phrases. Therefore, mastering speaking skill is very important for the students in order to carry out conversations, exchange information and even give the ideas.

## **2. The Importance of Speaking Skill**

Human being as social creature always communicates to one another. It can be occurred with the process of interchange of the thought or ideas which include interactions. For examples telling information or some news, asking other helps for their needs, express their feeling or idea and etc. According to Thornburry (2005:8), “Most speaking takes the form of face to face dialogue and therefore involves interaction”. Meanwhile, according to Harmer (2007:53), “In a face to face interaction the speaker can use a whole range of facial expressions, gestures and general body language to help to convey the message”. In this case, all of those activities can be done trough speaking to others directly. It means that, the activity of speaking itself has a very important role in human life.

As stated by Harmer (2003:28), “When speaking, on the other hand, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meaning”. Speaking skill is very important in mastering foreign language because it has important role for students who want to learn and master English language. According to Harmer (2007:123), “Speaking activities provides rehearsal opportunities or chances to practice real life speaking in the safety of the classroom”.

In that case, the students cannot deliver their expression, feeling and idea if they are not able to communicate in English well. Meanwhile, mastering speaking skill not only can be seen from the student’s performance in spoken, but also can be seen from the students’ competence in using the language. Therefore, it is important to have speaking skill in order to make the students can get successful in learning a language.

### **3. Teaching Speaking Skill**

Teaching speaking should be done through interesting ways so that it can make the students enjoy during teaching and learning process. According to Brown (2000:7), “Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning”. The teacher should be able to encourage and motivate the students to practice speaking in order to obtain good result.



Harmer (2007:123) stated that there are three main reasons for getting students to speak in the classroom.

- a. Firstly, speaking activities provides rehearsal opportunities/ chances to practice real life speaking in the safety of classroom.
- b. Secondly, speaking tasks in which students try to use any or all of the language they know to provide feedback for both teacher and students.
- c. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. This means that the students will be able to use words and phrases fluently without very much conscious thought.

In addition, according to Bashir and Azeem (2011:38-39), language learners need to recognize that speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- b. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom in what circumstances, about what, and for what reason.

#### 4. Types of Speaking

Brown (2004:141) describes that there are six types of speaking skill area. Those six types are as follow:

##### a. Imitative

This type of speaking includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing is focusing on pronunciation.

##### b. Intensive

The second type of speaking is intensive. This is the students' speaking performance which is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work). For example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

##### c. Responsive

The third type of speaking is responsive performance that includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student, initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

Transactional is carried out for the purpose of conveying or exchanging specific information. For example, it is conversation which is done in pair work.

e. Interpersonal (dialogue)

Interpersonal (dialogue) is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussion, conversations debate and games.

f. Extensive (monologue)

The sixth type of speaking is extensive (monologue). Here, teacher gives students extended monologues in the form of oral reports, summaries, storytelling and short speeches.

From all types of speaking that have been explained above, the researcher used interpersonal (dialogue). The researcher asked the students to speak based on the topic that given to them in spontaneous argumentation debate.

## 5. Aspects of Speaking Skill

There are some important aspects of speaking skill that can be assessed when teaching speaking. Harmer (2003:104) stated that there are two aspects of speaking such as accuracy and fluency. On the other hand, according to Harris cited in Rubiati (2010:11) there are five aspects are

generally recognized in analyses of the speech process such as pronunciation, grammar, vocabulary, fluency and comprehension.

- a. Pronunciation including the segmental features-vowels, consonants, stress and intonation as well. Pronunciation refers to the students' ability to produce comprehensible utterances to fulfill the task requirements. Nunan (1991) defined that pronunciation is a neglected skill in many classrooms, despite the obvious importance attached to it by learners. On the other words, Harmer (2003:28) provides more issue related to pronunciation. Those are pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation is very important aspect in speaking because it gives meaning to what is being said. In that case, wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.
- b. Grammar is one of important aspects in speaking because it rules about how words change their form and combine with other words to make sentences. Scrivener (2005) states that grammar is rules about sentence formation, tenses, verb patterns, etc.
- c. Vocabulary is all words which exist in a particular language. According to Hiebert and Kamiel (2005:3), "Vocabulary is the knowledge of meaning of words".
- d. Fluency is the ease and speed of the flow of speech. Thornburry (2008:8) said that people can be said as fluent speakers if they fulfill the following features:



- 1) Pause may be long but not frequent.
  - 2) Pause is usually filled.
  - 3) Pause occurs at meaningful transition points.
  - 4) There are long runs of syllables and words between pauses.
- e. The fifth aspect of speaking skills is comprehension. It is the understanding about the speech. In mastering speaking skill the students have to be able to understand about what speakers say. According to Heaton (1988:88), “It is impossible to hold any meaningful conversation without understanding what is being said and without making oneself understood at the same time”.

Those aspects of speaking skill above have important role in speaking. A good speaker has to be able to master all the aspects in order to produce good speech. Therefore, in this research the researcher used five aspects in assessing the students' speaking skill. They were pronunciation, grammar, vocabulary, fluency and comprehension.

## **6. The Role of Teacher in Speaking Class**

As with any other type of classroom procedure, teachers need to play a number of different roles during the speaking activities. Harmer (2003:275) stated that there are three have particular relevance if teacher are trying to get students to speak fluently.

- a. Prompter: students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency teacher expect of them. However,

teacher may be able to help them and the activity to progress by offering discrete suggestions.

- b. Participant: teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm. At other times, however, teachers may want to participate in discussions or role plays themselves.
- c. Feedback provider: the vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible difference approaches. When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Everything depends upon our tact and the appropriateness of the feedback teacher gives in particular situations.

The role of teacher in speaking class is important because teacher is the one who will give instruction, explanation and motivation for every single activity that done in classroom. In this case, there are three important roles that have to be done by teacher during speaking activity. Firstly is prompter, it means that teacher should help and give suggestion for the students when they get lost of idea or cannot think what have to say next. Second is participant, teacher also can be participant in classroom. It means, the teacher may be involved in discussion as a supervisor to guide,

straighten and clarify students' perception towards learning process in classroom. The third is feedback provider. Here, the teacher should be able to give feedback to students and know how to give feedback in speaking activity.

