

**THE EFFECTIVENESS OF USING RTDA (READ TO DEBATE
ACTIVITY) TOWARDS STUDENTS' SPEAKING SKILL OF
THE 11th GRADE AT SMA LIFE SKILLS KESUMA BANGSA**

A THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER'S TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
2024**

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A Thesis

**Submitted as a Partial Fulfillment of the
Requirements for S-1 Degree**

By:

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2024**

ABSTRACT

Speaking is one of the English language skills that students must master. Common issues faced by students in speaking English include a lack of vocabulary, low confidence, fear of making mistakes, and limited time for speaking skill development. Based on the preliminary research at SMA Life Skills Kesuma Bangsa, it was found that 63% of students failed the test or were below the criteria of mastery learning, which was 75. The objective of this study was to know whether there is any significance effect after using RTDA towards students' speaking skill in the eleventh grade students of SMA Life Skills Kesuma Bangsa.

The research approach used in this study was quantitative method by using a quasi-experimental design. The population of this research was the students' eleventh grade of SMA Life Skills Kesuma Bangsa in academic year of 2023/2024 with totals 126 students. The total sample in this research was 60 students. In collecting the data, the researcher gave treatment in experimental class and no treatment to control class and pre test also post test in both of class by gave an oral test that requires students to express their opinions on a given topic in English. After giving the test, the researcher analyzed the data by using SPSS Statistics 25.

The result of the study is the data had not normal distribution but homogeneous, then the hypothetical test used the Mann-Whitney U showed the Sig.(Pvalue) = 0.000. It was lower than $\alpha = 0.05$ and it means that H_0 was rejected and H_a was accepted. It can be concluded that there is a significant effect of using RTDA on students' speaking skill of the eleventh grade at SMA Life Skills Kesuma Bangsa in academic year of 2023/2024.

Keywords: *Read to Debate Activity, Speaking skill, Quasi-Experimental Design*

DECLARATION

I hereby declare that the thesis entitled " **The Effectiveness of Using RTDA (Read to Debate Activity) Towards Students' Speaking Skill of the 11th Grade at SMA Life Skills Kesuma Bangsa** " is entirely my own work. I am fully aware that I have quoted several statements and ideas from various sources and all of them are well expressed in this thesis.

Bandar Lampung, Desember 2023

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MOTTO

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ كَانَ
لِلْإِنْسَانِ عَدُوًّا مُّبِينًا

Translation:

“And say to My slaves (i.e., the true believers of Islamic Monotheism) that they should (only) say those words that are the best. (Because) Shaitan (satan) verily, sow a state of conflict and disagreements among them. Surely, Shaitan (satan) is to man a plain enemy.” (Q.S. Al-Isra:53)¹

¹ Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, Translation of the meanings of the noble Qur'an in the English language, (Madinah Munawwarah: King Fahd Complex, 1998). p. 375.

DEDICATION

Alhamdulillah, praise be to Allah SWT who has given his grace and guidance so that the author can compile this thesis in the final assignment of the lecture. This thesis is dedicated to:

1. My beloved parents, Mr. Sugiono and Mrs. Juminem, who always be my supporting system and pray a lot for me for all the best in my life. Nothing to say than thank you so much, and I love you both, always.
2. My beloved sister and brother, Putra Hersakti, Dina Mariana, and Jhoni Sanjaya and all of my big family who cannot be mentioned one by one. Thank you for always support me to finish my thesis.
3. My beloved almamater, Department of English Education, Faculty of Tarbiyah and Teacher Training, UIN Raden Intan Lampung, which has contributed a lot for my development.

CURICULUM VITAE

The researcher name is Juwita Dining Sari. She was born in Negara Ratu, South Lampung on July 8th 2002. She is the youngest hof two children of Mr. Sugiono and Mrs. Juminem. Her older brother is Putra Hersakti.

She started her formal education at Elementary School in SDN 3 Rejosari then graduated in 2013. After that she continued her study at Junior School in SMP Wiyata Karya Natar and graduated in 2016. Then, Senior High School in SMA Negeri 1 Natar and graduated in 2019. Afterwards, she decided to take English Education Study Program at UIN Raden Intan Lampung. On July 2022 the author carried out a Real Work-From Home (KKN-DR) lecture in Sridadi, Natar South Lampung. At last, she had her Field Teacher Training in SMA Negri 10 Bandar Lampung.

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, Desember 2023
The Researcher,

Juwita Dining Sari
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CHAPTER I

INTRODUCTION

A. Title Confirmation

As the first step, in order to avoid misunderstanding in comprehending the purpose of this thesis proposal entitled “The Effectiveness of Using RTDA (Read to Debate Activity) Towards Students’ Speaking Skills of the 11th Grade at SMA Life Skills Kesuma Bangsa”. As for the explanation of the meaning some of terms contained in the title of this thesis as follow:

Effectiveness is an output of specific review/analysis that measure the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements.¹ Whereas, in this research, effectiveness is an output that measure the achievement of a specific method/technique towards students’ speaking skills

Read to Debate Activity (RTDA) is an activity that integrates reading and speaking skills. This activity improves students’ ability in speaking. By integrating English skills, it can give motivation for students in learning English. Rebecca Oxford states, “integrating the language skills also promotes the learning of real content, not just the dissection of language forms. The integrated skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds”. Integrating the language skills makes learning in real content that gives motivation to the students. Because of that RTDA integrates reading and speaking. This activity requires students to engage in a debate from an article that they find in a textbook or other source. A debate can deepen students’ understanding of the issue discussed in the text. In addition, they learn how to view and orally defend a topic from a different perspective.

¹ Vlasceanu, L., Grunberg, L., and Parlea, D., 2004, Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions (Bucharest, UNESCO-CEPES) Papers on Higher Education, ISBN 92-9069-178-6, p. 54

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols. Speaking is productive skills which the speaker produces and uses the language by expressing the ideas effectively to others. According to Brown, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information². It means that in speaking process, we try to communicate with each other and use our language to send our message to the second person. In this case the speaking processes need at least two people, one as a speaker who produces information and the other as a listener who receives information.

SMA Life Skills Kesuma Bangsa is one of the senior high school that provides or equips all its students with life skills according to their interests and talents, which is located on Tanjung Sari village, Kecamatan Natar, Kabupaten Lampung Selatan.

B. Background of Problem

In High School level, students are specifically prepared for acquiring a good communicative skill, both in native language and foreign language, which in this case is English. The skill has to be acquired in order to prepare them for real life communication. Students are expected to perform certain functions as well, such as promising, inviting, promoting, and denying within a social context. Wilkins in Freeman states that it is not only achieved with reading and writing, but also speaking and listening.³ The ability to communicate in oral is highly needed by the students.

Speaking is one kind of oral communication, as one of the basic skills in English, oral communication is important in order to use English actively. Communicative and whole language instructional approaches promote integration of listening, speaking, reading, and writing in ways that reflect natural language use. But opportunities for speaking and listening require

² H. Douglas Brown, "Teaching by Principle an Interactive Approach in Language Pedagogy" (New York: Longman, 2001), p. 18

³ Diane Larsen-Freeman and Marti Anderson, "Techniques-Principles-Language-Teaching," n.d, p. 121

structure and planning to support language development. This digest describes what speaking involves and what good speakers do in the process of expressing themselves. In a conclusion, without speaking can be said that, communication cannot be done optimally. According to Harmer in speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, comprehension, in fluency and accuracy.⁴ In Indonesia, many students have amount vocabularies and mastering the grammatical structure, but they still have difficulties in speaking.

Teachers should place great emphasis on speaking rather than other components as the main priority in the early stages of language learning. Also, Jose in Muhassin stated that the teacher should apply an effective approach to teach English so that the learners can actively participate in the phase of teaching-learning.⁵ But the fact in the four skills, speaking is usually the poorest for the students in learning English at senior high school. This problem also appears to the students of SMA Life Skills Kesuma Bangsa, from the result of interview with the teacher, the researcher found that the students still difficult to express simple expression in English even greeting and parting expression. He also stated that the students had low motivation in learning English, because they rarely try to speak English in class and also out of the class.

As Muhassin said that the students had trouble learning between the first and second languages in the classroom. The distinct systems of both languages make learning more difficult to create a fresh language. When the student did not comprehend the material, they did not ask the teacher.⁶ Based on the

⁴ Jeremy Harmer, "The Practice of English Language Teaching," *Curriculum Inquiry* 17, no. 3 (1987): 293–318, <https://doi.org/10.1080/03626784.1987.11075294>, p. 345

⁵ Mohammad Muhassin, Jihan Annisa, and Dewi Ayu Hidayati, "The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension," *International Journal of Instruction* 14, no. 2 (2021): 253–70, <https://doi.org/10.29333/iji.2021.14215a>, p. 256

⁶ Nadya Rizky Hayrunnisa Mohammad Muhassin, Satria Adi Pradana, "Students Grammatical Error In Using Simple Present Tense," *Project (Professional Journal of English Education)* 12, no. 2 (2019): 19,

information from the teacher, the teacher usually carries out speaking activities with the students when they first enter class to ask a number of things about their activities while at the same time practicing students' speaking skill. They have never specifically learned speaking in English class. This causes students to be less fluent in speaking English because there are few activities that encourage them to speak. It is one of the reasons of the researcher to apply the RTDA in teaching English. The students still have low scores in learning English because they feel difficult to improve their speaking skill.

Table 1.1 Student's English *Speaking* Score at the eleventh Grade Students of SMA Life Skills Kesuma Bangsa in the Academic Year of 2023/2024

No.	Score	Class				Total	Percentage
		IPA 1	IPA 2	IPS 1	IPS 2		
1.	<75	29	25	28	19	80	63 %
2.	≥75	6	5	3	11	46	37%
Total		35	30	31	30	126	100%

Source: Document of Student's score at the Eleventh Grade Students from English teacher of SMA Life Skills Kesuma Bangsa

The table showed that there are four classes and 126 students in the eleventh grade of SMA Life Skills Kesuma Bangsa. It shows that only 37% of the students passed the speaking test requirement. Meanwhile, 63% of students either failed the test or were below the minimum criteria of mastery learning. Which indicates that the average speaking score of students in the eleventh grade is still low, many students' low

scores are due to psychological factors, including fear of speaking English, lack of self-confidence, confusion when expressing words in English, Other factors include lack of vocabulary mastery, they have difficulty constructing sentences because their vocabulary is not very large, the pronunciation of some sentences is also difficult to understand and lack of motivation in classroom learning.

Besides doing the interview with the teacher, the researcher also interviewed some of the students. Based on the result of interview, the students' difficulties occurred when they speak English. They did not feel confident to speak English, they feel afraid of making mistakes when they had to speak English and they get difficulties in expressing their ideas or opinion fluently. They also rarely practiced speaking English. Some of students claimed that they only had a little chance to practice speaking English in the class because their teacher did not speak English in presenting the topic lesson. Then, they never practiced speaking English out of the class or even in the class. Besides, most of students who stated that they still difficult to pronounced the words correctly that make them shy to practice their English orally. Furthermore, some of students stated that the techniques applied by the teachers sometimes were not suitable enough to elicit the students speaking that made them felt bored with the class condition. Therefore, they hard to express their expression in English. The other factor is the students only have a little chance to practice speaking English out of class because most of their friends speak Indonesian and also most of them feel shy and not confident when they want to speak English. So, the students need an appropriate activity to help them achieve their speaking skill so they can practically operate using English with communicative circumstances.

Debate activities can encourage pupils to speak up. Alasmari and Ahmed describe how discussion can encourage students to speak: Debating is an excellent way to improve

pupils' English speaking skills.⁷ Also Trissulfi Anggraini and Leni Marlina in their study says that RTDA can motivate students to speak English and have a critical mind; it can also increase students' self- confidence; and provide students with an initial experience of debate. Every step in RTDA motivates students to speak in English. They suggest that Read to Debate Activity needs to be researched. It is important to know whether this activity effective or not implemented for the Senior High School students at second grade⁸.

Zhang is the one who first introduced RTDA. He adds that "read to debate" necessitates pupils "engaging in a debate based on an article from a textbook or other sources." where speaking is added to reading and writing lessons to ensure that students receive essential practice in oral communication. Since the listening skill is already a natural complement to any true speaking activity, adding speaking opportunities to a reading or writing lesson automatically allows students to integrate at least three skills. This integration has many advantages, as it adds variety, encompasses students' different strengths, and creates interactive possibilities by focusing on both productive and receptive skills. In addition, the interesting topics associated with reading and writing lessons lend themselves well to speaking tasks. This facilitates students' acquisition of English by providing them with topics to discuss and opportunities to test their language hypothesis.⁹

Thus, the writer would like to propose an RTDA (Read to Debate Activity) exercise that boosts students' motivation to speak English. RTDA is a motivational activity for students to speak English since it addresses the four students' speaking

⁷ Ali Alasmari and Sayed Salahuddin Ahmed, "Using Debate in EFL Classes," *English Language Teaching* 6, no. 1 (2013): 147–52, <https://doi.org/10.5539/elt.v6n1>, p. 147-152

⁸ Leni Marlina and Trissulfi Anggraini, "The Implementation Of RTDA (Read To Debate Activity) In Motivating Senior High Schools' Students To Speak English" 2, no. 2 (n.d.), p. 32-34

⁹ Yun Zhang, "Reading to Speak: Integrating Oral Communication Skills," *English Teaching Forum* 47, no. 1 (2009): p. 32–34

issues. The purpose of this research is to examine the effectiveness of RTDA (Read to Debate Activity) in improving the ability of Senior High School students to communicate in English. In addition, after reading the texts, RTDA can help students develop critical thinking skills. Critical thinking is a considered manner of dealing with events, issues, problems, decisions, or situations, according to Pirozzi, Martin, and Dziewisz. It indicates that critical thinking teaches students to think critically. They are capable of dealing with a variety of events, difficulties, problems, decisions, and situations. They also have the best possibility of understanding concerns and forming an opinion on the subject. It's a great way to get students to speak up in RTDA because they've studied the literature about the subjects and can express their thoughts.¹⁰

Based on the explanation above, the researcher then think that RTDA is a useful activity to achieve students' speaking skill (oral communication) in classes. Hence, this study is intended to investigate "The Effectiveness of RTDA (Read to Debate Activity) to Improve Students' Speaking Skill" focus on speaking skill and it is expected that this research contribute to the practice of speaking teaching in the future. English language teachers and practitioners have already prove debating and RTDA as an effective tool in teaching English which is a strong source of motivation for English teachers who are yet to use RTDA in their classes.

C. Identification and Limitation of the problem

1. Identification of the problem

Based on the background above the researcher identified the problem as follows:

1. Pronunciation, when learning English expressions students found it difficult to produce the correct pronunciation
2. Grammar, when students tried to speak the students feel afraid of making mistakes in grammatical rules

¹⁰ Gretchen Starks Martin, Julie Dziewisz, Richard Pirozzi, *Critical Reading, Critical Thinking* (United States: Pearson Education, 2012), p. 177

3. Fluency, the students had difficulties to express their ideas in speaking
4. Lack of comprehension, students had difficulty comprehending the message, such as finding it difficult to understand the meaning of what the English teacher said
5. Lack of vocabulary mastery that make the students hard to find the right word to practice speaking.

2. Limitation to the Problem

It is vital to minimize the problem of the students' difficulties to express their idea and their lack of time in practicing speaking. The researcher places the limits for the effectiveness of using RTDA towards students' speaking skill of the eleventh grade at SMA Life Skills Kesuma Bangsa. The researcher concentrated on the aspects of pronunciation, grammar, vocabulary, fluency, and comprehension that affect speaking skill in this research.

D. Formulation of the problem

Based on the description above, the problem is stated as follows: "Is there any significance effect in students' speaking skill after using RTDA in the eleventh grade students of SMA Life Skills Kesuma Bangsa?".

E. Objective of the study

The study's goal is to know whether there is any significance effect after using RTDA towards students' speaking skill in the eleventh grade students of SMA Life Skills Kesuma Bangsa.

F. Significance of the study

The researcher expected that there are some uses of the research as follows:

1. Theoretical Benefits

- a. The result of this research is expected can be as reference in the educational research or in other study which related to the speaking skill or teaching learning process.

- b. It is expected to give information about the effectiveness of using RTDA towards students' speaking skill.

2. **Practical Benefit**

a. For the Students

By using RTDA, it is expected that the students are more interested and motivated in learning English, so that their English speaking developed and it gives positive effect on their English achievement.

b. For the Teacher

By using RTDA, the teachers can improve their creativity in teaching process, so that the goal of learning can be achieved.

c. For the School

It is expected that this research can provide useful input in improving the quality of learning in the school.

d. For the Reader

It is hoped that the result of this research will be as a reference to do another relevant research to the use of RTDA.

G. Relevance of the study

Some researchers have attempted to study the topic of the RTDA in students' speaking skill (oral communication) :

1. First, Trissulfi Anggraini and Leni Marlina the research entitled The Implementation Of RTDA (Read To Debate Activity) In Motivating Senior High Schools Students To Speak English, the result shows that RTDA can motivate students to speak English and have a critical mind; can also increase students' self-confidence; and provide students with an initial experience of debate. Every step in RTDA motivates students to speak in English. Therefore, RTDA is very suitable to be applied in teaching English in

Senior High School students in Indonesia.¹¹

2. Second, The Effectiveness of Classroom Debate to Improve Students' Speaking Skill at Eleventh Year Students of SMAN 3 South Tangerang is the title of Nuraeni's thesis. She finds that using classroom discussion to improve students' speaking skills is an effective method. After learning about classroom arguments, the experimental class improved significantly. The students' understanding, fluency, vocabulary, pronunciation, and grammatical issues were resolved, and their speaking scores increased dramatically.¹²
3. Third, the study from Sucitra with the title The Effectiveness of Debate Method in Achieving Students' Speaking Skill (Oral Communication) of the Twelfth Grade at SMA Negeri 2 Pinrang (A Pre-Experimental Research). She concludes that the students' accuracy in term pronunciation and vocabulary in speaking English of the Twelfth Grade at SMA Negeri 2 Pinrang can be achieved after applying Debate Method. It is shown by the significant difference between the post-test and the pre-test. The mean score of post-test in accuracy (pronunciation and vocabulary) is higher than pre-test. Also, the students' comprehension in speaking English of the Twelfth Grade at SMA Negeri 2 Pinrang can be achieved after applying Debate Method. It is shown by the significant difference between the post-test and the pre-test. The mean score of post-test in comprehension is higher than pre-test. The students who are taught by using Debate Method have better speaking skill. So, Debate Method is effective in achieving students' speaking skill.¹³

¹¹ Leni Marlina and Trissulfi Anggraini, op.cit", p. 32

¹² Siti Nuraeni, "The Effectiveness of Debate Method To Improve Students' Speaking Skill," *Syarif Hidayatullah State Islamic University Jakarta* 11, no. 2 (2014): 210, <https://doi.org/10.30863/didaktika.v11i2>, p. 167

¹³ Sucitra, "The Effectiveness Of Debate Method In Achieving Students' Speaking Skill (Oral Communication) Of The Twelfth Grade At Sma Negeri 2 Pinrang (A Pre-Experimental Research) Muhammadiyah University Of Makassar

4. Jaya Nur Iman in his study entitled *Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill* reveals that debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another. In this study, in debate process need forces to comprehend an issue or topic given. Students must understand is well about forces interact with one another in order debate process can improving students' vocabulary and can speak is well. Debate is the process of presenting ideas or opinions which two opposing parties try to defend their idea or opinion.¹⁴

Based on the opinions above, the writer can conclude that debate method can give effect to achieve students' speaking skill (oral communication). It is important for the students who learn an English language. It is the way to express the feeling through words, even conversations with others. The most of people communication is done by using spoken language. It means that students have to speak in order to express their aim, feeling, and ideas to the others. Therefore, it can be said that without speaking, a language can't be learned optimally.

Meanwhile, this research has similarity and difference with the previous study above. The similarity is that all researchers above using debate method to improve the speaking skill which the different from the study of Trissulfi Anggraini and Leni Marlina with the research entitled *The Implementation of RTDA (Read to Debate Activity) In Motivating Senior High Schools Students to Speak English* is that they only assess whether RTDA can motivate students to speak English or not, whereas in this study the aim is to see the effectiveness of RTDA towards students speaking skill. location of the

research that is the Eleventh Grade of SMA Life Skills Kesuma Bangsa, and the study from Siti Nuraeni entitled *The Effectiveness of Classroom Debate to Improve Students' Speaking Skill at Eleventh Year Students of SMAN 3 South Tangerang* is in conducting sampling, Nuraeni used convenience sampling as the sampling technique, while this research used a random sampling technique so that all populations have the same possibility of being sampled, and the third different from the study of Sucitra with the title *The Effectiveness of Debate Method in Achieving Students' Speaking Skill (Oral Communication) of the Twelfth Grade at SMA Negeri 2 Pinrang (A Pre-Experimental Research)* is the research design used, Sucitra in her research used the pre-experimental research design while in this research the researcher used quasi experimental design, and the last different from Jaya Nur Iman in his study entitled *Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill* is the ability of students in mastery English, Jaya in his studies saw the impact of debate not only from speaking skill but also critical thinking while this study looks at the effect of using RTDA towards students' speaking skill. Also, the most striking difference is, in doing RTDA students are asked to debate with their teammates first before finally having a debate with another team, whereas in regular debate they are not. This problem based on the condition of the students itself in senior high school level.

H. Frame of Thinking

Speaking stands as an important aspect to be learned, that's why we learn speaking start from elementary school even though in this era speaking has been learned in kindergarten, so to make students get more able to speak the researcher find out if by using RTDA. RTDA can motivate students to speak English and have a critical mind, it can also increase students' self-confidence, and provide students with an initial experience of debate. Every

step in RTDA motivates students to speak in English, that's why the researcher believes by using this activity can conduct an alternative technique to enhance the fluency of speaking skill for the students.

We know that language naturally made as a means of communication, and to teach how can be fluent in speaking means teach people to be able to interact with the others verbally in the right way. Students learn about performing their argument in front of classroom, this activity in Debate helps the students to improve their oral communication skill and also improve their fluency. In presenting their argument in debating, the students have to be brave and confident while they speak up. Therefore, debate is also helpful for the students' fluency in speaking to motivate themselves, to speak in addition and to improve the students speaking ability dealing with interaction with other people in conversation and debate.

By using RTDA the student making a group to share their ideas together before joining the debate activity. After that they think individually first about the topic are given by the teacher, write their ideas and then share it with their group. Finally, after gather information from all sources about the topic, they took part in the debate. In this collaborative learning technique, the students can make the learning more interactive and affective to create and develop their speaking skill. Hopefully, it can solve the students' problem and also increase their ability in speaking.



CHAPTER II

REVIEW OF LITERATURE

A. Definition of Speaking

Speaking is about sharing meanings. According to Louma, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.¹⁵ People use their articulators to produce language so that they can convey meaning to others in order to accomplish the goal. In addition, they clarify the meanings by employing non-linguistic symbols like body language and facial expression

Jones believes that because speaking is a kind of communication, it is critical to ensure that what you say is understood. When it comes to sending meaning, how something is said can be just as significant as what it is said¹⁶. According to this viewpoint, speaking is valued as communication because it allows speakers to effectively convey their feelings. Humans must remain almost completely isolated from any kind of community when they do not speak. Speaking is difficult for language learners since learning a foreign language necessitates the capacity to utilize the language effectively in social contexts.

The skill of verbally conveying information through language is known as speaking. Harmer emphasizes that speaking proficiency involves more than just understanding language aspects, it also encompasses the ability to spontaneously process information and language. Successful speaking requires effective collaboration in managing speaking turns and nonverbal communication, occurring in real-world situations with minimal time for detailed planning. Consequently, fluency plays a crucial

¹⁵ Sari Louma, *Assessing Speaking* (New York: Cambridge University Press, 2004), p. 4

¹⁶ Rhodry Jones, *Speaking and Listening*, (London: John Murray publisher Ltd, 1989), p.14

role in accomplishing the conversation's objectives¹⁷

Based on the experts above the researcher concludes that speaking is the skill that is involved the oral production of language to share or express ideas, to negotiate, or establish social relationship and friendship. Speaking has particular goals and components so people can maintain the communication. It can be measured empirically when the process of transferring information is effectively done. With their speaking skill, the students can automatically connect with people around.

B. The Concept of Speaking

Liao believes that speaking was considered an art mastered by learning its principles, studying models, and gaining experience through practice. This classic understanding is still a useful point of departure whether the goal is having students speak to learn or learn to speak.¹⁸ People produce their speech to express their ideas to build communication. Mostly by speaking, people are engaged to discuss, criticize, and other possible ways of interaction. A good speaking will bring the speaker and the listener to process the message clearly. Since speaking skill becomes that significant, this skill has been considered as one of main skills in learning English.

According to Zare and Othman, students are most likely to improve if opportunities to speak are accompanied by instruction in basic techniques and consideration of good (or bad) models.¹⁹ This is true whether the oral activity is formal (a podium speech or structured debate), semi-formal (a class or small group discussion), or informal (one-on-one student discussions interspersed through a teacher). Instructors are

¹⁷ Jeremy Harmer, "The Practice of English Language Teaching" (London: Longman, 2001), p.150

¹⁸ Guoqiang Liao, "Improvement of Speaking Ability through Interrelated Skills," *English Language Teaching* 2, no. 3 (2009): 11–14, <https://doi.org/10.5539/elt.v2n3p11>, p. 11-14

¹⁹ M Othman and P Zare, "Science Journal: Using Classroom Debate as a Teaching/Learning Approach," *Department of Language and Humanities Education, Faculty of Educational Studies* 28, no. 11 (2013), p. 1506-1513

well-served not to just “turn students loose” with a speaking exercise but instead to detail the aims of the exercise, criteria distinguishing good and bad performances, and principles the students might draw upon to guide their efforts.

In general, the ability to speak in formal settings is grounded and builds on more informal speaking abilities, both in terms of material discussed and in confidence as a speaker. Students come to class with a wide range of experiences in oral communication. Some students have been encouraged to express themselves and their opinions from an early age; others have had no such experience or may even have been actively discouraged from doing so. Some students find it very anxiety-provoking to address the class as a whole, while others revel in it. In order to provide opportunities for all students to develop their speaking skills, instructors can use informal or low-stakes speaking activities, especially early in a term, to provide experiences in dealing orally with course ideas and to raise students’ comfort level with speaking in class. There are three components of speaking skill introduced by Heaton, they are; accuracy, fluency, and comprehensibility.²⁰

It is supported by Hornby who say that speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.²¹ It means that besides mastering listening, reading and writing, the learners should also master speaking as one of goal of learning English. Speaking skill is the ability to use the language for expressing idea. In addition, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following five components are generally recognized in analysis of speech process:

²⁰ J. B. Heaton, “Writing English Language Test,” *System* (Oxford: Longman Handbooks for Language Teachers, 1988), [https://doi.org/10.1016/0346-251X\(90\)90037-6](https://doi.org/10.1016/0346-251X(90)90037-6), p. 10

²¹ A.S Hornby, *Oxford Advanced Learner’s Dictionary of Current English*, Oxford University Press, vol. 7 (Oxford: Oxford University Press, 2000), <https://doi.org/10.1177/003368827600700111>, p. 652

a. Vocabulary

Vocabulary is defined as list of words that are associated with their meaning. By having adequate vocabulary, people will be able to communicate in other people and express their ideas clearly and easily.

b. Grammar

Grammar can be defined as words put together to make correct sentences. Communication cannot place in the absence of structure or grammar. Therefore, to be able to speak English communicatively, people should master grammar.

c. Pronunciation

Pronunciation is including the segmental features; vowel and consonants and stress and intonation. Words that are difficult to pronounce by non- native speakers are more difficult to learn. Potentially, difficult words will typically be those that contain sounds that are unfamiliar to some group of people.

d. Fluency

Fluency is related to the speaker's ability to speak fluently and speed of the flow of the speaker's speech.

e. Comprehension

Comprehension is about the speaker's ability in understanding a talk. The understanding can be based on the experience or knowledge.²²

C. Concept of Teaching and Learning Speaking

The goal of the learning and teaching English in senior high school is communicative competence. Teacher is the facilitator of the student. Brown stated that teacher is like an actor because they feel as if they are always on the stage.²³ It means that the teacher as a facilitator of the students should has

²² Brown, *Language Assessment: Principle and Classroom Practices*, p.149.

²³ Ibid, p.107.

communicative competence and the teacher should have interesting techniques to invite and attract the students to practice English in the classroom.

According to Bashir, Azeem, and Dogar there are five stages in teaching speaking. They are:

1. Pre-production stage

This stage is also called the silent period. In this stage, the students just only imitating what the teacher says.

2. Early production stage

On the second stage, the students have just use short language expressions, but they still cannot always use them correctly.

3. Speech emergence stage

At this stage, the students have a good vocabulary and can use simple phrases and sentences when they communicate with their friends. They have an initiative to try a short conversation with their classmate.

4. Intermediate fluency

At this stage, the students able to use more complex sentences in speaking and share their feeling and expression. They are able to ask questions to clarify what they are learning in class, and they have been able to work with some teacher support.

5. Advanced fluency

In this stage, the students have increasing facility in discussion using his vocabulary without any proper preparation.²⁴

In short, teaching speaking is started at teaching the students how to speak in English as their foreign language, and then ask them to be able to pronounce the new language accurately.

Based on explanation above, it is continued then to guide

²⁴ H. D. Marriam, B., Muhammad, A., Ashiq, "Factor Effecting Students' English Speaking Skills," *British Journal of Arts and Social Sciences* 2, no. 1 (2011): 34–50, p. 36

students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target language. Meanwhile, teacher should be able to encourage students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language.

Teachers need strategies to developing students' speaking skill. To support their students to get the fluency in speaking. Beside that, These instructors' help students learn to speak so that the students can use speaking to learn:

1. Using Minimal Responses Language

learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2. Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In

these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3. Using Language to Talk About Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

Referring to the explanation above, it can be inferred that teacher can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom. So teacher and students should talk with English actively in the classroom. In conclusion, teacher plays big roles in teaching learning process, in other to the students get fluency while they are speaking, out of the difficult misunderstandings and hesitation in speaking activity. Teacher should play the roles above in order to make the speaking class runs well.

Teaching Speaking in Indonesia is not easy to do. There are many problems for the students to speak well. According to Cahyono & Widiati that problems such as pronunciation,

grammatical, accuracy, fluency and interactive communication.²⁵ Mohammad Muhassin on his study states that teaching English as a Foreign Language (TEFL) in Indonesian schools is a dynamic practice in which not every teacher conducts the same tasks through the same communicative practices.²⁶ Those problems can be solve if in teaching we use appropriate techniques. As a teacher we should know how make the process of teaching can be successful.

Thornbury states that teaching speaking, "depends on if there is a class or not, and if there is a necessity classroom debate."²⁷ In other words, pupils may be confident that their speaking abilities will improve. It implies that while teaching speaking, the goal is to help pupils improve their capacity to communicate by presenting something or having a discussion between students or between the instructor and the class. Students profit from speaking instruction in the form of greater motivation and enhanced speaking ability

According to Hornby, teaching is "giving assistance to people (students) about knowledge, character, and knowledge ability based on their needs."²⁸ As speaking entails using words to construct a sentence using one's speech, teaching speaking entails providing students with feedback on how to improve their ability to communicate in English.

From the above summary, teaching speaking aids students in controlling their feelings in everyday activities so that they can engage with others in a variety of situations. This is because it is important to emphasize speaking ability in order to provide a clear understanding of what is being said. To be

²⁵ Utami Widiati Bambang Y.C, *The Teaching of English as a Foreign Language In Indonesia* (Malang: State University of Malang Press, 2011), p. 37

²⁶ Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung," *Humaniora* 7, no. 4 (2016): 485, <https://doi.org/10.21512/humaniora.v7i4.3601>, p. 485

²⁷ Scott Thornbury, "How to Teaching Speaking Skill," 2005, p.10

²⁸ Albert Sydney Hornby, *Oxford Advanced Learner's Dictionary of Current English*, 3rd ed. (London: Oxford University Press, 1977).

successful in teaching speaking, According to Brown there are classroom activities could be conducted, such as imitation (drilling), intensive speaking, responsive speech, transactional dialogue (exchanging specific information), interpersonal dialogue (maintaining social relationship), and extensive monologue (oral reports, summaries, short speeches).

D. Definition of Debate

Debate is well enough known as arguing ideas between two opposite sides. In school or campus environment, debate is well known as an English competition among students in which the students are representatives from their school or campus. Debate demands students to be able to defend their opinions so it requires good ability to speak English well.

As Quinn, states that debating gives you the chance to meet new people and new ideas²⁹. Best of all, you have opportunity to stand up and argue with someone in public, in a simulating and organized dispute about real issues. Debating is an important and interesting way to discuss issues facing our society. Students have to speak with some evidences and defend their opinion to win the debate. Debate allows students to know many different people with different ideas. Chan also states that a debate involves students in researching and analyzing a controversial topic based on a stance which will lead to a series of oral presentation of standpoints and arguments by the two opposite teams (sometimes may involve interaction with the audience as well).³⁰

Based on opinion above, the writer assumes that debate is a more communicative interaction that involves opposite point of views and builds critical and strong characteristics. Chan, states that debate can be arguing, presenting, and defending point of view and evidence.³¹ In the form of classroom debate, it presents opportunities for students engage and use extended

²⁹ Queensland Beisbane S Quinn, *Debating* (Australia, 2005).

³⁰ C Chan, "Assessment: Debate," *University of Hongkong*, 2009, p. 4

³¹ Ibid.

chunks of language for a purpose to convincingly defend one side of an issue.

Debate helps students to enrich their vocabulary through criticizing and comprehending the issue. In convincing their ideas, students need to present it fluently and grammatically correct so people can strongly believe and support their ideas. Besides that, presenting the ideas with clear pronunciation is also important to deliver the message correctly. Classroom debate helps students to develop their personal oral production and teamwork ability. If we can speak publicly and convey our ideas and thoughts coherently and passionately, we will hold a valuable tool for our public, private, and future life.

E. Debate Method

Debate method can influence students learn more effectively by actively analyzing, discussing, and applying content in meaningful ways rather than by passively absorbing information.³² Therefore, students benefit when instructors utilize instructional strategies that promote active engagement. Define active learning as “anything that involves students doing things and thinking about the things they are doing”. Meyers and Jones, states that active learning as anything that “provides opportunities for students to talk listen, read, and write. In class debates provide an opportunity for students to be actively engaged, particularly if the instructor uses a debate model that involves more than just two to four students”.³³

According to D`Cruz, method is the structure and organization of the speech. It can be contrasted with the presentation style of the speech. It can be contrasted with the presentation style of the speech (manner) and the content of the speech (matter). In spite of “method includes the fulfillment of

³² Charles C. Bonwell and James A. Eison, *Active Learning: Creating Excitement in the Classroom.*, ASHE-ERIC Higher Education Report (Washington D.C, 1991).

³³ T jones C Meyers, *Promooting Active Learnin: Strategies for The College Classroom* (San Fransisco: Jossey Bass, 1993), p. 61

speaker roles, the management of speaking times, the allocation of arguments between speakers and the cohesion of the team. It includes the capacity of speakers to adapt their structure to respond to the dynamic issues”³⁴ The elements of method are:

- a) Responsiveness; Responsiveness impact on both method (for the reasons above) and matter. It terms of matter; the response should be assessed for its logic and relevance.
- b) Structure; the second element of method is structure. Without wanting to force speaker into a rigid or stereotyped style of speech, it is true to say that there are certain structural elements of a speech which it tends to enhance its effectiveness.

Some people believe in debate as training for law or politics. Actually, for the vast majority of debaters, participating in debate is about training for everyday life. Debating can be the ultimate multi-task campus activity since it involves research, writing, speaking, listening, and teamwork. One of the debate methods that can be used in teaching speaking is RTDA (Read to Debate Activity).

F. Definition of Read to Debate Activity (RTDA)

Read to Debate Activity (RTDA) is an activity that integrates reading and speaking skills. This activity improves students’ skill in speaking. By integrating English skills, it can give motivation for students in learning English. Rebecca Oxford states, “integrating the language skills also promotes the learning of real content, not just the dissection of language forms. The integrated skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds”. Integrating the language skills makes learning in real content that gives motivation to the students. Because of

³⁴ Ray D’Cruz, *The Australia-Asia Debating Guide Second Edition The Australia-Asia Debating Guide Second Edition*, Second (Australia: Australian Debating Federation Suite, 2003).

that RTDA integrates reading and speaking.

RTDA integrates reading and speaking. This activity is introduced by Zhang. She emphasizes that “read to debate” requires students “to engage in a debate from an article that they find in a textbook or other sources.” The text selected for this activity should (1) discuss a controversial issue, and (2) be within students’ ability to discuss. The activity is organized according to the steps outlined below.

Hedge explains, “The challenge for the communicative classroom is to find activities and procedures for speaking which will prepare students for spontaneous interaction and which will aid the acquisition process, though of course the two aims may usefully coincide.”³⁵ The teacher has to find the activities that increase students’ motivation. RTDA is one of activities that can motivate students to participate actively in the classroom.

In addition, RTDA can encourage students’ critical thinking after reading the texts. According to Pirozzi, Martin and Dziewisz, critical thinking is a thoughtful way of dealing with events, issues, problems, decisions, or situations.³⁶ It means that critical thinking makes the students become critical thinkers. They can deal with events, issues, problems, decisions, or situation. They also have the best chance of making sense of issues, and coming up with opinion for the issue. It is very useful to motivate students to speak in RTDA, because they have read the texts to deal with the issues and give their opinions toward the issues.

RTDA has similarities and differences with a Common Debate Competition (CDC). The similarities are both of RTDA and Common Debate Competition have affirmative and negative teams and both of them also have motion. The

³⁵ Tricia Hedge, “Teaching and Learning in the Language Classroom.,” *ELT Journal* 56, no. 3 (2011), <https://doi.org/10.1093/elt/56.3.337>, p. 337-341

³⁶ Richard Pirozzi, Gretchen Starks Martin, Julie Dziewisz, *Critical Reading, Critical Thinking*, London: Pearson Education, 2012.

differences are, the RTDA is aimed to encourage all students to speak in speaking class and it is without POI (Points of Information). In contrast, the Common Debate Competition is aimed to encourage all members to win in the competition and it uses POI. In addition, RTDA is without POI because RTDA is a beginning process to become a real debate. The similarities and the differences between the RTDA and the Common Debate Competition can be seen on the following table.

Table 2.1 Similarities and differences RTDA and CDC

No.	Indicators	RTDA	CDC
1	Motion	☑	☑
2	Affirmative team	☑	☑
3	Negative team	☑	☑
4	Arguments	☑	☑
5	Encourage all students to speak English	☑	☑
6	Encourage all members to win in the competition	-	☑
7	POI	-	☑

G. Procedure of RTDA

Read to Debate Activity (RTDA) requires students to engage in a debate by reading particular texts. The texts selected for this activity should provide controversial issues. The discussed issues should be within students' capability. The activity is organized according to the steps below. **Step 1:** Students scan the text while focusing on the controversial topic. Students do not take any notes at this point. **Step 2:** Students form pairs and debate the issue with their partner. One student will argue in favor of the issue and one will argue against it. Students are required to quote ideas from the text to support their arguments. **Step 3:** Students scan the article again to discover useful expressions and additional ideas to support their point of view. Students take

notes of key words they will need. **Step 4:** Students participate in a whole class or a group debate. Besides quoting ideas from the text, students are encouraged to personalize the topic with information about themselves. A debate can deepen students' understanding of the issue discussed in the text. In addition, they learn how to view and orally defend a topic from a different perspective³⁷.

H. Procedure of Teaching Speaking by Using RTDA

1. Preparation

The preparation stage implemented in the previous meeting before implementing RTDA. In this stage, the teacher take thirty minutes in post teaching of previous meeting to prepare RTDA in the next meeting. There are three things to be done by the teacher in preparation stage. They are giving the students topic; dividing the students in two teams and few groups; and asking the students to search information related to the topic.

Firstly, teacher gives the topic to the students. The topics are based on Senior High School students' level. This means that teacher should prepare the topics which consider students' ability, knowledge, and age. The issues can be considered as controversial ones if they provide strong arguments for both pro and contra. Matthews states that "Many teachers believe that discussions of controversial issues encourage students to explore new ideas and to develop their thinking and reasoning skills."³⁸ Thus, English teacher needs to challenge the students to think about those issues through a debate in the classroom. These controversial issues can improve students' critical thinking and motivate the students to share their opinions before having debate and to tell their arguments while having debate.

³⁷ Zhang, "Reading to Speak: Integrating Oral Communication Skills."

³⁸ Candace Matthews, *Speaking Solutions: Interaction, Presentation, Listening and Pronunciation Skills* (New York: Prentice Hal Regents, 1994), p.87

Secondly, teacher divides the students into two teams. Teacher divides half of students to be an affirmative team and half students to be a negative team. The affirmative team is a team that agrees to the issue. In contrast, the negative team is a team that disagree to the issue. In addition, the affirmative team is divided into several groups that consist of some students, and the negative team also is divided into several groups that consist of some students. Moreover, teacher divides the students into groups is based on the amount of the students.

To illustrate, the RTDA can be applied into a large class. The amount of the students in XI IPA 2 are 30 students, the teacher can divide the students into affirmative team and negative team in which each team consist of seventeen students. The affirmative team can be also divided into four groups and each group contains four until five students. Likewise, the negative team is divided into four groups that contain four until five students for each group. Furthermore, the teacher gives the name or number to each group. For instance, group one until group four are affirmative team. Group five until eight are negative team. The teacher should have prepared the name of members for each group at home to manage the time effectively. The groups can be seen in the schema below.

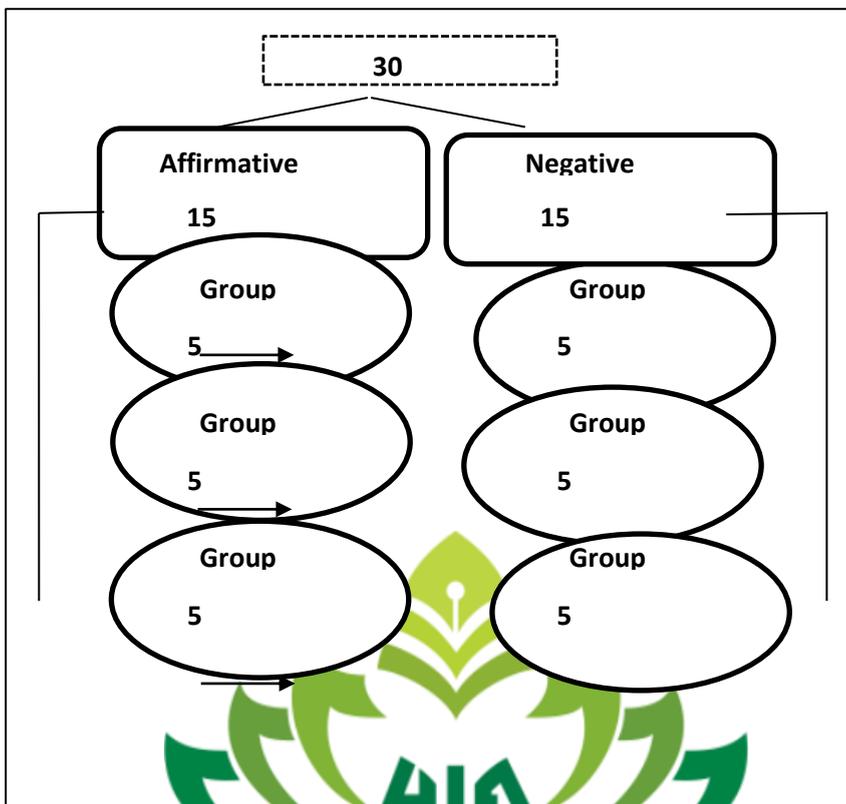


Figure 2.1 The Group Schema of RTDA

Furthermore, teacher divides students into team based on teacher's consideration on the ability of each student. It is similar to the groups of jigsaw. Like jigsaw, there are some smarter students in each team. Teacher divides the smarter students into different groups. This means that every group has one smarter student to help the teacher in managing the group. By having such kind of group, all students become motivated to work together in their group to comprehend the texts at home and to share their opinions at schools.

Thirdly, the teacher asks the students to collect information about the topic that has been given. The teacher also explains if they are going to do RTDA for the next meeting in the classroom. In addition, because of

RTDA activity is based on the topic, the students can discuss the topic in their group at home because they have known their group's members.

2. Teaching Procedures

a. Pre-Teaching Activities

In pre-teaching activities, teacher opened the class like usual by greeting the students, ordering the students to pray, checking the students' attendances and checking the students' preparation. Besides, teacher also do pre-teaching of RTDA in experimental class and teach using storytelling in the control class based on the method that usually the teacher does when teach speaking. First, teacher checks students' about the information that students have obtained, because the students have been given the topic. Then, the teacher should ask the students' difficulties in understanding the topic. If all of the students understand, the teacher can continue to the next step. If some of students do not understand or they have difficulties to comprehend the topic, teacher has to give some explanation by asking what the students do not know in the topic such as new words or difficult vocabularies and the content of the text that they found.

b. Whilst- Teaching

In teaching activities, the teacher explains the rules of RTDA. Then, the students read the text that they found before in the classroom. After reading the text, the students discuss the issues in their group. Finally, the students participate on the debate.

1. Reading the Text

In the step of reading the text, the teacher instructs the students to read the text in the classroom. This activity helps the students to comprehend the text. The motion for every meeting was different. The motion

given to the students are:

2. First meeting: “Should Students Wear Uniform at School”.
3. The last meeting: “OSPEK Culture Bring More Harm Than Good”.

The motions above are appropriate for RTDA in speaking because this motion includes the controversial issue that is related to teenagers and students’ life. It also has two arguments about the issues that have several reasons. The reasons can help students to make their opinions about the issues. Reading the main text in the classroom can motivate students to build up their opinions. It also can encourage students to find some reasons on the text, because the students know what they have to do. As a result, the students can find some reasons to support their team’s opinions about the issues. This is related to goal theories formulated by Borphy and Rost tell that the students will do things in order to pursue the goal.³⁹ In RTDA, the goal of the students to read the texts is to build up their opinions and arguments about the controversial issues. After five minutes left, the teacher asks the students to finish their reading. Then, the teacher lets them to continue to group discussion.

2. Group Discussion

After reading the main text in the classroom, the teacher instructs the students to discuss the issues in their group. Afterward, each student has to share their opinions based on their team’s role, affirmative or negative. Affirmative team share opinions and build arguments that support the issues. On the contrary, negative team share opinions and build arguments that

³⁹ Rost Borphy Jere, *Motivating Students to Learn* (London: Lawrence Erlbaum Associates, 2004), p. 35

against the issues. Before taking part in a team debate, students are asked to have a debate with their group to know the opposing team's opinion.

In group discussion each student has the same opportunity to share opinions and tell arguments about the controversial issues. Hence, the group discussion can motivate students to speak. In addition, the group discussion can increase students' self-confidence because they discuss with their group members in small number. Moreover, the discussion can encourage the group members to share their opinions without worrying to make mistakes. Accordingly, the students feel comfortable to speak English in their group. This activity is also useful for integrating member of group's opinions about the issues that can be brought to RTDA. Overall, the group discussion is cognitive aspects motivation to students. As Dornyei and Cheng and Lai explain that cognitive aspects motivation are gained from the students themselves.⁴⁰

3. Debate

In the experimental class, every group from each team chooses one of their members to start debate performance in classroom. The teacher becomes a judge for this debate. Afterward, teacher chooses two students to help the debate performance. These two students' role are as the timers. They have responsibility to tell the debaters time and to stop the debaters if the time to deliver argument is over.

In this stage, the students who become debaters are motivated to deliver their arguments in front of class because they have prepared their arguments in group

⁴⁰ Dornyei Cheng, Hsing-fu, "The Use of Motivational Strategies in Language Instruction: The Case of EFL Teaching in Taiwan," *Innovation in Language Learning and Teaching Journal* 1, no. 1 (2007), <https://doi.org/10.2167/illt048.0>, p.23-29

before chosen as a group's representative. Moreover, the debaters who come from different groups are motivated to do the best for their teams. Furthermore, the students are motivated to do the best for their teams because they want their team win on the debate. Hence, this debate raises students' intrinsic motivation and extrinsic motivation as Ghaneas and Pisheh say that the motivation comes from internal and external factors.⁴¹

Moreover, teacher instructs the students to do the debate. The students debate based on the debate position in figure 1. Every student delivers their arguments about the issues. They debate until both of timers tell the time is over. After the debate has been finished, the teacher ask the audiences (teams that do not perform in front of the class) to give their opinions about the debaters' performance from the opposite their team. Furthermore, the teacher can ask audiences' opinions about the debaters' performance from the opposite of their team. The students that asked by the teacher are from each of group. To motivate audiences to speak and share their opinions, teacher can give them point or mark on the teacher notes.

In debating activity, the members of groups are chosen to represent their groups' ideas. The students from each team work together to maintain their arguments, but every student has different reasons to support their opinions. It motivates the students to think what they have discussed with their friends in groups' discussion. The students also are motivated by intrinsic and extrinsic motivations. First, from intrinsic motivation, they are motivated to do the debate because they have to do the best for their groups. Second, from

⁴¹ Mahshid Ghanea et al., "The Relationship between Learners' Motivation (Integrative and Instrumental) and English Proficiency among Iranian EFL Learners," *World Academy of Science, Engineering and Technology Journal* 5, no. 11 (2011): 1368–74.

extrinsic motivation, they are motivated to do the best for their group because they want their team win on the debate.

3. Post- Teaching Activities

In post teaching activities, the teacher evaluates a debate based on the arguments presented by the students. The teacher has to consider the ideas both sides present. The decision is not about which side is wrong or right, but which offered the best arguments. He or she gives some reasons why that team has the best arguments on the debate. By announcing which team that has the best arguments, it can motivate other members of group who join the next debate to do their best. After all debate activities have been completed, the teacher provides a conclusion regarding the topic of the debate that day, it can help students to get conclusion from the topic discussed that day. The teacher also gives both of team reward. It can entertain and catch enthusiasm of the students. In addition, the teacher tells the topic for the next meeting and gives the students other texts to them. After that, the teacher greets the students for closing the class.

I. Advantages And Disadvantages of RTDA

In this method of course have advantages and disadvantages. According to Zhang states the advantages of debate in academic are:

1. Adding speaking opportunities to a reading or writing lesson automatically allows students to integrate at least three skills
2. It adds variety of teaching learning process
3. Encompasses students' different strengths,
4. Creates interactive possibilities by focusing on both productive and receptive skills.
5. The interesting topics associated with reading and

writing lessons lend themselves well to speaking tasks

6. In many cases, integrating skills will require teachers to shatter the boundaries between the traditional courses where the four skills are taught separately.⁴²
7. In addition, according to the Ericson & Murphy the advantages of this method is Debate helps develop effective speaking skills. Debaters need not only speak in front of different audiences and judges, but also apply the best principles of public speaking to select, arrange, and present their materials. They can become flexible and comfortable to speaking in public.³¹ So it will be useful for students to solve their problem in how to speak fluent and present their idea in communicating clearly. And disadvantages of debate is not advocated by everyone and it has opponents too, for instance it is claimed that debate can promote a bias towards dualism

J. Concept of Storytelling

1. Definition of Storytelling

Wilson explains that storytelling is an activity that can be defined very simply as that which is done by storytellers.⁴³ As human being, people usually tell their story to other. It can be concluded that storytelling is a universal function of language and one of the main ingredients of casual conversation. Using storytelling, students can practice listening and speaking skills in a fun and interactive way. When the teacher tells stories to the students, she communicates with them, entertains them, and passes on information.

Besides that, many students still have problems when

⁴² Zhang, "Reading to Speak: Integrating Oral Communication Skills."

⁴³ S. Wilson, *Living English Structure* (London: Longman, 1983), p. 5

they have to speak in front of the class, getting confused and losing the topic, even losing their train of thought so that their speaking becomes unclear, so one way of overcoming this problem is by using storytelling which has been proved is an effective way of improving the speaking skills of students. Children usually love stories. While listening to stories, children develop a sense of structure that will later help them to understand the more complex stories of literature. Through storytelling the teacher can create an atmosphere in which the students can learn English whilst being entertained

2. Procedure of Teaching Speaking Using Storytelling

There are some procedures that can be followed by teachers in applying storytelling in teaching speaking. They are as the following⁴⁴.

- a. Teaching divides the teaching material into two parts.
- b. Before the lesson material is given, the teachers give an introduction to the topics to be discussed. Teachers should write the topic on the white board and ask the students what they know pertaining to the topic. This brainstorming activity is aimed to activate their schemata in order to be more ready for the new learning materials. In this activity, teachers need to emphasize that providing correct guesses is not the point. The important thing is students' readiness in anticipating the instruction that have been given.
- c. Teacher put the student into pairs.
- d. The first part of the material is given to the first students, while the second material is given to the second student.
- e. Then, the students are ordered to read or listen to

⁴⁴ Lisbeth H. Ytreberg Wendy A. Scott, "Teaching_English_to_children", 2004, p. 29.

their respective parts.

- f. While reading or listening, students are asked to take notes and enlist some key words or phrases in their respective parts. The number of words or phrases can be adjusted in accordance with the length of reading text.
- g. While remembering or paying attention to parts that have been read or heard.
- h. The students own version of the composition is, of course, not necessarily the same with the actual material. When students complete their writing, some students may be given the opportunity to read their essay result.
- i. This activity can be ended with a discussion on the topic of the instruction material. Discussions can be carried out between a couple (a pair) or with the whole class.

To teach storytelling in speaking, the researcher uses this procedure in process of the lesson, especially asking and giving opinion which will be the focus of the material. Before the students produce a monologue, they will be help to acquire the knowledge of the structures and the language features.

3. Advantages and Disadvantages of Storytelling

There are some advantages and disadvantages by applying storytelling in teaching learning process.

a. Advantages

1. Cultivates imagination and meditation.
2. Helps with formulation of listening skill.
3. Furnishes the time for creative expression.
4. Stimulates interest and learning.

5. Provides a close contact with the students.

b. Disadvantages

1. May lead to discipline problems unless attention is paid to students' attention spans and their interests.
2. Difficult if the room is crowded and some cannot see.
3. Sometimes difficult to find words that all in a particular group will understand.

K. Hypothesis of the Research

The researcher used independent sample t-test. In this case, the researcher used statistical computation by using SPSS (Statistical Package for Social Science) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypothesis are :

H_0 : There is no significant effect of using RTDA towards students' speaking skill at the first semester of the eleventh grade at SMA Life Skills Kesuma Bangsa in the academic year of 2023/2024.

H_a : There is a significant effect of using RTDA towards students' speaking skill at the first semester of the eleventh grade at SMA Life Skills Kesuma Bangsa in the academic year of 2023/2024.

While the criteria for acceptance and rejection of the hypothesis are: H_0 is accepted if Sig.

(pvalue) $\geq \alpha = 0.05$

H_a is accepted if Sig. (pvalue) $< \alpha = 0.05$



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