CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the most important activities in human life. The essential purpose of speaking is to communicate each other. By communicating people could get and convey the information, entertaining, stimulating, make convincing, also make someone to do something. This purpose also happens in learning process. In learning process, communication can be applied between lecturer and students. The main purpose of the communication is for achieving the objectives of study. For achieving this objective, lecturer must have speaking ability in the class. Not only for lecturer who must have speaking ability well but also for students. Students needed it to communicate with the other friends, because students would get information not only from the lecturer but also from friends. However, sometimes, both lecturer and students got difficulty in doing those activity because do not attention to other aspects in speaking ability. Lecturer and students needed Rhetoric theory to help in speaking in order to achieved something. Rhetoric theory is art of speaking. Rhetoric theory has important role in education field. This theory could help in achieving the objectives of learning. For lecturer, this theory is for making understood the students in receiving the material and persuasived the students. In addition, for students, this theory could make the students are easy to cover the arguments.

In teaching speaking, the debate also could be a valuable for developing thinking, communication each other, and reflection, especially if the students are expected to express an opinion that is fundamentally at odds with them. Debate promotes critical thinking, develops communication skills, and provided a safe space for encountering controversial issues.[1] It means that debate is able to build up critical thinking and speaking ability. Debate helps the students to explore ideas and opinions. The advantages of debate are the power evokes mental courage in students' speaking ability and responsible for the knowledge gained through the process of debate, both in class and outside of class. The process of debate is a form of Rhetoric theory that is generally consist by the presence of two or more parties that establishes communication with each language and try to influence the attitudes and opinions of another person or party that they want to carry out, act, or at least had a tendency to follow according to what is desired by the speakers.

Debate is a very appropriate forum and strategic thinking ability to develop and hone the skills of speaking. Debate also can provide a favorable contribution to human life. In teaching speaking when using Rhetoric theory for debate a theory in which the speaker make the listener are more interesting and persuasive. Because, Rhetoric theory is art of speaking.

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[1] James Berlin, Rhetoric, Debate, 53.

In speaking, there are many components such as rhythm, tone, intonation, etc. All of them are very necessary for debating in teaching speaking to make the listener are more interesting. Art of speaking means that when people speak, people not in flat tone. Because speaking in flat tone is boring for the listener. According to Quintilian, in his Institution Oratorio defines "Rhetoric as the science of speaking-well"[2].It means that by using rhetoric theory, people can speaking well. The other one, Richard McKeon cited in James A. Herrick says: "Rhetoric organizes and gives sructure to the other arts and disciplines".[3] From that statement Rhetoric help people to speak in sequence or well organize. Thus, by using Rhetoric theory for debating, people not only can speak well but also people can say in well organize and making listener more interesting to hear what speaker says.

Rhetoric had important role in learning process. The main purpose in learning process is achieving of learning's objective. For achieving it, lecturer must be clever to organize the words or sentences in teaching. It means that lecturer must learn Rhetoric theory in speaking to persuade the students in order the students can do what lecturer wants and also for making students understand about the material. However, lecturer does not care about Rhetoric. Lecturer just speaks in class but does not attention whether the students understand what lecturer says or not. Whereas,

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[2] Kenneth Burke, A Rhetoric of Motives (Berkeley and Los Angeles: University of California Press, 1969), 49.
[3] James A. Herrick, The History and Theory of Rhetoric; An Introduction, 3rd ed (Pearson Education, 2005), 2.

lecturer who has art of speaking, lecturer will be easy to persuade the students. In addition, students can understand the material. The Canons of Rhetoric is the five essential methods necessary speaker to employ in creating a successful debate in speaking. Canon Rhetoric is guidance or principles of the Rhetoric theory to be followed by speakers that the submission of ideas or debate in speaking to be effective and successful.[4]

From theory above, it can be said that in classroom lecturer does not just speak in all time but lecturer must speak in effectively in order the students can understand the material and students can do what lecturer says. Thus, the learning objectives can be achieved by using Rhetoric theory.

Moreover, Rhetoric theory is also needed for students. In many cases, students have difficulty to say something. Sometimes students are not confident to speak or students are difficult to cover the ideas in oral way. Communicating in class with another friends and also lecturer is very important. Because when two communications (between lecturer and students or students and students) can be applied in learning process, it can be easily to achieve the learning objective. However, students are difficult to cover the arguments or ideas. It causes students have not accustomed yet to speak or students do not understand about the material. Students do not know how to organize the words or sentences, how to express and attractive the others.

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[4] http://www.canonofrhetoric.com, accessed on May, 26th 2015.

There are some cases who had found by researcher when researchers do the first observation. Researcher have found some cases who has faced by the students of the second semester (TI.C) of English Education Department at STAIN Ponorogo. Its cases about mastering in English speaking. The students felt difficult to express their idea and can't confident to speak English language in front of their friends. In speaking lecturing, the students are only to practice without pay attention to the other aspects. Just like how to persuasive the public or how to organize their argument to the listeners. These problems effected students' ability in speaking class.

Based on the observation above, the researcher would like to conduct the research by the title "The Use of Rhetoric Theory for Debating in Teaching Speaking (Case Study for the Second Semester (TI.C) of English Education Department at STAIN Ponorogo in *Academic Year 2014/2015)*".

B. Research Focus

The study is focused on describing the process of using Rhetoric theory for debating in teaching speaking to the second semester (TI.C) of English Education Department at STAIN Ponorogo in academic year 2014/2015. It is a case study.

C. Statement of the Problems

1. How does the lecturer use Rhetoric theory for debating in teaching speaking effectively for the second semester (TI.C) of English Education Department at STAIN Ponorogo in academic year 2014/2015?

2. What are the advantages of using Rhetoric theory for debating in teaching speaking effectively for the second semester (TI.C) of English Education Department at STAIN Ponorogo in academic year 2014/2015?

D. Objectives of the Study

The objectives of the study in this research can be stated as related with the statement of the problems. Therefore the objective of the study is as follows:

1. To describe the process of using Rhetoric theory for debating in teaching speaking to the second semester (TI.C) of English Education Department at STAIN Ponorogo in academic year 2014/2015.

E. Significance of the Study

The results of the study are expected to be beneficial for:

1. Theoretical Significance

The research can give the constribution on developing knowledge in using Rhetoric theory for debating in teaching speaking. The research also can reinforce using Rhetoric theory for debating in teaching speaking. It can help the future researchers to have addition substanced as the reference of teaching speaking.

2. Practical Significances

   a. Lecturer

      This study is expected to give solution to make easy and fun in teaching speaking using Rhetoric theory. It can be identified for the solution of the problems faced by the lecturer. Beside that, it can help to manage the students in teaching speaking process applying Rhetoric theory for debating.

   b. Students

      The students get more motivation to practice English speaking, especially in debating in the class with using Rhetoric theory and get new experience in teaching speaking with Rhetoric theory.

   c. Readers

      This study is expected to the readers can construct their knowledge on Rhetoric theory in mastering and understanding speaking ability, and can use as more motivation in speaking with

following reading about Rhetoric theory and followed by practice in debating and teaching speaking.

F. Research Methodology

1. Research Design

Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.[5] It means that research design is plans on how to collect and analyze data in order to the research objectives. Qualitative research is a broad approach to the study of social phenomena.[6] It means that research design gives a clearer grip to the researcher in conducting research.

This study applies a qualitative research with case studies. Types of Case study research design include exploratory, explanatory, and descriptive.[7] In this study, researcher use case study with descriptive design.

> Descriptive designs attempt to present a complete description of a phenomenon within its context. An example may be a hospital administrator who attempts to gain a thorough description of her hospital's emergency room procedures when admitting incoming patients.[8]

In this stage, the researher describes the use of Rhetoric theory for debating in which applied by the lecturer in teaching speaking in the

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[5] John W. Cresswell, Third Edition Research Design Qualitative, Quantitative, and Mixed Methods Approaches (California: SAGE Publications. Inc, 2009), 3.
[6] Catherine Marshall, Designing Qualitative Research (California: Sage Publication, 2006), 2.
[7] Dowson R. Hancock, Bob Algozzine, Doing Case Study Research, A Practical Guide for Beginning Researchers (Columbia University: Teacher College Press, 2006), 31.
[8] Ibid., 33.

class of the second semester (TI.C) at STAIN Ponorogo. The researcher also describes about how the students apply Rhetoric theory for debating in teaching speaking process.

Gall et. al cited in John W. Cresswell describe case study research as the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon.[9] Cases are bounded by time and activity and researcher collect detailed information using a variety of data collection procedures over a sustained period of time.[10]

Creswell and Merriam cited in Patricia A. Duff "a case study is an exploration of a "bounded system" or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context"[11]

In this research, the researcher will investigate to the subject of the research. They are the lecturer of speaking class and the students of the second semester (TI.C) at STAIN Ponorogo. The researcher will investigate detailed and in-depth problems are faced by the lecturer in using Rhetoric theory for debating in teaching speaking and problems are faced by the students in debating. The researcher will investigate

[9] Patricia A. Duff, Case Study in Applied Linguistics (New York London: Taylor and Francis Group, 2008), 22.
[10] John W. Cresswell, Third Edition Research Design Qualitative, Quantitative, and Mixed MethodsApproaches (California: SAGE Publications. Inc, 2009), 13.
[11] Patricia A. Duff, Case Study in Applied Linguistics (New York London: Taylor and Francis Group, 2008), 22.

using a variety of data collection procedures over a sustained period of time and uses multiple methods that are interactive and humanistic

Based on the statement, it can be said that qualitative research is one method of research that purposed to get the understanding of phenomenon through the process of inductive thinking. It takes place in the natural world, focused on context, uses multiple methods that are interactive and humanistic, and use a variety of data collection procedures.

2. Researcher Role

In qualitative research, there are three types of researcher role. They are complete observer, observer as participant and complete participant.[12] It means that researcher becomes an observer as participant. So, in this research the researcher as a key instrument, the full participant, and the data are collected and organized will be analyzed, interpreted and reported by the researcher as a result.

3. Research Location

This research is at STAIN Ponorogo. It is located Jl. Pramuka 156 Ponorogo. The only class observed is TI.C of second semester. The research is concerning with a case studies in the use of Rhetoric theory for debating in teaching speaking.

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[12] Norman.K Denzim, Handbook of Qualitative Research (California: Sage Publication, 1994), 248.

4. Data Source

Data source in the research is the subject where the data and information to be found.[13] From this statement we know that source of data as means as subject and from where data is got. The subject of the research is the second semester (TI.C) at STAIN Ponorogo. The subject included the learners of second semester (TI.C) and the lecturer of speaking class. These subjects are chosen to obtain the information about debate in teaching speaking class. The information gathered to get the real significant factor that concerns in the use of Rhetoric theory for debating in teaching speaking of the second semester (TI.C) at STAIN Ponorogo.

5. Data Collection

In this research, the researcher applies documentation study, interview, and observation as methods for collecting data.

a. Interview

The interview is an interaction which allows the interviewer asks carefully prepared questions and in addition to probe the respondent so that further information is obtained.[14] It means that

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[13] J. W Creswell, Educational research: Planning, conducting, and evaluating quantitative andqualitative research (Upper Saddle River, NJ: Pearson, 2005), 201.

[14] Christine Machintyre, The Art of Action Research in the Classroom (London: David Fulton Publishers), 84.

interview is interaction between interviewer and respondent for getting an information and data.

In other opinion, an interview is a purposeful conversation, usually between two people but sometimes involving more in getting information from the other.[15]

In this research, the researcher interview to the lecturer of speaking on the second semester (TI.C) and some students at STAIN Ponorogo of the second semester (TI.C) about the use of Rhetoric theory for debating in teaching speaking.

b. Observation

In qualitative research, Marshall and Rossman cited in Catherine that observation is "a fundamental and highly important method in all qualitative inquiry. It frequently referred to as field note-detailed, nonjudgmental, concrete descriptions of what has been observed".[16]

Based on the statement above, it can be concluded that observation is a kind of methods for collecting data used to observe phenomenon while it is happening and to gather data from the subject of research.

In this research, observation is applied to figure out the use of Rhetoric theory for debating in teaching speaking to the second

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[15] Robert C Bogdan, Qualitative Research for Education (USA: Library of Congress Cataloging in Publication Data, 1992), 96.
[16] Catherine, Designing Qualitative Research(California: Sage Publication, 2006), 3.

semeseter (TI.C) at STAIN Ponorogo in academic year 2014/2015 with sit down behind the class.

This technique cn be useful for clarifying, checking, and classifying the fenomenon. The data taken from observation are the condition of the lecturer and students in speaking class for debating.

c. Documentation

Document is applied as technique of collecting data in this research to know the use of Rhetoric theory for debating in teaching speaking. In this research, documentation is used to find the data and analyzes the field during debate in teaching speaking process of the second semester (TI.C) at STAIN Ponorogo in academic year 2014/2015.

6. Data Analysis

Data analysis is the process of systematically searching and arranging the interview transcript and other materials that accumulate to increase understanding of them and able to present what have discovered to others.[17]

Technique of data analysis which is used model of plot, there are data reduction, data display, and conclusion.

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[17] Robert C Bogdan, Qualitative Research for Education (USA: Library of Congress Cataloging in Publication Data, 1992), 153.

a. Data Reduction

> Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organize data in such a way that final conclusion can be drawn and verified.[18] It includes the process of selecting, simplifying, and transforming the data. In this stage, the researcher needs to separate the accurate data from inaccurate data that will be analyzed.

> In this research, the obtained data through interview and observation about the use of Rhetoric theory for debating in teaching speaking to the second semester (TI.C) at STAIN Ponorogo would be redacted by selecting the primary data.

b. Data Display

> Data display is a stage of organizing the data into patterns of relationship. Data display is the organized, compressed assembly of information.[19] It means to make sense of the data that is collected. Data display organizes data, help to arrange concepts and the thoughts. The data display can make the collected data easier to be understood. In this stage, data display can present by brief narration text, diagram, and table information about this research.

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[18] Matthew B. Miles, Michael Huberman, Qualitative Data Analysis: An Expanded Sourcebook (California:SAGE Publication, 1994), 11
[19] Ibid., 11.

c. Conclusion drawing/verification

Conclusion drawing, is analyzing the data constantly during or after the data being collected to get the conclusion of research. [20] It means that conclusion is analyzing the data constantly during or after the data being collected to get conclusion of research. The conclusion is the answer of the research problems that have been formulated.

7. Data Validity

To develop and guarantee the data validity, the study employs the techniques of data validity as the extension of participation. Extension of participation means that the researcher stays in the field of research until data collection saturation is researched. The extension of the participation of researcher would allow an increase in the degree of confidence in collected data because the extension of participation it will be able to test the falsity of the information from yourself and from respondents. The extension of participation also requires researcher to jumps to locations a long time to detect distortions that may contaminate the data that may be intentional or unintentional.

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[20] Basrowi, Suwandi, Memahami Penelitian Kualitatif (Jakarta: Rineka Cipta, 2008), 209-210.

On the other hand, the extensions of participation is also intended to build confidence in the subject of researcher and the researcher own confidence. The trust of subject and confidence of the researcher are the developing process that takes place every day and day are tool to prevent the victimization from the subject. [21]

8. Research Procedure

In this research, there are some procedures of research which must be done. There are planning, application, and reporting.

a. Planning

This procedure includes arranging the research plan, choosing the field or research location, organizing permission and approval letter, observing, choosing and using information, preparing instrument, and something that relates research ethic.

b. Application

1) Observation about the use of Rhetoric theory for debating in teaching speaking to the second semester (TI.C) at STAIN Ponorogo.

2) Interview about the advantages of using Rhetoric theory for debating in teaching speaking to the second semester (TI.C) at STAIN Ponorogo.

3) Analyzing Data and making conclusion and suggestion.

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[21] Lexy J. Moleong, Metode Penelitian Kualitatif (Bandung: PT. Remaja Rosdakarya, 2009), 327-329.

c. Reporting

In this study, researcher writes a research report in form of thesis writing about The Use of Rhetoric Theory for Debating in Teaching Speaking (Case Study for the Second Semester (TI.C) of English Education Department at STAIN Ponorogo in Academic Year 2014/2015)

G. Organization of the Thesis

This research is including of many parts that explain about the research planning. The organization of the thesis is formulated into:

Chapter I is Introduction. This chapter is global description about the whole content of the thesis. It have purpose to make easy the reader understanding the background of study, research focus, statement of the problems, objectives of the study, significance of the study, research methodology, research design, researcher role, research location, data source, technique of data collection, data analysis, data validity, research procedure, organization of the thesis

Chapter II is Theoretical Background/Literature Study. This chapter contains of theoretical analysis as the basic of the study. This chapter explains about the use of Rhetoric theory for debating in teaching speaking for the second semester (TI.C) of English Education Department at STAIN Ponorogo in Academic Year 2014/2015.

Chapter III is Data Description. This chapter presents the findings of research field, which include the general description of the second semester (TI.C) of English Education Department at STAIN Ponorogo in academic year 2014/2015, cases data that consist of the use and the advantages of Rhetoric theory for debating in teaching speaking (Case Study for the Second Semester (TI.C) of English Education Department at STAIN Ponorogo in Academic Year 2014/2015)

Chapter IV is Discussion. This chapter contains a discussion of research result include findings from the research and the data analyzing of the use and the advantages of Rhetoric theory for debating in teaching speaking to the second semester (TI.C) of English Education Department at STAIN Ponorogo in academic year 2014/2015

Chapter V is Closing. This chapter tells about conclusion and suggestion. This is intended to make it easier for reader who takes essence of this thesis.

CHAPTER II

REVIEW OF RELATE LITERATURE

This chapter presents review of related literature that used in this study. The reviews of related literature have a goal of providing previous studies and information that concerns with the use of Rhetoric theory for debating in teaching speaking for the second semester (TI.C) of English Education Department at STAIN Ponorogo in Academic Year 2014/2015.

A. Theoretical Background

1. Rhetoric Theory

a. Definition of Rhetoric Theory

Rhetoric is providing a starting point for understanding. Quintilian, in his Institution Oratorio defines "Rhetoric as the science of speaking-well"[22]. The other one, Richard McKeon cited in James A. Herrick says: "Rhetoric organizes and gives sructure to the other arts and disciplines".[23] Rhetorical theory is the body of thought about human symbol use.[24] Rhetoric is contrasted with action; it is empty words, talk without substance, mere ornament.

Rhetoric is among other thing, the study of how to organize and employ language effectively and thus becomes the study of how to organize on thinking on a wide range of subject. A scholar writing on

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[22] Kenneth Burke, A Rhetoric of Motives (Berkeley and Los Angeles: University of California Press, 1969), 49.

[23] James A. Herrick, The History and Theory of Rhetoric; An Introduction, 3rd ed (Pearson Education, 2005), 2.

[24] Foss Karen A. ,"Rhetorical Theory". Encyclopedia of Communication Theory. Ed. (Thousand Oaks: CA SAGE, 2009), 1.

the history of rhetoric has defined rhetoric even more broadly as "the energy inherent in emotion and thought, transmitted through a system of sign, including language, to others to influence their decisions or actions".[25] John Locke writing in his famous highly influential Essay on Human Understanding: "if we speak of thing as they are speaking, we must allow that all the art of rhetoric, besides order and clearness; all the artificial and figurative application of words eloquence hasinvented"[26] It means that to make speaking are perfect and be best by the words clearly with Rhetoric theory.

> In public speaking class, you may learn that rhetoric is essentially about style, or the ability to present yourself and your ideas persuasively. In a communication studies journals, you may find rhetoricians (people who formally study rhetoric) using the term rhetoric to label the word choices, style, and argument strategies in a speech, movie, website or book.[27]

It means that Rhetoric theory is learn about essentially of style or ability in presenting ideas persuavely and ordering the argument from the speaker in a speech, movie, website or book.

Based on explanation above can be concluded that Rhetoric theory is study about human style in ordering message, information, or an argument from the speaker to the other people persuasively and study about how the speakers organize their ideas, message, or an argument persuasively by the listeners.

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[25] Ibid., 5; George Kennedy, *Translator's Introduction to Aristotle on Rhetoric*: A Theory of Civic Discourse (Oxford: Oxford University Press, 1991), 7.

[26] Ibid., 2; John Locke, Essay on Human Understanding (London, 1960), 3.

[27] William M. Keith, Christian O. Lundberg, The Essential Guide to Rhetoric (New York:Boston), 1.

b. The Nature of Canons and the Proof of Rhetoric Theory

The Canons of Rhetoric is the five essential methods necessary speaker to employ in creating a successful speaking. Canon Rhetoric is guidance or principles of the Rhetoric theory to be followed by speakers that the submission of ideas or speaking to be effective and successful.[28] Namely:

1) Invention; It means the devising of matter, true or plausible that would make the case convincing.

2) Arrangement; It means the ordering and distribution of the matter, making clear the place to which each thing is to be assigned.

3) Style; It means the adaption of suitable words and sentences to the matter devised.

4) Memory; It means the firm retention in the mind of matter, words, and arrangement.

5) Delivery; It means the graceful regulation of voice, countenance, and gesture.[29]

For the ancient Greeks, Rhetoric was the use of being persuasive:

1) Logos; logical argument. It means that every reason or an argument must be logic and can receive each other people.

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[28] http://www.canonofrhetoric.com, accessed on May, 26th 2015.
[29] George A. Kennedy, Aristotle on Rhetoric: A Theory of Civic Discourse, Second Edition (New York: Oxford University Press, 2007), 9.

2) Ethos; speaker credibility. It means that speaker have to be credibility in ordering information or an argument to persuasive other people.

3) Pathos; emotional argument to construct a persuasive argument.[30] It means that speaker have to make sure the audiences on the argument with the following emotional argument.

Based on the explanation above can be concluded that argument will be effectively when the speaker focus on logos, ethos, and pathos (The Proof of Rhetoric theory) and focus on the Canons of Rhetoric theory to make sure the public are persuasived and speak effectively.

c. **The Advantages of Rhetoric Theory**

Rhetoric theory in speaking process will bring benefits to the individual concerned in various fields, which generally can bring advantages such as:

1) Available in the communication process. It means that someone who mastered the theory of Rhetoric would have no difficulty in communicating, as they are able to know and understand what should be done when dealing with a homogeneous communicant even in non-formal situations or in everyday life.

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[30] Foss Karen A. *"Rhetorical Theory".Encyclopedia of Communication Theory. Ed* (Thousand Oaks: CA SAGE, 2009), 1.

2) Provide opportunities and possibilities for self-control. It means that with sufficient mastery of Rhetoric one would be able to control themselves in speaking. They will speak fully with the ethics and consideration depending on the speaker and the situations what they are face.

3) Become more agile in the association and communication between people. It means that someone who knows the ins and outs of Rhetoric will certainly understand how they should act and behave in speaking process whose purpose is to continue to create the effectiveness of speaking they are doing. The more effective of speaking that can be created it will make the other person comfortable that eventually makes the person will continue to have the desire to establish a relationship with that person.

4) Can be built up a positive mental attitude towards others and the world around, which can increase the success in life and work. It means that speaking ability can create with maximum effectiveness would have a positive impact for us and the environment both directly and indirectly. These positive effects will continue to follow our lives as long as we also continue to apply to anything positive.

5) Even in the process of speaking that often, people can become more open towards themselves and towards

others.[31] It means daily communication with people we meet. The more often people communicate effectively; automatically others will perceive that the person is a person who is open though still within certain limits. With so others will be able to recognize our personality although only through the way we communicate and it can shape our character into an extrovert.

Based on explanation above can be concluded that a good master the theory of Rhetoric is certainly able to speak effectively and efficiently as well as both associated. In the speaking process there is often noise which causes sometimes what is communicated by a perfect speaker can't be captured by the communicant, with whatever it is communicated by the speaker does not guarantee it will change the behavior of the communicant. Therefore, it is important that the communication Rhetorical what is said can be heard; what is heard is understandable; what is understood to be approved; approved what is acceptable; what is acceptable can be internalized and lived what can change behavior.

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[31]http://resyanurinp.blogspot.com/2013/12/urgensi-retorika-dalam-dunia-komunikasi.html
(Accessed on June, 24th 2015)

2. Debate

a. Definition of Debating

Debate can be a valuable for developing thinking, communication each other, and reflection, especially if the students are expected to express an opinion that is fundamentally at odds with them. Debate promotes critical thinking, develops communication skills, and provides a safe space for encountering controversial issues.[32] It means that debate is able to build up critical thinking and speaking ability. Debate helps the students to explore ideas and opinions. The advantages of debate are the power evokes mental courage in students' speaking ability and responsible for the knowledge gained through the process of debate, both in class and outside of class. The process of debate is a form of Rhetoric theory that is generally consist by the presence of two or more parties that establishes communication with each language and try to influence the attitudes and opinions of another person or party that they want to carry out, act, or at least have a tendency to follow according to what is desired by the speakers. Debate is a very appropriate forum and strategic thinking ability to develop and hone the skills of speaking. Debate also can provide a favorable contribution to human life.

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[32] James Berlin, Rhetoric, Debate, 53.

b. **Aspects of debating**

Aspects of debate are a debate that meets the terms of the completeness of the sustainability debate. Based on the order in the previous section, that debate has aspects that must be considered as part of inter-related with each other. As for the aspects of the debate are:

1) Theme

The theme is a matter of the issue or issues to be discussed and developed in the debate. The theme becomes a moot point and almost always attached and animates the whole process of debate. So that the theme should be chosen with various adjustments, so that the debate seemed alive. The theme of the debate should be determined and published before the debate itself is implemented.

2) Moderator

Moderators are people who lead the debate. As a leader, acting moderator guides, mediate, a sort of referee talks during the debate. Being a moderator in a debate is actually a formidable task, namely to lead and direct the course of the whole process of debate.

3) Participant

Participants are those who take on the role and to contribute ideas directly involved in a debate. Debate participants can consist of individuals or groups. Participants were divided into two or more opposing parties, namely the supporters and the deniers. The

proponent must propose a negative or refutation of the content theme is presented in the debate.

4) Listener

The debate may be attended by the listeners from various circles, the listeners are required to actively pay attention to the course of the debate, because at the end of the debate the audience usually asked to deliver an opinion or voting on the results of the debate. Therefore, the listener should be able to develop themselves in order to be a good listener.[33]

c. **The Advantages of Debating**

The advantages of debate for speaker coincide exactly with the virtues of an ideal debater:

1. The ability to connect and organize ideas. It means a successful debate speaker is one who can absorb vast amounts of material and select from it those items that are the best to use in a particular debate.

2. The ability to subordinate ideas. It means debater will hear about forty-five hundred to five thousand words from the opponents during a typical single round of debate.

3. The ability to evaluate evidence. It means skill in gleaning the most important evidence is a hamark of an inteligent

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[33] http//www.debatenglish.com (Accessed on May, 20th 2015)

speaker. Not every statement, quotation, statistic, or idea in a debate is worth the trouble of refutation.

4. The ability to see logical connections. It means that the great mass of data presented during most debates causes confusion among the hearers; therefore the speakers who can identify the relationship between items help to clarify the debate for the audience and thus improve their own chances of success.

5. The ability to think and speak in outline terms. It means that clarity is essential in a debate (and in any good communication, for that matter), during which the clash of ideas often confuses an audience. The debaters must have not only a perfectly clear mental outline of their entire case but also the ability to communicate the sense of that outline to the audience.

6. The ability to speak convincingly. It means an awareness of what an audience expects—what it takes to convince that particular audience—is absolutely essential, both in debate and in other types of speaking.

7. The ability to adapt.[34] It means that debate changing as new ideas is introduced by various speakers; it places a premium on readiness of reply. In practice, this readiness means that

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[34] Jon M.Ericson, et.all, *The Debater's Guide Third Edition (*United States of Ameican: Southern Illinois University Press Carbondale, 1987-2003), 3-4.

speakers must organize the arguments are logical, analytic, convincing, and able to react to new ideas quickly.

These are the skills that the debater's guide will make easier for speaker in debating to develop. Speakers will be valuable not only in school debating but in every choice speaker make life long, because every genuine choice involves a genuine debate. In a larger context, that of the democratic society in which speaker live, speakers' ability to present point of view may be even more important, both to speaker own interest and to the interests of preserving and protecting that democratic society.

3. Definition of Teaching

Teaching is a process of interaction. Teaching is one educative activity. It means that teaching is process of transforming knowledge to the students. In the teaching process, the lecturer stands in front of the class to present a certain subject matter and students are required to sit and listen it. Teaching is guiding ad facilitating learning, enabling the learner to learn, setting the conditions for learning.[35] A lecturer has to guide and facilitate the students to learn. The students will be enable in understanding the material. In addition, a lecturer also has to be able to set a good and comfortable condition for the students to learn. In other hand, the lecturer have to make a good interaction with the students.

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[35] Douglas Brown, Principle of Language Learning and Teaching (USA: San Fransisco University Press, 2004), 7.

In line with idea above, other opinion said that teaching is to manage and to make organization of students environment.[36] So, it can give support and creat of students to do learning activities. In addition, the lecturer also has to be able to set a good and comfortable condition for the students to learn.

From explanation above, it can be concluded that teaching is an activity that helps the students to learn the subject matter and guiding them to understand new knowledge. Those teaching activity is also will give effect to someone who taught become know and understand with something that the students never know before.

4. **Speaking**

a. **Definition of Speaking**

The mastery of speaking skills in English is a priority for many second-language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.[37] Its speaking is uttering words in ordinary voice. It means that speaking is making someone understand about what is told or to make someone understand about some information or ideas to other people.

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[36] Nana Sudjana, Ibrahim, *Cara Belajar Siswa Aktif Dalam Proses Belajar Mengajar* (Bandung: Sinar Baru, 1989), 7.

[37] Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice* (Cambridge university press, 2008), 19.

When students give information to their friends, automatically the students will also get information from their friends speaking as respond. Here, processing information happened because there is information moving between speakers to the listeners. The students speak with asking and answering to each other spontaneously without plan it first. It happened spontaneous and automatically.

That's why to make our speech understand we have to use some steps;

1) Using gesture while giving instruction and explain

2) Demonstrating, miming, and acting

3) Speaking very slow and clearly all time

4) Speaking simply, but with natural stress and intonation

5) Repeating and paraphrasing, giving student time to think it out themselves

6) Giving lots of example and using visual aids where possible[38]

It can be concluded that speaking is the process of designing and delivering a message or information to an audience. Effective public speaking involves understanding your audience and speaking goals, choosing elements for the speech that will engage your audience with your topic, and delivering your message skill fully. Good public

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[38] Jave Wilis, Teaching English Through English (England: Longman, 1981), 84.

speakers understand that they must plan, organize, and revise their material in order to develop an effective speech.[39]

Based on the explanation above, we have to know how to organize our speaking effectively as the speaker in front of audience or others. Caused to make uderstand the listeners with our speaking, we have to mastering the aspects about good speaker.

b. The Purpose of Speaking

The ability to speak fluently presupposes not only knowledge of language feature, but also ability to process information and language. Speaking in front of public is definite as speaking in front of audiences. There are three main purposes of giving speech: to inform, to persuade and to entertain.[40] It means that speaking in front of public is speak up in front of audiences and make sure with following to inform, to persuade, and to entertain audiences to the our content.

There are many activities that can be practiced in speaking skill such as:

1) Short dialogue

2) Question and answer

3) Games

4) Debate

5) Role play

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[39] Saylor Foundation, Stand Up, Speak-The Practice and Ethics of Public Speaking (Creative Commons Attribution-NonCommercial-ShareAlike, 3.0 License), 4.
[40] Randy Fujishin, Smart Public Speaker (Jogjakarta; Book Marks, 2009), 51.

6) Retelling story[41]

According to Whitman and Boase, the purpose of speaking are to interest, to entertain, to inform, to inquire, to persuade, to convince, to stimulate, to denounce, to impress, to warn, to arouse, to instruct, to explore, to move, and to confuse.[42]

Based on explanation above can be concluded that we can practice our speaking with various activities to get speaking skill and have to know more about the purposes of speaking in front of public or audiences.

c. **The Functions of Speaking**

Numerous attempts have been made to classify the functions of speaking in human interaction. Three-part version of Brown and Yule's framework:

1) Talk as interaction

2) Talk as transaction

3) Talk as performance[43]

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants

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[41] Suyanto, Kasihan Kasbolah E, English (Malang: FPBS UM, 1999), 24-25.
[42] Ibid.
[43] Jack C. Richards, Teaching Listening and Speaking from Theory to Practice (Cambridge university press, 2008), 21.

and how they interact socially with each other. Burns explain that the main features of talk as transaction are:

1) It has a primarily information focus.

2) The main focus is on the message and not the participants.

3) Participants employ communication strategies to make them understood.

4) There may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson.

5) There may be negotiation and digression.

6) Linguistic accuracy is not always important.[44]

This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Jones cited in Jack C. Richards' book said that the main features of talk as performance are:

1) A focus on both message and audience

2) Predictable organization and sequencing

3) Importance of both form and accuracy

4) Language is more like written language

5) Often monologue[45]

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[44] Ibid., 24-26.
[45] Ibid., 27-28.

5. **The Nature of Teaching Speaking**

Teaching speaking is designed to help the lecturer to develope his/her teaching speaking, and as the result of that, students become into confident and skillful speaker and listener. The goal of teaching speaking is to communicate efficiency.

Beside that, teaching speaking is to teach English language students to: (1) produce that English speech sounds and sounds pattern. It means that the students learn to manufactor the sounds, (2) use words and sentence stress, intonation patterns and the rhythm of second language. It means that in teaching speaking there are important thing that we have to learnt, (3) select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter. It means that words is selected by the students based on the situation or social setting, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing values and judgments. It means that the students can express or share their ideas or their opinion use language, (6) use the language quickly and confidently with few unnatural pauses, which is called fluency.[46]

Moreover, teaching speaking skill emphasizes on the activities to make the students active and creative. Teaching speaking is the instruction of the teacher to the students to encourage them in using the language orally to express their ideas, feeling, and opinion to other

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[46] Kayi Hayriye, Teaching Speaking: Activities to Promotes Speaking in A Second Language, (online), (http://unr.edu/homepage/hayriyek, accessed on 05th February 2015).

people, and encourage the potential of the students to develop their speaking skill effectively and confidently.

In teaching speaking, there are three principles for the lecturers to keep in mind speaking to beginning and false beginners. They are: (1) provide something for students to talk about. The lecturer give the material discussion to students. Thus, the students will be active discuss the material with their friends. It means that the students learn to talk, (2) create opportunities for students to interact by using group work or pair work. It means that the teacher give the time to the students in order to communicate with other friends. As the result, using group can the interaction among the students, (3) Manipulate physical arrangements to promote speaking practice.[47] It means that the lecturer creates speaking activities through set a plan. It can be concluded that principles of teaching speaking must be mastered by the lecturer to make the teaching speaking process be effectively.

6. The Concepts of Rhetoric Theory for Debating in Teaching Speaking

The concept of Rhetoric theory is a persuader seduction technique in persuasion to produce inducement through the character of the speaker, emotional or argument. In speaking activities that people do in a life together, cultured society, and teaching process people are

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[47] Kathleen M. Bailey, Series Editor: David Nunan, Practical English Language Teaching: Speaking (Singapore: McGraw-Hill Companies, Inc, 2005), 36-126.

always involved with the problems of rhetoric. Every person utilize this rhetorical each according to his ability. There is use spontaneously or are already laid out, there is follow the ways of utilization that has become a tradition, and others use it with a full calculation or planned manner. Rhetoric plays a very important role in every activity of speaking, especially in debating activities. Said that rhetoric theory on the one hand give an idea better understanding of human in relation to the speaking activities, debate activities, and rhetoric theory guiding people make more vivid, more attractive and more convincing.

Rhetoric theory is a communication theory originally developed by Aristotle as a means of challenging a number of prevailing assumptions about what constitutes an effective speaking. Aristotle's definition of Rhetoric: the available means of persuasion. Think of Rhetoric as a means of adding dimensions to the communication process to make it clear and understandable.[48]

Aristotle explains that the communication process is dynamic; the communication process is not a single or linear process. According to Rhetorical Theory, communicating and presenting information is not just sending a static message and hoping the audience reads or listens; the process is considerably more dynamic.[49]

Rhetoric reliance on different emotions, questions, facts and figures, moving language, and hard hitting information to make

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[48] http://www.ign.com/blogs/militaryveterangamer/2012/09/25/the-rhetoric-theory
[49] Ibid.

speaker's message easier to understand more likely to persuade audiences in debating session. Rhetoric is an important tool for speaking, debating, advertisers, attorneys, legislators, clergy, teachers, and media writers.

Aristotle suggests that the speaker–audience relationship must be acknowledged. Speakers should not construct or deliver their speaking without considering their audiences. Speakers should, in a sense, become audience-centered. This, however, is not Aristotle's point of view: Even those who just try to establish what is just and true need the help of rhetoric when they are faced with a public audience in debating. Aristotle tells us that it is impossible to teach such an audience, even if the speaker had the most exact knowledge of the subject. Rhetoric theory gave most of their attention to methods outside the subject; they taught how to slander, how to arouse emotions in the audience, or how to distract the attention of the hearers from the subject in debating. This style of Rhetoric promotes a situation in which speaker give the arguments or message in debating.

Rhetoric theory learns about how the speaker as the debaters stimulates emotions and how to make speaker credible, the art of Rhetoric includes considerations about delivery and style and the parts of speaking. Aristotle's theory pertains to what speakers do in speaking preparation. Aristotle's proofs refer to the means of persuasion, and, for Aristotle, three proofs exist: ethos, pathos, and logos. Ethos refers to the

perceived character, intelligence, and goodwill of a speaker as they become revealed through his or her speaking. Ethos is a broad term that refers to the mutual influence that speakers and listeners have on each other. The speaker can be influenced by the audience in much the same way that audiences can be influenced by the speaker. Ethos focuses on the perceived appeal of a person's character or expertise. Logos is the logical proof that speakers employ; their arguments, rationalizations, and discourse. For Aristotle, logos involve using a number of practices, including using logical claims and clear language in debating. Logos is the study of logic, and includes how arguments can be deconstructed and created by the speakers in debating activities. Pathos pertains to the emotions that are drawn out of listeners. Aristotle argued that listeners become the instruments of proof when emotion is stirred in them; listeners judge differently when they are influenced by joy, pain, hatred, or fear. Pathos focuses on the ways in which speakers can appeal to emotion in debating process.

To support Rhetoric theory for debating in teaching speaking. Have to know more that speaking consists of three things: the speaker, the subject that is treated in the speech, and the listener to whom the speech is addressed. It seems that this is why only three technical means of persuasion are possible. Technical means of persuasion are either in the character of the speaker, it means that the persuasion is accomplished by character whenever the speech is held in such a way as

to render the speaker worthy of credence; [50] If the speaker appears to be credible, it means that the audience will form the second-order judgment that propositions put forward by the credible speaker are true or acceptable. In the emotional state of the hearer, it means that the success of the persuasive efforts depends on the emotional dispositions of the audience in debating; for we do not judge in the same way when we grieve and rejoice or when we are friendly and hostile. Thus, the orator has to arouse emotions exactly because emotions have the power to modify our judgments. In the argument itself, it means that speaker as the debaters make sure audiences by giving strong arguments and logical argument.

7. The Procedures of Using Rhetoric Theory for Debating in Teaching Speaking

1. Invention; in this phase is the process of finding available arguments. The lecture ask to the students to find the suitable arguments. The arguments must be logic, it's called Logos in Rhetoric theory. Caused every reason or an argument must be logic and can receive each other people.

2. Arrangement; at this stage, students began to think about the planned ordering of a message or arguments to achieve the greatest effect. To make easy to explore the arguments effectively and

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[50] Christof Rapp, Aristotle's Rhetoric (Library of Congress: The Stanford Encyclopedia of Philosophy, 2010).

persusively. In this stage can train to be able to organize the arguments.

3. Style; in this phase the groups find and analyze the use of language in which the debaters discuss about materials for debating.

4. Memory; In this stage, the students have to make check list some information in which discussed in the group of debate and found in the book or internet before presented in debating activities

5. Delivery; In this stage, after the students prepare all the materials for debating, the students presents its all materials with style in debating, just like using mimic and gesture of speakers in ordering some arguments in debating. The students have to be credible in debating activities. It's called Ethos in Rhetoric theory. Caused, speaker have to be credibility in ordering information or an argument to persuasive other people. The students explore all of the materials for debating in which related to the motion with emotional argument to construct a persuasive argument. It's called Pathos in Rhetoric theory.

B. Previous Research Finding

This research is started from previous research findings that are conducted by Triadafilos Triadafilopoulos with the title *"Politics, Speech, and the Art of Persuasion: Toward an Aristotelian Conception of the Public Sphere,"* The Journal of Politic Vol. 61 No. 3 (August, 1999), 741-

757. Published by Cambridge University Press on behalf of the Southern Political Science Association. Rania L. Williams with the title *"The English Language, South Africa and Nelson Mandela: a Case for Rhetorical Urgency and a Strategy for Rhetorical Success,"* A Thesis for the Degree of Master of Art, from University of Florida 2008

The first is Triadafilos Triadafilopoulos' research. The excellence of this research, it explained that speaking skills is influenced by several aspects. Each aspect may present a separate prospective from which the development of speaking skills can be viewed. Several theories and cases explained over there such a definition of Rhetoric theory, definition of Persuasive, and how the speaker can speak in front of public sphere persuasively.

The second is Rania L. Williams' research. She observed the cases and explained some theories of rhetoric, definition of rhetoric, process of rhetoric, the way of rhetoric.

So the researcher takes this research result to be previous finding. Because it has a relationship in this research. In other hand, the previous study finding can help this research in some aspects. Those are explain related in this research how the speaker can speak effectively in front of audience or public with concern on Rhetoric theory and explain how to apply Rhetoric theory in speaking. These are related to the research will be observed in-depth at STAIN Ponorogo on the second semester (TI.C) in academic year 2014/2015.

C. Theoretical Framework

The theoretical framework in this case study with descriptive qualitative research is focusing on Rhetoric theory for debating in teaching speaking for the second semester (TI.C) at STAIN Ponorogo in academic year 2014/2015. Rhetoric theories apply how the speaker can speak effectively and persuasively in debating. Cited by Quintilian on his Institution Oratorio, Rhetoric as the science of speaking well. Aristotle define that Rhetoric is providing a starting point for understanding. It means that rhetoric is the process of persuasive the audiences with starting point for understanding. In this study. Researcher use case study that will be researched by researcher into the use of Rhetoric theory for debating in teaching speaking for the second semester and in-depth investigation about the Lecturer use Rhetoric theory for debating in teaching speaking class and the problems faced by the lecturer and the students in speaking class with Rhetoric theory. A study will explore that Rhetoric theory as the part of speaking well for their speaker in debating, cannons of Rhetory theory, and proof of Rhetoric theory in speaking for debating.

Speaking is communicating each other. To get understanding in speaking we have to learn more to the function of speaking and rhetoric theory. According to Whitman and Boase the purpose of speaking are to interest, to entertain, to inform, to inquire, to persuade, to convince, to stimulate, to denounce, to impress, to warn, to arouse, to instruct, to explore, to move, and to confuse.

Debate can be a valuable for developing thinking, communication each other, and reflection, especially if the students are expected to express an opinion that is fundamentally at odds with them. Debate promotes critical thinking, develops communication skills, and provides a safe space for encountering controversial issues.[51] It means that debate is able to build up critical thinking and speaking ability. Debate helps the students to explore ideas and opinions. The advantages of debate are the power evokes mental courage in students' speaking ability and responsible for the knowledge gained through the process of debate, both in class and outside of class. The process of debate is a form of Rhetoric theory that is generally consist by the presence of two or more parties that establishes communication with each language and try to influence the attitudes and opinions of another person or party that they want to carry out, act, or at least have a tendency to follow according to what is desired by the speakers. Debate is a very appropriate forum and strategic thinking ability to develop and hone the skills of speaking. The students will get the motion from the lecturer to practice in front of class with apply Rhetoric theory for debating. Students can use Rhetoric theory to make easy the speakers as the debaters in debating.

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[51] James Berlin, Rhetoric, Debate, 53.

CHAPTER III

DATA DESCRIPTION

A. General Data

1. The History of State Islamic College (STAIN) Ponorogo

The history of State Islamic College (STAIN) Ponorogo could not be separated from the history of IAIN Sunan Ampel of Surabaya. In the beginning of 1970, IAIN Sunan Ampel grew fast and succeeded to open 18 faculties, spreading in three provinces: East Java, East Kalimantan, and West Nusa Tenggara. One of the faculties of IAIN Sunan Ampel is *Syari'ah* Faculty of Ponorogo. On 6th Robiul Awal 1390 Hijriyah, exactly in 12th May 1970, it was handover from Preparation Committee to Ministry of Religion of Indonesian Republic. At the same time it began to open the Program Sarjana Muda (SARMUD).

Started from academic year 1985/1986, Syariah faculty of IAIN Sunan Ampel of Ponorogo grew and amended. It operated the doctoral program (S-1) by opening Qadha and Muamalah Jinayah Department. In addition, the President's decision number 11 about the founding of State of Islamic College (STAIN) have been released and ratified by Ministry of Religion on 25th Syafar 1418 H/30th June 1997.

Based on the President's decision above, on academic year 1997/1998 *Syari'ah* Faculty of Ponorogo changed its status from region faculty become STAIN. It was an organic unit under Religion

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Department and lead by the chairman who has a responsibility to Ministry of Religion. Whereas the construction functionally is operated by institutional general directorate of Islamic religion. The change of status of *Syari'ah* Faculty of IAIN Sunan Ampel become STAIN Ponorogo was decided based on revolved letter of institutional General Director of Islamic religion number E/136/1997. Since this change of status, State of Islamic College (STAIN) Ponorogo operated educational academic and professionalism by opening three departments; *Syari'ah*, Tarbiyah, and Usuluddin.

2. **Visions and Mission of STAIN Ponorogo**
    a. Vision of STAIN Ponorogo

    State Islamic College of Ponorogo is the study center of Islamic knowledge development in order to create the madani societies.

    b. Mission of STAIN Ponorogo

    Implemented the learning process of Islamic knowledge and develop the academic, religious, and humanist condition.

3. **Geographical Position of State Islamic College of Ponorogo**

    State of Islamic college of Ponorogo is located on Pramuka Street 156 Siman District Ponorogo Regency, that verge with;
    a. North side   : Let. Jend. Suprapto Street, 1th gangway
    b. South side   : The settlement of citizen of Menur Street

c. East : Let. Jend. Suprapto Street

d. West : Settlement

4. Organizational Structure of STAIN Ponorogo

a. Head Elements

1) Chairman of State Islamic College

2) Deputy Chairman of the Academic Affair

3) Deputy Chairman of Public Administration affair

4) Deputy Chairman of Students Affair

b. Senate of State Islamic College of Ponorogo

c. Faculties:

1) *Syari'ah* Faculty

(a) Akhwal Al Syakh-shiyah

(b) *Mu'amalah*

2) Tarbiyah Faculty

(a) Islamic Education (PAI)

(b) Arabic Education (PBA)

(c) Lecturer Education of Madrasah Ibtidaiyah (PGMI)

(d) Tadris of English Education (TBI)

3) Ushuludin Faculty

(a) Tafsir Hadist

(b) Komunikasi Penyiaran Islam

d. Lecturer;

(1) Permanent lecturer

(2) Extraordinary lecturer

(3) Guest lecturer

e. Research Center and Community Service;

(1) Division of Research

(2) Division of Community Service

(3) Division of Publication

(4) Division of Genre

f. Division of Administration

(1) Head of Administration

(2) Sub-section of Academic and Students Affairs

(3) Sub-section of Official and Monetary

(4) Sub-section of General

g. Element of technical Executor;

(1) Library

(2) Computer center

(3) Language Center

(4) Education Quality Assurance Center

h. Element of Equipment;

(1) Students Old Fellow Association

(2) Collegiate Organization

(3) STAINPO Press

(4) Woman Study Center.

B. Specific Data

1. **The Use of Rhetoric Theory for Debating in Teaching Speaking (Case Study for the Second Semester (TI.C) of English Education Department at STAIN Ponorogo in Academic Year 2014/2015)**

The data description was collected through observation and interview. In speaking class with following on debating activities, the students have many problems. Based on the observation, the lecturer always guided the students in debating for speaking class and the lecturer helped the students who did not understand with the material also found the problem during debat activities.

The lecturer always gave motivation to the students to have bravely in debating. The lecturer use Rhetoric theory for debating in teaching speaking class. It can make the students more attention on the speaking material. Besides that, it can make students easy and clear to organize the messages or arguments are being persuasively to the audiences.

According to Mrs. Pryla Rochmawati as speaking lecturer at the second semester of TI.C,

> "With Rhetoric theory to teach speaking in debating activities, the students more understand on the contents and language structure which are used in speaking activities and the students can develop how to be good speaker with speak effectively in debating activities"[52]

She also states,

> "I use Rhetoric theory for debating in teaching speaking for the second semester of TI.C caused my students are more active in speaking ability. They are very interested; it

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[52] Interview Transcript Number: 01/I/20-3/2015

can be seen from their enthusiastic in every motion which they get. They are also confident to speak up in small group discussions and debate group in front of the class. Actually, the successful of debating in teaching speaking is how we can organize the arguments, ideas, and contents in the real communication".[53]

Mrs. Tintin Susilowati also states,

"Rhetoric theory is the good theory for teaching speaking, especially in debating session. Caused, the students of English education have to know and master about Rhetoric theory. Besides that, if every ones talk same as with every ones use Rhetoric theory for communicting"[54]

Mrs. Arina also states,

"Rhetoric theory have many advantages for students in speaking, espeacially debate. Caused Rhetoric theory teach us about how to be credible speakers and organizing arguments in communicating persuasively"[55]

Based on interview with the lecturer of speaking, the researcher can conclude that the use of Rhetoric theory for deabating in the speaking class can make the students having spirit, confident, and able to organize or explore the arguments or opinions in speaking class for debating and communicating activities.

At the first observation on Saturday, March 24th 2015 with 21 students, the lecturer used Rhetoric theory for debating in teaching speaking by the steps as follow:[56]

Planning

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[53] Interview Transcript Number: 01/I/20-3/2015
[54] Interview Transcript Number: 02/I/27-3/2015
[55] Interview Transcript Number: 03/I/03-4/2015
[56] Observation Transcript Number: 1/O/7-IV/2015

Before the speaking class began, the lecturer had a planning in teaching speaking. In teaching process, the lecturer prepared all of their materials and equipment.

In this process, the lecturer did some activities as follow:

a. The first step, the lecturer prepared the lesson plan to know the procedure of using Rhetoric theory for debating in teaching speaking and the materials about motion in debating session.

b. The teacher prepared the lesson by choosing the media and gave the example about the material by using Rhetoric theory. Many kinds of media were chosen like news paper, trending topic in the internet, and the magazine.

Application

The use of Rhetoric theory for debating in teaching speaking was divided in three activities; these activities were presented as follow pre-activity, whilst-activity, and post-activity.

According to Mrs. Pryla Rochmawati, M.Pd. states,

> "In teaching speaking, I use some methods from Rhetoric theory for supporting my teaching for students in debating practicing. They are, Invention, Arrangement, Style, Memory, Delivery, and use Logos, Ethos, Pathos. All of them I use in teaching speaking for debating session by using Rhetoric theory"[57]

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[57] Interview Transcript Number: 04/I/24-3/2015

a. Pre-activity

Pre-activity was done by the lecturer before the teaching and learning process. The activities included:

1) Greeting

- The speaking class began at 08.40 o'clock in the morning. The lecturer came into the classroom.

- The lecturer greeted to the students by saying Good Morning students! The students responded the lecturer's greeting by spirit and saying Good Morning lecturer. Then, the lecturer engaged in English conversation with the students by asking their news.

- To know the students attendance, the lecturer called each student's name. One by one the students raised their hands when the lecturer called their names and say "Present Miss or Mom"

b. Apperception

The teacher gives apperception to stimulate the students' prior knowledge by asking them some question related to the material.

c. Main Activity

Here, the lecturer only as facilitator, because this theory make some students more attention to the lesson in speaking and students can

speak effectively and confidently in front of audiences or class by debate activities. These activities were:

1) Preparing the material

Planning was the first stage in learning to do to identify the purpose of the learning, using Rhetoric theory with the ability of students in the classroom. If the process of using Rhetoric theory for debating in teaching speaking and students success, it developed students' abilities in speaking class and made students having to speak fluently and effectively in debating activities.

This theory use Ethos, Pathos, Logos, and Five Canons of Rhetoric theory. These are that use in the learning process of speaking class for debating activities. Motion which were given to the students from the lecturer. So that students could practice and they were able to explore the materials of debate based on students' motion each group in front of class.

The lecturer presented the material about the rules of debate. Before the lecturer gave explanation about it, she stimulated the students by asking: what do you know about debate? And what are the rules of debating? The students were only silent than the lecturer gave the example of debate. The lecturer takes the material from the internet. So she explained about the rule of debating process in front of class before entering to learning process.

Basically, debate is a discussion between two or more person in which differ perspective of views in debating, there are government group of debating and opposition group of debating that can be practiced by the students.

There are the rules of debating that must be understood by the students as the debaters:

1. Moderator

    a) Moderators are people who lead the debate. As a leader, acting moderator guides, mediate, a sort of referee talks during the debate.

2. First Speaker

    a) Introducing team

b) Giving the motion, parameter, themeline and team split.

c) Argument

Good morning/afternoon,ladies and gentleman the member of this house or Madam, Mr, speaker, sir the member of this house. Thankyou for the apportunity that given to me.We are from STAIN Ponoorgo, take Education Faculty in English Education Departmen. Lets me to introduce our team.

I am as the first speaker,my name is…, Our second speaker is…,and our third speaker speaker is…

Next i would like to give our motion today,our motion today is Thbt our govermnt should take a firm action upon illegal miner. From that motion we will give our themeline: That we as the government team absolutly agree that must take a firm action to the illegal miner for the goodness of our country.

Then our parameter today is that we just talk about the gold illegal miner in our country. Well,continue to our team split, Me as the first speaker would like to talk about the effect for Economic point of view,our second speaker would like to talk about the Law pov and the speaker would like to give more proof and summery of our argument (POI).

3. Second Speaker

    a) Rebutle the first speaker of opposition Team.

    b) Argument

4. Third Speaker

    a) Rebutle the second speaker of opposition team.

    b) Giving strong arguments on first and second speaker's arguments of government team.

    c) Giving the logical arguments all of speakers in which explored.

The rules for opposition team in debating is same as with the rules of debating in government team.

2) The learning process

At the second, third and fourth observation on Thursday, April 07th-28th 2015, with 21 students, as usually the lecturer gave some motivation to the students and gave the stimulation to the students before began speaking class is started. In this moment, the lecturer continues the material about motion of debate. Before starting the debate, the speaker have to know before about motion to get suitable topic discussion in debating. The motion is a matter of the issue or issues to be discussed and developed in the debate. The motion becomes a moot point and almost always attached and animates the whole process of debate.

In this lesson after the students learned about the rules of debating and the definiton of motion. The students asked to practice the rule of debate in real debating activities. The motion is given to the students. The motions are *"is cell phone dangerous?"* And *"National Examination should be abolished"*. The materials of debate divided to every group in the class, each group got a different material for debating.[58]

The learning process used Rhetoric theory through several methods.

- Invention.

In this phase is the process of finding available arguments. The students were divided into six groups to discuss among students; each group consisted of 3 and 4 children. The relationship of group debate consisting of Postive group and Negative group of debating. The first group fights to the second group as the first performance in debating. The third group fights to the fourth group. Then, the lecturer gave motions discussion must be discussed by students and required them to determine the topic of debating and write some arguments related to the rules of debate before presented in front of class in debating activities. The arguments must be logic, it's called Logos in Rhetoric theory. Caused every reason or an argument must be logic and can receive each other people. Here, the lecturer

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[58] See appendix 06

was only as a facilitator, and who prepared the motion to discuss, because the lecturer guided students to learn deeply in the learning process of debating in speaking class.

- Arrangement

At this stage, students began to think about the planned ordering of a message or arguments to achieve the greatest effect. The students in the group of debate have to arrange the contents of debate related to the motion. Students began to discuss and to organize the arguments in which exlored by the speakers as the debaters. To make easy the debaters explore the arguments effectively and persusively. In this stage can train students to be able to organize students' arguments of topic related to the motion in debating.[59]

Rina states:

> "In this steps I understand about the material was given by lecturer, because we discuss about motion of debating and organize the arguments before presenting in front of class. We also learn about how to organize the words each sentences. Beside that we can speak English during discussion. We tried as well as possible to speak English clearly and fluently."[60]

Based interview with Rina, the researcher described the steps which showed students active process during the discussion. During this process, they spoke English whole the time.

- Gather the facts

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[59] See appendix 06
[60] Interview Transcript Number: 05/I/24-4/2015

In this phase, the students got information as much as possible about the motion in debating. Students read books to get information from the internet to enrich their view point. Students who were members of the group discussed together to find the suitable topic. Students also study about how to organize the true or plausible that would make the topic of debate convincing.[61]

Based on data observation in the class during classroom activities on March 07-May , 2015.

> "In applicating of Rhetoric theory for debating in teaching speaking at second semester of TI.C at STAIN Ponorogo the situation not controllable. During English learning using Rhetoric theory for debating in the speaking, the students were very enthusiastic and had spirit to learn. The fact, the situation was very noisy because each student gave the opinion to find the good arguments for debating related to the topic which was discussed. This made students comfortable in learning."[62]

- Style

In this phase the groups find and analyze the use of language in which the debaters discuss about materials for debating. Before the groups asked to present the arguments about topic which were related to the motion. Every student in each group of debate has to

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[61] See appendix 06
[62] See appendix 06

make majaz when explore the topic. All are to make audiences persuasived with the arguments in debating the topic discussion and make clear the arguments before presented.

- Memory

  In this stage, the students have to make check list some information in which discussed in the group of debate and found in the book or internet before presented in debating activities. Caused, before speakers explore all of arguments have to make check list and save about the informations related to the topic discussion in debating.

- Delivery

  In this stage, after the students prepare all the materials for debating, the students presents its all materials with style in debating, just like using mimic and gesture of speakers in ordering some arguments in debating. The students have to be credible in debating activities. It's called Ethos in Rhetoric theory. The students as the speakers in debating have to make sure and persuasive audiences in debating with speakers' style in ordering arguments. Caused, speaker have to be credibility in ordering information or an argument to persuasive other people. The students explore all of the materials for debating in which related to the motion with emotional argument to construct a persuasive argument. It's called Pathos in Rhetoric

theory. The speaker have to make sure the audiences on the

argument with the following emotional argument.

Tria Wijayanti also states about the topic discussion related to the

motion used in debating.

> "Actually, I took the much information from the debaters in debating session. It has the aim to make students were not confused because the arguments are given clearly and logically. It made students more attention to the debaters."[63]

The debaters in each group explore the arguments or information to

persuasive the audiences and the other group of debate.[64]

d. Last-activity

Write the results and presentation

After all the arguments of the topic discussion have been debated

in debating, students in each group returned to refine the results of

their discussions in debating. In this phase, the group of the debate

wrote the result achieved from the debaters in each group. Then,

the students wrote the conclusion of the main information or topic

discussion that was relevant to the motion. Next, students from

each group presented the results of discussions in front of the class.

All students gave attention to topic discussion was presented by

other students in debating. Because at the end of the lesson, the

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[63] Interview Transcript Number: 06/I/28-4/2015
[64] See appendix 06

lecturer gave a question and answer session to reflected students had learned during the learning process.[65]

Evaluation

A teaching and learning need to be evaluated. Evaluation is conducted to determine the result of learning process of speaking in debating. In evaluation the lecturer evaluated students' performance in group of debating. The lecturer evaluated each student, when she was working in group of debating and the performance in front of class.

From the observation in the classroom, there were some records used to get empirical data. It turned the learning process using Rhetoric theory to facilitate students in debating session. Due to the use of such theories of Rhetoric for debating in teaching and learning process centered on the student. Students were given full responsibility for completing tasks and organize the arguments or message from the others. The theory is more efficient than using the lecturing method in teaching English language. Students were not well-informed or lazy to look for relevant information about speaking class in debating activities.

> However, the use of Rhetoric theory for debating in the classroom was not conductive when the lecturer was not monitoring during the learning process took place. So, the use of such methods required lecturer only monitoring the situation and students in the classroom.[66]

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[65] See appendix 05
[66] Observation Transcript Number: 2/O/07-IV/2015

Groups of debating which consist of 3 and 4 children in each group of debating were enough to share their arguments of students in each group of debating in working or organize the motions discussion. A variety of information is possible explored through group debate because each individual shares the viewpoint.

In using Rhetoric theory was better if the lecturer gives certain duration to students in debating session. So that students in each group debate work quickly and efficiently over time.[67] Students have better understanding if the lecturer gives an example of using Rhetoric theory in speaking. For instance in debating.

Using Rhetoric theory, the students can be more active, enjoy and having more understanding in speaking class. The students more understanding about how to persuasive the audiences with their logically arguments and be speaker credibility. The result of observation and interview can show that Rhetoric theory can facilitate students' speaking ability in debating activities.

> "Rhetoric theory can make students confident to speak English. The students also more active in the class during speaking class. Although they do not have enough about specific of Rhetoric theory before in first semester, the students always try to ask to the lecturer about it. That can be made a good relation in English club study using Rhetoric theory or make about Training of Rhetoric theory".[68]

In addition, the result of interview with Purwati (student of TI.C) said that

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[67] See appendix 05
[68] Observation Transcript Number: 3/O/14-IV/2015

"Sure, that I never knew about Rhetoric theory before. But, it makes enjoy in study English. Besides the students can discuss in group debate related the topic and make them to have spirit in learning. This theory also makes students speak English in learning fluently and knew how to speak confidently without afraid to the language structure".[69]

From all the data, the researcher can concluded that Rhetoric theory can facilitate students to develop speaking ability in debating. Rhetoric theory has advantages such as giving motivation, building character of the speaker, or fun learning in speaking class, and the ability for organizing the arguments or ideas.

2. **The Problems Faced by the lecturer in using Rhetoric theory for debating in teaching speaking for the Second Semester (TI.C) of English Education Department at STAIN Ponorogo in Academic Year 2014/2015**

There were many problems faced by lecturer and students in every learning process, especially, in speaking ability by using Rhetoric theory for debating.

There were many problems faced by the lecturer in application Rhetoric theory for debating in teaching speaking. The data observation during classroom activities at 4 April, 2015

"When Rhetoric theory for debating applied in speaking class, the condition in the class noisy. During the discussion and debating session, the students' voice is too loud. But the lecturer always remembering to students to speak slowly. But during discussing in each group debate about motion for debating, many students or other group were not active because they

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[69] Interview Transcript Number: 07/I/05-5/2015

didn't have enough material about motion to discuss and they do not have confident to speak. During debating session, many students were wrong in pronunciations, didn't have enough to construct the arguments about the topic of debating, didn't enough in ordering or organizing the message and arguments, and can't speak confidently. But the lecturer always gave motivation, guided, and improved them"[70]

From the statement above, researcher conclude that many problem faced by the lecturer in teaching speaking by using Rhetoric theory for debating. However, the lecturer is patient to guide the students to speak English fluently and effectively.

According to Mrs Pryla Rochmawati, M.Pd, as a speaking lecturer states

> "I have many problems to teach speaking lesson in debating activities, my students are not confident to speak English well when they discuss with their friends, and when they debate session in front of class. They do not have enough vocabulary to make good conversations and organize the messages or arguments. They are smart students, but they are passive."[71]

Mrs Pryla also states that the situation in the class:

> "Actually my target of my speaking class, my students could be better in speaking. They can practice to use English totally, not only in the class but also in daily conversation. Is not easy to make the students practice English everyday everywhere, because the lack of confident and motivation. Therefore I always motivate all my students to speak English.[72]

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[70] See appendix 05
[71] Interview Transcript Number: 08/I/14-4/2015
[72] Interview Transcript Number: 09/I/14-4/2015

The result from the data observation and data interview there were many problems faced by lecturer in application Rhetoric theory for debating in teaching speaking is follow:

a) The students were not confident to speak English while the discussion and debating session.

b) The students were poor in pronunciations

c) The students did not prepare to determine the topic discussion in debating related to the motion, because they don't have enough knowledge.

d) The condition when learning process un conductive

Through the lecturer have problem in application Rhetoric theory for debating in teaching speaking, the lecturer always motivate the students. The lecturer stimulates to the students be active in speaking English on their in daily conversation and try on debating session with their friends.

3. **The Problems faced by the students in using Rhetoric theory for debating in teaching speaking for the Second Semester (TI.C) of English Education Department at STAIN Ponorogo in Academic Year 2014/2015**

Not only the lecturer, but the students also faced many problems in teaching speaking using Rhetoric theory for debating. The result of the

observation about the problem faced by students in application Rhetoric theory for debating in teaching speaking is:

> "In application Rhetoric theory for debating in teaching speaking, the students are very enthusiastic when the lecturer gives them some motion to determine the topic discussion in debating session, but they do not ready to explore or present the contents, messages, ad arguments of the topic of debating in short time. The students are also unconfident to speak up during the speaking class or debate session going on. The students feel unconfident because the pronunciations is not good, poor about vocabulary, and confuse how to construct the arguments or messages from the topic related to the motion of debate. They are also afraid to face the other group of debate and audiences if they are didn't have enough knew about the rules of debate although the lecture explained. Besides that, the students didn't have knew about Rhetoric theory, caused they are never get the lecturing about Rhetoric theory for speaking effectively. Only the students followed the extra organization at STAIN Ponorogo, just like HMPS-TBI and SMJ Tarbiyah got the training of Rhetoric theory. Besides that, at STAIN Ponorogo in English Education Department is nothing about Rhetoric theory lecturing for speaking ability"[73]

From the statement above, the researcher assumed that students have many problems in debating activities for speaking class. Using this theory, the lecturer try to make sure students can develop their speaking ability. In this theory, students are more active to speak up because they always discuss with their friends and make communication using English language.

In addition to the results of interview from Habibah Laela N.A states that:

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[73] Observation Transcript Number: 4/O/04-IV/2015

"I think English is difficult language to learn, morever in speaking ability, I have many problems in debating activities use Rhetoric theory. I can't speak fluently, confidently, and difficult to organize the arguments or message of topic discussion in debating session. Because, I am not confident to speak up in front of class."[74]

While the result of interview from many students of TI.C for the second semester at STAIN Ponorogo about the speaking class and the problem faced by the students during application Rhetoric theory in for debating in teaching speaking.

Binti Hamidatus S as the students of TI.C for the second semester at STAIN Ponorogo states:

"Speaking class with debate activities can practice in our habitually to be natural when we speak in daily conversation using English language. From debate activities, we also know about grammatical and increasing in vocabulary mastery. Besides that, we also knew how to persuasive the audiences with our messages or arguments organizing"[75]

The next informant is Purwati, she said that:

"I have many problems in speaking class for debating activities. I do not understand the pronunciation of each word. Besides that English language is not my mother language, so it makes me confused in debating activities for speaking class. I do not know how to organize my opinions. I am not confident to speak English fluently. But I always fight to speak English fluently and confident.[76]

From the observations, it can be concluded that many problems faced by students in debating activities for speaking class. The problems are, Intonation, organizing of arguments or ideas, fluency, lack of vocabulary, lack of confident and afraid to make mistakes are the problems

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[74] Interview Transcript Number: 11/I/19-5/2015
[75] Interview Transcript Number: 12/I/19-5/2015
[76] Interview Transcript Number: 13/I/19-5/2015

faced by the students. But the students always fight to be good speakers in English language and learn more about Rhetoric theory for speaking ability in debating activities.

4. The Advantages of Using Rhetoric Theory for Debating in Teaching Speaking for the Second Semester (TI.C) at STAIN Ponorogo in Academic Year 2014/2015.

There are several advantages of using Rhetoric theory for debating in teaching speaking. This is in according to an interview with Mrs. Pryla Rochmawati, M. Pd.: some advantages of Rhetoric theory are:

1. Encourages students to be more active in learning process of speaking class.

2. Stimulates students to have high self confident in speaking (debating session)

3. Helps students developing their knowledge, information, new expression, and new vocabulary item from the debaters.

4. Helps students how to be good speaker, to organize messages or arguments, to persuasive the audiences with students' speaking, and how to be credible speaker.

5. Requires active audiences from the debaters.

6. Encourages the students to have confident in debating activities effectively.[77]

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[77] Interview Transcript Number: 14/I/19-5/2015

According to Novi Linda R (one of student of TI.C class) second semester at STAIN Ponorogo, the advantages of using Rhetoric theory are:

> "Using Rhetoric theory for debating makes speaking ability developed, and I also can get new theory in developing my speaking. I enjoy speaking in English because this theory always practices by group discussion, especially in debating. The messages or arguments of topic discussion in debating is also easier to be explored and makes audiences or group of debate are persuasive with our performance in debating session.[78]

Based on interview above, it can be concluded that Rhetoric theory is suitable and interesting theory for debating in teaching speaking.

According to Qodri (one students of TI.C class in second semester at STAIN Ponorogo), the advantages of Rhetoric theory for debating in teaching speaking are:

> "In my opinion, Rhetoric theory helps us to train my fluency in speaking, especially in debating activities. I am also can explore my idea by own language confidently. Rhetoric theory also makes us to be active speakers. We can share our idea with our groups or other in debating. It is makes me enjoy and enthusiasm during teaching learning process of speaking class in debating".[79]

Based on the documentation result has been done by the researcher, it was known that the students enjoyed the lesson and class seemed to be learning the material well.

While based on the result of observation explain that the use of Rhetoric theory for debating in teaching speaking can facilitate the lecturer to transfer the materials for the students, makes the student can understand

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[78] Interview Transcript Number: 14/I/19-5/2015
[79] Interview Transcript Number: 15/I/19-5/2015

the material well and develop students' speaking ability in debating. The use of Rhetoric theory for debating gives some advantages either to students or to lecturer in teaching speaking.

CHAPTER IV

DISCUSSION

In this chapter, the researcher discusses the result of the research based on the statement of the problems. The results taken from the observation, interview and documentation. In this chapter the researcher collects all the data and concludes that has been applied to Rhetoric theory for debating on speaking class at STAIN Ponorogo in academic years 2014/2015.

A. **The Analysis of Using Rhetoric Theory for Debating in Teaching Speaking for The Second Semester (TI.C) of English Education Department at STAIN Ponorogo in Academic Year 2014/2015**

Rhetoric theory can facilitate students' speaking ability in the class. Students are able to play an active role to speak English. Students have confidence in using English as the language of conversation in the classroom and everyday conversation. In addition, students also gain more knowledge when debate for speaking class using Rhetoric theory and students are also more aware of the problems faced in speaking activities and tried to find solutions on the problems faced. Curiosity of students also increased during the use of Rhetoric theory underway. Students also have a sense of discipline in terms of time during the learning process of speaking using Rhetoric theory and also teach spirit or confident in practicing debate.

In the application of Rhetoric theory for debating in teaching the class speaking students will develop a sense of curiosity about everything. In this

stage of Rhetoric theory greatly facilitates the students in terms of knowledge. Because students are in demand to have a lot of references about science to organize and manage the arguments or messages that the motion of debating is given by the lecturer for debating. In solving the problem the student can seek knowledge from various sources. Students can read books, look at internet sites and also solve problems based on personal experiences of students. Currently the process of finding appropriate solutions to the problems faced will cause a lot of benefits for students. So it is not only fluent in speaking English, but students will have more knowledge about how to organize messages and manage the arguments persuasively, and knew how to be credible speaker in debating session. So that, when discussing about topic of debate the students will not run out of material to be explored in front of audiences related to the motion of debate session.

It can be proved when students discuss; they use English in every conversation with the debaters of the group. Students exchanged mind about the opinions and ideas of different students also use the rules of debate effectively. This activity makes students able to actively use English in the class of speaking. Speaking on debating using Rhetoric theory, students not only speak in debating and discussing without having a clear direction, but in the discussion and debate stage in using Rhetoric theory students are faced with a motion that must be found the suitable topic for debating and the students should explore about their topic of debate in front of audiences with a group. At this stage the students had active in speaking activities.

In addition, the lecturer teaches speaking use Rhetoric theory for debating to make easy students in understanding about speaking effectively. Debate session, student activities in the use of Rhetoric theory is the process of exploring idea or messages to the audiences in debating. In this phase, the lecturer gave fifteen minutes to the students to discussion about motion of debate to get suitable topic discussion in debate session and learned how to persuasive audiences with logical idea and strong messages. Students are given the responsibility of each one in the group debate, so as not to waste too much time and learning is very efficient when applied.

From the result of interviews and observations that has been done, when the last activity was a presentation in front of the class. In this stage of presentation that occurs when the application of Rhetoric theory is to present the results of discussions with friends in the group debate. Each group a present the result of their discussion in front of the class. One member as the representative of the group was present the results of debate in front of the class. At this point students could develop confidence in speaking and got credible speaker, because students would be faced with all students as the audiences in the class. Student as the debater in debate session explore what are topic discussed and conclude the information of the topic related to the motion. When the presentation and debate session the students feel confident and able to speak English fluently and effectively.

Based on the statement above that the all process in the application of Rhetoric theory for debating in teaching speaking class are all activities

centered on students. Rhetoric theory is applied to develop students' ability in speaking English. The role of lecturer in the application of Rhetoric theory is just as facilitators, which provides the rule of debate and motion to be learned and discussed by students real speaking activities (debate session). Besides the lecturer to control the situation in the classroom during the application of Rhetoric theory in progress. The lecturer also supervise students and provide direction to the students so as not to come out of the rule of debate and motion given.

B. **The Analysis of The Advantages of Rhetoric Theory for Debating in Teaching Speaking Effectively for The Second Semester (TI.C) of English Education Department at STAIN Ponorogo in Academic Year 2014/2015**

Every theory in teaching learning process always has advantages. Rhetoric theory for debating also has advantages in teaching and learning process of speaking class. Rhetoric theory is a persuader seduction technique in persuasion to produce inducement through the character of the speaker in debating activities for speaking class, emotional from the speaker or argument. This theory can be used as one alternative theory in the learning process of speaking class that will make the learning process more varied so as not to bore students in developing speaking ability in debating.

The advantages of Rhetoric theory for debating in teaching speaking are:

1) Rhetoric theory help students available in the communication process in debating activities.

2) Rhetoric theory help students to provide opportunities and possibilities for self-control students in the situations what they are face in debating.

3) Rhetoric theory help students become more agile in the debate.

4) Rhetoric theory help students to built up a positive mental attitude towards others and the world around, which can increase the success in life and work.

5) Even in the process of speaking that often, students can become more open towards themselves and towards others. It means daily communication with people we meet.

Based on the observation that had done by researcher show that in the teaching learning process of speaking class in debating using Rhetoric theory at TI.C class of the second semester at STAIN Ponorogo has some advantages as the reason why this theory applied, such as:

1) Makes the students to be active speaker in debating.

2) Help students develop their knowledge, information, messages, new expression, new vocabulary, and speaker credible in debating activities.

3) Help students can easily understand about how to organize messages and arguments clearly and persuasively from the speaker in debating activities.

4) Makes the students to have more self-confident to practice speaking in debating session.

5) Makes students understand the main of topic from the motion of debate session.

6) Explores their idea by own language and clearly.

7) Help students to control audiences with students' speaking in debate session or dicussion.

Based on the data above, it can be analyzed that the advantages using Rhetoric theory for debating at TI.C class of the second semester at STAIN Ponorogo are some with the theory. Only the stage is different. It is caused of the lecturer have specific purpose of teaching speaking and see the students ability.

Generally, the researcher concluded the advantages of this theory are: First, it is effective theory to develop students' speaking ability in speaking class, because Rhetoric theory makes the students active in the learning process of speaking class. Rhetoric theory also develops the students' ability in teaching and learning process of speaking through debate session and discussion about the motion of debate from the lecturer to be discussed in each group of debate they are never known before. This activity can make the students to be active speaker and confident in speaking. Then this theory is expected to develop students' ability to speak effectively and persuasively to the messages and arguements are explored by the speaker in front of audiences or class, makes the students' understand more active organizing

idea, messages, arguments, confident, and be credible speaker in speaking activities.

The second, this theory creates the learning enjoyable and interesting. The students know several stories and then predict the topics that never know before by discussing with the group. They can give some comment, give summary and learn moral value from the text or story by their language. Students also forced to read aloud the text fluently. They must read in front of the class with confident. So, with this technique is expected to increase students' knowledge about the story and their intellectual skill and also can train the students to be brave and confident.

Third, this theory also develops the students' vocabulary items. In the speaking class, there are many new vocabularies. The speaker typically uses the vocabulary to help understanding the topic discussion in debate session. If students don't have many vocabulary items, they will be difficult in receiving information or understanding the messages from the speaker in debate session.

Fourth, this theory makes the students more active and enthusiastic. The lecturer is a facilitator of his students' learning, answering students' question, engaging in the communicative activity along with the student. Students also can train their English language in debate session. They can train their fluency in English language. The lecturer also gives the opportunity to the students to share their opinion, their comment, or give

feedback to the group presentation. So, the students can share their idea and get new information from the speaker or the listeners.

The fifth, it motivates the student to speak confidently. They must be active speaker in speaking activities (debate session). Students demanded to explore their thinking and idea as well as possible. So, the students competed to give the best when they present the topic discussion in debate session in front of the class or other group of debate. From here, students are motivated to be a good speaker and be bulit up about mental building from the speaker.

From the explanation above, the researcher comes to the idea that Rhetoric theory has many advantages in teaching learning process especially in debating. This theory is very suitable in teaching speaking for debating. The students can develop their speaking ability, be credible speaker, organizing messages or arguments effectively and persuasively in front of class, and can explore the new information and knowledge to the other, and develop their self to be brave, active, and confident.

CHAPTER V

CLOSING

A. Conclusion

Referring to the finding and discussion in the previous chapter, it can be concluded that: The use of Rhetoric theory for debating in teaching speaking for the second semester (TI.C) at STAIN Ponorogo are: interesting, suitable, and effective. The students become more active and enthusiasm in teaching learning process of speaking class in debating. The students anthuishem in debating. The ways the use of Rhetoric theory for debating in teaching speaking are: (a) Invention; in this phase is the process of finding available arguments. The students were divided into four groups to discuss among students; each group consisted of 3 and 4 children. The relationship of group debate consisting of Positive group and Negative group of debating. The students in the group of debating have to determine the topic of debating and write some arguments related to the rules of debate before presented in front of class in debating activities. The arguments must be logic, it's called Logos in Rhetoric theory. Caused every reason or an argument must be logic and can receive each other people, (b) Arrangement; in this stage, students began to think about the planned ordering of a message or arguments to achieve the greatest effect. The students in the group of debate have to arrange the contents of debate related to the motion. Students began to discuss and to organize the

arguments in which exlored by the speakers as the debaters, (c) Style; in this phase the groups find and analyze the the use of language in which the debaters discuss about materials for debating. Before the groups asked to present the arguments about topic which were related to the motion. Every student in each group of debate has to make majaz when explore the topic. All are to make audiences persuasived with the arguments in debating the topic discussion and make clear the arguments before presented, (d) Memory; in this stage, the students have to make check list some information in which discussed in the group of debate and found in the book or internet before presented in debating activities, (e) Delivery; in this stage, after the students prepare all the materials for debating, the students presents its all materials with style in debating, just like using mimic and gesture of speakers in ordering some arguments in debating. The students have to be credible in debating activities. It's called Ethos in Rhetoric theory.

The advantages of using Rhetoric theory for debating in teaching speaking for the second semester (TI.C) at STAIN Ponorogo are: (a) the students more active speaker in speaking process (b) helps student developing their knowledge, information, new expression, and new vocabulary from the topic discussion in debate session (c) the students have high self confident in speaking (d) the students able to develop students' ability to speak effectively and persuasively to the messages and arguements are explored by the speaker in front of audiences or class,

makes the students' understand more active organizing idea, messages, arguments, confident, and be credible speaker in speaking activities.

B. Recommendations

1. For the lecturer

   a) Lecturer should develop the teaching learning process in order to know and find the suitable theory in order to make successful teaching learning process

   b) Lecturer should care and understand to the students' problem during teaching learning process. However, the students will enjoy, enthusiasm, and feel comfortable during teaching learning process

   c) Lecturer should know and understand the students' ability and their habit. It is important in order to give the best service in teaching learning process

   d) Rhetoric theory could be used in teaching learning process especially for debating in teaching speaking. This theory also can combine with several methods like active learning.

2. For the institution

   a) The institution should give a new curriculum about Rhetoric theory is as ones of the lecturing in English Education Department to develop speaking ability.

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