

**THE IMPLEMENTATION OF RTDA (READ TO DEBATE ACTIVITY)
IN MOTIVATING SENIOR HIGH SCHOOL STUDENTS
TO SPEAK ENGLISH**

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Abstrak

Keterampilan berbicara adalah salah satu keterampilan bahasa Inggris yang harus dikuasai oleh siswa. Ada beberapa persoalan yang sering dihadapi oleh siswa dalam berbicara bahasa Inggris. Persoalan-persoalannya adalah siswa kurang kosakata, kurang kepercayaan diri, kurang latihan bahasa Inggris, dan kurang motivasi. Paper ini mendiskusikan cara memotivasi siswa kelas dua Sekolah Menengah Atas dalam berbicara dengan menggunakan *Read to Debate Activity (RTDA)*. Aktivitas ini berdasarkan penggabungan keterampilan membaca dan berbicara seperti yang disarankan oleh Zhang (2009) dalam artikelnya yang berjudul *Reading to Speak: Integrating Oral Communication Skills*. Dalam artikel tersebut, Zhang memperkenalkan hasil RTDA dalam memotivasi siswa untuk berbicara dalam bahasa Inggris. Penerapan RTDA harus mempertimbangkan dua hal utama. Hal yang pertama adalah bagian persiapan. Pada bagian ini, guru memberikan tiga teks yang mirip yang mempunyai isu yang kontroversi; membagi siswa dalam dua tim (afirmatif dan negatif) dan setiap tim juga dibagi menjadi beberapa grup. Hal yang kedua adalah bagian prosedur pengajaran dan pembelajaran. Ada empat langkah yang harus diikuti oleh siswa. Langkah-langkahnya adalah (1) membaca teks utama di dalam kelas; (2) mendiskusikan semua teks di dalam grup; dan (3) berpartisipasi dalam debat di kelas. Sebagai tambahan, penerapan RTDA memberikan tiga keuntungan utama untuk siswa. Keuntungannya adalah (1) memotivasi siswa untuk berbicara bahasa Inggris dan mempunyai pikiran yang kritis; (2) untuk meningkatkan rasa percaya diri siswa; dan (3) untuk memberikan siswa pengalaman awal tentang debat. Setiap langkah dalam RTDA memotivasi siswa untuk berbicara dalam bahasa Inggris. Oleh karena itu, RTDA sangat sesuai diterapkan dalam pengajaran bahasa Inggris di Sekolah Menengah Atas.

Keywords: *Read to Debate Activity (RTDA)*, motivasi, keterampilan berbicara, siswa Sekolah Menengah Atas

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A. INTRODUCTION

Speaking is one of English skills that should be mastered by students beside listening, reading and writing. The ability to speak is essentially needed when students want to learn English, because learners have some reasons in speaking English. According to Lindsay and Knight (2006:57), people speak for many reasons. For instance, people want to be sociable, they want something, they want other people to do something, they want to do something for someone else, they need to respond to someone else, they need to express their feeling or opinion about something, they need to exchange information, they want to refer to an action or event in the past, present, or future, the possibility of something happening. Therefore, the students need ability to speak to facilitate in interacting with teacher and friends, and the students need a lot of practice to develop this skill.

Based on Curriculum 2013, English is used in teaching learning process in senior high schools and senior high schools. In both of these secondary schools, English becomes one of the subjects of national examination. That is why English must be taught more intensively; in order the students are able to master English and finally they can get the sufficient score as the requirement to pass the national examination.

As one of the important language skills in English, speaking has been taught in all levels of education from Junior High School until university level. Because of the importance of speaking skill, the National Department of Education includes this skill in the curriculum. In this curriculum the students are expected to be able to comprehend English spoken and written. Lindsay and Knight (2006:57) define speaking as “a productive skill that involves putting a message together, communicating the message, and interacting with other people.” In other words, speaking is to transfer a message in order to communicate with others.

However, speaking is not usually planned or prepared beforehand. Because speaking is not usually planned, it is often spontaneous. Being spontaneous to speak often causes difficulties to EFL students. Furthermore, Nunan (2003:48) explains that there are two reasons why language learners have difficulties in speaking.

Speaking is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time, usually the person that other person are talking to is waiting for her or him to speak right then. Second, when a person speaks, he or she cannot edit and revise what you wish to say, as you can if you are writing.

The students also have low motivation in speaking. Brophy (2004:7) explains that, “Motives are hypothetical constructs used to explain why people are doing what they are doing. Motives are distinguished from related constructs such as goals (the immediate objectives of particular sequences of behaviour) and strategies (the methods used to achieve goals and thus to satisfy motives).” In

other words, motivation gives people the reasons why they are doing something. It also makes the goals of doing something and the strategies to pursue the goals.

Rost (2006:1) states that, “The research on motivation defines motivation as an orientation toward a goal (this orientation may be positive, negative, or ambivalent). Motivation provides a source of energy that is responsible for why learners decide to make an effort, *how long* they are willing to sustain an activity, *how hard* they are going to pursue it, and *how connected* they feel to the activity.” In other words, motivation can force a person to act something.

According to Dornyei and Cheng (2007:154), there are three motivation paradigms. They are: cognitive aspects, psychological theories, and situational factors:

The new approach successfully expanded the motivation paradigm by (1) promoting cognitive aspects of motivation, especially those related to the learner’s ‘self’ (e.g. need for achievement, self-confidence/efficacy, self-determination); (2) integrating various influential theories that were already prevalent in mainstream psychology (e.g. goal theories and attribution theory); and (3) focusing on situational factors relevant to classroom application (e.g. characteristics of the language course and language teacher).

Moreover, Ghaneas and Pisheh (2011:460) classify motivations into two types: intrinsic and extrinsic. Intrinsic motivation means someone’s motivation which exists because of internal reasons, for example, pleasure and curiosity. Whereas extrinsic motivation means someone’s motivation which exist because of external reasons and rewards such as good grades or praise from others.

Actually, there are two factors that make students have lack motivation in speaking. The first factor comes from the students and the second factor comes from the teacher. Soureshjani and Riahipour (2012:328) state that “...without motivation and positive attitudes even people with remarkable abilities cannot achieve long-term goals...the factors which may negatively affect the speaking performance of language learners”.

First, the students have lack motivation in speaking because they have four problems in speaking. Firstly, the students lack of vocabularies that make them do not know what they want to say, eventhough they have an idea in their mind. Secondly, the students lack of self-confidence to speak English in front of people, eventhough in their own classroom. Thirdly, the students lack of practice English. The students rarely practice their English speaking, eventhough they have many vocabularies, ideas and self-confidence. Fourthly, the students lack of critical thinking. The students need something that encourage their critical thinking to increase their motivation in speaking.

Second, the students have lack motivation in speaking because the teacher does not create an activity that can solve those problems to increase students’ motivation in speaking English. In fact, the students need the situation that improve their vocabularies, self-confidence, practice English and critical thinking, in order to increase their motivation to speak English.

In English classroom, motivation can force the students to learn English skills, but it depends on students themselves and teacher's effort to create motivation in learning. To illustrate, Mantrana - an English teacher in Madrid - informs that she has done a few things to increase her students' motivation in learning. They are analyzing students' attitude toward exercise; discovering students' preferences and needs; and analysing students' behaviour when participating in group (Mantrana, 2009:68).

In addition, there are several studies that discuss about the way to encourage the students' motivation to speak English in classroom. Firstly, Tsou (2005:48) suggests the the English teacher speaking skills through some activities such as mini dramas, fantasy experiences and comparing and contrasting process.

However, those activities do not increase students' critical thinking. The students only memorize the scripts. Secondly, Khameis (2007:111) suggests the English teacher to develop students' speaking skills through songs and puppets. However, songs and puppets are appropriate for Junior High School and Elementary School level. Thirdly, Leon and Cely (2010) consider games as the best motivation to help the students speak English in a condusive atmosphere. Besides, the games also give the students opportunity for having free expression. However, those games show that the activities being discussed are only done inside classroom.

Thus, the writer would like to offer an activity that increases the students' motivation in speaking English through RTDA (Read to Debate Activity). RTDA is an activity that can motivate students to speak English because this activity can solves the four students' problems in speaking. This paper will focus on the implementation of RTDA (Read to Debate Activity) to motivate Senior High School students to speak English.

Hedge (2011:263) explains, "The challenge for the communicative classroom is to find activities and procedures for speaking which will prepare students for spontaneous interaction and which will aid the acquisition process, though of course the two aims may usefully coincide." The teacher has to find the activities that increase students' motivation. Harmer (2011:123) also states, "Good speaking activities can and should be extremely engaging for the students. If they are all participating fully - and if the teacher has set up the activity properly and can then give sympathetic and useful feedback - they will get tremendous satisfaction from it." In addition Harmer (2011:123) also points out that "speaking activities provide rehearsal opportunities and chances to practise real-life speaking in the safety of the classroom." Therefore, English teachers have to create an activity that motivates students to speak English. RTDA is one of activities that can motivate students to participate actively in the classroom.

RTDA integrates reading and speaking. Rebecca Oxford (2001) states, "integrating the language skills also promotes the learning of real content, not just the dissection of language forms. The integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds".

RTDA is introduced by Zhang (2009:33). She emphasizes that "reading to speak" requires students "to engage in a debate from an article that they find in a

textbook or other sources.” There are three steps of RTDA. The first one is the students read the texts while focusing on the controversial topic. The second one is the students discuss the controversial issues in their group. The third one is every group choose one of their member to becomes the debater.

According to Kate and Meany (2005:44), debate is an organized public argument on a specific topic with the specific rules. The debate competition rules have seven key areas of debate, such as; debate topics, number of teams and debaters, speaking time limits, preparation period, debate materials, POI (Points of Information), judge training and decision-making. Therefore, in debating, there are the elements to be used which consist of a topic, the arguments, and debating rules.

Debate activity can motivate the students in speaking. Alasmari and Ahmed (2012) explain how the debate can motivate students in speaking:

Debating can be used brilliantly to boost up students’ speaking in English. Practices can be organized in various ways. In many EFL settings, students are found scared of speaking in English when they take admission into universities. In most of the cases, their poor background knowledge and practice in English are responsible for this. Use of debate, speech and conversation in EFL classes will first of all drive out students’ fear about English language. Moreover, regular practice of debate, speech and conversation will improve their fluency, pronunciation and vocabulary. They will also familiar with jargons and technical terms as debating cover a variety of areas and issues.

The debate activity can motivate the students in speaking because in debate activity the students have to speak. They do not keep silent during the debate activity. In addition, it also makes the students can practice their English regularly.

There are several models of debate. According to Ziegelmueller and friends (1995:23), there are two kinds of debates are gaming and educational models of debate. The gaming model of debate is “Debate is depicted as a competitive intellectual game played between participants seeking to win the game.” The educational model of debate emphasizes the value of debate as a method of teaching reasoning, analysis, and argumentation skills to the participants. The educational model of debate is appropriate to be held in the classroom. The students analyze, share arguments and give the reasons in the debate process. The classic model of debate may be used for a large class. Both of these debate models have affirmative and negative teams. The affirmative team always supports the issues, and the negative team negates the issues.

RTDA has similarities and differences with a Common Debate Competition (CDC). The similarities are both of RTDA and Common Debate Competition have affirmative and negative teams and both of them also have motion. The differences are, the RTDA is aimed to encourage all students to speak in speaking class and it is without POI (Points of Information). In contrast, the Common Debate Competition is aimed to encourage all members to win in the

competition and it uses POI. In addition, RTDA is without POI because RTDA is a beginning process to become a real debate.

In addition, RTDA can encourage students' critical thinking after reading the texts. According to Pirozzi, Martin and Dziewisz (2012:177), critical thinking is a thoughtful way of dealing with events, issues, problems, decisions, or situations. It means that critical thinking makes the students become critical thinkers. They can deal with events, issues, problems, decisions, or situation. They also have the best chance of making sense of issues, and coming up with opinion for the issue. It is very useful to motivate students to speak in RTDA, because they have read the texts to deal with the issues and give their opinions toward the issues.

B. DISCUSSION

Read to Debate Activity (RTDA) requires students to engage in a debate by reading particular texts. The texts selected for this activity should provide controversial issues. The discussed issues should be within students' capability.

1. Preparation

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

Firstly, teacher gives the students three texts that provide controversial issues. The first one is the main text and two others are the texts which supports the main text. These three texts are based on Senior High School students' level. This means that teacher should prepare the texts which consider students' ability, knowledge, and age.

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

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

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

Thirdly, the teacher asks the students to read and comprehend the three texts at home. The teacher also explains if they are going to do RTDA for the next meeting in the classroom. In addition, because of RTDA activity is based on the three texts, the students can discuss those texts in their group at home because they have known their group's members.

2. Teaching Procedures

a. Pre-Teaching Activities

In pre-teaching activities, teacher opens the class like usual by greeting the students, ordering the students to pray, checking the students' attendances and checking the students' preparation. Besides, teacher also does pre-teaching of RTDA. First, teacher checks students' text, because the students have been given the two texts (a main text and another text that have similar topics). Then, the teacher asks the students' difficulties in understanding the main text.

The teacher asks the students to deliver their difficulties about the main text. If all of the students understand the text, the teacher can continue to the next step. If some of students do not understand or they have difficulties to comprehend the main text, teacher has to give some explanation by asking what the students do not know in the text such as new words or difficult vocabularies and the content of the text.

The teacher also shows the time allocation for every step of RTDA on the whiteboard in order to show the limitation of the time to the students.

Steps of RTDA	Minutes
Reading the main text	10
Group discussion	15
Debate	35
Audiences' participation	15
Total	75

Table of Time Allocation of RTDA

Based on the allocation of time, reading the main text is allocated for ten minutes because the students have read the text in their home. The students have group discussion for fifteen minutes. They need to share their opinions quickly because they have limited time. Debate is allocated for thirty five minutes which is enough to give each team opportunity to deliver their arguments in debate. The time for the audiences' participation is fifteen minutes. The teacher give the students opportunity to talk about the rubric of debaters. Overall, the teacher has to manage the time effectively.

b. Whilst- Teaching Activities

In whilst- teaching activities, the teacher explains the rules of RTDA. Then, the students read the main text in the classroom. After reading the main text, the students discuss the issues in their group. Finally, the students will participate on the debate.

1). Reading the Main Text

In the step of reading the main text, the teacher instructs the students to read the main text in the classroom. This activity helps the students to comprehend the text. This following text is the xample of the main text:

**Should Candy and Soda Be Banned from Schools?
President Obama has proposed removing high-calorie drinks and snacks
from school vending machines**

YES

Removing unhealthy high-calorie snacks and drinks from schools is an important step toward tackling the nation's childhood obesity epidemic.

About a third of American children are overweight or obese. Addressing that problem requires changing what kids eat in school, where many kids consume half of their daily calories.

Reforming our school meals program will ensure that all foods served in schools are healthy and nutritious. By setting standards for the food that is served and sold in cafeterias, we can make sure our children have the opportunity for a healthy start in life.

The sale of unhealthy high-calorie snacks and drinks in school vending machines undermines these efforts to ensure access to healthy and nutritious food in schools. But it doesn't mean the end of vending machines in schools; it means stocking them with more nutritious offerings to make healthy choices available to students.

Why is this something the government needs to get involved in? Because the potential impact is enormous. Children who are obese can face lifelong struggles with their weight: 80 percent of teenagers who are obese remain obese as adults. That increases their risk of suffering from certain cancers and chronic diseases like diabetes, heart disease, asthma, and high blood pressure.

Rebuilding and revitalizing America requires the next generation to be the healthiest and best educated in our history. We won't succeed if our school environments and our students aren't healthy. If we fail to act, today's children may be the first generation to have shorter life expectancies than their parents.

Tom Vilsack

U.S. Secretary of Agriculture

NO

It's not the government's job to make decisions about what we eat and where we eat it. That's why it's a bad idea to ban soda and candy from schools.

The problem with government intervention in this area is that it erodes personal responsibility rather than encouraging it.

When the government gets involved in forcing kids to change their diet—in this case by banning soda and candy in schools—it undermines students' ability to learn how to make healthy decisions for them.

As anyone who has tried to lose weight is likely to tell you, going "cold turkey" and avoiding tempting foods is setting yourself up for failure, and that's exactly what banning particular foods will do. Researchers call this the "forbidden fruit theory," because we often crave things we're not allowed to have.

So then why is there so much talk about banning soda and candy from schools? Because when faced with a problem as complicated as our nation's childhood obesity epidemic, it's easier to simply assign blame to sugary drinks and snacks, rather than tackling the various roots of the problem.

It is true that soda and candy are high in calories, but in fact, there isn't any evidence that either directly causes obesity. Why then should soda and candy be singled out from the hundreds of high-calorie and high-fat foods, and banned from schools?

Instead of banning particular foods and drinks, schools should focus on teaching students to lead active, healthy lives—offering classes on healthy cooking, or gym classes that make it fun to be active. Removing unhealthy choices is no way to teach students how to make healthy ones.

J. Justin Wilson

Centre for Consumer Freedom

(The New York Times Upfront, Vol. 142, May 10, 2010)

The text above is appropriate for RTDA in speaking because this text includes the controversial issues that is related to teenagers life. It also has two arguments about the issues that have several reasons. The reasons can help students to make their opinions about the issues. Reading the main text in the classroom can motivate students to build up their opinions. It also can encourage students to find some reasons on the text, because the students know what they have to do. As a result, the students can find some reasons to support their team's

opinions about the issues. Then, the teacher lets them to continue to group discussion.

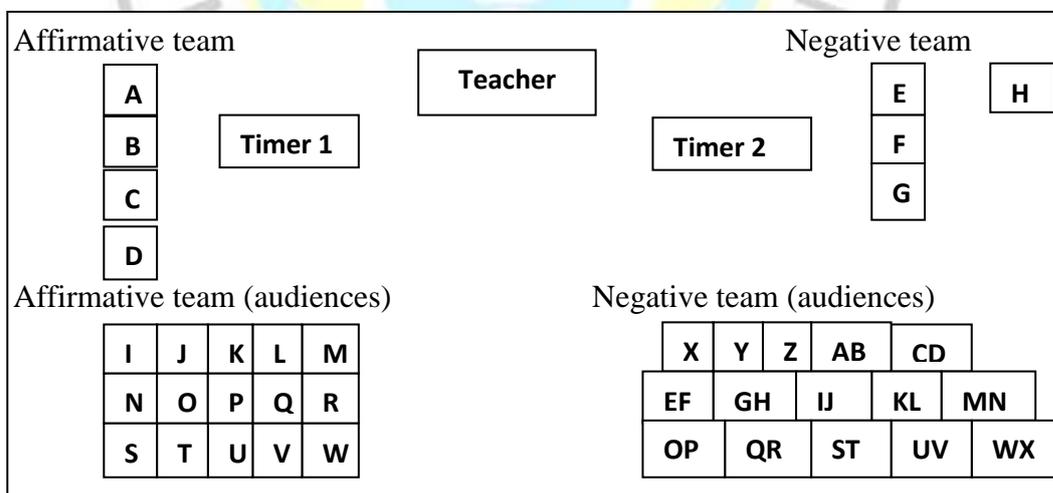
2). Group Discussion

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

In group discussion each student has the same opportunity to share opinions and tell arguments about the controversial issues. Hence, the group discussion can motivate students to speak. In addition, the group discussion can increase students’ self-confidence because they discuss with their group members in small number. Moreover, the discussion can encourage the group members to share their opinions without worrying to make mistakes. Accordingly, the students will feel comfortable to speak English in their group. This activity is also useful for integrating member of group’s opinions about the issues that can be brought to class debate.

3). Debate

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



The debaters, teacher, and audiences position.

In this stage, the students who become debaters are motivated to deliver their arguments in front of class because they have prepared their arguments in group before chosen as a group’s representative. Moreover, the debaters who come from different groups are motivated to do the best for their teams (affirmative or negative).

Before implementing the debate, the teacher gives the audiences debate assessment rubric. The audiences are those group members who are not chosen yet to be a debater on the day of class debate. Every audience get one debate assessment rubric. This debate assessment rubric is intended to make the non debater students become active listeners. The students can give mark for few selected debater when the debaters are talking. To illustrate, the audiences of the affirmative team give mark for the debaters of the negative team. In contrast, the audiences of the negative team give mark for the debaters of the affirmative team.

In addition, the teacher explains the way to fill the debate assesment rubric. The students have to circle the number five until one. The number five is the highest score for the debate assessment rubric. In contrast, the number one is the lowest score for the debate assessment rubric. The students can circle the number based on their opinions about the performance of the debaters. The teacher fills another rubric. This rubric is especially for the teacher.

Moreover, teacher instructs the students to do the debate. The students will debate based on the debate position in figure 5. Every student delivers their arguments about the issues. They debate until both of timers tell the time is over. After the debate has been finished, the teacher also asks the audiences (the students from affirmative and negative teams that do not perform in front of the class) to give their opinions about the debaters' performance from the opposite their team.

Furthermore, the teacher can ask audiences' opinions about the debaters' performance from the opposite of their team. The audiences from affirmative comment the debaters from affirmative team. On the contrary, the audiences from negative teams comment the debaters from affirmative team. The students that asked by the teacher are from each of group. To motivate audiences to speak and share their opinions, teacher can give them point or mark on the teacher notes.

In debating activity, the members of groups are chosen to represent their groups ideas. The students from each team work together to maintain their arguments, but every students has different reasons to support their opinions. It motivates the students to think what they have discussed with their friends in groups' discussion.

c. Post- Teaching Activities

In post teaching activities, the teacher evaluates a debate based on the arguments presented by the students. The teacher has to consider the ideas both sides present. The decision is not about which side is wrong or right, but which offered the best arguments. Teacher can evaluate the debate based on debate's rubric below. While the teacher is counting up the debaters' scores, the students fill the self assessment rubric. This self-assessment rubric is filled by all of students in post teaching activity. Moreover, the rubric is useful for the students' self-evaluation for the activity.

In the post teaching, the teacher tells which team that has the best arguments in the debate. He or she gives some reasons why that team has the best arguments on the debate based on the total scores on the teacher's rubric. By announcing which team that has the best arguments, it can motivate other members of group who join the next debate to do their best. The teacher also gives both of teams

reward. It can entertain and catch enthusiasm of the students. In addition, the teacher tells the topic for the next meeting and gives the students other texts to them. After that, the teacher greets the students for closing the class.

C. CONCLUSION AND SUGGESTIONS

Read to Debate Activity (RTDA) is an appropriate activity to motivate Senior High School students in speaking English. It is an integrating activity that integrates between reading and speaking skills. The students read the text first, and then they can speak their opinion about the issue on the texts. It encourages the students to share what they have in their mind about texts that have been read.

The steps of RTDA can encourage the students to speak English. First, during reading the main text once again in the classroom, the students will focus on their team opinions. When they focus on their team opinion, they can decide what the reasons for their opinion. Second, while the students are discussing with their groups, they can share their opinions that they have thought during reading. They also will be motivated to speak, because they speak in a small range. They will have more self-confidence to talk with their friends. Third, in the speaking debate class, the member each group that is chosen represent his or her group opinions on the debate. He or she will be motivated to speak because he or she has several opinions from the other group members. Fourth, the other groups' members who become the audiences are also motivated to speak, because at the end of the debate teacher also asks some of them to share their opinions.

To apply RTDA in the classroom, the writer gives several suggestions before implementing the activity:

1. RTDA can not be implemented if the students do not have ability to comprehend the texts, as controversial issues texts. In RTDA, students need to have ability to comprehend the text, as a result, the teacher should improve their reading comprehension before doing RTDA. To overcome this problem, the teacher can give the students the texts in previous meeting. As a result, the students can bring those texts to their home and they can read and comprehend texts.
2. RTDA will be difficult if it is implemented in a big class because there are many students who will participate on the debate. Nevertheless, the teacher can divide the students into team, and every team has the groups that contain five students. In group discussion, all the students can be participated. In the debate session, every group chooses one member to do the debate, and RTDA can be done for several meetings to give other students to become the debaters in speaking class.
3. Not all of the texts can be used for RTDA, because the texts have different difficulties level, different background, and different knowledge and culture. To overcome this weakness, teacher needs to consider the content of texts are appropriate for our country, students' ability, students' condition. The teacher also can adapt the texts for other country.

4. Dividing teams is in the preparation stage if RTDA is the first time implemented in the classroom. In the next RTDA, dividing teams can do in the while-teaching. It is appropriate with the rules of common debate which the debaters do not know their team before participating on the debate.
5. Teacher has to be careful in managing the time allocation because every steps of RTDA has its allocation time. So, the teacher has to control the use of the time effectively.

Note: This article is compiled based on the writer's paper with her advisor Leni Marlina, S.S., M.A.

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