

THE CULTIVATION OF STUDENTS' PROBLEM-SOLVING SKILL THROUGH ASIAN PARLIAMENTARY DEBATE SYSTEM (APDS)

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Abstract

Encountering countless inevitable problems defines the importance of problem-solving skills in students' life. Hence, education should help students possess all the required life-skills including but not limited to problem-solving skills. This study aims to establish a clear conclusion on how is the teacher's strategy in cultivating students' problem-solving skills through competitive debate techniques using the Asian parliamentary debate system (APDS) in the classroom setting. A qualitative approach was conducted with descriptive qualitative design. Using an online interview as the instrument with a semi-structured format, the researcher collected the data through interviewing an English teacher in Methodist senior high school Banda Aceh, Indonesia. the data collection was conducted in three phases, (1) Pre-data collection; (2) while data collection and; (3) post data collection. Where the collected data were compiled and analyzed in three stages, (1) data condensation; (2) data display, and; (3) data verification. The result showed that the teacher's strategy was organized in three sequential order starting from pre-activity that consists of strategy in teacher preparation, while activity that pertains to the international procedures modification strategy, and post-activity regarding the teacher's strategy in doing self-reflection toward the implementation of Asian parliamentary debate system. other relevant tips were also presented.

Keywords: Asian Parliamentary System, Debate, Problem-solving.

INTRODUCTION

The recognition of the inseparable relations between students' life and the problem has raised awareness among education enthusiasts since the 20th century to devote their attention to redefining educational curricula and pedagogical theory to facilitate this complex problem-solving skill. Since then, this skill has gained much attention and many researchers and practitioners in the pedagogical field have propelled to the forefront in investigations of these problem-solving skill issues.

Recently, there has been considerable reform in the social and economic sectors that induce education to set a new expectation on its outcome as a response to industrial revolution 4.0. There is a huge reduction in the minimum required skill in industrial. According to World Economic Forum (2016) as supported by Webber-Youngman (2017),

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who outlined complex problem-solving is the first among the other 10 top competencies that remain existed in an industrial minimum skill that the education should perfectly strive to achieve as its outcome. Therefore, it is obvious that the academic institutions were forced to develop their curricula as a response to the weightiness of this skill.

Ormond (2006:111) problem solving is using existing knowledge and skills to address an unanswered question or troubling situation. the evaluation of the problem has been recognized as the most vital process of problem-solving. Therefore, problem-solving skill relies not only on the knowledge possess on a certain field but also to the critical thinking competencies to evaluate any pieces of evidence, and theoretical knowledge. It means that knowledge on the issues and critical thinking skill is significantly impactful to determine the problem-solving skill of an individual.

Therefore, the improvement of knowledge and critical thinking should be a starting point in cultivating students' problem-solving skills (Rear, 2017). This interconnecting cognitive skill is a prerequisite to building a developed problem-solving skill. Knowledge without critical thinking could cause the inability of the students to process the shreds of evidence or knowledge and vice versa, the ability of critical thinking without knowledge could potentially misdirect result or solution that is not aiming well to the desired target. Therefore in enhancing students' critical thinking, it is highly recommended to deploy a set of techniques that able to mobilize both cognitive skill in one activity.

Experts have been studying the procedural phases of problem-solving. According to Kirkley (2003), the general steps in conducting the problem-solving skill areas are as presented in the following figure.



Chart 1. Procedural Steps in Problem Solving

Asides from the other four steps (exploring solution, acting the strategies, evaluating the solution) required a high critical thinking skill, let us focus on the first vital phase, identifying problems. This phase is an act of looking and being sensitive to the un perfection found on the issues discussed. However, this action required knowledge and critical thinking to assess the status quo. According to Rear (2007), diagnosing the problem requested the involvement of interested parties, factual information, expectations to the reality, and the focus on the root causes of the problems.

However, many methods, techniques or models are focusing on the ability to produce a solution that reducts all the possible failure causes directly without integrating both knowledge and critical thinking skill at once, it is because the procedural process of problem-solving is identifying the problem that according to Strohmaier & Lindstaedt (2005) requires knowledge enrichment and matter on the issues being addressed.

Problem-based learning for instances. This popular method deployed mostly in building student's critical thinking, yet problem-solving skills. However, this type of method does not accommodate students' knowledge since there is no rebuttal addressed to the solution being proposed by students. It reduces the level of curiosity of students to produce a "high-level" solution.

According to Freeley & Steinberg (2009), the debate is the closest technique that could accommodate both significant influences of individuals' success in problem-solving skills. Prior research generally confirms that debate technique has scientifically proven effective to improve the ability to think critically.

One of the debate systems in the competitive context is the Asian Parliamentary Debate System (APDS). this is one of the competitive debate system that was adopted by National School Debating Championship (NSDC), a foremost English Debate Competition in Indonesia among schoolers. According to Freeley and Steinberg (2008), the debate in APDS requires two competitive sides engaging in a bipolar clash of support for and against that proposition. Government bench is expected to persistently support the stances of the motion and the opposition bench is expected to stand contrary to the government stances.

In term of the participant, each side of the bench consist of three speakers, each speaker is given 7 minutes to deliver his/her substantive speech and to advocate comparative evaluation to the competing opponent argument. Each speaker posses different roles of fulfillment. To establish a solid team stance strategically, the first speaker of government provides background, stance, and goal of the motion, while the first speaker of

opposition provides negation and rebuttals as well as counter stances to the entire government case. The second speakers in both positions are expected to convey the extension or other argument to support the case, provide evidence and further analysis on the argumentation as well as rebut the opponent by extending another analysis and evidence. Lastly, the third speakers in both side are demanded to provide clash-point and further analysis on their team case, moreover it is the third speaker obligation to tackle all the opponent argument.

Adjudicators ideally judge the debate in three aspects, (1) Content, (2) Style and, (3) Strategy. Content is a logical argumentation conveyed by the speaker asides from their rhetoric, it is assessed based on the strength of the logic, argument relevancy, evidence, and the depth of analysis, as well as the sharp of the rebuttal delivered to destroy the opponent case stance. Style is a method of delivering the argumentation such as how the speaker controls their body language, volume, eye contact, and varietal expression that could ameliorate the substantive speech delivered. While strategy is a trick in dominating the debate such as time management, attack, and defense strategical that structure of delivery.

Prior research substantiates the belief that there is an inseparable cognitive skill, critical thinking, and knowledge enrichment that vitally accommodated by debate techniques in the English language teaching field.

Ramlan., Kassim., Pakirisami., and Selvakumar (2016); Arung (2016); Hall (2011) and Wahyuni., Qamariah., Gani., Yusuf., Syahputra (2019) purported that the implementation of debate in the classroom has contributed positively to the development of students' critical thinking skill as well as their self-confidence which at the results their active involvement in the debate itself. Moreover, the study has proven that the impact of the debate techniques has enriched the impact by also contributing to the students' knowledge enrichment. The result of this research is likely in line with the demand for problem-solving skills that required not only to think critically but also to enrich the knowledge of students.

Despite those significant influences of the debate techniques in cultivation students' problem-solving skills, the gap encountered in the implementation is the inequality of teacher's ability to create a successful strategy on debate because this unique skill requires creative and innovative strategy on its implementation in the classroom setting. Consequently, many teachers unable to integrate the curriculum demand and the elevation of this problem-solving skill. According to Syahputra (2019), the lack of suggested methods and techniques in promoting students' problem-solving skills is a tangible challenge for educators. Therefore, many potential teaching techniques need to be developed.

Moreover, the inequality of teacher's qualifications and expertise distribution on a district left dilemma to other struggling schools to increase their students' problem-solving skills. This is in line with the issues highlighted by Iqhrallah & Zuelda (2019) that only some schools are good in a competitive debate is proof that there is a lack of distribution of competitive debate proliferation in Aceh, a province in Indonesia.

Coping with the mentioned gap, a model of idealized strategy on the implementation of APDS in Aceh needs to be investigated and shared with the public to imitate or adapt based on their own need to increase their students' attainment, especially in problem-solving skill. One of the considered-successful schools in implementing this APDS in a classroom setting is Methodist Senior High School in Banda Aceh province, Indonesia.

Syahputra., Usman, & Daud (2018) have documented that Methodist Senior High School was listed in a successful school list is because of the students' adamant attainment in much competitive debate conducted either by government or private institution. Methodist Senior High School Banda Aceh has been dominantly topped the adjudicator tabulation as the champion in a timeframe since 2014.

Besides, According to the preliminary study conducted at Methodist Senior High School Banda Aceh, the teachers agreed that most of the students possess average to above-average critical thinking and problem-solving level, it was concluded through the students' answer to the questions that required HOTS (Higher Order Thinking Skill) that can be proud of. HOTS is a set of cognitive skills in the level of analyzing, evaluating, and creating which required the possession of critical thinking and problem-solving skills to answer.

In conclusion, the cruciality of problem-solving skill, and the gap in the use of other techniques to cultivate students' problem-solving skill, the imperfect strive of struggling schools in elevating students' problem solving, and a successful of Methodist Senior High Schools in utilizing APDS to accomodating students' problem-solving skill were perfect reasons to conduct an investigation that aimed to establish a clear conclusion on how is the teacher's strategy in cultivating students' problem-solving skill through the competitive debate techniques using APDS in the classroom setting under title *In-Class Debates: the Cultivation of Students' Problem-Solving Skill Through APDS*. However, this study addresses its focus on the teacher's strategy is because they are the protagonist that establish a meaningful APDS implementation in the classroom context.

RESEARCH METHOD

The research methodology was administered in this study was a qualitative approach with the descriptive qualitative design, the result of this study were presented in the form of transcription.

The research location was in Methodist Senior High School where it is located at Jl. Pocut Baren. No. 3, Kampung Mulia, Kuta Alam, Banda Aceh, Indonesia. While the subject of the research was an English teacher that has owned more than ten years of teaching experience as a protagonist in this APDS implementation. They were interviewed online, therefore, the online interview guide administered as the instrument with a semi-structured format. The interview comprised of four questions that were intensionally designed to investigate the teacher's strategy in implementing APDS as their effort to cultivate students' problem-solving skill. The questions are divided into three sections, (1) pre-activity, (2), while-activity and, (3) post activity. The questions designed were Preparation (pre-activity), Implementation (while-activity), evaluating students (while-activity), teacher's reflection (post-activity). Also, and the secondary data were collected through document analysis.

In data analysis, the research relayed to the three parallel stages proposed by Miles, Huberman & Saldane (2004), there are, data condensation, data display, and conclusions and verification. Each procedural phase was followed by sequentially to establish a worthwhile conclusion.

The first stage is data condensation. In this phase, the data were categorized and filtered into designated parts based on the demand of the research. While the second stage is data display, in this part the data were collectively transformed into brief transcription, charts, diagrams or any other potential tool to display the data gained. The last stage is verification. In this final stage, the qualitative analysis was conducting involving reviewing back to analyze the displayed data to result in a conclusion and interpretation for the research to implicate. This final step was aimed to find the answer to the research question that has been mentioned in the aim of the research.

RESULT AND DISCUSSION

Results

After conducting the interview, the researcher highlighted some answers from the teacher that is directly responding to the prepared questions. However, the researchers were not rejective to the other coherent response that could enrich the insight and any reliable information discovered during the interview. The questions addressed to the interviewee

were about Preparation (pre-activity), Implementation (while-activity), teacher's function (while activity), evaluating students (while-activity), teacher's reflection (post-activity).

1. What is the teacher's preparation before conducting the teaching and learning process in APDS?

The teacher addressed a rejoinder that the preparation he made was started from preparing a motion to be discussed in the classroom, reading relevant matter, and brainstorming the potential argument of the students and evaluate the predicted arguments before entering the class. He claimed that debate is hard since it talks in a multidisciplinary case, so he needs a proper preparation on the matter of matter or content.

"the very first step I conduct is preparing the motion, this is probably the easiest phase to take, since you can find many updated motion in the internet, you may go to hellomotion.com there are thousands of motions you can find. But, be careful in selecting them. Sometimes the motion list is too hard for them or even for me myself"

The researcher asked the alternative solution if the students-standard difficulty motion was not found during that preparation on the mentioned website. The teachers respond, as follows.

"... I know their knowledge capacity so it is easy for me to decide what was hard and what was easy for them. Most of the time, they like to discuss a current topic, for example, what is in today's hot news, COVID-19 for instances. It is more challenging yet familiar for them to talk about. If there is no such recent case, talking about education is the easiest one"

Then the teacher extended his explanation on the reading relevant matter and gathering coherent evidence.

"after finding the proper motion, as a teacher we need to equip ourselves with the knowledge on the issues being discussed because we are the one who will judge their argument, so we need to know what they (students) have known for us to check whether the evidence and motion analysis was inherently right or not, sometimes they could create fake evidence, we need to read before the debate"

The teacher continued his explanation on the next stage of preparation such as brainstorming or doing a self-case building projecting the potential students' argumentation during the upcoming debate.

"I never skip this phase, the step where I will contemplate for a while thinking about what my students probably will convey in their substantive speech. We (the teacher) need to assess the potential arguments on both sides (government and opposition). It eases us (teacher) to evaluate their content and their level of expertise in delivering the matter"

The researcher clarifies further on how the teacher doing this self-case building, and the teacher response as follows.

"...it is easy, we need to predict the common argument of people when they were faced with that kind of motion. This prediction is not necessarily deep, having the big picture of the argument in both sides is enough for a start to judge their probably deeper analysis"

Later the teacher advances his explanation on the evaluation of the predicted argumentation in both sides (government and opposition). This evaluation is conducted to smooth the process of adjudication in case the predicted argumentation conveyed by the speakers.

"ok, once you have the prediction, then, evaluate them with your own assessment. This is actually a preventive action, just in case they brought the identical argument and explanation to the predicted one. Once we have this prior evaluation, it will ease us to run the teaching and learning process using that Asian parliamentary system"

2. How is the implementation of the Asian parliamentary debate system in your class?

The teacher responded to this question by stating the procedural stages sequentially. He stated that the implementation of APDS is pretty much alike to the international standard. But, he admitted that he has created some adjustments to the technique based on the level of the students assigned.

"The implementation is pretty much alike to the international standard ... do not blindly follow the international guide, that is for competitive debate, it is in the classroom, it is different in terms of difficulty, and students' ability. Need many adjustments in some parts"

He started the class by appointing the students who should participate in the debate as well as launching the motion a week before. But to maintain its challenges, the teacher keeps the position of each time a secret and the position will be announced 30 minutes before the debate started.

"as I told you, students' self-efficacy is important, the feeling that they are competent enough in debate. Thus, we cannot directly teaming them up and launch the motion right before case-building. It destroys their self-confidence as well. I team them up a week before the debate started, and I also announce the motion afterward. But they will not know their position (government or opposition) before the class"

In terms of time constrain, the teachers briefly stated as follows.

"The time is impossible to fulfill if we are following the time allocation in the international guideline (7 minutes each speaker) so, I decreased the time allocated to each speaker, they got 3 minutes to accomplish all the substantive speech in each turn. But this is for beginner, if their (participant) level

of expertise is somehow higher than I allocated 5 minutes for each speaker to convey their substantive speech. They must have tons of ideas to deliver right?"

The teacher enrolled his explanation on the students who are non-employed debater. According to the teacher's response, the rest of the students who were not assigned to be the debater at the moment has a special duty to be the trainee-adjudicator whom his/her judgment would be requested with complete reasoning behind that decision but do not possess direct significant impact to the speakers' score or adjudicator judgment.

"the rest of the students sit with me to judge. Their judgment and reasoning behind that decision will be taken as a must. But somehow his/her judgment would not affect anything to the debaters' score. This participant is important to ensure they gain benefit from each meeting"

The teacher stated that two students were appointed to be the moderator and timekeeper. Both moderators and timekeepers were requested to write a summary of the argument of both sides. He claimed that it could help both moderator and timekeepers to fully pay attention to the whole debate content. And the teacher must assess that summary at the end of the debate.

"moderator and timekeeper are two of my students. But they are not just sitting there, their function is beyond being a moderator and timekeeper. They need to conclude the debate on both side, write them in a piece of paper and I will evaluate those conclusions at the end of the session"

Lastly, providing rewards is highly recommended based on the teacher's response, he stated that rewards could increase students' self-competitiveness to win the debate. This is significantly impactful to the quality of their arguments and rebuttals.

"Sometimes, they are very lazy to provide such qualified argument, but when I announced them that the winning team possesses rewards, they compete warmheartedly. Thus, could result in a deeper analysis and, qualified argument and strong rebuttal"

The researcher dug more on the type of rewards given by the teacher to the students after winning a debate in the classroom. The teacher response as follow.

"the rewards not necessarily expensive, this activity is not fully funded by the school then I create such creative solution on that rewards, sometimes I gave them a certificate, sometimes a pen, a pencil, or even a candy for each speaker in winning team."

3. How is the evaluation conducted towards students debate?

The researcher questioned on how the teacher gave the evaluation to each debater, trainee adjudicator, and the conclusion that generated by moderator and timekeeper, the teacher response as follows.

"I always treat this teaching and learning process like a real tournament, so I assess them like a real adjudicator. I assess debater, adjudicator (trainee), and the moderator as well as moderator the same. I divided my feedback into three categories. First is general feedback, personal feedback, decision and reason behind that decision"

The researcher clarified each meaning of those three categories, and the teacher explain them one by one.

"general feedback is what they (both teams) need to deliver in his or her substantive speech, what they need to assess as adjudicator (for trainee), and what they need to regard on the conclusion (for moderator and timekeeper)".

He continued his explanation of personal feedback.

"then, in-person feedback, I evaluate their arguments (for debater), judgment (for the adjudicator) and conclusion that created by moderator and timekeeper based on what is the strength of their point, and what should be improved on their point. A reward could motivate them to participate especially for debaters."

4. How is does the teacher reflect the whole process of activity?

The teacher responses to the question of self-reflection in three ways. Firstly he stated that he evaluated the student's score at the end of the class. Secondly, he offered a survey investigating students satisfaction to the classroom activity, and lastly he asked random students about his/her testimonial to support the validity of the survey given.

"reflection must be done from the students' score if their score at the end of the session increased means that the teaching and learning process is generally satisfied in the eyes of curriculum, while then I distribute an online survey that I have set in the google form. Sometimes I wonder about the validity of the survey then I personally approach some of them and ask about their testimonial on the debate process".

Discussion.

Through the interview, the teacher's strategy while implementing the APDS is divided into three categories, (1) Pre-Activity, (2) While-activity, and (3) post activity. Each of the stages will be discussed in detail.

a. Pre-activity.

In this stage of activity there are at least four activities that a teacher needs to conduct, this preparation is a determining step in APDS implementation. As a teacher, mastering the motion and technicalities is a must. Debate topic (motion) sometimes out of the teacher expertise. Some debate motion is about economic, social culture, philosophy, international relationship, politics, and any other subject matter that required problem-

solving skill. Thus, the teacher himself needs to do proper preparation before conducting a debate that uses APDS. While the pre-activity could be analyzed through this chart

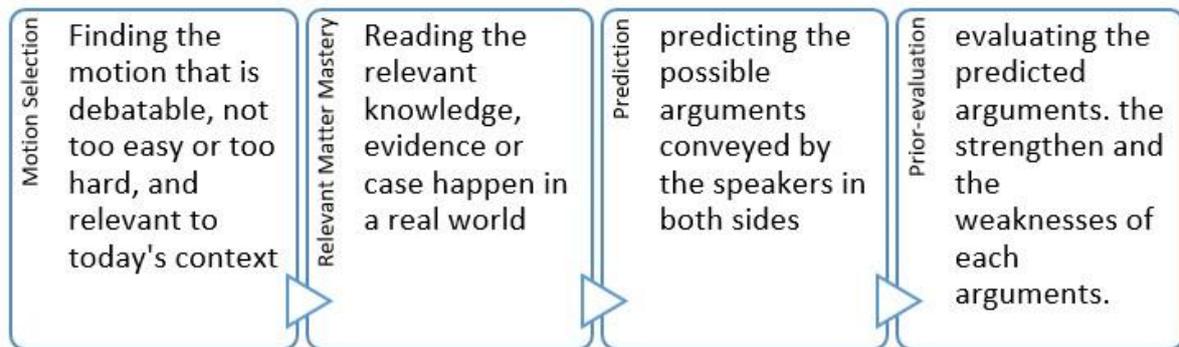


Chart 2. Pre-activity stages in teaching problem solving through debate in APDS.

The first stage in the pre-activity task is motion selection. The motion should be carefully opted based on the students' level of debating expertise. Novice debater should be given a simplistic motion, severely arduous motion could destroy their self-confidence and reduce their self-efficacy. Vice versa, the motion with an unduly easy level for the students with intermediate skill could make the debate less challenging that the results of boredom and stagnant critical thinking and problem-solving skill development.

Therefore, finding the appropriate motion to be debated in the classroom should assure the compatibility of the motion to students expertise in the debate. Thus, it is important to diagnosed students level of expertise in debate before designing a fundamental prerequisite of debate in APDS concerning the effectivity of the teaching and learning process

While the second stage is reading the relevant material. This action of reading aims to teachers preparation to giving oral feedback after the debate ends. However, this enriching the teacher's knowledge of evidence, facts, cases, and analysis is stipulated to assure the best input extended to the students so their performance is revisable.

Reading the relevant material does help to enrich the students' knowledge and to deeper their analysis on a particular case. Without reading, the debate seems like a formality assessment where the teacher inherently evaluate their speaking or critical thinking. Since, this is a teaching and learning process, qualified input or feedback is the most crucial aspect throughout the whole debate process.

The third stage is the prediction. The teacher needs to predict the argument and analysis that potentially uttered by the debater. This prediction phase is to ease the teacher in giving verbal adjudicators at the end of the debate. In prediction there three fundamental factors that determine the quality of the prediction encountered during this pre-activity,

they are (1) the hardship of the matter, (2) students' debate expertise, (3) sufficient knowledge on the matter. These three factors associates with critical thinking and problem-solving skills.

Fourth stage is prior-evaluation. This stage requires the teacher to evaluate their prediction to the students' arguments. Evaluation of the predicted argumentation is functioned not only as the action of easing the debate in APDS but also to assure that the quality of the feedback is maintained despite in a very short time.

Besides, the time constrain is the key reason why prediction and evaluation toward predicted argument are that crucial to be made before the debate, as a teacher diagnosing possible misconceptions and ensuring quality learning outcome are the challenges in APDS. Since only six students were able to be assigned in one session, while a session of debate could consume more than 60 minutes while the feedback could end in more than 30 minutes. In total, a process of teaching and learning using debate techniques could holistically consume 120 minutes, besides curriculum only provided 90 minutes of teaching and learning process in a meeting. That is why by providing prediction to the students' argumentation could significantly retrench time allocated to a meeting.

b. While-activity.

During the debate activity, most of the stage reflects the international standard of the APDS. however, it requires some adaptation and amendment in many parts of the debate procedure due to various obstacles, (1) time limit, (2) number of students, (3) students' debate expertise. All those three factors insisted the teacher do necessary modifications. The while-activity is concluded in the following table.

Table 1. The amendment of the international debate procedure to the classroom context

No	Activity	International Standard	Modification
1.	Match Up	Teams and position were appointed randomly.	Teams and position were appointed purposively based on the level of students' debate expertise.
2.	Motion Launch	The motion were launched right before the time for case building starts.	The motion has been launched a week before the debate starts.

3.	Debate	The speakers alternately convey their substantive speech 7 minutes.	The speakers alternately convey their substantive speech 3 minutes for novice and 5 minutes for intermediate students.
4.	Verbal Adjudication	The debaters were given verbal adjudication by the adjudicator after the debate.	The verbal adjudication were given not only to the debaters but also to the other students who position as trainee and moderator as well as timekeeper.
5.	Adjudicator	The adjudicator is consisted of a chair and panels sometime trainee that mostly no more than 10 people.	All the audiences are regarded as the trainee while the teacher himself acted as the chair. There is no panels existed.
6.	Moderator and timekeeper	Moderator main responsibility is to maintaince the whole process run as rules and guideline, while timekeeper is responsible to the time management of the speakers.	Besides having those responsibility moderator and timekeeper are also expected to create a written conclusion on what has been delivered by both teams.

Additionally, the function of rewards to the debater is to motivate students to take part in the upcoming debate round. the rewards reflect the teacher's appreciation toward the contribution of the students in the debate therefore it is not necessarily expensive as long as the rewards as a symbol of appreciation, then it is acceptable.

c. Post-activity.

In post activity, the implementation of this technique should be assisted with variously immediate evaluation approaches that question what is the strength and weaknesses of the implementation in the eyes of students. The self-reflection system is a form of recalling poor techniques implementation to assure its development in the upcoming evaluation.

This post-activity shows that the errors and less-effective strategies' utilization that associated with either human or non-human error is invariably inevitable. It is because the strategy implemented is somehow interconnected with various external factors, such as the individual mood of the students, classroom comfortability, and many other unticked checklists of the possible factors of the ineffective usage of the strategies. Therefore, self-reflection is a must during the implementation of APDS to elevate students' problem-solving skill.

Related to the self-reflection of the implementation of APDS, there are three inseparable stages as displayed in the following chart.

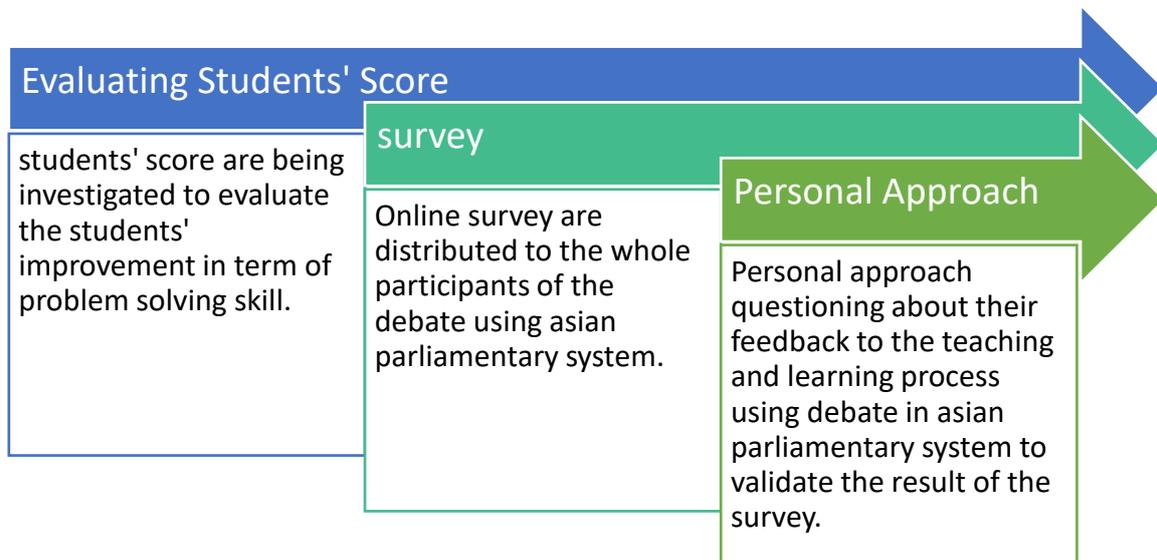


Chart 3. Self-reflection strategies.

The process of self-reflection should be started from (1) evaluating students' scores, (2) conducting a survey, and, (3) personal approach. Evaluating students' scores is aimed to observe the students' development of their problem-solving skill. While conducting a survey is purposed to collect all the students' response toward the debate process. The result of the survey could indicate the students' satisfaction. Lastly, a personal approach to randomized students is conducted to reevaluate the result of the survey. and all the post-activity processes should be done sequentially.

CONCLUSION

This study investigated teacher's strategy in implementing APDS in the classroom context as an action to cultivate students problem solving skill. the teacher's strategy in APDS implementation was categorized into three sections, (1) pre-activity, (2) while-activity, and, (3) post-activity.

Pre-activity required to teachers to prepare themselves before a direct involvement in the process. There are four steps that the teacher conducted, they are; (a) Motion Selection, (b) Relevant Matter Mastery, (c) Prediction and, (d) Prior evaluation. Meanwhile in the while-activity there are some amendments in particular stages of common implementation Asian parliamentary debate system in a competitive context. They are; (a) math-up time, (b) motion launch time, (c) substantive speech time, (d) verbal adjudication target, (e)

adjudicator number, (f) moderator and timekeeper role. Lastly, in the post-activity the teachers conducted self-reflection toward the implementation of Asian parliamentary debate system in the classroom. The procedural stage of the self-reflection are; (1) evaluating students' score, (2) distributing survey, (3) conducting personal approach.

To enrich the understanding of the field, the other researchers were suggested to investigate deeper on the teacher's strategy in the implementation of Asian parliamentary debate system in the classroom context to a wider sample and population to gain greater benefit. Moreover, the area of competitive debate transfer to classroom context activity on other systems is still lacking.

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