

The Implementation of British Parliamentary Debate Style Training to Improve Second Semester Student's Speaking Ability at English Education Study Program of Baturaja University

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ABSTRACT

The problem of this study was concerned with British Parliamentary Debate Style Training to improve second semester students' speaking ability at English Education Study Program at Baturaja University. The objective of this study was to find out whether it was significantly effective or not to implement British Parliamentary Debate Style Training to improve second semester students' speaking ability at English Education Study Program at Baturaja University. This study used pre experimental design covered pre test before the treatment and post test after the treatment. The second semester students of English Education Study Program at Baturaja University were the population. The number of the population was 18 students. The researcher took class A as a sample by using cluster random sampling. Based on the calculation, the sample of the study was 12 students and the significance level ($\alpha = 0.05$). The result of paired t test has value of t_{test} (5.033) was more than the value of t_{tabel} (2.2009) with $df = 12-1 = 11$. The value of Sig. (2-tailed) was 0.000 lower than the value of significance level ($\alpha = 0.05$). This result showed that the alternative Hypostudy (H_a) was accepted. It meant that British Parliamentary Debate Style Training could improve second semester students' speaking ability of English Education Study Program.

Keywords: Speaking, Implementation, Debate, Baturaja University.

INTRODUCTION

Background

Language is basically speech (Bashir, Azeem, & Dogar. 2011: 35). English has four skills involved speaking. Speaking is a productive skill in oral mode. Oral language is the best communication way for delivering idea, opinion, or others. Naturally, the purpose of learners in learning English is for having a predicate as a good speaker.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners (Richards, 2008: 19). Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchanges the information with others. Since it's important, English is taught

widely at formal school starting from elementary school up to universities including Baturaja University. It has Speaking subject in English Education study programs.

Speaking II is one of subject in second semester students of English Education Study Program at Baturaja University. It is a subject about how students' may speak out their thoughts about many topics that have given from the lecturer of speaking II. In English Education Study Program curriculum, speaking is one of conditional subject. The students need to pass Speaking I to continue Speaking II and have to pass Speaking II to continue Speaking III.

As a student of English Education Study Program, they should have ability to speak in public. Based on the data of students' speaking I score which was taken in June 10th 2017 from Mrs. Yunda Lestari, M.Pd as lecturer of Speaking I, only 2 students who got A, 4 students got B and 12 students got C. From the data, the researcher concluded that second semester students of English Education Study Program still have hard time in speaking. Researcher wants to measure student's achievement in speaking orally by implementing British Parliamentary British Training. English debate is nowadays widely known among students, this activity has been something popular for its image. It is proven that Debate tournaments take place and debate camps for middle school students are located all over the world (Bettivia & Leagu, 2011: 1). Debate competitions are popular, especially in Indonesia. English debate competition becomes one of prestigious competition for students. There are English debate competitions for university students that are in Indonesia: NUDC, JOVED, ADC. It effected to popularity of English debate in Baturaja. In fact, there are competitions that have been held in Baturaja such as Rector's Trophy of Unbara, English Fair of English Academy, Debate Competition of Bulan Bahasa Unbara.

If we see this fact from the perspective of students' cognitive aspect, we come into the answer that debate itself will stimulate the students to have good understanding of what happens around them. Participating in debate makes you a better thinker and communicator (Bettivia & Leagu, 2011: 2). It deals to how they cope with the current issues and how they position themselves as humans who have great faith in their own thought or idea upon the issues. This thought is not merely for the sake of their own self, it is to be believed by others. In short, we can say that debate can be used as a tool to prepare students to cope with social life.

The British Parliamentary Debating is chosen as the official international debate system because British Parliamentary Debating system offers some advantages. According to Agustina and Bahrani (2016: 80), the advantages of British Parliamentary Debating are not limited to the connections you immediately make to debaters around the world. British Parliamentary Debating offers debaters the opportunity to engage a variety of controversial issues. With ample opportunities for debaters to interact through the use of "points of information", the format is particularly appealing to audiences. According to Somjai and Janse's research in 2015, British parliamentary debate can improve students in critical thinking and student's speaking ability in communication. Based on the explanation above, the researcher conducted the experimental study, entitled "The Implementation of British Parliamentary Debate Style Training to Improve Second Semester Students' Speaking Ability at English Education Study Program of Baturaja University."

Problem of The Study

The problem of this study was formulated in this following question: was it significantly effective to implement British Parliamentary Debate Style Training to Improve Second Semester Students' Speaking ability at English Education Study Program of Baturaja University?

Theoretical Base

Concept of British Parliamentary Debate Style

British Parliamentary debating system is a common form of academic debate. It has gained support in the United Kingdom, Ireland, Canada, India, Europe, Africa, Philippines and United States, and has also been adopted as the official style of the World Universities Debating Championship and European Universities Debating Championship. In British Parliamentary debating system, there are 4 teams in each round (Husnawadi & Syamsudarni, 2016: 125). Two teams represent the Government, and two teams represent the Opposition. The Government supports the resolution (motion), and the Opposition opposes the resolution. The teams are also divided into the Opening and Closing halves of the debate, each debater will have 7 minutes and 20 seconds to deliver the speech. There are some items related to British Parliamentary Debate: Motion, Definition, Case Building, Theme Line, Argument, Rebuttal, Point of Information (POI)

The Procedure of British Parliamentary Debate

A debate format consists of a description of the teams in the debate and the order and times for the speeches that make up that debate. The British Parliamentary debate format differs from many other formats because it involves four teams rather than two (Smith, 2001: 29). Two teams, called the "Opening Government" and the "Closing Government" teams, are charged with the responsibility of supporting the proposition while two other teams, "Opening Opposition" and "Closing Opposition," are charged with opposing it. Two speakers represent each of the four teams and each speaker gives a speech of seven minutes twenty seconds.

Procedure of Training the Debaters

In debating, as in mathematics, music, or mechanics, we are educating students. Math teachers never write their students' tests for them, they leave that to the student. So the debate coach keeps his or her distance, too. It is a disservice to the students to "do it for them". According to Alberta Debate and Speech Association (2007: 16), here are the procedures:

1	Call a meeting of all those interested in taking part.
2	Establish the teams; complete the registration form
3	Hold a brainstorming session on the resolution, and on its possible interpretations and definitions; encourage the debaters to dredge up every possible argument, with or without justification, on both sides of the resolution.
4	Discuss profitable lines of Study:
5	Keep them on their toes before you have arranged to see them next. "How are you getting on with that affirmative case? What definition did you decide to use?"

6	Before the debate starts, if possible: Listen to each team debate another, preferably twice and taking opposing sides of the resolution. You will not need to criticize logical inconsistencies or weakness in either case – each team will discover these when they face their “in-house” opposition. (But you can chip away at style, rules, delivery, structure of speeches, missed opportunities, and so on.) With inexperienced debaters, you might suggest areas for further Study. Sometimes you will find, to your amazement, that they all missed the point of the resolution, and are chatting happily about details. Shine a big light on them; show them the way, but don’t do it for them
7	Ease off before the debate starts. Do not pressure debaters at the last minute. They have either done what they need to do or they have not – it’s too late to do much about it.
8	After it’s all over, hold a postmortem. Help your debaters to benefit from their experiences; discuss the strong and weak points of their recent oppositions, ask them what comments they received from judges. It all adds up to a better performance next time.

Methodology

Types of research

This Study is quantitative Study. Quantitative Study is a Study which the researcher is not only observes but also should do the experiment. Method of this study is experimental method which is used pre experimental design Cohen, Manion, & Morrison, 2007: 274). There are pre-test and post-test which will apply in one class. It is called pre experimental study. After giving the pre-test, the researcher gives treatment. The treatment is British Parliamentary Debate Style Training. To know the effect of this treatment, the researcher gives post-test for measuring the influences or the effectiveness of the treatment to the students.

Data Analysis Technique

Scoring

Scoring is as the process of marking the students’ achievement which is measured by the test. Scoring was determined by two raters. They were Mrs. Yunda Lestari, M.Pd and the researcher. Mrs. Yunda Lestari, M.Pd is qualified who had finished her bachelor degree from Muhammadiyah University Palembang and Magister degree from Sriwijaya University. She is an English Lecturer of Baturaja University since 2008 until now. Her Toefl score was 540. She also had an experience as a representative of Baturaja University to be adjudicator in NUDC 2010. The researcher is a national debater in 2015 and 2017.

The raters gave speaking score to the students by using scoring criteria. Criteria are statements which describe achievement level and real evidence of learners’ achievement in standard quality that is wanted. The scoring consists of 1, 2, 3, 4, and 5 point which the criteria in every point. A point covered fluency, grammar, pronunciation, vocabulary, comprehension aspects. The scoring criteria are taken from Brown.

Percentage the Data

The data in this research were made in percentage for giving description about the data. The formula was shown below:

$$P = \frac{F}{N} \times 100\%$$

Where:

P: Percentage

F: Frequency of students in interval

N: Total Score

(Sudijono, 2010: 43)

RESEARCH RESULT AND DISCUSSION

Research result

Based on the table of paired Samples Statistics, it was found that the value of Sig.= 0,002 less than the significance level ($\alpha=0,05$), so it meant that there was a great correlation between the score of pre test and post test. Then, the value of $t_{obtained} = 3,999$ more than value of $t_{table} = 2,2009$ with $df = 11$, and the value of sig.(2 tailed) = 0,002 less than the significance level ($\alpha=0,05$). Based on the explanation above, the researcher concludes that there was a significance differences in speaking ability before and after treatment.

Interpretation

Based on the finding of the study, the researcher could interpret that it was effective to improve students' speaking ability by implementing British Parliamentary Debate Style Training. Debate can motivate student to practice the language, it can improve students in critical thinking, and develop students' speaking ability in communication (Somjai & Janse, 2015). From the result of Paired T-test, the researcher could interpret the alternative hypostudy was accepted. The result showed that British Parliamentary Debate Style Training was significantly effective in improving students' speaking ability to the second semester students of English Education Study Program at Baturaja University. Students also improved their critical thinking, in debating the students tried to win the debate by making strong arguments that could nt be broken by the other team. In making the strong argumets, students needed to think it in critical way. It is also showed the average of increasing from pre test to post test.

CONCLUSIONS AND SUGGESTIONS

Conclusion

This study has a significant difference between the result of pretest and post experimental class. The result of value paired t test of pretest and posttest was 5.033. So the alternative hypo study was accepted and null hypo study was rejected. It meant that British Parliamentary Debate Style Training helped teacher to increase students' speaking ability.

The significances of students' achievement in pretest and posttest both of is showed not only about the progress but also the effectiveness of British Parliamentary Debate Style Training. From the result of this study, the researcher concluded that

British Parliamentary Debate Style Training is a effective technique because it was significantly effective to increase students' speaking ability.

Suggestion

For the teacher

The teachers hopefully could develop the teaching technique because students like to something new that is interesting. The technique should be appropriate with this era and students' level and need.

For the students

Students hopefully could study hard in high motivation for adding knowledge. Implementing teaching technique or using teaching media at home should be useful for the students.

For the other researchers

Researcher hopefully could develop this research in deeper understanding and comprehending so that it will be better in the future.

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