

USING BRITISH PARLIAMENTARY DEBATE STYLE IN IMPROVING STUDENTS' SPEAKING SKILLS

Eka Nurhidayat

English Education Department, Faculty of Teacher Training and Education
University of Majalengka
ekanurhidayat16@gmail.com

ABSTRACT

Debate is one of the methods which can be applied in class activity, especially in speaking class. It can improve the speaking ability of students by making group in discussion material given. The advantage of this method is doing together in learning activity, and demands students to give the strong arguments and also defend them. The use of British parliamentary debate style can improve students speaking skills and also requires students to express ideas in English. The aim of the research is to find out whether using British Parliamentary debate style can improve students' speaking skills. The writer uses Classroom Action Research. The aim of Classroom Action Research is to improve the educational context in which the research is being carried out by using new technique. The subject of the research is taken from students debating community of LP3I Course Center Kalitanjung Cirebon. In the end of the paper, the writer tries to analyze the data as the result from individual score, observation sheet, and interview. Besides that, the researcher observes students through some questioner. After those steps, finally the writer finds that the use of British parliamentary debate style can improve students' speaking skills.

Keywords: Speaking, Debate method, British parliamentary debate style

1. Introduction

Many teachers realize that the best strategy for motivating the students to communicate in English is by changing the situation in class. By creating an interesting and motivating environment, the students are expected to be immersed in the activities given by the teacher. "The teacher should be able to develop the limitation of the task assigned to him/her by maximally by utilizing the communicative language use." (Koch, 2001) Quoted by R. Kurniawan (2006:75). One of the ways to develop students' speaking skill is by involving students in debate activity.

English debate has become academic needs of students. Global

competence demands the acquisition of knowledge is one of reason why the debate needs to be a part of English academic student. At the time, developing countries requires that the charge of English debate into their educational curriculum, Indonesia needs to continue to make English debate as part of academic study, in any form.

"English debate requires students not only able to express ideas in English, but also requires students to master the global knowledge, analyze, make judgment, and to convince the public. In the English debate, students will be exposed to real problem faced by society or nation. Students should be able to position and convince the public that

they are true and correct position. Therefore, English debate is the proper media in the practice of negotiation and argumentation skills of students on an international scale.” Quoted by Debater Handbook NUEDC (2102).

This study is intended to investigate how British parliamentary debate style method can improve students’ speaking skills and it is expected that this research will contribute to the practice of speaking teaching in the future. The sample of this study was at debating community of LP3I Course Centre Kalitanjung Cirebon

II. Theoretical Review

2.1. Definition of Speaking

Brown (1994) and Burns & Joyce (1997) state speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information. Chaney (1998) says speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Bygate (1987) defines speaking is skill, which deserves attention every bit as much as a literary skill in both, first and second language. Tuppan (1995: 14) asserts that language is first spoken. It means that speaking is the basic competence and the most important skill of language. Mackey in Magiono (2007: 13) defines speaking as oral expression that involves not only the use of right patterns of rhythm and intonation but also right order to convey the right meaning.

Considering the definition above, Speaking skill is oral expression or an interactive process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts that involves not only the use of right

patterns of rhythm and intonation but also right order to convey the right meaning.

2.2. Definition of Debate Method

Teaching speaking can be done throughout debate method. Debate can be implemented as the alternative way to teach speaking. Debate is different from other method. In debate, the students are given some topics to be discussed. Two or more the students present their opinions and facts concerning the topics.

Narahiko INOUE (2009:3) “Debate is a communication process in which participants argue for and against a given topic”. Harvey (2011:1) states that debate is a particular form of argument. It is not a way of reconciling differences —that is a misconception. Debate is a way of arbitrating between differences. The purpose of a debate is not for two disputing parties to leave the room in agreement. Instead, through the debate between them, others will form a judgment about which of the two to support.

2.2.1. Format of Debate

There are many kinds of debate which used in the world. All forms of debate, whether consciously or not, make certain assumptions about argumentation theory. The core concept of argumentation theory is the notion of advocacy. In most cases, at least one side in a debate needs to maintain the truth of some proposition or advocate some sort of personal or political change or action. A debate could also potentially be between two or more competing propositions or actions. Or debate also could be a purely performative exercise of charisma and emotion with no assumption of fixed advocacy, but it would possibly lose much of its coherence.

2.3. British Parliamentary Debate Style

There are many different ways to debate as there are topics to debate. Parliamentary is one of style of debate. Parliamentary is most popular and fastest growing form of debate in the world. There are many kinds of debate that go under the name "Parliamentary Debate".

In the USA and internationally, the fastest growing fastest of parliamentary debate is the four person or "American" format. The eight person British format, which is often called "world style debate" or British Parliamentary, is another popular style of debating. The British parliamentary debating style involve four teams; two "government" or "proposition" teams support the motion, and two "opposition" teams oppose it. In a competitive round, the teams are ranked first through fourth place with the first place team receiving three points, the second receiving two points, the third receiving one point, and the fourth place receiving no points. This is the style used by World University Debating Championship or WUDC.

2.3.1. Format of British Parliamentary Debate Style.

The debate will consist of four teams of two persons (persons will be known as "members"), a chairperson (known as the "Speaker of the House" or "Mister/Madame Speaker") and an adjudicator or panel of adjudicators. In BP there are 4 teams in each round. Two teams represent the Government, and two teams represent the Opposition. The Government supports the resolution, and the Opposition opposes the resolution. The teams are also divided into the Opening and Closing halves of the debate.

There are two speakers on each team. Each speaker has a title. Teams will consist of the following member: **Opening Government** will consist of "Prime Minister" or "First Government member" and "Deputy Prime Minister" or "Second Government Member". **Opening Opposition** will consist of "Leader of the Opposition" or "First Opposition Member" and "Deputy Leader of the Opposition" or "second opposition member". **Closing Government** will consist of "Member of the Government" or "Third Government member" and "Government Whip". **Closing Opposition** will consist of "Member of the Opposition" and "Opposition Whip".

Each debater has 7 minutes to speak. The first and last minutes are protected time. This means that no POIs (Point of Information) may be offered during this time. The Speaker will give a signal at the end and the beginning of protected time, at the seven-minute mark, and at the end of grace. The Speaker will probably not give time signals otherwise, so it is recommended that debaters bring a stopwatch to time themselves or their partner.

III. Methodology

3.1. Research Methodology

This research is a Classroom Action Research. The aim of Classroom Action Research is to improve the educational context in which the research is being carried out by using new technique. Classroom Action Research is always relates to Kurt Lewin who is generally credited as a person who created the term Action Research and it developed by other experts, in addition Kemmis and McTaggart (1988). Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the

rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out. The approach is only action research when it is collaborative, though it is important to realize that action research of the group is achieved through the critically examined action of individual group members. (Kemmis and McTaggart 1988: 5-6).

Action research consists of cycle. Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process (Figure 3.1). Each cycle has four steps: plan, act, observe, and reflect.

The cycle starts from the planning where the researcher has to decide and prepare the material and media for teaching learning process. After completing the preparation, the next stage is the implementation of the plan. In the acting stage, the students sit in group. The students will learn how to share their opinion, define the motion, rebut the opposite team, resume the debate, practice speaking English, and many more. While the students debating, the observers monitor the debating learning process, the interaction and group discussion by using the adjudication sheet and field notes. And the last stage in each cycle is reflection. The reflection will be conducted after the action and observation finished. In this stage the students and observers discuss the result of the debate. The result of reflection can be used to rearrange the second cycle and might be third cycle. Since Classroom Action Research is a collaborative work, the researcher and students discuss and decide together all aspects in planning, acting, observing, and reflecting.

3.2. Data Collection

The research was conducted during the regular schedule of the class. It was conducted every Tuesday and Friday from June 5, 2012 to July 3, 2012. Table 3.1 shows the schedule of the research.

The data for the research was collected during the implementation of action. The data collection was divided into three categories; those are research subject, research instrument, and research procedure.

3.3. Research Subject

The subject of this Classroom Action Research was students of students debating community of LP3I Course Center Kalitanjung Branch. The class was managed in order to observe the implementation of British Parliamentary Debate style in teaching speaking ability. There was no population, which means this study was conducted based on a real class. So the research took in one class with the real situation rather than in contrive situation and there were about 20 students.

3.4. Instrument

The instruments used to support the research by collecting the data from teacher, students, and teaching learning process. There are four instruments in this Classroom Action Research. They are observation sheet, interview, and Adjudication Sheet.

3.5. Research Procedure

In this part, the researcher explained the steps in collecting the data. The result of observation showed that the students have problem in speaking. Then it was planned to conduct a Classroom Action Research to solve the problem. There were four observers during the research.

The observers were expected to analyze the teaching and learning

process from the first cycle to the next cycle. The research consisted of three cycles. Each cycle consists of four stages, which are plan, action, observation, and reflection. Since Classroom Action Research focus on the process in order to reach the target, the researcher conducted four actions in every cycle.

IV. Findings and Discussions

4.1. Research Findings

Table 4.1.

Students' progress in each cycle

CYCLE 1	CYCLE 2	CYCLE 3
1. Students did not have a good voice modulation, hands gesture. And their language was not clear.	1. Students' voice modulation and hand gesture were good but their language was not clear.	1. Their language was still not clear. It's too verbose.
2. Their fluency and pronunciation were not good enough.	2. Their fluency was better than in cycle 1	3. They spoke too fast.
3. Students did not feel confidence when they delivered their speech in front of audience.	3. Their confidence increased in cycle 2 but they still did not look at the audience when they spoke.	3. Their confidence was good.
4. Their argument was not logical.	4. They tried to give data or fact.	4. They tried to give data or fact.
5. Students did not response	5. Some students gave and	5. Most of students gave and

or giving point of information. or offer Point of information.	offered Point of Information.	offered Point of information.
6. They spent less than 5 minutes.	6. They spent more than 5 minutes.	6. They spent almost 7 minutes.
7. The organization of the speech in cycle 1 was not good.	7. They still have difficult to organize their speech.	7. The organization of their speech had improved.

V. Conclusion

From the research results, the researcher can mention and describe some conclusions. The conclusions of discussion results are as follows:

The use of British parliamentary debate style showed the good result in term of students speaking. The improvement can be proven by the students individual mark progress from cycle 1 to cycle III increased. The improvement was not only on their speaking, but also on their vocabulary mastery. It can be seen from their language when they delivered their arguments. Besides, using British parliamentary debate style also drills students to speak without any preparation.

The use of British parliamentary debate style drills students to think critically. They argued their argument with other students. The arguments should be relevant and logically. They should give fact or data to convince audience that their argument was right. They also should give solution about the topic from cycle to cycle.

The use of British parliamentary debate style made students

confidence and brave in speaking English. They should stand up in front of audience giving their understanding about the topic.

References

- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. New Jersey: Prentice Hall Inc.
- Brown, G., and G. Yule. 1983. *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Brown, H.D. 1994. *Teaching by principles: an interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Brown, H.D. 2001. *Teaching by principles: an interactive approach to language pedagogy*. San Fransisco: San Fransisco University.
- Bygate, M. 1987. *Speaking*. Oxford: Oxford University Press.
- Chaney, A.L., & T.L. Burk. 1998. *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon.
- Flynn, Colm. 2000. *Debating tutorial Handsout*.
- Frankle, Jack R., & Norman E. Wallen. 1993. *How to Design and Evaluate Research in Education*. New York: McGraw-Hill Inc.
- Harvey-smith, Neill. 2011. *The practical guide to debating World style*. New york. International debate Education Association.
- Hornby, AS. with AP. Cowie, 1974. *Oxford Advanced Dictionary of Current English*. London: Oxford University Press.
- INOUE, Narahiko. 2009. *Let's practice debate in English*. Kyushu University Interdisciplinary Programs in Education and Projects in Research Development (P&P).
- Kemmis, S and Mctaggrt, R. (1988). *The Action research Planner (Third Edition)*. Autralia: Deakin University Press.
- Lewin, Kurt. *Groups, Experiential, Learning and Action Research*. [On line]. Available at www.infed.org/thinkers/et-lewin.htm (Dec 19,2009).
- Quin, Simon. 2005. *debating*. Australia.
- Singh, kumar yogesh. 2006. *Fundamental of Research Methodology and statistic*. New delhi: New age international.
- Stern, H. H. 1983. *Fundamental Concepts of Language Teaching*. Walton Street. Oxford University Press.
- Shuster, Kate,. & Meany, John. 2003. *On That Point! An Introduction to Parlimentary Debate*. International Debate Education Association.
- TRAPP, Robert, P.Zompetti, Joseph, MOTIEJUNAIT, Jurate and DRISCOLL, William. 2005. *Discovering the World Through Debate*. International Debate Education Association.
- Tupan, Albert J. 1995. *Buku Petunjuk Guru: English for SLTP*. Surabaya: Bina Pustaka Utama.
- Wallace, Michael J. 2000. *Action Research for Language Teachers*. New York. Cambridge University Press.