

# The British Parliamentary Debate Style To Improve Student's Speaking Skill

(study Classroom Action research of the eleventh grade students at SMA At-Taufiqiyah)

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## Abstract:

Debate as one of techniques in teaching speaking has been believed can accommodate and facilitate teachers in improving students speaking skill. It is also believed that students' critical thinking can be ignited though debate technique. It not only that but also it can improve student's confident to talk about English. This research, employed in senior high school in a village because of the ability, confident, and critical thinking of the students. Some of them Understood how speak in English but got nervousness to talk and also they got difficulty to opened their mindset so that way I made a class a receptacle for them to talk in English. It could be A technique to make them speak up. This is a Classroom Action research. The population of this study was English speaking class in SMA At-Taufiqiyah in Batokaban, Konang, Bangkalan and the sample were two English speaking classes in SMA At-Taufiqiyah in Batokaban, Konang, Bangkalan. The sample, however, were two English speaking classes in SMA At-Taufiqiyah in Batokaban, Konang, Bangkalan.. The data of this study were gained from pre-test in Pre-cycle the result was 23.5% and test in every cycles, the results of the test were then analyzed though statistic formula. From the analyzed data, it was showed that in Cycle 1, the t-table was 56.5% and for the second cycle was 56.3% , in Third cycle 85.5%. The research finding revealed that, the test found was higher than Pre-test . It can be concluded that in the study was accepted that improvement on students' critical thinking skill after applying the British Parliamentary debate system.

**Keyword:** *Debating Technique; Speaking Skill; British Parliamentary Debate Style*

## **Introduction**

Debate as one of techniques in teaching speaking has been believed can accommodate and facilitate teachers on students speaking skill. It is also believed that students' critical thinking can be ignited through debate technique.

Speaking one of skill that English foreigner Language students is required to be learned by all of the learners. It is a particular way to express an idea to other people, speak without body language and establishing intonation of instruction during a communication.

There are many problems happen in the teaching and learning process especially in teaching speaking to them. The problems are not only for the teacher but also for the students. They felt difficult on speaking. Some students did not understand how to start their speaking. Most of the teachers in Indonesia teach grammar and writing, but the teachers seldom teach speaking. The students are less to practice speaking in the class. They learn about grammar early in elementary school until senior high school, but they are less practicing to speak English.

It means that the teacher needs to plan speaking activities in the class that focuses on accuracy or fluency. When the students feel comfortable to speak English in the class, the teacher can design activities to expect the students' complete accuracy. In this case, debate is one of activities to increase accuracy and fluency on speaking. Less practice speaking in the class, the schools in Indonesia give extra times to learn English in English extracurricular.

When Indonesian people talk about debate, English debate is common extracurricular at school in Indonesia. According to Many teachers say that participation in school-based extracurricular activities has been found to increase, rather than decline, across adolescence in some studies. Therefore, debate club gives a chance for the students who want to improve his or her English skills. Debate club is not only place to learn foreign language, but also the members can join in regional until national debate competition as representative of the school. Another problem, the teacher is also difficult to make the students interesting to join and practice in English debate extracurricular. Therefore, the teacher needs to find the best method and media to figure out the problems.

Based on the statement above, the researcher would like to employ the debate technique of British parliamentary system in teaching speaking in order to initiate students critical thinking. because he feels that the regulations are unique. It consists of four groups, and it has two speakers for every group. From the researcher's experience in his class, many students felt confused with debate. The students were less active and they were confused in the debate. Therefore, the teacher tries to use interactive media and fun activities in his class because it is student-centered activities. The teacher is only a facilitator in the class.

## **Review of Literature**

### **The Definition of Speaking Skill**

Speaking skills are a unit of the abilities that offer America the flexibility to speak effectively. These skills enable the speaker, to convey his message in a very impassioned, thoughtful, and convincing manner. Speaking skills conjointly facilitate to assure that one will not be misunderstood by those that are unit listening. Speaking consists of using lexical grammatical and pronunciation events in a language in order to express any idea. In this field any idea plays main role. It is a term of speech or oral speech have been used instead of speaking in teaching foreign language.

According to Maryam Bahadorfar<sup>1</sup> and Reza Omidvar, (2014) Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. In the classroom, improving the speaking abilities of students has always been a concern. In the fast developing 21st century various innovative technologies are being introduced to teach speaking skill in the classrooms. Technology is the vehicle to get access with this modernized world.

### **The Definition of British Parliamentary Debate Style**

British is a major formal features, such as parliament, monarchy, Law and Government, are concerned with state and or public business and initiate policies in top-down and hierarchical form. There are many structures on both public and private levels of social activities, such as sports, families, leisure activities, neighborhoods, popular culture and habitual ways of life which have their own value-systems. They frequently have a bottom up form and may illustrate more localized, informal and individualistic characteristics.

According to Wijaya, (2016) British parliamentary is an house of common such as house representative (DPR) in Indonesia, so debate comes from the habit of members from the council. This habit is adopted by the world Universities' debating council. And it separates into the world which is called world style. And it is the house of debate style is something exist in the world with social problems. And it is the real practice and training in an education. This is a system of the government in United Kingdom. As an house representative of UK, it has a meeting if it has a problem in every part of it, so in a meeting, it has pro and contra so the system applicated in a debate. Actually it is the system of the government in Liverpool for the firrts time but start from two years after applicated in Liverpool, There are many Countries Australia, Africa, Rusia and other had being applicated a system of British Parliamentary Debate Style.

## **The style of British Parliamentary Debate style**

There are many different styles of debating system around the world. Some of the styles that are used by Australian, US parliamentary, even Dutch do it differently. But the one of researcher concerns the British parliamentary debating system, Because It is the standard form of many universities and schools. The British Parliamentary Debating is chosen as the official international debate system because British Parliamentary Debating system offers some advantages. 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. It consist of Four Groups:

1. Opening Government (first faction):
  - a) Prime Minister
  - b) Deputy Prime Minister
2. Opening Opposition (second faction):
  - a) Leader of the Opposition
  - b) Deputy Leader of the Opposition
3. Closing Government (third faction):
  - a) Member of Government
  - b) Government Whip
4. Closing Opposition (fourth faction):
  - a) Member of Opposition
  - b) Opposition Whip.

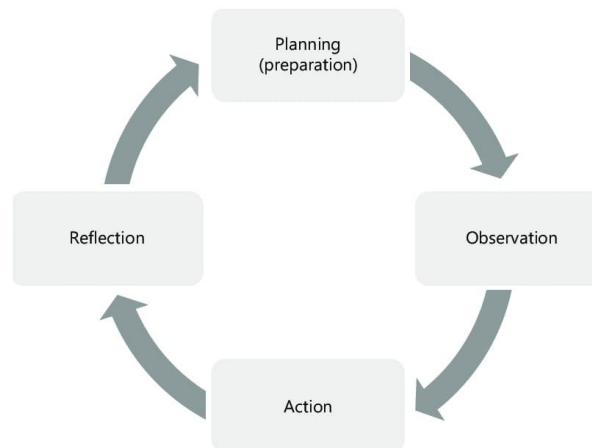
## **Research Design**

In this research, the researcher uses Classroom Action Research. Classroom Action Research has the potential to be a powerful agent of educational change. This research helps to develop researcher and administrators with professional attitudes that embrace action, progress and reform rather than stability and mediocrity.

This research is classroom action research. It aimed to find and implement some actions to improve the speaking skills. The research procedure was adapted from a model proposed by Kemmis and Mc Taggart in Burns (1999:32) that action research occurs through a dynamic and complementary process, which consists of four essential steps: planning, action, observation, and reflection. The researcher and teacher collaboratively found obstacles and weaknesses of the speaking learning process, identified some problems, and planned and implemented the proposed actions. After that, the researcher and teacher made evaluation, reflection and discussion related to the actions implemented.

There are several ways in which the steps of action research have been analyzed. Louis Cohen e. , (2007) codified the action research process into four main stages: planning, observation, Action, and reflection. Each stage was conducted by relating each other. In this research, the researcher use British Parliamentary Debate Style Strategy to Improve students speaking skill.

A cyclical process involving stages of classroom action research is followed by action. It was illustrated below:



Picture .3.1. cycle of Classroom Action Research, Luis Cohen, 2007

In this research, a classroom action research was conducted at the first year of SMA ATTAUFIQIYAH in the academic year of 2020/2021. It is located at Batokaban Village, Konang, Bangkalan. The researcher chooses this Senior High School because the school is one of the favorite school in Batokaban village. This research conducted in 7 times, from the 3<sup>st</sup> week of January 2021 until the 1<sup>st</sup> week of February 2021. During the research time, the researcher had 3 meetings with the students.

## Results and Discussion

The researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher wants to describe the implementation of teaching speaking through debate to the first semester students of English Language Teaching Department and to find out the students' improvement in speaking. In this research, the researcher used classroom action research. Its purpose is to know students ability in speaking. In these findings, the researcher presents the result of research and the analysis of the data collected which are conducted through pre-cycle, cycle one and cycle two.

In pre-cycle was conducted in 04<sup>th</sup> April, 2021. In this occasion, the researcher joined the teaching learning process, especially speaking class and observed the initial condition and students' activity in the class to identify the problem. Teacher teaches the students using traditional method, he/she only asked students to practice using describing in general. So that, the researcher found that many students have difficulties in speaking, that is because students have little practice in

speaking. From the problem found in pre-cycle observation, researcher planned to implement debate in speaking class in order to improve their speaking achievement.

The first cycle was held on April 07<sup>th</sup>- 08<sup>th</sup>, 2021. The first cycle was about teaching learning process and the assessment test. Teacher implemented debate informal technique to support students' activity in expressing agreement and disagreement. It Consist of Two meetings. Teacher opened the class and checked students' attendance. Before beginning the new topic, teacher asked the homework given in every meeting.

Table 4.1

Students' Speaking Score test in the first cycle

NO	Name	KKM	Students' Score	Description
1	Ari Supriyanto	75	40	FAILED
2	Robingul Achsan	75	35	FAILED
3	Rohmatun Ni'mah	75	35	FAILED
4	Rudy Alfa Hidayat	75	45	FAILED
5	Saputri Dwi Lestari	75	40	FAILED
6	Sufiyarif'ul Achidah	75	40	FAILED
7	Sukma Nada Desmanto	75	35	FAILED
8	Susi Susanti	75	45	FAILED
9	Syifaul Jannah	75	40	FAILED
10	Ulin Nafi'ah	75	30	FAILED
11	Ummu Kultsum	75	35	FAILED
12	Yuliana Zakiyah	75	40	FAILED
Total Score			460	

Based on the result of the first cycle was not maximum it was countinued to second cycleas implementation. It was better than previous one. There was an improvement in this cycle. The condition of the class was getting better. The researcher concluded that the problems have been solved using debate technique.

The second cycle was held on April 12<sup>th</sup>- 13<sup>th</sup>2021. The second cycle was the same with the first cycle. It was about teaching learning process and the assessment test, it si Also Consist Of two meetings but the topic of debate was different for the first cycle.

Table 4.2

Students' Speaking Score test in the second cycle

NO	Name	KKM	Students' Score	Description
1	Ari Supriyanto	75	65	FAILED
2	Robingul Achsan	75	70	FAILED
3	Rohmatun Ni'mah	75	60	FAILED
4	Rudy Alfa Hidayat	75	70	FAILED
5	Saputri Dwi Lestari	75	65	FAILED
6	Sufiyarif'ul Achidah	75	50	FAILED
7	Sukma Nada Desmanto	75	55	FAILED
8	Susi Susanti	75	65	FAILED
9	Syifaul Jannah	75	68	FAILED
10	Ulin Nafi'ah	75	70	FAILED
11	Ummu Kultsum	75	65	FAILED
12	Yuliana Zakiyah	75	60	FAILED
<b>Total Score</b>			713	

The result of the second cycle was also considered as implementation. It was better than previous one. There was an improvement in this cycle. The condition of the class was getting better. The researcher concluded that the problems have been solved using debate technique. It needed to continue to the third cycle

The third cycle was held on April 14<sup>th</sup> – 15<sup>th</sup>, 2021. The third cycle was formal debate. But the topic of debate was different for the second cycle.

Table 4.3  
Students' Speaking Score test in the third cycle

NO	Name	KKM	Students' Score	Description
1	Ari Supriyanto	75	80	PASSED
2	Robingul Achsan	75	75	PASSED
3	Rohmatun Ni'mah	75	85	PASSED
4	Rudy Alfa Hidayat	75	90	PASSED
5	Saputri Dwi Lestari	75	95	PASSED
6	Sufiyarif'ul Achidah	75	75	PASSED
7	Sukma Nada Desmanto	75	80	PASSED
8	Susi Susanti	75	85	PASSED
9	Syifaul Jannah	75	90	PASSED
10	Ulin Nafi'ah	75	95	PASSED
11	Ummu Kultsum	75	90	PASSED
12	Yuliana Zakiyah	75	79	PASSED
<b>Total Score</b>			1.019	

The result of the Third cycle was also considered as implementation. It was better than previous one. There was an improvement in this cycle. The condition of the class was getting better. The researcher concluded that the problems have been solved using debate technique. And most of them got maximum scores.

It is found from the results of pre-cycle – cycle 3 and treatments gave to students. The means of students' cycles is higher than the means of students' Pre-cycles. So, the use of Debating technique can influence the addition of students' grades to the technique of speaking ability, although there were several students that had the better speaking ability before giving treatments.

Meanwhile, it also has similarities with Husna (2020). He said that Debating technique offer a „real-life of speaking“ source that allows all foreign language speaker to get the benefit from it. Then, after using debating technique during teaching and learning process in the class, it



can help students to understand the content and to enhance their activity in speaking. To know the result, the researcher collected the result of students after practicing by using Debating Technique.

In this research, learning by using Debating Technique as a technique could assist the learners to have a great understanding of the content and to expand their ability in speaking ability, Fauzan U. , (2016). British Parliamentary Debate Style can help students to be more active in learning English especially in speaking by getting a better score. Overall the results of this study indicated that students have achieved speaking skill ability after applying British Parliamentary Debate Style Technique in Eleventh Grade students' of SMA ATTAUFIQIYAH.

## **Conclusion**

The research conclusion is presented according with the data which have been analyzed in the previous chapter. From all the data analysis about using debate technique to improve students' speaking skill (a classroom action research which first semester students of English Language Teaching of SMA AT-TAUFIQIYAH in the academic year of 2021/2022).

The use of debate technique has been advocated in teaching speaking process. Typically, debate is very interested to be implemented to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in debate. Teaching speaking through debate can be enjoyable experience for both teacher and student. In fact, students can improve their speaking skill after being taught by debate technique. It can be seen by students' achievement in speaking test in each cycle. In the pre-cycle the Average 28.3 in first cycle the average of the students' achievement was 42.3 . In the second cycle the average of the students' achievement was 65.5. in the Third Cycle the average was 85.5 Students' speaking skill increased as well as their motivation in speaking and they were interested speaking through debate.

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