

# BRITISH PARLIAMENTARY DEBATING SYSTEM IN IMPROVING STUDENTS' SPEAKING ACHIEVEMENT

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## Abstract

The aim of this study is to find out whether or not is there any significantly improvement on students' speaking achievement who are taught by using British Parliamentary Debating System. The study was conducted as an experimental method. Non-equivalent control group design will be applied in this study. The population was all semester students of English Education Study Program of Baturaja University in the academic year 2017/2018 with the total number of population were 118. Cluster random sampling was used in taking the sample. The total numbers of students as sample were 51 students. There were three raters who will be involved in working and scoring the oral tests of speaking achievement. Based on the result of data analysis, the significant (2-tailed) between pre- and post- test in experimental group was 0,000 which means there was significant improvement in experimental group, while the significant (2-tailed) between pre- and post- test in control group was 0,677 which means there was no significant improvement in control group. The mean difference in the independent sample t-test between experiment and control group was 21.537. It indicated that there was a significant difference in students' speaking achievement between those who were taught by using British Parliamentary Debating System and those who were not.

**Key words:** British Parliamentary Debating System, Speaking Achievement, Critical Thinking

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## I. INTRODUCTION

English debate encourages the students' creativity to explore the language, since they are asked to develop their arguments from certain motions. By practicing speaking in the debate practice, they improved their fluency as well as their confidence (Fauzan, 2016). English debate activities require students not only to be able to express their ideas in English, but also require students to be able to master the global knowledge and issues, to analyze, to make judgments, and to convince the public. In the debate, students will be exposed to the real problems facing a society or a nation. Students are required to be able to give a very strong and reasonable statement and provide the solution so that they can convince the public that their idea is a lot better than the others. Therefore, English debate

will automatically improve not only the students' speaking ability, but also the knowledge and critical thinking of them.

A debate is a speaking situation in which opposite points of view are presented and argued (Dale and Wolf, 2000). A debate is about the real or simulated issue. The learners' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. At the end of activity, they may have to reach a concrete decision or put the issue to a vote (Littlewood, 1981). Debate is data in which people take up positions, pursue arguments and expound on their opinions on a range of matters; with or without some sort of lead figure or chair person (Carter and Mc Carthy, 1997). Debate is one of effective speaking activity which encourages students to improve their communication skill. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them (O' Mally and Pierce, 1986).

According to the London Debate Challenge, participating in competitive debate helped to develop students' skills in selecting evidence and structuring and summing up an argument, with potential 'knock-on' benefits for their written work, as well as developing their speaking and listening skills (Jerome and Algarra, 2005). In addition, university students in Japan, responding to a survey of competitive debaters, listed improved English as a benefit of their participation. There were 109 participants in parliamentary debate, 56.9% felt that debating improved their English, while 46.6% of 58 participants in National Debate Tournament-style parliamentary debate identified this as a benefit (Inoue and Nakano, 2004).

Teaching speaking is not an easy task for the teachers of Indonesia. They often encounter some obstacles. Widiati and Cahyono (2006) mention some problems related to the teaching speaking in Indonesian context, according to them, students keep silent in speaking class because they lack of self confidence, lack of prior knowledge about the topic and because of the poor teacher-learner relationship. Moreover, they point out that Indonesian learners commonly have not attained a good level of oral English proficiency. In addition, Huda (2000) said that although oral communication ability is an important skill required by English learners, it is a difficult skill to develop, because English is not spoken in the community in Indonesia. Besides, the students are not properly exposed in English classes. Based on Huda's research involving 6056 respondents from eight provinces, it was found that the majority (75.5%) stated that their teachers used a combination of English and Bahasa Indonesia, only 48% used English and 19.6% used Bahasa Indonesia. It means that the

teachers of English in Indonesia still use Bahasa Indonesia more often during the class instruction. This can cause the students are not exposed fully into English especially in speaking class. In line with this condition, the students will get bored in speaking class and the class atmosphere tends to be not challenging and exciting.

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. 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 (Husnawadi & Syamsudarni, 2016).

National University Deabting Championship (NUDC) will be celebrate annually. Students in Baturaja University will be selected to participate in that kind of competition every year, especially for the students of English Education Study Program as the representative from Baturaja University in participating of NUDC. That is why BP will have a contribution to the students who will compete in NUDC or even WUDC and also to all students of Baturaja University through learning and practicing of BP Debate. Beside to participate the competition, BP debate also will be learnt by the students of Baturaja University to improve their speaking achievement and critical thinking. Based on the problems elaborated in the research background, the objective of this study was to investigate the significance improvement of students' speaking achievement between students who were taught by using British Parliamentary Debating System and those who were not.

## **II. RESEARCH METHOD**

This study belongs to an experimental method. One of quasi experimental designs was applied in this study, that is non-equivalent control group design. This design is often used in classroom when experimental and control group are such naturally assembled group as intact classes which may be similar (Best and Kahn, 1993). The design involves an experimental and control group. The experimental group will be taught by using British Parliamentary Debatinnng System strategy, On the other hand, the control group will be taught by using common strategy.

### **Subjects of the Study**

The population of this study were all semester students of English Education Study Program of Baturaja University in the academic year 2017/2018. There were 6 classes with the total population of the study was 118 students. Cluster random sampling was used in this study by taking the classes randomly. The students from class A.IV.1 and A.VI.1. were being the sample of this study with the total numbers of students were 51 students. Students who belong to the experimental group have been taught by using British Parliamentary Debate.

### **Data Collection**

Speaking test in the form of oral was used in collecting the data. The oral test was conducted in order to know the students' ability in speaking English. There were three raters in assessing students' oral speaking test. The raters were the lecturers at Baturaja University. The topics given to the students for oral test were the same between pretest and posttest. The scoring rubric for speaking achievement provided a measure of quality of performance on the basis of five criteria: comprehension, fluency, vocabulary, pronunciation and grammar. The oral test procedures are divided into some steps: (1) Determining the topic to present related to the motions of debate to students; (2) Three raters in assessing the students' speaking achievement. The assessment were based on the scale of oral testing criteria which proposed by Brown (2004).

### **Data Analysis**

Score analyzing and independent sample t-test was implemented to determine how great the difference between the students' speaking achievement who were taught using BP Debating System and for those who were not. The independent t-test formula was used to find out whether there was a significant difference of the students' speaking achievement and critical thinking between the experimental and control groups.

### III. RESULT

The results are presented in the order of the research problems addressed in this study. The result between pre and post-test were compared to find out whether there was improvement scores obtained by the students. The statistical analysis was presented in table 1.

**Table 1**  
**Paired Samples Test in Control and Experimental Group**

	Paired Differences	t	df	Sig. (2-tailed)	
					95% Confidence Interval of the Difference
					Upper
Pair 1 Post_Exp - Pre_Exp	24,899	16,780	23	,000	
Pair 2 Post_Con - Pre_Cont	2,833	,421	26	,677	

In the table 1, the t obtained of pre-test and post-test in experimental group was 24,899 while in control group was 2,833. The significant value (2-tailed) between pre-and post-test in experimental group was 0,000 ( $\leq 0,05$ ) which mean there was significant improvement in students' speaking achievement in experimental group while The significant value (2-tailed) between pre-and post-test in control group was 0,677 ( $\geq 0,05$ ) which mean there was no significant improvement in students' speaking achievement in control group.

Independent sample t-test was used to know whether there was a significant differences in students' speaking achievement between in experimental and control group. It was presented in table 2.

**Table 2**  
**Independent Samples Test in Control and Experimental Group**

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
					Lower
Score	Equal variances assumed	,000	21,537	3,158	15,191
	Equal variances not assumed	,000	21,537	3,207	15,069

Based on the data obtained between experimental and control group, the test result showed that the significant value (2 tailed) was 0,000 which less than ( $\leq 0,05$ ), there was the significant difference between the two – group in English speaking achievement.

Based on the resultss above, it can be interpreted that British Parliamentary Debating System can improve students’ speaking achievement of Baturaja University. After BP debate was conducted for teaching speaking and the students were tested by using BP debate in post test, it can be found that the students’ average score was higher than in the pre- test. The students were in experimental group could perform better than the students who were in control group.

**IV. CONCLUSION**

In line with the research problems dealt with in the present study, the conclusions were drawn. BP debate is a suitable strategy in developing students’ ability in speaking. The progress in developing students’ ability in speaking through BP debate was quiet convincing because this strategy could encourage the students’ enthusiasm, interest and motivated students to be more active in speaking English. In BP debate, the students had to deliver their arguments and they had to face the opponent briefly. Thinking faster in a limited time was an unforgettable positive thing that was learnt by students. It meant that there was significance

improvement of students' speaking achievement between students who were taught by using British Parliamentary Debating System and those who were not.

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