THE USE OF AUSTRALIAN PARLIAMENTARY DEBATE IN TEACHING SPEAKING FOR ADVANCE STUDENTS OF ESADA COURSE IN THE YEAR 2022

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ABSTRACT

The main challenge of the ESADA course was the poor level of student speaking ability; they were still unable to express themselves in English. The student difficulties to speak using English are not just influenced by the method itself but also from other factors such as vocabularies, facilities and professional teachers.

This study was to find out the result of the use of Australian Parliamentary Debate in teaching speaking for advance students of ESADA course in the year 2022 and how the students' perspective about Australian Parliamentary Debate in teaching speaking for advance students of ESADA. The students in advance class 2022, which has a total of eight students, were the focus of the study. The researcher was only interested in how Australian Parliamentary Debate was carried out. The researcher enrolled in a research in advance class because he wanted to understand more about the teaching and learning process in the ESADA Course's final class.

This study used descriptive qualitative research as its approach. The participants in this study were an English teacher and advanced students. The researcher employed the triangulation approach for validating data. It is made up of three parts: observation, interview, and documentation. The researcher employed data reduction, data display, and data verification to assess the data.

The study was completed in four meetings. There were three points of the findings after examining the data. The first, in the advanced class of the ESADA Course, the process of teaching and learning speaking through Australian parliamentary debate did not go well because the teacher and his students had multiple difficulties, and some students had difficulty expressing their ideas. The second issue was that the teacher had some difficulties teaching speaking through Australian parliamentary debate, such as the students' continued use of their own language, the teacher's need for extensive preparation before the class could run well, and the students were late to class. The third issue that students learning to speak through Australian parliamentary debate face was inhibition, the use of the mother tongue, and the need for students to prepare their arguments before to the debate.

Students' perspectives in learning speaking through Australian Parliamentary Debate where they got problems and the positiveness after used it.

The problems were time too short, students got difficulty to build argumentations well and students were lack in vocabulary. For the positiveness which they got were Australian Parliamentary Debate could increase students' critical thinking, increasing students' oral communication skill and students could respect the others in applying Australian Parliamentary Debate.

Keywords: Australian Parliamentary Debate, Advance Students, Teaching Speaking Skill.

ABSTRAK

Tantangan utama kursus ESADA adalah rendahnya tingkat kemampuan berbicara siswa. Mereka masih belum bisa mengekspresikan diri mereka dalam bahasa Inggris. Kesulitan siswa untuk berbicara menggunakan bahasa Inggris tidak hanya dipengaruhi oleh metode itu sendiri tetapi juga dari faktor lain seperti kosakata, fasilitas dan guru yang profesional.

Penelitian ini untuk mengetahui hasil "The Use of Australian Parliamentary Debate in Teaching Speaking for Advance Students of ESADA Course in The Year 2022". Siswa kelas advance tahun 2022 yang berjumlah delapan siswa menjadi fokus kajian. Peneliti hanya tertarik pada bagaimana Australian Parliamentary Debate dilakukan. Peneliti mengikuti penelitian di kelas advance karena ingin lebih memahami proses belajar mengajar di kelas akhir Kursus ESADA.

Penelitian ini menggunakan penelitian kualitatif deskriptif sebagai pendekatannya. Partisipan dalam penelitian ini adalah seorang guru bahasa Inggris dan siswa tingkat advance, menurut peneliti, Peneliti menggunakan pendekatan triangulasi untuk memperoleh data. Terdiri dari tiga bagian: observasi, wawancara, dan dokumentasi. Peneliti menggunakan reduksi data, display data, dan verifikasi data untuk menilai data.

Penelitian ini diselesaikan dalam empat kali pertemuan oleh peneliti. Ada tiga poin temuan setelah dilakukan pemeriksaan data. Pertama, di kelas Advance Kursus ESADA, proses belajar mengajar berbicara melalui Australian parliamentary debate tidak berjalan dengan lancar karena guru dan siswanya mengalami banyak kendala dan beberapa siswa kesulitan mengungkapkan idenya. Masalah kedua adalah guru mengalami beberapa kesulitan mengajar berbicara melalui Australian parliamentary debate, seperti siswa sering menggunakan bahasa mereka sendiri, guru butuh persiapan yang banyak untuk menjalankan kelas dengan baik dan permasalahan selanjutnya yaitu keterlambatan siswa datang ke kelas. Isu ketiga yang dialami siswa dalam berbicara melalui Australian Parliamentary debate adalah adanya hambatan, penggunaan bahasa ibu, dan perlunya siswa mempersiapkan argumennya sebelum debat.

Key word: *Australian Parliamentary Debate, Advance students, teaching speaking skill.*

A. INTRODUCTION

There are many different types of parliamentary debates. There are Australasian Parliamentary Debate, American Parliamentary, British Parliamentary Debate, and Format World Schools which can be assumed by the combination of British parliamentary and Australian Parliamentary and Australian Parliamentary Debate.

In Indonesia, Australian Parliamentary Debate often be used such as in English Championship of IAIN Tulungagung, Banyuwangi Creative Student Competition (BCSC) in IAIDA Blokagung Banyuwangi, Jendral Soederman Debating Championship (JSDC) and Festival Bahasa IAIN KUDUS. From many events which use the Australian debate, it does not mean the other styles of the debate are not used. British Parliamentary debate is also used in some events example in Debate Competition British Parliamentary System in STIKES Banyuwangi, Australian Parliamentary debate also was used in English Debate in Musabaqoh Qiro'atul Kutub (MQK) at Islamic boarding school of Raudhatul Ummah Mojokerto. However, we can only conclude that the Australian Parliamentary Debate is less complicated than other types of parliamentary debates because the rule of Australian Parliamentary Debate is simpler than the others.

ESADA Course or English Student Association of Darussalam is an English course located in Pondok Pesantren Darussalam Blokagung. The course has been standing since 2004. The time for studying in ESADA Course there are twice. Exactly after shubuh and after maghrib. Every single student who learns English

there will pass three classes to graduate, Basic class, Intermediate class, and Advance class. For this era, ESADA has an important role to learn english in Pondok Pesantren Darussalam. Year by year ESADA Course always gets better and better which is proven by participating in events that have succeeded in giving an appreciation both at the regional and national level. This research were done to Advance students of the ESADA Course which they have memorized more than 1000 vocabularies.

The researcher tried to research the use of the Australian Parliamentary Debate in teaching speaking skills. That is one of the speaking learning strategy. Students will gain more speaking experience as a result of this rather than just listening to the teacher's explanation. With this model, the creativity, the confidence, the speaking of advanced students of the ESADA Course will be developed. Within giving the Australian Parliamentary Debate the researcher predicted to the students, there will be so much improvement especially in their vocabulary, in their confident, in the way they think which all of those influence the quality of students' speaking skills.

(Muttaqin, 2009) conducted research about Teaching Conversation Gambits to Enhance Students' communicative competence in English debate. The result is after learning the gambits, students received an average score of 8.0, indicating that they have an excellent level of English debate.

Wiwitanto (2010) conducted research about the use of the Australasian parliamentary debate system as an English interactive program based on a disciplined eclecticism approach to implementing KTSP in teaching speaking in

the year of eleven science program of senior high school 11 Semarang. The conclusion of his research is using the debate to teach kids in senior high school class XI was an effective strategy. It might motivate students to explore their knowledge as well as talk, and statistical analysis of pre-and post-test results showed that utilizing debate to teach speaking could increase students' speaking ability. The 0.05 alpha level of significance of the t-test result (13.64) was higher than the table (1.55).

(Rubiati, 2010) conducted research about Improving Students Speaking Skill through Debate techniques. His result is teaching speaking through debate can be an enjoyable experience for both teacher and student. In fact, students can improve their speaking skills after being taught by debate technique. It can be seen by students' achievement in speaking tests in each cycle. In the first cycle, the average of the students' achievement was 65.3. In the second cycle, the average of the students' achievement was 76.6. Students' speaking skills increased as well as their motivation in speaking and they were interested in speaking through debate. The result of the research shows that the students improve their speaking skills efficiently and effectively.

(Pratama, 2016) conducted research about Implementing English Debate to Improve the Students Speaking Skill at The Second Year of SMA Darussalam Blokagung Banyuwangi in Academic Year 2015-2016. The result in his research is the students speaking test by using English debate in the first cycle presented only 36,67 % of students were in good criteria at least 70. It means that the actions given to the students in cycle 1 had not been successful because the criteria of success if at least 75% of students got to score 70. Then, the second

cycle was given to students by revising the teaching media of action cycle 1 to conduct the action in cycle 2. The revised media of English debate is the use of the different topics. The result of the speaking test through English debate in cycle 2 showed that more than 75% exactly 80% of the students reached a score of 70. It means that the second cycle had improved the students speaking achievement.

Based on those previous researches, we can make the conclusion that using debate technique to improve speaking skill is an effective method and Of course, this research is different from the previous four theses. The gap of this thesis is in place. The other researches were done in school but this was done in course. The second one is in the quantity of the meeting. The focus of this thesis is to observe the teaching of English to advanced members of ESADA course through the Australian parliamentary debate model including how it is applied, about the time used and what things are needed and finding out how students respond to learning English through the Australian parliamentary debate.

B. LITERATURE REVIEW

1. Definition of Speaking

Speaking is one of the central elements of communication of an interactive process in which an individual takes turns taking the roles of speaker and listener used to communicate information, ideas, and emotions to others by using spoken language (Irawati, 2003, hal. 7). Speaking is an instrument of language and the main purpose of speaking is for communication (Tarigan G. H., 1987)

Speaking is one of the language skills that students must master in order to be effective communicators. As stated by Ur (1996), speaking included all other skills of knowing that language. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998) The vocal use of language to communicate with others is known as speaking. Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationships through speech. Speaking is an ability that is taken for granted, according to Hall and is learned through the process of socializing through communication. Speaking entails using language in a normal tone of voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking can be the way to carry out feeling through words, even conversations with others. It means that people use words and phrases in a conversational process to construct meaning.

The Nature of Communication One of the most important tasks for any English language learner (ELL) teacher is to help students communicate effectively through oral language. How can a listener learn to grasp what is being stated in a foreign or second language? And how does the same listener assemble a message to transmit his or her other intended meaning? For what purpose do students listen and speak? (O'Malley J. Michael, 1996).

Oral engagement is mostly achieved through speaking and listening. Negotiating intended meanings and modifying one's voice to get the desired effect on the listener is what speaking entails. The speaker should improve

his or her ability to package the discourse in terms of manner, content, or method. In a language, preserving means knowing how to continue engagement while focusing on meaning, utilizing conversational grammar, introducing, developing, and changing themes, taking turns, employing conversational routines, and modifying style (Gebhard, 1996).

2. Definition of Debate

A debate is a public speaking event in which opposing viewpoints are expressed and contested. Debate is a method of arriving at a reasoned decision on a proposition through investigation and advocacy (David, 2009). Persuasion is the goal of debate. Debating isn't about following rules. The guidelines establish a framework within which adjudicators can make objective decisions while keeping their subjectivity to a minimum. (D'Cruz, 2003) "Debating is a formal style of interactive and representational argument intended at influencing judges and audience," writes Alasmari (2013) in his journal.

Debaters, adjudicators, a chairperson, a timekeeper, and an audience are all needed to present the debate. The debaters take center stage here, and they must give the motion's opposing reasons alongside their opponent. They should think about the manner, subject, and method when giving the speech. Debaters can be divided into groups based on their ability to master debate or how long they have studied the subject. Ulil (2015: 22).

3. Australian Parliamentary Debate

Today there are many styles of parliamentary debate which is familiar in the world. Among of them are Australian Parliamentary Style, British

Parliamentary Style, American Parliamentary Style, Asian Parliamentary Style, etc. The common world people use British Parliamentary Debate or can be called as the World Parliamentary Debate. World Parliamentary Debate contains elements of traditional parliamentary debate (including participant titles and certain formal observances) in a dynamic, interactive and sometimes robust setting (D‟Cruz, 2003: 38).

Australian Parliamentary Debate consists of two team, affirmative/ government and negative/opposition. Each team involves 3 speakers; first speaker, second speaker and third speaker. Each speaker has each job description as stated in previous explanation. Practically, here provides around 15-30 minutes for case building, 7 minutes 20 seconds to deliver speech for each speaker, and 5 minutes 20 seconds for replier. The speakers are allowed to attack the opposite or giving POI, 15 seconds allowed.

This style usually prepares 3 motions which will be chosen by both of team, motion 1, 2 and 3. Each team can choose and rank the desired motion as they want, what motion has the high until low priority to be battled. For example, the affirmative team rank the motion 2, 3, 1, in other hand negative team chose 3, 1, 2, thus the chosen motion is motion 3. But, if the motions have positions 1, 3, 2 and 3, 1, 2 then the motion 1 and 3 must be decided by throwing a coin.

This rule is not extremely different from the other styles of debate. But Australian Parliamentary debate is familiar used as the Debate Competition of some universities in Indonesia. Some prestigious competition such as National Schools Debating Championship (NSDC), National University

Debating Championship (NUDC), Java Overland Varsities English Debate (JOVED), East Java Varsities English Debate EJVED, etc. used this style, even the world competitions combine between British and Australian style to be used in the debate competition such as World School Debating Championship (WSDC).

C. METHOD

The descriptive qualitative approach was utilized to gather and analyze the data in this study. Qualitative research is a type of educational research in which the researcher relies on the opinions of participants, asks broad questions, collects data primarily in the form of words (or text) from participants, describes and analyzes the data for themes, and conducts the investigation in a subjective, biased manner (Creswell, 2012). According to Borden and Bruce, Qualitative data consists of written records of observed behavior that are analyzed qualitatively.

D. DATA SOURCES

In employing Australian parliamentary debate in teaching speaking at the Advance class of ESADA Course, the researcher discovered interesting research findings. The researcher employed three methods to collect data on the process of incorporating Australian parliamentary debate in teaching speaking. The study was split into two sessions. The research used observation and interview as instruments to learn about the process of teaching speaking using Australian Parliamentary Debate, the difficulties teachers faced in teaching speaking using Australian parliamentary debate, and the difficulties students faced in the process of learning speaking using Australian parliamentary debate.

The researcher watched both the teacher and the students during the observation of the process of employing Australian Parliamentary Debate in teaching learning activity in the classroom. The researcher next conducted an interview with the teacher to validate the information gathered during the observation. Furthermore, the researcher gathered additional information such

as the school's profile and history, the students' and teachers' health, and so on. The study took place in the Advanced class of the ESADA Course, which ran from January 25th to February 4th, 2022. The following was the date and work schedule that the researcher included in this study:

a. On Tuesday, January 25th, 2022, the researcher met with the chief of the al-Musyarokah dormitory to obtain authorization to do research in ESADA Course's Advance class. The researcher then met with Mr. Najib Aly Wafa, an English teacher who used Australian Parliamentary Debate in his classes, to outline the research schedule.

b. The researcher did the first observation/first meeting on Wednesday, January 26th, 2022.

c. The researcher did the second observation/second meeting on Thursday, January 27th, 2022.

d. The researcher did the third observation/third meeting on Sunday, January 30th, 2022.

e. The researcher did the fourth observation/fourth meeting on Monday, January 31st, 2022.

f. On Friday, February 4th, 2022, the researcher interviewed the teacher and the advance students of ESADA Course.

The step was carried out in this study with the goal of gathering data from the beginning to the completion of the teaching and learning process. As a result, in order to collect data for this study, the researcher used observation, interviews and documentation.

E. Discussion of the Research

According to the data, the researcher classified the data based on the topics. The researcher also discussed the teacher's problem in teaching speaking through Australian Parliamentary Debate as the second formulation of the problem, and the students' problem in learning speaking through Australian Parliamentary Debate as the third formulation of the problem, in addition to the teaching and learning process. This research was created by the research participants, who were the English teacher and advanced members of the ESADA Course in the year 2022 that was observed.

To communicate the researcher used observation to learn about the process of teaching and learning speaking through Australian Parliamentary Debate. This study had four meetings, one of which included observing the teaching process, and the other day the researcher interviewed an English teacher and members to learn about their concerns. Based on the data gathered through observation, the researcher concluded that the teaching and learning process, particularly as expressed through Australian Parliamentary Debate, was ineffective due to numerous issues encountered by the teacher and his students.

It had little impact on the teaching and learning process. The unrelevant study selected by the researcher was written by Richa Rubiati from IAIN Walisongo Semarang University with the tittle "Improving Students' Speaking Ability through Debate Technique'. This research was aimed to describe the implementation of debate technique to improve students' speaking skill and to identify how much students' speaking skill improvement after being taught by using debate technique at the first semester students of English Language

Teaching Department Tarbiyah Faculty at IAIN Walisongo Semarang in the academic year of 2010/2011. This research used classroom action research as the research methodology. The inclusion of debate in the teaching of speaking was successful, according to the results, because the students' mean score increased and they had a lot of opportunities to practice speaking in speaking class. The researcher came to the conclusion that Australian parliamentary debate was not an effective method for teaching speaking in ESADA Course.

F. CONCLUSION

Teaching learning process in advance class of ESADA Course in the year 2022 using Australian Parliamentary Debate did not go well since the teacher and his students still had many challenges. Although the teacher followed the procedure for using Australian Parliamentary Debate correctly, the students' speaking ability was still insufficient.

The teacher's concerns in teaching speaking through Australian parliamentary in ESADA, debate were that students arrived late to class and sometimes students were not in class without permission from the teacher and that students were not spirit because they were sleepy in the morning class. The teacher's final issue was that he needed more time to prepare for the debate since he needed to ensure that it ran smoothly. This was tough for the teacher because he needed to set aside time to create various materials, such as questions and icebreakers, in order to entice students' arguments and spirits and he needed to make a lesson plan before doing the debate. So, to ensure that the debate ran smoothly, the teacher needed to spend a lot of time preparing.

Students' difficulties in learning speaking through Australian Parliamentary Debate were that some students had difficulty learning speaking through Australian Parliamentary Debate. In practicing Australian Parliamentary Debate, students frequently employed mother-tongue, students had difficulties expressing their points and students needed more time to prepare their arguments before the discussion began.

Students' perspectives in learning speaking through Australian Parliamentary Debate were they got problems and the positiveness after used it. The problems were time too short, students got difficulty to build argumentations well and students were lack in vocabulary. For the positiveness which they got were Australian Parliamentary Debate could increase students' critical thinking, increasing students' oral communication skill and students could respect the others in applying Australian Parliamentary Debate.

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