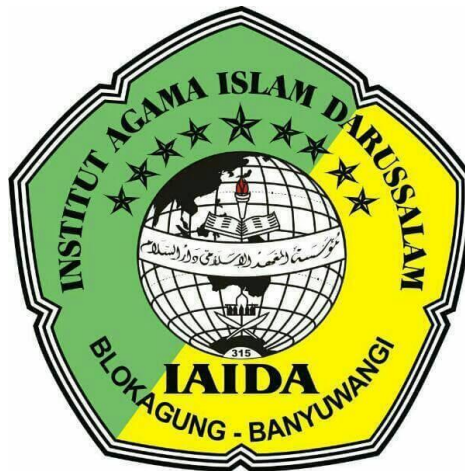**THESIS**

THE USE OF AUSTRALIAN PARLIAMENTARY DEBATE IN

TEACHING SPEAKING FOR ADVANCE STUDENTS OF ESADA

COURSE IN THE YEAR 2022

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THESIS

Presented to the Faculty of Education and Teacher Training

in a Partial Fulfillment of the Requirement for the Degree of Strata 1

in English Education Department

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COURSE IN THE YEAR 2022"

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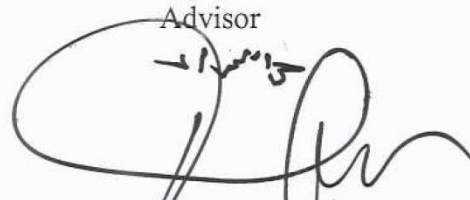
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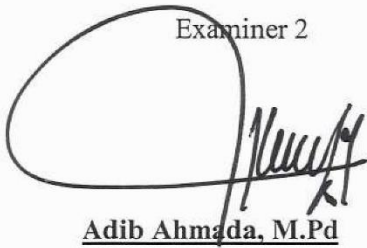
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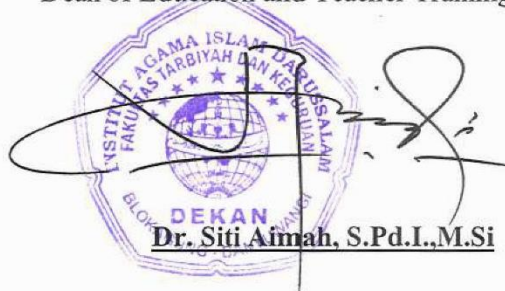NIPY: 3150930068601   NIPY: 3151710129201

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iv

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim, alhamdulillahirrobbil 'alamin.

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<div align="center">Declare that</div>

1. This thesis has never submitted to any other tertiary education for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

3. If a later time, it is found that the thesis is a product of plagiarism, I am willing to accept any legal consequences that imposed on me.

Banyuwangi, 02nd April 2022

Declator,

Kharisma Galuh Adji Nur Islam

v

MOTTO

"Together We Can"

-ESADA-

DEDICATION

I dedicate this research to IAIDA, especially to my major, namely English

Education and also to an English course that I really love. Maybe this research is

not perfect but God willing; I will continue to devote myself, fighting as much as I

can to make ESADA Course better in the future.

ABSTRACT

Islam, Kharisma Galuh Adji Nur. 2022. *The Use of Australian Parliamentary Debate in Teaching Speaking For Advance Students of ESADA Course in The Year 2022.*

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

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.

ABSTRAK

Islam, Kharisma Galuh Adji Nur. 2022. *The Use of Australian Parliamentary Debate in Teaching Speaking For Advance Students of ESADA Course in The Year 2022.*

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

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.

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Praise be to Allah, the Lord of the worlds, by the grace of Allah the Almighty, finally the author was able to complete his thesis. Sholawat and Salam may always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness namely Islam religion.

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3. Dr. Siti Aimah, S.Pd.I., M.Si. Dean of the Faculty of Education and Teacher Training

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I do expect this thesis gives advantages to the world of education. For improvement of this Thesis, I welcome warmly for any constructive and suggestions. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin.

Banyuwangi, 02nd April 2022

The Author

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CHAPTER 1
INTRODUCTION

A. Research Background

Language is a communication system composed of sounds and words and grammar or the communication system used by people in a country a specific country or occupation. Language is a system of expressing language significance. Its main function is interaction and communication (McDonough, 2003, p. 135)

The first step is if we want to use the English language well, we should increase our vocabulary. The more vocabularies we have, the easier we can speak. Let us illustrate if someone wants to speak English but they do not have any vocabulary of course they will not able to speak what they mean to and the effect their idea is also not got by their listener. The number and quality of a person's vocabulary determine the quality of his linguistic skills (Tarigan G. H., 1987) So, from here vocabulary is very important to master let alone we want to master speaking skills.

In the reality, there are four skills in English. Those are speaking skills, listening skills, writing skills, and reading skills. In this life, most people agree that speaking skill has a correlation with listening skill in the other words we will be able to speak something if we have ever listened to that thing. Besides, writing skill has a correlation with reading skill or in the other words, we will able to write something if we ever read something. So that way when we want to be a good speaker just be a good listener first and if we want to be a good writer we must be a good reader first.

Lado (1961: 240) describes speaking as the ability to express oneself in life situations, or the ability to report actions or situations with appropriate words, or the ability to speak or to express a sequence of ideas fluently. These ideas mean that speaking puts more emphasis on the individual's ability to convey something be it in the form of an expression, report it in the language he has.

In speaking skills, we must give good attention to our pronunciation, our vocabulary even our grammar because those give a big effect on our speaking. For today, someone who has good value in speaking skill they are valued, they are respected or even they are followed. Because we know if a good speaking gives a big impact to the listener. According to Brown and Yule (1983), speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively.

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 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). By knowing this, the researcher wants to observe or to do a research about how can Australian Parliamentary Debate be used in teaching speaking for Advance students of ESADA Course.

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.

There are numerous factors to consider while teaching English as a second language. It all starts with good procedures, good facilities, a qualified teacher, and so on. The researcher discovered various students' issues after conducting the observation. There are some students who still have difficulty speaking English in public whereas they have memorized more than 1000 vocabulary and stayed in ESADA Course for more than 6 months, some of them still looked unconfident to speak in public even many students said they often lost idea what they want to talk about. Another problem, the author found that in the class the students often only sit and listen to the teacher's explanation. But we can not judge the problem only from that case, but it can also happen from not completed facilities like English dictionary, or it is also happening because the duration of learning is too short exactly thirty minutes in every single meeting or it is also happening because vocabularies which they have memorized do not have any correlation with what they need to talk about or the problem can be happened because the student character which is lazy to practice their vocabulary or they are introvert so they spend their time more in silence.

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. Research Problem

Based on the background of study above, researcher formulated the research questions as follow:

1. How is the use of the Australian Parliamentary Debate in teaching speaking?

2. How is students' perspective about the Australian Parliamentary Debate in teaching speaking?

C. Research Objective

The objectives of the research are:

1. To study the use of the Australian Parliamentary Debate in teaching speaking.

2. To learn students' perspective about Australian Parliamentary Debate in teaching speaking.

D. Research Significances

1. Theoretical

This research can be used as the reference for next researcher who wants to do research about the use of Australian parliamentary debate in teaching speaking. This research is also a reference for teachers to find out the theories contained in the Australian Parliamentary Debate.

2. Practical

    a. The English Teacher

    For teachers, it can be one the of teaching and learning strategy that can assist students to become more engaged in class.

    b. The Students

    The benefits of this research for students are knowing what things are needed to prepare before conducting the Australian parliamentary debate model.

    c. ESADA Course

    In hopes of the results of this research can be used as a means to treat weight improvement of English teaching-learning process in ESADA Course.

E. Research Scope and Limitation

The researcher focused on the way of teaching English speaking by the Australian Parliamentary Debate to advance students of ESADA Course. This research will be conducted in advance class at ESADA Course which has 8 members. The duration of the research is just 4 meetings or in the other word based on the ESADA's schedule in teaching speaking by Australian Parliamentary Debate.

F. Definition of Key Terms

1. Australian Parliamentary Debate

Australian Parliamentary Debate is used in Australia but the effects of it spread even many competitions which held in American. Even people

also said it is Austramarician Parliamentary. In this format, a debate has two teams. One is the Government side, while the other is an Opposition team. There are three presenters for each side. And this format model's reply speech is a character. The first or second speaker should be the only ones to speak. The opposition team then begins their response address. In this format, there is no Point of Interruption.

In Indonesia, this format is popular enough, especially in university areas. The debate competitions in Indonesia which use this format are Java Overland Varsities English Debate (JOVED) and Indonesian Varsity English Debate (IVED).

2. Speaking Skill

Speaking is used by someone in communicating in daily life at school, at home, or some other places (Penny, 2006:120). Speaking is one of the language skills that students must master in order to be effective communicators. 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 a social relationship through speech.

3. Advance Students

According to the ESADA course concept, an advanced student is someone who has passed two classes in the ESADA Course exactly basic class and intermediate class. Advance class is the latest degree which ESADA's members should pass before doing graduation. For this research, the quantity of advance members there are 8 members.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Literature

1. Concept of Speaking

a. 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).

Speaking is one of the language skills that students must master in order to be effective communicators in the classroom (Fulcher, 2003) Depending on how classroom activities are organized, speaking in a classroom means communicating with the teacher and peers. As a result, teachers who incorporate more oral language interaction activities into the

classroom will have more chances to assess oral language. Listening and speaking are two separate oral language processes that must be taught and graded together.

Furthermore, the method for improving students' abilities must be new and creative in order for pupils to be interested in learning it. Teachers can give students opportunities to utilize language that requires an intentional 15 exchange of information rather than information that is already known to the listener or speaker. This is the learner"s responsibility.

b. Function of Speaking

People use speaking as a means of expressing their thoughts and initiating dialogue. Speaking a foreign or second language requires training, whether for acquisition or academic purposes. People can learn wherever they wish through acquisition, as opposed to academically, where they must attend a class to acquire the language.

The most prevalent language functions include those that are used to explain or provide information, as well as those that are used to communicate sentiments. Both social/communicative and intellectual functions of language have been established. Communicative language functions are those that are utilized to express meaning in a non-cognitive social context. Greetings and leave-takings, requesting and giving information, requesting and giving aid, and other functions are examples of communicative language functions. Language skills are essential for academic success in grade-level settings. Describe, explain, inform,

compare, debate, persuade, and evaluate are some of the academic language functions. Both conversational and academic language is used in the classroom (O'Malley J. Michael, 1996).

c. Proficiency Description of Speaking

When it comes to developing the talent of speaking, students should pay close attention to any speaking proficiencies. A good speaker is one who can cover all proficiencies to the best of their abilities. Speaking is a difficult ability that necessitates the simultaneous use of a number of diverse talents that often develop at different speeds (Harris, 1969). He goes on to say that there are four aspects to speaking ability: 1. Pronunciation 2. Grammar 3. Vocabulary 4. Fluency. These proficiencies can be described as bellow:

1) Grammar

"The rules governing how words change shape and join with other words to produce sentences" are defined as "grammar." In order for the speaker's meaning to be accepted correctly, the speaker must follow certain guidelines when making utterances/sentences. It must be acknowledged that grammatical ability has a significant impact on a person's performance. Academic speaking and writing, for example, must rely to some part on mastery of some basic grammatical structures.

2) Fluency

A person's ability to present any knowledge swiftly and expertly is known as fluency. Fluency is defined as one's ability to

communicate effectively with both native and non-native speakers. If someone has a high level of linguistic proficiency, they are considered to be fluent in that language. He or she must practice speaking as much as possible, making it a habitual activity, in order to fossilize the talent and employ it in unexpected ways.

3) Vocabulary

A person's vocabulary refers to all of the words he or she knows and uses. The use of vocabulary is regarded as one of the most crucial aspects of speaking. The use of a variety of vocabularies indicates a high level of speaking ability; if they employ a variety of vocabularies, they will be considered a competent speaker. However, depending on the situation and the issue, the speaker should arrange the vocabulary correctly.

4) Accent

We all have an accent, whether we think we speak a standard variation of English or not. Technically, the term accent is limited to the description of features of pronunciation that identify where an individual speaker is from, regionally or socially, according to Yule (2006, 195). However, as a foreign language learner, the speaker should approximate the native accent. They will be an excellent speaker.

d. Teaching speaking

Teaching speaking is the process by which teachers guide their pupils in speaking English as a foreign language and correctly pronouncing it.

The teacher also keeps an eye on the students until they are able to assess whether or not their sound productions are correct. Furthermore, the goal of teaching speaking is to build the ability to engage successfully in that language, therefore speaking entails both comprehension and production.

Teachers must improve their skills to teach and become more effective educators. Effective teachers, according to most definitions, are those whose students do better on standardized achievement tests.

True learning managers are teachers who teach as though their practice produces learning, while also acknowledging that they are in partnership with their students in their enterprise. A teacher is someone who can live with the paradox of knowing that to be successful, one must act as if it does, and it is this commitment to unlocking each student's learning potential that pushes a teacher to make educated methodological decisions. (Diane Larsen, 2000: 184).

To begin, teachers should create some broad and specific objectives for a certain instructional program to use as a guide in planning and implementing the activity. Second, the planning is implemented in a classroom setting. It must be designed with the goal of achieving learning objectives in mind. Finally, in order to determine how far students' speaking abilities have improved, teachers should assess how far the learning aim has been met through the execution of learning activities. As a consequence of the evaluation, the instructor can determine whether the learning activity is effective in achieving the learning goal. If it is not

working, the teacher should try a different learning activity; nevertheless, if it is working, it must be improved.

The purpose of teaching speaking is to English language learners to:

1) produce the sounds and patterns of English speech

2) utilize word and sentence structures, intonation patterns, and the second language's rhythm

3) Choose appropriate words and sentences for the right social setting, audience, and occasion.

4) Organize their thoughts into a topic.

5) Use language to communicate your values and judgments

6) Fluency is defined as "the ability to utilize a language swiftly and confidently with minimal awkward poses" (Kayi, 2006)

e. Speaking Skill

All humans have the ability to communicate. Speaking skill in front of a crowd is not necessarily owned by everyone. Speakers must develop a technique for preparation, the structure of speech, to transmit energy and enthusiasm, and to capture and respond to the listener's interest. In this day and age everyone is required to be skilled in speaking (Bill Scott, 1987: 5).

The ability to speak is the ability to express opinions or thoughts and feelings to a person or group verbally, either verbally face to face or at a distance. Moris in Novia (2002: 54) states that speaking is a natural means of communication between members of society to express thoughts and as a form of behavior social behavior. Even further Wilkin in Oktarina (2002:

45) states that speaking skill is the ability to compose sentences because communication occurs through sentences to show differences in behavior that vary from different societies.

According to the communicative and pragmatic flow, speaking and listening skills are strongly related. In order to make a sentence, the speaker must have a basic comprehension of the language. When it comes to communication, the speaker is the sender and the receiver is the receiver of the news. If pupils are actively interested in conversing, the process of learning to speak will become easier. Evaluation Speaking Skills are carried out differently at each level. For example, at the basic school level, the ability to tell, make speeches, and others can be used as a form of evaluation. (Wassid, 2006: 239).

Based on the description above, it can be concluded that the ability of speaking is a skill in expressing an opinion, thought, and feeling to communicate with others about English.

g. **The Roles of Teacher in Speaking Class**

O'Malley (1996: 87) As with any other type of classroom procedure, teachers need to play a number of different roles during the speaking activities. Three of these, in particular, are important if teachers want students to speak fluently:

1) Prompter: Students may become disoriented, unable to think of what to say next, or otherwise fail to demonstrate the fluency required by the teacher. However, by making distinct suggestions, the teacher

may be able to assist them and the activity is progressing. If this can be done in a helpful manner that does not disturb the debate or force students out of their roles, it will alleviate the frustration that some students feel when they reach a "dead end" of language or ideas.

2) Participant: When asking kids to develop language, teachers should be good animators. This can sometimes be accomplished by explicitly defining activity and demonstrating excitement for it. Teachers may, however, desire to participate in conversations or roleplay themselves at other times. They can then subtly prompt, introduce new knowledge to aid the task, assure continued student participation, and generally sustain a creative environment.

3) Feedback provider: the vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches. When pupils are engaged in a speaking engagement, the excessive correction might impede them and take the communicative element out of the activity. Helpful and compassionate correction, on the other hand, may be able to help students overcome challenging misunderstandings and hesitations. Everything depends upon our tact and the appropriateness of the feedback teacher gives in a particular situation. Teacher plays big roles in the teaching-learning process. The speaking teacher should play the roles above in order to make the speaking class runs well.

2. Concept of Debate

a. 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.

In a formal debate, there are two sides: one that supports the resolution and the other that opposes it. Such a discussion is constrained by previously agreed-upon rules. Debates may be judged in order to determine which side is the winner. Debates are often utilized in democratic cultures to investigate and resolve issues and problems in one form or another. Discussion and debate are frequently used to reach decisions in board meetings, public hearings, legislative assemblies, and local organizations. Any discussion of a resolution is, after all, a dispute. In a school setting, the debate topic will be determined by the curriculum's knowledge, skill, and value outcomes.

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).

There are three levels of doing the debate:

1) Beginner

Refers to debaters with little or No. prior experience. This is probably the appropriate level for you if you are just getting started debating or have just done so for a year or two.

2) Intermediate

Refers to debaters who are well-versed in the fundamentals. This is a possible level if you dispute for more than two years.

3) Expert

Refers to debaters who have a firm grasp on the fundamentals, are at ease with intermediate approaches, and are looking for a challenge. This level is likely if you debate in a strong senior team at school or if you are a member of a representative squad. Quinn (2005: 12).

b. Kinds of debate

The debate can be divided into two types: applied and instructional debate. Ulil (2015: 22). Special debate, judicial debate, parliamentary debate, and non-formal debate are all examples of applied debate. Furthermore, National Debate Tournament, Cross-Examination Debate

(CEDA), Mock Trial Debate, Moot Court Debate, Forensics, and Ethical Debate are all types of educational or academic debate.

1) Applied Debate

Applied debate is held on propositions, questions, and themes in which the proponents are particularly interested, and it is held in front of a judge or an audience with the authority to make a binding judgment on the proposition or to react to the question or issue in a meaningful way (Freeley, 2005) The debates here mostly address issues that arise in the actual world and are of interest to the majority of the world's population.

a) Special debates are held under special rules designed for a specific event, such as political campaign debates. The 1858 Lincoln-Douglas debates, the 1960 Kennedy-Nixon debates, and so on are examples (Freeley, 2005).

b) Judicial deliberation takes place in courtrooms or before quasi-judicial bodies. Judicial debates can be seen in any court, from the United States Supreme Court to a municipal court. President Bill Clinton's impeachment trial, which took place in the winter of 1999, is a rare example of judicial debate. (Freeley, 2005).

c) Parliamentary debate is governed by parliamentary process rules. Its goal is to pass, alter, or oppose motions and resolutions that come up for debate in the House of Commons.

d) Non-formal debate is held without the use of formal rules such as those used in special, judicial, parliamentary, or academic debate. When newspaper and television commentators talk about "abortion," "the immigration issue," and other controversies that pique public interest, they are usually referring to this type of argument. National political campaigns, neighborhood hearings, and town hall meetings about business policies are all examples of non-formal debate (Freeley, 2005).

2) Academic Debate

Academic discussion is held under the supervision of an educational institution in order to give students with educational possibilities (Freeley, 2005). The question is not whether we will join in the debate; our participation is unavoidable because most educated individuals will participate in some form of argument sooner or later. There are numerous formats of academic argument, as noted by Freeley:

a) Academic Parliamentary Debate is conducted under the rules of parliamentary procedure. A form of competitive academic debate practiced under the auspices of organizations like the National Parliamentary Debate Association, Australian Parliamentary Debate and the American Parliamentary Debate Association

b) Cross-Examination Format is the most popular debates format that is used by CEDA (Cross Examination Debate Association)

c) Lincold-Douglas format require two people debate and is a policy debate where two opposing candidates could meet before the voting.

d) Mock Trial Debate is a form of academic debate that emulates trial court debating, which emphasize debate and argumentation skill and the cross-examination. It emulates the form of trial court debating but without the emphasis on rules of procedure and admissibility.

e) Moot Court Debate is an academic form of judicial debate used by law schools to prepare students for courtroom debate.

f) Town Hall format is used at a number of annual conventions of the National Communication Association the southern States communication Association, Florida Communication Association to debate issue of professional interest.

c. 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).

d. The Benefits of Debate

O'Malley J. Michael (1996) describes debate is a fun activity to do in the classroom since it is both verbal and engaging. The debate has numerous advantages for students such as encourage students to think critically. Every student is expected to critically study a problem during arguing, improve students' communication abilities. Debaters put in a lot of time putting together and practicing hundreds of public speeches on themes that are important to the country, questioning ability honed through struggle—often in the face of failure and disappointment, because they do so on a daily basis, they are capable of making and defending informed decisions about complicated matters outside of their own area of expertise.

Debate is thus not simply a means of meaningfully connecting students with academic subjects; it is also a means of re-connecting students to public life if they have been alienated and Policy debate helps students to consider multiple points of view, which is one of the most critical problem-solving abilities. Because of the advantages listed above, the debate should be practiced in the speaking classroom. Students should work on improving their speaking abilities.

e. The Parts of Debate

We shall receive various items related to the debate process in the debate technical system. The following are some items related to debate:

1) Motion

The topic debated is called a motion. Motion stars are usually associated with words like "this house" (TH), "this house believes that (TH), or "this house believes (THBT)". Both the affirmative and negative teams are arguing a motion that should be debatable and unbiased. The term "debatable" refers to the fact that the motion is still falsifiable and can be refuted in various ways. The term "impartial" refers to a motion that is in the middle of neutral and does not slant to one side or the other. This house, for example, believes that the (THBT) e-book is beneficial to developmental instruction. As a result, both teams must demonstrate or justify how an e-book may help with developmental education.

2) Definition

Debaters should "get down to earth" and look at the present situation in society. There are two methods for defining something: word by word definition and global definition. In truth, the term "e-book" is rarely used, thus we must first define it. Or, in any case, when we hear a motion like "that sex education must be socialized in the classroom," we need to give it a broader meaning.

3) Theme line

Debaters should "get down to earth" and look at the present situation in society. There are two methods for defining something: word by word definition and global definition. In truth, the term "e-book" is rarely used, thus we must first define it. Or, in any case, when we hear a motion like "that sex education must be socialized in the classroom," we need to give it a broader meaning.

4) Argument

A debate is similar to a discussion in which each team takes a stance, attacks the opposing team, and defends its own position. Using analytical and logical thought, the commendable jobs can be completed successfully. The argument is a thinking fragment that supports the topic line.

5) Rebuttal

Debaters must not only establish a good case, but also attack their opponent's arguments and give strong defense against any attacks in order to win a debate. As a result, one of the keys to obtaining the win crown is rebuttal. There are two types of rebuttals. Global rebuttal: this is an attack on the opponent's primary point, the theme line. As a result, their case is collapsing. A detailed response is an attack on each of the arguments or examples.

6) Sum-up/closing

Closing simply means bringing everything to a close. It is ideal to have a great summary. To be a good debater, debaters should know

these components of debate before they begin debating. It is also hoped that the debate would go well.

f. Debate Classroom

The form of debate is varied in use. Debate can be conducted in the following ways in the speaking classroom:

1) Dividing students into two teams.

2) Selecting debate topic and assigning the two teams to debate the topic.

3) Ensuring that the participants have time beforehand to prepare for the arguments and to collect supporting data to present during the debate.

4) Presenting the topic and format of the debate.

5) An example format of the debate as following:

   a) Side 1 presents opening arguments, with three members each giving a statement.

   b) Side 2 presents opening arguments, with three members each giving a statement.

   c) Side 1 has chance for rebuttal

   d) Side 2 has chance for rebuttal

   e) Side 1 has chance for a second rebuttal

   f) Side 2 has chance for a second rebuttal

   g) Side 1 takes time for a conclusion.

   h) Side 2 takes time for a conclusion.

In most debates, each team consists of three people, while rare debates may have four members. Debates are utilized in a variety of

ways; for example, they are sometimes employed based on the number of pupils in the classroom and their academic level.

g. Debate in Speaking Skill

Students should get experience using all of the prerequisites for effective oral communication through classroom speaking activities and practice. What makes the classroom exercise a good way to practice speaking? The most crucial element of a classroom activity is that it gives students an authentic opportunity to express themselves and use all of their knowledge in the second or foreign language. They should be given the opportunity and encouraged to use their expertise in a variety of ways, always keeping the communication aim in mind. Debate is one approach to encourage pupils to develop their speaking abilities.

Debate can provide opportunity for students to practice utilizing large amounts of language for a specific purpose: to persuade others to support one side of an argument. In content area schools, the debate is probably more common than in ESL classrooms. Debates are best suited to intermediate and advanced students who have been given instructions on how to prepare. Debates include substantial student preparation, group interaction, and the use of at least the following language functions: describing, explaining, providing and receiving information, agreeing and disagreeing. Debate in speaking class is used to help students enhance their critical thinking and communication skills. Debate provides pupils with several opportunities to practice speaking. In order to implement debate, students must be actively involved.

h. Strengths and Weaknesses of Debate in Speaking Classroom.

Every technique used in process learning and teaching has its own set of advantages and disadvantages. It happens in the debate technique as well. O'Malley J. Michael (1996: 87) describes the debate has a lot of power. They are as follows:

1) Teach students how to work nicely with their peers. Students are taught to work as a team while debating and are encouraged to cooperate with one another.

2) Teach kids how to express themselves. In the course of debating, it is critical to have a diverse range of viewpoints. Students are encouraged to defend their positions by expressing their opinions.

3) Students are not bored, but they do love participating in debates. Every student participates actively in the debate because they each have a role to play.

4) Improve the kids' ability to communicate. Students' speaking skills develop organically when they debate since they have so many opportunities to practice speaking. Although debate offers many advantages in the learning process, it also has many disadvantages.

The following are some of the flaws:

1) Debate is limited to a few topics. Debate techniques can only be employed for specific topics, such as those that deal with agreeing and disagreeing, as well as presenting arguments.

2) Debate needs a lot of effort and preparation. In order for a discussion to function smoothly, many preparations are required. Students should prepare their arguments ahead of time for the debate to make it easier to counter the other viewpoint.

3) Make the pupils impassioned in the defense of their position. When defending an argument, many students are unable to control their emotions.

B. Previous Studies

Muttaqin (2009) has conducted a study about Teaching Conversation Gambits to Enhance Students' communicative competence in English debate (An action research with WEC Walisongo English club of IAIN Walisongo Semarang year 2008 /2009). This study discovered that WEC students scored well on all five components of communicative competence in English debate, including the capacity to use gambits, vocabulary, grammatical structure, fluency, and speech competition. After learning the gambits, students received an average score of 8.0, indicating that they have an excellent level of English debate.

Wiwitanto (2010) has conducted a study 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 (A classroom action research in the year of eleven science program of senior high school 11 Semarang in the academic year 2009/2010)". He came to the conclusion that 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, the T-test result (13.64) was higher than the table (1.55).

Rubiyati (2011) 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 test 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 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.

Of course, this research is different from the previous four theses. 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 model.

CHAPTER III

RESEARCH METHOD

A. Research Design

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.

B. Research Setting

The researcher conducted the study about the use of the Australian Parliamentary debate at the ESADA Course. ESADA Course or English Student Association of Darussalam is an English course which is located in Pondok Pesantren Darussalam Blokagung.

C. Research Subject

The subjects of this study were the advanced member of the ESADA Course and the tutor of Australian Parliamentary Debate in ESADA Course. The number of advance members of the ESADA Course were 8 members. All members were male and they were approximately 17-20 years old.

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 and interviews. The procedure was as follows;

1. Observation

Observation is a data-gathering technique in which the researcher observes the teaching-learning process in the classroom. In this study, observation is employed effectively to examine the teaching-learning process, students' activities, and potential problems. The researcher acted as an observer in this study to collect data. The researcher would not participate in the classroom activity directly. During the teaching and learning

process, the researcher made a note. In this situation, the researcher did nothing but take notes, analyzed the data, and held meetings concerning the object under investigation. Nonetheless, before beginning to teach, the teacher prepared a lesson plan and discussed the material with the students.

2. Interview

    The researcher employed a standardized open-ended interview. The questions are usually the same, but they are phrased in such a way that responses are left open-ended. Because of the open-ended nature of the survey, participants were able to provide as much comprehensive information as they wanted, and the researcher was able to follow up with probing questions. Furthermore, the purpose of this interview is to confirm the findings of the observation and to obtain additional information for this study. The teacher was questioned about his thoughts on the activity process, as well as their communication difficulties.

    The interview question to the students as a follows:

    a. What do you think about Australian Parliamentary Debate in teaching speaking for advance students of ESADA Course?

    b. What is your problem in learning speaking through Australian Parliamentary Debate?

c. What is the positive effect that you can get from learning speaking through Australian Parliamentary Debate?

d. What do you think about your teacher in teaching speaking through Australian Parliamentary Debate?

e. What is your suggestion to people after you learn speaking through Australian Parliamentary Debate?

And the interview question to the tutor as a follows:

a. What is your preparation before teaching speaking through Australian Parliamentary Debate?

b. How is your way to aplicate Australian Parliamentary Debate?

c. What is your problem in applying Australian Parliamentary Debate?

d. What is the good thing that students get after applying Australian Parliamentary Debate?

e. What is your suggestion to people in teaching speaking through Australian Parliamentary Debate?

3. Documentation

In the form of photographs and videos during the teaching-learning process when the research was conducted. Documents can provide information which is relevant to issues and problems under investigation (Eliot, 1991:78). Kunhe and Quigley (in Tylor, 2000: 12) describe a number of data

collection techniques that are useful in documenting a situation. In addition, recordings could be used to record the interview with the students to know their opinion and their impression about the use of Australian Parliamentary Debate in the teaching speaking for advance students of ESADA Course in the year 2022. Documentation technique benefits in collecting members of advance class data to know their advancement speaking ability, the condition of teacher, and location of ESADA Course.

E. Procedure of Data Collection

The researcher would be the most important tool in gathering data in this study. The data required for the study was gathered by the researcher. This study was observed by the researcher. During his research, the researcher noticed the actions that would last. The nonparticipant observer would be the researcher. An observer who visits a place and takes notes without becoming involved in the activities of the participants is known as a nonparticipant observer. As a result, the researcher refused to join or engage in the research subjects' activities. The researcher used the triangulation approach to collect data. It was made up of three parts: observation, interview and document. The following was a description of those instruments;

1. Observation

The technique of acquiring open-ended, first-hand knowledge through seeing people and places at research sites is known as observation. In this study, the researcher used an observation manual that he or she had prepared in advance.

2. Interview

Interviewing is one of the data collection strategies that involves directly asking participants questions about the study problem. The data for this study was gathered from the teacher through a formal interview. The official interview was placed at a certain location and at a specific time, with people who were crucially knowledgeable about the phenomenon. The interview is conducted one-on-one with an emphasis on group interviews to assist the researcher in comprehending the phenomena and responding to the research question.

3. Document

In the form of photographs and videos during the teaching-learning process when the research was conducted. Documents can provide information which is relevant to issues and problems under investigation (Eliot, 1991:78). Kunhe and Quigley (in Tylor, 2000: 12) describe a number of data collection techniques that are useful in documenting a situation. In addition, recordings could be used to record the interview with the students to know their opinion and their impression about the use of australian parliamentary debate in the teaching speaking for advance students of ESADA Course in the year 2022. Documentation technique benefits in collecting members of advance class data to know their advancement speaking ability, the condition of teacher, and location of ESADA Course.

F. Data Analysis

According to Miles and Huberman, the processes for assessing the data in this study are as follows:

1. Data reduction

   The reduction of the data in this research means the process of selecting, abstracting, and simplifying the data gained from the note of the interview and observation. Then this summary will be analyzed to seek the important information, group the data, and select the data which are needed and arrange the data to the proper format so that they give meaningful results and conclusions.

2. Data Display

   The data from the data reduction result is then displayed in the next stage. The data acquired by observation, interview, and document will be organized and categorized according to the research topic. Many different forms of graphs, charts, and networks are used to present data. All are intended to condense organized data into a compact, easily accessible format so that the analyst can understand what's going on and draw reasonable conclusions or move on to the next level of analysis that the display proposes.

   The country of data display is meant to communicate the impression that data is shown as a well-organized, compacted collection of data that allows for analytical conclusions to be reached. Displays may involve tables of data, tally sheets of themes, summaries or proportions of various statements, phrases or themes.

3. Conclusion Drawing/Verification

      The drawing/verification of conclusions is the final phase in the data analysis process. Drawing conclusions entails taking a step back to understand what the analyzed facts imply and how they relate to the questions at hand. Throughout the research process the investigator will be making various inform evaluations and decisions about the study and the data.

      In this research, the researcher used the steps of analyzing the data based on the explanation above, such as data reduction to seek the important information, group the data and select the data which were needed, data display to see what is happening, and justified conclusions. It may involve a summary. The last step was to draw/verify a conclusion based on the evidence that the researcher had gathered through observations.

G. Data Validity

     In qualitative research, the researcher revealed the facts as the subject's true life. This qualitative study employed some methodology to maintain the data's validity in order to arrive at a more accurate result. Triangulation used to ensure that the data is accurate. Triangulation, according to Setiyadi, is the use of two or more ways to collect data about the subject research's attitude. Because human attitudes are so complicated, using a single method to collect qualitative data is frequently thought to be insufficient. Validity is the degree of accuracy of the data that happens to the object of research with the power that can be reported by investigation. There are six kinds of triangulation:

1. Triangulation of time.

   Triangulation of time has two forms, there are cross-sectional and longitudinal. In cross-sectional carried out at the same time with the different groups but in the longitudinal, data collecting was carried out from the same group at different times.

2. Triangulation of place.

   In triangulation of place to make the data collection more accurate, it can be done using the different places for similar data.

3. Triangulation of theory.

   In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with a different theory.

4. Triangulation of the method.

   In technique triangulation, the researcher uses many methods to acquire similar data.

5. Researcher triangulation.

   In researcher triangulation, for collecting the same data, is done by some people.

6. Triangulation of methodology.

   In triangulation methodology, the data is collected from the same learning process with a different approach, namely quantitative and qualitative so the researcher collects both data from that approach.

The researcher employed the triangulation method in this study; in this method, the researcher used three data collection techniques: observation, interview, and document. The focus of the observation was on the process of teaching public speaking using australian parliamentary debate. The purpose of the interview would be to confirm the findings of the observation and document.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding of the Research

1.   Data of the Research

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 and interviews.

To answer the first question on this research, the researcher had collected the data as a follow;

a. Observation

1) First Session

This session's meeting was held at Room A.02 of Musyarokah dormitory. There were only 7 people who participated in this activity since AYBZ was sick and couldn't attend. Before beginning to teach about the Australian parliamentary debate, the teacher removed the writing on the whiteboard to clean it, and then greeted the students in class using the advance students' password. After that, the teacher wanted to go through all of the elements used in Australian parliamentary debate, including motions, arguments, limitations, keywords, groups, time, and rules. When the teacher was writing the materials on the whiteboard, he instructed the students to talk to themselves first, then to look at the contents silently.

After the teacher had completed all of the material, the teacher urged the students to cease talking and focused on the teacher. After the teacher had taught all of the information, the students were given opportunity to ask questions regarding the material. The teacher spent 18 minutes teaching subjects and answering questions, and 7 minutes putting stuff on the whiteboard. Following the distribution of all materials, the teacher encouraged the members to maintain their spirits, and the last activity was concluded by the teacher by praying hamdalah together with the members. For this action, the researcher recorded that the meeting lasted 29 minutes, or that it began at 05.25 a.m. and ended at 05.54 a.m.

2) Second Session

The exercises in this second session were similar to those in the first, but the class was held in the hall of the al-musyarokah dormitory, and the participants were only six. MDYN and L were missing from class due to illness. The activity began when the teacher wiped the writing on the whiteboard to clean it, and then the teacher began by pronouncing basmalah together.

After that, the teacher requested all of the students to sing the ESADA song together before singing another song to get the students ready for the meeting to begin. Following the song, the teacher divided the students into two groups. There was the right side and there's the left side. AG, the first speaker of the affirmative team, IS is the second speaker of the positive team, and AYBZ as the third speaker of the

affirmative team, were all on the left side. JAT is as the first speaker of the negative team, IAK is the second speaker of the negative team, and AMH is the third speaker of the negative team, were on the right side. The topic of discussion was whether or not this house should prohibit students from wearing school uniforms. Prior to the start of the debate, the teacher allotted 5 minutes for all members to prepare their arguments. For this debate, each speaker got three minutes to present their case and two minutes to respond. After all of the members had finished their arguments, the teacher made a comment or suggested that the students speak. The teacher concentrated on the issue, the style, and the approach of the team's speaker in the review of argumentation. The teacher made no comments concerning their English pronunciation or grammar. After all, the teacher ended the session with a group hamdalah. The researcher recorded that the meeting lasted 50 minutes for this activity. It began at 05.15 a.m. and concluded at 06.05 a.m.

3) Third Session

The activities in this third session were similar to those in the previous two. The class was held in the hall of the al-musyarokah dormitory, and there were only seven people in attendance. AYBZ was not in the class. It began at 05.23 a.m., when the teacher began the activity by saying basmalah jointly and instructing all participants to rise up and sing a song together. The teacher then ordered them to form two teams or groups, after which they were given time to prepare a reasoning about the motion. It took me only 4 minutes to prepare it. The

motion for the day was that this house prohibits students from doing homework. For this meeting, AG was the first speaker, IAK was the second speaker, and AMH was the third speaker for the positive team, while IS was the first speaker for the negative team, L was the second speaker, JAT was the third speaker, and MDYN was the reply speaker for the negative team.

After all of the participants had finished speaking, the teacher presented an assessment of what they had said. The teacher focused on the issue, the style, and the approach of the team's speaker while judging argumentation. The teacher made no comments about their English pronunciation or grammar. The evaluation period lasted from 05.55 a.m. to 06.03 a.m., after which the teacher proposed a resolution to be debated at the following meeting. The teacher did something different with the prior meeting to end the activity. The teacher said something that inspired the kids to repeat it back to him. After all, the teacher ended the session with a group hamdalah. The researcher recorded that the meeting lasted 41 minutes for this activity. It began at 05.23 a.m. and concluded at 06.05 a.m.

4) Fourth Session

The activities in this fourth session were similar to those in the first, second, and third sessions. The class was held in the hall of the al-musyarokah dormitory, and there were only six people in attendance. MDYN and AMH were missing from class. The teacher began by chanting basmalah together at 05.16 a.m., then encouraged all members

to sing the ESADA song, which was followed by greeting the members, with the exception of two members who arrived late, L and AYBZ. They arrived 4 minutes late. After the members of the Australian parliamentary debate had had their fill, the teacher offered them preparatory time from 05.20 a.m. to 05.23 a.m. This house believes that the internet has more positive aspects than bad aspects.

For this meeting, IAK was the first speaker for the positive team, AG was the second speaker for the positive team, and L was the third speaker, while JAT was the first speaker for the negative team, IS was the second speaker for the negative team, and AYBZ was the third speaker for the negative team. After all of the participants had finished speaking, the teacher presented an assessment of what they had said. The teacher focused on the issue, the style, and the approach of the team's speaker while judging argumentation. The teacher made no comments about their English pronunciation or grammar. The evaluation period begins at 05.50 a.m. and ends at 05.58 a.m. The teacher did something different with the prior meeting to end the activity. The members were given a tongue twister by the teacher. After all, the teacher ended the session with a group hamdalah. The researcher recorded that the meeting lasted 45 minutes for this activity. It began at 05.16 a.m. and concluded at 06.01 a.m.

The teacher had three problems, according to the observation checklist. The first was that students could not keep their eyes open, the second was that the teacher needed a lot of preparation for debating in

order to ensure that the argument ran smoothly, and the third was that students were late to class. In the meantime, the other issues on the observation checklist did not occur in class. Furthermore, according to the observation checklist, the students had three issues. The following were their names:

a) Repression

b) Use of the mother tongue

c) Students should prepare their points before to the debate.

b. Interview

1). Process of Teaching and Learning Speaking through Australian Parliamentary Debate.

The technique for utilising Australian Parliamentary Debate can be outlined as follows:

a). The teacher divided the students into two groups: pro and contra. There were two groups of students in the class, and the teacher assigned an affirmative and a negative group to each.

b). The regulations were explained to the students by the teacher.

c). The teacher assigned each student to a group of four classmates. The affirmative and negative teams were chosen by the teacher.

d). The debate topic was chosen by the teacher. The teacher chose three subjects to serve as the debate's motion. All of these are still relevant to students' real-life activities.

e). The teacher allowed students time before the debate to prepare their points and gather supporting data to present during the class debate. The teacher sat down to wait for the preparation period to end.

f). The teacher led the students in a debating format. The debate format was initiated by the affirmative team and continued by the negative team.

2). Teacher's Problems during Teaching Speaking Process through Australian Parliamentary Debate.

The following were their names:

a) The first was that students were late to class and that students were sometimes absent from class without the permission of the teacher.

b) The teacher was having trouble managing the class. Because they were sleepy in morning class, students did not always pay attention to the teacher.

c) The debate was difficult for the teacher to prepare since he required time beforehand to ensure that the debate ran smoothly. This was tough for the teacher because he needed to set aside time to create various materials, such as questions and icebreaking, in order to entice students' arguments and spirits and the teacher never made a lesson plan before doing the meeting.

3). Students' problems in Learning Speaking through Australian Parliamentary Debate.

Based on the findings of the interview, the researcher determined that the students' problems were:

a) Some students struggled with the process of learning speaking through Australian parliamentary debate; the teacher had done a good job with the approach, but their ability to talk and give arguments was insufficient.

b) When rehearsing Australian Parliamentary Debate, students frequently employed mother-tongue vocabulary. They used Bahasa or Javanese in this circumstance.

c) Students have trouble expressing their points of view.

d) Before the debate, students required additional time to prepare their points.

To answer the second question of this research. The researcher used interview to every students in the same time, the same place and the same question. So here, the researcher used Forum Group Discussion technique in collecting data by interview to the students. Then, the result as a follow;

The students agreed that Australian Parliamentary Debate was a good technique to teach speaking skill and they agreed that their teacher had done the best way to teach speaking through Australian Parliamentary Debate but there were some problems which students got in this Australian Parliamentary Debate. They were as a follow;

1. Time

According to the students, Australian Parliamentary Debate were done in really short time whereas actually to apply Australian Parliamentary Debate need longer than this time. Then, students was not in good condition in doing Australian Parliamentary Debate in the morning (after Shubuh Prayer).

2. Argumentation

The students agreed that learning speaking through Australian Parliamentary Debate need to think about the argumentation. Then, they agreed that using this technique made students thinking two things. The first one was they thought about what argumentation that they wanted to talk about and the second one they thought about how to express their argument in English.

3. Vocabulary

According to the students, applicating Australian Parliamentary Debate forced the students to know many vocabularies because when they were lack vocabulary of course they got problems in taking out the argumentation. In ESADA itself, they have memorized more than 1000 vocabularies but they said many vocabularies that they did not memorize yet and many vocabuaries that they have memorized do not have any correlation in building argumentation. For the last one, they do not get a special book to help them in buliding argumentation and to help them in arranging a sentence by English specially for Debate lesson.

For positive things that they got from Australian Parliamentary Debate were as a follow;

1. Increasing Students' Critical Thinking.

Students agreed that Australian Parliamentary Debate can make them more critics because here, they need to know about the positive argumentation and negative argumentation of the topics.

2. Increasing Students' Oral Communication Skill.

By applying Australian Parliamentary Debate the students agreed that they got more experiences to talk about what they think, getting new experiences in delivering argumentation through debate technique.

3. Respect the others

By the result of interview to the students, the students perspective about applying Australian Parliamentary Debate they can respect the others. Even though the students have different perspectives on an issue, they need listen to each other. Through Australian Parliamentary Debate students also can learn how to be open-minded to see other perspectives.

B. Discussion of the Research

The researcher explains the discovery of the process of teaching and learning speaking through debate approach as the first formulation of the problem in this study in this section. 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 argument in this study is talking about how the use of the Australian Parliamentary Debate in teaching speaking and how

students' perspective about the Australian Parliamentary Debate in teaching speaking.

This is the result of interview to the teacher.

"Sejauh ini, saya dulu juga anggota ESADA Course jadi saya tahu aturan Australian Debate Parliamentary oleh tutor saya tetapi untuk mengajarkan hal ini, untuk mengajarkan saya memastikan pertama-tama semua aturan Australian Debate Parliamentary dengan mencari di google tentang semua istilah dalam Australian Debate Parliamentary itu sendiri, bagaimana menerapkannya, bagaimana aturan dalam Australian Debate Parliamentary. Setelah mengetahuinya saya mencatat dalam buku saya karena saya hanya memiliki materi yang sangat terbatas seperti saya tidak dapat menggunakan telepon kapan pun saya mau, jadi saya hanya mengandalkan buku saya sebelum mengajar Australian Debate Parliamentary. Tapi, saya tidak membuat beberapa rencana pelajaran atau RPP sebelum mengajar. Saya hanya tahu kapan saya harus mengajar, apa yang saya ajarkan karena ada jadwal materi speaking, tetapi sejauh ini, tidak ada tanggung jawab yang terjadi dalam Kursus ESADA dalam membuat rencana pelajaran. Jadi, ya, kadang-kadang saya hanya mempersiapkan dengan berpikir apa yang akan saya lakukan di kelas, apa yang akan saya lakukan kepada para member".

"Karena saya memiliki empat pertemuan dalam menerapkan debat parlemen Australia jadi untuk pertemuan pertama saya fokus dalam memberikan ketentuan Australian Debate Parliamentary tanpa menerapkannya dalam pertemuan pertama karena waktunya sangat terbatas

jadi saya menerapkan Australian Debate Parliamentary di pertemuan kedua, ketiga dan keempat".

"Dalam menerapkan Australian Debate Parliamentary, saya hanya membagi siswa menjadi dua kelompok: pro dan kontra. Jadi, Ada dua kelompok siswa di kelas dan saya menugaskan kelompok menjadi afirmatif dan negatif. Kemudian, saya menjelaskan peraturan kepada para siswa. Selanjutnya, saya menugaskan setiap siswa menjadi satu kelompok yang terdiri dari empat teman sekelas. Tim afirmatif dan negatif dipilih oleh saya dan saya juga memilih topik debat dalam pertemuan tersebut. Saya memilih tiga mosi untuk dijadikan bahan perdebatan karena ada tiga pertemuan dan semua mosi itu masih relevan dengan kegiatan kehidupan nyata siswa".

"Selanjutnya, saya mengizinkan siswa sebelum waktu berdebat untuk mempersiapkan poin mereka dan mengumpulkan data pendukung untuk mempresentasikan argumen. Ketika para siswa sedang mempersiapkan argumen mereka, saya hanya menunggu argumen mereka biasanya saya hanya memberikan 5 bahkan 10 menit. Jadi, saya hanya duduk menunggu masa persiapan berakhir. Ketika perdebatan dimulai, saya hanya mencoba mendengarkan setiap pembicara sambil mencatat apa yang mereka bicarakan dan yang terakhir ketika setiap anggota telah berbicara argumen mereka atau debat selesai, saya memberikan komentar tentang argumen mereka terutama dalam cara mereka berpikir atau dalam menanggapi mosi tersebut".

"Bagi saya, sebenarnya saya hanya memiliki sedikit masalah dalam mengajar Australian Debate Parliamentary karena saya telah mengetahui

semua syarat dan aturan Australian Debate Parliamentary tetapi masalah datang ketika kita melihat kondisi kelas. Yang pertama adalah ketika siswa terlambat ke kelas dan bahwa siswa tidak hadir di kelas tanpa izin kepada saya. Jadi, kami menerapkan Australian Debate Parliamentary apa adanya. Yang kedua adalah saya mengalami kesulitan dalam mengelola kelas karena mereka mengantuk di kelas pagi tetapi saya tahu mengapa mereka bisa sangat mengantuk karena mereka memiliki banyak kegiatan di luar pembelajaran ini".

"Tidak hanya masalah-masalah itu tetapi juga dalam mempersiapkan apa yang ingin saya lakukan di kelas. Kita tahu bahwa kita perlu waktu untuk mempersiapkan sebelum mengajar dan saya juga seperti mereka, di lain waktu, saya masih memiliki banyak pekerjaan untuk melakukannya tentu saja saya perlu mencari waktu untuk membuat waktu persiapan sebelum mengajar untuk membuat debat berjalan lancar".

"Untuk masalah berikutnya yang saya lihat dalam masalah adalah masalah siswa. Beberapa siswa berjuang dengan proses belajar berbicara melalui Australian Debate Parliamentary tetapi kemampuan mereka untuk berbicara dan memberikan argumen tidak cukup. Ketika berlatih Australian Debate Parliamentary, siswa sering menggunakan kosakata bahasa ibu. Mereka menggunakan bahasa Jawa dalam kasus ini. Siswa mengalami kesulitan mengekspresikan sudut pandang mereka dan yang terakhir, siswa membutuhkan waktu tambahan untuk mempersiapkan poin mereka".

"Tentu saja, dengan melakukan Australian Debate Parliamentary ini, para siswa mendapatkan lebih banyak pengalaman dalam berbicara di depan umum, mereka mendapat lebih banyak berlatih dalam berbicara dan mereka dapat meningkatkan pengetahuan mereka tentang beberapa masalah dan setidaknya, mereka pernah menerapkan Australian Debate Parliamentary meskipun mereka hanya memiliki sedikit argumen atau argumen yang sangat terbatas".

"Saran saya adalah silakan mengajar dengan baik, kita harus tahu apa yang perlu kita rencanakan dan kita harus merencanakan apa yang perlu kita lakukan. Karena bagi saya, tindakan yang baik mampu diciptakan oleh perencanaan yang baik. Dan ketika kita melihat kondisi yang terjadi di kelas seperti kita menemukan siswa ini pintar, siswa itu tidak cukup baik dalam pelajaran ini baik-baik saja, setiap orang memiliki porsi masing-masing. Tapi sebagai guru, kita hanya punya kewajiban untuk mengajar, untuk menjelaskan dan efeknya kita hanya bisa berdoa kepada Tuhan berharap itu bisa maksimal, jika sudah maksimal hanya Alhamdulillah jika tidak, hanya menganalisis dan selalu berusaha untuk membuatnya lebih baik dan dalam langkah ini saya menyebutnya dengan inilah evaluasi yang sesungguhnya".

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.

1. The Teaching-Learning Process Using Australian Parliamentary Debate.

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.

2. Problems Faced by the Teachers in Teaching Speaking through australian parliamentary debate.

Based on the results of the observation and interview, it can be inferred that the teacher's problems were:

a) The first was that students were late to class and that sometimes students were not in class without the teacher's permission.

b) The teacher was having trouble managing the class. Because they were sleepy in morning class, students did not always pay attention to the teacher.

c) The debate was difficult for the teacher to prepare since he required time beforehand to ensure that the debate 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.

However, as previously indicated, according to Febriyanti and Malley's theory, Pierce's the teacher has several difficulties in teaching speaking. In this situation, we knew from the research data that only two problems of Febriyanti's theory out of a total of six problems occurred in this study. Students continued to speak in their own language. Furthermore, while Malley-theory Pederson's had two flaws, there was only one flaw in this study, and that was the teacher's need for extensive debating preparation in order to ensure that the debate ran well. So, in this study the problems were from the students and the teacher.

3. Problems Faced by the Students in Learning Speaking through Australian Parliamentary Debate.

The researcher used observation and interview with students to learn about the students' difficulties in learning to speak through Australian Parliamentary Debate. Based on the findings of observation and interviews with students, the researcher came to the conclusion that the students' problems were:

a) Some students struggled with the process of learning speaking through Australian Parliamentary Debate and the teacher had done a good job with the approach, but their ability to talk and give arguments was insufficient.

b) When rehearsing Australian Parliamentary Debate, students frequently employed mother-tongue vocabulary. They used Bahasa or Javanese in this circumstance.

c) Students have trouble expressing their points of view.

d) Before the debate, students required additional time to prepare their points.

The challenges associated to the theory presented by (Ur, 1996) in this research were mother-tongue use, based on the results of the interview that the students answered. Furthermore, Students frequently used their mother tongue, Indonesian language, to break the ice or quiet in order to be able to talk as the teacher requested. Then, according to Malley and Pierce in this study, the problem was students should prepare their arguments before debate.

4. Students' perspective about Australian Parliamentary Debate.

There were some problems and positiveness which students got in using Australian Parliamentary Debate. Researcher explained the problem first then the positiveness. They were as a follow;

1. Time

According to the students, Australian Parliamentary Debate were done in really short time whereas actually to apply Australian Parliamentary Debate need longer than this time.

Then, students was not in good condition in doing Australian Parliamentary Debate in the morning (after Shubuh Prayer).

2. Argumentation

The students agreed that learning speaking through Australian Parliamentary Debate need to think about the argumentation. Then, they agreed that using this technique made students thinking two things. The first one was they thought about what argumentation that they wanted to talk about and the second one they thought about how to express their argument in English.

3. Vocabulary

According to the students, applicating Australian Parliamentary Debate forced the students to know many vocabularies because when they were lack vocabulary of course they got problems in taking out the argumentation. In ESADA itself, they have memorized more than 1000 vocabularies but they said many vocabularies that they did not memorize yet and many vocabuaries that they have memorized do not have any correlation in building argumentation. For the last one, they do not get a special book to help them in buliding argumentation and to help them in arranging a sentence by English specially for Debate lesson.

For positive things that they got from Australian Parliamentary Debate were as a follow;

1. Increasing Students' Critical Thinking.

Students agreed that Australian Parliamentary Debate can make them more critics because here, they need to know about the positive argumentation and negative argumentation of the topics.

2. Increasing Students' Oral Communication Skill

By applying Australian Parliamentary Debate the students agreed that they got more experiences to talk about what they think, getting new experiences in delivering argumentation through debate technique.

3. Respect the others

By the result of interview to the students, the students perspective about applying Australian Parliamentary Debate they can respect the others. Even though the students have different perspectives on an issue, they need listen to each other. Through Australian Parliamentary Debate students also can learn how to be open-minded to see other perspectives

Finally, based on the information gathered through observation and interview above, it can be concluded that the teacher has not successfully implemented the Australian parliamentary debate. However, the students' ability to communicate was remained limited. As a result, even though the teacher used an excellent technique to teach speaking, the advanced members of the ESADA Course in the year 2022 did not have sufficient speaking skills.

The result above was taken from the data of interview to the students. The interview result is a follows:

"Yeah, it's a good method to learn speaking English. In this class, actually we don't only learn by Australian Parliamentary Debate but also we learn speaking English through Asian parliamentary debate, British parliamentary debate and Canadian debate. Before coming to this class, we have got this method in intermediate debate. So that way, of course we have known about the rules of Australian Parliamentary Debate, so in this class we are like review the material but the differences with intermediate class just in the teacher and the motion that teacher gives".

"To be honest, learning English through Australian Parliamentary Debate is difficult and we still get many difficulties when we apply this method. As you know, making arguments of course needs many vocabularies and many ideas. Okay we have more than 1500 vocabulary but that is not sure we can utilize that vocabulary because however we think double. Thinking argumentation and thinking how we say that in English. So that way, sometime we speak using our mother tongue because we have an idea but we confuse to speak it in English. In the contrary, we have many vocabularies but we do not have the idea of course we will confuse what we will talk about".

"Next, in problem of time. As you know, we are really limited in having time to learn English. We have many activities out of this activity. So, however it is really hard to look for time that suitable for us to prepare arguments before doing the debate class. Furthermore, the duration of morning class is not more

than an hour, so of course it is too short for us. When the teacher gives case building we think as good as possible so that we can find an excellent idea".

"By far, we can get many positive effects by doing Australian Parliamentary Debate. The first one we can be more critics cause you know that in applying Australian Parliamentary Debate we should know about pro and contra. So, we can aplicate that things in real life. When we see something bad we try to find what is the goodness behind of this bad. When we see something good we try to analyze first it is really good or not".

"Then, applying Australian Parliamentary Debate of course makes us more practicing to speak up. Although you have known we have many problems but we are still okay because we will always try to make us better. It is different with we talk by ourself, here is about how to we respond others' speaking with better arguments and we try to do good public speaking here and it makes us more confidence when we have some offering to speak up, we take it because we have tried and many experiences already".

"He is a good teacher. He explained the lesson well and we like him when he tried to give comments about our performance because from that we can learn about what our weakness is and what our good is. So. We really need teacher like this and again, the teacher always motivates us to learn more in everything especially in English".

"Our suggestion is just keep your spirit and do the best. When you have time to study just make it sure you study at the time. When you are given time to prepare arguments just make sure you prepare the arguments".

"Just make sure yourself you do a good thing. We know Australian Parliamentary Debate is hard but not as hard as your life. And if you know, actually with learning Australian Parliamentary Debate is enough for you to prepare to solve problem happen because it will make you easier to think wisely because you have two different arguments before and in the debate itself we always try to find the solution after we have a problem".

So guys, learning English through Australian Parliamentary Debate is really nice because we can get many things from here not only training our speaking skill but training our critical and our creative thinking.

CHAPTER V

CONCLUSION

A. The use of the Australian Parliamentary Debate in teaching speaking in ESADA Course

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.

B. Students' perspective about the Australian Parliamentary Debate in teaching speaking

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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Appendices

Appendix 1. Speaking Material

Materi Speaking Kelas Advance Di ESADA Course.

Advance Class		
Lesson	**Meeting**	**Tutor**
Promotion	4 x	Mr. Toni
Story teller	4 x	Mr. Libas
Poem	4 x	Mr. Alfarizi
Australian debate	4 x	Mr. Najib
Asian debate	4 x	Mr. Afandi
News anchor	4 x	Mr. Afandi
British debate	4 x	Mr. Najib
Canadian debate	2 x	Mr. Najib
Reporter on place	4 x	Mr. Rizal
Single MC	4 x	Mr. Rizal
Motivator	4 x	Mr. Rizal
Microteaching	6 x	Mr. Azka

Source: Profile ESADA Course

Appendix 2. The Tutors and The Members of Advance Class.

The Tutors and The Members of Advance Class in ESADA Course.

No	Name	Diniyyah Class	Level
1.	Alyang Gumilang	4 D Ula	Advance
2.	Imam Subqi	1 C Wst	Advance
3.	Junaidi Abu Tami	1 B Wst	Advance
4.	Ilham Andi Kurniawan	2 C Wst	Advance
5.	M. Daulat Yusuf Noor	1 E Wst	Advance
6.	A. Yusri Bahtiar Zamzam	1 C Ulya	Advance
7.	A. Maulana Haqiqi	1 D Ulya	Advance
8.	Latif	1 A Wustho	Advance
9.	Najib Ali Wafa	1 A Ulya	Tutor
10.	Ibnu Afandi	1 B Ulya	Tutor
11.	M. Alfarizi	1 B Ulya	Tutor
12.	Ah. Rizal Fahmi Rahmansyah	2 B Ulya	Tutor
13.	Toni Ariyanto	1 B Ulya	Tutor
14.	M. Libasul Ngulum	2 D Wst	Tutor
15.	M. Rifqi Zainul Azka S.Pd	Mutakhorijin	Tutor

Source: Profile ESADA Course

Transcript of Forum Group Discussion

1. What do you think about Australian Parliamentary Debate in teaching speaking for advance students of ESADA Course?

Yeah, it's a good method to learn speaking English. In this class, actually we don't only learn by Australian parliamentary debate but also we learn speaking English through Asian parliamentary debate, British parliamentary debate and Canadian debate. Before coming to this class, we have got this method in intermediate debate. So that way, of course we have known about the rules of Australian parliamentary debate, so in this class we are like review the material but the differences with intermediate class just in the teacher and the motion that teacher gives.

2. What is your problem in learning speaking through Australian parliamentary debate?

To be honest, learning English through Australian parliamentary debate is difficult and we still get many difficulties when we apply this method. As you know, making arguments of course needs many vocabularies and many ideas. Okay we have more than 1500 vocabulary but that is not sure we can utilize that vocabulary because however we think double. Thinking argumentation and thinking how we say that in English. So that way, sometime we speak using our mother tongue because we have an idea but we confuse to speak it in English. In the

contrary, we have many vocabularies but we do not have the idea of course we will confuse what we will talk about.

Next, in problem of time. As you know, we are really limited in having time to learn English. We have many activities out of this activity. So, however it is really hard to look for time that suitable for us to prepare arguments before doing the debate class. Furthermore, the duration of morning class is not more than an hour, so of course it is too short for us. When the teacher gives case building we think as good as possible so that we can find an excellent idea.

3. What is the positive effect that you can get from learning speaking through Australian parliamentary debate?

By far, we can get many positive effects by doing australian parliamentary debate. The first one we can be more critics cause you know that in applying austalian parliamentary debate we should know about pro and contra. So, we can aplicate that things in real life. When we see something bad we try to find what is the goodness behind of this bad. When we see something good we try to analyze first it is really good or not.

Then, applying australian parliamentary debate of course makes us more practicing to speak up. Although you have known we have many problems but we are still okay because we will always try to make us better. It is different with we talk by ourself, here is about how to we respond others' speaking with better arguments and we try to do good

public speaking here and it makes us more confidence when we have some offering to speak up, we take it because we have tried and many experiences already.

4. What do you think about your teacher in teaching speaking through Australian parliamentary debate?

He is a good teacher. He explained the lesson well and we like him when he tried to give comments about our performance because from that we can learn about what our weakness is and what our good is. So. We really need teacher like this and again, the teacher always motivate us to learn more in everything especially in English.

5. What is your suggestion to people after you learn speaking through Australian parliamentary debate?

Our suggestion is just keep your spirit and do the best. When you have time to study just make it sure you study at the time. When you are given time to prepare arguments just make sure you prepare the arguments.

Just make sure yourself you do a good thing. We know australian parliamentary debate is hard but not as hard as your life. And if you know, actually with learning australian parliamentary debate is enough for you to prepare to solve problem happen because it will make you easier to think wisely because you have two different arguments before and in the debate itself we always try to find the solution after we have a problem.

So guys, learning English through australian parliamentary debate is really nice because we can get many things from here not only training our speaking skill but training our critical and our creative thinking.

Appendix 4. Interview Transcript II

Teacher Interview

1. Apa persiapan Anda sebelum mengajar speaking melalui Australian Debate Parliamentary?

Guru: Sejauh ini, saya dulu juga anggota ESADA Course jadi saya tahu aturan Australian Debate Parliamentary oleh tutor saya tetapi untuk mengajarkan hal ini, untuk mengajarkan saya memastikan pertama-tama semua aturan Australian Debate Parliamentary dengan mencari di google tentang semua istilah dalam Australian Debate Parliamentary itu sendiri, bagaimana menerapkannya, bagaimana aturan dalam Australian Debate Parliamentary. Setelah mengetahuinya saya mencatat dalam buku saya karena saya hanya memiliki materi yang sangat terbatas seperti saya tidak dapat menggunakan telepon kapan pun saya mau, jadi saya hanya mengandalkan buku saya sebelum mengajar Australian Debate Parliamentary. Tapi, saya tidak membuat beberapa rencana pelajaran atau rpp sebelum mengajar. Saya hanya tahu kapan saya harus mengajar, apa yang saya ajarkan karena ada jadwal materi speaking, tetapi sejauh ini, tidak ada tanggung jawab yang terjadi dalam Kursus ESADA dalam membuat rencana pelajaran. Jadi, ya, kadang-kadang saya hanya

mempersiapkan dengan berpikir apa yang akan saya lakukan di kelas, apa yang akan saya lakukan kepada para member.

1. What is your preparation before teaching speaking through Australian Parliamentary Debate?

Teacher: as far, I was member of ESADA Course so I know rules of australian parliamentary debate by my tutor but to teach this thing but to teach I make sure first all rules of australian parliamentary debate by searching in google about all terms in australian parliamentary debate itself, how to aplicate it, how the rules in australian parliamentary debate. After knowing it I noted in my book because I just have really limited material such as I can not use phone whenever I want, so I just rely on my book before teaching australian parliamentary debate. But, I do not make some lesson plans before teaching. I just know when I should teach, what I teach because there is a schedule of speaking material but as far, there is no some responsibility that happen in ESADA Course in making lessons plan. So, yeah, sometime I just preparing by thinking what I will do in the class, what I will do to the members.

2.   Bagaimana cara Anda untuk menerapkan Australian Debate Parliamentary?

Guru: Karena saya memiliki empat pertemuan dalam menerapkan debat parlemen Australia jadi untuk pertemuan pertama saya fokus dalam memberikan ketentuan Australian Debate Parliamentary tanpa menerapkannya dalam pertemuan pertama karena waktunya sangat terbatas jadi saya menerapkan Australian Debate Parliamentary di pertemuan kedua, ketiga dan keempat.

Dalam menerapkan Australian Debate Parliamentary, saya hanya membagi siswa menjadi dua kelompok: pro dan kontra. Jadi, Ada dua kelompok siswa di kelas dan saya menugaskan kelompok menjadi afirmatif dan negatif. Kemudian, saya menjelaskan peraturan kepada para siswa. Selanjutnya, saya menugaskan setiap siswa menjadi satu kelompok yang terdiri dari empat teman sekelas. Tim afirmatif dan negatif dipilih oleh saya dan saya juga memilih topik debat dalam pertemuan tersebut. Saya memilih tiga mosi untuk dijadikan bahan perdebatan karena ada tiga pertemuan dan semua mosi itu masih relevan dengan kegiatan kehidupan nyata siswa.

Selanjutnya, saya mengizinkan siswa sebelum waktu berdebat untuk mempersiapkan poin mereka dan mengumpulkan data pendukung untuk mempresentasikan argumen. Ketika para siswa sedang mempersiapkan argumen mereka, saya hanya menunggu argumen mereka biasanya saya hanya memberikan 5 bahkan 10 menit. Jadi, saya hanya duduk menunggu masa persiapan berakhir. Ketika perdebatan dimulai, saya hanya mencoba mendengarkan setiap pembicara sambil mencatat apa yang mereka bicarakan dan yang terakhir ketika setiap anggota telah berbicara argumen mereka atau debat selesai, saya memberikan komentar tentang argumen mereka terutama dalam cara mereka berpikir atau dalam menanggapi mosi tersebut.

2. How is your way to aplicate Australian Parliamentary Debate?

Teacher: Because I have four meetings in applying Australian Parliamentary Debate so for the first meeting I was focus in giving the terms of Australian parliamentary debate without applying that in the first meeting because the time

was so limited so I applied the Australian parliamentary debate in the second, the third and the fourth meeting.

In applying Australian parliamentary debate, I just divided the students into two groups: pro and contra. So, There were two groups of students in the class and I assigned an affirmative and a negative group to each. Then, I explained The regulations to the students. Next, I assigned each student to a group of four classmates. The affirmative and negative teams were chosen by me and I also chose the debate topic in the meeting. I chose three subjects to serve as the debate's motion because there are three meetings and all of those motions are still relevant to students' real-life activities.

Next, I allowed students time before the debate to prepare their points and gather supporting data to present the arguments. When the students were preparing their arguments I just waited for their arguments usually I just gave 5 even 10 minutes. So, I just sat down to wait for the preparation period to end. When the debate is started, I just tried to listen every speaker while taking note of what they talk about and the last when every member has talked their arguments or the debate is done, I give comment about their arguments especially in the way they think or respond to the motion.

3. Apa masalah Anda dalam menerapkan Australian Debate Parliamentary?

Guru*: Bagi saya, sebenarnya saya hanya memiliki sedikit masalah dalam mengajar Australian Debate Parliamentary karena saya telah mengetahui semua syarat dan aturan Australian Debate Parliamentary tetapi masalah datang ketika kita melihat kondisi kelas. Yang pertama adalah ketika siswa terlambat ke kelas*

dan bahwa siswa tidak hadir di kelas tanpa izin kepada saya. Jadi, kami menerapkan Australian Debate Parliamentary apa adanya. Yang kedua adalah saya mengalami kesulitan dalam mengelola kelas karena mereka mengantuk di kelas pagi tetapi saya tahu mengapa mereka bisa sangat mengantuk karena mereka memiliki banyak kegiatan di luar pembelajaran ini.

Tidak hanya masalah-masalah itu tetapi juga dalam mempersiapkan apa yang ingin saya lakukan di kelas. Kita tahu bahwa kita perlu waktu untuk mempersiapkan sebelum mengajar dan saya juga seperti mereka, di lain waktu, saya masih memiliki banyak pekerjaan untuk melakukannya tentu saja saya perlu mencari waktu untuk membuat waktu persiapan sebelum mengajar untuk membuat debat berjalan lancar.

Untuk masalah berikutnya yang saya lihat dalam masalah adalah masalah siswa. Beberapa siswa berjuang dengan proses belajar berbicara melalui Australian Debate Parliamentary tetapi kemampuan mereka untuk berbicara dan memberikan argumen tidak cukup. Ketika berlatih Australian Debate Parliamentary, siswa sering menggunakan kosakata bahasa ibu. Mereka menggunakan bahasa Jawa dalam kasus ini. Siswa mengalami kesulitan mengekspresikan sudut pandang mereka dan yang terakhir, siswa membutuhkan waktu tambahan untuk mempersiapkan poin mereka.

3.   What is your problem in applying Australian Parliamentary Debate?

Teacher: For me, actually I just have a little problems in teaching australian parliamentary debate because I have known all terms and rules of australian parliamentary debate but the problems comes when we see to the condition of the

class. The first was when the students were late to class and that students were absent from class without permission to me. So, we apply the Australian parliamentary debate as this is what this is. The second one was I had trouble in managing the class because they were sleepy in morning class but I know why they can be so sleepy as that it was just because they had many activities outside of this learning

Not only those problems but also in preparing what I wanted to do in the class. We know that we need the time to prepare before teaching and I am also like them, in other time, I am still having many jobs to do so of course I need to look for time to make preparing time before teaching to make the debate ran smoothly.

For the next problems that I see in problem is Students' problems. Some students struggled with the process of learning speaking through Australian parliamentary debate but their ability to talk and give arguments was insufficient. When rehearsing Australian Parliamentary Debate, students frequently employed mother-tongue vocabulary. They used Bahasa or Javanese in this circumstance. Students have trouble expressing their points of view and the last, the students required additional time to prepare their points.

4. *Apa hal baik yang didapat siswa setelah menerapkan Australian Debate Parliamentary?*

Guru: tentu saja, dengan melakukan Australian Debate Parliamentary ini, para siswa mendapatkan lebih banyak pengalaman dalam berbicara di depan umum, mereka mendapat lebih banyak berlatih dalam berbicara dan mereka dapat

meningkatkan pengetahuan mereka tentang beberapa masalah dan setidaknya, mereka pernah menerapkan Australian Debate Parliamentary meskipun mereka hanya memiliki sedikit argumen atau argumen yang sangat terbatas.

4. What is the good thing that students get after applying Australian Parliamentary Debate?

Teacher: of course, by doing this australian parliamentary debate, the students get more experiences in public speaking, they got more practising in speaking and they can increase their knowledge about some issues and at least, they have been ever applying australian parliamentary debate although they just have little arguments or really limited arguments.

5. Apa saran Anda kepada orang-orang dalam mengajar speaking melalui Australian Debate Parliamentary?

Guru: saran saya adalah silakan mengajar dengan baik, kita harus tahu apa yang perlu kita rencanakan dan kita harus merencanakan apa yang perlu kita lakukan. Karena bagi saya, tindakan yang baik mampu diciptakan oleh perencanaan yang baik. Dan ketika kita melihat kondisi yang terjadi di kelas seperti kita menemukan siswa ini pintar, siswa itu tidak cukup baik dalam pelajaran ini baik-baik saja, setiap orang memiliki porsi masing-masing. Tapi sebagai guru, kita hanya punya kewajiban untuk mengajar, untuk menjelaskan dan efeknya kita hanya bisa berdoa kepada Tuhan berharap itu bisa maksimal, jika sudah maksimal hanya Alhamdulillah jika tidak, hanya menganalisis dan selalu berusaha untuk membuatnya lebih baik dan dalam langkah ini saya menyebutnya dengan inilah evaluasi yang sesungguhnya.

5. What is your suggestion to people in teaching speaking through australian parliamentary debate?

Teacher: my suggestion is just please teach well, we should know what we need to plan and we should plan what we need to do. Because for me, a good action is able created by a good planning. And when wee see the condition happen in class such as we find this student is smart, that student is not good enough in this lesson just be okay, everyone has a each portion. But as a teacher, we just have an obligation to teach, to explain and the effect of it we just can pray to god hope it can be maximal, if it has been maximal just Alhamdulillah if did not, just analyze and always try to make it better and in this step I called with the real of Evaluation.

Appendix 5: Biografi Tutor Australian Parliamentary Debate

Biografi Tutor Australian Parliamentary Debate

Nama   : Najib Ali Wafa

TTL   : Oku timur, 21 Desember 2002

Alamat   : Sumatera Selatan

Pendidikan Formal   :

        TK Taraman

        SDN 2 Taraman

        MTs 1 Subulussalam

        MA-Al Amiriyyah

Pendidikan informal   :

        Pondok pesantren Darul 'Ihya

        Pondok pesantren Darussalam

Hobi   : volley ball

Pengalaman mengajar :

        Tutor ESADA Course

        Tutor Ekskul SMP Darussalam

        Tutor Ekskul MA-Al Amiriyyah

Karya   : Nadhom Modal Auxilary

Motto   : Never Be Satisfied.

Appendix 5. Research Cover Letter

INSTITUT AGAMA ISLAM DARUSSALAM
IAIDA
FAKULTAS TARBIYAH DAN KEGURUAN
TERAKREDITASI
BLOKAGUNG - BANYUWANGI

Alamat : Pon. Pes. Darussalam Blokagung 02/IV Karangdoro Tegalsari Banyuwangi Jawa Timur - 68491 No. Hp: 085258405333 , Website: www.iaida.ac.id , E-mail: iaidablokagung@gmail

Nomor : 31.5/273.16/TBIG/FTK/IAIDA/C.3/I/2022
Lamp. : -
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Kepala Asrama Al Musyarokah

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:
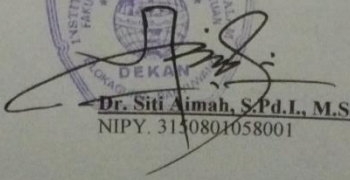
Nama : **KHARISMA GALUH ADJI NUR ISLAM**
TTL : **Banyuwangi, 02 Mei 2000**
NIM : **18112210034**
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris (TBIG)
Alamat : Klontang-Gendoh-Sempu-Banyuwangi-Jawa Timur
HP : 085338566445
Dosen Pembimbing : **Dewi Khawa, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

The Use of Australian Parliamentary Debate in Teaching Speaking for Advance Students of ESADA Course in The Year 2022

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 22 Januari 2022
Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001

Appendix 6. Research Certificate

The Big Family

ENGLISH STUDENT'S ASSOCIATION OF DARUSSALAM

Islamic Boarding School Of Darussalam Blokagung Bwi

email: esadarussalam@yahoo.com   website: esadarussalam@blogspot.com

OFFICE: ENGLISH CAMP AL - MUSYAROKAH PONPES DARUSSALAM BLOKAGUNG TEGALSARI BANYUWANGI JATIM Po. Box 68485 (0333) 845972 Fax .847124

NO   : 31.1/125/ESA/A/II/2022
Hal   : **KETERANGAN PENELITIAN**

Yang bertanda tangan dibawah ini:

Nama   : A. Rizal Fahmi Rahmansyah, S.Pd.

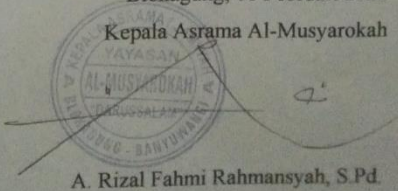Jabatan   : Kepala asrama Al-Musyarokah

Menerangkan bahwa

Nama   : **Kharisma Galuh Adji Nur Islam**

TTL   : **Banyuwangi, 02 Mei 2000**

NIM   : **18112210034**

Fakultas   : Tarbiyah dan Keguruan (FTK)

Program Studi   : Tadris Bahasa Inggris (TBIG)

Alamat   : Lukluk-Mengwi-Badung-Bali

Dosen Pembimbing : **Dewi Khawa, M.Pd**

Menyatakan bahwa mahasiswa tersebut telah melaksanakan penelitian di ESADA (English Students Association of Darussalam) mulai tanggal 25 Januari 2022 – 04 Februari 2022

Adapun judul penelitiannya adalah:

"The Use of Australian Parliamentary Debate in Teaching Speaking for Advance Students of ESADA Course in The Year 2022".

Demikian surat keterangan ini dibuat agar dapat di pergunakan sebagaimana mestinya.

Wassalamualaikum Wr.Wb.

Blokagung, 08 Februari 2022
Kepala Asrama Al-Musyarokah

A. Rizal Fahmi Rahmansyah, S.Pd.

Appendix 7. Proof of Thesis Guidance

SISTEM INFORMASI MANAJEMEN AKADEMIK IAIDA BLOKAGUNG ::

NIM	18112210034
NAMA	KHARISMA GALUH ADJI NUR ISLAM
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20212
JUDUL	The Use of Australian Parliamentary Debate In Teaching Speaking For Advance Students of ESADA Course In The Year 2022

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	14 April 2022	14 April 2022	ACC ujian thesis	ACC thesis
2	20212	08 April 2022	11 April 2022	Chapter 5, reference, appendices	Chapter 5, reference, and appendices
3	20212	03 April 2022	07 April 2022	Research discussion	Research discussion
4	20212	31 Maret 2022	02 April 2022	Bab 4	Revisi
5	20212	30 Maret 2022	30 Maret 2022	Bab 4	Bab 4
6	20212	26 Maret 2022	14 April 2022	chapter 1 –3	ACC
7	20212	24 Maret 2022	24 Maret 2022	Thesis chapter 1–3	Chapter 1–3
8	20212	22 Januari 2022	22 Januari 2022	ACC revisi proposal	ACC revisi proposal
9	20212	11 Januari 2022	11 Januari 2022	ACC proposal	ACC proposal
10	20212	21 Desember 2021	21 Desember 2021	Bab 1–2	Revisi
11	20212	02 Desember 2021	02 Desember 2021	Menentukan judul penelitian	Qualitative or quantitative approach?

Appendix 8. Plagiarism Checker

Plagiarism Checker X Originality Report

Similarity Found: 6%

Date: Tuesday, June 28, 2022
Statistics: 1002 words Plagiarized / 18198 Total words
Remarks: Low Plagiarism Detected - Your Document needs Optional Improvement.

CHAPTER 1 INTRODUCTION Research Background Language is a communication system composed of sounds and words and grammar or the communication system used by people in a country a specific country or occupation. Language is a system of expressing language significance. Its main function is interaction and communication (McDonough, 2003, p.

135) The first step is if we want to use the English language well, we should increase our vocabulary. The more vocabularies we have, the easier we can speak. Let us illustrate if someone wants to speak English but they do not have any vocabulary of course they will not able to speak what they mean to and the effect their idea is also not got by their listener. The number and quality of a person's vocabulary determine the quality of his linguistic skills (Tarigan G. H.,

1987) So, from here vocabulary is very important to master let alone we want to master speaking skills. In the reality, there are four skills in English. Those are speaking skills, listening skills, writing skills, and reading skills. In this life, most people agree that speaking skill has a correlation with listening skill in the other words we will be able to speak something if we have ever listened to that thing. Besides, writing skill has a correlation with reading skill or in the other words, we will able to write something if we ever read something.

So that way when we want to be a good speaker just be a good listener first and if we want to be a good writer we must be a good reader first. Lado (1961: 240) describes speaking as the ability to express oneself in life situations, or the ability to report actions or situations with appropriate words, or the ability to speak or to express a sequence of ideas fluently.

Appendix 9. Profil ESADA Course

ENGLISH STUDENT ASSOCIATION OF DARUSSALAM

A. PERSONAL KEPENGURUSAN ESADA
    Ketua   : Kharisma Galuh Adji Nur Islam
    Wakil Ketua   : Ahmad Rizal Fahmi Rahmansyah
    Sekretaris   : Ahmad Ibnu Afandi
    Bendahara   : Andika Arifandi

B. VISI DAN MISI ORGANISASI

    Visi "Competence an Academic, Creative, Responsible, and Confidence"
    Misi, "Creating English Generation of Darussalam Become Competence, Responsible, and Have Good Character"

C. PROGRAM KERJA
    Jangka Pendek:

    a. Kegiatan speaking ba'da subuh
    b. Kegiatan Writing and listening ba'da maghrib
    c. English zone di wilayah asrama
    d. Game 1 minggu sekali
    e. Kegiatan lalaran sebelum kegiatan pembelajaran pagi

    Jangka menengah:

    a. Farewell Party 3 bulan sekali
    b. Penerimaan member baru 3 bulan sekali
    c. Setoran 750 vocab (Basic), 1000 (Intermediate), 1500 (Advance)
    d. PPL member advance di asrama
    e. Lomba debat antar kelas
    f. Lomba speech antar kelas
    g. Lomba singing antar kelas
    h. Meeting evaluasi 2x dalam satu bulan
    i. Pembuatan video memory kelas akhir
    j. Pembagian materi 3 bulan sekali
    k. Mengadakan lomba 1 bulan sekali
    l. Membuat buku pronunciation
    m. Membuat buku writing

    Jangka panjang:

    a. Mengadakan paket Ramadhan
    b. Pengutusan tutor ESADA ke Pare
    c. PKL di wilayah Banyuwangi

d. Study banding ke ALOHA Course
e. Mengikuti lomba bahasa inggris mulai dari tingkat kabupaten sampai nasional
f. Mengadakan perlombaan berbasis bahasa inggris
g. Mengadakan bakti sosial di masyarakat

D. DAFTAR AGENDA LOMBA BULANAN

Competition Schedule Monthly	
Month	Competition
January	Stand Up Comedy
February	British Debate
March	Poetry
April	Rapping Competition
May	Olympiad
June	Australian Debate
July	Speech Competition
August	Telling Story
September	Contest of Wits
October	Asian Debate
November	English Drama
December	Singing Competition

Source: Profile ESADA Course

Appendix 10. Documentation

RESEARCH DOCUMENTATION

Doc. 1: Interview Tutor

Doc. 2: Observation 1

Doc 3: Observation 2

Doc. 4: Observation 3

Doc 5: Observation 4

Doc 6: Interview Members