

An Analysis of Students' Speaking Skill through British Parliamentary Debate System

Ayu Ridha Tami
ayuridhatama@umnaw.ac.id

Wariyati
wariyati@umnaw.ac.id

Ahmad Laut Hasibuan
ahmadlauthsb@umnaw.ac.id

English Education Study Program, Postgraduate Program
Universitas Muslim Nusantara Al Washliyah

Abstract

The purpose of this research was to investigate the students' speaking skill through British Parliamentary (BP) debate System. This observation was taken 18 Days which started from Thursday, 13th February to 12 March 2020. The Qualitative Research Method was used in this research. The subjects of this research chosen randomly were 8 student as the representative of students in the fourth semester of English education UMN Al Washliyah Medan Class A, academic year 2019-2020. The population from this research were the whole students in the 4th semester English Education Department Class A. Technique of collecting data used was the observation in which the students were observed during debate class by using observation sheet designed with theory of Finocchiaro in Armasita (2017) to know the ability that have been achieved by the students and all the data found from 8 subjects of research that have been analyzed by the researcher there were 4 indicators/elements, namely pronunciation, vocabulary, fluency and comprehension. After the research conducted, it was found that there were 3 students with the higher speaking skill, 4 students with the moderate speaking skill, and only one student categories as the unsatisfied speaking skill. Shortly, this finding of the research was appropriate with the assumption in this research that is debate is effective to increase the students' speaking skill.

Keywords: *Speaking skill, British parliamentary debate system, Qualitative research.*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan berbicara siswa melalui sistem debat parlemen Inggris. Pengamatan ini dilakukan selama 18 Hari yang dimulai dari hari Kamis, 13 Februari sampai 12 Maret 2020. Metode Penelitian Kualitatif digunakan dalam penelitian ini. Subyek penelitian ini dipilih secara acak sebanyak 8 mahasiswa sebagai perwakilan mahasiswa semester IV Pendidikan Bahasa Inggris UMN Al Washliyah Medan Kelas A tahun ajaran 2019-2020. Populasi dari penelitian ini adalah seluruh mahasiswa semester 4 Jurusan Pendidikan Bahasa Inggris Kelas A. Teknik pengumpulan data yang digunakan adalah observasi dimana siswa diamati selama kelas debat dengan menggunakan lembar observasi yang dirancang dengan teori Finocchiaro dalam Armasita (2017) untuk mengetahui kemampuan yang telah dicapai siswa dan semua data yang ditemukan dari 8 mata pelajaran. Dari penelitian yang telah dianalisis peneliti terdapat 4 indikator/elemen yaitu pengucapan, kosakata, kefasihan dan pemahaman. Setelah penelitian dilakukan, ditemukan bahwa terdapat 3 siswa dengan keterampilan berbicara yang lebih tinggi, 4 siswa dengan keterampilan berbicara yang sedang, dan hanya satu siswa yang termasuk dalam kategori keterampilan berbicara yang kurang memuaskan. Singkatnya, temuan penelitian ini sesuai dengan asumsi dalam penelitian ini bahwa debat efektif untuk meningkatkan keterampilan berbicara siswa.

Kata Kunci : *Kemampuan Berbicara Bahasa Inggris, Sistem Debat Parlemen Inggris, Penelitian Kualitatif*

1. Introduction

Speaking is the verbal use of language to communicate with others. It means that by speaking it is a person's way of expressing thoughts, ideas, or information orally. Teaching speaking is not an easy task for the teachers of Indonesia. They often encounter some obstacles. Widiati and Cahyono (2006) mention some problems related to the teaching speaking in Indonesian context, according to them, students keep silent in speaking class because they lack of self-confidence, lack of prior knowledge about the topic and because of the poor teacher-learner relationship. Moreover, they point out that Indonesian learners commonly have not attained a good level of oral English proficiency. The successful in speaking skill is measured in how to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information. In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency.

More than half of the students still had problems with, their speaking. The problems are related to the students'

lack of the components of speaking: pronunciation, structure, vocabulary, fluency, and content. The problems are still continuing till the end of semester. In the other case, the problems of the students on speaking was happened because the students lack of confident, don't know what they want to speak, and afraid to make mistake when they spoke.

It is believed that, the above problem faced by English student of UMN Al Washliyah at 4A Class, they have been learned English that related with speaking Subject/ major for semester 4. At the first semester, they had learned Speaking 1, in here students was taught to speak what they knew, although their pronunciation still bad and they still shy to express their idea, they afraid to talk something, but for Speaking 1 it is no problem. Next semester, the subject was Speaking 2, it is the development of Speaking 2, whereas their speaking progress should be better rather than Speaking 1, such as they already had a good motivation to talk better then before, their confident was better and they should had good pronunciation because pronunciation subject already had learnt for 2 semester, at the first semester and the second semester. After that, in the third semester the subject that related with Speaking is Debate. Debate was divided into two, there is Debate 1 for the third semester and Debate 2 for the forth semester. In debate 1, they was taught about introduction of debate, how to built up an argument by using AREL, kinds of motion and etc. So, in Debate 2 they were focused on practice how to debate in real and not strength anymore with speaking in debate. But, based on the research, the writer still found the problem that faced by students of UMN AL Washliyah at the 4thA semester such as ; there is no constrain for student to improve their capability in speaking skill, the students found difficulties in speaking English. They have limitation in mastering the component of speaking. They also practiced speaking English rarely. They only have a little chance to practice speaking English. Students' speaking problem could be solved by providing a lot chances for them to practice speaking English. Practicing speaking English in the classroom will be interested if the lecturer uses the appropriate technique which can improve the students' speaking skill. One of technique that can be used in teaching speaking is debate.

2. Literature Review

2.1. Speaking

Nunan (2003:48) stated that speaking is the aural/oral skill because it consist of producing systematic utterances to convey meaning. "Speaking is a speech production that becomes a part of our daily activities" (Thornburry, 2005:8). Speaking is the way of students in sharing and giving their idea without feeling fear of mistake or embarrass. It means that whenever or wherever the students are they will not be feeling afraid of anything to speak or to practice their English. It can be replied that as language learners that must speak in order to share their opinion and feeling without hesitation .Moreover, that do not need to be fear with their friends and the other if they are making mistake when they speak. Speaking is a complex skill requiring the use of number of different abilities which often develop at different rates.

1) Pronunciation

Pronunciation includes the segmental features-vowels and consonants and the stress and intonation patterns. According to Brown's idea (2001:283) stated that the currents approaches to pronunciation contrast starkly with the early approaches. Rather that attempting only to build a learner's articulatory competence from the bottom up, and simply as the mastery of a list of phonemes and allophones, a top - down approach is taken in which the most relevant features of pronunciation-stress, rhythm, and intonation are given high priority.

1) Grammar

Grammar is one of three English components and also one of speaking abilities to support and help students to have a good a ability in communicating well. Grammar is common in both the written and spoken form of the language, so its existence is strongly needed in speaking ability. Chittravelu (2005: 196) stated that "Grammar may be defined as the rules of language, governing the way in which words are put together to convey meaning in different context".

2) Vocabulary

According to Chittravelu's idea (2005: 241), "Vocabulary is the words which make up a language constitute its vocabulary". It means in using language to express ourselves and communicate with another we use words.

3) Fluency

The students can be called master of English or have a good ability in English if they can speak fluently. It means that the students' fluency in English as a sign that they are master of English. Harris (1989: 82) said that fluency is the easy and speed of the flow of speech. Actually, the students who can speak English fluently, they will not have any difficulties in pronouncing or producing a great deal of word.

4) Comprehension

Comprehension here is closely related to good pronunciation, mastering grammar, capable of speaking fluently, and having majority vocabularies, but their mispronounce lots of words and cannot arrange good sentence".

The five factors of speaking ability above have important role in speaking. By mastering all the factors people can produce a good speech.

2.2 British Parliamentary Debate

Debate is the activity which is used for understanding of the topic. Debate caused a feeling of confident, can give motivation to convey learner's opinion and respond the argument by using English language. It can build up their listening ability and their speaking ability and increase their motivation in speaking. *First activity*, they argue the topic according

their opinion. *Second activity*, they make a question from that topic from each group. *Third activity*, they give conclusion about the topic from each group. This activity builds up their bravery to speak with English language.

Debate is an activity give an argument and will get the rebuttal, there are two parts positive side and negative side. Debate has several types such as Asian Parliamentary System, British Parliamentary and etcetera. Barkley, et al., (2005:191) stated that debate is a complex technique that need some preparation, because in debate we need enough time to choose a topic that suitable to a current issue, and divide the students into some group. In the other hand, Uno and Mohamad (2011: 100) said "Debate is designed to solve a problem from a different point of view". In debate the students choose one side of pro-against by using their point of view about an issue. It means that the students are requested to deliver and defend encourage the learners to have communicative competence by creating the atmosphere of the class which is rich in communication.

Based on the opinion above, it can be concluded that debate was a good and effective that can be used and create the atmosphere of the class which is rich in communication, and give them more chance to practice their spoken language in order that they have communicative competence.

According to Blanco's (2013: 45), to conduct a debate it is necessary to have a pre-established format that specifies the role (moderator versus participant), duration, and time limit for each participant.

3. Method

3.1 Design of Research

The researcher use Descriptive Qualitative Research, descriptive research was a research which purpose to describe about something that was part into analysis that is not statistic data.

3.2 The Subject of Research

The subject of the research were the students of UMN Al- Washliyah at the Forth Semester of English Education that have the Debate major on it. The subject of research that chosen was 8 (eight) students of semester IV A of English Education student. It was random chosen of subject itself.

3.3 Instrument of Collecting Data

The instrument of data collecting that used by researcher to get the data observation by using observation sheet, interview and documentation. The observation sheet was used in this research that has some indicator achieve which will be adopted from the theory of Finocchiaro in Armasita (2017 :36-38) about the aspect of speaking skill.

3.4 Technique of collecting Data

The researcher observe the student directly by using paper sheet while the student in the debate subject. The test of speaking scored as a whole on the basis of the following elements.

3.5 Technique of Analyzing Data

Technique of analyzing data based on Sugiyono (2006) technique of analysis data is inductive, which is an analysis based on the data obtained, then the developed a pattern of certain relation or become a hypothesis.

- 1) The writer will give some a motion toward the student and record the student's answer
- 2) The writer will analyze the student's speaking skill based on the theory "the aspect of speaking skill" by Finocchiaro in Armasita (2017 :36-38) which had 4 elements factor to be successful on speaking that are: pronunciation, ,vocabulary ,fluency and comprehension.
- 3) To get the score of 4 indicator, every indicator had 4 category as the rating of score.

4. Results and Discussion

4.1 Result

There were eight students chosen as the subject of the research, namely: , MY, SA, SAA, DP, AG, PAL, IM, and HY.

The observation was taken in 18 days which started from Thursday, 13th February to 12th March 2020. The observation was divided in two parts; first, learning process in debate subject whereas the researcher following the debate subject in the 4th semester in the Muslim Nusantara Al Washliyah University; second, fulfilling the observation sheet by giving question toward the subject of the research to know specifically their ability in speaking skill. After undertaking the data collection through observation sheet in the form of table of observation by using the theory from by Finocchiaro in Armasita (2017 :36-38) which had 4 elements factor to be successful on speaking that are: pronunciation, vocabulary, fluency and comprehension.

Based on the data found, there were three level ability in speaking skills that mostly happened in 4th A students of Muslim Nusantara Al Washliyah University in academic year 2019/2020, namely: Good, Moderate, Poor.

Table 1. The score analytic by Finnarchio in Armasita (2017) is below :

Score	Grade /Level
20	Excellent

15	Good
10	Moderate
5	Poor
0-4	Very bad

Table 2. The differences score of every each of subject

Score / Level in Every Elements	Good	Moderate	Poor
15	MY		
15	HY		
15	SA		
10		DP	
10		PAL	
10		SAA	
10		IM	
5			AG

The table above was concluded from the observation sheet of the student which the score got from their ability in active vocabulary, pronunciation, accuracy and fluency. Moreover the categorize of higher was MY, HY and SA which they able for the four elements of speaking skill from Finocchiaro in Armasita (2017). In the other hand, four students in moderate got 10 for their score because their ability for all the types of speaking skill but honestly cannot as perfect as the students in the higher speaking skill whereas they had mixed the statement with Indonesian language. In addition, student in the lower speaking skill is AG got 5 for their score because they need improvise their answer than just give a simple statement.

4.2 Discussion

The research finding indicates a few steps have to be taken by those who can take the advantage of this research. Debate is good to be used in learning English especially in teaching speaking. It is shown by the result of research that has been done by the researcher. The students more active and participate to speak in speaking class. When choosing the topic, the researcher should give the interesting topic for students to make students enthusiast to give their opinion or delivered their idea. So that the students will more active to speak and to express it. It clearly shows that the students' debate skill leads to their self awareness the present the idea in public (Prawiyata, 2021; Wariyati et al, 2020), moreover effective communication will be achieved through three factors namely; listening actively, asking question, and delivering trust in which all of them can be clearly seen from the way they express the idea, opinion, and argument during debate activity, and it is very helpful to improve communication skill (Hasibuan, 2021; Lubis et al, 2020)

5. Conclusuion

Based on the research the writer can conclude that the difficulties of students to learn speak English through British parliamentary debate system is because of the lack of students to understand what that required to the motion. Some students believe that they have limited on their vocabulary so they stop and can not spoke for a few minutes because they do not know what they want to speak. Yet, they realize that the difficulties above are come from themselves. So they need practice to make them perfect, especially to speak English. This data is got from eight student as the subject of the research with different level in speaking skill there are good speaking skill, moderate speaking skill and the poor speaking skill. Student with good speaking skill got the higher score is fifteen because they were able to delivering their argument well, speak naturally and the student give a specific answer without mixing with Indonesia language. They also be able to communicate well and response the others. Last, the student in the moderate speaking skill there are four students and their ability to arrange the statement in English is still mixing with Indonesia language. Sometimes, their pronunciation still have the mistake, It means that, student need to pressure themselves to practice English, and the ability to communicate leads to the 21st century skills (Lubis et al, 2020), for example to be more active in the debate class or the students should have the motivation to joining debate club to improve their speaking skill. Student in the poor speaking skill got the lower score that is five. It is showed from their answer which using Indonesia language and still less of responses the previous speaker. It means that he still confused to using English in his speech. So that, he needs to pressure himself to practice English better from active in class or joining debate club routine.

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