

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the research findings and discussion. Research finding presented in this study where obtained from preliminary study and the implementation of the action. The preliminary study presents the result of interview, the result of interview, the result of observation and the result of pre-test. The implementation of the action was carried out in two cycles where each cycle consists of planning, implementing, observing and reflecting.

#### **A. Findings**

Basically, applying Classroom Action Research in this study involved planning, implementing, observing, and reflecting. This research was successful after Cycle II. The followings are presented the findings on the implementation of Australian Parliamentary Debate in second grade of science 2 of MAN Kota Blitar.

##### **1. Findings on Cycle I**

Regarding to improving the students speaking ability, the researcher has planned the modified strategy for Cycle I, and then applied that strategy to students of second grade of science 2 at MAN Kota Blitar. The implementation was conducted until 3 meetings. The implementation strategy of Cycle I was as following:

- 1) Teacher explained the Australian Parliamentary Debate by explanation and showing video.

- 2) Teacher prepared two motions debate.
- 3) Teacher prepares the articles.
- 4) Teacher divided students into 2 position; debater and adjudicators. Dividing the number of debater was preceded to fit the group of debate which consists of 3 students for each group, and then remaining students were selected to be adjudicators.
- 5) Teacher divided the debate battle list with which adjudicators take a work.
- 6) Teacher distributed the article.
- 7) Teacher asked students to make a group and discuss the motion (15 minutes).
- 8) Teacher prepared the Australian Parliamentary Debate exhibition format. The practice of debate is conducted together at the time. It means that 4 battles groups are doing the Australian Parliamentary Debate at the time in the each certain area of the class.
- 9) Teacher called the debaters and adjudicators based on the debate battle list and students do the debate exhibition. Here, the researcher was as time keeper and chairperson for all groups.
- 10) The role of Australian Parliamentary Debate Exhibition are:
  - a) Chairperson opens the debate exhibition, present the debate motion, and introduce all debaters.
  - b) Speech is preceded by 1st speaker of affirmative, continued by 1st speaker of negative, then rebutted by 2nd speaker of affirmative,

then 2nd speaker of negative, added by 3rd speaker of affirmative, lastly, 3rd speaker of negative.

c) Here is no replier.

d) Teacher offered adjudicators to adjudicate the debaters' performance.

11) Teacher reviewed all of the materials in every meeting.

During the process of teaching-learning, the researcher performed the strategy by tending to solve any students' problem. It was done whilst the process such as how to solve the problem of vocabularies by asking students to read the article, motivating them to be more confidence, etc. It supported the strategy to would be more effective.

Furthermore, the researcher observed the collected data qualitatively and quantitatively. The followings was presented the results of Cycle I observation based on the criteria of success covering students' score in speaking test 1, students' behavior, and students' responses.

#### **a. Students' Score in Speaking Test Cycle I**

The speaking test was done in a form of Australian Parliamentary Debate Exhibition which offering students to at least waste 2 minutes in delivering arguments and POI if needed. Clearly, it has stated on lesson plan of third meeting of Cycle I

As mentioned at previous chapter that the students could pass the test if their score was  $\geq 75$ . In the fact, based on the result of speaking test 1, the strategy was still unsuccessful. The number of

students was 31. There were 18 students whom passed the test. The remains failed in speaking test, there were 13 students. It has not given great result yet in the improvement of students' mastery. The score could be seen in the next page:

**Table 4.3 Students' Score in Speaking Test Cycle 1**

NO.	NAME	POSITION	SCORE	PASS	FAIL
1.	A. S. R	Adjudicator	81	√	
2.	B. N. Y	Speaker	75	√	
3.	C.	Adjudicator	75	√	
4.	D. W.	Speaker	75	√	
5.	D. W. R. D.	Speaker	50		√
6.	D. A. A.	Speaker	58		√
7.	D. F. A.	Speaker	58		√
8.	E. N. A.	Adjudicator	75	√	
9.	I. N.	Speaker	75	√	
10.	I. Ny.	Speaker	54		√
11.	I. B. N	Speaker	75	√	
12.	I. N. M	Adjudicator	-		√
13.	I. P. L.	Speaker	50		√
14.	J. A. P.	Speaker	58		√
15.	L. Z. N.	Speaker	71		√
16.	M. N. K. J.	Speaker	50		√
17.	M. L. S.	Speaker	75	√	
18.	M. A.	Speaker	54		√
19.	M. M.	Speaker	63		√
20.	N. F.	Speaker	54		√
21.	N. S.	Speaker	87	√	
22.	N. A. R.	Speaker	75	√	
23.	N. R.	Adjudicator	77	√	
24.	P. E. S.	Speaker	87	√	
25.	P. S. Z.	Speaker	54		√
26.	R. S.	Adjudicator	81	√	
27.	R. I.	Speaker	75	√	
28.	R. A.	Speaker	87	√	
29.	S. B.	Speaker	58		√
30.	S. N. I.	Speaker	83	√	
31.	U. M.	Adjudicator	77	√	

Total		31	18	13
Percentage		100%	58%	42%
Mean Score	68.9			
The Lowest Score	50			
The Highest Score	87			

Based on those result, we knew that the mean score for speaking test cycle 1 was 68.9. The highest score was 87 and the lowest score was only 50. The percentage of students who pass the test was 58%, and then percentage of students who failed the test was 42%.

The result has showed that the strategy has improved the students' speaking ability although some of them still failed in the speaking test at Cycle I. In the preliminary study, researcher found the class average of speaking test was 43.9, after conducting the strategy by Australian Parliamentary Debate students reached class average up to 68.9.

#### **b. Students' Behavior**

Students' behavior indicated the activeness of the students during the process by observing their behavior; it was success if the students would be active in the process and confidence in any part of teaching-learning process.

Qualitatively, the researcher had data from field note that showed the students' behavior during teaching-learning process. Actually, based on the preliminary findings, students were

controllable. All of students were female. The atmosphere at the class was quiet enough although there were still 2 or 3 students whom talk by themselves and didn't keep attention toward instruction or explanation.

But from the preliminary study, researcher found that students were not really active during the process. By giving the modified strategy of Australian Parliamentary Debate, researcher forced them and controlled over every students to be active in every activity. Researcher gave activities as full as possible to practice, constructed the motion, and discussed. After doing the Cycle I, the condition of class was active enough. Actively, students did all researcher instructions. They asked if there was any unclearly instruction, asking what are the meanings of some vocabularies, how to construct the sentence, what is their job allotment exactly, etc. This strategy has built up continuously the students' activeness. But, there were still some students being passive during the process. Then, the next cycle, researcher would more monitor the students who were not active at the class.

### **c. Students' Responses**

Students' responses were to know what students feel toward the teaching learning process. Did students enjoy the class? Could the activities solve their learning speaking problem? Could they speak English better?, etc. These were seen from the result of questionnaire.

If the questionnaire showed 80% for optional answer “Yes”, it indicated that the strategy was successful. The result of questionnaire in Cycle 1 was seen in the next page:

**Table 4.4 The Result of Questionnaire Cycle I**

No.	Statements	Optional Answer		
		Yes	Bit	No
1.	I like learning speaking English by Australian Parliamentary Debate	21	10	
2.	It was the first time I know Australian Parliamentary Debate	30		1
3.	I had many problems in learning speaking English before, but after doing debate I can improve my speaking ability.	15	16	
4.	I was always active in every meeting during learn speaking English by Australian Parliamentary Debate	12	15	4
5.	Australian Parliamentary Debate taught me “Asking and Giving Opinion” comprehensively; it taught me manner, matter, and method in speak.	26	5	
6.	By Australian Parliamentary Debate, I can ask and give opinion structurally	14	15	2
7.	After doing Australian Parliamentary Debate, I was able to ask and give opinion	18	12	1
8.	After doing Australian Parliamentary Debate, I more motivated to learn speaking English	30		1
9.	After doing Australian Parliamentary Debate, I can share my opinion easier by speaking English	21	8	2
10.	After doing Australian Parliamentary Debate, I have solved my problems in speaking English such as vocabulary, grammar structure, etc.	15	12	4
11.	I enjoy the process	21	10	
12.	I interest to continue my debate skill and get the real competition	19	12	
<b>Total</b>		242	115	15
		65 %	31 %	4 %

Based on the data above showed 65% students totally agreed the statements of the questioner stated, 31% students were not sure that the strategy gave more impact for them in their speaking ability, then 4% students felt that the strategy purely did not give the impact for their ability in speaking.

Then the questionnaire was also in form of written answer which consisted of two points. Firstly, it was about the students' problem after getting Australian Parliamentary Debate strategy in their learning process. The result showed that 16 students stated getting problem in vocabularies, 12 students had problem in grammar, and a student had problem in pronunciation. It showed better progress than the problems which found at the preliminary study. Here were 3 problems only, vocabulary, grammar, and pronunciation, whereas at the preliminary study researcher found 13 problems that students stated.

Secondly, it was about their comments toward strategy. Mostly students stated that Australian Parliamentary Debate was very interesting. They enjoyed the process and felt happy. Additionally, most of them were more motivated to learn speaking English.

With the result more than half students in optional answers and showing better progress at the written answer, students were impressed toward the strategy. It can be concluded enough that the strategy



generally has affected the students ability, motivation, and interesting in learning speaking English by Australian Parliamentary Debate. As many as possible the answer of “Yes”, it would prove that this strategy obviously affected students’ ability, motivation, and interesting. Then researcher continued to the cycle 2 to know the improvement.

Based on those results above, the researcher reflected on the Cycle I. The findings of Cycle I indicated that the strategy was unsuccessful. The researcher had to cover all students to pass the speaking test. The researcher should modify again the strategy by consulting with the English teacher and analyzing any possibilities problem during teaching-learning process. Then the researcher continued the research to Cycle II.

## **2. Findings on Cycle II**

Based on the result of speaking test at the Cycle I, it indicated that strategy of Australian Parliamentary Debate continuously effective for improving students’ speaking ability. 18 students have passed the test, whereas at the preliminary study no student has passed the test.

Moreover, to achieve the criteria of success, this strategy had to cover all students in passing the speaking test and get score  $\geq 75$ . Researcher had to continue the strategy to Cycle II. It would give the other modified strategy which focus on the 13 students whom didn’t pass the speaking test in Cycle I.

The possibilities problems of failed students were:

- 1) Still confuse how to conduct debate, because most of them recently knew the Australian Parliamentary Debate
- 2) Did not prepare well the materials what they want to argue.
- 3) Did not write structurally the debate outline
- 4) Felt inferior

On the basis of the problems above, some revision were made to be implemented in the Cycle II. The researcher modified the planning that would be conducted in the Cycle II. The focus of the alteration of the strategy can be described as follows:

- 1) The researcher just gave one topic for their debate exhibition and prepared the clearly articles toward that topic. The articles consisted of the issues of the topic, the affirmative's arguments as well as the counterpoint, and the negative's arguments as well as the counterpoint. They would got much of materials that could be discusses together by the team.
- 2) For debaters, the researcher prepared the debate example sheet. It consisted of the example of debate outline for each speaker (1<sup>st</sup> speaker of affirmative, 1<sup>st</sup> speaker negative, 2<sup>nd</sup> speaker of affirmative, 2<sup>nd</sup> speaker negative, 3<sup>rd</sup> speaker of affirmative, and 3<sup>rd</sup> speaker negative). Thus, they would know how actually their role and how to point out structurally gathering any reasonable

arguments. The example was stated clearly and very detail. It would help them in making notes structurally.

- 3) The researcher asked students to complete making outline in the first meeting of Cycle II.
- 4) In second meeting, the researcher asked students to fully practice with their team to deliver what they have prepared. Then researcher walked around and monitored directly the process of practice. The adjudicators were also asked to fuse the running of debaters practice.
- 5) The researcher asked all students to write any difficult words to be pronounced and translated. The researcher would revise at the end of activity.
- 6) Although some students have passed the speaking test Cycle I, but the strategy was designed to all students participate at the debate exhibition. In other word, the speaking test was for all students. The passed students were asked to be adjudicators and some of them to complete the team as debaters.

Then, by some alteration above, a new modified strategy of Australian Parliamentary Debate could be arranged properly as the planning in Cycle II. The new modified strategy was stated as below:

- 1) Teacher explained the Australian Parliamentary Debate.
- 2) Teacher prepared a motion debate. The motion has to recently update which discuss the global issues.

- 3) Teacher prepared the articles in rich details, contains of the issues, supporting and countering points and debate example sheet which tell how to make an outline in debate for each speaker from affirmative and negative..
- 4) Teacher divided students into 2 position; debater and adjudicators. The number of debater is preceded to fit the group of debate which consists of 3 students for each group, and then remaining students were selected to be adjudicators. It is recommended that adjudicators were students who have more capability in speaking than debaters.
- 5) Teacher divided which group will be affirmative and negative
- 6) Teacher divides the debate battle list with which adjudicators take a work.
- 7) Teacher distributes the prepared article to students based on their position group; affirmative or negative. Adjudicators are also given the articles.
- 8) Teacher asks students to make a group and discuss the motion.
- 9) Teacher asks students to make outline based on their job allotment.
- 10) Teacher prepared the Australian Parliamentary Debate exhibition format.
- 11) Teacher called the debaters and adjudicators based on the debate battle list and students do the debate exhibition.

12) Deciding who will be the chairperson and timekeeper. Teacher him/herself is suggested to be the chairperson and timekeeper

13) The role of Australian Parliamentary Debate Exhibition are:

- a) Chairperson opens the debate exhibition, present the debate motion, and introduce all debaters.
- b) Speech is preceded by 1<sup>st</sup> speaker of affirmative, continued by 1<sup>st</sup> speaker of negative, then rebutted by 2<sup>nd</sup> speaker of affirmative, then 2<sup>nd</sup> speaker of negative, added by 3<sup>rd</sup> speaker of affirmative, lastly, 3<sup>rd</sup> speaker of negative.
- c) Here is no replier.
- d) Teacher offers adjudicators to adjudicate the debaters' performance.

14) Teacher reviewed all of the materials.

After designing a new modified strategy, the researcher applied in the class. The researcher spent 3 meetings to cover Cycle II.

Although all students were conducted again the debate, but here researcher would like to focus only 13 students who did not pass in the last speaking test. Quietly, the researcher monitored more those students and focused toward their activities, their behavior, etc.

After implementing the new modified strategy, the researcher observed any collected data. The followings were showed the findings of Cycle II covering students' speaking score, students' behavior, and students' responses.

### a. Students' Score in Speaking Test Cycle II

. After applying those modified strategy at Cycle II, the last meeting the students did speaking test. The result was extremely surprised. All students finally passed the speaking test with average 84.73. The scores were showed below:

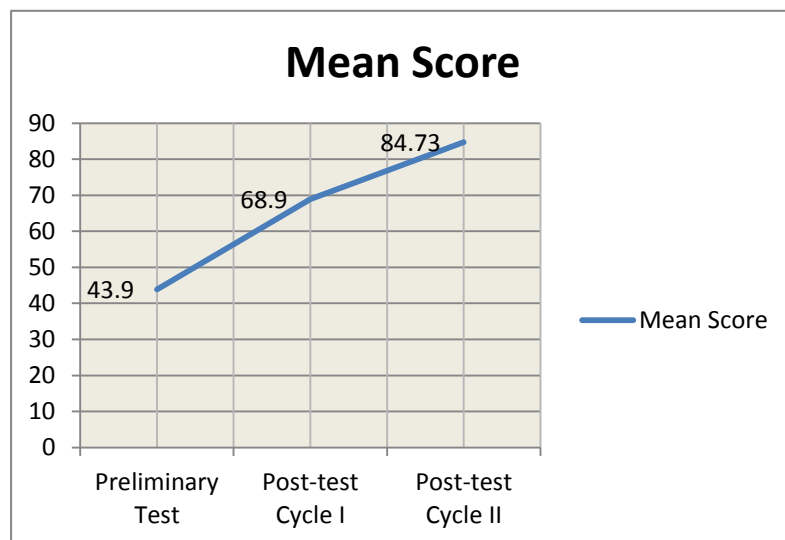
**Table 4.6 Speaking Score Cycle II**

NO.	NAME	POSITION	SCORE	PASS	FAIL
1.	A. S. R	Adjudicator	91	√	
2.	B. N. Y	Speaker	79	√	
3.	C.	Adjudicator	87	√	
4.	D. W.	Speaker	91	√	
5.	D. W. R. D.	Speaker	79	√	
6.	D. A. A.	Speaker	83	√	
7.	D. F. A.	Speaker	75	√	
8.	E. N. A.	Adjudicator	95	√	
9.	I. N.	Speaker	87	√	
10.	I. Ny.	Speaker	75	√	
11.	I. B. N	Speaker	83	√	
12.	I. N. M	Adjudicator	91	√	
13.	I. P. L.	Speaker	79	√	
14.	J. A. P.	Speaker	91	√	
15.	L. Z. N.	Speaker	75	√	
16.	M. N. K. J.	Speaker	75	√	
17.	M. L. S.	Speaker	95	√	
18.	M. A.	Speaker	75	√	
19.	M. M.	Speaker	75	√	
20.	N. F.	Speaker	79	√	
21.	N. S.	Speaker	95	√	
22.	N. A. R.	Speaker	91	√	
23.	N. R.	Adjudicator	95	√	
24.	P. E. S.	Speaker	91	√	
25.	P. S. Z.	Speaker	87	√	
26.	R. S.	Adjudicator	95	√	
27.	R. I.	Speaker	75	√	
28.	R. A.	Speaker	79	√	
29.	S. B.	Speaker	75	√	
30.	S. N. I.	Speaker	79	√	

31.	U. M.	Adjudicator	95	√	
28.	R. A	Speaker	79	√	
Total			31	31	0
Percentage			100%	100%	0%
Mean Score		84.73			
The Lowes Score		75			
The Highest Score		95			

The mean score for speaking test Cycle II was 84.73. The percentage of students who pass the test was 100%, and then percentage of students who failed the test was 0%. Here, the researcher got the highest score was 95, and the lowest score was 75.

**Figure 4.1 Diagram of the Speaking Test Results**



The result has showed that the strategy has totally improved the students' speaking ability after getting modified strategy at Cycle II. In the preliminary study, researcher found the class average of speaking

test was 43.9, after conducting the strategy by Australian Parliamentary Debate in Cycle II students reached class average up to 68.9. Finally, the strategy has improved all students speaking ability with the class average 84.73.

**b. Students' Behavior**

The findings of Cycle I stated that students' behavior was conducive enough. They were active during the process, although some of them, about 2 students, were still passive at the class.

The researcher more monitored students who seemed passive at the class. Directly, during they constructed the debate outline and practiced the debate, the researcher asked them what any difficulties from teaching-learning process they got. It means that, the researcher had to be active for this case.

During Cycle II, researcher always motivated all of them especially the students who failed at the speaking test and gave the more applicable strategy that make them didn't really frustrate doing debate.

They were so cooperative and more active in every activity. It made the modified strategy of Cycle II applied easier, and then they obviously improved their speaking ability. It affected their performance at the final speaking test; they were confidence enough to



point out the arguments. Finally, their final score in the last speaking test was so satisfying.

### c. Students' Responses

Based on the data of cycle 1 showed 65% students totally agreed the statements of the questioner, 31% students weren't sure that the strategy gave more impact for them in their speaking ability, then 4% students felt that the strategy purely did not give the impact for their ability in speaking.

Substantively, it can be concluded enough that the strategy generally has affected the students ability, motivation, and interesting in learning speaking English by Australian Parliamentary Debate. But to know how far this strategy was effective, the researcher continued giving questionnaire for Cycle II. The result of questionnaire Cycle II could be seen below:

**Table 4.7 The Result of Questionnaire Cycle II**

No.	Statements	Optional Answer		
		Yes	Bit	No
1.	I like learning speaking English by Australian Parliamentary Debate	23	8	
2.	It was the first time I know Australian Parliamentary Debate	31		
3.	I had many problems in learning speaking English before, but after doing debate I can improve my speaking ability.	12	16	3
4.	I was always active in every meeting during learn speaking English by Australian Parliamentary Debate	18	13	

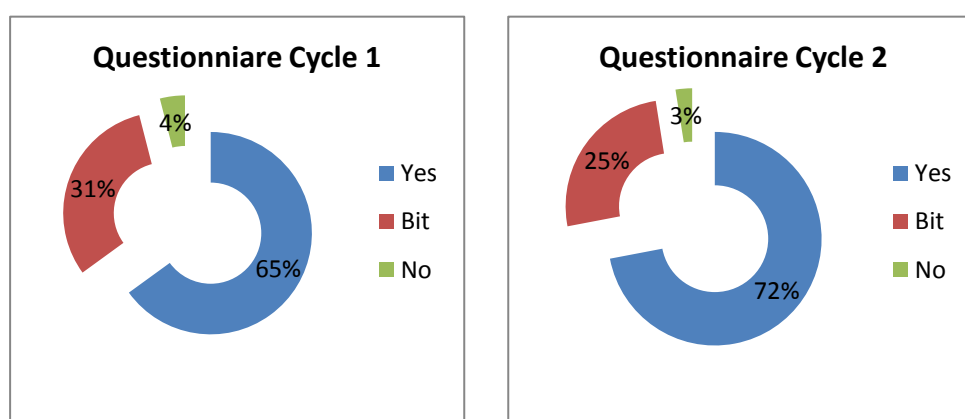
5.	Australian Parliamentary Debate taught me “Asking and Giving Opinion” comprehensively; it taught me manner, matter, and method in speak.	28	2	1
6.	By Australian Parliamentary Debate, I can ask and give opinion structurally	18	11	2
7.	After doing Australian Parliamentary Debate, I was able to ask and give opinion	21	10	
8.	After doing Australian Parliamentary Debate, I more motivated to learn speaking English	30		1
9.	After doing Australian Parliamentary Debate, I can share my opinion easier by speaking English	23	8	
10.	After doing Australian Parliamentary Debate, I have solved my problems in speaking English such as vocabulary, grammar structure, etc.	18	12	1
11.	I enjoy the process	23	8	
12.	I interest to continue my debate skill and get the real competition	24	7	
Total		275	95	8
		72 %	25.5 %	2.5 %

Based on the data above showed 72% students totally agreed the statements of the questioner stated, 25.5% students were not sure that the strategy gave more impact for them in their speaking ability, then only 2.5% students felt that the strategy purely didn't give the impact for their ability in some aspect of speaking, such as asking and giving opinion structurally, vocabulary, and their manner, matter and method during delivering arguments.

Then in form of written answer which consisted of two points. Firstly, the result showed that 9 students stated getting problem in vocabularies and 7 students had problem in grammar. It showed better progress than the problems which found at the Cycle I. Here were 2

problems only, vocabulary and grammar; whereas at the preliminary study researcher found 13 problems then Cycle I found 3 problems as students stated. The diagram could be seen in the next page:

**Figure 4.2 Diagram the Result of Questinnaire**



Secondly, mostly students stated that Australian Parliamentary Debate was very interesting. They enjoyed the process and felt happy. Additionally, most of them were more motivated to learn speaking English.

By explanation above, the researcher the strategy was successful in term of students' responses.

Totally, based on those findings in term of students' speaking score, students' behavior, and students' response, the researcher could reflect that the strategy was successful after doing Cycle II. The findings have fulfilled the criteria of success.

## **B. Discussion**

The focus of this study is to solve the students' speaking problem through Australian Parliamentary Debate at 2<sup>nd</sup> grade science 2 of MAN Kota Blitar.

In this discussion, it would discuss how the strategy of Australian Parliamentary Debate could successfully applied for students at second grade science 2 of MAN Kota Blitar based on the findings of cycle 1 and cycle 2. The discussion deal with any activities conducted in applying the modified strategy in particular cycle. In another words, the researcher discussed findings and related theories in order to interpret the findings of study.

The strategy was applied in English subject class. Firstly, the researcher had to know what are the problems which faced by students during teaching learning process. It was conducted in the preliminary study. The preliminary study was gained by interviewing English teacher, field note, questionnaire and testing students speaking. The results were all students did not pass preliminary speaking test, the students had 13 problems in speaking such as vocabularies, grammar, pronunciation, etc., then English teacher added that had problems in teaching speaking like confusing to select the innovative strategy because students were lacking in vocabularies and grammar, passive in learning activity, but commonly the 2<sup>nd</sup> grade science 2 were favorite female class, it would be easier giving instruction than the other class.

Then, the researcher planned the modified strategy to solve those problems by Australian Parliamentary Debate which has been agreed by English teacher. During applying the strategy, the data was obtained from observation phase. The phase was intended to know how far the strategy of Australian Parliamentary Debate could improve the students' speaking ability. In this phase, the researcher collected data by testing students' speaking ability in every cycle, questionnaire, field notes, and observing. The result of data collection has been stated clearly at the findings above.

Firstly, the criteria of success stated that students are able to speak English which proved by passing speaking test with score  $\geq 75$  including grammar, vocabulary, accent, comprehension, and fluency. At findings of cycle 1, there were 18 students who pass the speaking test, 13 students still failed. The mean score for speaking test cycle 1 was 68.9. The percentage of students who pass the test was 58%, and then percentage of students who failed the test was 42%.

The possibilities problems of failed students in the Cycle I were indicated to students still are confuse how to conduct debate, because most of them recently knew the Australian Parliamentary Debate, did not prepare well the materials what they want to argue, didn't write structurally the debate outline, and felt inferior in doing debate .

Moreover, to achieve the criteria of success, this strategy had to cover all students in passing the speaking test and get score  $\geq 75$ . Researcher had to

continue the strategy to Cycle II. It would give the other modified strategy which purposely focuses on the 13 students only whom did not pass the speaking test in Cycle I. Because of the effectiveness of this strategy, it needed to all students getting the speaking test in the next cycle.

After applying those modified strategy in Cycle II, the last meeting the students did speaking test. The result was extremely surprised. All students finally passed the speaking test with average 84.73. The mean score for speaking test cycle 2 was 84.73. The percentage of students who pass the test was 100%, and then percentage of students who failed the test was 0%.

Then the questionnaire of students showed the interesting students toward teaching-learning activity. Based on the findings, it showed that they were interesting doing activity. It could be confirmed from the result of Cycle I and Cycle II, 65% and 72%, more than half students stated “Yes” at the optional answer, it indicated that students were interesting and enjoying the activity of Australian Parliamentary Debate. Additionally, most of them were more motivated to learn speaking English.

The successful solving problem of students’ speaking ability of second grade science 2 at MAN Kota Blitar was supported by selecting strategy properly. Australian Parliamentary Debate was an effective modified strategy in improving students’ speaking ability. The findings of this research was showed that the researcher only need two cycles to make this strategy was successful. Australian Parliamentary Debate served the students to learn

speaking in term of matter, manner, and method. Those aspects were actually the key way of students' speaking problem.

Matter is the content of the speech. It can be contrasted with the presentation style of the speech (manner) and the structure of the speech. Matter includes arguments, evidence presented to support those arguments, examples and analysis. Additionally, matter includes substantive matter and rebuttal (arguments in response to the other team). Rebuttal is what distinguishes debating from public speaking. It is the point of contact between two teams. Where there is no rebuttal, there is no engagement and there is no debate.

In speaking, students have to know what they want to speak out. They have to be trained how to point out the content of discussion critically. Students should be introduced with global issues then analyze it to find the substantive case. Thinking critically during speaking will encourage students to improve their prior knowledge so that they have large insight as the learner.

The Australian Parliamentary Debate strategy trained them to prepare their matter by making an outline. By caring the researcher's instruction, the students can speak by employing their matter during debate exhibition. It helped them about what they want to argue or rebut, so no time was wasted during the debate.

Furthermore, the matter is the way to solve their problem in vocabularies. Because of employing debate need to the matter, the students

were encouraged to enrich their vocabularies. They would not be able conducting the debate if they do not improve their vocabularies to make an outline as their matter. As we know that the matter was about arguments and rebuttals

Then, method is the structure and organization of the speech. Method includes the fulfillment of speaker roles, the management of speaking times, the allocation of arguments between speakers and the cohesion of the team. It also includes the capacity of speaker to adapt their structure to respond to the dynamic issues of the debate. Speaking is not only about point out any words or sentences but moreover speaker has to know how to manage the structure of the speech and responsiveness. The good speaker needs to deliver what they want to speak structurally in order to be understood easily by listener. By Australian Parliamentary Debate, the students obviously learned responsiveness and the structure of speaking. They recognized the job allotment and the strategy in delivering their part in speech during debating. it effectively teach the students to always manage their speech.

Regarding to how the speaker's presentation style of the speech. The students were trained their manner. Manner includes the aspects of a speaker's presentation which contribute to or detract from their effectiveness as an oral communication. Formally, students have to concern on their body language and vocal style during speech. The variety of speaking styles is infinite. Some speakers use a forceful and authoritative style; others are quiet and calm in their presentation. Some use theatrical gestures and stride about the stage;



while others are relatively reserved in their presentation. Some speakers are rapid in their delivery; others speak slowly and deliberately. Some speakers use notes while others speak without them. These elements may add or detract from a speaker's performance. There is no rule that speaking loudly is better or worse than speaking softly, or that avoiding notes is better than using notes. The test is whether the aspect of the speaker's manner contributed to or detracted from their speaking performance.

The good manner will have great impact for getting audiences interest. One powerful example of the power of manner was the 1960 US presidential debate between John F Kennedy and Richard Nixon in the first televised presidential debate. The television viewers felt that Kennedy was more credible; radio listeners thought that Nixon was more credible. One important factor that has been identified as having made Kennedy more credible to the television audience is that he made eye contact with the cameras, while Nixon's eyes were largely focused on the interviewer. Kennedy looked sincere and trustworthy; Nixon looked insincere and shifty. Kennedy won a very close election (Ray, 2003: 20). It proved that the manner is great factor to take the audiences responses massively. By concerning on their matter, method and manner students were capable to improve their speaking ability.

Furthermore, to modify the application of Australian Parliamentary Debate strategy, there were some improved activities for learners. The activities were showing video of the real debate forum, reading detailed article, preparing the notes before doing debate, practicing debate with

prepared motion, here students were allowed discussed with their opponent to build the motion, doing simulation, and reviewing the materials. In implementing Australian Parliamentary Debate, the researcher rested on the 3 principals of learning that stated by Sprijono (2009: 4-5); firstly, change behavior; secondly, learning was a process; thirdly, learning is the experiences. Based those principles, researcher applied the strategy through Australian Parliamentary Debate.

By using descriptive approach, introducing what actually Australian Parliamentary Debate was the first activity done by the researcher. The students recognized the debate, the role of debate, and how to conduct it. The students were opened minded the Australian Parliamentary Debate in order to avoiding students' confusion. Then, researcher showed video of the debate forum from the expert. By audio-visualizing the debate instruction, students more accepted the debate rules. Then, they were divided into 8 groups of debaters and adjudicators that consist of 3 students each group. In the first meetings of cycle 1, researcher gave them the articles and asked them to discuss the issues; "THW ban cigarette" and "THBT all education should be free".

In applying Australian Parliamentary Debate, absolutely students were divided into some groups and discussing the issues. Here, students were trained to attract students work cooperatively with the others and discussed case of motion. By applying group learning, according to Warsono and Hariyanto (2012: 161), students would work cooperatively to do the academic

task into small group then help each other and work together whether with their group or the other group. Then, Diana F. Dell (2003) excerpting from Spencer Kagan classified the learning structure of this activity into 6 category which basis on the purpose of the principal. Those classification were (1) Class-building, (2) Team-building, (3) Communication ability, (4) Intellectual ability, (5) Exchanging information, and (6) Mastery.

Moreover, Malvis and Ken (1993) stated that by applying small group discussion to students could improve the students' intellectual and personal which cannot be achieved easily in the standard lecture situation. Because small group was a more personal situation, it provided opportunities for interaction between teacher and students and among students. Additionally, it could help students to achieve a sense of independence and responsibility for their own learning.

By giving the problematic topic that had to be discussed by students, it was based on the problem-based learning which teach students to learn through the process of understanding the exactly cases of that problem. By applying this activity, students were purposed to be able some competence like Huda said (2013: 270-271); (a) Examining the case carefully, (b) Pointing out the arguments, (c) Applying their prior knowledge, (d) Merging the ideas, (e) Making decision, (f) Organizing the ideas, (g) Making the relationships, (h) Connecting the interaction areas, (i) Appreciating culture. The activity was achieved those competence.

Additionally, Rembangy said (2010: 87) that as the strategic way, education had to reconstruct the large minded into more transformative and global minded where students were able to read the real condition in the world and learn from the problem. The students were taught to analyze the debatable world issues.

Furthermore, the next activity done in applying Australian Parliamentary Debate was preparing debate outline. Based on Oxford dictionary (2011: 310), Outline is “line that goes round the edge of something”. It is about the shape or edge of something without any details. It expressed some important point about the motion. They could prepare the structural arguments that they used to deliver their arguments during debate exhibition. Students were trained to write the outline like the debate example sheet that the researcher has given for them. It trained students to speak structurally which minimize the missing understanding for the listener.

According to Mayberry (2009: 17), audience (listener) consideration is important to all speaking, but particularly to arguments. Since the purpose of all arguments is to convince someone of something, conveying what that something is crucial. Based that reason, students had to know first what any important things in the topic and how to map out the arguments structurally. During making the outline, the students had to read and discuss comprehensively the materials, then arrange the case accurately.

The researcher employed outline to stimulate the students' mind when deliver the arguments. But in the process of making outline, some of students still confused arrange the arguments properly. Here, the researcher was prosecuted to be active monitoring students' activity. The researcher accompanied students directly in making the outline. The researcher would explain to whom still confuse toward debate example sheet. Obviously, it extremely helped students when they deliver arguments in the debate exhibition.

In applying Australian Parliamentary Debate strategy, distributing article was also very important to be done. It opened the students' mind what actually the case that they would discuss. Article is a piece of writing on a particular subject in a newspaper or magazine or internet. The researcher here searched the articles on internet. The students were asked to search more the other article relating to the motion.

By distributing the articles, the researcher hoped that students were active in collecting any important information even they had to search in the other articles. This activity focused on intellectual capacity. It was considered to the students' ability to observe the data, process data, understand the information, shape the concepts, and solve the problem. The purposes are: (1) Mastering inquiry methods, (2) Mastering the academic concepts and realities, and (3) Improving general intellectual skill, such as the logical reasoning prosperity. (Huda, 2013: 76-77).

According to Gebhard (2000: 100), to get beyond the limitation of a text, many EFL teachers adapt or create authentic materials and media. The articles here were one of the authentic printed materials. Gebhard said that there are very strong reasons to use the authentic materials. Authentic materials can reinforce for students the direct relation between the language classroom and the outside world. In addition, authentic materials offer a way to contextualize language learning, and then students tend to focus more on content and meaning than on language. This offers students a valuable source of language input, as students can be exposed to more than just the language presented by the teacher and the text. By this activity, students more expose their identification ability.

Furthermore, to help students in understanding the rules of Australian Parliamentary Debate, the researcher used video as instructional media, then doing simulation. In using media, the researcher presented the video by LCD in the class. The video was the debate forum from world debate competition in senior high school level. The video showed the debate battle of England team versus Scotland team. Maunah (2009: 135) said that media is employed in instructional activity to facilitate teacher and students during the process of teaching and learning. It helps teacher to explain the instructional materials clearly and students easily can understand those materials.

Anshari (1983:60) added that media do not replace oral or written materials, but media is just a tool to complete the instructional activity in order to maintaining students' memorization of materials. Media can be map, lists,

cartoon, slides, recorder, film, video, television, etc. By using media, the rules of debate exhibition were exposed clearly. It was more reachable than oral explanation. Students directly were visualized and recorded the debate video and understand what they will do in debate exhibition.

After showing the debate video, the researcher employed debate simulation that conducted by students. Based on their group, they stimulate the debate like video. It was important to fossilize the students' understanding. From the expert, Wiley and Son in Firdas' thesis (2015), said that "simulation is one of the most powerful activity available for studying large and complex system". Obviously, by employing media and simulation, the researcher was totally agreed that both of them was important activities used in applying Australian Parliamentary Debate.

During applying the strategy, the researcher was also motivating students to not underestimate their ability. Although the first response, they were scarred by the term of debate, the researcher tried to persuade students that everyone was possible doing the debate. It was not scarred as we guess. The researcher also persuade them to believe with the own ability and ask them to open minded. Here, the researcher also promised that the best students will always get appreciation.

Motivating students were the key way to omit the students' anxiety and felt unable to do the debate. The researcher was actually surprised after getting the teaching-learning process. They were so cooperative in doing any

activities. It was likely the effect of researcher's motivation. The researcher was successfully in motivating them.

Lastly, the activity done to teach the students by Australian Parliamentary Debate was reviewing the materials. The purpose is to consider something in order to make changes to it, changing into the correct one. The reviewing activity was done in the end of meetings before closing the meetings. Based on the students' problem mostly in grammar, vocabularies, and pronunciation, the researcher asked students to write down first what any difficulties whether grammar, vocabularies, and pronunciation. By reviewing, students finally knew and reminded the correct one of their difficulties, it was purposed that they didn't have the same difficulties for next meeting and continuously. According to Richards (2001: 214), this activity helps practical problems and also developed students' prior knowledge.