

## **IMPROVING STUDENTS' SPEAKING ABILITY THROUGH THE AUSTRALIAN PARLIAMENTARY DEBATE AT SECOND GRADE OF MADARASAH ALIYAH NEGERI KOTA BLITAR**

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**Abstract:** Australian Parliamentary Debate is one of debate style that is often used in the national or world debate championship. Here, Australian Parliamentary Debate was used as the strategy to solve the students' problem which was found in the preliminary result of study. Australian Parliamentary Debate in terms of matter, manner, and method become one alternative for teachers to be used as a teaching-learning strategy of speaking. The result of employing the Australian Parliamentary Debate strategy showed that the strategy was effective to solve the students' speaking problems. It required two cycles to be successful. From the Cycle I, the result showed that there were 13 students did not pass the speaking test with the mean score 68.9. Then students' behavior has actually improved, they were more active doing learning activities although some students still were not cooperative with the researcher's instruction. Furthermore, students' responses showed that 65% of students were motivated to learn speaking and they were interested in the activities. Because the strategy on the Cycle I has not truly succeeded yet, the researcher continued to the Cycle II. The result of Cycle II showed that students totally passed the speaking test with the mean score of 84.73. Then, based on the students' behavior, they were so cooperative and more active in every activity. It affected their performance at the final speaking test; they were very confidence to deliver the arguments. Lastly, the students' responses in Cycle II showed that 72% of students were motivated and interested in learning speaking. Thus, based on the result of Cycle II, the Australian Parliamentary Debate strategy can be used to solve students' practical problem in learning speaking.

**Keywords:** Improving, Speaking, Australian Parliamentary Debate

English in Indonesia has been the part of education. According to Cahyo (2013: 17), education has a forceful relationship with teaching and learning. Education affects students in order to be able adjusting their self in the environment. So students are being taught English to cover their skill in adjusting world environment. Furthermore, teachers have big responsibilities to control them in the class. The activities must be acceptable for students and deliberately develop students' skill. English teaching activities in the classroom does not escape from some of the obstacles that were able impede of ongoing learning process. These constraints may affect some aspects that must be mastered by the student in learning the English language, these aspects include the skills of speaking, listening, reading, and writing. Teacher must have some special teaching techniques to overcome all existing problems.

From some language skills mentioned above, speaking skill is considered as the important aspect of a person in mastering language. Because people are more often interact verbally, and speaking is the main key to interact, speaking get a chance to show a lot of other people that he has mastered the language. The first assessment of people toward person who learn language is her/his speaking ability.

The problems of learning speaking in a class were about vocabularies, grammar, pronunciation, teacher's strategy, students' anxiety, etc. They cannot also build a just simple conversation. Furthermore, teacher said that the low participation of students in improving English speaking and the technique from the teacher who are still monotonous cause this problem. Many students are less responsive and lack to train themselves to speak English in the learning process. Usually teachers had warned students to always play an active role in the teaching and learning of English, but because of the strategies used are very monotonous cause students being lazy to carry out the teacher's instructions. The process of teaching-learning is impressed passive process.

Actually, there are many ways to improve the students' speaking ability. Debate become one alternative for teachers to be used as a learning strategy speaking. Debate was an activity which is considered covers a wide range of expertise, speaking, analyzing, exhibiting, cooperation skills as well as grammar. In addition, students will be forced to think critically about issues that exist around the world. It was certainly going to increase students' knowledge and skills of students. Students should be trained analyzing the cases widely. It means that the debate is conducted not only useful at the local course, but also desirable in which the students are also able to conduct debate in a wider space and able to be understood by international people. Absolutely, students had the stage to conduct debate formally and luxury for international scale.

Nowadays, English Parliamentary Debate is much practiced in institutions as a form of progress toward international education especially for students who want to learn English in depth. Debate has been the predominant form of competitive academic debating in most English-speaking nations. It is now the most widely practiced type of intercollegiate debate in the United States and many American secondary and middle school. A parliamentary debate is different from other forms of competitive debate in several additional ways. Parliamentary debate is more oratorical, witty, and accessible to general audiences. In additional, there are many styles of parliamentary debate, those are British style, American style, Asian style, and Australian style which have each own structure of debate.

Mostly, the world Universities Debating Championship and World Master tended to conduct the British style which contained elements of traditional parliamentary debate (including participant titles and certain formal observances) in a dynamic, interactive and sometimes robust setting (D'Cruz, 2003 : 38), although sometimes used Australian Parliamentary Debate. But in Indonesia, the most practiced debate is Australian style, such as English Championship of IAIN Tulungagung, Jendral Soederman Debating Championship (JSDC), Phyxius English Debating Competition (PEDC) in SMAK 1 BPK Penabur Bandung, Nationwide English Olympics (NEO) held by Bina Nusantara English Club (BNEC), etc. It does not mean that Indonesian never used the other.

This study focuses on Australian Parliamentary Debate. Australian Parliamentary style debate consists of two teams who debate over an issue; it is more commonly called as a topic or proposition. The issue, by convention, is presented in the form of an affirmative statement beginning with "*That*", for example, "*That cats are better than dogs,*" or "*This House*", for example, "*This House would establish a world government*".

"*This house believe that beautiful is pain*", etc. The two teams in this type are called affirmative and negative team.

By this strategy, Australian Parliamentary debate, students of 2<sup>nd</sup> grade of science 2 at MAN Kota Blitar are expected to be able mastering speaking in term of manner, matter, and method. Beside it, if the students are continued to improve their debate skill, they have a lot chance to join the competition even international level. In employing this strategy, it was trouble in the number of students which adjusting the role of debate, but it can be overcome by offering the position as adjudicators. Finally, the researcher tried to describe one action instruction of the debate that is expected to improve the quality of students' speaking ability by providing debate strategy.

Therefore, by basing the case above, the researcher will work within a study entitled "Improving Students' Speaking Ability through the Australian Parliamentary Debate at Second Grade Science 2 of MAN Kota Blitar".

## **METHODOLOGY**

This research was conducted by Classroom Action Research in second grade of science 2 at MAN Kota Blitar. Classroom Action Research (CAR) is a kind of research design conducted in cycles and it is carried out to increase the quality of teaching and learning activities in the classroom (Shofiya et al, 2015: 25). According to Bernhard *et al* (2011: 1), Classroom Action Research is classroom-based research conducted by teachers in order to reflect upon and evolve their teaching. Dave Ebbut in Rochiati (2010: 12) stated that action research is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effects of those actions.

The subjects of this study were the students of 2nd grade of Science 2 at MAN Kota Blitar. It was done on February, 11th 2016 up to March, 24th 2016. It covered up 6 meetings of 2 cycles. After doing the preliminary study by interviewing English teacher, giving questionnaire to the students and having speaking test, the researcher found some speaking teaching-learning problems occurred in that class. It involved the students' speaking achievement, students' motivation, teacher's strategy, and students' ability in some aspects of speaking, etc.

This research was applied by 4 steps; planning, implementing, observing, and reflecting. But before going to the Cycles, the researcher had to conduct the preliminary study. In the preliminary study researcher found the real condition of process teaching-learning involving the understanding about the condition of the class which would be acted the strategy such as doing speaking test to know how far they have mastered speaking, observing the students behavior and motivation, giving the questionnaire to know students' problem and interviewing the English teacher for any problems which teacher confront during teaching-learning speaking. The preliminary test was to administer the students' ability in speaking English before getting the strategies of Australian Parliamentary Debate. Based on the results speaking test, students could pass the speaking test if they reached  $\geq 75$ , but the researcher obtained that all of students did not pass speaking test. The highest score was only 70 and the lowest score was 33, with

the average score was 43,9. It was horrifying seeing the students' ability in speaking. Then, the result of questionnaire and interview showed that students of 2<sup>nd</sup> grade have complicated problems in learning speaking. It could be simplified that problems were in term of vocabularies, grammar, pronunciation, teacher's strategy, anxiety, confidence, practice, students' interest, translate, and insight.

Based on those findings of preliminary study, the researcher continued to next step, run to the Cycles. Planning is the first step of the cycle concerned with teaching preparation designed by the researcher. They are some aspects of planning which concerning with (a) Socializing the research program, (b) Providing a suitable strategy, (c) Designing a lesson plan, (d) Preparing the criteria of success and (e) Training the collaborator teacher.

Then, the implementation or action is conducted to gather the data needed in the study and make sure that the learning-teaching activities being conducted in line with the prepared lesson plan. The implementation was conducted until 3 meetings for Cycle I. Moreover, because the Cycle I was not successful means that it did not achieve the criteria of success yet. Researcher had to continue the strategy to Cycle II for 3 meetings.

The third step is observation. Observation is to see and document the implication of the action which was given to the subject/s. Observing is the process of collecting the data indicating the success of the strategy in solving the classroom problems. It was intended to find out the effect of the implementation of the modified strategy. In this research the researcher collected the data through doing interview, doing observation, making field note, distributing questionnaire and administering test.

The last, reflecting of an action, the activity focused to analyze the collected data from each cycle to determine whether or not a following cycle is necessary to be conducted. Through this phase the researcher could find out whether the research problem was solved or not and whether there were problem appear during the acting phase. The reflecting concerned to students' behavior, students' scores, and students' responses. 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. 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.

## **FINDINGS**

### **Cycle I**

The students could pass the test if their score was  $\geq 75$ . In the fact, based on the result of speaking test 1 (students' scores), 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. Based on those result, the mean score for speaking test Cycle I 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%.

Then, the students' behavior showed that 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.

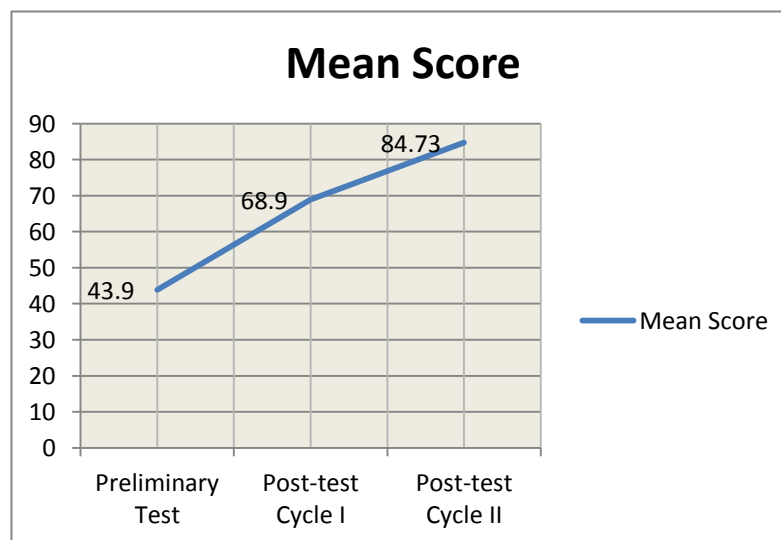
Finally, the students' responses showed 65% students totally agreed the statements of the questioner stated, 31% students were not sure that the strategy gave more impact for them in their speaking ability, then 4 % students felt that the strategy purely did not give the impact for their ability in speaking.

## 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 did not pass the speaking test in Cycle I.

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 the mean score 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 2.1 Diagram of the Speaking Test Results**

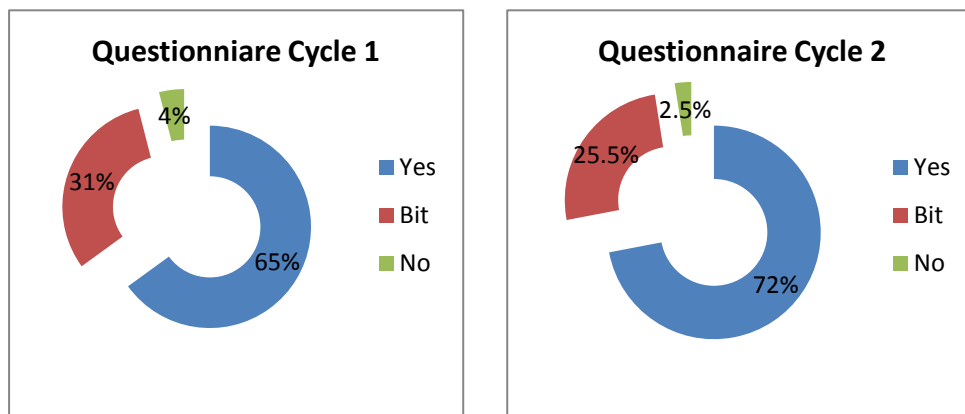


The result has showed that the strategy has totally improved the students' speaking ability after getting modified strategy at Cycle II. In the preliminary study, researcher found the class average of speaking test was 43.9, after conducting the strategy by Australian Parliamentary Debate in Cycle II students reached class average up to 68.9. Finally, the strategy has improved all students speaking ability with the class average 84.73.

Then, regarding to the students' behavior, 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.

Lastly, based on the data of questionnaire showed 72% students totally agreed the statements of the questioner statements, 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 did not 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.

**Figure 2.2 Diagram the Result of Questinnaire**



In conclusion, 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.

## **DISCUSSION**

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.

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. Matter is the content of the speech. Matter includes arguments, evidence presented to support those arguments, examples and analysis. 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.

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. 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 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 (D'cruz, 2003: 20). It proved that the manner is great factor to take the audiences responses massively. Thus, 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.

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, 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.

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. 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. 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. 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.

During applying the strategy, the researcher was also motivating students to not underestimate their ability. 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. 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.

## CONCLUSION

Practically, Australian Parliamentary Debate can be applied to solve the teaching-learning problem in speaking English through the following steps:

1. Teacher explained the Australian Parliamentary Debate and gave the example of Australian Parliamentary Debate by showing the real exhibition or video.
2. Teacher prepared a motion debate. The motion had 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 divides 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 divided the debate battle list with which adjudicators take a work.
7. Teacher distributed the prepared article to students based on their position group; affirmative or negative. Adjudicators were also given the articles.
8. Teacher asked students to make a group and discuss the motion (15 minutes).
9. Teacher prepared the Australian Parliamentary Debate exhibition format. The practice of debate was 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.

10. 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.
11. The role of Australian Parliamentary Debate Exhibition were:
  - a. Chairperson opened the debate exhibition, present the debate motion, and introduce all debaters.
  - b. Speech was 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 was no replier.
  - d. Teacher offered adjudicators to adjudicate the debaters' performance.
12. Teacher reviewed all of the materials in every meeting.

## SUGGESTION

This strategy is referenced as the new innovative instructional strategy for English teacher when she/he is teaching speaking English. Besides it, Australian Parliamentary Debate strategy was also recommended for the next researcher to apply this strategy in the study. This strategy is effective enough to improve the students' speaking ability, but the next researcher could modify again this strategy to find the more effective strategy

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