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Journal of Arabic and English Language

Vol. 4, no.1, 2021

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Reviewers Acknowledgement

The editors of *Alsuna: Journal of Arabic and English Language* gratefully acknowledge and appreciate the effort and generosity of our reviewers. The following people have contributed their time and expertise to provide constructive evaluation and feedback on reviewing our manuscripts.

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Learning Analysis of EFL Students' Debate Activity by Using British Parliamentary for Enhancing Speaking Ability and Critical Thinking

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Abstract

Purpose - This research aims to analyze the speaking ability and critical thinking of the EFL students after conducting debate activities by using British Parliamentary.

Design/methodology/approach - This was descriptive research that explains the debate activity as one option for improving students' speaking ability and their critical thinking by concerning the data in fieldwork. The data was taken by analysis and interview.

Findings - The research used a descriptive qualitative research design by collecting the data from the daily test of State Senior High School of 5 Bogor. The sample was thirty-six students and ten students as the sample from the interview activity. The final result that has been found from the research such as, 0 students (0%) scored are between 60-70, 15 students (41.7%) scored between 75-80, and 21 students (58.30%) scored between 85-90. Therefore, the success of the debate activity is determined by some requirements of the students in the class.

Originality/value - The debate activity by using British parliamentary is one of the best solutions to make the students become more aware of the current issue and be brave to speak of their thought and improve their speaking ability.

Paper type – Research paper

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Keywords:

British Parliamentary

Critical Thinking

Debate

Speaking

Article Information:

Submitted: 03 March, 2021

Accepted: 31 May, 2021

Approved: 15 June, 2021

How to Cite

Hadi, Muhamad, Lidiyatul Izzah, and Aulia Maharani. 2021. "A Learning Analysis of EFL Students' Debate Activity by Using British Parliamentary for Enhancing Speaking Ability and Critical Thinking". *Alsuna: Journal of Arabic and English Language* 4 (1). <https://doi.org/10.31538/alsuna.v4i1.1307>.

Introduction

In terms of the world's population, English is the most widely spoken language in the world. There are three languages: usage, mother tongue, second language, or foreign language (ESL or EFL). Among the four language skills (i.e. listening, reading, writing and speaking), the English language may be the most challenging for mainstream EFL learners. Moreover, (Aziz 2020) stated that English is an international common tongue. The majority

can see it of websites and press that created in English, however the business area. Therefore, English is really important in each sector of human life. (Hadah et al. 2020) stated that exploring how the four skills are interlinked and integrated is much less common. It refers to each skill that are interlinked to one and others. Furthermore, learning English needs more preparation and responsibility to master those four skills. Therefore, some people will struggle for learning English. As (Chen and Hwang 2020) stated, most of English learners tend to feel a high degree of anxiety when learning English. The stated refers to the condition of anxiety to learn English because it is a foreign language. (Md Yunus, Ainil Sulaiman, and Amin Embi 2013) stated that English language is also used in various professions and is a compulsory requirement in the Malaysian academic setting. Competence in English is highly prized in all fields of interest. Students are aware that getting a good grade in English greatly increases the chances of acceptance at both local and foreign universities. Speaking is an interactive process of constructing meaning, involving the generation, reception and processing of information. Its form and meaning depend on the context in which it occurs. We usually use spoken language as a means of communication in our daily interactions. The presence of the speaker and the listener is a necessary condition for establishing mutual communication in the speech activity. (Yolanda and Hadi 2019) stated, a good speaker means that someone who can speak clearly and well. So, the other can understand what she/he talks about.

Therefore, speech is considered to be inseparable from the communication we are talking about. Communication is a way for individuals to express their emotions, speak their thoughts, ask questions, ask for help, argue, persuade, explain, and give orders. Linguistically speaking, for students, the ability to express their thoughts and opinions is very important. Therefore, this ability should be mastered by language learners. Emphasizing rote vocabulary, grammar, and sentence patterns instead of oral practice may lead to insufficient oral skill development. In fact, people usually think that spoken language is the most anxiety-inspiring

language skill in a foreign language learning environment. In order to meet the challenges brought about by the changes in social behaviour brought about by technological advancement in the 21st century, one of the skills employers have most needed in the past few decades is critical thinking and problem-solving skills, and then professionalism and collaboration skills. The workforce requires critical thinking skills, because robots in the technical field lack such skills. Critical thinking is the willingness to accept objections to one's own beliefs and the willingness to adopt a conceptual attitude toward authority and views relative to ourselves and toward common sense.

In an era that is generally defined as globalization, communication is very easy, not only in front of the real audience, but actually before the exchange, effective public speaking becomes crucial. Whether it is a company speech, a paper presentation at a conference, a board meeting or any other form of speech, public speeches play a strategic role in interpersonal relationships, because this level of interaction is becoming more common. The students studying foreign languages in EFL countries/regions sometimes complain that the teaching of grammar and activities is too concentrated, which does not really make them fluent speakers. (Pierini 2020) stated, the lack of speaking opportunities in daily life leads to poor communication skills, coupled with a sense of anxiety that often arises when foreign languages must be used in oral communication. These are clear signs that students realize that they are at a disadvantage when communicating in English. These two aspects will be discussed later, because they represent the core issues of this investigation. (Meissner and Wulf 2017) stated, one key stream of research in behavioral strategy has studied methods and techniques to reduce the negative effect of cognitive biases in strategic decisions.

(Hasibuhan 2021) stated, to know what the spoken language is to tell you: When people understand what they hear, they will be satisfied. A person who speaks to tell something is called an informative speech. Therefore, its goal is to enable the listener to

understand the message conveyed by the speaker by building awareness and knowledge of the subject. Some special things can be classified as rich speeches: accuracy, in fact, in terms of details and proportions, and completeness. The content is comprehensive enough to cover the topics discussed in a specific speech or any topic of the speech; Practically speaking, the content of the voice must be meaningful before it can be shared with the audience.

(Wahyuningsih and Afandi 2020) explained, the teachers are highly enhanced to design better learning materials and learning activities. In this sense, they can design learning activities based on the vocabularies. Further, the learning activities include drill practice. Various factors may affect the degree of student participation, which may be related to teachers, students, classrooms and classroom activities. (Wijayanto, Utaya, and Astina 2017b) stated, The increase of motivation and learning outcome are affected by teacher's role in learning process. Therefore, English teaching is needed appropriate strategies for using English teaching must meet the needs and interests of students to stimulate their ability to master English. In addition, the duration of English subjects in the school is limited. Therefore, they only have 90 minutes per week (compulsory course), while the readability course has 180 minutes per week to learn English and practice their English. However, this is still not enough to be proficient in English because they are still using their mother tongue is in daily communication. In addition, in the teaching process, in addition to oral classes, students still use Indonesian to communicate. The reason is that teachers will get good grades in oral class, so they should use English when they perform before class.

Some problems may prevent students from developing their oral English skills, including low motivation to learn English because their school and their environment do not use English in daily communication, students lack prior learning about grammar and vocabulary, and students lack ideas, only use native language in class, other questions. (Andini et al. 2020) explained, the ability of language for communication in the international world is

what requires the students to master English, not only in writing but also in speaking. (Nurjanah, Widiastuti, and Kareviati 2019) stated, The trick is that the teacher gives a lot of stimulus in the learning process, and in this way the student will respect again what is positive if followed by a reward that works as a strengthening. Therefore, researchers hope to adopt a method that considers the situations that make students motivated to speak and use. Their critical thinking ability will increase to try to find information to show their oral communication skills in class.

Debating can motivate students to think harder, moreover if they must defend their stand or opinion which is a contradiction with the conviction themselves. Debating is a contest of argumentation where two opponents of individuals or teams defend and attack a given proposition. The learning process using a debate system can train students to collect the latest information, encourage the development of listening and oratory skill in which students should think critically, and provide methods for teachers to Assess students' learning quality. Debate is a kind of speech activity, in which the opposite point of view is raised and debated. Debate is considered to be an effective way to improve students' oral expression ability. This method used to constitute controversy. (Liu 2018) stated, the low anxious students were more likely to utilize more planning, monitoring and evaluation strategies, As (Dantas and Cunha 2020) stated, In order to learn, we use different external channels to capture information, and then use the existing knowledge, environment and survival time to internally process the information. Although they are not discussed in this article, we have added here the well-known psychological and emotional issues involved in learning. Creating reasonable ideas, work in groups, share knowledge, and arrange information to be conveyed in substantive speech. Debate forces students to think about multiple aspects of the problem and forces them to interact not only with the details of a given topic but also with each other.

During the substantive speech, the three criteria evaluated by the reviewers are methods, methods and matters. In the debate, three elements contribute to the persuasiveness of the audience and referees. They are matter, way and method. The way is provide voice including voice, body language, eye contact, and notes by the structure and timing of the voice. Then, material refers to the subject of argument or speech. A good argument is A-R-E-L. The argument structure used in the debate represents claims or topics, reasoning or explanations, evidence or examples, supporting the previous explanations, and links back to the topic.

Talking about debate should be also followed by the critical thinking that always involve in every debate session. (Wahyuni et al. 2020) explained, critical thinking is one of the basic skills all students need to face the Industrial Revolution 4.0. Therefore, many studies have been conducted to explore the effectiveness of various methods in shaping students' critical abilities. Thinking ability is one of the most important in language education. Although many experts consider debate to be one of the most admired skills in educating critical thinking skills, preliminary research conducted by the researchers of this study found otherwise.

(Wahyuni et al. 2020) explained, the British Parliamentary Debating System (BPDS) has been used as the World University Debating Championship (WUDC) system, which deploys four teams in one conference hall. Each conference hall is composed of an Opening Government (OG), an Opening Opposition (OO), a Closing Government (CG) and a Closing Opposition (CO). OG and CG are the two teams that support the motion (subject to what is stated in the motion), while the other two teams, OO and CO should attack the government benchmark case. Each team scores separately using international scoring standards.

Higher education has tried to implement BPDS entering the classroom in Indonesia, which is one of the spoken language teaching techniques. Many studies have reported its

effectiveness in encouraging research students' oral expression ability the standard debate system used in WUDC, in the university level. Teachers who train students to participate in competitions sometimes use BPDS technology to teach students to speak English in their EFL classroom. But in any kind of educator's technology, there are bound to be challenges when teaching their students in the classroom. Therefore, this research aims to discover the challenges faced by the teacher of the application of BPDS technology in oral English teaching. Critical thinking in Industrial Revolution 4.0 requires a direct response from education to provide this generation with the skills to prepare them for their future. So far, all education levels in Indonesia have adjusted their goals and courses from elementary, junior high, high school, and higher education to meet the needs of current social competition.

(Rodger and Stewart-lord 2019) identifying three main themes to describe students' views of the debate. They are: (1) Openness to different perspectives; (2) Developing non-technical skills, and (3) Encouraging deep learning. The analysis showed that participants believed that debate was a valuable educational method to improve their learning ability.(Batubara and Batubara 2020) also stated that the debater can play the researcher, readers, writers, speakers, and critical thinkers. Case establishment is the activity of establishing acceptable cases, debating house Therefore, a debater is needed study all the data and facts for analysis. In order to find accurate information, debaters must have good reading skills in order to obtain resources that they can refer to, such as books, periodicals, newspapers and internet resources. The defender must perform well the ability to express opinions in a debate book. To win the case, oral ability is highly valued because it represents how the debater persuades people. Critical thinking is prominent in analysis even if the opponent retorts and gives some information on their argument.

State of The Arts and Distinguish

(Wijayanto, Utaya, and Astina 2017a) explained, the advantages of an active debate method may be the basis of its application. This hypothesis is also supported by the fact that it has succeeded in empirical research: improving students' ability to ask questions in social science learning, the effectiveness of active debate methods in social science learning, and increasing students' learning outcomes in electronic engineering. Improve students' oral skills in Indonesian learning in order to improve their discussion skills in civic learning, improve students' critical thinking skills in natural science learning, and improve students' learning motivation and learning outcomes in electronic engineering studies. Relevant research results show that the active debate method has never been applied in geography learning, thus providing new contributions to research.

Related to the mentioned background, the research problem on this research was "does the debate give significant impact towards the students' speaking ability and their critical thinking?" This research was conducted to conclude and analyse the debate method in speaking teaching learning process for the 11 graders of senior high school.

Method

This research used descriptive qualitative method research. (Braun et al. 2020) stated, qualitative investigations provide (almost all) fixed data generation tools. This means that despite data collection is usually fast, and it takes time and effort to make the entire survey and individual elements correct before use. The wording of questions is crucial in research and research, because a fixed design means that you cannot ask questions during the data collection process, nor can you explore or clarify personal answers. Qualitative surveys usually contain two types of questions: subject-based surveys and demographic-based surveys.

(Braun et al. 2020) explained, Qualitative approaches have become accepted and indeed embraced as empirical methods within the social sciences, as scholars have

realized that many of the phenomena in which we are interested are complex and require deep inner reflection and equally penetrating examination. Quantitative approaches often cannot capture such phenomena well through their standard methods (e.g., self-report measures), so qualitative designs using interviews and other in-depth data-gathering procedures offer exciting, nimble, and useful research approaches.

To collect the data, the researcher used document analysis and interviews in order to gain a specific study.

Document analysis

In this research, the researcher decides to take a daily test from thirty six students from eleventh graders of State Senior High School of 5 Bogor as the sample and instrumentation. A document is a record of past events. It can be written as a photo or commemorative work of someone or written as a project. For experts, this type of research tool requires a document for identifying content. The research aims to get to know the effect to debate activity after conducted in speaking learning process.

Interview

(Shahvaroughi et al. 2021) stated, the interview includes different ingredients, mnemonics, and instructions, which may not always have the same level of efficacy. Therefore, the researchers assessed how each individual component contributes to the superiority of CI. Document analysis is not the only tool used in this study. Researchers also used public interviews to obtain specific reasons why students still struggle to speak English consistently. Ten items were required as interview guides. An interview is a purposeful interaction in which one person can obtain information. The researchers considered students who are not good at cohesion, and through debating critical thinking, put forward the reasons why students did not understand cohesion and coherence.

Findings and Discussion

The researcher collected the data from the daily test of 36 students from State Senior High School of 5 Bogor. There were approximately thirty-six students who submitted the projects. From the tasks, the teacher asked the students to make a short speech from provided of particular topics refers to debate activities, for example how to create argument, how to do case building, how to rebuttal the opponents' argument, etc, in order to prepare students' speaking capacity. It was necessary because students needed to be prepared before taking the daily test. To make the analysis process easily, the researcher formerly decided to use rubric assessment.

Dimension	The Students			
	4	3	2	1
Initiation	Eagerly initiates speech, utilizing appropriate attention getting devices.	Willing to initiate speech, utilizing appropriate attention, and speak evenly.	Sometimes initiates speech, using attention-getting devices, speak hesitantly.	Is reluctant to initiate speech and struggles to ask questions. Speech is halting.
Response	Almost always responds appropriately to questions /statements.	Frequently responds appropriately to question/statements.	Sometimes responds appropriately to questions/statements.	Rarely responds appropriately to questions / statements.
Conversational Strategies	Clarifies, and continues conversation.	Uses all or some strategies, but may need occasional prompting.	Uses some strategies and needs frequent prompting to further the conversation.	Uses few strategies. Relies heavily on a conversation partner. Rarely responds even with frequent prompting.

Vocabulary	Combing old and new vocabulary, using idiomatic expression, speak clearly, and accurate pronunciation.	Utilizing various old and limited new vocabulary, attempting to use idiomatic expression, speaks clearly and attempts accurate pronunciation.	Relies on basic vocabulary, speech in comprehensible in spite of mispronunciations.	Uses limited vocabulary and mispronunciations impede comprehensibility.
Structure	Structured speech, using appropriate verbs in utterance, subject-verb agreement, correct word order, and errors do not hinder comprehensibility.	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.	Makes utterances that are so brief that there is little evidence of structure and comprehensibility is impeded.
Cultural Appropriateness	Almost always uses/interprets cultural manifestation when appropriate to task (e.g, greeting, leave taking, gesture, etc).	Frequently uses/interprets cultural manifestations when appropriate to task.	Sometimes uses/interprets cultural manifestation when appropriate to the task.	Rarely uses/interprets cultural manifestations when appropriate to the task.

Table 1: Assessment Rubric for Speaking

Source: New York State Education Department (NYSED Gov)

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for a score of "1."

Conversion Chart

22-24	10	12-13	6	3-4	2
19-21	9	10-11	5	1-2	1
17-18	8	7-9	4		
14-16	7	5-6	3		

CRITERIA	SCORE
Excellent	3,5 – 5 (80-100)
Good	2,8 – 3,4 (75-79)
Enough	2,7 – 3,3 (65-74)
Poor	2,6 – 3,0 (60-70)
Very Poor	2,00 (<60)

Table 2: Score's Criteria

Sources: Pearson Prentice Hall: e-Teach

After conducting the debate activity and getting the treatment of debate itself, here is the result from the thirty-six students.

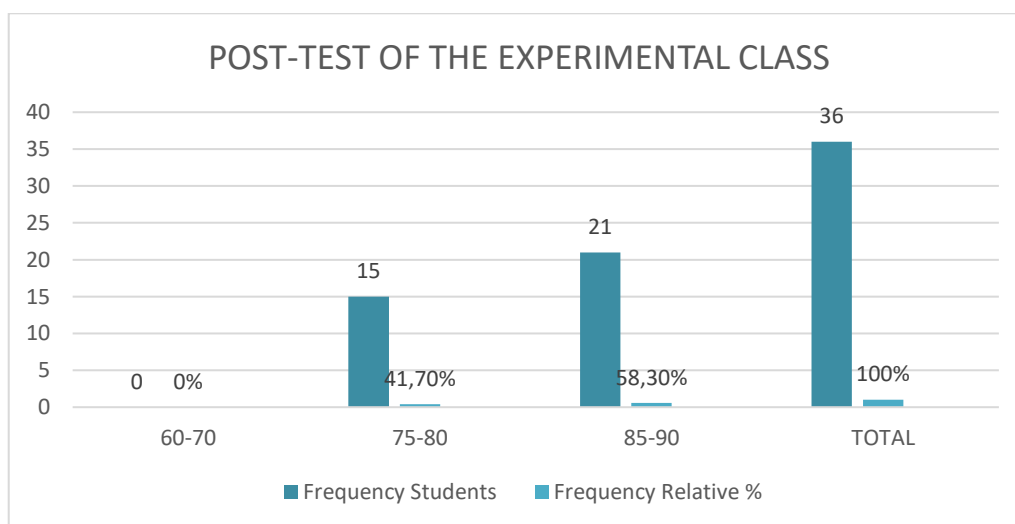


Figure 1: Result Post-Test

Score Interval	Frequency	
	Students	Relative %
60-70	0	0 %
75-80	15	41.7 %
85-90	21	58.3 %
Total	36	100%

Table 3: Score Interval - Frequency

According to the frequency above, 0 students (0%) scored are between 60-70, 15 students (41.7%) scored between 75-80, and 21 students (58.30%) scored between 85-90. It can be seen that debate activity gives significant result and final score of the students' speech performance. Debate not only gives good impact towards the speaking performance, but also how they can think critically while arranging the statements and arguments based on their role. It can be a good sign for the teacher to conduct such an activity like debate to make sure that the students can improve their speaking ability better.

Furthermore, in order to strengthen the data, the researcher also held the interview to ten students from thirty-six students as the sample in order to obtain the specific data from the informant so that researcher knew why the students have increased score and final result towards the speech performance after getting 2 times of debate treatments. Ten students will be chosen randomly without any qualification in order to make sure the result of debate activities. Based on the interview, the researcher obtained the finding that there are three main reasons appeared by the students. Those are strong motivation, mastering the topics, and good team-work.

From the information, we can conclude that the success of debate is determined by how the participant can handle the motivation and self-confidence in a good way because those two things are the most important things to determine the final result. The second thing is about mastering the topics. Without knowing the basic thing of topics, for sure the students will not be able to deliver the arguments and statements in a good way. Mastering the topics should be also the basic thing that the students should have. To find accurate information, debaters must have good reading skills in order to obtain resources that they can refer to, such as books, periodicals, newspapers and internet resources. The defender must perform well the ability to express opinions in a debate book. To win the case, oral ability is highly valued because it represents how the debater persuades people. Critical thinking is prominent

in analysis even if the opponent retorts and gives some information on their argument. Another thing is about good team-work. Debate is not an individual performance, it is team-work performance. Having a good performance only in the one debater is not a necessary to win the debate. Giving good performance of all the debaters are the keys to win the debate competition. Therefore, it is really needed to be conducted by all of the debate participants.

Therefore, the successful of debate activity is determined by some requirements of the students in the class, mastering the topic, and knowing how to handle the arguments and rebuttal.

Conclusion

According to the research conducted on the eleventh graders of State Senior High School 5 Bogor, it can be concluded that debate activities were effective in improving students' speaking ability and critical thinking. The daily test was conducted by letting them to choose provided particular topic to talk around 2 minutes minimum. For the final result of a score that has gotten from the thirty-six students, according to the frequency above, 0 students (0%) scored are between 60-70, 15 students (41.7%) scored between 75-80, and 21 students (58.30%) scored between 85-90.

Implications of Findings

Speaking is one of the necessary skills that require higher education students to master it. In this way, students will be obliged to take debate activity and learn the steps to debate in a good way. The most critical requirements in speaking are about how to speak English confidently and how to arrange the arguments in a good way, because these abilities require the author's prior knowledge.

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