

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter consists of finding and discussion of the research. The researcher has collected the data through an observation, interview, and documentation. The data will be discussed based on the theory explained above in the chapter II. This chapter is presented based on the research focuses which were stated in chapter I.

A. Research Finding

In this section, the researcher explains the result of observation dealing with the implementation of Asian parliamentary debate on teaching speaking at the second grade SMAN 1 Pakong and also the result of interview with some students at the second grade SMAN 1 Pakong dealing with the advantages and disadvantages of the implementation of Asian parliamentary debate on teaching speaking at the second grade SMAN 1 Pakong.

There are two research focuses will be explained by researcher. They are how the teacher Implements Asian parliamentary debate on teaching speaking at the second grade SMAN 1 Pakong and what are the advantages and disadvantages of the implementation of Asian parliamentary debate.

In this chapter, the researcher is going to present the research findings which are obtained from observation and interview. The finding of the

research include how the teacher implements Asian parliamentary debate on teaching speaking at the second grade SMAN 1 Pakong and what are the advantages and disadvantages of the implementation of Asian parliamentary debate on teaching speaking at the second grade SMAN 1 Pakong.

1. The Implementation of Asian Parliamentary Debate on Teaching

Speaking at the second grade SMAN 1 Pakong

In this part, the researcher is going to present the finding that dealing with the implementation of Asian parliamentary debate on teaching speaking at the second grade SMAN 1 Pakong. The data are obtained from an observation, interview, and documentation.

The researcher did the first observation on Monday 21 March 2022. It was started at 07:15 until 09:00. The researcher came to the class in order to inform to the teacher and students at the second grade SMAN 1 Pakong. Then, researcher observed the activity in the class particularly debate activity. The researcher makes a note and takes a picture as documentation. Based on the observation which conducted, they are seven steps on the implementation Asian parliamentary debate, they are;

The first, the teacher divided students into two teams “Proposition” or “Affirmative” and “Opposition” or “Negative” team. *The second*, each team consists of three students. *The third*, the teacher wrote the motion of debate on the blackboard, then students prepare their data for five minutes. The motion of the debate informed by teacher a week ago. *The fourth*, the teacher explains the time limit and the role of the speaker. Each speaker is

given responsibility for one speech. *The fourth*, the teacher appoints students to be timekeeper and chairperson. *The fifth*, teacher explains the role of the timekeeper and chairperson.

The sixth, the chairperson welcomed to the first speaker to present an argument, then he welcomed the first speaker in Opposition side to present the argument, chairperson also welcome to the second the third speaker to present the argument. *The seventh*, after the third speaker rebutted the opponent team then presented their conclusions. The teacher who also become the judges give his comment to all speakers.¹

The result of observation above is suitable with Alimun Hadi's statement, as the English teacher at the second grade SMAN 1 Pakong.

“Pembentukan anggota dalam tim debat dan mosi debat diberikan seminggu sebelum pelaksanaan debat. Hal ini dilakukan supaya siswa mempersiapkan data yang diperlukan baik berupa referensi buku dan fakta. Sebelum debat dimulai, siswa yang berperan untuk mengatur jalannya debat mempersilahkan perwakilan dari setiap team untuk memperkenalkan anggotanya. *Timekeeper* memberikan waktu lima menit untuk pembicara pertama dan kedua sedangkan untuk pembicara ketiga hanya tiga menit untuk menyanggah dan memberikan kesimpulan. Sesi sanggahan diberikan oleh chairperson ketika pembicara berbicara selama dua menit, hal ini ditandai dengan kode yang diberikan oleh timekeeper”

“Forming a member of debate group and giving motion of debate given by teacher a week before conducting debate. It aims to make students prepare the data needed, it is in a form of both references and facts. Before beginning debate, students who roles to regulate debate welcome one students from each group to introduces his/her member. The timekeeper give five minute to the first and the second speaker, for the third speaker, timekeeper gives three minute to rebut and give conclusion. Rebuttal session is

¹ Observation, 21 March 2022, at the second grade class of SMAN 1 Pakong: 07,15.

given by chairperson when speaker speaks for about two minutes, it is signed with code which given by timekeeper”.²

The second observation was conducted on 28 March 2022. It started on 07.00 until 09.00. The second and the first observation are much the same. At the second observation, students debate different motion with the first meeting. Here are some steps in the implementation of Asian parliamentary debate at the second grade SMAN 1 Pakong. *The first*, the teacher divided students into two teams “Proposition” or “Affirmative” and “Opposition” or “Negative” team. *The second*, each team consists of three students. *The third*, the teacher wrote the motion of debate on the blackboard, then students prepare their data for five minutes. The motion of the debate informed by teacher a week ago. *The fourth*, the teacher explains the time limit and the role of the speaker. Each speaker is given responsibility for one speech. *The fourth*, the teacher appoints students to be timekeeper and chairperson. *The fifth*, teacher explains the role of the timekeeper and chairperson. *The sixth*, the chairperson welcomed to the first speaker to present an argument, then he welcomed the first speaker in Opposition side to present the argument, chairperson also welcome to the second the third speaker to present the argument. *The seventh*, after the third speaker rebutted the opponent team then presented their conclusions. The teacher gives comment to each student, such as speaker style, presenting data and intonation.³

² Interview, Alimun Hadi English Teacher at the Second Grade SMAN 1 Pakong on Monday 21 March 2022

³ Observation, 28 March 2022, at the second grade class of SMAN 1 Pakong: 07,00.

The steps on implementing debate at the second grade SMAN 1 Pakong could be classified into three major steps of teaching learning process; pre-teaching, consist of greeting, introducing, and appointing students who are in “Proposition” side and which one in the “Opposition” side, recalling motion and speaker; whilst teaching, the chairperson calls each speaker to speak on behalf of his team, then the judge gives comment to all students’ performance; post teaching, the chairperson end debate and call the next group to begin the debate.

2. The Advantages and Disadvantages on the Implementation of Asian Parliamentary Debate on Teaching Speaking at the Second Grade SMAN 1 Pakong

In this section, the researcher would like to explain the result of interview with some of students at the second grade SMAN 1 Pakong. The interview aims to know the advantages and disadvantages on the implementation of Asian parliamentary debate at the second grade SMAN 1 Pakong.

There are so many advantages that felt by students by implementing Asian parliamentary debate. One of them is critical thinking. Thinking critically in analysing problem and looking for it a solution becomes part of the debate itself, it begins from preparation of material and any other information in order to build strong and logical argument, here is the direct quotation:

“Dengan menerapkan metode debat, saya beserta siswa yang lain dapat meningkatkan kemampuan dalam berfikir kritis serta belajar bagaimana cara menganalisa sebuah masalah serta mencari solusi terhadap masalah tersebut. Berfikir kritis menjadi bagian dari debat, mulai dari persiapan materi, mengungkapkan pendapat dan mempertahankannya. Hal itu semua meniscayakan pemikiran kritis”.

“By implementing debate method, I am with other students could improve our capacity in critical thinking as well as study how to analyze problem and find out a solution. Critical thinking becomes part of debate activity, it is beginning from preparing material, revealing an argument and defend on it. Those all activities undoubtedly need critical thinking”.⁴

The result of the interview above is supported by another interview with one of students at the second grade SMAN 1 Pakong:

“Penerapan debat asia parliamentary memuat beberapa kelebihan, diantaranya ialah dapat meningkatkan kemampuan siswa dalam berfikir kritis. Dalam debat, siswa dipelajari bagaimana ia menemukan akar persoalan, menemukan solusi dan membangun ide untuk menyampaikan dengan logis. Proses memilih referensi dan informasi yang tepat sampai pada proses terakhir yaitu menyampaikan gagasan merupakan serangkaian aktivitas yang dapat meningkatkan kemampuan dalam berfikir kritis”.

“Implementing Asian parliamentary debate contains some advantages such as improving students’ skill on thinking critically. In debate, students are taught to find the root of the problem, find solution and building the argument in order to present the argument logically. The process of selecting reference and appropriate information until the last process namely proposing a proposition constitutes series of activities in which it could develop critical thinking skill”.⁵

⁴ Interview, Bayu Dwi Saputra student at the second grade SMAN 1 Pakong on Monday 21 March 2022

⁵ Interview, Titin Agustin student at the second grade SMAN 1 Pakong on Monday 21 March 2022

The motion of the debate must be debatable and arguable, it makes students to think critically and fast, and also responsive to the current issue, here is the direct quotation:

“Banyak manfaat serta kelebihan yang dapat dirasakan oleh siswa dengan menerapkan model debat dalam pembelajaran speaking. Salah satunya ialah melatih siswa untuk berfikir kritis, cepat dan tanggap terhadap persoalan yang ada. Mosi dalam debat dipastikan kontroversial, hal inilah yang membuat siswa dituntut untuk berfikir kritis dan cepat dalam memberikan pendapat serta mempertahankannya. Debat akan selalu melatih siswa untuk selalu berfikir kritis”.

“There are many benefits and advantages which felt by students with implementing debate on teaching speaking. One of them is to train and accustom students to think critically, fast and responsive to the existing issue. The motion of debate should be ensured controversial and arguable. This matter will make students to think critically and fast in giving opinion and solution to the issue. Debate will be continually train students to think critically”.⁶

Every student has an own idea and thought. Not all students are capable to convey the idea well. One of the advantages of the implementation of Asian parliamentary debate is to train students to convey the idea and thought well. Here is the result of interview:

“Setiap individu memiliki ide dan gagasan, namun tidak semua gagasan yang ia miliki mampu diungkapkan dengan baik dan benar serta dapat membuat pendengar mengerti tentang gagasan yang kita ungkapkan. Dalam debat, siswa dilatih untuk bagaimana ia mampu menyampaikan ide yang ia miliki dengan baik, padat dan berisi sehingga pendengar bisa memahami ide yang ia sampaikan”.

“Each individual has own idea. Nevertheless, not all owned ideas could be expressed well and rightly as well as made the listeners understand with an idea being expressed. In debate, students are taught how they express the idea well-

⁶ Interview, Dafa Raihan Ferdian student at the second grade SMAN 1 Pakong on Monday 21 March 2022

understood and meaningful so that the listeners understand what they are conveyed”.⁷

The motion of the debate must be arguable and debatable. There are two teams that stand on the motion. These two teams must be in different point of view. Debate that implemented trains students to develop their tolerance to the difference point of view. Sometimes people feel angry and show their emotional reaction when they are confronted with contradictive point of view so that debate will minimalize them and help them to be tolerance. Here is then direct quotation:

“Kelebihan dari metode paliamentari debat yang sangat tampak dalam kehidupan sehari-hari ialah dapat mengembangkan rasa toleransi terhadap perbedaan pendapat dan sudut pandang per individu. Rasa toleransi, luwes dan menerima perbedaan dengan lapang dada merupakan salah satu manfaat serta kelebihan yang jarang kita temui di metode pembelajaran yang lain. Dalam debat, setiap tim memiliki pendapat dan sudut pandang berbeda terhadap masalah yang diperdebatkan dan debat seharusnya berjalan demikian. Dengan beberapa perbedaan sudut pandang justru memberikan manfaat besar terhadap emosi siswa serta menanamkan rasa toleransi terhadap perbedaan”.

“The advantages of Asian parliamentary debate give visible impact to daily life activity, it takes form in developing tolerance to different points of view. Tolerance, well-mannered and accepting a contradiction widely-minded constitute benefit and advantages which rarely found in other learning method. In debate, each team own its different opinion and point of view with problem which argue about, and debate should be run such was the case. By existing some different opinion and point of view exactly give great benefit to students’ emotion as well as implant tolerance to difference”.⁸

⁷ Interview, Aminur Rizki student at the second grade SMAN 1 Pakong on Monday 21 March 2022

⁸ Interview, Ifan Nur Hakim student at the second grade SMAN 1 Pakong on Tuesday 22 March 2022

One of the major purpose of the implementation Asian parliamentary debate is to teach students how they improve their speaking skill. In the debate, students are not only educated to speak but also students are educated to speak well so that the idea will be conveyed and understood by the listeners. Here is the quotation:

“Melatih kemampuan dalam berbicara bahasa Inggris menjadi dasar utama dalam penerapan debat dalam pembelajaran speaking. Dalam debat kita dilatih bagaimana untuk berbicara dengan efektif dan singkat namun ide dan gagasan tersampaikan dengan baik. Manfaat dalam debat, siswa dapat mengembangkan kemampuannya dalam menyesuaikan ide serta gagasan dengan sesama teman group. Jadi siswa tidak hanya asal bicara, ia harus dalam lingkaran mosi debat yang sudah disetujui”.

“Training students’ capability on speaking English becomes major base in teaching speaking through implementing debate. In debate, we are trained how to speak effectively and briefly. However, it could convey the idea and thought well. The advantages of debate is to make students develop their ability on adjusting idea and thought with his/her group. So that students are not only speak English but also they should be in line with the motion of debate”.⁹

In the debate, there is a motion of the debate. The motion of the debate taken from social issue, it could be economic, politic and religious issue. These issues will make students capable and responsive to the issue happened. Therefore, students have good attention to the current issue.

“Dengan adanya penerapan debat Asia parliamentary, siswa menjadi lebih peka terhadap isu-isu sosial, politik, dan ekonomi baik yang ada didalam negeri atau bahkan luar negeri sekalipun. Siswa menjadi termotivasi untuk membaca berita-berita politik dan isu-isu sosial lainnya. Hal ini juga membuat siswa menambah wawasan serta perbendaharaan informasi dan pengetahuan. Selain itu, siswa dituntut untuk bagaimana menggali ide serta

⁹ Interview, Faiz Al-Hasan student at the second grade SMAN 1 Pakong on Tuesday 22 March 2022

gagasannya guna memberikan solusi terhadap persoalan dan isu-isu terkini. Siswa juga dilatih untuk bagaimana cara untuk mengetahui sebab dari persoalan yang ada. Jadi, dengan penerapan debat, siswa dapat mengembangkan kemampuannya dalam mencari akar persoalan dan memberikan solusi terhadap persoalan yang dihadapi”.

“In the manner of existing Asian parliamentary debate, students becomes more sensitive with social issue, politic and economic both in this country and abroad. Students have more motivation to reading news which accommodates politic and social issue. This matter also increase students’ perspective as well as riches information and knowledge. Besides that, students are claimed how to discover idea and thought, it aims to give a solution to each current issue. Students are also trained to know the reason why it is happen. So, bay implementing debate, students are able to develop their skill on analyzing the root of the problem and giving solution to the problem faced”.¹⁰

Besides that, there are some disadvantages of the implementation Asian parliamentary debate, one of them is lack of preparation material and any other related information. This matter impact to the running of the debate. Lack of reference make debate uninteresting. Here is the direct quotation:

“Setiap kelompok yang ditunjuk untuk berdebat memiliki waktu satu minggu untuk mempersiapkan materi dan informasi yang diperlukan, guna untuk membangun argument dengan baik. Namun tidak semua siswa memanfaatkan waktu yang diberikan dengan baik sehingga ada beberapa siswa yang tidak mempunyai bahan materi dan informasi yang cukup untuk membangun argument dan mempertahankan mosi yang dipilih. Kurangnya informasi dan data mengakibatkan jalannya debat kurang menarik. Hal demikian menyebabkan kegiatan belajar mengajar dengan metode debat dianggap belum berhasil disebabkan ketidaksiapan siswa dalam mengumpulkan informasi yang diperlukan”.

“Each group which is appointed to debate a motion has a week to prepare material and information needed, it is

¹⁰ Interview, Noval Ramzy student at the second grade SMAN 1 Pakong on Tuesday 22 March 2022

useful to build an argument well. However, not all students utilize the opportunity given by teacher well so that there are some students who don't have enough material and information to address the proposition and defend chosen motion. Less information and data affect the process of debate is less interesting. This matter causes teaching learning activity with Asian debate format supposed not success yet, it is caused by students' unreadiness on collecting information".¹¹

Limitedness of time becomes an obstacle in teaching learning process through Asian parliamentary debate, it also happen at the second grade SMAN 1 Pakong. Implementing debate through teaching learning need more time, it takes forty minutes for one debate. So that when the lesson begin at the seven o'clock until nine o'clock, it just allows two or three group to debate a motion. So, the disadvantages of implementing Asian parliamentary debate is that debate need more time to practice. Here is the quotation:

“Kelebihan metode parliamentary debat sudah disebutkan oleh beberapa siswa. Dari sekian banyak kelebihan dari debat, ada beberapa kekurangan yang mudah kita jumpai pada metode debat dan salah satunya ialah bahwa metode debat membutuhkan banyak waktu. Hal ini tidak baik didalam kelas karena kurang lebih selama dua jam dihabiskan untuk berdebat. Siswa atau kelompok yang tidak mendapat giliran untuk berdebat hanya sebagai pendengar, tidak memiliki hak untuk berbicara. Jadi metode Asian parliamentary debat memakan banyak waktu dengan keterbatasan waktu yang ada”.

“The advantages of Asian parliamentary debate method have been mentioned by some students. There are many advantages of implementing Asian parliamentary debate. Besides that, there are also disadvantages of implementing debate, one of them is that debate needs more time. It look doesn't effective because the debate activity spend two hours more only to debate. Students and groups who don't have any turn only become passive listeners. They don't

¹¹ Interview, Roni Dwi Ardiansyah student at the second grade SMAN 1 Pakong on Monday 28 March 2022

have any right to speak. So that Asian parliamentary debate need more time or time consuming”.¹²

Although all students at the second grade SMAN 1 Pakong join teaching learning process through Asian parliamentary debate, it could be ensured that not all students like public speaking such as debate. Students who dislike public speaking such as debate will be less motivation to join debate activity, here is the result of an interview:

“Dalam metode debate, setiap anggota dalam group memiliki hak untuk berbicara bahkan mereka tidak boleh tidak harus berbicara. Setiap siswa memiliki karakter berbeda, ada yang senang jika ia disuruh berbicara di depan publik, ada juga beberapa siswa yang tidak senang ketika ia berbicara di depan publik. Siswa yang tidak suka berbicara di depan publik merasa tidak akan termotivasi untuk berpartisipasi pada kegiatan debat tersebut. Akibatnya, debat tidak akan berjalan dengan baik dikarenakan siswa tidak suka berbicara di depan publik”.

“In the debate method, each member of the group has own right to present his/her argument even they are willingly present their argument. Each student has different character, there are students who feels happy when they are ordered to speak in front of public, there are also students who dislike when they are ordered to speak in front of public. Students who dislike to speak in front of public will feel that they don't have motivation to participate in debate. Consequently, debate will not run well because of some students who dislike public speaking”.¹³

Asian parliamentary debate implemented in the second grade SMAN 1 Pakong, it aim to teach and develop students speaking skill. There are some advantages that felt by studying after joining the speaking class by using Asian parliamentary debate format. They are, debate could trains students to think critically, it also trains students how to express an idea clearly, it

¹² Interview, Lely Febriyanti student at the second grade SMAN 1 Pakong on Monday 28 March 2022

¹³ Interview, Calista Aureliya Rofil student at the second grade SMAN 1 Pakong on Monday 28 March 2022

develop tolerance to the difference of point of view, it develops students' attention to the current issue, it also enhance students' research skill, and developing communication proficiency. Besides that, there are also some disadvantages. They are, debate needs more time in practice, students' who join debate show their unreadiness by lack of background information in building the argument, and forcing students who dislike public speaking to join the activity and it seems to be not effective.

B. Discussion

Teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know understand.¹⁴ The activity could be called teaching when it contains leading people to learn something, guiding, and providing people with knowledge. These could be achieved and passed through method in order to make teaching effective, and efficient with visible goal.

Method and system which are used by teacher plays an important role to make students in good and high progress because the method is interpreted as a method or procedure used to achieve certain goals.¹⁵ In this case, the English teacher uses Asian parliamentary debate, it aims to achieve determined goal namely increasing some students' skill particularly in speaking, analysing, and researching.

¹⁴Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 7.

¹⁵Syifa S.Mukrima, *53 Metode Belajar Dan Pembelajaran* (Bandung: Bumi Siliwangi, 2014), 45.

In this section, the researcher would like to give a detail discussion about the implementation of Asian parliamentary debate on teaching speaking at the second grade SMAN 1 Pakong. The researcher have conducted data through observation, documentation, and interview with some students at the second grade SMAN 1 Pakong. In this part, the researcher will discuss clearly how the teacher implements Asian parliamentary debate on teaching at the second grade and what are the advantages and disadvantages from the implementation Asian parliamentary debate on teaching speaking. These two points will be discussed by in detail.

1. The Implementation of Asian Parliamentary Debate on Teaching Speaking at the Second Grade SMAN 1 Pakong

In this section, the researcher is going to present a detail discussion dealing with the implementation Asian parliamentary debate on teaching speaking at the second grade SMAN 1 Pakong. This data gotten by researcher through observation then supported by an experts' statement in which obtained from some references. They are some steps of implementation Asian parliamentary debate at the second grade SMAN 1 Pakong, they are:

The first, the teacher divided students into two teams "Proposition" or "Affirmative" and "Opposition" or "Negative" team. *The second*, each team consists of three students. Each debating match consist of two teams, one to propose the motion and one to oppose it. The team proposing may be known as "the proposition", "the affirmative" or "the government". The team opposing may be known as "the opposition" or "the negative". Team will be

designated as Proposition or the Opposition.¹⁶ *The third*, the teacher wrote the motion of debate on the blackboard, then students prepare their data for five minutes. Ensuring that the participant have time beforehand to prepare for the argument and to collect supporting data to present during debate.¹⁷

The motion of the debate informed by teacher a week ago, motion is the element of debate. Motion is the topic which constitutes debatable question and statement. *The fourth*, the teacher explains the time limit and the role of the speaker. Each speaker is given responsibility for one speech. *The fourth*, the teacher appoints students to be timekeeper and chairperson. *The fifth*, teacher explains the role of the timekeeper and chairperson. Debate is controlled by chair person. The chairperson is responsible for introducing the motion and the speakers and calling each speaker to speak at the appropriate time.

The timekeeper is responsible for timing each speech and audible signal at the appropriate times. The chairperson or one of the adjudicators sometime acts as timekeeper.¹⁸ *The sixth*, the chairperson welcomed to the first speaker to present an argument, then he welcomed the first speaker in Opposition side to present the argument, chairperson also welcome to the second the third speaker to present the argument. *The seventh*, after the third speaker rebutted the opponent team then presented their conclusions. The teacher who also become the judges give his comment to all speakers.

¹⁶ Agahi, *Parliamentary Debate Rules* (2015), 01

¹⁷ Ibid, 01

¹⁸ Jonathan Bailey and George Molyneaux, *The Oxford Union Guide to Schools Debating* (Great Britain: Oxford Union Society, 2005), 04

The steps of implementation Asian parliamentary debate are much the same with Pederson's statement, he stated that there are four steps in the debate: The first, the students are divided into some teams. The second, selecting debate topic and assigning the two teams to debate the topic. The third, ensuring that the participant have time beforehand to prepare for the argument and to collect supporting data to present during debate. The fourth, Presenting the topic and format debate.¹⁹

Besides, Luckett defines that debate have some procedures: The first, divide students into two teams, an Affirmative and Negative team. The second, each team consist of three speaker. The third, each speaker is given responsibility for one speech. The fourth, the debate begins with the first Affirmative and first Negative. The fifth, the debate then return to the second Affirmative and second Negative. The sixth, the debate conclude with Negative rebuttal that is followed by Affirmative rebuttal.²⁰ The steps of debate that have been stated by the experts are much the same.

Speaker are used to identify by number of speaker duty. For instance, debater might speak of the 'First Affirmative' (the first speaker of the affirmative team), or the 'Third Negative' (the speaker of the negative team). Each speaker except the first affirmative (the first speaker in the entire debate) is expected to rebut his or her opposition. The first and second speaker on both teams are to present a substantive arguments (they are prepared arguments in favour of team's side of the topic). The

¹⁹ Riskandi, *Improving Student Speaking Ability and Motivation through English Debate Activities at SMK Negeri 1 Bangko*, 19.

²⁰ *Ibid*, 19.

third speaker, therefore, are used for rebuttal (rebuttal is an attack on opposition's statement) and making summary.²¹ Debaters are not only expected to build strong argument but also they should pay attention to the opponents' argument in order to rebut their argument.

2. The Advantages and Disadvantages on the Implementation of Asian Parliamentary Debate on Teaching Speaking at the Second Grade SMAN 1 Pakong

In this part, researcher would like present a detail discussion dealing with the advantages and disadvantages of the implementation of Asian parliamentary debate on teaching speaking at the second grade SMAN 1 Pakong. There are some advantages and disadvantages of the debate, these data gotten from interview with some students at the second grade SMAN 1 Pakong.

The advantages of Asian parliamentary debate it to train to think quickly as well as critically. Thinking is one of the activity which can't be separated with teaching learning activity. Thinking critically is the advantages of implementing Asian parliamentary debate. Students who participate in debate have a chance to convey their argument so that automatically give students opportunity to develop critical thinking skill. Students who participate in debate could be ensured that they have opportunity to increase their critical thinking. A number of studies have reported that participation in debate increasing the critical thinking of

²¹ Simon Quinn, *Debating* (Brisbane: International Debate Education Association, 2005), page. 3

debate students.²² Students who participate in debate have opportunity to speak. They build the argument based on the fact, reference, and some related information.

The activity which support the increasing critical thinking is beginning from the preparation of debate such as looking for reference, related information and research. Those activities simultaneously develop students' skill. In debate, debaters is not enough conveying the argument, they should pay attention to the other speaker' point in order to rebut and interrupt the opinion of the opponent side. Besides that, critical thinking intelligence becomes something that should be owned the people particularly students. It is suitable with 21st century competencies that one of the competencies that should be owned by people is critical thinking. Critical thinking becomes major competency which should be owned by people particularly students.

Each student has an idea, the idea owned by students are different. Students with his/her idea will be in serious problem when he or she doesn't know how to express the idea clearly until the listeners understand the idea. In order to achieve this goal. Teacher should be creative and responsive with the method such a skill could be accommodated. One of the method that will be give advantage such training students in expressing idea. Asian parliamentary debate can train people how to express idea clearly so that they may be understood and evaluated by others.²³ The idea

²² Allen, Mike, Sandra Berkowitz, Steve Hunt, and Allan Loudon, *A Meta Analysis of the Impact of Forensics and Communication Education on Critical Thinking*, 1999, 48.

²³ Kruger, A.N *Modern Debate. Its Logic and Strategy*, 1960

could be understood by listeners if the speakers are capable in communicating and expressing the idea. Sometime good idea can't be understood by the audience only the speaker don't have capability to express the idea itself. The idea seems to be good idea when it is conveyed perfectly. So that the advantage of the implementation Asian parliamentary debate is to increase students' proficiency in expressing idea.

Teacher has important role in the class, teacher is also responsible to make students understand the lesson. Besides, teacher also has responsibility to increase students' motivation. Teacher can do anything in order to make students in high motivation. Motivation is probably the most frequently used catch-all term for explaining success or failure of virtually any complex task.²⁴ Teaching learning process seems to be success or fail determined by motivation in studying. Motivation is some kind of internal drive which pushes someone to do things in order to achieve something.²⁵ Motivation comes from internal interest of person, it could push students to do anything particularly studying speaking. In order to increase students' motivation, teacher can use method which directly motivates students on joining the class. Debate exactly parliamentary debate becomes one of choices to increase students' motivation. This could be seen from one of the advantages of Asian parliamentary debate is that debate is kind of teaching technique can gives great contribution in

²⁴Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco: Pearson Education Company, 2000), page. 160.

²⁵Jeremy Harmer, *The Practice of English language Teaching Third Edition* (England: Person Longman), page. 51.

increasing motivation.²⁶ Students with high motivation will be eager to learn and join the series of class activity. So, teaching learning process will be success because of students have internal push namely motivation in learning.

Besides, the implementation of Asian parliamentary debate also motivates students to learn more and look for information dealing with social issue. Debate motivates students to learn more about current social, political, and economics problem.²⁷ As students, putting more attention and increasing interest on social problem to be anIt has been impacted by motion of debate given by teacher, teacher gives a debate motion mostly deals with the current social issue. Automatically it makes students motivated to learn more about social issue such as economic, religion, law and politic.

The motion of the debate should be controversial topic, arguable and debatable. This urges teacher to find the topic in criteria of debatable, and eventually spend sufficient time for selecting the topic. Moreover the criteria of debate motion must be related to social issue such as politic, economic and other related issue. This matter make more sufficient time in selecting the topic of the debate. it is suitable with stated by Barkley, he stated that Spend sufficient time selecting controversial topic in the field of two identifiable, arguable, and opposing sides that are appropriate to

²⁶ Barkley, K. Patricia Cross, C Howel Major, *Collaborative Learning Techniques, A Handbook for College Faculty* (San Francisco: Jossey-Bass, 2005), 126

²⁷ Kruger, A.N *Modern Debate. Its Logic and Strategy*, 1960

debate²⁸ so that it urges teacher to spend sufficient time for selecting the debatable topic.

Students in the class with different internal push will impact to the debate activity. Sometimes students don't have enough information and reference to address the proposition and eventually they build weak argument. Addressing good and strong argument must be based with enough information and also with critical thinking. Lack of information is affected with students' laziness in preparing the debate so that it will makes the debate activity less interesting.

Debate is one of methods that needs more time to practicing the activity, it need for about forty minutes in debating two opposition groups. May be in one lesson time only debate two or three groups. Practicing debate activity in the class just involved students who have turn to debate. Students who don't have turn to debate only listen to debaters, they don't have any opportunity to speak as well as conveying objection to debaters.

²⁸ Barkley, K. Patricia Cross, C Howel Major, *Collaborative Learning Techniques, A Handbook for College Faculty* (San Francisco: Jossey-Bass, 2005), 126