

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 Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee and the result of an interview with students at English Area of Latee (EAL) dealing with the students' responses on the implementation of Australian parliamentary debate at English Area of Latee (EAL). The researcher observed the situation exist when the teaching speaking through debate process being done by a teacher or debate program being done by mentor.

There are two research focuses that will be explained by the researcher. They are how the teachers Implement Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) and what are the students'

responses on the implementation of Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee.

In order to obtain the data, which related to the implementation of Australian parliamentary debate on teaching speaking at English Area of Latee (EAL), the researcher had conducted the research on 19th February 2020, 21:56, and 04th March 2020, 21:40 at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee. The researcher came to the English area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee in order to conduct a research yet the debate were not brought about as had been scheduled by the manager of English Are of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee because this course under board of boarding house of Latee reins and the member of English Area of Latee (EAL) had compulsory to join the activity, such as religious school and reading classical book. The activity involving debate program could be conducted only when there was no compulsory activity in boarding school of Latee. It was the reason why the researcher had conducted the research for two times which in the first and the second meeting at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee.

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 teachers implement Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) and what are students'

responses in the implementation of Australian parliamentary debate at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee.

1. The Implementation of Australian Parliamentary Debate on Teaching Speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee.

In this part, the researcher is going to present the finding that dealing with the implementation of Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee, the data are obtained from an observation, interview, and documentation.

The researcher had gathered the data from the observation and documentation on teaching speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee which used Australian parliamentary debate. From the result of the observation, the researcher described the teacher's activity in the class. After doing observation while taking picture as documentation, the researcher interviewed the teachers who have duty as timekeeper, chairperson, and judge. The purpose of the interview is to make the data which gotten from observation clearer and deeper.

The first time the researcher came to English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee to present the researcher's intention that the researcher wanted to conduct a research at that English Club. In this case, the researcher came to meet the chief of English Area of

Latee (EAL) in order to tell him that the researcher wanted to conduct research at English Area of Latee (EAL). The researcher gave letter to the chief of EAL. After reading the letter and knowing the intention of the researcher, the Chief of English Area of Latee (EAL) ordered the researcher to give that letter permission to the Chief of board Pondok Pesantren Annuqayah Daerah Latee. The researcher directly met with the chief of the board Pondok Pesantren Annuqayah Daerah Latee, the researcher asked permission to conduct research at English Area of Latee (EAL), the researcher asking for forgiveness to the chief of the board because the researcher only brought one letter which obviously directed to English Area of Latee (EAL). However, the chief of the board Pondok Pesantren Annuqayah Daerah Latee was able to be understanding of the situation and the chief of the board gave researcher permission to conduct research. After the researcher met the chief of board, the researcher told the chief of English Area of Latee (EAL) that the researcher got permission to conduct the research. At last, the Chief also gave researcher a permission to conduct the research. The researcher asked to the Chief when the researcher can observe the implementation of Australian parliamentary and when its activity would be conducted. Then, the chief of English Area of Latee (EAL) told to the researcher that the activity would be conducted on Wednesday 19th February 2020 at 21:00. The first observation was conducted by the researcher on 19th February 2020.⁶²

⁶²Observation, 19 February 2020, at English Area of Latee (EAL) : 10:00

The first observation was conducted on Wednesday 19th February 2020. It was started at 21.56, until 22:49. The researcher came to the class which accompanied by the Chief of English Area of Latee (EAL) “Moh. Ramdhan S.E”, the researcher informed to the teachers and students in the class that the researcher would conduct a research. Then, the researcher observed debate activity, the researcher made a note and took a picture when the debate activity being implemented, when the researcher observe the observation, the debaters or students permanently focus on the case and also the chairperson and the judge carried out the duty thoroughly. Based on the observation which was conducted by researcher, debate as one of programs in skill development at English Area of Latee (EAL) was implemented by the teacher at six steps , they are;

The first, the teacher asked for every student to do “suit” in order to determine which one in “Proposition” and which in “Opposition” side, the winner should be in “Proposition” while the loser in “Opposition” side. *The second*, the teacher divided students into two teams “Proposition” or “Affirmative” and “Opposition” or “Negative” team which in each team consists of three students, it was guided by “Moh. Muhlis”, he became chairperson and also timekeeper, in “Proposition” side there were three students, they were Jurjis, M. Fadlurrahman, and Moh Izul Haq, while in “Opposition” side they were Ifan Zaini, Munhadul Wildan, and Muhlas. *The third*, the teacher wrote the motion of debate on the blackboard while asking students to prepare their data for five minutes. the motion which debated over was “Vibrant Events in Indonesia! Such as Gossip Shows,

Soap Operas, Talk Show, Advertising Raids and so on can help the entry of globalization but turn off the personalities of Indonesian culture”. *The fourth*, the leader explained the time limit and the role of every speaker both “Proposition” and “opposition” side.

The fifth, the chairperson welcomed to the first speaker to present an argument then he welcomed the first speaker in Opposition side to present the argument, it was also done by the teacher to the second and the third speaker in each team. While, the two judges whose name are Zainuddin and Rosi paid attention and noted every speaker’s performance and took a note in order to know mistake and lack made by students. *The sixth*, after the third speaker rebutted the opponent team then presented their conclusions. The two judges gave comments to each speaker. Based on the observation which was conducted by researcher, there were some corrections and suggestions that were revealed by the two judges. The first comment was given by the judge to Jurjis that he spoke too fast so that the other students could not catch all of his point, M. Fadlurrahman stopped directly and he was less serious, Moh. Izul Haq read the text. While in “Opposition” side, Ifan Zaini still had problem with Grammar, Munhadul Wildan shown his free style, Muhlas read the text. The two judges gave correction to the two sides that they had to collect a lot of data and improved their stressing and intonation. After comment, the judge ordered the debaters to shake hand then they prayed together.⁶³

⁶³ Observation, 19 February 2020, at English Area of Latee (EAL) : 21.56

The result of observation above is suitable with Zainuddin's statement, as the teacher of English area of Latee (EAL).

“Guru memberikan mosi debat sebelum pelaksanaan debat sehingga siswa bisa memiliki data dan referensi, hal ini dilakukan supaya siswa mempersiapkan apa yang akan mereka sampaikan. Sebelum debat dimulai, timekeeper mempersilahkan perwakilan dari setiap team untuk memperkenalkan anggotanya dan juga tugas masing-masing anggota. Timekeeper memberikan waktu lima menit untuk pembicara pertama dan kedua sedangkan untuk pembicara ketiga hanya tiga menit untuk menyanggah dan memberikan kesimpulan. POI diberikan oleh chairperson atau timekeeper ketika pembicara berbicara selama dua menit”

“Teacher gives motion before conducting debate so that students have to possess data and reference, it is done by teacher in order to make students know what they want to present. Before debate, the time keeper welcome to representative from each side to acquaint his member. Simultaneously, he also mentions his member's duty. The time keeper give 5 minute to the first and the second speaker, for the third speaker, time keeper gives 3 minute to conclude and give new data. In the implementation of Australian parliamentary debate at EAL, there is interruption time or POI (Point of Information), it is given by time keeper in the second minute. After debate, the juries give comments to their performance, they comment about how they deliver an argument, vocal style, intonation, stressing, rhythm, grammar, data. By implementing Australian parliamentary debate, students are expected in good speaking, strong mental, and critical thinking”.⁶⁴

The second observation was conducted on 04th March 2020. It started on 21.40 until 22.20. The second and the first observation is much the same, here are the steps in the implementation of Australian parliamentary debate at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee. *The first*, the teacher asked for students from each side to do “suit” in order to determine which one in “Proposition” and which one in “Opposition” side, the winner should be in “Proposition”

⁶⁴ Interview, Zainuddin Teacher in English Area of Latee (EAL) on Thursday 27 February 2020

while the loser in “Opposition” side. Then, the teacher divided students into two teams namely “Proposition” and “Opposition” which in each team consisted of three students, it was guided by “Moh. Fahrurrozi”, he became chairperson and also timekeeper, in “Proposition” side there were three students, they were Jurjis, M. Fadlurrahman, and Faiz, while in “Opposition” side there were Ifan Zaini, Munhadul Wildan, and Muhlas. *The second*, the teacher wrote the motion of debate on the blackboard while students preparing their data for five minutes and the motion which debated over was “Indonsonian Ex-ISIS Should Be Banned to Turn to Indonesia”. *The Third*, the time keeper gave five minutes for preparation. *The Fourth*, the leader explained the time limit and the role of every speaker both “Proposition” and “Opposition” side. *The fifth*, the teacher welcomed to the first speaker to present an argument then he welcomed the first speaker in “Opposition” side to present his argument, it is also done by the teacher to the second and the third speaker in each side. While, the judge for this meeting was only guided by Zainuddin, he paid his attention and noted every speaker’s performance in order to know the debaters’ mistake and lack during the debate. *The sixth*, the judge gave his comments to every speaker in order to improve students’ mistake.

Based on the observation which was conducted by researcher, there were some suggestions that were revealed by the judge. They were, Jurjis lacked data and he should complain an “Opposition” side by using data, M. Fadlurrahman could not control his emotion and his speaking, Faiz did not give conclusion, he acted as if the second speaker. While in

“Opposition” side, Ifan Zaini still had problem with grammar, he said “Virus Corona”, the right construction for these two words is Corona Virus, Muhlas lost his eyes contact with the “Proposition” side, he spoke while seeing other thing, and looked the text and blackboard, Munhadul Wildan as the third speaker from “Opposition” side, he made the same mistake as Faiz made namely he did not give conclusion he did not know that the function of the third speaker is to rebut and give conclusion. The judge gave correction to the two teams that they had to know what side they were staying, they had to notice to the interruption time. In this debate, Faiz was as the third speaker in “Proposition” side utilized Point of Information (POI) chance to rebut an “Opposition” side when the second speaker presented his argumentation, he showed his objection with the second speaker opinion by posing a question. In this observation, the source that mentioned by students was CNN Indonesia, NU Online and statement from Mahfud MD. After comment, the judge ordered the debaters to shake hand then they prayed together⁶⁵

The result of an observation above is supported by interview from the teacher that can be described below:

“Setiap siswa memiliki kesempatan untuk menyajikan serta mengutarakan pendapat mereka kemudian guru mengevaluasinya sehingga siswa dapat berbicara dengan baik dan benar. Mosi debat diberikan oleh guru seminggu sebelum pelaksanaan debat sehingga siswa memiliki banyak waktu untuk mendapatkan referensi yang bisa didapatkan dari buku dan internet. Sebelum debat dimulai, chairperson memberikan alokasi waktu persiapan selama lima sedangkan dalam proses debat, ada istilah bantahan atau point of information yang bersifat tidak wajib diterima. Juri memberikan

⁶⁵ Observation, 04 March 2020, at English Area of Latee (EAL) : 21.40

komentar atas kebingungan siswa dengan posisi mereka and fungsi setiap pembicara, grammar, gerak tubuh, intonasi dan pengayaan referensi”

“Every student has an opportunity to present the argument. Then, the teacher evaluates them so that they are able to speak correctly. Debate motion is given by teacher a week before conducting debate so that they can find any reference which can be found in the internet, book, newspaper, and some experts’ statement. Before beginning debate, timekeeper gives them five minutes to discuss. Then, they debate with allocation time: the first and the second speaker are five minutes, while the third speaker is three minutes. Point of information is given when the second speaker speaks up to two minutes, it is not compulsory to be received by the speaker. The judge often gives comments about the students still confused with their position and the role of every speaker, motion, grammar, gesture, intonation and reference”.⁶⁶

The statement above is supported by the Chief’s of EAL statement:

“Dalam development skill, siswa memiliki bekal kemampuan berbicara tetapi mereka belum mencapai kata lacer. Siswa di tuntut untuk berbicara dengan baik, kita sebagai guru tidak membatasi atau bahkan mengekang fikiran siswa, yang terpenting siswa berbicara entah itu berkaitan dengan ekonomi, sosiasl, politik dan lain-lain, berfikir kritis tidalah cukup tanpa kemampuan berbicara yang baik. Untuk memiliki kemampuan berbicara yang baik diharuskan memiliki mental yang kuat. Sistem debat tang diterapkan di EAL ialah Australian parliamentary dimana pembicara ketiga bisa mengajukan bantahan dan kesimpulan dari debat tersebut. Hal ini dilakukan karena keterbatasan waktu yang dimiliki”

“In the development skill, students have speaking supplies but they are not fluent yet. Students are claimed to speak well, we don’t restrict their mind, above all they speak, it can relate to economic, social, politic etc, critical thinking is not enough without good speaking skill. To be good speaker which has a strong mental become our priority. Debate that we apply is Australian parliamentary which the third speaker can give conclusion and rebuttal without mentioning new problem. It is conducted because we have limited time”.⁶⁷

The steps in conducting debate at English Area of Latee (EAL) can be classified into three major step of teaching; pre-teaching, consist of

⁶⁶ Interview, Fahrurrozi Teacher in EAL on Wednesday 04 March 2020

⁶⁷ Interview, Ramdhan the Cheif in EAL on Thursday 27 Thursday 2020

greeting and determining which students in the Proposition side and which one in the Opposition side, introducing a motion and speaker; whilst teaching, the chairperson calls every speaker from each side to speak on behalf of his team, then the judge gives comment at all students' performance; post teaching, the chairperson closes the program by praying together, and then orders the debaters to shake hand.

2. The Student's Responses on the Implementation of Australian Parliamentary Debate on Teaching Speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee.

In this section, the researcher would like to explain the result of interview with some of students in English Area of Latee (EAL) to know the student's responses about the implementation of Australian parliamentary debate on teaching speaking in English Area of Latee (EAL). The researcher conducted the interview on Thursday 27th February 2020 at 13.00 when the students going home from their school. The interview also conducted on 04th March and 11th March at English area of latee (EAL) Pondok Pesantren Annuqayah Daerah Latee.

Based on the result of interview with some students in English Area of Latee (EAL), there were various responses from students through the implementation of Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee.

Students who become subject of interview said that debate contributes to develop their speaking. They also said that debate can help them to make their speaking fluent, by implementing Australian parliamentary debate on teaching speaking, students who join this activity can balance their speaking skill, mental, problem solving, and critical thinking. Faiz, one of the students in English Area of Latee EAL, said that by implementing Australian parliamentary debate, students can develop other skills such as listening, vocabulary, and grammar. Here is the direct quotation:

“Penerapan Australian parliamentary debat sangatlah bagus untuk mengembangkan speaking dan berfikir kritis. Dengan adanya penerapan debate, kita bisa menyeimbangkan antara kemampuan speaking, listening, reading, grammar, vocabulary, psikologi (mental) dan control emosi. Dengan adanya penerapan debat kritis, kita dituntut untuk mendapatkan referensi, dan ini bisa didapatkan dari internet, Koran (NU online, kompas, dan detik.com) dan bisa bertanya langsung kepada orang yang lebih tau.”⁶⁸

“The impelementation of Australian parliamentary debate is really good to develop speaking skill and critical thinking. By implementing debate, we can balance between speaking skill (intonation, stressing), listening, reading, grammar, vocabulary, and particularly mental (emotional controling). By implementing Australian parliamentary debate, we are as students claimed to find references, it can be gotten from internet, NU online, Kompas, detik.com, and asking to teacher, by Australian parliamentary debate, we are also claimed to balance our speaking skill, mental, and a lot of references”.

The statement above is supported by Zainuddin’s statement, he said that critical debate can extend students’ perspective and help them to know about the current issue, it can be gotten from internet and newspaper. The

⁶⁸Interview, Faiz Student in EAL on Thursday 27 Februari 2020

result of interview with Zainuddin as one of the teacher in English Area of Latee (EAL) as followed:

“Penerapan Australian parliamentary debat dapat mengembangkan speaking member menjadi lebih baik karena mereka mendapatkan kosa kata baru, referensi dan mereka akan semakin kritis, critical debate sangat membantu mengembangkan speaking, wawasan juga bertambah serta mereka tau tentang isu-isu yang sedang trending melalui Koran dan internet”.⁶⁹

“Implementing Australian parliamentary debate makes students’ speaking better because they get new word, reference and makes students more critical, it also enrich students’ insight and also they know the current issue through newspaper and internet”.

Beside that, Australian parliamentary debate also helps students to meet new idea, new insight because when they join debate, they will listen what the other students said so that Australian parliamentary debate makes students in good listener and develop students’ listening skill. It makes students’ know how to control their emotion so that they are able to present an argument politely. It is proven when the researcher conducted an interview with some students to know their responses after being taught by the implementation of Australian parliamentary debate on teaching speaking at English Area of Latee (EAL). Here is M. Fadlurrahman’s statement as follow:

“Penerapan Australian parliamentary debat sangatlah bagus untuk pembelajaran speaking karena di debat kita bermain otak dan membuat speaking kita semakin lancar dan tidak terbatah-batah, mendapatkan ide-ide baru, ilmu baru, selain itu juga bisa mengembangkan listening, berfikir, berpendapat dan berargument yang baik dan sopan, cara menyanggah yang baik dan sopan.

⁶⁹ Interview, Zainuddin Teacher in English Area of Latee (EAL) on Thursday 27 February 2020

Penerapan critical debate berkontribusi dalam mengembangkan speaking siswa”.

“The implementation of Australian parliamentary debate is really good in teaching speaking because Australian parliamentary debate helps me to think critically and make my speaking more fluent and no hesitation. Debate also helps me to meet with new idea, new insight, and new information. Beside that, it also develop my listening skill, thinking skill. Australian parliamentary debate also makes me know how to present an arguments politely, the way how to interrupt well and politely. Australian parliamentary debate really contributes in developing my speaking”.⁷⁰

The statement above is supported by the Chief of English Area of Latee (EAL), he said that:

“Dengan adanya penerapan debat, siswa dapat berkembang dengan baik. Mereka mampu mendominasi pertandingan, mereka dapat memecahkan persoalan dengan kritis dan mereka bisa mengkritisi persoalan, kemampuan grammar, tambahan informasi yang belum diketahui, dan pendidikan mental”.

“By debate, students are able to develop well, they can dominate when they join competition, they can solve problem critically and criticize problem. Australian parliamentary debate help them to get information that they don’t know before, it also assist students’ mentality”.⁷¹

Ahmad Muhlas said that the implementation of Australian parliamentary debates strives him to find many reference and information both in national and international level dealing with the motion, it also teaches students how to see the problem and gives solution to the problem.

This is Ahmad Muhlas’s statement”

“Australian parliamentary debat sangat membantu saya dalam mengembangkan kemampuan berbicara. Kalau kita Cuma tau tata bahasa dan kaya akan kosa kata dalam bahasa inggris akan sulit untuk mengungkapkan sesuatu. Penerapan critical debate dalam

⁷⁰Interview, M. Fadlurrahman student in English Area of Latee (EAL) on 27 Thursday 2020

⁷¹ Interview, Ramdhan the Chief of English Area of Latee (EAL) on 27 Thursday 2020

skill development menuntut saya untuk mencari informasi-informasi terbaru baik di level nasional atau international serta menuntun kita untuk berfikir melampaui referensi yang sudah saya baca. Dengan penerapan debat, kita di ajarkan bagaimana cara kita melihat asal masalah atau sebab timbulnya masalah tersebut serta mencari solusi dalam pemecahan masalah tersebut, meskipun solusi yang kita sampaikan hanya pada tahap retorika”.⁷²

“Debate really helps me in developing my speaking, if we only know the grammar and possess a lot of vocabulary, it will complicate us on expressing something. The implementation of Australian parliamentary debate in skill development helps and strives me to find the newest information both in national and international level, it also makes me to think exceeding reference that we have read. By debate, I am taught how to see a problem or what causes the problem, and looking for solution to solve the problem. Although the solution revealed only in rhetoric level”

However in the implementation of Australian parliamentary debate on teaching speaking at English Area of Latee (EAL), there was student who feels striven by implementing of Australian parliamentary debate because he did not used to read a book or newspaper in order to find reference. It was proven when the researcher interviewed Rivan Zaini, he said that:

“Penerapan debat sangat bagus untuk mengolah pemikiran kita, dalam debat ini membantu saya untuk mengolah fikiran supaya lebih kritis. Dalam penerapan debat disini, diperlukan untuk mencari referensi. Debat sangat membantu saya untuk lebih giat membaca untuk mendapatkan wawasan yang lebih luas, debat juga bisa menguji apa yang kita sampaikan, dengan debat saya bisa meningkatkan kualitas substansi pembicaraan saya”.⁷³

“The implementation of Australian parliamentary debate is really good for sharpening our mind, debate helps me to make my thought more critically. Debate also strives for me to find many reference, it also makes me to read many references so that I am able to get wider perspective. Australian parliamentary debate can

⁷² Interview, Ahmad Muhlas student in English Area of Latee (EAL) on 04 Wednesday 2020

⁷³ Interview Rivan Zaini Student in English Area of Latee (EAL) on 04 Wednesday 2020

increase my talking substance and it makes me to be responsible to what I have stated”.

Munhadul Wildan said that by the implementation of Australian parliamentary debate in development skill, he is able to know what issue being discussed by the public. Here is the result of interview, he said that:

“Dengan adanya penerapan debat di skill development, saya biasa mengetahui sesuatu yang belum diketahui seperti isu-isu yang sedang trending, karena tema yang diberikan merupakan tema-tema yang sedang ramai diperbincangkan oleh public. Hal inilah yang membuat saya untuk selalu mencari apa yang belum saya ketahui. Critical debate bisa membuat saya belajar serta menambah wawasan”.⁷⁴

“The existence of Australian parliamentary debate in skill development, we are able to know something that we don’t know before such the current issue corona virus etc, the motion that given by teacher is the themes that are being talked by public. It makes me to seek what I don’t know. Australian parliamentary debate makes to always study and broad my perspective”.

The statement above is different with what stated by Jurjis. Beside the implementation of Australian parliamentary debate could help him to know the current issue, Australian parliamentary debate also realizes him how the importance of information is and increase social interest and social consciousness. Here is Jurjis’s statement:

“Penerapan debat sangatlah membantu kita untuk meningkatkan kemampuan speaking. Dengan debat, kita bisa bernalar terhadap sesuatu serta mengetahui masalah yang sedang terjadi disekitar kita, debat juga membantu kita dalam meningkatkan ilmu pengetahuan serta peka terhadap keadaan sosial. Debate juga membantu kita dalam meningkatkan kemampuan emotional serta intelektual juga dalam bernalar dan berfikir. Dengan adanya penerapan debat membuat saya untuk akan pentingnya membaca

⁷⁴ Interview Munhadul Wildan Student in English Area of Latee (EAL) on 04 Wednesday 2020

dan sebuah informasi. Penerapan debat juga bisa membantu saya untuk belajar memecahkan masalah ilmiah yang sedang kita hadapi”.⁷⁵

“The implementation of Australian parliamentary debate really helps us to develop our speaking. By Australian parliamentary debate, we can think something and know what problem being confronted by our country, it also increases our knowledge and our attention to the social condition. So, Australian parliamentary debate helps us to develop our emotional and intellectual skill and makes us realize that reading and information are really important. The implementation of Australian parliamentary debate teaches us how to solve problem”.

Moh. Suhaimi’s statement, the teacher of English Area of Latee (EAL).

“Target utama dalam penerapan Australian parliamentary debate ialah cara berbicara yang baik dan lancar dan siswa bisa berfikir kritis terhadap masalah yang terjadi. Dengan adanya penerapan Australian parliamentary debate ini sangatlah baik dan harus diterapkan di English Area of Latee (EAL). mereka juga bisa tau bagaimana caranya berdebat dan juga hal tersebut mempunyai fungsi penting ketika menaiki level yang lebih tinggi dan bisa menambah ilmu siswa dalam bidang sosial, politik, agama dan hukum”.⁷⁶

“The main target of the implementation of Australian parliamentary debate is to make good and fluent speaking and students are able to think about the problem which being critically happened. Australian parliamentary debate is really good and it should be implemented in English Area of Latee (EAL) and it makes students know how to debate, it has important function when students want to promote to the higher level. By implementing critical debate, it can add students’ knowledge in social, politic, religion, and law”.

The result of interviews above are supported by result of observation. Based on the observation, in the development skill particularly debate program that at English Area of Latee (EAL) applied Australian parliamentary debate with Point of Information that is lack in

⁷⁵ Interview Jurjis Student in English Area of Latee (EAL) on 04 Wednesday 2020

⁷⁶ Interview Moh. Suhaimi teacher in English Area of Latee (EAL) on 11 Wednesday 2020

Australian parliamentary debate, the chairperson is responsible to introduce the motion and speaker and the timekeeper is responsible to give an appropriate time for each speaker, at the last activity of debate, the judge gives comment to each speaker's performance.

When the researcher interviews with some students at English Area of Latee (EAL), the students answered the researcher's question clearly and appropriately. Based on the result of an interview that Australian parliamentary debate can help students in developing speaking skill, debate can help students to think critically, Australian parliamentary debate help students to broad their perspective and sharpen their thought, debate can help students to enrich vocabulary sufficient, debate makes students in good listening skill, Australian parliamentary debate can help students to solve problem, Australian parliamentary debate can help students be equivalent in emotional, spiritual, and intellectual intelligence, Australian parliamentary debate motivate students to read book, newspaper and other reliable source in the internet and so on. This data is documented by taking picture when the researcher doing interview and observation.

B. Discussion

Teaching which is implied in the first definition of learning. 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.⁷⁷ The term of teaching could not be separated with the term of learning because the teaching is the process of assisting someone to learn, the teaching activity can be done in the school or formal place or in informal place or outside school. In this research, the researcher only focuses with teaching where it can be done in formal place namely teaching speaking. The process of teaching is not an easy way because the activity can be called as teaching when accommodates at least providing knowledge and guiding someone to study something. The teacher as knowledge provider should master the knowledge itself before teaching it to the learner and also the teacher as the guide of the learner to study and understand something should know with what kind of the ways the teacher can guide the learner in teaching learning process, it is called as the way or method which be used by the teacher to guide the learner to study something.

In teaching learning process, the 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.⁷⁸ In this case, the English teacher uses the method that is compatible with students' volition in order to achieve the goal together namely to make students' proficiency in English particularly on speaking better and better. The method which implemented determines the goal and output of teaching.

⁷⁷Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, 7.

⁷⁸Syifa S.Mukrima, *53 Metode Belajar Dan Pembelajaran* (Bandung: Bumi Siliwangi, 2014), page 45.

In this section, the researcher would like to give a detail discussion about the implementation of Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee. The researcher had conducted a research by doing observation, interview with the English teachers and English students and also taking pictures as documentation. In this case the researcher will explain the implementation of Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee and the students' responses on the implementation of Australian parliamentary debate on teaching speaking. These two core point will be discussed by the researcher in detail.

1. The Implementation of Australian Parliamentary Debate on Teaching Speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee.

The suitable method determines the goal of teaching learning process and achieves the students' expectation. So, as the teacher must choose a good method to help the students on developing their skill both in language and skill outside the language itself. Method can be called as a good method when it gives a significant impact to the students' development which it causes development to be experienced by students. In teaching English, the teacher has various ways, methods, and systems which can be implemented. Those have the same purpose that is to assist students so that they can achieve their expectation in teaching learning process.

There are a lot of paths and methods and one of them is Australian parliamentary debate where it is implemented by the teacher in teaching speaking in English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee. Debate which is implemented at English area of latee (EAL) has some steps, they are; the chairperson order the debater to do suit in order to determine who at the opposition team and who at the proposition one; the chairperson gives preparation for five minutes, at the preparation time, the students or debaters can prepare to build the case and compose a speech and also prepare the delivery of speech; the chair person introduce the speaker and time limit that should be really utilized by the debaters namely the first and the second speaker are give minutes which delivering substantive argument and rebuttal, for the third speaker, the chairperson gives the third speaker three minutes which rebutting the case and giving sum-up or conclusion; then the chairperson welcome the judge to give comment to the whole students' performance. Those are the steps in the implementation of Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee.

While debate which is implemented on teaching speaking at English Area of Latee (EAL) is "Australian debate"(Australasian Debating) or "Austral Style". In Australian debating style, there are two teams in every debate. One team is required to argue that the topic is *true*. This team is called 'Affirmative', or sometimes the 'Proposition'. The other team is required to argue that the topic is *not true*. This team is called

‘Negative’, or sometimes the ‘Opposition’. There are three speakers on each team.

Speakers are usually identified by their speaking number and their team side. For example, debaters might speak of the ‘First Affirmative’ (the first speaker of the affirmative team), or the ‘Third Negative’ (the speaker of the negative team). Every 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 also expected to present substantive arguments (they are prepared arguments in favour of team’s side of the topic). The third speeches, therefore, are used for rebuttal (rebuttal is your attack on your opposition’s arguments) and summary.⁷⁹ Debaters not only need to build a strong case but they also have to attack their opponent’s arguments and provide strong defense from any attacks. That is why; rebuttal is one of the key to get the crown of victory.

Rebuttal becomes the key and skill that should be sharpened continuously, rebuttal is vital for debating. Unfortunately, many less experienced debaters seem to treat rebuttal as an added-extra to their prepared argument.⁸⁰ Rebuttal is the way to attack the opponents who deliver substantive argument while rebuttal for rebuttal is a rebuttal which delivered to rebut other team who also deliver rebuttal. Basically, there are two kind of rebuttal. Global rebuttal, it is an attack against the main core of

⁷⁹ Simon Quinn, *Debating* (Brisbane: International Debate Education Association, 2005), page. 3

⁸⁰ Ibid, page, 110

the opponent's case.⁸¹ Consequently, their case is crumbling down, this kind of rebuttal that most of debaters use to rebut the opponent's substantive argument. On this kind of rebuttal, the debaters only take the core or simple point of the argument then the debater process it and find any expert's opinion and evidence, this the way that most students use at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee. Detailed rebuttal; it is an attack towards each argument or example, this kind of argument that use to rebut a rebuttal. The second function of the third speaker is giving conclusion. The conclusion is known as simply concluding what has been through. A nice summary is preferable. Conclusion may make in simple word because the conclusion just giving brief word from what debaters have been talked. Debaters who are as the third speaker sometimes need not to do their function namely to conclude, the judge give comment to the third speaker mostly because the third speaker do not give conclusion, they giving attack to the opponent.

Although at English Area of Latee (EAL) applied Australian parliamentary debating style where need not POI (Points of Information), yet in EAL applied Points of Information, where the definition of it is one of the key strengths of British debating (they are lacking from most Australian and American format): they stop debate from becoming public speaking event by allowing the other side to offer interjections or brief

⁸¹ Susaniah, *The Use of Active Debate Technique in Teaching and Learning Speaking*, (Thesis: Syekh Nurjati Islamic Institute Cirebon, 2015), page 27.

comment.⁸² It can be given by the chairperson when the second speaker spoke up to two minutes. Point of information keep the speaker on task and allow the opposing team to point out inconsistencies in his argument. Thinking critically is vital when requesting point of information.⁸³ Point of information is given by chairperson when the debaters want to give an interjection or brief comment to the speaker being speaking, it can be a form of question. Point of information can be received and refused by the speaker, the chairperson only gives the code that the opponent can give comment or interjection. It can be a form of question or in a form of brief comment which used by the speaker to reveal rebuttal to the opponent's argumentation on the case, the function of point of information is to ask clarify an certain thing, to give a simple rebuttal towards speaker and challenging the opponent. Point of information is given by the debaters to the speaker when the other debaters want to clarify to what speaker stated, and also to give a simple rebuttal to what speaker state about the case. In the debate, point of information becomes the key point to differ between Australian parliamentary and Australia-Asian parliamentary debate system. Students or debaters who utilize point of information opportunity are supposed to be students who have good listening and thinking critically and logically.

The chairperson is responsible for introducing the motion and the speakers and calling each speaker to speak at the appropriate time. The

⁸² Jonathan Bailey and George Molyneaux, *The Oxford Union Guide to Schools' Debating* (Great Britain: Oxford Union Society, 2005), page. 21.

⁸³ Gary Rybold, *Speaking, Listening and Understanding* (New York: IDEBATE Press Book, 2006), Page 84

timekeeper is responsible for timing each speech and audible signals at the appropriate times. The chairperson or one of the adjudicators sometimes also acts as timekeeper.⁸⁴ This condition also happen at English Area of Latee (EAL) in implementation Australian parliamentary debate on teaching, the chairperson who is responsible to introduce the motion and speaker and the timekeeper who is responsible for timing are carried out by one person.

When the students conduct a debate, there are teachers who accompanied. One of the teachers has a duty to be timekeeper all at once as chairperson, while the two teachers are as the judge who has function is as critics, decision maker, and educators.⁸⁵ teachers become the chairperson, timekeeper, and judge, the function of the chairperson is to introduce the motion and calling the speaker, the function of timekeeper is to keep the time then stop the speaker when the time is over while the function of is to critic, decision maker, and educators.

The first function of the judge is to critic the performance of the debaters, the purpose of the critic is to reform of the each speaker's performance and also make know about the weaknesses and the strengths so that the judge give critic in a form comment. The second function of the judge is as educator, in the implementation of Australian parliamentary debate at English area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee is not like competition which the duty of the judge is to

⁸⁴ Jonathan Bailey and George Molyneaux, *The Oxford Union Guide to Schools' Debating* (Great Britain: Oxford Union Society, 2005), page. 4.

⁸⁵ Austin J. Freely, David L Steinberg, *Argumentation and debatetwelfth Edition Critical Thinking For Reasoned Decision Making*(Boston: Lyn Uhl, 2009)), Page. 314.

determine which team wins the debate and which one lose in the debate however the judge educate the students as debaters to be better debaters. The judge educates debaters to be polite debaters when delivering arguments and also educates the mental of the debaters in order not to be influenced by the opponent's expression and emotion, the judge also educates the debaters to be responsible with what the debaters will say. The judge educates debaters to be good debaters where the judge reforms the debaters' lack and guide the debaters to be capable in the debate. The third function of the judge is to be decision maker. James H. McBath states that as decision maker the judge is called upon to make choices among alternatives emerging out of the proposition. The judge should value content above delivery and substance about technique. The stronger position on the issue should prevail, and the more credible evidence should prevail over a greater quantity of evidence having less probative force.⁸⁶

The judge of debate in development skill is not to determine which one is the winner and which is the loser however the judge whose function as decision maker is value the evidence and the quality or substance of the speaking, it could be done by the judge by giving appreciation and correction. The judge must know which can be valued as value content and how the judge call the speaking at good substance so that the debaters may know the criterion of good speaking substance. Te judge may not declare which team wins a debate, however the judge should declare which team is the best and which speaker which capable to show good performance until

⁸⁶ Ibid, page. 316

the other debaters have a conclusion that to be good performance in debate must be like speaker declared by the judge. This may make the other debaters apply the criticism from the judge. Those are description about the function of the judge is based on the researcher observation.

Australian parliamentary debate is a method where the teacher gives the current motions to debate and all students in debate have an opportunity to speak. Motion is the topic debated. Usually motion starts with would like “this house” (TH) or this house believes that (THBT)“ or “this house believe” (THB). Both affirmative and negative teams are debating upon a motion which should be debatable and impartial. Debatable means that the motion is still falsifiable can be denied in some ways. Impartial implies the meaning that the motion should stand in the middle or neutral, it does not incline to any side. Motion called as debatable motion when it is able to be seen from any sides, in giving motion, make sure that the motion can be denied and known by generally students. The neutrality of motion must be kept going in order to avoid students’ unexpected response, there must be a team which is benefited by the motion with the result that the students or debaters prepare the debate at the same portion

When the researcher observed the activity of debate, in the first time when the researcher came to observe, the motion given by the teacher is “Vibrant event in Indonesia! Such as gossip shows, soap operas, talk show, advertising raids and so on can help the entry of globalization but turn off the personalities of Indonesian culture”. This motion is debatable because

it can be denied and preserved by both proposition and opposition team. It based on how strong the argument and how many data presented by the students in each team. The motion above is impartial because it does not incline to any side and it stands in the middle side. There is no team which is benefited, it based on how critical the students counter the other side and how sharp the students on finding the other argument mistake. The second motion is “Indonesian Ex-ISIS Should be Banned to Turn to Indonesia”, this motion fulfil the criteria of the motion that should be debatable and impartial. In this motion, the debaters are expected to find many data to reinforce the debaters own arguments. A debate is like battle of argument in which each team stands on their position, attack the opposite and defend their own case. The praiseworthy job can be done well by using critical and logical thinking. Argument is fragment of thought to support the theme line.⁸⁷ Argument become the core of resulting debate and the debate could be good or not depends on how strong the argument. Good and convinced argument could be easily reached by critical thinking skill and logical thought.

The teacher used debate in order to make students could balance their spiritual, emotional, and intellectual intelligence. Although in the debate the argumentation becomes the core resulting. The teacher in not only accentuates students’ intellectual intelligence but also balance it with emotional and spiritual intelligence. Australian parliamentary debate used by teacher in teaching speaking in order to assist students to speak with

⁸⁷ Susaniah, *The Use of Active Debate Technique in Teaching and Learning Speaking*, (Thesis: Syekh Nurjati Islamic Institute Cirebon, 2015), page 27.

good substance and quality of speaking. In this debate, the teacher is not only order the students to debate, but the teacher also appreciates students' development and progress, and also the teacher comments students' lack and mistake. It is done by the teacher in order to make students become good speaker in every field such as economy, social, law, and religion.

As mentioned above by the expert's that the function of the judge is to critic, decision maker, and educator. In the implementation of Australian parliamentary debate at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee, the last activity is the comment. The comments are given by the judges to improve the debaters' mistake so that they can reform it in the next debate, the most and important comment that honestly revealed by the judges is about eye contact, body language, intonation, evidence or data, the position and the role of every speaker. Eye contact is associated with confidence and sincerity. Debaters should attempt to maintain eye contact with their audience by moving their eyes over the audience as a whole, without becoming fixated on a single member of audience.⁸⁸ Eye contact becomes the weaknesses of the students at English Area of Latee (EAL) when they do debating. In delivering arguments, the debaters still see the empty place and read the text. It should be avoided by the debates. Students when do a debate and delivering an argument should use their eye contact in order to make the other side convinced with the arguments being delivered. So the eye contact becomes the judge and the teacher attention in doing debate.

⁸⁸ Ray D'Cruz, *The Australia-Asia Debating Guide*, (North Melbourne, Australian Debating Federation, 2013), page 21.

The other most commented by the judge in the implementing Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) is body language. The body language of the speaker is very important element of their speaking style, as the expression of indicate, *body language* is a language of its own. It can have significant impact on an audience and create a powerful impression such as confident, trust and credibility.⁸⁹The argument called as strong argument determined by body language, body language gives powerful impact to convince the other side that the argument being delivered is credible and trust. The use of body language also makes the students in the other side in weak mental because of body language usage. So that the judge commented the students to increase their body language in order to make the opposing team in weak mental and lost their confidence.

The judge also comment about that the students or debaters still confused with their position where debaters stand on the position also the role and function of speaker. Most of debaters do not realize that the duty of the speaker is to give substantive argument or the debaters do not realize that the duty is to give rebuttal and conclusion. Most of misplaced duty of the speaker happens to the third speaker where the third speaker do not give the conclusion, the third speaker just rebut the opponent arguments. When researcher observed the activity on implementation Australian parliamentary debate at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee, some students do not know the

⁸⁹ Ibid, page. 21

function of the speaker, not all speakers have the same function, speakers have the different function based on the number of speaker.

Every speaker except the first affirmative is expected to rebut his or her opposition. The first and second speaker on both teams are also expected to present substantive arguments. The third speakers, therefore, are used for rebuttal and summary. Some students who join debate do not notice the function of the speaker and maybe the students forget with position where they standing. Students who join debate at English area of Latee (EAL) must be ready whether they are positioned at the first, the second or the third speaker, they must be ready in all situation, in Proposition or Opposition team. The teachers deliberately determine the motion a week before debate without determining who will be in Proposition and Opposition team and who is the first, the second or the third speaker. It is done by the teachers in order to make the students prepare in all position both in Proposition and Opposition and also prepare the number all of speaker.

The judge also comment the students who speaks too fast so that the other students could not catch the point. In the context of communication, speaker speaks in clear sentence and makes the listener understand so that the communication must be effective. When the students think that the criterion of the fluency and good speaker measured by speak fast and fast, it is wrong, speaking fast is not enough when it is not followed by the substance and quality of speaking, in debate. Maybe speaking fast can be approved of in debate with the purpose to make the

other debaters do not catch the point in the argument. However, not all debaters have bad listening and have little vocabulary so that the debaters must be careful at delivering arguments. Speaking with full of substance and quality of the argument, speaking little but meaningful, and make the other debaters approved of our speaking is better than speak too fast without good control. In the implementation of Australian parliamentary debate, the judge or the teacher comments the debaters who speaks too fast and do not care with the intonation, they just speak and it is not the teacher's expectation for debaters so that the judge comments the debaters.

Based on the data which are gotten from the observation on the implementation of Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee, the teaching learning process by using Australian parliamentary debate is effective enough, the word effective can be interpreted as there is an effect, brings to success. It is supposed to be effective enough because the debate which is implemented at English Area of Latee (EAL) gives effect or impact and bring it to result. It is proven with the responses which are given by students to the debate that used by the teacher in teaching speaking, the students feel that they can develop their speaking quality. Beside that, students can sharpen their mind. So, when the method gives positive implication to students' development and it gives positive effect, it's should be continuously used by the teacher in teaching learning process in order to obtain the goal of teaching and learning process.

By using Australian parliamentary debate on teaching speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee makes the students have an opportunity to explore their knowledge. The debate makes student as actor in learning process. The teacher or mentor just become a guider and corrector who guide students in doing debate and correct them when the students made a mistake. Debate acclaim students to find new information, it can be gotten from book, newspaper, and internet. Australian parliamentary Debate also engages students' motivation to read and find information dealing with the motion. The debaters should be selective on selecting the information and opinion from an expert because some experts give an opinion to provoke, and sometimes there is misleading information. So that the debaters must be careful on selecting information, it could be done by asking to the teachers about what website which provides good and reliable resource of information.

In the implementation of Australian parliamentary debate, the judges give comment to each students' performance, whereas the teacher appreciates the students' speaking advancement. The comments are given by the judges in order to assist students becoming better speaker. Based on the result from observation, the mostly comments from the judges are about intonation, grammar structure, emotional control, data, and the most is about students' position and the role of each speaker.

The result of explanation above shows that debate which is implemented at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee is Australian parliamentary debate style with

Point of Information. The process of debate is guided by the chairperson whose duty is to introduce the motion and speaker, timekeeper whose duty is to set and give appropriate time accordance the rule of Australian debate and the judge whose duty is to educate, criticize and make decision. The duty of timekeeper and chairperson can be done by one person because teacher limitedness. At the last section of the debate, the judge comments to whole debaters' performance. Mostly commented by the judge is about that the debaters do not know exactly the duty of every speaker and where the speaker stand, in "Proposition" or "Affirmative" or "Proposition" or "Negative" team.

2. The Students' Responses on the Implementation of Australian Parliamentary Debate on Teaching Speaking at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee.

Response is a reaction to a question, experience, or some other type of stimulus.⁹⁰ People will reaction to the question or experience or other types of stimulus in a form of written, oral or in action, people must give both positive and negative responses, it depends on question or experience passed through. Stimulus is something that incites to action or exertion or quickens action, feeling, thought. Stimulus has an impact to incite people to action and thought. Responses that are given by students which comes from any types of stimulus is very important because it determines the successful of the implementation of Australian parliamentary debate on teaching speaking, the success of an implementing method is measured

⁹⁰ <https://www.vocabulary.com/dictionary/response>, Pada Tanggal 30 Maret 2020 Pukul 2.37 AM

how great the implementation of Australian parliamentary debate gives impact to the students' speaking development and also the students' and teachers' readiness.

When students give good response after activity especially in teaching speaking by using Australian parliamentary debate, it means that the students felt that debate assists students to develop speaking and the other skill, and the debate must be kept ongoing and developed with the result that the debate becomes an excellent activity and able to create better generation with great proficiency so that debate is believed as an excellent activity is not only in the definition of debate itself but also in the reality, it is proven by good responses which are given students at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee. In this case, there are various responses are obtained from the students, this data are obtained by researcher from an interview with all students who join debate program in skill development at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee. They are:

Australian parliamentary debate can help students to develop their speaking skill. speaking skill is an ability to convey one's message or information verbally in proper and suitable manner, speaking can be defined as an ability to convey ideas, feelings, and thoughts and also as an ability to express oneself clearly in front others (public). Speaking called as skill is an ability to convey ideas or information with proper manner not just speak in daily activity, speaking called skill because it cover fluency, vocabulary, grammar, and pronunciation. Speaking on front of others or

public becomes one of the criteria that speaking is called a skill. Australian parliamentary debate which is implemented in teaching speaking prepares students to possess speaking skills and helps students or debaters become better speakers particularly in front of others or the public. It is suitable with what stated by Gary Rybold, he stated that Debate will help students become a better speaker in all situations-private and public. Everyone in debate contributes and has a voice in the argumentation⁹¹All of students who join debate in skill development can develop their speaking skill because they are acclaimed to convey their ideas and thoughts or even information that is obtained. There is no dominant student in the debate because all of them have a voice to present their argument. Students must speak different themes. In debate, students should pay attention to the intonation, stressing, rhythm so that the argument convinces the listener. Intonation refers to the pattern of pitch change it can be raising and falling intonation, stressing refers to in what part of the word must be stressed, rhythm is created according to the position of stress within a single word or a group of words.

Speaking as a productive skill is opposite to listening and reading as receptive skills, the speaker should pay attention to the intonation and rhythm because the speaker is not to stand with the position of speaking. Speaking is also closely related to listening as two interrelated parts in conducting communication. Every speaker seems to be a listener and a listener also seems to be a speaker, so that they are two parts that may not be

⁹¹Ray D'Cruz, *The Australia-Asia Debating Guide*, (North Melbourne, Australian Debating Federation, 2013), page, 2.

separated. Debate that applied at English Area of Latee (EAL) helps students to develop their speaking skill, determining speaking is not only measured by how fluent they speak but also they are important part that should be known particularly on debate that is intonation and rhythm.

The teacher or the judge at English Area of Latee (EAL) appreciates student who speaks fluently. However they also emphasize students to be at good intonation and rhythm so that the students know when the debaters must stress the word and in what part the debaters must uses falling or stressing intonation because the arguments being delivered by the debaters is not only measured by the substance of the argument itself but also the ways and style the debaters deliver and the debaters know when they to stress and fall intonation. Those are conducted by the teacher in order to make students ate good capability in English particularly intonation so that the argument revealed convince the listener.

Students also put attention to the hand gesture and body Language because it also helps the speaker to convince the opposing team and the audience. Body language gives significant impact on audience and creates a powerful impression such as confident, trust and credibility. The hand gestures should emphasise points in and of themselves (counting out the argument, pointing the opposition and proposition, stressing conflict and community).⁹² The teachers at English Are of Latee (EAL) hope that the debaters could balance their sufficient knowledge or information, speaking

⁹² Jonathan Bailey and George Molyneaux, *The Oxford Union Guide to Schools' Debating* (Great Britain: Oxford Union Society, 2005), page. 11.

skill such as intonation and fluency or linking and assimilation, and body language in a form eye contact, hand gestures, and gesture.

The implementation of Australian parliamentary debate can help students to solve the problem. Problem solving originates from two words namely problem and solves. The meaning of the problem is a thing that is difficult to deal with or understand, problem can be interpreted as a question to be answered or solved. Meanwhile the word solves can be interpreted as to find an answer to problem. Syaiful Bahri Djamarah and Aswan Zain state that problem solving is the way to think scientifically to find solution to problem.⁹³ Solving scientific problem is not an easy way to find its solution. It needs great and big effort to find its solution. Before stepping forward to find a solution to problem, the students or debaters should know the problem itself then finding the solution for the problem. Debate that conducted at English Area of Latee (EAL) argue about the problem being confronted by people or organization or even a country with the purpose is to find solution to problem, it is suitable with what stated by Gary Rybold, he stated that debate will teach you how to solve problem. One of the main reasons for debating is to find solutions to problem.⁹⁴ Motion which is given by the teacher is about the problem which is being faced by this country. Students should know the motives of problem. Students also see the problem from various sides so that they can give a solution to the problem.

⁹³ Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2002), page. 102.

⁹⁴ Jonathan Bailey and George Molyneaux, *The Oxford Union Guide to Schools' Debating* (Great Britain: Oxford Union Society, 2005), page 3.

Australian parliamentary debate also helps students to strengthen mental, it help students to be ready speaker both in private and public place because students who participates in debate skill development are acclaimed to responsible to what they are delivering so that the students are able to be ready when they are confronted with public. It is suitable with Gary Rybold's statement. He said that Debate will help students become a better speaker in all situation-private and public. Everyone in debate contributes and has a voice in the argumentation.⁹⁵ Debate helps students to strengthen their mental in private and public place.

The majority of students have problem with mental. Mental mostly make students disappointed although they are at good intelligence, mental could deprave preparation in longer time. Mental must be sharpened by accustoming speak in front of public and it has strong relationship with speaking in front of public. The way that is to sharpen mentality in to accustom to speak with companion, the characteristic of students who have a weak and down mental is that they are afraid if they speak wrong, they are afraid that their speaking is less meaningful, they are afraid that their speaking become object mockery. Debaters or students who join debate in development skill at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee are trained and accustomed to speak in front of companion so that the debaters can defeat even if discourage bad assumption.

⁹⁵Gary Rybold, *Speaking, Listening and Understanding* (New York: IDEBATE Press Book, 2006), Page 2

Australian parliamentary debate which implemented can develop students' critical thinking. Critical thinking is thinking about how you think, it is the process of asking and answering question and trying to understand how and why you come to the conclusion that you do. Critical thinking is an essential skill for debate because debaters need to plan what they will say, anticipate the other team's responses, and think of an argument to counter the other teams argument. Critical thinking is not just something we should strive to use in debate, we can use many skills to become better critical thinker; comparing the viewpoints of other people to your own way of thinking or your perspective, finding ways to ask question that apply to many perspectives, understanding why some statements are correct and others are not, researching the critical reading and evaluation, understanding how problem solving work, and presenting argument in constructive ways.

In presenting an argument, students or debaters should think critically so that the debaters can present the arguments in substantive and constructive ways then the argument can be received by the other team. In the debate, students should turn into the reference which has been red. Students also criticize what the other side argumentation. It needs critical thinking. It is suitable with 21st century competencies that one of the competencies that should be owned by people is critical thinking.⁹⁶ It can be achieved by the implementation of debate.

⁹⁶ Ministry of Education, *21st Century Competencies* (Ontario: Une Publication, 2016), Page. 12.

Australian parliamentary debate makes students get new information and idea. This statement is suitable with what Simone Quinn statement that debating gives you the chance to meet new people and idea.⁹⁷The teacher always gives the motion which dealing with the current issue. The students should find the reference and statement from expert, it can be found in newspaper, magazine, book, journal, article, and internet. In the debate activity, students can meet with new idea which comes from the other side. Some of the best lesson in the debate is to learn how to find a good source of information and how to evaluate evidence. The evidence or information could be found in many ways as mentioned above and one of them is in the internet, many people rely on the internet for a quick, easy way to access all kind of information.

The debater should be selective in the process of selecting information because not all information is good, there is misleading information. Many people and organization have website to provide some information and not all of them provide good and reliable information. Some information appears to make situation more horror and some appear to frighten and threaten. The debaters are expected to select information from trusted website and information provider, if the debaters are complicated to determine where is most trusted, they can ask to the mentor or teacher.

⁹⁷ Simon R Quinn, *Debating*, (Brisbane: International Debate Education Association, 2005), Page 1

The implementation of Australian parliamentary debate also makes students motivated to read. Reading is an active process in which the readers shift between sources of information (what they know and what the text says), elaborate meaning and strategies, check their interpretation, and use the social context to focus their response, reading is not simple process, reading is the process of interaction between the text and the reader. Information that are getting from reading pass through long process namely elaborating meaning of the text, interpretation, and correlate it into social context. Some of us maybe do reading activity only to get information without interpretation and elaborating meaning of text and correlate it to social context or with the case being elaborated and deepened. Australian parliamentary debate which is implemented on teaching speaking at English Area of Latee (EAL) help students or debaters to possess more motivation to read while Douglas brown states that motivation is probably the most frequently used catch-all term for explaining success or failure of virtually any complex task.⁹⁸ Motivation could come from extrinsic and intrinsic, motivation determines the success or failure the activity and motivation can change people and make them in strong wish. Motivation could engage people to do something in spite of the people hate the job. Australian parliamentary debate can motivate students to read. Not all students like reading and not all students read what they like. Some students read book, article and any kind of text because of perforce. A few students at English Area of Latee (EAL)

⁹⁸Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco: Pearson Education Company, 2000), page. 160.

Pondok Pesantren Annuqayah Daerah Latee feel perforce to read because of joining debate skill development program eventually he realizes that reading is important to keep the acuity of thought and analysis. However, some students read to get information or for pleasure or interest.

Debate motivates students to read because in the debate, students or debater must read some reference, if not the debaters or students could not know and understand what they will. The debaters should understand the motion which given by the teacher and the way to know and possess viewpoint dealing with the motion is to read so that by the existence of debate make students motivated to read. If it is done by the students in longer time and becomes habit, it can be ensured that the debaters or students will like reading. Jeremy Harmer states that motivation is some kind of internal drive which pushes someone to do things in order to achieve something.⁹⁹ Motivation becomes an internal drive to push someone to do something. Motivation is like pedals, the faster people pedal the bicycle the faster bicycle runs, the stronger motivation possess by someone the faster he/she achieves the goal. To debate activity can motivate students to read becomes plus value for students' progress and the progress can be achieved by how strong the motivation is.

By the implementation of Australian parliamentary debate, students can be in social awareness and invite students to the social condition. One of the main reasons for debate is to find solution to

⁹⁹Jeremy Harmer, *The Practice of English language Teaching Third Edition* (England: Person Longman), page. 51.

problem and criticize problem, the students could do it when students know the motive of the problem and follow the progress of the problem and also collect many information dealing with the problem. By this case, students imply put their attention to the social condition. Debaters or students who join debate in skill development at English area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee gotten the motion from teacher who handles debate dealing with the issues which talked in the public, it can be political issue, economical issue, government policy, and dispersion Islamic radical organization.

Students at English Area of Latee (EAL) debate over about vibrant event in Indonesia such as gossip shows, opera and talk show. Those become favorite Indonesian entertainment and majority television station has program which present gossip show and talk show. All of them become problem because it is believed that it can turn off the Indonesian personalities. The second example from the public issue and the problem being confronted by this country is about the return of Indonesian ex-ISIS to Indonesia, this is one of the government problem which invites interest from every institution, Islamic organization, and all Indonesian society. The society is waiting for government policy, some expert and organization non-government revealed their own perspective and verify the impact when the Indonesian ex-ISIS allowed to turn to Indonesia. Students at English Area of Latee (EAL) particularly who join debate follow to talk this case, the debaters reveal the reason when government allow the Indonesian ex-ISIS turn to Indonesia, they will influence and

invite more member so that an ISIS become big organization in Indonesia, if government may not allow the Indonesian ex-ISIS, it is the same that the government is not responsible to the society. From the fact above that students who join debate in skill development program will know and put their interest to the social condition and it helps students to escalate their interest and avoid them from ignorance and behave mocking to the social issue.

Implementing Australian parliamentary debate can make student to broad their perspective and sharpening their thought. An idea and information can broad the perspective and insight, then the idea and information can be filtered and discussed so that it can broad and sharpen the thought. Broadening some perspective gotten from read a lot of books and broaden something deeply. People who have wide perspective could not be careful to blame some opinion because they know the case deeply, people who have wide perspective behave the problem wisely and they realize that in determining the law of case can be seen from many side.

The existence of the implementation of Australian parliamentary debate at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee helps students or debaters to broaden their perspective, it can be done by the debaters at how behave on problem and comprehend it deeply so that it find solution for the problem. The debaters or students who join debate could sharpen their thought through finding solution to problem and criticize the problem through relates it to the supporting expert opinion. It could be also gotten by the debaters because the debaters

or students who join debate should plan what they want to say, anticipate the opponent's response and also counter the opponent by arranging undebatable arguments, the all process in the debate and before a debate help students or debaters to sharpen their thought. Students at English Area of Latee (EAL) particularly who join Australian parliamentary debate at the skill development must discuss the motion with the other students before conducting debate.

The Implementation Australian parliamentary debate on teaching speaking helps students in order to balance their spiritual, emotional, and intellectual intelligence. Before conducting debate activity, all of students read *Hubbul Wathan Minal Iman and Shalawat Nariyah*. It gives supernatural effect to the students' spirituality. According to Chaplin in Syamsu Arif that intelligence is as an ability to face and adapt to new situation fast and effectively.¹⁰⁰The longer students do debate, the stronger mentality because little by little they can control their emotion. According to Daniel Goleman that emotional intelligence refers to the ability to recognize our feeling and the feeling of others, the ability to motivate yourself, and the ability to manage the emotions well in themselves and in relationships with others. The ability to manage emotion becomes main purpose in implementing Australian parliamentary debate as weekly program at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee.

¹⁰⁰ Syamsu Yusuf, *Psikologi Perkembangan Anak dan Remaja*, Bandung: PT Remaja Rosdakarya, 2010, page 106

People who ever discuss something with others then the argument is able to be argued by companion of discussion, it will make people angry then encounter the argument emotionally. Students who join debate are accustomed that the argument must be argued by other students. So that the students feel that they can control the emotion while delivering the argument accurately. Emotion can move from positive to negative ones so that it needs an intelligence to manage an emotion. To make debate activity run well, the debaters must possess intelligence because they must accommodate the others' statement then process it into new convinced argument. English Area of Latee (EAL) is the English club which under boarding school of Latee control, every activity should be begun by reciting *Basmalah* then read *Shalawat Nariyah* as the the Syekh ordered, it is believed that the reading of *Basmalah* and *Shalawat Nariyah* can give a spiritual effect so that the activity including debate in skill development run well and get many benefits. Hence, in the implementation of Australian parliamentary debate at English area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee reforms the students' intelligence.

Australian parliamentary debate which is implemented at English Area of Latee (EAL) help students how to deliver argument politely. In addition to help students to control emotion, debate that implemented at English area of Latee (EAL) is able to keep students politeness. The purpose of the debate is to increase students' intellectual intelligence. Thus, the teachers also educate students to control their emotion and keep behavior. The Islamic students must keep behavior in all situations.

Delivering argument with strong emotion while pointing the opponent becomes self satisfaction of the speaker, but it is not at English Area of Latee (EAL), the students or debaters must notice to be always on good behavior. The debaters must deliver the argument and join the debate program with good behavior. As Muslim, keeping good behavior becomes the most important in our life and also at the relation with the god and humankind, keeping good behavior should be done in anywhere, anytime and anyplace. The importance of keeping good behavior becomes the reason why the prophet delegated to the world, the greatest prophet says that he is delegated is to reform behavior or *Akhlak*. A lot of Muslim scholar put their attention on reforming behavior because *Akhlak* as manifestation of good or bad humankind. The implementation of Australian parliamentary debate at English Area of Latee (EAL) Pondok Pesantren Annuqayah Latee still keep going on preserving good behavior even if in the debate activity so that in this program, the teachers still has opportunity to reform Islamic students' behavior into complete humankind which suitable with Islamic boarding school mission is to keep going on good behavior.

Implementing Australian parliamentary debate assists the students to develop listening skill. Listening involves making sense of spoken language, normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge and the context in which we are

listening¹⁰¹ Listening is an activity in making sense of what we are listening to the sound, by the help of visual from the listener, listening is more than hearing, listening means paying attention to the sounds that we hear and choosing a response , listening is different from hearing, hearing is the physical process without making a sense of what we hear while listening is the process of attempt to make meaning or sense of what we hear. Involving in the debate program helps the students to make meaning or sense of what we are hearing, debate can help the debaters to be good listener and able to sharpen the debaters listening proficiency. It is suitable with what stated by Gary Rybold that debate will teach us to become better listener.¹⁰² All students who join debate should listen to what his friend utterance while making a sense and meaning of what they hear in order to support his friend's argument. Students should listen to what the other side talks to in order to catch the point so that they can interrupt the argument. The debaters should respond the brilliance and failure idea, and stand up with the position. Get listening is done before start talking while start thinking and developing the thought.

To be a good listeners in the debate is able to make sense or meaning of the sound in order to response and counter the other arguments which come from opposing side and also comparing viewpoint of other then argue it with own word. Listening skill in debate support the debaters to be critical thinker which the duty is to plan what will say, anticipate the

¹⁰¹ Tony Lynch and David Mendelsohn, *An Introduction In Applied Linguistic, 2nd Edition*, (London: Hodder Education, 2010), Page. 180

¹⁰² Gary Rybold, *Speaking, Listening and Understanding* (New York: IDEBATE Press Book, 2006), Page 4.

others argument, and encounter the argument of others. So that listening skill could be reached by implementing debate and also help the debaters to be critical thinker. Listening is a receptive skill in English which needs to be accustomed by English learners, English learners should practice by listening music, conversation or debate above all it help us to keep our listening skill. Listen to native speaker is not easy as listen to our companion when building communication. Debate which is implemented at English Area of Latee (EAL) helps students to develop listening skill and accustom to listen. Students who have bad listening sometimes misunderstand to what the speaker says and responses it with different meaning, bad listening effect to the communication and make communication as something bored.

The implementation of Australian parliamentary debate helps the students to enrich their vocabulary. According to Penny Ur vocabulary can be defined roughly as the word that the researcher teaches in the foreign language.¹⁰³ The term of vocabulary refers to the foreign language word that appears to be something strange which needs practical method to remember it and pronounce it correctly. Richard and Renandya states that vocabulary is one core components of language proficiency and provides much of the bass for how well learners speak, listen, read and write.¹⁰⁴ Vocabulary is the base component of English language learners before moving forward to the next level and part of English language skill.

¹⁰³Penny Ur. *A course in language teaching and theory*, {Cambridge: Cambridge University press,1996},p.60

¹⁰⁴Jack C. Richards and Willy A. Renandya, *Methodology in language teaching: an antology of Current practice*, (Cambridge: Cambridge Uneversity Press, 2002),P.255

While studying speaking through Australian parliamentary debate which had been implemented at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee, the debaters or the students could enrich their vocabulary as the most basic part of English language learners. When the teacher gives the motion, it can be ensured that not all the words are familiar.

There are some words and term which are not familiar to the students, not all words have memorized by the students so that they must open dictionary. Students have different method in memorizing and enriching their vocabulary, it could be carried out by memorizing vocabulary which exit in simple book or dictionary. It could be carried out by noting the word that they did not before. In the second activity carried out by students who join debate in development skill. Students who had been memorized expect that the vocabulary inherits permanently in their mind. To make it real, joining debate can help the students to memorize a lot of vocabularies and practice them into oral form. It can be ensured that the debaters who join debate in skill development can enrich amount of vocabulary and make it inherit in their mind because the word produced in the oral form. Unconsciously, the debaters or students can enrich their vocabulary and help them to be familiar with the word which is not uttered in daily activity and the debaters to remember it because the new word being memorized or noted on the book must be pronounced by the debaters, this is an easy way to remember and make the vocabulary inherit in mind at longer time.

The implementation of Australian parliamentary debate can help students to study grammar. Grammar is a set of rules for forming words and arranging the words in a sentence in the correct order to convey the complete and correct meaning. Grammar refers to way how to construct the word based on the grammar rules. In Arabic language, grammar is the same with *Nahwu*, Grammar discusses about how to make good sentences and other English construction. Grammar becomes the success of speaking, reading and listening, Grammar also determines good or not the writing. Understanding and mastering Grammar helps students or language learners are easy to arrange sentence in good way which accordance with the rule of English construction so that the listeners understand the meaning of that speaking and write English essay, article or any kind of writing.

Mastering Grammar also helps the learners to listen English conversation any kind utterance in English language. In the implementation of Australian parliamentary debate at English Area of Latee (EAL) Pondok Pesantren Annuqayah Daerah Latee helps students or debaters to re-remember and master the grammar because the teacher or the judge notice the grammar rules through debaters' delivering arguments. When the students debated over about Indonesian Ex-ISIS should be banned from Indonesia, the speaker mention corona virus with misplaced word namely virus corona, the speaker intents to spell those two words in English, however, the speaker utters these two words with Indonesian structure, it is caused that the speaker do not have grammar

sufficient knowledge or even the speaker do not notice the grammar rules when they speak. Arranging sentence with good and appropriate grammar becomes judges' or teachers' attention on implementing debate. Mastering grammar, speaking, reading, writing, and possessing enough vocabulary become interrelated thing which one of them is not able to be separated. Mastering all of them must be achieved by English learners.

From the students' responses above, debate is a good strategy to be implemented because it covered almost all aspect of language mastery, Australian parliamentary debate should be implemented in teaching speaking because it can develop students' speaking skill and also develop other skill such as listening, critical thinking, and problem solving. It also gives many benefits to assist students' development in other fields because it makes students get new information and idea. Critical debate also develop student' speaking quality. By implementing Australian parliamentary debate, students can develop their cognitive and linguistic part. Debate is an excellent method because it can cover almost all part of the languages and also outside the language such as critical thinking skill and problem solving.

From the statement above, it is clearly enough that speaking plays the most important role in learning foreign language. Learners can speak fluently and interact with foreigner, learners are able to build communication when possess good capability on speaking. Having good capability on speaking becomes the most learner expect to become specially speaking skill in higher level. It can be achieved when the

learners learnt speaking with the appropriate method especially debate. So, this method helps the learners to achieve the speaking skill on the higher level and also make students increase students' knowledge.

However not all students felt easy to join the debate skill development program because it engaged students to speak in specific theme and it acclaimed students to find new words and new ideas to present. It could be assisted when the students found the reference. Finding reference became something complicated for the students who were used to read. This method sometimes became difficult thing for the sluggard who just relies on what in their head and feels satisfied with what being possessed.

Beside that, the researcher also conducted interview with the English teachers and students. On the interview, the students felt that the implementation of Australian parliamentary debate could give many advantages to the students' development both in cognitive and linguistic part. Students could develop and sharpen speaking skill while obtaining new idea, information, and insight. Australian parliamentary debate also prepared students to be better speaker both in private and public place and all students have a voice to express their idea and thought. Based on the observation which had been conducted by the researcher, they were three teachers which the one teacher had a duty to be timekeeper and chairperson, the two teachers became the judge which the duty is to observe, educate and criticize the students' performance.

When the researcher interview the teachers about Australian parliamentary debate that it could help students to preserve and maintain the critical thinking and help students to be in advance speaking level (with good intonation and rhythm), good grammar and help students to enrich vocabulary, beside that, the implementation of Australian parliamentary debate can help students to achieve good level in language, the implementation of Australian debate also helps students in delivering argument with good intonation, with eye contact, gesture, and hand gesture. Then the researcher interviewed the students who said that by the existence of implementation of Australian parliamentary debate makes students know the current issue, knows how to be at good behavior and control emotion, increasing students' attention to the social condition, sharpen their thought and broaden the perspective, and the students knew how to solve the problem.