

ABSTRACT

Rasyad, Fadhillah (2023): **The Implementation of Asian Parliamentary Debating System to Build Students' Speaking skill in EFL English Club.**

Speaking is considered as a complex activity for the English Foreign Language students. Since the activity in the class or English club are rarely enforced to engaging in speaking activity. Therefore, the Asia Parliamentary Debating System comes as a solution. This activity is able to force them to participate in speaking. This debating system can be played by the small number of participants. With the small group debate, the participants are forced to speak and have their own time to speak. This study aims to (1) explore the implementation of Asia Parliamentary Debating System and (2) finding students' responses to the implementation of the APDS in improving their speaking skill.

This study employs case study with qualitative approach. It is conducted at one of English Clubs as the semi-autonomous body of students' association which is based at one of state universities in Bandung. Purposive sampling is utilized in this study to choose participants. Six from 18 students are chosen because those six students who were involving with the real-time debating practice. The observation is used to explore the implementation of the APDS in the mentioned site, while the interview used to figure out the students' responses to the implementation.

The findings show that (1) the implementation of APDS consist of three parts, (1) the pre-debating, (2), the debating, (3), the post-debating. Moreover, the facilitator of this study explores the speaker role of each team which is not existed in Quinn's implementation guide but supported by Quinn's (2009) in his newer book, a perfection effort for the parts of the implementation guide to be more comprehensive. (2) The students' responses on the APDS also have the positive output, shown as follows: (a) in students' opinion, the debate does help them to engage more in speaking activity which make them able to increase their speaking skill, (b) the students feel motivated and enthusiast in learning debate since it is new for them and able to engage them deeper in speaking activity. Besides, students also thought that debate is arising the new interest for them, reading interest is the example, (c) students remain relax, calm, and professional in real-time debating section because they prepared all the materials for the debating section.

The observation protocol in this research is adapted from Quinn (2005) and Quinn (2009). The observation protocols are well adapted as seen at the findings' explanations. It indicated that the implementation conducted by the facilitator in this research has been supported by the existing theory. The interview questions regarding the students' responses are guided by the theory from Secord and Backman (1968). The theory from them is well applied to the questions proven by the findings that taken from students at the interview section. Based on the explanation above, the second research question is well answered by utilizing the interview.

Keywords: speaking, implementation, Asia Parliamentary Debating System, students' responses, EFL speaking.