

CHAPTER 1

INTRODUCTION

A. Background

Speaking is one of the important skills in language learning besides listening, writing and reading. Speaking is the process of building and sharing meaning through verbal language in a different context (Yang, 2014). It can also be defined as the activity of asking and giving information conducted by two or more people. In speaking, there is a process of communication between the listener and the speaker. People pour their ideas into words and deliver their ideas and feelings that they want to be understood by their interlocutors.

However, Handyani (2013) stated that speaking is considered a difficult language skill to be done by some EFL students since they need to build and share their thoughts which are often complicated. The difficulties can be overcome by some training such as conversation, speech, debate, and et cetera (Almasari & Ahmed, 2013). According to Maryadi (2008); as cited in Iman (2017) debate can motivate students' thinking process, especially when defending their statement to convince the audience. This strategy can encourage all students to be active and build their confidence as well as the speaking ability. The debate has been used in several English classes in the United States, such as at the EPI (English Program for International) at University of South Carolina and the English classes at University of Arkansas. Debate is believed as an appropriate method to stimulate mental and emotional maturity, as Wigley (1986); as cited in Colbert (1993) states that debate teaches students how others think, which improves their ability to resolve conflict.

Indonesian researchers are interested in observing debate as a solution to build students' speaking ability. Debate is proposed in this research because debate provides a speaking exposure where students can exchange each other's ideas and thoughts freely (Mangunsong, 2014). Moreover, the study of Yulia (2017) found that the experimental group achieved a significant improvement in literature understanding after the implementation of the debate. This recommends that the use of debate besides to stimulate and build students' speaking

ability it also assisted the students to enhance the reading ability. However, this research still has some gaps with the former research findings. This paper examines the implementation of Asia Parliamentary Debating System as well as their responses towards the APDS in their speaking ability improvement.

Asia Parliamentary Debating system is understood as kind of debate which commonly used in national debating competition. As mentioned by Syahputra & Salwa (2020) that The Asian Parliamentary Debate System (APDS) is one of the debate systems used in a competitive setting. This is one of the competitive debate formats that the National School Debating Championship has embraced (NSDC). The former researchers Rasyid & Namrullah (2021) state` that the outcome showed that the speaking score of the students had significantly improved. In conclusion, improving students' speaking skills through the use of an Asian Parliamentary debating system has been proven to be helpful.

Therefore, the researcher tried to observe and find out the students' responses to the implementation of debate in one of the students' associations in one of state universities in Bandung under the title "The Implementation of Asia Parliamentary Debating System to improve EFL students' speaking skill." Member of the English Club is chosen as participant because they are reachable by the researcher and also, they have a running debating program. Besides, member of the English Club is match with Quinn's (2005) requirement that state the person who are able to join at English Debating is a person with English intermediate level.

B. Research Questions

This paper is intended to answer these research question as follows:

1. How is the implementation of Asia Parliamentary Debating System as learning method
2. What are the students' responses to the implementation of Asia Parliamentary Debating System whether building students' speaking skill after using it?

C. Research Purposes

Based on the research questions, this study is likely to reach the following goals:

1. To investigate the implementation of Asia Parliamentary Debating System as learning method.
2. To explore students' responses to the implementation of Asia Parliamentary Debating System in improving students' speaking skill after using it.

D. Research significances

a. Theoretical significances

This study shows how the APDS is able to help EFL students to their speaking ability.

b. Practical significance

This study provides the practical significances is which aimed to the students, facilitators, and former researchers.

1. For the students

The result of this study is for helping students to improve their speaking ability with an uncommon and fresh learning method named Asia Parliamentary Debating System.

2. For facilitators

The findings of this study are essential for facilitators to consider and use Asia Parliamentary Debating System as Learning Method.

3. For future researchers

This paper provides additional information for other researchers who want to carry out further research in related fields.

E. Research Scope

This investigation is conducted at UIN Sunan Gunung Djati Bandung. Students who are targeted come from student association activity from English Education Department named SAEED. This paper is focusing on the member of SAEED English Club. This study will use debating system to find out whether is it a suitable method to teach speaking ability. This paper is investigating the implementation of Asia Parliamentary Debating System and their responses toward the debating system itself. There are four aspects of speaking abilities which proposed by Brown (2003). Those aspect are fluency, accuracy of

grammatical structures, pronunciation, and vocabulary. This paper will bring all the components proposed by Brown (2003) as component for the speaking.

F. Conceptual Framework

Syahputra & Salwa (2020) state that the Asian Parliamentary Debate System (APDS) is one of the debate systems used in a competitive setting. This is one of the competitive debate formats that the National School Debating Championship (NSDC) and also used by some campus competition in Indonesia. Quinn (2009) stated that the debate in APDS requires two rival parties to engage in a conflict of support for and opposition to that proposition, claimed by Freeley and Steinberg (2008), the opposition bench is supposed to stand in opposition to the government viewpoints, while the government bench is expected to consistently support the motion's stands. Three-on-three debate is identical to the Asian parliamentary debating system (Team, 2014). There are two teams involved in this debate namely government and opposition team. Each team are served by three members with four roles of speaker for each team. Three people partake as first, second, third, reply speaker. As stated by Quinn (2005), reply speaker is taken from the first or second speaker from each team.

According to Bell (2013), debate has many benefits for students. First, students are able to increase their participation in class and small-group discussions. Second, it will boost students' self-assurance when making academic presentations. The last benefit is that it is a powerful method for developing both verbal and intellectual skills. It shows that students can be more active to discuss when debating system is implemented as learning method. Also, debate triggered them to gain more confidence when they have to provide their argument publicly.

Ericson (2003) in other study concluded that the use of debate has some following benefits as follows:

- a. The capacity to compile and arranger concepts, a skilled debater speaker is one who is able to take a lot of information and pick the best bits to use in a particular discussion.

- b. The capacity to assess data, intelligent speakers have the talent of identifying the most crucial pieces of evidence. Not every assertion, citation, figure, or concept in a discussion is worthwhile of challenge.
- c. The capacity to recognize logical relationships, the overwhelming amount of information offered during most debates confuses the listeners; therefore, presenters who can recognize the connections between ideas aid in demystifying the discussion for the audience and thereby increase their personal odds of success.
- d. The capacity to express and think in broad strokes, in a debate, as in any effective communication, clarity is key because opposing viewpoints frequently mislead the audience. The debaters need to be able to convey to the audience the meaning of their outline in addition to having a crystal-clear conceptual overview of their complete case.
- e. Persuasive speaking ability, both in debate and other sorts of speaking, understanding an audience's expectations and what it takes to persuade that particular audience is vitally crucial

Four components of speaking abilities are put out by Brown (2003). Those components are including fluency, accuracy of grammatical structures, pronunciation, and vocabulary is present.

a. Fluency

A speaker is said to be fluent if they can communicate swiftly and confidently, without many false starts, awkward pauses, and word searches (Nunan, 2005). Speakers must be aware of when to stop speaking in a proper location. The fluency of the speaker can be proven when they do not produce too much filler when they speak.

b. Accuracy

Accuracy concerns grammatical structures, which include things like part of speech, tense, phrase, sentence, etcetera. Accuracy occurs when students' speech corresponds to what individuals actually say when they use the target language explicitly. Students are required to employ the proper grammatical structures in their speech in order to acquire the degree of correctness.

c. Pronunciation

The foundational stage of teaching speaking is pronunciation (Thornbury, 2005). Additionally, at the advanced level, pronunciation objectives can concentrate on aspects that improve communication, such as stress patterns, intonation, and voice quality.

d. Vocabulary

Vocabulary is another main aspect of speaking ability. Vocabulary production produced by speaker can be one of the determinations whether a speaker is fluent or not. The speakers can create sentences and speak them fluently if they have great vocabulary mastery. So, it is impossible for a speaker to speak fluently without having any vocabulary to say.

G. Previous Studies

There are several former research with the similar topic, the findings from former research are various. In this part, previous studies are discussed included the objective of the studies, research method, and findings in order to figure out the similarities and gaps. First research entitled Students' perceptions of debating as a learning strategy: A qualitative study. It was written by Rodger & Stewart-Lord (2020). Debate has been found to improve communication, foster critical thinking, and encourage collaboration across a variety of academic fields, including nursing. The purpose of this study was to investigate how students' perception to the debate had any educational value. 13 undergraduate Operating Department Practice participants took part in a semi-structured focus group. Students attending a debate regarding the organ donation opt-out mechanism. The findings of this research shows that there are three main topics that explain students' perception of the debate as learning strategy. (1) openness to different perspectives, (2) enhancing non-technical abilities, and (3) fostering the deep learning. Based on the findings, debate can be concluded as the precious learning tool to increase students' perspective on some issues, developing non-technical skill, and encourage them to learn more and deeper about some issues.

The second study is conducted by Firmasyah & Valatansa (2019) This study employed collaborative classroom action research, written over the course

of two cycles, before being put into practice and assessed to classify all relevant information, including the success and failure of the action. According on the chosen success criteria, the activity should either be halted or continued while being updated for the following cycle. In the first year of SMK Fajar Kencana, the implementation of debate approach in teaching speaking was accompanied by two cycles, cycle one and cycle two. 29 students in class X AP participated in this study. The study indicates that students' speaking abilities by using debate are improving. The result proven by students' exam scores increased. The students' average score in the first cycle was 64, and in the second cycle, they received scores of 78,4.

Finally, the research with similar topic entitled Asian Parliamentary Debate Simulation in EFL Classroom by Rasyid & Namrullah (2021). The primary objective of the study was to determine how Asian Parliamentary Debate simulation affected students' speaking skills. 79 second-year students from SMAN 2 Parepare were chosen as the sample for this quasi-experimental study. Data was collected by an interview exam that was given both before and after the research treatment and was then subjected to quantitative analysis. According to their post-test results, 18 (46.1%) of the students received a fair classification, 21 (53.8%) received an excellent classification, and none received a very good or low classification. Thirty-six or (90%) of the students in the control group received a fair classification, 2 students or (5%) received an excellent classification, 2 students (5%) received a poor classification, and none received a very good classification.

Based on the previous study, this paper has still some gaps with those studies. The second and third previous study use quantitative as research method and focusing on speaking ability numerically. Meanwhile, this research is using qualitative as research method and investigating the implementation and students' responses towards the debate as learning method to improve their speaking ability. The third previous study is digging benefits for the students after using debate. However, in this paper the researcher tries to find out how APDS is implemented

and how do the students' response to the debate itself whether is it benefits or even drawbacks.

