

An Analysis of Written and Spoken Argument of Asian Parliamentary Debate Simulation in English Federation of Smanisda (EFoS)

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Abstrak

Penelitian ini bertujuan untuk menganalisa perkembangan argumen dari pendebat English Federation of Smanisda, khususnya untuk argumen tulis dan lisan. Penelitian ini juga bertujuan untuk menganalisa strategi yang digunakan para pendebat selama perdebatan berlangsung untuk mengelaborasi argumen dan membuat perdebatan lebih dinamis. Desain penelitian ini menggunakan kualitatif dasar dan dielaborasi dengan observasi dan dokumentasi. Untuk meyakinkan pemirsa, pendebat harus membangun komponen argumen yang terdiri dari *Assertion*, *Reasoning*, *Evidence*, dan *Link Back*. English Federation of Smanisda dipilih sebagai klub debat diantara klub-klub yang lain setara sekolah menengah atas karena mereka secara konsisten meraih prestasi di berbagai kompetisi. Berdasarkan hasil penelitian, terdapat beberapa pendebat yang menunjukkan perkembangan argumen tulis dan lisan secara rendah, konsisten, dan tinggi. Selain itu, strategi yang sering digunakan selama perdebatan berlangsung yakni *Point of Information* yang dilakukan oleh pendebat yang memiliki perkembangan konsisten dan tinggi dalam membuat argumen tulis dan lisan.

Kata Kunci: argumen tulis, argumen lisan, perkembangan argumen, strategi

Abstract

This research focuses on examining the argument development of English Federation of Smanisda debaters, specifically for written and spoken argument. This research additionally pursues to analyze the strategy used by debaters during a debate to intricate arguments and make the debate dynamic. The research design used for this research is basic qualitative and elaborated by the usage of observation and documentation. To persuade other parties, debaters need to construct argument traits which consist of *Assertion*, *Reasoning*, *Evidence*, and *Link Back*. English Federation of Smanisda is chosen as a debate club amongst different clubs in excessive school level because they persistently obtain trophies in various competitions. Based on the results, there are numerous debaters showing low development, constant development, and excessive improvement in written and spoken argument. Moreover, the strategy dominantly used throughout the debate is *Point of Information* which is attempted by way of the debaters having steady and high development of written and spoken argument.

Keywords: Written argument, spoken argument, argument development, strategy

INTRODUCTION

One of the speaking methods, debate, emphasizes on the structural argument compositions and discussing a topic. In order to persuade the listeners, a debater have the capability to construct strong arguments. According to Meany and Shuster (2013), argument is surely as a claim or assertion that tries to convince an audience about some idea. In response to the definition given, argument in debate is divided into two, specifically written and spoken argument. They are differently categorized based on their function, formal properties,

and content. However, in debate, spoken argument is the one that is assessed. Adjudicators will determine the spoken without always checking the written argument since written argument is only a device for spoken overall performance preparation. The written argument, therefore, can genuinely be exemplified as the outline and note-taking of debater. Since written and spoken argument are interconnected, thus, their function is very necessary to be analyzed.

Generally, Asian Parliamentary Debate is a common system used in almost all high school competitions. Technically, Asian Parliamentary requires

two teams appearing as a positive/ proposition/ government team and a negative/ opposition team. SMAN 1 Sidoarjo or Smanisda is one of the senior high schools that affords English Debate as one of its extracurriculars, specifically English Federation of Smanisda. Looking up the track records in many English Debating Competitions, EFoS constantly sends its representative to compete in regional up to countrywide stage and win nearly all of them. All EFoS individuals are acquainted with written and spoken argument considering the fact that they have weekly practice conducted together with an expert coach who has many experiences in debate. However, various written argument produces one-of-a-kind spoken argument. It perhaps occurs because written and spoken arguments have distinct characteristics.

Before beginning a debate, the first step to do is preparing written arguments. The Modern Language Association of America (2009, 7th ed) explains two common kinds of outline, the topic outline (which makes use of only brief phrases throughout) and the sentence outline (which makes use of complete sentences throughout). The use of outline is very beneficial in helping the debater to determine the organization of the debate speech. In addition, written discourse typically plays a vital role in the interpretation. Interpretation relies on the readers and the creator who makes the meaning (McCarthy, 1991). As long as the stakeholder, the reader and the writer, is the debater himself, the preference of outline style, therefore, in the debater consent. Moreover, note-taking is most in all likelihood used in the course of the debate to note down Point of Information (POI) or interruption given by the opposition. Boch and Piolat (2005) explain, "note taking is considered as the rapid transcription of facts through the use of a few condensing techniques, such as shortened phrases and substitution symbols, for the introduction of an external memory whose sole significance will be its later use." In a very brief time, note-taking made in form of written argument need to be composed as a counter argument that will doubtlessly be converted into spoken argument. The combination of outline and note-taking is believed to be wonderful in improving the spoken argument or the debate speech considering their roles. A particular case will show up each time the debaters do not get an opportunity to compose or put together an outline in case building time. It can be guaranteed that the spoken argument in the performance will be enormously bad.

The most necessary section is the debate performance itself. It can be considered into planned speech (Ochs, 1979), where the speaker has prepared or possibly rehearsed their performance. The content

material delivered via the speaker is truly based on the argument written on the outline before. However, the content delivered is not always precisely identical as what has been prepared. Unplanned speech (Ochs, 1979) consequently seems due to spontaneous thinking from the debater or reaction to different debaters. In accordance with the debate overall performance which is in a spoken form, it is assessed based on three things, matter, manner, and method. While two of them (matter and method) can be delivered by using the information and the structure of arguments, manner can only be measured by way of the use of spoken discourse. McCarthy (1991) explains that turn-taking, number of repetitions, exchanges, and so on can affect the performance. Thus, debater should concern on the performance to supply.

In fact, the written argument is not constantly similar to the spoken argument. In an actual debate, some phenomena can occur. For instance, a debater possibly composes an outline with higher complexity in content, however it cannot be converted and carried out flawlessly into spoken argument. Sometimes, there is still some lacking data and the debater is not aware of such a thing. Furthermore, a magnificent performance due to an organized and complex spoken argument is no longer produced by way of a desirable written outline. Up to now, a standard of good written and spoken argument is no longer defined. In addition, the debater does not constantly thoroughly understand the feature of written and spoken argument. Therefore, a further research needs to be carried out to find the significance of written and spoken argument interconnected to each other.

In describing and inspecting the phenomena above, there ought to be a deep analysis on the psycholinguistics of debaters associated to their written and spoken argument production. The area of evaluation is going to focal point on the consistency or even improvement of debaters in terms of written and spoken argument. Debaters maybe tend to stay on or swerve of the outline. Congruity between the design which is the outline and the execution which is the overall performance of debate will be the parameter of measuring the consistency. Steinberg (1993) explains in his parameter of written language evaluation that written language expertise can facilitate the speech due to the fact that syntax and vocabulary underlying the speech of a regular language are also learned. He added, "Acquisition of such knowledge will limit the burden of oral speech coaching and facilitate the acquisition speech." However, in this circumstance, most debaters are no longer possibly to have an intention to use the outline as their medium to enhance their debate

performance. Written arguments are somehow viewed as much less influential device to bring up their spoken arguments. As a result, it possibly takes place that both written arguments as the simplified version of spoken arguments cannot be developed or the written arguments can be more developed than the spoken arguments.

There are two previous research used to fluctuate this study from others. First, Firdaus (2010) made a research focusing on the Australian Parliamentary Debate to prompt high school students speak. The end result of his study is that there are some errors in the linguistic features, such as grammar, vocabulary, accent, fluency, as properly as the debate components (matter, manner, and method). However, he solely focuses on the implementation of Debate Parliamentary to empower speaking skill. There is no further clarification about which phase of debate parliamentary empowering speaking skill. The solely clarification is about the use of special theme and the simplified structure which are no longer elaborated more. Second, Rubiati (2010) additionally utilized Debate Technique to enhance students' speaking skill. She located that the students were extra enthusiastic and bought extra chances to exercise speaking. As a result, the students' ratings in the end of her research have been improving. Nevertheless, she does not particularly aim the debate approach used for speaking skill enhancement and correlate the elements of students' enhancement in speaking. Thus, this study is specific from other previous studies since the focus is about the integration and consistency of written and spoken argument.

Based on the background of the study, the researcher formulates two research questions as follows:

1. How do debaters develop written arguments into spoken arguments?
2. What are the strategies used by the debaters in developing written arguments into spoken arguments?

RESEARCH METHOD

This study is going to be carried out in order to inspect two research questions, how students develop their written argument into spoken argument and what strategies used by the debaters in developing written argument into spoken argument. These realist questions are primarily based on the unobserved phenomena which are written arguments composed all through case building time and spoken arguments presented throughout the debate. The end result of the investigation is going to be in form of description so that qualitative study is used. The goal of the research is to interpret or give an explanation for the meaning of events. The kind of interpretation is an analysis of relationships between

activities and external elements (Ary et al, 2010). In this research, the event is precisely the debate procedure, such as the case building, debate speech, debaters' techniques and the exterior factors, either personal experience (e.g. competition participation, achievement, frequency of practice) or personal feeling (e.g. anxiety, lack of knowledge, motivation).

The facts gathered will be in a form of text as well as the description of the debaters' activities. Since this research pursuits to understand debaters' point of view, basic qualitative or interpretive research design is used (Ary, et al., 2010). It will cover all the phenomena happening during the debate, the procedure of making and performing arguments, and reviewing documents produced by the debaters.

In this study, the subjects are 6 high school students of English Federation of Smanisda or EFoS. The number of students used to be predetermined via the Asian Parliamentary System requiring 3 students for team Proposition/Positive/Government and three students for team Negative/Opposition. Those six students are selectively chosen from the Eleventh Grade of Senior High due to the fact that they already achieve more experiences, such as number of competitions and achievements than the Tenth Graders. Moreover, they have shared the equal mindset or behavior as a teammate for a long time in many competitions.

To obtain the records of the first and second research questions, the researcher will make field notes. For the first research question, the facts acquired are arguments of the debaters, both written and spoken. However, before beginning a debate, a motion should be first off given. A motion is without a doubt influential to acquire debaters argument. A motion must be capable to be debated or it is no longer siding to one facet only.

Both written and spoken argument will be gathered through using documentation. Some blank sheets are given to the debaters in order to note down their arguments. These sheets are useful to tune the written arguments which are outline composed during a case constructing time and note-taking written for the duration of the opponent's speech.

In addition, to acquire spoken argument data, the researcher is using an equipment, i.e. video recorder. Video recorder is beneficial to make recording which later creates the source of data which is transcription. The conversion of a non-written document to a written document which is video transcription will assist the researcher to gain the records of argument structure.

There will be two essential data collection techniques used by the researcher. They are document analysis and observation. The first research question will be gathered by the usage of document analysis and

observation. Document analysis is used due to the fact that the researcher is turning to documents as their foremost source of data (Bogdan and Biklen, 2007). In accordance with the given definition, document analysis will focus on the written documents made by the debaters which are outline and note-taking.

FINDINGS AND DISCUSSION

The argument development will focus on the outline and note-taking of debaters and argument traits which are Assertion, Reasoning, Evidence, and Link Back (A-R-E-L). It is possible that each argument consists of more than one layer or argument. The format used for multi-layer argument usually uses one Assertion and more than one Reasoning, Evidence or Link Back.

In developing written arguments into spoken arguments, there are several stages done by debaters. The initial stage is shown in the written argument. From the Prime Minister until the Opposition Whip, there are two big stages in developing written argument into spoken argument. The first one is whether the outline uses topic or sentence outline.

In the Leader of Opposition, the speaker dominantly uses phrase in every trait of the arguments. For instance, the Assertion (A1) or the rebuttal for opponent team is addressed by using noun phrase. Instead of using 'there is no access', she tends to use 'no access' to identify an opponent argument. Another characteristic in a topic outline is the use of bullets and numberings or labelling. The labelling used in this topic outline is only arrows. She uses different lines and arrows to identify or differentiate each argument traits.

Prime Minister addresses the Assertion by using a complete question. She uses informative question in which it fulfills sentence requirements. Moreover, almost in all the traits, including Reasoning and Evidence, she uses complete sentences. Even though there is a minor use of phrase, but it does not neglect the fact that the dominant use of sentences becomes the preference of the Prime Minister.

Government Whip also dominantly uses sentences in elaborating his argument. It can be shown from the draft that the writing he makes fulfills the requirement of a sentence. In the Assertion, he perfectly uses a sentence as what he underlines. It is said, "Maduro will even feel harm." This also applies to the elaboration below the Assertion.

The Opposition Whip is the last speaker who purely uses sentence outline. It can be seen from the draft that the Assertion is written in a sentence form. Furthermore, the elaboration is also written by using sentences. To differentiate the explanation, he uses arrows as what the

other speakers do. Numbering also appears in his first Assertion which is '1'. Yet, he is using hashtag '#' to address the Assertion. It is different from what other speakers do.

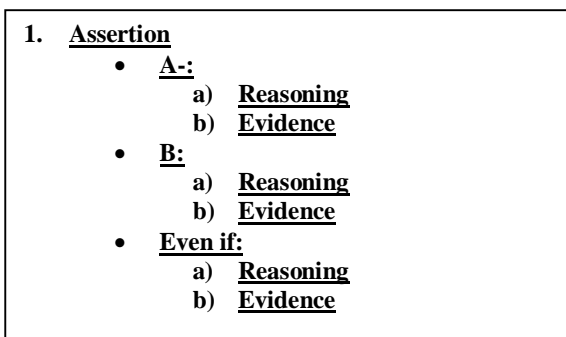
The remaining speaker, which is Deputy Leader of Opposition, is the only one who does not purely use topic or sentence outline. Instead, he is using a combination of topic and sentence outline. That is to say, the type of outline he uses is mixed outline.

The second stage is the argument traits fulfillment. Some of the debaters simplify the trait in the written argument. They only write Assertion and Reasoning or A-R traits as the basic of written argument even though some of them also write Assertion, Reasoning, and Evidence as the argument traits. The number of A-R traits is dominantly found in Leader of Opposition with ten A-R traits, Deputy Prime Minister with five A-R traits, Deputy Leader of Opposition with seven A-R traits, and Opposition Whip with six A-R traits. On the other hand, there are only two debaters showing the Assertion, Reasoning, and Evidence or A-R-E traits as dominant traits for their arguments. They are Prime Minister with six A-R-E traits and Government Whip with five A-R-E traits.

The last stage is on the spoken argument delivery. Some of the debaters decide to omit and add the traits of argument. The omission of traits is dominantly used by Leader of Opposition, Deputy Prime Minister, Deputy Leader of Opposition, and Opposition Whip. Most of them omit the whole argument traits, such as LO who has ten A-R traits in written argument, but only has seven A-R traits in spoken argument. The addition of argument traits is shown by Prime Minister. The Prime Minister adds two more arguments in total and develops it into Assertion, Reasoning, Evidence, and Link Back or A-R-E-L traits. When she previously only has six A-R-E, but the arguments become three A-R-E and three A-R-E-L traits in spoken argument. However, there are also arguments which are not developed, or they do not have any change, both omission and addition. This development of argument is shown by Government Whip who does not change the traits of argument in written and spoken argument.

Above all, the argument traits made by EFoS debaters create a pattern. The written argument which is made during the case building or outlining stage consist of rebuttal and substantive argument. Rebuttal aiming to respond opponent's case and substantive argument aiming to strengthen the team case are made structurally. The rebuttals, for instance, consist of Negation, Additional Information, and Even if argument can be organized well by using following pattern.

Figure 1. EFoS Rebuttal Argument



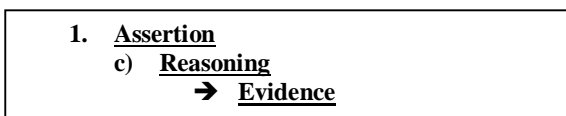
(A-) indicates the Negation and it is always put in the beginning of the response. It is important to be put in the first layer since the debaters want to show the level of disagreement toward the opponent's case. After the Negation, they commonly add some additional information represented by (B). The last in their response of rebuttal is Even if argument. It shows another scenario that may happen in the case, such as the best and worst scenario of the case. Each of the responses is supported by Reasoning and Evidence. For instance, if the debater disagrees on the opponent's case, the negation (A-) is always elaborated by Reasoning and strengthened by using Evidence. The pattern of spoken rebuttal argument also consists Negation, Additional Information, and Even if argument. Thus, both written and spoken rebuttal argument of EFoS debaters share the same pattern.

Unlike the rebuttal argument, the substantive argument shows different pattern between the written and the spoken one. The written argument is somehow only consisting of single layer of argument and having Assertion and Reasoning even though there is also one of the debaters that fulfills Assertion, Reasoning, and Evidence traits.

Figure 2. EFoS Written Substantive Argument Outline type 1



Figure 3. EFoS Written Substantive Argument Outline type 2



However, the spoken substantive speech has more complex argument traits. The development of argument is shown by the addition of argument traits from Assertion and Reasoning into Assertion, Reasoning, and Evidence. Furthermore, some of the speakers use Assertion, Reasoning, Evidence, and Link Back. The development is not only shown by the argument traits fulfillment, but also shown by the number of layers in one argument. It is possible for one argument to have more than one layer. It is called 'multi-layer argument'. In other words, one Assertion can be supported by more than one Reasoning, Evidence, and Link Back. Thus, the written substantive argument is well developed into spoken substantive argument.

Figure 4. EFoS Multi-Layer Spoken Substantive Argument type 1

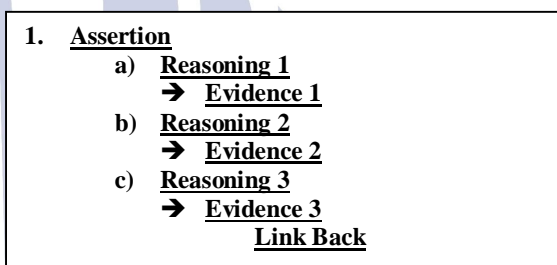
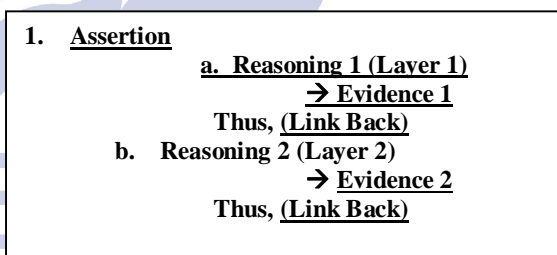


Figure 5. EFoS Multi-Layer Spoken Substantive Argument type 2



The strategies used by debaters will be divided or classified based on the direct strategies classification. They are memory strategies, cognitive strategies, and compensation strategies

Debate strategies cover several things, such as case development and structure, deconstruction, delivery, and parliamentary style. Regardless of the arguments made by debaters, those strategies will determine the Manner and Method done by debaters while arguments in the previous result only determine the Matter.

The first strategy used by the debaters of EFoS is memory strategies. The structure that the debaters show indicates that they have reviewed and applied the vocabularies in context. The Prime Minister and Leader

of Opposition know how to address the background, definition, stance, and argument in their speech. The words used are 'our team stance is' to address the team stance or goal, 'we define the debate' to give clear definition of the motion, 'several rebuttals toward' to address the refutation, and 'let's proceed to my argument' to address the arguments. The rest of the debaters show the same method. They classify and organize their speech in order to put the vocabularies in context. Moreover, the motion discussing International Relation issue expect the debaters to use specific vocabularies, e.g. democracy, embargo, party, and so on.

Delivery covers the manner in debate. In general, the speed of speaking of EFoS debaters during a debate is relatively average to above average. It means that they sometimes speak normally, but they can also speak really fast when they have many arguments to deliver. The gesture commonly used is looking at the paper and sometimes look at the adjudicators and audience in order to convince them. This way of gesture can also help them to get their structure and not to go around the bush. The voice is stressed to tell the third party that the point is important to be noted. The last thing to be taken into account is the time management. EFoS debaters tend to do more repetition and cannot manage the time well so that there are several important arguments are omitted.

In debate, they are using similar formulas or patterns in order to deliver the content of their speech. For instance, they tend to say, 'ladies and gentlemen', 'what we mean', 'we believe that', 'we think', 'several rebuttals for', 'I have several arguments/extensions', 'I beg you to propose/oppose', 'in the status quo', etc. Those words are common words used by general debaters, especially Indonesian debaters. They help the debaters to smoothen the speech. Mostly, debaters memorize the default phrase and structure of a debate so that they can effectively deliver their arguments. These vocabularies are always repeated until they can apply them in context.

After they comprehend the words in debate, practicing them is important. In other words, the debaters apply the words they have acquired in a real condition of a debate. Thus, this simulation creates an ideal and real setting of debate so that all patterns can be well implemented.

The next cognitive strategy used by debaters is generating information from sources. For an International issue, it is quite difficult for them to understand the whole case of the motion. Furthermore, the motion given is impromptu. The way EFoS debaters using resources technique is by accessing their electronic devices, e.g. smartphone or laptop. Even though it is not

allowed in a real competition, but at least they are aware of how to find and filter the information they need.

The most important strategy they used is taking notes. During the case building time, they can make an outline on pieces of papers. This strategy aims to enhance the comprehension of the debaters in depth. This strategy expects them to sort any information they get from many sources and organize them in order. Mostly, the type of notes that EFoS debaters use is by folding the paper into two parts. They will start using the left side then the right side. The part of the paper used is only the front side. Most of them are not using the back since it will be hard to read if they must reverse the paper.

The last thing is the debaters are using different color for their writing. At least, they provide two different colors. It can be red and black, blue and black, or blue and red. Some of them are also using highlighter to make their notes easier to read. Commonly, these colors are used to identify the argument traits.

Above all, there are many attempts of interruption done by EFoS debaters during the debate. Point of Information or POI is important to do in order to engage with opponent cases. To some extent, POI also aims to interrupt the case of opponent team to distract them and take the focus of the debater during a speech. In this debate simulation, there are several POI attempts are recorded. Yet, there are only two POI that are accepted. The first POI is done by the Deputy Prime Minister toward Deputy Leader of Opposition and the second one is the POI of Deputy Prime Minister toward the Opposition Whip. Those two POI are in a form of questions and aiming to clarify the case brought by the Deputy Leader of Opposition and Opposition Whip. However, none of the debaters accepting the POI directly answers it. Both of them integrates the answer with their case.

CONCLUSION AND SUGGESTION

EFoS debaters typically still have issues in constructing argument and completing the traits of argument. Even though they are consisting of senior students who acquire many achievements and trophies in many tournaments, the consistency of desirable performance cannot be guaranteed. There ought to be different factors that may have an impact on the performance, such as the theme given is related to global issues which desires deep evaluation and understanding. In accordance with the improvement of written and spoken argument, the debater frequently makes omission of argument traits or even one complete argument. The time management can be another aspect that may also

affect this development. Completion of A-R-E-L looks challenging for high school debaters and their arguments end up hanging or having separated meaning. Moreover, there are still numbers of repetition performed by some speakers in view that they are unable to intricate the argument.

In addition, some of the debaters are less aware on the debate strategies. Point of Information is primarily launched by the Prime Minister and Deputy Prime Minister who are regarded excellent in growing arguments. Those who have much less potential in creating argument like Opposition team members are reluctant to do an attempt for POI. In this case, they are busy with their very own case and do no longer pay attention to the Government team case.

Considering the troubles gotten by the debaters, the coach of EFoS desires to grant more substances associated to International issue. The preference of materials ought to be prioritized in order to have valid data. The first aspect to do for the coach is to provide source of reading, i.e. books, websites, news. This way can familiarize the debaters with global problem and they are able to selectively pick credible facts for their case. This is vital to construct debaters' prior information and connect their logic.

Another problem confronted by the debaters are argument traits fulfillment. Their argument most likely hangs and has no goal. Giving them a pattern to prepare their argument while doing case building is important. Making an outline can be discovered with the aid of giving an instruction on what they ought to write first until the last. Moreover, training their speaking in delivering argument regularly is also important. It can ease the troubles of fluency, choice of words, and fillers. To some extent, it can additionally improve the time management of the debater while delivering arguments. Most of them cannot deliver their written argument totally since they are running out of time.

The remaining component is debate strategy. Explaining precise responsibility or roles of debaters in certain function may help them accustomed with argument building. They will understand on how to make rebuttal, extension, or other types of argument which are equal with their position. When they can end their argument during the case building time or before the debate begins, they can focal point on responding the argument of opponent team. POI can also be trained through a debate simulation. Debaters need to be extra stimulated to do or be given POI.

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