

An Analysis of Debate Content Delivered by Speaking for Debate Students

Alfia Sari

English Department, Language and Art Faculty, Universitas Negeri Surabaya

alfiasari@mhs.unesa.ac.id

Nur Chakim, S.Pd., M.Pd

English Department, Language and Art Faculty, Universitas Negeri Surabaya

nurchakim@unesa.ac.id

Abstrak

Penelitian ini bertujuan untuk menganalisis konten debat yang disampaikan oleh mahasiswa kelas “*Speaking for Debate*” dengan menggunakan analisis struktur dasar argumen (*Label, Explanation, Example, and Tie-back*). Dalam menyusun sebuah argumen yang baik dan menyakinkan, mahasiswa harus mampu memenuhi semua struktur dasar argumen. Selain itu, penelitian ini juga bertujuan untuk menganalisis pengembangan argument mahasiswa berdasarkan peran pembicara dalam sistem “*British Parliamentary Debate*”. Penelitian kualitatif konten analisis digunakan untuk menjawab rumusan-rumusan masalah dalam penelitian ini. Berdasarkan hasil analisis transkrip pidato mahasiswa kelas “*Speaking for Debate*” menunjukkan bahwa tidak semua siswa telah memenuhi struktur dasar dalam argumen dengan baik. Mereka kurang dalam contoh dan simpulan. Beberapa masalah juga ditemukan dalam penjelasan argumen yang disampaikan oleh mahasiswa. Permasalahan tersebut ialah alasan yang tidak relevan, argumen yang menimbulkan pertanyaan, dan kurangnya contoh atau bukti-bukti yang kuat untuk mendukung argumen mereka. Hal ini berpengaruh terhadap rendahnya kualitas argumen mereka dalam berdebat. Dalam mengembangkan argumen, hampir semua mahasiswa kelas “*Speaking for Debate*” memulai dari menyampaikan respon “*rebuttal*” dan memberikan argumen tim mereka. Tidak semua mahasiswa memenuhi peran pembicara dalam tim. Mereka tidak menyampaikan pidato pembuka yang mendukung argumen tim mereka.

Kata Kunci: konten debat, struktur dasar argumen, peran pembicara, *British Parliamentary Debate*

Abstract

This study aims to analyze the debate content delivered by Speaking for Debate Students by using the basic structure of argument analysis (*Label, Explanation, Example, and Tie-back*). In constructing a good and convincing argument, the students should fulfill all the basic structure of argument. Besides this study also aims to analyze the development of argument based on the speakers' roles in British Parliamentary Debate system. Qualitative content analysis study is used to answer the research questions. Based on the result of this study, not all the students have fulfilled the basic structure of the argument. They are missed on the example, and the tie-back. Some problems also found on their explanation such as irrelevant reasons, begging the questions, and lack of evidence and detail information. Those problems lead to the low quality of debate performance. Most of the students attending in Speaking for Debate develop their argument start from giving the rebuttals then delivering the arguments. Not all the students have completely fulfilled the speakers' role. They fail to give an introduction speech which can strengthen their team's case.

Keywords: debate content, basic structure of argument, speakers' roles, British Parliamentary Debate

INTRODUCTION

Debate is a strategy used to improve speaking skill which deals with a discussion in a form of arguing and exchanging ideas between affirmative (pros) and opposition (cons) (Pradana, 2017). Othman and Zare (2013) stated that “debate encourages students to learn how to use the library, to reason, to analyze, to clarify

ideas, and present arguments”. Every individual in debate will express argument in certain way. Thus, they have to activate the ability in conveying the arguments. Furthermore, there are three aspects that should be considered in debate. They are matter, manner and method (Quinn, 2005). Matter is seen as the main thing in conveying the arguments. As matter consists of arguments

based on reasoning, examples, case studies and facts, a debater uses to further the case and persuade the audience including rebuttals and points of information to attack the opponent's case. To convince the audience, the debaters should construct a strong argument.

In fact based on the preliminary observation conducted by the researcher on October 2018 during the midterm examination of one-on-one debate exhibition, it showed that many students in speaking for debate class in English department of State University of Surabaya are more interested to focus on manner rather than matter. They believe that conveying the judges through excellent manner is beneficial for them. They prefer to exercise more on fluency than their argumentation. Thus, many students are not really aware of the quality of argument on debate performance.

Since argument or matter consists of reason, evidence, fact and so on, it is important for the students to pay attention more on their matter. However the students often do not attentive on their matter in which reduce the quality of their debate performance. For example, the debaters make an irrelevance argument with the motion, deliver the argument inconsistently, and less of logic. Certainly, those will impact to the quality of their argument because the judges and the audience are difficult to grab the ideas. Moreover, the students in speaking for debate class are mostly non debaters therefore increasing the ability to construct a good argument on debate is really needed. Therefore, to make a strong argument, students should pay attention more to the content because those will affect to the quality of the matter of argument.

As it is stated by *Bowell (2011)* the ability of constructing a good argument relies on the ability to make a logical construction. Logical construction can be constructed by the students using the basic structure of argument. This structure is a basis for the students to construct the argument. They are label, explanation, example, and tie-back (*Quinn, 2005*). Label is a short and simple statement that describes what your argument is about. It is just a reference that refers to the argument, not to explain that the argument is true. Explanation is a reason which explainshow and why the argument is true. It can be theoretical or practical. Ideally, the explanation and reasoning should be in a few sentences long to create a complex or subtle reasoning. You have to convince the audience by telling them how your argument works in the real world. Examples should answer the reason by convincing the audience and adjudicator that the argument is actually true in the real world. It needs a practical statement that supports the arguments and to prove the argument or the case by data, evidence, statement, and so on. And the last is tie-back. Tie-back should answer how your argument supports your case. The tie-back must be

logical and clear. It is a link back for your argument is about. This is an effective technique to persuade your adjudicator and audience by answering "so what?" about your argument. All of those structures are used to construct the logical argument.

Arguments must be consistent with the topic and the team's theme. A contradictory argument will cause the team lose because it erases the team's credibility. It is also important to prove that your side (government/opposition) of the topic is generally true. The debaters should present the arguments and the examples which are well argued and logically relevant. *Jhonson & Blair (2006)* stated that an irrelevant reason occurred when the evidences failed to fulfill the criteria of relevance. The objective of a debate is to argue about an issue. Thus, the arguments must relate to the topic or issue which is debated. The argument should be specifically discussed about the issue.

Besides the basic structure of argument, the students should fulfill the role of speakers. In Speaking for Debate class, the students exercise debate by using British Parliamentary Debate System. British Parliamentary debate is a debate which has different formatthan others. This type of debate involves four teams in one round of debate. Two teams as propositions are teams which support the motion while two other teams as oppositions which oppose the topic (*Trapp & Ge, 2013*). They are called Opening Government, Closing Government, Opening Opposition, and Closing Opposition. Government and Opposition are called the two sides of the House or just the two sides (*Harvey & Smith, 2011*). Each team has two speakers and they may deliver POI during the debate without reply speech. The speakers can deliver their speech for seven minutes each.

Table 1. British Parliamentary Debate Format

Opening Government (OG)	Opening Government (OG)
Prime Minister (PM) Deputy Prime Minister (DPM)	Leader of Opposition (LO) Deputy Leader of Opposition (DLO)
Closing Government (CG)	Closing Opposition (CO)
Member of Government (MG) Government Whip (GW)	Member of Opposition (MO) Opposition Whip (OW)

The debate is divided into eight speeches. Every speaker has their own roles based on the position that the debaters get. The Prime Minister must define the motion, explaining the course of action the Government wishes to take. The Leader of the Opposition should set out the alternative position of his team. The two deputies must support their respective partners, while adding new arguments. The Members, while supporting the case made by the Opening team on their side, should find new,

interesting, and important points to move the debate along. The Whips are primarily summary speakers who should present and characterize the story of the debate in favor of their side.

The teams' position is drawn randomly before the debate. The debaters have 15 minutes to prepare the debate. In this time, the debaters can decide the speakers' roles of each team.

Opening Government is the opening team should define the motion, propose, and lay out a case which supports the motion. The first speaker of opening government team should avoid all temptation to rebut the opponent. The speaker should build the strongest possible case dealing with all practical issue and help the partner to work on the rebuttal of opening opposition.

Opening Opposition's main job is to defeat the OG case. The speakers should characterize and attack the government proposal. The position is not entirely negative, but it proves which counter proposal is better. Opening opposition should say where they stand on the issue and try to defend the position with arguments. Opening Opposition is better to give a detail counterproposal only if it is necessary.

Closing Government should have a relevant case with the Opening government case. The case should be new but consistent with the opening. It is not about doing something different, but doing the same thing for different reasons. The debaters give a deeper analysis on assessing the effects on the groups, making a causal links between actions now and future effects, bringing in evidence and case studies that lend weight to your views. The job is to find the important case, and highlight the novelty. The second speaker on Closing government is the only speaker who has a chance to respond the CO team. This speech should be a summary of the whole debate and demonstrating the important issue of the Closing government case.

Closing opposition is merely similar with Closing Government. The arguments must not contradict with OO. The first speaker must not only talk about the proposal brought by Opening Government but the case of Closing Government as well and find time to lay out their own case. The second speaker is strictly a summary speaker, drawing together the threads of the debate, demonstrating that the Opposition won and that Closing Opposition had the best case.

Table 2. The Speakers' Roles (Harvey & Smith, 2011)

Position	Speaker 1	Speaker 2
Opening Government	Defines the motion; sets up the debate; lays out the OG case; makes argument	Supports the OG case; rebuts, makes arguments
Opening Opposition	Lays out OO case; makes arguments; rebuts	Supports the OO case; rebuts; makes arguments

Closing Government	Lays out CG case; makes arguments; rebuts	Sumps up debate; rebuts; new arguments (optional)
Closing Opposition	Lays out CO case; makes arguments; rebuts	Sumps up debate; rebuts; no new arguments

There are two previous research used to fluctuate this study from others. First, Darby (2007) made a research focusing on the use of debate to develop competence in critical thinking. The result showed that debate is an effective teaching-learning strategy because it required the students to research current issues, prepare logical argument, and enhance their active listening. However, the research only focused on the stages and advantages in teaching and learning debate to improve the students' communication and critical thinking. Second, Pradana (2017) additionally used debate to enhance students' speaking skill as their character buildings. He used debate technique in teaching speaking skill. As a result, the students' speaking skills were improved. The students could speak fluently and confident. Nevertheless, he only focused on the manner aspect of debate performance in which the students' fluency in speaking. Hence a study on the matter of argument in debate is not conducted yet. Thus, this study is specific from other previous studies since the focus is about the content of debate.

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

1. What is the content of argument that the students employ to construct arguments?
2. How argument is developed by the students?

RESEARCH METHOD

The method of this research is a qualitative content analysis. Qualitative content analysis is preferable for the research because it observed the phenomenon happened in a concept of the debate content. The data that was gathered are in from of transcription of the students' debate performance therefore the researcher take a content analysis in analyzing the data. As it is stated by Cole (1988) that content analysis is a method of analysing written, verbal orvisual communication messages. Through qualitative content design, the researcher was permitted to analyze the debate content delivered by students in Speaking for Debate Class.

The objects of the study were four students in Speaking for Debate Class. The researcher decided these students because they learned debate and they had active participation in exercising debate every weekend. The researcher used purposive sampling to choose the subjects of the study. The subjects the study were four students

who had the highest score. These subjects were chosen based on their debate performance score from the lecturer's assessment because the researcher wanted to find out the best model of constructing arguments in debate so that it would be beneficial for the lecturer in teaching debate and also for the students in practicing debate. The lecturer's assessment is based on the national standard adjudication guidelines of NUDC (National University Debate Championship).

The source of data in this study was comprised from the result of transcription. The data of this study was in form of description or words. Those data contained information of the debate content that was delivered by the students while debate. The data that had been used to answer the first and second research question were words, phrases, and utterances which came from the students' speech during the debate.

In order to help the researcher to find out the answer of the first until the second research question, researcher used video recording to collect the data and transcript it into words, phrases, utterances, and sentences. The researcher collected the data through indirect observation to collect the data needed to answer the research question number one and two. In this case, the researcher used video recorder as the indirect observation tool to record all the speech during the debate. This video recorder was put in the strategic place around the debaters in order to gain the best quality of sound from the sources. The researcher sat in the class and recorded the debate performance.

After collecting all the data through observation and interview, the researcher analyzed the data in descriptive way of content analysis process. The process of analyzing the data will be presented in three main phase (Elo & Kyngäs, 2008). They are preparation, organizing, and reporting.

1. Preparation Phase

- a. The researcher collected the data by observing the debaters during the simulation and wrote down all the importance things such as conditions, theme and reaction during the debate, while having a video recorder to record all the speech.
- b. The researcher played the video recorder and transcribed all the parts of speech from debaters.
- c. The researcher classified all words, phrases, utterances or sentences that indicate an argument into different piece of paper.
- d. The researcher selected the aspects that will be analyzed. In this study, the researcher wants to analyze the debate content based on the basic structure of argument and roles of speakers.

2. Organizing Phase

- a. The researcher grouped and categorized the codes to answer the researcher questions.

- b. The researcher analyzed the data and classified into some codes. The codes consisted of the role of speaker/number of the motion/students, for example PM/01/S1.
- c. The researcher interpreted the data and the result of the field note to gain data what are the acts or any condition from debater in delivering the matter of the argument.
3. Reporting the analyzing process and the result
The researcher reported the result and discussion and explained them in Chapter IV.

RESULT AND DISCUSSION

In debate, the content or matter is the foundational aspect that should be considered in order to have strong argument. As D'Cruz (2003) states that matter is the content of speech. It becomes the main part of speech which is covered by manner and method to convince the adjudicator and audiences. Quinn (2005) describes matter as the core argument. The content of debate analysis used the Quinn's theory of the basic structure of argument. They were Label, Explanation, Example, and Tie-back. This basic structure of argument was similar with AREL (Assertion, Reason, Example, Link-back). It is the most common pattern used by most of debaters in Indonesia because structure was easy to be employed by the students rather than the Toulmin model of argumentation (1958).

First aspect is Label. Label is a short and simple statement of what the argument is about (Quinn, 2005). Label does not need to explain why the argument is true but it is just a reference that refers to the argument. In this case, all the students have provided good labels on their argument. Their labels have fulfilled the ideal characteristics of label which are simple, short, and reference to the explanation. Nevertheless, some of the labels are still long and they do not refer to the explanation. For example is the first label delivered by S1/DPM/M1.

"And next for my second argument/ by using a nuclear weapon the super role model from a big brother will be protest/ through the nuclear weapon the small country will final be given the chance to have political independence without the need of protection from a big brother"

There are two explanations that the argument tries to bring that make the label is long while the explanation explains about another topic which is different with the label. First is about the protest that will be delivered by the big country and second is about the chance of a small country to have a nuclear weapon. However, this label fails to explain those two reasons in a label. As a result, the label should elucidate the reasons implicitly.

Therefore, the label is back clashing with the explanation. However, ideally a label should be simple and short but covered the explanation of the argument. It may be called as a reference statement that introduced the explanation.

The students also often directly tell the reasons of argument in a label so that it will make the adjudicator is difficult to differentiate their label and argument. It is important to give a link to differentiate the label and the explanation. Moreover, if the explanation is almost the same with the label, it will be counted as a repetitive explanation that is delivered in the argument.

The second aspect is explanation. Quinn (2005) said that explanation is “a ‘theoretical’ or ‘abstract’ explanation of how and why argument is generally true”. Explanation should answer the label and give analysis of the reasons which is supported by the evidence. Based on the previous results, most of the arguments are still lack of explanation answered how and why argument is generally true. Most of the arguments only tell some simple answers and they are still problematic such as S3/DLO/M2 explanation of “First// denying a global warming is not a result of human act, it is not a crime or obeying the law of the street//”. The explanation only tells that it is not a part of crime. There is no further explanation on why and how that global warming is not a result of human act is a true premise. Therefore, this argument is still lack of explanation.

Most of the arguments are still begging the question and having irrelevant reasons. According to Jhonson & Blair (2006) begging the question fallacy is fallacy when the claim is essentially similar with the evidence that intended to support the premise. For example the explanation of S3/DLO/M2 “First// denying a global warming is not a result of human act, it is not a crime or obeying the law of the street//” and S1/DPM/M1 “through the nuclear weapon the small country will final be given the chance to have political independence without the need of protection from a big brother//”. Both two explanations are still begging the question of “why”. There are no further explanations that answer the question why global warming is not a crime and why the small country will get a chance to have and political independence because of nuclear weapon. Therefore these arguments cannot be proven and less of convincing. As a main point of argument, the explanation should be clear and not begging a question.

The second most problem done by the students is they deliver some irrelevant reasons on their explanation. One of the examples is explanation from S1/DPM/MI as follows:

“By using a nuclear weapon the super role model from a big brother will be protest// through the nuclear weapon the small country will final be given

the change the chance to have political independence without the need of protection from a big brother//”.

This argument infers an irrelevant reason because the label and the explanation are different. The explanation does not answer the label of why the big country will protest. The reason brings a new case which does not relevant with the label. Ideally, the reason should be relevant with the issue that they try to bring. As it is stated by D’Cruz (2003) that a relevant argument should add weight to the overall proposition that the team is trying to prove. It must be relevant to the issue in contention in the debate. The students often provide many reasons to support the claim yet they fail to illustrate the link and correlation between both of them. Therefore, it is counted as irrelevant reason.

A strong argument should be supported by evidence or example. The purpose is to convince the adjudicator and audience. D’Cruz (2003) stated that providing a good example will make your argument more effective to persuade the audience. Examples should support the argument, not as the substitution. Steinberg & Freely (2009) argued that evidence consisted of opinion, facts, objects used to prove the premises. It is added by Quinn (2005) that a good example should be real, general, and significant. Based on the previous results, most of the students have examples or evidences in each explanation to support their explanation. Some of them are also success in delivering the evidence which support the argument. They try to bring the evidence from the date taken from any sources such as news, book, and experts. The evidence should be clear and consistent. However, some of the students often propose irrelevant example with the reasons. As it is stated by Jhonson & Blair (2006) that irrelevant reason is the combination with all other evidence which fails to minimally satisfy the criteria of relevant. For example as follows:

“For example, in the unites states the current state (...)//or nuclear weapon/ are expected to remains its service until 2032/ unless the delivery system are brave and maintain in the same way as the weapon// so it may not be an effective deterrence//” (S2/CO/M1).

This example is irrelevant with the explanation because the explanation tells that the use of nuclear weapon can be failed while the example said about the effective deterrence that will potentially happen. Therefore, this example leads to irrelevant reasons. Ideally, to fulfill the criteria of relevant an argument should have a good link or connection between the explanation and the evidence.

The last aspect is the tie-back. Tie -back is a statement which shows that this argument supports your case approach (Quinn, 2005). The tie-back should provide the argument with logical link clear and explicit. It should answer the question of “so what?” from your explanation

means that you have to explicitly tell why something is true, or worthwhile, or worth supporting. Most of the students do not provide tie-back on their arguments whereas the existence of tie-back is important to strengthen the argument. It is a conclusion that briefly explains about your whole argument. Even if, the argument is good but the students still need to link it and conclude it briefly.

In general, in terms of the structure and content analysis, student debaters covered the basic elements of argumentation, e.g. label, explanation, example, and tie-back. Only some of them failed to support their arguments with sufficient data (examples) and conclusion (tie-back) for their arguments. Below is the recapitulation of the basic structure of student debaters' arguments:

Table 3. Recapitulation of Basic Structure of Argument Used by Student Debaters

Students	Arguments	Elements of Basic Structure of Argument			
		Label	Explanation	Example	Tie-back
S1	1	Yes	Yes	No	Yes
	2	Yes	Yes	No	No
S2	1	Yes	Yes	Yes	Yes
	2	Yes	Yes	Yes	Yes
S3	1	Yes	Yes	Yes	Yes
	2	Yes	Yes	Yes	Yes
S4	1	Yes	Yes	Yes	No
	2	Yes	Yes	Yes	Yes

Besides the basic structure of argument, the students also should have a good argument development. In order to know the development of argument made by the students attending in Speaking for Debate Class, it is analyzed based on the roles of speaker. In British Parliamentary Debate System, the speaker develops the arguments based on their roles in debate. There are six speakers and every speaker has their own roles based on the team's bench position. Based on the British Parliamentary system format taken from WUDC (World University Debating Championship) the format is on one side are Opening Government (OG) and Closing Government (CG), on the other side are Opening Opposition (OO) and Closing Opposition (CO).

Based on the results, not all of the students have developed their arguments based on their roles of speakers. There is one aspect missing that the students done. They miss on laying out the team's case as a stand point to strengthen the team's argument only the student 4 who fulfilled the complete roles as the leader of opposition. Below is the table that shows the development of students 4.

Table 4. The Argument Development of S4

Students	The Roles	Data
S4/LO	Lays out OO	I am the first speaker of the

	case	government [...] opposition side/ will deliver about this house believe that suicide is not justifiable
	Rebuts	He said that assistance suicide has permission from the patient to help them end their life because of their feel//based on his argument I totally disagree based on the fact that not all countries are legalize suicide..
	Makes arguments	And now move to my first argument/ assist to suicide is illegal in most countries//because a doctor give some vital medicine in purpose not to let the patient die//

As Harvey & Smith (2011) that the first speaker of opening opposition should lay out the OO case, rebut, and make argument. The S4 has laid out the OO case by giving a statement which opposes the motion by saying "I am the first speaker of the government [...] will deliver about this house believe that suicide is not justifiable...". While the other students do not give a tentative speech which lay out the teams' case.

Most of the students start developing the arguments from the rebuttals. Rebuttal is the process of defending one's arguments against an opponent's attacks (Hannan et.al, 2012). Most of the students deliver two to three rebuttals in each speech. In general, the rebuttal structure is similar with the structure of arguments. They should fulfill the claim, the warrant, or the impact. The rebuttals do not respond to the reason provided by the opponents' argument, rather, they provide alternate reasons why the claim is ultimately untrue or why the claim is less important than the opposing side wants the judge to believe (Hannan et.al, 2012). Based on the analysis, some of the students only provide the claim of the arguments without explaining the reason or proven that the opponent's argument is untrue and some of them have provided a good rebuttal. The example of a problematic rebuttal is a rebuttal delivered by the students 1. The S1 only states the opponent's argument then gives a short respond such as "if it is equal to have nuclear weapon" (The opponent's argument) then "it will lead// lead to nuclear war" is the S1 response. There is no further explanation which answers why the opponent's claim is less important or untrue. Therefore, this rebuttal is less convincing.

There are some of rebuttals which are developed well by the students such as the rebuttal delivered by the students 2 and the student 4. Hannan, et.al (2012) stated that the warrants in rebuttals should explain why an opponent's explicit reasoning is incorrect. It should be proven by the demonstrated data which the opposing debater is simply making assertions unsupported by fact. The S2 and S4 have successfully delivered the rebuttal

because they have fulfilled the claim and the warrant. The warrants which are delivered are also supported by the data or evidence. The example is the rebuttal from the S2.

Table 5. The Students' Rebuttal

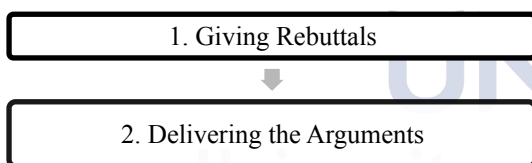
Claim/Opponent's argument (A):	"Miss nadia assumes/ it's a good idea to increase the equality of all nation with giving/ they giving them the right same right to have the nuclear weapon"
Warrant (A-):	"however it should be supported by some factors such as good skills of government"
Data:	"for example /all countries that have already had a nuclear weapon are from a great countries such as United states/ Russia/ Germany and/ etc surely they have a good quality of wars..."

The student 2 develops the rebuttals from the claim of the opponent's argument then gives the reasons or warrant and it is supported by the data. Most of the students have a good rebuttal even though some of them still miss on the data or evidence which support the reason.

After the rebuttals, the students deliver their teams' arguments. All of the students have their own arguments that support the team. The arguments are developed based on the basic structure of argument which has been explained on the first research question.

In general, in terms of the role of speakers not all the students have developed the arguments based on the roles only one student who has fulfilled the complete speaker's role. Most of them failed to give an introduction speech which supports the team's case. Below is the recapitulation of how the students develop the arguments:

Figure 1. The Students' Argument Development



CONCLUSION AND SUGGESTION

Conclusion

According to analysis, research, explanation and elaborative statements from the data on previous chapter in this study, it can be concluded that the structures of argument delivered by the students' debater attending in Speaking for Debate Class are still problematic. These lead to the low quality of the argument and the debate performance thus it is essential to be overcome.

Based on the previous analysis, most of the students have fulfilled the basic structure of argument yet some of them still miss on the evidence and the tie-back. All of

the students have provided a good label as the assertion of argument. There is no problem occur on their label. However, most of the problems are found on the explanation. The students are lack of elaboration of the reasons and supporting examples. Begging questions and irrelevant reasons are the most fallacy that found on the explanation.

Based on the result of the students' development of argument, it can be summed up that not all the students develop the arguments based on the roles of speakers. They develop the arguments from giving the rebuttals and delivering the arguments. The students miss on laying out the team's case. It is only one student who has fulfilled the complete roles.

Suggestion

Based on the finding, the researcher gives suggestions to students' debaters, lecturer and other researchers. This suggestions are aimed to debaters to have clear understanding for practicing debate and create better quality of argumentation on debate by avoiding logical fallacy that can undermine the quality of argumentation And the guidance for other researchers to conduct better study in the future.

1. For Debaters

In order to create better argumentation, there are some actions that the students' debaters can effort it. First, students' debaters need to learn the basic structure of arguments. This research will be very meaningful to help debaters to gain the information related to the basic structure of arguments. Second, debaters need to read more from any resources in order to be ready to face any motion given in debate match. Lastly, debaters need to increase the time for practicing debate.

2. For the Lecturers

In teaching debate, there some activities that lecturer should do to the students' debaters. First, the lecturer should provide any reading materials related to some issue. It can be International or local issue. Second, the lecturer needs to teach the students the basic structure of arguments in order to make the students easy to arrange the arguments. Last, the lecturer needs to give more debate practice.

3. For other Researchers

Furthermore, for the future researchers, the analysis for any technique or strategy to improve the skill of debaters in creating better argumentation on debate is really demand full. The researcher realizes that this study is not perfect yet and it has a lot of weaknesses. Therefore, the researcher wants to give suggestion to the other researcher who wants to take the same subject to do

detailed research about it and wishfully they can do better. For example, research about the strategy to improve the students' skill in argumentation.

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