

British Parliamentary Debate as a Strategy to Assist Eleventh Graders' Speaking Skills on Using Agreement and Disagreement Expressions

Fathur Rosi

State University of Surabaya
fathurrosi.20018@mhs.unesa.ac.id

Esti Kurniasih

State University of Surabaya
estikurniasih@unesa.ac.id

Abstrak

Tujuan dari penelitian ini adalah untuk menyelidiki tanggapan dan tantangan yang dihadapi siswa setelah menggunakan debat sebagai strategi untuk membantu keterampilan berbicara siswa pada materi persetujuan dan ketidaksetujuan. Penelitian ini menggunakan metode kualitatif dengan subjek siswa kelas XI di sebuah sekolah menengah swasta di Sampang, yang terdiri dari 11 siswa. Data dikumpulkan dari data primer melalui wawancara dan dianalisis menggunakan model analisis Miles dan Huberman. Wawancara semi-terstruktur dilakukan untuk menjawab pertanyaan penelitian pertama dan kedua. Hasil penelitian ini menunjukkan bahwa penggunaan debat sebagai strategi membantu keterampilan berbicara siswa pada materi persetujuan dan ketidaksetujuan dalam berbagai aspek seperti kelancaran, perolehan kosakata, kepercayaan diri, dan berpikir kritis. Hasil tanggapan siswa juga menunjukkan bahwa terdapat beberapa tantangan yang dihadapi siswa selama debat, seperti kekurangan kosakata, manajemen waktu, pengendalian emosi, berpikir dan berbicara dalam bahasa Inggris secara bersamaan, serta kurangnya pemahaman mendalam terhadap topik.

Kata Kunci: debat, strategi, keterampilan berbicara, materi persetujuan dan ketidaksetujuan.

Abstract

The purpose of this study is to investigate the students' responses and challenges after using debate as a strategy to assist students speaking skills on agreement and disagreement material. This study employed a qualitative method with the subjects of eleventh graders at private high school in Sampang, consisting of 11 students. The data was collected from primary data through interviews and analyzed it by using Miles and Huberman analysis model. Semi-structured interviews were conducted to answer the first and the second research question. The results of this study indicate that the use of debate as a strategy assisted students' speaking skills on agreement and disagreement material in various aspects such as fluency, vocabulary acquisition, confidence, and critical thinking. The result of students' responses also shows that there are several challenges faced by the students during debate such as; lack of vocabulary, time management, handling emotions, thinking and speaking in English simultaneously, and lack of in-depth understanding of the topic.

Keywords: debate, strategy, speaking skills, agreement and disagreement materials.

INTRODUCTION

In the learning process, speaking skills are crucial for students to express opinions, provide information, and receive news. Speaking skills also allows students to articulate their thoughts and share their ideas verbally during the learning process. According to Faridah et al. (2020), since speaking abilities may be improved with increased conversation, students who want to get better at speaking need to practice. Students will be assessed their English language proficiency by how good their speaking skills are. In other words, students are often evaluated or

measured based on their ability to communicate orally or through conversations. In essence, speaking skills in English are considered a primary indicator of one's language proficiency (Oduke, 2014).

Previous research on strategies for improving speaking skills includes Zhang & Head (2020), "Dealing with Learner Reticence in the Speaking Class," which aimed to increase student motivation and overcome reticence by involving students in decisionmaking about the design of their oral English course, resulting in a positive attitude change and increased motivation; Nurakhir et al. (2020), conducted research titled

“Students’ Views of Classroom Debates as a Strategy to Enhance Critical Thinking and Oral Communication Skills,” which aimed to explore nursing students’ views of classroom debates as a learning strategy to enhance critical thinking and oral communication skills, resulting in the identification of five themes, including the acquisition of new knowledge, awareness and responsiveness to diverse viewpoints and arguments, structuring ideas and appropriate ways of presentation, development of other necessary skills, and challenges of classroom debates in nursing education; Hadi et al. (2020), conducted research titled “A Learning Analysis of EFL Students’ Debate Activity by Using British Parliamentary for Enhancing Speaking Ability and Critical Thinking,” which aimed to analyze the speaking ability and critical thinking of the EFL students after conducting debate activities by using British Parliamentary, which used descriptive methods and collected data through analysis and interviews.

The present research employed eleventh graders of private high school in Sampang as the research subjects. Pre-research interviews with teacher successfully identified two main problems faced by the students, such as: low motivation and rarely speaking. To overcome these problems, teachers can use various teaching strategies when teaching students in speaking, including debate. One well-known debate style that teachers can employ is the British Parliamentary debate style. Debate is highly beneficial for students who are less active in participating in the classroom. Sabbah (2015) argue that debate is effective teaching speaking strategies for higher students. According to Dundes (2001), students who rarely speak or have low participation in learning process can be encouraged through debate as one of the teaching strategies. The debate strategy enables students to master the content of the debate, requiring more knowledge, critical thinking, and preparation to support their arguments in the debate. Therefore, debate is an effective way to assist speaking skills. This opinion is supported by the statement from Maryadi (2008), who states that debate is one of the motivating factors for students as it supports students’ thinking. As participants, students will speak anytime to defend their opinions or arguments.

Based on the background of the study above, the following research questions will serve as a summary of the problems this study will involve:

1. *How are the eleventh graders’ responses on using british parliamentary debate as a strategy to assist their speaking skills on using agreement and disagreement expressions?*
2. *How are the eleventh graders’ challenges on using british parliamentary debate as a strategy*

to assist their speaking skills on using agreement and disagreement expressions?

METHODS

In this study, the researcher used qualitative research. The subjects of this study were eleventh-graders of private high school Sampang who consists of 11 students. The students will actively participate in the debate sessions as a part of the study. The subjects were chosen due to the fact that eleventh-graders will learn Agreement and Disagreement material in the second semester. The classroom environment will serve as the setting for the debate sessions. This research was conducted on May - June 2024.

The data used in this study are students’ responses and challenges on using debate. These data are the students’ answers on the questions raised in the interview. These answers are taken from the results of semi-structured interview. The interview was carried out to answer the first and second research question. In analyzing the data, the researcher used descriptive qualitative method, which leads the researcher to collect the data, analyze it, arrange it and present it by describing what the researcher had observed. The data analysis technique used in this research is qualitative analysis by Miles et al. (2013). The data analysis of this study was conducted through the following steps: Data collection, data reduction, data display, and conclusion drawing or verification.

RESULTS AND DISCUSSION

The interviews revealed valuable insights into two points such as; the students’ opinions regarding the use of British Parliamentary debate related to their speaking skills and the use of British Parliamentary debate related to expressions of agreement and disagreement.

Based on the results of the interviews, there are three aspects of students’ opinions regarding the use of British Parliamentary debate related to their speaking skills such as: fluency, confidence and developing critical thinking. First, in the aspect of fluency, Student E said “Debating provides me with many opportunities to speak in English regularly. The more I speak, the more comfortable and fluent I become in communicating”. Student F said “Yes, I found the debate sessions very helpful for my speaking skills. For example, during the debates, I actively communicated and discussed with my teammates to counter the opponents’ arguments, this significantly improved my speaking fluency and critical thinking skills”. Student I said “Yes, the debate sessions have been very useful. it helped me improve my fluency and confidence in speaking English. I’ve gained a lot of new vocabularies and my critical thinking skills have also

improved through the debate process". Student J said "Debating helps me to organize my thoughts well before expressing arguments. This helps me speak more clearly and coherently. Second, in the aspect of confidence, Student D said "Yes, I do. Debating has helped me in overcoming my fear to speak in public, the supportive environment in debates, such as having support from my team, allows me to practice speaking in front of others without feeling pressured, which gradually building my confidence." Student I said "Yes, the debate sessions have been very useful. it helped me improve my fluency and confidence in speaking English. I've gained a lot of new vocabularies and my critical thinking skills have also improved through the debate process". Student J said "Yes, I do. I feel more confident after debate sessions because I've practiced speaking in front of my friends and handling questions from opponents." Student K said "I feel more confident after debate sessions, because I have been experinced to speak in public and I can answer questions from the opponents' argument." Finally, in the aspect of developing critical thingking, Student B said "Debates greatly assists my speaking skills, the debate also helps enhance my critical thinking, especially the challenging second topic about the death penalty for corruptors." Student F said "Yes, I found the debate sessions very helpful for my speaking skills. For example, during the debates, I actively communicated and discussed with my teammates to counter the opponents' arguments, this significantly improved my speaking fluency and critical thinking skills." Student H said "Debate significantly develop my critical thinking. During debates, I often counter various opposing arguments, which helps me think more critically about different perspectives." Student I said "Yes, the debate sessions have been very useful. it helped me improve my fluency and confidence in speaking English. I've gained a lot of new vocabularies and my critical thinking skills have also improved through the debate process".

Moreover, interviews showed that british parliamentary debate has contributed to the students overall understanding on using agreement and disagreement expressions. Student A said "Being involved in debates helps me in understanding how to use expressions of agreement and disagreement appropriately in arguments" Student C said "In debates, I expanded my vocabularies and expressions related to agreement and disagreement, such as; Exactly, I guess so, I don't think so, No way, I agree, I disagree and others." Student D said "Debate has contributed on my overall understanding on using agreement and disagreement expressions, because I can apply the knowldage that I got from the teacher related with the use of expressions of agreement and disagreement." Students E said "This

debate has greatly contributed to my understanding of the material on using agreement and disagreement expressions. I was able to apply the theory I learned from the teacher's explanations on how to use expressions of agreement and disagreement." Students G said "Through this debate, I have been able to learn various expressions of agreement and disagreement that my peers have shared during the debate. It helped me in understanding how to use those expressions. Students H said "In my opinion, the debate sessions have made a significant contribution to my understanding of agreement and disagreement, during the debate, I am able to effectively integrate the concepts I have learned from the teacher." Students I said "Participating in debates has taught me how to use expressions of agreement and disagreement effectively in arguments".

Furthermore, based on the results of interviews, the students faced various challenges when using debate as a strategy to assist their speaking skills, such as; managing time, lack of vocabularies and controlling emotions and nervousness. Student B said "My challenge is the limited time to present arguments; 7 minutes for arguments and POI is insufficient." Student D said "My challenges during debate are the lack of vocabularies especially on the second topic, and also I should explain the argument and answer the opponents' POI clearly, because the time is quite short." Student E said "The main challenges I encountered were the strict 7-minute limit for explaining arguments and POIs, lack of vocabularies, and nervousness due to more knowledgeable opponents." Student K said "The challenges that I got form the debate were the brief 7-minute timeframe for explaining arguments and POIs, restricted vocabularies, and nervousness when speaking against more knowledgeable teams." Several students experienced challenge in lack of vocabularies, such as student A, student C, student D, student E, student H, student I, student J, student K. Student A said "I struggled with the second debate topic about the death penalty for corruptors because the vocabulary was challenging." Student C said "My challenge during debates is thinking and speaking English simultaneously; we had to consider appropriate vocabulary." Student D said "My challenges during debate are the lack of vocabularies especially on the second topic, and also I should explain the argument and answer the opponents' POI clearly, because the time is quite short." Student E said "The main challenges I encountered were the strict 7- minute limit for explaining arguments and POIs, lack of vocabularies, and nervousness due to more knowledgeable opponents." Student H said "The main challenge I got from the debate session was the lack of vocabularies, so I was confused about what should I say." Student I said "Lack of in-

depth understanding of the debate topic, especially for the second topic, made it difficult for me to formulate strong and relevant arguments.” Student J said “My challenge during debate was thinking and speaking in English at the same time; we had to carefully choose the appropriate vocabulary.” Student K said “The challenges that I got from the debate were the brief 7-minute timeframe for explaining arguments and POIs, restricted vocabularies, and nervousness when speaking against more knowledgeable teams.” There are also several students who experienced challenge in lack of vocabularies, such as student E, student F, student G and student K. Student E said “The main challenges I encountered were the strict 7-minute limit for explaining arguments and POIs, lack of vocabularies, and nervousness due to more knowledgeable opponents.” Student F said “I think the challenges that I got from the debate session was I felt nervous because some participants seemed more skillful, which made me blank for a while.” Student G said “The challenges that I faced during the debate was managing my emotions. Sometimes, my emotions would escalate, influenced by the tense atmosphere in the classroom and also limited time given by the teacher.” Student K said “The challenges that I got from the debate were the brief 7-minute timeframe for explaining arguments and POIs, restricted vocabularies, and nervousness when speaking against more knowledgeable teams.”

Based on the interview results, debate assisted students' speaking skills in various aspects such as enhancing fluency, expanding vocabulary, building confidence and developing critical thinking. One of the main aspects assisted students' speaking skills by debate is fluency. The debate format used in this research provides opportunities for all students to actively participate in presenting their arguments and discussing with their teammates. This is supported by Nunan (1991), who argues that students will find it easier to speak fluently in a second or foreign language if they are actively involved in trying to communicate. On the debate format, students are required to speak anytime in English to attack the opponent's arguments and defend their own argument. This activity demands students to speak spontaneously and frequently, which significantly assists their fluency. The second aspect is expanding vocabulary. In debate, students are introduced to various topics that require deep-understanding and use of new vocabularies. During the two debate topics that have been conducted, students acquired many new vocabularies relevant to the topics discussed. Additionally, debate helps students learn various expressions of agreement and disagreement, that enriches their vocabularies and help them to communicate effectively in English. This is in line with Leong & Ahmadi (2017), who argue that

several language components such as phonology, syntax, vocabulary, and semantics influence the ability of EFL learners to speak. Tuan & Mai (2015) also argue that students can speak English fluently by having sufficient language knowledge to overcome challenges in pronunciation, grammar, and vocabulary. Thus, debate serves as an effective strategy for expanding students' vocabularies particularly and assisting their speaking skills. The third aspect is building confidence. According to Harmer (2007), he says that students are often reluctant to speak because they are shy about expressing themselves to others, especially when asked to provide personal information or opinions. Humaera (2015) also states that speaking in front of an audience is a common phobia that causes people to feel shy, have their minds go blank, and forget what they want to say, leading many of them to fail in their performance. Students reported that they felt more confident when they were able to present their arguments in front of their peers using English. Their confidence increased further when they were able to answer Points of Information (POIs) raised by the opposing team. The ability to directly respond to opponents' arguments helps strengthen their self-confidence and motivates them to be more active in communication. This is supported by Krashen (1982), who argues that students who are highly motivated, self-confident, strong, and have a positive self-image are the ideal solution for effective second language acquisition. The last aspect is developing critical thinking. Debate requires students not only to present their arguments but also to analyze and evaluate the opponents' arguments. This process involves the ability to think critically, identify weaknesses in the opponents' arguments, and construct strong arguments. Through this debate, students learn to consider different perspectives, develop analytical skills, and enhance their critical thinking, this statement supported by Krieger (2005), who states that engaging in debate has the potential to enhance critical thinking skills, including analysis, synthesis, and evaluation, as these are essential components in the formulation of refutations. Kennedy (2007), also argues that in-class debates, as an instructional strategy, benefit the mastery of content as well as the development of critical thinking skills, empathy, and oral communication skills. Debate provides a platform that allows students to effectively practice and improve these skills. This aligns with Maryadi (2008), who states that debate is one of the strategy that can increase students' learning motivation since it supports their critical thinking.

However, three primary challenges that were faced by students also have identified based on the results of the interview which is managing time, lack of vocabulary, and controlling emotions and nervousness. The first

challenge is managing time. One of the significant challenge encountered by the students during debates was managing their time effectively. In the debate format used in this study, students are allotted only 7 minutes to present their arguments and engage in Points of Information (POIs). This time constraint was reported as insufficient by many students. They often found themselves running out of time for POI sessions, which led to interruptions by the moderator before they could fully respond. This time pressure not only hindered their ability to present comprehensive arguments but also created a stressful environment that affected their overall performance. The limited time for argument presentation and POIs underscored the need for better time management strategies and possibly adjustments to the debate format to allow for more effective communication. The second challenge is lack of vocabulary. Students expressed challenging in accessing the appropriate vocabulary needed to articulate their arguments, particularly on complex topics such as constitutional law. The second debate topic, which involved discussing the death penalty for corruptors, highlighted the issue further. The students struggled to find and use relevant terms, which affected the clarity and effectiveness of their arguments. Hinkel & Huang (2005) states that interaction issues can arise when learners encounter unfamiliar terms, types of terms they may not know how to use, or feel reluctant to convey their intended purpose. This challenge emphasizes the importance of expanding students' vocabulary and providing them with tools and resources to enhance their language proficiency. Without a robust vocabulary, students may find it challenging to express their ideas clearly and persuasively during debates. The last challenge is controlling emotions and nervousness. Debates can be intense and emotionally charged, which can lead to difficulties in maintaining composure and clarity. According to Littlewood (2007), who argue that language lessons could also produce student anxiety and nervousness. Anxiety and nervousness can affect students' success in learning the target language, particularly in speaking skills. Students reported feeling nervous and emotionally overwhelmed, especially during the second debate on the death penalty for corruptors. This emotional turbulence often resulted in unclear and less effective arguments. This align with Goh & Burns (2012), who stated that anxiety affects the learning process and that language anxiety is exacerbated by speaking in another language. Managing emotions and nervousness is crucial for maintaining focus and delivering coherent arguments. The high-stress nature of debates requires students to develop strategies for

emotional regulation and stress management to enhance their overall performance.

Overall, the interview results show that debate is a highly effective strategy for enhancing students' speaking skills by improving fluency, expanding vocabulary, building confidence, and developing critical thinking. However, students faced several challenges during the debate process, such as managing time effectively, expanding vocabulary, and controlling emotions and nervousness. Providing additional support, such as time management training, vocabulary enrichment, and emotional regulation techniques, can help students overcome these challenges and maximize the benefits of debate as a teaching strategy.

CONCLUSION

Based on the findings and discussions from interviews, it can be concluded that debate is an alternative strategy in assisting students speaking skills. The result of students' responses shows that the use of debate as a strategy assisted students' speaking skills in various aspects such as fluency, vocabulary acquisition, confidence, and critical thinking. Debate makes students more active as participants, getting new vocabularies, feels more confident and helps develop critical thinking. The result of students' responses shows that There are several challenges faced by the students during debate such as; lack of vocabulary, time management, handling emotions, thinking and speaking in English simultaneously, and lack of in-depth understanding of the topic.

Furthermore, the researcher would like to give some suggestions for teachers and students. First, teacher can use debate as a strategy to assist students speaking skills, particularly on agreement and disagreement material. Second, it is recommended that the students use debate as one of the learning strategies to practice and assist their speaking skills. The third, other researchers can use debate as a strategy to assist students' speaking skills in different materials.

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