
MODIFIED ASIAN PARLIAMENTARY DEBATE IMPACT ON STUDENTS' ENGLISH SPEAKING ABILITY AND CRITICAL THINKING

PROCEEDING

REINFORCING EDUCATION,
LANGUAGE, AND SOCIO-
CULTURE

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ABSTRACT

Several studies have shown that debate is good for teaching the students' critical thinking and English speaking or oral skill. In view of its importance, the author presents a Modified Asian Parliamentary Debate to be implemented in teaching and learning process especially to improve the students' critical thinking and speaking ability. Apre-test and post-testquasi-experimental study involving both experimental and control group design is employed to measure to what extent the Modified Asian Parliamentary Debate is effective in improving the students' critical thinking and English speaking ability of the eleventh graders of MAN 3 Blitar in Academic Year 2020/2021. In addition, parametric t-tests was carried to find out the significance different score between experimental and control group that indicates the effectiveness of the method. The current study reveals that dealing with the speaking ability, the control group got the mean score of 13.97 while the experimental group achieved the mean score of 15.10. Further, dealing with the critical thinking ability, the mean score gained by the control group was 16.33, while the experimental group achieved the mean score of 17.53. The result of the inferential statistics showed that P value or significance value was smaller than A (0.05). It indicated that the null hypothesis stating that there is no difference between the control group and the experimental group was rejected. On the contrary, the alternative hypothesis stating that there is difference between the control group and the experimental group was accepted. Considering the differences of the mean scores of both groups, it can be concluded that that the Modified Asian Parliamentary Debate is effective in teaching the English speaking ability and in promoting the students' critical thinking.

Keywords: *debate, speaking proficiency, critical thinking*

INTRODUCTION

Today the importance of communicative skill cannot be separated from the students' learning objectives. This statement is in line with the policy of Ministry of Education (2006) dealing with the formulation of the pedagogical objectives of teaching English for Senior High Schools. The first goal is to achieve the communicative competence in writing and speaking classes. The second goal is stimulating the students' awareness of the role of English as a global citizen language. The third goal is to improve the students' awareness and understanding on the relationship between English language and its native speakers' culture. Referring to those teaching and learning goals, many teaching methods have been developed and prescribed.

In teaching English speaking skill, debate which is popular among the university students abroad has been viewed as an effective learning and teaching activity to promote critical thinking skills through the live group discussion, pursuing argumentation, and analytical problem solving activities. Susaniyah (2015) confirms that English debating is considered an effective pedagogical technique in any subject matters because debating

stimulate the involved participants to be more actively immersed and be responsible in involving themselves in the debating process. Consequently, in debating process the students may develop not only their listening and speaking skills but also their motivation or enthusiasm in speaking. Further, Hasibuan and Batubara (2012) convince us that debate is a promising learning activity since it allows students freely discuss with their partners and connect to each other when they learn the subject of the issues.

Debate turns to present many beneficial impacts when it is applied in the classroom teaching and learning process as being proven by Sarah (2015) revealing that during debating activities, the students conduct inquiries or research in the debating matters. In turns, the students read more and more texts discussing the debating issues in order that they are able to develop proper arguments. As the result, debating activities simultaneously increase their English vocabulary and critical thinking skills. Further, the students will get accustomed to think critically on the living issues which exist around their circles.

As the theory concerns, debate is classified into several types of techniques. They are the British Parliamentary Debate, the Asian Parliamentary Debate, the Australian Parliamentary Debate, and common debate in general. In the current study, the researcher focuses on investigating the impact of the modified Asian Parliamentary Debate. The modification is intended to make it easier to implement at senior high school level. In addition, it also makes the students easier to adapt with their prior speaking skills. The Modified Asian Parliamentary debate is run by two teams divided into the government team and the opposition team. These two teams are debating on a single issue or single motion which is started in an affirmative statement. The statement may begin with "This House". The government team starts the debate by proposing a motion for example "This House would allow the use of drug for medication". Another example is "This House Believes that allowing LGBT will harm the social construction", etc. The modification made in this study is in the form of the duration of speech delivered by each speaker in the two teams. Normally the duration for each speaker in each team is 7 minutes 20 seconds. In this modified Asian Parliamentary Debate, the speech duration is reduced into 5 minutes. This time allocation is considered sufficient to identify and assess the students' critical stand or argumentation. The time allocation for the reply speaker (replier) is 3 minutes. After employing the modified Asian Parliamentary debate, the eleventh graders of senior high school are believed to develop not only their critical thinking but also their English speaking ability.

Although many previous studies have extensively investigate the impact of debate on the students' speaking ability, but not many study investigates the influence of the modified Asian Parliamentary Debate strategy. This type of debate has been modified to meet the need of the senior high school students. Therefore, to what extent this modified debate influence both the students' critical thinking and their speaking ability needs further investigation. Hereby, the current study is driven to reveal how this debate technique improves the eleventh graders' speaking ability which is considered as one of the most important English skills together with the critical thinking skills at the senior high school level by applying the modified Asian Parliamentary Debate strategy.

Debate is not only mutual and bi-flow discussion, rather, it is a two-way interaction which make the participants employ the critical thinking phases that support the arguments proposed by each of the debater (Rybold, 2006). Debaters perform as critical thinkers when they learn to argue and defend their arguments, modify their mind due to the arguments they heard, try to understand the opposite argumentation which occurs whenever the other

debaters communicate their stands to influence other people beliefs or behavior. By this definition, it's crystal clear that the students will learn how to speak English well and how to think critically about the occurring social phenomena. Hereby, the Modified Asian Parliamentary Debate is chosen as treatment or teaching method in this study.

METHOD

In this study, a quasi-experimental design was applied with a pre-test and a post-test of each skill to find out whether or not Modified Asian Parliamentary Debate is effective to be used in teaching the students' critical thinking and English speaking ability. The teaching scenario consisted six meetings for each class. So the total meeting for experimental and control group was 12 meetings. Before giving treatment, a pre-test to measure the students' prior knowledge and speaking ability was administered. After conducting the pre-test to both the experimental and the control group, the researcher gave treatment using Modified Asian Parliamentary Debate to the experimental group. The students in experimental group applied Modified Asian Parliamentary Debate which was piloted before the experiment with different motions.

The research was conducted with eleventh grade students which were XI Science 1 and XI Social 1 in MAN 3 Blitar (n = 60). They came from bilingual classes for eleventh grade in MAN 3 Blitar. They were viewed as students who have the same level of capability, understanding, and the same English materials and method taught. To fulfill the requirement of experimental study which consists of experimental and control group, the researcher chose XI Science 1 as the experimental class and XI Social 1 as control class. The experimental class received Modified Asian Parliamentary Debate treatment, while another one was taught by using conventional method. The experimental class got two treatments by different motions.

The instruments used in this study were pre-test and post-test. Both experimental and control class got pre-test for critical thinking and speaking ability to know their prior knowledge and ability. Then after the treatment and conventional teaching, both classes also got post-test for those two abilities. For critical thinking, the researcher asked the students to write argumentative essay for certain topic. While for speaking, the researcher asked the students to speak their argument towards critical issues. To assess the critical thinking ability, the researcher adapted NEIU's Critical Thinking Rubric. To assess the speaking ability, the researcher adapted SOLOM (Student Oral Language Observation Matrix).

The study involved taking two bilingual classes of eleventh graders, with one group as control, and another one as the experimental group receiving Modified Asian Parliamentary Debate treatments. The students' level of critical thinking and speaking ability was measured before and after the treatments to determine any change made as result of that treatment they experienced. To maintain the objectivity, the pre-tests and post-tests were scored by the researcher and second rater. Their scores were also measured for the correlation.

An experimental study was employed in this study. In the quantitative approach of this study. A quasi-experimental design was used. There were two classes, experimental and control. To analyze the scores of pre-test and post-test, the researcher used Statistical Package for Social Sciences (SPSS) by using t-Test.

FINDINGS AND DISCUSSION

FINDINGS

The data for the current study were collected from the pre-test and post-test of the critical thinking and the speaking ability. To analyze those scores, the researcher used t-Test using SPSS since the data had normal distribution.

Sixty eleventh grade students from experimental and control class took the critical thinking test by writing down argumentative essays toward critical issues, the score of post-test after treatment and conventional teaching varied from 8 to 22 out of 25.

Table 1: Descriptive Statistics; Critical Thinking

CT	Min.	Max.	Mean	Std. Deviation
XI Science 1	8	21	17.30	3.456
XI Social 1	13	22	16.33	2.510

Table 2: Descriptive Statistics; Speaking Ability

SA	Min.	Max.	Mean	Std. Deviation
XI Science 1	12	20	15.16	1.936
XI Social 1	10	20	13.97	3.034

Those results showed that there is significant difference between the experimental and the control groups' meanscores on the gained scores of the critical thinking and the speaking ability. The experimental class which was treated using the Modified Asian Parliamentary Debate got higher score than the control class which was taught using the conventional method. This finding indicates that the treatment given to the experimental group was effective to improve the eleventh grade students' critical thinking and English speaking ability.

DISCUSSION

The current study revealed that the modified Asian Parliamentary debate is effective to teach both the students' speaking skill and their critical thinking ability. This finding presents a new paradigm in ELT in Indonesia specifically at senior high schools. It proves that the teaching of speaking skill can be integrated with the teaching of thinking skills. Therefore, the students will not only benefit from the speaking teaching and activities but also from the critical thinking activities when debate is employed.

The finding of this study convincingly supports the other previous studies on the benefit of debate. Majidi et al. (2021) claim that debate at the classroom may improve the students' speaking ability as well as their argumentation ability either orally or written. The use of debate in English instruction is not limited to English as a native language. The students of non-native turn to benefit from the use of debate in instruction. As a result, at the English class in Indonesian high schools, the students may start to be introduced to the use of debate, one of which is the modified Asian Parliamentary debate.

Similar findings are shown by Cole et al. (2020) stating that the learners welcome the use of debate in their instruction since they take some benefit. The benefit the students may get is not only improving their critical thinking but also improving the ability to analyze the theories which lead to providing the way out to medical problems. In other words, the

employment of debate may improve the eleventh grade students' critical thinking, reading skills, and problem solving.

The current study also supports the idea that an active teaching method engaging students in peer team-working to argue an issue from various perspectives will improve the students' learning interest and their critical thinking (Hamouda&Tarlochan, 2015). In a class where less mathematics is involved, a class debate seems to make the students active. They employ a class debate in which the learning material is handed in a couple of week before. Then, the debate team is made. The job of the team is to construct higher order questions and have debate on them.

To sum up, the effectiveness of a structured debate used as a teaching method at the classroom has been summarized by Ayala et.al (2021) in their article review. They come to the conclusion that debate especially the structured debate may be a promising teaching method in future since according to 14 studies they have reviewed, it may enhance the students' learning such as improving the declarative and argumentative capacity. Even, it may improve the students' self-judgment on both ideal and realistic morality.

CONCLUSION

To sum up, referring to the hypothesis testing analysis, it can be identified that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Looking at the mean scores, before the treatment using the Modified Asian Parliamentary Debate, the students' mean scores on both the speaking ability and the critical thinking was moderately low. After the treatment using the Modified Asian Parliamentary Debate, the students' mean scores on both the speaking ability and the critical thinking was improving. The experimental group gains higher mean scores than the control group which was treated using the conventional teaching method in both the speaking and the critical thinking ability. Finally, it can be said that the Modified Asian Parliamentary Debate is effective to be employed as a teaching method to improve both the English speaking and the critical thinking skills especially for the eleventh graders of senior high schools. The finding of the study also confirms that integrating speaking and critical thinking in English classes can be made possible and turns out to give benefits to the students. The senior high school students get improvement on their English speaking ability and their critical thinking skills when teachers are employing a teaching method involving debating activities in English classes.

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