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Students' Perceptions toward Speaking Achievement and Critical Thinking on the Use of British Parliamentary Debating System

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Abstract

The aims of this study are to find out (1) what are the students' perceptions toward speaking achievement on the use of British Parliamentary Debating System; (2) what are the students' perceptions toward critical thinking on the use of British Parliamentary Debating System. The study conducted as an experimental method. Non-equivalent control group design was applied in this study. The population of this study was all semester students of English Study Program of Baturaja University in the academic year 2017/2018 with the total number of population is 118. Cluster random sampling was used in taking the sample. The total numbers of students as samples are 51 students. Students who belong to the experimental group had been taught by using British Parliamentary Debate. Questionnaire was used as the instrument in identifying the students' perceptions of BP Debate toward speaking achievement and critical thinking. The questionnaire was distributed after the posttest in experimental group. The result showed that most of the students thought that British Parliamentary Debating System stimulated critical thinking actively, easier students in giving argument constructively, helped students in giving the relevant argument and to find the way in making or providing good arguments. BP Debate also stimulated creative thinking and most of them thought that British Parliamentary Debating System stimulated critical thinking actively, easier students in giving argument constructively, helped students in giving the relevant argument and to find the way in making or providing good arguments. BP Debate also stimulated creative thinking.

Keywords: : British Parliamentary Debating System, Speaking achievement, Critical thinking

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1. Introduction

English debate encourages the students' creativity to explore the language, since they are asked to develop their arguments from certain motions. By practicing speaking in the debate practice, they improved their fluency as well as their confidence (Fauzan,

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2016). English debate activities require students not only to be able to express their ideas in English, but also require students to be able to master the global knowledge and issues, to analyze, to make judgments, and to convince the public. In the debate, students will be exposed to the real problems facing a society or a nation. Students are required to be able to give a very strong and reasonable statement and provide the solution so that they can convince the public that their idea is a lot better than the others. Therefore, English debate will automatically improve not only the students' speaking ability, but also the knowledge and critical thinking of them.

Debates foster students' active learning by giving them the responsibility to understand course content, an approach that completely transforms their perspective from passive to active (Snider & Schunurer, 2002). Students have to present their constructive arguments as their own roles in debate round based on their analysis. Therefore, debate is considered a form of oral controversy based on the systematic presentation of opposing arguments about a specific issue (Roy & Macchiette, 2005). To conduct a good debate, students have no alternative but to carefully analyse positions that may be diametrically opposed to their personal opinions. In such situations, students might have to defend positions that they oppose and attack perspectives with which they agree. This exercise helps the individual to have a more open mind (Berdine, 1987).

Teaching speaking is not an easy task for the teachers of Indonesia. They often encounter some obstacles. Widiati and Cahyono (2006) mention some problems related to the teaching speaking in Indonesian context, such as students keep silent in speaking class because they lack of self-confidence, lack of prior knowledge about the topic and because of the poor teacher-learner relationship. In addition, Huda (2000) said that although oral communication ability is an important skill required by English learners, it is a difficult skill to develop, because English is not spoken in the community in Indonesia.

British Parliamentary debating system is a common form of academic debate. In British Parliamentary debating system, there are 4 teams in each round. Two teams represent the Government, and two teams represent the Opposition. The Government supports the resolution (motion), and the Opposition opposes the resolution. The teams are also divided into the Opening and Closing halves of the debate (Husnawadi & Syamsudarni, 2016).

There are some components in speaking skill that the students should master. In the literary perspective, Rahman and Weda (2018) posit that to express students' ideas and arguments in the target language (English), they would critically comment the English literary works during the discussion of culture. As for linguist, on the other hand, there are ideas, fluency, vocabulary, grammar, pronunciation, stress, and intonation of which they need to carefully notice (Manser, 1991). Critical thinking skills in the present study were defined as a set of higher-level thinking skills such as analysis, inference, deductive and inductive reasoning which are assumed to be taught and transferred (Ennis, 1989; Yang & Chou, 2008). Barzdžiukienė (2006) suggest that only conscious learning and reasonably active teaching with the focus on critical thinking might help a learner achieve positive results in foreign languages, and any other fields. Behak and Massari (2004) claim that the reason which inhibits students' personal expression is lack of critical reflections or critical analyses and their inability to structure their ideas or opinions. In relation to the empirical findings above, the objective of the study is to find out the students' perceptions toward speaking achievement and critical thinking on the use of British Parliamentary Debating System.

2. Method

This study belongs to an experimental method. One of quasi experimental designs was applied, that is non-equivalent control group design. The design involves an experimental and control group. The experimental group was taught by using British Parliamentary Debating System strategy, On the other hand, the control group was taught by using common strategy. The population of this study was all semester students of English Education Study Program of Baturaja University in the academic year 2017/2018. There were 6 classes with the total population of the study was 118 students. Cluster random sampling was used in taking the sample with the total numbers of students are 51. Questionnaire was used as the instrument in identifying the students' perceptions of BP Debate toward speaking achievement and critical thinking. The questionnaire was distributed after the posttest in experimental group. The students were asked to complete a questionnaire about their perceptions of using British Parliamentary debating system. The questionnaire was taken from Brown (2008). The students were ask to rate their perceptions toward the use of BP debating system in speaking achievement and critical thinking on a five-rating scale from 1 (strongly agree) to 5 (strongly disagree). For the questionnaire, the data was analyzed by using a percentage analysis and rating the Likert-scales.

In analyzing the data from questionnaire, the percentage analysis and Likert scale method was used. The percentage analysis was used to analyze the result of the test. At last, the write analyzed the data obtained from the questionnaire. The questionnaire consists of 20 questions written in Bahasa Indonesia, a checklist, and rating the Likert-scales. Likert-scales were used to assess the degree of the students' view about using BP Debating System. The result of the questionnaire is to know the effect and the implementation of the use of British Parliemntary Debate in speaking achievement and critical thinking for the students of English Education Study Program of Baturaja University.

3. Findings

After administering the post- test in the experimental group, the questionnaire was distributed which is a close-answer questionnaire to be filled out by the students. The questionnaire was distributed to find out the students' perceptions toward the speaking achievement and critical thinking on the use of British Parliamentary Debating System. The gain of percentage of all respondents' agreement and disagreement toward each statement in the questionnaire is presented in the table 1.

Table 1. Data Presentation of the Evaluation from the Questionnaire

Statem ents	(5) SA	(4) A	(3) NAD	(2) D	(1) SD	Note
1	91.70 %	8.30 %	-	-	-	100 % (Strongly agree and agree)
2	87.50 %	12.50 %	-	-	-	100 % (Strongly agree and agree)
3	79.17 %	20.80 %	-	-	-	99.9 % (Strongly agree and agree) 91.6 % (Strongly agree and agree)
4	58.30 %	33.30 %	8.30 %	-	-	8.30 % (Neither Agree and Disagree)
5	58.30 %	41.70 %	-	-	-	100 % (Strongly agree)

6	70.80 %	12.50 %	16.70 %	-	-	and agree) 83.3 % (Strongly agree and agree) 16.70 % (Neither Agree nor Disagree)
7	70.80 %	16.70 %	12.50 %	-	-	87.50 % (Strongly agree and agree) 12.5% (Neither Agree nor Disagree)
8	75 %	4 %	21 %	-	-	79 % (Strongly agree and agree) 21% (Neither Agree nor Disagree)
9	83.30 %	16.70 %	-	-	-	100 % (Strongly agree and agree)
10	83.30 %	16.70 %	-	-	-	100 % (Strongly agree and agree)
11	41.70 %	33.30 %	25.00 %	-	-	75 % (Strongly agree and agree) 25 % (Neither Agree nor Disagree)
12	62.50 %	37.50 %	-	-	-	100 % (Strongly agree and agree)
13	66.70 %	33.30 %	-	-	-	100 % (Strongly agree and agree)
14	58.30 %	33.30 %	8.30 %	-	-	91.6 % (Strongly agree and agree) 8.30 % (Neither Agree nor Disagree)
15	52.71 %	41.70 %	-	5.60 %	-	100 % (Strongly agree and agree) 5.60 % (Disagree)
16	79.20 %	16.70 %	-	4.00 %	-	95.9%(Strongly agree and agree) 4% (Disagree)
17	-	-	-	4.20 %	95.80 %	100% (Disagree and Strongly disagree)
18	-	-	-	12.50 %	87.50 %	100 % (Disagree and Strongly Disagree)
19	87.50 %	12.50 %	-	-	-	100 % (Strongly agree and agree)
20	79.20 %	20.80 %	-	-	-	100 % (Strongly agree and agree)

There were twenty questionnaire items have to be answered by the students to know their perceptions on the implementation of *British Parliamentary Debating System*. The 20 items of questionnaire was divided into specification item both speaking achievement and critical thinking. The questionnaire's items number (2), (12), (13), (14), (15), (19) and (20) are the items related to speaking achievement while the questionnaire's items number (1), (3), (4), (5), (6), (7), (8), (9), (10), (11), (16), (17) and (18) are the items related to critical thinking.

3.1 Students' Perceptions toward Speaking Achievement on the Use of British Parliamentary Debating System

There were 100 % of the students strongly agree and agree that BP Debating System easier them to share knowledge, information and experience related to the topic given. There were 100% of the students strongly agree and agree that BP Debating System improved speaking skill. There were 100% of the students agree and strongly agree that BP Debate made speaking more fun and interesting. Further, there were 91.6% of the students strongly agree and agree that BP debate were easy to be implemented in speaking, while 8.30% neither agree nor disagree. Next, there were 94.5% of the students strongly agree and agree that BP Debate were easy to be practiced, while 5.6% disagree. There were 100% of the students strongly agree and agree that BP Debate should be taught often in the classroom. Finally there were 100% of the students agree and strongly agree that BP Debate helped in simply the way speaking in public. In conclusion, most of the students thought that British Parliamentary Debating System helped them in sharing knowledge, information and experience, made speaking more fun and interesting, easy to be implementd and practiced, should be taught often in the classroom and helped in simply the way speaking in public.

3.2. Students' Perceptions toward Critical Thinking on the Use of British Parliamentary Debating System

There were 100% of the students agree and strongly agree that BP Debate gained them to find argument with examples related to the topic given. There were 99.9% of the students agree and strongly agree that BP Debate easier them in giving argument constructively. There were 91.6% of the students agree and strongly agree that BP Debate stimulated critical thinking actively, and 8.3% neither agree nor disagree. Further, there were 100% of the students strongly agree and agree that BP Debate gave them guideline in rebutting argument. Next, there were 83.3% of the students strongly agree and agree that BP Debate gave them easy way in expressing idea, while 16.7% neither agree nor disagree. There were 87.5% of the students strongly agree and agree that BP Debate helped them in focussing argument related to the topic, while 12.5% neither agree nor diasgree. Next, there were 79.9% of the students strongly agree and agree that BP Debate helped them in giving the relevant argument than fallacies and 21% neither agree nor disagree. There were 100% of the students strongly agree and agree that BP Debate helped them to find the way in making or providing good arguments.

There were 100% of the students strongly agree and agree that BP Debate stimulated creative thinking. Further, there were 75% of the students strongly agree and agree that BP Debate helped them to think openly and critically, while 25% neither agree nor disagree. There were 95.9% of the students strongly agree and agree that BP Debate fostered an objective argument, and 4% disagree with this statement. Meanwhile, 100% of the students disagree and strongly disagree that BP Debate was not helping them in giving idea effectively and difficult them in giving suitable and relevance idea.

In conclusion, most of the students thought that British Parliamentary Debating System stimulated critical thinking actively, easier students in giving argument constructively, helped students in giving the relevant argument and to find the way in making or providing good arguments. BP Debate also stimulated creative thinking.

4. Discussion

Based on the result of the study, the finding data showed that the students in experimental groups gained a better and significant progress of speaking achievement and critical thinking after the treatment. The writer explains the students' progress of their speaking achievement and critical thinking through pre- test and post- test conducted in the experimental group. After the implementation of British Parliamentary Debating System, the writer conducted post- test for the students' in the experimental group. The result showed a great progress. From the data analysis, it can be inferred that the students' speaking achievement and critical thinking increased significantly. The mean score of the students' speaking achievement and critical thinking after the treatment showed a great difference compared with its pre- test. It was a better progress, since there was mean difference between the pre- test and post- test conducted. Further, the data was strengthened by the students' speaking achievement and critical thinking distribution.

From the result analysis, it showed that before the treatment, the students' speaking achievement and critical thinking in both control and experimental groups was still low. The means of the pre- test of both scores were not in a great difference, so it only differed not more than one point. It indicates that the students had more or less the same speaking achievement formerly. It was strengthened by the percentage of speaking achievement and critical thinking level for the students in each group. After the treatment, the writer got the results of post- tests of both control and experimental groups. From the data gathered, the students' post test scores in the control group showed a slight difference. The mean score was slightly increased, got increasing number one and half points. It can be observed here that the students' speaking achievement and critical thinking was increase though they did not get any treatment of the new strategy (BP Debate) that the writer used. This might be because every day the students had to practice English on other subjects. So speaking allows the students to develop new thoughts as they create ideas.

On the other hand, the students in experimental group also got some differences. After doing the experiment in teaching speaking through BP Debate, the writer concluded that the students' speaking achievement and critical thinking who were taught by using British Parliamentary Debating System were better. The mean scores of the post- test was increased. From the percentages data, the writer assumed that the students' speaking achievement and critical thinking in the experimental group showed greater development. Therefore, BP Debate really gave a good impact toward the students' critical thinking. It gave them ways to improve academic performance not only in speaking, but also their critical thinking and performance.

The writer got the information of the students' perceptions toward the speaking achievement and critical thinking on the use of BP Debate from the questionnaire given to the students after the treatment. From the analysis of the data from the questionnaire, the writer assumed that almost all of the students agreed that British Parliamentary Debating System helped them in improving their speaking achievement and critical thinking.

5. Conclusion

The following conclusions in this study are drawn. Most of the students thought that British Parliamentary Debating System helped them in sharing knowledge, information and experience, made speaking more fun and interesting, easy to be implementd and practiced, should be taught often in the classroom and helped in simply the way speaking in public. The last, most of the students thought that British Parliamentary Debating

System stimulated critical thinking actively, easier students in giving argument constructively, helped students in giving the relevant argument and to find the way in making or providing good arguments. BP Debate also stimulated creative thinking.

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