


THE EFFECTIVENESS OF THE BRITISH PARLIAMENTARY DEBATE TECHNIQUE (BPDT) TO ENHANCE THE STUDENTS' SPEAKING PROFICIENCY

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: March 15, 2022 Revised: March 27, 2022 Accepted: April 17, 2022 Published: April 30, 2022</p> <p>Keywords: Speaking Proficiency, British Parliamentary Debate Technique (BPDT)</p>	<p>This research objectives to know students' ability in speaking through the British Parliamentary Debate Technique (BPDT) and how the interest of students of University of Muhammadiyah Bone-in academic year 2021-2022 in speaking skill through the use of BPDT. This study uses a pre-experimental method. The data on the students' speaking proficiency were collected through the use of BPDT and the students' interest was measured by a questionnaire. The data acquired were then analyzed through descriptive and inferential statistics. The use of the British Parliamentary Debate Technique (BPDT) in classroom activities significantly improved the speaking proficiency achievement of English students of University of Muhammadiyah Bone. This is all based on the probability value (0.00) which shows it is smaller than the value of the significance level at (0.05).while the students' speaking interest aspect shows a high category based on the students' average score is 81.53</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Language skills can be divided into two groups, namely, receptive skills and productive skills. Receptive skills consist of listening and reading. While productive skills consist of speaking and writing.

Speaking is one of the language skills, which is taught at many institutions. Some students still hesitantly speak and express their own ideas through English. Some lecturers failed to boost and encourage their students to speak English, and it can be seen today, how students have learned English for a certain time, but they still hesitate in speaking English.

Speaking is a productive skill that can be observed directly and empirically. In essence, speaking is a productive skill that is implemented in the form of direct experience and is carried out empirically, (Brown (2004:140).

According to Wahyuni et al., 2019. Mastery of English, especially in the context of speaking, is very important because speaking is not just conveying opinions and thoughts but how the interlocutor can understand the intent and purpose of our conversation. So in speaking, someone will understand our conversation through facial expressions and eyes

In this regard, the researcher also tried to highlight the teaching techniques that most lecturers use in teaching English. The teaching and learning process predominantly to be teacher-centered, hence the students are not active in classroom activity, and then it influences the quality of students' language production, particularly speaking.

Some teachers just come to class and engage tasks to students without giving more elaboration and a deeper understanding of the lesson, as proved by Sadilia (2010:31) that the teachers' method remains dissatisfaction with the students in learning English. It can be inferred that some teachers should maximize and encourage their students to be communicative so that they can speak English well. In English teaching, lecturers are expected to have techniques and strategies for improving students' speaking skills .

In speaking, the students are expected to deliver their speech well in terms of fluency, accuracy, and comprehensibility. One of the approaches which the writer to boost the students in speaking English is through debate, particularly the British Parliamentary Debate Technique (BPDT).

Based on Agustina & Bahrani, 2016, As it is known that the debating technique in speaking is very important and effective to make it easier for students to communicate well and fluently. Learning debate techniques is very appropriate when learned from intermediate students to advanced levels by preparing seriously, (O' Mally and Pierce, 1986).

Through debate techniques, it will certainly make it easier for students to be able to speak actively. Because using a debate approach will certainly encourage students to be more creative and brave to express their ideas and thoughts, (Snider & Schunurer, 2002).

Based on Lestari, 2018, In debate students are able to express themselves by understanding various kinds of insights, because they are motivated to speak by issuing all their ideas and thoughts. Therefore, the ability of students to speak through debate will provide maximum change, not just conveying their thoughts but more than that, being able to analyze, and provide comprehensive solutions.

A debate has been considered one approach to encourage the students to speak because the debate highly required the students to speak and actively engaged them to be communicative. Based on the significance of the debate, the Directorate General of Higher Education has administered the National University English Debating Championship (NUEDC) annually. With the BP (British Parliamentary) system, it is projected more Indonesian debate teams compete globally. Many brilliant debaters and adjudicators have followed this competition from all around Indonesia. This position of debate system with the

rest of the world is a brilliant step for Indonesian students to get easier access to a better competitive event in which they might have a much more productive exchange of ideas with the students from around the world. Actually, several debating techniques are usually used in competition systems, for example the British Parliamentary system, Mace debate, Asian debate, and many others.

Based on the problems faced by the students in speaking English, the researchers applied the debate method as an effective method for teaching speaking. In this case, the researcher chose the British parliamentary debate method as an effort to teach students to speak easily in terms of speaking.

RESEARCH METHOD

The type of research used in this research is pre-experimental design using one group pre-test and post-test. As for the goal, it is to provide improvements to students in terms of speaking skills, namely by using the British parliamentary debate method.

This part describes the research variable and operational definitions. The research variable was divided into dependent and independent variables. The operational definition of research consists of speaking and debating. The independent variable of this research was the use of the British Parliamentary Debate technique to improve the students' speaking proficiency at Universitas Muhammadiyah Bone. The dependent variable in this study is the speaking ability of students at the University of Muhammadiyah Bone. The consideration of civilizing speaking skills is based on students arguing about how they differ in terms of fluency, accuracy, and comprehensibility.

The population of the research was all semester students of the English Education Study Program of Universitas Muhammadiyah Bone in the academic year 2021/2022. There were 4 classes with the total population of the study was 90 students. Cluster random sampling was used in taking the sample with the total number of students being 30.

The research instruments of this research were the Oral report test technique and a Questionnaire. The speaking test used in the research was an oral report. In this kind of technique the students prepared and delivered the oral presentation for around two to five minutes. They were expected to use notes without reading aloud. The questionnaire has been given to find out students' interest in the British Parliamentary Debate Technique, whether or not it gives the improvement in their English Speaking Proficiency. The questionnaire consists of 20 items using the Likert scale, which is divided into 10 items of positive statements and 10 negative.

RESULT AND DISCUSSION

Students' Speaking Proficiency

In this study, the researcher used two instruments, namely using a speaking test and questionnaire. Speaking test is given to determine students' ability to speak fluently after using the British parliamentary debate method. While the questionnaire was administered

to get the information to what extent BPDT attract the interest of the students in speaking English.

The result of descriptive analysis of this research shows the distribution of frequency and percentage score as well as the mean, standard deviation and test of significance of speaking fluency, accuracy, and comprehensibility. In addition, this part further shows the overall speaking proficiency achievement based on the students' achievement in those three aspects.

Table 1. The Distribution of Frequency and Percentage Score of Students' Speaking Proficiency

Score	Category	Pretest		Posttest	
		F	%	F	%
81-100	Very good	0	0	8	26.66
61-80	Good	0	0	22	73.33
41-60	Fair	30	100	0	0
21-40	Poor	0	0	0	0
0-20	Very Poor	0	0	0	0
	Total	30	100	30	100

Based on Table 1 above, it can be seen that all students are included in the sufficient category. None of those students were classified into good to very good; neither is poor to very poor.

In the posttest result, there were 22 (73.33 %) of 30 students categorized as good. fortunately, There were 8 (26.66 %) students categorized as very good. Meanwhile, there was no student categorized as fair to very poor.

Table 2. The Mean Score and Standard Deviation of Speaking Skill

	Mean Score	Standard Deviation
Pre-test	52.58	3.26
Pos-ttest	75.16	6.64

Table 2 above shows the difference in mean score and standard deviation between pre-test and post-test. The mean score was improved from 52.58 in the pretest, to 75.16 in the post-test. Meanwhile, the standard deviation increased from 3. 26 in the pretest to 6. 64 in the post-test.

Significance Test

The hypothesis stated earlier was tested using inferential analysis. In this case, the author used a t-test (significance test) to determine whether there was a significant difference between the results of the students' mean scores on the pre-test and post-test of the experimental group. Below are the students' speaking proficiency scores.

Table 3. Test of significance

Variables	Experimental Group	
	Probability value	Level of significance (α)
Pre and Post test	0.00	0.05

After calculating the students' scores on the posttest, as the final result of the t-test formula, the authors found the results by comparing the probability value with the significance level, where the probability value (0.000) is smaller than the significance level (0.05). Therefore, in principle, it means that there is a significant effect on students' speaking ability.

Because the probability value (0.00) is smaller than the significance level (0.05), the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is automatically accepted. This proves that students' achievement in speaking skills increased.

The Students' Interest

To know whether the students were interested in learning Speaking interest to very high interest through BPDT, the questionnaire was distributed to the students. The student's interest and enthusiasm for learning to speak showed a significant increase after five times treatments applying BPDT. The following table describes the distribution and percentage of student interest.

Table 4. The Students' Interest Classification

No.	Classification	Range	Frequency	Percentage
1.	Very High Interest	85-100	11	36.66
2.	High Interest	69-84	16	53.33
3.	Moderate	52-68	3	10
4.	Low interest	36-51	0	0
5.	Very low interest	20-35	0	0
Total			30	100

The questionnaire as the basis for these statements indicated that most of the students were classified as high interest. There were 11(36.66 %) students categorized as very high interest, 16 (53.33%) students as high interest, and 3 (10%) categorized as moderate. And for low and very low calcifications get zero values. Therefore, based on the classification scores in the table, shows that students' interest in speaking through British Parliamentary Debate Technique (BPDT) is very high. Based on the final score on speaking interest, shows 81.53

The table above also illustrates that the teaching and learning process using British Parliamentary Debate Technique (BPDT) in classroom activities could attract the attention of students to learn speaking.

This activity has been expected to motivate the students to speak in learning Speaking. It would motivate them to speak since the BPDT required them to be communicative and active to express their own ideas.

The students' interest is essentially important in sustaining their achievement in learning particularly speaking because the motivation in all likelihood will be in accordance with the efforts to do something.

The results of data analysis show that the probability value of the results of this study indicate 0.00 is smaller than the significance level of only 0.05. Therefore, teaching speaking through the British parliamentary debate technique to the students of the University of Muhammadiyah Bone shows improvement and development. While the scores on students' speaking interests were categorized as very high. Based on the results of students' answers to the questions distributed in the questionnaire, the score is 81.53. It can be concluded that students' interest in learning to speak through the British parliamentary debate is classified as having high interest

CONCLUSION

The use of the British Parliamentary Debate Technique (BPDT) in classroom activities significantly improved the speaking proficiency achievement of English students of University of Muhammadiyah Bone in the academic year 2021-2022. This is all based on the probability value (0.00) which shows it is smaller than the value of the significance level at (0.05). The students were interested in learning to speak through the use of BPDT. This learning technique could increase the students' interest in speaking. This was supported by the state of emotion of the students whilst the debate took place. They looked enthusiastic and serious in undertaking the debate.

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