



The Combination of British Parliamentary Debate and Peer Assessment in Teaching Speaking

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Abstract

The main problems of this research were how to improve the speaking ability of EFL students converting grammar, vocabulary, pronunciation, discourse, and strategies. therefore, how to encourage them to use English. This research aimed to see whether the combination of British Parliamentary Debate and Peer Assessment may enhance the speaking ability of EFL students. A quasi-experimental method with non-equivalent group design was carried out in this research. The population was the third semester of English Department students at Universitas Muhammadiyah Parepare. Two classes from the population, representing the experimental class and the control class, were selected using the cluster random selection technique as the study's sample. This research used an interview test with a variety of themes as its instrument. Pre-test, treatment, and post-test were the three steps that made up the data collection processes. The data that obtained by the test were then submitted to a quantitative analysis. The

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research findings demonstrate that the experimental class students' speaking abilities were better to those of the control class. The data from the experimental class showed that the students' mean score was higher compared to the control class (59,68 > 49,06). In conclusion, the combination of British Parliamentary Debate and Peer Assessment was improved the students' speaking ability.

Keywords: British Parliamentary Debate; Peer Assessment; Speaking Ability.

Introduction

Language is a primary function for interaction, support the communication and also as system in expressing of the meaning (Asoulin, 2016). As human being, language is used to communicate or speak orally which aim to know and understand the meaning reciprocally. It is known that god created human in dissimilar character and condition, so they need to interrelate among people (Arung et al., 2016). A language is coming from the outside or the speech community, it offered to the speaking subject which coming from the tradition in the technique of speaking (Martinez del Castillo, 2015). The English language is spoken by millions of people worldwide. In Indonesia, English is a foreign language that is taught to students beginning in elementary school and continuing into university. Speaking is one of the subjects offered in the English Education Department at Universitas Muhammadiyah Parepare. In terms of education, students must speak English effectively and with confidence in order to face and advance in the technological revolution (Arung et al., 2016)

Being able to speak English well is crucial, especially for students who utilize it as a tool to communicate and learn more about the world (Indramawan, 2013). Arung et al., (2016) stated that Speaking is activity of dialoguing by two or more people in giving and asking information. Speaking is one of the primary skills in language learning, along with listening, writing, and reading. According to Nazara (2011) a majority of language learners consider fluency in speaking to be the good indicator of language proficiency. They therefore consider speaking to be the most crucial ability they can learn. Speaking is one of the most important talents to develop and enhance as a method of effective communication (Leong and Ahmadi, 2017). Speaking with authority demonstrates a speaker's accurate linguistic expertise. Speaking ability is a key component of the language education curriculum, according to Alasmari and Ahmed (2014), making it a crucial subject of evaluation. Additionally, speaking is a critical ability and the primary method of communication for ESL/EFL students as well as teachers (Zare and Othman, 2017).

They ought to be able to talk in front of a class as an English education department student. It's because they're candidates for teaching jobs in the future. The majority of students, however, struggle to speak English well when learning and studying it as a foreign language. There are a number of challenges in those

conditions. Language issues, using one's mother tongue, and inhibition are the main speaking challenges (Hosni, 2014). In particular, the third semester of the English Education Department at Universitas Muhammadiyah Parepare has this difficulty, with an average score of 54 as shown by interviews. It means that their score still in poor category based on *Peraturan Akademik Universitas Muhammadiyah Parepare 2018* classification. The teacher focuses more on using the text book and teaching speaking by having students memorize, occasionally create a brief dialogue, or perform the task, which is why students' speaking abilities are still low. The information obtained based on the questioner. The result discovered about 60% students stated that they are unsatisfied on the teaching activity in their classroom.

There are several different types of parliamentary debate being used today, including the British, Asian, Australian, and American parliamentary styles, each of which has its own stages and format for debate. A common format for academic discussion is the British Parliamentary style. It has received acceptance in the United Kingdom, United States, Europe, Canada, Ireland, India, Africa, Philippines, and also has been adopted as the official style of the World Universities Debating Championship and European Universities Debating Championship (Yulia, 2017). Each round of British Parliamentary debate consists of four teams, each of team consists of two participants. The Government is represented by two teams, and the Opposition is represented by two teams. The motion is opposed by the Opposition while being supported by the Government team. The teams are split up into the debate's Opening and Closing parts as well. Furthermore, each debater will have seven minutes and twenty seconds to speak. Several aspects relating to British parliamentary debate include: Motion, Definition, Case Building, Theme Line, Argument, Rebuttal, and Point of Information (Husnawadi and Syamsudarni, 2016). The implementation of debate is essential for the university students to have the competence of created an independent perspective based on proof, professional values, and also the capability to respect a variety of viewpoints, in order to they can work effectively with people who come from distinct backgrounds and with different perspective. Therefore, the implementation of classroom debate as a teaching/learning approach to assist the students' in enhance their critical thinking and oral communication skills (Zare and Othman, 2017).

Peer assessment is used to increase learning as an effective way to motivate students and engage them in the evaluation process, which has drawn criticism in recent years from a number of international universities. Peer assessment also encourages peers to assist one another learn the material being studied. Alzaid (2017) argues Peer evaluation aims to change students from passive recipients of information from teachers for them to remember and recollect for tests. In order to produce new knowledge that is characterized by critical thinking and creativity, assessment process, interaction, search and exploration, and reaching to relationships between items are then used. Besides, this activity gives the students the opportunity to assess their own performance as well as that of their peers or other speakers (Fauzan, 2016).

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The students' difficulty in speaking is important to be inspected and must be resolved. The researcher focused to conduct the research through the combination of British Parliamentary Debate and Peer Assessment to enhance the speaking ability of EFL students at Universitas Muhammadiyah Parepare. Furthermore, the aim of this research to give the alternative solution for teacher in creating a fun learning and also assist the students in improving their speaking skill.

Method

The experimental class and control class are two groups with different treatments in this research that uses a non-equivalent group design and a quasi-experimental methodology. The population of this research was the third semester of English Department students at Universitas Muhammadiyah Parepare during the 2017–2018 academic year. Moreover, the researcher selected two classes from the population to represent the experimental class and control class using the cluster random sampling technique. After that, a class III (third semester) as sample would be taken. The experimental class (III.A) each include 24 students and (III.B) as control class that consists of 21 students. A variety of themes from an interview test served as the research's instrument. Each student has 5-7 minutes to explain the topic in a free interview that is conducted with them and then recorded using a recording tool. After completing a pre-test and post-test, the researcher used quantitative analysis to gather data on the students' speaking abilities. The band scale for speaking scores (P2RST) of Latifa, A (Latifa et al., 2015) was used by the researcher to grade the students' speaking abilities. The researcher then uses the SPSS statistics program, version 21.0, to determine the mean score, standard deviation, and t-test.

Results

This section uses the scoring categories for the pre-test and post-test speaking ability components to explain how the research's results and findings were described. The research's results focused on how the combination of British Parliamentary Debate and Peer Assessment in the experimental class, and together with Reporting in the control class improved students' speaking abilities. Along these, it displays the students' pre-test and post-test mean scores, standard deviations, and t-test results.

The students' speaking ability in pre-test

The result of pre-test in experimental class and control class of the third semester of English Department students at Universitas Muhammadiyah Parepare was tabulated as follows:

Table 1. The students' mean score and standard deviation in pre-test

| Pre-Test | Experimental Class | Control Class |
|--------------------|--------------------|---------------|
| Mean Score | 38.43 | 31.25 |
| Standard Deviation | 13.50 | 12.04 |

The mean score and standard deviation for the pre-test are shown in Table 1. The average student score in the experimental class was 38.43, with a standard deviation of 13.50, while the average student score in the control class was 31.25, with a standard deviation of 12.04. As a result, both classes received very poor classifications. It proves that, before to the treatment, the two classes of the student mean scores in pre-test were nearly equal in terms of ability. Moreover, the standard deviation shows that the students speaking abilities still show a gap.

Based on the findings, the researcher has provided the table below, which details the proportion of students' pre-test speaking abilities.

Table 2. The percentage of students' speaking ability in pre-test

| Classification | Range of score | Experimental Class | | Control Class | |
|----------------|----------------|--------------------|-----|---------------|------|
| | | F | % | F | % |
| Very Good | 85-100 | - | - | - | - |
| Good | 70 – 84 | - | - | - | - |
| Fair | 55 – 69 | 4 | 25 | 1 | 6.25 |
| Poor | 50 – 54 | - | - | 1 | 6.25 |
| Very Poor | 0 – 49 | 12 | 75 | 14 | 87.5 |
| Total | | 16 | 100 | 16 | 100 |

The majority of the students in the experimental class and the control class were categorized in very poor classifications, based on the most recent Table 2. Especially in experimental class, there were four of students (25%) that rated as having fair speaking ability, while 12 students (75%) were assessed as having very poor speaking ability. The control class had 14 students (87.5%) in the very poor classification, 1 student (6.25%) in the poor classification, and 1 student (6.25%) in the fair classification. Then, in both classes, there were no students with a good classification. This indicates that most students still have low in speaking skills.

The students' speaking ability in post-test

Table 3. The students' mean score and standard deviation in post-test

| Post-Test | Experimental Class | Control Class |
|--------------------|--------------------|---------------|
| Mean Score | 59.68 | 49.06 |
| Standard Deviation | 10.40 | 12.00 |

The post-test of the mean score and standard deviation for the students are shown in Table 3. The mean score and standard deviation for the students in the experimental class were 59.68 and 10.40, respectively. In comparison, the mean score and standard deviation for the students in the control class were 49.06 and 12.00, respectively. Based on the data, the post-test of EFL students in the mean score was higher than their mean score in pre-test. The results suggest that after receiving the treatment through a combination of British Parliamentary Debate and Peer Assessment, there was a substantial difference in the students' scores on the pre-test and post-test. The standard deviation then shown that the treatment can reduce the speaking ability gaps amongst the students.

Table 4. The percentage of the students speaking ability in post-test

| Classification | Range of score | Experimental Class | | Control Class | |
|----------------|----------------|--------------------|------|---------------|-------|
| | | F | % | F | % |
| Very Good | 85-100 | - | - | - | - |
| Good | 70 – 84 | 4 | 25 | 2 | 12.5 |
| Fair | 55 – 69 | 10 | 62.5 | 3 | 18.75 |
| Poor | 50 – 54 | 1 | 6.25 | 5 | 31.25 |
| Very Poor | 0 – 49 | 1 | 6.25 | 6 | 37 |
| Total | | 16 | 100 | 16 | 100 |

Table 4 shows the frequency and percentage of EFL students who scored well on the speaking component of the post-test. It is clear from the table above that both the experimental class and the control class had improved student achievement. The performance of EFL students tended to improve in the experimental class, progressing from very poor to fair (62.5%) and good classification (25%). However, there were 6 students (37%) in the very poor classification for students in the control class. The results shows that both classes improved, but experimental class had a bigger improvement than control class.

Hypothesis testing

The researcher used an independent test at the level of significance with = 0.05 and calculated the data by application to test the hypothesis (SPSS 21.0). The pre-test results from the experimental and control classes of students demonstrate that the probability value (0.123) was greater than the significance value (α)= (0.05). The results of the research indicated that the null hypothesis (H0) was accepted.

This indicates that there was no significant difference between the experimental class and control class of the third semester speaking abilities at Universitas Muhammadiyah Parepare before the treatment. It can be said that both the experimental class and the control class have the same level of speaking proficiency.

Table 1.5. The t-test result of the students' post-test in experimental class and control class to improve the students' speaking ability.

| | | Independent Samples Test | | | | | | | | |
|----------------------------------|-----------------------------|--------------------------|------|-------|--------|-----------------|-----------------|-----------------------|---|----------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Post-test Experiment and Control | Equal variances assumed | .009 | .924 | 2.676 | 30 | .012 | 10.62500 | 3.97092 | 2.51529 | 18.73471 |
| | Equal variances not assumed | | | 2.676 | 29.407 | .012 | 10.62500 | 3.97092 | 2.50843 | 18.74157 |

The t-test results on the post-test completed by students in the experimental and control classes also show that the probability value (0.012) was lower than the significance value (α)= (0.05). The analysis findings confirmed the alternative hypothesis (H1). It suggests that there was a significant difference between the experimental class and control class in terms of the EFL students' speaking abilities during the third semester at Universitas Muhammadiyah Parepare.

Discussion

According to Hosni (2014), there are three main speaking obstacles. First, there are linguistic issues. When speaking in English, the kids have trouble finding the right word, which is a sign of a limited vocabulary. Although they wish to talk, the students are unable to. When they try to explain their ideas, they also struggle to construct sentences. Second, there is the issue of mother tongue use, which is closely tied to the linguistic challenges mentioned before. The students are unable to properly say it. They were referring to how to express their ideas in English. Therefore, employing one's mother tongue is due to a limited vocabulary and poor sentence construction abilities. Thirdly, when it comes to inhibition, student participation will affect the inhibition.

In this research, the researcher discovered that teaching speaking through combination of British Parliamentary Debate and Peer Assessment can considerably

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improve students' speaking abilities. The outcome of the probability value (0.012) being smaller than the significance value (α)= (0.05). The findings of the research supported the alternative hypothesis (H1). It was further demonstrated by the fact that the experimental group's students' post-test mean scores were higher than those of the control group's students. The combination of British Parliamentary Debate and Peer Assessment were incorporated into the teaching and learning process.

This research is also support by Fauzan (2016) findings that peer assessment and debate can assist IAIN Samarinda students in the English Department to enhance their speaking abilities. The outcome demonstrates that students steadily improved their ability to voice their ideas during debate practice. Due to the fact that they were required to build their arguments off of certain motions, this activity fostered the students' creativity to explore with the language. Arung et al., (2016) found that debate is highly interested to be adopted to develop students' speaking skills as research finding. The fact that students' test scores increased each cycle is evidence of this.

A debate is a contest of arguments, ideas, or beliefs in which two opposed sides engage face-to-face and defend their points of view using logic reason. It requires critical thinking and speaking abilities (Somjai and Jansem, 2015). According to Siallagan and Sumatera (2017) British Parliamentary Debate is one debate format that helps students develop their critical thinking skills by using motions or issues that are more relevant. The benefits of debate for students in speaking situations are numerous. It might aid in developing communication skills and critical thinking in pupils. Additionally, debate teaches kids how to work together with their friends to develop a case or present arguments. Self (2017) asserts that peer assessment, on the other hand, is an evaluation made by a student to gauge the work of another student. The way he assesses students may create a productive learning atmosphere that encourages group learning. Cooperation among the students can inspire them to be more interactive and willing to share what they know. Peer assessment, according to Tighe-mooney (2016), is the process by which students grade or provide comments on the work of their peers. Peer tutoring, peer instruction, peer assisted learning, and other words are among those used to characterize the process.

Conclusion

The third semester of the English Department at Universitas Muhammadiyah Parepare can enhance its students' speaking ability by using the combination of British Parliamentary Debate and Peer Assessment as a teaching tool. It is demonstrable that the experimental class's post-test mean score (59.68) was greater than that of the control group (49.06). Additionally, the significance value (α)= (0.05) was greater than the probability value (0.012). The outcomes of the

research supported the alternative hypothesis (H1) or it was accepted. It implies that there was a significant difference in speaking ability between the experimental class and control class at Universitas Muhammadiyah Parepare. As stated by the next researcher, one of the best simulations to use to improve students' speaking skills is the Implementation of British Parliamentary Debate and Peer Assessment. In addition, the researcher advised employing this simulation with various themes and that it is preferable to use video so that the students will consider studying more engaging.

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