

THE USE OF BRITISH PARLIAMENTARY DEBATE TECHNIQUE TO IMPROVE ENGLISH-SPEAKING ABILITY FOR HIGH SCHOOL STUDENTS

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ABSTRACT

The purpose of this study was to investigate if there was any improvement of English-speaking ability of the high school students using British Parliamentary Debate (BPD) technique in five components of speaking (vocabulary, grammar, pronunciation, comprehension, fluency) and to identify how the students' perception about this BPD technique can improve their English-speaking ability through various sections in BPD technique. This study was used a quantitative method through pre-experimental design. The research used technique simple random sampling to select the participants. In addition, there were any pre- and post-test to find out the improvement of students' English-speaking ability and the Likert-scale questionnaire to find out how their perceptions of this BPD technique improve their English-speaking ability through various sections. Based on the results of the study, the calculation of T-test was the mean score on pre- and post-tests of the experimental class in five components of speaking. The experimental class's pre-test score was 36.00, while their post-test score was 61.75. The score for Sig (2-tailed) is .000 and has a large effect size of .95. Their English-speaking ability has improved start from pronunciation, fluency, vocabulary, comprehension, and grammar. Also, the results of the questionnaire showed that students have positive perceive that their English-speaking ability was improved in various certain sections of the BPD technique. In conclusion, there was significant improvement of high school students' English-speaking ability in five components with the highest from pronunciation, fluency, vocabulary, comprehension, grammar in certain various sections of BPD technique in their extra class.

Keywords: English-speaking ability, British Parliamentary Debate Technique, High school students

INTRODUCTION

Speaking is a communication process to get all the information in social life. Speaking is a skill that should be mastered by students. Solliyah Purnamawati, Sofian, (2018) stated that speaking is an interactive process of students' verbal communication in expressing ideas, feelings and sharing information, build good public speaking and increase self-confidence in the academic field. Speaking is a process where students will express what is in their minds, hearts, opinions, ask questions, seek help, argue, convince, explain, and issue orders to do something to one another especially in school environment. In addition, speaking English is a very important productive skills which requires English learners to have a lot of courage and confidence in delivering messages or opinion to the interlocutor, especially high school students. Andini et al., (2020); Parnawati, (2018) also stated that speaking ability is the most crucial ability since the better the high school students speak English determines how easily they can deliver messages orally, communicate, and compete with people from all over the world. High school students need more English speaking ability to be able to compete nationally or internationally to collaboration, inform, persuade, and obtain information in class activities of life after graduation. (Kurniawat, 2015).

Besides speaking is the most important skill for high school students. However, speaking English is the most difficult skill among other skills (Parnawati, 2018). Many of high school students are reluctant to speak English even though they are expected to be able to use

English verbally to communicate with other people (Fulcher, 2014). Many of the high school students think that speaking English is something that is not easy and requires a lot of effort to be able to give maximum results. High school students who are not used to speaking English either in front of the class or the public will feel nervous, not confident, and cannot work optimally, and eventually, their learning achievement will decline. Many of the high school students think that speaking English is something that is not easy and requires a lot of effort to be able to give maximum results. According to Solliyah Purnamawati and Sofian (2018), there are two of the five components of speaking that students must master when they learn speaking skills. These components are fluency and accuracy. fluency is a process of how someone can speak well without any process of mumbling and nervousness. Meanwhile, the accuracy of language use refers to pronunciation, vocabulary, and grammar. In this case, many of high school students experience difficulties in learning to speak. High school students must be able to speak English interactional, transactional and build their public speaking well.

Therefore, to improve their speaking skills, several strategies or techniques are needed in learning that can train the high school students to speak English. However, currently teachers still frequently misunderstand the nature of spoken English and spoken interaction in teaching speaking (Richards, 2015). The mistakes that teachers make in teaching speaking are still using monotonous, conventional, and imitation techniques. The high school students are only asked to speak based on the topic from the book. They were only asked to imitate and learn from the book. This result in the high school students not being motivated to learn (Kartikasari, 2018). This is proven based on the study conducted by Zainatuddar, (2015) stated that high school students do not have a chance to expand their creativity in the learning process especially in speaking if they just study based on their book. Besides that, many teachers still use the old method in the teaching-learning process such as Grammar Translation Method (GTM) which prioritize written language over spoken language (Nunan, 2015). Therefore, the high school students are not motivated to speak and do not know how to use the language in the spoken form (Richards, 2015). In that case, teachers must have creative and innovative teaching techniques in their teaching, especially speaking. Several techniques can be used to increase the ability to speak English, one of them is debate. British Parliamentary Debate is one of the debate types which used for a competition or learning process.

The British Parliamentary Debate is an academic debate that is used in an institution or university in raising academic topics that have relations with phenomena that occur in the world. According to Morgan (2008), the British Parliamentary debate is a debate that is commonly used in the academic field. This debate is also usually used in the National University Debating Championship (NUDC). Furthermore, British Parliamentary Debating technique has some advantages, it has been selected as the official international debate system. Agustina & Bahrani, (2016) argue that the advantages of British Parliamentary Debate technique extend far beyond the connections that can be established with other debaters all around the world. It means that this debate opens space for the whole world to express opinions about issues that are happening in the world. According to Somjai & Jansem, (2015), in educational institutions, the students' speaking skills has been improved after using British Parliamentary Debate technique in their learning process.

Several previous studies found the use of British Parliamentary Debate can improve students' English-speaking ability. Based on the studies conducted by Lestari & Awalludin, (2018); Nasriandi & Masruddin, (2021); Nurhidayat, (2016) also revealed that the use of the

British Parliamentary Debate style in English department students is effective to improve the high school students' speaking skills. However, those studies only focus on the level of the University. There are still a few studies investigating the use of the British Parliamentary Debate to improve English-speaking ability at the high school level and how their English-speaking ability is improved through British Parliamentary Debate (BPD) technique.

Considering that there are still a few studies investigating the use of the British Parliamentary Debate to improve English-speaking ability at the high school level and how British Parliamentary Debate technique can improve students' English-speaking ability. This study investigates the use of the British Parliamentary Debate (BPD) Technique in improving high school students' speaking ability and identify how this technique can improve their English-speaking ability by using quantitative methods. However, this study is limited to examining 11th grade students who are required to take extracurricular English classes to improve their English-speaking ability using analytical exposition text material for supporting the learning process.

RESEARCH METHODOLOGY

Research Design

This study used a Quantitative research method. Quantitative research is a method of collecting information data obtained through measuring statistical data and starting by stating a problem, raising research questions and hypotheses, conducting research through several works of literature and analyzing quantitative data (Creswell, 2013). Pre-experimental research was used in this study. Pre-experimental research is a research design that only involves one group (experimental group) in determining whether there are differences in the results of the relationship between variables after applying certain treatments (Cohen et al., 2008).

Population and Sample

The total population was 110 students, divided into five classes, such as High one-five classes. In this study, the sample was selected through simple random sampling. Simple random sampling was a process of taking a sample that was randomly selected and all members of the population have the same opportunity in selecting the research sample (Ary, 2010). The researcher was defined the population and wrote down the classes from high class 1-5 in randomization web from "randomize.org". The result was "High Three" class of an extra class consisting of 16 students as the sample. Moreover, the researcher used two research instruments in this study which were the oral speaking proficiency test adapted from IELTS test and Likert-scale questionnaire. The data source was students who will be participants in this study and answers from the questionnaire distributed to students.

Data Analysis

To analyze the data in this study, the researcher was compared the results of the pre-test and post-test using paired sample T-test to determine whether there was any improvement of English-speaking ability in high school students after being taught using BPD techniques. Also, to find out the magnitude of the effect, the researcher used the eta-squared formula from Pallant, (2020):

$$\text{Eta squared} = \frac{t^2}{t^2 + (N - 1)}$$

In addition, the researcher gave a questionnaire which has 20 close-ended questions to know how is the students' perception of using the British Parliamentary Debate technique can improve their English-speaking ability through various sections of BPD technique. The students answered the questionnaire with predetermined Likert scale levels such as (1) Strongly Disagree, (2) Disagree, (4) Agree, and (5) Strongly Agree. The researcher converts the initial data into frequency and percentages using SPSS 26.0. After that, the researcher was interpreted the results of the statement based on the data.

RESULT AND DISCUSSION

Result

The Improvement of Students' English-speaking ability using British Parliamentary Debate (BPD) Technique

This section explains the improvement of students' English-speaking ability using the British Parliamentary Debate (BPD) technique by comparing the mean scores and standard deviations of the Pre-test and Post-test. In addition, Paired sample t-test results have been calculated using SPSS 25.0 to explain the significance improvements of students' English-speaking ability through pre-test and post-test scores. Also, to find out the large effect of BPD techniques on improving students' English-speaking ability, this can be seen through the calculation of eta-squared.

Table 1. Descriptive of Statistics of Students' mean scores

Test	N	Mean	Std. Deviation
Pre-test	16	36.0000	8.76356
Post-test	16	61.7500	7.44312
Valid N	16		

Based on the table 1 shows that the mean score of experimental group in pre-test and post-test. The mean score of pre-test is 36.0000 (SD= 8.76356) and the mean score of post-test is 61.7500 (SD= 7.44312). After that, the researcher analyzed the English-speaking score using paired sample T-test to know there was improvement in the students' English-speaking ability or not after they got the treatment. The finding is presented below:

Table 2. The Result of Paired Sample T-test

Paired Samples Test								
	Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pretest-Posttest	-25.75000	6.02664	1.50416	-28.95604	-22.54396	-17.119	15	.000

Based on the table 2 shows that the significant (2-tailed) value is .000 which means less than 0.05. It indicates that there is a significant improvement of students' English-speaking ability after using British Parliamentary Debate (BPD) technique in their learning process. The improvement in their English-speaking ability increasing in every component of speaking English such as vocabulary, grammar, pronunciation, comprehension, and fluency.

Furthermore, the researcher also analyzed the effect size of paired sample T-test to know the effect size of the result from the experimental group who got the treatment, the result is below:

$$\text{Eta squared} = \frac{(-17.119)^2}{(-17.119)^2 + (16 - 1)} = 0.95$$

The result above is the result of the effect size in paired sample T-test in students' English-speaking ability. The effect size is 0.95 which is more than 0.14. It indicates that the group has a large effect on English speaking ability after getting treatment.

Students' perception of the use of British Parliamentary Debate Technique in improving their English-speaking ability

British Parliamentary Debate (BPD) has several sections such as Basic of Concept, Case Building, Time of Speech, Points of Information, and Discussion. On the results of this questionnaire, students choose the British Parliamentary Debate (BPD) sections are most agreed in improving their English-speaking ability in five components.

- a. Students' perception about the improvement of their vocabulary in speaking using British Parliamentary Debate (BPD) technique

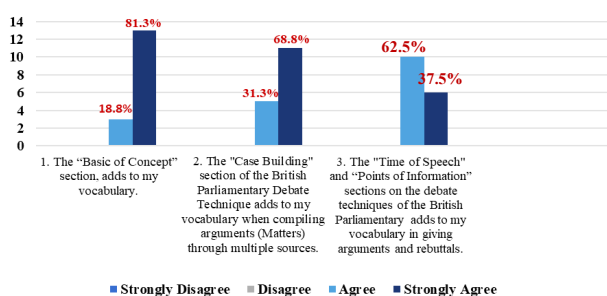


Figure 1. Questionnaire's results of students' perception that BPD technique can improve their vocabulary

Based on figure 1 shows that the 1st to 3rd statements are the British Parliamentary Debate (BPD) sections which can add to students' vocabulary in speaking. In the 1st statement about the "Basic Concepts" section can add to the students' vocabulary. There are thirteen students (81.3%) who chose "Strongly Agree" and three students (18.8%) who chose "Agree". The 2nd statement is about the "Case Building" section can increase students' vocabulary while students construct arguments (Matters) through various sources. There are eleven students (68.8%) who chose "Strongly Agree" and five students (31.3%) who chose "Agree". Then, the last statement is about the "Time of Speech" and "Points of Information" sections on the BPD technique to increase students' vocabulary in giving arguments and rebuttals. There are eleven students (37.5%) who chose "Strongly Agree" and six students (62.5%) who chose "Agree".

b. Students' perception about the improvement of their grammar in speaking using British Parliamentary Debate (BPD) technique

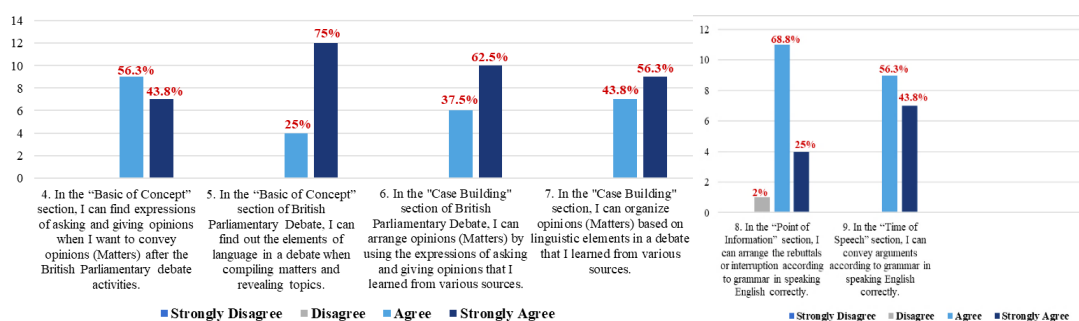


Figure 2. Questionnaire's results of students' perception that BPD technique can improve their grammar

Based on figure 2 shows that the 4th until 9th statements are about the sections of the British Parliamentary Debate that can improve students' grammar in speaking English. In the 4th statement about the "Basic Concepts" section, students can find the expressions of asking and giving opinions when they want to express arguments (Matters). There are seven students (43.8%) who chose "Strongly Agree" and nine students (56.3%) who chose "Agree". The 5th statement is also about the "Basic Concepts" section. In this section, students can find out the elements of language to speak English properly. There are twelve students (75%) who choose "Strongly Agree" and four students (25%) who choose "Agree". Then, the 6th statement regarding the "Case Building" section, students can compose opinions (Matters) by using the expressions of asking and giving opinions that they learn from various sources. There are ten students (62.5%) who chose "Strongly Agree" and six students (37.5%) who chose "Agree". The 7th statement regarding the "Case Building" section, students can find elements of the English language when they want to express opinions (matters) in various sources. There are nine students (56.3%) who chose "Strongly Agree" and seven students (43.8%) who chose "Agree". The 8th statement is about the "Points of Information" section, students can arrange rebuttals or interrupts according to grammar in speaking English correctly. There are four students (25%) who chose "Strongly Agree", eleven students (68.8%) who chose "Agree", and one student (2%) who chose "Disagree". In the last statement regarding the "Time of Speech" section, students can convey arguments according to grammar in speaking English correctly. There are seven students (43.8%) who chose "Strongly Agree" and nine students (56.8%) who chose "Agree".

c. Students' perception about the improvement of their pronunciation in speaking using British Parliamentary Debate (BPD) technique

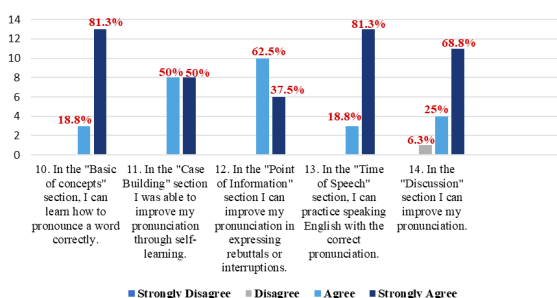


Figure 3. Questionnaire's results of students' perception that BPD technique can improve their pronunciation

Based on graphic 3 shows that the 10th to 14th statements regarding the British Parliamentary Debate sections which can improve students' pronunciation in speaking. In the 10th statement is about the "Basic Concepts" section, students can learn how to pronounce a word correctly. There are thirteen students (81.3%) who chose "Strongly Agree" and three students (18.8%) who chose "Agree". The 11th statement is about the "Case Building" section can improve students' pronunciation that they learn through self-learning. There are eight students (50%) who chose "Strongly Agree" and eight students (50%) who chose "Agree". Then, the 12th statement is about the "Points of Information" section. In this section, students' pronunciation improves when they give rebuttals or interrupts. There are six students (37.5%) students who chose "Strongly Agree" and ten students (62.5%) who chose "Agree". The 13th statement is about the "Time of speech" which can improve students' pronunciation. There are thirteen students (81.3%) who chose "Strongly Agree" and three students (18.8%) who chose "Agree". The last statement is about the "Discussion" section which can improve students' pronunciation. There are eleven students (68.8%) who chose "Strongly Agree", four students (25%) chose "Agree" and one student (6.3%) chose "Disagree".

d. Students' perception about the improvement of their comprehension in speaking using British Parliamentary Debate (BPD) technique

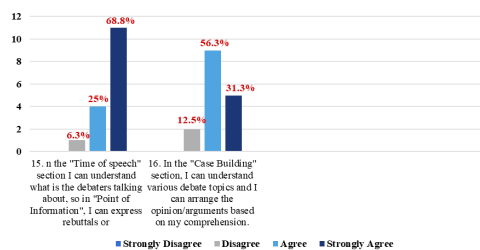


Figure 4. Questionnaire's results of students' perception that BPD technique can improve their comprehension

Based on figure 4 shows that the 15th and 16th statements are about the sections of British Parliamentary Debate (BPD) which can increase students' comprehension in speaking. The 15th statement about the "Time of speech" and "Points of Information" section on the BPD technique improves students' comprehension in speaking during debates so the students can give a rebuttal or interruptions. There are eleven students (68.8%) who chose "Strongly Agree", four students (25%) chose "Agree", and one student (6.3%) chose "Disagree". Then, In the 16th statement is about the "Case Building" section can improve students' comprehension through the various topics of debate and they can arrange the arguments through various sources. There are five students (31.3%) who chose "Strongly Agree", nine students (56.3%) chose "Agree", and two students (12.5%) chose "Disagree".

e. Students' perception about the improvement of their fluency in speaking using British Parliamentary Debate (BPD) technique

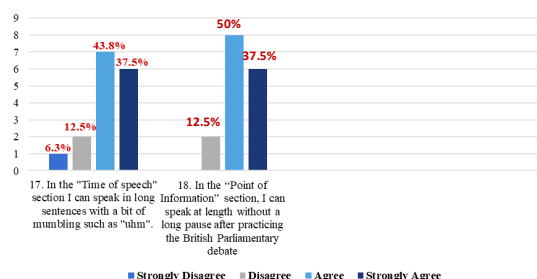


Figure 5. Questionnaire's results of students' perception that BPD technique can improve their fluency

Figure 5 shows that the 17th and 18th statements are about the British Parliamentary Debate (BPD) technique which can improve students' fluency in speaking English. The 18th statement is about the "Time of Speech" section can improve students' fluency in speaking English. There are six students (37.5%) who chose "Strongly Agree", seven students (43.8%) who chose "Agree", two students (12.5%) who chose "Disagree", and one student (6.3%) who chose "Strongly disagree". Then, the last statement is about the "Points of Information" section on BPD techniques to improve fluency in speaking English without long pauses. There are six students (37.5%) who chose "Strongly Agree", eight students (50%) chose "Agree", and two students (12.5%) chose "Disagree".

Discussion

The improvement of students' English-speaking ability using British Parliamentary debate technique

The results of this study indicated that the British Parliamentary Debate can improve the English-speaking ability of high school students. It was proven by the results of calculating of the students' mean score of all components of speaking from the pre- and post-test in the experimental group which was higher mean score of post-test 61.7500 and pre-test 36.0000. It illustrated that there was a significant difference between the pre-test and post-test in the experimental group. This also has the same results as previous studies conducted by Asyifa, H (2022); Nasriandi & Masruddin, (2021) indicated that there were differences between the students' pre-test and post-test after being given the British Parliamentary Debate technique in their learning process. The post-test score was higher than pre-test score.

In this study, the paired sample T-test also showed that the significance (2-tailed) value was .000 less than 0.05. It means that there was any improvement of English-speaking ability of students after taught using British Parliamentary debate (BPD) technique in five components (pronunciation, fluency, vocabulary, comprehension, and grammar) of high school students. It was also supported by the results of the eta-squared calculation. The results of eta squared showed that the value was .90. It indicated that the effect size was large effect. It was supported with the previous study conducted by Lestari & Awalludin, (2018) showed that there was a significant improvement of the students' speaking achievement after taught using British Parliamentary Debate in their learning process.

Students' perception on the use of British Parliamentary Debate Technique in improving their English-speaking ability.

a. Students' perception about the improvement of their pronunciation in speaking using British Parliamentary Debate (BPD) technique

In the various sections of BPD technique, the results of the questionnaire found that the sections that the students most highly agreed with in improving their pronunciation were the "Basic of Concept" and "Time of Speech" sections. This was proven in the results of the questionnaire; the two sections were mostly chosen by students such as "Basic of Concept" thirteen students (81.3%) and "Time of Speech" thirteen students (81.3%). It was because in the process of "Basic of Concepts", students can learn through real videos and direct implementation so that the learning was impressive and understands better than learning on their own. According to Wulandari (2017), the students need appropriate examples in pronouncing words with the real guidance from native speakers through videos because they

are frequently pronouncing words incorrectly. With this, students can find out where the error lies and they can fix it. After they learn at the "Basic of Concepts" section, they immediately practice it when in the "Time of Speech" section. Students felt they understand more when given a theory and immediately practice it, even though they were sometimes in trouble and in a hurry because they are only given 7-15 minutes to debate, they try to improve their pronunciation when speaking English. This was also proven by research conducted by Rumaf, (2018) that it gave positive perceive of students in improving their pronunciation in speaking. There were 13 from 20 students who felt their pronunciation in moderate level and only 7 students who felt poor level in their pronunciation after given the BPD technique.

b. Students' perception about the improvement of their fluency in speaking using British Parliamentary Debate (BPD) technique

From the results of questionnaire, the students felt that their fluency in English has increased in the "Points of Information" section. There were (37.5%) students who strongly agreed and (50%) who agreed that POI could improve their English-speaking fluency. It was because by hearing and rejecting arguments, students try to speak firmly, quickly and precisely to drop other arguments. That was called supportive environment, where the class environment was supportive for students to provide a rebuttal in BPD techniques. The study conducted by Asyifa, (2022) also revealed that students' speaking fluency increases with a supportive environment, such as friends, teachers, and the motion of debates. Therefore, with this pressure, students were used to speak English quickly and precisely with their friends. Also, the study conducted by Nasriandi & Masruddin, (2021) indicated that the students' fluency improve after taught by using British Parliamentary Debate technique in their learning process. It was because they are forced to speak English in the learning process, so they will get used to it even if at first they stutter.

c. Students' perception about the improvement of their vocabulary in speaking using British Parliamentary Debate (BPD) technique.

In the various sections of BPD technique, the results of the questionnaire found that students felt their vocabulary more increased at the "Basic of Concept" section of the British Parliamentary Debate (BPD). There were (81.3%) students who chose that section as the part that could add to students' vocabulary the most. It was because at the "Basic of Concept" section, it provides some materials before students start debating. Students will be asked to analyses a video related with the motion and find unfamiliar words in it. The result of research conducted by Nurhidayat, (2016); Hasyim, (2018) also showed that students' vocabulary can increase during the process of analyzing unfamiliar words and guessing the meaning of words from a video, text or someone's speech according to the context being discussed. Therefore, in this process students can find new vocabulary that will be used as a guide for debating. However, the study conducted by Rumaf, (2018) showed that there was little differences in students' vocabulary after being given treatment, the vocabulary of students was not very well developed, there were students who still use a mixed language of English-Indonesian in speaking

d. Students' perception about the improvement of their comprehension in speaking using British Parliamentary Debate (BPD) technique

In calculating the questionnaire, most of the sections that most students agree which was “Time of Speech” and ‘Points of Information” section. It is proved that there were eleventh students (68.8%) students of sixteen students who chose strongly agree that section as the section that could best improve students' comprehension of speaking English. The similar result study conducted by Asyifa (2022), the students perceive that by listening to the debating opponents talk about their arguments in various kinds of motions, they will try to understand thoroughly. Also, debate is a technique for students to gain a better understanding of various issues (Pratiwi, 2019). Therefore, they can compile a refutation to strengthen their argument.

e. Students' perception about the improvement of their grammar in speaking using British Parliamentary Debate (BPD) technique

From the results of the questionnaire, it was found that from various sections of BPD technique, students chose the "Basic of Concept" and "Case Building" sections that could improve their grammar more. It was proven that there were (75%) students who chose strongly agreed that in this section whereas in the "Case Building" section there were (62.5%) students who chose strongly agreed. It was because at these sections, students can compose opinions (Material) by using the expressions of asking and giving opinions from the teacher and various sources. Furthermore, they can construct arguments with elements of language correctly. In this process which was carried out repeatedly, it can improve students' grammar when speaking English. The different result with the study conducted by Asyifa, (2022) showed students perceive that during the debate they did not pay attention to grammar and because time was limited, so they just talked.

CONCLUSION

In conclusion, after the implementation of the British Parliamentary Debate technique to extra class, the students' English-speaking ability has improved in all of components of speaking English (vocabulary, grammar, pronunciation, comprehension, and fluency). It was proven in the results of Paired sample T-test calculation and the Likert scale questionnaire conducted by researcher. Therefore, it can be concluded that the British Parliamentary Debate (BPD) technique can significantly improve the English-speaking ability of high school students in all components of speaking which in the first component is vocabulary at the “Basic of Concept” (81.3%) section. This section provides some materials from the teacher before students start debating. Students will be asked to analyses a video related with the motion and find unfamiliar words in it. The second is grammar component at the “Basic of Concept” (75%) and “Case Building” (62.5%) section. It was because at this section students can compose opinions (Material) by using the expressions of asking and giving opinions from the materials given by the teacher and various sources so they can construct arguments with elements of language correctly. The third component is pronunciation (56.3%) at the “Basic of Concept” (81.3%) and “Case Building” (81.3%) section. It was because in the process of “Basic of Concept”, students can learn through real videos and direct implementation so that the learning is impressive and understands better than learning on their own. The fourth is comprehension component at the “Time of Speech” and “Points of Information” (68.8%) section. It was because students can have a new understanding through hearing when the opponent or debate partner was speaking and giving the arguments, so they can give the rebuttals and interruptions. The last component is fluency at the “Point of Information” (37.5%) section. It was because by

hearing and rejecting arguments, students try to speak firmly, quickly and precisely to drop other arguments. The finding of Eta-squared also showed that the effect size was large effect size. It means that BPD technique has a large influence to improve the English-speaking ability of high school students. In addition, it is hoped for the future researchers to examine the implementation of BPD technique in intra-class with different material. Also, future researchers can investigate about the students' motivation in speaking English through this BPD technique. That way, this technique can provide an insight for the reader on how to improve students' English-speaking ability.

IMPLICATION

In Indonesia, English is a second language and is taught in schools from kindergarten to high school. Many students have high aspirations such as doctors, pilots, flight attendants, international business people, etc. All of these jobs of course require good English skills, especially speaking. However, many students still cannot master English, especially speaking English. There are various factors that students experience difficulty speaking English, one of which is the old learning methods from teachers. In this regard, teachers are expected to teach according to the times and rules provided.

This study found that there were significant differences in the English-speaking abilities of high school students before and after being taught using the British Parliamentary Debate technique in their learning process. This study implies that the use of the British Parliamentary Debate technique is needed in teaching speaking skills. It was because the British Parliamentary Debate technique can improve high school students' speaking ability in five aspects of speaking ability (pronunciation, fluency, vocabulary, grammar and comprehension). It is hoped that teachers can consider implementing communicative learning using the British Parliamentary Debate technique to improve students' English-speaking ability.

Students feel motivated learning by using the British Parliamentary Debate Technique. Therefore, it can increase students' interest and talent in speaking English. Apart from that, they can dig up information, learn to think critically in solving problems and express their opinions regarding problems provided. Therefore, they are able to produce an analytical exposition text especially in oral form. With the different topics and issues in the British Parliamentary Debate Technique, high school students are able to solve problems or issues given to them well. Furthermore, student-centered learning methods can be implemented and teacher-centered can be avoided. The use of British Parliamentary Debate technique needs to be applied continuously in teaching English speaking ability. With this, student competency standards in competing nationally and internationally can be achieved. This study has proven that BPD technique can improve students' English-speaking ability. The result of previous study conducted by Nasriandi & Masruddin, (2021) also supported that British Parliamentary Debate technique is effective to improve English-speaking ability for high school students.

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