

# Improving Speaking Skill through British Parliamentary Debate by Using “AREL” For Nursing Students

Amalia Rahmawati<sup>1\*</sup>, Ahmad Nur Syafiq<sup>2</sup>

<sup>1,2</sup>Jurusan Keperawatan, STIKES Muhammadiyah Kudus

\*Email: [amalia@stikesmuhkudus.ac.id](mailto:amalia@stikesmuhkudus.ac.id)

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## Abstract

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(Argument,  
Reasoning, Evidance  
and Link Back)

*The main point of learning is the students be able to communicate using English. English becomes the improtant languange especially after realizing EAC (Economic ASEAN Community). Therefore, the nursing students need to be able to communicate using English. Communication using English means the students be able to speaking English. Because English belongs to the supplementary subject, many students have problem in learning English. Additionally, one of solution is teaching speaking through debate. Debate can be useful in teaching speaking because debate need the active learning process. Moreover, to make the students easy in doing debate, AREL (Argument, Reasoning, Evidance, Link Back) becomes the solution. This research aims to know the use of AREL in debate to improve the speaking skill for nursing students. The subject of the research was the nursing students of STIKES Muhammadiyah Kudus in the fourth semester. The data comes from observation, rubrics and test. This research compare before and after using AREL. For the quantitative, the researcher measure by using the average score, maximum and minimum score. Moreover, for the qualitative, the researcher used Symons rubrics. In Symon's rubric, there were four elements, they are fluency, pronunciation, accuracy and content. Based on the result of pretest-posttest, there was an improvement in the average score of the students. Moreover, based on the the qualitative data, this research used Symons rubric and observation. For the fluency,pronunciation, accuracy and content there were an improvement for the students speaking. The students be able to arrage the argument systematically and logically. Moreover, they also can create the debate athmosphere that can improve their speaking competence*

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## 1. INTRODUCTION

English becomes the important language for nursing students because most of the medical reading source uses English. Moreover, Economic Asia Community force the nursing candidate to be able to speak English. And the institution also supports by joining some events related to the international program like training program

and students exchange that force the students to be able to speak English.

The nursing students should be able to have a great competence not only with other nursing students but also with other students from foreign country. The students need to develop their competence in medical aspects and communication aspect. In this case, the

main point of communication is speaking English.

Based on the previous study, many nursing students have problem in English. They think that English is the difficult subject for them. Those have been supported by Richard and Renandya. They state that speaking for the foreign language becomes the problem. It happens because the learners need to be able to use the language appropriately in social interaction and it must be acceptable to make the communication effectively [1]. It means that the Indonesian students got the problem because they never speak English in their daily life. Moreover, the Indonesian students especially nursing students feel lazy to learn English. Therefore, technique of strategy in teaching and learning process should be interest for students.

One of the way in teaching speaking is by using debate. Moreover, nowadays, English debate becomes the popular competition in Central Java Province. Every year, Kopertis 6 always held the debate competition namely National University Debate Competition (NUDC). Because of that, debate become one of the way to teach English for nursing students, especially for STIKES Muhammadiyah Kudus.

Sabbah argues that debate is the one of the techniques that need the active learning process. In debate, the students need to construct the idea, construct the argument, create the logic idea, work in group and share the knowledge [2].

Moreover, [3] explain that one of the way to motivate the students to explore their idea is by debate. In debate strategy, the students must be able to defend their own idea. Therefore, the students should be able to give the clear idea, deep, understandable, and debatable. Debate can build the students skills especially in analyzing the problems, presenting the idea, thinking critically, and synthesizing arguments [4].

The other argument has been explained by Alasmari & Ahmed. According to them, debate is one of the brilliant way to boots up the speaking competence of students. They argued that in debate, the students can improve their fluency, pronunciation and vocabulary [5].

Debate becomes the alternative strategy to teach speaking. Debate is effective strategy because the students should discuss the topic, then present the opinion based on the fact. In presenting the opinion, the students need to analyze the case, and give rebuttal to the opposition team. In debate, there were two teams, "pro" to the motion and "contra" to the motion. Before the students giving arguments, they need to understand the topic first [6]

To make the students easy in debate, AREL becomes one of the solution. AREL stands for Argument, Reasoning, Evidence and Link Bank. By using AREL, the students can create the arguments become logic, and linked to the topic therefore it can persuade the jury about the argument.

In debate, the argument from debater is important to explain the topic/ motion. The debater should give a deep explanation and also some facts to make create a strong argument based on the motion. The argument should be a strong argument to make the jury agree with the argument. Motion has requirement that must be debatable. By using AREL (Argument, Reasoning, Evidence, and Link Back), the students have guidance to create a good argument and develop their critical argument about the facts. Wood stated that "shift from playing a game to making debate "real" by advocating deeply held beliefs that use personal narratives enactments and claims of sincerity as ground for argument" [8].

In debate, there were several types of debate, but the common academic debated used is British Parliamentary System. British Parliamentary System has been applied in the United Kingdom, Ireland, Canada, India,

Europe, Africa, Philippines and United States, and has also been adopted as the official style of the World Universities Debating Championship and European Universities Debating Championship. There were two teams in British Parliamentary Debate, Government Group (support the motion) and Opposition Group (oppose the motion) [9].

The similar research has been done by Rohmatika and Ro'is, Sabbah, Fauzan and Agustina and Bahrani. Rohmatika and Ro'is have analyzed the effectiveness of AREL in teaching speaking through debate for student of the English Debate Organization of STKIP PGRI Ponorogo. The research used classroom action research and used questionnaire and observation as the qualitative data. While the quantitative data was the result of pre-test, post-test I and post-test II. The subject was all of the members of the English Debate Organizations, 19 students. Based on the result, many students have mistaken in giving argument. While the result of treatment, the students shows the better result in giving argument, debating and rebutting [7]. The differences with the current research were the subjects and the research method. The subject of the current study was all of the students in the 4th semester in nursing students STIKES Muhammadiyah Kudus. This research used classroom action research (CAR) as the method of the research. While the current research used action research.

The second previous study was by Sabbah. The objective of Sabbah's research is to investigate the effectiveness of debate to improve the speaking skill of students in University of Palestine in Gaza. This research used quasi-experimental approach with 20 students as the sample. Sabbah found that there are significant differences among pronunciation, grammar and vocabulary in teaching speaking by using debate strategy [2]. The differences Sabbah's research and the current research is in the subject of the study and the point of analyses.

The third previous study was done by Fauzan. His research aimed to know the improvement of speaking ability of students by using debate technique and peer assessment. The subject of the research was the students of third semester in IAIN Samarinda. The method of the research was the classroom action research (CAR) with two cycles. The result of the research was there is a significant difference teaching speaking using debate and peer assessment [10]. Moreover, the students' fluency and confidence improved also. In the other hand, the differences between the research the current research were the subject of the study and the method of the research.

The last is Agustina and Bahrani. They analyzed the implementation of British Parliamentary in Mulawarman Debate Society (MDS). They found that there were differences of debater, adjudicator and the length of the speech. Moreover, the special point in British parliamentary is POI [11]. The differences between the research and the current research is the method of the research and the subject of the study.

Most of the subjects in previous research was the English department students, while the subject of this current research was the nursing students. However, they were nursing students, they have to be able to speak English. Additionally, it has been supported in STIKES Muhammadiyah Kudus curriculum that there were 12 SKS for English subject in bachelor program of nursing. Based on the explanation above, the researcher would like to know the use of AREL in debate to improve speaking skill for nursing students.

## 2. METHOD

This research used mix approach. The research was used to know how AREL strategy can be used to improve the speaking skill of nursing students through British Parliamentary Debate. The data comes from observation, rubrics and test.

The subject of the research was the fourth semester of nursing students program, STIKES Muhammadiyah Kudus. This research was done in STIKES Muhammadiyah Kudus during teaching and learning process of English Subject in the fourth semester of bachelor nursing program. The research in March until April 2017. This research compare before and after using AREL. For the quantitative, the researcher measure by using the average score, maximum and minimum score. Moreover, for the qualitative, the researcher used Symons rubrics. In Symon's rubric, there were four elements, they are fluency, pronunciation, accuracy and content.

The research was done start from the first meeting until the seventh meeting. In the observation and interview, the researcher investigate in the role of British Parliamentary Debate system and how the students perform their arguments. In this research, there were four steps in every cycle, they are (1) planning, (2) action, (3) observation, (4) reflection.

The instrument of this research was observation, interview and test. Observation and interview was used to gain the information related to the students' motivation and students' feeling before, while and after giving treatment. Moreover, it was also to describe the students problem during the treatment, especially when the students used AREL (Argument, Reasoning, Evidence and Link Back) in British Parliamentary Debate especially in elaborating the arguments.

Moreover, test was used to measure the students' competence that was the result of using AREL. The pre-test and post-test was used to know the students' competence before and after giving treatment "AREL" (Argument, Reasoning, Evidence and Link Back). Therefore the aspects that become the point in pre-test and post-test were the argument of the students (debater). In developing idea during debate, the students

used AREL that divided into four steps, they are giving Argument, Reasoning, Evidence and Link Back to create a strong and acceptable argument. In measuring students' competence in speaking, the researcher used evaluation rubrics by Samon. Based on the rubric, there were four aspects that should be measured, such as fluency, pronunciation, accuracy, and content [12].

The result of treatment can be seen from two types of mark, first the average score of the students, second the interpretation of score based on Simon's rubric. Therefore, there result can be described and interpreted deeper.

### 3. RESULT AND DISCUSSION

In this section, the researcher describes the result of research that focuses on the data and analysis.

#### 3.1. Problem Faced by Students before Applying AREL in Teaching Speaking Through British Parliamentary Debate to Improve Students' Speaking Competence

Based on the observation data, in the first assessment, the students had problem in explaining their arguments and also the role of debate. It happens because they haven't understood yet about the role of each duty of debater and how to explain the idea well. They still repeat the similar argument from the previous debater and previous sentences. Moreover, they also still had problem to make the jury (adjudicator) agree with their arguments.

#### 3.2. The Result before The Use of AREL in British Parliamentary Debate to Improve the Students Speaking Competence

Based on the result of pre-test, it can be seen that the average score was 68,2. The highest score was 80 and the lowest score was 50. Moreover, based on the compressibility of the topic, most of the students were in the low category. The comprehensibility of the topic or motion can be seen during the pre-test. Most of the

students have difficulties to explain more about the argument because of the limited of the information (knowledge) and opening their main to explore their argument.

Based on the way of how they explain their argument, most of the students (82% students) cannot explain well. It happens because they don't have the strategy and technique how to explore and explain their argument. They only produce 1-2 sentences, without opening, explanation, and example.

Moreover, in speaking assessment based on the Symon's rubric, there were four elements, they are fluency, pronunciation, accuracy and content. The first element is fluency. In fluency, there were 45% students who are belongs to medium stage in fluency. The students still confused when they have to explain their argument directly. Usually, they keep silent for a long time to think, then they tried to explain their arguments that difficult to understand. And there were so many eeemmm, aaa, oo. They also seemed nervous when they had to speak up. They also always repeat their argument without explanation more for that.

Second is pronunciation. The students' pronunciation need some improvement. They still have difficulties and mistakes in pronunciation.

Third is accuracy. In these aspects, the students still have difficulty in explain their argument appropriately. It can be seen that the students still confused when they have to explain their argument, giving rebuttal and when there was a POI. Additionally, sometimes the students still confuse about the role in British Parliamentary Debate System.

The last is content. Based on the first assessment, the student's content when they gave argument, the content was still limited. It happens because they had limitation knowledge and information, nervous and

confuse when have to explain more and give some examples.

It can be concluded that based on the result before giving treatment AREL in teaching speaking through British Parliamentary System, the students competence in giving argument were still low.

### **3.3. The Result after the Use of AREL in British Parliamentary Debate to Improve the Students Speaking Competence**

Based on the result of post-test, it can be seen that the average score was 72.5. The highest score was 82 and the lowest score was 60. It means that there is an improvement in the average score of the students. Additionally, the highest and lowest score is also increased. After giving the treatment, the students comprehensibility of the topic or the motion was also better. The students have deeper analysis so that they can explain more for the motion. They tried to explain their argument, then give the logic reason to create a strong argument. They also always give the example in fact for every case then linked back to the topic in order to persuade the jury or adjudicator. So that their argument and rebuttal was better than before giving the treatment of AREL in teaching speaking through British Parliamentary Debate however there were several aspects that still becomes the problem for the students.

In this research, there were two aspects that becomes consideration. The first consideration was the result of the test. Second is the result of observation and interview. The observation to measure the speaking competence of the students was based on Symon's rubrics. Based on symon's rubric, there were four elements that should be considered in speaking aspect. They are fluency, pronunciation, accuracy, and content.



The first aspect is fluency. Fluency is one of aspects that can describe the level of students' speaking. Based on the analysis after giving treatment, in average, there was an improvement in their fluency, however it was still in the low level. The students' problems in fluency were still in the aspect of nervous, confuse how to explain their idea. Moreover, sometime the students still need stimulus to create a good argument. Some of the students also still need time to think. They have tried to speak up more deeper than before giving the treatment. And only few students who repeat their argument when they give argument and rebuttal.

Based on the analysis after giving treatment AREL for students to improve speaking skill through British Parliamentary Debate, the comprehensibility of the students is the enough categories. Most of the students understood the motions because the motions were the current issue in the word. The students who could not give the information were the students who did not know the information of the current issue in the word. Therefore, they could not give the deep and strong argument and could not give the strong answer for the rebuttal.

The third aspect is accuracy. There was an improvement in the accuracy of the argument from the students.

Next is the method of delivering argument. Based on the analysis, the students have improvement when they explain their argument.

However, the students still have mistakes in speaking, especially in grammar and pronunciation, the students have high motivation and they can explore their argument deeper than before. Additionally, the students become active in the class.

In expression their argument, the students always try to give definition of the specific term used (what), then they give the reason and explain in deeper (why), and in the end of the argument, the students give

conclusion to make clear for the argument. In conclusion, the students also give the clear explanation by repeating the term of "what" and "why".

#### 4. CONCLUSION

There were several factors that makes students have low competence in debate. They are the role of debate, how to arrange the arguments and how to create a arguments that can create debate atmosphere. To solve these problem, the researcher use AREL. Based on the result, there is an improvement score in students debate score before and after using AREL. After using AREL, the average score is 72,5.

In the other hand, the researcher also use Symon's rubrics. In symon's rubric, there were four elements, they are fluency, pronunciation, accuracy and content. Based on the result of the research, there was an improvement in fluency, pronunciation, accuracy and content. However, the students still need elaboration and improvement in debate.

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