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THE IMPLEMENTATION OF 'BRITISH PARLIAMENTARY DEBATE SYSTEM' IN LEARNING DISCUSSION TEXT

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Abstract

Current curriculum requires that teaching-learning process should be able to stimulate students' critical thinking. In order to achieve the goal, teachers are expected to find and design a learning method where the students will participate in class discussion. Consequently, teacher initiates a study which attempts to reveal the implementation of British Parliamentary Debate System in learning discussion text for grade XII in SMA Unggul Del. This study design is based on speaking experiment where students in a team will be separated in government (proposition) side and opposition's side. The researcher is using qualitative data to make sure that British Parliamentary Debate is totally beneficial for the students to enhance their arguments for two perspectives as discussion text mean to be. The result is British Parliamentary Debate is compatible with discussion text as it evaluates matter from different perspectives. Thus, based on the findings, the researcher strongly recommends British Parliamentary Debate to evaluate students' speaking skills. Furthermore, through this implementation, students are expected to be more critical in building their knowledge and opinions. Further research is expected to broaden the scope not only for senior high school students.

Keywords

Discussion Text, British Parliamentary Debate, Opposition, Proposition

1. Introduction

Indonesia educational system has experienced various curriculum during all the time. Firmansyah. E. (2015) states that a curriculum is developed to result in qualified outcomes (students). This theory is supported by the changing of curriculum which have proven to give significant progress in educational field. Due to the current development, government has initiated to synchronize cognitive, psychomotor and the most importantly is affective aspects.

Indonesia National Curriculum encompasses two basic competences for one lesson topic such as cognitive and psychomotor, thus the teachers for grade XII should synchronize the two basic competences through various study plans and activities. In the recent years, educational system has come to an era where students must be confronted with some contextual lessons where the situation is easily understood by the learners in the earlier stage.

One of the topics in English syllabus for grade XII is discussion text which is focused on interest's class. Discussion texts expose the issue from different perspectives (pros and cons) where no limit for a writer to share ideas to support his arguments through speaking and writing skills. It stimulates students' critical thinking through a controversial issues or environmental studies.

To sum up, this study attempts to demonstrate the implementation of British Parliamentary Debate in learning discussion text. Through this study, English teachers are expected to be more creative in designing their activities in the classroom as curriculum 2013 requires.

2. Literature Review

According to Lai, Emily. R. (2011) critical thinking involves both cognitive skills and dispositions. These dispositions, which can be seen as attitudes or habits of mind include open and fair-mindedness, inquisitiveness, flexibility, a propensity to seek reason, a desire to be well-informed and a respect for and willingness to entertain diverse viewpoints. As a consequence, debate is one of appropriate choices for teachers to trigger students' critical thinking. In debate, students are expected to find fair arguments to support their ideas by finding some data or

references which relate to their motion or topic matters. Furthermore, in debate, students do not only learn how to defend their arguments but also respect their friends' arguments.

Hilliard Amanda (2014) once carried out a research about techniques to increase students talk in classroom. One of the ideas is implementing more authentic, communicative classroom activities such as group work, discussions and debates, task-based activities and games which can be utilized within a CLT framework. The teacher should be capable to stimulate the students to speak in the classroom through fun activities like discussions and debate. This opportunity has finally led the English teacher to encourage students to share their ideas in contextual learning and consequently, most of the students are confident to speak their mind in classroom although not all of them can speak in a good structure. For this reason, the teacher no longer hesitates to make debate as their speaking test to elaborate their ideas in proposition side and opposition side.

In another side, Emilia (2010) stated that in order to build interest in topics selected for work and in helping to build some critical reflection, students can sometimes be consulted about the topics for examination, research and discussion especially in a program devoted to building independent thought. Alternatively, the teacher can select a list of possible topics and invite the students to consider those they would like to explore. So, through this research, the teachers are expected to be more creative in designing speaking test for the students in grade XII. Furthermore, British Parliamentary Debate is a way of stimulating students' critical thinking because the issues in the motion are general and can help students to be more critical in defending their ideas.

On the contrary, the implementation of British Parliamentary Debate still has weakness like grouping the students for proposition side and opposition side. According to Smith Harvey (2011, 13), the debate is divided into eight speeches with every speaker getting equal time (seven minutes). Additionally, there are only eight participants where four participants belong to proposition side and four more participants will belong to opposition side while total students in one class might not be compatible with the total students for each round.

In 2012, Yang, C and Rusli, E. did a research which aims at implementing debate as pedagogical tool to enhance pre-service teachers' learning on the subject matter and investigate the effect of using debate in teacher training in Singapore context. The result is the students stated that debate can help them to develop critical thinking skills.

Agustina and Bahrani (2016) also conducted a research about the implementation of British Parliamentary Debating in Mulawarman Debate Society (MDS). They investigated some differences related to the implementation of British Parliamentary debate system such as the differences of the amount of debater and length of speech whereas in this study, the researcher is going to expose the implementation of British Parliamentary Debate as speaking test for grade XII who learn discussion text.

This implementation can help all the students to understand the British Parliamentary Debate System as it is one of the English competition field. The greatest possibility is when the students do well in the classroom; they can join some debate competitions like Asian English Olympic, the most prestigious competition which is held by *Bina Nusantara (BINUS)* annually. On the contrary, as this is the most prestigious English debate, not all the students could make it well in a short time so perhaps the number of failures will also exist.

Overall, the researcher believes that the implementation of British Parliamentary Debate is one of ways to build the students critical thinking through the motions or topics which are more contextual. This is implemented in grade XII where discussion text is one of the basic competences that they are going to achieve. Thus, as a text which offers the students to engage a variety of controversial issues, British Parliamentary Debate is the best choice to train the students' speaking skill because it encourages them to think critically about an issue in their country. Through this skill, students are expected to build their knowledge about the recent issues and think critically in order to come up with their reasonable arguments in responding all the ideas which come during the discussion.

3. Methods

The participants of this research are the students of SMA Unggul Del grade XII who prefer English as their interest class. There are twenty eight students who are expected to understand and practice British Parliamentary Debate system as their speaking test in the first semester.

To reach its objectives, this research is designed as a qualitative research. Cresswell, J.W. (2014, 32) stated that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problems. The process of research involves emerging questions and procedures, data typically collected in the participant's setting,

data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of data. He further explained that qualitative research is framed in terms of using words.

Kothari, C.R 2004 stated that primary data is collected during the course of doing experimental research but in case we do research of the descriptive type and perform surveys, whether sample surveys or census surveys, then the researcher can obtain primary data either through observation or through direct communication with respondents in one form or another or through personal interviews. Consequently, in this research, the researcher collects primary data based on daily class observation when debate was conducted. The observation lasted for two weeks where students had class two times in a week namely Monday and Wednesday. In every meeting, there was only one team (which consists of government and opposition side). Within ninety minutes, teacher would give fifteen minutes for preparation prior to debate and after that teacher would give more comments on each participant.

According to Donald, Lucy, Chris & Ashgar (2010, 530) data analysis involves reviewing the data while they are being collected and attempting to synthesize and make sense out of what is observed. In analysing the data, the researcher used a rubric which was designed by Methodist school that once held a debate competition in North Sumatera. Rubric is exposed as follows:

SPEAKER 1

SPEAKER	CRITERIA & SCORE	RANGE	REMARKS
NAME: <hr/> <hr/> ROLE: 1. Define motion. 2. Outline team's arguments. 2. Present arguments.	QUALITY OF ARGUMENT	10	A debate winning argument which the other side cannot respond to. Original, well structured and convincing.
		8 - 9	High quality argument, imaginative and coherent. Good points backed up by examples or evidence. Deals fully with the subject.
		6 - 7	Sound argument. Relevant, reasonable and consistent with a defined structure and coherent points. Introduces some evidence to support argument.
		3 - 5	Below average argument. Perhaps coherent but clumsy; mainly consistent but stale and lacking in imagination or originality. Has little evidence to support case.
		0 - 2	Weak or irrelevant argument, poorly structured. Inconsistent with previous speakers' definition or an unreasonable attempt to define or redefine the motion.
	DELIVERY	10	The speaker speaks confidently at the perfect tempo and appears to have the entire debate under his/her control.
		7 - 9	The speaker only uses brief notes occasionally, speaks clearly and makes eye contact with the panel.
		3 - 6	The speaker does not appear to be confident, speaks too quickly or too slowly or reading their notes too much.
		0 - 2	Hesitant, floundering; has little idea of what to say; inarticulate, incoherent and obviously lacking in any confidence.
	TIME KEEPING	10	5 minutes exactly
		7 - 9	Unable to reach 4mins 30 secs
		3 - 6	Unable to reach 4 mins
		0 - 2	Unable to reach 3mins 30 secs
	ROLE	7 - 10	Speaker performs his/her role well.
		5 - 6	Speaker does not perform his/her role well.
		0 - 4	Speaker appears to be unaware of his/her role.
	ENGLISH PROFICIENCY	10	Speaker's spoken English is very clear and grammatical.
		7 - 9	Speaker's proficiency listeners to easily understand what he is trying to convey.
		3 - 6	At times, it is difficult to understand what the speaker means due to grammatical and pronunciation problems.
		0 - 2	It is very difficult to understand what the speaker means due to grammatical and pronunciation problems.

Figure 1: Rubrics for Debate

However, each debater has the same rubrics but they are evaluated based on their role fulfilment. Based on the rubrics, there are five categories in scoring the students' performance during the debate. The categories will be further explained as follows:

3.1 Quality Arguments: With the range between 0 – 10, the best arguments should be well – structured and convincing. In order to get the best score, a debater is expected to rebut their opponent's ideas with logical examples to defend their motions and the most importantly, a debater should be consistent in delivering their ideas which flows natural and coherent with the previous ideas.

3.2 Delivery: In delivering their ideas, a debater is expected to show a very good stance and can control their emotional. In addition, a debater should avoid reading notes too much. A debater can take scrap papers, making outlines which are necessary but reading notes too much will be disadvantages because it seems that the ideas are not original.

3.3 Time keeping: When speaking, a debater needs to consider the time. Five minutes speaking is enough for delivering ideas and fifteen seconds for giving PoI's (Point of Information). On the contrary, speaking in less than three minutes will be disadvantageous. In order to keep time well-spent, a debater should refer to role fulfilment and focus on the important points. The most cases are the debaters give too much introduction so five minutes is not enough and in another side, debaters cannot explain further about the motions or examples so they deliver the ideas in less than three minutes.

3.4 Role fulfillment: Every debater has different role in debate. According to *The Cambridge Union Society Introductory Guide to Debating*, role fulfilment in British Parliamentary Debate can be seen as follows;

3.4.1. Prime Minister:

- To define the debate, translating the motion into a concrete policy or idea.
- To argue two or three contentions supporting why the policy ought to be enacted.

3.4.2. Leader of Opposition:

- To directly or indirectly refute part or all of the government's case,
- To make at least one argument that demonstrates why they the First Opposition team opposes the motion as interpreted by the Prime Minister,

3.4.3. Deputy Prime Minister:

- To refute the opposition arguments, pointing out their flaws,
- To argue independently, introducing new concepts that may have not spoken by the prime minister.

3.4. 4. Deputy Leader of Opposition:

- To refute the government's arguments, pointing out their flaws.
- To argue independently introducing new concepts that may have not spoken by the leader of opposition.

3.4. 5. Member of Government:

- To extend the debate, offering new arguments and analysis for supporting their ideas,
- To refute any outstanding opposition points.

3.4. 6. Member of Opposition:

- To extend the debate, offering new arguments and analysis for supporting their ideas,
- To refute the government extensions.

3.4.7. Government Whip:

- To summarize the debates, offering a biased summary of the issue involved and showing why the proposition deserve to win.

3.4.8. Opposition Whip:

- To summarize the debates, offering a biased summary of the issue involved and showing why the opposition deserves to win.

So, prior to debate, a debater needs to consider their role fulfilment in delivering their arguments. Furthermore, a debater deserves for a perfect point (ten) if they perform perfectly based on their role.

3.5 English Proficiency: Alasmari. A, Ahmed. S. (2013) states that regular practise of debate; speech and conversation will improve their fluency, pronunciation and vocabulary. It is believed that through debate, students will boost up their English speaking skills. In this rubric, English proficiency is measured with grammar and clear speaking.

4. Findings and Discussions

The data was collected from interest class of grade XII in SMA Unggul Del. Exactly in the first semester where the students of grade XII learn discussion text, a text which discusses two perspectives on one issue. For example: The pros and cons of National Examination. In this topic, students will elaborate their ideas through the motions and the roles as has been stated in the previous paragraph. Each debater will sit based on the formation which is drawn in the scheme below. The scheme of debate looks like this:

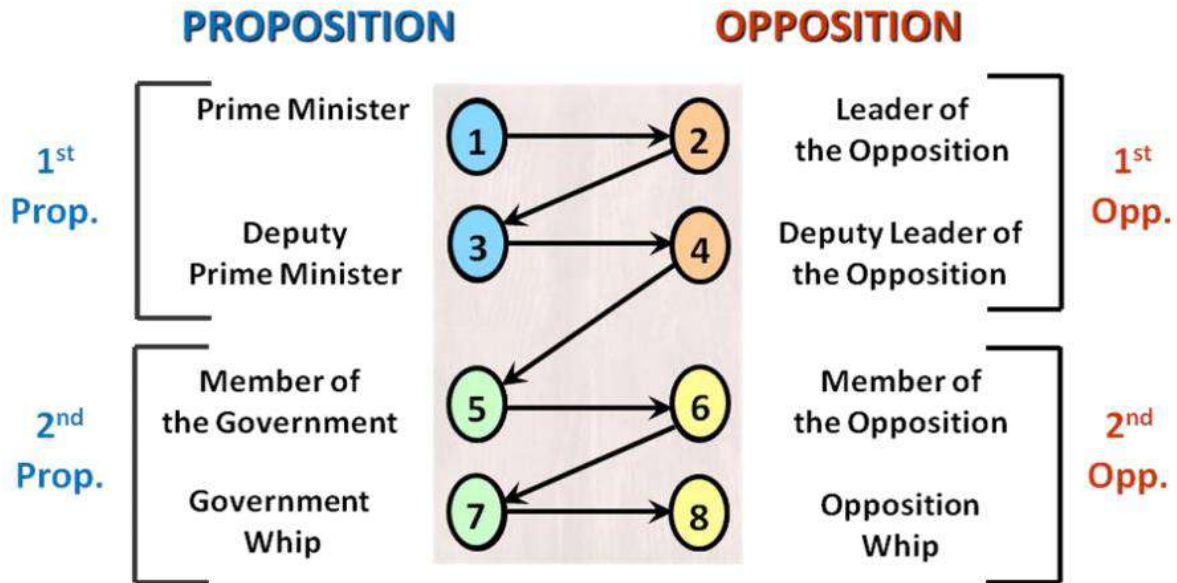


Figure 2: Illustrates the Position of Each Debater

Based on the scheme above, there are four chambers for each debate sessions. Two chambers belong to Proposition or Government (opening and closing) and two more chambers belong to Opposition (opening and closing). Every debater should refer to the role fulfilment in the debate. The most importantly, a debater has only once speaking chance and spends about five to seven minutes. When Prime Minister defines the motion, the Leader of Opposition is scrutinizing the speech so he can connect his/her arguments in opposing the ideas and so on for other debaters. During the debate sessions, the debaters in each chamber cannot collaborate in building their arguments. In addition, educational debate totally needs more logical rebuttals following examples in defending their motions. In this case, the debaters are urged to think critically in order to support their ideas. Through all the motions provided, the debaters should refer to their role fulfilments in rebutting their opponent in which they have to be able to criticize the policy offered by another opponent.

The researcher finds that British Parliamentary Debate has similarities in building discussion text. What makes them similar is the two perspectives which has been the main content of discussion text. Branham. R and Meany. J (1998) states that debate contributes to the intellectual and ethical development of its participants by challenging them to make defensible judgements in which they must critically investigate complex issues, question given

assumptions, evaluate the reliability of data and consider alternative perspectives. The researcher believes that by investigating or by debating an issue, they will automatically be pushed to think critically in order to find the facts to support their ideas. The debaters should push themselves to get more convincing ideas to oppose their opponent and this is what discussion text needs at most.

Not so many researches about implementation of British Parliamentary Debate in teaching-learning process especially in enhancing of discussion text learning. A previous research was conducted by Agustina and Bahrani, students of IAIN Samarinda, Indonesia. They did a research regarding the implementation of British Parliamentary Debate in Mulawarman Debate Society. It focuses on how debate has finally stimulated the students' critical thinking. Another research was in 2013 by Alasmari and Ahmed about the use of debate in EFL class. In this case, the researchers proved that through debate, the students are more confident to speak in English, to explore ideas through their knowledge. In 2015, Somjai. S and Jansem. A from Srinakarinwirot University, Thailand carried a research about the use of debate technique to develop speaking ability of grade ten students at Bodindecha (Sing Singaseni) School. This is made based on the researchers' experience in teaching their students. Firstly, they found that their students' results on Ordinary National Education Test (ONET) were not really good. So they initiated debate to develop students' ability in speaking. Through the research, they believe that debate can encourage students to participate in sharing their ideas, opposing arguments which of course can shape their critical thinking. Besides, they also prove that debate technique can increase the students' ability in speaking or communication skill.

This research focuses on implementation of British Parliamentary Debate in learning discussion text for grade XII. As stated in the previous paragraph, discussion text is one of the topics of English subject in the second semester for interest class. It discusses two perspectives or controversial issues in contextual environment. The crux of the problems is about positives-negatives, pros-cons, advantages-disadvantages. To get into the debate, the teacher divides the class into three groups where a group consists of eight members, four students belong to proposition side and four more students belong to opposition. With each role fulfilment, students should sit as the scheme in figure 2. Each student should come forward when they are delivering their speech or arguments. Others are listening and giving PoI (Point of Information) if they are willing to give interruptions to the speakers. PoI is only fifteen seconds and five to seven minutes

for each speaker. However, PoI is not compulsory. In delivering their ideas, all the participants should refer to role fulfilment and the previous arguments and during the debate participants in different chambers are forbidden to discuss the motions or sharing ideas.

This following explanation will demonstrate one of the examples of debate in the classroom.

4.1 Motion: This House believes that National Examination should be abolished.

- **Prime Minister :**

As a prime minister, let me define the motion before we debate further. National Examination is a standard evaluation system of primary and secondary education in Indonesia to make sure the quality of education levels in Indonesia. Abolish means to put an end to something. There must be some reasons for why the national examination in Indonesia should be abolished. One of them is the quality of each school in each area is not comparable. As we see that the distribution of teachers is not prevalent. There are some remote areas in Indonesia like Papua, Nusa Tenggara and many parts of it which cannot get access for a better education. Some of them neither have any text books or facilities at school due to the government interference and lack of fund. So it is not fair if government generalize the results with the school in cities which have come to modernization. For this reason, this house believes that national examination should be abolished.

- **Leader of opposition :**

As the prime minister stated, national examination is a standard of quality in Indonesia, this house totally agrees that national examination must not be abolished. The existence of national examination has been proven to some good results in education levels such as: measuring the students' capability in all areas in Indonesia. Through National Examination, the government can evaluate the problems in each area and not only evaluating but also offering solution to them.

- **Deputy Prime Minister:**

As Deputy Prime Minister I would like to refute the statement which says that national examination is to measure the students' capability. This is very pathetic when leader of opposition judge the students' capability or intelligence based on the national exams. This house dare to say that intelligence cannot be defined by exams. This will lead to score-oriented students and what happen? Dishonesty is everywhere. This is one of the reasons why this house believes that national examination should be abolished. For the sake of the standard, many schools manipulating the students' score, exposing the answer key to their students and when it happens, world will question the meaning of education itself. Education for a better world of a worse world? So again, this house believes that national examination should be abolished. Thank you.

- **Deputy Leader of Opposition :**

In the previous speech, Leader of opposition has stated that it is one of the tools to measure the students' capability. I strongly oppose the deputy prime minister statement which says that measuring the students' capability through exams is pathetic. So, how do you measure the students' capability in school? Don't you think that it is an objective way to know the students' progress? Moving on to my argument, national examination can also help the students to study more seriously in order to get the results. When the students have something to reach, they will maximally prepare for themselves. So, this house supports the existence of national examination.

- **Member of government :**

As national examination has had so many problems in all the times, we still believe that it should be abolished. Now I would like to further extent my argument, that this exam also spends a lot of money in the implementation. In 2013, it is stated that about 11 provinces delay the exams due to the marred scripts. Another problem is the script was not delivered on time to some areas. So in fact, many problems in conducting this nationally. Will the government still defend this kind of system? If it cannot be implemented nationwide, why should we go on? Since it has not run properly, it is better not to make it. Another case is, when school should judge the students' capability in only three days tests. This is not logical. Students spend three years in school and during the years, they can pass all the processes well. But maybe in the national examination,

they get sick so they cannot do it maximally, will you fail them? This is very irritating; judging the three years learning in three days tests.

- **Member of the opposition :**

Before giving on my arguments, I would like to refute the member of the government. When the students get sick, they do not need to sit the test, there must be supplementary exam in this case. Another argument is national examination can evaluate the distribution of education system in all areas. By conducting this exam, government can simply evaluate the system in each school. As deputy leader of opposition explained that through the result, government think about what to improve and what to defend in education system. The analogy is when we are doing an experiment; we need to give the same treatment to the objects of our researches. We can draw a conclusion based of the effects on the objects we observe and analyse. However, we cannot take one sample for making an experiment, right? The same with national examination, the government should have the national standard or benchmark to all schools in Indonesia so they know what to improve in education system.

- **Government whip:**

National examination isn't comparable with experiment. There must be experiment before national examination because this is about the students' future. So experiment is totally wrong as compared to national exams. Therefore, as to close this debate, I am as the government whip is going to summarize our arguments. National Examination cannot be implemented as it is a judgement to the students' success in three years learning process. The reasons are: The distribution of teachers in Indonesia is not balance. The students who live in cities will always get the best access to get knowledge. Second is as it is the benchmark over the students' who study for three years, there will be score-oriented generation who will do everything for their target. So dishonesty will happen everywhere. Key answer of national examination will be commercialized. Lastly, it also spends a lot of money due to its distribution to remote areas in Indonesia. Thus, based on arguments above, we, the proposition deserve to win this debate. Thank you.

- **Opposition whip :**

Now I would like to summarize our arguments from opposition side. This house believes that national examination must not be abolished for three reasons: it can measure the students' capability in all areas in Indonesia as it is the national standard of education. Second reason is it can help the students to study more seriously in order to get the results. They no longer come to school to no avail. They will prepare themselves in order to pass the standard. Sometimes, students need bait to stimulate them to study harder. The last argument is national examination can evaluate the education system in Indonesia. Thank you.

However, debate is not about win or loses but it is more about how the students defend on their arguments by criticising their opponents. According to '*Teacher's Guide to Introducing Debate in the Classroom*' through debate, the students will benefit from developing public speaking skills, critical thinking skills, research skills and teamwork skills.

- As has been stated in the previous paragraphs, the implementation of British Parliamentary Debate is very compatible with the implementation of learning discussion text because this debate is actually made in discussion format which leads motion to a fairly controversial issue. Furthermore, discussion text also explores or offers two different perspectives in discussing an issue. In this case, of course having good fluency in English is not

sufficient. Students or debaters need to enrich their references in order to support their arguments logically. In discussion text format, a motion about national examination can be made as follows;**Statement of issue:**

National Examination is standard evaluation system of primary and secondary education in Indonesia to make sure the quality of education levels in Indonesia. It has been run for several years as standard of graduation which is held for three days in school. As it comes as standard of graduation, recently there are so many problems due to its implementation. The pros and cons about national examination will be exposed as follows:

- **Pros :**

National Examination should be implemented in order to measure the students' capability nationally. The government should make it as the standard of graduation to make sure that all schools are seriously working on it. The students should be prepared to hail the national test which examines all their learning processes in school. Furthermore, the results of the tests can be made as a general evaluation to education system in Indonesia.

- **Cons :**

On the contrary, some totally disagree about the implementation as national standard of graduation because; firstly, the distribution of teachers in all areas is not actually balance. Some areas like Papua, Nusa Tenggara do not have qualified teachers to support the education system there. Some of the teachers are not graduated from bachelor degree even if they are graduated from bachelor degree, they never have any training course from government. So, it is not fair to generalize the results with the ones which get good access in their areas. Secondly, it causes dishonesty in some areas. As it is the standard of graduation, many schools manipulating the results by commercializing the key answer to some schools. Lastly, it also spends a lot of money in distribution of scripts while it is not always distributed well. Some delays happen to remote areas.

- **Conclusion :**

In order to make better education system in Indonesia, government needs to revise the positive and negative side of this implementation.

In writing discussion text, the students must be neutral in exposing their ideas because writing is an individual work. It is slightly different with speaking context. According to Scott Thornbury in his book titled 'How to teach speaking', he stated that very broadly, there are two main purposes for speaking. Speaking serves either a transactional function, in that its primary purpose is to convey information and facilitate the exchange of goods or services, or it serves an interpersonal function, in that its primary purpose is to establish and maintain social relations. Thus, speaking context in learning discussion text encompasses interpersonal and transactional function where group of students deliver their arguments and other students respond by refuting and building the new arguments.

To sum up, the researcher has implemented the British Parliamentary Debate as speaking test for discussion text topic. In cognitive, students are provided with some discussion texts and answering the questions based on the texts. In psychomotor, the researcher implemented debate

as their final test because discussion text and British Parliamentary Debate explore the same concepts.

5. Conclusion and Suggestion

Implementing British Parliamentary Debate in learning discussion text for grade XII in SMA Unggul Del has evidently worked and succeeded. This idea comes when the students must learn a discussion text in the first semester which needs more elaboration to support arguments and stimulates students' critical thinking. So, the researcher tries to implement this debate as speaking activity for psychomotor aspects. The result is, the students have become more proactive and take a part in the classroom discussion.

Green and Klug (2015, 462) states that debate format in a large class is an effective way to modify students' opinion on social issues and to teach critical thinking and writing skills. The finding is that debates can raise the students' participation and enthusiasm in class discussion.

Within this decade, education curriculum requires teachers to innovate and upgrades their teaching skills in order to stimulate the students' understanding in each basic competence. So, through this research, it is expected that English teachers should implement British Parliamentary Debate in learning discussion text for grade XII. In addition, curriculum 2013 emphasizes that in every basic competence there has to be cognitive and psychomotor aspects. In psychomotor aspects, debate as speaking test has been a good choice for students particularly in learning discussion text.

The scope of this research is limited as it only gives general overview how British Parliamentary Debate has led grade XII in SMA Unggul Del in learning discussion text. Further research is expected to enhance the study of British Parliamentary Debate which can develop high order and critical thinking for the participants.

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