English Language Teaching Method through Debate Model and Biantara

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Abstract: Most of people are afraid to speak in foreign language because they do not have friends to communicate and have lack of experience. The difficulty to use oral language causes the process of mastering a language stuck in one moment. This study aims to develop a method of language teaching especially English that focuses on listening and speaking through debate model and *biantara* (DM-B). This method is an effort to train the ability of oral language through media of debate model and public speaking. The brevity of thinking, speaking, and listening will be a motivation that push the learners to as soon as possible understand the language. This teaching method could drive the students or learners into mastering spoken and written language in a short time without having to memorize all of the tenses grammatical hardly. The results of this study indicate that DM-B improves the ability of the characteristic English language (good mindset and attitude patterns). Learners formed their mindset through DM-B which are: (1) logical mindset, (2) critical thinking, (3) problem solving ability, and (4) teamwork. On the other hand, the attitude pattern is formed also: (1) self-trust, (2) social care, (3) competitive, and (4) formed wide network.

1 INTRODUCTION

Learning English language has becoming a challenge and a must nowadays. The foreign language learning contains of reading, writing, listening, and speaking. Speaking in a foreign language generally shows a culmination of an understanding of a language, although writing skill are the last stage taught in language learning. The problem in speaking foreign language is to understand the language precisely and to accept any grammatical error at the first stage of learning. Tsiplakides (2009) stated that students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others, due to their limited knowledge of the language, especially in relation to speaking and listening skills. Students who experience fear of negative evaluation do not consider language errors as a natural part of the learning process. As a result, they are afraid to talk and participate in foreign language class activity. A study explains that the way learning by listening and speaking can shorten our time in learning a language. This study refers to the attitude of children who only apply the principles of listening and imitating. They do not know anything about the standard of grammar, but they hear how others speak the language and practice speaking

simply. Children are able to understand a new language in less than five years. Unlike students who have studied English since they were in kindergarten. After years of learning some of the students are only able to master some vocabularies without being able to use it in direct communication. This is unfortunate because their language learning is stuck only in the language recognition stage without being able to use it.

In the era that is very advanced today, the class need a practical method to be able to teach students. Practical is not an instant way, but practical is where students can try as much as possible and get maximum results as well. In teaching English, the main goal is not only to teach the knowledge to the student. The hope of the English they have learned is the ability of students in using it in their daily life or for their future in the international world. To achieve maximum results here offered an English learning method based on the model of debate and *biantara* (DM-B)

Learning methods used to implement learning strategies are: (1) lecture; (2) demonstrations; (3) discussion; (4) simulation; (5) laboratory; (6) field experience; (7) brainstorming; (8) debates, (9) symposium, and so on. One of the methods for learning is debate method. Debate itself is an

argumentation activity between two or more parties, either individually or in groups, in discussing and deciding issues and differences (Sudrajat, 2008).

Proficiency in speaking in English does not stop at the debate only. There is also a method used to train language proficiency. The method is *biantara*. *Biantara* is a *Sunda* term that is devoted to public speaking activities or known as speech. The elements contained in the biosphere are similar to speeches, speakers, materials, objects or listeners, as well as themes. *Biantara* and debate have similarities in influencing English proficiency because both of them expect good speech and persuasive. In this study the method of debate and *biantara* will be combined as one method for English language teaching.

The advantage of applying these two learning models is the fast learning of English for students. This learning method is expected to provide convenience both for teachers and students in achieving the target of English proficiency. This study will analyze how the learning system using the method of debate and *biantara* can give a good influence for the students as well as the response of the students who have practiced debate and *biantara* to the method of learning English itself.

2 LITERATURE REVIEW

A debate study was conducted in Aceh, the study tries to explain the benefits and the attainment of the debate in the article entitled "*The Landscape of Competitive Debate in Aceh: Benefit, Achievement, and Challenges*". This research has succeeded in explaining the benefits of competitive debate for students and varsity students in Aceh. As for this research, the study will discuss the related model of debate and *biantara* that could help to increase English proficiency quickly and effectively.

Debate is an oral communication process declared with language to defend opinions. Any debating party will argue, give a reason in a certain way so that the opposing party argues or the other party who hears the debate becomes convinced and side with it (Dipodjojo, 1982).

The style of debate used in most schools throughout Australia and in many other countries, at the Australian National Schools Debating Championships and at the World Schools Debating Championships. In this style, there are two teams in every debate. One team is required to argue that the topic is true. This team is called the 'affirmative', or sometimes the 'proposition'. The other team is required to argue that the topic is not true. This team

is called the 'negative', or sometimes the 'opposition'. Each team uses two basic types of argument to support for its side of the topic. First, there are substantive arguments. These are prepared arguments in favour of a team's side of the topic. Second, there is rebuttal. Rebuttal is your attack on your opposition's arguments. The difference between substantive arguments and rebuttal is the distinction between showing why your team is right and showing why your opposition is wrong. It is impossible to say whether substantive arguments or rebuttal are more important – each is just as important as the other, and each is vital for successful debating. There are three speakers on each team. Speakers are usually identified by their speaking number and their team side (Quinn, 2005).

However, for *biantara* or known as public speaking is an elementary course in study and practice of the basic principles of speech and interpersonal communication with emphasis on critical thinking, the creative and intelligent selection of material, organization, and oral presentation (Beebe, Beebe, & Ivy, 2009). *Biantara* is a local wisdom of *Sundanese*. Local wisdom is human effort to use the cognition and to process the culture learning (inculturation) to act towards something, object, or phenomenon happened in certain spaces (Nugraha, 2016).

The first step in teaching *biantara* or public speaking is to have a clear vision of what the course is designed to accomplish. At most schools, public speaking is regarded as a skills course. Its purpose is to teach students how to prepare and present effective public speeches (Nugraha, 2016).

3 METHODS

This research used descriptive analysis method. This method aims to create a description with the intention to create a picture, painting systematically, factually and accurately about the data studied, the properties and the relationship phenomena studied (Djadjasudarma, 1993). As for the research phase consists of three phases, namely: Data Provision Phase, Data Analyst Phase, and Data Presentation Phase.

3.1 Data Provision Phase

At the stage of providing data, used data collection methods through questionnaires (Nazir, 2011). Questions contained in the questionnaire are

submitted to respondents who have studied debate and *biantara*. The questionnaire contained of eleven questions and statements.

Table 1: Questionnaire for students about DM-B method.

Name	
University	
1. How long you have been learning DM-B in English?	
2. Logical thinking formed through DM-B	
3. Debater needs critical thinking to analyze debate's motion	
4. Debating shown the ability in solving problems	
5. Team work found in DM-B	
6. DM-B is increasing the confidence	
7. Social care grow with DM-B	
8. Competitive skill in DM-B	
9. Networking from DM-B	
10. Does DM-B help in spoken English?	
11. Does DM-B help in written English?	

3.2 Data Analysis Phase

At the data analysis stage, the data that has successfully collected was formed into figures to find the percentage of each question. The sample used in this study consists of 31 students who have studied debate and *biantara* within a certain time frame. The sample is the partial or representative of the population under study (Arikunto, 2014).

Besides of the percentage of questionnaire results, this study also describes the flow of learning's model of debate and *biantara*. The flow of debate is a plot on how the debate will run. This plot is needed especially, to understand the debate rule. The flow provided in discussion section can be a reference for English teachers in schools on how they can apply the English teaching method.

Actually, there are a lot of styles of debate such as Asian parliamentary style, British parliamentary, Australian parliamentary, and so on. In this research, the style of debate for students that will be used is the Australian Parliamentary with consideration that this style of debate is more suitable to be applied to the newbie debater. Furthermore, Australian Parliamentary debate style needs six speakers in the house. Those six speakers are divided into two groups. The first group that agrees on a motion is called as affirmative or government team, while the second group who disagrees on the motion is referred to negative or opposition team. Each team in this style of debate will have three speakers on their side who will speak up in turn. The flow of speaker can be seen in this following figure (Figure 1):
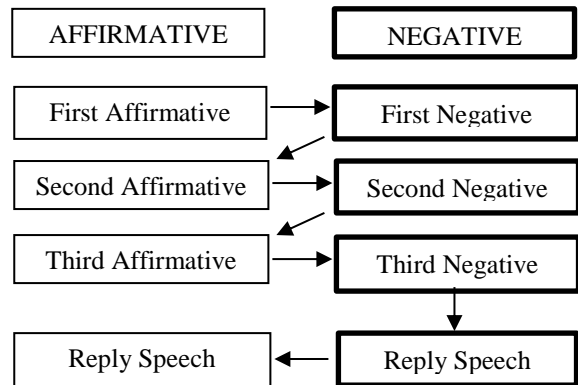

Figure 1: Speakers flow in Australian Parliamentary Debate style

4 FINDING AND DISCUSSION

4.1 English Language Teaching Method through Debate Model and *Biantara*

The method of English language teaching (ELT) that will be applied in this research is in the form of debate model and *biantara* (DM-B), the DM-B needs a clear plot. Below is preparation in teaching the DM-B method:

1. The teacher provides the task of making speech to students related to an issue or theme that they should present in the form of speech or *biantara*.
2. The teacher assesses the student's ability and then prepares and divides the students into groups consisting of three people adjusted to the balance of each student's abilities. Each group should have a student who is good enough in analyzing the problem to be able to lead the group
3. The teacher gives a motion and teach them the flow of debate.
4. Students are given time to look for material related to a given motion and then every two groups must perform arguments as affirmation and opposition teams.
5. After the two groups argue in the debate model, the teacher acts as a judge and gives oral adjudication to each student or speaker.

ELT phase through DM-B will divided into three phases which they area: (1) Pre-DM-B, (2) The DM-B, (3) Post-DM-B.

1. Pre-DM-B

In this phase the students have to prepare kinds of material and theories that they will explain in their arguments session and delivering their speech. Material research needs to be done in a few days for beginners so that they could be well-prepared. However, for the brainstorming between each person of the team, it can be done in fifteen minutes or more before the debate starts or it is called as case building.

2. The DM-B

At the time of doing the DM-B, the rule for speakers is going to follow the flow as it has shown in Figure 1. Each speaker will have two components of their arguments that they need to be delivered. The components are the substantive argument which contains of supporting argument for the motion they speak for and the rebuttal towards the opponent's statements or arguments.

Each student will have turn to speak up and also time limit to deliver their speech as follows:
1. First affirmative – 5 minutes
2. First negative – 5 minutes
3. Second affirmative – 5 minutes
4. Second negative – 5 minutes
5. Third affirmative – 5 minutes
6. Third negative – 5 minutes
7. Reply speech negative – 3 minutes
8. Reply speech affirmative – 3 minutes

Every time the speaker delivers their arguments, there will be a chance for the opposite team to interrupt them in polite way. The chance to give the interruption or to deliver the question or statement is called as Point of Information (POI). Point of Information (POI) can be given in the first minute until the fourth minutes of their speech.

After all of the speakers of each team has presented their arguments, the debate will be closed by a conclusion from each team view. The closing that presented is called as reply speech which is delivered first by the opposition or negative side of the house.

3. Post-DM-B

After the DM-B was complete, then the teacher gave verbal adjudication. Verbal adjudication is a means of correction for students. At that time, they have right to get suggestions and feedback to improve their appearance and English. With the DM-B method teachers will be more easily to analyze the ability of each student because all students play an active role in this ELT method. The weaknesses and advantages of students will be obvious so that the advice will be in accordance with what is needed by each student.

The evaluation towards the result of ELT method through DM-B can be seen in the shared questionnaire.

4.2 Characteristic of Respondents

Questionnaires were distributed to 31 respondents consisting of students who have studied the debate both in college and school. The following is data from respondents who have filled out ELT through DM-B questionnaires,

Table 2: Total of respondents based on the university.

University	Respondent	Percentage
Abfii Perbanas Jakarta	1	3%
Al Azhar Indonesia University	1	3%
Andalas University	1	3%
Bakrie University	1	3%
Lampung University	3	11%
Padjadjaran University	2	7%
Public University of Gorontalo	1	3%
Public University of Jakarta	1	3%
Public University of Medan	1	3%
Public University of Padang	1	3%
STKIP PGRI Sidoarjo	1	3%
Syiah Kuala University	6	20%
Udayana University	1	3%
UIN Jakarta	1	3%
University of Computer Indonesia	1	3%
University of Indonesia	2	7%
University of Jember	1	3%
University of North Sumatera	2	7%
University of Putra Indonesia	1	3%
University of Siliwangi	1	3%
UPN V Yogyakarta	1	3%
Total	31	100%

Respondents are from 21 different universities in Indonesia. All of these respondents also had differences in the learning period of DM-B. Therefore, the questionnaires also see respondents in terms of experience studying DM-B through the time span they have spent on learning DM-B.

Table 3: Total of respondents based on learning experience.

Years	Respondent	Percentage
< 1 year	7	22.5%
< 5 years	17	55%
> 5 years	7	22.5%
Total	31	100%

As many as 55% of respondents have studied the debate for less than 5 years and 7% have been learning for more than 5 years. It can be concluded that some respondents have gained debate material since sitting in high school. Learning experience give an impact to the result of learning process. DM-B trained students who have follow three years training were asked to write essay about a new controversy and they showed a better arguments than the other students (Kuhn & Crowell, 2011). It means that duration of learning also figure out the result of learning.

4.3 Characteristic of Student's Ability Through DM-B

Based on data collected from various universities in Indonesia, the results will be presented in the tables below. The option given to the respondents consists of three options namely agree, disagree, and do not know. Data analysis will refer to the percentage of respondents's answers to the three options.

The results of the collected data show the characteristics of student abilities created by ELT through DM-B. Characteristics are divided into two, namely: (1) mindset, and (2) Attitude Patterns.

4.3.1 Characteristic of Mindset through DM-B

By ELT method through DM-B found four kinds of student characteristic in way of thinking or their mindset. Those characteristics are: (1) logical thinking ability, (2) critical thinking ability, (3) ability to solve problems, and (4) ability in teamwork.

Based on the results of research that have been done, respondents respond to the four characteristics of the way of thinking are as follows,

Table 4: Logical thinking.

Response	Total	Percentage
Agree	30	97%
Disagree	1	3%
Don't Know	0	0%

As many as 97% of the votes agreed that the debate formed a logical way of thinking. Obviously, this is obtained from brainstorming and case building done before DM-B also when the DM-B process is running. Students who learn DM-B will have the ability to start their logical thinking. Because without the logical thinking, it will be hard for student to understand the flow of debate and also will be difficult to meet the clash of debate happens. Study suggests that explicit lessons in logic and reasoning are effective. The lessons may actually improve a child's IQ. The DM-B method will be effective way to teach English language.

Table 5: Critical thinking.

Response	Total	Percentage
Agree	31	100%
Disagree	0	0%
Don't Know	0	0%

All of the respondents believe that with DM-B formed a critical way of thinking. Critical thinking is required when the DM-B method takes place, because every student must be able to place himself on each side and must be biased to get the point of the problem being studied. In addition, if the students want to deliver some rebuttals and interruption during the DM-B they also need to have this ability. This critical thinking will help them to find the solution of the problem they face.

Writing can clarify our work but critical thinking skills through writing only is not effective. Kuhn and Powell (Kuhn & Crowell, 2011) found after 3 years research that students group can do further. The students submitted essays that discussed the both side arguments for one motion. They call this an integrative perspective.

Table 6: Problem solving.

Response	Total	Percentage
Agree	28	90%
Disagree	2	7%
Don't Know	1	3%

As much as 3% did not know the impact of DM-B on problem-solving ability, 2% totally disagreed, but 90% of respondents agreed on this characteristic. This characteristic can be created because in the DM-B method each team must find the best solution for the motion that is being faced. The students are expected to give their thought while solving the problem.

Table 7: Teamwork.

Response	Total	Percentage
Agree	28	90%
Disagree	2	7%
Don't Know	1	3%

The same percentage with the characteristics of problem solving is found in characteristic of teamwork. 3% of respondents did not know about the impact of teamwork from DM-B, 2% totally disagree, and 90% of respondents agree about this impact. The characteristic of teamwork actually can be realized because every argument that the speakers present must be interrelated and each speaker has his or her own proportion of arguments to be deliver. For example the first speaker of the team have to explain clear definition and also limitation, the second speaker will have time to give rebuttal, substantive speech, and also support the arguments presented by the first speaker, third speaker will have time to show the proof and a lot of analogies during his or her speech. Those speakers already have their own job and portion in the DM-B. This is where students must be able to relented and share the information they get to form a good teamwork. Kegley (2014) found in his class economics debate how team building, topic assignment, research methods, teamwork, leadership are built from the class. Teamwork in DM-B also enhances student's ability to learn not to duplicate others work.

4.3.2 Characteristic of Attitude Patterns Through DM-B

The characteristics of attitude patterns obtained through DM-B consists of four, namely: (1) self-confidence character, (2) social awareness, (3) competitive attitude, and (4) establishment of network or wide relation. Here is the response of the debater to the four characteristics of the attitude patterns:

Table 8: Self-confidence.

Response	Total	Percentage
Agree	30	97%
Disagree	1	3%
Don't Know	0	0%

The self-confidence gained from DM-B is approved by 97%, while the rest disagrees. Self confidence in

DM-B certainly does not form simply. It takes time and frequency of practice so that the confidence to appear and argue are created. The more the students do their practice in DM-B the more confidence will they get especially confidence in showing their thought and also self-confidence to show in public. However, those who follow DM-B have a great chance to be a public speaker because of their self-confidence.

Table 9: Social awareness.

Response	Total	Percentage
Agree	28	90%
Disagree	2	7%
Don't Know	1	3%

Related to social attitude characteristics, there are 90% positive or agree, 7% disagree, and 1% do not know. The sense of social awareness can be formed because the discussion on DM-B motion is very broad. It takes a high social sensitivity to be able to discuss a continuous motion with social circumstances. Even if they don't have this social awareness at the very first place, the students then will have to find and do research to get the information about things around them especially in social side. That is why somehow the social awareness formed through DM-B.

Table 10: Competitive.

Response	Total	Percentage
Agree	25	80%
Disagree	3	10%
Don't Know	3	10%

The characteristic of competitive is approved by 80% of respondents, while 10% disagree, and 10% of respondents do not know. Competition can be developed if the DM-B system has been applied as a means of competition and appreciation for the students. It also could happen when the students start to follow the competition outside the school for example the competition in regional level or national level. Though while practicing in class the students can also feel their competitive soul begin to be sharpened.

Table 11: Networking.

Response	Total	Percentage
Agree	30	97%
Disagree	0	0%
Don't Know	1	3%

Extending networks and relations caused by DM-B is approved by 97% and the rest do not know about this networking. The formation of a broad relationship can be said to be the end of the DM-B process, and the possibility of such a relationship is that students have successfully brought DM-B to a higher realm than just training in the classroom. For example, when students follow an inter-school competition or fill a speech at ceremonies. New places and new competitors will be a very good chance for the students to extend their networks. Since competition sometimes could give you other chance and friends.

4.4 DM-B in Supporting English Language Teaching Method

After knowing the characteristics generated in English proficiency, the study will also prove that DM-B provides very much support in the ELT method. The supports are assessed on three sides, namely: (1) Support of oral English learning, (2) Support of learning English in writing, and (3) Speed in comprehension of English or fast learning.

Here are the responses of the debaters in responding DM-B as a supporter of English language teaching method gain the English proficiency.

Table 12: Speaking ability.

Response	Total	Percentage
Agree	30	97%
Disagree	1	3%
Don't Know	0	0%

As many as 97% of respondents agree that the implementation of DM-B will help them to improve English proficiency in their speaking skills. This is supported by a learning process that demands students to speak. Students will spend a lot of their time during the DM-B to speak. When they discuss the motion in case building and when they are performing their speech during the debate.

Table 13: Writing ability.

Response	Total	Percentage
Agree	22	71%
Disagree	9	29%
Don't Know	0	0%

For writing skill from the DM-B method, it is found for agree response as many as 71% by respondents and disagree as many as 29%. Writing skills are not taken into account in the DM-B method. However, students will have a sense of belonging to English because they have been used to listen to the language. So the writing skills will be helped by it, although students also have to increase knowledge for good writing. Like Tarigan (1986) stated in his research that writing is the last ability or proficiency that need to be learn by the students in learning languages.

Table 14: Fast learning.

Response	Total	Percentage
Agree	29	94%
Disagree	2	6%
Don't Know	0	0%

The most important point in DM-B is that students and teachers feel the effectiveness of learning. In table 13 as many as 94% of respondents agree that the presence of DM-B makes them faster in the process of learning English. Essentially all components of language proficiency in both writing, reading, listening and speaking are found in this method. So as to make students get the overall needs in English proficiency at the same time.

5 CONCLUSIONS

The DM-B method needs a big role both from the teacher and also the students. The learning phases of DM-B divided into three phases, namely: (1) Pre-DM-B, (2) The DM-B, and (3) Post-DM-B. The benefits that have gotten from the DM-B method in fixing the characteristics of students' ability divided into two characteristics, the first characteristic is the mindset of the students and the second characteristic is the attitude patterns of the students. The mindset characteristic of students through DM-B are (1) logical thinking ability, (2) critical thinking ability, (3) ability to solve problems, and (4) ability in teamwork. The characteristic of attitude patterns

students had been: (1) self-confidence character, (2) social awareness, (3) competitive attitude, and (4) establishment of network or wide relation. Besides of those students ability characteristic in form of mindset and attitude, there are some supports for English Language Teaching (ELT) method from the system of Debate Model and *Biantara* (DM-B). The supports are the fast and effective in mastering English proficiency, whether for writing, reading, listening, and speaking.

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