Students' Ability In Giving Definition as Prime Minister in Speaking for Debate Class at Muhammadiyah Univeristy of Bengkulu

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ABSTRACT

The definition in the aspect of debate assessment is a very important aspect in starting a debate, it is used for the boundaries of a motion so that the issues to be debated can be more focused. Therefore, it is necessary to have a clear definition of each motion so that the public can understand the scope of the debate. The purpose of this research is to know and describe Students' Ability in Giving Definition as Prime Minister in Speaking for Debate at Muhammadiyah University Of Bengkulu. The research design of this study used a qualitative descriptive method. The instruments used were observation checklists and interviews. The subjects of this research were fourth semester students as Prime Ministers who take speaking for debate courses in the English Education Program for the 2020/2021 academic year. The results of this study showed that the ability of students to provide a definition as a prime minister in the high category. This study indicates that English students in the fourth semester at Muhammadiyah University of Bengkulu to have a better understanding on how to give a good definition especially in the aspect of not be self proving as prime minister. For further researchers, it is suggested that could be use to find out the students argument quality especially in definition aspect.

Keywords : *Speaking, Debate, Definition*

INTRODUCTION

Speaking for debate is one of the important subjects matter to improve students' speaking skills. In this speaking for debate course, students are forced to provide arguments by giving a definition related to the motion given. In this subjects matter, the learning process uses the British Parliamentary debate method. Debate activities based on NUDC guidelines were carried out by assessing the definition, matter, manner, and method. Besides, the learners can also develop their critical thinking through debate because they will think about how to respond others" opinion and state their ideas in a limited time (Gunawan et al., 2019)

The British Parliamentary debate format differs from many other formats because it involves four teams rather than two (Yulia & Aprilita, 2018). Two teams, called the "Opening Government" and the "Closing Government" teams, are charged with the responsibility of supporting the proposition while two other teams, "Opening Opposition" and "Closing Opposition," are charged with opposing it. Two speakers represent each of the four teams and each speaker gives a speech of seven minutes twenty seconds. The debate process begins with a motion that will be debated by the Affirmative Team and the Negative Team. Each team must give their best argument regarding to the topic that has been given. The first task to present the argument is the Prime Minister, then the next debate participant has the right to defend the previous debate statement to defend the argument until the debate is over. Therefore, the existence of speaking subjects for debate will be able to improve students speaking skill.

There are several speaking for debate studies that have been carried out. The first research discussed about Critical Thinking Skills British Parliamentary Debate System to Improve English as Foreign Language (EFL) Students' Critical Speaking. The results of the study stated that the use of debate technique with British Parliamentary System is effective to increase students' critical thinking skill in private higher education students. Moreover, the use of this technique is highly

recommended for lectures to increase students' critical thinking especially in the area of speaking.

The second study discusses factors that affect students' success in English debates. The results of the study state that several factors that influence student achievement at English debate competition. First to open the mindset of students, grouping students and create a good relationship trainer experience debate, both high motivation students, stimulating school environments and facilities, classroom atmosphere, teamwork and good team relations.

The third study discusses An Analysis Students Argumentation In Speaking For Debate Classes At Fourth Semester Muhammadiyah University Of Bengkulu. The results of the study state that many provide strong arguments when implementing speaking for debate in class. The fourth research discusses the Analysis of Students Manner Ability in Speaking for Debate Classes at Fourth Semester Muhammadiyah University of Bengkulu. The results of the study state that the ability of student's manners is in the sufficient category. The factors that cause this to happen, such as students who focus on argumentation when arguing, besides that students also encountered an error in the language aspect. From some of these studies and the research that researcher will do, both discuss speaking for debate, but this research focuses more on students ability in giving definitions as prime minister in speaking for debate classes. Therefore, researcher chose this study because no one had researched it yet.

Researcher have made observations in speaking for debate class, after researcher observed, it turned out that there were still some students who did not understand how to define a motion, so the researcher would conduct research on the students' ability in giving definition in the speaking for debate class. This research is important to do because the definition is the limit of a movement so that the issue to be debated can be more focused. Therefore, a clear definition of each setting is needed so that the public can understand the scope of the debate. There will be problems if two teams in the debate propose different definitions, so that the focus of the debate is not on

arguments about the problem because it must be debated and the definition must have a logical relationship with the motion / topic.

Therefore, researcher interested in conducting this research based in theory of Simon Quinn (2005). This theory has complete elements about Prime Minister providing a definition. The definition must has a clear and logical connection with the motion such as, must convey a definition by defining the motion, must include expert opinion or according to state laws related to the motion, and bringing up the problems that occur at this time.

Based on the explanation above, the researcher will conduct research on one aspect of debate assessment, namely definition, with the title Students Ability in Giving Definition as Prime Minister in Speaking for Debate Class at Muhammadiyah University of Bengkulu.

RESEARCH METHODOLOGY

This research used descriptive qualitative method. Descriptive method is a method that intended to describe everything related to the topic research. Gay states that a descriptive study determines and describes the way things are (Noviyenty, 2018). Descriptive methods are not limited to data collection techniques (especially participant observation), but also include building research relationships with the people you research and analyzing the data you collect.

The subjects of this research are fourth semester students as Prime Ministers who take speaking for debate courses in the English Education Program for the 2020/2021 academic year. Researcher did observations used the observation checklist and interview. The students score concluded to the range of achievement criteria as follow :

Table Observation Checklist

NO	ED	Components	Criteria	Yes	No	Sentence
1	DT	Defining Terms	Prime Minister explain the meaning of various terms in motion that require interpretation			

2	**NSP**	Provides experts opinion or according to state laws	Prime Minister gives and explain experts opinion or according to state laws related to the motion			
3	**TS**	Bringing up a problem that happened recently	Prime Minister gives date, month, year or relevant word "lately" of issues that have occurred recently related to the motion			

`   Note*
       ED   : Elements of Definitions   TS   : Time Set
       DT   : Defining Terms   NSP   : Not be Self Proving

Researchers collect data with several steps, namely researchers take online class and researchers record student debate activities. Technique of analyzing data, that is Researcher watched recorded student debates, researcher assessed the prime minister in providing definitions, and then researcher concluded the data analyzed percentage and level and describe the students' abilities by using the formula below:

$$P = \frac{F}{N} \times 100\%$$

Notes:
P: Percentage

F : Frequency of Answer
N : Number of students

Percentage	Criteria
76% - 100%	Very High
51% - 75%	High
26% - 50%	Low
0%-25%	Very Low

(Reid 1993)

RESULT

The data used by the researcher is a video debate in the speaking for debate class in the fourth semester of the English Education Study Program at Muhammadiyah University of Bengkulu. This data was obtained after students sent assignments in the form of links through WhatsApp groups and researcher watched the video on YouTube, because the teaching and learning process was carried out online due to the Covid-19 pandemic. All videos are obtained by researcher amounted to 18 videos in three times of data collection.

4.1.1 Students' Definition Ability in Speaking for Debate in Practice Session

NO	Definition	Applied (%)	Not Applied (%)
1	Defining Terms	67%	33%
2	Not be Self Proving	17%	83%
3	Time Set	50%	50%

Result	45%	55%

As indicated in table 4.1.2, is displayed of students' in providing definitions as prime minister in the speaking for debate class in the fourth semester, especially in the practice session. Defining terms, not be self proving and time set are aspects that must be applied in providing a definition. The students' ability in giving definition as prime minister in the speaking for debate class with the sample of 6 students in the practice session were in the low category with a score of 45%. Because there are still many students who did not define logical terms related to the motions, didn't provide expert opinions or state laws and regulations and did not bring up the problems that have occurred recently.

4.1.2 Students' Definition Ability in Speaking for Debate in Middle Test Session

NO	Definition	Applied (%)	Not Applied (%)
1	Defining Terms	100%	0%
2	Not be Self Proving	33%	67%
3	Time Set	50%	50%
Result		61%	39%

Table 4.1.2 demonstrated that there is a change in the percentage of the three aspects of the definition, which means that there is an increase in the percentage compared to the practice session. Following by the results and examples of the three aspects especially in middle test session. The students' ability in giving definition as prime minister in the speaking for debate class with a sample of 6 students in the middle test session was in the high category with a score

of 61%. Because in the definition aspect, all of them have defined terms logically related to the motion. For the not be self-proving aspect, some of them have given expert opinions and according to state laws. For the time set aspect, half of them have brought news that happened recently.

4.1.3 Students' Definition Ability in Speaking for Debate in Final Examination Session

NO	Definition	Applied (%)	Not Applied (%)
1	Defining Terms	100%	0%
2	Not be Self Proving	33%	67%
3	Time Set	67%	33%
Result		**67%**	**33%**

As indicated in table 4.1.3, that there is also a change in percentage, especially in the time set aspect, which means that in the final exam session there is an increase in percentage compared to the practice session and the middle test. The following are the results and examples of these three aspects, especially in the final examination. The students' ability in giving definition as prime minister in the speaking for debate class with a sample of 6 students in the final exam session were in the high category with a score of 67%. Because in terms of definition, all of them have defined terms related to motion logically. For the aspect not be self proving, some of them have provided expert opinions and are in accordance with state laws. For the aspect of timing, almost all of them bring news that happened recently.

4.1.4 Students' Ability in Giving Definition in Speaking For Debate Class

NO	Session	Aspects of Definition

		DT	NSP	TS
1	Practice	67%	17%	50%
2	Middle Test	100%	33%	50%
3	Final Examination	100%	33%	67%
Mean Per Item		89%	28%	56%
MEAN ALL ASPECTS 58%				
High				

DT   : Defining Terms
NSP   : Not be Self Proving
TS   : Time Set

The table above describes all the results of students' ability in giving definitions as prime minister in speaking for debate class at the fourth semester Muhammadiyah University of Bengkulu. It can be seen that the students' ability to implement the definition aspects of the practice sessions, middle tests and final examinations have increased. Furthermore, the results are found in the aspect of defining terms show the results of 89%, it indicated that the students' ability in this aspect is in the very high category because in terms of definition almost all of them have defining terms related to motion logically. 28% for the aspect of not being self-proving, it indicated that the students' ability in this aspect is in the low category because some of them still didn't provide expert opinion or according state law. 56% for the time set aspect, it indicated that the students' ability in this aspect is in the high category because more than half of them brought news that happened recently.

In other words, it can be concluded that the students' ability to giving definitions as prime minister in the speaking for debate class at the fourth semester Muhammadiyah University of Bengkulu with a sample of 6 students in the practice session, middle test and final

examination was in the high category with a score of 58%. Because in terms of definition, almost all of them have defines terms related to motion logically. For the aspect of not be self-proving, there are still many who did not provide expert opinions or are in accordance with state laws. For the time set aspect, more than half of them brought news that happened recently.

DISCUSSION

The aim of this study is to know and describe students' ability in giving definition as Prime Minister in Speaking for Debate Class at Muhammadiyah University of Bengkulu. According to the NUDC guidebook adapted from Simon Quinn (2005) there are three aspects in conveying the definition, namely: (1) defining terms; (2) not be self-proving; and (3) time sets.

The research question of this research is how are students' ability in giving definition as Prime Minister in Speaking for Debate Class at Muhammadiyah University of Bengkulu. The data obtain from three sessions namely practice, middle test and final examination. The results in this study that the students' ability to provide a definition as a prime minister was categories as good with a score percentage of 58%, it indicates that the order of categories from best to worst is defining terms, time set and not being self-proving.

First, the best ability of students in defining motions lies in the aspect of defining terms. The students' ability is best in this aspect, it is based on their arguments in video debates during practice sessions, middle tests and final examinations. Based on the theory, in the aspect of defining terms, the prime minister must defines the terms in the motion. In this aspect, students who act as prime ministers are able to implement very well. They define the term in the motion based on their own understanding and the logic of motion. As said by Simon Quinn (2005:8) in (Stremlau, 2014) to prepare a case, you really need to do three things. One of them is you need to explain what the words of the motion mean for the purposes of this debate. This is known as 'the definition'

The second is the aspect of not be self-proving. The students'

ability in this aspect is poor. Based on the theory, the aspect of not be self-proving, students as prime ministers must include expert opinions or according to state law and explain them related to motions. However, the results show that only a few students included expert opinions or according to state laws. This aspect is a very important aspect in providing a definition. Because by providing an argument that is not based on your own opinion, the argument will be strong and reliable. In line with the research by Rici Candra (2019) state that many provide strong arguments when implementing speaking for debate in class.

The third is time set aspect. The students' ability in this aspect is already good. In the theory of the time set aspect, the student as prime minister must bring the current issue and mention the date, month and year or relevant words such as lately, nowadays and today. This statement is in line with the statement of As (Laia, 2020) states that a debate is a discussion in which two teams argue opposite positions on an issue. To debate means to argue one side of an issue, using logic, persuasion and proof. Based on the results some of them have brought current issues related to the motion. By including the current issues in presenting the argument, it will make the argument we convey strong and make students critical in thinking and critical in finding and conveying issues that are happening recently. This finding is in line with research by (Wahyuni et al., 2019) who found the use of debate technique with British Parliamentary System is effective to increase students' critical thinking skill in private higher education.

From the explanation above, the students' ability in giving definition as prime minister is in good category. Because there are still some students who don't apply all aspects of the definition.

The researcher also conduct an interview on August 7, 2021 by via WhatsApp with several students is regarding their understanding of the definition aspect. Based on the results of interviews, the researchers concluded that students had sufficient understanding of the three aspects of the definition as evidenced by the results of the percentage of students' abilities, that is 58% with good categories. However, there are also obstacles in providing a definition that is the lack of

knowledge. In line with research by (Wijaya, 2017) who found that the students need to increase their reading habit. Debate motions can be about anything from politics and economics to culture and sports. If the students are lazy to read, their arguments will be powerless. In the end, the researcher conclude that students' difficulties in giving definitions were caused by a lack of knowledge.

This research has its limitations. One limitation is that the research is only focuses on the definition aspect, namely to determine the students' ability to provide a definition as prime minister. From these limitations, it is suggested to further researchers to be able to conduct other research on students argument quality in aspect of definition.

CONCLUSION AND SUGGESTION

Based on the results and discussion in the previous chapter, this research found that the students' ability in giving definition as prime minister in speaking for debate class at Muhammadiyah University of Bengkulu is good.

There are three aspects in giving definition, namely defining terms, not being self-proving and time set. The highest ability of students lies in the aspect of defining terms, they define various terms related to motions. In the aspect of time set, students' abilities are good, some of them have brought up the current issues related to the motion. Meanwhile, the lowest ability of students lies in not being self-proving because there are still many of them who do not provide expert opinions or according to state laws.

Based on the conclusions related to students' ability to provide definitions as prime minister in speaking for debate class, this study presents the following suggestions. For students that is english students should understand more about how to give a good definition as a prime minister. This research is expected to provide a reference for further research, namely analysis of students method ability in speaking for debate class.

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