

**USING BRITISH PARLEMENTARY AND AUSTRALIAN  
DEBATE SYSTEM AS A SPEAKING ACTIVITY IN SPEAKING 2  
COURSE AT ENGLISH DEPARTMENT**

**Submitted as a Partial Fulfillment of the Requirements**

**For the Strata One (S1) Degree**



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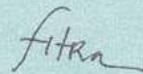


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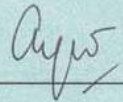
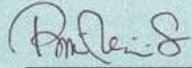
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## ABSTRAK

**Syan, Najmi hilaliati. 2012. “Using British Parleментарary and Australian Debate System as a Speaking Activity in Speaking 2 Course at English Department”. Jurusan Bahasa dan Sastra Inggris, FBS. UNP Padang.**

Dalam proses belajar mengajar, pengajaran berbicara cenderung kurang diminati oleh mahasiswa. Mereka kurang perhatian dan kurang termotivasi untuk berbicara. Hal ini disebabkan oleh berbagai faktor baik internal maupun eksternal seperti kebiasaan berbicara, mereka merasa malu dan takut untuk berbicara dalam bahasa Inggris. Dalam makalah ini penulis menjelaskan salah satu kegiatan yang dapat membuat pengajaran berbicara diminati oleh mahasiswa adalah menggunakan kegiatan debat. Jenis debat yang digunakan yaitu secara *Australian debate*, dan *British Parleментарary Debate*. kegiatan ini dilakukan dengan tiga bentuk pembelajaran. Pertama dosen menyiapkan dan menjelaskan topik-topik menarik yang akan diperdebatkan, kemudian dosen membagi dua kelompok, selanjutnya siswa sebagai moderator sedangkan siswa yang lain sebagai *audience*. Debat dimulai dengan masing –masing kelompok memberikan argumen mereka tentang topik yang telah ditentukan. Dengan menggunakan kegiatan ini dosen bisa menciptakan mahasiswa yang lebih aktif dan lebih termotivasi untuk berbicara.

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Furthermore, she would like to extend her deep indebtedness to Fitrawati, S.S., M.Pd. as supervisor, who has guided me in the process of completing this paper. It is thanks for the time, suggestion, advice and a valuable correction. and also express her gratitude to Dra. Aryuliva Adnan, M.Pd. and Rima Andriani Sari, S.Pd., M.Hum. for the suggestion, correction, and ideas for this paper improvement.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the problem**

English is the most important language in the world. It is one of the International languages. Therefore, it becomes a mean of communication among people in the world. If the people want to use English correctly, they have to learn the language and practice it in oral or written communication. Because of the importance of English, it is taught in all of formal school's degrees, starting from elementary school up to university.

Speaking is the most important skill to be mastered. It is a process of delivering ideas, information and feelings to another. Brown (1994) states that speaking as an interactive process to construct meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs. It includes the participants, the collective experiences, the physical environment, and the purposes for speaking.

As the writer experiences along her study at English Department of Padang State University (UNP), many students who learn English are unable to speak in English fluently although they are familiar with the rules and processes of speaking. They only understand the concepts theoretically, such as focus on fluency, pronunciation and vocabulary. However, they do not practice English in their daily life and make their English are not fluent.

According to Underhill (1987), the most language learners are poor at spoken language, they cannot speak well.

There are some problems that make students speaking ability are low. First, the problem comes from the students. They have low motivation to practice English. Most of them are just silent during the teaching and learning process in the classroom. Furthermore, only clever students are dominantly to speak in the classroom. The second factor is from the lecturer. He/she is less creative in creating materials. They just focus on grammar and reading rather than speaking. So, the students do not get enough practice to improve their speaking ability. As the result, the student's ability in speaking English is still low.

To solve the problems above, the writer chooses debate activity because the final goal of teaching and learning process in teaching speaking at English Department is to make the students are able to speak English well. Through debate, the students are hoped to be able to speak in English well. Motivating through debate is suitable in the second level of English student. In this activity students are demanded to have much vocabulary, and ability in making long sentence.

Furthermore, by using debate activity, the students are also hoped to express their ideas or arguments clearly and speak fluently. Consequently, the students in advanced level are demanded to have all of that ability. Based on the background explained above, the writer is interested to perform a paper

about Using British Parliamentary and Australian Debate System as a Speaking Activity in Speaking 2 Course at English Department.

#### **B. Limitation of the Problem**

Based on the background above, this paper is focused on the Using of British Parliamentary and Australian Debate System as a Speaking Activity in Speaking 2 Course at English Department.

#### **C. Formulation of the Problem**

The problem of this paper can be formulated into the following question: “How are British Parliamentary and Australian Debate System used as a Speaking Activity in Speaking 2 Course at English Department?”

#### **D. Purpose of the Paper**

The purpose of the paper is to describe the use of British Parliamentary and Australian Debate System as a Speaking Activity in Speaking 2 Course at English Department.