LEARNING STRATEGIES APPLIED BY STUDENTS IN LEARNING AUSTRALASIAN PARLIAMENTARY DEBATE AT SMK PGRI 2 KEDIRI IN ACADEMIC YEAR 2014/2015

SKRIPSI

**Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri**

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UNIVERSITY OF NUSANTARA PGRI KEDIRI

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Approved by advisors to be proposed to
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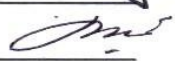
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ABSTRACT

In this globalization era, communication skill becomes the important thing that can help the student to be able to communicate in their society by using English, especially most of the students of Vocational High School who will live in a job world after they graduate. Debate is a process of delivering an argument and understanding between supporting and rejecting team about a motion. Debate is a method that can be used in mastering oral production skill. In fact, there is an English Debate club in SMK PGRI 2 Kediri and they often follow several English Debate Competitions for Vocational and Senior High School in East Java, such us Olympiad Skill for East Java Level and Hi-Lite for East Java and Bali Level and also National Debate Competition in Universitas Indonesia. There are two speakers who have good achievement in debate. The first speaker always becomes the best speaker in every competition, and the second speaker is able to have a good analysis and illustration about motion. This research was held to know how are learning strategies apllied by the first and second speaker of English debate team SMK PGRI 2 Kediri and what are the differences of them.

The research design of this research is descriptive qualitative. In this research, the writer used case study in which she tried to describe the strategies applied by the students in learning English Debate at SMK PGRI 2 Kediri. There are three data collection method that used in this research. They are observation, interview and documentation. The subjects of this research are the first and second speaker of main team English Debate Club SMK PGRI 2 Kediri.

The first and second speakers of English debate SMK PGRI 2 Kediri have different strategies in learning Australasian parliamentary debate. The first speaker applied cognitive and social strategy in mastering three component of scoring criteria in debate, they are matter and method. Cognitive strategies are language learning strategies that directly involve the target language in direct ways through searching, observing, analyzing, memorizing, and predicting. In mastering manner the first speaker used affective strategy by doing deep breathing and positive selftalk. The second speaker of English Debate team SMK PGRI 2 Kediri used cognitive strategy by doing an observation, imagining, thinking and predicting the future about the motion given. In mastering manner competence, the second speaker has a problem in mastering emotion, but she has a loud voice that can be use as the way to strengthen their team argumentation.

Keywords: learning strategies, students, English debate

I.   Introduction

Debate is a way to treat a debater to be able to show their own argument to reject or support the motion given by proving the fact as the strong parameter to make a good argumentation. As the affirmative team they should have a strong argument to support the motion and the opposite team must have more extreme argument but still in a peaceful concept. (Harvey, 2011:1). Like Narahiko Inoue, Ph.D.'s *Let's Practice Debating in English with advanced exercises from euthanasia debates (2009)* states that Debate is a communication process in which participants argue for and against a given topic. Debate will develop the oral communication skill, because there are three criteria of scoring system in English Debate, such us Matter, Manner, and Method. Matter includes a section on rebuttal, in the previous edition, rebuttal occupied a separate chapter, Manner has two elements, body language and vocal style, and Method has two elements,

responsiveness and structure.(Ray D'Cruz, 2003:2)

Debate consists of two teams there are Affirmative and Negative team and each team consist of three speakers. The speakers (debaters) from the two teams in a debate then give speeches for and against the topic or them give pros and cons of the questions under debate. They take turns giving speeches to support their position (INOUE, 2009:8). The first speaker of the affirmative team will begin and open the debate by deliver their argumentation that consist about definition, limitation, of the motion and also their team reasons why they support the motion. The next speaker is the first speaker of the negative team that they will give some rebuttal to the argumentation that given by the affirmative team, argumentation and reason why their team disagree with the motion. It will be continued by the second and third speaker of each team based on their position. Each speaker speak for a set time, with warning

bell, to give them a little time to sum up and finish, then a final bell.

Mastering Australasian debate parliementary system not easy for some students, they should be able to understand about manner, matter, and method. To reach those, students use some learning strategies in their learning. Learning strategies are steps taken by students to enhance their own learning. The strategies can be applied in learning Australasian debate parliamentary are cognitive strategy, metacognitive strategy, social strategy and affective strategy. Cognitive strategies enable the learner to manipulate the language material in direct ways through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally. Metacognitive strategy is identifying one's own learning style preferences and needs. Affective strategies are identifying one's mood and anxiety

level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self talk. Social strategies are asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms (Rebecca Oxford, 2003:10)

According to the writer's informal observation in SMK PGRI 2 Kediri, there is English Debate Club namely EDS2 Kediri, that made by the teacher as the media in learning English Debate in that school, and they use Australasian Parliamentary Debate method in that club. It can be a solution to the students who want to be able to master English especially in speaking skills. There are around ten students who join in that club. They are divided into three teams they are one main team and two junior team, and each team consist of three students. Most of student were ever became the winner in some English Debate competition starting

from local level until National level like in Olympiad Skill of East Java Level for English Debate Competition, East Java- Bali English Debate Competition, and English Debate National Level.

From the explanation above, the writer can conclude that the first and second speaker use different strategies in mastering three competences in debating (matter, manner, method). In mastering matter competences, the first speaker use cognitive strategy by doing observation, persepting, thinking, and analyzing information to get knowkedge, problem solving or predicting future about the motion given. In mastering manner competence, the first speaker used affective strategy because to have a good manner while delivering a speech it is really necessary to have a good management of emotions. The first speaker do this strategy by giving a smile and long breathing before speech begin. For mastering method the first speaker used her knowledge about the motion given by using cognitive and compensatory learning strategies where the

speaker must read more, or watching television to get more information about a case then analyzing that information by herself. In mastering matter competences, the second speaker used cognitive strategy by doing an observation, imagining, thinking and predicting the future about the matter of motion given including to arguments, evidence presented to support those arguments, examples and analysis, substantive matter, rebuttal and points of information (PoI). In mastering manner competence, the second speaker has a problem in mastering emotion, but she has a loud voice that can be use as the way to strengthen their team argumentation. For mastering method, the second speaker used cognitive learning strategy in having a stronger rebuttal and PoI by collecting more data and information about motion given. The second speaker also used her ability to have a good intonation, louder voice and fluency to strengthen her argumentations.

II. Methods

The research design of this research is descriptive qualitative. Because this research has been started with assumptions of the writer to analyze the learning strategies done by the students in Learning Debate using Australasian Debate Parliamentary in English Debate Club at SMK PGRI 2 Kediri. Qualitative research begins with assumptions, a worldview, the possible use of theoretical lens, and the study of research problems. (Creswell, 2007:37)

In this study, the writer will act as a participant who completely observed the learning process in English Debate Club SMK PGRI 2 Kediri.

Data source that was be used in this research was primary data which was from the research that the writer did. The writer did the research in SMK PGRI 2 Kediri. The data that writer was gathered were taken from the observation and interview. The writer observed the learning process in learning debate in Enlish club SMK PGRI 2 Kediri. Then the writer did interview to analyze a student's learning strategies of first and second speaker of main team.

The writer took observation in many times until the writer got the constant data. The steps of collecting data are preparing all things that were needed in this research, doing observation in the class to know the application of learning strategies in speaking by taking note, and after conducting several observations, the data were obtained by combined the data from a student and the theories to get the accurate data and then the data were ready to be reported descriptively. The writer got the data of learning strategies in learning Australasian parliamentary debate was applied by the subjects. The writer displayed the data by describing what strategies apllied by subjects in mastering manner, matter, method. In this research report, the finding is in the descriptive form. The writer described the learning strategies applied by the subject in mastering manner, matter, method based on the learning strategies by Oxford. In this case, to check the validity of the finding the writer used

triangulation. In triangulation, the researcher use of multiple and different sources, method, investigators and theories to prove corroborating evidence. (Creswell, 2007: 208). Triangulation itself has four kinds of triangulation, such as Data Triangulation, Research Triangulation, Theory Triangulation and Methodological Triangulation. Based on four kinds of triangulation above, the writer will use methodological triangulation. Because based on the process of the writer in doing the research, she uses some method for analyzed the data like by doing observation, interview and documentation. This reason is suitable with the definition of methodological triangulation that the researcher uses some technique in their research especially for checking the validity of the data.

III. Results and Conclusion

A. Results

1. Matter

In mastering matter competences, the first speaker use cognitive strategy by doing observation, persepting, thinking, and analyzing information to get knowkedge,

problem solving or predicting future about the motion given. And in mastering matter competences, the second speaker used cognitive strategy by doing an observation, imagining, thinking and predicting the future about the matter of motion given including to arguments, evidence presented to support those arguments, examples and analysis, substantive matter, rebuttal and points of information (PoI).

2. Manner

In mastering manner competence, the first speaker used affective strategy because to have a good manner while delivering a speech it is really necessary to have a good management of emotions. The first speaker do this strategy by giving a smile and long breathing before speech begin. And in mastering manner competence, the second speaker has a problem in mastering emotion, but she has a loud voice that can be use as the way to strengthen their team argumentation.

3. Method

For mastering method the first speaker used her knowledge about the motion given by using cognitive and compensatory learning strategies where the speaker must read more, or watching television to get more information about a case then analyzing that information by herself. And for mastering method, the second speaker used cognitive learning strategy in having a stronger

rebuttal and PoI by collecting more data and information about motion given. The second speaker also used her ability to have a good intonation, louder voice and fluency to strengthen her argumentations.

B. Conclusion

Based on the observation, the researcher is able to conclude the result from that observation. The first and second speaker of English debate SMK PGRI 2 Kediri has different strategies in learning Australasian parliamentary debate. The first speaker applied cognitive and social strategy in mastering three component of scoring criteria in debate,they are matter, manner, and method. The strategies are sourching, observing, analyzing, memorizing, and predicting. The first speaker searches some information from internet in mastering matter. In heading motion step, the strategy done by the first speaker is finding the meaning of every word in the motion from dictionary, then analyze the meaning of the whole sentence. The first speaker also uses her own knowledge to know the category of motion. In defining motion, the first speaker looking at the dictionary, and browsing from internet, asking the teacher, or reading related book. Then, the first speaker limits the motion by analyzing the motion use her knowledge and experience. In finding problem, the strategy done by the first speaker is searching information from internet and asking the teacher. In

formulating problem, the first speaker's strategy is analyzing and it included to cognitive strategy. Then, in deciding point of view, she uses her own knowledge and experiences. To arrange the arguments, she uses sourcing strategy which included to cognitive strategy. The second speaker of English Debate team SMK PGRI 2 Kediri uses cognitive strategy by doing an observation, imagining, thinking and predicting the future about the matter of motion given including to arguments, evidence presented to support those arguments, examples and analysis, substantive matter, rebuttal and points of information (PoI). In mastering manner competence, the second speaker has a problem in mastering emotion, but she has a loud voice that can be use as the way to strengthen their team argumentation. For mastering method, the second speaker used cognitive learning strategy in having a stronger rebuttal and PoI by collecting more data and information about motion given. The second speaker also used her ability to have a good intonation, louder voice and fluency to strengthen her argumentations. The first and second speaker has different strategies to master the scoring system of Australasian parliamentary debate. It caused by the different characteristics of both speakers. Both speakers are active students because they always think critically when the motion is given.

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