

ARTICLE

**THE IMPLEMENTATION OF AREL IN ARGUMENT ON ASIAN
PARLIAMENTARY DEBATE AT ENGLISH DEBATE CLUB OF
SMK PGRI 2 KEDIRI**



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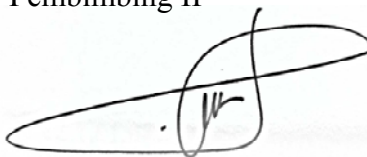
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THE IMPLEMENTATION OF AREL IN ARGUMENT ON ASIAN PARLIAMENTARY DEBATE SYSTEM AT ENGLISH DEBATE CLUB OF SMK PGRI 2 KEDIRI

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ABSTRACT

In a debate, debaters should be able to deliver ideas structurally and convincingly as the goals of a debate by using good argument traits which are Assertion, Reasoning, Evidence, and Link Back (AREL). Nonetheless, SMK PGRI 2 Kediri is being one of vocational school in Kediri which has a debate club and actively joins the competitions starting from regional until national level. This research is aimed to find out the strategies used by the debaters to build an argument and to describe the implementation of AREL in argument on Asian Parliamentary debate system at English debate club of SMK PGRI 2 Kediri. This research use qualitative approach and case study is the research design. The subject of this research was six member of English debate club. To collect the data used observation, interview, and document analysis. The instruments used were observation-check list and video recording. Transcriptions from observation and interview then was made as the document analysis. The data was analyzed using familiarizing and organizing, coding and reducing, and interpreting and representing. The result indicates that the debaters already had applied four strategies, such as understanding the issues of the debate by predicting the motion, knowing their structure of their speech based on the role of the speaker and each duty, having time allocation by giving some points on their written speech, and also keeping their team consistency by having good communication among their teammate. Regarding their AREL traits, it was implemented by most debaters of SMK PGRI 2 Kota Kediri. Only some speakers provided A-R traits or even A-R-L and A-R-E. The Deputy Prime Minister and Deputy Leader of Opposition even used multi-layered argument in their speeches.

KEY WORDS:AREL, Argument, Debate, Asian Parliamentary Debate

I. BACKGROUND

English debating could be one of the ways to master English especially for high school students. Debate is a discussion of a certain topic emphasizing on the structural argument compositions requiring rules, appropriate strategies, and certain goal. Thus, it is supported by Burek and Losos (2014), debate is an organized public argument on a specific topic. In addition,

Cirlin (1994) explains that debate is a complicated intellectual game requiring rules, strategies, and goals.

There are several different styles of debating system commonly used by debaters around the world (Syarifah, 2016). Those are Australia/ Australasian Parliamentary, British Parliamentary, Asian Parliamentary, World School Debate



Championship Format, and American Parliamentary. Each style of debate has its own rules on the debate regulation. As explained briefly by Team (2014), Asian Parliamentary debating system is identical with three-on-three debate. It requires three members to act as the first, second, and third speaker in the government and opposition side. Each speaker is obliged to deliver his speech in a very short period. In this system, everyone is encouraged to do POI. Comparatively, this system also has fifteen minutes longer time in case building than that of the Australian or British Parliamentary. These are why Asian Parliamentary debate is the perfect system to be applied for high school level.

In a debate, debaters should be able to deliver ideas structurally and convincingly as the goals of a debate. To achieve that goal, arguments become the main parameter and tool to be used since arguments need to be developed from a certain motion. According to Meany and Shuster (2013), argument is simply as a claim or statement that attempts to convince an audience about some idea. To make argument effectively, there are several types of structure that may be used such as Assertion, Reasoning, Evidence, and Link Back (AREL). According to Meany and Shuster (2013), the fundamental concept and element of argument are Assertion, Reasoning, and

Evidence (A-R-E). It is supported by Burek and Losos (2014), their statement is that A-R-E is the basic structure of an argument. The new structure is A-R-E-L standing for Assertion, Reasoning, Evidence, and Link Back provided by Team (2014).

While delivering an argument, there are some problems found. The problems occurring in current context are various. Commonly, debaters forget to address the elements in order to convince third-party. Not all debaters possess the same ability in fulfilling argument traits. Some of them may lose and forget to bring during a speech. In other words, they only explain simplified version of argument consisting of one statement. Moreover, during their speech, in order to cover the incompleteness of argument, they commonly do repetition for the same argument many times. These fallacies are based on the level of awareness upon argument. Eliminating one or more elements in argument traits may lead to misconception of ideas. Thus, the argument traits such as AREL are also taking an important part while delivering an argument in a debate.

Nonetheless, SMK PGRI 2 Kediri is being one of vocational school in Kediri which has a debate club and actively joins the debate competitions. This debate club has already achieved many titles. The

achievements can be achieved, due to the fact that it has personal coach. Moreover, the members are also supported by the school to join several competitions and conduct weekly practice guided by the supervisor selected from the English teacher in SMK PGRI 2 Kediri and he is also being the personal coach. This phenomenon is unique since a Vocational School is perceived lower than High School in acquiring foreign language, e.g. English and SMK PGRI 2 Kediri successfully establish a community supporting the students in practicing English. Therefore, SMK PGRI 2 Kediri is a perfect place to analyze all aspects regarding English debate.

II. METHOD

To investigate the research questions, research design became the important thing. In this research, the result of the investigation is in the form of description so the researcher decided that qualitative approach in the type of case study is used. From that case, the research was used to describe the implementation of AREL in argument and find out the strategies used by the debaters to build an argument on Asian Parliamentary debate system at English debate club of SMK PGRI 2 Kediri.

The subject of the research was six students as the debater, two students as the

chairman and time keeper, and an adjudicator of SMK PGRI 2 Kediri which performed in Asian Parliamentary debate simulation. The data comes from observation, interview, and document analysis. The instrument of this research was observation checklist, semi-structured interview, and document analysis of both recordings' transcriptions from observation and interview. For analyzing the data, the researcher used organizing and familiarizing, coding and reducing, and interpreting and representing. The subject and argument structure coding can be seen in the table as follows.

Table 2.1 Subject Coding

Subject	Description
PM	Prime Minister or the first speaker of positive/proposition/government team
DPM	Deputy Prime Minister or the second speaker of positive/proposition/government team,
GW	Government Whip or the third speaker of positive/proposition/government team
LO	Leader of Opposition or the first speaker of the negative/opposition team.
DLO	Deputy Leader of Opposition or the second speaker of the negative/opposition team.
OW	Opposition Whip or the third speaker of the negative/opposition team.

Table 2.2 Argument Structure Coding

Code	Description
A	Assertion
R	Reasoning
E	Evidence
L	Link Back
A-	Negation
B	Additional Information
Even if	Even If Scenario

III. RESULT AND DISCUSSION

In this section, the researcher describes the result of the research that focuses on the data and analysis.

A. The Strategies Used by the Debaters to Build an Argument in Asian Parliamentary Debate

The data result indicated that not all debaters had familiarized themselves with those technical terms, such as TH (This House), THW (This House Would), THBT (This House Believe That), THR (This House Regret), and THS (This House Support). One of them was misunderstanding about what THW stood for.

In a debate competition, the motion launched was sometimes in accordance with the reality or vice versa. Overall, the debaters could not understand the context of the question saying whether the motion was similar to the reality or not. They were

unable to give explanation in a sense that reality should be defined as what existed and implied in current condition. Due to their limited capacity in understanding the context of the debate, they tended to answer 'halu' or imaginary which means impossible to do. The expected answer is motion should be contrary to the current condition so that it is not real. Moreover, motion always contains possible new proposal which will be developed by both sides. Indeed, this would be a serious problem when they could not understand about the motion as the issue of the debate.

Meanwhile, it was necessary for them to overcome that problem. In this case, asking the adjudicator could be the best way, in this case is the Chief of Adjudicator. There would be no big deal by asking the adjudicator because he would not give an explanation in detail. Yet, they could know about the meaning and get the clue of the motion. Then, the debaters could build an argument.

On the other hand, the problem came was the lacking of time in case building, moreover in the debate competition. The case building time was only thirty minutes to build their argument. In a debate, it necessary for having a time allocation in order to make the time of delivering argument was in time. This would make the debaters easier to count which point they

made should deliver and pass. In this case, they were able to prevent running out of time and under the time.

The debaters should not become inconsistent among three speakers. They should have a great communication upon each other to keep their argument in line even if they had a different role. A good communication was aimed to bring a good consistency of team's argument. When the first speaker brought an 'A' idea, but second speaker bring a 'B' idea, the debate should not be run well.

B. The Implementation of AREL in Argument on Asian Parliamentary Debate at English Debate Club of SMK PGRI 2 Kediri

In this part, the researcher described about the implementation of AREL in argument on Asian Parliamentary debate. This part was divided into two which are about the procedure in Asian Parliamentary debate and the structure of AREL.

1. Procedure in Asian Parliamentary Debate

Generally, the procedure of the debate can be identified through the role of the speaker included in Asian Parliamentary debate. During the observation, the researcher found that there were six debaters in the debate regulation that were divided in to two teams, government as the positive side

of the house and opposition as the negative side of the house. The Government team consisted of Prime Minister (PM) as the first speaker, Deputy Prime Minister (DPM) as the second speaker, and Government Whip (GW) as the third speaker. While in the Opposition team, there are Leader of Opposition (LO) as the first speaker, Deputy Leader of Opposition (DLO) as the second speaker, and Opposition Whip (OW) as the third speaker. In this debate simulation, the debaters eliminate the role of Reply speech from both Government and Opposition team. The speakers' role arrangement can be seen in the table below.

Table 3.1 Speakers' Role Arrangement

Code	Role of the Speaker
PM	Prime Minister as the first speaker of the debate
LO	Leader of Opposition as the second speaker of the debate
DPM	Deputy Prime Minister as the third speaker of the debate
DLO	Deputy Leader of Opposition as the fourth speaker of the debate
GW	Government Whip as the fifth speaker of the debate
OW	Opposition Whip as the last speaker of the debate

2. Structure of AREL

In general, the AREL traits will be taken from two major arguments built by the debaters, Rebuttal and Argument. Those two kinds of argument are spread and delivered by different debaters based on their speakers' role. In general, the debaters showed good consistency in providing arguments. It could be said, the Prime Minister only provided argument, both deputies provided rebuttal and argument, and both whips provided rebuttal to respond the case of their opponent.

Prime Minister delivered three arguments. The first and second argument provided A-R-E-L, while the third argument only provided A-R due to the fact that she was running out of time while explaining the argument.

Leader of Opposition's duty is to provide rebuttals and arguments at the same time. There were two major rebuttals to respond the Prime Minister providing A-R both in the first and second rebuttals and three arguments to build the team case providing A-R-E-L in the first argument, A-R-L in the second argument, and A-R-E-L in the third argument.

The duty of Deputy Prime Minister is to provide Rebuttals for the previous

speakers as well as provide Extension to support the team case. Overall, there were two rebuttals brought by the Deputy Prime Minister providing A-R in the first rebuttal and A-R-E in the second rebuttal and two extensions providing multi-layered argument both in the first and second extension.

The role of Deputy Leader of Opposition is similar to Deputy Prime Minister which is providing Rebuttals for the previous speakers as well as Extensions or arguments to strengthen the team case. In general, the Deputy Leader of Opposition had four major rebuttals providing A-R in all the rebuttals and one extension or argument providing multi-layered argument.

Government Whip is essential to respond the case of Opposition team. A new argument is not allowed so that ideas should be packaged in a form of rebuttal and smoothly delivered by using relevant examples as the previous speakers have delivered. Overall, there were four major rebuttals by the Government Whip providing A-R traits. However, she added two more arguments which were not in a form of rebuttal providing multi-layered argument.

Opposition Whip is also not allowed to give new argument, but strengthening the previous argument or idea is allowed. There were two major rebuttals providing A-R-E in the first rebuttal and A-E-L in the second rebuttal and one argument providing A-R delivered by the Opposition Whip. What was different from the previous speaker was that the Opposition Whip accepted POI from Government team in the last minute of her speech by providing A-R-E traits.

C. Discussion

For the strategies to build an argument, as it is by Team (2014) that strategies covers four concepts which are whether the speakers understand what the issues of the debate are, structure of the speaker speech, timing of the speaker speech, and also consistency. Therefore, the debaters had completed those four concept of strategies even they have their own such as have a good preparation before the date of the competition.

Basically, in argument, using A-R-E had already fulfilled the argument traits. As it is said by Burek and Losos (2014), they stated that A-R-E is the basic structure of an argument. Yet, to make a complete argument, it was

needed to use A-R-E-L (Team, 2014). Moreover, in conducting an Asian Parliamentary debate the debaters decide to eliminate the Reply Speech. It did not have significant difference since Reply Speech only give conclusion of all debaters argument and they conduct a practice as a debate simulation.

IV. CONCLUSION

Based on the result of the implementation of AREL in argument on Asian Parliamentary debate system at debate club of SMK PGRI 2 Kediri and the debaters' strategies used to win a debate competition, there were many strengths and weaknesses from the argument of debaters of SMK PGRI 2 Kediri. Furthermore, the discussion of this research was focused on two points based on the research question included the strategies used by the debaters to build an argument and the implementation of AREL in argument on Asian Parliamentary debate.

Hence, this research was highlight that not all the debaters possess the same ability to fulfill the argument traits and the incompleteness addressed to the misconception of the idea that they wanted to deliver. To some extent, they have a good strategy like keeping

overnight at school to practice more on building the argument before the competition.

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