

The British Parliamentary Debate Practices in Promoting English Speaking Proficiency: A Systematic Literature Review in Multiple EFL Cases

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Abstract: This systematic review of the literature explored the impact of The British Parliamentary Debate Practice from several studies. The present study focused on the way debate practice enhances students' English-speaking abilities in an EFL context. The PRISMA method stages to search journal databases was used in this study. However, after an intensive selection process, the researcher found that 11 articles from 3 reputable databases such as Google Scholar, Scopus, and Semantic Scholar had the most relevant and suitable content to answer the purpose of this Systematic Review study. The research findings revealed that the implementation of British Parliamentary Debate in English language teaching is highly effective to improve speaking skill. Besides, through this learning method, several aspects such as; linguistic skill, vocabulary, self-confidence, and self-awareness of students at various levels of education can also be increased. The researcher also found that there are learning stages using British Parliamentary Debate that can be adapted by teachers to improve the teaching of students' speaking skills such as AREL (Argument, Reasoning, Evidence, Link Back) technique. In addition, the current study includes a number of recommendations.

Keywords: Debating, English Foreign Language, Proficiency, Promoting, Systematic Literature Review

A. Introduction

The debate technique's contribution to improving students' English-speaking abilities is covered in this systematic review. Furthermore, this study offers a synopsis of the argument learning mechanism that may enhance students' English-speaking abilities. Speaking English fluently is becoming increasingly necessary in the modern world of globalization. Furthermore, debating is regarded as one of the best exercises for completely enhancing English-speaking abilities.

According to (Hasriani, 2009) debate activities can train students' critical thinking skills in analyzing information, compiling logical arguments, and evaluating other people's opinions. (Quinto, 2016) revealed that debates can improve students' confidence and grammar through effective argument delivery, participants must use correct and varied sentence structures.

The debate can stimulate the learner's brain to work harder and use the opportunity to interact with peers using the target language according to linguistic rules. In this connection, (Quinto, 2016) explain that the debate learning method is also often used to improve English speaking skills. In addition, (Nasriandi et al., 2021) explain that this skill is not only needed in the academic context, but also in the world of work and everyday life. In learning English as a foreign language (EFL), speaking plays a very crucial role. By speaking, students not only practice the vocabulary and grammar they have learned, but also develop confidence in communicating in English. This ability enables students to interact with others effectively, both in academic and social contexts. Besides as mentioned by (Clifford, 1987) speaking is crucial when learning a second language. Speaking is frequently undervalued in schools and colleges contrary to its significance for a variety of reasons, including an emphasis on grammar and unfavourable teacher-student ratios. In addition, (Abd El Fattah Torkey, 2016) said speaking activities can also increase students' learning motivation as they can directly see the results of their learning.

Nasriandi et al., (2021) respond to this by declaring that the teacher should facilitate the development of students' speaking skills by designing engaging activities that draw on students' prior knowledge and have the potential to encourage students to participate more actively in class discussions by assigning a topic of interest that they can discuss and debate. Additionally, to continue looking for a solution, students must build ties and connections with others.

According to (Rohadi, 2020) debates have the potential to overcome some of the limitations of students' difficulties in improving speaking skills. debate activities offer excellent interactive communication opportunities for students to improve their speaking skills. In this activity, students are required to formulate strong arguments, compose clear and coherent sentences, and convey their ideas confidently in front of others. (Krieger, 2007) explained that debate engages students in a range of cognitive and linguistic ways, making it a great practice for language learning.

In line with that explanation (Arung, 2016) said the application of the argument to enhance speaking abilities is quite intriguing. There are plenty of opportunities for students to participate actively in the debate and practise speaking (Umar, 2016). Nonetheless, they collaborate incredibly well, stand up for their teammates, and

participate more in class discussions.

Debate encourages students to think critically, analyze information, and actively construct knowledge (Othman, 2013). Thus, debates can also increase students' learning motivation due to its competitive and challenging nature. Therefore, it is important to conduct further research to compare the effectiveness of debates with other learning methods in improving students' speaking skills.

Through debating activities, students are trained to think critically, analyze information, and construct strong arguments. In addition, debating also encourages students to develop social skills such as active listening, respect for others' opinions, and teamwork. Previous research has shown that participation in debates can significantly improve students' speaking ability.

However, (Niagara, 2023) explained it appears that Indonesians have not yet achieved a high level of proficiency in English. A lot of pupils still struggle with developing their speaking abilities. According to certain research, a lot of students lack confidence or don't get enough chances to practice speaking English in authentic settings. Furthermore, students may become less interested in practicing speaking if they are taught using uninteresting approaches.

Several studies have looked at how British Parliamentary Debate (BPD) offers an intriguing solution to address the issues of teaching speaking skills in English classrooms to address the issues mentioned above. BPD teaches pupils social skills, critical thinking, and confidence in addition to speaking (Barker, 2017). Students' English language proficiency can be greatly enhanced by using the British Parliamentary Debate (BPD) approach, particularly in speaking. As stated in the 2014 World Universities Debating Championship, students will become accustomed to utilizing English in a formal and demanding setting utilizing BPD. They will receive instruction in critical thinking, developing persuasive arguments, and presenting them orally in English. BPD also assists pupils in developing their vocabulary, mastering difficult phrase patterns, and gaining more self-assurance when speaking.

The advantages of British Parliamentary Debate (BPD) have been shown in multiple studies; however, research remains lacking on the factors that influence BPD's effectiveness, how it compares to other learning methods, how best to support learners' English-speaking abilities in EFL contexts, and what learning mechanisms work best in debates to help learners at different educational levels improve their English-speaking abilities.

Following the background, this systematic literature review (SLR) was conducted to comprehend scholars' perspectives on the importance of using the British Parliamentary Debate (BPD) learning method in promoting speaking skills at various levels of education. Therefore, the researcher formulated research questions that underlie this study, namely; 1) What is the role of British Parliamentary debate (BPD) practice in promoting students' English-speaking skills in the EFL context? 2) What kind of suitable technique to implement British Parliamentary Debate (BPD) in improving speaking skills in the EFL context?

B. Methods

This systematic literature review followed the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) 2020 checklist. The report includes a four-phase flow diagram and a 27-item checklist for reviewing and analyzing the papers (Moher, 2009). A systematic literature review (SLR) selects, identifies, and evaluates research to address a particular research question (Tyas, 2021). These steps aim to discover how debate practice improves students' English-speaking skills in EFL contexts and how to implement British Parliamentary Debate (BPD) in improving speaking skills in EFL contexts. Searching the ERIC, Scopus, and Google Scholar databases for works on flipped learning was the initial step in conducting this systematic literature review. There are four processes involved: identification, screening, eligibility, and inclusion.

Phase 1: The Identification

The initial phase of this systematic review focused on identifying relevant literature. This involved a two-step process: article collection and selection. Articles were chosen based on predefined inclusion and exclusion criteria. However, the study may be subject to publication bias due to its reliance solely on journal databases. Other sources, such as book chapters, white papers, and technical reports were not considered to be include as a main data of this study.

To ensure a comprehensive comparison, the research exclusively analyzed peer-reviewed journal articles retrieved from Google Scholar and ERIC. These articles were published between 2017 and 2024. Given the rapid pace of scientific advancement, contemporary literature reviews must capture the broader trends and achievements within a field and incorporate the most recent findings to maintain relevance. See Table 1 to find out the quantity and keywords used to get the databases:

Table 1. The Identification Phase

Journal Sources	Initial Quantity	Keywords
Google Scholar	200	Debating practice, Speaking, British
Scopus	5	Parliamentary Debate in education, promoting English speaking proficiency,
Semantic Scholar	238	BPD In Improving English Skill Article.

Phase 2: The Screening

Duplicate entries were eliminated before findings were checked in all three databases Scopus, Google Scholar, and ERIC. Titles and abstracts of publications were utilized to continue screening. Since the titles matched the search terms, they were screened. Furthermore, each article abstract was quickly read and scanned. While selecting articles based on the inclusion and exclusion criteria, the abstracts of the publications were reviewed. Based on (Xiao, 2019) statement that publication abstracts are reviewed to determine the relevance of the research topic further supports this point.

Phase 3: The Eligibility

The articles are examined and verified for eligibility during this stage. To be included and excluded, the articles must be eligible. Articles that are eliminated due to ineligibility are not included in the downloaded articles. In other words, the goal of the article this process should match the research topic. Therefore, inclusion and exclusion criteria are essential in creating a high-quality research design.

Phase 4: The Exclusion

The remaining research articles were eliminated from this publication after they were examined for eligibility. Books, proceedings, reviews, book chapters, and meta-analysis papers that were not published in English were among the rejected articles. Likewise, the researcher skipped over any articles not released between 2017 and 2020. This strategy is crucial as it's the final stage of removing the articles' research topic. This is a quick rundown of how to use the PRISMA flowchart in Figure 2 to search for publications.

Table 2. The Exclusion Criteria

The Exclusion Criteria
The studies did not evaluate debate for enhancing speaking skills
Journal article were published under the 2020
The studies did not evaluate British Parliamentary Debate to improve speaking skill

Fifty articles have been chosen to enhance speaking skills using flipped learning

principles. Three research methodologies are used to categorize the publications. There are five mixed-method, fifteen qualitative, and twenty quantitative studies. The methodological analysis of the research articles that follow shows that the most popular research methods are quantitative research approaches.

Table 3. Quantity of Journal Based on Research Design

No	Research Methods	Quantity
1.	Qualitative	5
2.	Quantitative	
	1) Pre experiment	
	2) Experiment	
3.	Mixed Method	1
4.	Classroom Action Research (CAR)	1

We then condense the technique in Figure 1 to summarize the selection process to the analysis process. The PRISMA Flow Diagram, which is based on The Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) research in 2020, is explained in detail in Figure 1. Here is an explanation of the PRISMA:

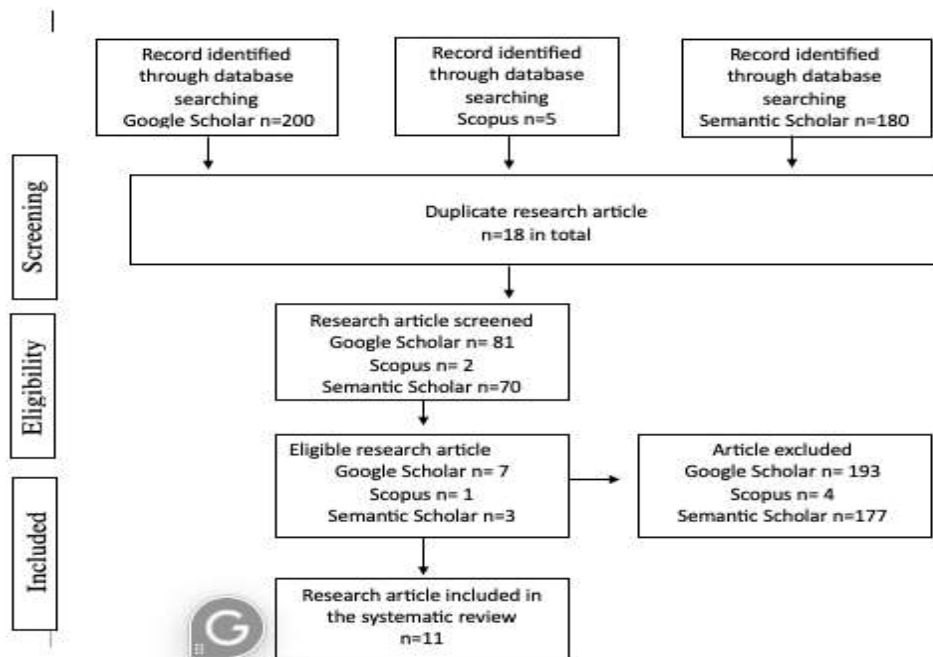


Figure 1. Chart of the article selection process

According to the findings of the database search shown in figure 1, the researcher

discovered 200 articles in the Google Scholar database, 5 articles from the Scopus database, and 180 articles from Semantic Scholar that discussed the application of the British Parliamentary Debate on enhancing students' speaking abilities. Following the additional screening, 81 articles from Google Scholar, 2 from Scopus, and 70 from Semantic Scholar were found. Researchers were able to obtain other relevant articles from the paper by performing additional filtering, including Google Scholar 7, Scopus 1, and Semantic Scholar 3. Thus, 11 publications in total were obtained by researchers and used as data in this study for additional analysis.

C. Results and Discussion

The research findings will be carefully examined in this part. In this explanation, the researcher will share the information gathered from examples of the research topic, specifically regarding how the British Parliamentary Debate improves students' speaking abilities and the learning mechanism within the debate that helps students at different educational levels speak English more fluently. Using the *Publish of Perish* Software program, the following three reliable database journals provided the data:

Search terms	Source	Papers	Cites	Cites/yr	h	g	hnorm	hannual	hA	acc10
british debate parliamentary i...	Google Schol...	7	14	3,50	2	3	1	0,25	1	0
british debate parliamentary i...	Scopus	1	3	0,75	1	1	1	0,25	1	0
british debate parliamentary t...	Semantic Sc...	3	5	0,09	1	2	1	0,02	1	0

Cites	Per year	Rank	Authors	Title	Year	Publication	Publisher	Type
3,33		1	N Nasriandi, M Maer...	The Use of British Parliam...	2021	IDEAS: Journal on E...	ejournal.iainp...	
0,00		3	RO Anggraeni, N Ch...	THE USE OF BRITISH PARLIA...	2024	...Bhasha: Journal o...	ojs.uhnsugriw...	
1,00		5	AR Tami, W Wariyati...	An Analysis of Students' Spea...	2021	Indonesian Journal o...	jurnal-tp2m.u...	
0,00		6	M Julri	The British Parliamentary Deb...	2021	...	repo.stkipgri...	
0,33		9	MS Hadi, L Izzah, A...	A Learning Analysis of EFL Stu...	2021	... Journal of Arabic...	e-journal.uac...	
0,00		13	M Usman, A Fadinat...	Debate Technique: A Way to E...	2020	English ...	mail.ojs.sera...	
0,00		15	N Saputra, S Aera, F...	Pelatihan Debat Bahasa Inggr...	2023	Jurnal Pengabdian ...	ejournal.sisto...	
3,00		4	H Asyifa	PERCEPTION ON THE USE...	2022	...	repository.uinj...	
0,00		7	IA Zahra, SP Suganda	Teaching Integrated English Pr...	2021	... Symposium on Hu...	atlantis-pres...	
0,00		10	O Sartika	THE EFFECTIVENESS OF THE...	2022	English Language Te...	jurnal.fkip.uni...	
0,00		11	A Rasyid, R Nur, A L...	The Combination of British Par...	2023	... Journal on English...	ejournal.iainp...	
0,00		12	R Nur, A Latifa, MH L...	Modified British Parliamentary...	2021	Journal of World En...	al-kindipubli...	
0,00		19	M Marthatih	Using Critical Thinking Throug...	2020	...	repository.iain...	
6,00		20	M Syahputra, S Chaira	THE CULTIVATION OF STUDE...	2020	Getsempena English...	ejournal.bbq...	
0,00		21	AS Niagara	Exploring students' psychologi...	2023	...	etheses.uingu...	
0,00		23	KGAN Islam	THE USE OF AUSTRALIAN PA...	2022	Fakultas Tarbiyah da...	repository.libr...	
3,00		24	J Tampubolon	IMPROVING STUDENTS' SPEA...	2020	The Seal Journal	jurnal.atkipal...	
10,00		25	A Bainbridge, T Trop...	Responding to research evide...	2022	Review of Education	Wiley Online...	
0,00		28	A Rasyid, Z Hamrullah	Asian Parliamentary Debate S...	2021	ASELS_2021	amcpress.s...	
2,00		29	T Yen, TMH Tran	Promoting Critical Thinking Ab...	2022	... of English Langua...	al-kindipubli...	
0,00		30	EA Incelli	A multimodal corpus approach...	2023	ANNALI DEL DIPART...	vis.unimora.it	
15,00		31	L Wei, W Jiamin, H J...	Analyzing the topic distributio...	2020	Information Process...	Elsevier	
0,00		32	SMS Aziz	An Analysis of Students' Critic...	2020	...	repository.iain...	
2,00		33	RA Putri	Students' Ability In Giving Def...	2022	Teaching English an...	jurnal.umb.ac...	
0,00		34	J Chen	Language Strategies of Japan...	2020	九州地区国立大学...	catalog.lib.ky...	
0,00		37	IS Harefa	The Effect of Asian Parliam...	2024	Journal of English T...	ERIC	

Figure 2. Database lists found in Publish of Perish

11 publications were ultimately deemed appropriate for this systematic review because of their investigative nature after qualifying articles were chosen to be analyzed in the four stages of the PRISMA phase. A further factor contributing to the researcher's removal of many publications was that most of them did not address the application of British parliamentary discussion. Several of them, however, employed different discussion formats, like Australian and Asian Parliamentary. The researcher then condensed these findings into the main review content table that is shown below:

Table 4. Review results

No	Authors Title	Types of method	Research Purposes	Participants
1.	S. Wahyuni (2020) Challenges and solutions to develop critical thinking with the British parliamentary debate system in EFL classrooms	Qualitative	The research primarily focuses on the challenges faced by lecturers in implementing the British Parliamentary Debate System (BPDS)	5 participants in the research are English lecturers at the university level.
2.	N Nasriandi, M Masruddin (2021) The Use of British Parliamentary Debate Style in Teaching Speaking Skill	Quantitative	examines whether second- and fourth-semester English study students' speaking abilities can be enhanced by the British Parliamentary debate approach.	15 students from the IAIN Palopo English Debate Society
3.	Rani Dyah Anggraeni, Nur Chakim The use of british parliamentary debate technique to improve english-speaking ability for high school students	Quantitative	assess improvements across five components of speaking: vocabulary, grammar, pronunciation, comprehension, and fluency. Additionally, it sought to identify students' perceptions of how the BPD technique contributed to their English-speaking ability through various sections of the debate process	16 eleventh-grade students from a high school in Indonesia.
4.	Ayu Ridha Tami, Wariyati, Ahmad Laut Hasibuan	Qualitative	assess how participating in debates could enhance the speaking abilities	eight students from the fourth semester of the English Education Department

<p>An Analysis of Students' Speaking Skill through British Parliamentary Debate System</p>	<p>of students in the English Education program at Universitas Muslim Nusantara Al Washliyah. The study sought to provide insights into the effectiveness of debate as a pedagogical tool for improving various aspects of speaking, such as pronunciation, vocabulary, fluency, and comprehension</p>	<p>8 students</p>
<p>5. Eka Nurhidayat Using british parliamentary debate style in improving students' speaking skills</p>	<p>Qualitative to find out if teaching pupils in the British Parliamentary debate style can help them become better speakers</p>	<p>8 students</p>
<p>6. M Sofian Hadi, Lidiatul Izzah, Aulia Maharani A Learning Analysis of EFL Students' Debate Activity by Using British Parliamentary for Enhancing Speaking Ability and Critical Thinking</p>	<p>Quantitative to examine how debate exercises, particularly those that follow the British Parliamentary model, improve students studying English as a foreign language's (EFL) critical thinking and speaking ability.</p>	<p>thirty-six eleventh-grade students from State Senior High School 5 Bogor</p>
<p>7. Gunawan 1, Rahmiati 2, Dewi Sartika</p>	<p>Quantitative (pre-experimental) to evaluate the effectiveness of the British Parliamentary Debate Technique (BPDT) in improving the speaking proficiency</p>	<p>30 students were selected using cluster random sampling from the English Education Study Program at the University of Muhammadiyah Bone</p>

8. Muhammad Usman, Alan Fadinata, Nurul Fajri, Ulinarika, Rahmatun Maulisa	experimental quantitative research method	to investigate the effectiveness of the Debate technique, specifically using the British Parliamentary System	3 fourth-semester students placed in the experimental group and 32 sixth-semester students placed in the control group
9. Yunda Lestari, Awalludin	experimental quantitative research method	to find out how much students' speaking achievement improved when they were taught utilising the British Parliamentary Debating System compared to when they weren't.	51 students who were selected through cluster random sampling
10. Kristoforus Fransiskus Janggur, Ni Wayan Krismayani, Ni Luh Putu Dian Sawitri (1970) Improving Speaking Skill of The Eleventh-Grade Students of SMAN 8 Denpasar In Academic Year 2017/2018 Through British Parliamentary Style Debate Technique	classroom action research design	to figure out whether using the British Parliamentary Style Debate Technique could improve the speaking abilities of SMAN 8 Denpasar's eleventh-grade students in the academic year 2017-2018.	In the academic year 2017-2018, 29 students from SMAN 8 Denpasar's eleventh grade was participated in this study
11. Amalia Rahmawati, A. Syafiq Improving Speaking Skill through British Parliamentary Debate by Using "AREL" For Nursing Students	mixed-method approach	to examine how well nursing students' speaking abilities are improved by the AREL (Argument, Reasoning, Evidence, Link Back) technique using the British Parliamentary Debate style.	30 nursing students the fourth semester at STIKES Muhammadiyah Kudus

The role of the British Parliamentary Debate to promote students' English-Speaking skills in EFL context

Drawing from the preliminary findings of this investigation, the researcher discovered that Studies 1, 2, and 3 by (Wahyuni et al., 2020); (Nasriandi et al., 2021); (Dyah Anggraeni et al., 2024) demonstrated that British Parliamentary Debate (BPD) has demonstrated efficacy in enhancing students' English language proficiency, particularly when studying English as a foreign language (EFL). Students who participate in debates not only enhance their language skills such as vocabulary, syntax, and sentence structure but also gain comprehensive speaking abilities such as correctness, complexity, and fluency.

Then, as demonstrated by (Nasriandi et al., 2021), BPD functions as a potent catalyst for the development of EFL students' critical thinking and English language ability. Strong evidence of progress was found by statistical analysis, which showed a t-test value of 7.829 that was higher than the t-table value of 2.093. In all evaluated areas, post-test mean scores rose from 32.96 to 51.85. The results also showed that learners are actively encouraged to actively develop logical arguments, carefully analyse information, and respond to differing points of view through the dynamic debate process. Therefore, BPD not only improves language proficiency but also gives students the mental tools they need to succeed in a variety of academic and professional settings, particularly when it comes to public speaking in English.

Dyah Anggraeni et al., (2024) reveal a significant improvement in high school students' English-speaking abilities after the implementation of the British Parliamentary Debate (BPD) technique. This study found Students' difficulties in speaking English due to a lack of confidence, limited vocabulary, and uncertainty about how to express their ideas. Despite these challenges, the study indicates that engaging in the British Parliamentary debate system can significantly enhance students' speaking skills. The research found varying levels of speaking proficiency among the participants, with some students demonstrating good skills while others showed moderate or poor abilities. Besides they also found that BPD technique effectively enhanced all five components of speaking: vocabulary, grammar, pronunciation, comprehension, and fluency. The participants of the study also expressed positive perceptions regarding the BPD technique, indicating that it not only improved their speaking skills but also motivated them to engage more actively in learning. Students' perceptions of the British Parliamentary Debate (BPD) technique were generally positive, indicating that they believed it significantly contributed to their improvement in English-speaking abilities.

The use of British Parliamentary Debate (BPD) is also advocated as an appropriate method to increase student activeness in speaking and interacting. This was expressed by (Ridha et al., 2021). They found that participation in the British Parliamentary Debate (BPD) made a significant contribution to improving EFL students' English

language skills and students' participation in the classroom. The dynamic debate process encourages students to actively use English in meaningful contexts, thus accelerating the acquisition of new vocabulary and sentence structures. In addition, BPD also helps students develop fluency and accuracy in speaking, and improves their ability to understand and respond to complex arguments. Thus, BPD not only makes language learning more interesting but also improves retention of subject matter.

Furthermore, research conducted by (Nurhidayat, 2016) explained that BPD can help students learn to speak. Increased Confidence: Students demonstrated a notable increase in confidence when delivering their speeches, which is crucial for effective communication. Then it also Enhanced Argumentation Skills: The ability to construct logical arguments and provide relevant data improved significantly, indicating that students were better able to articulate their thoughts and persuade their audience. This research thus indicates Fluency and Clarity: There was a marked improvement in fluency and clarity of language, which are essential components of effective speaking. Additionally, it also raised Engagement and Participation: The debate format encouraged more active participation and engagement among students, fostering a collaborative learning environment.

British Parliamentary Debate (BPD) has emerged as a powerful tool for enhancing English speaking proficiency, particularly in the context of English as a Foreign Language (EFL). As explained by (Hadi et al., 2021) this structured debating format, characterized by its rigorous argumentation, critical thinking, and public speaking demands, offers a unique and immersive learning experience that goes beyond traditional language instruction. The finding that found by (Hadi et al., 2021) indicated that debate activities were effective in improving the speaking ability and critical thinking skills of the EFL students. Specifically, the findings showed that:

- 1) None of the students (0%) scored between 60-70.
- 2) 15 students (41.7%) scored between 75-80.
- 3) 21 students (58.3%) scored between 85-90.

This distribution of scores suggests a significant improvement in the student's speech performance following the debate activities. The study concluded that the success of the debate activity was influenced by factors such as strong motivation, mastery of the topics, and good teamwork among participants.

One of the most significant benefits of BPD is its ability to foster **linguistic growth**. Debaters are exposed to a wide range of vocabulary, grammatical structures, and idiomatic expressions, which they must employ effectively to construct persuasive arguments. The fast-paced nature of debates forces students to think on their feet and respond quickly, improving their fluency and accuracy. This

argument was supported by the study conducted (Sartika & Gunawan, 2022) in which this study explained if some improvements come from.

1. **Speaking Scores:** The mean score of students' speaking proficiency increased from 52.58 in the pre-test to 75.16 in the post-test, demonstrating a significant enhancement in their speaking skills.
2. **Statistical Significance:** The t-test results showed a probability value of 0.00, which is smaller than the significance level of 0.05. This indicates a statistically significant effect of BPDT on students' speaking abilities, leading to the rejection of the null hypothesis 56.
3. **High Student linguistic interest:** The students' interest in learning to speak through BPDT was categorized as very high, with an average score of **81.53** on the interest questionnaire, suggesting that the technique not only improved proficiency but also engaged students effectively.

Overall, the results of this study demonstrate that BPD is an effective method for improving students' speaking proficiency

The mean speaking score increased significantly from pre-test to post-test, and the t-test results confirmed this improvement as statistically significant. Additionally, the students reported a very high level of interest in learning to speak through BPDT, suggesting that the technique is not only effective but also engaging for learners.

Wahyuni et al., (2020); Lestari & Awalludin, (2018) mentioned that beyond linguistic development, BPD also cultivates critical thinking and problem-solving skills. Debaters must analyze information, identify key arguments, and anticipate counterarguments. This process forces them to think critically about complex issues and develop well-reasoned positions. Additionally, the collaborative nature of BPD encourages students to work effectively in teams, sharing ideas and brainstorming solutions. Moreover, BPD offers a valuable platform for developing public speaking skills. Debaters must learn to project their voice, maintain eye contact, and use body language effectively to engage their audience. The experience of speaking in front of peers and judges can be intimidating, but it also builds confidence and resilience. Over time, students become more comfortable and articulate public speakers.

Technique to implement British Parliamentary Debate (BPD) in improving speaking skill in EFL context

The researcher attempted to examine how teachers apply the British Parliamentary Debate (BPD) technique in teaching speaking skills to assess the efficacy of its application. According (Usman et al., 2020), teachers can use the debate strategy to help students become more proficient speakers in the following ways:

1. **Preparation and Topic Selection:** Teachers should select relevant and engaging topics for debate that encourage critical thinking and allow students to express their opinions. Topics should be appropriate for the students' proficiency level and interests.
2. **Group Formation:** Divide the class into two groups, assigning one group to argue in favor of the topic (pro) and the other against it (con). This encourages collaboration and teamwork among students.
3. **Research and Argument Development:** Allow students time to research their assigned positions and develop their arguments. This can include gathering evidence, statistics, and examples to support their points.
4. **Debate Structure:** Teach students the structure of a formal debate, including opening statements, rebuttals, and closing arguments. This structure helps students organize their thoughts and present their arguments clearly.
5. **Practice and Feedback:** Conduct practice debates where students can rehearse their arguments and receive feedback from peers and the teacher. This helps build confidence and improve speaking skills.
6. **Conducting the Debate:** Organize the actual debate in a formal setting, ensuring that each student has the opportunity to speak. Encourage respectful listening and engagement from all participants.
7. **Reflection and Assessment:** After the debate, facilitate a reflection session where students can discuss what they learned, the effectiveness of their arguments, and areas for improvement. Assess students based on their participation, argument quality, and speaking skills.

They explained that the students who were taught speaking skills using the Debate technique with the British Parliamentary System demonstrated a significant improvement in their speaking abilities compared to those who were taught without this method.

Furthermore, (Fransiskus et al., 2019) explained that to improve students' speaking skill, EFL teachers also can adopt classroom action research style in the speaking class, by including several steps such:

1. **Planning:** The researcher prepared a detailed lesson plan that included materials, worksheets, and supporting tools such as PowerPoint presentations and board markers. This planning phase was crucial to ensure the smooth execution of the study.
2. **Cycle Implementation:** The study was conducted in two cycles. Each cycle involved different debate motions and was divided into two sessions with interrelated activities. The first cycle was based on the results of a pre-test, which indicated the students' initial speaking skill levels.
3. **Teaching Materials:** The materials covered included the definition and generic structure of analytical exposition, the British Parliamentary Style Debate Technique itself, and the linguistic features relevant to analytical exposition. This

comprehensive approach aimed to equip students with the necessary knowledge and skills for effective participation in debates.

4. **Active Participation:** During the teaching and learning process, students were encouraged to actively participate. They were given opportunities to practice speaking, which helped them build confidence in delivering their arguments. The technique fostered a classroom environment where students could engage in logical and critical thinking through discussions.
5. **Assessment and Reflection:** After each cycle, a post-test was administered to assess the improvement in students' speaking skills. The results indicated significant enhancements in their abilities, as reflected in the mean scores from the pre-test and post-tests

The study successfully implemented a comprehensive approach to enhance students' speaking skills through analytical exposition debates. The detailed lesson planning, cyclical implementation, and provision of comprehensive materials ensured a structured and effective learning environment. Active student participation and regular assessments facilitated significant improvements in students' speaking abilities. The findings suggest that this methodology can be a valuable tool for developing students' communication skills and critical thinking abilities.

In response to the previous explanation, to improve students' speaking skills through the British Parliamentary Debate (BPD) technique, teachers can also use the AREL (Argument, Reasoning, Evidence, Link Back) technique in its implementation. This is explained in the research conducted by (Rahmawati & Sayfiq, 2017). The following is the AREL technique in British Parliamentary Debate that can be implemented by the other teachers while aimed to increase students' speaking level:

1. **Introduction of the AREL Framework:** The teacher introduced the AREL components to the students, explaining each part:
2. **Argument:** Presenting a clear statement or position on the debate topic.
3. **Reasoning:** Providing logical reasons to support the argument.
4. **Evidence:** Supplying factual information or data to back up the reasoning.
5. **Link Back:** Connecting the argument back to the main topic or question, reinforcing the relevance of the argument.
6. **Debate Preparation:** Students were organized into teams (Government and Opposition) and tasked with preparing their arguments using the AREL framework. This preparation involved brainstorming and structuring their points according to the AREL components.
7. **Conducting Debates:** During the debates, students were encouraged to articulate their arguments systematically, utilizing the AREL strategy to enhance the clarity and effectiveness of their speaking. The teacher facilitated the debates, ensuring that students adhered to the AREL structure while presenting their points.

8. **Feedback and Reflection:** After the debates, the teacher provided feedback based on Symon's rubric, focusing on fluency, pronunciation, accuracy, and content. This feedback helped students understand their strengths and areas for improvement. Additionally, reflection sessions were held to discuss the challenges faced and the effectiveness of the AREL strategy in their performance.
9. **Continuous Practice:** The implementation was part of a series of sessions, allowing students to practice and refine their use of the AREL strategy over time, leading to gradual improvement in their speaking skills

Besides, based on the findings from (Rahmawati & Syafiq, 2017) there are some improvements of students speaking skills using AREL strategy. It was found that the average score of the students increased from 68.2 in the pre-test to 72.5 in the post-test, indicating a positive impact of the AREL strategy on their speaking competence. The study showed improvements across several aspects of speaking, including:

1. **Fluency:** Students became more fluent in their speech.
2. **Pronunciation:** There was a noticeable enhancement in pronunciation.
3. **Accuracy:** Students improved in explaining their arguments appropriately.
4. **Content:** The depth and relevance of the content presented by students improved, although some limitations in knowledge and information were still noted.
5. **Increased Student Engagement:** The use of the AREL strategy led to higher student motivation and active participation in class discussions and debates. Students were more engaged in exploring their arguments and presenting them effectively.

Rahmawati & Syafiq, (2017) research showed that the AREL strategy in the implementation of British Parliamentary debate successfully improved students' speaking skills significantly. The results of this study indicate a real improvement in various aspects of speaking, such as fluency, pronunciation, accuracy, and depth of content. In addition, this strategy is also able to increase students' motivation and involvement in the learning process. This significant improvement can be seen from the increase in students' average scores from pre-test to post-test. The findings underline the importance of choosing the right learning strategy in improving students' speaking ability, as well as making a valuable contribution to the development of language learning.

Of course, through some of the debate teaching strategies described earlier, EFL teachers can also adopt and apply the same strategies to improve students' speaking skills. The use of learning methods such as British Parliamentary debate is also highly recommended by the researcher to increase students' participation in class. This kind of learning activity can also help students in fostering their critical thinking in speaking a second language. In addition, they can also be trained to think and process the right sentences before they speak the language.

D. Conclusions

The present study shows that the practice of British Parliament-style debates is effective in improving English language skills, especially in speaking. Debates train participants to think critically, organize arguments, and convey ideas clearly and persuasively in English. The results of in-depth analysis show the significant positive impact of debates in improving vocabulary, grammar, and speaking confidence. In addition, debates encourage critical thinking, information analysis, and teamwork. The complex structure of debates forces participants to think quickly and adaptively. The intensive debate preparation process also contributes to the improvement of English language skills. By integrating debates into the curriculum, English learning becomes more interactive and engaging. The results of this study have important implications for educators, policy makers, and learners. The integration of debate practice is expected to improve the quality of English learning and prepare learners to be effective communicators at the global level. Additionally, several stages can be implemented by teachers in implementing the British Parliamentary Debate (BPD), one of which is the AREL technique.

There are several ways to carry out additional study on how well English parliamentary debates enhance English language proficiency. Initially, the research could concentrate on a thorough examination of the factors, such as personal traits, participant histories, and training level, that affect participants' performance in debates. Second, different facets of language proficiency and critical thinking abilities can be assessed by creating more extensive assessment tools. Furthermore, research that compare various debate models with British Parliamentary debates might help to clarify the benefits and drawbacks of each model. Additionally, studies might examine how debates can be used in an online learning environment and examine the long-term effects of debate participation. likewise, the researcher recommended doing more studies and trials using the British Parliamentary Debate approach to enhance speaking abilities in educational institutions at various levels, such as police education in English subjects. which means that more research is still needed to determine the advantages of BPD for enhancing speaking abilities. Therefore, through discussion, future research can contribute even more to the creation of best practices in English language acquisition.

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