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# METHOD OF COACHING DEBATE FOR AUSTRALASIAN DEBATE FORMAT

## A THESIS

Submitted to the English Education Department of Syekh Nurjati State Institute for  
Islamic Studies Cirebon in Partial Fulfillment of Requirements for Islamic Scholar

Degree in English Education

(S. Pd.I)



Arranged By :

**EKO BUDI PRASETYO**

**Reg.Number 07430362**

**ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY  
OF SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES**

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## **THE RIGHT WAY TO READ, BY**

When exercise, eyes position must be in the central of the written text.

## **EXERCISE FOR EYES MOVE UP AND DOWN**

## **EXERCISE FOR EYES MOVE TO THE RIGHT AND LEFT SIDE OF TEXT**

## **EXERCISE FOR EYES FOLLOW THE STAR SHAPE**

## **EXERCISE FOR EYES FOLLOW A WAVE LINE**

## **EXERCISE FOR EYES MOVE TO THE RIGHT SIDE AND LEFT SIDE**

## **FOLLOW A CIRCLE**

## **EXERCISE FOR EYES MOVE TO THE RIGHT SIDE AND LEFT SIDE**

## **FOLLOW A CIRCLE**



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## ABSTRACT

### **EKO BUDI PRASETYO (07430362), *Method of Coaching Debate for Australasian Debate Format***

There are many schools of debate that are used in international debate event. They depend on where the debates are held. For example WUDC (*World University Debating Championship*), the largest world's debate championship, is held annually using *British Parliamentary Debate format*. Another example is *United Asian Debating championship*, which is participated by teams from The Middle East to Japan, tends to use *Australasian Debating Format*. Meanwhile Indonesia has its own debate championship which is called as IVED (*Indonesian Varsities English Debate*). IVED is also adopting *Australasian Debating format*.

High school debate seems getting famous for recent decade. Many of high school debate events are held. The aims of these events are providing high school students to practice their English skills in competitive way as Keiger (2005) explained that “debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways”. A problem, however, appears. When the students are available to go to “battle field” they are not provided with a good training that keeps them on the track. This problem rises not because of their teachers do not want to coach them, but because the teachers themselves do not how to do a correct debate. Perhaps some of them know; the problem that they face is that there is not or there are few of debate guides that are easy and fit to be applied in high schools in Indonesia.

The method of this research is descriptive research. To answer the need of a good debate guide, the researcher attempts to formulate an applicable debate guide by sorting and selecting materials from various sources. This research starts from the analyzing of some debate formats.

Each of these formats has their own characteristic. Both *Australasian Debate Format* and *Asian Debate Format* tend to have three debaters of each team but *Asian debate format* has POI (point of Interruption) meanwhile *Australasian debate format* does not. *British Parliamentary Debate format* is slightly different from the two. *British Parliamentary Debate format* obligates the debate team to have four debaters each team. Based on researcher coaching debate experience for more than two years, students are mostly getting bored during the training. This because the coaching material seems so complicated. Through this research, the researcher tries to formulate an effective debate method to make the trainees achieve the debate capability. This coaching debate is a simple and sustainable. This method consists of six steps that the researcher calls as “six unit”. These six steps are link one to others.

Finally, the researcher concludes that the differences between debate formats that are researched are placed within the rules but the content of the debate is still the same. Meanwhile, the students' problems of learning debate will be solved by using the “six unit” of debate training.



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## CHAPTER I

### INTRODUCTION

#### 1.1. The Background of The Study

English debate has been famous in recent decade. This debate is not just participated by English speaking countries but also non-English speaking countries, such as Indonesia. According a debate guide that was written by the English Department Faculty and Art UNY (2004) “There are several schools that are commonly used in Formal English Debate. These schools are called as Debating Formats, they are: *Australasian Debating Format; Asians Debating Format; and British Parliamentary Format*”, in which each of them has their own specification and rules.

English debate is a debate between teams that are consisted of tree speakers each team, *Australasian Debating Format and Asians Debating Format*, and four speakers for *British Parliamentary Format*. They are debating for a motion, the case to be debated, that commonly relates to global issues. The topic of the motion is varied; they could be about politics, economic, social, culture, etc.

The main skill that is needed by a debater is qualified speaking competence which is combined with critical thinking ability. This skill is



indeed needed to smooth communication and digest the case that is going to be delivered.

English debate is well known internationally but it is not that famous in Indonesia. The problem is not because formal English debate events are rarely held but it is more because most of the English teachers do not know about the English debate. If some know, another weakness is they have no idea how to do the correct debate and how to teach debate to the students. They are still less information about the reliable source of English Debate. Wikipedia defines English debate as follow:

“**Debate** or **debating** is a formal method of interactive and representational argument. Debate is a broader form of argument than logical argument, which only examines consistency from axiom, and factual argument, which only examines what is or isn't the case or rhetoric which is a technique of persuasion. Though logical consistency, factual accuracy and some degree of emotional appeal to the audience are important elements of the art of persuasion, in debating, one side often prevails over the other side by presenting a superior "context" and/or framework of the issue, which is far more subtle and strategic.” (Wikipedia, 2011)

In debating, debaters are to serve not only “logical” but also reliable persuasive argument to persuade audiences and adjudicators that their team argument is the right one; they have to be able to convince people to stand on their side.

Before standing on the “battle stage”, there are bunch of preparation that the debaters have to do, namely:



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1. Digesting the motions. They have to understand well about the type of the motions in order to be able to take “the right action” on the debate.
2. Finding reliable and appropriate information. In finding information, the debaters should consider several essential aspects of a good source. Such as reliable sites and up-dated information.
3. Case building. This session seems so important for the debaters. In this pace the debaters are to construct the case both for individually and for group.
4. Self speaking practice. During the case building session, debaters should take several minutes to practice their argument in front of their team. (Newfoundland and Labrador. p.16)

In this case the writer would like to show the steps before doing debate.

In daily life, students use the technique of debating unconsciously. They often persuade their friends to do what they want. The technique that they use is varied. Although the techniques are varied but they have only one goal, that is making their friends standing on their sides and willing to do what they want.



Debate is believed as an interesting and challenging activity that helps upgrade students' English speaking competence. Debate activity, debaters, the students, can broaden their knowledge through debate material that they read.

During case building, the debaters have to digest and classify the information and the best data that relates to the motion they have for the debate in very short time. In this step, the debaters are preparing the “weapon” for “the battle”, so that is why they are forced to master the issues well. Then during the debate, debaters or “students [...] learn to recognize the elements of a good argument and to develop further their ability to speak confidently” (SasED, 1997)

To gain all the goals in the debate, both teachers and learners should have a serious training in the field. It needs process with concrete and applicable technique of debate, unfortunately guide that is needed is still rare. Because of this reason, the researcher would like to formulate a debate guide entitled METHOD OF CHOACHING DEBATE FOR AUSTRALASIAN DEBATE FORMAT

## 1.2. The Identification of The Problem

Debate is a formal discussion at a public meeting or in parliament (Oxford learner's pocket dictionary, 1991). Perhaps there have been many



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debate guides but the problem is that the methods that are mentioned in the guides are still wide and they seem hard to be applied so that the learners are having difficulty to gain the skill of debate. Teachers need the most effective method for coaching their students so that their students feel enjoy in learning debate and the last they get a great improvement in their debate skill.

Because of the reason, the researcher intents to conduct a research in analyzing the difficulty of students learning debate and creating effective and applicable debating teaching method for Australasian Format debate as the problem solving.

### 1.3.The Limitation of The Problem

The researcher is going to carry out a research focus on analyzing the difficulty of students learning debate and compiling the most effective method for coaching debate as the problem solving. Currently there are several formats of English debate that are traditionally used. Among the formats, the researcher is going to limit the discussion just on the Method Coaching *Australasian debate format*. Because the format is the most frequently used in Debate Championships in Indonesia besides this format is the simplest and the easiest one for the beginner.

### 1.4.The Questions of The Research

From above reason, there are several questions of the problems that



are listed below:

1. What is the different between *Australasian debating format* and other debate formats?
2. What is the difficulty of students in learning debate?
3. What are the effective steps to coach English debate *Australasian debating format* to the learners?

### 1.5.The Aims of The Research

The aims of the research that will be obtained are as follow:

1. To find out the different between *Australasian debating format* and other debate formats.
2. To find out the difficulty of students in learning debate.
3. To find out the effective steps to coach English debate *Australasian debating format* to the learners.

### 1.6.The Use of The Research

There are several usages of the thesis:

1. Through the application and training of English debating, the students are expected to have new environment and experience to build their competence in speaking English.
2. By knowing the differences of debate formats, the teachers and the debaters can easily prepare the debate championship.



3. By exploring the steps of coaching English debate, this thesis may be a valuable handbook to coach English debate.



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