

ENGLISH DEBATE

Debat merupakan sebuah metode yang interaktif dalam rangka meningkatkan kemampuan siswa dalam berbicara bahasa Inggris. Melalui debat, siswa tidak hanya menjadi tertantang untuk berbahasa Inggris tetapi juga berupaya menguasai pendidikan secara global karena mereka menganalisis melalui alasan-alasan yang real dan didukung oleh data yang dapat diakui secara umum. Sistem berdebat yang diakui oleh dunia dilakukan ada berbagai format seperti Australian Parliamentary (Austral), Asian Parliamentary, dan British Parliamentary. Yang terbiasa digunakan di Indonesia adalah sistem Asia dan Australia, namun untuk kompetisi tingkat dunia digunakan sistem debat British Parliamentary.

Key Words: English Debate, interactive, expected, and global education.

A. INTRODUCTION

Demand of competition belonged to global education is one of the reasons why English debate should become part of academic agenda. Through English debate, students not only being expected to tell the idea using English language but also to master global education, analysis and making judgment which is produced through reasoning and supporting of real data and able to convince the public about argument. Students (read: debater) will face the real problems belonged to the society or nation. Debaters have to be able to take passion to convince the public whether their argument is correct, that's why debate becomes an appropriate media to drill negotiation and argumentation through English.

English debating is also being an attractive method to drill the capability in speaking English. Students will be expected to express their ability in speaking English to do communication and building argument in the process of debating. No wonder if debating become effective way for students to enrich their ability in speaking English.

In this writing, writer wants to make a brief discussion about English debating, include introduction to debate, goal and urgency of debating for

education and English communication skill, forms and kind of English debating, and whole of role fulfillment in English debating.

We really expect this writing can help students to understand about English debating and practice it for helping them to build argument and analyze it and finally deliver it through English

B. THEORETICAL DESCRIPTION

1. Introduction to English debating

According to Bambang, debate is activity that used for understanding the topic. It's done by two groups. It is pro group and contra group.¹ Debate causes the feeling of confident, can give the motivation to convey the learner opinion and respond the argument by using English language.

Debate is an activity of argument battle between two teams or more, individual or group to discuss and solve the problem and differentiation.² Through English debate, students not only being expected to tell the idea using English language but also to master global education, analysis and making judgment which is produced through reasoning and supporting of real data and able to convince the public about argument.

Debating is about developing your communication skills. It is about assembling and organizing effective arguments, persuading and entertaining an audience, and using your voice and gestures to convince an adjudicator that your arguments outweigh your oppositions. Debating is not about personal abuse, irrational attacks or purely emotional appeals.³

In English debate, learner (debater) will be given with all the reality of society to make that as debatable opinion. Each group will try to

¹BambangSuryadi, *Teaching English as a Foreign Language*, (Yogyakarta: GrahaIlmu, 2006), p. 125.

²Ray D' Cruz, *Australia-Asia Debating Guide*, (North Melbourne: Australia Debating Federation, 2003), p. 29.

³*Ibid.*, p. 34.

convince the public about their argument which conducted to proof their opinion is better than opponent team.⁴ That's why debating is really become appropriate media to sharp their ability in giving argument and negotiation in international scale. The vast majority of debating publications are aimed at novices, who are obviously important, but for intermediate speakers the pathway to the higher echelons of debating is far from clear.⁵

To define debate clearly and effectively there are some roles and terms that usually used in English debating, such as:

a. Motion (Topic of the debate)

Topic for debating called motion or resolution. Motions are full propositional statements that determine what a debate shall be about. In the debate, the Affirmative team must argue to defend the propositional statement of the motion, and the Negative team must argue to oppose it. Motion for the debate should be debatable or available to debate. Mostly motion will be taken from the hot issues running out in the real society. Motion will be separated in two kinds:

1) Philosophical Motion

Philosophical motion carries about philosophy cases. This motion will be identified with model that should be given by each team in the end of the debating, and the motion mostly begins with THS (This house should) or THW (This house would).

Ex: THS abolish final exam in Indonesia

2) Practical Motion

⁴The Editors of IDEA, *TheDeatabase Book, A Must-Have Guide for Successful Debate*, (New York: International Debate Education Association, 2009), p. 6.

⁵Tim Sonnreich, *The Next Step, A Guide to First Principles for idea Junkies*, (Easters, 2008), p. 2.

Practical motion carries about practical cases. This motion is only talk about agree and disagree without bringing model in the end of the debate, and the motion mostly begin with THBT (This house believe that)

Ex: THBT final exam bring the bad impact for students

b. Group of debating

Group of debating is called team (for senior high school) and called varsity (for university). The team which conducted as agrees team called government team, affirmative team, or proposition team. The team which conducted as disagree team called negative team or opposition team.

c. Member of The House

Member of the house is identified as a whole participant of debate or in the other word we can state:

1) Jury for debating called adjudicator

Adjudicator is the process of determining which team wins the debates. This is conducted by an adjudicator, or a panel consisting of an odd number of adjudicators. There is always a winner in a debate.⁶ There are no 'draws' or 'ties'. The speakers are assessed on Matter, Manner, and Method. Matter is 40 points, Manner is 40, and Method is 20, making a total of 100 points for each substantial speech. For reply speeches, Matter and Manner are 20 points and Method is 10, making a total of 50 points.

⁶Monash Association of Debaters (MAD), *Member Training Handbook*, (MAD: first edition, 2010), p. 26.

Matter refers to the points, arguments, logic, facts, statistics, and examples brought up during the course of the debate. Manner is concerned with the style of public-speaking – the use of voice, language, eye contact, notes, gesture, stance, humor and personality as a medium for making the audience more receptive to the argument being delivered. There are no set rules which must be followed by debaters. Method consists of the effectiveness of the structure and organization of each individual speech, the effectiveness of the structure and organization of the team case as a whole, and the extent to which the team reacted appropriately to the dynamics of the debate.

- 2) Moderator of debate called chairperson or chairman.
- 3) Place for debaters do debating called debating hall.

d. Time for debating

Time plays the important part in debating. Generally each substantial speaker will be given 7 minutes talking on the podium and reply replay speaker about 5 minutes in the podium, but overall the time for debating can be changed belonged to the committee of debating competition. The person in charge to knock the time called time keeper

e. Point of Interruption (POI)

A point of information is a formal question by a member of the opposing team. Points of information allow members of the opposing team to rise in their place and ask a question of the speaker. The speaker can accept or decline the point of information. Accepting the

point of information means listening to the point case and responding to the opponent argument. Declining the point of information means that the offer or cannot even ask the question. A point of information is a significant opportunity for the offer or to expose a flaw in the speaker's argument or to introduce rebuttal. It's also an opportunity for the speaker to strengthen their case and answer points of rebuttal.

f. Rebuttal

Rebuttal is the process of proving that the opposing team's arguments should be accorded less weight than is claimed for them.⁷ It may consist of:

- 1) Showing that the opposing argument is based on an error of fact or an erroneous interpretation of fact.
- 2) Showing that the opposing argument is irrelevant to the proof of the topic.
- 3) Showing that the opposing argument is illogical.
- 4) Showing that the opposing argument, while it correct, involves unacceptable implications.
- 5) Showing that the opposing argument, while it correct, should be accorded little weight.⁸

As with arguments, assertions do not equal rebuttals. Just as teams must show how and why their own arguments are valid, so they must show how and why the opposition's arguments are invalid.

- 1) An argument may be wrong in fact or logic - if so, say how and why.
- 2) An argument may contradict their team line, or something else a speaker on that team has said – if so, point it out.

⁷Tim Sonreich, *Training Guide for University Debating.:Tips, Tactics and First Principle*, (2010) Edition, p. 19.

⁸*Ibid.*

- 3) An argument may be true but completely irrelevant – these are often called “red herrings”.⁹

It is not necessary to rebut every single point and fact raised by the opposition. Single out their main arguments and attack those first. Savage their theme line and show how it falls down – and show why yours is better! You should rebut by both destroying the opposition's arguments and by establishing a case that directly opposes theirs.

2. Form of English Debating

a. Australian parliamentary (Austral)

Australian parliamentary is a form of debating which used in Australia, but it is influence many debating competition in Asia. Debating is conducted by two teams and each team consists of three speakers, one team as government team (positive) and one other is opposition team (negative).

Those particular speakers will be explained as:

1) Substantial speaker:

- a) First speaker from government team – 7 minutes
- b) First speaker from opposition team – 7 minutes
- c) Second speaker from government team – 7 minutes
- d) Second speaker from opposition team – 7 minutes
- e) Third speaker from government team – 7 minutes
- f) Third speaker from opposition team – 7 minutes

⁹Ray D' Cruz, *Op. Cit*, p. 9.

2) Replay speaker:

- a) Reply speaker from government team – 5 minutes
- b) Reply speaker from opposition team – 5 minutes

Reply speaker becomes the identity of Australian parliamentary format. Reply speaker hold on by the first and second speaker and that's forbidden for the third speaker. Reply speaker will be begun with the opposition side of the house. There is no POI (point of interruption) for Austral format.

There are some of role of fulfillment that should be applied by all the speakers:

- The six speakers in an Australian Parliamentary debate each have different roles to play and adjudicators should take account of how well a speaker fulfills his/her obligations.

1) The first speakers establish the fundamentals of their team's cases

a) First Affirmative's duties:

- (1) Defines the motion of the debate. The 1st Affirmative should ensure that no important points of definition are left out.
- (2) Presents the Affirmative's theme line. This is normally presented in one or several lines of analysis, explaining why the Affirmative's case is logically correct.
- (3) Outlines the Affirmative's team split. This can be done by saying, for example: "*I, as the first affirmative will deal with the philosophical base of our case, while my colleague, the second affirmative speaker, will examine its practical implications*".
- (4) Delivers substantial arguments ("1st Affirmative's part of the split"). After establishing the definition, theme line, and team

split, the 1st Affirmative should then deal with the arguments/points that have been assigned to him/her in the team split.

- (5) Provide a brief summary/recap of the speech.¹⁰

The 1st Affirmative may spend some time on the definition and on establishing the theme line and showing how it is going to develop, but it is important to leave time to present some substantive arguments.

b) First Negative's duties:

- (1) Provide a response to the definition (accepts or challenges the definition).
- (2) Rebuts 1st Affirmative, delivers a part of the negative's substantive case.
- (3) Presents the Negative's case line.
- (4) Outlines the Negative's team split.
- (5) Delivers substantial arguments ("1st Negative's part of the split").
- (6) Provide a brief summary/recap of the speech.

The 1st Negative's role is similar to the role of the 1st Affirmative's, with the added responsibility of responding to the arguments brought up by the latter. The response to the 1st Affirmative's arguments can come before the 1st Negative presents

¹⁰Carl Cohen and James P. Sterba, *Affirmative Action and Racial Preference*, (New York, Oxford University Press, 2003), p. 13.

his/her own arguments to support the Negative's case or vice-versa. However, the delivery of rebuttals first is recommended.

2) The second speakers deal with the bulk of the substantive argument;

a) Second Affirmative's duties:

- (1) Rebutts the 1st Negative's major arguments.
- (2) Briefly restates/reiterates in general terms the Affirmative's team case.
- (3) Delivers substantial arguments ("2nd Affirmative's part of the split"). Most of the 2nd Affirmative's time should be spent dealing with new substantial material/arguments. He or she has the duty to present the bulk of the Affirmative's case in an attempt to further argue in favor of the Affirmative.
- (4) Provide a brief summary/recap of the speech.

The 2nd Affirmative should be prepared to defend the definition if necessary. If it is attacked, it is vital for the 2nd Affirmative to win back the initiative.

b) Second Negative's duties:

- (1) Rebuttal of the first two Affirmative speakers.
- (2) Briefly restates/reiterates in general terms the Negative's team case.
- (3) Delivers substantial arguments ("2nd Negative's part of the split").
- (4) Provide a brief summary/recap of the speech.

The 2nd Negative has duties similar to the one performed by the 2nd Affirmative. Most of the teams' substantive argument should have emerged by the time both second speakers have spoken.

3) The third speakers' main duty is to rebut the opponent's case.

a) Third Affirmative's duties:

- (1) Rebut the points raised by the first two Negative speakers. The 3rd Affirmative is mainly entrusted with the duty of responding to the arguments of the Negative that were not previously dealt with by the first two Affirmative speakers. 3rd Affirmative may also reinforce rebuttals that have already been stated by teammates.
- (2) Rebuild team's case (briefly reiterate case line and first two speakers' arguments).
- (3) Summarize the issues of the debate.

The role of the third speakers is simply this: Attack! Most of a third speaker's time must be spent rebutting the preceding speakers. Generally at least three quarters of a third speech should be rebuttal.

Rebuttal should ideally be carried out on two levels: on a global level (**team wise**), a 3rd speaker should attack the opposing team's whole case, pointing out the major flaws in argumentation and logic. On a more detailed level (**speech wise**), a 3rd speaker should be able to point out the mistakes in fact and inconsistency of each individual speech.

b) Third Negative's duties:

- (1) Rebut the points raised by all three Affirmative speakers.

- (2) Rebuild team's case (briefly reiterate theme line and first two speakers' arguments).
- (3) Identify the points of contention / the clash of the debate.
- (4) Summarize the issues of the debate.

The 3rd Negative has duties similar to the ones performed by the 3rd Affirmative. However, the 3rd Negative cannot introduce new matter, except for new examples to reinforce an argument that has previously been brought up. The logic behind this rule is that if a 3rd Negative is allowed to introduce new matter, the Affirmative would be at a disadvantage as they would not have any opportunity to be able to respond to these new arguments.

4) Reply speakers give a recap of the debate and a convincing biased adjudication.

a) Reply speakers duties (both sides):

- (1) Provide a summary or overview of the debate
- (2) Identify the issues raised by both sides
- (3) Provide a biased adjudication of the debate

Either the first or the second speaker of each side may deliver the reply speech. The Negative team delivers the first reply speech.

A reply speech is a review of both your own and the opposition's case. It represents a chance for the teams to show their arguments in the best light and to summarize the flaws in the opposition's case. The aim is to emphasize the major points made by your own team and to show how these contributed to a logical progression of argument in support of your theme line. At the same time the flaws in the opposition's argument must be outlined. This can be done point-by-point, or by taking a more global approach to

the arguments. Both are effective if well done, so find the summary style that suits you best. However, the latter style is often more effective in light of the limited time frame.

b. Asian parliamentary

Asian parliamentary format is the development of Austral format which used in debating championship for Asian grade. What make it different with Austral format is in POI (point of interruption) that can be presented between 1 minute and 6 minutes speaking (this is only for substantial speaker not for reply speaker).

Regulation and the role of debating in Asian format is not much differ with Austral format.

c. British parliamentary (BP)

1) Definition of BP

The debate will consist of four teams of two persons (persons will be known as "members"), a chairperson (known as the "Speaker of the House" or "Mister/Madame Speaker") and an adjudicator or panel of adjudicators. In BP there are 4 teams in each round. Two teams represent the Government, and two teams represent the Opposition.

The Government supports the resolution, and the Opposition opposes the resolution. The teams are also divided into the Opening and Closing halves of the debate. The teams are organized like this in the room:

| | |
|------------------------|------------------------|
| Opening | Opening |
| Government (OG) | Opposition (OO) |
| Closing | Closing |

Government (CG) Opposition (CO)

There are two speakers on each team. Each speaker has a title. The titles are:

Opening Government: Opening Opposition:

Prime Minister Leader of the Opposition

Deputy Prime Minister Deputy Leader of the
Opposition

Closing Government: Closing Opposition:

Member of the Government Member of the Opposition

Government Whip Opposition Whip

a) Roles of the Teams (Overview) in BP

(1) Opening Government:

- (a) Defines the terms of the debate
- (b) Opens the case for the Government
- (c) Opposes the case of the Opening Opposition when it is presented

(2) Opening Opposition:

- (a) Opposes the case of the Opening Government
- (b) Opens the case for the Opposition

(3) Closing Government:

- (a) Extends the Government case
- (b) Opposes the cases of the Opening and Closing Opposition teams
- (c) Summarizes the debate

(4) Closing Opposition:

- (a) Extends the Opposition case
- (b) Opposes the cases of the Opening and Closing Opposition teams
- (c) Summarizes the debate

b) Roles of the Speakers (Overview) in BP

(1) Prime Minister (Opening Government):

- (a) Defines the resolution
- (b) Introduces the Government case

(2) Leader of the Opposition (Opening Opposition):

- (a) Rebuts what PM said
- (b) Introduces Opening Opposition case

(3) Deputy Prime Minister (Opening Government):

- (a) Rebuts what LO said
- (b) Continues Opening Government case

(4) Deputy Leader of the Opposition (Opening Opposition):

- (a) Rebuts what DPM said
- (b) Continues Opening Opposition case

(5) Member of the Government (Closing Government):

- (a) Extends the Government case
- (b) Rebuts what DLO said

(6) Member of the Opposition (Closing Opposition):

- (a) Extends the Opposition case
- (b) Rebuts what MG said

(7) Government Whip (Closing Government):

- (a) May introduce new contentions, but it's not generally recommended
- (b) Rebuts what the MO said
- (c) Summarizes the debate

(8) Opposition Whip (Closing Government):

- (a) Absolutely no new contentions may be introduced, but new evidence in support of existing contentions may be introduced
- (b) Rebuts what the GW said
- (c) Summarizes the debate

C. CONCLUSION

Based on the discussion above, it can be concluded that:

1. Debating is an activity of argument battle between two teams or more, individual or group to discuss and solve the problem and differentiation.
2. English debating become an activity that can enrich the students capability to master speaking skill in English and to make them sharpen in analysis and giving brief argument through English communication
3. There are some popular debating in the world; Australian Parliamentary (Austral), Asian parliamentary, and British Parliamentary debating format
4. There are some terms that should be understand by the debaters before doing debate such as; motion or resolution, member of the house, and timing in English debating
5. There are some of roles that should be understand by the debaters in the process of debating such as; role of team, role of each speaker belonged to each debating competition, building argument, rebuttal, and giving POI for Asian and Austral format
6. Austral and Asian format mostly used in Indonesia and whole Asian country, but British format used for WSDC (world school debating championship) or WUDC (World University debating championship).

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