CHAPTER III
METHODOLOGY

This chapter discusses the research methodology used in this study, which incorporates an explanation of the intended research design, research sites, and participants, as well as the data collection, instruments, and approach to the data analysis.

3.1 Research Design

This study employed a qualitative case study to determine what is particular and expected of this study (Ebneyamini & Moghadam, 2018). This design is considered appropriate due to the focus on an in-depth investigation that enables the researcher to closely examine the data within a specific context of the British Parliamentary Debate system in facilitating tertiary students' speaking skills (Yazan, 2015). As in the present study, English debate is used by EFL students to develop their comprehension of speaking. This approach is essential because implementing the British Parliamentary Debate system in a debate class involves oral production and interactions among individuals, including students and debate coaches. A case study seeks to explain the reasoning behind a particular action, how it is carried out, and its outcomes. This is in line with Yin (2003), who stated that case study design is used to describe an intervention or phenomenon and the real-life context in which it occurred.

In alignment with that, a case study design also allowed the researcher to use a variety of techniques for data collection. In accordance with Cresswell (2007) stated that a case study is a qualitative approach in which the investigator explores a bounded system case or multiple bounded systems cases over time through detailed, in-depth data collection involving multiple sources of information, in which classroom observations, semi-structured interviews, and questionnaire were used in this study. Thus, this study employed a case study design due to its compatibility

with the purpose of this research, which explored the investigation of the British Parliamentary debating system on the student argumentation process contributing to the student speaking skill development in terms of comprehension through debate speech of EFL undergraduate freshmen.

3.2 Research Site and Participant

As a component of the qualitative design, this study concentrated on a limited number of samples to provide an in-depth analysis. According to Morse (2000), data obtained from such participants is clear, empirical, and of good quality. Thus, fewer participants will be required to reach data saturation. Thus, this research focuses on describing what is happening within a smaller group. A case study is required to examine a specific situation in the education field (Merriam, 1988), which will involve first-semester EFL undergraduate freshmen as the participants of the research from various majors at a public state university in Indonesia the site. The research involves eight undergraduate EFL freshmen. The detailed distribution of the participants; major can be found in the table below:

Participant	Major
P1	Physical Education
P2	History Education
P3	Japanese Language Education
P4	Geography Education
P5	German Language Education
P6	Fine Arts Education
P7	English Language Education

Table 1.0 Distribution of Majors of the Participants

Furthermore, concerning the participants' choices, it is appropriate due to the exposure to academic debate from the English debating society, which has a high motivation to learn English and debate. Ensuring participants' comfort during the English debate was a key factor the researcher considered, prompting the inclusion of participants. The researcher also addressed concerns about potential disparities in the prior knowledge of each participant in debate and in terms of their experience exposure to debate competition. This approach aims to implement the most effective debate classes to investigate participants' speaking skills and achieve optimal results.

3.3 Research Procedure

This research was conducted using the following multiple procedures: designing a lesson plan, conducting the lessons, collecting the data, and analyzing the data. The detailed procedures are justified in the following sections.

3.3.1 Designing a lesson plan

The lesson plan was constructed for six meetings with a 60-minute duration. A detailed summary of the lesson plan is presented below.

Table 1.1 Designing a lesson plan

Meeting	Lesson Plan
1st Meeting	The session began with an introduction of the participants and the

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IMPLEMENTATION OF THE AREL ARGUMENTATION PROCESS
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41

	coach, followed by the presentation of the lesson plan. Participants were introduced to the basics of debating, including an explanation of the British Parliamentary (BP) debate format. A BP debate was conducted using the motion "This House Would Ban Social Media" to assess participants' speaking skills. Participants were then divided into four teams and given 15 minutes to prepare for the debate, after which constructive feedback was provided to help them improve their delivery and argumentation.
2nd Meeting	The class started with a recap of the previous session, followed by an exercise where four participants explained the roles of the government and opposition in a debate to assess their understanding. Motions such as "This House Would Ban Zoos" and "This House Believes that Homework is Harmful to Students" were used for practice. The coach introduced the concepts of value judgment and policy debate motions, providing examples to illustrate each. Participants were taught speaker roles and the technique for crafting an impactful opening line. They then engaged in an exercise on creating opening lines using the motion "This House Would Ban School Uniforms."
3rd Meeting	The class began with a recap, followed by a detailed explanation of case setup, covering the status quo, identifying problems, and charting a path to victory. Examples were provided for clarity, and participants practiced building a case setup using the motion "This House Would Make Military Service Compulsory for All Citizens." A BP debate session was conducted to track the participants' progress in speaking skills since the first class. Teams were reallocated, given 15 minutes to prepare, and debated the motion

	"This House Believes that University Orientation Does More Harm Than Good," with feedback provided afterward.
4th Meeting	After a recap, the concepts of arguments and rebuttals were introduced, with a focus on the AREL framework (Assertion, Reasoning, Evidence, and Link Back) for constructing arguments. Using the motion "This House Would Ban Orientation Activities in University," participants practiced applying AREL. They were then tasked with creating arguments using the motion "This House Would Ban Zoos." The concept of rebuttals was explained, introducing the RNR method (Remention, Not True, and Reasons), and participants practiced rebuttals using motions like "This House Believes that The Rich Should Be Taxed More" and "This House Would Ban Vape in Malaysia."
5th Meeting	The session commenced with a recap of the previous class, followed by a BP debate. Participants were allocated into teams, given 15 minutes to prepare, and debated on a selected motion. The coach provided detailed feedback on their speeches, focusing on strengths and areas for improvement.
6th Meeting	The final session involved another BP debate to evaluate the participants' progress and debating skills. Teams were reallocated, given 15 minutes to prepare, and debated a motion. The coach provided comprehensive feedback on the participants' speeches, emphasizing their development over the course of the program.

Wanda Resna Tedy Setiawan, 2025
INVESTIGATING DEBATING PRACTICES AND STUDENTS' ORAL ARGUMENTATION CAPACITY:
IMPLEMENTATION OF THE AREL ARGUMENTATION PROCESS
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43

3.3.2 Conducting the lesson

The lesson was carried out for as long as approximately two weeks with a total of six meetings, starting from December 2nd until December 11th, 2024. Each lesson was done with one meeting that required 60 minutes of the learning process. Before the first lesson, participants were required to fill in a consent form on Google form and all participants consented to the research.

Each lesson conducted is based on the lesson plan that had been constructed by the debate coach who was teaching British Parliamentary debate in the English Debating Society. The sessions were done online via Zoom Meeting App. The information shared by the coach was via an online slide presentation. Detailed information about the lessons can be seen below.

Table 1. 2 Conducting the Lessons

Meeting	Activities
1st Meeting (Introduction to Debate and Pre-Test)	● Introduction of the participants and the Coach ● Presenting the Lesson Plan to the participants ● Introduction to Basic of Debating ● Participants undergo a BP debate, aimed to understand the level of speaking skills ● Allocation of the participants into 4 teams was done, before giving them 15 minutes to prepare for the debate ● Participants debated the motion "This House Would Ban Social Media" ● Comments were given to participants based on their speech
2nd Meeting (Lecture on	● Participants were given a recap of the last class ● Exercise was given to 4 random students to test

Motions and Speaker Roles)	understanding and remembrance of previous class materials by asking participants to explain the roles of government and opposition in a debate. ● Motion used for the exercise was "This House Would Ban Zoos" and This House Believe that Homework is Harmful to Students ● Sharing of Motion Types to participants: Value Judgment Debate and Policy Debate type motions were explained ● Examples and Illustration of each motion types were shared to participants ● Speaker Roles of Debaters were shared ● Participants were taught how to make an opening line with guidance of an example ● Involving all the participants in an Opening Line exercise. The motion used for the exercise was "This House Would Ban School Uniforms"
3rd Meeting (Lecture on Case Setup & Debate)	● Participants were given a recap of the last class ● The meaning, and components of a case setup was shared to the participants ● Participants were taught the concept of status quo, finding problems in status quo, and path to victory. ● Examples were shared to ensure students understanding of each concept ● All participants are asked to participate in an exercise on building case setup using the motion "This House Would Make Military Service Compulsory for all citizens" ● Participants are involved in a BP debate session, to see the progress of their speaking skills development from the first

Wanda Resna Tedy Setiawan, 2025
INVESTIGATING DEBATING PRACTICES AND STUDENTS' ORAL ARGUMENTATION CAPACITY:
IMPLEMENTATION OF THE AREL ARGUMENTATION PROCESS
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45

	class.
	● Allocation of the participants into 4 teams was done, before giving them 15 minutes to prepare for the debate
	● The motion debated by all participants was "This House Believes that University Orientation does more harm than good.
4th Meeting (Lecture on Arguments, AREL, and Rebuttals)	● Participants were given a recap of the last class
	● The definition of Arguments and Rebuttals were shared to the participants
	● The concept and definition of AREL (Assertion, Reasonings, Evidence, and Link Back) were presented and explained with examples
	● "This House Would Ban Orientation Activities In University" was used as an example motion to ensure participants understand the usage of AREL in argument building.
	● All participants are asked to make arguments using AREL for the motion "This House Would Ban Zoos"
	● Definition of rebuttals and how to build rebuttals were explained to the participants.
	● The method of RNR (Re mention, Not True, & Reasons) was shared to help participants build rebuttals.
	● Motions "This House Believes that The Rich People Should be Tax More" and "This House Would Ban Vape in Malaysia" was used for the rebuttals exercise
5th Meeting (BP debate	● Participants were given a recap of the last class
	● Allocation of the participants into 4 teams was done,

Sparring Session)	before giving them 15 minutes to prepare for the debate ● Coach gives comments on participants speeches
6th Meeting (Final Debate Session)	● Allocation of the participants into 4 teams was done, before giving them 15 minutes to prepare for the debate ● Coach gives comments on participants speeches

3.3.3 Data Collection

This study instrument utilized classroom observation, questionnaires, and semi-structured interviews with EFL students to gather data about their experiences during the debate classes. Before the participant engages in this study, the participant receives a consent form showing their willingness to participate. To ensure their understanding of their role as a participant, the consent form explicitly states transparency within the research. This validates their commitment to the research while giving them absolute freedom to withdraw at any point without facing any consequences. This consideration focuses on the participants' well-being in the research process. Triangulation methods will be utilized to ensure data trustworthiness and reliability.

a) Classroom Observation

Classroom observation is employed to gain data about the debate process, facilitate undergraduate freshmen students' speaking skills, and ensure that the learning competencies are conducted. This is carried out six times in classroom observation, coordinating with a timeline provided by the debate coach to cover the activities in class that consist of the theory and practices. The researcher is a passive observer during the classes. As Finkelstein (2021) outlined, classroom observation provides a comprehensive view of what it means for a coach to implement the practices. The intention is to capture data in the classroom. The data was collected from video recordings of the lesson, field notes, and observation. Before the classes begin, the researcher hands out consent forms (Appendix C). The researcher intends

Wanda Resna Tedy Setiawan, 2025
INVESTIGATING DEBATING PRACTICES AND STUDENTS' ORAL ARGUMENTATION CAPACITY:
IMPLEMENTATION OF THE AREL ARGUMENTATION PROCESS
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47

to capture the interaction between undergraduate freshmen and the debate coach while incorporating the debate classes. The result of the classroom observation is transcribed, coded, and categorized descriptively.

b) Open-ended Questionnaire

The questionnaire intends to discover students' points of view regarding the benefits and challenges of implementing British parliamentary debate classes to their speaking skills. This allows researchers to understand individuals' perspectives and attitudes (Creswell, 2018). Therefore, a questionnaire will be employed in this study. The questionnaire will have predominantly open-ended questions (Appendix A). The questionnaire will be distributed through G-form to collect the data on the participants' answers.

c) Semi-structured Interview

The semi-structured interview was intended for students to provide additional information regarding their responses to the questionnaire. Semi-structured Interviews were used as the last instrument in this study. The researcher interviewed all the undergraduate freshmen students using full English. The reasoning is so the students can practice their speaking skills. The question for the interview is in (Appendix B). A prompt will help the participant answer the question if needed. To maintain the consistency of the data, the researcher must investigate the perceptions of diverse participants (Creswell & Poth, 2018) by asking for consent to video-record the interview while proceeding with it. Moreover, the primary language that will be used is English to ensure the efficacy of the sessions. To ensure the interview's genuine data collection, the participants are free to express their opinions without any interference from the researcher.

Wanda Resna Tedy Setiawan, 2025
INVESTIGATING DEBATING PRACTICES AND STUDENTS' ORAL ARGUMENTATION CAPACITY:
IMPLEMENTATION OF THE AREL ARGUMENTATION PROCESS
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48

3.4 Data Analysis

The thematic analysis intends to analyze, identify, and report repeated patterns within the theme and sub-theme of the findings (Braun & Clarke, 2006). Furthermore, as stated by Kiger and Varpio (2020), thematic analysis focuses on the interpretation of constructing themes within the data that has been collected. In addition, the principles of thematic analysis, encompassing coding data, exploring and refining themes, and presenting findings, are relevant to various other qualitative methods, including grounded theory (Watling & Lingard, 2012). The thematic analysis used in this study is the speaking competencies and debating styles used in this research.

The data gathered from classroom observation, open-ended questionnaires, and semi-structured interviews will be transcribed, coded, and analyzed using the thematic analysis technique. The use of the technique will lead the researcher to construct themes according to the data that has been gathered. The themes are according to the researcher's similarities and differences in the participants' answers. This will allow the researchers to gather the data and make connections following the related findings of previous research.