

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, findings and discussion of the research were explained based on the result of analysis. This chapter consist of Findings and Discussion

A. Findings

In this research, the researcher conducted a research about the Autonomous Learning of LiDS Educia members. Before finding the data, the researcher collected the data from questionnaires and interview that had done to LiDS Educia members.

In order to elaborated the result of the questionnaires, the reseacher made some points which are related to the theories. The points were about characteristics of autonomous learning and systems of debate.

1. Characteristics of Autonomous Learning

This sub chapter will show about findings from questionnaire and interview about characteristics of autonomous learning.

a. Enthusias

Based on the result of questionnaire it is known that no new members strongly agree that the new members of LiDS Educia enthusias in debate practices. In contrast with that, 55.6% new members stated agree. In addition,

18.5% new members choosed strongly agree and uncertain. The rest of them respond disagree. it concluded that most of them enthusias in debate practices.

The result of interview showed ten of ten new members enthusias in debating practices. Member 5, member 6, member 8, and member 9 stated he similar answer that they are enthusias if they are present in debating practice. One the new members stated “Ya, kalau saya turun saya antusias“ (Member 5, interview result, August, 11, 2020). While member 1, member 2, member 3, member 4, member 7 and member 10 enthusias because they want to know about debate and activity in Lids. For example, “Ya, karena ingin tau debat itu apa” (Member 4, interview result, August, 10, 2020). The data from questionnaire in line with the result of interview.

b. Work hard

Based on the result of questionnaire it si known that 44.4% new members agree that they work hard to complete the task. Opposite with that, 0% new members stated strongly disagree. In addition, 22.2% new members respond uncertain, 18.5% new members stated disagree and the rest stated strongly agree. It concluded that most of them work hard to finnish the task given by executive members.

The interview result showed that ten of ten new members responded that they worked hard to finnish the task. One of the new members answered “Ya karena saya ingin bisa debat yang benar” (Member 6, interview result, August, 11, 2020). Beside that, member 2, member 3, member 7, member 8 and,

member 10 have similar answer. One of the new member stated “Kalo bekerja keras pasti untuk menyelesaikan tugas” (Member 2, interview result, August, 10, 2020). Eventhought all of them stated that they work hard to finnish the task, but rest of them stated that they work hard to finnish the task only if present the meeting. For example, member 1, member 4, member 5, and member 9. One of them answered, “Kadang karena jarang hadir maka hanya menyelesaikan tugas jika hadir” (Member 5, interview result, August, 11, 2020). The interview result in line with the questionnaire result.

c. Initiate

Based on the result of questionnaire it is known that 40.7% new members disagree to initiate to prepare the sources and materials before the executive members of LiDS Educia explain it. In opposite with that, 7.4% new members responded strongly disagree and strongly agree. Furthermore, 25.9% new members responded uncertain and 18.5% new members stated agree. It meant that most of them disagree that they initiate to prepare the source and materials before the executive members of LiDS Educia explain it.

The result of interview showed two of ten new members initiate to prepare the sources or materials. two of the new members stated “Terkadang saya mempersiapkan tetapi tidak selalu karena ada sebagian materi yang sudah saya pahami sebelumnya” (Member 1, interview result, August, 10, 2020). Others answered “Saya biasanya menyesuaikan apa yang minggu itu mau

dibahas. Misalnya pembahasan tentang kasus-kasus biasanya saya cari materi atau artikel penjelasannya di internet” (Member 10, interview result, August, 14, 2020).

Opposite with that, eight of ten new members stated they didn't initiate to prepare the materials. Member 2, member 6, member 7, member 8, member 9 stated that they didn't initiate to prepare at all. One of them explained “Tidak ada, karena bila hari ini belajar saya hadir tanpa menyiapkan materi” (Member 2, interview result, August, 10, 2020). While member 3, member 4, and member 5 prepare the materials if the executive members asked them first. For example, “Tidak mempersiapkan, namun jika memang terlebih dahulu diberitahu dipertemuan sebelumnya atau mungkin di grub maka akan saya pelajari lebih dulu setidaknya untuk referensi ketika dimintai pendapat” (Member 4, interview result, August, 11, 2020)

d. Decide goal

Based on the questionnaire it is known that 3.7% new members strongly disagree that they decide their goal to reach in LiDS Educia. In contrast with that, 44.4% new members responded agree. In addition, 22.2% new members responded uncertain and 14.8% responded strongly agree and disagree. the result concluded that most of them decide their goal to reach in LiDS Educia.

The interview result is in line with the questionnaire result. The result of interview showed ten of ten new members decide their goal to reach in Lids Educia. Member 2, member 4, and member 6 stated the similar answer that

their goal is want to be a good debater. One of them said “Ya, Kalau saya sendiri ingin tau apa itu debat dan bisa berdebat” (member 4, interview result, August, 11 ,2020). Beside that, member 5, member 7, and member 10 explained that they want to be confident and not nervous. One of them explained “Ya kalau saya ingin bisa supaya tidak malu dalam berbicara didepan orang banyak karena saya pemalu” (member 7, interview result, August, 11, 2020). Member 1, member 2, member 8, member 9 stated the similar answer that they want to be good at public speaking. For example, “Ya kalau saya ingin bisa public speaking” (member 8, interview result, August, 11, 2020)

e. Highly Motivate

Based on the result of questionnaire it is known that 63% new members agree that they motivated theirselves in debate practices. In contrast with that, 3.7% new members stated strongly disagree. Moreover, 18.5% responded uncertain and 7.4% new members stated disagree and strongly agree. The result concluded that most of them motivated theirselves in debate practices.

The result of interview is in line with the result of questionnaire. In line with that, the result of interview showed ten of ten new members motivated theirselves. Member 2, member 3, member 4, member 5, member 8, member 9, and member 10 explained that they motivate theirselves. One of the new members stated “Iya saya memotivasi diri sendiri karena saya ingin bisa” (member 4, interview result, August, 11, 2020). Others stated “Iya pastinya

karena motivasi itu penting” (member 9, interview result, August, 12, 2020).

Beside that, member 1, member 6, and member 7 explained that beside themselves the executive members also motivate them. For example, “Iya, kadang kakaknya juga memotivasi jadi ikut semangat” (member 7, interview result, August, 11, 2020)

f. Willing to ask question

Based on the result of questionnaire it is known that no new members strongly disagree that they ask to executive members if they didn’t understand about the explanation in debate practices. In contrast with that, 48.1% new members stated agree. In addition, 22.2% new members responded uncertain, 18.5% new members stated disagree, and 11.1% stated strongly agree. It meant that most of them ask to executive members if they didn’t understand about the explanation in debate practices.

In line with that, the result of interview showed ten of ten new members answered that they ask to executive members if they didn’t understand about the explanation in debating practices. Member 1, member 3, member 4, member 9, and member 10 have similar answer that beside ask to the executive, they also asked to their friends or searched in internet. One of them stated “Biasanya tanya ke eksekutif dulu, lalu teman atau cari diinternet apa yang belum paham” (member 10, interview result, August, 14, 2020). While member 2, member 5, member 6, member 7, and member 8 answered that they asked to the executive member directly. for example, “Ya biasanya saya

bertanya langsung kepada kaka-kaka yang memberikan materi saat itu” (member 8, interview result, August, 12, 2020). The rest of them also stated that they asked to the executive members if they didn’t understand. The data conduct from questionnaire and interview support each others.

g. Want to represent LiDS in a competition

Based on the questionnaire it is known that 44.4% new members agree that they want to represent LiDS in a competition. In contrast with that, no new members stated strongly disagree. Moreover, 40.7% new members responded uncertain and 7.4% new members stated disagree and strongly agree. It meant that most of them want to represent LiDS in a competition.

Same with that, the result of interview showed nine of ten new members want to represent LiDS in a competition. One of nine member that want to represent Lids stated “Tertarik karena saya ingin menambah pengalaman dan pengetahuan saya” (member 10, interview result, August, 14, 2020). two of nine member answered that if they want present Lids if they ready and prepare it before. One of them stated “Kalau ditanya tertarik atau tidak tentu sangat tertarik, tapi saya sadar masih banyak sekali kekurangan dan harus belajar lebih giat lagi, saya berharap suatu saat bisa mewakili kompetisi LiDS” (member 1, interview result, August, 10, 2020). Others stated that they want to represent Lids if got a chance. For example, “Seandainya ada kesempatan insyaAllah mau aja” (member 4, interview result, August, 11, 2020).

In contrast with that, one of the new members responded “Kalau dengan kemampuan saya sekarang saya tidak bersedia dan langsung menolak karena saya masih tidak paham” (member 7, interview result, August, 12, 2020).

h. Manage own learning in debating practices

Based on the questionnaire result it is known that no new members strongly agree that as the new members of LiDS Educia manage their own learning in debate practices. In contrast with that, 40.7% new members responded agree. Furthermore, 29.6% new members stated uncertain, 18.5% new members responded disagree and the rest stated strongly agree. It concluded that most of new members of Lids Educia manage their own learning in debate practices.

The interview result is in line with the questionnaire result. The result of interview showed seven of ten new members manage their own learning. Two of seven member stated that they re-read the material that had learnt. One of them stated, “Kalau itu biasanya saya membaca-baca lagi apa yang sudah dipelajari hari itu”. (member 1, interview result, August, 10, 2020). While two of seven member evaluate what is lack of their progress. One of seven stated “Dengan mengevaluasi apa yang masih kurang.” (member 3, interview result, August, 10, 2020). Beside that, two of seven member explained that they would asked to their friends or executive member if they didn’t understand. One of their statement said “Terkadang mencari kembali di internet atau bertanya kepada teman-teman yang lain mengenai materi-

materi yang telah dipelajari di lids yang belum terlalu saya pahami” (member 10, interview result, August, 14, 2020). and one of seven stated “Lebih condong menulis jadi ketika kaka pengurus menjelaskan saya lebih banyak menulis karena saya lebih suka merangkai kata tersebut baru diucapkan” (member 8, interview result, August, 11, 2020).

In contrast with that, the rest of new members stated that they only followed the command from the executive. For example, “Biasanya melakukan sesuai yang dicontohkan kakaknya” (member 4, interview result, August, 10, 2020).

2. Systems of Debate

This sub chapter will explore about the finding result according to the characteristics of autonomous learning. To decide the appropriate system of debate in Lids, the researcher use some points to analyze first.

a. Background and Knowledge of the Lids Educia New Members

Based on the questionnaire result it is known that 40.7% new members disagree that they know about debate before join Lids Educia. Opposite with that, no new members responded strongly disagree. Furthermore, 33.3% new members stated uncertain, 11.1% new members responded strongly agree and the rest stated agree. It concluded that most of them didn't have knowledge about debate before join Lids Educia.

The result of interview showed six of ten new members stated they didn't know about debate system before join Lids. Member 2, member 3,

member 4, member 5, member 7, and member 9 explained that they didn't know at all about debat. One of them stated "Tidak tau sebelumnya debat itu seperti apa" (member 2, interview result, Auguts, 2020). While member 1, member 8, and member 10 responded that they only know about debate generally but didn't know the detail. For example, "Saya hanya tau debat itu intinya bertukar pendapat tapi tidak tau sistem dan aturannya seperti apa" (member 1, interview result, August, 10, 2020).

In contrast with that, one of them that knew debate answered "Ya tau karena pernah ikut lomba dulu waktu di sekolah" (member 6, interview result, August, 10, 2020).

b. The Goal and Duration of Each Debating Practice

Based on the questionnaire result it is known that 55.6% of Lids Educia new members agree that the executive members of LiDS Educia explain goals and objectives of each debate before debate practices. In contrast with that, no new members responded disagree. In addition, 11.1% new members responded disagree, 18.5% new members stated uncertain, and 14,8% new members stated strongly agree.

In line with that, the result of interview showed that ten of ten new members state that the executive members explain goals and objectives of each debating practice and activity. Eight of them have similar respond, where the executive member give the example first then asked the members to try it then executive will monitor and evaluate it. One of them stated

“biasanya setiap ingin memulai pembelajaran, anggota eksekutif selalu memberi contoh atau materi terlebih dahulu kemudian peserta latihan diminta praktek secara langsung yang dimonitori oleh eksekutif” (member 9, interview result, August, 14, 2020). Member 6 and member 10 explained that sometimes the executive member divide them into small group then one of the executive explain the material in each group. For example, “kakanya bagi grub setelah itu diberi topik setelah itu disuruh cari-cari tentang topiknya, setelah itu tanding, terus diberikan wejangan-wejangan dikoreksi apa yang salah terus diberi nasihat” (member 6, interview result, August, 11, 2020).

Beside the activity, the duration also important things. In Lids Educia, the duration of one debating practice is one hour and half until two hours. Usually the executive members start from 4 p.m until 5.30 p.m or 6 p.m. It is known from the result of questionnaire and interview that in each meeting the executive members explain about the materials first. So the new members can understand what will be discussed. Then divided them in pair and ask them to do debating practice. After that the executive members will give the comment and advice about the arguments that the new members had told. Sometimes they also some fun games for the ice breaking.

c. Join a Debate Competition

Based on the questionnaire it is known that 44.4% new members agree that they want to represent LiDS in a competition. In contrast with that, no

new members stated strongly disagree. Moreover, 40.7% new members responded uncertain and 7.4% new members stated disagree and strongly agree. It meant that most of them want to represent LiDS in a competition.

Same with that, the result of interview showed nine of ten new members want to represent LiDS in a competition. One of nine member that want to represent Lids stated “Tertarik karena saya ingin menambah pengalaman dan pengetahuan saya” (member 10, interview result, August, 14, 2020). two of nine member answered that if they want present Lids if they ready and prepare it before. One of them stated “Kalau ditanya tertarik atau tidak tentu sangat tertarik, tapi saya sadar masih banyak sekali kekurangan dan harus belajar lebih giat lagi, saya berharap suatu saat bisa mewakili kompetisi LiDS” (member 1, interview result, August, 10, 2020). Others stated that they want to represent Lids if got a chance. For example, “Seandainya ada kesempatan insyaAllah mau aja” (member 4, interview result, August, 11, 2020).

B. Discussion

Based on the finding result, the researcher would discuss the whole of research question in this research. Beside that, in this section also will answer the research question based on the analysis of the data.

1. Characteristics of autonomous learning applied in Lids Educia members

To present this part, the researcher used Chan's theory to know the characteristics of autonomous learning of Lids Educia debating practice and activities that include highly motivation, goal oriented, work hard, initiative, enthusiastic about learning, willing to ask question, and making use of every opportunities, and managing own learning.

a. Enthusias

Based on the result of findings, 55.6% new members agree. Most of them agree that they enthusias in debating practices in Lids Educia. In line with that, the result of interview also says ten of ten new members enthusias in debating practices. Six of ten of them enthusias because they wonder and want to know to be a good debater or confident in public speaking. While the rest of them enthusias if they present in Lids debating practices and activity. Enthusias is important characteristics as the autonomous learning. Enthusias measure how far the learner interest and focus in learning. If they don't enthusias, they will not interest during debating practices. In view of their serious need they will consider hard and indicated their eager in the learning process (Chan, 2001). This is in line with Chan's theory that enthusias is one of the characteristics of autonomous learning because in Lids Educia most of the new members are enthusias in debating practices.

Moreover, there are 7.4% of the new member stated disagree from questionnaire. It is in contrast with the interview result that nobody of

them stated they don't enthusias with debating practices. It can be caused they answer the questionnaire randomly or didn't understand with the staement in questionnaire. According to the discussion above, most of the new member of Lids Educia have enthusias characteristics as the autonomous learning.

b. Work hard

Based on the result of findings 44.4% new members agree and 18.5% disagree with the statement that they work hard to finnish the task from executive members in debating practices. Similar with that, the interview shows ten of ten new members also work hard to finnish the task. Only few of them answer this statement is not applied. Four out of ten states that they work hard to finish the task if they attend the debating practices. five out of ten says they will work hard to finnish the task on that time in each meeting. One of them also state that because they want to be good at debater so they work hard to finnish the tasks. Work hard is needed by the students to accomplish their maximum learning result. Work hard also measure how serious they are to reach the goal. They need to invest more energy and effort in learning procedure to guarantee that they truly comprehend about the materials (Chan, 2001). It is in line with the theory of Chan about work hard as one of the characteristics of autonomous learning.

Moreover, there are 18.5% of the new member stated disagree from questionnaire. It is in contrast with the interview result that nobody of them stated they don't work hard in debating practices. It can be caused they answer the questionnaire randomly or didn't understand with the statement in questionnaire. The discussion above concludes that the data from questionnaire and interview support each others. So it can be claim that most of the new members of Lids Educia have work hard characteristics to finish the task from executive members in debating practices.

c. Initiate

Based on the result of findings it known that 18.5% respond agree. The result of questionnaire shows most of the new members disagree that they initiate to prepare the sources and materials before the executive members explain it. In line with that, the interview result shows only two out of ten initiate to prepare the sources or materials. Initiative learner can choose and make the best choice without anybody guidance (Chan, 2001). Initiative means that they don't need command or order to do something and based on their will. If the new members have initiative, it makes them always want to know something before the teacher explain or tell them. This is not appropriate with the theory of Chan that initiative is one of the characteristics of autonomous learning because the initiative of Lids Educia members are low.

Secondly, there are 40.7% of the new member stated disagree from questionnaire. It is in line with the interview result that eight of ten new member didn't initiate to prepare the sources or materials in debating practices. some of them stated that they didn't prepare the materials at all and others stated that they prepare the materials if the executive members asked them first. So it can be claim that new members of Lids Educia work hard to finish the task from executive members in debating practices. Only few of them that take the initiative to prepare the materials without asked by the executive teachers. According to discussion above, It concludes that most of Lids Educia members don't have initiative characteristics to prepare the sources or materials before the executive members explain it.

d. Goal oriented

Based on the result of finding it is known that 44.4% new members state agree. Only 14.8% stated disagree. The result of questionnaire shows that most of them agree that they decide their goal in LiDS Educia. The interview result states ten of ten new members decide their goal. Goal is what the new members want to reach in LiDS Educia and they have different goals to reach. The goals become more personal and students are more likely to take ownership. Also students can focus on areas that they personally struggle with and work to become stronger in those areas (Chan, 2001). Some of them state that they want to be a good

debater. Others state they want to be confident in their daily life and the rest of them answer they want to be good at public speaking. If they have decide their goal they will struggle and fight to reach their goal. It is in line with the theory of Chan that states goal oriented is one of the characteristics of autonomous learning and this is suitable with the theory.

In addition, there are 14.8% of the new member stated disagree from questionnaire. It is in contrast with the interview result that nobody of them stated they don't decide their goal in Lids Educia. It can be caused they answer the questionnaire randomly or didn't understand with the statement in questionnaire. Based on the discussion above, it concludes that Lids Educia members have goal oriented characteristics.

e. Highly Motivated

Based on the finding result, 63% new members agree that they motivate theirselves in debate practices. Based on the result of finding, it is known that most of the new members state that they motivate thierselves in debating practices. Similar with that, the result of interview shows ten of ten new members motivate theirselves. Some of them state that they must motivate theirselves if they want to be able in debating practices. some of them state that the executive members also motivate them in debating practices. Motivation is the main core for the learner in learning. It can energize and burn their spirit during learning activity. Motivation can influence their mood, emotion, concentration, and behaviour in

learning (Chan, 2001). If they motivate themselves means that they have good mood, emotion, concentration and behaviour in debating practices. This is appropriate with theory of Chan about characteristics of autonomous learning where highly motivated include in there.

Secondly, there are 7.4% of the new member stated disagree from questionnaire. It is in contrast with the interview result that all of them motivate themselves in debating practices. It can be caused they answer the questionnaire randomly or didn't understand with the statement in questionnaire. According to the discussion above, it means that new members of Lids Educia have highly motivated characteristic.

f. Willing to ask question

Based on the finding result, the questionnaire shows 48.1% new members state agree. Most of the new members state that they ask to executive members if they didn't understand about the explanation in debate practices. In line with that, the result of interview shows ten of ten new members ask to the executive if they don't understand. Some of the new members ask directly to the executive members about the materials when they didn't understand. The others try to understand first, if they think they can't understand about the materials they will ask to the executive members. If the learner willing to ask question more often, they will gain more knowledge from what they ask (Chan, 2001). Ask question means that they know what they don't understand and want to know more

about something. this is suitable with Chan's theory that willing to ask question is one of the characteristics of autonomous learning.

In addition, there are 18.5% of the new member stated disagree from questionnaire. It is in contrast with the interview result that all of them mask to the executive members if they don't understand in debating practices. It can be caused they answer the questionnaire randomly or didn't understand with the statement in questionnaire. According to discussion above, it concludes that most of the new members have willing to ask characteristics in Lids Educia.

g. Making use of every opportunity

According to the finding result it is known that 44.4% new members respond agree and 7.4% respond disagree. Based on the result of finding, it is known that most of the new members state that they want to represent Lids in a competition. Only few of them answer this statement is not applied. Similar with that, the interview shows nine of ten new members want to represent Lids also. Some of the new members want to represent Lids in a competition if they have an opportunity or given an opportunity of executive members. Others responded they want to join competition if they have prepared and ready. Autonomous learning takes every opportunity they had to improve their learning result (Chan, 2001). Represent Lids in a competition means that they want to making use of every opportunity they have to know how far their progress and

development of their skill. This is suitable with Chan theory about making use every opportunity as one of the characteristics of autonomous learning.

Moreover, there are 7.4% of the new member stated disagree from questionnaire. One of them don't want to represent Lids because she/he is not sure with her/his abilities for join competition. It is in line with the interview result that one of ten new members don't want present Lids in a competition. Based on the discussion above, the data from questionnaire and interview support each others. It concludes that this characteristics is applied in Lids Educia.

h. Well organize

Based on the finding result it is known that 40.7% new members state agree. Based on the result of finding, it is known that most of the new member organize and manage their learning process in Lids. Only few of them answer this statement is not applied. The result of interview showed seven of ten new members manage their own learning. Most of the new members state that they are check about the explanation of the executive members in the internet, ask to their friends if they don't understand about the materials, and focus on listening to the executive members the write it on their notes. If something is organized well its in line with the result. But what makes learning works well depends on students' capabilities and needs (Chan, 2001). If they manage their own learning,

every what they do is well organize. They will be easier to monitor their progress in Lids Educia. This is suitable with Chan theory about well organize in characteristics of autonomous learning. beside that, theory of Dickinson about characteristics also suitable namely monitor their own use of learning strategies and monitor their own learning and self-assessment.

Moreover, there are 18.5% of the new member stated disagree from the questionnaire. In line with that, the result of the interview stated that three of them explain that they just follow what the executive members ask or exemplified. Based on the discussion above, the data from questionnaire and interview support each others. It concludes that most of Lids Educia members have well organized characteristic.

2. System of debating activities that fit with autonomus learning characteristics

To answer that questions, the researcher focus in three systems of debate, american parliamentary sytem, australasian parliamentary system, and british parliamentary system. Beside that, the researcher also focused on some points to decide the system of debate.

According the result of research question 1, it is known that Lids Educia new members have characteristics of autonomous learning such as highly motivated, goal oriented, well organize, hard working, enthusias, willing to ask question, and making use of every opportunities.

a. Knowledge and Background of the Lids Educia New Members

Based on the finding result of questionnaire shows that 40.7% new members disagree and only 11.1% agree that they have structuring knowledge about debate before join Lids Educia. Most of them are disagree with statement. In line with that, the result of interview showed six of ten new members state they don't know about debate, some of them stated that they don't know at all about debate system, others state they know but only generally, and one out of ten know because ever join the competition. The result of interview means that most of them don't have structuring knowledge about debate.

According the result of finding, most of the new members are beginner in debate. Because of that, the executive members need to decide the simple system of debate that makes all of the new members enjoy it. According to Branham (1998) parliamentary debating is less technical than other forms of debate and easier to learn, most students are able to begin debating in this format almost immediately. Beside that, the responsibility or duty of each speaker is easier than other system. In american parliamentary, the duty of each speaker has similarity where both of them is allowed to give new argument. In australian parliamentary the third speaker not allowed to give new argument and focus on map out about what happen in this debate. it is same with british parliamentary where the government/opposition wheep also focus on map

out the situation in the debate also. The two other system is more complicated for the beginner than american system.

Beside that, from the preparation, in american parliamentary debaters are forbidden to take published materials into the debating chambers for use in the debate. The combination of a short preparation period and the ban on taking published materials into the debating chambers for use during the debate assures that debates will be spontaneous and extemporaneous (Trapp, 2013). It is also different from other system where australasian and british parliamentary allowed to bring the published material into debating chambers. From the spontaneous and extemporaneous, how they manage their own learning and the hardworking of the new members is needed, if they interest to read or search about the issues in the world that can be a motion, they will have more knowledge than others. everything is depend on their hardwork and motivation.

Based on the explanation above, the system of debate that appropriate with the knowledge and background of the new members of Lids Educia is amerian parliamentary system.

b. Activity and Duration of each debating practices

Based on the questionnaire result it is known that 55.6% of Lids Educia new members agree that the executive members of LiDS Educia

explain goals and objectives of each debate before debate practices. Only 14,8% new members stated strongly agree.

In line with that, the result of interview showed that ten of ten new members state that the executive members explain goals and objectives of each debating practice and activity. Eight of them stated that the executive member give the example first then asked the members to try it then executive will monitor and evaluate it. Others explained that sometimes the executive member divide the new member into small group then one of the executive explain the material in each group. The result of finding stated that most of the executive members explain goals and objective in debating practices.

In Lids Educia each meeting spent an hour to half until two hours. In one meeting, usually the executive members will explain about the material first, then asked the new members to do debate simulation. During the explanation of the materials, the enthusias of the new members is important to make sure they understand about what the executive members explain. If neccesary, they can ask question to them to make the new members more understand with the explanation or something others that they want to know.

After did debating practices, the executive members as the judges will give a comment and suggestion about the debate from the new members. From the short duration of the debate, the executive members can do

something else not only debat session in one meeting, such as sharing session about their experience, play mini games, or discuss about something. Other activities beside debate is important to make the new members enthusias in Lids Educia. In debate system, the shortest duration is in american parliamentary that only needs 40 minutes, while australasian parliamentary takes 58 minutes for one session and british parliamentary needs 56 minutes in one session. If we see from the activity and duration, australsian parliamentary is fit with the acitivity and duration in Lids Educia. They are shorter than traditional policy debates, making them well-suited to classroom use. Parliamentary debates have relatively few rules; they feature less jargon and fewer theoretical arguments (Branham, 1998). Because most of the new members are beginner in debating practice. So, they need more time to understand and master the system of debate start from the simple system of debate.

Based on the explanation above, the system of debate that appropriate with the activity and duration of each debating practice is amerian parliamentary system.

c. Join a Debate Competition

According to the finding result it is known that 44.4% new members respond agree and 7.4% respond disagree. Based on the result of finding, it is known that most of the new members state that they want to represent Lids in a competition. The interview shows nine of ten new members want

to represent Lids also. Some of the new members want to represent Lids in a competition if they have an opportunity or given an opportunity of executive members. Others responded they want to join competition if they have prepared and ready. Based on the finding result, In debate competition british and australasian parliamentary are more popular than american parliamentary. In UIN Antasari, most of the debate competition using australasian parliamentary system. Starting from the department level to faculty level. In university level to national level, british parliamentary is often to used. It means that if they new members want to represent Lids in a competition, especially debate competition, they must know the system first. Eventhought they are beginner in debating practice, but over time they will be able to learn and practice another system of debate.

For the next level, the executive members can explain about another system of debate to the new members, althought for beginner american parliamentary is easier to apply, but in debate competition this system is not used. According to the competition level, the first level is in the department and faculty in UIN Antasari. So, for debate competition australasian parliamentary system is suitable because the first level of competition that will be taken by the new members is using australasian parliamentary debate system in their department or their faculty. By taking the opportunity to join debate competition, the new members will get new

experience and knowledge about how far their progress and ability can develop.

According on the explanation above, the system of debate that suitable with the debate competition for the new members is australasian parliamentary system.

Based on the discussion above, it means that american parliamentary system is more suitable to apply and fit with autonomous learning characteristics in Lids Educia than others system of debate because most of the new members are beginner in debating practice and need to learn the simple debate system first.