CHAPTER I

INTRODUCTION

This chapter adequately presents a discussion related to background of the study, research problems, purpose of the study, significance of the study, scope and limitation of the study, definition of the key terms, and organization of the study.

A. Background of Study

For second language learner, it is undoubtedly believed that to master the four language skill like a native is such a great challenge to do. Richards (2002:303) states that writing, one of the skill, seems to become the most difficult skill to master for L2 learner. He also argues that the difficulty lies not only in generating and organizing idea but also in translating those idea in a readable text. Hussein and Mohammad in their journal, entitled *Negative L1 Impact on L2 Writing,* proposes other difficulties that L2 needs to deal with are identifying the linguistic structures and using the appropriate vocabularies. Rob Schoonen *et al* from *University of Amsterdam* states that:

> ". . .Writing in one's mother tongue is a demanding task, which calls upon several language abilities, as well as upon more general (mete)cogntive abilities. These constituent abilities are in a constant interplay. Writing in a second language (L2) is even more demanding because several of these constituent abilities may be less well developed than in one's first language (L1) . . ."

In our everyday life, we've been seemingly headed to any problems that call for our argument. Related to schoolars' activity, they must work

very often with so many academic papers, research papers, reports, and so forth. Mayberry (2009:4) states that most of the writing done by the students in college and in one's careers are addressed to seeks an agreement about a point trough the use of reasonable evidence. Importantly, the ability of arguing is supposed to be possed by students as an indication of their readiness for their college and career (Hillocks, 2011: xvii). Arguments are broadly used in many events surround us. For instance, causal argument that can be found in an economic newspaper trying to convince us that the closed stores due to the bad flood could let the sellers suffer from loss which then affected to the local income. A skilled-writing of application letter would convince a manager, or a reader, by providing him a strong claim about the writer, for the given argument enables the reader to imagine the ability of the applicant.

In pedagogical field, the discussion of arguments is found in the genre of text that it's been divided into some types in which one of them is *argumentative writing.* Mayberry (2009:17) states "One common motive for writing, especially for writing arguments, is our drive to resolve personal dissonance. *Dissonance* is actually a musical term meaning an inharmonious arrangement of tones that the listener wants to resolved into harmony". While concerning to the existance of the audience, she argues that the purpose of all arguments is to convince someone of something (2009: 17). Some people seem to be difficult in distinguishing between argument and opinion which are actually they're quite distinct. The

different, whether in oral or in written form, lies on the evidence. Argument employs the clear thinking and reasonable evidence, with a secure connection to solid facts; on the other hand, opinion relies so much on belief, intuition, or emotion (Mayberry, 2009: 4). Mayberry adds:

> "Written argument assumes a relationship between a writer and a reader: the writer speaks and the reader listens and reacts. As a writer, your first and most basic goal is simply to engage your audience- to get their attention"

In the spoken form, the use of argument -like that of in the written one- is to persuade another. In speaking activity, the existance of argument can be found in *debate* activity. The term *debate* surely had been well-known especially as it's generally conducted as a competition. Not only is it used as a competition, but it also commonly appears in television program in presenting the candidate of a president and the vice-president. The competed presidents, in this debate, would deliver their arguments as the attempt to to gain people's belief in the election.   Yet, in pedagogical field, this is not merely a competition to won, this is one of the activities that might be used to enhance students' ability in speaking skill. In academic language function, which defines as those that are critical for success in grade-level classroom (Cummins in O'Malley, 1996:61) includes debate among other activities such asdescribing, explaining, informing and so forth.

Practically, debates include two or more opposed side which will defend their argument by giving some evidences underlying them. Both sides of the team aim to persuade both the judges and the audiences. Ali

Alasmari (2013) stated that debate will involve some skill of the students as like writing, listening and the most important is speaking as the basic need in delivering the argument. In the practice, students engaged in this activity would also show their communicative skill as well as their critical thinking skill in solving a debated issue. Debate would allow students to think critically and to lead them to speak communicatively by delivering their argument with the supportive evidence as they are dealt with some economic, social, or political issue and so forth. It is stated in an internet journal which believes that "Debate is dynamic because students must thoroughly prepared to advocate their stance while at the same time simultaneously acknowledge the opposition's arguments, plan-counter arguments, and refute the opposition's claims with a logical line of thought". In addition to the above statement, theoretically, debaters will have some opportunities to prepare themselves in arranging the points to be delivered related to the issue and analize it by having discussion with their partners. It is simply concluded that analizing issue or topic would give them opportunity to train their critical thinking.

Besides, in the preparation within the activity of debating, debaters are to arrange their argument by jotting down some points related to the debated issue or topic onto a piece of paper what so called as a debate script. Hidayah in Cahyono and Kusumaningrum prefers to name this script as a *debate organizer* (Cahyono and Kusumaningrum, 2011: 70). She, further, adds that when the argument coming from one of the debaters

is delivered, the other must pay attention to his/her argument as well as the evidence. Thus, they can organize or list the argument to the same debate organizer. This part of activities within the debate can be assumed as *brain storming*. The process of training student's ability in writing and organizing are taken place in this part. Having jotting down the argument or the points, the next step to do is delivering the argument when they have an apportunity to do so. In debate competition, their role in opposing the opposition team's argument is known as *rebuttal.* In this part, the result of their list of argument in the written form can be delivered orally.

Both writing essay, particularly and argumentative form, and debate, aim to persuade the reader or listener. Both argumentative writer and the speaker of the debate will have some preparation in delivering their argument by analizing the case or issue. In those two activities, they lead the students to think critically, logically, and chronologically. In writing activity, the process of understanding the topic and of setting up the argument is known as *brainstorming process.* Meanwhile, debaters practically do the same thing in debate activity, either in the initial activity or in the middle one, in the case of preparing the argument. From the short explanation above, this can be simply concluded that actually debate activity and argumentative writing are correlate each other. What distinguish them is only the way they're served. Debate serves the argument orally, while writing argumentative essay does the same thing through the written text.

Yet, wheter or not good argument in the spoken skill will result a good written product seems still in question. Often, delivering argument orally is not as easy as doing this in the written form. People can use their gesture or body language when they're delivering their argument or by replying the argument as an attempt to engange the audience attention. Yet, the different case happens when the arguments are delivered in the written form. It is compulsory for the writer to be able to convince their readers to their argument of a certain issue by building up strong claim within the sentences of writer's text. In the previous discussion, I've stated that, related to the demand of a writing product, L2 must also pay attention clearly on some aspects built up a writing product such as sentence organisation, the generating of idea, and the translation which are considered by Richard (2002) as a great challenge to accept. Moreover, not only for a common writer, students as the target language learner are necessarily also have these two ability as they're required to be able to produce arguments both in the written and oral form. In addition, importantly, students must be dealt with many kinds of arguments in her daily life which automatically call their attention to involve in. From those points, the questions that seem to come up are if students are capable of convincing either his reader or his audience; whether the activity in organizing the argument of a debater lead him to an easiness in doing the same thing in writing argumentative essay and vice versa.

Thus, by basing on the case above, the reseacher will work within a study entitled "A Correlative Study between Students' Achievement in English Debate and Their Achievement in Writing Argumentative Essay of the 4th Semester Students of STAIN Tulungagung "

B. Formulation of the Research Problems.

Based on the background of the study above, the problems can be formulated as follows:

1. How is the students' achievement in writing argumentative essay of the 4th semester students of English Department in IAIN Tulungagung?

2. How is the students' achievement in debate of the 4th semester students in IAIN Tulungagung ?

3. To what extent does students' achievement in debate correlate to their achievement in writing argumentative essay of the 4th semester students of IAIN Tulungagung?

C. The Objective of the Research

The purposes of this study are:

1. To know how students' achievement in argumentative essay writing.

2. To know students' achievement in debate.

3. To know the correlation between their achievement in debate and their achievement in writing Argumentative Essay.

D. Research Hypothesis

a. Alternative Hypothesis (Ha)

There is a significant correlation between students' ability in English debate and their achievement in writing Argumentative Essay.

b. Null Hypothesis (H_0)

There is no significant correlation between students' ability in English Debate and their achievement in writing Argumentative Essay.

E. Significance of this Study

The result of this research, practically, is expected to give contribution both for English teacher and for the student.

a. For lecturer

The result of this research is expected to give the information about the importance of a certain activity such as debate in enhancing students' ability in writing Argumentative Essay. Moreover, it is expected that lecturer would also attempt to integrate a certain English skill with another.

b. For students

Through the result of this research, students may know what activity in college that they must learn more in order to enable them developing their ability both in writing argumentative essay and in English debate.

c. **For Future Researcher**

This study is very much concerning on the correlation between two skill –spoken skill and written skill- which are basically and significantly distinct based on the way of the presentation. Having known the result of this study, I, as the researcher, hoped very much that other researcher would conduct another study concerning the importance of debate activity towards three other skills or the possible integration, between debate activity and listening skill or others. Thus, the result may become a source in designing a technique for the teaching learning process.

F. **Scope and Limitation**

1. Scope

In this research, what will be involved in is the discussion related to writing and its relation with debate theoretically and practically.

2. Limitation

There are factually too many kinds or types of writing proposed by some experts based on the purpose of the writing. In this research, however, the researcher will focuse only on Argumentative Essay. Meanwhile, debate activity observed, here, is focusedly on academic debate.

G. Definition of Key Term

1. Debate

   It is and activity consisting two contradict teams who defend their argument, persuade jugdes and the audiences. In language learning, it engages students ability in speaking, listening, and writing.

2. Argumentative Essay

   It is one of genres in text purposed to persuade the readers towards a certain debated issue or topic. It is urged that a writer necessarily states their argument accompanied by some evidence supported their argument.

3. Correlation

   This, literally, means a connection between two things. In addition, one of them either influences or causes another. In this study, things or the objects being correlated are students' English debate ability and their achievement in writing Argumentative Essay; whether or not their ability in debate would give a significant influence to their writing achievement is finding out after the data as well as the result are obtained. The correlation itself will be known through the use of SPSS program.

H. Organization of The Research

The writer divides this research into five chapters, they are:

1. Chapter I is Introduction. This chapter presents the background of the research, research problems, purpose of11 the research, the significances of research, scope and limitation of the research, and definition of key terms.

2. Chapter II is Review of Related Literature. This chapter includes review of related theories about the nature of debate, the nature of writing, definition of debate and writing, genres of writing.

3. Chapter III is Research Methodology. It explains the research design, subject selection, data and data source, method of collecting data and instruments, and method of data analysis.

4. Chapter IV is Research Finding and Discussion. It presents the description of data, and discussion.

5. Chapter V is the last chapter. It presents conclusion and suggestion of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Writing

1. The Nature of Writing

It is actually strongly suggested to understand pretty much the basic knowledge of the emergence of writing. What is writing as well as its difference from other skill should be known deeply by educators in writing pedagogy. Dealing with this discussion related to speaking, Cambourne in Peter Knapp states that learning to speak and learning to write are identical processes.

Writing, so it follows in this view, can be acquired through a similar process of immersion in the written word. In the relation of teaching writing, immersing students in writing (whatever that could mean) for one or two hours a day is an inaddequate teaching and learning strategy. Learning to write is a difficult and complex series of processes that require a range of explicit teaching methodologies trough out all the stages of learning (Knapp,2005:14).

Eventhough the the process of learning both skill seem to be similar, they keep different in some aspects. Writing, one of the form of communication, serves its product visually while speaking does in sound. One of the way of doing speaking itself is by having either

interaction between people (two-ways speaking) or *one-way speaking* (radio and tv broadcast). Writing, on the other hand, is an incription.

Nunan added that:

"Spoken and witten language also differ in the ratio of content words to grammatical words (content words include noun and verbs, while grammatical words include such things as prepositions, pronouns, and article) . . ."

2. Writing Purposes

Writing is one of the way for people to communicate with others producing some blocks of letters. There are too enormous definitions given by some experts. As Nunan (1999:275) said :"Written language does, in fact, serve a similar range of broad functions as does spoken language; that is, it is used to get things done, to provide information and to entertain. Writing purpose, however, strongly relates to whom the writer is writing for (*the audience or reader)* and, in the academic learning, it is done based on *the type of the text.*

a. Audience (reader)

When you're are telling somebody about your experience related to your job, you'll have some distinction in the way you convey this due to a certain situation or to whom you're talking to. This will also happen when you're making a writing product. Telling your job experience trough a letter intended to be sent to your relative living in another country will be surely different from writing it onto your application letter. Your intention of telling your

relative is only to share your personal experience rather than convincing the manager of the company that you truly had a good capabilities in working. Thus, you may give him a good impression on you as the result your're considerable to be accepted in the position you applied for. That is why, a writer necessarily knows really well at hand to whom (s)he will show his writing or who might read his text.

Knowing the audience or the reader of your writing becomes one of the important thing, particularly in argumentative essay, since it relates the audience's belief and engaging their attention as the main goal (Mayberry, 2009: 17). In addition, the importance of audience judgement is clearly states by Mayberry that "Audience consideration is important to all writing, but particularly to argument. Since the purpose of all arguments is to convince someone of something, knowing who that "someone" is is important". By knowing who our audiences are, writer will attempt best what to figure out on his text to the intended audience (Stein *et al,* 2008: 37)

b. Types of Text

Text generally will be divided into some types based on each typical structure. There are two main categories of text: literary and factual. Mark Anderson and Kathy Anderson (1954) divide text types into two categories:

1. **Literary text** covers four specific types of text, they are:

a. Narrative text type: this type of text tells a story using spoken or written language.

b. Poetic text type: this type of text expresses feelings and impressions of life. A poem can have common structure such as rhyming the last word of lines using a certain number of lines.

c. Dramatic text type: this uses acting to communicate ideas and experiences.

d. Response text type: this type of text gives a person's response (judgement, opinions, reactions) to another text such as a book, film, or poem. The purpose of a response is to describe to the audience the artistic the work and provide a judgement about it.

2. **Factual text** covers eight specific types of text, they are:

a. An explanation tells how or why something occurs. Explanation can be spoken or written and the purpose is to tell each step of the process (the how) and to give reason (the why).

b. An information report a piece of text that presents information about a subject. The purpose is to classify and/or describe using facts about the subject's parts, behaviour and qualities.

c. A discussion gives the for and against, the possitive and negative, or the good and bad points. The purpose of a discussion is to present to the audience different opinion on a topic and, at the end, your opinion.

d. An exposition as a piece of text that present one side of an issue. The purpose of an exposition is to persuade the reader or listener by presenting one side of an argument, that is, the case 'for' or the case 'against'.

e. A recount is a piece of text that retells past events. Its purpose is to provide the audience with a description of what occured and when it occured.

3. Writing Process

It has been very well known by everybody that, when we're talking about the process of writing, we'll be dealing with two very well identifiable approaches – product-oriented approach and process-oriented approach -.

The focus of those two approach is pretty much distinct. For, product-oriented approach focuses very much on the final product, the coherent, and error-free text (Nunan, 1999: 272). Not only does it focuse on those three aspect, it also focuses on the sentence level grammar constructing the product. Process-oriented approach, differently, is very aware of every detail of the process in making the writing itself. It focuses much on the involved steps for instance how the writer gets the idea, start making the draft, edits the text, and so forth till he comes up with the perfect product.

Based on the later approach, Stein (2008) explores each step in writing to be done by a writer. The writing processes are elaborated as follows:

1. *Generating (prewriting)*

   Generating covers many ways that can be done by writers as their exercises before directly jotting down their idea onto a blank piece of paper. For, some often get confused when they are to start their writing. The probable ways cover:

   a. **Talking.** This allows writer to discuss the topic of the writing with others. In teaching learning process, this may enable student to discuss the topic either with his friend or with his teacher.

   b. **Interviewing.** Student may have his friend question the writer anything about the topic until his friend gets idea about the topic being written or composed.

   c. **Listing.** When student get difficulty in starting the composition on making some complete sentences, he can at hand write doen some word phrases that might be used to construct his composition. Then he can choose one of the most appropriate phrase to continuously follow it with some more specific supported words.

   d. **Using Aristotle's question.** This exercise is often known as a WH-Question step. A writer may write down some question

related to the topic then he may start answering the questions. This might help a writer generate as well as develope the idea.

e. **Clustering or mapping.** This is one of the most well-known ways that is usually used by a writer to get the idea. He'll write a word then draw an outer line circle it. Further, the circled word will be connected to the others with the other lines. Thus, in the middle of your page, you'll see some circled words with associated with their branches.

f. **Freewriting.** This exercise let a writer to write freely without worrying much on the correctness of their grammar and organization.

g. **Trashing.** A writer is to write a particular text and put it away without reading what he has made. He necessarily do the same thing for several times. Having collected some written text onto the papers, he can, then, read what he'd written. This might make a writer focus to the fututer text dor he finally knows his mistake.

h. **Joining electronic mailing lists.** The writer need to find an internet discussion group with postings on the related topic as an effort to find the idea and brainstorm easier.

i. **Blogging.** This almost similar to the use of electronic mail, that it intend to ease the writer in encountering the idea through his visiting to others' blog.

j. **Visualizing.** Expressing the idea through the word is not easy for some writer. They prefer to use picture just like having clustering or mind mapping. In this excercise, a writer may close his eyes to get the idea to imagine what he is going to write. Stein *et al* (2005) gives his example in writing argumentative essay that a writer visualize himself trying to persuade someone to be in his side.

k. **Imaging.** The exercise has the writer to do a simple a smal research on some simblos like painting, advertisement or photograph related to the topic to use the found image in the essay.

l. **Watching.** When imaging use painting, advertisement and photograph, wathing leads the writer to critizise a certain film like the reason of the director in choosing the scene. A writer, then, may take the note.

m. **Touching.** This means gathering some objects related to the topic and taking a note about what they mean to you.

n. **Reading.** One of the possible way to get the ideas is by reading. A belief that might be taken is that the more we read, the better we'll be able to write.

o. **Mixing and matching generating strategies.** Once, one strategy does work to collect the idea, you may mix a certain strategy with others.

p. **Retreating.** This lets you as a writer to break for a while from writing after using the strategies to let it cook.

q. **Fighting writer's block.** This get the writer to write any idea down to the paper.

2. *Writing (recording)*

   Having encountered challenge in getting the idea and felt that the idea has been well-developed, it is the time for a writer to start his composition. In this stage, he'll be dealing with these following aspects:

a. *Building a thesis.* What a writer wants to discuss in his text will be introduced by ***a thesis statement*** (Stein *et al*, 2005: 42). He strongly states that a good thesis statement, particularly in argumentative essay, must *not be obvious and be arguable.* Readers won't give their interest as long as what you, as a writer, prove had been known by them.

b. *Organizational Patterns.* To start organizing the material, a writer will be provided four general ways covering firstly **chronological order** which is frequently used in narative essay. In argumentative essay, chronological order is done to make an essay effective. Atwan (1987) argued that "Most of the arguments that we will construct in college courses need to be organized so that our conclusions do not seem 'jump to', and our reasons appear integrated and related to our main point".

The second way is **spatial order** which enable the writer to start the point depending on the purpose of the writing as like focusing the reader's attention firstly to a certain object then direct him to the general one. **General to specific** becomes the third way. If you think that you, as a writer or arguer in your writing, need a certain evidence in form of visual image to support your material, you may put it among your statement. For, you may have a certain purpose or expectation that your reader will be able to conclude the essay through the use of the image. A writer can also use it in presenting the most general statement to the most specific one. The last is the **order of importance** which gives a writer some choices or variation in putting the material. Writer might serve the material from the least important to the most and vice versa.

c. *Writing from Chaos to Order.* It is quite often for L2, even an advance writer, to find his writing is still in a mess. Thus, a writer necessarily cross a line over the sentence or paragraph and change it into another one, or perhaps he moves it to the more appropriate place. A writer may keep erasing some paragraphs and moving them until he finishes

d. *Take a break. Let it cook.* What can't be avoided by a writer in the middle of the writing process, he found himself in boredom.

It doesn't matter for you to take a break for a couple hours. It might help a writer strengthen the written draft.

e. *Think about Recursiveness in the Process.* It is possible for a writer to go back the writing process from the beginning, if it is necessary.

3. **Strengthening (rewriting)**

A writer may have a willingness to make some changes in a paragraph. Strengthening the writing might be done by adding the detail of the idea and developing the introduction, paragraph as well as the conclusion. What need to be notice more on this part by the writer is strengthening every detail of the paragraph in order to attract readers' attention so they know what we, as a writer, want to express instead of noticing the corretness of the grammar constructing each sentence.

4. **Polishing (editing)**

In this stage, a writer will work with two writing area covering *stylistic issue and grammatical errors including spelling and punctuation.* This stage calls for the writer's focus on applying appropriate words; as like how to use an appropriate connectors such as *therefore, in addition, as a consequence, also,* and so forth (Seyler, 2008:109).

5. *Proofreading (fiinishing)*

The last step of the process is proofreading the draft. What to do in this step is correcting any mistakes that still appear on it. This is actually different from polishing; what distinguish them is that the effort to make the sentences effective is more active while in proofreading, a writer need to correct any minor grammatical, mechanical, or spelling errors.

4. **Argumentative Essay**

a. **Definition of Argumentative Essay**

Arguments can be served through either utterance or statement expressed onto a piece of paper. However, an argument, whether in form of written or oral, is different from opinion. Opinion is based not so much on evidence as belief, intuition, or emotion. Argument, on the other hand, is a position supported by clear thinking and reasonable evidence, with a secure connection to solid facts (Mayberry, 2009). In addition, Stephen Toulmin, a British philosopher, proposed an argument consist of evidence and/or reasons presented in support of an assertion or claim that is either stated or implied (Seyler, 2008:76). In argumentative essay, a writer will take a stand whether he/she wants to be pro or con toward the topic (Hidayah in Cahyono & Kusumaningrum, 2011:69).

b. **Function of Argumentative Essay**

Argumentative essay is defined by its purpose which is to persuade the reader of the correctness of a central statement. This text type is characterized by a three stage structure which represents the organizing principles of the genre: Thesis, Argument and Conclusion (Hyland: 1990). Mayberry states that an argument, whether written or oral, is different from opinion.

> "An opinion is based so much on evidence as on belief, intuition, or emotion. Argument, on the other hand, is a position supported by clear thinking and reasonable evidence, with a secure connection to solid facts. While arguments rarely prove a conclusion to be absolutely true, they do demonstrate the probability of that conclusion."

Moreover, Huber and Snider defined that argument is the process in communication which is logic and is used to influence others, whether either in the written word or in the spoken one (Huber and Snider, 2005: 2).

c. **The Classes of Argument**

Related to types of argument usually build up in debate, Mayberry (2009) divides four classes of argument; they are:

1. **Factual Arguments** try to convince an audience that a certain condition or event actually exist or has existed. Laboratory reports from biology or physics are examples of factual arguments, and their purpose is to convince their reader (usually

a professor) that certain step were taken and certain things actually happened.

2. **Causal Arguments** –often found within those economics or history papers- try to convince readers that one event or condition caused another or is likely to cause another in the future.

3. **Evaluations** or **evaluative arguments** make value judgements. For instance, value judgement can e doone in criticizing the quality of a certain film.

4. **Recommendations,** as their name suggests, try to get readers to do something, to follow a suggested course of action.

B. Debate

1. Definition of Debate

What can be best described about debate is that we've actually done it unconsciously with somebody in our daily life, for instance we have it with our parents. When they forbide us not to do something we would like to or not to go somewhere, we'll directly deliver any argument as the reason to defend our willingness. Debate has been around us all this time –in our activity, in newspaper, in television, and many others-.

As a mean of communication by providing any news aroung the world, a certain program on television frequently shows a program in which two candidates of presidents offer their program for a country.

Evenmore, they'll start arguing when they serve some contradict program and try to convince the audience through the most convincing program. Another application of debate may easily be found in a court room where a lawyer is defending his argument in assisting his client in front of the judges.

Freeley (2009) proposed that *debate is the process of inquiry and advocacy a way of arriving a reasoned judgement on a proposition.* Alasmari (2013) in his journal states that *debating is a formal method of interactive and representational argument aimed at persuading judges and audience.*

2. The Purpose of Debate

The main distinction between argumentative essay and debate is merely the form of the final product –written form and oral form-. still, the main purpose of both terms is nearly similar. Debater delivering the arguments through his speech aims to influence others to accept or to reject his belief (Shaw 1922; Huber and Snider 2005).

3. The Importance of Debate Activity

A number of studies had been conducted as the effort to find out the benefits of administering debate in teaching learning process. The appeared fact shows that debate obviously gives some possitive impact towards some aspects or skills.

1) Critical Thinking Skill

The aim of debate activity, as what can be implied from the definition, is persuading audiences as well as the judges or influencing their belief to be in debater's side. Whether either the judges or the audiences can be successfully persuaded or not is depending much on the arguments brought by each debater. The arguments delivered by the debaters are coming from the debated issue or it is often better known as *motion.* Since the main job of the debaters is persuading the judges and the audiences, they must be able to convince them by giving the argument very logically and is supported by some evidence. As the result, debaters are obliged to be able to think critically in analyzing the debated issue, whether they are in the affirmative side or in the oppositive one.

Allied Health educators (2011) had administered debate activity in their teaching learning process to enhance students' critical thinking and commmunication skills in healthcare professionals. The administered debate activity finally revealed a satisfied impact towards students' organized thought and broadened perspective. In addition to this benefits of conducting debate in educational field, Makiko Ebata in Alasmari's journal (2013) states that debate had been an effective technique in strengthening his students' speaking ability as well as their critical thinking.

Being critical in thinking is actually obtained through the step when debaters or students are served the motion that is required to be elaborated. This step will be further discussed in the next part related to the debate preparation.

2) Speaking Skill

The basic distinction between argument in argumentative essay and that of in debate is the way it served. Argument delivered in essay is easily found in the written form; meanwhile, argument being served in debate is delivered in the spoken one. Yet, speaking remains a barrier coming up prominently, especially, for L2 learners. Freely (2009:35) argued that *"Nerveousness about public speaking is one of the most common fears for students and professionals". Furthermore, he stated that debate is an ideal way to manage their speech anxiety.* From this statement, we can imply that debate activity may surely foster students to cope with their anxiety to start speaking.

3) Writing Skill

Technically, before delivering the issue, a debater together with his team is to analize the issue or motion firstly. What they require to do is making a structured note about the definition of the debated issue, the argument based on their side *(to be pro or con side)* and the supporting evidence. The first affirmative has an important duty in defining the motion which is firstly written in the manuscript speech. Frequently, in the implementation of debate competition, debaters are allowed to jot

down their note onto a piece of paper. In writing process, this step is surely similar to brainstorming.

Moreover, in the middle of the run debating, debaters importantly write down another argument as the rebuttal argument onto a certain form as they're listening another speaker from another side. This written form or column is named as *debate organizer* (Hidayah in Cahyono & Kusumaningrum, 2011:70). This will develop students' writing proficiency and lead students to build up their argument cogently and effectively (Freeley, 2009:34). In sum, debate activity might influence students' ability in writing as well as their understanding about the topic of their writing.

4)   Listening Skill

One of the main tasks in debate activity is that each debater must listen seriously to the argument delivered particularly by the speakers of the opposite team. Debaters are impossible to be able to build any rebuttal of the delivered arguments unless they focusingly pay any attention. This activity will enable the speaker to train their listening ability. The capability in catching up every points argued becomes a direct implication in determining how well their listening ability.

4. Kinds of Debate

The example of the application of debate in the brief explanation above has not yet been clearly defined what type of debate it is. Freely

(2009) classifies debate mainly into two kinds –Applied Debate and Academic Debate-.

a. *Applied Debate*

This covers Special Debate, Judicial Debate, Parliamentary Debate, or Nonformal Debate.

1. Special debate refers to debate which is conducted under special rule drafted for a specific occasion, such as political campaign debate.

2. Judicial debate is conducted in the courts or before quasi-judicial bodies. In the academic form, it is well known as **moot court debate** and is used by law schools to prepare their students in the court room debate.

3. Parliamentary debate is conducted under the rules of parliamentary procedure and is used related to passage or amandment.

4. Nonformal debate is conducted without the special rule found in special, judicial, parliamentary, and academic debate.

b. *Academic Debate* is conducted under the direction of educational institution to provide educational opportunities for students.

5. Academic Debate

a. Definition of Academic Debate

Types of debate and their definition given above might be known well and are conducted in everyday life. Still, academic debate

seems quite distinct from those which are conducted inside the court room or parliamentary's. Freeley (2009) had defined academic debate as a debate which is conducted under the direction of educational institution to provide educational opportunities for students.

b. Academic Debate Format

There a number of debate formats being mentioned by Freely. One format is distinct from each other based on some aspects such as the number of the speaker in each team, the techniques in conducting the debate itself, and the usage of the debate. The various formats mentioned by Freely are:

1. *Cross-Examination Format.* This is the most popular debate format that is used by NNDA/ CEDA (Cross Examination Debate Association)

2. *Lincold-Douglas Format.* It is a two-person debate and is a policy debate where two opposing candidate could meet before the voting.

3. *Mock-Trial Format.* The main purpose of this format is to emulate the trial court debating which emphasises debate and argumentation skill and the cross-examination. Each team consists of six to eight member being identified as various roles such as attorneys, defendants, judges, juries, and witnesses. Here, debaters will be provided a fact of legal case.

4. *Town Hall Format.* It's been used at a number of annual conventions of the National Communication Association, the Southern States

Communication Association, Florida Communication Association to debate issue of professional interest.

5. *Academic Parliamentary Format.* This has two teams of three for each. They are given 15 minutes to prepare themselves for building the arguments with their team. Each speaker of the team may deliver the argument not more than 8 minutes. In the middle of the delivered argument, a speaker of the oppositive team may rise a point of information.

Furthermore, Australian Debate, which is focusingly discussed by Simon Quinn in his book, also appears as one of debate formats or styles. It's been used by schools throughout Australia and at the Australian Schools Debating Championship and so has been in World Schools Debating Championship. The more specific discussion about this debate will be further explain in the next section.

6. Debate Practice

In this part, the discussion will focused on the application of debate activity which is generally held or conducted in a debate competition. Before going to the further explanation, this part will cover terms in debate, debate rules and speaker's (debater) role, points to adjudicate (score)

A. **Terms in Debate**

a. **Motion (Topic)**

In a parliamentary debate –which is not merely a political debate but rather usually used for competition-, each debate period has topic to debate which is known better as **motion.** In our daily communication, this may similar to the topic of the conversation or communication. Motion occasionnaly is served in the form of controversial and/or debatable statement or issue. It might be, for instance, "*(THBT) The Goverment should ban smoking*". From this issue, there will be automatically two oppositive sides –agreeing and disagreeing the motion- which will be further discussed in the next part.

Related to the motion, this is the job of the first affirmative (possitive/proposition) team to define and to limit the motion. And, both the definition and the limitation must be reasonable (Quinn, 2005:14). In addition, in this particular job, a debater -especially when he/she is responsible for being the 1st affirmative speaker- needs to interpret the issue by using logical claim and careful thought supported with reasoning and examples (Meany & Shuster, 2003:59).

b. **Case Building**

Before running the debate, each team -the propotion and the opposition- is generally given certain amount of time for **case**

building. In this occasion, both of the team are having a preparation for the running debate such as building the arguments, applying the strategy, and splitting up the speaker's role.

c. **POI (Points of Information)**

POI can be best described as **interruption**. This is delivered during the speech of the speaker by the oppositive team. In some other debate style, this might not be applied; however, it is taken place in a certain debate style like Asian Parliamentary Debate. During the interruption, the oppositive team possibly delivers question or challenge proposed to the speaker (Meany & Shuster, 2003:232).

However, POI is not such as a must to do by the oppositive team. Likewise, the standing speaker who is delivering his/her argument is allowed to accept or refuse the POI. This is delivered at the certain minute signaled by the time keeper. Furthermore, this will be explained clearer at the special part discussing the debate rules.

d. **Rebuttals**

Rebutting is about pointing out the differences between your team's arguments and your opposition's (Quinn, 2005:110). What the speaker must do is by refuting opposition's arguments by giving additional example, statistic, or the others which might be

able to collapse your opposition's argument. Quinn (2005) also added that rebuttal is quite more difficult to do regarding the attack delivered to the opposition team without any preparation in advance than the preparation in the substantive argument. Another difficulties in rebuttal is lying on how good the listening ability owned by each debater. Meany & Shuster (2003) stated that in debate activity, debaters will learn how to listen the speaker delivering the argument critically as he/she needs to refute the speaker's argument. Consequently, debaters must be able to react and to respond opposition's argument quickly.

e. **Adjudicator**

Debate activity calls **adjudicators** better than juries or judges; however they remain the same. Adjudicators play a role in assesing the debate in a particular adjudication sheet. Beside that, they need to give oral critiques or advice, and the most important one is deciding the winning team of the debate (Meany & Shuster, 2003:232).

f. **Reply Speech**

Reply speech time is given right after the three debater for each team had finished with their main argument. The role of replier speech is essentialy concluding the overall debate by analizing the weakness of your opponent's argument and the strength of your team's refuttation. In addition, the final job of

replier is explaining how you deserve to be the winner of the debate.

B. Debate Rules & Speaker's Role

a. Speech Order and Duration

Before discussing the speech order, let's talk about the debate preparation. Just like what had been explained in the previous part, each team is given time to have discussion with their teammate for case building. The general provided duration for case building is maximally 15 minutes. However, in a certain debate competition, the length of the speech for each speaker is applied for 7 minutes and 20 seconds.

According to Quinn (2005), each speaker of both teams is usually given 8 minutes long to deliver the substantive speech. Yet, the replier speech is given as half of the substantive speech to summarize the debate.

When a certain style of debate allows POI, it is allowed to be delivered in 15 seconds long. POI is allowed to proposed after the first minute of the speaker's speech and is forbidden to deliver at one minute before the speech duration ends. This challenge is strongly suggested to proposed maximally 4 times for each speaker.

b. Speaker's Role

Talking about speaker's role, it is closely related to the two different arguments usually delivered by the speakers. Arguments in debate is divided into two kinds; they are substantive argument and rebuttal. In four-persons parliamentary debate substantive speech is better known as *constructive speech*. However, this is the main argument of both team supporting their own side (Meany & Shuster, 2003:38). Another term regarding the speaker's role is *team split* which means the job of each speaker in giving the argument with the supporting point(s) a view.

Take a look at the table below for a simple speaker's description.

Table 2.1 : Speaker's Role and Job

First affirmative speaker	1. Define the topic (motion)– set out affirmative's interpretation of the topic (motion)– identify issues which will be in content. 2. Present team structure – team line – team split. 3. Present arguments allocated to the first speaker.
First negative speaker	1. Identify major areas of initial disagreement with the affirmative case – include any disagreement about the definition – rebut the major affirmative arguments. 2. Present team structure – team line – team split 3. Present arguments allocated to the first speaker
Second speakers	1. Identify the major areas of disagreement

Continued

Continuation

	with the other team – include definitional issues which are still in contention – rebut major arguments
	2. Defend own case against rebuttal by previous speaker(s)
	3. Present arguments allocated to second speaker
Third speakers	Present an overview of the debate – identify the essential issues upon which the teams disagree – rebut the important aspects of the opposing team's case – defend own team's case against attack – summarise own case.

C. Points to Adjudicate

Regarding to the main job of adjudicators, there are three mainly essential points in debate which necessarily assessed by the adjudicators. They are *matter, manner, method.*

a. Matter

Matter is simply related the *content* of the speech. It covers the presented arguments, and general strength to support and to explain the argument in term of the given evidence, example, and analysis (Quinn, 2005; D'Cruz, 2003). Further, argument itself can be divided into the substantive argument, rebuttal, and the point of information (when a debate style uses it).

Here, there are two elements in matter; they are the **logic and relevance**. Talking about the first element, D'Cruz (2003)stated that logical argument appears when its conclusion follows from the premise (motion). He also added that a good debater develops the

motion into argument and support it with evidence to show the correctness of the motion and/or agreement with the motion.

The relevance is addressed to the debated issue or the motions to build the substantive argument. The argument, importantly the substantive argument, must not run too far from the issue, and the evidence must'n either. The similar case also happens for rebuttal. Debater must be very aware of the arguments of the opposition team to be able to refute their argument aimed to reach the relevance of the rebuttal. Here, the ability in listening must be importantly well-applied in response the opposition team's argument. In line with that statement, regarding to one of the factors affecting L2 learner's speaking ability, Shumin in Richards and Renandya (2002) stated that if one can not understand what is said, (s)he can impossibly respond it.

And obviously, matter seems become the most difficult part in debate since the strength of the argument is very much concerned. Quinn (2005) stated that it is a must for every speaker to have a critical thinking as their respons toward the motion and to build up reasonable arguments.

b. Method

Method is defined as the structure or the organization of the speech (D'Cruz, 2003:13). Method in debate involves both the structure of the speech of each member and that of the team.

Generally, speech structure of a speaker covers the introduction, arguments, conclusion, and well-timing. However, an introduction, in this case, is not merely an introduction usually existing in a conversation. Rather, it is about the line of the debated issue as a whole based on your team's point a view (Quinn, 2005:95). Then, a debater may come up with the main argument supporting their team. And, it is very important for each debater to conclude their argument as well as their position before her/his speech ends. The last element that also influences adjudicators mark, is the speaker's time management. Quinn(2005) divided 'timing' into *internal timing and external timing.* Internal timing deals with the time a speaker should notice on delivering the substantive argument and the rebuttal. While the external timing is about the overall timing a speaker should have. A speaker should obey the warning bell which indicates the finish of the speech.

Meanwhile, method for the structure of the team is usually done by the first affirmative and first negative team which mainly deals with the distinction of the role as well as the argument of each member of the team. This way will lead the adjudicators into a consideration if the structure adopted by the team is effective (D'Cruz, 2003:16).

c. Manner

Matter is considered as the the way of a speaker in presenting the speech. The most common elements in manner are gesture/body language, eye-contact, and vocal presentation. A debater will usually has a typical gesture while delivering the argument. The reason of why method is included into one of the assessment consideration is lying on the factors indicating a speaker persuasiveness. A speaker who's speaking confidently seems to be more believable than those speaking stutteringly (D'Cruz, 2003:20).

C. Debate and Argumentation Essay Correlation and Similaritites

In this part, the focus will be heavily lies on the similarities between debate activity and argumentative essay and how they correlate each other.

a. Argument's Aim

What can be easily caught from someone who is arguing with another is how he/she can surely convince another and attempt to direct one's belief to what we've said. Both debate and argumentative essay have exactly similar aim; that is convincing audiences or readers. They, however, do not merely serve arguments based on what the speaker's or the debater's belief. It is necessary for either a debater or a writer to support every single argument with evidences strengthening his claim, for instances, facts and statistic as well as rational reason (Podis and Podis, 1984:35).

b. Debate and Writing Activity

Writing process covers many steps to follow by either a begining writer or the advance one. One of the initial step to do is *brainstorming*. Here, this process requires writer to make a list related to the topic to write. Meanwhile, debate activity has the similar activity. It takes place before the main activity of debate is begun. A debater must build up the arguments as well as the evidences supported them in such a way in a form of debate organizer. Hidayah in Bambang and Kusumaningrum (2011) considers this activity as brainstorming and is just similar to that of in writing.

c. Refutation or Rebuttal of Someone else's Argument

There are two basic arguments used by each team to support its side. The first is *substantive argument* or the prepared argument, and the second one is *rebuttal.* Either refutation or rebuttal is used as the attack on the opposition's arguments and shows why your team is right and why the opposition is wrong (Meany and Shuster 2003, Quinn 2005). In writing, argumentation classification identifies that argument here is also used as a rebuttal. For instance, when we're to make a certain letter to send to a newspaper editorial as our disagreement on a certain news (Seyler, 2008:101).

d. Argumentation Model

The traditional argumentation model were coming from the Greek philosopher, Aristotle. He described the three players that

covers *the writer (or speaker), the argument,* and the *reader (or audience).* He, then, prefered to cal those three terms chronologicaly as *ethos (*writer/speaker), *logos* (argument), *pathos* (reader/audience). A British philosopher, then, gives focusedly more attention on the argument itself. He argues that an argument has three basic part as fulfillments, and these three parts –*claim, evidence, assumption (warrant*)- inseparable. These three parts will always construct an argument and must be completed both in debate and in a writing product unless either a writer (a speaker) or the argument itself loses the credibility. The role of those items is described as follows adopted from Seyler's book:

CLAIM	:	Civil disobedience is sometimes justified.
EVIDENCE	:	Some laws are injust.
ASSUMPTION (WARRANTS)	:	To get unjust laws changed, people need to be made aware of the injustice. Acts of civil disobedience will get people's attention and make them aware that the laws need changing.

CHAPTER III

RESEARCH METHOD

This chapter presents research design, research instrument, validity and reliability testing, followed by, normality and homoginity testing, data collecting method and how to analyze the obtained data into data analysis.

A. Research Design

This research used quantitative approach and the design employed is correlational research. According to Donald Ary (2002), correlational research methods are used to determine relationships and patterns of relationship among variables in a single group of subjects. He also argues that correlational research is useful in a wide variety of study.

It's been clearly explained in the previous chapter that there are actually a lot of similarities between debate and Argumentative essay. Thus, due to those similarities, there must be close relationship between debate and writing. In accordance, the researcher really wants to know whether the correlation between those two variables are really existed or not. Accordingly, the most appropriate research design used in order to answer whether or not students' debate achievement has correlation to their achievement in writing argumentative essay of the 4th semester students of IAIN Tulungagung in academic year 2014/2015 is correlational design.

B. Population, Sample, and Sampling

1. Population

    Ary *et al* (2002) states that the group about which the generalization is made is called *a population*. Research needs automatically place and population supporting the research. In this research the population was all students coming from the 4th semester of English Department.

2. Sample

    In this study, it was necessary for the researcher to gather the data taken from part of the population involving in this study. Data were taken from students among the population, which was then considered as sample. According to Ary *et al* (2002), sample refers to the smaller group than the population that is observed or the portion of a population. The number of the sample for this research would automatically be less than the population. There were 50 students picked as the sample who were widely spread from the 5 classes of the 4th semester.

3. Sampling

    There are various ways in taking taking sample that could be involved in a research what so called as *sampling*. There are basically two kinds of sampling being divided into *probability sampling and non-probability sampling*. And each is still elaborated into some other kinds of sampling. What sampling would be used in this research was *Purposive Sampling* which belongs to Non-Probability Sampling.

The main characteristic in Purposive Sampling is that there is typical characteristic that must be owned by the sample involved in the research. As this research so much concerns with debate activity and argumentative essay, the sample was taken from the 4th semester students who were having debate class as well as the argumentative essay. In addition, 4th semester was the only semester which required English Department students to take those two classes. Due to this condition, it was definitely appropriate to apply this sampling as well as to involve 4th semester students to be the sample of this research.

C. Research Instrument

In conducting a research, instrument plays an important role in order to measure the involved variables. Research instrument is defined as tool(s) to measure the nature or social phenomena being observed (Sugiyono, 2009:102). There were two kinds of test in which three instruments were used to support each of them. The writing test involved *the writing prompt, writing test instruction,* and *writing scoring rubric.* Meanwhile, debate test involved *debate motions, debate rule,* and *debate scoring rubric* in form of analytic scoring rubric.

1. Writing Test

As, researcher said previously, there were three instruments involved in administering writing test. They were writing instruction, writing prompts (writing topic), and writing scoring rubric. You can take

a look at the complete intruments in Appendix 1 and Appendix 2, while

you see the brief one provided in the table below:

**Table 3.1 : Writing Instruction and Writing Prompt for
Argumentative Essay**

Instruction	1. You'll have 60 minutes to complete this writing assignment. 2. Complete this writing assignment based on the provided topic. 3. Please do the best job as you can.
Topic	In many countries, citizens are required to serve in the military for a year or more. Do you believe that Indonesia should institute a similar practice? Why or why not? Use specific reasons and examples to support your answer.

The topic taken as the writing prompts were adopted from

http://www.ielts-writing.info. The writing products, then, were rated by

two raters by using the similar scoring guide to have similar perspective

to collect the score. The scoring guide was adopted from

read.write.think.com which belongs to *International Reading*

Association. This rubric covered 4 aspects. The first aspect to rate was

the *focus* which indicated writer's position towards the topic and his

provided relevant reasons and/or example to support his position. The

second was the *organisation* dealing with the organized writing product.

The next was the *sentence fluency and word choice.* Here, a good essay

employs some variety in its sentence structure as well as the word

choices. In addition, whether they were in an accurate used or not. The

last aspect was the *convention* covering the errors in grammar, spelling, and punctuation which might interfere the readers in understanding the essay. The rubric consisting of those 4 aspects ranged from 1 to 6 point for each. The total score was obtained by summing up the score from each aspect. For the clearer explanation and/or elaboration, you can find the rubric in Apendix 2

2. **Debate Test**

   Debate rule, debate motions, and debate scoring rubric had been definitely involved in the debate test as the instruments. The first two instruments –debate rule and debate motions- were provided in the table 3.2 as follows:

Table 3.2 : Debate Rules and Debate Motions

Rules of Debating	1. Every team will have 15 minutes for case-building 2. Every speaker of each team will have maximally 7 minutes 20 second to deliver the arguments. 3. The replyer will have maximally 5 minutes 20 second to deliver the summary of the debate. 4. There will be one knock at the 7th minutes on the substantive speech and on 5th minutes on the replyer speech. And a continuous knock at the last second indicating the arguments must be stopped. 5. POI can be proposed after the first minute of the speaker's argument signalled through a one-clap. 6. POI must be proposed for only 15 seconds long.
Debate motions	1. THW Require Formal Education in Early Age 2. THW Abolish Any Infotainment Program on TV 3. THBT Beggar should not on the street. 4. THBT Local Product is not Worse than Imported Product. 5. THBT Juvenile Criminals must be Strictly Punished

continued

continuation

	6. THBT university should only Open Department which Provide Job

During the debate, the two raters scored each speaker's performance guided by a debate scoring guide that had been adopted from *www.Kilara-p.schools.nsw.edu.au*. This scoring debate had been specially well-designed for the use of rating debate activity which importantly assessed speaker's *matter, manner,* and *method.* In debate activity, the first term '*matter*' was purposefully talking about a speaker's argument related to the debated issue or was simply about the content of his/her speech. What to rate were the relevancy, logic, and the consistency of the argument related to the case. The additional point was the supportive example or evidence towards the provoking argument. The second aspect to discuss was about the *manner* of the speaker in a debate activity. It was about the style of a member of the team in persuading both adjudicators and audience. Looking at the provided scoring rubric, the elements of this aspects covered eye contact, gestures, enunciation (pronunciation), and vocal variation. And the last was the method employed by the speaker which was mainly related to the structure and/or the organization of the debate. Method involved introduction, main body, conclusion, and time.

Moreover, the points for each sub-aspects stretched from 1 up to 5. The total pointe would be obtained by summing up the points from each sub-aspect. The highest total point that might be obtained by each speaker would be 60 points while the lowest point would be 12 point.

You'll find the clearer description of the debate scoring rubric in Appendix 4.

D. Validity and Reliability Testing

1. Validity Testing

Commonly, validity simply means that the used instrument could measure what to measure in our research. There have been many ways to achieve the validity of the instrument used to gather the data. Some are *face validity and construct validity.*

a. Face Validity

Face validity becomes one of the validity types that can be established. According to this, a test is considered to fullfill the face validity when a set of the test can measure what to measure. The main aim of debate activity is to know student's ability in giving reasons - for an action and decision- as well as point a view; convincing others (O'Malley and Pierce, 1996: 62). Particularly, debate activity might be included in oral activity which automatically involves student's participation for being active in speaking. Meanwhile, the writing test was administered as an attempt to know how student's ability in writing argumentative essay as well as their achievement.

In accordance, to fulfill the face validity, the administered test were in the form of performance test by asking the students to have a debate activity in front of the class to measure their ability in debate

and another was in the form of written test by having students make a composition in order to know their ability in writing.

b. Construct Validity

Construct validity mainly discusses the theory underlying the established instrument. The simplest ilustration is that if a teacher wants to know students' ability in speaking, he is to involve fluency and intonation in his scoring.

O'Malley (1996) states that in any numbers of writing, a teacher would assess his students' writing covering the substantive information or the message, the clarity or the message itself and the mechanic of the writing covering spelling, capitalization, and punctuation. Meanwhile, in debate assessment, there were three main aspects that were commonly assessed in a debate activity which covers matter, manner, method.

The aspects for both debate ability and writing argumentative essay ability involved in this research are presented in the rubric, that you possibly see in Appendix 2 and Appendix 4.

2. Reliability Testing

It is important in the research that the test produces similar result or is consistent in every condition; that is what so called as *reliable.* One of the ways to achieve the reliability in a test is that a researcher may apply *rater reliability.* There are two kinds of rater reliability; the first is *inter-*

rater reliability in which two raters or scorers do the scoring, while the second is known as *intra-rater reliability* in which a rater or a scorer does the scoring twice.

In accordance, in this study, the researcher used inter-rater or two raters doing the scoring to achieve the reliability testing. After the score from both raters had been collected, they were processed by using SPSS 16.0 to know whether or not the instruments used is reliable. According to Nugroho in Sujianto (2009), reliability can be achieved when the Alpha Cronbach value reaches more than 0,60.

In addition, Triton in Sujianto (2009) stated that there were some interpretations of Cronbach values.

Table 3.3 : Cronbach Alpha interpretation based on Triton

Cronbach values	Interpretations
0,00 – 0,20	Less reliable
0,21 – 0,40	Rather reliable
0,42 – 0,60	Quite reliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very reliable

From the table above, we can see that the closer the reliability coefficient to 1, the more reliable the instrument used in a research is.

In order to know the reliability coefficient, researcher can certainly uses both *Person-Product Moment* formula manually and the SPSS 16.00

program. In the following is the formula of Person-Product Moment applied to measure how reliable our instrument is.

$$r_{xy} = \frac{\sum (X-\bar{X})^2.(Y-\bar{Y})^2}{N \; Sy \; Sx}$$

However, in this study, the researcher applied SPSS 16.0 only to analyze the data. There were two analysis of reliability coefficient presented here; debate reliability coefficient and the writing reliability coefficient.

The first two tables below are showing you the result of the process done by SPSS 16.0 in finding out the value of debate reliability coefficient.

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.743	2

Having known the value resulted by the reliability coefficient, the researcher surely concludes that the instrument used in this study is *reliable* based on the Cronbach Alpha's value interpretation given by

Triton. The conclusion could be simply seen in the second table showing the Cronbach Alpha's value reach 0,743.

The second analysis was coming from the score of two raters for writing test. The reliability coefficient of the writing test can be seen as follow:

Reliability Statistics

Cronbach's Alpha	N of Items
.878	2

Cronbach Alphas value is 0,878 and is closer to 1 which means that the instrument used is *very reliable.*

E. Normality Testing

The main reason of conducting normality testing in a research is that it is necessary for the researcher to know that the population or data involved in the study is in normal distribution. One of the well-known ways to test the normality in a research is by using *Kolmogorv Smirnov test.* This can be done easily by using SPSS 16.0 program. Normality test was done towards the two scores (debate score and writing score) obtained from the students. The data which were analyzed is presented in the table showed on the next page.

Table 3.4 : Students' Debate and Writing Score

NO	STUDENTS	SCORE	
		DEBATE	WRITING
1	A	66,7	75
2	B	65	50
3	C	43,3	66,7
4	D	40	62,5
5	E	38,3	58,3
6	F	30	37,5
7	G	43,3	50
8	H	43,3	62,5
9	I	65	37,5
10	J	33,3	33,3
11	K	46,7	33,3
12	L	26,7	29,2
13	M	46,7	41,7
14	N	36,7	29,2
15	O	36,7	37,5
16	P	40	62,5
17	Q	30	45,8
18	R	50	16,7
19	S	33,3	20,8
20	T	33,3	16,7
21	U	48,3	33,3
22	V	26,7	25
23	W	38,3	37,5
24	X	45	29,2
25	Y	45	25
26	Z	23,3	41,7
27	AA	33,3	45,8
28	AB	73,3	83,3
29	AC	30	37,5
30	AD	40	20,8
31	AE	33,3	37,5
32	AF	28,3	41,2
33	AG	46,7	25
34	AH	43,3	37,5
35	AAI	28,3	25
36	AJ	35	25
37	AK	38,3	37,5
38	AL	35	29,2
49	AM	35	45,8
40	AN	31,7	20,8
41	AO	45	25
42	AP	50	45,8
43	AQ	53,3	87,5

continued

Continuation

44	AR	46,7	37,5
45	AS	43,3	20,8
46	AT	38,3	16,7
47	AU	50	25
48	AV	50	62,5
49	AW	70	66,7
50	AX	48,3	33,3

The hypothesis involved are:

    a. H_0 : The data is in normal distribution

    b. H_1 : The data is not in normal distribution

The analysis of which hypothesis is accepted refers to the significance value (= 5%). Null hypothesis (H_0) will be rejected when the *Asymp. Syg* value is lower than 0,05 (*Asymp. Sig* < 0,05). The result of the normality testing done by using SPSS is showed below:

One-Sample Kolmogorov-Smirnov Test

		DEBATE	WRITING
N		50	50
Normal Parameters[a]	Mean	42.026	39.822
	Std. Deviation	11.4271	17.4160
Most Extreme Differences	Absolute	.123	.173
	Positive	.123	.173
	Negative	-.078	-.092
Kolmogorov-Smirnov Z		.867	1.224
Asymp. Sig. (2-tailed)		**.440**	**.100**

a. Test distribution is Normal.

The value of *Asymp. Sig. (2-tailed)* was 0,440 in debate and was 0,100 in writing which were higher than 0,05 (0,440 > 0,05 and 0,100 > 0,05). As a

result, the Null hypothesis (H_0) was accepted while the Alternative hypothesis (H_1) was rejected. Accordingly, all data from the scores were in a normal distribution.

F. Data Collecting Method

Administering a test or testing is one of the way in collecting data from the subjects, especially when the main purpose is to obtained the score of the subjects. Arikunto (2010:193) states that this can be defined as series of practices to measure one's skill as well as his intelligent. There were two kinds of administered test covering debate and writing test.

1. Debate Testing

In debate test, the samples were to perform as debaters. The performance was done based on the schedule of each class. The motion of the debate was not given right at the day the debate was practiced. It was, however, given before hand in the previous week by the lecturer. This procedure was applied in order to give the students chance to find out the information or other stuff related to the motion or the issue.

Here are the time allocation (time procedure) for the ongoing debate:

1. Case building   15 minutes

2. Speaker's speech   7 minutes 20 seconds (for each)

3. Replier speech   5 minutes 20 seconds (for each team)

4. POI   15 seconds (it is not a must*)

At the day, the debate begins, it is preceded by a case building session for about 15 minutes provided for each team. Having done the case

building, the debate began. Every speaker of the debate was given 7 minutes 20 seconds to deliver the arguments. Meanwhile, the duration for 5 minutes 20 seconds was given for the replier speech of each team. The length of the delivered POI was normally 15 seconds;however, it was not a must to be delivered in a certain debate style, rather, it was just allowed to be.

2. Writing Testing

In other hand, writing test was administered after the debate test had completed. It was done by employing 5 writing prompts which were spread for the samples and then the products were rated still by two raters to collect the score. Firstly, the samples were given the topic and were required to compose an essay for an hour.

G. Data Analysis

As this study employed quantitative approach, the gathered data were automatically be in the form of number. The numerical data were obtained from the subjects' debate score and their argumentative essay score. After all data were gathered, first, the researcher *tabulated* them into tables which were expected to ease the reader understanding the data. Secondly, in order to know the correlation between the two involved variables, researcher was employing computer calculation known as SPSS 16.0 program to analyze the data. This resulted the interpretation of how strong or weak the correlation

(r) between the variables. You can see the table interpretation on the next page:

Table 3.5 : "r" interpretation based on Arikunto

Correlation value	Interpretation
0,800 – 1,00	High
0,600 – 0,800	Enough
0,400 – 0,600	Moderate
0,200 – 0,400	Low
0,00 – 0,200	Very Low

Thirdly, the researcher will take a conclusion based on the result showed by the SPSS 16.0 program if the hypothesis is rejected or accepted.

CHAPTER IV

FINDING AND DISCUSSION

In this discussion, the researcher presents the finding of the research. It presents some discussions dealing with the collected data of students' score from both writing and debate. This chapter covers the description of data, hypothesis testing, and discussion.

A. The Description of Data

1. Students' Writing Score

Having done collecting the data covering debate score and argumentative essay score, the researcher then comes to present them. The following scores are obtained from 50 students which had been decided to take a part as the samples and to represent the population. The table which you could see in Appendix 5 showing you clearly the scores of both the debate test and writing test. For the writing score, the calculation of the result appears that the mean score or the average score is 39,8. This calculation is simply obtained by dividing the total score (1991,1) with the number of the involved samples (N=50). Further, students' score can be calculated in order to know the percentage of their score as presented in the table on the next page

Table 4.1 : Percentage of Students' Writing Score

Score	F	P
81 – 100	2	4 %
61 – 80	7	14 %
41 – 60	10	20 %
21 – 40	28	56 %
0 – 20	3	6 %
TOTAL	50	100 %

Based on the table above, the mean score lies in the range 21 – 40 in which 56% of the students' score existed. In another case, a very small number of students obtains the best score. Yet, it is only 4% of the total students (2 students) doing the test well. The highest score for this test reaches 87,5. Meanwhile, the lowest score results 16,7 which is got by 3 students lying in range 0 – 20.

2. **Students' Debate Score**

This part discusses the result of the calculation of the debate score. Based on the table showed in Appendix 5 debates results 42,03 as its average score. The result is obtained from the total score (2101,3) which is divided by the samples (N=50).

Table 4.2 : Percentage of Students' Debate Score

Score	F	%
81 – 100	-	-
61 – 80	5	10%

Continued

Continuation		
41 – 60	19	38%
21 – 40	26	52%
0 – 20	-	-
TOTAL	**50**	**100 %**

From the calculation, students average score in debate test is 42,03 which obviously lies in range 41 – 60. A half of the students' score, exactly 52% of the score, places the range between 21 – 40. However, this range is not considered as a good position of score as it belongs to low score. And, the rest of the percentages are lie on range 41 – 60 reaches 38% and 61 – 80 reaches 10%. None of the students places in the highest range of the score, neither in the lowest range. Since, the highest score for debate test is 73,3 which is automatically owned by range 61 – 80. Debate test seems quite difficult for the students as it is proved by the result of the calculation above that a successfull result is not achieved yet due a half of the students' score is not as good as expected.

3. **Correlational Testing**

As I said in advance that all analysis in this research mainly employ the computation process by using SPSS 16.0. One of the role of SPSS 16.0 is finding out the correlational significance by using Pearson Product Moment Analysis. Having completely collected the data, researcher ran the program which finally resulted the coefficient correlation as presented below. The result of correlational testing arises

three important interpretation covering the strength of the correlation and the direction of the correlation itself.

Correlations

		DEBATE	WRITING
DEBATE	Pearson Correlation	1	.134
	Sig. (2-tailed)		.352
	N	50	50
WRITING	Pearson Correlation	.134	1
	Sig. (2-tailed)	.352	
	N	50	50

The correlation value between debate and writing is showed by Pearson Correlation resulting 0,134. That correlation value indicates how strong the correlation between debate and writing are. The result, however, means *a very low correlation* between those two variables due the appeared coefficient correlation is only 0,134 which lies between the interval 0,00 – 0,20 refering to the interpretation table of coefficient correlation given by Sugiyono (2009) which had been attached in the previous chapter. The correlation itself belongs to the *possitive correlation or directional correlation* as the Pearson correlation value is in the possitive number and is not in the negative one. This means that as one variable gets increased, another does too. This also happens if a variable gets decreased, another will get decreased. Under the Pearson

correlation, it is stated the *Sig. (2-tailed)* which is used to measure the significance of correlation and is discussed in the next part later on. The last point come up in the table is the number of the involved sample. It shows 50 which means that all samples or their scores had been included into the calculation.

B. **Hypothesis Testing**

Given the fact that the coefficient correlation results a very low correlation, the hypothesis testing hasn't been found yet. To find out whether or not the alternative hypothesis is accepted, the reseacher consults the decision to the similar table used to know the correlation value.

This research proposed two hypothesis which had been stated in the previous chapter. Both the coefficient correlation and *Sig (2 tailed)* appeared in the table will analysis the hypothesis in the research. The critiques of hypothesis testing are:

a. If *"r-count" > "r-table"* or *"p-value" (showed in sig.2 tailed column) < level of significance*, Ha is accepted

b. If "r-count < "r-table" or "p-value" (showed in sig.2 tailed column) > level of significance, H_0 is accepted

Based on the output of correlation value resulted from SPSS 16.0, the value marked by *Sig. (2-tailed)* is 0,352. This is obviously higher than the level of significance (5% / 0,05). It automatically indicates that H_0 is

accepted. Beside that, the analysis could be also done by comparing the "r-count" and the "r-table".

The "r-count" (0,134) is clearly lower than "r-table" value in the level 5% (0,279) and 1% (0,361) for total number of students = 48. (See the "r" table in Appendix 6). Thus, it can be concluded that H_0 stating **"There is no correlation between students' debate ability and their argumentative essay achievement"** is accepted while Ha is automatically rejected.

The result of the "r" value is also similar to that of the "t" test value. T-test might be also applied to find out the correlation significance. From the result, "t-count" (0,997) is obviously lower than "t-table" (1,677) for df = 48. Also, this value indicates that the correlation is not significant. See the formula of the "t" test below:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r}}$$

$$t = \frac{0,134\sqrt{50-2}}{\sqrt{1-0,134}}$$

$$t = \frac{0,928}{0,931} = 0,997$$

t : "t" test value

r : Pearson coefficient correlation

n : number of sample

C. Discussion

In the last part of this chapter, the researcher will fully review the result of this research dealing with the finding up to the hypothesis testing. The researcher began to collect the data by administering two kinds of test; performance test and written test.

The performance test were required students to practice directly in front of the class and rated them. The maximum raw score for debate test (performance test) that might be obtained by each student is 60 points based on the grading rubric used as the instrument. The raw points obtained by the students are then divided by 60 and is multiplied by 100 ($\frac{n}{60}$ X 100). The final score resulted the original score which had been presented in table 4.1 above. On the other hand, the written test of the argumentative text are done by the similar students or samples involved in the debate test. The highest point that is possibly got by each student is 24 points. The raw points will be similarly processed to that of in the debate score by dividing the raw score by 24 and multiplying the result by 100 ($\frac{n}{24}$ X 100). Finally, the researcher found the highest score for debate test is 73,3 and the lowest score is 23,3. In addition, for the argumentative essay, the highest score is 87,5 and the lowest one is 16,5.

Dealing with the correlation value of the debate and writing achievement, the researcher found that the coefficient correlation (r_{xy}) is 0,134 from the computation process. This value is categorized into the *very low correlation* based on the interpretation given by Sugiyono (2009).

Continuously, the "r" value also influences the hypothesis decision making. To know which hypothesis is accepted, the "r" value is then compared with the "r_t" value. It is found that "r" value (0,134) is lower than "r_t" (0,279) for df=48 and at 5% significance level. Consequently, H_0 must be accepted (There is no correlation between students' ability in debate and their argumentative essay achievment); and, Ha is rejected. Beside that, the criteria for "r" table is not significant due the "t" test shows that the "t-count" (0,997) is lower than "t-table" (1,667).

The computation result showed that the correlation value is only 0,134 which is automatically considered as the very low correlation. The low of the correlation value finally affects to the hypothesis testing which accept the Null Hypothesis (H_0). It definitely means that students' debate achievements does not correlate to their achievement in argumentative essay. It is quite surprising, since the expected result is accepting the Alternative Hypothesis. This certainty is laid onto the stuck similarities between debate practice and argumentative essay. The theory had been weel stated that those activities serve argumentation though the forms are obviously distinct.

Debate and argumentative writing involve the speaker or the writer to take a stand if they want to be the pro or the con (Hidayah in Cahyono & Kusumaningrum, 2011:69). Moreover in her journal she also stated that when debaters write down the argument and the evidence into what so

called as debate organizer, it can be considered as brainstorming and will help students compose the argumentative essay.

However, the very low correlation might be caused by some factors. In the practice, both activities –debate and writing- very much concern with students' critical thinking in order to convince their audience or reader. Since, those two particular activities aimed in catching other's belief. However, there is certain aspect that necessarily calls for a speaker's ability in debate. Obviously, speaking is not the only ability that's needed in debate. Since, students' listening ability is also importantly involved in responding the arguments delivered by the opposition team (Meany & Shuster, 2003; Alasmari, 2013). This listening ability is needed, particularly, in rebuttal and POI session. POI and rebuttal will be successfully done by a speaker with a good listening skill as when the listener can catch the speaker's argument, he must be able to respond the argument easily. This is proved by Shumin's statement that aural medium takes an important role in one's speaking ability. He states that if one can not understand what is said by his/ her partner, it will be impossible for him to respond (Shumin in Richards & Renandya, 2002:215). Eventhough, debaters had been given a week to prepare their argument, they won't be able to do the similar thing in rebuttal and POI. Rebuttal is done directly after the argument given by the opposition team which is impossibly known previously before the ongoing debate. Thus, debaters will have no preparation for this.

Furthermore, students' experience in debate may have an impact towards their competence in debate itself. Some samples involved in this research join debate club conducted in this college. They have some practices for debate outside the class period. Meanwhile, those who don't join this club will have the debate practice only in their class. From this activity, they'll be get used to responding the argument during their practice, for instances, in responding the rebuttal or POI. Based on the observation and the score of the debate as well as the writing, students joining debate club tend to get better score than those who don't. It is assumed that their prior knowledge as well as their habit lead them in ease in doing the debate. This seems in line with the statement given by Brown and her collegues in Nunan (1999) who identified the factors causing difficulties in speaking as well as the way in helping the L2 speaker. Brown in Nunan (1999) found that prior experience as a listener helps speakers improve their performance as a speaker.

Another aspect that seems to affect is the structure used within the debate activity and essay writing. The term structure is used within debate and writing activity. Yet, the structure in debate is not merely about the delivered sentence; differently it is about the structure of the speech. This becomes one of the marked aspect which belongs to method in debate (D'Cruz, 2003:15). Meanwhile, in writing, International Reading Association (2004) attaches the term organization in its persuasive writing scoring guide -which has been used in this research to assess student's

essay- to identify the structuredness of the paragraph or the quality of each sentence setting up the essay. In this case, students might find themselves in difficulty in constructing the sentence with the correct grammatical and in setting the paragraph coherently. As, writing still becomes a challenge of how to produce a coherent, fluent, extend piece of writing in L2 (Nunan, 2000 in Nacira, 2010).

Based on the discussion, it is assumed that learners are still facing some difficulties both in debate and writing. Those difficulties have seemingly become the factors affecting students' ability in debate and writing which further give some impacts to their achievement in debate as well as in writing. Due to those possible factors, the result of this research seems contradictive to the previous study and other supportive theory regarding some points of the similarities between debate and argumentative essay. Therefore, the correlation of students' debate achievement and their achievement in writing argumentative essay of the 4th students in IAIN Tulungagung is in a very low level of correlation.

CHAPTER V

CONCLUSION AND SUGGESTION

This is the final chapter of this research dealing with the conclusion and the suggestion that might be able to be taken as the concern to the future study or the novel theory.

A. Conclusion

There are obviously some some main points related to the finding covering the students' debate as well as their writing achievement and the correlation coefficient obtained from the conducted research as you can see below:

1. For the writing score, the calculation of the result shows that the mean score or the average score is 39,8. This calculation is simply obtained by dividing the total score (1991,1) with the number of the involved samples (N=50). The modes or the most frequently appeared score in writing is 37,5. 87,5 becomes the highest score for writing, while the lowest score is 16,7.

2. Debates results 42,03 as its average score. 43,3 appears more often than the other scores which then becomes the mode in debate score. The result shows 73,3 as the highest score and 23,2 becomes the lowest score in debate test.

3. In the case of the coefficient correlation or the "r" Pearson Product Moment, the researcher found that the correlation value is 0,134.

Therefore, based on the interpretation table given by Arikunto (2010), the correlation between students' debate achievement and their achievement in writing argumentative essay lies in a *very low correlation*. As explained in

the previous part, the result is not quite similar to the previous studies regarding the correlation between debate and argumentative essay. Since, this might be caused by some factors affecting students' ability in debate as well as those in writing faced by the learners.

B. Suggestion

Given the fact that the result had been well completed, the researcher intend to give some suggestions related to English teaching learning as well as the future studies. They are given as follows:

1. Regarding to the four skills in English, it is expected that a lecturer could teach a certain skill by integrating it with another. Especially for the debate lecturer and argumentative writing lecturer could also arouse students awareness that language skills are actually influencing each other. Beside that, before having students practice the debate as well as the writing, it is suggested to, particularly, both lecturers to indentify the difficulties faced by their students. Thus, they could overcome students' barrier in order to ease the students of practicing the debate as well as the writing activity.

2. In learning certain language, students must be aware of some strategy that might be use in order to ease the way in learning. Integrating skill might becomes one of the learning strategy that can be applied.

3. For the further researcher, it is suggested to administer the similar study with the different sample,for instance, importantly students joining debate club. Thus, the result could be compared.

REFERENCES

Alasmari, Ali and Ahmed, Sayed. 2013. *Using Debate in EFL Classes. English Language Teaching.* Kingdom of Saudi Arabia. Canadian Center of Science and Education. Vol. 6 No. 1

Anderson, Mark and Anderson, Kathy. 1998. *Text Types in English.* Australia: Macmillan Education Australia Pty Ltd.

Ary, Donald *et al.* 2002. *Introduction to Research in Education.* USA: Wadsworth Group

Atwan, Robert. 1987. *Effective Writing for the College Curriculum.* USA: McGraw Hill, Inc

Balnaves, Mark and Caputi, Peter. 2001. *Introduction to Quantitative Research Methods:An Investigative Approach.* London: Sage Publication Ltd

Cahyono, Bambang and Kusumaningrum, Shirly. 2011. *Practical Techniques for English Language Teaching.* Malang: State University of Malang Press

D'Cruz, Ray. 2003. *The Australia-Asia Debating Guide.* Australia: The Australian Debating Federation

Freely, Austin J and Steinberg, David L. 2009. *Argumentation and Debate* (12th edition) . Belmont: Wadsworth Co.

Hall, Dawn. 2011. *Debate: Innovative Teaching to Enhance Critical Thinking and Communication Skills in Healthcare Professionals.* United States. The Internet Journal of Allied Health Sciences and Practice. Vol. 9 No. 3

Hillocks, George. 2011. *Teaching Argument Writing, Grades 6-12.* United States of America: Hinemann

Huber, Robert B and Snider, Alfred C. 2005. *Infuencing Trough Argument.* New York: International Debate Education Association

Husein, Ali and Mohammad, Mohammad. *Negative L1 Impact on L2 Writing.* Qatar. International Journal of Humanities and Social Science. Vol. 1 No. 18

Hyland, Ken. 1990. *A Genre Description of the Argumentative Essay.* London: Sage Publication.

Knapp, Peter and Watkins, Megan. 2005. *Genre, Text, Grammar.* Sydney: University of New South Wales Press Ltd.

Mayberry, Katherine. 2009. *Everyday Arguments.* New York: Houghton Mifflin Company.

Meany, John and Shuster, Kate. 2003. *On That Point! An Introduction to Parliamentary Debate.* New York: The International Debate Education Association

Muijs, Daniel. 2004. *Doing Quantitative Reseach in Education.* London: SAGE Publication Ltd.

Nacira, Ghodbane. 2010. *Identification and Some Analysis of Behind Students' Poor Writing Productions: The Case Study of 3rd Year Students at the English Department- Batna Unoversity.* Algeria: University of Setif

Nunan, David. 1999. *Second Language Teaching and Learning.* Boston: Heinle and Heinle Publisher.

O'Malley, J Michael and Pierce, Lorraine. 1996. *Authentic Assessment for English Language Learners.* United States of America: Addison-Wesley Publishing Company

Podis, Leonard A and Podis, Joanne A. 1984. *Writing Invention Form and Style.* USA: Scott, Foresman and Company.

Quinn, Simon. 2005. *Debating.* Queensland: www.learndebating.com

Richards, Jack and Renandya, Willy. 2002. *Methodology in Language Teaching.* United Kingdom: Cambridge University Press

Schoonen, Rob *et al. First Language and Second Language Writing: The Role of Linguistic Knowledge, Speed of Processing and Metacognitive Knowledge.* University of Amsterdam

Seyler, Dorothy U. 2008. *Read Reason Write.* New York: McGraw Hill, Inc.

Shaw, Warren Choate. 1922. *The Art of Debate.* New York: Normood Press

Stein, Wayne *et al.* 2008. *Fresh Takes:* Exploration in Reading and Writing. New York: McGraw-Hill

Sugiyono. 2009. M*etode Penelitian Kuantitative, Kualitative, dan R&D.* Bandung: Alfabeta

Suharsimi, Arikunto. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktik.* Jakarta: PT. RINEKA CIPTA

Sujianto, Agus. 2009. *Aplikasi Statistik dengan SPSS 16.0.* Jakarta: Prestasi Pustaka Publisher

Winterowd, W Ross. 1981. *The Contemporary Writer.* New York: Harcourt Brace Jovanovich, Inc.