

**A CORRELATIVE STUDY BETWEEN STUDENTS'
ACHIEVEMENT IN ENGLISH DEBATE AND THEIR
ACHIEVEMENT IN WRITING ARGUMENTATIVE ESSAY
OF THE 4th SEMESTER STUDENTS OF IAIN
TULUNGAGUNG**

THESIS

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MOTTO

YOUR WORK IS YOUR PASSION

DEDICATION

This final job four years is specially dedicated to both of my parents who have given me so much amount of pray, love, support and effort so that I can completely finish my education all this time.

ABSTRACT

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Keyword: debate, argumentative essay, correlation

This research concern so much on the discussion regarding argumentation. Argumentation can be done actually through many ways; it can be done in form of either spoken or written one. Spoken argumentation might be done through an activity what so called as *debate*. Debate gives one an opportunity to enhance many skills in language learning mainly in the way the speaker think critically by delivering some blocks of arguments. Meanwhile, written argumentation can be reached through a certain writing essay, particularly, by working with argumentative essay. This research also importantly discussed the similarities between debate and argumentative essay.

There were three research problems questioned in this research covering 1) How is the students' achievement in writing argumentative essay? 2) How is the students' achievement in debate? And 3) To what extent does students' achievement in debate correlate to their achievement in writing argumentative essay?

Meanwhile, the aims of this research were 1) To find out students' achievement in writing argumentative essay, 2) To find out students' achievement in debate activity, and 3) To know the correlation between students' debate achievement and their achievement in writing argumentative essay.

In this research, the researcher conducted a quantitative study by applying the correlative study aimed at knowing if debate achievement correlates with argumentative essay achievement. This research pointed 50 sampled to be engaged in this research taken from the population of the 4th semester students of English Department who were taking debate class and writing argumentative class. In debate activity, the students were asked to have debate activity in front of the class. Then, the researcher gave them the score toward their ability in debate. The scores of debate was generally divided into three terms known as *matter, manner, and method*. Each of them was also divided into some sub-criteria which ranged 1 up to 5 point for each. After, the score of debate were completely collected, the similar students involved in debate were also asked to make an argumentative essay with accompanied by the topics that had been provided by the researcher. Then, the scores of the writing product were taken by using the writing scoring guide. The criteria set up the rubric consisted of four criteria and ranged from 1 up to 6 point. Scores of both tests were automatically in the form of number and were processed by using SPSS 16.0 programme in order to find out the correlation.

The correlation value is indicated by the “r” value or the correlation coefficient. “r” value appeared from the computation calculation done by SPSS 16.0 showed 0,134. This result, then, indicates that the correlation between students’ debate achievement and their writing in argumentative essay is in a very low correlation. Meanwhile, the significance of the correlation is found out by comparing the “r-count” and “r_t”. In point of fact, the “r-count” (0,352) is higher than the “r_t” showing (0,279) in the level 5% and 1% (0,361) for df (degree of freedom) = 48. Since the value of “r-count” is higher than “r-table”, the correlation is not significant. In sum, this result takes a conclusion that the H₁ is rejected; in contrast, the Null Hypothesis (H₀) stated that *there is no positive correlation between students’ achievement in debate and their achievement in writing argumentative essay* is accepted.

ABSTRAK

Riastanti, Restiana E. Nomor Induk Mahasiswa. 3213103126. *Hubungan Antara Prestasi Debat Bahasa Inggris dan Prestasi Menulis Teks Argumentasi Mahasiswa Semester 4 di IAIN Tulungagung*. Skripsi. Program Pendidikan Bahasa Inggris. Institut Agama Islam Negeri Tulungagung (IAIN). Pembimbing: Muh. Basuni,
Kata Kunci: hubungan/ korelasi, debat, teks argumentative

Penelitian ini akan membahas beberapa hal terkait dengan argumentasi. Argumentasi dapat dilakukan dengan berbagai cara, baik dalam bentuk lisan maupun tulisan. Argumentasi lisan dapat dilakukan melalui beberapa cara salah satunya melalui kegiatan *debat*. Debate memberikan kesempatan kepada seseorang untuk dapat meningkatkan beberapa ketrampilan mereka di dalam pembelajaran berbahasa terutama untuk dapat berfikir kritis melalui penyampaian argumen. Sementara itu, argumen tertulis dapat dilakukan melalui menulis jenis esai tertentu, terutama melalui esai argumentatif. Lebih penting lagi, di dalam penelitian ini juga dibahas mengenai beberapa kesamaan antara debat dan essay argumentatif.

Ada tiga rumusan masalah yang dikemukakan yang mencakup 1) Bagaimanakah prestasi mahasiswa dalam menulis esai argumentatif? 2) Bagaimana prestasi mahasiswa di dalam debat, dan 3) Bagaimanakah hubungan prestasi mahasiswa di dalam debat dan prestasi mereka di dalam menulis esai argumentatif?

Sementara itu, tujuan dari penelitian ini meliputi 1) Untuk mengetahui prestasi mahasiswa dalam menulis esai argumentatif 2) Untuk mengetahui prestasi mahasiswa di dalam debat dan 3) Untuk mengetahui hubungan antara prestasi mahasiswa di dalam debat dan prestasi mereka di dalam menulis esai argumentatif?

Di dalam penelitian ini, peneliti menggunakan penelitian kuantitative dan menerapkan penelitian korelasi untuk mengetahui apakah prestasi debate berkorelasi terhadap prestasi di dalam menulis esai argumentatif. Penelitian ini melibatkan 50 sampel yang diambil dari populasi mahasiswa semester 4 Jurusan Bahasa Inggris yang sedang mendapatkan kelas debat dan kelas menulis esai argumentatif. Pada kegiatan debate, para mahasiswa yang dijadikan sampel mempraktekkan debat di depan kelas dan kemudian mereka dinilai. Didalam penilaian debat itu sendiri, ada tiga kriteria penilaian umum yang biasa diterapkan yang mencakup *matter, manner, method*. Masing-masing kriteria tersebut juga masih akan dibagi lagi menjadi beberapa sub-kriteria yang masing-masing memiliki rentang nilai 1 sampai 5. Setelah semua nilai dari mereka terkumpul, kemudian mereka juga diharuskan untuk membuat esai argumentatif dengan beberapa topik yang sudah disediakan. Setelah itu, esai argumentatif mereka dinilai dengan mengacu pada rubrik penilaian. Kriteria penilaian dalam rubrik tersebut memiliki rentang nilai 1 sampai 6. Nilai dari kedua tes tersebut secara otomatis tersedia dalam bentuk angka dan kemudian diproses menggunakan program SPSS untuk mengetahui hasil korelasinya.

Nilai korelasi diindikasikan/ditandai oleh nilai koefisien “r”. Dan berdasarkan hasil penghitungan SPSS, nilai koefisien “r” menunjukkan nilai 0,134. Hasil ini mengindikasikan bahwa hubungan atau korelasi antara nilai debat mahasiswa dengan nilai menulis esai argumentatif mereka berkorelasi sangat rendah. Sementara itu, signifikansi hubungan dari nilai debat dan nilai menulis esai argumentatif dilakukan dengan membandingkan nilai “r-hitung” dengan “r-tabel”. Hasilnya menunjukkan bahwa nilai “r-hitung” sebesar 0,352 lebih tinggi daripada nilai “r-tabel” sebesar 0,279 baik pada level 5% maupun 1%. Karena, nilai “r-hitung”nya lebih tinggi daripada nilai “r-tabel”, maka korelasinya tidak signifikan. Kesimpulannya, Hipotesis Alternatif dari penelitian ini tertolak sementara Hipotesis Nol yang menyatakan bahwa *tidak ada korelasi positif antara prestasi mahasiswa dalam debat dan prestasi mereka dalam menulis esai argumentatif* diterima.

DECLARATION OF AUTHORSHIP

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Tulungagung, june 2014

Researcher

Restiana Erma Riastanti

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The writer, however, really realize that this thesis is not presented perfectly yet. Therefore, any constructive suggestion or critics will be gladly accepted.

Tulungagung, June 2014

The writer

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