

**THE CORRELATION BETWEEN DEBATE
MASTERY AND WRITING ARGUMENTATIVE TEXT
AT UIN SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**



A THESIS

*Submitted to the English Education Department of State Islamic
University Syekh Ali Hasan Ahmad Addary Padangsidempuan as a
partial fulfillment of the requirement for the Graduated Degree of
Education (S.Pd) in English*

Written By:

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

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LETTER OF AGREEMENT

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To: Dean of Tarbiyah and Teacher
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Assalamu 'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Asyrof Kholil**, entitled "**The Correlation between Debate Mastery and Writing Argumentative Text at Uin Syekh Ali Hasan Ahmad Addary Padangsidimpuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarakatuh.

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ABSTRACT

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Since written language is a reflection spoken language, it explains that there is a relationship between spoken and written language. In this case, debate as the medium of spoken language. It reflects the writing ability of language learners. So engaging in debates allows language learners to practice their English skills while fostering critical thinking and the ability to respond quickly. Consistent participation in debates also aids in overcoming challenges in expressing ideas through writing. Therefore, it can be concluded that incorporating debate as a learning tool can be highly advantageous for language learners in developing their writing skills. This study utilized a quantitative approach, and the research design employed is correlational research. Correlational research describes a general approach to research that focuses on estimating the covariance between naturally occurring variables. The goal of correlational research is to identify predictive relationships using correlation techniques or more advanced statistical methods. In line with this, the researcher aims to determine whether a correlation truly exists between the two variables. Consequently, the most suitable research design employed to address the question of whether students' proficiency in debate correlates with their skill in writing argumentative text is the correlational design. Assertion, Reason, Evidence, and Link Back (AREL), the technique that the debaters used to write down their arguments can be used as well to write a good argumentative text. From the result of the test that the researcher done, it was proved. There is a significant correlation between debate mastery and students' skill in writing argumentative text. The students' debate mastery at the seventh semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan was 79,8. The students' skill in writing argumentative text at the seventh semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan was 83. Based on the data analysis by using SPSS, the researcher finds the coefficient correlation is 0.440 and sig(2-tailed) is 0,036. Therefore there is positive and significant correlation between debate mastery and students' skill in writing argumentative text the seventh semester in English department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Key Words: *Debate Case Building, writing Argumentative Text*

ABSTRAK

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Judul : Hubungan antara Penguasaan Debat dan Menulis Teks Argumentatif di UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

Sejak bahasa tulis adalah bahasa refleksi lisan, ini menjelaskan bahwa ada hubungan antara bahasa lisan dan tulisan. Dalam hal ini, debat sebagai media bahasa lisan. Ini mencerminkan kemampuan menulis pelajar bahasa. Jadi Terlibat dalam debat memungkinkan pelajar bahasa untuk melatih kemampuan bahasa Inggris mereka sambil menumbuhkan pemikiran kritis dan kemampuan untuk merespons dengan cepat. Partisipasi yang konsisten dalam debat juga membantu dalam mengatasi tantangan dalam mengekspresikan ide melalui tulisan. Oleh karena itu, dapat disimpulkan bahwa menggabungkan debat sebagai alat pembelajaran dapat sangat menguntungkan bagi pelajar bahasa dalam mengembangkan keterampilan menulis mereka. Penelitian ini menggunakan pendekatan kuantitatif, dan desain penelitian yang digunakan adalah penelitian korelasional. Penelitian korelasional menggambarkan pendekatan umum untuk penelitian yang berfokus pada memperkirakan kovarians antara variabel yang terjadi secara alami. Tujuan dari penelitian korelasional adalah untuk mengidentifikasi hubungan prediktif menggunakan teknik korelasi atau metode statistik yang lebih maju. Akibatnya, desain penelitian yang paling cocok digunakan untuk menjawab pertanyaan apakah kemampuan siswa dalam debat berkorelasi dengan keterampilan mereka dalam menulis teks argumentatif adalah desain korelasional. Assertion, Reason, Evidence, and Link Back (AREL), teknik yang digunakan para debater untuk menuliskan argumen mereka dapat digunakan juga untuk menulis teks argumentatif yang baik. Dari hasil tes yang dilakukan peneliti, terbukti. Terdapat korelasi yang signifikan antara penguasaan debat dengan keterampilan siswa dalam menulis teks argumentatif. Penguasaan debat mahasiswa semester tujuh UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan adalah 79,8 Keterampilan mahasiswa dalam menulis teks argumentatif pada semester tujuh jurusan Bahasa Inggris UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan adalah 83 Berdasarkan analisis data dengan menggunakan SPSS, reseacher menemukan korelasi koefisien adalah 0,440 dan sig (2-tailed) adalah 0,036. Oleh karena itu ada korelasi positif dan signifikan antara penguasaan debat dengan keterampilan siswa dalam menulis teks argumentatif semester tujuh di jurusan Bahasa Inggris UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Kata kunci: *Debat Case Building, penulisan Teks Argumentatif*

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الكلية : التربية والتعليم
القسم : تدريس اللغة الإنجليزية (٢-TBI)
العنوان : العلاقة بين إتقان المناظرة وكتابة النصوص الجدلية في الجامعة الإسلامية الحكومية الشيخ علي حسن أحمد أداري بادانجسيديمبوان

اللغة المكتوبة هي انعكاس اللغة المنطوقة ، فإنها توضح أن هناك علاقة بين اللغة المنطوقة والمكتوبة. في هذه الحالة النقاش وسيلة للغة المنطوقة. إنه يعكس القدرة الكتابية لمتعلم اللغة. لذا فإن الانخراط في المناقشات يسمح لمتعلم اللغة بممارسة مهاراتهم في اللغة الإنجليزية مع تعزيز التفكير النقدي والقدرة على الاستجابة بسرعة. تساعد المشاركة المستمرة في المناقشات أيضا في التغلب على التحديات في التعبير عن الأفكار من خلال الكتابة. لذلك ، يمكن الاستنتاج أن دمج النقاش كأداة تعليمية يمكن أن يكون مفيدا للغاية لمتعلم اللغة في تطوير مهاراتهم في الكتابة. استخدمت هذه الدراسة منهجا كميا ، وتصميم البحث المستخدم هو البحث الارتباطي. يصف البحث الارتباطي نهجا عاما للبحث يركز على تقدير التباين بين المتغيرات التي تحدث بشكل طبيعي. الهدف من البحث الترابطي هو تحديد العلاقات التنبؤية باستخدام تقنيات الارتباط أو الأساليب الإحصائية الأكثر تقدما. تماشيا مع هذا ، يهدف الباحث إلى تحديد ما إذا كان هناك ارتباط حقيقي بين المتغيرين. وبالتالي ، فإن تصميم البحث الأكثر ملاءمة المستخدم لمعالجة مسألة ما إذا كانت كفاءة الطلاب في النقاش ترتبط بمهارتهم في كتابة النص الجدلي هو التصميم الترابطي. التأكيد والعقل والأدلة والارتباط الخلفي (AREL) وهي التقنية التي استخدمها المتناظرون لكتابة حججهم مكن استخدامها أيضا لكتابة نص جدلي جيد. من نتيجة الاختبار الذي قام به الباحث ، تم إثباته. هناك علاقة ذات دلالة إحصائية بين إتقان المناظرة ومهارة الطلاب في كتابة النص الجدلي. إتقان مناظرة الطلاب في الفصل السابع من قسم اللغة الإنجليزية الجامعة الإسلامية الحكومية الشيخ علي حسن أحمد أداري بادانجسيديمبوان كان ٧٩,٧ مهارة الطلاب في كتابة النص الجدلي في الفصل السابع من قسم اللغة الإنجليزية الجامعة الإسلامية الحكومية الشيخ علي حسن أحمد أداري بادانجسيديمبوان كان ٨٣ بناء على تحليل البيانات باستخدام SPSS، وجد الباحث أن الارتباط الفعال هو ٠,٤٤٠ (و sig ٢-tailed) هو ٠,٠٣٦. لذلك هناك علاقة ارتباطية موجبة وذات دلالة إحصائية بين إتقان المناظرة ومهارة الطلاب في كتابة النص الجدلي الفصل الدراسي السابع في قسم اللغة الإنجليزية الجامعة الإسلامية الحكومية الشيخ علي حسن أحمد أداري بادانجسيديمبوان

الكلمات المفتاحية: مناقشات بناء الحالة ، كتابة النص الجدلي

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Padangsidmpuan, October 2023
Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a specific form of verbal communication used by a group of speakers.¹ Based on this definition, it can be implied that language is a tool to speak. In communities, people realize that without language they can not interact with each other. Language can become a bridge that connects people with each other, including people living in different places. By using language, someone can gather information, knowledge and express feelings and emotions further.

In Indonesia English is one of the foreign language that is taught in formal school. Because English has become an International language that used world wide. The demanding of era, where everything uses English as the language such as a guide book, technology tools, internet. It means English has been used widely in many purposes and function.

English needs to introduce since childhood, even in Indonesia English has been learned from elementary school. Furthermore, English is a requirement to be graduated from the junior school, senior school, even in some terms and condition of some University English mastery is a must. It indicates that English is important to be studied.

In English, there are 4 micro-abilities: listening, speaking, reading, writing. Writing is used for many different purposes and takes many different

¹ Howard Jackson and Peter Stockwell, *An Introduction to the Nature and Functions of Language: Second Edition* (A&C Black, 2011), 3.

forms.² In a simple word, writing is pouring the idea into a text. By writing, people can communicate to people near or far. The message will be delivered in writing and people who read it will get the message.

It can be said that writing is very important to learn and master because it can record information or messages that the writer wants to share to others, not only for people in the country but also for people across the world around the world. Since written language is a reflection of spoken language, it explains that there is a relationship between spoken and written language. In this case, debate as the medium of spoken language. It reflects the writing ability of language learners. Based on Hakim, on his journal, learning debate will lead language learners to have good writing ability. They can practice their English; they will have critical thinking and quick responses. The continuity of using debate will help them to solve their difficulties in expressing their ideas through writing.³ Argumentative texts are employed to advocate for the acceptance or assessment of specific beliefs or ideas, distinguishing them as either true or false, or positive or negative. These texts often incorporate conceptual connections such as reasoning, significance, intention, value, and opposition.⁴

So Engaging in debates allows language learners to practice their English skills while fostering critical thinking and the ability to respond quickly.

² Jeremy Harmer, 'How to Teach English', *Scientific Bulletin* 4 (2021): 42–46, <https://doi.org/10.54414/mzlv3216>.

³ Furqanul Hakim, 'The Correlation Study Between Debate Mastery And Writing Ability Of Jogja Debating Forums' Members In Year 2012', 2013.

⁴ Robert De Beaugrande, 'Introduction to Text Linguistics', 173, accessed 11 November 2023, <https://ebooks.aiu.ac.ke/read/879/pdf>.

Consistent participation in debates also aids in overcoming challenges in expressing ideas through writing. Therefore, it can be concluded that incorporating debate as a learning tool can be highly advantageous for language learners in developing their writing skills.

In his book, Smelko emphasizes the importance of several fundamental tools necessary for engaging in debates. These tools include reading, listening, comprehension, writing, organization, speaking, and critical thinking. Reading involves the willingness to research topics relevant to the debate, both before the season commences and continuously throughout the year. It also entails the ability to articulate written materials clearly and fluently during competitions. Listening skills encompass the ability to hear and understand pre-tournament instructions, as well as actively listening to one's partner and opponents during each round of the debate. Understanding requires critical thinking and a thorough grasp of both written and spoken content, enabling the development of arguments and positions with consistency and a strategic awareness of how individual arguments interact.

Writing is essential for constructing arguments, creating cases and briefs, and for taking notes during the debate round to capture the arguments presented. Organization is crucial for presenting coherent arguments that allow judges to see the bigger picture of the arguments being made. Speaking is at the core of the debate, with both clarity of presentation and the ability to command the attention of the audience playing a significant role in winning debates. Critical

thinking is the key element in a debate match, as it necessitates the generation of fresh and critical arguments.⁵

Additionally, in writing argumentative text, reasonable arguments are the most important part whether the text will be able to persuade or give a new insight toward the readers. Therefore, drawing from the scenario outlined above, the researcher will operate within a study entitled “The Correlation between Debate Mastery and Writing Argumentative Text at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan”.

B. Identification of the Problem

Based on the background above writing serves various purposes and comes in diverse forms. In simpler terms, writing involves expressing one's ideas through text. Through writing, individuals can communicate with others, whether they are nearby or distant. The message is conveyed through written words, and those who read it will understand the message.

Writing plays a vital role in formulating arguments, crafting cases and briefs, and documenting arguments presented during a debate. Effective organization is essential for presenting coherent arguments that enable judges to grasp the overall context of the points being raised. In debating when the debaters prepare the argument in case building, debaters have to think the opposition argument to counter the argument. It makes the debaters have to think both side not only in positive or negative side. It is similar with how to

⁵ Bill Smelko and Will Smelko, *Everything You Need to Know About Policy Debate : You Learned Here* (National Speech & Debate Association, 2013), 2.

write argumentative text where there is negative and positive side in the same text.

C. Limitation of the Problem

This research centers on examining the connection between students' proficiency in debate and their ability to compose argumentative texts. The primary objective of this study is to investigate the correlation between students' competence in debate and their aptitude in crafting argumentative written content.

D. Formulation of the Problem

Formulation of the problem from this research based on the background, identification, scope of the problem, and the variable definition, the research define the problem as below:

1. How is students' skill in writing argumentative text at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan?
2. How is the students' debate mastery at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan?
3. Is there any significant correlation between debate mastery and writing argumentative text at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan?

E. Research Purposes

Based on the research question above, this research aims to find out: students' skill in writing argumentative text, students' debate mastery and

whether or not the debate correlate students' skill in writing argumentative text at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

F. Significance of Research

In practical terms, the outcome of this research is anticipated to offer valuable contributions to English teachers, students, and researchers alike.

1. Teacher

The outcome of the research is to provide insights into the significance of specific activities, like debates, in improving students' proficiency in composing argumentative texts. Furthermore, it is hoped that educators will consider integrating various English skills with one another based on this information.

2. Students

The results of the research can help students identify which college activities they should focus on to enhance their skills in writing argumentative texts and participating in English debates, enabling them to develop proficiency in both areas.

3. Future Researcher

This study primarily focuses on the correlation between two skills: spoken communication and written expression, which differ significantly in terms of presentation style. With the knowledge gained from this study, the author hopes that other researchers will be inspired to undertake further investigations regarding the significance of integrating speaking and writing

skills. Consequently, the outcomes could serve as a foundation for designing effective techniques for the teaching and learning process.

G. The Outline of the Research

The first chapter, it consist of the background which is contains of explanation why the researcher want to do this research. Then there is identification of the problem that contains problems from the background that the researcher has explained. After it there is scope of the problem that contains the limit of the problem and problems spesifically.

Then variable defenition that define the variable, after it formulation of problem that contains the research problem that need to be solved. Research purposes contains what the purpose of this research. The last is significance of research.

Chapter II, expalin about theories that related to this research,the theory that explains about writing, argumentative text, and debate. Besides that, in this chapter also contains the previous related researcher. The last in this chapter consist of conceptual framework and the hypothesis as well.

Chapter III, explain about the research methodology. Research method here consists of research design that explain about this research design. Then there are population and sample, variable and indicators, research instrument, procedures of data collection and technique of data analysis.

Chapter IV is about the result and discussion of the research.

Chapter V is about the conclusion and suggestion.

CHAPTER II

LITERATUR REVIEW

A. Theoretical Reviews

1. Writing

Writing is one of the four primary skills, alongside listening, speaking, and reading. Writing serves a diverse range of purposes and takes various forms, which is evident in how individuals employ writing in their everyday lives, including tasks like composing memos, letters, messages, notes, articles, application letters, and more.⁶ Writing is a term with many interpretations, and Gordon's perspective likens it to being the essence, the culmination, and even the intricate details that enrich our understanding.⁷ In the act of writing, authors breathe life into knowledge, capturing and safeguarding it. Conversely, Joshua contends that writing adheres to established formulas.⁸

Someone else has likened writing to any other undertaking, where effective planning significantly enhances the likelihood of success.

⁹Mastering the art of writing is likely the most technically challenging

⁶ Jeremy Harmer, 'How to Teach English', *Scientific Bulletin* 4 (2021): 4, <https://doi.org/10.54414/mzlv3216>.

⁷ 'A Students Writing Guide How to Plan and Write Successful Essays.Pdf by Gordon Taylor - PDF Drive', accessed 11 October 2022, <https://www.pdfdrive.com/a-students-writing-guide-how-to-plan-and-write-successful-essayspdf-e33471713.html>.

⁸ Joshua Schimel, 'Writing Science: How to Write Papers That Get Cited and Proposals That Get Funded', accessed 11 October 2022, <http://www.pdfdrive.com/writing-science-how-to-write-papers-that-get-cited-and-proposals-that-get-funded-e165510381.html>.

⁹ J H Hood, 'How to Book of Writing Skills: Words at Work: Letters, Email, Reports, Resumes, Job Applications, Plain English by J H Hood - PDF Drive', accessed 11 October 2022, <http://www.pdfdrive.com/how-to-book-of-writing-skills-words-at-work-letters-email-reports-resumes-job-applications-plain-english-e157404675.html>.

form of communication. It demands skill, comprehension, and a substantial dose of creativity.¹⁰ Writing serves as a visual system to represent language, encompassing various forms such as handwriting, printing, and electronic displays of written content.¹¹

So based on some of the experts definition about writing, the research concludes that writing is implementation of writer's thought, idea, feeling that shaped in word, sentence, paragraph. In order to reach that point the writer has to have plan or mind mapping so the reader that read the writing can understand what the writer wants to express well. And after getting the definition, the process of writing explained as below.

a. Process of Writing

Processes of Writing According to kapka & Obernen there are 5 steps process of writing as bellow:

- 1) The initial stage is pre-writing, which involves students planning their writing by using a graphic organizer. During this phase, it's crucial for students to have a clear idea of what they intend to write about before actually beginning the writing process.
- 2) The second stage is drafting, during which students put their ideas into writing, effectively expressing their thoughts and concepts on paper.

¹⁰ Alan Baker, 'Improve Your Communication Skills: Present with Confidence; Write with Style; Learn Skills of Persuasion by Alan Barker - PDF Drive', 135, accessed 11 October 2022, <http://www.pdfdrive.com/improve-your-communication-skills-present-with-confidence-write-with-style-learn-skills-of-persuasion-e156963640.html>.

¹¹ Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language*, ninth (wadsworth cengage learning, n.d.), 541.

- 3) The third step is revising. In this phase, the student's paper is reviewed by the teacher or a peer, and suggestions are made to enhance the paper's language and expression. This process is valuable because it introduces different perspectives to improve the writing.
- 4) The fourth stage is editing, where the student has a teacher or peer proofread their paper, and any necessary changes are made to enhance the overall quality of the writing.
- 5) The fifth and final step is publishing. In this phase, students create their final polished copy and make it available for others to read.¹²

This systematic approach provides a structured framework for effective writing and helps students develop their ideas and improve their written communication skills. After that, the researcher explained about the elements of good writing.

b. Elements of Good Writing

While there is no specific formula or program for achieving excellence in writing, there are certain qualities or elements that are commonly found in most examples of good writing. Here are the five key elements of good writing:

- 1) The first crucial aspect is focus. An essay should revolve around a single, well-defined central idea. Each paragraph within the essay

¹² Dawn Kapka and Dina A. Oberman, 'Improving Student Writing Skills through the Modeling of the Writing Process' (2001), 38, <https://eric.ed.gov/?id=ED453536>.

should also feature a distinct main point or topic sentence that supports this central idea.

- 2) The second element is development. Each paragraph should contribute to the exposition or elaboration of the central idea of the paper. The content within each paragraph should be elucidated and bolstered with examples, details, and descriptive elements to provide a comprehensive understanding.
- 3) The third factor is unity. Unity implies that every paragraph in an essay must be interconnected with the central idea. Each paragraph should remain focused on its primary point without deviating from it.
- 4) Next is coherence. Coherence entails that an essay or paper should exhibit logical organization, flow seamlessly, and maintain a cohesive structure. In simpler terms, everything within the writing should be comprehensible and make sense to the reader.
- 5) Lastly, correctness is essential. A paper should be composed in generally correct standard English, featuring complete sentences, and it should be relatively free of errors, such as grammatical mistakes or spelling errors.¹³

In summary, a well-structured essay should have a clear central idea, with each paragraph expanding on and illustrating this idea. Unity and

¹³ Shughes, 'Five Qualities of Good Writing — Hunter College', accessed 17 October 2022, <https://www.hunter.cuny.edu/rwc/handouts/the-writing-process-1/invention/Five-Qualities-of-Good-Writing>.

consistency should be maintained throughout the essay, ensuring that all paragraphs contribute to the main point and flow logically. Finally, correctness in language and grammar is essential for conveying the writer's message accurately. By incorporating these elements, writers can create impactful and well-crafted essays. After getting the idea how to write, the purpose explained as below.

c. Purposes of Writing

Every human action serves a purpose, and in the context of writing, there are several distinct purposes, including:

1) Express

Expressive writing is characterized by the writer's objective of conveying their thoughts and emotions onto the page. It is inherently personal, often intended for the writer themselves or for close acquaintances. Typically, expressive writing adopts an informal tone and is not crafted for a broader audience. Examples of expressive writing include journal entries. Nonetheless, writers may employ expressive elements when creating poetry, though not all poetry is purely expressive. Expressive writing can also be found in letters or may be incorporated within a formal essay intended for a wider readership, adding a touch of personal expression.

2) Describe

Descriptive writing is a style of writing that vividly depicts people, locations, objects, moments, or ideas by providing an

abundance of intricate details. The goal is to enable the reader to form a vivid mental image of the subject being described. Through skillful use of the five senses, a writer does not simply inform the audience that, for instance, a flower is beautiful; instead, they demonstrate the flower's beauty. Descriptive writing invites the reader to immerse themselves in the writer's experience of the subject, making them feel as though they are an integral part of the narrative.

3) Explore/learn

Exploratory writing is characterized by the writer's intent to pose significant questions and contemplate subjects that resist straightforward answers. In situations where intuition and reflection take precedence over logical analysis or argumentation, writers concentrate on their voyage of exploration rather than arriving at concrete solutions. In exploratory writing, the readers become companions, accompanying the writer on their journey of discovery, attentively absorbing their thoughts and reflections as they navigate the uncharted terrain of these complex topics.

4) Entertain

Entertaining serves as a purpose or objective in writing, often complementing other goals such as explaining, arguing, or informing, but in a light-hearted and humorous manner. However, there are instances when the primary intention is solely to entertain.

Entertaining can manifest in various forms, such as a quick joke, a newspaper column, a television script, or a tidbit on an Internet homepage. Its primary aim is to provide relaxation to the audience and share narratives that center around human quirks and unexpected behaviors, eliciting laughter or amusement.

5) Inform

Writing with the intent to inform is one of the most prevalent purposes for writing, and it is particularly prominent in journalistic writing. Journalists typically strive to uncover the facts surrounding a particular event and subsequently present these facts to their readers as objectively as they can. While some degree of bias or perspective may be inevitable, the fundamental goal of informational or reportorial writing is to communicate information with accuracy and objectivity. Additional instances of writing to inform encompass laboratory reports, economic reports, and business reports.

6) Explain

Writing to explain, or expository writing, stands as one of the most prevalent writing purposes. In this form of writing, the writer's objective is to gather factual information, merge it with their own knowledge and experience, and elucidate to a specific audience who or what a subject is, how it transpired or should occur, and/or why a particular event unfolded. To accomplish this, explaining the

who, what, how, why, and wherefore necessitates that the writer scrutinize the subject (deconstruct it into its essential components) and illustrate the connections between those components. Therefore, writing to explain relies heavily on techniques such as definition, process analysis, cause and effect analysis, as well as analysis and synthesis.

7) Argue

An argumentative essay strives to persuade its audience to adopt a specific perspective or take certain actions. Such essays possess several distinctive characteristics, including the presence of a contentious assertion or thesis. The topic should encompass reasonable arguments from different viewpoints. The essay should revolve around one or more of the four types of claims: factual claims, cause-and-effect claims, value judgments, and policy proposals. It should also offer a balanced portrayal of opposing views, along with arguments that counter the opposition and support the overarching claim. The argumentation should be underpinned by evidence and presented in a rational manner. While appeals to character and emotion are acceptable, the primary appeal should target the reader's rationality and logic.

8) Persuade

While the terms "argument" and "persuasion" are frequently used interchangeably, they do carry slightly different connotations.

Argumentation is a specific form of persuasion that adheres to particular guidelines. These guidelines dictate that opposing viewpoints should be presented accurately and impartially, and that appeals to logic and reason should serve as the primary tools for persuasion. On the other hand, persuasive writing, if it chooses, may disregard these rules and experiment with a variety of strategies. Advertisements provide a notable example of persuasive writing. In such cases, the fair representation of competing products is often overlooked, and the appeal is frequently directed toward image, emotion, character, or any approach except logic and factual evidence, unless those facts favor the product being promoted.

9) Evaluate

Writing with the aim of evaluating a person, product, thing, or policy is a common writing objective. Evaluation essentially falls within the realm of argumentation, as it contends for the merits of the subject and provides evidence to substantiate the assertion. In an evaluation, the thesis is a claim of value, and this claim must be underpinned by criteria, which are the relevant standards of assessment, and supported by evidence, including facts, statistics, examples, or testimonials.

10) Problem Solve

Problem solving represents another distinct category of argumentation where the writer's aim is to convince their audience

to embrace a solution for a particular issue. Often referred to as "policy" essays because they advocate for readers to adopt a specific policy to address a problem, problem-solving essays encompass two primary components: a thorough description of a significant problem and a persuasive argument proposing precise recommendations to resolve the problem. In a problem-solving essay, the thesis takes the form of a claim of policy. It asserts that if the audience follows the suggested recommendations, the problem will be mitigated or eradicated. The essay must substantiate the policy claim by persuading readers that the recommendations are practical, cost-effective, efficient, relevant to the situation, and superior to other conceivable alternative solutions.

11) Mediate

Traditional argument, akin to a debate, often takes on a confrontational tone. In this form of argumentation, the writer strives to "defeat" the arguments presented by the opposition, leading to a sort of intellectual "war." In contrast, non-traditional approaches to argument employ diverse strategies to reduce confrontation and hostility, aiming to foster more open and constructive debates. Mediated argument borrows from successful practices used in labor negotiations, aiming to facilitate agreement between opposing parties.

The writer of a mediated argument offers a middle ground that assists in bridging the differences between opposing positions. Rogerian argument, on the other hand, seeks to diminish confrontation by promoting mutual understanding and the pursuit of common ground and compromise solutions. Feminist argument endeavors to move beyond the patriarchal conventions prevalent in traditional argumentation. It emphasizes personal communication, exploration, and genuine understanding as key components. Once writers have established the most suitable purpose to convey their intentions, they must also consider how this choice will impact their readers. Writers and readers may approach a topic with contrasting purposes, and it is the writer's responsibility to ensure that both are accommodated.¹⁴

In conclusion, writing serves a variety of purposes, each with its own unique goals and approaches. Expressive writing allows individuals to convey their thoughts and emotions, while descriptive writing creates vivid mental images for readers. Exploratory writing encourages deep thinking and inquiry, entertaining writing seeks to engage and amuse, and informational writing aims to provide objective facts and data. Writing to explain analyzes and breaks

¹⁴ Matt Copeland, 'The Writing Context: Writer, Subject, Purpose, Audience, and Form', *<https://unmtaosenglish.files.wordpress.com/2012/11/writing-context.pdf>*, 2012, 1–8.

down complex subjects, while argumentative and persuasive writing aims to convince and persuade the audience.

Evaluative writing assesses people, products, or policies, and problem-solving writing proposes solutions to specific issues. Mediated, Rogerian, and feminist arguments seek to foster understanding and collaboration. Ultimately, the writer must consider the intended audience and ensure that their purpose aligns with the readers' needs and expectations. By understanding the various purposes of writing, writers can effectively communicate their ideas and engage their audience. But in writing, the writers frequently find out the difficulties.

d. The Difficulties of Writing

The challenges associated with writing can be quite demanding for writers when composing a text or passage. Based on *How to Write a Lot* by Silvia, P.J. some of the difficulties are:¹⁵

- 1) Need more articles
- 2) Need better device
- 3) Less inspiration
- 4) Less time

¹⁵ Silvia Paul J, *How to Write a Lot*, American Psychological Association, vol. 45, 2000. p.11.

Based on the reason why writing is hard by Silvia on her book "How to Write a Lot" the researcher concludes almost the problem comes from the internal.

e. Kinds of Writing

Based on the writer's approach, there are several forms of writing, including writing sentences, paragraphs, and text. "Writing a sentence" entails composing a group of words that conveys a complete idea. "Writing a paragraph" involves assembling several sentences, typically at least 3-4, to create a cohesive unit of thought. "Writing text" refers to the broader type of composition or document that the writer intends to create.

There are 5 major text types namely narrative, descriptive, directive, expository and argumentative text.

- 1) Narrative texts are closely linked to real-world events and time. They can encompass fictional narratives like fairy tales and novels or non-fictional accounts such as newspaper reports.
- 2) Descriptive texts primarily focus on the portrayal of people and objects in specific settings. Their main objective is to provide descriptions.
- 3) Directive texts revolve around specific actions to be taken in the future. They prominently feature imperatives (e.g., "hand me the paper") or related forms, like polite questions (e.g., "Would you

hand me the paper?") and suggestive remarks (e.g., "I wonder what the paper says about the weather").

- 4) Expository texts serve the purpose of identifying and characterizing various phenomena. It include text forms such as defenitions, explications, summaries and many types of essay.¹⁶

Because the researcher research is about argumentative text, the researcher will explain about argumentative text bellow.

2. Argumentative Text

The argumentative essay is a form of writing in which the student is tasked with exploring a subject, gathering, generating, and assessing evidence, and articulating a clear and concise position on the topic.¹⁷ The purpose of an argumentative text is to demonstrate the validity or greater truthfulness of your assertion (opinion, theory, or hypothesis) regarding a particular phenomenon or phenomena. Mastering the art of argumentation is not a skill that can be easily acquired. Some individuals may believe that merely possessing an opinion is sufficient to argue it effectively, and they often find themselves surprised when others do not share their perspective, even though their reasoning appears to be flawless and sound.

To sum up, the primary purpose of an argumentative text is to articulate and uphold a particular claim or standpoint with the intention of

¹⁶ S Gramley, 'There Are 5 Major Texts Types ', n.d.

¹⁷ Baker, 'Argumentative Essays - Purdue OWL® - Purdue University', accessed 10 November 2022, https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/argumentative_essays.html.

establishing its accuracy or superiority compared to other viewpoints. Nevertheless, becoming proficient in the craft of crafting a compelling argument is a skill that should not be underestimated. Simply having an opinion doesn't assure effective argumentation, and it's common for individuals to be taken aback when their reasoning fails to persuade others.

a. Structure of Argumentative Text

An argument is a written composition comprising three essential elements: the issue at hand, the arguments, and the ultimate conclusion.¹⁸ Baker contends that the structure of an argumentative text is unified by the following elements:¹⁹

- 1) A clear, concise, and defined thesis statement that occurs in the first paragraph of the essay

In the opening paragraph of an argumentative text, students should begin by providing an overview of the topic in a general manner to establish the context. Following that, the author needs to elucidate the significance of the topic and why readers should be concerned about the issue. Lastly, students should introduce the thesis statement. It is crucial that this thesis statement is appropriately focused to align with the specific guidelines outlined in the assignment. Neglecting this aspect of the essay can make it considerably challenging to create an effective or persuasive piece.

¹⁸ Sanggam Siahaan and Shinoda Kisno, *Generic Text Structure* (Graha Ilmu, n.d.), 121.

¹⁹ Baker, 'Argumentative Essays - Purdue OWL® - Purdue University', accessed 10 November 2022, https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/argumentative_essays.html.

- 2) Clear and logical transitions between the introduction, body, and conclusion

Transitions act as the binding material that secures the essay's structural foundation. Without a coherent flow of ideas, the reader will struggle to trace the essay's argument, and the overall structure may crumble. Transitions serve the crucial role of summarizing the preceding section's concept and ushering in the idea that will be presented in the subsequent section.

- 3) Body paragraph that include evidential support

Each paragraph should be focused on the exploration of a single overarching idea. This approach ensures clarity and a clear sense of direction throughout the essay, enhancing readability for the audience. It's crucial to emphasize that every paragraph in the essay's body must maintain a logical connection to the thesis statement stated in the introductory paragraph. Some paragraphs will directly provide supportive evidence gathered from research to bolster the thesis. It's equally important to elucidate how and why this evidence backs the thesis (warrant). Nonetheless, argumentative essays should also acknowledge and expound on differing viewpoints concerning the topic. Depending on the essay's length, students should allocate one or two paragraphs to discussing conflicting opinions on the topic, such as *Assessing Students' Ability in Writing Argumentative Essays at an Indonesian Senior High*

School. Rather than outrightly dismissing these opposing views, students should indicate that these contrary opinions may lack a strong foundation or may be outdated, without necessarily labeling them as incorrect.

4) Evidential support (whether factual, logical, statistical, or anecdotal)

An effective argumentative essay necessitates the inclusion of well-researched, precise, comprehensive, and up-to-date information to substantiate the thesis statement and take into account diverse perspectives. The thesis should be substantiated with factual, logical, statistical, or anecdotal evidence. It is important for students to consider multiple viewpoints while gathering evidence. As mentioned earlier, a successful and well-rounded argumentative essay should also address opinions that do not align with the thesis. Excluding evidence that does not support the thesis is considered unethical. The student's role is not to outrightly declare other positions as wrong, but rather to elucidate how these alternative positions may lack a solid basis or may be outdated in relation to the topic.

5) A conclusion that does not simply restate the thesis, but read dresses it in light of the evidence provided

It is at this point of the essay that students may begin to struggle. This is the portion of the essay that will leave the most immediate impression on the mind of the reader. Therefore, it must

be effective and logical. Do not introduce any new information into the conclusion; rather, synthesize the information presented in the body of the essay. Restate why the topic is important, review the main points, and review your thesis. You may also want to include a short discussion of more research that should be completed in light of your work.

6) A complete argument

It can be beneficial to conceptualize an essay as a dialogue or debate with a fellow classmate. For instance, if you were to converse about the causes of World War II and its present-day impact on those who experienced that tumultuous era, the conversation would naturally have a beginning, middle, and conclusion. In fact, if you were to conclude the argument halfway through your second point, it would leave unanswered questions about the ongoing effects on those who lived through the conflict. Consequently, an argumentative essay should be comprehensive and logically structured, leaving no room for uncertainty regarding its purpose or argument.

7) The-five paragraph essay

The five-paragraph approach is a commonly used method for crafting argumentative essays. However, it's important to note that it's not the exclusive formula for writing such essays. The approach is relatively straightforward, comprising an introductory paragraph,

three body paragraphs containing supporting evidence and potential discussions of opposing viewpoints, and a concluding paragraph.

By integrating these structural elements into an argumentative essay, writers can proficiently convey their perspectives, reinforce their claims, and captivate readers in a reflective and convincing fashion.²⁰

b. The Grammatical Features of Argumentative Text

Winkler said the grammatical features of argumentative are:²¹

- 1) Mental verbs come into play when articulating one's viewpoints.
- 2) Connectives serve the purpose of establishing logical connections and linking various points when making an argument.
- 3) Transitioning from a personal to an impersonal voice.
- 4) Modality plays a role in argumentation by positioning the writer and reader, and it can be conveyed through various means.
- 5) Nominalizations are employed in argumentation to condense information and address abstract topics, potentially removing agency in the process.

By employing these grammatical features in an argumentative text, writers can enhance the persuasiveness and clarity of their arguments, ultimately influencing the reader's perception and engagement with the topic at hand.

²⁰ Baker. , 'Argumentative Essays accessed 10 November2022

²¹Winkler. 1984. *The Grammatical Features of Argumentative Text*. New york

c. The Variety of Argumentations

According to Hatim two arguments can be distinguished as below : ²²

1) Through-Argumentation

This is initiated by stating a view point to be argued through. There is no direct mention of an opponent or adversary in this context. Instead, the emphasis is on the format or structure of argumentation, which consists of a thesis to be supported, substantiation, and conclusion.

2) Counter-Argumentation

This process begins with a selective summary of another person's viewpoint, followed by a counter-claim, substantiation that outlines the reasons for the opposition, and ultimately, a conclusion. Thesis cited to be opposed, Opposition, Substantiation, and Conclusion.

These two argument types offer unique strategies for presenting and substantiating viewpoints. Through-argumentation concentrates on developing and bolstering the primary argument, while counter-argumentation deals with acknowledging opposing perspectives and introducing a counter-claim. Grasping these formats can assist writers in structuring their arguments in a compelling manner and participating in persuasive discussions.

²²Hatim. 1997. *The Variant Of Argumentative Text*. Jakarta : Indonesia

3. Debate

Debate is a technique for conveying ideas or opinions and defending them against the opposition team. There is another perspective on debate as well, as articulated by Halvorsen, who noted that debate compels students to consider various facets of an issue and compels them to engage not only with the specifics of the given topic but also with one another.²³ Krieger emphasized that debate serves as an excellent activity for language learning due to its ability to involve students in a range of cognitive and linguistic processes.²⁴ Both viewpoints highlight the educational and intellectual benefits of debate. It encourages critical thinking, improves communication skills, and facilitates a profound comprehension of diverse subjects. Through participation in debates, students cultivate the skill to effectively express their ideas while also taking into account opposing perspectives.

a. Form of Debate

There are numerous forms of debate utilized across the world.²⁵ All forms of debate, whether explicitly or implicitly, operate on specific assumptions rooted in argumentation theory. A fundamental concept in argumentation theory is advocacy, where, in most instances, at least one side in a debate seeks to uphold the truth of a particular proposition or

²³ 'Halvorsen - Incorporating Critical Thinking Skills Development into ESL/EFL Courses (TESL/TEFL)', accessed 20 October 2022, <http://iteslj.org/Techniques/Halvorsen-CriticalThinking.html>.

²⁴ 'Krieger - Teaching Debate to ESL Students: A Six-Class Unit (TESL/TEFL)', accessed 20 October 2022, <http://iteslj.org/Techniques/Krieger-Debate.html>.

²⁵ Steven L. Johnson, 'Winning Debates - International Debate Education Association', 103, accessed 20 October 2022, <http://www.pdfdrive.com/winning-debates-international-debate-education-association-e16688064.html>.

advocate for some form of personal or political transformation or action. In this research, the researcher will employ The British Parliamentary Format, which will be explained in detail below.

b. Debate System (British Parliamentary System)

There are a lot of debate system, but British Parliamentary is frequently used in many chance.²⁶ The British Parliamentary Format is the official format used in the World Universities Debating Championship (WUDC).²⁷ Similar to other styles of academic debating, British Parliamentary (BP) debating features teams that argue for or against a given motion in front of a panel of expert adjudicators. Unlike binary debating formats, BP involves four independent teams in each round: two teams that support the motion (referred to as the Government teams) and two teams that oppose the motion (known as the Opposition teams). Rather than simply striving for a win or loss, each of these teams competes against one another to attain a ranking by the end of the round.

Figure II.1

*Mapping of debate*²⁸

OPENING GOVERNMENT	OPENING OPPOSITION
1. Prime Minister	2. Leader Opposition
3. Deputy Prime-minister	4. Deputy Leader Opposition
CLOSING GOVERNMENT	CLOSING OPPOSITION

²⁶ Rayendriani Fahmei Lubis, 'English Debate', *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning* 1, no. 1 (January 2013): 37–53.

²⁷ Johnson, 'Winning Debates - International Debate Education Association', 103.

²⁸ Johnson, 103.

5. Member of government	6. Member Opposition
7. Government Whip	8. Opposition Whip

In a British Parliamentary (BP) debate round, each debater delivers a speech lasting between one to seven minutes. The debate begins with the first speaker representing the opening proposition, often referred to as the Prime Minister, and then alternates between the proposition and opposition sides until all debaters have had the opportunity to speak.

c. Terms in Debate

1) Motion (topic)

In a parliamentary debate, which differs from a typical political discourse and is often employed as a competitive activity, every debate segment revolves around a subject for discussion, commonly referred to as a "motion." This can be likened to the topic of discussion or dialogue in our everyday interactions. These motions are at times presented in the form of contentious or arguable statements or issues. It could be, for instance "(THBT) This house believe that home work should be banned".

In this context, the issue at hand naturally leads to two opposing sides, one in favor and one against the motion, who will engage in further discussion in the following part of the debate. Regarding the motion, it is the responsibility of the first affirmative team (the positive/pro-position side) to establish a clear definition

and scope for the motion. It's important that both the definition and limitation are reasonable in their approach.²⁹ Furthermore, in the context of this specific role, a debater, particularly when assuming the position of the 1st affirmative speaker, is required to analyze the issue through the application of logical assertions and meticulous reasoning, substantiated with examples.³⁰

2) Case building

Prior to engaging in a debate, students should undertake the preliminary phase of debate preparation, often referred to as case construction or case building. Case building involves the process of assembling the team's arguments and ensuring their coherence and solidity. As stated in the "Introduction to Debate," case building is the stage where all the components of argumentation come together, achieved through strategic organization and the development of defense strategies against counterarguments.³¹

Within the realm of debate, it is essential for the debater to provide a comprehensive and well-founded argument regarding the motion. This entails offering a clear and logically sound explanation, supported by factual evidence, with the aim of persuading the jury to align with their viewpoint. Employing the framework of A.R.E.L

²⁹ Simon Quinn, 'DEBATING', 14, accessed 12 November 2023, <https://docplayer.net/27308953-Debating-simon-quinn-available-free-at.html>.

³⁰ John Meany and Kate Shuster, *On That Point!: An Introduction to Parliamentary Debate* (IDEA, 2003), 59.

³¹ Riza Umami, 'Using Case Building Debate Activity to Improve Students' Writing Skill at MSAINS Program of Nuris School Jember' (Jember, UIN of KH Achmad Siddiq, n.d.), 16.

(Argument, Reasoning, Evidence, and Link Back) provides students with a structured approach to construct strong arguments and refine their critical analysis of the presented facts.

In the context of debate, it is imperative for debaters to offer comprehensive explanations and substantiate their arguments with factual information in relation to the given motion. These arguments should be characterized by clarity, logical reasoning, and the use of precise evidence to secure agreement from the jury. The utilization of the AREL framework (Argument, Reasoning, Evidence, and Link Back) serves as a valuable tool for students, guiding them in constructing persuasive arguments while enhancing their critical thinking skills, all while maintaining factual accuracy. The effectiveness of this case construction process plays a crucial role in achieving success in debates and effectively conveying persuasive arguments to the audience. Furthermore, this process shares similarities with the construction of argumentative texts, emphasizing the importance of the AREL framework in crafting convincing written arguments.

3) POI (Point of information)

A Point of Information (POI) can be most accurately characterized as an interruption, typically interjected by the opposing team while the speaker is delivering their speech. It's important to note that in certain debate styles, such as Asian

Parliamentary Debate, the use of POIs is a standard practice, whereas in other debate formats, it may not be applicable.

During these interruptions, the opposing team may present questions or challenges to the speaker.³² However, it's important to note that delivering a Point of Information (POI) is not mandatory for the opposing team. Similarly, the speaker who is currently presenting their argument has the prerogative to accept or decline the offered POI. The opportunity to present a POI is typically signaled by the timekeeper at a specific minute during the speech. More detailed rules and guidelines regarding POIs will be further clarified in the dedicated section discussing debate rules.

4) Rebuttals

Rebuttal involves countering or critiquing the arguments put forth by your opposition. The key difference between substantive arguments and rebuttal lies in the contrast between explaining why your team's position is correct (substantive) and demonstrating why your opposition's stance is flawed (rebuttal). It is difficult to determine whether substantive arguments or rebuttal holds more importance in a debate; both are equally crucial, and each plays a pivotal role in achieving success in debating.³³

³² Meany and Shuster, *On That Point!*, 256.

³³ Quinn, 'DEBATING', 3.

d. Debate and Education

Barkly states that classroom debates offer students the opportunity to collaborate, engage in brainstorming sessions, enhance their vocabulary, and read to bolster their ability to support an opinion.³⁴ Through the process of research, students acquire essential skills such as identifying the main idea, filtering out less relevant information, condensing, categorizing, and labeling information. Additionally, questioning enables students to explain and explore additional facts for the purpose of clarification. These comprehension skills are fundamental for students as they progress toward becoming proficient readers and writers, and they establish a direct connection between debates and the broader curriculum.

Engaging in debates helps students develop their speaking, research, reading, and writing abilities, while also fostering critical thinking and effective communication skills. Debate, whether filled with factual information or delivered passionately, serves as a powerful motivator for students across various academic and socioeconomic backgrounds, encouraging them to actively participate in the debate process. Furthermore, both formal and informal debates serve as a platform for students to express their opinions assertively and respectfully on relevant issues or topics, a skill that also proves invaluable in crafting

³⁴ Meany Jhon, Branham Robert, 'Parliamentary Debate', accessed 20 October 2022, <https://debate.uvm.edu/meanyparli.html>.

argumentative texts. Prior to the debate itself, debaters must prepare the motion, and during this phase, they have 15 minutes to craft their arguments, showcasing their expertise in composing persuasive written arguments.

In summary, classroom debates offer a wide range of advantages for students. They facilitate collaboration, idea generation, vocabulary enrichment, and the ability to use research to bolster their opinions. Engaging in the research and preparation process for debates also fosters critical thinking skills, including the identification of main ideas, information categorization, and the skill of questioning for clarity.

e. Strength and Weakness of Debate

According to Tutik, the use of debating techniques proves to be highly effective in enhancing students' comprehension of expository texts.³⁵ Furthermore, debating techniques also contribute to the improvement of students' writing skills, as they are required to take notes and create outlines for their speeches and opposing arguments. Another advantage is that it simplifies class management for the teacher, as it keeps all students actively engaged in the classroom activities. Zahra has pointed out that debate is a viable option for teaching the integration of all four language skills in a communicative manner.³⁶

³⁵ Tutik Mariani, *'Applying Debate Technique in Improving The Students' Comprehension on Oral Expository Text for XI Grade Students of MBI Amanatul Ummah Surabaya'*, n.d.

³⁶ Ira Atika Zahra, *'The Effect of Debate Activity in English Four Skills: The Students' Perspective'*, no. November (2019): 21–22.

Using debate technique can embrace four skills namely speaking, writing, reading, and writing.

On the other hand the weakness, there are several weakness of debate in applying it in the classroom, firstly debate only can be used for specific subject, such as subject that related with agreeing and disagreeing and giving arguments. Secondly debates needs long time and preparation, students should prepare their arguments before debate to make them easier to attack the opponent's opinion.³⁷ But it where argumentative text should take a part.

Despite the previously mentioned weaknesses, the benefits of using debates, particularly in terms of fostering the development of argumentative writing skills, are quite remarkable. This is because debates follow a structured and unidirectional format that facilitates this skill. Additionally, it's worth noting that some of the weaknesses can be mitigated or reduced with effective guidance and management by the teacher.

In summary, the use of debating techniques has demonstrated its effectiveness in not only enhancing students' comprehension of expository texts but also in improving their writing skills. Through the process of creating notes and outlines for their speeches and countering opponents' arguments, students develop critical thinking and

³⁷ Nashihatur Rosyidah, 'The Effectiveness of Debate in Improving Students' Speaking Ability at Twelveth Grade Student of SMAN 3 Ponorogo 2012/2013', *Makalah Centre* (blog), 14 January 2013, <http://makalah07.blogspot.com/2013/01/the-effectiveness-of-debate-in.html>.

organizational abilities. Furthermore, the engagement and active involvement of all students in the debate significantly aid in better classroom management.

B. Review of Related Findings

Several related research studies have explored various aspects of language speaking strategies. For instance, one thesis conducted by Sucitra focused on the concept that English is primarily learned by students to facilitate communication with others. Sucitra highlighted debating as a method for learning English through interactive communication and debates with fellow students.³⁸

The second study, conducted by Abid El Majidi, aimed to investigate the impact of debates on students.³⁹ In the third research, Matheus Ferry Renaldo aimed to demonstrate the effectiveness of using debate as a teaching method for improving speaking skills among eighth-grade students at SMP Bina Mulia Mandiri, West Bandung, during the academic year 2019/2020. The research employed Classroom Action Research (CAR) with two cycles, encompassing planning, implementation, observation, and reflection in each cycle. The study's findings indicated a noticeable enhancement in students' speaking skills, which

³⁸ Sucitra, 'The Effectiveness Of Debate Method In Achieving Students' Speaking Skill (Oral Communication) Of The Twelfth Grade At Sma Negeri 2 Pinrang (A Pre-Experimental Research) Muhammadiyah University Of Makassar Faculty Of Teacher And Training Education English' (universitas muhammadiyah makasar, 2018).

³⁹ Abid El Majidi, 'The Effects of In-Class Debates on Argumentation Skills in Second Language Education | Elsevier Enhanced Reader', accessed 20 March 2023, <https://doi.org/10.1016/j.system.2021.102576>.

was supported by the test results conducted as part of the research.⁴⁰ In the fourth study, the objective was to enhance the quality of teaching and learning of speaking by implementing the debate technique for tenth-grade students at SMAN Model Bangsa in Aceh.⁴¹ The last study conducted by Lutfi, titled 'The Implementation of Critical Debate Technique in Improving Speaking Skill,' aimed to determine whether the implementation of the critical debate technique had a positive impact on the speaking skills of eleventh-grade students at SMA Negeri Terpadu Model Madani in Palu.⁴²

The distinguishing features between this research and the previously mentioned findings lie in the variables studied and the research design employed. In the related findings, the variable of interest was speaking, whereas this research focuses on writing. Additionally, while the related findings used Classroom Action Research (CAR) as the research design, the researcher in this study utilized a quantitative design. However, a common thread among these studies is their utilization of debate as a variable of interest.

C. Framework of Thinking

Debate is about giving an argument to the opposite and the other give another arguments as well. In another word, arguing. In debate, there are several system to regulate the debater. One of the frequently used is British

⁴⁰ Matheus Renaldo Ferry and Odo fadloeli, 'The Effectiveness of Using "Busuu" in Teaching Speaking', *Jurnal Fakultas Keguruan & Ilmu Pendidikan Kuningan* 2, no. 3 (2021): 94–98.

⁴¹ Michael Tianame, Bustami Usman, and Asnawi Muslem, 'The Implementation of Debate Technique to Enhance the Students' Speaking Skill', *English Education Journal* 10, no. 2 (17 June 2019): 180–95.

⁴² Danish Lutfi, 'The Implementation Of Critical Debate Technique In Improving Speaking Skill', *E-Journal of ELTS (English Language Teaching Society)* 6, no. 2 (15 December 2018), <http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/11512>.

Parliamentary system. This system involve 8 persons that divided into 4 groups. Starts from Opening Government, Opening Opposition, Closing Government, and Closing Opposition. Pre debate there is case building, where the debaters have to write their argument to perform. In this phase each debater have to prepare their own arguments and the opposition arguments to counter it in order to mastery the debate or win the debate.

Argumentative texts serve the purpose of promoting or evaluating particular beliefs or concepts, classifying them as valid or invalid, or favorable or unfavorable, positive or negative. These written compositions frequently involve abstract relationships like logic, significance, purpose, worth, and counterarguments. Basicly in case building phase and write argumentative text have similarity in positioning in two side positive or negative, pro or contra, yes or no. Considering the influence of debate to speaking has been discussed in several research. In this research, the researcher would like to conduct a research about to find out the correlation between debate mastery and write argumentative text.

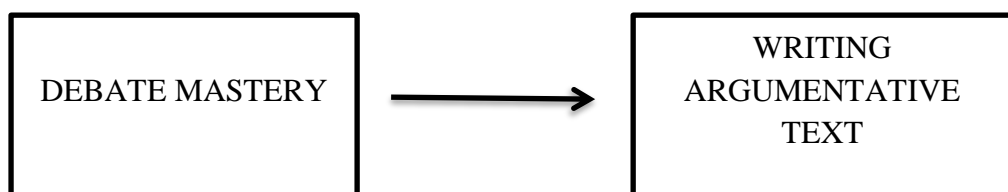


Figure II.2 *correlation between debate mastery and writing argumentative text*

D. Hypothesis

The hypothesis of this research is formulated as follow:

H₀ : There is no significant correlation between debate mastery to students' skill in writing argumentative text at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

H₁ : There is a significant correlation between debate mastery to students' skill in writing argumentative text at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

The research was conducted at State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan Padangsidempuan. It is located in H.T Rizal nurdin Street, Sihitang, Padangsidempuan. The time of this research was from April until December 2023.

B. Research Method

This research type is quantitative research. Quantitative research is a type of research that utilizes measures of 'quantity'.⁴³ This study utilized a quantitative approach, and the research design employed is correlational research. Correlational research describes a general approach to research that focuses on estimating the covariance between naturally occurring variables.

The goal of correlational research is to identify predictive relationships using correlation techniques or more advanced statistical methods.⁴⁴ In line with this, the researcher aims to determine whether a correlation truly exists between the two variables. Consequently, the most suitable research design employed to address the question of whether students' proficiency in debate

⁴³ Tatang Ary Gumanti, Yunidar, and Syahrudin, *Metodologi Penelitian Pendidikan* (Mitra Wacana Media, n.d.), 44.

⁴⁴ Emzir, *Metodologi Penelitian Pendidikan Kuantitatif & Kualitatif*, revised edition (RajaGrafindo Persada, n.d.), 37.

correlates with their skill in writing argumentative text is the correlational design.

C. Population and Sample

1. Population

The population in this research is the seventh and fifth semester students of English Department (academic year 2022-2023) in Teacher Training Faculty Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. The research was done in English For Debate class.

2. Sample

This research used purposive sampling to choose the sample from the population. The purposive sampling method aims to provide a higher likelihood of obtaining information responses that closely align with the researcher's objectives.⁴⁵ The researcher opted for the purposive sampling technique due to the consideration that not all individuals in the population had prior experience in debating, and not all of them met the specified criteria. So the researcher took 23 students from TBI 1 as the sample since that class is filled with some debaters that have practiced in Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

⁴⁵ Ary Gumanti, Yunidar, and Syahrudin, *Metodologi Penelitian Pendidikan*, 199.

D. Defenition of Operational Problem

This research contains two variables, namely writing argumentative text and debate.

1. Argumentative Text

Argumentative texts serve the purpose of promoting the acceptance or evaluation of particular beliefs or ideas, categorizing them as true or false, or positive or negative. Such texts frequently include conceptual relationships such as reasoning, significance, intention, value, and opposition.

2. Debate

Debate entails the formal delivery of arguments with the intention of persuading an audience. It represents a structured form of interactive argumentation aimed at convincing both judges and the audience. Proficiency in debate necessitates the ability to define terms, set limitations, identify points of contention, present persuasive arguments, offer rebuttals, and provide appropriate evidence.

E. Instrument of The Research

When gathering data, the researcher employed three tools, specifically a writing test, diary entries, and various documents.

1. Writing test

To obtain the data, the researcher administered a writing test to the students. the indicator of the writing test can be seen by the following table:

⁴⁶ and the question or the title for the test can be seen on appendixes.

Table III.1

Argumentative Rubric

No	Indicators	Score
1	Generic Structure	<i>30 points</i>
2	Structure & organization	<i>10 points</i>
3	Sources/documentation	<i>5 points</i>
4	Grammar/mechanics	<i>5 points</i>

Where, $X = n \times 2$

Notes:

X : Total score

n : Rubric's score

2. Debate score

To obtain the debate score from the population, the researcher got the score from the lecturer that teach English for debate class. The score is the students' mid test result. The students did the debate in the class.

F. Validity and Reability

A validity test is a method employed to ascertain the degree to which the instrument utilized in research accurately measures what it is intended to

⁴⁶ Brown Douglas, *Teaching By Principles An Interactive Approach To Language Pedagogy*, second (New Jersey: Addison Wesley Longman Inc., n.d.), <https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>.

measure.⁴⁷ To assess content validity, reliance is placed on the judgment of experts, individuals considered knowledgeable in the subject matter, including the academic advisor. The validity of questions evaluated by these experts constitutes content validity.

Reliability is the measurement of precision (consistency) of an instrument.⁴⁸

This research used content validity which has been judged by the experts and discussed with the lecturer who taught in English Department.

G. Technique of Collecting Data

The data has been gathered from the students at the seventh semester at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, in English department. In collecting the data, the researcher used writing test that the validation has been completed. First the researcher said salam and asked them to pay attention. After that, the researcher gave the instrument to the students. Then the researcher explained the questions. After giving the directions, the researcher asked the students to do the test for 60 minutes. After 60 minutes, the researcher collected the answer. The last the researcher gave the score to each answer sheet. To get the debate score, the researcher got it from English For Debate lecturer after they did mid test. Through these instruments, the researcher gained insights into the mastery of debate and students' proficiency in writing argumentative text at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

⁴⁷ Suharsimi Arikunto, 'Prosedur Penelitian: Suatu Pendekatan Praktik / Suharsimi Arikunto | OPAC Perpustakaan Nasional RI.', accessed 21 March 2023, <https://opac.perpusnas.go.id/DetailOpac.aspx?id=217760>.

⁴⁸ Husaini Usman and R. Purnomo Setiady Akbar, *Pengantar Statistika* (Bumi Aksara, n.d.), 287.

H. Technique of Analysing Data

After completing the data collection process, the researcher analyzed the data using a quantitative method. The statistical process for analyzing data in correlational quantitative research involves several steps as outlined below:

1. Identified and corrected of the instrument given

Utilized SPSS version 23 to identify the mean, median, and mode, organizing and categorizing the scores of variables.

2. Normality test

The normality test is employed to determine whether the research data follows a normal distribution. To assess normality, the researcher performed calculations using SPSS version 23.

3. Hypothesis test

The research used a T-test to assess the hypothesis, utilizing an independent sample with SPSS version 23. The outcomes are reflected in the mean scores.

4. To examine the significances of variables

To investigate the significance of the correlation between variable X and variable Y, determined through the utilization of SPSS Version 23.

5. To know the contribution coefficient data termination variable.

To understand the impact of the correlation coefficient between variables X and Y, the researcher employs the determinant correlation formula, outlined as follows:

$$CD = r^2 \times 100 \%^{49}$$

Note:

CD = Contribution of coefficient determination

r = Coefficient correlation

The outcome should align with the interpretation of the product moment correlation index. The explanatory details of the results can be observed in the table provided below.

Table III.2

Interpretation Coefficient Correlation of X and Y⁵⁰

No	Coefficient Interval	Relation Degree
1	0.00 – 0.199	Very Low
2	0.20 – 0.399	Low
3	0.40 – 0.599	Avarage
4	0.50 – 0.799	Strong
5	0.80 – 1.000	Very Strong

⁴⁹ Darwan Syah, Supardi, and Abdullah Aziz Hasibuan, *Pengantar Statistik Pendidikan*, Cet. 4 (Jakarta: Gaung Persada Press, 2009).

⁵⁰ Adam Malik and Muhammad Minan Chusni, *Pengantar Statistika Pendidikan: Teori Dan Aplikasi*, vol. 1 (Sleman Yogyakarta: Deepublish, 2018), <https://etheses.uinsgd.ac.id/21828/>.

CHAPTER IV

RESULT OF THE RESEARCH

A. General Description of the Research Object

UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan is located at Jl. T. Rizal Nurdin Km. 4,5 Sihitang, Padangsidempuan. Before becoming UIN, this university have been evolved from STAIN, IAIN, until at The 8th of June 2022 it become UIN. UIN Syekh Ali Hasan Ahmad Addary is leaded by rector namely Dr. H. Muhammad Darwis Dasopang, M.Ag until 2026. This university have 4 faculties namely FTIK, FEBI, FASIH, FDIK and have postgraduate program as well. At one of those faculty the research have done a research namely at FTIK, specifcly at English Department. The building is quite big, because FTIK is one of most liked faculties.

B. Description of Research Data

Data description is interpretation from the data that got from the research that done at 25th of September until 2nd of October 2023. The data got by giving a writing test to the university student at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan specifcly at English Department the 7th semester. The data can be seen below:

1. Debate

After getting the debate score from English for debate lecturer, the researcher counted the score to get the descriptive data. The descriptive data can be seen as follow:

Table IV.1

No	Description	Statistic
1	Minimum	75
2	Maximum	90
3	Mean	79.8
4	Standard error	0.689
5	Median	80
6	Mode	80
7	Standard Deviaton	3.307
8	Sample Variance	10.93
9	Range	15
10	Sum	1837
11	Count	23

Since the researcher got the data, the researcher copied the data and put it into spss 23 for windows. First click analyze, than choose descriptive statistic, after that click descriptive. Than input the data to the variable's box, than click options, click mean, sum, std. Deviation, variance, range, then click continue. The last click ok to see the result. To see the range, the researcher calculated maximum score minus minimum score, then got 15. Then the formula to get the number of classes the resercher used $k = 1 + 3.3 \log n$ wich the researcher got the result was 6. Then the range (15) divided by 6, equal 3.

Based on the table above, it can be concluded that the total score in pre test was 1837, mean was 79.8, median was 80. Interval was 3, variance was 10.93 and standard deviation was 3.307. The researcher got the highest score was 90 and the lowest score was 75. After getting the final result of the students score above, the researcher made it into the frequecy

distribution to see dominant score that had been gotten by students, the table can be seen as follow:

Table IV.2

No	Interval	Mid point	Frequency	Percentages
1	75-77	76	2	8.7%
2	78-80	79	17	73.9%
3	81-83	82	1	4.3%
4	84-86	85	2	8.7%
5	87-89	88	0	0.0%
6	90-92	91	1	4.3%
	Sum		23	100%

To see how many students get particular score, the researcher make table of frequency distribution. The researcher used microsoft excel this time to calculated this. Based on the table above, it can be concluded that the students' score in interval class 75-77 was 2 students (8.7%). Interval class between 78-80 was 17 students (73.9%), interval class 81-83 was 1 students (4.3%), interval class between 84-86 was 2 students (8.7%). Interval class between 87-89 was 0 student (0%), interval class between 90-92 was 1 students (4.3%).

2. Writing argumentative text

The researcher calculated the result that had been gotten by the students when answering writing test. The researcher gave them the test about writing argumentative text. The students have to answer 3 questions about writing argumentative text. After getting students' score, the researcher

arranged students' score from the low score until the high score. the researcher caculated it by using statistic formula to get thel final result such as mean score, median, modus, range, interval, variants, and standard deviation. The score can be seen as follow:

Table IV.3

No	Description	Statistic
1	Minimum	60
2	Maximum	95
3	Mean	83
4	Standard error	2.51
5	Median	86
6	Mode	95
7	Standard Deviaton	12.04
8	Sample Variance	145
9	Range	35
10	Sum	1909
11	Count	23

Since the researcher got the data, the researcher copied the data and put it into spss 23 for windows. First click analyze, than choose descriptive statistic, after that click descriptive. Than input the data to the variable's box, than click options, click mean, sum, std. Deviation, variance, range, then click continue. The last click ok to see the result. To see the range, the researcher calculated maximum score minus minimum score, then got 35. Then the formula to get the number of classes the resercher used $k = 1 + 3.3 \log n$ wich the researcher got the result was 6. Then the range (35) divided by 6, equal 6.

Based on the table above, it can be concluded that the total score in pre test was 1909, mean was 83, median was 86. Interval was 6, variance

was 145 and standard deviation was 12.04. The researcher got the highest score was 95 and the lowest score was 60. After getting the final result of the students score above, the researcher made it into the frequency distribution to see dominant score that had been gotten by students, the table can be seen as follow:

Table IV.4

No	Interval	Mid point	Frequency	Percentages
1	60-65	62.5	2	8.7%
2	66-71	68.5	2	8.7%
3	72-77	74.5	5	21.7%
4	78-83	80.5	1	4.3%
5	84-89	86.5	4	17.4%
6	90-95	92.5	9	39.1%
			23	100%

To see how many students get particular score, the researcher make table of frequency distribution. The researcher used microsoft excel this time to calculated this Based on the table above, it can be concluded that the students' score in interval class 60-65 was 2 students (8.7%). Interval class between 66-71 was 2 students (8.7%), interval class 72-77 was 5 students (21.7%), interval class between 78-83 was 1 student (4.3%). Interval class between 84-89 was 4 students (17.4%), interval class between 90-95 was 9 students (39.1%).

C. Data Analyze

1. Normality test

Normality test is done to see weather the data is normal or not, and the result can be seen below:

Table IV.5

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VAR00001	.310	23	.000	.829	23	.001
VAR00002	.232	23	.002	.863	23	.005

a. Lilliefors Significance Correction

Based on the calculation above it was found that the significance value is less than 0.05. It was obtained that the test was < 0.05 so, the distribution is considered not normal.

2. Hypothesis test

The objective of the hypothesis test was to establish the correlation between proficiency in Debate Mastery and the ability to write Argumentative Text at UIN Syekh Ali Hasan Ahmad Addary in Padangsidempuan. Since the data is not normal, the researcher use non parametric test, specifcly spearman test for the hypothesis test. The result can be seen as follow:

Table IV.6 Hypothesis test

		debate score	writin g score
Spearman's rho	Correlation Coefficient	1.000	.440*
	Sig. (2-tailed)	.	.036
	N	23	23
writing score	Correlation Coefficient	.440*	1.000
	Sig. (2-tailed)	.036	.
	N	23	23

*. Correlation is significant at the 0.05 level (2-tailed).

The criteria of correlation test is if sig .(2-tailed) less than 0.05, so H_1 is accepted (H_0 rejected) or if sig .(2-tailed) higher than 0.05, so H_0 is accepted (H_1 rejected). Based on the table IV.6, it can be seen that the sig.(2-tailed) was 0.36 which is less than 0.05. Based on the correlation test criteria H_1 is accepted or H_0 is rejected. So it can be concluded that there was a significant correlation between debate mastery and writing argumentative text at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

The researcher utilized the correlation coefficient spearman-rank from the table IV.6 to analyze the interpretation correlation between debate mastery and writing argumentative text. From the table IV.6 the correlation coefficient is 0.440. This result indicates a positive correlation between Debate Mastery and Writing Argumentative Text at UIN Syekh Ali Hasan Ahmad Addary in Padangsidimpuan. The correlation falls within the

“Moderate to substansial relationship” category. The interpretation of the correlation coefficient is detailed in the correlation coefficient interpretation table provided below:

Table IV.7
Interpretation Coefficient Correlation of X and Y

No	Coefficient Interval	Relation Degree
1	0.00	No correlation
2	0.01 – 0.09	Trivial Relationship
3	0.10 – 0.29	Low to moderate relationship
4	0.30 – 0.49	Moderate to substansial relationship
5	0.50-0.69	Substansial to very strong relationship
6	0.70 – 0.89	Very strong relationship
7	0.9 +	Near perfect ⁵¹

The result in the table depicting XY interpretation shows an outcome in the " Moderate to substansial relationship " category. This implies that a heightened proficiency in debate mastery among students correlates with an improvement in their scores and skills in writing argumentative texts. Consequently, this connection leads to enhanced abilities in both writing and critical thinking.

To look for the contribution of variable X to variable Y as follows:

$$CD = r^2 \times 100\%$$

⁵¹ D.A. De Vaus, *Surveys In Social Research* (New South Wales: Allen and Unwin, 2002), 259.

$$= (0.440)^2 \times 100\%$$

$$= 0.1936 \times 100\%$$

$$= 19.36 \%$$

Based on the calculation above, it was determined that the contribution of debate mastery to writing argumentative text is 19.36%, while 80.64% is influenced by other variables.

D. Discussion of Research Result

The researcher discussed the result of this research. With the theory there is a correlation between debate and writing, the researcher take it specifically in writing argumentative text. Debate as the media to taught writing argumentative text. Case building as the pre debate give the debater to think and write down the argument. At this point, this phase have similarities with writing a good paragraph or text.

Assertion, Reason, Evidence, and Link Back (AREL), the technique that the debaters used to write down their arguments can be used as well to write a good argumentative text. From the result of the test that the researcher done, it was proved. This research is finally go to the conclusion. After do the step by step, the researcher can conclude that H_1 is accepted. Because the significant value is less then 0.05, it means H_1 is accepted. There is a significant correlation between debate mastery and students' skill in writing argumentative text. But it must be underlined, that the significance score was not really high, it was only 19.36%.

E. Research Limitations

The researcher got some threats of the research as follow:

1. The researcher was confused and hard to choose the class. On the 8th semester 2022 there was not an English for debate class. This class exist on 2023.
2. The researcher does not know how serious and focus the students when answering the test. Some of them afraid it effect their score even though the researcher has said that this test won't effect their academic score.
3. Some of the students did not really interested with debate. They taught debate is only for competitions. It make them think they did not need the lesson. They do not imagine how big is the impact of debate to 4 macro skills in English.
4. The researcher found that it was hard to calculated the data. Since the normality test is not normal, the researcher had to use non parametric test to calculate.

CHAPTER V

CLOSING

A. Conclusions

This chapter provides a concise summary of findings related to the association between proficiency in debate and students' abilities in crafting argumentative writing at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Drawing from the outcomes of the conducted research, it can be inferred that :

1. The students' debate mastery at the seventh semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan was 79.8
2. The students' skill in writing argumentative text at the seventh semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan was 83
3. Based on the data analysis by using SPSS, the researcher finds the coefficient correlation is 0.440 and sig(2-tailed) is 0.036. Therefore there is positive and significant correlation between debate mastery and students' skill in writing argumentative text the seventh semester in English department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

B. Implications

Based on the research conducted under the title "The Correlation between Debate Mastery and Writing Argumentative text at UIN Syekh Ali Hasan

Ahmad Addary Padangsidempuan” several implications can be derived from the research findings, including:

1. Leveraging debate as an alternative educational method can add an element of enjoyment to the learning process, especially in the domain of writing. In debates, students are compelled to express and formalize their arguments, engaging in discussions with their peers, thereby enhancing their writing skills. The interactive nature of debates fosters a dynamic learning environment.
2. Participating in debates fosters an improvement in students' critical thinking skills by requiring them to challenge opposing arguments to win debates. The act of countering opposing viewpoints in debates serves as a practical exercise, honing their ability to think critically and analytically. This dynamic process contributes to the overall development of students' cognitive skills.
3. The data analysis reveals a correlation between students' proficiency in writing argumentative texts and their mastery of debate. A positive association is evident, indicating that higher scores in debate correspond to higher scores in writing argumentative texts. However, it's noteworthy that instances exist where students excel in writing argumentative texts but achieve lower scores in debate, suggesting the influence of other contributing factors.
4. The findings of this research offer valuable insights for English university students and lecturers. The incorporation of debates into learning,

particularly in the context of writing, can serve as an effective supplementary tool beyond the traditional classroom setting. It can be utilized as a practical guide for students preparing for competitions, providing them with a structured approach to enhance their writing skills and strive for academic achievements.

C. Suggestions

After finishing this research, the researcher has some suggestions as follow:

1. The dean of the UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan faculty expressed hope for strong support for English lecturer, encouraging effective teaching and active involvement in English language education.
2. English teacher to have variations in teaching the students, specially in teaching writing. A variations teaching method make the students enjoy the teaching and learning process. Debate can be a good method to teach writing to the students.
3. Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of these technique deeply and maybe use debate to impact another skill such as speaking, listening or reading.

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Appendix 1

Writing Test

Name :

Class :

Date :

Time : 60 Minutes

1. Identify these texts bellow based on the generic structure and chose which text is argumentative text!

a. *Where should be after High School?*

The National examination result will be publicly enounced in next short time. Euphoria will flood for those who get success. In the other hand, It will be sorry to hear that there are some of them do not succeed in their national final examination. For those who succeed soon will think to decide; where will they be after graduating high school? Actually it will be easy to decide for those has been arranged and thought earlier but for those have not planed yet, it will be quite confusing.

Continuing study or looking for work is the primary choice among them. When they think about continuing study, they will think hard about the time and cost. How long the higher study will last? And how high is about the cost. In the same way, when they think about straightly seeking job, what skill and competence they have got is a big matter of questioning. So, doing both choices in the same time is an alternative.

Continuing study as well as seeking job is possibly done but it will be hard for them. Conventionally studying in the university needs much time to spend especially in the first year. It is true because they have to do and adapt a lot of things in their new higher school. It will be very hard to looking for job. Therefore it should come to their mind of continuing studying at higher school from their own home. As result, the available time will be more flexible for them. Then it will be very possible to seek job and get the appropriate one. This type of studying is publicly known as distance learning.

As the alternative method of studying, besides the conventional studying which students and the lecturer have to meet in the fixed time and place regularly, distance learning provides possibility to grow better. Possibly working and studying surely will create high quality graduate. Distance learning should appear as a considerable choice for them.

b. Should College Education be Free?

College education should be free for all students. Education is a basic right, and no one should be deprived of it just because they can't afford it. Education is the key to success and prosperity, and making it accessible to all will lead to a better society. Additionally, countries that provide free college education have higher rates of college graduates and a more educated workforce, which in turn leads to economic growth.

Furthermore, providing free college education will reduce the burden of student debt. Many students graduate from college with significant debt, which can take years to pay off. This debt can limit their career choices and delay their ability to start a family or purchase a home. By providing free college education, students can focus on their studies without worrying about the financial burden.

Opponents of free college education argue that it would be too expensive for the government to provide. However, investing in education is an investment in the future of the country. The benefits of a more educated population will outweigh the costs in the long run. Additionally, the government can fund free college education by reducing spending on unnecessary programs or by increasing taxes on the wealthy.

In conclusion, college education should be free for all students. Education is a right, not a privilege, and it is essential for personal and societal growth. By providing free college education, we can ensure that all students have an equal opportunity to succeed, regardless of their financial background.

2. Please fill the column with your own idea!

Thesis	
Support	
Opposition	
Conclusion	

3. Please write argumentative text belongs to generic structure and generic features, according to the title below:

Effect of Social Media for Students

Appendix 2

Debate Score

NO	Students' code name	Gender	Debate's Score
1	M. rasyid pulungan	M	83
2	Sandia Siregar	F	78
3	Selviana Siregar	F	75
4	Dian Fadhilah Rtg	F	80
5	Tasliah Albina Nst	F	80
6	Yan Fauzan Hrp	M	78
7	Elsy Rahayu Tmbn	F	78
8	Siti Aslan Hsb	F	85
9	Nurun Najiah	F	80
10	Wildan As'at Taufik	M	78
11	Tio Morina	F	75
12	Frylia Dewi	F	80
13	Ragil Sukma	F	78
14	Nur Azizah Hsb	F	85
15	Rahmida Sari	F	80
16	Nur Padilah Sari	F	78
17	Mujahidah Riski S	F	80
18	Indah Rizki Br St	F	90
19	Aulia Ulfah B Rtg	F	80
20	Selviana Psrb	F	80
21	Selviani Devi	F	78
22	Yolanda Izmi A	F	80
23	Taufik Soleh Srg	M	78

Mengetahui,

Sokhira Linda Vinde Rambe, M.Pd

NIP 19851010 201903 2 007

Appendix 3

Writing's score

NO	Students' code name	Gender	Writing's Score
1	MRP	M	86
2	SS	F	74
3	SS	F	86
4	DFR	F	76
5	TAN	F	84
6	YFH	M	62
7	ERT	F	72
8	SAH	F	82
9	NN	F	95
10	WATH	M	95
11	TM	F	70
12	FDAH	F	95
13	RSD	F	95
14	NAH	F	95
15	RS	F	95
16	NPS	F	88
17	MRS	F	95
18	IRBS	F	95
19	AUBR	F	76
20	SP	F	95
21	SD	F	66
22	YIA	F	72
23	TSS	M	60

Appendix 4

Descriptive statistics

Statistics			
		debate score	writing score
N	Valid	23	23
	Missing	0	0
	Mean	79,8696	83,0000
	Std. Error of Mean	,68957	2,51085
	Median	80,0000	86,0000
	Mode	80,00	95,00
	Std. Deviation	3,30708	12,04159
	Variance	10,937	145,000
	Range	15,00	35,00
	Minimum	75,00	60,00
	Maximum	90,00	95,00
	Sum	1837,00	1909,00

Appendix 5

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VAR00001	,310	23	,000	,829	23	,001
VAR00002	,232	23	,002	,863	23	,005

a. Lilliefors Significance Correction

Appendix 6

Hypothesis test

Correlations

			debate score	writing score
Spearman's rho	debate score	Correlation Coefficient	1,000	,440*
		Sig. (2-tailed)	.	,036
		N	23	23
	writing score	Correlation Coefficient	,440*	1,000
		Sig. (2-tailed)	,036	.
		N	23	23

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 7

Documentations



CURRICULUM VITAE



A. Identity

Name : Asyrof Kholil
Reg no : 1920300096
Place/Birth : Padangsidimpuan, 29th January 2002
Religion : Islam
Address : Jl. Pud Gg. Famili 3

B. Parents

Father's Name : Ali Asrun Lubis
Mother's Name : Rosminar Siregar

C. Educational Background

Elementary school : SDN 26 Padangsidimpuan
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Senior school : SMA N 2 Padangsidimpuan
University : UIN Syekh Ali Hasan Ahmad Addary
Padangsidimpuan



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Penyelesaian Skripsi.

Yth Dekan Fakultas Tarbiyah Ilmu Keguruan
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Dengan hormat, bersama ini kami sampaikan bahwa :

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Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. PUD Gang Famili 3

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation between Debate Mastery and Writing Argumentative Text at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.



a. Dekan
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12 Desember 2023

Hal : **Surat Keterangan Penelitian**

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan menerangkan bahwa:

Nama : Asyrof Kholil
NIM : 19 203 00096
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dari tanggal 25 September s/d 11 Desember 2023 dengan judul "The Correlation between Debate Mastery and Writing Argumentative Text at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004



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17 April 2023

Lamp : -

Perihal : **Pengesahan Judul dan Penunjukan
Pembimbing Skripsi**

Yth.

1. **Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)**
2. **Yusni Sinaga, M.Hum. (Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Asyrof Kholil
NIM	: 1920300096
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Correlation between Debate Mastery and Writing Argumentative Text at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
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