DEBATERS' ABILITY IN WRITING DISCUSSION TEXT AT ENGLISH EDUCATION DEBATE CLUB IAIN PADANGSIDIMPUAN PERIODE 2019-2020

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the requirement for the Graduate Degree of
Education (S.Pd) in English

Written by

ERNIDAH HASIBUAN
Reg. No. 16 203 00035

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2020

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PADANGSIDIMPUAN

2020

LETTER OF AGREEMENT

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Name : Ernidah Hasibuan

Item   : 7 (Seven) Exemplars

Padangsidimpuan,   Desember 2020

To:

Dean Tarbiyah and

Teacher Training Faculty

In-

Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Ernidah Hasibuan**, entitled **"Debaters' Ability in Writing Discusion Text at English Education Debate Club IAIN Padangsidimpuan Periode 2019-2020"** we approved that the thesis has been acceptable to complete therequirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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DECLARATION LETTER OF WRITING OWN THESIS

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The title of the Thesis : **Debaters' Ability In Writing Discussion Text At English Education Debate Club IAIN Padangsidimpuan Periode 2019-2020**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

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Declaration Maker

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AGREEMENT PUBLICATION OF FINAL TASK
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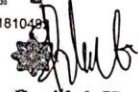Kind : Thesis

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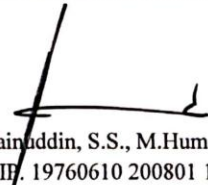
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LEGALIZATION

Thesis	:	DEBATERS' ABILITY IN WRITING DISCUSSION TEXT AT ENGLISH EDUCATION DEBATE CLUB IAIN PADANGSIDIMPUAN PERIODE 2019-2020
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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd.) in English

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ABSTRACT

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Department   : Tadris Bahasa Inggris (TBI-1)
Title   : Debaters' Ability In Writing Discussion Text At English Education Debate Club IAIN Padangsidimpuan Periode 2019-2020

This research was focused on debaters' ability in writing discussion text. Writing discussion text is a process of expressing thoughts that contains two sides of topic pro and contra with arguments for each side which causes discussion text to receive less interest because of its complexity. Writing arguments is always done in debate. Debate and discussion text are related, they are only different in term of delivering the arguments, debate is through speaking and discussion text is through writing.

The formulation of the research were 1) How is the debaters' ability in writing discussion text at English Education Debate Club IAIN Padangsidimpuan Periode 2019-2020?, 2) What are the lecturer's effort to help students who lack of ability in writing discussion text?, 3) What are the debaters' effort to improve their ability in writing discussion text?. Objectives of this research are to know the debaters' ability in writing discussion text, to know lecturer's effort to help students who lack of ability in writing discussion text, and to know the debaters' effort to improve their ability in writing discussion text.

This research is a mixed quantitative and qualitative research. The intruments used in this research were test, rubric scoring, and interview. The quantiative approach used test and rubric scoring to collect the data and the qualitative approach used interview. The population of this research were all the debaters at English education debate club IAIN Padangsidimpuan periode 2019-2020. However, the sample only consisted of sixteen debaters.

Based on the result of the research, the mean score of the debaters was 71.43 in which it belonged to the high ability classification, the mode was 68.65, and the median was 70.25. The researcher tested the hypothesis using Ztest. Based on the result of the hypothesis testing, it can be concluded that the hypothesis was rejected because the Z_{count} was less than the Z_{table} (Z_{count} = -6.22 < 0.3264). Despite the fact that most debaters' ability were high, there are few of them and many other students in general who lack of ability in writing discussion text. In order to remedy the situation, the lecturer did some efforts, they were ; giving more writing practices, giving feedback on the students' writing and revising activity. Meanwhile, the debaters' effort to improve their ability in writing discussion text were ; reading more scientific journals, trying to analyze their text better, and practicing to write more.

Keywords: *Debate, Debater's Ability, Writing, Discussion Text.*

ABSTRACT

Name   : Ernidah Hasibuan
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Judul Skripsi   : Debaters' Ability In Writing Discussion Text At English Education Debate Club IAIN Padangsidimpuan Periode 2019-2020

Penelitian ini difokuskan pada kemampuan debater dalam menulis teks diskusi. Penulisan teks diskusi merupakan proses pengungkapan pemikiran yang mengandung dua sisi topik yang pro dan kontra dengan argumen di masing-masing sisi yang menyebabkan teks diskusi kurang diminati karena kompleksitasnya. Menulis argumen selalu dilakukan dalam debat. Teks debat dan diskusi saling berkaitan, hanya berbeda dalam menyampaikan argumentasi, debat melalui lisan dan teks diskusi melalui tulisan.

Rumusan masalah dalam penelitian ini adalah 1) Bagaimana kemampuan debater dalam menulis teks diskusi di English Education Debate Club IAIN Padangsidimpuan Periode 2019-2020 ?, 2) Bagaimana upaya dosen membantu mahasiswa yang kurang mampu menulis teks diskusi? , 3) Bagaimana upaya debat untuk meningkatkan kemampuannya dalam menulis teks diskusi ?. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan debat dalam menulis teks diskusi, mengetahui upaya dosen dalam membantu mahasiswa yang kurang mampu dalam menulis teks diskusi, dan untuk mengetahui upaya debat dalam meningkatkan kemampuannya dalam menulis teks diskusi.

Penelitian ini merupakan penelitian kuantitatif dan kualitatif campuran. Instrumen yang digunakan dalam penelitian ini adalah tes, penilaian rubrik, dan wawancara. Pendekatan kuantitatif menggunakan skor tes dan rubrik untuk mengumpulkan data dan pendekatan kualitatif menggunakan wawancara. Populasi penelitian ini adalah seluruh debat pada klub debat pendidikan bahasa Inggris IAIN Padangsidimpuan periode 2019-2020. Namun, sampel hanya terdiri dari enam belas debat.

Berdasarkan hasil penelitian didapatkan rata-rata skor debat 71,43 termasuk dalam klasifikasi kemampuan tinggi, modus 68,65, dan median 70,25. Peneliti menguji hipotesis menggunakan Ztest. Berdasarkan hasil pengujian hipotesis, dapat disimpulkan bahwa hipotesis ditolak karena Zhitung lebih kecil dari Ztabel (Zhitung = -6,22 <0,3264). Terlepas dari kenyataan bahwa sebagian besar kemampuan debat tergolong tinggi, namun masih sedikit dari mereka dan banyak siswa lain pada umumnya yang kurang memiliki kemampuan dalam menulis teks diskusi. Untuk memperbaiki keadaan tersebut, dosen melakukan beberapa upaya diantaranya; memberikan lebih banyak latihan menulis, memberi umpan balik tentang tulisan siswa dan kegiatan merevisi. Sedangkan upaya debat untuk meningkatkan kemampuannya dalam menulis teks diskusi adalah; membaca lebih banyak jurnal ilmiah, mencoba menganalisis teks mereka dengan lebih baik, dan berlatih menulis lebih banyak.

Kata Kunci : *Debate, Debater's Ability, Writing, Discussion Text.*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

In the name of Allah, the Beneficent and the Merciful

Firsly, I would like to convey my grateful to Allah SWT, the most Creator and Merciful that has given health, time and chance for finishing this thesis which entitled "Debaters' Ability In Writing Discussion Text At English Education Debate Club Iain Padangsidimpuan Periode 2019-2020". Secondly, peace and greeting be upon to the Prophet Muhammad SAW that has brought the human being from the darkness into the brightness.

In finishing this thesis, I exactly get a lot of difficulties and troubles. It is a pleasure to acknowledge the help and contribution from following people who have contributed in different ways hence this thesis is processed until it becomes a complete writing. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag, as the first advisor who has guided, supported and giving me a lot of suggestions in writing this thesis, also who always be there to overcome every obstacles I faced in writing this thesis. May Allah SWT bless her.

2. Mr. Zainuddin, S.S., M.Hum, as the second advisor, also as the chief of English Education Department, and also as my Academic Advisor, who have guided, and suggested me to finish this thesis as well.

3. Mr. Prof. Dr. H. Ibrahim Siregar, MCL., as the Rector of State Institute for Islamic Studies Padangsidimpuan.

I realize that this thesis is still far from perfection. Therefore, it is such a pleasure for me to get critiques and suggestions to make it better and useful for all of us.

Padangsidimpuan,
Researcher

ERNIDAH HASIBUAN
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CHAPTER 1

INTRODUCTION

A. The Background Of The Problem

Writing is one of the skills that people should achieve in learning English. Through writing, people are able to express their ideas in written form.Richards states that writing, one of the skill, seems to become the most difficult skill to master for L2 learner. He also argues that the difficulty lies not only in generating and organizing idea but also in translating those idea in a readable text[1]. In reality, many people still have problems in writing a good readable English text.

In fact, people have to face many problems that call for arguments every day in life. Arguments are widely used in many events surround us. For instance, arguments that can be found in the television shows, newspapers, and any social media platforms. In some television programs, such as the Indonesian Lawyears Club, Mata Najwa, and President/Governor live debate before general election. Other media platforms are also used, such as: facebook, twitter, instagram, and Whatsapp. People nowadays tend to express their thoughts through their social media, and there is always a comment section for others to critique any post available. Those platforms has long been used as a platform for the exchange of many different viewpoints.

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[1] Richards, *Interlangauge,Science and Social Study Programme* (Kansas: Harcourt Brace College, 2008), p.94.

The ability of people who are looking for a job or a scholarship can be seen from their application letter which contains arguments to enable a manager to imagine the ability of the applicants. They should provide a well written application letter in order to get the job or the scholarship they are applying for.

In pedagogical field, the discussion of arguments is found in the genre of text that it's been divided into some types in which one of them is *discussion text.* Discussion text contains arguments pros and cons of a topic. Writing arguments is often done in debate, the term *debate* had been well-known especially as it's generally conducted as a competition.

IAIN (Institute of Islamic Studies) Padangsidimpuan has been actively sending students to follow debate competitions since 2010. Those students are called debaters. Participating in English debating competitions requires student debaters to not only have the ability to express ideas well in English but also to develop good general knowledge plus the ability to analyze issues, to judge issues and to persuade people.

Hence, the English education debate club was formed to provide a platform to help the debaters to practice and improve their debating ability. In the club there are 20 debaters, they are students of semester four until semester eight. The debate practice is held only once a week.

Eventhough writing arguments is a common thing for debaters but they also find some difficulties in writing discussion text The researcher interviewed the debaters of English Education Debate Club in IAIN Padangsidimpuan. Mutma said she has a low ability in organizing the ideas because of the lack of writing practices.[2] Apparently the writing practices is truly essential for the debaters to improve their writing ability.

Parallel with the interview that researcher did with one of the debaters, Fitri said that she has difficulties in writing discussion text because they should be able to see two sides topic from the text: pro and con also give their arguments for each side. The problem often arises because students tend to respond the problem emotively rather than objectively and the debaters at English education club are still lack of reading and vocabularies[3]. It can be seen from their performance during debate, they generally use the filling words.

Discussion text has become the material of writing lecture at English Department according to the syllabus which some of the debaters are from fourth semester, sixth semester and eighth semester. In comparison to other genre of texts, writing discussion text has received less research attention in discussion text. The researcher has tried to find a discussion text research in IAIN Padangsidimpuan, but unfortunately the

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[2]Mutma Innatul Hubbi, *Private Interview*, Debater at English Education Debate Club, (IAIN Padangsidimpuan: June 9th, 2020).
[3]Fitri Hasanah Nasution, *Private Interview*, Debater at English Education Debate Club, (IAIN Padangsidimpuan: December 7th, 2019)

research about discussion text is much less than any other text genre research.

Debaters are challenged to not only thoroughly research and examine their own perspective of the subject matter using various logic and problem solving skill but also to become familiar with and prepare for the possible arguments for the opposition in order to defend or refute the oppositions' arguments against them.[4] Hence, debate serves the argument orally, while writing discussion text does the same thing through the written text.

Thus, based on the case above, the researcher worked on a research entitled Debaters' ability in writing discussion text at English education debate club IAIN Padangsidimpuan Periode 2019-2020**.**

B. **The Identification of the Problem**

There are many problems that can be identified related to debaters' ability in writing discussion text. The problems are :

1. The debaters are lack of reading
2. The debaters do not have enough practice in writing
3. The debaters feel difficult in organizing ideas to write discussion text.

C. **The Limitation of the Problem**

Based on the identification of the problem, the researcher would like to focus on the analysis of debaters' ability in writing discussion text

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[4] Dawn Hall, "Debate : Innovative Teaching to Enhance Critical Thinking and Communication Skills in Healthcare Professionals," *The Internet Journal of Allied Health Sciences and Practice* 9, no. 3 (2011): 2, http://ijahsp.nova.edu.

4

at English education debate club IAIN Padangsidimpuan periode 2019-2020.

D. The Formulation of the Problem

To make the problem in this research clearer, based on the identification and focus of the research above, the formulation of the problem are :

1. how is debaters' ability in writing discussion text at English education debate club period 2019-2020 IAIN Padangsidimpuan?

2. What will be the lecturer's effort to improve the ability of the debaters?

3. What will be the debaters' effort to improve their ability in writing discussion text ?

E. The Objectives of the Research

Based on the formulation of the problem above, the objective of the research are

1. To know the debaters' ability in writing discussion text at English education debate club period 2019-2020 IAIN Padangsidimpuan.

2. To know the efforts that the lecturer made to improve the debaters' ability in writing discussion text.

3. To know the efforts that the debaters made to improve the their ability in writing discussion text.

F. The Significances of the Study

Theoretically, this study is to enrich the theory of writing, especially in understanding the debaters' ability in writing discussion text. Practically, the significances of this study are as follow:

1. For the students of IAIN Padangsidimpuan, as the information and to help them to solve their problems in writing discussion text.

2. For the English lecturers of IAIN Padangsidimpuan, it can be used as a reference in terms of increasing the debaters ability especially and students generally in mastering writing discussion text.

3. For English department IAIN Padangsidimpuan as a reference to evaluate debaters' ability.

4. For other researchers, as references to do further research in the same subject in various topic in the different context.

G. Definition of Key Terms

To reduce the misunderstanding between researchers and readers about terms in assuming the title of this research, the researcher defined the following terms.

1. Debaters

Debaters' are are people who debate or communicate by arguing, to convey ideas logically and supporting evidence. In this research, debaters are students of IAIN Padangsidimpuan whom are members of English education debate club.

2. Ability

Ability is possible, capacity of power to do something physical or mental, cleverness, intelligence or mental power talent. Ability is a level of skill or intelligence or of qualities a person.

3. Writing

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

4. Discussion Text

Discussion text is a text which presents a problematic discourse. This problem was discussed from different points of view. It presents pro and contra opinion on certain issue. Purpose: To present different opinions on a particular issue or topic arguments for and against/positive and negative/good and bad.

Based on the explanation above, writing discussion is the process to communicate and discuss different point of view (for and against/positive and negative/good and bad) about a certain problem through text.

5. English Education Debate Club

English Education Debate Club is a group for any one who like to think and do hard to achieve the dream. It is available for those students from English Department of IAIN Padangsidimpuan to

develop English language skill, be critic and objective, and be excellent public speaker.

6. Debaters' ability in writing discussion text at English education debate club IAIN Padangsidimpuan is the capacity or power to do something physical or mental talent of people who debate, communicate by arguing, to convey ideas logically and supporting evidence trying to convince others at English education debate club IAIN Padangsidimpuan.

H. Outline of the Thesis

In chapter one, it is consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the aims of research, significances of the research, and systematic of the thesis.

In chapter two, it is consists of the theoretical description, which consists of sub chapters such as theoretical description of reading comprehension, students ability, and narrative text. Then review of related findings, and hypothesis.

In chapter three, it is consist of research methodology which consists of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection and the last the technique of data analysis and outline of the thesis.

In chapter four, it is the result of the research talking about the analysis of data. This chapter four, it is consist of description of data, hypothesis testing, discussion and the threats of research.

Finally, in chapter five consists of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to the students and teachers by researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Debate

1. Definition Of Debate

Debate is about problems, why problems exist and how an example of the resolution can solve the problems without creating new ones.[5] Meanwhile, Freely states that debate is the process of inquiry and advocacy a way of arriving a reasoned judgement on a proposition.[6] Debate will not exist if there is no problem to be solved or discussed to begin with.

We can describe debate as an activity that human have done in daily life consciously and unconsciously, for instance, debate can happen at home, between parents and their children. When they do not let their children to do something they want, the children will directly deliver any arguments to convince their parents to get what they want, then the parents will also deliver their arguments and reasons for not allowing their children to do what their children want to do.

Debate activities are also shown in some television programs, such as the Indonesian Lawyears Club, Mata Najwa, and

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[5] Smelko Bill and Smelko Will, *DEBATE 101 Everything You Need to Know About Policy Debate: You Learned Here* (Ripon: National Speech & Debate Association, 2013).

[6] Austin J Freelay and David L Steinberg, *Argumentation and Debate: Critical Thinking for Reasoned Decision Making*, 12th ed., vol. 12 (Boston: WADSWORTH, 2009).

Presideant/Governor live debate before general election. Other media platforms are also used, such as social medias ; facebook, twitter, instagram, and Whatsapp. People nowadays tend to express their toughts through their social medias, and there is always a comment section for others to critique any posts available.

2. The Importance of Debate Activity

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

a. Critical Thinking Skill

The aim of debate activity, as what can be implied from the definition, is persuading audiences as well as the judges or influencing their belief to be in debater's side. Whether either the judges or the audiences can be successfully persuaded or not is depending much on the arguments brought by each debater.

The arguments delivered by the debaters are coming from the debated issue or it is often better known as *motion*. Since the main job of the debaters is persuading the judges and the audiences, they must be able to convince them by giving the argument very logically and is supported by some evidence.

Debate has been defined as a educational strategy that fosters

clinical reasoning and critical thinking as well as hightens awareness, attitudes, values and beliefs[7] In addition to this benefits of conducting debate in educational field, Jaya in his journal states that debate is a method of language learning which is applicable not only to improve speaking skill but also listening skill.[8] During the elaboration of the motion, the debaters are required to be critical which is one of the steps that the debaters have to go through.

b. Speaking Skill

The basic distinction between argument in discussion text and that of in debate is the way it served. Argument delivered in essay is easily found in the written form; meanwhile, argument being served in debate is delivered in the spoken one. Yet, speaking remains a barrier coming up prominently, especially, for L2 learners.

Nerveousness about public speaking is one of the most common fears for students and professionals. Furthermore, he stated that debate is an ideal way to manage their speech anxiety.[9] From this statement, we can imply that debate activity may surely foster students to cope with their anxiety to start speaking.

c. Writing Skill

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[7] Hall, "Debate : Innovative Teaching to Enhance Critical Thinking and Communication Skills in Healthcare Professionals."

[8] Jaya Nur Iman, "Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill," *International Journal of Instruction* 10, no. 4 (2017): 90, https://doi.org/10.12973/iji.2017.1046a.

[9] Freelay and Steinberg, *Argumentation and Debate: Critical Thinking for Reasoned Decision Making.*

Technically, the team of debaters analyze the issue or motion is the first thing they do before delivering their arguments. Then, they are required to make a structured note about the definition of the debated issue, the argument based on their side *(to be pro or con side)* and the supporting evidence.

Smelko states that writing is vital both to construct arguments, cases and briefs, and also to take notes, or "flow" the debate round and the arguments made in the round.[10] This will develop students' writing proficiency and lead students to build up their argument cogently and effectively.

The writing proficiency developed in debate pays dividends first by enabling debaters to present arguments more cogently and effectively. The skills learned in writing for debate carry over to many other field.[11] In conclusion, debate activity does have an impact to one's writing skill.

d. Listening Skill

One of the main tasks in debate activity is that each debater must listen seriously to the argument delivered particularly by the speakers of the opposite team. It is imposible for debaters to be able to build any rebuttal of the delivered arguments unless they

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[10] Bill and Will, *DEBATE 101 Everything You Need to Know About Policy Debate: You Learned Here.*

[11] Freelay and Steinberg, *Argumentation and Debate: Critical Thinking for Reasoned Decision Making.*

are fully focused and pay attention. This activity will enable the speaker to train their listening ability.[12] The capability in catching up every points argued becomes a direct implication in determining how well their listening ability.

3. Kinds Of Debate

The example of the application of debate in the brief explanation above has not yet been clearly defined what type of debate it is. Freely classifies debate mainly into two kinds, Applied Debate and Academic Debate.

a. Applied Debate

This covers Special Debate, Judicial Debate, Parliamentary Debate, or Non formal Debate.

1) Special debate refers to debate which is conducted under special rule drafted for a specific occasion, such as political campaign debate.
2) Judicial debate is conducted in the courts or before quasi-judicial bodies. In the academic form, it is well known as moot court debate and is used by law schools to prepare their students in the court room debate.
3) Parliamentary debate is conducted under the rules of parliamentary procedure and is used related to passage or amandment.
4) Non formal debate is conducted without the special rule found in special, judicial, parliamentary, and academic debate.[13]

Based on the classification above, it implies that in applied debate there are some other kinds debate applied with different occasion and rules.

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[12] Freelay and Steinberg, 12:36.
[13] Freelay and Steinberg, 12:20.

b. Academic Debate

Types of debate and their definition given above might be known well and are conducted in everyday life. Additionally, academic debate seems quite distinct from those which are conducted inside the court room or parliamentary's. Academic debate as a debate which is conducted under the direction of educational institution to provide educational opportunities.

4. Terms in debate

a. Motion

In a parliamentary debate which is not merely a political debate but rather usually used for competition, each debate period has topic to debate which is known better as motion. In our daily communication, this may similar to the topic of the conversation or communication.

Motion occasionally is served in the form of controversial and/or debatable statement or issue. It might be, for instance, "*(THBT) The Government should ban smoking*". From this issue, there will be automatically two oppositive sides –agreeing and disagreeing the motion.

Two teams, known as the opening proposition and closing proposition, are responsible for arguing on behalf of the topic, known as a motion in debating. Steven stated that two more

teams the opening opposition and closing opposition responsible for arguing against the motion.[14] Both teams from opening or opposition have a similar role but also slightly different in term of delivering arguments.

b. Case Building

Before running the debate, each team -the propotion and the opposition- is generally given certain amount of time for case building. In this occasion, both of the team are having a preparation for the running debate such as building the arguments, applying the strategy, and splitting up the speaker's role.

c. Points of Information (POI)

Points of Information (POI) can be best described as interruption. During each of these speeches, debaters from the opposite side mayask for the opportunity to interrupt the speaker. Supported by Jhonson. He stated that Points of Information (or POIs), these interjections are short questions or statements taken at the discretion of the debater holding the floor.[15] However, the debaters are not allowed to give any POIs during the last session or in the summary of the debate,

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[14] Steven. L. Johnson, *Winning Debates: A Guide to Debating in the Style of the World Universities Debating Championships*, 2009, P. 104.

[15] Johnson, *Winning Debates: A Guide to Debating in the Style of the World Universities Debating Championships*.

but the speakers who are delivering arguments are still allowed to accept or refuse the POI.

d. Rebuttals

Rebuttal is an argumentation meant to overcome opposing evidence and reasoning by introducing other evidence and reasoning that will destroy its effect. This statement is supported by Freelay, he said that rebuttal also the second speech of each advocate in an academic debate.[16] Rebuttal, then, may be seen as an element of argument that may block or impede the movement of argument from grounds to claim and force us to reconsider and to define more precisely the degree of cogency we assign to our claim.[17] Consequently, debaters must be able to react and to respond opposition's argument quickly.

e. Adjudicator

Adjudicators play a role in assessing the debate in a particular adjudication sheet. Like any effort to persuade, the success of the arguments in debates depends entirely on the perception of the audience: if the adjudicator prefers your

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[16] Freelay and Steinberg, *Argumentation and Debate: Critical Thinking for Reasoned Decision Making*.
[17] Freelay and Steinberg.

argument to your opponents' you will likely win.[18] Beside

that, they need to give oral critiques or advice to the debaters

after the debate activity ends in order to give understanding

to the debaters about their performance.

5. Debate in IAIN Padangsidimpuan

Debate is one of some extracurricular activities in State

Institute for Islamic Studies Padangsidimpuan. Students from

several faculty in IAIN Padangsidimpuan have been sent to follow

plenty of debate competitions. Those people following the debate

competitions and debate activity are called debaters. In this

research, the researcher is only focused on debaters at English

Eduation Debate Club.

English Eduation Debate Club is a group for anyone who

like to think and do hard to achieve the dream. It is available for

those students from English Department of IAIN PSP in general to

develop language skill, be critic and objective, and be excellent

public speaker.

a. Debate activity/practice

The debate practice is held once a week in IAIN

Padangsidimpuan. The debate practice starts at 10 am until 1

pm on Saturday. In the practice, there will be one Motion to be

discussed every weekend. The practice is very necessary to

practice the debaters debating skills.

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[18] Johnson, *Winning Debates: A Guide to Debating in the Style of the World Universities Debating Championships.*

For some debaters that are going to follow a debate competition, the practice will be more often, they will discuss more varied motions   such as, environmental motion, educational motion and social motion each day for practice. The debate competitons that are usually followed by debaters are PIONIR (Pekan Ilmiah Olahraga Seni dan Riset) , IPPBMM (Invitasi Pekan Pengembangan Bakat dan Minat) and PKM (Program Kreativitas Mahasiswa).

b. Debate achievement

The students in IAIN Padangsidimpuan especially the debaters at English Education Debate Club have been participating in many debate competitions, either they are local competitions or national competitions ;

1) The Participant Of Debate Competition at STAIN Watampone, Bone (2010)
2)   The 3rd champion of Pionir, Aceh (2013)
3) Rank 12 / 52 Pionir, Aceh (2017)
4) The 10th Best Speaker Pionir, Aceh (2010)
5) Rank 4th of PKM, Palembang (2018)
6) The 7th Best Speaker PKM, Palembang (2018)
7) The 3rd champion of Sumatran Debate Competition, Batu Sangkar (2019)
8) The 1st champion English Festival Stain Madina, Madina (2020)
9) Semifinalist Kompetisi Debat Daring Tingkat Nasional Komunitas Kejar Mimpi Aceh (2020)[19]

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[19] Riyandri Fadillah Nst, *Private Interview*, Debater at English Education Debate Club, (IAIN Padangsidimpuan: July 9th, 2020).

B. Debaters' Ability

1. Definition of Debaters Ability

Debater's ability consists of two words ; debaters and ability. According to the language structure, the word debaters, contains a noun and two suffix –er (meaning one who....') and –s (means 'more than one') [20]. Therefore debaters means people who debate, communicate by arguing, to convey ideas logically and supporting evidence.[21] Debaters are also similar with persuaders in function.

Freelay states that In trying to influence others, they may find it necessary or advantageos (1) to join with other persuaders and become propagandists or (2) to face the opposition and become debaters.[22] In a debate competition, debaters are the main players who should deliver contradictory arguments of the motion with their opponent.

Good debaters are artists and the debates they create are work of arts.[23] As a subjective, human activity, debating is an act of creation: the debater makes choices about what to say, how to say it, or what relevance that utterance is given in the round. These choices reveal (and construct) who that debater is; like any art created by any artist, they are the creative expression of that debater.

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[20] Aarts B, Chalker S, and Weiner E, *The Oxford Dictionary English Grammar*, ed. Oxford University Press, 2nd ed. (Oxford, 2014).

[21] Victoria Bull, *Oxford Grammar's Pocket Dictoionary Fourth Edition* (China: Oxford University press, 2011).

[22] Freelay and Steinberg, *Argumentation and Debate: Critical Thinking for Reasoned Decision Making.*

[23] Johnson, *Winning Debates: A Guide to Debating in the Style of the World Universities Debating Championships.*

The word ability can be defined as a level of skill or intelligence.[24] It is a skill or power to do something mentally and physically. In addition to that, In Zul khoiria's thesis quoted from Woodwooth and Marquis, word "ability" has tree meanings, they are:

a. Achievement is actual ability and can be measured by straight use of instrument or devised test.
b. Capacity is potential ability and can measured by unstraight, the individual's capacity.
c. Aptitude is quality and can express by especially training.[25]

According to Robert, when individuals were administered intelligence, aptitude, or achievement tests, they were exhorted to "do your best".[26] Another definition came from Suhendra, he said that ability is a quality or state being able, power to perform, whatever to perform, whatever physical moral intellectual, conventional[27]. Ability also means skill to perform certain action both physically and mentally both before receiving training.[28] It means ability can be attained even before doing some exercises to expertise certain things, it is seen during people performances doing work and study which requires both physical action and mental action.

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[24] Bull, *Oxford Grammar's Pocket Dictoionary Fourth Edition*.
[25] Zul Khoiria Hasibuan, "The Students' Ability in Simple Past Tense at Grade VIII SMP N1 Panyabungan" (IAIN Padangsidimpuan, n.d.).
[26] Robert J. - Stenberg. Elena L., *The Psychology of Abilities,Competencies, and Expertise* (Cambridge: Cambridge University Press, 2003).
[27] Suhendra, "Students' Ability in Understanding Moral Value of Narrative Text" (STAIN Curup, 2017).
[28] Hasibuan, "The Students' Ability in Simple Past Tense at Grade VIII SMP N1 Panyabungan."

An individual only has one space of unrealized abilities, but many competencies can be realized within it. Note that intelligences and the space of potential abilities are completely internal to the individual. The interaction of the unrealized abilities of the individual with the constraints and content of a domain result in realized abilities.[29] Ability is a capacity or power to do something physical or mental, like: cleverness, intelligence a man of great or special natural power to do something well. It reflects the possible capacity of people doing various works.

Ability in writing can be known from assessment, this statement is supported by Bob. He said more likely than not, your writing programs' best answer will be found in a rubric or scoring guide.[30] The assessment that will be used in this research is scoring procedures for writing assessment. According to Sara, there are three kinds of scoring procedure. They are primary trait procedure, holistic procedure, and analytic procedure.[31] Despite all these several kinds of scoring procedure, but the only scoring procedure that was applied in this research was analytic scoring.

In conclusion, debaters ability is the capacity or power to do something physical or mental talent of people who debate, communicate

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[29] Robert J. - Stenberg. Elena L., *The Psychology of Abilities,Competencies, and Expertise*.

[30] Bob Broad, *What We Really Value "Beyond Rubrics in Teaching and Assessing Writing (United States of America* (United States of America: Utah State University, 2003).

[31] Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002).

by arguing, to convey ideas logically and supporting evidence trying to convince others. Talent and ability work together in determining the achievement . So, the best achievement comes from the talent and ability of someone and ability of people can be different from one another.

C. Writing Discussion Text

1. Writing

Writing is the expression of language in the forms of letters, symbols, or words.[32] At the most basic level, writing is the physical act of committing thoughts or ideas into words , whether it is hieroglyphics linked onto parchment or an email message type into a computer. On the other hand, Nunan states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.[33] A good writing will help the readers to understand better of what is being written, which means the ideas or information will be automatically transferred through writing.

Writing is a two-step process. First, you figure out your meaning, then you put it into language, figure out what you want to say, do not start writing till you do, make a plan, use an outline, began a writing only afterward. Writing is a way to end up thinking something you

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[32] Utami Dewi, *How to Write*, ed. La Tansa Press (Medan, 2013).
[33] David Nunan, "Practical English Language Teaching" (New York: McGraw-Hill Companies, 2003).

could not start out thinking.[34] Which means writing does have series of steps to end up having a written text of the information that the writers want to give.

From the descriptions above, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text.

a. Purpose of writing

According to Hartig in Rayendriani's journal, the purposes of writing are:

1) Assignment purpose
   This purpose is there is no aim at all the writer writes something because as just as duty, it is not her self-will
2) Altruistic purpose
   This purpose is to place the readers to bring the reader's sadness
3) Persuasive purpose
   This purpose is to make sure the readers of the truth of ideal is shared
4) Informational purpose
   This purpose is to give information or explanation to the readers.
5) Self-expressive purpose
   This purpose is to introduce or define author to the readers
6) Creative purpose
   It has deep relation with self-expressive purpose, but it has "creative will". It is more than self-expressive and involving herself with the will to reach artistic norm ideal art, so it purpose is to reach artistic norm ideal art, so its purpose is to reach artistic value, and art value.
7) Problem solving purpose
   The writer wants to solve the problem found, the writer wants to explain the thoughts and ideas carefully to be understood and received by the reader[35]

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[34] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2nd ed. (Longman, 2000).

b. Genre of writing

Paltridge proposed genre as a type or kind of text that has social purpose, generic structure and language feature. He stated that Genre describe as communicative events which the member shared communicative goals by the expert members of community. [36] Different genre serves different purpose, structure and language features which differs them from one another, the differences of each genre should be known to avoid the misunderstanding between the writer and the readers.

When studying a text, it is important to understand about genre. Every text has different shapes of forms. Knowing genre of text is needed to select appropriate content and language use. Actually, there are two different kinds of genres/ text types. Moreover, every kind of genre has different social function, different schematic/generic structure, and different language features.

Paltridge said in Siti Fadhilah's thesis said that there are two different kinds of genres. Moreover, they have different social

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[35] Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education* 2, no. 1 (2014): 2, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/115.

[36] Brian Paltridge, *Genre Text Type*. ELT Journal Volume 50/3 July 1996, Oxford: Oxford University Press, p. 238

function, different schematic/generic structure, and different language feature. They are story genre and factual genre.

1) Story Genres
   (a) Narrative text
      The social function of this text is to amuse, to entertain, and to deal with actual or various experience in different ways. Example: story of Snow White and others.
   (b) Recount
      The social function is to retell the events for the purpose of informing or entertaining the reader.
   (c) Anecdote
      This text shares an account of unusual or amusing incident to the reader.
   (d) Spoof
      To retell an event with a humorous twist.
   (e) New Story
      Factual text which informs the reader of daily newspaper about events of the day which are regarded as newsworthy or important.
   (f) Exemplum
      Social function of this text is to deal with incidents that are in some respects out of the usual, point to some general value in the cultural context.

2) Factual Genres
   (a) Explanation : The function of this text is to explain the processes involved in the information or working of natural or socio-cultural phenomena.
   (b) Report : To describe the way things are, with reference to arrange natural, manmade, and social phenomena in our environment.
   (c) Description : To describe particular person, place or thing.
   (d) Analytical Expository : To persuade the reader or the listener that something is the case.
   (e) Hortatory Exposition : To persuade the reader or listener that something should or should not be the case.
   (f) Discussion : To present at least two points of view about an issue.
   (g) News Item : To inform readers, listeners or viewers about events of the day which are considered newsworthy or important.
   (h) Review : Social function is to critique an art work, even for public audiences.

(i) Commentary : To explain the processes involved in the formation of socio-cultural phenomenon, as though a natural phenomenon.[37]

In conclusion, genre is a term of grouping text together, the concept of genre can be recognized from its social function, schematic structure, and language features. Genre is used for specific purpose with each type of text having specific language features and schematic structure. Every genre has communicative purpose, generic structure and grammatical features.

2. Discussion Text

   a. Definition

   Discussion text is defined generally as a text that provides two contrastive arguments on issue to give some informations to thee readers about what is being discussed. This statement is supported by Eka, she said that discussion text is a text which presents a problematic discourse discussed from different view points.[38] The arguments usually show each strength and weakness of a subject to give readers broader insights before they make any decisions. However, not only strengths and weakness, other contrastive views in

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[37] Siti Fadhilah, "Language Features On Students Writing Discussion Text" (Wali Songo State Islamic University, 2018).

[38] Eka Mulya Astuti, *English Zone for Senior High School Students Year XII* (Jakarta: Erlangga, 2010).

this kind of text, for example: the positive and negative, etc.

Discussion text also categorizes as a factual text. It presents different opinion view point of perspectives on an issue, enabling the riders to explore different idea before making conclusion.[39] The genre of arguing is an important and influential language process. It is a process that involves reason, evaluation, and persuasion.[40] In the end, the writer should be able to balance two contras arguments,both affirmative and negative because decision should be made to pick one side from both of the sides of the arguments.

b. Purpose of Discussion Text

The purpose of discussion text is truly to discuss an issue with two different sides of arguments. As stated by Frances and Merryn, discussion text presents differing opinions, viewpoints, or perspectives on an issue, enabling the reader to explore different ideas before making an informed decission[41]. The argument from one side of the discussion text will be recommended to the other side of argument or summarize both sides if they are balanced.

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[39]Mark Anderson and Kathy Anderson, *Text Types in English 1-2,* (Malaysia: Macmillan, 1998), p.19

[40]Petter Knapp and Megan Watkins, *Genre Text, grammar, Technologies for Teaching and Assessing,*(Australia University of South Wales, 2005), p. 187.

[41] Mackay Frances and Whitfield Merryn, *Writing Centres Persuasive Texts* (655 Parramatta Road, Leichhardt, NSW, 2040 Australia: Blake Education, 2017), P. 92.

c. Generic Structure

According to Warner, discussion text has three main parts. They are as following:

1) Statement
   in this part, outlining the subject should be done in order to give readers boundaries about what is going to be discussed.
2) Argument
   while providing or listing the arguments, the writer should put the arguments on both sides. Therefore, the writers must balance the arguments and are not allowed to take position on the arguments. To help the writer in making "pros" and "cons" they can use list.
3) Conclusion or Recommendation
   A recomendation is used to tell how ro solve issue by connecting the arguments for and against. In this part, the writers are allowed to sum up all the arguments and are allowed to choose preferences.[42]

In Short, the generic structure of discussion text consists of statement to outline the subject that is being discussed, argument to elaborate on the subject, conclusion or recommendation to sum up the arguments.

d. Language Feature
   The language features of Discussion Text are :
   1) Use of relating verb / tobe : is, am, are, etc.
   2) Use of thinking verb : feel, hope, believe, agree, etc.
   3) Use of additive, contrastive and causal connection : similarly, on the other hand, however, etc. Use of modality such as can, could, may, might, will,would.

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[42] Margaret Warner, *More Easy Text Types : Text Types for Students Who Have Little or No Experience of English* (Perth: Ready-Ed Publications, 2009).

4) Use of modalities : must, should, could, may, etc.
5) Use of adverbial manner : deliberately, hopefully, etc.
6) Use of conjunction : although, even, if, etc.[43]

The use of the language feature is necessary, because when scoring the discussion text, grammar is one of the elements that needs to be corrected.

e. The guideline to make better "pros" and "cons" list.

Weighing up pros and cons can speed up the decision-making process, improve understanding of the situation, and help to avoid decision-making paralysis. These are some guidelines for making a good discussion text with arguments pro and cons.

1) Use for the Right Decision
The writer should make opposite statement which state of support topic and contra to the topic.
2) Use Differences Only
Arguments pro and con must be different than your default choice to be relevant to your decision. Likewise, pros and cons should be in relation to your default option.
3) Personal
Pros and cons must be focused on our specific situation. Avoid pros and cons that irrelevant in the topic.
4) Avoid Duplicates
Make sure that the arguments of pro and con are the unique sentence. It means do not rewrite the same arguments in the different word.

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[43] Rahmad Husein and Anni Holila Pulungan, "Discussion," in *Sumber Belajar Penunjang PLPG Mata Pelajaran/ Paket Keahlian Bahasa Inggris* (Jakarta: Kemendikbud Dirjen Guru dan Tenaga Kependidikan, 2017).

5) Avoid Compound Statements

Do not write pros and cons statement in the same sentence. Avoid pros like "it is enable me to watch movie and read a book". Make sure to split the statement in two pros sentences: "it is enable me to watch movie" and "it is enable me to read a book.

6) Make Categories

Capturing pros and cons became one of the hardest problem. To solve the problem the writer can create list of categories. Use each category to check whether you've exhausted all the pros and cons in that category.

7) Explore Fixed vs Fixable Cons

The aspect of your decision can change during this time. Consider which cons you might be able to work around and which ones will remain cons no matter what you do. Pay attention to those cons which cannot be changed.[44] Either way, the cons are going to be destrucable if it is not strong enough.

All steps above should be followed by writers in order to make a well written discussion text, otherwise, the discussion text will be difficult to understand by the readers.

f. Example of Discussion Text about Hacking

Hacking

A hacker is a person who enjoys exploring the details of programmable systems on computers and they like to stretch the capability of the systems. And the activities they do in the computers are called hacking. The problem is whether it is legal or illegal. People in the world have many different views about hacking and the hackers.

Some people believe that breaking into computer systems is not illegal because the hacker only wants to

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know and try the systems. They say that a hacker likes finding the strengths and the weaknesses of a computer system. They feel proud if they can find the weaknesses. In addition, these hackers sometimes help the police catch the white collar criminals, such as bank robbers, money launderers, credit card forgers.

On the other hand, those who disagree with the good points of a hacker say that hacking is a crime. The reason is that some hackers use their brilliant skills to break the data of banks and other vital institutions; where they can get money, randomize the information, and the worst thing is they can get the secret information and sell it to another country. This is a treachery.

In conclusion, discussion above proves that hackers are not bad people with their brilliant skills. However, they could be bad because of money and wealth; because they want to get everything by doing everything. That"s just the point.[45]

The text above is the good example of discussion text that contains all the generic structure of discussion text which starts from statement, arguments and it is finished with a conclusion. It uses the appropriate language feature such as the use of connection, on the other hand and conjunction. It also serves two contrassive arguments about whether hacking is illegal or not in the discussion text.

In conclusion, to wrap up all the definition above, debaters' ability in writing discussion text is the capacity or physical or mental talent of people who debate, communicate by arguing, to convey ideas logically and supporting evidence trying to convince others in a written text.

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[45] Metri Gusdiana and Rusdi Noor Rosa, "Writing A Discussion Text To Senior High School Students" 2, no. 1 (2013).

D. Writing Evaluation

According to Bob, more likely than not, writing programs best answer will be found in a rubric or scoring guide.[46] That means, to know the writing ability of someone, the rubric or scoring guide can be used. The assesment in this research was scoring procedure for writing evaluation.

There are some aspects of writing which should be noticed in assessing writing essay such as content, organization, vocabulary, language use, and mechanic.[47] In Sara's book, Jacob explained about some aspects of writing especially essay writing that should be noticed by the evaluator of writing contains of five aspects ; content, organization, vocabulary, language use and mechanics.

The second rubric scoring comes from Brown in Sara and friends' journal. According to the journal, there are 4 aspects in the rubric scoring ; statement issue, arguments for, arguments against and conclusion.[48] Each aspect has score that ranges from 1 to 4 points.

The third rubric scoring was adapted from Cassidy. There are seven aspects in this rubric scoring ; introduction, present

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[46] Broad, *What We Really Value "Beyond Rubrics in Teaching and Assessing Writing (United States of America*.

[47] Sara Crushing Weigle, *Assesing Writing* (Cambridge: Cambridge University Press, 2002).

[48] Ana Safara, Yenni Rozimela, and Fitrawati, "The Quality Of Generic Structure Of Discussion Text Written By The XII Grade Students Of SMA N 1 Lubuk Alung" 6, no. 1 (2017).

argument,conclusion, paragraph, style, spelling and vocabulary. Each aspect has a minimum sore of one and has a maximum score of three.[49]

The writing evaluation in this research used the criteria of writing discussion text adapted from the rubric scoring from Cassidy instead of the rubric scoring from Jacob and Brown because the reseracher considered that this is more specific in terms of scoring the discussion text than the other two which helped the researcher to analyse the data better. The table of the rubric scoring of discussion text can be seen below :

Table 1

Rubric Scoring of Discussion Text[50]

	Rubric Scoring of Discussion Text	**Score**
Introduction	States what the topic is about in basic form	1 (Poor)
	States the topic and mentions that there are arguments for and against.	2 (Fair)
	Clearly states the topic and introduces the different points of view.	3 (Good)
Presents Arguments	Presents a minimal number of arguments, either for one or both sides.	1 (Poor)

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[49] Liz Cassidy, "iRubric: Discussion Text Type Rubric," 1, accessed June 16, 2020, https://www.rcampus.com/rubricshowc.cfm?code=E329AB&sp=true.
[50] Cassidy, 1.

	Presents simple arguments both for and against	2 (Fair)
	Presents detailed arguments for and against. Gives reasons why certain ideas are believed	3 (Good)
Conclusion	Includes one summary statement.	1 (Poor)
	Includes a summary statement and a recommendation	2 (Fair)
	Includes a detailed summary statement and recommendation that clearly shows a personal point of view.	3 (Good)
Paragraphing	One main paragraph only.	1 (Poor)
	New paragraph for each section.	2 (Fair)
	Detailed paragraphs containing multiple sentences.	3 (Good)
Style	Writing style is one- sided.	1 (Poor)

	Writing style is fair and presents both sides of the argument	2	(Fair)
	Writing style is fair, written in second or third person and presents balanced for and against	3	(Good)
Spelling	Multiple spelling errors of familiar and unfamiliar words. Below grade standard.	1	(Poor)
	A small number of errors that do not detract from the overall presentation.	2	(Fair)
	Excellent spelling of age appropriate words.	3	(Good)
Vocabulary	Simple vocabulary. Lack of words that create interest.	1	(Poor)
	Vocabulary adequate for presenting ideas	2	(Fair)
	Vocabulary creates interest and helps to convince readers of arguments for and against. Many thoughtful words and phrases included.	3	(Good)

	Writing style is fair and presents both sides of the argument	2 (Fair)
	Writing style is fair, written in second or third person and presents balanced for and against	3 (Good)

E. Related Findings

The first, Kevin, Chenhao and Noah designed a research with the title "Measuring Online Debaters' Persuasive Skill from Text over Time".[51] This research focused on *debater skill* by modeling how participants progress over time in a collection of debates from Debate.org. It was built on a widely used model of skill in two-player games and augment it with linguistic features of a debater's content This has a similarity with the discussed research in term of the object which is also debaters' skill and this research also does focus on the content .

The second, a research was conducted by Jialu, Esin and Claire by the title "Exploring the Role of Argument Structure in Online Debate Persuasion".[52] This research is aimed to investigate the effect of argument structure in persuasion on online debates. It is focused on debates where debaters from two diverging sides of an issue express their opinions on a

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[51] Kelvin Luu, Chenhao Tan, and Noah A. Smith, "Measuring Online Debaters' Persuasive Skill from Text over Time," *Transactions of the Association for Computational Linguistics* 7 (2019): 1, https://doi.org/10.1162/tacl_a_00281.

[52] Jialu Li, Esin Durmus, and Claire Cardie, "Exploring the Role of Argument Structure in Online Debate Persuasion," *arXiv*, 2020, 1, https://doi.org/10.18653/v1/2020.emnlp-main.716.

controversial topic. However, it is different from the dicussed research because it does not focus on cause and effect, only content.

The third, a research designed by Meri Kristina entitled "The implementation of 'British Parliamentary Debate system' in learning discussion text.[53] This research design is based on speaking experiment where students in a team will be separated in government (proposition) side and opposition's side. The researcher is using qualitative data which is different from the discued research. The result is British Parliamentary Debate is compatible with discussion text as it evaluates matter from different perspectives

Su Hie Ting designed study to university students at Malaysian University in using textual and language features in writing discussion text.[54] This has a similarity with the discussed research in term of the object which is university students in writing discussion text. The difference with the discussed research is that this research is focused on the language features only not the arguments in discussion text as a whole.

The fifth, Nurhidayah conducted a study using analysis method to figure out the students' ability in writing discussion text.The research used descriptive method then collected the data by giving a written text.

[53] Meri Kristina Siallagan, "The Implementation of 'British Parliamentary Debate System' in Learning Discussion Text," *PEOPLE: International Journal of Social Sciences* 3, no. 2 (2017): 1707, https://doi.org/10.20319/pijss.2017.32.17071723.

[54] Su Hie Ting, "Textual and Language Features of Students' Written Discussion Texts," *Issues in Language Studies* 2, no. 2 (2013): 67–68, https://doi.org/10.33736/ils.1671.2013.

In measuring the ability of the students, rubric score was used to analyze the students' paragraph writing.[55] The result of this research was : the mean score was 59,4 that was categorized into low ability.

This research is to enrich the number of researches in advance. Also, this research had more population and sample than the research that was being discussed. The researcher designed this research in quantitative-descriptive form which is similar with the research that is being discussed and also has the same purpose which is to find out the ability in writing.

F. Hypothesis

Based on the background of the problems, the hypothesis of this research is debaters' ability in writing discussion text at English education debate club period 2019-2020 IAIN Padangsidimpuan was enough ability.

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[55] Prasetyo Hariyadi, Wennyta, and Nurul Fitri, "An Analysis of Students' Ability In Writing Descriptive Text at The Tenth Grade Students of SMAN 11 Jambi Academic Year 2017/2018" 2, no. 2 (2018).

CHAPTER III

RESEARCH METODOLOGY

A. Time and Place of the Research

This research was done online through Whatsapp group chat due to the pandemic of COVID 19 that State Institute for Islamic Studies Padangsidimpuan still do not allow the students to have a face to face meeting. This campus is located at H.T Rizal Nurdin Sub-district of Sihitang, District of Southeast Padangsidimpuan, Municipality of Padangsidimpuan, Province of North Sumatera, Indonesia. The research was conducted from July 2019 until September 2020.

B. Research Design

This research used descriptive quantitative design. The purpose of this research is to analyze the debaters' ability in writing discussion text at English Education Debate Club (E2DC) IAIN Padangsidimpuan. Based on the data analysis. The quantitative is used to know the debaters' ability by counting the score of their discussion text. The process of the data analysis involves making sense of the data.

This research has one variable that was the debaters' ability in writing discussion text at Education English Debate Club IAIN Padangsidimpuan. Therefore, based on description above, the researcher concluded that this research os the quantitative research that is describing the debaters' ability in writing discussion text by measuring

the debaters' acore in numeral data at English education debate club period 2019-2020 IAIN Padangsidimpuan.

C. The Population and sample of the Research

1. Population

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. Population in this research is the debaters of English Education Debate Club in State institute for Islamic Studies Padangsidimpuan.

Table 2

The Name and Registration Number of Debaters

No	Name of debaters	Reg Number
1.	Anggia Putra	1620300086
2.	Afriani Rangkuti	1620300048
3.	Rahmad Gunawan Lubis	1620300092
4.	Fitri Hasanah Nasution	1620300018
5.	Ihsania Tanjung	1620300104
6.	Ihwal Hidayat Siregar	1620300041
7.	Mutmainnatul Hubbi	1620300106
8.	Aulia Sylvia Devana Pane	1620300064
9.	Nengriski Sari Putri	1720300121
10	Muhammad Rivai Harahap	1720300030
11	Pidiwansyah Siregar	1720300043

12.	Azza Ayu Nizori	1720300069
13.	Fitri Amelia	1720300112
14.	Rahli Aditya	1720300102
14.	Rizqi sauqi pratama	1820300005
15.	Rizki putri siregar	1820300012
16.	Bulan Ritonga	1820300101
17.	Arini	1820300065
18.	Ade Irma Suriani	1820300007
19.	Medita Wiloka	1820300110
20.	Putri Rifani Siregar	1820300010
	Total	20 debaters

2. Sample

In this study, it was necessary for the researcher to gather the data taken from part of the population involving in this study. Data were taken from students among the population, which was then considered as sample. Sample is the smaller part of population[56] .The number of the sample for this research are less than the population.

The kind of sampling that was used in this research is *Purposive Sampling* which belongs to Non-Probability Sampling. The main characteristic in Purposive Sampling is that there is typical

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[56] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2013).

characteristic that must be owned by the sample involved in the research. As this research so much concerns with debate activity and argumentative essay, the sample was taken from the 4th, 6th and 8th semester English Department students who join the English Education Debate Club (E2DC) because they had learnt about Discussion text in writing lecture.

They are chosen as the sample for the research considering that they had already fulfilled the researcher's consideration of taking research participants. Thus, there was sixteen samples that are going to be analyzed in this research.

D. The instrument of Collecting Data

Research instruments are tools used to collect data or information to answer the research problems. In this research, there are three instruments that was used, they are assessment rubric and test. Every instrument should be design and conducted as relatively as possible to the objective of the research, and the instrument for collecting the data is designed in order to gain the result of the study. The test was to write a discussion text.

1. Test

Test is a tool that is used to know mastery on English syllable. Test is a sequence of question and practice that is used to survey the skill, intelligence, knowledge, ability to trail that is

owned be used for seurveying by individual or group. The kind of test that the researcher used was essay test.

2. Assesment Rubric

There are two key component of a writing assessment and they are called "the development and trialing of task for writing assessment and procedures for scoring the writen product" [57]. In order to know the students" score in writing discussion text, the researcher used analytic scoring rubric. adapted from Donna and Cassidy[58] that has some categories. This category can be seen in the following table.

Table 3

Rubric Scoring of Discussion Text

	Rubric Scoring of Discussion Text	**Score**
Introduction	States what the topic is about in basic form	1 (Poor)
	States the topic and mentions that there are arguments for and against.	2 (Fair)
	Clearly states the topic and introduces the different points of view.	3 (Good)
Presents	Presents a minimal number of arguments,	1

[57] Sara Cushing Weigle, *Assessing Writing*.
[58] Baumbach and Cassidy, "IRubric: Discussion Text Type Rubric."

Arguments	either for one or both sides.	(Poor)
	Presents simple arguments both for and against	2 (Fair)
	Presents detailed arguments for and against. Gives reasons why certain ideas are believed	3 (Good)
Conclusion	Includes one summary statement.	1 (Poor)
	Includes a summary statement and a recommendation	2 (Fair)
	Includes a detailed summary statement and recommendation that clearly shows a personal point of view.	3 (Good)
Paragraphing	One main paragraph only.	1 (Poor)
	New paragraph for each section.	2 (Fair)
	Detailed paragraphs containing multiple sentences.	3 (Good)
Style	Writing style is one- sided.	1 (Poor)

	Writing style is fair and presents both sides of the argument	2 (Fair)
	Writing style is fair, written in second or third person and presents balanced for and against	3 (Good)
Spelling	Multiple spelling errors of familiar and unfamiliar words. Below grade standard.	1 (Poor)
	A small number of errors that do not detract from the overall presentation.	2 (Fair)
	Excellent spelling of age appropriate words.	3 (Good)
Vocabulary	Simple vocabulary. Lack of words that create interest.	1 (Poor)
	Vocabulary adequate for presenting ideas	2 (Fair)
	Vocabulary creates interest and helps to convince readers of arguments for and against. Many thoughtful words and phrases included.	3 (Good)

Table 4

Indicator of Writing Discussion Text Evaluation

Sample	Writing Discussion Text Aspects							Score
	Introduction	Present argument	Conclusion	Paragraphing	Style	Spelling	Vocabulary	
	3	3	3	3	3	3	3	**21**
Total	$\dfrac{21}{21}$ x 100							**100**

E. Techniques of Collecting Data

Based on the instrument of collecting the data used by the researcher. The researcher gave a writing test of Discussion Text. The test was performed to get the data of students' ability in writing discussion text in writing discussion text. The process explained as follows:

1. The researcher provided a motion to the debaters

2. The researcher set the time for the debaters to write down their arguments toward the motion given.

3. The researcher gave a score for each debaters' writing about the motion based on the rubric scoring. From this test the debater's ability in writing discussion text can be seen. The test results determined the acceptance or rejection of the hypothesis.

4. The researcher made conclusion about the debater' ability by noticing the marking scale or score from the test.

F. The Technique of Data Analysis

The process of data analysis involves making sense of the data. It involves preparing the data analysis, conducting an analysis, moving deeper into understanding the data representing the data, and making an interpretation of the large meaning of the data.

The researcher analyzed the test results with calculations, after collecting data. The researcher calculated the scores from the debaters' writing test then classified them based on their scores and was presented in statistic formula with some steps as follows :

1. Checked the debaters' answer from the test

2. Calculated their result (score) by using Mean score. Mean, thi measurement, often referred to as "average", is searched by calculation (number of data values) divided by (number of observations).

    The formula to calculate for the mean value is: $\mathbf{M} = \frac{\sum x}{n}$

    Note : M = Mean Score

    $\sum x$ = the total score

    n   = the sum of respondent[59]

3. After the researcher got the data, then it would continued to the hypotesis testing with the formula as follows :

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[59] Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Pers, 2014).

Z Test $\qquad Z = \dfrac{\dfrac{x}{n} - p}{\sqrt{\dfrac{p(1-p)}{n}}}$

Note : x = data that includes hypothesis categories

n = sum of data

p = hypothesis proportion

4. The last step, in order to figure out the debaters' ability, the score should be classified into classification quality of the research that can be seen in the table below :

Table 4
The Classification Quality of the Students' Score

0%-20%	Very low
21%-40%	Low
41%-60%	Enough
61%-80%	High
81%-100%	Very high[60]

After the researcher found the mean score of all students', it would be consult to the criteria as the following :

1. If the value of mean score is 0 -20, it can be categorized into very low ability.

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[60]Riduwan, *Pengantar Statistik Untuk Penelitian* (Bandung: Alfabeta, 2013).

2. If the value of mean score is 21 − 40. It can be categorized into low ability.

3. If the value of mean score is 41% − 60%, it can be categorized into enough ability.

4. If the value of mean score 61% − 80%, it can be categorized into high ability.

5. If the value of mean score 81% − 100%, it can be categorized into very high ability.

CHAPTER IV

THE RESULT OF RESEARCH

As mentioned in earlier chapter, in order to find out the debaters' ability in writing discussion text at English Education Debate Club (E2DC). The researcher has analysed the students' test result. This is a quantitative descriptive analysis mean score to get the whole test result. Then to test the hypothesis, the researcher used formula of Z. Next, the detailed description of data will be expained further below:

A. Description of the Data

In order to know the extent of the the debaters' ability in writing discussion text at English Education Debate Club period 2019-2020 IAIN padangsidimpuan, the researcher used test as instrument of the collecting the data. First, the researcher prepared the test for the debaters. Then, the researcher checked the validity of the test. Next, the researcher asked the debaters to write a discussion text. After that, the researcher determined the time for doing the test. Then, asked the debaters whether they had any questions regarding the test given. The last, after the debaters were finished doing test, the researcher collected their essay writing to be analyzed afterwards.

The quality score of each debater is shown in the following table that can be seen below :

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Table 5
The Debaters' Quality Score in Writing Discussion Text
(In General)

No.	Debaters' Initials	Score of Students	Quality Score
1.	NS	81	Very High
2.	BR	81	Very High
3.	IS	67	High
4.	AN	67	High
5.	AP	86	Very High
6.	AR	62	High
7.	FH	81	Very High
8.	RG	86	Very High
9.	MH	86	Very High
10.	RA	52	Enough
11.	PS	57	Enough
12.	VH	52	Enough
13.	IH	61	High
14	SQ	67	High
15	FA	71	High
16	AS	90	Very High
TOTAL		**1147**	

Based on the table above, there were 3 debaters (12,5%) whom were included in enough ability with the score of 52 and 57. On the other hand, there were 6 debaters (37,5%) whom were included in high ability with the

score of 61, 62, 67 and 71 and there were 7 debaters (43,75%) whom were included in very high ability with the score of 81, 86, and 90. The researcher had taken the steps of data analysis of test by using Quantitative method. The researcher conducted sum of the debaters' answer then classified them based on their score and after that, calculated their score by using mean score, median and modus. The last, the researcher resume all the scores, the resumed scores are shown in the table below.

Table 6
The Resume Of Variable Score In Writing Discussion Text

No	Statistic	Variable
1	Highest score	90
2	Lowest score	52
3	Mean score	71,43
4	Median	70,25
5	Mode	68,65

From the table above, it shows that among 16 debaters' score, the highest score is 90 and the lowest score is 52. From the data, the researcher calculated that the mean score is 71,43. The researcher got median score is 70,25and mode is 68,65. From the calculation, it can be concluded that the debaters' ability in writing discussion text is high.

The above data can be seen in interval score below. This description was classified into 3 categories: interval class, frequency absolute and frequency relative. This category can be seen in the following table.

Table 7

The Table of Distribution Frequency Score in Writing Ability

No	Interval Class	Frequency Absolute	Frequency Relative
1.	52-56	2	12.5 %
2.	57-61	2	12.5 %
3.	62-66	1	6.25 %
4.	67-71	4	25 %
5.	72-76	0	0 %
6.	77-81	3	18.75 %
7.	82-86	3	18.75 %
8.	87-91	1	6.25 %
	i =5	**16**	**100 %**

Based on the above table, the distribution of the data, the researcher described the number into a histogram shown below:

Diagram 1

The histogram debaters ability in writing discussion text at English Education Debate Club IAIN Padangsidimpuan Periode 2019-2020
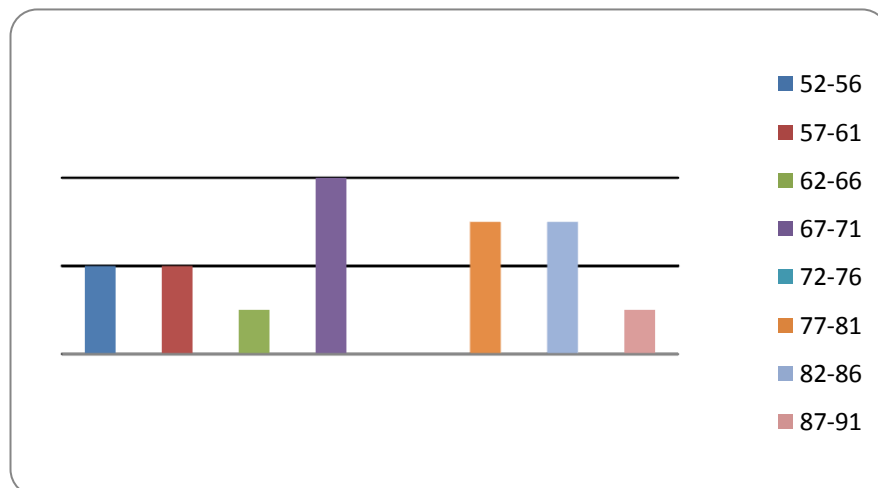
Based on the histogram above, it explains about the variable revelation of debaters' ability in writing ddiscussion text, the interval class at 52 – 56 were 2 people, interval 57 – 61 were 2 people, interval 62 – 66 was 1 person,interval 67 – 71 were 4 pople, interval 72 – 76 was 0 person interval 77 – 81 were 3 people interval 82 – 86 were 3 people, interval 87- 91 was one person. So, the meaning of interval in this research is showing the count of sample who got score in percentage.

B. Hypothesis Testing

The hypothesis of research was "The debaters' ability in writing discussion text at English Education Debate Club IAIN Padangsidimpuan Periode 2019-2020 was enough ability". Based on the collected data, the data had been analyzed to prove the hypothesis by using formula of Z- test. The calculation can be seen in the following steps:

Calculation of Z count :

$$Z = \frac{\frac{X}{n} - p}{\frac{\sqrt{p(p-1)}}{n}}$$

$$Z = \frac{\frac{13}{16} - 0.60}{\sqrt{\frac{0.60(0,60-1)}{16}}}$$

$$= \frac{0.81 - 0,60}{\sqrt{\frac{-0,24}{16}}}$$

$$= \frac{0,21}{\sqrt{-0,015}}$$

$$= \frac{0.21}{-0,12}$$

$$= -1,75$$

Calculation of Z_{table} : 0,0401

$\propto = 5\%$

$\propto = 0.05$

$Z = 0,0401$

Based on calculation, it can be concluded that $Z_{count} = -1,75$ was less than $Z_{table} = 0,0401$ ($Z_{count} = -1,75 < Z_{table} = 0,0401$) by level 0,05. So from the result above the researcher concluded that the hypothesis was rejected. Therefore, the Debaters' Ability in writing discussion text at English education debate club was not enough ability as stated in the previous hypothesis. Nevertheless, the debaters' Ability in writing discussion text at English education debate club was high ability with the mean score of 71,43.

C. Debater's Ability In Writing Discussion Text

Based on the result of the test after analyzing the data, it can be concluded that the debaters' ability in writing discussion text at English Education Debate Club IAIN Padangsidimpuan Period 2019-2020 was categorized as high ability. The classification was according to the table 4 in chapter III. The total mean score of the debaters was 71,43 from the test of analyzing writing ability in writing discussion text.

The debaters' score percentage can be described as follows ; there were 3 students (12,5%) whom were included in enough ability with the

score of 52-60. On the other hand, there were 6 (37,5%) whom were included in high ability with the score of 61-80 and there were 7(43,75%) whom were included in very high ability. As well as The graphic above describes clearly how the ability of debaters' in writing discussion text was high.

D. Lecturers effort to improve the debaters' ability in writing discussion text

Accoding to the result of the test, it was found that most of the debaters' did well on their test. However, there were few of them who still needed assistance. Writing does not seem to be as easy as it is said. When we speak, using our body movements or managing our voices may easily help us explain what we are intended to say. However, though we would like to say the same words we produce orally, we need some practices in writing as we can only use some mechanisms, such as punctuation, word order, etc., to help us deliver what we mean.[2] Thus, our ability to use those mechanisms can be very important as we do not want our readers to misinterpret what we write.[61] The procedures that the lecturer would take can be seen in the following procedures below :

[61] Fiorentina Italia and Fitrawati Saunir Saun, "An Analysis of Students Reading Ability in Reading An Expository Text of The Fifth Semester Students in English Department," *Jurnal of English Language Teaching* 7, no. 1 (2018): 1–9.

1. **Delivers the materials about discussion text and how to make the framework.**

   The teacher teaches the materials related to the definition, purposes, structure of discussion text. Moreover, students are also taught to make the framework of discussion essay.

2. **Introduces teacher indirect feedback technique.** Teacher explains what teacher indirect feedback technique is, how to do the technique, and also what the codes mean.

3. **Provides students topics to write**: teacher provides students some topics that whether they may choose themselves or are chosen by the teacher.

4. **Asks students to make a framework of their own writing.** Students are asked to make a framework in order to help them elaborate their writing. Students does not have to submit the framework but should have it when they want to elaborate their writing.

5. **Provides students the writing sheets.** The writing sheets are provided by the teacher in order to make it simple to correct and to score students' writing.

6. **Asks students to elaborate their writing.** After they have got their paper, then they should elaborate their framework into a four-paragraph discussion essay.

7. **Asks them to confirm or recheck their writing.** Before students submit their writing, teacher allows students to ensure that their writing is good enough

8. **Asks them to submit their writing.** After they have rechecked their writing, students should submit their writing. It is supposed to be on the same day.

D. Debaters effort to improve the debaters' ability in writing discussion text

Meanwhile, it was not only the lecturer who should put some effort to improve the writing ability of the debaters but debaters also had to put some efforts to improve their writing ability in writing discussion text. Based on the interview with the debaters who got lower score on the writing test, the researcher listed the debaters' efforts to improve their writing ability in writing discussion text below:

1. Read scientific journals to enrich their knowledge and to give them more diversed point of view from experts in which the debaters can take to build their arguments.

2. Use the right vocabulary by memorizing many vocabularies because the use of the proper vocabulary is needed to elaborate on the arguments when they are witing a discussion text.

3. Try to understand the argument and critically analyze the evidence. It is

essential to be critical when they are writing because the arguments should be strong enough to back up the thesis statement. Every argument should have a clear connection to the topic and the arguments.

D. Discussion

The result of the research is varied from the previous researches. For example, first, Melia, Yenni and Don' conducted a research to find out the ability of English Department students of Padang State University in using discourse markers in writing discussion text. Based on finding of this research showed third year English Department students ability in using discourse marker were average.[62] Similiar with the discussed research, the data was gotten from test. In this research, the students were demanded to write down a discussion text with 5 − 7 paragraphs with the given topic and there were 21 students from 6 classes taken as the sample.

Second, Su Hie Ting designed study to university students at Malaysian University in using textual and language features in writing discussion text.[63] This research focused on textual and language feature used in discussion text. The result of this research was there were 35 students used conditional sentences in writing discussion text. Modal

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[62] Melia, Yenni, and Don, "The Students' Ability In Using Discourse Markers In Writing Discussion Text: A Study at English Department of State University of Padang" 1 No. 2 (2006), https://www.researchgate.net/publication/259938377_Ting_S_H_Chai_A_S_2013_Textual_and_language_features_of_students'_written_discussion_texts_Issues_in_Language_Studies_22_67-81.

[63] Ting, "Textual and Language Features of Students' Written Discussion Texts," P. 67-81.

verbs were frequently used for cohesion in their discussion text. Connectors, causal connectors were mostly used.

Third, Afza Himmaturrijal Ismail in his research, he tried to find out about students's ability in writing descriptive text at SMP N 2 Selong in the academic year 2017-2018.[64] The result of this research presented the mean score of the eight grade students of SMPN 2 Selong was 54 which then classified into average classification level. There were 1 student classified into the excellent level and 7 students, (21%) classified into good level, there were 13 students, (39%) classified into fair level and 4, (12%) students classified to the poor level.

Fourth, The fourth, Rokhmah's research to find out the capability in writing persuasive tex with the title "Students' Capability In Writing Persuasive Essay at The Second Year in SMU Muhammadiyah 1 Lasem".[65] The research was analyzed with the result that the students' capability in writing persuassive essay was catagorized into fair. This research relates to the research being discussed in the form of the data collection technique. However, it has little different in the focused of the research.

The fifth, Prasetyo Hariadi conducted a study using analysis method to figure out the students' ability in writing descriptive text in

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[64] Afza Himmaturrijal Ismail, "An Analysis Of Students' Ability In Writing Descriptive Text: A Case Study Of The Eight Grade Students' Of Students Of SMPN 2 Selong In The Academic Year 2017-2018" (Universitas Mataram, 2018).

[65] Nurul Lailati Rokhmah, "Students' Capability In Writing Persuasive Essay At The Second Year In SMU Muhammadiyah 1 Lasem" (Universitas Muhammadiyah Surakarta, 2008).

2018.[66] The result of this research was   This research is similar in measuring the ability of the students, rubric score was used to analyze the students' paragraph writing

Based on their score, the debaters are not lack of of vocabularies, they were able to build paragraph with many varied vocabularies, they were also able to write with two sided style which is fair and presents both sides of the argument, they did not seem to have many error spellings on their writing, and they did not forget to make a conclution of their arguments

According to the result of this research, it showed that most of the students already mastered the generic structure of discussion text. It causes the debater" ability in writing discussion text was high, besides, in teaching learning proceess of writing, the debaters also learn about writing arguments from the debate activities; they are eiher debate practice or debate competitions.

In this globalization era, people use their writing to show their idea in a written form. Furthermore, Weigle states that the ultimate goal of learning to write is, for most students, to be able to participate fully in many aspects of society beyond school, and for some, to persue careers that involve extensive writing.[67] Thus, people are expected to convey

[66] Hariyadi, Wennyta, and Fitri, "An Analysis of Students' Ability In Writing Descriptive Text at The Tenth Grade Students of SMAN 11 Jambi Academic Year 2017/2018."
[67] Sara Crushing Weigle, *Assesing Writing*.

their ideas and knowledge to take part in a society in many aspects of the globalization era through writing.

E. Threats of the Research

This research is still far from perfect, there were some weaknesses in attempt to finish this research. This research is started from the title until the conclusion that the researcher realize that the researcher might have done some mistakes.

On doing the test, there were some lack of time, because the debaters' had activities. Beside, the time with was given to be students' was not enough because some of the debaters had limited internet connection because the test was done online. Also, the researcher did not see the debaters doing the test directly because the result of the test was sent in jpg picture format after the test is done.

Despite the fact that there were some threats in finishing this research, and perhaps there were more threats that the researcher had not been mentioned in this section. Nevertheless, the researcher were always gave the best attempt in finishing this research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After calculating the data and analyzing the result of the research in the previous chapter, the researcher drew a conclusion about the debaters' ability in writing discussion text at English Education Debate Club IAIN Padangsidimpuan Periode 2019-2020. Based on the result of the research, In the hypothesis testing, $Z_{count} = -2,08$ was less than $Z_{table} = -0,4812$ which means that the hypothesis was rejected. Therefore, The debaters' ability in writing discussion text at English Education Debate Club IAIN Padangsidimpuan Periode 2019-2020 was categorized into high ability with the mean" score 68.7

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestion as follows :

1. Based on conclusion, it can be suggested that the The debaters should give more effort to do more practice in writing in order to improve their ability in writing

2. Based on the conclusion, the researcher suggests the debaters to read more in order to increase their general knowledge

3. For future researchers, it is necessary to the future researchers to conduct the same object but in different perspective in order to deepen this object of reasearch because this research is still far from perfect.

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CURRICULUM VITAE

Name	: ERNIDAH HASIBUAN
Reg. Number	: 16 203 00035
Place/date of birthday	: Padangsidimpuan, April 22nd 1998
Sex	: Female
Religion	: Islam
Address	: Jl. Madong Lubis No. 14, Padangsidimpuan
Farther's name	: Makmur Hasibuan
Mother's name	: Dahlia

Background educations

1. Primary school   : SD Negeri 200110 Padangsidimpuan

2. Junior high school : SMP Negeri 1 Padangsidimpuan

3. Senior high school : SMK Negeri 1 Padangsidimpuan

4. Institute   : IAIN Padangsidimpuan

WRITE A DISCUSSION TEXT ABOUT AN ISSUE BELOW !!

"NEW NORMAL TRIGGERS A SECOND WAVE OF CORONAVIRUS"

_____
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_____

Validator   Researcher

...uddin, SS., M.Hum   **Ernidah Hasibuan**
. 19760610 200801 1 016   Nim. 1620300035

APPENDIX 2

DEBATERS' NAME AND THEIR INITIALS
AT ENGLISH EDUCATION DEBATE CLUB
PERIOD 2019-2020
IAIN PADANGSIDIMPUAN

No	Name of debaters	Students' Initials
1	Anggia Putra	AP
2	Afriani Rangkuti	AR
3	Rahmad Gunawan Lubis	RG
4	Fitri Hasanah Nasution	FH
5	Ihsania Tanjung	IH
6	Ihwal Hidayat Siregar	IS
7	Mutmainnatul Hubbi	MH
8	Aulia Sylvia Devana Pane	AU
9	Nengriski Sari Putri	NS
10	Muhammad Rivai Harahap	VH
11	Pidiwansyah	PS
12	Azza Ayu Nizori	AN
13	Fitri Amelia	FA
14	Rahli Aditya	RA
15	Rizqi sauqi pratama	SQ
16	Bulan Ritonga	BR

APPENDIX 3

DEBATERS' SCORE IN WRITING DISCUSSION TEXT
AT ENGLISH EDUCATION DEBATE CLUB
PERIOD 2019-2020
IAIN PADANGSIDIMPUAN

| NO | Debaters' Initials | Rubric Scoring Aspects | | | | | | | Score | Total Score |
		Introduction	Present argument	Conclusion	Paragraphing	Style	Spelling	Vocabulary		Score x 100 / 21
1	NS	3	2	2	2	2	3	3	17	81
2	BR	2	3	3	3	2	2	2	17	81
3	IS	3	2	1	2	2	2	2	14	67
4	AN	2	2	2	2	2	2	2	14	67
5	AP	3	2	3	3	2	3	2	18	86
6	AR	1	2	2	2	2	2	2	13	62
7	FH	3	3	2	2	31	2	2	17	81
8	RG	3	3	2	3	2	3	2	18	86
9	MH	2	2	2	2	2	3	2	15	86
10	RA	1	1	1	2	2	3	1	11	52
11	PS	1	1	2	2	1	3	2	12	57
12	VH	1	1	1	2	1	3	2	11	52
13	IH	2	2	2	2	2	2	1	13	61
14	SQ	2	2	2	2	2	3	1	14	67
15	FA	3	2	2	2	2	2	2	15	71
16	AS	3	3	3	3	3	2	2	19	90

APPENDIX 4

DESCRIPTION DATA USING MATHEMATIC FORMULA

1. The score of students' score from low score to high score

52	52	57	61
62	67	67	67
71	81	81	81
86	86	86	90

2. High score $= 90$
3. Low score $= 52$
4. Range $=$ high $-$ low score

   $= 90-52$

   $= 38$
5. Total of classes (BK) $= 1 + 3.3 \log (n)$

   $= 1 + 3.3 \log (16)$

   $= 1 + 3.3 (1,20)$

   $= 1 + 3,96$

   $= 4,96$

   $= 5$
6. Interval (i)

   $i = \frac{R}{BK} = \frac{38}{5} = 7,6 = 8$
7. Mean score

   $(x) = \Sigma \frac{fixi}{fi}$

No	Interval	Fi	Xi	Fixi
1	52-56	2	54	108

2	57-61	2	59	118
3	62-66	1	63	63
4	67-71	4	69	276
5	72-76	0	74	0
6	77-81	3	79	237
7	82-86	3	84	252
8	87-91	1	89	89
	i =8	16		1143

$$\text{Mean} = x = \frac{\sum x}{N} \qquad X = \frac{1143}{16} = 71{,}43$$

8. Median

$$\text{Me} = b + p\left(\frac{\frac{1}{2}n - f}{f}\right)$$

$$66.5 + 5\left(\frac{\frac{1}{2}(16) - 5}{4}\right)$$

$$66.5 + 5\left(\frac{8 - 5}{4}\right)$$

$$66.5 + 5\left(\frac{3}{4}\right)$$

$$66.5 + 3{,}75$$

$$70{,}25$$

9. Modus

$$\text{Mo} = b + p\left(\frac{b_1}{b_1 + b_2}\right)$$

$$= 66.5 + 5\left(\frac{3}{3+4}\right)$$

$$= 66.5 + 5\left(\frac{3}{7}\right)$$

$$= 66.5 + 5\,(0{,}43)$$

$= 66.5 + 2,15$

$= 68,65$

THE   RESULT OF THE DEBATERS' WRITING ESSAY IN WRITING DISCUSSION TEXT

No.

Name : Fitri Hasanah Nanution

Reg Number   1620 3000 18

NEW NORMAL THE SECOND WAVE OF COVID

New normal is the a new way created by the
Indonesian government to allow people to adapt
with COVID-19. This is done by allowing people
to do activities as they usually do in the (mid) of
the corona virus pandemic. But, it still paying
attention to health protocols, such as wearing
masks, maintaining social distancing, washing
hands frequently and maintaining cleanliness.

This policy is still a pro and cons in society,
many people think that this new normal is good
For Indonesia, but many of people also againts
this new normal policy by many reasons.
These are some pros and cons of new normal
For Indonesia

In fact, the new normal should not be
implemented in Indonesia by seeing the
increase in the number of COVID-19 victims
day by day. By implementing the new norma
it certainly provides opportunities for

Clearly
States
the topic

Middle

Intro

Vocabulary
Adequate

increasing the positive victims more and more.
Eventhough the new normal is recommended to stick
the health protocols but there are still many people
who do not obey the rules such as do not wear
the mask, and not mantaining the social distancing
So that, there is still big potential for transmassing
the virus.

In the other reason, many Indonesian people
argue that the goverments' policy to impose this
new normal will be a backfire for Indonesia itself.
So that it will also endanger the Indonesian people
and allow a second COVID-19 wave to come.

But in the other hand, there are also some
benefits of new normal for Indonesia.

The first is the new normal will be a way to
improve Indonesia's economic system. With
the implementation of the new normal regula-
tions recently, absolutely the Bussiness activiti-
es in Indonesia will run as usual. Thus, almost
all industrial sectors will operate like before

On the other hand, when the social distancing
or work from home was implementing in Indonesia
a couple months ago many companies have
made efficiency by laying of their
employees, and this is also caused many worker

Provide

to lose their jobs and they cannot through
their families' needs. By implementing
new normal rule, of course many companies
will reopen the job vacancies, so this will
have an impact on employees, especially
those who have been sent home.

So the conclusion is the new normal should
not be implemented to save the Indonesian
people from the spreading of COVID-19
Meanwhile, for the reasons of improving
the economic ways while still prioritizing
the other safety of Indonesian people.

Cons

Pros

— Conclusion

→ Recommendation

Neng Roni Sari Putri
132040012...

New Normal Triggers Second Wave of Corona Virus

Coronavirus is far from over. Some countries are still dealing with large epidemics, but even these currently controlling the virus fear "the second wave". You can think of it like waves on the sea. The number of infections goes up and then comes back down again — each cycle is one "wave" of coronavirus. The concern is that, once quelled, the pandemic will reemerge with renewed strength, causing a repeat of rising infections, swamped health systems and orders for lockdowns.

Lockdowns have caused massive disruption around the world, destroying jobs, affecting people's health and taking children out of school — but they have controlled the virus.

Looking closely at the repercussions of the pandemic on economically vulnerable populations, Prof Laura Casey and Niamh Moran remark that homeless people are particularly at risk of contracting the disease, because social distancing and basic hygiene is not possible for rough sleepers.

Moreover, the influence of the Covid-19 on our emotional well-being and social relations requires further examination. The consequences of the pandemic can be particularly visible through the illness or loss of a relative, with the social distancing measures, visiting family members at the hospital or the organisation of funerals are disrupted.
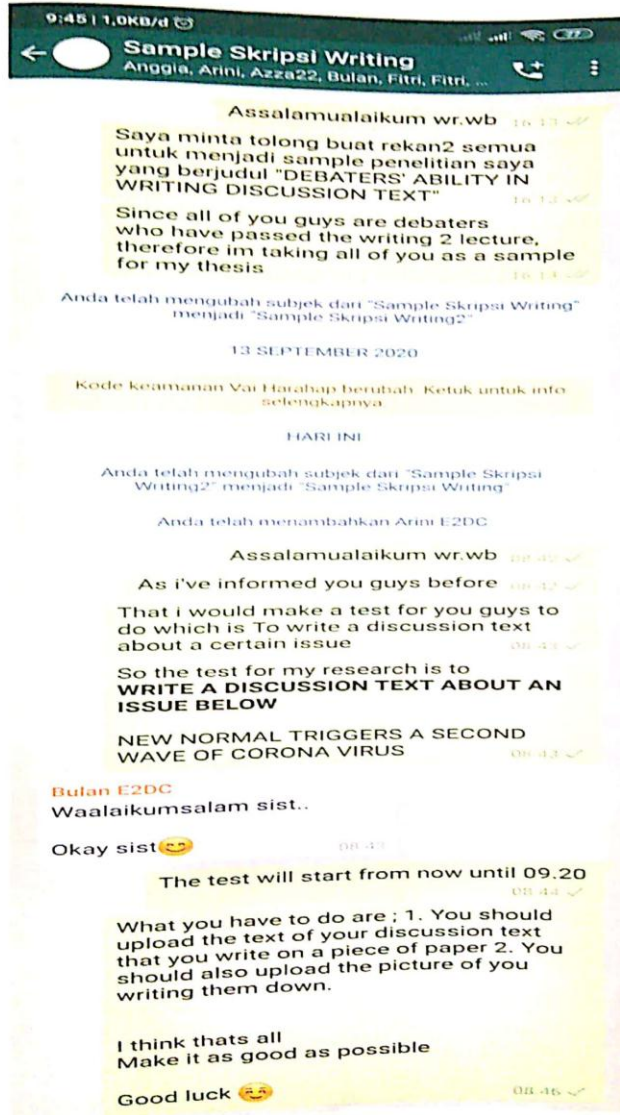
... that is all in a longer term with well designed parameters. The WHO has recommended lifting movement restrictions in stages to test the spread of each ... because moving too quickly opens ... in any case, experts say the key to keeping infections low without locking down everyone is to scale up testing and contact tracing. Health authorities need to find infected people, isolate them and identify their recent contacts, so they can be tested as well and isolated if necessary.

Although some issues been predicted after Covid-19 pandemic, in my opinion I think we should take care about the healthy protocol and do not be panic, because there would no better ways except our mind control.

APPENDIX VI
THE DOCUMENTATION OF THE RESEARCH

Sample Skripsi Writing
Anggia, Arini, Azza22, Bulan, Fitri, Fitri, ...

Assalamualaikum wr.wb 16:13

Saya minta tolong buat rekan2 semua untuk menjadi sample penelitian saya yang berjudul "DEBATERS' ABILITY IN WRITING DISCUSSION TEXT" 16:13

Since all of you guys are debaters who have passed the writing 2 lecture, therefore im taking all of you as a sample for my thesis 16:14

Anda telah mengubah subjek dari "Sample Skripsi Writing" menjadi "Sample Skripsi Writing2"

13 SEPTEMBER 2020

Kode keamanan Vai Harahap berubah. Ketuk untuk info selengkapnya

HARI INI

Anda telah mengubah subjek dari "Sample Skripsi Writing2" menjadi "Sample Skripsi Writing"

Anda telah menambahkan Arini E2DC

Assalamualaikum wr.wb 08:42

As i've informed you guys before 08:42

That i would make a test for you guys to do which is To write a discussion text about a certain issue 08:43

So the test for my research is to **WRITE A DISCUSSION TEXT ABOUT AN ISSUE BELOW**

NEW NORMAL TRIGGERS A SECOND WAVE OF CORONA VIRUS 08:43

Bulan E2DC
Waalaikumsalam sist..

Okay sist 😊 08:43

The test will start from now until 09.20 08:44

What you have to do are ; 1. You should upload the text of your discussion text that you write on a piece of paper 2. You should also upload the picture of you writing them down.

I think thats all
Make it as good as possible

Good luck 😊 08:46

Sample Skripsi Writing
Anggia, Arini, Azza22, Bulan, Fitri, Fitri, ...

Fitri Hasanah
Okee sist 09.17

Ihsaniaaa

Anda
What you have to do are ; 1. You should upload the text of your discussion text that you write on a piece of paper 2. You should ...

Ok sist
09.17

Bulan E2DC

Anda
What you have to do are ; 1. You should upload the text of your discussion text that you write on a piece of paper 2. You should ...

Okayy sist 👍😊
09.18

Azza22

Anda
What you have to do are ; 1. You should upload the text of your discussion text that you write on a piece of paper 2. You should ...

Oke sist 👍
09.19

Okeeee everyone 09.20 ✓

You all can upload your test now 09.20 ✓

Ihsaniaaa

p;;
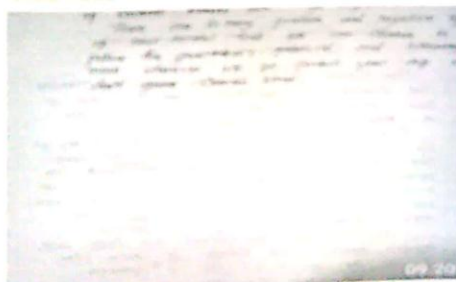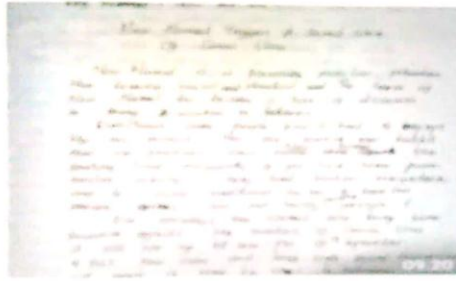
Sample Skripsi Writing
Arini, Azza22, Bulan, Fitri, Fitri, Ihsania...

Ihwal Siregar

09.32
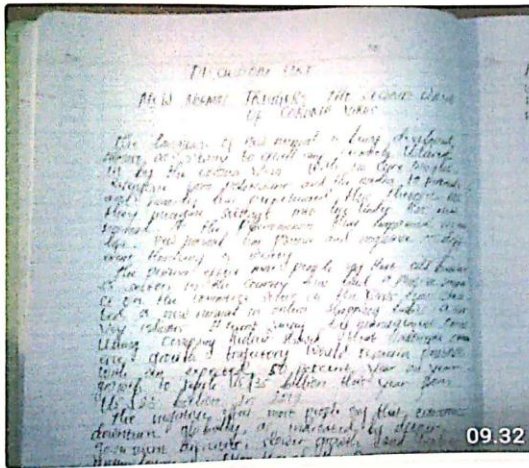
Ihwal Siregar

09.32

Ihwal Siregar
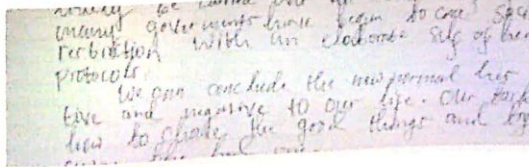
Ketik pesan

Interview With The Writing Lecturer

18 September 2019

Nomor : 132 /In.14/E.6a/PP.00.9/09/2019
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. **Rayendriani Fahmei Lubis, M.Ag.**   **(Pembimbing I)**
2. **Zainuddin, S.S., M.Hum**   **(Pembimbing II)**

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Ernidah Hasibuan
NIM : 1620300035
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **Debaters' Ability In Writing Discussion Text at English Education Debate Club IAIN Padangsidimpuan Periode 2019-2020**

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

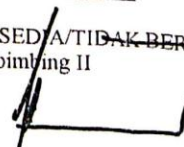Ketua Program Studi Tadris Bahasa Inggris

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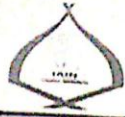NIP. 19820731 200912 2 004

<u>PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING</u>

BERSEDIA/~~TIDAK BERSEDIA~~   BERSEDIA/~~TIDAK BERSEDIA~~
Pembimbing I   Pembimbing II

Rayendriani Fahmei Lubis, M.Ag.   Zainuddin, S.S., M.Hum
NIP. 19710510 200003 2 000   NIP. 19760610 200801 1 016

Nomor B - 805 /In.14/E.1/TL.00/09/2020   7 September 2020
Hal   Izin Penelitian
            Penyelesaian Skripsi.

Yth. Ketua Prodi Tadris/Pendidikan Bahasa Inggris
IAIN Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa
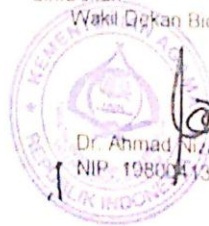
Nama   Ernidah Hasibuan
NIM   1620300035
Program Studi   Tadris/Pendidikan Bahasa Inggris
Fakultas   Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang
sedang menyelesaikan Skripsi dengan Judul "Debaters' Ability in Writing Discussion
Text at English Education Debate Club IAIN Padangsidimpuan Periode 2019-2020".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian
sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih

a.n.Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd
NIP. 19800413 200604 1 002

16 Oktober 2020

Nomor   : 159 /In.14/E.6a/PP.00.9/10/2020
Hal   : **Surat Keterangan Penelitian**

Ketua Program Studi Tadris /Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

Nama	: Ernidah Hasibuan
NIM	: 16 203 00035
Program Studi	: Tadris/ Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris/ Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan pada tanggal 17 September 2020 s/d 19 September 2020 dengan judul "**Debaters' Ability in Writing Discussion Text at English Education Debate Club IAIN Padangsidimpuan Period 2019-2020**".

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