PEMANFAATAN METODE DEBAT DALAM KELAS EFL UNTUK MENINGKATKAN KEMAMPUAN MENULIS ARGUMENTATIF PESERTA DIDIK

UTILIZING DEBATE METHOD IN EFL CLASS TO IMPROVE THE ARGUMENTATIVE WRITING ABILITY OF THE STUDENTS

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Abstrak: Penulisan argumentatif adalah bagian penting dari proses pembelajaran bahasa. Namun demikian, banyak peserta didik menemukan masalah dalam menulis, terutama argumentatif dalam keterampilan Bahasa Inggris. Tujuan penelitian ini ingin mengidentifikasi penggunaan metode debat dalam meningkatkan kemampuan menulis argumentasi peserta didik di Pesantren. Desain penelitian ini adalah Kualitatif dan deskriptif. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah *purposive sampling*. Subjek penelitian ini adalah sepuluh alumni Pondok Pesantren modern yang terdiri dari tujuh perempuan dan tiga laki-laki yang telah mempelajari metode debat dalam penulisan argumentasi. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah wawancara dan dokumentasi. Temuan penelitian menunjukkan bahwa kemampuan peserta didik dalam menulis paragraf argumentatif dengan menerapkan teknik debat dapat meningkat. Peserta didik merasa dimudahkan dan termotivasi dalam proses pembelajaran, sehingga kemampuan mereka dalam menulis paragraf argumentatif. Dapat disimpulkan bahwa metode debat yang dilaksanakan dalam kelas EFL efektif untuk membantu peserta didik dalam menulis argumentatif.

Kata kunci: Debat, penulisan argumentatif, kemampuan

Abstract: Argumentative writing is a crucial part of the language learning process. Nevertheless, many students find writing, especially argumentative, a problematic English skill. Therefore, the researchers want to know the use of the debate method to improve students' argumentative writing ability in Islamic Boarding School. The objective of this research referring to the research problem is to find out the use of the debate method to improve argumentative writing ability. The design of this research is Qualitative and descriptive. The sampling technique used in this study is purposive sampling. The research subject is the ten alumni of modern Islamic Boarding Schools, consisting of 7 women and three men who had learned the debate method in argumentative writing. The data collection techniques used in this study are interviews and documentation. The finding is that improving students' ability to write argumentative paragraphs by applying debate techniques. Students feel facilitated and motivated in the learning process, so students' ability to write argumentative paragraphs increases. It can be concluded that the debate method implemented in the EFL class is effective in helping students in argumentative writing.

Keywords: Debate, argumentative writing, ability

INTRODUCTION

According to Ahmad (2013), "A debate is a representational argument aimed at persuading judges and the audience in informal and semi-formal ways and methods." With different strategies of logic building, it is a rhetorical practice that sound delivery to pull the target audience to a conclusion on the controversial issues. The teacher can use the debate in the EFL class to be a booster to make the argumentative writing better in a complex and enjoyable way (Akhter et al., 2020; Lan & Lam, 2020; Saidah & Munir, 2020).

Debate means all people are free to express their arguments (Sant et al., 2018; Zerfass et al., 2018). While in the class, it means students can give their opinions in their primary. It is different from the discussion, which focuses on solving the problems together and finding the solutions to the specific issues (Kurniawan, 2013). In the formal ways, debates divide into groups regarding the pro and contra of the debate topic. However, some schools are applying free discussion. All students can choose their argument pro or contra to the case individually.

The debate also means discussing a structured contest of issues or a resolution. A formal debate involves two sides: one supports a key, and one opposes it. Debate is bound by previous rules agree. Teachers can look at the debate for the winning side. Debate is commonly used in democratic societies to explore and resolve issues and problems that we find in our lives with our argument, basically with the researchers' data and opinion (Hasyim, 2018). By despiting the obstacles by using online debate, we can conclude that debate is a strategy that is the potential to improve students at the university level (Cahyono, 2015). Therefore, the debate is a meaningful direction of communication from two sides' points of view (Rustono, 2018).

In addition to the debate method, there is also a discussion method as one method that actively encourages student involvement. Even the discussion method has similarities with the debate method. The way of discussion is part of learning for many reasons; (1) subjective and controversial topics, (2) complex and new concepts, and (3) practical goals, for example: discussing new themes and controversies and developing oral abilities (Slavin, 2006).

According to Syarifuddin (2021), "Mastering debate to sharpen communication and argumentation skills and understand the use of intonation is needed, which is one the essential elements." Intonation is very instrumental in distinguishing sentence intention. In general, debates are arguments carried out by two parties, either individually or in a group, namely pros and cons. Melvin L. Silberman first introduced the active debate method. According to Silberman and Beach, students' activeness in the debate could be seen in the delivery of arguments and questions, participation in discussions, paying attention to the study of debate, and collecting assignment sheets (Atmanti, 2020; Handrianto & Rahman, 2018).

The debate can develop students' public speaking. It allows students to expand their

debating skills. Such as English proficiency, logical and critical thinking, and public speaking gives professional career (Ena, 2018; Rahman & Ja'afar, 2018). That would consider five elements in assertiveness in debating: declarative mood, conjunctive adjunct, the high value of modality, explicit subjective modality metaphor, and explicit subjective modality (Yuyun, 2014).

In Indonesia, there is a new tradition of debate. It is a political debate. It was first being implemented in the presidential election of 2009 between Susilo Bambang Yudhoyono (SBY) and Megawati Sukarno Putri (Megawati). SBY performed better than Megawati. Eventually, SBY won the discussion, which led him to the presidential palace for a second term. Five years later, with his modest and honest manner of debating, Joko Widodo-Jusuf Kalla was victorious over Prabowo- Hatta. This seemed to prove that good communication will significantly affect the voters' preference in the presidential election in political debate.

According to Baso (2016), "Indonesian students or learners have many kinds of debate implementation that are familiar in the world parliamentary debate. It is a competition of individuals or a multi-person setting." Ahmad (2013) stated that "Debate is an excellent activity for language learning because it engages students in various cognitive and linguistic ways." Also, it is highly effective for developing argumentation skills for persuasive speech and writing. Using debates in the classroom allows students to work in a collaborative and cooperative group setting (Nengsih, 2017). By having students discuss and organize their points of view for one side of an argument, they can discover new information and put knowledge into action. Timothy Stewart (2003) also found that "75% of his unmotivated students ranked debate as to their favorite classroom activity."

The practice of debating develops learners' writing skills too. While writing debate scripts, students practice writing composition in an organized way. To make debate scripts, they need to brainstorm on the topics and jot down points. Thus, they systematically learn how to think about a topic and the link between points. Moreover, they understand the process of prioritizing the issues. If students get debate topics one or two days earlier, they usually collect information and write the whole script. Debate scripts are like argumentative essays. Thus, they learn to write argumentative paragraphs and essays (Ahmad, 2013).

Based on Kurniawan (2013), "The old paradigm moves out the new one for the classroom to become more valuable and innovative." Learning will be innovatively beneficial to EFL teachers and learners. Here are some principles of creative learning: As soon as students arrive at school, call the Student Center to ensure that their needs are fulfilled as quickly as possible. It makes no difference what subject matter is being taught or studied in today's classrooms; all educational activities are done there are centered on the students as the primary focus of all educational activities undertaken there. It is hard to determine who or what is to blame for the formation of this scenario and the

subsequent evolution of the problem in its entirety. When making decisions concerning the education of the children in question, it is essential to consider their priorities (Rantina et al., 2020).

Due to the fact that it is so tightly interwoven with the rest of the system, this component has been rendered incapable of functioning independently of the rest of the system. For some people, learning a new language might be challenging since it is difficult for them to focus on just one ability at a time, such as reading or writing (Helmi et al., 2018; Handrianto et al., 2021a). This is particularly true if the language students are learning is so closely associated with the culture and history of the country students are researching. In the area, the rock and concrete foundation acts as a sturdy base for the construction of the structures in the immediate vicinity. In research, students who engage in educational activities that promote social development are more likely to put what they have learned into practice than their counterparts who do not.

Provide a varied range of alternatives to their clients. Provide children with a varied range of options from which to pick, making it more straightforward for them to choose the most appropriate method for them. A "content library" is a term used to refer to a complete collection of information that has been organized in a particular fashion. If they have learned how to be organized in the first place, they will discover that measuring will seem like a piece of cake in comparison to the rest of their tasks. The final decision is as follows: No educational system, regardless of the method used, is capable of teaching all students in an equal manner throughout the course of a student's academic career, regardless of the system used (Ibrahim, Abdullah, Yasin, Handrianto, Uçar & Kenedi, 2021; Pernantah et al., 2022). No educational system, regardless of the method used, is capable of teaching all students in an equal manner throughout the course of a student's academic career.

Based on Brown's (2015) research about the debate in class, Four students in this study specifically noted how the discussions' for and against format enhanced their understanding of the module's content. One student commented, "I like the debates in the sessions; it helps me get both sides of an argument and help my assignment." While such responses are assumed to indicate benefits to critical thinking skills, these students identified the value of debates in content clarification. Still, their comments did not necessarily suggest any engagement in higher-order thinking (Nengsih et al., 2020). After completing the survey, about three students expressed gratitude for how the discussions went beyond subject exposition and helped them develop their critical thinking skills. As evidenced by their replies, students in this group preferred to evaluate the many and diverse points of view on the issue of the debate rather than just concentrating on the two opposing sides of a conflict.

An interactive chat with two of the students who took part in the activity followed, which focused on the benefits of relating this information to their own point of view and how they can go about doing so effectively. As one person who shared their experience

put it, they "offer a vast spectrum of various views and viewpoints held by others," which may be beneficial to you in terms of extending your perspective on the issue." When students participate in discussions, they may hear many different points of view on the same subject and build their own conclusions depending on the information they get, according to another student. A large number of children and teenagers expressed their gratitude for the chance to express their ideas and opinions in answer to a second inquiry as a result of this.

The following is an example of someone who was dissatisfied with their current circumstances: Somebody who was unsatisfied with the existing scenario said, "I do not like it when we have to rely on books for arguments and do not get to express our own thoughts." "I do not like it when we have to rely on books for our arguments and are not allowed to express our own opinions," said another person. "Debates are good when participants have the opportunity to voice their discontent with a remark that has been made," according to one debate participant. Furthermore, they stated that they require time in conversations in order to thoroughly investigate the facts relevant to their points of view, which they believed was necessary in order to engage in higher-order thinking skills appropriately. Previous research findings have been elaborated upon and explained in more depth in this study.

According to the KI 4 English Lesson curriculum, which was introduced in 2013, written and spoken texts must be generated in both oral and written forms by students. Despite the fact that writing is typically seen as the most difficult of the four language skills for English language learners (ELLs), it is also the one that requires the most time (i.e., speaking, listening, reading, and writing). Based on Resti (2019), "There is a critical need to find effective teaching strategies to develop students' writing competence, especially in writing discussion text." Due to its difficulties, teachers need to find a particular design or some strategies to make writing discussion text less difficult for the students (Ibrahim, Hock, Handrianto, Rahman & Dagdag, 2021; Sicam et al., 2021). Since writing discussion text is all about expressing two ideas that are against each other in the form of pros and cons, it would be better if the teacher chooses a strategy through which the students can express their own opinions, whether they are pro or con to the issue rather than forcing them to write a discussion text with two different opposite ideas in it by themselves.

The discussion provides intellectual, emotional, and social objectives that can help students in writing discussion texts with different opinions in a text. Intellectually, small group discussion helps the students be aware of various views on a particular issue. One may be pro, and the other one may be contra. The pro side may also have several different opinions, which also happens to the contra-side. They could also differentiate between facts and arguments that could contribute to their writing. Many students learn better by negotiating meaning with peers within the small group because they can deliver their ideas and opinions in front of smaller audiences (Resti, 2019). The aim of this study

is to investigate the use of debate method to improve argumentative writing skills of learners.

METHOD

In this research, the researcher used a qualitative approach. According to Moleong (2018), "Qualitative methods obtain in-depth data with meaning. Meaning is the value hidden behind factual, specific, and visible data." In other words, this study focuses on describing the phenomena experienced by the research subject, such as perception, behavior, and motivation, in the form of speech and language in a particular context that occurs naturally. Furthermore, this research was conducted in several modern Islamic boarding schools in South Kalimantan. After doing purposive sampling, ten alumni of modern Islamic boarding schools consisted of 5 men and five women who had learned to use the debate method in learning argumentative writing. They are all native Indonesian speakers.

This study's data collection techniques used two techniques, namely interviews and documentation. According to Dantes (2012), "An Interview is needed because an assumption says that only the relevant respondents know about themselves." So, it cannot use as the instrument or technique of data collection about the respondent except for the interview. Based on the discussion above, the interview itself intends to gain much information related to using the debate method in the EFL class to improve the argumentative writing skills of Islamic Boarding School students. Such as what are their perceptions after using this method, etc. According to Suwandi (2008), "Documentation is a technique of data collection producing some important notes related to the problem observed so documentation will obtain complete and valid data." This technique looks for the data associated with this study and all written reports or documents.

According to Miles (2014), "The activity in data analysis is data reduction, data display, and conclusion drawing/verification." After gathering data through observation and interview to streamline it, a researcher's first step is to pick out the most essential information in accordance with how the study topic has been described and then discard all of the other unimportant and useless information gathered. This practice is carried out a number of times during the day. So the researcher displays just the most significant data or information, sorted and compressed in line with the data reduction technique, on the screen. The last phase is making a decision and having it confirmed by all parties concerned. Throughout this step, findings from the draw and verification conclusions were shown on a computer screen, allowing the researcher to reduce the amount of data he or she had gathered overall. The approach was used throughout the investigation to achieve the desired results, beginning with data collection and moving through data analysis to address the points that corresponded to the formulation of the research problem or research questions.

RESULTS AND DISCUSSION

Student capacity to communicate effectively when writing in written form was the focus of this investigation, with the purpose of establishing whether or not adopting a debating technique had an influence on this competence being the primary goal (Handrianto et al., 2021b). Researchers questioned ten persons who had just graduated from Islamic boarding schools about their experiences. According to the findings, they were asked to react to five questions pertaining to their time at the institutions. To describe the use of the debate method in arguing writing, it was decided to conduct the study and publish the results based on a qualitative descriptive approach to characterize the use of the debate method in argumentative writing.

Table 1. *The effect of the debate method in argumentative writing*

Questions	S. 1	S. 2	S. 3	S. 4	S. 5	S. 6	S. 7	S. 8	S. 9	S. 10
Can the debate method improve students' writing argumentative ability?	✓	✓	✓	✓	✓	×	✓	✓	✓	✓
Did you experience difficulties in argumentative writing?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Can you solve the difficulties in argumentative writing by the debate method?	✓	✓	✓	✓	✓	✓	✓	✓	✓	×
Do you ever write argumentative writing by connecting to debate?	✓	✓	✓	✓	✓	✓	×	✓	✓	×
Do you actively play a role during the debate method's learning process?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

One of the findings is that bringing debate methods into the classroom may improve students' ability to write persuasive paragraphs, which leads to the second finding. It is feasible that students' capacity to produce argumentative paragraphs will improve as a consequence of the debate method being used. After being educated in the debating approach, ten alumni students of Islamic boarding schools who were interviewed revealed a considerable gain in their comprehension. Nine out of ten graduates said that their participation in the debate technique helped them improve their persuasive writing talents in their final essays. According to the results of the second research, all graduates had problems while putting together arguments. The third question, which concerned problem-solving when writing ideas, elicited nine responses, all of which said they believed they could meet the obstacle of writing statements by using a debating strategy to resolve the issue. In the fourth outcome, only two participants said they had never connected debate with argumentative writing before taking part in this study.

On the other hand, the other eight students said that they had linked their debate learning experience to the drafting of argumentative essays (Herlina et al., 2021; Rahman et al., 2021; Rahman et al., 2022). Someone who employs the debate strategy will be able to think critically and go deeper into the topic, helping them understand more, acquire insight, and write argumentatively more quickly than they would otherwise be able to. In the debate approach, all students believed that they could engage more actively in the learning process by searching for and finding their argumentative writing subject based on the opinions of other students throughout the debate. Students may find it easier to create an argumentative paragraph if they consider the many points of view expressed during the dialogue. Consequently, students will feel more supported and encouraged during the learning process, and their ability to write argumentative paragraphs will increase as a result of this.

CONCLUSION

Based on the discussion above, this study can be concluded that the implementation of debate techniques can improve the skills of writing arguments for alumni of modern Islamic boarding schools. The improvement is evident from the results of interviews that nine people agree that it can solve the problem of writing arguments. All students stated that they could play an active role when the teacher used the debate method in the learning process by finding and finding the concept of argumentative writing based on students' opinions during the debate. The views expressed during the discussion can make it easier for students to compose the argumentative paragraph itself. With this, students feel facilitated and motivated in the learning process so that students' ability to write argumentative paragraphs increases.

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