

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Communication can be done in two ways, directly and indirectly. When a person cannot share his ideas, thoughts and feelings by speaking, that person can express them by writing or communicating indirectly, whether printed or still in the form of files or documents. According to Harmer, writing is one way to create language and convey thoughts, emotions, and opinions.<sup>1</sup> Writing is one of the most important and needed skills in the academic world, because someone should be able to write if they want to be mastered in English. Writing skills should be taught to students from an early age, so that the material learned is more quickly understood by students. This is also supported by the Indonesian government by implementing the 2013 curriculum. Based on the 2013 curriculum syllabus, writing is one of the competencies that must be mastered by students. The aim of writing is to be able to convey the written message to the people who read it.

There are so many texts are learned by students at school. The hope is that students are able to learn the various types of text, such as descriptive text, procedure text, narrative text, recount text, report text, explanatory text, discussion text, argumentative text, etc. However, this research only focuses on

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<sup>1</sup> Maulidini Aulia Tasya, "*Students' Difficulties in Writing An Argumentative Essay*" (Jakarta: UIN Syarif Hidayatullah Jakarta, 2022), 5

argumentative texts. Argumentative text is a type of writing that expresses an opinion that is composed through reasoning that denies or justifies something, to persuade the reader.<sup>2</sup> It can be expressed in writing or as an argumentative speech, to convince the reader or listener about a certain topic through arguments based on logic and fact. We have compiled an argumentative text based on our opinions and arguments regarding an issue that is currently happening. For the example, when we do not agree with an issue, then in the argumentation text that we make, we must start with a statement that leads to the main idea that we do not agree with the issue.

The aim of argumentative text is to change the readers' beliefs. It often contains positive or negative qualities or characteristics of something/someone, or try to persuade their readers that an object, a product, an idea is in some way better than others. Unfortunately, it is not easy to write argumentative text and many students find it difficult to write argumentative text. According to John, some of the difficulties in writing argumentative text lie in matters relating to how to express opinions, compose argumentative text, organize and unite ideas, opinions and reasons that students have. The biggest thing that causes students have difficulties in writing argumentation texts is the lack of experience of students. Students also have difficulties in compiling an outline and whether the

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<sup>2</sup> Rizal Budianto, "*The Effect of Summarizing Strategy Towards Students' Writing of Argumentative Text (A Quasi-experimental Study at Eleventh Grade of SMA Budi Mulia Ciledug Kota Tangerang in the 2018-2019 Academic Year)*" (Jakarta: UIN Syarif Hidayatullah Jakarta, 2019), 1

ideas they put in the framework are satisfactory. Meanwhile, in writing an argumentative text, evidence is needed to support the opinion.<sup>3</sup>

Based on the observations made by the researcher in the class, the researcher found that some of the difficulties felt by the students of SMAN 2 Kota Serang in writing argumentation texts. First, some students don't know what they want to write because of the lack of information about the problem being discussed. Second, students cannot write texts regularly. Third, most students cannot develop ideas from a given topic. Last, students have difficulty explaining the reasons and providing supporting evidence for their opinions. However, not all students experience the same difficulties. There are some students who can write argumentative text well. After being asked, it turned out that the student had joined the English Debate Club. This is what causes the researcher to conclude that students who join the English Debate Club are an advantage for these students, because they can more easily compose argumentative texts.

We know that debate is a part of everyday life where people try to anatomize a topic by comparing and building on personal experiences, facts and predictions. When conveying an opinion, one must provide a statement that makes sense and is accompanied by reasons and supporting evidence. After that, they can make judgments or decisions. This is what students learn in the English

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<sup>3</sup> Maulidini Aulia Tasya, "*Students' Difficulties in Writing An Argumentative Essay*" (Jakarta: UIN Syarif Hidayatullah Jakarta, 2022), 18-19

debate club at SMAN 2 Kota Serang. Students who join English debate club learn how to develop ideas, how to give reasonable statements accompanied by reasons and supporting evidence and so on. What they think and want to convey, they write in advance in the argumentation text which will be examined by the club's coach. If their writing still has deficiencies, the club coach will notify the student so that the student can correct it. This is very different from what students learn in class. When in class, students are only given directions for making argumentative texts, without correcting if there are deficiencies in writing the text.

From several previous studies that the researcher read before, there is still few researches that discusses the relationship between English debate clubs and students' writing abilities, especially the ability to write argumentative texts. Several studies that the researcher have read before have focused more on the relationship between the English debate club and students' writing abilities. Therefore, researcher conduct research in this field. The difference between the research that the researcher will conduct and the existing research is that the researcher focuses more on English Debate Clubs in Helping Students in Writing Argumentative Texts. In addition, this study also discusses how teachers deal with students who have difficulty writing argumentative text, the method of using debate in class can also be one of the methods that can be used as an alternative method applied by teachers in teaching.

Therefore, this is what underlies the researcher to examine English Debate Club in Helping Students in Writing Argumentative Text. Therefore, the researcher chose the title: **“English Debate Club in Helping Students in Writing Argumentative Text: Student’s Perspective (A Case Study at English Debate Club of SMAN 2 Kota Serang)”**.

## **B. Identification of the Problems**

Based on the background of the problem above, it can be identified that the problems in this study are:

1. Students face some problems in writing argumentative text
2. Students who joins English debate club should be able to take advantages of the opportunity to learn how to write argumentative text in the club and apply it in the classroom.

## **C. Focus of the Study**

Based on the background of the problem and identification of existing problems, this study will only examine English Debate Club to help Students in Writing Argumentative Texts at SMAN 2 Kota Serang which includes learning methods, use of media/infrastructure and teaching materials.

## **D. Research Question**

Based on the background stated above, the research question in this study are:

1. How do teachers deal with the students who have difficulty in writing argumentative text?
2. How does English debate club help students in writing argumentative text?

## **E. Objectives of the Study**

1. To find out how teachers deal with students who have difficulty in writing argumentative text.
2. To find out how English debate club can help students in writing argumentative text.

## **F. Significance of the Study**

### **1. Theoretical Significance**

The researcher hopes that this research can add knowledge in the field of theoretical education regarding of English debate clubs to help students in writing argumentative text and can be used as material for theoretical studies to find out and understand the research context.

### **2. Practical Significance**

#### **a. For the School**

This research can be a source of input for the school to find out English debate clubs to help students in writing argumentative text, so that it can be used as a guide and input for implementing better learning.

#### **b. For the Teachers**

This research can be a source of input and reflection material for teachers about English debate clubs to help students in writing argumentative text.

**c. For the Students**

This research can be used as input for students regarding of English debate clubs to help students in writing argumentative text, so that it can be motivated for students to be more enthusiastic in learning or participating in the English Debate Club.

**d. For the Researcher**

This study can provide information to researcher as prospective educators about English debate clubs to help students in writing argumentative text.

**G. Previous Study**

One of the references for researcher in conducting this research is previous research, so that it can enrich the theory used in research conducted and as evidence that research conducted is not plagiarized. The following are some of the results of research related to English debate club in helping students in writing argumentative text.

The first study, entitled “*The Effect of Debate Activity in English Four Skills: The Students’ Perspective*” by Ira Atikah Zahra (2019) from the University of Indonesia. This paper has been published in the proceedings of the UHAMKA International Conference on ELT and CALL (UICELL). This study examines whether debating activities can help the four language skills based on the experiences of EFL students. The participants were 121 students throughout Indonesia from regencies I – XIV who took part in the 2019 National University

Debate Competition (NUDC). 97 students became debaters and 24 students became N1 judges.

The students come from different faculties, majors and semesters, they also join the debate club members in different years. The debate activities they participated in used the British Parliamentary debate format. The data were collected through questionnaires and interviews with students. The results of the interviews and questionnaires showed that students felt their four skills helped. This study aims to propose an integrated four-skill teaching instruction based on students' debate training activities. This research is also expected to contribute to the development of debate as a medium in teaching English.

Second study is from a journal with the title "*Using Debate in EFL Classes*". This journal was written by Ali Alasmari and Sayed Salahuddin Ahmed (2013) from King Khalid University, Saudi Arabia. This research has been published by the Canadian Centre of Science and Education. This paper presents the rationale behind the use of debate in EFL classrooms and proposes several debate modules which, when properly practiced, will make students confident as English speakers in academic, social and professional environments. This journal also discusses the usefulness of the module and shows how students while practicing debate can help their English and presentation skills. Modules can be practiced in EFL classrooms, English language centres, debate clubs or other formal and informal settings where teaching and learning English is concerned.



This paper explains the reasons behind the use of debate in English classes and proposes several debate modules, which, if applied correctly, will make students more confident in using English in academic and other environments. This journal also discusses the usefulness of the module and shows how students while practicing debate can help their English and speaking skills. The modules can be implemented in an English classroom, English centre, debate club or other environment where English teaching and learning is applied.

Third study is from a thesis with the title *“The Use of English Debate Club In Helping Students Speaking Skill (A Case Study Of English Debate Club in SMKN 1 Serang)”*. This thesis was written by Khoirunisa in 2015. The purpose of this study was to determine the English activities at the English Debate Club at SMKN 1 Serang. In addition, other purposes of this study is to describe students' attitudes in practicing debate and to determine the effect of the English Debate Club in building students' speaking skills at SMKN 1 Serang. Descriptive method is the method used in this research. Observations, interviews, and documentations are the instruments used in this research.

Fourth study is from a journal with the title *“Using Debate to Develop Writing Skills for IELTS Writing Task 2 among STEM Students”*. This journal was written by Daria Azhadeeva and Natalia Kudinova from the University Higher School of Economics, Russia. The problem of developing essay writing skills in the context of IELTS preparation is the focus of the problems discussed

in this journal. This journal also discusses the issue of whether debate activities can help the ability of STM students in compose their essays, developing idea development, and providing supported and expanded arguments and is also expected to produce higher scores than IELTS task responses and fall into the coherence and cohesion categories.

This study involved 72 students who were divided into two groups (each group 36 students). The first group is a group of students who attend regular IELTS preparation classes, while the second group attends debate classes where the Toulmin method is applied. Both groups should submit essays which were analysed according to the IELTS rubric for Task Response and Coherence and Cohesion, as well as whether or not Toulmin's argument structure elements were at the beginning and end of the experiment. Their essays have also been graded by an independent IELTS teacher. From the results of the study, it showed that, on average, students from the experimental group got good scores in Task Response and Coherence and Cohesion, but some results were inconsistent, which requires further research. IELTS is a variable in this study. Although in the end of this research targets is writing skills, but in the context of IELTS.

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## **H. The Organization of Writing**

In this study, the researcher organized this paper as follows:

**Chapter I is Introduction.** This chapter consists of the background of study, the identification of the problem, focus of the study, the research question, the objectives of the study, the significance of the study, previous study and organization of writing.

**Chapter II is Theoretical Framework.** This chapter consists of the theory from some experts we have conducted research to this research.

**Chapter III is Research Methodology.** This chapter consists of research methodology, place and time of the study, respondents, technique of data collection and data analysis.

**Chapter IV is the Finding and Discussion.** This chapter consists of the description of the data and discussion of finding.

**Chapter V is Closing.** This chapter consists of conclusion and suggestion.