

# **Improving Students' Achievement In Writing Analytical Exposition Paragraph Through Debate Technique**

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## **ABSTRACT**

The objective of this research is to find out the effectiveness of the implementation of debate technique in order to improve students' achievement in writing analytical exposition paragraph. The study was conducted by using class room action research. The subject of this study was the second year students of SMA Santo Thomas 4 Binjai consisting of 25 students.

The study was implemented in two cycles and each cycle consisted of three meetings. The instruments of data collection were writing test and social judgement (diary notes, observation sheets, questionnaire, and interview). The research result in that 1) the implementation of debate technique is effective to improve students' achievement in writing analytical exposition paragraph which is in writing test result, students' scores kept improving in every test that In orientation the mean score was 28,8, in the test of cycle I 51,8 and in the test of second cycle was 65. It means there is a significant improvement toward the before, after, during several times of the application, 2) students' perception on debate technique is good and positive, 3) and the teaching – learning process run well That students were active and enthusiastic in writing.

Key Word: Debate, Analytical Exposition, Improving

## **INTRODUCTION**

Language is used to communicate to other people by expressing feeling, mind, emotion, and idea. it takes an important role in human life. It means that language is a medium to express ideas, thoughts, feelings and desires using the system of sound and word. One of languages in the world is English.

In Indonesia, English has been taught since the Primary up to University level. In learning it, there are four basic skills that should be mastered, namely: listening, speaking, reading and writing. From these four skills, writing is the very important and most required in academic field. People convey their idea and feeling through writing and it is also used as the reminder in form of file or

document. So, it is no doubt that writing can help people in communicating and keeping information detailly.

In writing people consider what to write and how to write. Once people want to write, they have to choose a topic, then extend the idea in order to know what is actually described on the piece. However, how to write will guide the writer of how to express the idea of the writing whether it is an argument, narrative, descriptive or other kind of writing.

However, based on the previous study in senior high school (Sekolah Menengah Atas – SMA) Santo Thomas 4 Binjai, the students' achievement in writing analytical exposition is lack. It is only three students who are able to pass analytical exposition paragraph writing test. Pardiono (2007:215) states that Analytical Exposition is the effective way to argue that something is the case. There are four main factors making the students unable to write well. Furthermore, Diana and friends (2011:197) state that Analytical exposition text (cause and effect) is a piece of exposition that describes relationship between an event or circumstance and its effect. It guides the writer by an idea that want to develop. It may be a paragraph, it may be ten pages, but what it is really had is a subject, and it have to be conveyed. The first is students are lack of information, idea, and fact. It will happen if the topic is about social which is usually discussed in analytical exposition as what it is stated by Diana and friends (2001:196). The second is students are unable to make the text goes coherently and organisationally, for example there is still another argument after writing closing statement. The third is students cannot make elaboration or extension of the reason. They just put their main idea, then leave them away.

In writing analytical exposition paragraph, reasonable arguments are the most important part to make whether the paragraph will be able to persuade or bring new judgement toward the readers. Pardiono (2007:216) Argument consists of **Major point** which means the outline of the main argument that will umbrella the extension or elaboration and **Minor point** which means elaboration or extension of the major point. According to that definition, arguments are supposed not to be the problem of writing analytical exposition paragraph for it is after all in daily life.

Debate is part of daily life in which people try to analyze a topic by comparing and constructing personal experiences, facts, and predictions. They give reasonable statement and after that, they are able to make a judgement or decision. Giving advice to a friend based on the effect you predict, fireproofing a potential fire hazard, arguing the best way to solve a problem – all these activities show an awareness of debate. Based on guideline handbook of National Universities English Debate Championship (NUEDC) done by Directories of Indonesia Higher Education Institution (2011:9) debate is a way where the debaters tell the public that they are in true and right position by providing logical and related statement. By having debate, debater can extend the idea by listening others' arguments and rebuttal. They can simply say a reason of a case, but then, opponent will try to prove their idea is more acceptable and reasonable. It means that everyone has debated and almost debate more recently in daily life - performance.

Snider and Snurer (2002:19) define debate is an equitably structured communication event about some topic of interest with opposing advocates

alternating before an opportunity is given for decision based on. On the other word, debate will encourage those people involved to deliver the resonable and organised arguments structurally in order to their decision that is believed. Moreover, all the arguments will not be simply delivered without showing how the connection of those arguments. So, the word “structured communication” will help to know that debate absoulutely a series of transmitting point of view inherently and chronologically.

There are many ways to do debate namely; British Parliamentary(BP), Asian Parliamentary(AP), Australasian Parliamentary(ASP), and so forth. In Indonesia, it used to debate with BP whether for university level or senior high school. However, debate is a performance that is also explored in writing. Feature articles in daily newspaper often describes debate (cause-and-effect essay) related to crime, social issue, and political issue. Based on the introduction above, debate and analytical exposition are similar. They are different only in the way they produced.

Based on the problem above, there is interconnected problem-solve between analytical exposition and debate. To decrease the problem above can be done by applying some approaches, methods, tecniques, and strategies. Teacher should know the characteristic of teaching models, so when teachers want to apply that they will know which one is better for particular goal of the teaching. Therefore, based on the characteristic of debate and analytical exposition, it is very reasonable to apply debate technique to improve ability of writing analytical exposition paragraph. Rybold (2006:4) states that debate will help debaters to improve their skill in writing, organising and note taking. Once debaters complete the research, they must be able to write speech, note what team mate or opponent says, then organise and extent the argument they have. This research done to see the significant effect of debate method to students’ achivement in analytical exposition writing, particularly in senior high school.

## **METHODOLOGY**

The subject of this study would be students of grade XII – IA SMA Thomas Saint 4 Binjai which consists of twenty five students. It is locatted in Jl. Ikan Tenggiri No. 21 Dataran Tanah Tinggi Binjai; it was chosed because it was found that most of the students’ achievement in analytical writing was lack.

This study applied Classroom Action Research. Classroom Action Research (CAR) is observation of an activity that appeared consciously in a class. Burns (2010:2) saaid that Action Research related to the ideas of ‘reflective practice’ and ‘the teacher as the researcher’. Action research involves taking a self-reflective, critical, and sytematic approach to exploring teaching contexts. It means the aim of the improvement is considered either by scoring the quality of students’ work or by observing the attitude of the class. Furthermore, it is a research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process.

Tomal (2003:5) said that Action Research is different from the quantitaive and qualitative research, but has characteristics of both. Simply, action research utilizes an appropriate intervention to collect the data and to implement actions to

address educational issues. So, the most concerned purposed is finding a problem solving in an efficient and feasible manner.

#### **a) Planning**

- 1) Prepared the lessons plan for three meetings in cycle 1
- 2) Preparing the teaching material of analytical exposition text.
- 3) Preparing the instrument for collecting the data which are diary note and observation sheet.
- 4) Designing the procedure of teaching and learning writing through debate technique.

#### **b) Action**

The plan is carefully considered one which involves some deliberate intervention into your teaching situation that you put action over an agreed period of time. The intervention is critically informed as you question your assumptions about the current situation and plan new and alternative ways of doing things. Action is the process of doing things. Furthermore, it is implementation of planning. The action should be dynamic, need immediately for what will be done, and completed simple evaluation.

#### **c) Observation**

This phase involves you in observing systematically the effects of the action and documenting the context, action, and opinion of those involved. It is a data collection phase where researcher uses 'open-eyed' and 'open-minded' tools to collect information about what is happening. Further, it is purposed to find out information of action effect such as students' attitudes even the obstacles that happen. Thus, it collected as the data which are used as a basis of reflection. So, the observation should be done carefully. Observation was done when the action research was going on. In this phase, the collaborator observed all the circumstances that happened during the process of teaching and learning process as well. It was proposed to figure out the information of action such as students' attitude and contribution, atmosphere, and either succeed or unsucceed plans of learning analytical exposition text through debate.

#### **d) Reflection**

Reflection is a feedback process from action which has been done before. At this phase, researcher reflect on, evaluate, and describe the effects of the action in order to make sense of what has happened and to understand the issue explored more clearly. By this phase, researcher may decide to do further cycles of action research to improve the situation even more. It was very useful to help deciding what would be done on the next cycle. In reflection, it figured out the observation about unexpected happens existed during the action and the solution to decrease or overcome the problems. If the result of the study did not reach that is determined, this study will be continued to second cycle.

Detaily, the scenario or steps of the implementation of debate technique to improve students' achievement in writing analytical exposition paragraph is figured out below:

**Table 3.1**  
**Activities while doing the research in cycle I**

| Teacher   | Students  |
|---|---|
| a. Giving a perception by asking student that "do you agree that FACEBOOK is DANGEROUS?."   | Listening and answering the question.   |
| b. Giving movies of debate "English and Indonesia Version"  | Watching the movies   |
| c. Asking students some questions:<br>- What the people do in the movie?<br>- What they are going to debate?<br>- What's the proof both of the team try to propose? And else. | Answering the questions   |
| d. Explaining the process of debate through the movie, then interconnecting to Analytical exposition writing.   | Listening and taking note of those explanation. Highlighting the main things of debate and analytical text. |
| e. giving students a motion and asking them to do steps of debate which are investigation, research, making an argument, and building a case.                                 |   |
| f. Doing debate Asian parliamentary model "Three on Three"  | Presenting their argument orally about the motion   |
| g. Rewinding and elaborating arguments and proofs brought by each side of the house.  | Listening and rechecking the arguments and proofs based on their side or their opponent.                    |
| h. Asking students to make analytical exposition writing individually based on the motion was being debated.  | Making analytical exposition writing "social networking does more harm than good"                           |
| i. Giving the feedback of their work in flipchart.  | Recognizing their achievement and the weaknesses of their writing   |
| j. Asking and putting what students want to achieve on next writing practice in flipchart such as grammatical mistakes.   | Making and putting their next wants in the flipchart.   |

Here is the lesson plan of the implementation.

Cycle I

| No | Learning Procedure  | Time |
|----|---|------|
| 1  | Pre-activity: <ul style="list-style-type: none"> <li>• Apperception: Motivation</li> <li>• Brainstorming : How are the argument(s) if facebook is banned</li> </ul>   | 30'  |
| 2  | Main activity: <ul style="list-style-type: none"> <li>▪ Teacher gives an example of analytical exposition, descriptive and procedure text</li> <li>▪ Some students tell the class what are being discussed in the text</li> <li>▪ Teacher explains Descriptive and Analytical Exposition text</li> <li>▪ Students analyze the characters of analytical exposition and distinguish it from others genres of writing</li> <li>▪ Students ask question to the teacher</li> <li>▪ Teacher tells the connection of their previous “Activity” and “Debate Technique”</li> <li>▪ Students do their first debate</li> <li>▪ Students are asked to write an analytical exposition text personally</li> </ul> | 110' |
| 3  | Post activity: <ul style="list-style-type: none"> <li>• Teacher asks students their difficulties about the material</li> <li>• Teacher gives summary and motivation</li> </ul>  | 20'  |

Cycle II

Phase I

| No | Learning Procedure   | Time |
|----|--|------|
| 1  | Pre-activity: <ul style="list-style-type: none"> <li>• Apperception: Motivation</li> <li>• Brainstorming: asking some of students what they have since the previous studied</li> </ul>   | 20'  |
| 2  | Main activity: <ul style="list-style-type: none"> <li>▪ Students sit with their group and based on their side</li> <li>▪ Students discuss about an issue/motion “Global Warming” and prepare their arguments based on their side</li> <li>▪ Group members deliver their ideas pairly with opponent side group member</li> <li>▪ Teacher elaborates students’ work through the debate and adjudicates what happens on the debate</li> <li>▪ Students ask question</li> <li>▪ Students prepares their material for doing the debate by applying the steps of debate (Investigation, Research, Making Argument and Building the case)</li> <li>▪ Students do the oral debate</li> <li>▪ Students ask question to the teacher</li> <li>▪ Students exercise themselves about composing arguments</li> </ul> | 125' |

|   |   |     |
|---|---|-----|
|   | <p>through debate technique</p> <ul style="list-style-type: none"> <li>▪ Teachers gives an example of analytical exposition paragraph</li> <li>▪ Students analyze the paragraph</li> <li>▪ students are asked to write an analytical exposition paragraph personally</li> </ul> |     |
| 3 | <p>Post activity:</p> <ul style="list-style-type: none"> <li>• students stemp their personal improvement and wishes</li> <li>• Teacher gives summary</li> </ul>   | 15' |

Cycle II

Phase 2

| No | Learning Procedure   | Time |
|----|--|------|
| 1  | <p>Pre-activity:</p> <ul style="list-style-type: none"> <li>• Apperception: Motivation</li> <li>• Brainstorming by asking students to write the structure of analytical exposition paragraph</li> </ul>  | 10'  |
| 2  | <p>Main activity:</p> <ul style="list-style-type: none"> <li>▪ Teacher gives an example of analytical exposition, descriptive and procedure text</li> <li>▪ Teacher explains the material to the students</li> <li>▪ Students ask question to the teacher</li> <li>▪ Students do do steps of debate</li> <li>▪ Students debate</li> <li>▪ Students note what argument(s) exist during the debate</li> <li>▪ Students are asked to write an analytical exposition paragraph personally</li> </ul> | 90'  |
| 3  | <p>Post activity:</p> <ul style="list-style-type: none"> <li>• Teacher asks students their difficulties about the material</li> <li>• Teacher gives summary</li> </ul>   | 20'  |

### Testing of Writing

The data of this study would be collected through the observation during the action by diary note, photos, interview, observation sheet, and the score of the students. The students would be tested by asking them to write an analytical exposition paragraph. The time given was 45 minutes.

There are many ways in scoring writing test that can be used. In this study, the scoring of analytical exposition paragraph was conducted by accounting what are related to the Grammatical Features and the Generic Structure of the analytical exposition paragraph itself.

**Table 3.5**  
**Scoring Writing Test**

| <b>CRITERIA</b>   | <b>CONTENT OF SCORE</b> | <b>REASON</b>  |
|---|-------------------------|--|
| <b>GRAMMATICAL FEATURES</b>                               | <b>30</b>               | From the grammatical features, the content of the score will be taken 30 % because grammatical feature is one of the generic structure on analytical exposition writing. Furthermore, grammatical feature still can be divided into several points like tense, transactional signal, causal conjunction and technique in writing analytical exposition text. The scored will be counted based on how many correct criteria divided all of the criteria written by students. Firstly, we account sentence based on the content and take the average of the score. Then, take <b>30%</b> to be gathered with the other criteria in the final accounting. |
| - Using sentences with simple present tense or past tense | 30                      |  |
| - Using causal conjunction                                | 25                      |  |
| - Using internal/ transactional signals                   | 25                      |  |
| - Technique in writing an analytical exposition           | 20                      |  |
| <b>INTRODUCTION (Thesis Statement)</b>                    | <b>15%</b>              | Thesis statement is one of the most important generic structured. In analytical exposition paragraph. Thesis statement is the sentence that bring the reader wo where the writer belongs to that something is the case. That is why it is given <b>15%</b> . If students can write correctly and appropriately, they will get 10%; however, if   |



|   |            |   |
|---|------------|---|
|   |            | they cannot, it will be deducted 50%.   |
| <b>ARGUMENT</b>   | <b>50%</b> | Argument is the main point in writing analytical exposition paragraph, and that is why it takes <b>50%</b> . But, argument itself, is divided into two parts which are assertion and extention. Assertion takes smaller percentage for giving idea is not enough for the social purposed of analytical exposition is the convey that writer's mind is truly believable. That is why, the extention take bigger which are 30%. This is the bridge of how readers could be changed by reading the further analysis of the assertion. So, the score will be accounted based on how many arguments and extentions written by students. Then, the final score will take by accounting both of the score. |
| - Assertion   | 40%        |   |
| - Extention<br>(deeper analysis, fact, evidence, and other. | 70%        |   |
| <b>Re-iteration</b>   | <b>5%</b>  | The last terms is used to indicate emphasisment of Thesis Statement. It reminds the reader about writer's position towards long arguments.  |

## RESULT AND DISCUSSION

The first to remind that this study is purposed to know the significant improvement of Debate Technique in writing analytical exposition paragraph. The data would show how the circumstance of the class and students' score before- - after applying. Therefore, it would be known that debate technique answers the problem of this study.

The result of the interview agreed and supported very much what us being solved of this study. The interview address to students and collaborators. Students were aksed about their perception and opinion on english especially in their writing ability in analytical exposition. Then, we go on to the second interview by questioning whether debate technique works properly on helping them to understand the analytical exposition writing.

The next interview to collaborator who was also the observer of the process of implementation. She pointed out what happened to the class abefore and after the technique been done. Finally, she agreed and appreciate that debate technique gave improvement to the study of writing analytical exposition.

Additionally, the observation was done by the collaborator who would highly decided whether the study "result and process" runs well. She gave notes to both teacher and students. Some regarded points were the clearness of explaining the material, direction, effectiveness, of teaching, and students' behaves. The result showed that debtae technique is able to improve students' achievement in writing analytical exposition.

The third was Diary Note. It was done by teacher personally in order to figure herself out; helped her to cehck and re-check what happened to the class. Very beginning, conducting debate technique was undoubtly hard, for it was recognized as a bad habit in tradition which is called " MARBADAI"; otherwise, those who happened joint debate tournament. Phase by phase, of the aplication, second-meeting class, students were undoubtly doing the debate, for through the debate technique, they created a resonable argument of a case, then strong constructive extention of the argument.

Furthermore, it is found that the class consisted of plenty students who are different in ability of speaking. Indeed, to run the debate technique in the class, students were mingled towards the fluently speaking – students and passive speaking- students.

Another data was taken from questionnaire which was pointed by collaborators?. It shows how the condition, interaction, readiness, and effectiveness of the class. The most pointed out is the time management of the class where she suggested that teacher has to manage the class in to cell group, in order students will get maximal attention.

The last was the students' score which would describe the comparison of the implementation individually and holistically. It was obtained from the students' test result carried out in two cycles which is the composition test was writing analytical exposition paragraph. The result of the students' score could be seen in the following table that some of them got an improvement in every test. The improvement of the students' score in writing analytical exposition paragraph by applicating debate technique can be seen in table.

**Table 4.1**  
**The Result of the Students' scores**

| No | Students' Initial | Orientation Test | Cycle I     | Cycle II    |
|----|-------------------|------------------|-------------|-------------|
| 1  | ABP               | 55               | 70          | 75          |
| 2  | AAB               | 35               | 65          | 70          |
| 3  | BSR               | 25               | 50          | 55          |
| 4  | CZS               | 60               | 60          | 75          |
| 5  | DS                | 5                | 35          | 50          |
| 6  | DTL               | 5                | 50          | 65          |
| 7  | FLD               | 45               | 50          | 60          |
| 8  | FP                | 50               | 55          | 65          |
| 9  | LN                | 10               | 40          | 60          |
| 10 | MJ                | 25               | 30          | 40          |
| 11 | MLK               | 50               | 60          | 75          |
| 12 | MAS               | 55               | 60          | 75          |
| 13 | NL                | 20               | 50          | 75          |
| 14 | NS                | 30               | 55          | 65          |
| 15 | NFJ               | 65               | 75          | 85          |
| 16 | NSD               | 10               | 60          | 70          |
| 17 | RD                | 35               | 45          | 60          |
| 18 | RS                | 25               | 60          | 80          |
| 19 | RN                | 35               | 55          | 65          |
| 20 | SBR               | 20               | 50          | 60          |
| 21 | SF                | 5                | 45          | 50          |
| 22 | SM                | 5                | 40          | 65          |
| 23 | SNH               | 15               | 35          | 60          |
| 24 | SU                | 25               | 50          | 60          |
| 25 | YTW               | 10               | 50          | 65          |
|    | <b>Total</b>      | <b>720</b>       | <b>1295</b> | <b>1625</b> |
|    | <b>Mean</b>       | <b>28.8</b>      | <b>51.8</b> | <b>65</b>   |

**Table 4.3**  
**The Improvement of Students' Writing Analytical Exposition Paragraph**

|              | Orientation Test | Post Test Cycle I | Post Test Cycle II |
|--------------|------------------|-------------------|--------------------|
|              | Meeting I        | Meeting 4         | Meeting 6          |
| <b>Score</b> | <b>720</b>       | <b>1295</b>       | <b>1625</b>        |
| <b>Mean</b>  | <b>28.8</b>      | <b>51.8</b>       | <b>65</b>          |
| <b>R</b>     | <b>0</b>         | <b>2</b>          | <b>9</b>           |
| <b>%R</b>    | <b>0%</b>        | <b>8%</b>         | <b>36%</b>         |

in which:

R : the number of student who got the score up to 70 points

%R : percentage of number of student who got up score up to 70 points

The above table showed that the average score was 51.8, and there were only 2 students could get the score. It figures out that the ability of students in writing analytical exposition text was still low and not satisfying. Therefore, it is considered to conduct the second cycle. There was the increasing of number of students who got 70 points; there were 9 (nine) students could get that with the percentage 36%, and the average was 65. All these findings showed that the application of Debate Technique was usefull enough to improve students' achievement in writing analytical exposition paragraph.

## **CONCLUSIONS AND SUGGESTIONS**

After analyzing the data from the students' score, conclusion was drawn as the following (1) it was found that the students' scores increased from the orientation test to test in cycle I until cycle II. It meant that there was an improvement on the students' achievement in analytical exposition paragraph using debate technique. It was seen from the improvement of mean starting from the orientation (28.8), cycle I (51.8), and cycle II (65), (2) the students' score improved continously from the first meeting until the test of cycle II. Thus, Debate Techniqueon students' achievement in analytical exposition paragraph worked well.

Beside that, the other-technique data analysis proved that the process better run that students participated to give their opinion in a case that caused the understanding of the case become better for deeper analysis of all students. Moreover, students could construct more powerfull argument of a case based on their side belonging. Briefly, this study of improving students' achievement in writing analytical exposition paragraph was proved.

In relation to the conclusion, it is suggested that:

- 1) Applying Debate Technique in teaching writing analytical exposition paragraph is very helpfull. By debating, it will show and guide of how the ideas/argument(s) become wider and bigger rather than think about the argument(s) individually.
- 2) Debating is away of convincing, sytematical speaking and finding ideas, it is recommended to study about its effect(s) in speaking skill. It will help to create making sense-speech because the main point should exist in the debate itself.
- 3) Debate effect can possibly take part of other language skill. So, hopefully this study will be useful not only to those who want to more deeply comprehend about this study but also to those who know deeper about debate for a study.

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