

**THE EFFECT OF USING DEBATE METHOD TOWARD WRITING
ANALYTICAL EXPOSITION TEXT ABILITY OF THE SECOND
YEAR STUDENTS AT STATE ISLAMIC
SENIOR HIGH SCHOOL 2 MODEL
PEKANBARU**



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PEKANBARU
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Submitted in Partial Satisfaction of Requirement
for the Bachelor Degree in Education
(S.Pd.)



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SUPERVISOR APPROVAL

The thesis entitled “*The Effect of Using Debate Method toward Writing Analytical Exposition Text Ability of the Second Year Students at State Islamic Senior High School 2 Model Pekanbaru*” is written by Robi Kurniawan, NIM.10614003437. It has been accepted and approved to be examined in the meeting of the final examination by The Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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ABSTRACT

Robi Kurniawan: The Effect of Using Debate Method toward Writing Analytical Exposition Text Ability of the Second Year Students at State Islamic Senior High School 2 Model Pekanbaru

This research is an experiment research which uses quasi-experimental design. It uses 71 participants out of 197 students divided into two classes which are taken by using cluster sampling. They are XI 2 as experiment class and XI 3 as control class. The experiment class was taught by using debate method while control class was taught by using Presentation method. The technique of the data collection of this research was observation and test. The observation was used to collect data of researcher's activity in using Debate method. Furthermore, the test was used to take the data of students' analytical exposition writing text ability. Then the data are measured by using ESL composition profile. In analyzing the data, the researcher used T-Test with the formula:

$$T: \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Based on data analysis, the researcher concludes that there is a statistically significance effect of using Debate method on improving students' analytical exposition text writing ability. It can be seen from the result of t-test that the second hypothesis is accepted. The coefficient of t-test is 7.30. The writer found that $2.00 < 7.30 > 2.65$. It indicates that t_{observed} is higher than that of t_{table} in significant 5% and 1%. It means that there is a significant effect of using Debate method on improving students' writing Analytical exposition ability of the second year students at State Islamic Senior High School 2 Model Pekanbaru.

ABSTRAK

Robi Kurniawan: Pengaruh Penggunaan Metode Debat terhadap Kemampuan Menulis Teks Analytical Exposition Siswa Kelas Dua Madrasah Aliyah Negri 2 Model Pekanbaru.

Penelitian ini merupakan penelitian eksperimen yang menggunakan desain eksperimen kuasi. Penelitian ini menggunakan 71 peserta dari 197 murid yang dibagi kedalam dua kelas yang dibagi kedalam dua kelas menggunakan sampel Cluster. Mereka adalah XI 2 sebagai kelas eksperimen dan XI 3 sebagai kelas kontrol. Kelas eksperimen diajar menggunakan metode debat sedangkan kelas kontrol diajar menggunakan metode presentasi. Teknik pengumpulan data dalam riset ini adalah observasi dan tes. Observasi digunakan untuk memperoleh data aktivitas menggunakan metode debat. Sedangkan tes digunakan untuk mengambil data kemampuan menulis analytical exposition. Lalu data tersebut dinilai menggunakan ESL composition profile. Untuk menganalisa data, peneliti menggunakan T-Test dengan rumus:

$$T: \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Berdasarkan analisa data, peneliti menyimpulkan bahwa secara statistik ada peningkatan yang signifikan terhadap penggunaan metode debat dalam meningkatkan kemampuan menulis analytical exposition siswa. Hal ini dapat dilihat dari hasil T-test bahwa hipotesa kedua diterima. Koefisien T-test adalah 7,30. Peneliti menemukan bahwa $2,00 < 7,30 > 2,65$. Ini mengindikasikan bahwa t_{observed} lebih tinggi dari t_{table} dalam signifikan 5% dan 1 %. Ini berarti ada pengaruh signifikan terhadap penggunaan metode Debat terhadap peningkatan kemampuan menulis analytical exposition siswa kelas dua di Madrasah Aliyah Negri 2 Model Pekanbaru.

ملخص

روبي كورنياوان: أثر استخدام طريقة المناقشة إلى قدرة الطلاب على كتابة نصوص الإنشاء التحليلي لطلبة الصف الثاني بالمدرسة العالية الحكومية 2 موديل باكنبارو.

عرض هذا البحث بحث شبه التجربة. يستخدم في هذا البحث 71 عضوا من 197 طالب و كانوا من الفصلين باستخدام العينات العنقودية. وكان الطلاب من الصف الحادي عشر الثاني للفصل التجريبي و الصف الحادي عشر الثالث لفصل الضبط. يدر الطلاب في الفصل التجريبي بطريقة المناقشة و يدرس الطلاب في فصل الضبط بطريقة التقديم. تجمع البيانات في هذا البحث بواسطة الملاحظة و الاختبار. تستخدم البيانات لنيل البيانات عن الأنشطة بواسطة طريقة المناقشة و يستخدم الاختبار لنيل البيانات عن قدرة الطلاب على كتابة نصوص الإنشاء التحليلي. و تقيم البيانات باستخدام إ س ل صفحة إنشائية. في تحليل البيانات استخدم الباحث ت-الاختبار مع الصيغة الآتية:

$$T : \frac{M^x - M^y}{\sqrt{\left(\frac{SD_x}{N-1}\right)^2 + \left(\frac{SD_y}{N1}\right)^2}}$$

استنبط الباحث بناء على تحليل البيانات أن هناك زيادة هامة إلى استخدام طريقة المناقشة في تحسين قدرة الطلاب على كتابة نصوص الإنشاء التحليلي وهي واضحة من قبول الفرضية الثانية. وكان ارتداد ت-الاختبار 7,30. ورأى الباحث أن $2,00 < 7,30 < 2,65$ ويدل على أن ت-الملاحظة أكبر من ت-الجدول في مستوى الدلالة 5 في المائة و 1 في المائة ويدل على أن هناك زيادة قدرة الطلاب على كتابة نصوص الإنشاء التحليلي لطلبة الصف الثاني بالمدرسة العالية الحكومية 2 موديل باكنبارو.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of essential productive English skills that students should master. It plays an important role in ESL/EFL learning. Lois T. Milie stated “A student who is not writing cannot improve”¹. As the essential skill, writing should be taught intensively at school. The process of learning writing has widely spread from junior level of education through university levels. Especially in Senior High Schools, writing has been a compulsory subject and part of overall evaluation of English learning.

Debate as a cooperative method requires students to divide themselves into two separate groups consisting positive and negative side.² A speaker of a group will deliver their discussion result or thought. Then another speaker of the other side will give comments and oppose the opinion. In addition, debate is important to help students develop and express specific points for persuasion.³

State Islamic Senior High School 2 Model (MAN 2 Model) is one of senior high schools in Pekanbaru. English is served as a compulsory subject in this school. At the second grade of State Islamic Senior High School 2 Model, based on school based curriculum (KTSP), writing monologue text in the form of

¹ Hughey, et. al. *Teaching ESL Composition: Principles and Techniques*. (Massachusetts: Newbury House Publishers, inc. 1983) p. 50

² Suyatno. *Menjelajah Pembelajaran Inovatif*. (Sidoarjo: Masmedia Buana Pustaka. 2009). p. 79

³ Hughey, Et Al. *Op cit.* p. 78.

reports, narratives, and analytical exposition is the indicator of students' success in writing⁴. The teaching of writing is also an integral part of the study. Sadly, based on writer's preliminary research and also when doing teaching practice at this school, he found that students did not really engage in writing learning process since students were not able to write a piece of analytical exposition writing accurately. In fact, the students were difficult to initiate the writing itself. That is to persuade readers by presenting the arguments.⁵ Furthermore Syafii says it is used to proof writer's beliefs or feeling about something.⁶

In learning and teaching process at State Islamic Senior High School 2 Model Pekanbaru, the teacher presented various methods of teaching writing, one of them is Classical Invention method. This method is aimed at students to explore what one wants and needs to know about the subject. It is assigned either in group or individual. The process started when the teacher had the students think about a topic. After students had examined the topics, the teacher asked them to write the definitions on how the detail of the topics can differ from other similar topics. Afterward the teacher asked the students to write the comparisons, relationships, testimony, and conclude the writing in a concluding paragraph. Nevertheless, this method did not seem to give significant effect on improving students' writing analytical exposition text ability.

⁴ *English KTSP Syllabus for SMA class XI 2nd semester*. 2009.

⁵ Sudarwati et. al. *Look Ahead 2*. Jakarta. Erlangga. p.116

⁶ Syafii et al. *The Process of Writing for Classroom Settings*. (Pekanbaru. LBSI. 2008).

The lack of ability in writing analytical exposition is shown as symptoms below:

1. Some of the students are still difficult to find the idea of writing.
2. Some of the students do not have clear introduction with a good thesis statement.
3. Some of the students do not present clear ideas of analytical exposition writing.
4. Some of the students could not develop or elaborate the paragraph by using supporting sentences.
5. Some of the students do not have and use many persuasive vocabularies.

For these problems, researcher thinks that Debate method can be used by teacher to increase students' writing analytical exposition text ability. Debate originally comes from English competitions conducted for students. Hughey informed in his book about the positive things of using Debate method:

This debate heuristic is especially helpful to students for developing persuasive (or argumentative) writing skills. It teaches students how to utilized available resources- interview, reading, etc.- and how to adopt or discard roles and views. For ESL Students, it reinforces almost all language skills- reading, listening, speaking, note taking, research, analysis, vocabulary, and grammar.⁷

After doing the observation and finding the theories, the writer is interested in conducting a research entitled: **“The Effect of Using Debate Method toward Writing Analytical Exposition Text Ability of The Second Year Students at State Islamic Senior High School 2 Model Pekanbaru”**

⁷ Hughey. Op cit. p.78

B. The Definition of the Term

The writer uses some specific terms in this study. In order to avoid misunderstanding, the writer provides the definition of all the term that is used in this study. They are as follows:

1. Effect

According to Hornby, effect is a change procedure by an action or cause as defined⁸. It means that effect is a changing caused by something. So, in this research the writer wants to know the effect of using Debate method toward writing analytical text ability of the students’.

2. Debate

Debate is contest between two speakers, or two groups of speakers, to show skill and ability in arguing⁹. According to Suyatno debate has syntax: dividing students into two groups by giving them a topic. One group will act as positive toward the topics and the other will be opposition¹⁰. In this research researcher will divide students into two groups with certain positions and arguments to defend.

3. Method

Method (in language teaching) is a way of teaching a language which is based on systematic principles and procedures, i.e. which is an

⁸ Hornby. *Oxford the Advanced Learner Dictionary of Current English*. (Oxford International, 1995) p. 369

⁹ Ibid.p. 224

¹⁰ Suyatno. Op.Cit. P.70

application of views on how a language is best taught and learned and a particular theory of language and of language learning¹¹.

4. Ability

Ability is capacity or power to do something physical or mental¹². Furthermore Longman states ability as the fact of having the skill, power, or other qualities that are needed in order to do something¹³.

5. Writing Ability

Writing ability is the ability to express language in the form of letters, symbols, or words. The primary purpose of writing is communication¹⁴. In this research this term means the ability of students to write analytical exposition text ability.

6. Analytical exposition text

Sudarwati and Grace define analytical exposition text as the text that persuades readers by presenting the arguments and to analyze or explain “how” and “why”.¹⁵ In addition, Mike Groner emphasized: “to make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case”.¹⁶ As persuasive writing, analytical exposition employs arguments as well as reasons.

¹¹ Richard and Schmltd. *Longman: Dictionary of Language Teaching and Applied Linguistics fourth Edition*. (London: Pearson Education Limited, 2010) p.372

¹² Hornby. *Op Cit*. p. 624

¹³ Longman. *Dictionary of Contemporary English*. (Longman UK Limited. 1987). P.2

¹⁴ Lamb and Johson. Writing. November, 2000. (Retrieved on July 2, 2011).

<http://42explore.com/writing.htm>

¹⁵ Sudarwati and Grace. *Look Ahead: An English Course for Senior High School Students Year XI*. (Jakarta. Erlangga. 2006). P. 116

¹⁶ Mike Groner. *Type of Text for Senior High School*. (retrieved on July 2, 2011). <http://typeoftext.blogspot.com/2009/01/analytical-exposition.html>

C. The Problem

1. The Identification of the Problem

Based on the background of the problem, it is very clear that most of the second year students at State Islamic Senior High School 2 Model Pekanbaru still get some problems in their writing analytical exposition text ability. To make it clearer, the problems are identified as follows:

- a. Why are the students still difficult to find the idea of writing?
- b. Why do the students not have clear introduction with a good thesis statement?
- c. Why do the students not present clear ideas of analytical exposition writing?
- d. Why could the students not develop or elaborate the paragraph by using supporting sentences?
- e. Why do the students not have and use many persuasive vocabularies?

2. The Limitation of the problem

Because the problem are quite broad, the writer limits the problems of the research only to find out the effect of using debate method toward writing analytical exposition text ability of second year students at State Islamic Senior High School 2 Model Pekanbaru.

3. The Formulation of the Problem

Based on the limitation of the problem stated above, thus, the research questions are formulated in the following questions:

- a. How is the students' writing analytical exposition ability before Debate Method is being used to the second year students at State Islamic Senior High School 2 Model Pekanbaru?
- b. How is the students' writing analytical exposition ability after Debate Method is being used to the second year students at State Islamic Senior High School 2 Model Pekanbaru?
- c. Is there any significant effect of using Debate Method on improving students' writing analytical exposition ability of the second year students at State Islamic Senior High School 2 Model Pekanbaru?

D. The Objective and the Significance of the Research

1. The Objective of the Research

- a. To find out students' writing analytical exposition text ability before Debate method is being used to the second year at State Islamic Senior High School 2 Model Pekanbaru.
- b. To find out students' writing analytical exposition text ability after Debate method is being used to the second year at State Islamic Senior High School 2 Model Pekanbaru.
- c. To identify whether there was significant effect of using Debate Method on improving students' writing analytical exposition text ability of the second year students at State Islamic Senior High School Pekanbaru.

2. The Significance of the Research

- a. The finding of this research is hoped to be a reference of alternative even main method to improve students' writing analytical exposition text ability.
- b. This research can be used as students' activeness trigger or stimulation in following English class to improve their writing skills.
- c. This reserach can give information to readers about how to apply debate method on improving students' analytical exposition text ability.
- d. This research is used as graduation fulfillment and as knowledge improvement to writer.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Writing

Writing is one of the English skills. Basically, writing is a way of communication to express writers' feeling or convey their messages to readers.¹ Nunan illustrates that writing is the most difficult skills to do in language that it made up of producing a coherent piece for writing, along with fluent and extended ones.² That is why E. D. Hirsch in Hughey clarified writing as a complex process which is far from merely recording language by using visible symbols³.

John Langan, in his book *English Skills*, emphasizes that competent writing is a skill that anyone can learn with practice. It is a process consisting of a number of principles and techniques that can be studied and mastered⁴. This statement is supported by Miller by saying:

But to large extent writing is a skill that can be learned by anyone willing to take the trouble. Believe that you will fail, and you are likely to fail. Believe that you can succeed, and you will have begun to succeed. It will certainly take time and effort to write successfully, for writing involves a hard work; but you will find that this investment will pay rich dividends.⁵

¹ Lynn Quitman Troyka. *Simon and Schuster Handbook for Writers*. (New Jersey: Prentice Hall. 1993) p. 3

² David Nunan. *Second Language Teaching and Learning*. (Boston: Heinle and Heinle Publishers. 1999)p. 271

³ Hughey, et. al. *Teaching ESL Composition: Principles and Techniques*. (Massachusetts: Newbury House Publishers, inc. 1983). p. 3

⁴ John Langan. *English Skills (7th ed)*. (New York: McGraw-Hill. 2001) p. 3

⁵ Robert Keith Miller. *Motives for Writing*. (5th ed). (New York: McGraw-Hill: 2006).p.1

The nature of writing according to Troyka is divided into four divisions⁶.

They are:

1. Writing is a way of thinking and learning.

Writing allows the writer to explore his or her ideas. In the process of writing it, the writers will choose a topic and master it. They will present the arguments to support the subject he arises. As a process of learning, when a writer writes for readers, he or she will play a teacher role that is to educate and present information.

2. Writing is a way of discovering.

Ideas and language can be connected in the way of writing. They can form an unexpected result of writing. Writing means discovering when a writer gets closer to what he wants to say.

3. Writing creates reading

In this sense, writing will result in permanent visible records that can be read by readers. Reading will help people get what writers mean. It is the access of conveying written work.

4. Writing ability is needed by educated people

Writing will help educated people in their life. Especially in the field of education, college students will be asked to write many pieces of writing like reports, essay, or other scientific writings. This writing ability is strongly needed by people in many sectors of life.

⁶ Lynn Quitman Troyka. *Op Cit.* p. 2-3

2. The Purpose of writing

There are several purposes of writing. According to Brinegar and Skates,⁷ the purpose of writing can be divided into four. They are:

A. Information

Information presented can be information which is not revealed yet, information which has been provided in the previous time, or scattered information which is reunite to present to readers. This kind of informative writing can focus on objects, places, procedures, and events. Furthermore Miller explains the data used is unorganized, unconstructed bits and pieces. He says that “the challenge is to transform data into information by furnishing a context and social purpose.”⁸

B. Investigation

Investigation is used to report the result of investigations. It presents factual information and data in an investigation. The data can be found from field work, lab experimentation, survey, etc. Miller clarifies this as writing to explain information⁹. Explain information means that the writers know and understand the problem.

C. Evaluation

The purpose of this writing is not only to report, but also to evaluate. In this writing, writer investigates the problem, presents data, draws conclusion, and

⁷ Bonnie Carter Brinegar and Craig Barnwell Skates. *Technical Writing: A Guide With Models*. (London: Scott, Foresman and Company. 1983). p.3-4

⁸ Robert Keith Miller. *Op Cit*. p. 97

⁹ Ibid. p.173

then makes judgments. Miller, in his book *Motives for Writing* explains the meaning of evaluation:

When you bet your brother your team will win the big game this weekend, when you decide what dictionary to buy or what candidate to vote for-when you do any of these things, you are evaluating. Evaluating means thinking critically so that you can make intelligent choices-and, when you make your evaluation public, influence others to accept your judgment.¹⁰

D. Persuasion

In this writing, the purpose of the writers is to persuade that their argumentations be accepted. In persuasive writing, the writers present selected data so that readers follow their opinions and act upon it. Based on Miller, there are two basic principles of argumentative writing¹¹:

1. Persuade others by using strategy which depends on audience, but writers should always consider to which you have employed ethos, logos, and pathos.
2. The persuasion should make sense after we think about it for a while.

Furthermore, Reid explains goals of persuasion as follows:¹²

1. To present an opinion to the reader
2. To explain, clarify, and illustrate the opinion
3. To persuade the reader that your opinion is valid
 - a. To move the reader action.
 - b. To convince the reader that the opinion is correct or, for hostile audience.

¹⁰ Robert Keith Miller. *Op Cit*.p. 241

¹¹ *Ibid*.p.452

¹² Joy M. Reid. *The Process of Composition*. (New Jersey: Prentice Hall, inc. 1988). p.89

- c. To persuade the reader that your opinion is the least worth considering
- 4. Opinion then must be supported by evidence: facts, examples, physical description, and or personal experience.

Persuasive writing and debate has a strong relationship in the term of arguments. Sunda suggests that persuasive writing writers should not be confused by the word “argument.” In persuasive writing, your argument is your position on an issue, or your point of view that you will defend with good reasoning.¹³

3. The Process of Writing

The difficulties found in the process of writing is undeniable. Syafii in his book *The Effective Paragraph Development: the Process of Writing for Classroom Setting* says that writing is not an easy thing to do. He clarifies that writing skills can be developed by practice, besides it is also time-consuming. He classifies the process of writing into four main stages. They are prewriting, planning, real writing, revising the drafts, and writing the final draft.¹⁴ According to Langan, writing consists basically of making a point and then providing evidence to support or develop that point¹⁵. Furthermore Langan mentions the four basic principles in the process of writing, they are:

1. Start with clearly stated point
2. Provide logical, detailed support for your point
3. Organize and connect your supporting material.

¹³ Ruth Sunda. *Debate and Persuasive Writing*. (Chandler: Kyrene de las Brisas Elementary School, 2006). <http://www.kyrene.org/schools/brisas/sunda/debate/debate.htm>

¹⁴ M. Syafii et al. *The Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007).p.114

¹⁵ John Langan. *Op Cit*. p. 3

4. Revise and Edit so that your sentences are effective and error free¹⁶.

Langan states that basic principles in more detailed explanation and ways to get them. He says that prewriting can help discover a point in writing so that writer can state the point clearly. Afterward, more prewriting will help develop strong support on the points a writer tries to convey. Writing first draft will organize and support writing material. Finally, to make sure that a writer's writing is acceptable or without any mistakes, revising and editing are needed¹⁷.

In the same sense, White and Arndt in Nunan argue that before coming to first draft, these following activities are worth trying¹⁸. They are:

1. Discussion (class, small group, pair)
2. Brainstorming/making notes/asking questions
3. Fast writing/selecting ideas/establishing a view point
4. Rough drafting
5. Preliminary self-evaluation
6. Arranging information/ structuring the text
7. First draft
8. Group/peer evaluation and responding
9. Conference
10. Second draft
11. Self-evaluation/editing/proof reading
12. Finished draft
13. Final responding to draft

¹⁶ *ibid.* p. 4

¹⁷ John Langan.p. 17

¹⁸ David Nunan. *Op Cit.* p.273-274

4. Writing Ability

Writing is the most difficult and complicated ability. Rebecca M. Valette mentions that communication through a written word requires certain degree of explanation. It demands real proficiency from the writers if it is to be effective. The writing ability is the ability of clarifying the mechanics. They are vocabulary, spelling, and grammar. After that, students should master expression, fluency, and style in writing messages in short paragraphs and long ones¹⁹.

Writing abilities are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing skills help the learner gain independence, comprehensibility, fluency, and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it²⁰.

According to Hampton in SIL International, there are some writing goals based on the skills gained by the writers:

1. Writers are independent when they are able to write without much assistance.
2. Writers gain comprehensibility when they can write so that it can be read and understood by themselves and others.
3. Writers are fluent when they are able to write smoothly and easily as well as understandably.

¹⁹ Rebecca M. Valette. *Modern Language Testing (2nd ed)*. (Boston: HBJ. 1977) p. 217

²⁰ SIL international. *What Are Writing Skills*. March 16, 1999. July 10, 2011.
<http://www.sil.org/lingualinks/literacy/ReferenceMaterials/GlossaryOfLiteracyTerms/WhatAreWritingSkills.htm>

4. Writers gain creativity when they can write their own ideas, not copying what has already been written, so that they can be read and understood.

Here are some kinds of writing skills:

1. Comprehensibility skills for writing include understanding that writing is communicating messages or information
2. Fluency skills for writing include
 - a. Recognizing the linear sequence of sounds
 - b. Mastering writing motions and letter shapes
 - c. Recognizing the group of words
 - d. Recognizing the need for space between words
 - e. Writing quickly
3. Creativity skills for writing include the ability to write freely anything the learner wants to write.

5. Analytical Exposition Text

Analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case.²¹ To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report, etc.

²¹ Mike Groner. *Type of Text for Senior High School*. January 23, 2009. Retrieved: July2, 2011. <http://typeoftext.blogspot.com/2009/01/analytical-exposition.html>.

A. *Generic Structure of Analytical Exposition*

1. Thesis

Thesis introduces the topic and shows speaker or writer positions or outlines of the arguments presented.

2. Arguments

Arguments consist of points and elaboration. Point states the main arguments, while elaboration develops and supports each point of arguments

3. Reiteration

Reiteration restates speaker or writer's position.

B. *Generic feature of analytical exposition text*²²

1. An analytical exposition text focuses on generic human and non human participants
2. Analytical exposition text uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel, etc.
3. It uses emotive and evaluative words. For example: alarmed, worried, etc.
4. It often needs material processes. It is used to state what happens. e.g..... Has polluted..... etc.
5. It usually uses Simple Present Tense and Present Perfect tense.

²²Mike Groner. *Type of Text for Senior High School*. (retrieved on July 2, 2011).
<http://typeoftext.blogspot.com/2009/01/analytical-exposition.html>

6. Enumeration is sometimes necessary to show the list of given arguments: firstly, secondly....., finally, etc.

Here is the example of analytical exposition text:

The Importance of English

Thesis

I personally think that English is the world's most important language. Why do I say that?

Argument 1

Firstly, English is an international language. It is spoken by many people all around the world, either as a first or second language.

Argument 2

Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world.

Argument 3

Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than those who do not.

Reiteration

From the fact above, it is obvious that everybody needs to learn English to greet the global era.

6. Writing Analytical Exposition Text Ability

Writing analytical exposition text ability is the ability to persuade the the readers that something is the case. The first is that the ability to initiate the writing by writing a thesis statement. Afterward, the ability can be measured from the arguments presenting in it. The last is the ability to end the writing in reiteration form.

The ability to write analytical exposition text is seen from the ability to employ generic structure of the text: focusing on human and non human participants, mental precesses, emotive and valuative words, and material

processes. It is important to remember that analytical exposition text usually needs present tense and simple past tense as well as the use of enumeration.

7. Student Writing Analytical Exposition Text Ability

Students writing analytical exposition text abilities are the abilities of the students to produce a genre of writing that consists of specific generic structures. The generic structures are thesis, arguments, and reiteration. Firstly, students must be able to write clear introduction with good thesis statement. After that, they must be able to present clear ideas of the arguments. Furthermore, the students must be able to elaborate the paragraphs. They must also be able to use persuasion vocabulary terms such as connectives, evaluative and emotive language, and phrases for making conclusion and reiteration. Finally the students must be able to use correct punctuation, capitalization, and correct spelling.

8. The Factors That Influence Students Writing Analytical Exposition Text Ability

In general, there are many factors that influence students writing analytical exposition text ability. According to Buckardt, there are 6 factors that contribute to students writing analytical exposition text ability:²³

- a. Students' graphomotor skills.
- b. Students' expressive skills.
- c. Students' thought organisation.
- d. Students' having trouble with syntax.
- e. Students' retrieving vocabulary word trouble.

²³Foley Gezane

Those factors can be accumulated to be a big barriers for students' ability to write even more in writing analytical exposition text that is known as writer's block. Based on the idea above, it is clear that the fear factors of writing give influences toward ability in writing especially in writing analytical exposition text.

9. Debate Method

Debate originally comes from English competitions conducted for students. As a cooperative method, it requires students to divide themselves into two separate groups consisting positive and negative side.²⁴ A speaker of a group will deliver their discussion result or thought. Then another speaker of the other side will give comments and oppose the opinion. In addition, debate is important to help student writers develop and express specific points for persuasion.²⁵

Debate method according to Melvin L. Silberman is an "Active Debate" which means all students could be involved in the debate. It is a valuable method to improve students' thinking, especially students who are expected to deliver their points nevertheless they actually do not agree with the topics²⁶.

Debate involves students selecting and researching an issue, then presenting their positions on the issue. The debate ends with each side summing their positions and panel determining a winner. Note that this activity requires

²⁴ Suyatno. *Op Cit.* p. 79

²⁵ Hughey, et. Al. *Op cit.* p. 78.

²⁶ Melvin L. Silberman. *Active Learning: 101 Cara Belajar Siswa Aktif.* (Bandung: Nusa Media. 2011). p. 141

teacher pre-select materials for debate team members to use or carefully review materials being used by students.²⁷

To end the debate, it is not necessary to announce the winner. Discussion after a heated debate is needed. The way is to place students face to face, the pro and con teams. Unlike Dobson, Silberman emphasizes that topics are given randomly. The topics should be those are controversial which is related to students' ability and lessons. About the division of the students, Silberman also suggested the class is divided into two up to four sub debate teams, in order every class member can be actively involved the debate²⁸. Here are detailed procedures based on Silberman:

1. Arrange a statement containing ideas about controversial issues on students' ability.
2. Divide students into two debate teams. Assign them on the position of "pro" or "con" randomly Divide again the students into several sub-debate teams. Dobson suggests that teacher should select an equal number of students depending on the total number of students²⁹

Place two to four seats for the represented speakers of the team. The seats have to be placed face to face.

3. Place the other students at the back of each position and the speakers while they are waiting their turn to perform.

²⁷ WolfWikis. Debate Method in Middle Grades Social Studies. Retrieved: July 2, 2011. http://wikis.lib.ncsu.edu/index.php/Debate_method_in_middle_grades_social_studies

²⁸ Melvin L Silberman. *Op Cit*.p. 141

²⁹ Julia M. Dobson. *Effective Techniques for English Conversation Groups*. (Washington DC: Bureau of Educational and Cultural Affairs US Information Agency: 1981) p. 64

4. After all students listen to opening arguments, stop the debate and ask the students to return to their own team and give them time to discuss. After that the teacher assigns the students to get back to the seat, it is better to have different representative each sub debate team.
5. Instruct the students to give counter arguments toward the previous one's. Make sure that the students do it at intervals. The other students are asked to take notes on the debate. Dobson added that they can speak from notes, but not reading the arguments in three minute limits each speaker³⁰.
6. In a considerable time, stop the debate to allow a discussion after the debate. In addition according to Dobson, debate can be stopped End the debate when the subject is exhausted or if the students get involved in heated argument³¹.

Hughey specifically suggests debate that can help develop students' persuasive writing as follow³²:

1. Be sure the task is realistic and based on universal theme
2. Agree on the issue to be debated.
3. Thoroughly research both sides of the question
4. Students can defend the position during the class and then switch and defend another topic in other debate sessions.
5. At the end, analyze and evaluate the success of the point presented and explain the reasons.

³⁰ Julia M. Dobson. *Effective Techniques for English Conversation Groups*. p.64

³¹ Julia M. Dobson. *Op Cit*. p. 65

³² Jane B. Hughey et al. *Op Cit*.p. 78

Here are some debate topics or statements suitable for classroom debate³³:

1. Childhood is the happiest time of life.
2. It is better to marry when you are very young
3. It is better to marry for love than for money
4. Men should do some of the housework to help their wives.
5. No family should have more than two children
6. Children should be taught to read before they enter elementary school
7. Television does children more harm than good.
8. Parents are too permissive with their children nowadays.
9. Mothers who work outside the home neglect their children.
10. The younger generation knows best.

10. Using Debate Method on Teaching Analytical Exposition Writing Ability

Debate method is very suitable to be used in writing analytical exposition text ability. Hughey informs in his book about the positive things of using Debate method:

This debate heuristic is especially helpful to students for developing persuasive (or argumentative) writing skills. It teaches students how to utilized available resources- interview, reading, etc.- and how to adopt or discard roles and views. For ESL Students, it reinforces almost all language skills- reading, listening, speaking, note taking, research, analysis, vocabulary, and grammar.³⁴

Debate and analytical exposition writing are similar in many aspects. In debate and in persuasive writing, a speaker or writer should give precise statements whether he or she agrees or not to at topic. It is called a “thesis” in analytical

³³ ibid

³⁴ Hughey. Op cit. p.78

exposition text. Secondly, debate and analytical writing requires the speaker to prove their statement by giving evidences. And finally the speaker or the writer should be consistent to prevent the arguments. It is called reiteration.

B. The Relevant Research

The writer gets a relevant research from Muhamad Mugni Hidayat at Education University of Indonesia (UPI) in 2010. The research entitled The Effect of Using Debate Technique toward First Year Students' Argumentative Essay Ability. Students' writing score was 54.17 at pre test, and it was improved significantly in post test (75,27). The deviation standard was 5.00 in pretest and 4.48 in post test. This research shows a significant effect of debate method toward first year students at State Senior High School 10 Bandung.

The other research was by Bobby Febrianto in 2010. The title of his research is "The Influence of Applying Debate Session on Improving The Language Department Students' Speaking Proficiency at The Second Year of SMAN 3 Pekanbaru. Bobby found that there was a significant influence and percentage of influence of applying debate session.

C. The Operational Concept

The operational concept is used to clarify the theories use in Theoretical framework of this research.. Therefore the writer is needed to clarify briefly the variable used in this research. The variables are:

1. Debate method serves as an independent variable. It is symbolized by “X variable.” The indicators of this variable are described as follow:
 - a. Teacher arranges a statement containing ideas about controversial issues.
 - b. Teacher divides students into two groups of “pro” and “con.”
 - c. Teacher divides again the students into several sub teams consisted of two to three speakers.
 - d. Teacher places seats face to face for each representative of each sub teams and for the rest of the students.
 - e. After listening all opening arguments, teacher stops the debate.
 - f. Teacher instructs the students to return to their group to discuss.
 - g. Teacher asks the students to move to the front gain to give counter arguments.
 - h. Teacher asks the students to speak in interval
 - i. Teacher and students conduct discussion about the debate session.
2. Students’ writing analytical text ability serves as dependent variable. It is symbolized by “Y variable.” the indicators of this ability are:
 - a. Students are able to write clear introduction with good thesis statement.
 - b. Students are able to present clear ideas of the arguments.
 - c. Students are able to elaborate the paragraphs.

- d. Students are able to use persuasion vocabulary term such as connectives, evaluative and emotive language, and phrases for making conclusion.
- e. Students are able to use correct punctuation, capitalization, and correct spelling.

D. The Assumption and the Hypothesis

1. The Assumption

In this research, after looking at the theories and the possibilities described in the theoretical framework and operational concept, the writer has a strong assumption that the better Debate method to be applied, the better result of writing analytical exposition text ability that will be gotten by students.

2. The Hypothesis

Ha: There is a significant effect of using Debate method toward students' writing analytical exposition text ability.

Ho: There is no significant effect of using Debate method toward students' writing analytical exposition text ability.

CHAPTER III

RESEARCH METHOD

A. Location and Time of the Research

This research was conducted at State Islamic Senior High School 2 Model Pekanbaru. This research was conducted from October until November 2011.

B. Subject and Object of the Research

The subject of this research was the second year students of State Islamic Senior High School 2 Pekanbaru. While the object of this research was the effect of using Debate method toward writing analytical exposition text ability.

C. Population and Sample

The population of this research was the second year students of State Islamic Senior High School 2 Model Pekanbaru. The students were divided into 6 classes consisting of 4 classes of science and 2 classes of social studies. The number of second year students of State Islamic Senior High School was 197 students.

Table III.2

The total population of second year students of State Islamic Senior High School 2 Model Pekanbaru.

No	Class	Students
1	XI Science 1	35
2	XI Science 2	36
3	XI Science 3	35
4	XI Science 4	35
5	XI Social 1	28
6	XI Social 2	28
	Total	197

Source: Curriculum Section of State Islamic Senior High School 2 Model Pekanbaru.

The population of 197 students was large enough to be taken as samples. Because all samples had the same characteristic, Gay and Airasian suggest that the writer can use Cluster sampling. So the writer selected two groups of students to be taken as samples¹.

All of the samples had the same opportunity to be taken as the representatives of all samples. Furthermore because they were homogenous, the writer randomly chose class XI Science 2 as an experimental group and class XI Science 3 as a control group. The experimental group consisted of 36 students, while the control group consisted of 35 Students. So, 71 students were representative enough to be sample of the research

¹ L. R. Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application (6th ed.)*. (New Jersey: Prentice Hall. 2000).p. 129

D. The Research Design

This research is an experimental research. According to Creswell, “in an experiment, you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.”² This experimental research uses Quasi Experimental design. In this design, the researcher can use pre- and posttest design. Furthermore Creswell said that the researcher can use intact group the experimental and control treatments, give a pre-test to both groups, hold experimental treatment activities with the experimental group only, after that give a post-test to assess the differences between the two groups³.

Table III.1
Quasi Experimental Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
B	T1		T2
C	T1	X	T2

Explanation:

B : Experimental group

C : Control Group

T1 : Pre-test for experimental group and control group

: Receiving particular treatment

X : without particular treatment

T2 : Post-test for experimental group and control group⁴

² John W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (3rd Edition)*. (New Jersey: Pearson Education, Inc. 2008). p. 299.

³ Ibid. p. 313-314.

⁴ Sugiyono. *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2008), p. 25

E. Data Collection Technique

In this research, the writer collected the data by using:

a. Observation

Observation is the way to organize and control student's behavior, movement and interaction by the teacher or writer. In this research, the writer applied participant observation. The writer directly observed the process of teaching and learning in the classroom.

b. Test

Test is used to measure the ability of objects being researched⁵. Test, in this technique was divided into two ways; pretest was given before the treatment and posttest was given after doing the treatment. To measure the ability of analytical exposition writing ability, the writer used ESL Composition Profile taken from Syafii⁶ and Jacobs⁷:

⁵ Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktik (6th ed.)*. (Jakarta: Rineka Cipta. 2006)p. 223.

⁶ M. Syafii, *et al. Op Cit.*p. 139-150

⁷ Holly L. Jacobs, *et al. Testing ESL Composition: A Practical Approach*. (Rowley: Newbury House Publishers, inc. 1981).p. 90

Table III. 3
The Scoring Guide of the English Composition Test for Teachers

Aspects	Range	Criteria
Content	30-27	<i>Excellent to Very Good:</i> Knowledgeable, substantive, through development of thesis, relevant to assigned topic.
	26-22	<i>Good to Average:</i> Some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks details
	21-17	<i>Fair to Poor:</i> limited knowledge of subject, little substance, inadequate development of topic
	16-13	<i>Very Poor:</i> does not show the knowledge of subject, non substantive, not pertinent, not enough to evaluate.
Score		
Organization	20-18	<i>Excellent to Very Good:</i> Fluent expression, ideas clearly stated or supported, well organized, logical sequencing, cohesive.
	17-14	<i>Very Good to Average:</i> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	<i>Fair to Poor:</i> non fluent, ideas confused or disconnect, lacks logical sequencing and development
	9-7	<i>Very Poor:</i> does not communicate, no organization, not enough to evaluate
Score		
Vocabulary	20-18	<i>Excellent to Very Good:</i> sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	17-14	<i>Good to Average:</i> adequate range, occasional errors of word or idiom form, usage but meaning not obscured

	13-10	<i>Fair to Poor:</i> limited range, frequent errors of word or idiom form, choice, usage, meaning confused or obscured
	9-7	<i>Very Poor:</i> essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Score		
Language Use	20-18	<i>Excellent to Very Good:</i> Effective complex construction, few errors of agreement, tense, number, word order or functions, articles, pronouns, prepositions.
	17-14	<i>Very Good to Average:</i> Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order of functions, articles, pronouns, preposition but meaning never obscured.
	13-10	<i>Fair to Poor:</i> major problems in simple or complex constructions, frequent errors of negation, agreement, tense, number, word order or functions, articles, pronouns, prepositions and or fragments, deletions, meaning confused or obscured
	9-7	<i>Very Poor:</i> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate
Score		
Mechanics	10	<i>Excellent to Very Good:</i> demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	7	<i>Very Good to Average:</i> occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	4	<i>Fair to Poor:</i> frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured

	2	<i>Very Poor:</i> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.
Score:		
Total Score:		Comment:

F. Data Analysis Technique

In this research, the data were analyzed by using statistical method. The writer used score of posttest of the test of the experiment group and control group. The writer analyzed the data by using t-test to know whether the result of the research was statistically significant. The data were analyzed by using formula below⁸:

$$T: \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Explanation:

To = Table Observation

M_x = Mean score of Experimental Class

M_y = Mean Score of Control class

SD_x = Standard Deviation of Experiment class

SD_y = Standard Deviation of Control class

N = Number of students/Sample

⁸ Hartono. *Op Cit*.p.193

CHAPTER IV

PRESENTATION OF THE DATA ANALYSIS

A. The Data Presentation

The data of the research were taken from the students' scores of writing analytical exposition text ability of the second year students at State Islamic Senior High School 2 Model Pekanbaru on pre-test and post-test of both classes: experimental and control class. The experimental class had been taught by Debate Method, while control class had been taught by conventional strategy. Furthermore, to analyze the data, the writer analyzed post-test result because it influenced larger the research finding rather than pre-test. Post-test was given to the students in both classes after treatment was complete during eight meetings and the results of test were evaluated by two raters.

In the teaching process, the writer also observed the use of Debate method toward writing analytical exposition text ability of the second year students at State Islamic Senior High School 2 Model Pekanbaru. The purpose of observation was only to describe the condition of classroom participant itself and how the teacher treated the debate method in the class room. The observation was conducted by the English teacher. The writer treated experimental class for eight meetings by debate method and all of meetings had been observed by the English teacher in every meeting. The data observation can be seen as follows:

Table IV.1
The Recapitulation of the Data Observation

No	Item Observed	Observation Times								Total			
		1	2	3	4	5	6	7	8	Yes	%	No	%
1	Teacher motivates the students by giving debatable questions and statements									8	100%	0	0%
2	Teacher explains the definition and rules of debate									8	100%	0	0%
3	Teacher arranges a statement containing ideas about controversial issues.									7	87.5%	1	12.5%
4	Teacher divides students into two groups of pro and contra									6	75%	2	25%
5	Teacher divides again the students into several sub teams consisted of two to three speakers.									8	100%	0	0%
6	Teacher instructs the students to return to their group to discuss.									6	75%	2	25%
7	Teacher places seats face to face for each representative of each sub teams and the rest of the students.									8	100%	0	0%
8	Teacher instructs the students to return to their group to discuss									7	87.5%	1	12.5%
9	Teacher asks the students to move to the front again to give counter arguments.									8	100%	0	0%
10	Teacher asks the students to speak in interval									7	87.5%	1	12.5%
11	Teacher and students conduct discussion about the debate session									8	100%	0	0%
12	Students write the result of discussion in analytical exposition form. a. Students write the first draft containig thesis, arguments, and reiteration. b. After that students and teacher revise the draft. c. Finally students write the final draft.									8	100%	0	0%

13	Teacher reflects the activities by asking students' difficulty during the session.									6	75%	2	25%
14	Teacher asks the students to prepare themselves for the next debate class									8	100%	0	0%
TOTAL										103	91,96	9	8,03

Based on the table observation above, the writer implemented debate method 14 steps on 8 meetings. In the first, second, fifth, seventh, ninth, eleventh, twelfth, and fourteenth steps, the writer did 8 times or 100%. It means that the writer applied the items well. In the third, eighth, and tenth steps, the writer did it 7 times or 12.5%. It indicated that the writer practiced it items very well. In the fourth, sixth, and sixteenth steps, the writer did it 6 times or 75%. It means that the writer also implemented items number 6, 8, 11 well. Based on the recapitulation of the data observation above, it can be seen that the implementation of debate method got total 91.96%. It means that it is categorized very good.

The most important in this research not only the implementation result of observation of debate method in the experimental class, but also the result of testes after taught the students by debate method technique in experimental class and conventional strategy in control class. The detailed collective data can be seen in the following explanation.

1. The Students' Score on Pre-test

a. Experimental class

The students' Writing Analytical Exposition Text Ability before writer gave new treatment (debate method) for experimental class can be seen in the following table:

Table IV.2

Students' Writing Analytical Exposition Text Ability in Experimental Class

Students' Code	Rater I	Rater II	Final Score
S-1	55	61	58
S-2	65	63	64
S-3	40	72	56
S-4	65	75	70
S-5	75	53	64
S-6	80	76	78
S-7	50	56	53
S-8	60	49	54.5
S-9	70	79	74.5
S-10	65	63	64
S-11	65	52	58.5
S-12	45	55	50
S-13	70	55	62.5
S-14	50	63	56.5
S-15	75	63	69
S-16	53	42	47.5
S-17	80	70	75
S-18	80	66	73
S-19	77	68	72.5
S-20	60	68	64
S-21	60	57	58.5
S-22	60	61	60.5
S-23	65	61	63
S-24	60	67	63.5
S-25	65	70	67.5
S-26	76	67	71.5
S-27	50	49	49.5
S-28	50	59	54.5
S-29	70	68	69

S-30	46	65	55.5
S-31	60	65	62.5
S-32	70	42	56
S-33	70	58	64
S-34	60	69	64.5
S-35	50	54	52
S-36	65	63	64
Total	2257	2225	2240.5
Mean	62.69	61.80	62.23

By looking the detailed data on the table above, the writer found that the total score which was evaluated by rater 1 was 2257, and the mean score was 62.69. While the total score which was inspected by rater 2 was 2225 and mean score was 61.80. It was evaluated from the same test. Then, by summing up the score from rater 1 and rater 2 and then divided 2, the writer found its total score. The total score which was gotten by experimental class on pre-test was 2240.5 and the mean score was 62.23.

b. Control Class

Writing Analytical Exposition Text Ability of the students in conventional group can be seen in the following table:

Table IV.3**Writing Analytical Exposition Text Ability in Control Class**

Students' Code	Rater I	Rater II	Final Score
S-1	73	78	75.5
S-2	73	79	76
S-3	51	55	53
S-4	40	55	47.5
S-5	55	55	55
S-6	60	52	56
S-7	80	54	67
S-8	70	65	67.5
S-9	73	70	71.5
S-10	70	83	76.5
S-11	60	58	59
S-12	65	56	60.5
S-13	64	69	66.5
S-14	45	52	48.5
S-15	50	69	59.5
S-16	51	59	55
S-17	45	49	47
S-18	45	61	53
S-19	66	85	75.5
S-20	45	61	53
S-21	70	63	66.5
S-22	46	71	58.5
S-23	60	61	60.5
S-24	66	55	60.5
S-25	51	59	55
S-26	45	54	49.5
S-27	70	67	68.5
S-28	70	49	59.5
S-29	70	63	66.5
S-30	50	73	61.5
S-31	50	56	53
S-32	40	45	42.5
S-33	45	61	53
S-34	50	59	54.5
S-35	60	63	61.5
Total	2024	2164	2094
Mean	57.82	61.82	59.82

Based on the data on the table above, the writer found that the total score which was evaluated by rater 1 was 2024, and the mean score was 57.82. While the total score which was inspected by rater 2 was 2164 and mean score was 61.82. It was gotten from the same test. In the same time, by summing up the score from rater 1 and rater 2 and then divided 2, the writer found its total score. The total score which was gotten by control class on pre-test was 2094 and the mean score was 59.82.

c. The Difference of Students' Writing Ability on Pre-test

To clear the data; the writer compared the students' writing ability score of both classes (experimental and control class) in the table VII below:

Table IV.4

The difference of Experimental and Control Group in Writing Ability on Pre-Test

Experimental Class		Control Class	
Score	Frequency	Score	Frequency
47.5	1	42.5	1
49.5	1	47	1
50	1	47.5	1
52	1	48.5	1
53	1	49.5	1
54.5	2	53	5
55.5	1	54.5	1
56	2	55	3
56.5	1	56	1
58	1	58.5	1
58.5	2	59	1
60.5	1	59.5	2
62.5	2	60.5	3
63	1	61.5	2
63.5	1	66.5	3
64	6	67	1
64.5	1	67.5	1

67.5	1	68.5	1
69	2	71.5	1
70	1	75.5	2
71.5	1	76	1
72.5	1	76.5	1
73	1		
74.5	1		
75	1		
78	1		
	N=36		N=35

Based on the table above, the writer found that the maximum score which was gotten by experimental class on pre-test was 78 and the minimal score was 47.5. While the modus of its score was 6, it means that the highest frequency was 6 or most of students got score 64. Besides, the maximum score which was gotten by control class on pre-test was 76.5 and the minimal score was 42.5. While the modus of its score is 5, it means that the highest frequency is 5 or most of students in control class got score 53.

2. The Students' Writing Ability on Post-test

a. Students' Writing ability in Experimental Class

Students' writing analytical exposition text ability in experimental group can be seen in the table below, this data were analyzed to answer the formulation of the research and prove the assumption of this research.

Table IV.5**Students' Writing Analytical Exposition Text Ability in Experimental Class**

Students' Code	Rater I	Rater II	Final Score
S-1	70	89	79.5
S-2	70	65	67.5
S-3	70	85	77.5
S-4	80	89	84.5
S-5	65	70	67.5
S-6	93	73	83
S-7	60	65	62.5
S-8	70	69	69.5
S-9	91	91	91
S-10	80	91	85.5
S-11	75	52	63.5
S-12	80	75	77.5
S-13	70	59	64.5
S-14	75	75	75
S-15	91	87	89
S-16	80	89	84.5
S-17	82	81	81.5
S-18	80	79	79.5
S-19	80	85	82.5
S-20	60	83	71.5
S-21	80	87	83.5
S-22	91	90	90.5
S-23	75	77	76
S-24	73	75	74
S-25	73	83	78
S-26	91	91	91
S-27	90	90	90
S-28	75	78	76.5
S-29	70	87	78.5
S-30	70	83	76.5
S-31	80	81	80.5
S-32	75	87	81
S-33	80	89	84.5
S-34	80	78	79
S-35	70	65	67.5
S-36	75	78	76.5
Total	2770	2871	2820.5
Mean	76.94	79.75	78.35

The result of post-test on the table above explained that the total score which was evaluated by rater 1 was 2770, and the mean score was 76.94. While the total score which was evaluated by rater 2 was 2871 and mean score was 79.75. Its scores was evaluated from the same test. Next, by summing up the score from rater 1 and rater 2 and divided into 2, the writer found its total score. The total score which was gotten by experimental class on post-test is 2820.5 and the mean score was 78.35.

b. Students' Writing Ability in Control Class

The students' writing analytical exposition text ability of control class was appeared one by one in the following table:

Table IV.6

Students' Writing Analytical Exposition Text Ability

Students' Code	Rater I	Rater II	Final Score
S-1	79	81	80
S-2	78	82	80
S-3	53	58	55.5
S-4	45	60	52.5
S-5	65	63	64
S-6	77	79	78
S-7	79	79	79
S-8	76	80	78
S-9	80	76	78
S-10	80	82	81
S-11	50	55	52.5
S-12	70	50	60
S-13	73	43	58
S-14	50	48	49
S-15	45	70	57.5
S-16	50	43	46.5
S-17	60	45	52.5
S-18	45	54	49.5
S-19	67	60	63.5

S-20	50	44	47
S-21	60	60	60
S-22	78	79	78.5
S-23	70	60	65
S-24	60	60	60
S-25	50	64	57
S-26	55	34	44.5
S-27	78	79	78.5
S-28	70	50	60
S-29	60	70	65
S-30	45	65	55
S-31	45	43	44
S-32	50	50	50
S-33	40	60	50
S-34	60	55	57.5
S-35	45	55	50
Total	2138	2136	2137
Mean	61.08	61.02	61.05

The calculation data on the table above explained that the total score which was evaluated by rater 1 was 2138, and the mean score was 61.08. While the total score which was evaluated by rater 2 was 2136 and mean score was 61.02. Its scores were also gotten from the same test. Then, by summing up the score from rater 1 and rater 2 and the result was divided into 2, the writer found its total score. The total score which was gotten by control class on post-test was 2137 and the mean score was 61.05.

d. The Difference on Writing Ability of the Students Both Classes

To detail the data easier; the writer collected the scores of students' writing ability of both classes (experimental class and Control class) on post-test as follows:

Table IV.7
The Difference on Writing Ability of the Students Both Classes
on Post-Test

Experimental Class		Control Class	
Score	Frequency	Score	Frequency
62.5	1	44	1
63.5	1	44.5	1
64.5	1	46.5	1
67.5	3	47	1
69.5	1	49	1
71.5	1	49.5	1
74	1	50	2
75	1	52.5	3
76	1	55	1
76.5	3	55.5	1
77.5	2	56	1
78	1	57	1
78.5	1	57.5	2
79	1	58	1
79.5	2	60	4
81	1	63.5	1
81.5	1	64	1
82.5	1	65	2
83	1	78	3
83.5	1	78.5	2
84.5	3	79	1
85.5	1	80	2
86.5	1	81	1
89	1		
90	1		
90.5	1		
91	2		
	N=36		N=35

The table above indicated that the writer found the maximum score which was gotten by experimental class on post-test was 91 and the minimal score was 62.5. While the modus of its score was 3, it means that the highest frequency was 3 or most of students got score 67.5, 76.5, and 84.5. Besides, the maximum score

which was gotten by control class on post-test was 81 and the minimal score was 44. While the modus of its score was 4, it means that the highest frequency was 4 or most of students in control class got score 60.

B. The Data Analysis

To answer the formulation of the problem which consisted of three formulations, in this case, the researcher serves them completely, they are as follows:

1. How is the students' writing Analytical exposition ability before being taught by using Debate method of the second year students at State Islamic Senior High School 2 Model Pekanbaru?
2. How is the students' writing Analytical exposition ability after being taught by using Debate method of the second year students at State Islamic Senior High School 2 Model Pekanbaru?
3. Is there any significant effect of using Debate method on improving students' writing Analytical exposition ability of the second year students at State Islamic Senior High School 2 Model Pekanbaru?

The writer analyzed the data manually and described the data by based on the graduated standard (SKL) of English subject of the second year students at State Islamic Senior High School 2 Model Pekanbaru. The graduated standard of English here is 78. It means, if the students' score ≥ 78 , they passed graduated standard. In contrary, if the students' score < 78 , it means that they do not pass the graduated standard yet.

1. The Students' Score before Giving New Treatment (Debate Method) for Experimental Group

The description of the students' writing ability on pre-test of class experimental and control group can be seen in the following tables:

a. Experimental Group

Table IV.8

The Simple Description of Experimental Group's Score on Pre-Test

Score	Frequency	Fx	Percentage	Graduate Standard
47.5	1	47.5	2.78%	Not Pass
49.5	1	49.5	2.78%	Not Pass
50	1	50	2.78%	Not Pass
52	1	52	2.78%	Not Pass
53	1	53	2.78%	Not Pass
54.5	2	109	5.56%	Not Pass
55.5	1	55.5	2.78%	Not Pass
56	2	112	5.56%	Not Pass
56.5	1	56.5	2.78%	Not Pass
58	1	58	2.78%	Not Pass
58.5	2	117	5.56%	Not Pass
60.5	1	60.5	2.78%	Not Pass
62.5	2	125	5.56%	Not Pass
63	1	63	2.78%	Not Pass
63.5	1	63.5	2.78%	Not Pass
64	6	384	16.67%	Not Pass
64.5	1	64.5	2.78%	Not Pass
67.5	1	67.5	2.78%	Not Pass
69	2	138	5.56%	Not Pass
70	1	70	2.78%	Not Pass
71.5	1	71.5	2.78%	Not Pass
72.5	1	72.5	2.78%	Not Pass
73	1	73	2.78%	Not Pass
74.5	1	74.5	2.78%	Not Pass
75	1	75	2.78%	Not Pass
78	1	78	2.78%	Pass
Total	N=36	=2240.5	100%	

The data above indicated that the experimental students' score on pre-test still low, it can be seen from the data above that only 1 student or 2.78% passed graduated standard. While the other students (35 or 97.22%) did not pass graduated standard of English subject.

b. Control Group

Table IV.9

The Simple Description of Control Group's Score on Pre-Test

Score	Frequency	Fx	Percentage	Graduate Standard
42.5	1	42.5	2.86%	Not Pass
47	1	47	2.86%	Not Pass
47.5	1	47.5	2.86%	Not Pass
48.5	1	48.5	2.86%	Not Pass
49.5	1	49.5	2.86%	Not Pass
53	5	265	14.29%	Not Pass
54.5	1	54.5	2.86%	Not Pass
55	3	165	8.57%	Not Pass
56	1	56	2.86%	Not Pass
58.5	1	58.5	2.86%	Not Pass
59	1	59	2.86%	Not Pass
59.5	2	119	5.71%	Not Pass
60.5	3	181.5	8.57%	Not Pass
61.5	2	123	5.71%	Not Pass
66.5	3	199.5	8.57%	Not Pass
67	1	67	2.86%	Not Pass
67.5	1	67.5	2.86%	Not Pass
68.5	1	68.5	2.86%	Not Pass
71.5	1	71.5	2.86%	Not Pass
75.5	2	151	5.71%	Not Pass
76	1	76	2.86%	Not Pass
76.5	1	76.5	2.86%	Not Pass
Total	N=35	=2094	100%	

The data in the table above indicated that the control students' score on pre-test was very low, it can be proved from the data above that none student or 100% No pass graduated standard. By comparing the students' score between experimental group and control group, the writer concluded that experimental group score was still higher than control group score. Because the minimal score which was gotten by experimental group was 47.5 and the maximum was 78, and one of them got graduated standard (Pass). While the minimal score which was gotten by control group only 42.5 and the maximum was 76.5, and nobody of them got graduated standard (Pass).

2. The Students' Score After Giving New Treatment (Debate Method) for Experimental Group

The description of the students' writing ability on post-test of class experimental and control groups can be seen in table below:

a. Experimental Class

Table IV.10

The Description of Experimental Group's Score at Post-Test

Score	Frequency	Fx	Percentage	Graduated Standard
62.5	1	62.5	2.78%	Not pass
63.5	1	63.5	2.78%	Not pass
64.5	1	64.5	2.78%	Not pass
67.5	3	202.5	8.33%	Not pass
69.5	1	69.5	2.78%	Not pass
71.5	1	71.5	2.78%	Not pass
74	1	74	2.78%	Not pass
75	1	75	2.78%	Not pass
76	1	76	2.78%	Not pass
76.5	3	229.5	8.33%	Not pass
77.5	2	155	5.56%	Not pass
78	1	78	2.78%	Pass

78.5	1	78.5	2.78%	Pass
79	1	79	2.78%	Pass
79.5	2	159	5.56%	Pass
81	1	81	2.78%	Pass
81.5	1	81.5	2.78%	Pass
82.5	1	82.5	2.78%	Pass
83	1	83	2.78%	Pass
83.5	1	83.5	2.78%	Pass
84.5	3	253.5	8.33%	Pass
85.5	1	85.5	2.78%	Pass
86.5	1	86.5	2.78%	Pass
89	1	89	2.78%	Pass
90	1	90	2.78%	Pass
90.5	1	90.5	2.78%	Pass
91	2	182	5.56%	Pass
Total	N=36	=2820.5	100%	

By looking the result of data calculation in the table above, it indicated that the experimental students' score on post-test increased than pre-test, it can be proved from the amount of students who got or achieved graduated standard. Here, there were 20 students or 56% achieved graduated standard and only 16 students or 44% that did not achieve graduate standard.

b. Control Class

Table IV.11

The Description of Control Group's Score at Post-Test

Score	Frequency	Fx	Percentage	Graduated Standard
44	1	44	2.86%	Not pass
44.5	1	44.5	2.86%	Not pass
46.5	1	46.5	2.86%	Not pass
47	1	47	2.86%	Not pass
49	1	49	2.86%	Not pass
49.5	1	49.5	2.86%	Not pass
50	2	100	5.71%	Not pass
52.5	3	157.5	8.57%	Not pass
55	1	55	2.86%	Not pass
55.5	1	55.5	2.86%	Not pass
56	1	56	2.86%	Not pass
57	1	57	2.86%	Not pass
57.5	2	115	5.71%	Not pass
58	1	58	2.86%	Not pass
60	4	240	11.42%	Not pass
63.5	1	63.5	2.86%	Not pass
64	1	64	2.86%	Not pass
65	2	170	5.71%	Not pass
78	3	234	8.57%	Pass
78.5	2	157	5.71%	Pass
79	1	79	2.86%	Pass
80	2	160	5.71%	Pass
81	1	81	2.86%	Pass
Total	N=35	= 2137	100%	

From the result of data calculation in the table above, it indicated that the control group's score on post-test also increased than pre-test, it can be seen from the amount of students who achieved graduated standard. In this case, there were 9 students or 25.71% achieved graduated standard. Here, all of scores of them were increased than before. Based on the pre-test data, nobody achieved graduate standard and the lowest score was 42.5.

By comparing the students' score between who was taught by debate method and conventional strategy, the writer concluded that experimental group score was still higher than control group score. Because the minimal and maximum scores which were achieved by experimental group was higher than control group. The minimal score which was gotten by experimental group was 62.5 and the maximum is 91. While the minimal score which was gotten by control group was only 44 and the maximum was 81. Besides, the amount of students who were achieved graduated standard in experimental group more than control class. There were 20 students or 55% from experimental group who got graduated standard, and there were only 9 students or 25.71 who got graduated standard from control group.

3. The Effect of Using Debate Method Toward Students' Writing Analytical Exposition Ability

To make sure whether there was or not significant effect of using debate method toward students' writing analytical exposition ability, the researcher analyzed the post-test data by comparing scores of both experimental and control groups manually by T-test formula. The t-test formula was taken from Hartono's book, the formula which was used as follows:

$$T: \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Explanation:

To = Table Observation

M_x = Mean score of Experimental Class

M_y = Mean Score of Control class

SD_x = Standard Deviation of Experiment class

SD_y = Standard Deviation of Control class

N = Number of students/Sample

To get the mean score and standard deviation of the scores of both classes,

it was found out by using the table below:

Table IV.12

Mean and Standard Deviation of the Score

Students' Code	Experimental Group (X)	Control Group (Y)	X	Y	x^2	y^2
S-1	79.5	80	1.15	18.95	1.3225	359.1025
S-2	67.5	80	-10.85	18.95	117.7225	359.1025
S-3	77.5	55.5	-0.85	-5.55	01.7225	30.8025
S-4	84.5	52.5	6.15	-8.55	37.8225	73.1025
S-5	67.5	64	-10.85	2.95	117.7225	8.7025
S-6	83	78	4.65	16.95	21.6225	287.3025
S-7	62.5	79	-15.85	17.95	25.2225	322.2025
S-8	69.5	78	-8.85	16.95	78.3225	287.3025
S-9	91	78	12.65	16.95	160.0225	287.3025
S-10	85.5	81	7.15	19.95	51.1225	398.0025
S-11	63.5	52.5	-14.85	-8.55	220.5225	73.1025
S-12	77.5	60	-0.85	-1.05	0.7225	1.1025
S-13	64.5	58	-13.857	-3.05	191.8225	9.3025
S-14	75	49	-3.35	-12.05	11.2225	145.2025
S-15	89	57.5	10.65	-3.55	113.4225	12.6025

S-16	84.5	46.5	6.15	-14.55	37.8225	211.7025
S-17	81.5	52.5	3.15	-8.55	9.9225	73.1025
S-18	79.5	49.5	-1.15	-11.55	1.3225	133.4025
S-19	82.5	63.5	4.15	2.45	17.2225	6.0025
S-20	71.5	47	-6.85	-14.05	46.9225	197.4025
S-21	83.5	60	5.15	-1.05	26.5225	1.1025
S-22	90.5	78.5	12.15	17.45	147.6225	304.5025
S-23	76	65	-2.35	3.95	5.5225	15.6025
S-24	74	60	-4.35	-1.05	18.9225	1.1025
S-25	78	57	-0.35	-4.05	0.1225	16.4025
S-26	91	44.5	12.65	-16.55	160.0225	273.9025
S-27	90	78.5	11.65	17.45	135.7225	304.5025
S-28	76.5	60	-1.85	-1.05	3.4225	1.1025
S-29	78.5	65	0.15	3.95	0.0225	15.6025
S-30	76.5	55	-1.85	-6.05	3.4225	36.6025
S-31	80.5	44	8.15	-17.05	66.4225	290.7025
S-32	81	50	2.65	-11.05	7.0225	122.1025
S-33	84.5	50	6.15	-11.05	37.8225	122.1025
S-34	79	57.5	0.65	-3.55	0.4225	12.6025
S-35	67.5	50	-10.85	-5.05	117.7225	25.5025
S-36	76.5		-1.85		3.4225	
Total	X= 2820.5	Y= 21.37	X= 0	Y= 0	$\sum x^2 =$ 1997.7100	$\sum y^2 =$ 4819.2875

The table above indicated that the mean of the scores is:

$$\begin{aligned}
 M_x &= \frac{\sum X}{N} \\
 &= \frac{2820.5}{36} \\
 &= 78.35 \\
 M_y &= \frac{\sum y}{N} \\
 &= \frac{2137}{35} \\
 &= 61.05
 \end{aligned}$$

Standard deviations of the scores are as follows:

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum X^2}{N}} \\
 &= \sqrt{\frac{1997.7100}{36}} \\
 &= \sqrt{55.49} \\
 &= 7.45
 \end{aligned}$$

$$\begin{aligned}
 SD_y &= \sqrt{\frac{\sum y^2}{N}} \\
 &= \sqrt{\frac{4819.2875}{35}} \\
 &= \sqrt{137.69} \\
 &= 11.73
 \end{aligned}$$

Based on the data calculation above, the mean of the score which was gotten by experimental group was 78.35 and standard deviation was 7.45, while the mean score of control group was 61.05 and its standard deviation was 11.73. Next, Mean and the standard deviation of both scores above were analyzed by using T-test formula as follows:

$$\begin{aligned}
\text{To} &= \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}} \\
&= \frac{78.35 - 61.05}{\sqrt{\left(\frac{7.45}{\sqrt{36-1}}\right)^2 + \left(\frac{11.73}{\sqrt{35-1}}\right)^2}} \\
&= \frac{17.3}{\sqrt{\left(\frac{7.45}{\sqrt{35}}\right)^2 + \left(\frac{11.73}{\sqrt{34}}\right)^2}} \\
&= \frac{17.3}{\sqrt{\left(\frac{7.45}{5.91}\right)^2 + \left(\frac{11.73}{5.83}\right)^2}} \\
&= \frac{17.3}{\sqrt{(1.26)^2 + (2.01)^2}} \\
&= \frac{17.3}{\sqrt{(1.5826)^2 + (4.0401)}} \\
&= \frac{17.3}{\sqrt{5.6277}} \\
&= \frac{17.3}{2.37} \\
&= 7.30
\end{aligned}$$

C. Testing Hypothesis

The final of this research was testing hypothesis, from the calculation of the data above, it can be seen that t_o was 7.30 the t table was compared by getting degree of freedom (DF). Degree of Freedom can be found by using formula below:

$$\begin{aligned}
 df &= (N1 + N2) - 2 \\
 &= (36 + 35) - 2 \\
 &= 71 - 2 \\
 &= 69
 \end{aligned}$$

The degree of freedom was 69. After looking at t-table, 69 did not find. In this case, the writer took df 70 as the nearest. The degree of freedom 70 in significant 5% and 1% are 2.00 and 2.65. (Find out the T table in the appendixes list).

By comparing at the degree of freedom above, the writer found that $2.00 < 7.30 > 2.65$. It indicates that t observed is higher than t table in significant 5% and 1%. So, its result could be concluded that H_0 was rejected and H_a was accepted. It means that there is a significant effect of using Debate method on improving students' writing Analytical exposition ability of the second year students at State Islamic Senior High School 2 Model Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Writing is one of the language skills that should be mastered by the students in English language learning. Writing English becomes very important in using English for communication. Someone is considered competent in language if he or she is clever to scrutinize, read, and speak in and by using language.

By observation the result of data analysis in chapter IV above, the writer made some conclusions, as follows:

1. The students' writing analytical exposition text ability in experimental group was higher than control group on pre-test. It could be proved from mean score of both groups. The mean score of experimental was 62.23, while the mean score of control group was 59.82.
2. The students' writing analytical exposition text score which was taught by debate method is higher than control group on post-test. It could be proved by looking at the mean score of both of those groups. The mean score of experimental group was 78.35 and the mean score of control group was 61.05. Besides, the amount of students who were achieved graduated standard in experimental group more than control class. There were 20 students or 55% from experimental group who got graduated standard, and there were only 9 students or 25.71 who got graduated standard from control group.

3. The hypothesis H_0 was rejected and H_a was accepted. It means that there was a significant effect of using Debate method on improving students' writing Analytical exposition ability of the second year students at State Islamic Senior High School 2 Model Pekanbaru. It could be seen from the result of data calculation. The coefficient of t-test was 7.30. The writer found that $2.00 < 7.30 > 2.65$. It indicates that t_{observed} was higher than that of t_{table} in significant 5% and 1%.
4. Beside debate method, there are many more factors that influence students' writing analytical exposition text ability:
 - a. The intrinsic motivation of the students as well as motivations given by the teacher.
 - b. Students' initiative to express their thought in the writing.
 - c. Students' grammar ability.
 - d. Students' vocabulary mastery.

B. Suggestion

On this occasion, the writer would like to give some suggestion to the people who get benefit from this research. The writer suggest to :

1. The principle of State Islamic Senior High School 2 Model Pekanbaru to give the teacher support to teach better, especially English teachers as well as complete the facility of teaching learning process. And giving direction to the English teachers about there are some English teaching methods that are suitable for students.

2. The English teacher of State Islamic Senior High School 2 Model Pekanbaru to use the effective methods in teaching students. In teaching persuasive writing, in this case analytical exposition text, the writer suggests that the teacher can use debate method because it can improve students critical thinking and encourage students to express their opinion in persuasive ways. In turn, the abilities can be applied in writing analytical exposition text.

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