A CORRELATIVE STUDY BETWEEN STUDENTS' ACHIEVEMENT IN ENGLISH DEBATE AND THEIR WRITING ARGUMENTATIVE ESSAY

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Abstract: Arguing has been existing in our daily life as we do this all the time with a simple argumentation as well as the most complicated one. One of the activity in pedagogy field, especially in learning second or foreign language, having debate activity might be done as the way in enhancing students' ability in speaking particularly in arguing. Besides that, debate activity is beneficial for L2 learners in improving another ability for instance their ability in listening. However, not only are arguments delivered through a spoken way, but it also could be delivered in the written one. This way can be reached by making an argumentative essay. They're obviously have some similarities in term of not only the contents but also the process in setting up the arguments. In accordance, this paper presents whether or not students' achievement in debating correlates to their achievement in writing argumentative essay. However, the result was not as like as what it had been expected. As, the coefficient correlation was classified into a very low correlation. The discussion about the possible reason of why this could happen was also included in the last part.

Key words: debate activity, argumentative essay, argument, correlation

Argument is a position supported by clear thinking and reasonable evidence, with a secure connection to solid facts (Mayberry, 2009). Besides that, it also consist of evidence and/or reasons presented in support of an assertion or claim that is either stated or implied (Toulmin in Seyler, 2008:76). In argumentative essay, particularly, a writer will take a stand whether he/she wants to be pro or con toward the topic (Hidayah in Cahyono & Kusumaningrum, 2011:69). It is, moreover, defined by its purpose which is to persuade the reader of the correctness of a central statement. This text type is characterized by a three stage structure which represents the organizing principles of the genre: Thesis, Argument and Conclusion (Hyland: 1990).

Not only is delivered through a written form, but argumentation can be also delivered through a spoken form. It can be run by having a debate activity. Freeley (2009) proposed that *debate is the process of inquiry and advocacy a way of arriving a reasoned judgment on a proposition.* Alasmari (2013) in his journal states that *debating is a formal method of interactive and representational*

argument aimed at persuading judges and audience. In the practice, debate actually involves some skill besides students' speaking skill. Allied Health educators (2011) had administered debate activity in their teaching learning process to enhance students' critical thinking and commmunication skills in healthcare professionals. Frequently, in the implementation of debate competition, debaters are allowed to jot down their note onto a piece of paper. In writing process, this step is surely similar to brainstorming. Moreover, in the middle of the run debating, debaters importantly write down another argument as the rebuttal argument onto a certain form as they're listening another speaker from another side. This written form or column is named as *debate organizer* (Hidayah in Cahyono & Kusumaningrum, 2011:70).

Related to the similarities of the arguments in debate and in an essay, Huber and Snider defined that argument is the process in communication which is logic and is used to influence others, whether either in the written word or in the spoken one (2005: 2). Not only does argument aim in persuading the audience or its reader, but it also needs to aware of its content. It is necessary for either a debater or a writer to support every single argument with evidences strengthening his claim, for instances, facts and statistic as well as rational reason (Podis and Podis, 1984:35). So far, we've realized very well that writing activity, particularly in teaching learning process, is initiated by brainstorming activity. Obviously, so does a debate activity. A debater must build up the arguments as well as the evidences supported them in such a way in a form of debate organize (Hidayah in Bambang and Kusumaningrum, 2011). What most important is debate has a rebuttal to attack the opposition's argument as well as to defend the proposition's argument; in fact, in writing, this kind of argument better known as a refutation. It is used, for instance, when we're to make a certain letter to send to a newspaper editorial as our disagreement on a certain news (Seyler, 2008:101). Due to those similarities, this study was worth conducting in order to know whether or not students' achievement of those two activities correlate each other.

METHOD

This study had mainly employed a correlational design which belongs to quantitative approach. It was purposefully used to know the correlation between students' achievement in English Debate and their achievement in writing Argumentative Essay. Accordingly, the researcher collected the data in the form of students' score of their two activity in debate class and in their writing class. Further, the collected data of those two kinds of scores were analyzed by applying SPSS 16.0 for windows in order to know the correlation of those variables. Related to the answer of this study, there were two stated hypothesis –Null Hypothesis (H_0) stating *"There is no correlation between students' achievement in English debate and their achievement in writing Argumentative Essay"* and Alternative Hypothesis (H_1) stating *"There is correlation between students' achievement in English debate and their achievement in writing Argumentative Essay"* -

The population involved in this study was coming from the 4th semester students, which at the time of this study was being conducted, were having

debate class and writing class for Argumentative Essay. The scores were then collected from 50 students who automatically became the sample of this study. The fifty-students were asked to perform the debate in front of the class. During their performance in front of the class, the researcher scored their performance based on the prepared scoring rubric (scoring guide) which was adopted from *www.Kilara-p.schools.nsw.edu.au*. They were scored based on the three typical points in debate test or debate competition -matter, manner, and method-

'*Matter*' concerned so much on a speaker's argument related to the debated issue or was simply about the content of his/her speech. What to rate were the relevancy, logic, and the consistency of the argument related to the case. In addition, the adequate supportive example or evidence towards the provoking argument also become extra points.

The style of a member of the team in persuading both adjudicators and audience was considered as *manner*. Looking at the provided scoring rubric, the elements of this aspects covered eye contact, gestures, enunciation (pronunciation), and vocal variation. And the last was the method employed by the speaker which was mainly related to the structure and/or the organization of the debate. Lastly, *method* involved introduction, main body, conclusion, and time.

The points for each sub-aspects stretched from 1 up to 5. The total point would be obtained by summing up the points from each sub-aspect. The highest total point that might be obtained by each speaker would be 60 points while the lowest point would be 12 point. Meanwhile, the topic for the debate, known as *motion* in debate activity, were provided by the lecturers of the five classes that you can see as follows accompanied by the brief debate rule.

Rules of Debating	Every team will have 15 minutes for case-building Every speaker of each team will have maximally 7 minutes 20 second to deliver the arguments. The replyer will have maximally 5 minutes 20 second to deliver the summary of the debate. There will be one knock at the 7th minutes on the substantive speech and on 5th minutes on the replyer speech. And a continuous knock at the last second indicating the arguments must be stopped. POI can be proposed after the first minute of the speaker's argument signalled through a one-clap. POI must be proposed for only 15 seconds long.
Debate motions	THW Require Formal Education in Early Age THW Abolish Any Infotainment Program on TV THBT Beggar should not on the street. THBT Local Product is not Worse than Imported Product. THBT Juvenile Criminals must be Strictly Punished THBT university should only Open Department which Provide Job

After the debate scores had been entirely collected, the researcher continued the scoring on their writing of Argumentative Essay. Similarly to that happened in debate scoring, researcher used a writing scoring rubric taken from *http://www.ielts-writing.info*. The aspects of writing that were noticed were coming from some points such as focus, organization, sentence fluency, word choice, and convention related to the punctuation applied in their composition.

The first aspect to rate was the *focus* which indicated writer's position towards the topic and his provided relevant reasons and/or example to support his position. The second was the *organization* dealing with the organized writing product. The next was the *sentence fluency and word choice*. Here, a good essay employs some variety in its sentence structure as well as the word choices. In addition, whether they were in an accurate used or not. The last aspect was the *convention* covering the errors in grammar, spelling, and punctuation which might interfere the readers in understanding the essay. The rubric consisting of those 4 aspects ranged from 1 to 6 point for each. The total score was obtained by summing up the score from each aspect.

The writing prompt as well as one of the topics given for the students are presented as follows:

Instruction	You'll have 60 minutes to complete this writing assignment. Complete this writing assignment based on the provided topic. Please do the best job as you can.
Topic	Many cities suffer from serious air and noise pollution—as well as endless traffic jams because of too many cars. Some people feel that cities with extensive public transportation systems should ban passenger cars and force people to walk, bike, or use public transportation. Do you think this is a good idea? Why or why not?

After the scores of both variables had been well-collected, the researcher processed them into SPSS 16.0 program to start analyzing the result.

FINDING
Students' Writing Score

The following scores are obtained from 50 students which had been decided to take a part as the samples and to represent the population. You can see the complete result of the students' writing score on Appendix 1. For the writing score, the calculation of the result appears that the mean score or the average score is 39,8. This calculation is simply obtained by dividing the total score (1991,1) with the number of the involved samples (N=50). Further, students' score can be calculated in order to know the percentage of their score as presented below.

Table 2.1 : Percentage of Students' Writing Score

Score	F	P
81 – 100	2	4 %
61 – 80	7	14 %
41 – 60	10	20 %
21 – 40	28	56 %
0 – 20	3	6 %
TOTAL	50	100 %

As shown in the table above, the mean score lies in the range 21 – 40 in which 56% of the students' score existed. In another case, a very small number of students obtains the best score. Yet, it is only 4% of the total students (2 students) doing the test well. The highest score for this test reaches 87,5. Meanwhile, the lowest score results 16,7 which is got by 3 students lying in range 0 – 20.

Students' Debate Score
This part discusses the result of the calculation of the debate score. Based on the table showed in Appendix 5 debates results 42,03 as its average score. The result is obtained from the total score (2101,3) which is divided by the samples (N=50).

Table 2.2 : Percentage of Students' Debate Score

Score	F	%
81 – 100	-	-
61 – 80	5	10%
41 – 60	19	38%
21 – 40	26	52%
0 – 20	-	-
TOTAL	50	100 %

From the calculation, students average score in debate test is 42,03 which obviously lies in range 41 – 60. A half of the students' score, exactly 52% of the score, places the range between 21 – 40. However, this range is not considered as a good position of score as it belongs to low score. And, the rest of the percentages are lie on range 41 – 60 reaches 38% and 61 – 80 reaches 10%. None of the students places in the highest range of the score, neither in the lowest range. Since, the highest score for debate test is 73,3 which is automatically owned by range 61 – 80. Debate test seems quite difficult for the students as it is proved by the result of the calculation above that a successful result is not achieved yet due a half of the students' score is not as good as expected.

Correlational Testing
As I said in advance that all analysis in this research mainly employ the computation process by using SPSS 16.0. One of the role of SPSS 16.0 is finding out the correlational significance by using Pearson Product Moment Analysis.

Having completely collected the data, researcher ran the program which finally resulted the coefficient correlation as presented below. The result of correlational testing arises three important interpretation covering the strength of the correlation and the direction of the correlation itself.

Correlations

		DEBATE	WRITING
DEBATE	Pearson Correlation	1	.134
	Sig. (2-tailed)		.352
	N	50	50
WRITING	Pearson Correlation	.134	1
	Sig. (2-tailed)	.352	
	N	50	50

The correlation value between debate and writing is showed by Pearson Correlation resulting 0,134. That correlation value indicates how strong the correlation between debate and writing are. The result, however, means *a very low correlation* between those two variables due the appeared coefficient correlation is only 0,134 which lies between the interval 0,00 – 0,20 refering to the interpretation table of coefficient correlation given by Sugiyono (2009) which had been attached in the previous chapter. The correlation itself belongs to the *positive correlation or directional correlation* as the Pearson correlation value is in the positive number and is not in the negative one. This means that as one variable gets increased, another does too. This also happens if a variable gets decreased, another will get decreased. Under the Pearson correlation, it is stated the *Sig. (2-tailed)* which is used to measure the significance of correlation and is discussed in the next part later on. The last point come up in the table is the number of the involved sample. It shows 50 which means that all samples or their scores had been included into the calculation.

Hypothesis Testing
Given the fact that the coefficient correlation results a very low correlation, the hypothesis testing hasn't been found yet. To find out whether or not the alternative hypothesis is accepted, the researcher consults the decision to the similar table used to know the correlation value.
This research proposed two hypothesis which had been stated in the previous chapter. Both the coefficient correlation and *Sig (2 tailed)* appeared in the table will analysis the hypothesis in the research.
Based on the output of correlation value resulted from SPSS 16.0, the value marked by *Sig. (2-tailed)* is 0,352. This is obviously higher than the level of significance (5% / 0,05). It automatically indicates that H_0 stating "There is no

correlation between students' debate ability and their argumentative essay achievement" is accepted.

DISCUSSION

The computation result showed that the correlation value is only 0,134 which is automatically considered as the very low correlation. The low of the correlation value finally affects to the hypothesis testing which accept the Null Hypothesis (H_0). It definitely means that students' debate achievements does not correlate to their achievement in argumentative essay. It is quite surprising, since the expected result is accepting the Alternative Hypothesis. This certainty is laid onto the stuck similarities between debate practice and argumentative essay. The theory had been well stated that those activities serve argumentation though the forms are obviously distinct.

Debate and argumentative writing involve the speaker or the writer to take a stand if they want to be the pro or the con (Hidayah in Cahyono & Kusumaningrum, 2011:69). Moreover in her journal she also stated that when debaters write down the argument and the evidence into what so called as debate organizer, it can be considered as brainstorming and will help students compose the argumentative essay.

However, the very low correlation might be caused by some factors. In the practice, both activities –debate and writing- very much concern with students' critical thinking in order to convince their audience or reader. Since, those two particular activities aimed in catching other's belief. However, there is certain aspect that necessarily calls for a speaker's ability in debate. Obviously, speaking is not the only ability that's needed in debate. Since, students' listening ability is also importantly involved in responding the arguments delivered by the opposition team (Meany & Shuster, 2003; Alasmari, 2013). This listening ability is needed, particularly, in rebuttal and POI session. POI and rebuttal will be successfully done by a speaker with a good listening skill as when the listener can catch the speaker's argument, he must be able to respond the argument easily. This is proved by Shumin's statement that aural medium takes an important role in one's speaking ability. He states that if one cannot understand what is said by his/ her partner, it will be impossible for him to respond (Shumin in Richards & Renandya, 2002:215). Even though, debaters had been given a week to prepare their argument, they won't be able to do the similar thing in rebuttal and POI. Rebuttal is done directly after the argument given by the opposition team which is impossibly known previously before the ongoing debate. Thus, debaters will have no preparation for this.

Furthermore, students' experience in debate may have an impact towards their competence in debate itself. Some samples involved in this research join debate club conducted in this college. They have some practices for debate outside the class period. Meanwhile, those who don't join this club will have the debate practice only in their class. From this activity, they'll be get used to responding the argument during their practice, for instances, in responding the rebuttal or POI. Based on the observation and the score of the debate as well as

the writing, students joining debate club tend to get better score than those who don't. It is assumed that their prior knowledge as well as their habit lead them in ease in doing the debate. This seems in line with the statement given by Brown and her colleagues in Nunan (1999) who identified the factors causing difficulties in speaking as well as the way in helping the L2 speaker. Brown in Nunan (1999) found that prior experience as a listener helps speakers improve their performance as a speaker.

Another aspect that seems to affect is the structure used within the debate activity and essay writing. The term structure is used within debate and writing activity. Yet, the structure in debate is not merely about the delivered sentence; differently it is about the structure of the speech. This becomes one of the marked aspect which belongs to method in debate (D'Cruz, 2003:15). Meanwhile, in writing, International Reading Association (2004) attaches the term organization in its persuasive writing scoring guide -which has been used in this research to assess student's essay- to identify the structuredness of the paragraph or the quality of each sentence setting up the essay. In this case, students might find themselves in difficulty in constructing the sentence with the correct grammatical and in setting the paragraph coherently. As, writing still becomes a challenge of how to produce a coherent, fluent, extend piece of writing in L2 (Nunan, 2000 in Nacira, 2010).

In sum, it is assumed that learners are still facing some difficulties both in debate and writing. Those difficulties have seemingly become the factors affecting students' ability in debate and writing which further give some impacts to their achievement in debate as well as in writing. Due to those possible factors, the result of this research seems contradictive to the previous study and other supportive theory regarding some points of the similarities between debate and argumentative essay. Therefore, the correlation of students' debate

CONCLUSION

The output of the calculation done by SPSS 16.0 programme had clearly shown that the cefficient correlation was 0,134. Based on the Sugiyono's interpretation table (2009), this value was considered as a very low correlation. As a result, the hypothesis testing also decided to accept the Null Hypothesis since the value of significant 2-tailed was indeed higher than 0,05. In accordance, there is no correlation between students' achievement in English debate and their achievement in writing Argumentative essay.

Thus, the result of this study doesn't seem in line with the previous study. The low of the coefficient correlation was assumed to be affected by some factors either from the students' debate ability as well as its difficulties or the writing difficulties encountered by the students.

SUGGESTION

It is insisted for the future researcher to conduct the similar study with the different sample. It is very suggested for the researcher to choose the sample having a quite long experience in having both debate and writing practice. Researcher might have the study on students who join debate club regularly and have writing class. In addition, for the educators of second/foreign learner might

be able to integrate a skill with another skill since actually the four skills in learning English can't be separated.

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