

**THE IMPLEMENTATION OF ASSERTION, REASONING, EVIDENCE,
AND LINK BACK (AREL) ARGUMENTATION FORMAT TO ENHANCE
STUDENTS' SPEAKING ABILITY
(An Experimental Study at Second Grade Students of SMAN 4 Banda Aceh
in Academic Year 2019/2020)**

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CHAPTER I

INTRODUCTION

This chapter presented the background of study, the research questions, objective of the study, the scope of study, the significant of study and the hypothesis of this study.

1.1 Background of Study

Mastering speaking skills need a lot of practice, and speaking English well and fluently needs a long process. The mastery of speaking skills in English is a priority for many second language or foreign language learners (Richard, 2008:19). Consequently, the awareness of students to evaluate their success in speaking English is when they feel there is an increase that they get when attending a course.

Nowadays, the importance of English proficiency for the young generation to face the ASEAN Economic Community (AEC) is encourages English teachers to find several techniques and strategies in teaching English to improve students' English language skills. English that becomes an international language right now seems to require the young generation to speak English. Speaking is like a daily conversation in which they usually watch English film, speech, and listen to an English song.

In Indonesia, teaching English is one of the compulsories subjects in school declared by the Government, since, Independence Day (Nirwana and Kurniawati, 2018:2). It aims to make students easier for youths to compete in the

national and international. However, according to Burns (2012:37) most foreign language learners, speaking in the target language is not an easy thing to undertake because learning to speak a foreign language requires more than knowing grammatical and semantics rules. In addition, Ziaurahman (2015:240) explain that EFL / SLA learners have their own anxiety when learning foreign languages such as English, many students can read and write using English easily but they cannot speak correctly and fluently when having to communicate using that language.

Mai 2011 in Ziaurahman (2015:240) state that various factors can influence student participation that may be related to teachers, students, classrooms and classroom activities Therefore, teaching English is needed an appropriate strategy to apply in teaching English must be dealing with the students' needs, and interests to motivate them in mastery English language.

Additionally, the duration of the English subject in the school is limited. Therefore, they only have 90, minutes a week (Compulsory Class) and there are readability classes that have 180, minutes a week to learn English and practice their English. But, it stills not enough to mastering English because they still use their native language in daily communication. Additionally, in the teaching, and learning process, students still use Indonesian to communicate with each other except the speaking class. The reason is the teacher will take their score in the speaking class, so that they should use English when performing in the front of the class.

Besides, based on the information from an English teacher of SMAN 4 Banda Aceh in, she said that the other factor of students' difficulty in speaking performance students still lack of understanding of the material. Students do not know what kind of information should they are talking about in the front of the class. The difficulties of some students are not only for mastering vocabulary and using the correct grammar, but also in generating ideas.

According to Ur in Junaidi (2011:6) several problems may prohibit the students to develop their speaking skill which includes low motivation in learning English because of their school and their environments are not use English in daily communication, students are lack of the previous study about grammar and vocabulary, students are lack of idea, only using their mother tongue in classroom, and other problem else. Therefore, the researcher wants to apply a method that considers making a situation where the students are motivated to speak and use their critical thinking, so that they will try to find out the information to show their speaking ability in the front of the class.

Many techniques that can be applied in teaching English-speaking classes for senior high schools, such as discussion, role-play, storytelling, interview, brainstorming, information gap, and debate. Nevertheless, in this research, the researcher considers to debate technique to enhance the students speaking ability.

This research supported by studies that have been conducted by another researcher. Rahmawati and Syafiq (2017) were conducting the study under the title "Improving Speaking Skill through British Parliamentary Debate by Using

A.R.E. L for Nursing Students. The subject of this research was the nursing students of STIKES Muhammadiyah Kudus at fourth grade semester". The researcher conducted the study about one month for seven meeting. And the results of this study were students are able to arrange the argument systematically and logically, and students' speaking ability was improved because of debate atmosphere that created.

The second previous study was by Maulana (2018) at second grade students of SMAN 1 Banda Aceh where he takes 20 students as the sample on his research. During his research, the researcher conducts a pretest and post-test. Also, he conducted the treatment about four meeting before the post-test is given. And the result of his study shows that the implementation of the debate technique improved students' speaking ability. It can be concluded that debate technique is an effective technique to teach speaking for EFL students.

And the third previous study was done by Junaidi in (2011), under the title "Using Critical Debate Technique to Improve Students' Speaking Ability". The subject of this study was 31 students at second grade students of SMAN 1 Sakra, Lombok. It is the classroom action research where the study was conducted on three cycles of three months, and about nine meeting. The result of this study proves that critical debate technique is an appropriate technique to improve students' speaking ability, motivate students during the learning process, and promote students' critical thinking.

Moreover, Khoironiyah (2011:26), a debate can motivate students' to think harder, moreover if they must defend their stand or opinion which is a contradiction with the conviction themselves. Debating is a contest of argumentation where two opponents of individuals or teams defend and attack a given proposition. In the learning process using a debate system can train students to collect the latest information, encourage the development of listening and oratory skill in which students should think critically, and provide methods for teachers to Assessing students' learning quality.

The debate is a speaking activity where the situation in which opposite points of view are presented and argued. The debate is considered as an effective method to enhance students' speaking skills that used to construct the argument, create the logical idea, work in a group, share knowledge and arrange the information to be delivered in substantive speech. Halvorsen in Baso (2016:159) says that debate forces students to think about the multiple sides of an issue, and it also forces them to interact not just with the details of a given topic, but also with one another.

There are three criteria that are assessed by adjudicators during substantive speech are manner, method, and matter. According to (Finkel, 2010:6), in the debate, three elements contribute to persuasiveness the audience and the adjudicators. They are matter, manner, and method. The manner is the way to deliver the speech that includes voice, body language, eyes contact, and notes. And the method is the structure and timing in the speech. Then, matter refers to arguments or body of speech. A good argument has an A-R-E-L. It is structure of

argument used in the debate that stands for Assertion or topic, Reasoning or explanation, Evidence or example that supports the previous explanation and Link back to the topic.

From the above facts, the researcher is interested to know the Influence of the debate content delivery technique in English learning. And the extent to which such techniques can affect students' speaking skills. Hence, the writer wants to research about "Implementation of A-R-E-L to enhance students' speaking ability: An experimental study of second grade students of SMAN 4 Banda Aceh in Academic year 2019/2020"

1.2. Research Questions

Based on the background, the researcher formulates the research questions as follow:

1. Does A-R-E-L can improve students speaking ability of second-grade students of SMAN 4 Banda Aceh?
2. What are the students' perceptions about the use of A-R-E-L in teaching speaking?

1.3. Objective of the Study

Since the researcher is curious to know how to improve students speaking ability of second-grade students of SMAN 4 Banda Aceh in Academic year 2019/2020, the objective of this research is formulated as follows:

1. To know how A-R-E-L can improve students speaking ability of second grade students of SMAN 4 Banda Aceh.

2. To know the students' perceptions about the use of A-R-E-L in teaching speaking.

1.4. The Scope of the Study

The researcher conducts this study on the second-grade students of SMAN 4 Banda Aceh. In this study, the researcher limits her study only on speaking ability. Here the writer wants to analyze the improvement of students' speaking ability by using AREL at second grade students of SMAN 4 Banda Aceh in Academic year 2019/2020.

1.5. The Significance of the Study

The researcher hopes that this thesis would give useful information for those who read this:

1. For the Teacher

The researcher hopes that this thesis could be a good guide for the teacher to teach English. Moreover, the researcher hopes that the teacher would be aware of the students' speaking ability and would take efforts to find the better method in teaching speaking. Therefore, they will be able to enhance students speaking ability.

2. For the students

By studying this thesis, the students will realize that they need to use their critical thinking in their speaking performance and they should speak sequentially to interact with their listener and get a trust from their speech. Furthermore, they will be more motivated in learning English.

3. For researcher

By conducting this research, the researcher gets more extremely valuable information about the improvement of students speaking ability by using debate techniques. She could help students to enhance their speaking ability and would be able to improve her speaking ability by learning about that format.

4. For other researchers

This research will give some contributions to other researchers who will search a similar topic about speaking ability.

1.6. Hypothesis of Study

To know whether or not the A.R.E.L argumentation format can improve students' speaking ability. There are two formulated hypothesis proposed:

Alternative Hypothesis (Ha):

1. A.R.E.L argumentation format improves students' speaking ability.

Null Hypothesis (Ho):

1. A.R.E.L argumentation format cannot improve students' speaking ability.