

**THE REFLECTION OF ANALYZING STUDENTS RESPOND ABOUT
ENGLISH DEBATE TO THE ELEVENTH GRADE OF SMKN 3 LANGSA**

SKRIPSI

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ABSTRACT

Yeni Salfa Karina. R. 2022. The Reflection of Analyzing Students Respond About English Debate to The Eleventh Grade of SMKN 3 Langsa. Skripsi, English Department, Tarbiyah and Teachers' Training Faculty at IAIN Langsa.

The objective of this study is to find out how is reflection of analyzing students respond about English debate and is there any difficulties related to English speaking debate. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, actions and others holistically and by means of description in the form of words and language. The data in this study has been taken by questionnaires and interviews, data collection technique by giving a set of questions or written statements to respondents to answer them, also verbal debriefing process, where two or more people handle physically people can see the face of others and listen to the sound it turns out that direct information gathering tools on several types of social data. This study used a survey research including questionnaires and interviews to collect experiences from the subject of study. The subjects of study in this research were the students who had participant in English speaking debate and all students in class XI boga at SMKN 3 Langsa. This result focused on students about English debate and the reflection about perception students with English debate. After collecting the data were analyzed, displayed and described in order to have the results students can't speak English fluently and they also lack of foreign languages.

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Yeni Salfa Karina. R

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CHAPTER I

INTRODUCTION

A. Background of Study

English is the second language in several countries English has been used to communicate with foreign nations for a long time. In this case many people learn English and make English this language as the second language that must be learned, even in schools there are English lessons. Indonesian people continue to fluent their English and become native speakers, so that the English they learn can be used to talk with foreign. There are various kinds of ways to learn English, namely by memorizing, learning, and practicing speaking.

Learning English speaking through debate can be important meaning that debate make a big contribution to democratic life, including in education. In the world of education, debate can be a valuable method for increasing thinking and reflection, especially if students are expected to be able to express opinions that are basically contrary to themselves.¹ Speaking English debate can help students channel their ideas, ideas and opinions. The strength of this method is the ability to raise the mental courage of students in speaking and to be responsible for the

¹ Melvin. Silberman, *Active Learning 101 Cara Belajar Siswa Aktif*, (Bandung: Nusa Media, 2006)

knowledge gained through the debate process, both in class and outside the classroom, especially debate in English.²

The debate is a form of modern rhetoric which is generally characterized by the existence of two or more communicating in language and trying to influence the attitudes and opinions of other people or parties so that they are willing to carry out, act, follow or at least have a tendency according to what is desired, by the speaker, by looking at the type of communication spoken in English. Debate is a very appropriate and strategic forum to develop thinking skills and speaking skills. Debate can also make a beneficial contribution to students.³

Students' reflection enables students about debating what they have learned about debate and take their respond about English debate enables pupils to develop their views and draw connections in order to improve their comprehension of English debate. In class, the students is one of the ways for students to understand the learning program that completed the process debate. Reflection is useful during education transitional in a school, and can help students be more successful in their understanding on learning English.

Through forming new connections and connecting disparate ideas, reflection aids students in gaining a deeper grasp of what they have learned. We can deepen our comprehension of the lessons we've learned by forming new

² Melvin. Silberman, *Active Learning 101 Cara Belajar Siswa Aktif*, (Bandung: Nusa Media, 2006) p.7

³ Ardi Santoso, *Be the winner in Debate*, (Semarang: Elfhar, 2004), p.1.

connections and expanding on what we already know. This can also aid in our comprehension of a number of novel concepts that are connected to other course topics. We can use this concept to gain a deeper understanding of previously taught material. It is anticipated that this will enhance students' comprehension of debate.

The process of reflection to get response is necessary for learning process with this the ability of student can be reviewed and practiced in relation to different questions. Therefore, reflection helps develop deeper understanding of a difficult material. For Dewey reflection is an essential part of the process of making understanding that pushes learners from one experience to the next; the kind of thinking that consists of subject observation and review of their thought. Reflection is necessary for learners to be able to effectively manage complex thinking processes and outcomes. Reflection is an active, disciplined and deliberate strategy.⁴ It is incorporated into the processes and activities of teaching and learning to know how students respond to understanding.

Kaplan and Ropey propose the nature and content of reflections: descriptive, dialogic, and critical reflection. Reflection refers to the well thought related to the desired purpose develop reasons for actions taken based on personal judgment.⁵

⁴John Dewey *"Defining Reflection: A Restatement of the Reflective Thinking to the Educative Process"* *Boston Creative Education*6, no.4 (March2015): p.293.

⁵. Robert D, and Robert S Kaplan, Rupley W H, Sparks J, & Holcomb A, "Comparing Traditional Journal Writing with Journal Writing

There are many contents of reflection. However, researchers want to explore students' response about English debate. Researchers only specialize in the content of dialogic reflection of students' response. The experiences of students involved in this study were categorized reflection. This kind of reflection encourages students to communicate their thoughts, experiences, and problems about what they have gained after completing the English debate. The students are expected to find out higher motivation in learning English debate with by having a better sentences structure, so that they will be more confident in participating in the English debate.

The students are motivated to apply their knowledge they gain in classroom in their life. From their experience, the students should reflect on what they have done outside classroom related to what they have learned in classroom. Debate is an activity to fight for team arguments by conveying strong and relevant evidence so that team arguments win with a formal discussion on a particular topic in a public meeting, in which opposing arguments are put forward.

Debate provides an experience by which students can develop competencies in researching current issues, preparing logical arguments, actively listening to various perspectives, different between subjective and evidence based information, asking cogent questions, integrating relevant information, and

formulating their own opinions based on evidence.⁶ In a formal debating contest, there are rules for participants to discuss and decide on differences, within a framework defining how they will do it were first explained by the teacher how to do an English debate, for beginners it would be a little difficult for students because they did not understand the way English debate or using English language.

In conclusion, the researcher expected to Students responses about their problem in English debate and what they have experienced in learning debate. The students' reflections in the class can be observed on student that their problem about the English debate, which is the students say English debate are difficult because they cannot speaking in English and lack of English vocabulary. This research is expected to be able to analyze their response about English debate that they are not afraid to talk in English and take a part in competitions or matters on the English debate and can develop their ideas for a better understanding about speaking English.

Establishing new connections and connecting disparate ideas, students are able to acquire a deeper understanding of the material they are studying. However, it is important to monitor how well students are understanding English debate and how they are responding to it.

⁶ Darby M, *Debate: A Teaching-Learning Strategy for Developing Competence in Communication and Critical Thinking*, (Norfolk: Old Dominion University, 2007), p.78. E-pub 2007 Oct 1, Available at <https://www.ncbi.nlm.nih.gov/pubmed/18173892#>, access on January, 18th 2017

Therefore, the researcher decided to conduct a research entitle “**The Reflection of Analyzing Students Response about English Debate to the Eleventh Grade at SMKN 3 Langsa**”

B. Research Question

The aim of this study is to observe reflection students’ response about English debate in the eleventh grade at SMKN 3 LANGSA, with the idea on focusing what do the students think about English debate and whether the reflections their response about English debate. With this aim, the researcher wanted to answer this question:

1. How is the reflection of the students’ response about English speaking debate?
2. Are there any difficulties related to English debate at SMKN 3 Langsa?

C. The Purpose of Study

Based on the formulation of the research questions above, the purpose of this study is to find out there any difficulty analyzing students about English debate and also to find out difficulty faced by students about English debate in the class.

D. The Significant of Study

The result of the research can illustrate how deep students understand and how they skill about English speaking debate, here is the researcher focus on their respond. The researcher hopes that the results of this research are useful to students. Some of the advantages that can be obtained are deep understanding of that has been studied about English debate or they are ever seen English debate in a competition before. The results are useful to teacher and students. Some of the benefits that can be obtained are student reflection on the performance of the teacher in sending the course and the information concerning the differences students respond that appear based on their reflections about English debate.

1. Theoretically Benefits

The researcher hopes that the results of this study not only provide information of reflection students respond about debate but also can be used as a reference for other related researchers.

2. Practically Benefits

- a. English debate can also use the results of the study as on vocabulary and can be increase speaking skills, debate learning activities that the objectives of the English speaking teaching and take the students respond.
- b. For students, the researcher to do research of students respond and it can take some information to identify their problems in speaking

English debate. In addition, they are also expected to tell about their response in debate, their abilities in vocabulary and their speaking in English debate.

- c. For readers, it is expected that reading this final assignment, it can expand their knowledge about one way before practice English debate and do not be afraid take a part in competitions if we can master speaking English clearly or matter on English debate and can develop your ideas for a better understanding.

E. Scope Of Study

This study focused on Students' response about English debate, with the scope of study which reflections of students' to get respond by students about English debating. This understanding is suitable to be used as a reference by the researcher by conducting research aimed at reflection students' response with English debate.

CHAPTER IV

FINDING AND DISCUSSION

A. The Finding Research

In this section, the researcher would have present with the reflection of analyzing students respond about English debate to the eleventh grade of SMKN 3 Langsa.

The research presented the finding of the study that which is based on the students the responses they know about the debate. The researcher explained that according to what had been researched, the researcher conducted research in the form of questionnaires and interviews conducted in class XI at SMKN 3 Langsa. This study discusses in detail about the Collection Technique the data.

Data Collection Techniques in the research method is the interview and questionnaire that can be done when retrieval of questionnaire data in the field. There are some improvements to data collection techniques that must be carried out in order to obtain the validity the result of this research. The following researcher presented the findings of the study.

1. Analyzing Students response about importance English

English language is important to communicate with foreign. In this area English language has a lot of things and we can learn in everywhere, but there is students cannot do speaking English because they think

English language is difficult. The researcher did study at Smkn 3 Langsa for knowing who students has different things that English language is must be learn by students and respond students about English debate, based on survey in grade IX students in learning English at Smkn 3 Langsa, found weaknesses in learning English, among others.

First, during the learning process especially English, students often have difficulty learning with English debate material, it was seen when the researcher become a training teacher at the school; therefore the researcher wants to research and find out the students responses to English speaking through debate material.

Second, students are not interested in learning English, researchers will conduct research related to the causes of students not really liking the lesson so that students are afraid and not interested in participating in the debate competition by doing an interview and questioner.

2. Result of Interview

Researcher used interview of the students respond about speaking debate about instrument researcher can identify that the students responses. The researcher looking students who ever following English debate competition and ask them how they reflect.

In the interview researcher take three pupils ever participated in the debate competition, the researcher wants to take reflection students about English debate to make conclusion about students' response. This is the

result use the interview type. The result of the interview is students who have learn and follow English debate competition to make students reflect about English debate. That is the interview that have done do the study.

- a. From the researcher has received interview answers from students who have participated in the English debate, from interview questions 1 and 2:

- First student said that:

“I once participated in an English debate competition at the school level, it was said that I could not talking English clearly, not too well, but if I spoke English I could. When I took part in the English debate competition, I had to learn the motions of the debate actually it is not difficult to speak English if we know the vocabulary”

- Second student said that :

“I took part in a debate competition when I was in first grade, I couldn't speak English fluently, but I could speak and understand people speaking, so I took part in a debate competition at first and it turned out that I was chosen, studied a lot and read. English can train us to speak fluently.”

- Third student said that:

“I have participated in a debate competition but did not win, but at least we have tried with the insight we have and the

skill to speak English, the positive impact is that we know how to speak English in the competition, why are we afraid or ashamed to speak English.”

From the interview answers above, summary of student interview answers the three students stated that they had different positive impacts. One of which was speaking fluently and being more braves to appear in public. The researcher asked the next interview questions 3 to 5(see appendix 1)

- First student was respond:

“Interesting experience by first students, there is no need to be afraid because we are both learning. To help improve speaking, speaking in front of a mirror can also facilitate. First student opinion is not afraid to take part in debate competition if we master a lot of vocabulary”.

- Second student was respond:

“In conducting English debates in the competition, we are more thorough in correcting the way we speak ourselves, at school we have also been taught, according to the third respondent it will be difficult to do if less of vocabulary”

- The third student was respond:

“Students who are afraid to speak English are reasonable, because from we are child were not introduced to English, so that most students here do not master vocabulary and are

afraid to try speaking English that is why the students no want to take part English debate competition”.

3. Students' Identify Respond

In this result showed 25 students give response is difficult to practice English debate, some students said English speaking debate could not be done because lack of vocabulary, it is not enough take data with interviews, the researcher took the initiative to provide a questionnaire to answer the second question, that is clearer and answered about is there any difficulties about the researcher has given questionnaire and it is the result of the study From the data that the researcher survey, the researcher gave students questionnaires for know how they response to the English debate, are students fluent in English at class IX.

On average they answered the first question by agreeing because English is important in their lesson it make students want to learn, especially since English is often used as an international language that has led to the world. In the second question the students began to answer. English pronunciation is difficult and the pronunciation is difficult, making the average of the student answers difficult to learn English.

Here can we see a glimpse of why the students in the class are not interested in the debate competition, but the question makes the

perception clearer about the difficulty of speaking English by studying debate material at school. In this third question, the researcher asked whether according to the students English is difficult to pronounce, and 10 people 25 answered "yes, English is difficult to pronounce because the pronunciation of the pronunciation makes speaking English not too easy among students at SMKN 3 Langsa."

In the fourth question, the researcher began to discuss the topic of the researcher title by asking questions about the English language debate so they know what debate was, when researching at the school the researcher. Help by the teacher in the class to explain what the meaning of the debate material that will be asked 4.5, 6, 7 and 8. The researcher explained a little about the English debate starting with the debate in English and the teacher in the class helped researcher in explaining the definition English debate to how to do it. The teacher in the class gave an explanation about the English debate, so that students could answer the next question clearly and directly.

In the next question from the questionnaire, the researcher began, asking what the students thought about speaking in the English debate. Is it easy or difficult to do and is it difficult to do the pronunciation. For this question, 3 out of 25 students answered speaking and the discussion in English debate was not difficult to do, they answered by listening and practicing English speaking, as well as practicing pronunciation to speak English, so English debate is not

difficult to do. Meanwhile, others answered that speaking in English during the debate was difficult.

In the issue raised regarding the English debate, the researcher needs to ask whether students have ever participated in an English debate competitions at the school level or in the level, in this case the sixth question the researchers ask about this. Of the number of students in class 25, only 3 people have participated in English debate competitions and training which was discussed in the interview about what and how these students participated in the school level debate competition, and 3 people who have participated in this competition, the researcher discussed in the interviews.

In the sixth question, on average, the students have never participated in the school level debate competition, and 3 people participated in the English debate competition. Any level and only ever studied in school. The seventh question is a question to make sure that it will be clear later in concluding student responses whether speaking English with debate theory is easy to do to take part in the English debate competition. As for the answers from the students in the seventh question, most of them answered that they did not know, because these students had never participated in the English debate competition, thus making the students not know whether or not speaking was easy or not for the English debate competition.

In the last questioner the researcher gave a question about asking the students whether this English debate is difficult to understand and do, because the majority of the students are those who have an Indonesian mother tongue, which make them on average they do not know. About the English debate and how difficult is it to speak English with debate theory.

B. Discussion

Learning debate theory at school take student responses is a gradual process. Student responses about their problem in English debate and what they have experienced in learning debate. The student's reflection is problem about English debate, which is the students say English debate are difficult because they cannot speaking in English and lack of English vocabulary. This research is expected to be able to analyze their response about English debate, so that they are not afraid to take part in competition or matters on the English debate and can develop their ideas for a better understanding about speaking English.

Students to source understanding of what they are learning through make any new connections and relating have different ideas, they are still think about English debate are difficult because they cannot speak English but whether in learning debate has been clear, this needs to be observed concerning how much students understand with English debate and what they responds with English debate.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

In this conclusion is the present suggestions on the basis of study results and discussions. Conclusions deal with the reflection of analyzing students respond about English debate to the eleventh grade of SMKN 3 Langsa.

Therefore, find about debate English is the theory at school to make students speaking with English language. English debate can also use the results of the study as feedback on vocabulary and can be increase students speaking skills, from the data the researcher take conclusion is students who ever take part with English debate competition they are said that English debate are not really difficult to do, but another students in the second questions that is students respond about English debate said that debate are difficult because on average 80% of students less of vocabulary, the reason that makes them say that English speaking debate is difficult.

B. Suggestion

The researcher hopes that the results of this study not only provide information of reflection students respond about debate but also can be used as a reference for other researchers. The suggestions were given to the students:

1. The school should pay more attention to the problems students face in the learning English speaking process. Especially teacher who are responsible for teaching students in the class.
2. Students are learning speaking English and give them motivatio