

**EXPLORING TEACHERS' STRATEGIES IN
ENGLISH DEBATE EXTRACURRICULAR: A STUDY AT
RUHUL ISLAM ANAK BANGSA**

THESIS

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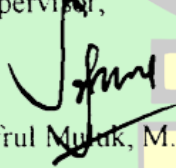
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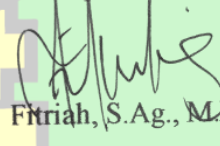
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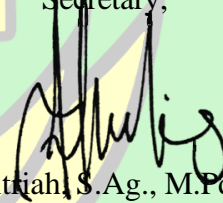
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**Exploring The Teachers' Strategies in English Debate Extracurricular:
A Study At Ruhul Islam Anak Bangsa**

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,


Bella Qumaira



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah rabbil'aalamiin. Praise be to Allah, the Lord of the worlds, who gave me health and everything I needed at the best time. May Allah bless me in every step of my life. Then, shalawat and greetings to the Lord of nature, the noblest human being on earth, prophet Muhammad. May we all get his intercession in the last days. *Aamiin ya rabbal alamin.*

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I realize this thesis is far from perfection, and constructive criticism and suggestions are expected to improve it in the future.

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ABSTRACT

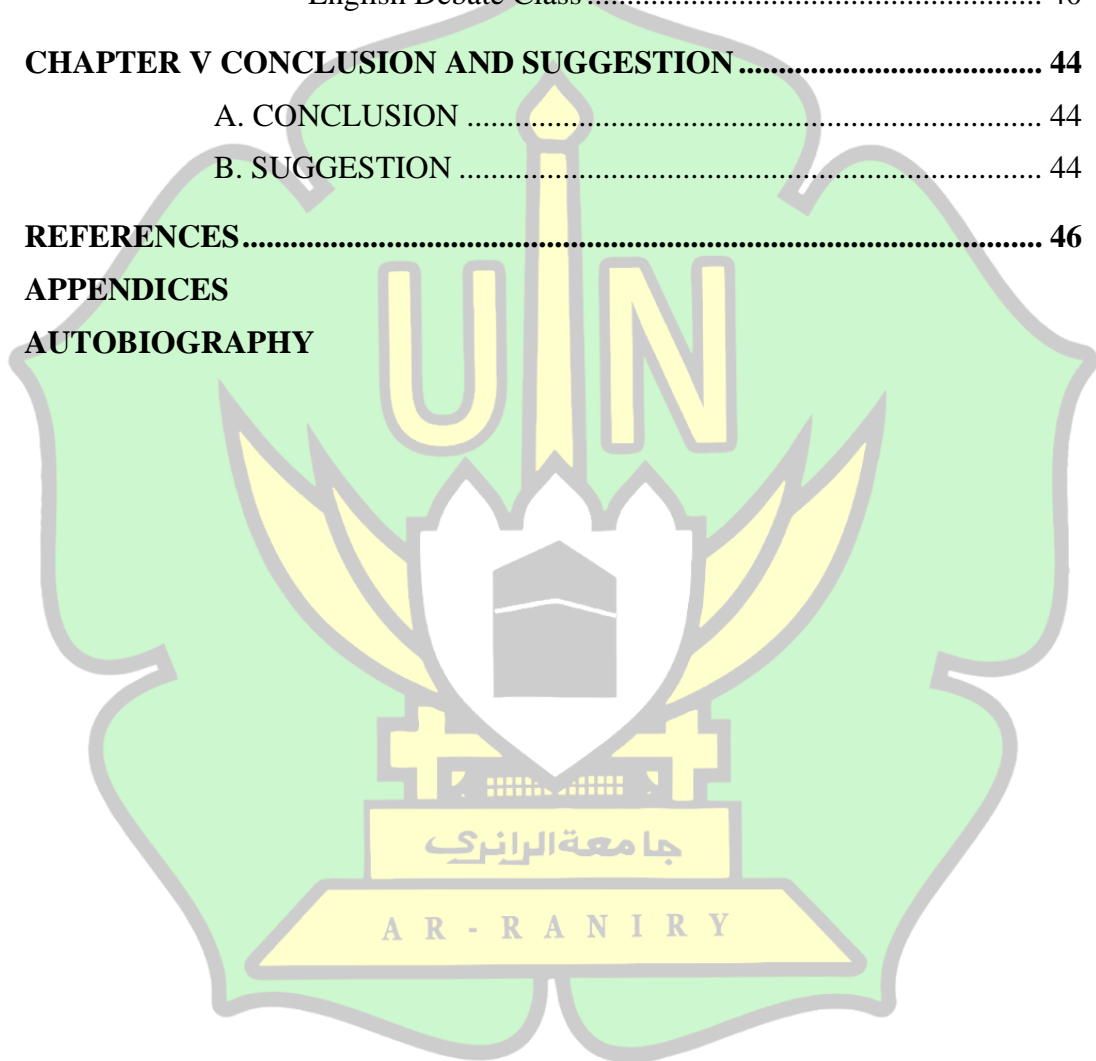
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Debate is an effective teaching instrument for developing critical thinking, argumentation, and speaking skills. Applying teaching strategies is one of the auxiliary components that can support educators in the classroom and aid in students' skill development. This qualitative study was to explore and describe the implementation of English teachers' strategies in English debate extracurriculars. The participant of this research is an English debate teacher at MAS Ruhul Islam Anak Bangsa in Aceh Besar. Data collection by interviews and observations. Findings show that teachers used several strategies in teaching English debate extracurricular classes at MAS Ruhul Islam Anak Bangsa, including collaborative learning strategies, discussion learning methods, practicing arguments regularly, brainstorming, and encouraging students. The implementation of strategies in teaching extracurricular English debate classes at MAS Ruhul Islam Anak Bangsais as follows: 1) Providing debate motions at every class meeting. 2) Providing a clear and structured discussion guide. 3) Regular training is on Saturdays, and intensive classes are held at night. 4) Involving students to exchange ideas. 5) Giving appreciation, motivation, and participation in student activities.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	i
ACKNOWLEDGMENT	ii
ABSTRACT	iii
TABLE OF CONTENTS.....	iv
LIST OF APPENDICES	vi
CHAPTER I INTRODUCTION.....	1
A. Backgrounds of Study	1
B. Research Questions.....	6
C. Research Aims	6
D. Significance of the Study.....	6
E. Terminologies	7
CHAPTER II LITERATURE REVIEW	9
A. Teachers' strategies	9
1. Definition of Strategies.....	9
2. Types of Teaching Strategies.....	10
3. Debate Training Strategy	12
B. English Debate Extracurricular.....	14
1. Definition of Debate	14
2. Functions of Debating.....	15
3. Definition of Extracurricular	17
4. Competition in Debate.....	19
C. English Debate Extracurricular at Ruhul Islam Anak Bangsa..	20
D. Previous Studies	21
CHAPTER III RESEARCH METHODOLOGY	24
A. Research Design	24
B. Research Sites and Participants	25
C. Methods of Data Collection.....	25
1. Interview	26
2. Observation.....	27
D. Methods of Analysis	28
1. Data Reduction	28
2. Data Display	28
3. Verification and Conclusions	29

CHAPTER IV FINDINGS AND DUSCUSSION.....	30
A. FINDINGS.....	30
1. Interview	30
2. Observation.....	33
B. DISCUSSION.....	35
1. The Strategies Used By the Teacher in English Debate Class.....	36
2. The Way of the Teacher Implement the Strategies In English Debate Class	40
CHAPTER V CONCLUSION AND SUGGESTION	44
A. CONCLUSION	44
B. SUGGESTION	44
REFERENCES.....	46
APPENDICES	
AUTOBIOGRAPHY	



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisors
- Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research
- Appendix C Confirmation Letter of Conducting Research from MAS Ruhul Islam Anak BangsaAceh Besar
- Appendix D Interview Guidelines
- Appendix E Observation Guidelines
- Appendix F Documentation of Reaearch



CHAPTER I INTRODUCTION

A. Backgrounds of Study

Generally, in Indonesian schools, English is taught as a required subject from elementary to university. Naturally, using English has grown in popularity in recent years, and many Indonesian schools have evolved to become international standards-based institutions that employ English as the primary language of instruction. Furthermore, regardless of how closely the role relates to their school, many job vacancies require candidates to be proficient in written and spoken English. Nowadays, being able to communicate in English is a need for everyone hoping to succeed in the workplace or further education.

Although English is a foreign language, Indonesian schools have determined that teaching it is required. Four skills in English need to be taught through the teaching and learning process. These abilities include speaking, writing, listening, and reading. Out of those four abilities, speaking and writing are useful ones to acquire since, in the context of studying foreign languages, students are deemed successful if they can successfully express themselves orally or in writing in their target language or second language.

According to Raimes in [Riyana \(2016\)](#), studying English includes learning how to communicate with others in English, including how to comprehend them, speak with them, read what they have written, and write back. Since language users are called "speakers" of the language they know, talking seems to be the

most important since it implies that speaking includes all other language users. When someone can speak English fluently and with the proper structure, they can proofread it. To become proficient speakers, we also need to constantly practice communicating with others in all kinds of everyday settings.

Speaking is considered to have a significant role in communication, and people try to learn the skill to communicate with the world ([Parupalli, 2019](#)). According to [Bahadorfar and Omidvar \(2014\)](#), speaking is essential for English language learners for several reasons. First, speaking is now vital to teaching and learning languages, including ESL and EFL. Second, for language learners, verbal fluency comes first. Third, speaking ability is a gauge for assessing students learning a second or foreign language.

In addition to required speaking skills, Experts, academics, educators, and the media have all recently focused much attention on developing higher critical thinking skills. The ability to think critically is crucial for enhancing the twenty-first-century workforce. Critical thinking includes decision-making based on logic, objective information analysis, and argument evaluation. Identifying and analyzing arguments, determining the reliability of sources, and identifying biases and presumptions are all part of critical thinking. Researcher have looked into various classroom strategies for teaching oral communication and critical thinking ([Zare & Othman, 2015](#)).

Bellon (2000) in [Mobit et al. \(2022\)](#) added that debate is an activity that provides several advantages for students, including the following: 1) Improves the critical thinking abilities of students. Each student should approach the discussion

with an open mind and a critical mindset. 2) Improve the ability of students to communicate with one another. Debaters spend several hours researching and practicing the sources for their debating issues. In the face of loss and tragedy, one's ability for self-reflection and bravery is strengthened. The ability to defend educated judgments concerning complex situations that are not immediately connected to their field of expertise is something they demonstrate regularly.

Students must master both speech and critical thinking. It has been demonstrated that when used in conjunction with other instructional strategies, the debate develops critical thinking abilities and improves students' understanding of attitudes, beliefs, and ideals ([Huber & Kuncel, 2016](#)). The debate can be used in extracurricular activities to teach kids how to argue, practice public speaking, or develop critical thinking and self-confidence. Participating in debates helps students develop their critical thinking skills and ability to articulate their viewpoints clearly ([Bağ & Gürsoy, 2021](#); [Liang, 2023](#)).

In a study by [Rangkuti et al. \(2023\)](#), the researcher concluded that SMA Negeri 1 Percut students' speaking and critical thinking abilities were enhanced by implementing the English language debate extracurricular. A crucial first step in enhancing students' talents is debate. Students believe that classroom debate taught them how to think critically and swiftly. According to scholars, people search for justifications, pay attention to details, gather evidence and proof to support their claims angles, and take some perspective into account. According to SMA Negeri 1 Percut student test results, participating in this extracurricular debate can improve students' scores.

Killen (1998, as cited in [Syafryadin, 2020](#)) states that the teaching strategy is one of the auxiliary elements that will support the teacher's work in the classroom. The teaching strategy is a crucial component of the teaching and learning process. Teachers can use it to support their students' learning activities. Additionally, since students learn by doing, it can be one of the strategies teachers use to make the teaching and learning process more engaging and effective. This will help the students achieve their goals and ensure that the learning activities in the classroom stay exciting.

The training approach was essential since it increased students' understanding of knowledge acquisition. Students needed to exhibit enhanced comprehension and involvement in the learning process, discussion of learning materials, and discussion of topic material by applying modern educational approaches to pass the course ([Wegner et al., 2013](#)). The teacher's role in a classroom debate should be one of encouragement. It is the primary job of the teacher to teach debate, according to [Koran \(2015\)](#), or to aid students in overcoming communication barriers and to encourage them to participate actively in speaking activities. In response to both expert judgments in the teaching disagreement, this declaration established that instructors should adhere to solid principles and perform their duties properly.

The teacher's planned learning outcomes are typically unmet during the English language learning process, which has little bearing on the student's academic performance. In actuality, several elements play a role in the process. These include the instructor, who still struggles to select appropriate teaching

ideas and approaches, and the students, who struggle to acquire English because they are not exposed to foreign languages in their social circles. However, the biggest issue a teacher has is that no two students are the same; instead, there are variances in each student's knowledge, skills, and learning preferences.

[Hayati et al. \(2020\)](#) discovered that English teachers employ four different instructional tactics during the teaching and learning process. Role-playing, conversation, small group work, and direct instruction are all included. Teachers mainly employed those tactics to support the teaching and learning process in the classroom. Teachers believed that pupils would grasp the topic better if they received direct instruction from the teacher rather than reading the book independently. This is why they employed direct instruction. Using these techniques, students' critical thinking abilities can be developed about the teacher's assigned topic.

In light of the justification above for the significance of instructional tactics in the extracurricular teaching of English debate, students' speaking, debating, and critical thinking abilities will grow. Madrasah Aliyah Ruhul Islam Anak Bangsa (RIAB) has implemented an English debate extracurricular to increase students' talents and interests. The researcher has the motivation to research teacher strategies in teaching the English language debate extracurricular program to hone personal talents and provide development of speaking, argumentation, and critical thinking skills for MA Ruhul Islam Children of the Nation students. This research will be appropriate for teachers to help them use better methods to interact with students and understand English better.

B. Research Questions

As previously mentioned, the study's background has led to the formulation of two research issues that need to be addressed:

1. What strategy does the teacher employ in the English debate extracurricular?
2. How does the teacher put the English debate extracurricular strategy into practice?

C. Research Aims

These are the research's objectives that are pertinent to the research questions, based on the questions that need to be answered:

1. To explore the English debate extracurricular strategy used by teachers.
2. To explain how teachers' strategies are used in English debate extracurriculars.

D. Significance of the Study

This study offers helpful details regarding the instructional techniques teachers at Ruhul Islam Anak Bangsa used in extracurricular English language debates. Teachers, students, and other Researcher are among the groups for whom the Researcher think this research will be helpful. Students can consult the research's conclusions to enhance their knowledge, abilities, and interests in the upcoming learning process. The outcome of this study can moreover be used as a guide by educators to select teachers' strategies to help students develop their talents and interests and introduce extracurricular English debate programs to their schools. Researcher can use this study as a reference for further research on

learning techniques to enhance speaking, argumentation, and critical thinking abilities.

E. Terminologies

There are a few concepts that require more explanation to prevent misinterpretation of this study:

1. Teachers' Strategies

According to [Sudjana \(2014\)](#), The act of putting a lesson plan into practice is known as "teachers' strategies," which describes the teacher's attempts to use a variety of teaching factors (goals, resources, methods, and instruments, as well as evaluation) to persuade students to meet predetermined goals. Strategies are designed to achieve specific learning goals. Teaching methods are crucial because they determine whether the teaching process is successful. A teacher's approach should be interesting and attract students' attention. This research will explore teachers' strategies in English debate extracurriculars at MAS Ruhul Islam Anak Bangsa.

2. English Debate Extracurricular

English debate is an activity that involves two teams arguing with each other and defending two opposing points of view on a topic. This provides an essential experience in English for students to become active speakers of the target language ([Treme, 2018](#)). Also, [Rasyid et al. \(2020\)](#) state that speaking abilities are something that students can work on in class and acquire through extracurricular activities. Each team in an English debate

takes turns making arguments, posing queries, and restating the points made by the opposing team.

3. English Debate Extracurricular at Ruhul Islam Anak Bangsa

MAS Ruhul Islam Anak Bangsa is an Islamic boarding school that has a top-level Madrasah institution with formal education equivalent to Senior High School after Junior High School ([Peery et al., 2019](#)), whose management is carried out by the Ministry of Religion ([Andra et al., 2023](#)). The English debate extracurricular is one extracurricular program that focuses on strengthening spoken English. Activities are carried out outside the school curriculum by delivering material on debating techniques and strategies accompanied by motivating students to develop speaking, argumentation, and critical thinking skills.



CHAPTER II LITERATURE REVIEW

A. Teachers' strategies

1. Definition of Strategies

A learning strategy is a method by which educators choose lessons that meet the requirements and traits of their students as well as the curriculum and learning objectives. Teachers can better support learning in the classroom by using learning strategies. To enhance speaking abilities, educators must possess effective teaching methods. As per the findings of Gerlach and Ely in [Khadijah et al. \(2020\)](#), a teaching strategy is a systematic approach chosen to facilitate learning and teaching. It implies that the instructor must have a plan when instructing the class.

In [Yandi \(2021\)](#), a learning strategy is an endeavor or how a teacher engages or plays with the pupils in the classroom. Teachers need to know how to set up their classrooms to serve as mentors and teachers to their students. They can do this by planning lessons or by bringing in resources to be used in the classroom. As per [Johar \(2021\)](#), a learning strategy comprises an action intended to optimize the utilization of current resources and capabilities to enhance the efficacy and efficiency of a learning objective. Stated differently, a teaching strategy is a pattern of deliberate learning planning created by the teacher to support the learning activity.

In [Sarode \(2018\)](#), Lawton offers an alternative interpretation of the notion of a learning strategy: an overarching lesson plan specifying the learner's intended behavior structure about the instructional objectives and the planned strategies required to carry it out. Teachers employ learning strategies to accomplish the learning objectives. Furthermore, [Uno \(2009\)](#) contends that a teaching strategy is everything and the procedures educators would use to select which educational task is appropriate to employ to meet learning objectives. Founded on the lesson's range, the student's requirements and qualities, or the student's attitude toward the learning process, the instructor will choose which tactics to employ.

2. Types of Teaching Strategies

Teachers have a plethora of options at their disposal to accomplish learning objectives. Two orientations stand out: the learning process orientation and the material delivery orientation. According to Syafarudin et al. in [Munazar \(2018\)](#), learning process techniques fall into three categories:

1. Learning strategy centered on the teacher.
2. Learning strategy centered on students.
3. Learning strategy centered on material

[\(Sotto, 2021\)](#) refer to collaborative learning methodologies in their research. A group of students collaborates to solve an issue, finish a task, or produce a product as part of the educational strategy known as collaborative learning (CL). According to [Hernandez \(2012\)](#), which was quoted in [Gorgônio et al. \(2017\)](#), collaborative learning "goes beyond working together." To transcend mere collaboration, each team member must fulfill their responsibilities by being

open to joining the group, contributing ideas, and listening to others' thoughts to arrive at a decision that is supported by all. Furthermore, according to [Gerlach \(1994\)](#) (quoted in [Babu et al., 2017](#)), learning happens collectively from each participant's discussion.

Educational experts and practitioners have developed numerous forms of collaborative learning, particularly at Johns Hopkins University, with their Student Team Learning expertise ([Slavin, 1994](#)). However, only a handful of these types—roughly 10 in total—have garnered general notice. These types of collaborative learning include:

- a. Learning Together
- b. Teams-GamesTournament (TGT)
- c. Group Investigation (GI)
- d. Academic-Constructive Controversy (AC)
- e. Jigsaw Procedure (JP)
- f. Student Team Achievement Divisions (STAD)
- g. Complex Instruction (CI)
- h. Team Accelerated Instruction (TAI)
- i. Cooperative Learning Structures (CLS)
- j. Cooperative Integrated Reading and Composition (CIRC)

These strategies are perfect for children's debate teams. With teacher training techniques applied, students quickly absorb all the knowledge presented. Students looked calm and enthusiastic during exchange sessions and debate practice. The teacher's technique for persuading students to exercise.

3. Debate Training Strategy

A variety of coaching strategies were addressed. To summarize, there are three types of debate coaching: general debate coaching, coaching to understand what an argument is, coaching to win clash battles, coaching to understand the mechanics of having a debate, coaching the lifeblood of a debate, coaching the speech, and coaching disadvantages and counter plans ([Richard, 2015](#)). In addition, there is another training discussion strategy to consider. Micro debates are used in English classrooms to promote critical thinking, self-expression, and a diverse range of points of view among students. By addressing the target language in this manner, this argument method can encourage students beyond their comfort zones ([Codreanu, 2016](#)).

Teachers should train students frequently while coaching debate since argumentation is a difficult talent to learn, especially when English is a second language. When students practice regularly, they may strengthen their ability to produce new thoughts and responses, develop their minds, and more easily convey the information they have learned. Consequently, it is straightforward to apply to various settings ([Othman, 2013](#) in [Brown, 2015](#)).

Students will develop an inborn capacity to make a sound argument supported by relevant evidence after repeated exposure to the material. Also, when professors regularly engage in debate practice, students will be well-prepared to participate. Other strategies include encouraging students to participate in debates. Because motivation has a substantial influence on the debate training process, it was essential to motivate pupils. It should be the role of

the teacher to motivate pupils to study; educators should be versed in various techniques for raising each student's motivation levels ([Vero & Puka, 2017](#)).

Research conducted by [Mobit et al. \(2022\)](#) explains that there are strategies that have a positive impact that can be applied in debate classes, there are:

a. Regularly practice argumentation

Because debate is an extracurricular activity, the teacher taught it once a week. This boosted students' familiarity with and skill with the conversation.

b. Brainstorming

The teacher assisted students in locating resources or knowledge on motion. The teacher then facilitated a brainstorming session to construct a compelling case with the students. This teaches children to think critically. Students gathered data and ideas to develop a compelling argument.

c. Applying the 3M Components of Debating

Matter refers to the speech's content and organization, how it is delivered, the method of teamwork, and the approach a group takes on the subject. The 3M feature was used as a criterion for adjudicator evaluation during the debate competition. Students who behave appropriately in subject, manner, and approach will easily win the debate competition.

d. Encouraging students

By developing a favorable connection with students via activities such as sharing and conversation, the instructor motivated them to develop the

desire and willingness to improve their skills to achieve their goals. [Vero and Puka \(2017\)](#) state that enhancing cooperation and communication skills between students and teachers are two fundamental components of learning motivation.

B. English Debate Extracurricular

1. Definition of Debate

A debate is an exchange of ideas between pro and con organizations to convey their disparate points of view about a subject. Debate may convince students that there are only two sides to a topic rather than encouraging them to examine a variety of viewpoints ([Vargo, 2012](#)). Furthermore, the instantaneous nature of debate sets it apart from speech or conversation regarding idea transmission. This implies that the speakers should present their opinions in opposition to the claims made by the opposing group ([Mardiana, 2018](#)). As a result, students must be prepared to communicate clearly and meaningfully through a well-structured speech.

According to [Zare and Othman \(2013\)](#), students across various topic areas now use debate. Debates are described as considering multiple viewpoints and arriving at a judgment. Debates teach students critical abilities like thinking, analysis, and argument presentation. Based on the literature, using debates helps students grasp the material while developing their communication and critical thinking abilities ([Kennedy, 2007](#); [Zare & Othman, 2013](#)). This is because students participate in arguments "actively, broadly, deeply, and personally." Debates, however, have come under fire for perpetuating a dualistic slant. This is

because most discussions hinge on contrasting just two points of view, even if the subject at hand is typically more nuanced.

2. Functions of Debating

According to [Alasmari et al. \(2012\)](#), the following discussion focuses on the value of debate in developing English language proficiency.

a. Ice Breaking

Debating facilitates icebreakers in several ways in EFL classes. Teachers might encourage students to participate in class discussions by introducing straightforward yet contentious themes and asking them to comment on those topics while seated in their assigned seats. They will eventually be urged to communicate in English. A teacher's job is to inspire and motivate students.

b. Listening

Students can improve their listening skills by practicing arguments. They can practice listening in English by watching recorded video excerpts from discussion shows, news, debates, and reporting on TV networks like CNN and the BBC. The teacher will comment on the discussion. Teachers should pay close attention to accent, pronunciation, word choice, and any technical or jargon-filled language. In this situation, the teacher might refer to their notes regarding the sounds and words pupils have trouble pronouncing.

c. Speaking

Debating is a beautiful tool for improving pupils' English-speaking abilities. Students will, therefore, develop various skills, pick up new vocabulary, and learn about a wide range of topics while engaging in debate, speech, and discussion in class. These activities will improve their spoken English and help them become more comfortable communicators.

d. Reading

To engage in meaningful debate, one must have an in-depth understanding of current events as well as social, economic, and political ideas and concepts. This requires expertise in a wide range of related fields. If the debate topics are revealed ahead of time, students have time to gather knowledge and have group discussions. Students should form a reading habit under the guise of being ready for a debate.

e. Writing

Debating exercises also help students improve their writing abilities. Students learn to write compositions in an organized manner while creating argument scripts. They, therefore, get writing skills for argumentative essays and paragraphs. Students only remember the key points, not the specifics, when they create their final debate script. They get proficient at creating outlines, formulating topic sentences, and narrowing topics in this way.

3. Definition of Extracurricular

Extracurricular activities, which may include the role of teachers or instructors, are supplemental educational opportunities for students in an educational institution that takes place outside regular subjects or classrooms ([Campbell, 1973](#)). Accordingly, extracurricular activities provide a space for specific pursuits that students can select according to their interests, abilities, and needs. This kind of activity typically allows students to express themselves through solo or group projects under the guidance of an instructor or teacher.

According to [Noor \(2012\)](#), the primary goal of extracurricular activities is for students to reach their full potential regarding talent, passion, and ability. It also aims to increase their happiness and independence, benefiting them, their families, and society. Speaking practice (conversation), storytelling, debate practice (debate), and public speaking (speech) are a few of the extracurricular activities that might be engaged in. These exercises were selected since speaking proficiency is critical in predicting success when learning English. Apart from enhancing their English language proficiency, pupils are equipped to participate in tournaments that mirror high school levels and showcase their mastery of the language ([Sabaruddin & Jafar, 2021](#)).

According to [Isnani \(2017\)](#), extracurricular activities are educational pursuits that happen outside the classroom. To produce a complete human being, these activities are conducted both inside and outside the educational setting. They aim to increase knowledge, develop skills, and help students internalize religious beliefs or laws as well as local, national, and international social conventions.

According to [Yildiz \(2016\)](#), extracurricular activities are advantageous for pupils since they foster the development of positive attitudes in them.

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beliefs or laws and local, national, and international social conventions. According to [Yildiz \(2016\)](#), extracurricular activities are advantageous for pupils since they foster the development of positive attitudes in them.

4. Competition in Debate

Debate competitions have previously been held in the educational system, notably in high school debate tournaments. Traditionally, the Asian Parliamentary Debate System is used in high school debate contests in Indonesia. [Cuwarsih \(2016\)](#) explains that in the Asian Parliamentary System, two teams of three speakers each faced off in a debate, according to the author. One squad is referred to as a positive team, and the other is referred to as an opposing team in sports. Aside from that, the Asian Parliamentary Format is a modification of an earlier debating method that was used in Asian championships in the past. For this strategy, interruption may be introduced one minute after the opposing speaker has finished presenting his or her case and one minute before the time limit ends. According to the rules, introductions may only be made during the main argument and not during the closing argument.

A combination of three factors determined the winner of the debating competition. [Ambrose \(2012\)](#) asserted that matter, technique, and manner must be considered when evaluating a piece of work. In actuality, affirmative teams should give arguments supporting the topic, while negative teams should present arguments opposing the topic. Not only should the opposing team be able to say that the positive team is erroneous, but they should also be able to provide persuasive evidence to support their claim. The term "manner" relates to how a

speaker communicates. It includes the speaker's voice, stance, gestures, appearance, language structure, personality, persuasiveness, and eye contact, among other aspects of his or her performance. It should be composed of two major components, the first of which should be the structure of the speech.

C. English Debate Extracurricular at Ruhul Islam Anak Bangsa

Under the direction of the Ruhul Islam Anak Bangsa Foundation (YRIAB), it was established as an educational institution, namely Dayah Madrasah Aliyah Ruhul Islam Anak Bangsa. Dayah Ruhul Islam Anak Bangsa is an educational institution with an Islamic/religious background, which is held in the form of a boarding school. The model for the Islamic Spirit of the Nation's Dayah is Madrasah Aliyah in the form of formal education, plus Dayah in the form of informal education.

Debate is one of the most prominent high school events. Many high schools in Aceh have debate teams that compete every year. Every teacher has a method for coaching the debate team to victory. Ruhul Islam Anak Bangsa makes English debate an extracurricular program, where students with talent and interest in English can practice speaking, argumentation, and critical thinking skills and choose the English debate club. Not only that, participants who have the best debating skills will represent their school in the debate competition.

This program focuses on consolidating and strengthening the English language. The learning process is carried out by discussing topics that can be raised and motivating students to practice actively so that they do not just focus on

preparing for the competition but can use it for everyday use. This class consists of 15 students and is held routinely every Saturday from 09.00 am to 10.00 am.

D. Previous Studies

The research about exploring the teachers' strategies in English debate extracurriculars: a study at Ruhul Islam Anak Bangsa has been conducted previously by some Researcher. The related Researcher are listed below:

Research by [Muflikhah \(2023\)](#), the studies findings indicate that the average score for the pretest is 37.6, the post-test is 5.6, the post-test is two weeks, the post-test is three months, and the final test is sixty-three. The results show that the student's speaking abilities have improved and become more critical through the discussion-based teaching method at SMA N 5 Jaten. Their rising average from the pretest to the final exam shows that students were more engaged, enthusiastic, and inclined to think critically when speaking was taught to them via discussion.

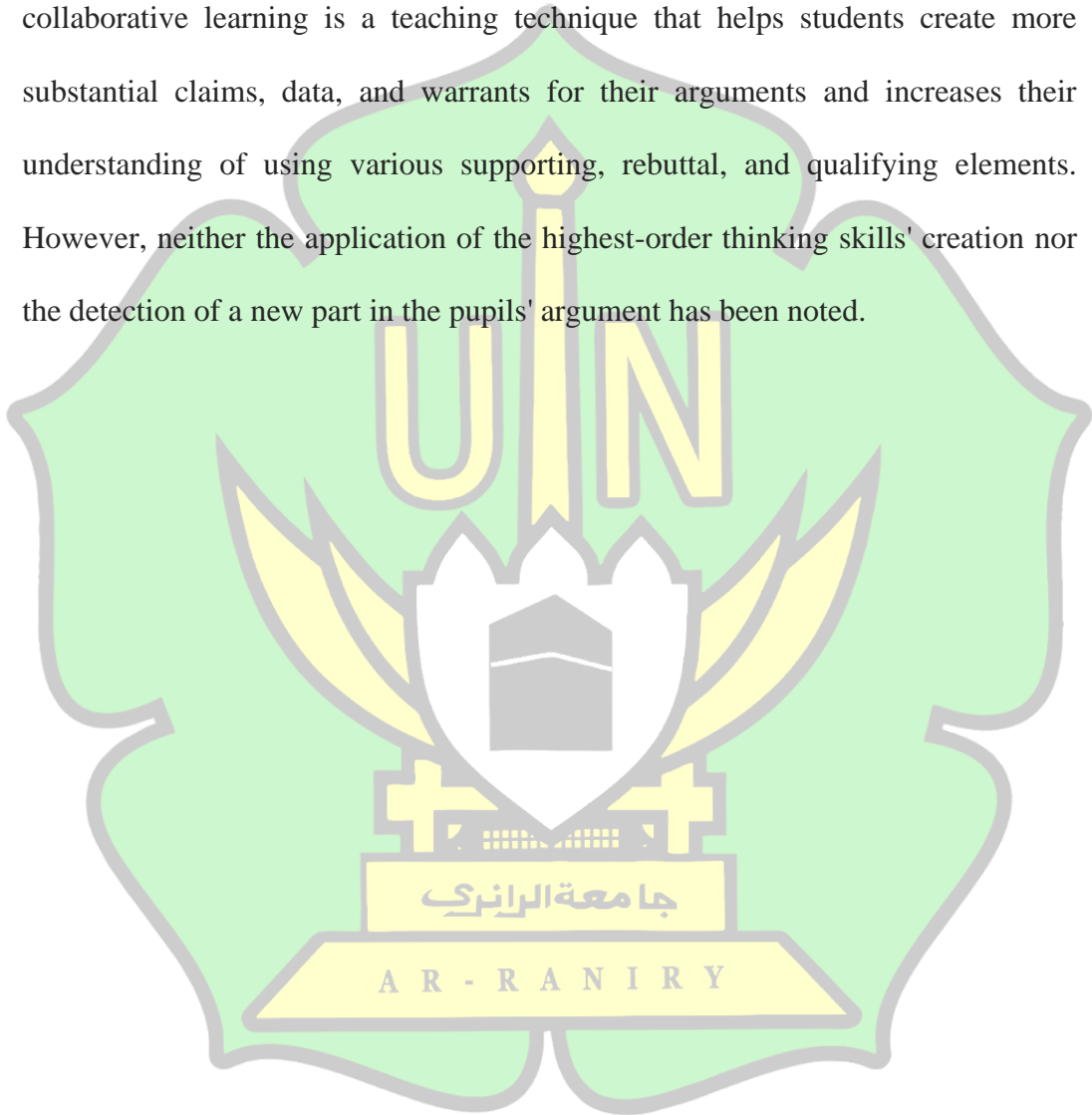
[Rangkuti et al. \(2023\)](#) demonstrate how the introduction of extracurricular English debate at SMA Negeri 1 Percut enhanced the pupils' critical thinking and speaking abilities. Pupils might study up on the controversy. Students can use this to develop their critical thinking, speaking abilities, and command of processing English sentences. According to the SMA Negeri 1 Percut pupils' score data, participating in this extracurricular debate can raise their previous test results. Extracurricular debate is a valuable tool in schools to help students develop their speaking and critical thinking abilities, according to all the results that have been presented.

[Mobit et al. \(2022\)](#) revealed that the instructor had helped the students' debate team win the competition by implementing effective teaching techniques. The first stage was to practice arguing on a daily basis. The second task was to create a brainstorm. Thirdly, three million different aspects were present. The three M's were matter, manner, and technique. Among the teacher training tactics was motivating the kids. The pupils' response, meanwhile, has been favorable.

In their study, [Widiastuti et al. \(2022\)](#) found that teachers included many brainstorming activities in their lesson planning. Nevertheless, teachers' ability to use the brainstorming method varied based on their educational background and previous teaching experiences. It was also found that the brainstorming technique can improve pupils' ability to think critically. Additionally, it can foster a fun and exciting learning atmosphere, increasing students' motivation. Because of this, the study suggests that brainstorming should be utilized more often in the classroom to develop student's critical thinking and creative thinking skills and give the learning activities more meaning.

[Hayati et al. \(2021\)](#) reported that a teacher employed a variety of teaching techniques, including discussion, role-playing, direct instruction, and small groups. Teachers employed those tactics because they encouraged students to participate more actively in the learning process and allowed students to share their expertise and learn from one another. The instructor struggled to implement teaching tactics in the classroom throughout the COVID-19 pandemic while using the same strategies she had used to teach English to first-graders.

A study conducted by [Shinta et al. \(2020\)](#) indicates that students can generate more argument components and a higher degree of argument through collaborative learning. They can also apply, comprehend, recall, and analyze using their cognitive abilities during the learning process. To sum up, collaborative learning is a teaching technique that helps students create more substantial claims, data, and warrants for their arguments and increases their understanding of using various supporting, rebuttal, and qualifying elements. However, neither the application of the highest-order thinking skills' creation nor the detection of a new part in the pupils' argument has been noted.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This study employs a qualitative research methodology that centers on descriptive analysis to verbally explain the facts and phenomena collected in the field about the research topic. [Creswell \(2007\)](#) states that qualitative research is a type of study necessary to investigate phenomena from the perspective of educating participants. Additionally, qualitative research entails gathering, evaluating, and reporting participant data. [Sugiyono \(2016\)](#) added that the research is intended to understand the phenomena practiced by research subjects. This research produces data of descriptive terms in spoken and written form about the people and behavior they observe.

There are two stages to the design. The first is observing the teacher in action. In this process, Researcher asked for details about strategies often used to teach English debate extracurriculars. The second is teacher interviews. Researcher observed classroom conditions and the teaching and learning activity. This observation occurred to compare the interview results' suitability with those applied in the classroom during the teaching process. This study employs a qualitative descriptive research methodology because the researcher wants to regularly and carefully describe teachers' strategies for teaching speaking skills in conversation class programs.

B. Research Sites and Participants

The Researcher took data from MAS Ruhul Islam Anak Bangsa(RIAB) in Jalan Ajun, Gue Gajah, Kec. Darul Imarah, Aceh Besar Regency. This school has 110 employees, including 11 and 99 non-civil servants (GTT, PTT, security guard, cleaning service). The reason the researcher chose Ruhul Islam Anak Bangsa as the research location was that the school has an extracurricular English debate program that aims to help students' talents become skilled in speaking, arguing, and thinking critically. This reason is related to the title that the researcher developed.

The participant in this research was a teacher of English debate at MAS Ruhul Islam Anak Bangsa. The teacher is an alumnus of MAS Ruhul Islam Anak Bangsa and has been an active debate member since school. He has participated in various debate competitions and won competitions, such as in 2018 as a representative of Aceh at the National MQK event and second place at the Insan Cendekia event, where he also won the best speaker. The researcher employed purposive sampling to choose the study participants. [Harding \(2013\)](#), as cited in [\(Safitri, 2021\)](#), stated that purposive sampling is a method of checking validity in which the researcher is purposely subjective in selecting respondents and how they may affect the research. The participant chosen has specific knowledge, skills, or experience relevant to the research topic.

C. Methods of Data Collection

This research uses techniques like interviewing and observation in its implementation to collect data. The observation sheets and interview questions

aimed to gather qualitative data about the teaching and learning process. The goal was to discover and analyze the strategy employed by teachers in teaching English debate extracurriculars. Based on [Djamba and Neuman \(2002\)](#), as cited in [\(Khaliza, 2020\)](#), the researcher provided a detailed description of individuals, behaviors, and social events when gathering qualitative data. An explanation of the methods utilized in this study is provided below:

1. Interview

Qualitative interviews offer avenues for creativity, including comprehension, introspection, and elucidation ([Tracy, 2013](#)). Interviews are useful for obtaining detailed information about people's viewpoints, beliefs, experiences, and emotions. Stated differently, the researcher poses several questions to the teacher about the methods employed in the learning process and how these strategies relate to the process of improving students' speaking, arguing, and critical thinking skills in English debate extracurriculars, in insertion to the challenges teachers encounter in preserving students' abilities. A coach who instructs in the English debate extracurricular program at MAS, Ruhul Islam Anak Bangsa, was interviewed for this study.

The researcher used semistructured interviews. *Exploratory interviews* are defined as semistructured interviews by [Magaldi and Berler \(2020\)](#); they say that the semistructured interview is usually centered on a significant subject that offers a broad pattern and is usually based on a guide. A semi-structural interview aims to get detailed answers from respondents because, in this type of interview, questions can develop into new questions from previously prepared questions

([Arafah, 2018](#)). The writer has prepared a list of questions as a guide, and the interviewees have flexibility regarding their answers. Also, the response from the subject enables the researcher to formulate more complex questions than initially thought ([Adhabi & Anozie, 2017](#)).

The interview is divided into two sections. The identifying portion is the first section. This section is intended to provide information about the teachers' academic background, including the length of time they have been teaching, the university where they earned their bachelor's degree, and whether they are graduates of English education or not. The interview's primary portion is the second half. This central section summarizes the questions regarding the teaching strategy teachers employ. The researcher also interviewed teachers about the obstacles they faced and the development of students' scores during the English debate extracurricular class program.

2. Observation

According to [Wafa \(2022\)](#), observation is a data collection strategy that involves making visits and direct observations to track changes in social phenomena as they emerge. Qualitative data processing analyzes observational data to comprehend events holistically through verbal descriptions ([Moleong, 2013](#)). Researcher watched and examined every action teachers and students took in the classroom during the teaching and learning process.

The researcher uses naturalistic observation because she can determine the actuality, social reality, and human perception through recognition of things that may not be revealed through formal measurements or planned research. The

researcher tracked and monitored the English debate extracurricular class at MAS Ruhul Islam Anak Bangsa.

D. Methods of Analysis

Data analysis from observation and interviews was done qualitatively. The data were racked up and then analyzed using the theory of [Miles et al. \(1994\)](#). The steps were data reduction, data display, verification, and conclusions.

1. Data Reduction

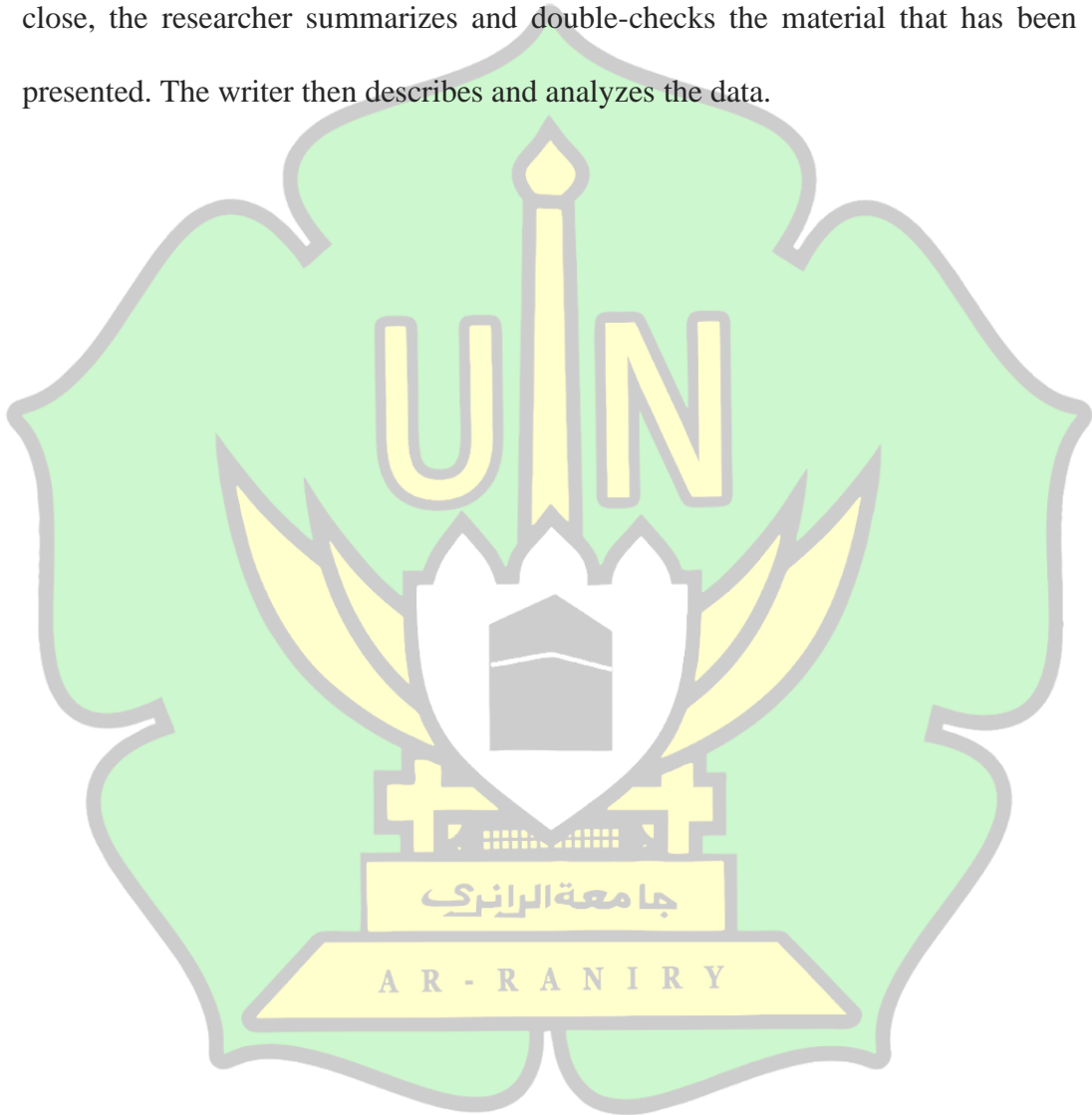
[Rijali \(2019\)](#) explains that data reduction is the process of choosing and allocating optimal attention to the simplification, abstraction, and transformation of raw data derived from field notes. Reducing data entails condensing, identifying the key elements, concentrating on what matters, and looking for topics and forms. At this point, the researcher conducted teacher interviews to gather data. The outcomes of the interviews demonstrate the methods teachers employ to teach English debate extracurriculars.

2. Data Display

[Rijali \(2018\)](#) states that data display organizes data collection so that conclusions can be made and actions can be taken. Qualitative data can be displayed using descriptive texts like matrices, charts, graphs, networks, and field notes. It makes facts more straightforward to understand by displaying them as tables or essays. The researcher utilized the notes or summaries from the observation, interview, and questionnaire results in this study to provide the data.

3. Verification and Conclusions

After the data is displayed, conclusions are drawn and then verified. A procedure that may respond to research questions and objectives is referred to as verification. To bring the teacher's usage of tactics in the discussion class to a close, the researcher summarizes and double-checks the material that has been presented. The writer then describes and analyzes the data.



CHAPTER IV FINDINGS AND DUSCUSSION

A. FINDINGS

The researcher employed two methods to get the data: observation and interview. Data from observations will then be used to supplement the information not found in the interview and vice versa. The researcher selected Mr. AG, who teaches English debate extracurriculars at MAS Ruhul Islam Anak Bangsa, as the research participant.

1. Interview

The interview occurred in the classroom after the teaching session on Saturday, May 04th, 2024. To prevent miscommunication during the interview, the language used was Indonesian. According to the interview's findings, Mr. AG employed several strategies when teaching English debate extracurriculars at MAS Ruhul Islam Anak Bangsa.

The first intriguing method Mr. AAF employed to instruct the extracurricular English debate class at MAS Ruhul Islam Anak Bangsawas was collaborative learning. The answers in the interview prove this:

Mr. AAF: "A combination of group and individual learning strategies also called collaborative learning. Even though they progress one by one, they act as a team where each speaker has their own role".

R: "This means that the motion given is for a group, and those who move forward are representatives from their group. That's why it can be a

combination of individuals and groups. But is the assessment still based on groups or individuals?"

Mr. AAF: "Yes One team consists of 3 people, with their respective positions. Some present the definition of the motion, there are those who present their arguments, and there are those who conclude their arguments. Meanwhile, the assessment is the total value of the performance per individual".

The second strategy Mr. AAF uses is the discussion learning method. This approach's primary goals are decision-making, problem-solving, and understanding pupils' knowledge. In teaching English debate, Mr. AAF provides feedback regarding the arguments presented to stimulate students' knowledge. As stated in the interview:

Mr. AAF: "...Since this debate is based on discussion, then after the sparring session, there will be discussions like "What do you think was your mistake?" or "Where do you think the strength of your argument is?". Thus, I used discussion as the primary teaching method in this debate class.

The third strategy used is to practice arguments regularly. Practicing diligently will increase students' familiarity and skills in arguing, critical thinking, and speaking. As mentioned in the interview:

Mr. AAF: "Because debate is an extracurricular activity, the teacher provides debate instruction once a week. However, Students who feel they are still lacking will usually be emphasized more to practice. Apart from

this Saturday session, we also offer nighttime sessions—specifically, intensive classes. Typically, intensive lessons are offered twice or three times per week. Thus, individuals who are capable or who wish to put in more effort in their studies will attend intense classes".

The fourth strategy is brainstorming. This method can solve a problem by inviting students to find ideas or assessments of the problem creatively and quickly. Mr. AAF also participated by providing brainstorming, as stated in the interview:

Mr. AAF: *"I often participate in collaboration by inviting students to brainstorm or exchange ideas. In the intensive class, I facilitate the students by giving them my gadgets so they can search for news and additional information together."*

Then the last strategy used in teaching English debate classes by Mr. AAF is encouraging students. This can take the form of allowing students to make mistakes during class and emphasizing that nervousness, anxiety, and fear are normal. As stated in the interview:

Mr. AAF: *"I told to my student that being nervous, shy, or anxious is normal. I gave examples such as the performance of artists who have performed frequently and even now they are still nervous before a show. So I often stress that feeling uneasy, fearful, anxious, and making mistakes are all common emotions. I also remind them that this is practice class. Thus, commit as many errors as you can to ensure that there are none when you compete".*

2. Observation

The researcher conducted observations twice over two days: on Saturday, March 2nd, 2024, and Saturday, May 4th, 2024. The researcher watched firsthand how the English debate class taught to the research subject, Mr. AAF was taught in the classroom and how the learning process worked there.

a. The First Observation

The initial observation was followed on Saturday, March 2nd, 2024. Researcher watch students learn while they are in the classroom. From the initial observation, the researcher found that Mr. AAF had employed several methods when teaching the extracurricular English debate class at MAS Ruhul Islam Anak Bangsa.

The first strategy is to practice argumentation on Saturdays regularly. Even though this English debate is an extracurricular class outside of formal study classes, the class schedule has been determined on Saturday mornings from 09.00 until 10.00. Training on Saturdays is done once a week and is only off during red dates or other school activities. When class started, Mr. AAF started with greetings followed by prayer, then inquired about the student's condition and started checking the student presence list. Before starting the actual learning activities, Mr. AAF invited the students to warm up while talking about last week's motion material before starting today's sparring session with the movements the students had prepared last week.

The following strategy is collaborative learning groups. The group formed at the beginning of the meeting and started a sparring session based on the

motion entitled "Mental Health Education Should be Mandatory in All Levels of School." In this session, only the team representative who presented the material was the one who came forward to present the material. At the same time, two other people would later be tasked with answering the arguments from the other teams. Even though only representatives from the team will advance, the team assessment will be based on group cooperation and individual assessment. With this, students must work together to find information about the movement and discuss answering the counterarguments of the other team.

Moreover, the third strategy is discussion. After a sparring session with the team representatives who came forward, Mr. AAF appointed one student from the other team representatives to refute the (counter) argument. However, for students who could not refute the argument, Mr. AAF asked the team to discuss and look for a rebuttal to the argument by motion. If students do not need more information, Mr. AAF will help.

b. The Second Observation

Researcher conducted a second observation in the same class on Saturday, May 4th, 2024. The researcher discovered tactics from earlier observations were being applied from the second observation, such as regular extracurricular debate classes held on Saturday mornings. The discussion method was still applied for groups that could not refute arguments from other teams, but the team that appeared was another team with motion. "This house would ban the

use of plastic bags for food and beverage." Apart from that, other strategies are applied in the explanation below.

The following strategy applied is to get used to brainstorming or exchanging ideas. A brainstorming session was held after all the teams presented their arguments for and against the motion. Mr. AAF conducted a brainstorming session by asking students to explain what they knew about the motion: "This house would ban the use of plastic bags for food and beverage." Mr. AAF accommodated all student opinions and recorded the main points on the blackboard. From the written results, Mr. AAF exchanged ideas with the students to increase their knowledge.

And the last strategy is to encourage students. From the first and second observations, Mr. AAF also praised and encouraged students to continue participating actively in debate sessions in class. One way is to show applause after students explain their motions and show appreciation for good arguments. For students who were embarrassed to convey arguments, Mr. AAF gave advice such as *"It's okay, there's no problem whether it's right or wrong. We're all here learning together, so don't be afraid of making mistakes. This class is a training class, let's practice together"*. In this way, Mr. AAF does not judge students who still feel lacking but instead participates in embracing students to become more confident.

B. DISCUSSION

The researcher provided a concise and understandable explanation of the research's focus, which is teachers' strategies in teaching English debate

extracurricular classes, based on the findings reached by analyzing the above observational and interview data. To tackle the two research issues in this investigation, specifically: "What strategy does the teacher employ in the English debate extracurricular?" and "How does the teacher put the English debate extracurricular strategy into practice?" The results of the research could be categorized as follows:

1. The Strategies Used By the Teacher in English Debate Class

According to the researcher's data analysis, Mr. AAF used several strategies in his extracurricular English debate, including:

a. Collaborative Learning Strategies

The first strategy implemented by Mr. AAF in teaching English debate is a collaborative learning strategy in the form of group discussions. The debate team consists of 3 people divided into three positions: proposal presenter, argument presenter, and argument conclusion. In this section, students work in groups to discuss the debate topic, conduct research, and design their arguments. Students engage in a structured exchange of ideas and arguments, which is the core of group discussions. Students work together to develop and defend arguments, listen to other views, and respond with logical reasons. This form of collaborative interaction hones critical thinking, communication, and problem-solving skills collectively. The strategy implemented by Mr. AAF is very positive because it helps students develop argumentative skills in debating while enriching the overall learning experience. The research results by [Shinta et al. \(2020\)](#) support the use of collaborative learning methodologies in

argumentation practice. One way to help students improve their arguments in the classroom is through cooperative learning. This involves helping them produce claims, data, and assurances for their arguments and raising their knowledge of the application of various support, disclaimer, and qualification components.

Therefore, implementing collaborative learning strategies positively influences the English debate learning process because it can improve argumentation skills, help deepen understanding of debate topics, and encourage students to communicate effectively with peers in groups.

b. Discussion Learning Method

Applying discussion strategies in English debate classes can allow students to practice speaking clearly, firmly, and convincingly. Students can practice presenting arguments effectively in an atmosphere that resembles an honest debate. Providing constructive feedback after exposure to motion helps students improve their speaking abilities. This statement is propped by a study directed by [Muflikhah \(2013\)](#), which showed that the discussion technique can help students become more proficient speakers by teaching them how to argue, getting them more involved, igniting their passion, and encouraging critical thought.

According to the results of the interview with Mr. AAF, he stated that the root of the debate is discussion. Controversial or interesting motions have the potential to spark rich and varied discussions. This allows the debate team to present different arguments and enrich thinking. Apart from that, giving

feedback in the form of performance evaluations regarding the strengths and weaknesses of students' arguments can also trigger discussions between teachers and students, thereby encouraging students to consider various points of view and helping to improve critical and analytical thinking skills.

c. Practice Arguments Regularly

Continuous practice is the primary key to improving argumentation skills. With constant practice, one can identify weaknesses and strengths in arguments. This helps them to improve their skills by continuously improving weaknesses and strengthening strengths. [Mobit et al. \(2022\)](#) explained that meeting extracurricular debate classes once a week can increase the closeness between students and teachers and students' debating skills. However, Mr. AAF also added that apart from regular classes on Saturdays, students who want to improve their skills can also take intensive courses in the evening, which are held twice or three times a week. This class is intended for students who are already capable and also for students who want to study harder.

Apart from improving debating skills, practice meetings can also build chemistry between teachers and students so that teachers can provide continuous feedback to students. This creates a more open relationship and allows students to feel supported in learning. The training process involves cooperation between students and teachers, allowing them to work together to achieve common goals. This strengthens mutual trust and respect between both parties. Mr. AAF also embraces students during class by helping them access the information they need to learn to increase their knowledge.

d. Brainstorming

In developing debate skills, Mr. AAF collaborates with students by brainstorming or exchanging ideas. Through brainstorming, students can generate creative ideas and deepen their understanding of the debate topic. This helps students create innovative ideas and develop strong arguments. Supported by research by [Mobit et al. \(2022\)](#), teachers help students find sources or knowledge about motion. After that, the teacher facilitates a brainstorming session with students to build a compelling case. This teaches children to think critically. Students collect data and ideas to develop a convincing argument.

In addition, [Widiastuti et al. \(2022\)](#) added that teachers heavily employ the brainstorming technique to help students develop their critical thinking abilities by posing a variety of thought-provoking questions. Carrying out brainstorming methods during more intensive learning activities can also help build students' critical thinking skills. Students can deepen their understanding of the issue being discussed by discussing various aspects and points of view on a debate topic during a brainstorming session. This allows students to approach the debate with a more comprehensive and in-depth understanding.

e. Encourage Students

Encouraging students in English debate classes is essential to growing their confidence, motivation, and participation. Mr. AAF taught students that nervousness, embarrassment, and anxiety are everyday things. He gave an example that the performance of artists with a lot of experience also

experienced the same thing. He emphasized that this debate class is practice, so it is OK to make any number of mistakes to improve students' performance. Apart from that, he also appreciated the arguments presented by the students as recognition of the student's hard work.

[Vero & Puka \(2017\)](#) stated that enhancing cooperation and communication skills between students and teachers are two fundamental components of learning motivation. Mr. AAF does this similarly in participating during the learning process by inviting students to brainstorm and providing internet access when students need additional information. By developing good relationships with students through exchanging ideas, teachers motivate students to develop the desire and willingness to improve students' skills to accomplish their goals.

2. The Way of the Teacher Implement the Strategies In English Debate Class

Based on data obtained from interviews and observations, it could be known that the process Mr. AAF applies strategies in teaching English debate classes at MAS Ruhul Islam Anak Bangsaas follows:

a. Providing debate motions at every class meeting

Implementing collaborative learning strategies in extracurricular English debate classes begins with forming groups of three people in one team. These groups are given challenging and relevant debate topics to discuss at each meeting, and motions are given a week before the next class starts. Each group member has a specific role, such as motion presenter, argument presenter, and

argument leader. The teacher also provides specific feedback for each group, helping students understand the strengths and weaknesses of their arguments, as well as how to improve them. Implementing this collaborative learning strategy creates an interactive and supportive learning environment where students feel more confident using English and are better prepared to face future communication challenges.

b. Providing a clear and structured discussion guide

Applying the discussion learning method strategy in English debate extracurricular classes involves active interaction between students through structured discussions facilitated by the teacher. In assigned debate teams, students exchange ideas, provide opinions, and build arguments for or against. During meetings, the teacher is a facilitator who directs the discussion to remain focused and productive. The teacher also monitors student participation, ensuring that each group member is actively involved and contributes meaningfully. After the discussion, each group could share their arguments, and the other team could provide responses and feedback.

c. Regular training on Saturdays and intensive classes at night

Implementing routine practice strategies on Saturdays and intensive classes at night in extracurricular English debate classes aims to improve students' debating skills consistently and intensively. Regular Saturday practice allows students to focus on developing their debate skills without the distraction of the regular school schedule. This session includes various activities such as argumentation exercises, debate simulations, and performance evaluations.

This regular practice helps students to strengthen their understanding of debate techniques, improve individual weaknesses, and improve their public speaking skills. Additionally, a regular practice schedule creates discipline and commitment in students.

Intensive evening classes complement regular training by providing additional sessions that are more in-depth and focused. These classes are designed to explore debate topics more detail, hone analytical skills, and improve students' critical thinking abilities. In these intensive classes, students can work more closely with the teacher, receive more detailed feedback, and engage in more in-depth discussions. This combination of regular practice and intensive classes ensures that students receive comprehensive and continuous learning, improving their debating skills and building their confidence and readiness for debating competitions.

d. Involving students to exchange ideas

Inviting students to brainstorm or exchange ideas in extracurricular English debate classes is a practical approach to stimulate creativity and increase student involvement. In a brainstorming session, students are invited to participate actively in an open discussion, where every idea is valued, and nothing is considered wrong or irrelevant. The teacher begins by introducing the debate topic and then facilitates a brainstorming session where students are free to present their ideas, arguments, and points of view without fear of being judged. This process helps students to think freely and creatively, identify

different points of view, and discover arguments they may not have thought of before.

e. Providing appreciation, motivation and participation in student activities

Implementing strategies to provide appreciation, motivation, and involvement in student activities in extracurricular English debate classes is a practical approach to designing positive and supportive learning surroundings. Teachers give appreciation to students for their efforts and achievements, both individually and in groups. This appreciation can be verbal praise or recognition in front of the class. Teachers also actively motivate students who still feel shy or nervous by providing positive support to build self-confidence. In addition, teachers who are directly involved in student activities, such as participating in discussions, providing constructive feedback, and accompanying students during debate preparation, can build closer relationships with students. This active involvement shows that teachers genuinely care about students' development and are ready to help them reach their full potential.



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the findings and discussions of the data, the researcher came to the windup that teachers employed a variety of strategies in teaching extracurricular English debate classes at MAS Ruhul Islam Anak Bangsa, including 1) Collaborative learning strategies, 2) Discussion learning methods, 3) Practice arguments regularly, 4) Brainstorming, and 5) Encourage students.

The implementation of strategies in teaching extracurricular English debate classes at MAS Ruhul Islam Anak Bangsa as follows: 1) Providing debate motions at every class meeting. 2) Providing a clear and structured discussion guide. 3) Regular training is on Saturdays, and intensive classes are held at night. 4) Involving students to exchange ideas. 5) Giving appreciation, motivation, and participation in student activities.

B. SUGGESTION

After conducting research and obtaining findings regarding teacher strategies in extracurricular English debate classes at MAS Ruhul Islam Anak Bangsa, the researcher would want to provide teachers, learners, and aspiring Researcher with several recommendations, explained below:

First, teachers must continually evaluate and adjust their teaching strategies based on student feedback and classroom observation results. Involving students in the learning process through discussion and feedback can increase the

effectiveness of teaching strategies. Additionally, teachers need to foster a welcoming and encouraging climate in the classroom where all students—especially those who might be shy or uneasy—feel appreciated and encouraged.

Second, students participating in debate clubs or debate competitions not only strengthen their speaking and argumentation skills but also improve their critical and analytical thinking skills. These activities allow students to encounter a variety of topics and diverse points of view, thereby broadening their horizons. Additionally, experience in extracurricular debating can help students overcome public speaking nervousness and build self-confidence.

Future Researcher are advised to focus on research that explores the correlation between participation in extracurricular debate activities and the progress of speaking, argumentation, and critical thinking skills. Research could also compare the effectiveness of different extracurricular debate models and identify best practices that other schools could adopt. Additionally, considering factors such as school support, parent involvement, and resource availability will help understand the broader context of debate program success.



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Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : [0651- 7557321](tel:0651-7557321), Email : uin@ar-raniry.ac.id

Nomor : B-1800/Un.08/FTK.1/TL.00/2/2024
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepala MA Dayah Ruhul Islam Anak Bangsa
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **BELLA QUMAIRA / 180203026**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Tengku Chik, Bayu, Darul Imarah, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Investigating the Teachers' Strategies in English Extracurricular : A Study at Ruhul Islam Anak Bangsa*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 02 Februari 2024
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



*Berlaku sampai : 08 Maret
2024*

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C

Confirmation Letter of Conducting Research from MA Ruhul Islam Anak Bangsa Aceh Besar



YAYASAN RUHUL ISLAM ANAK BANGSA
DAYAH /PESANTREN RUHUL ISLAM ANAK BANGSA
MADRASAH ALIYAH
NSM : 131211060001 NPSN : 10114244
Jln. Pintu Air Gae Gajah Kec. Darul Imarah Kab. Aceh Besar Kode Pos 23352 Telp. 44771

SURAT KETERANGAN
 Nomor : B-09.68.02/Ma.01.40/PP.00.6/SKet/05/2024

Schubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, No. B-1800/Un.08/FTK.1/TL.00/2/2024 tanggal 02 Februari 2024 tentang Penelitian Ilmiah Mahasiswa. Kepala Madrasah Aliyah Ruhul Islam Anak Bangsa menerangkan bahwa yang namanya tersebut di bawah ini :

N a m a	: BELLA QUMAIRA
N i m	: 180203026
Fak/Prodi	: Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
Universitas	: UIN Ar Raniry Banda Aceh

Benar telah melakukan penelitian dan mengumpulkan data pada Madrasah Aliyah Ruhul Islam Anak Bangsa dalam rangka penyusunan Skripsi yang berjudul:

“Investigating the Teachers’ Strategies in English Extracurricular : A Study at Ruhul Islam Anak Bangsa”.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.



Darul Imarah, 20 Mei 2023
 An. Kepala,
 Wakabid. Kurikulum
 (Nojiantya S.P.)
 Nip. 197911142007102003

Appendix D

Interview Guidelines

INTERVIEW GUIDELINES

Project : Exploring The Teachers' Strategies In English Debate Extracurricular: A Study At Ruhul Islam Anak Bangsa

Date : 04 of May 2024

Place : MAS Ruhul Islam Anak Bangsa

Interviewer : Bella Qumaira

Resourcer : Mr. AAF as Teacher of english debate extracurricular

Questions:

1. Apakah tujuan dari ekstrakurikuler debat bahasa inggris diadakan?
2. Bagaimana cara ustad merencanakan sesi pembelajaran?
3. Apa strategi utama yang digunakan oleh ustad dalam mengajar ekstrakurikuler debat bahasa Inggris?
4. Bagaimana ustad mempersiapkan siswa untuk berpartisipasi dalam kelas debat bahasa Inggris?
5. Bagaimana ustad memotivasi siswa untuk aktif berpartisipasi dan tampil dalam kegiatan ekstrakurikuler debat?
6. Apakah terdapat perbedaan strategi pengajaran antara siswa yang memiliki pengalaman debat sebelumnya dan yang tidak?
7. Bagaimana ustad menilai kemajuan dan keterampilan debat siswa?
8. Bagaimana kolaborasi antara ustad dan siswa dalam mengembangkan keterampilan debat?
9. Apakah guru menggunakan teknologi atau sumber daya tambahan dalam mengajar ekstrakurikuler debat bahasa Inggris?
10. Bagaimana dukungan sekolah dan manajemen berpengaruh terhadap efektivitas pengajaran ekstrakurikuler debat bahasa Inggris?
11. Apakah ada perbedaan atau GAP antara kelas ekstrakurikuler debat di RIAB dengan sekolah-sekolah lain?

Appendix E

Observation Script

OBSERVATION SCRIPT

Project : Exploring The Teachers' Strategies In English Debate
Extracurricular: A Study At Ruhul Islam Anak Bangsa

Dates : 02 of March 2024 and 04 of May 2024

Place : MAS Ruhul Islam Anak Bangsa

Teacher : Mr. AAF as Teacher of english debate extracurricular

No	Kegiatan	Deskripsi	
		02 Maret 2024	04 Mai 2024
1.	Sebelum mengajar	<ul style="list-style-type: none"> • Guru mengucapkan salam • Guru dan murid berdoa • Guru menanyakan kabar murid • Guru mengecek daftar hadir murid • Guru dan murid merieviews pelajaran minggu lalu 	<ul style="list-style-type: none"> • Guru mengucapkan salam • Guru dan murid berdoa • Guru menanyakan kabar murid • Guru mengecek daftar hadir murid • Guru menyampaikan persiapan ujian murid minggu depan
2.	Ketika mengajar	<ul style="list-style-type: none"> • Guru meminta murid memaparkan motion debat (pro) • Guru memberikan tepuk tangan setelah murid memaparkan motion • Guru meminta murid dari tim kontra untuk merespon motion tim pro • Murid yang ditunjuk menyampaikan argumentasinya • Guru mengucapkan “terima kasih” • Guru menunjuk murid dari tim pro membalas argumentasi 	<ul style="list-style-type: none"> • Guru meminta murid memaparkan motion debat (pro) • Guru memberikan tepuk tangan setelah murid memaparkan motion • Guru meminta murid dari tim kontra untuk merespon motion tim pro • Murid yang ditunjuk tidak mau maju karena malu • Guru memberikan motivasi dan mendorong keberanian murid untuk tampil • Murid maju untuk

		<ul style="list-style-type: none"> • Guru memberikan tepuk tangan • Guru meminta murid tim kontra untuk merespon argumentasi • Murid tidak bisa merespon • Guru menyuruh murid untuk berdiskusi dalam tim beberapa menit • Murid menemukan kendala dalam mencari informasi tambahan • Guru memberikan informasi tambahan • Murid maju kembali menjawab argumentasi 	<p>merespon argumentasi walaupun terbata-bata</p> <ul style="list-style-type: none"> • Guru dan murid memberikan tepuk tangan • Guru menunjuk murid dari tim pro membalas argumentasi • Guru mengucapkan “argumentasi yang bagus” • Guru meminta murid tim kontra untuk merespon argumentasi • Murid tim kontra merespon argumentasi • Guru mengucapkan “terima kasih” • Guru meminta murid menyebutkan poin-poin pro dan kontra tentang motion hari ini • Murid menyebutkan poin-poin tersebut • Guru dan murid berdiskusi
3.	Setelah mengajar	<ul style="list-style-type: none"> • Guru merangkum dan menjelaskan motion hari ini • Guru memberikan apresiasi kepada murid dengan argumen yang bagus • Guru memancing murid untuk bertanya • Murid tidak ada yang bertanya • Guru mengucapkan salam dan menutup pembelajaran 	<ul style="list-style-type: none"> • Guru merangkum dan menjelaskan motion hari ini • Guru memberikan umpan balik tentang kekurangan dan kekuatan dari masing-masing tim • Guru memberikan apresiasi kepada murid dengan argumen yang bagus • Murid tidak ada yang bertanya • Guru mengucapkan salam dan menutup pembelajaran
4.	Teaching Media	Whiteboard	Whiteboard

Appendix F

Documentation

1. Observation



Observation on 02 of March 2024



Observation on 04 of May 2024

2. Interview



Interview on 04 of May 2024

AUTOBIOGRAPHY

1. Name : Bella Qumaira
2. Place/Date of Birth : Keude Tanjong, 14 January 2001
3. Nationality/Ethnic : Indonesian/Aceh
4. Religion : Islam
5. Sex : Female
6. Marital Status : Single
7. Occupation : Student
8. Address : Bayu, Darul Imarah, Aceh Besar
9. Email : 180203026@student.ar-raniry.ac.id
10. Parents' Name
 - a. Father : Sabirin
 - b. Mother : Nur
11. Address : Padang Sikabu, Kaway XVI, Aceh Barat
12. Educational Background
 - a. SDN 01 Percontohan : Graduated in 2012
 - b. SMPN 01 Kaway XVI : Graduated in 2015
 - c. SMAN 04 Wira Bangsa : Graduated in 2018
 - d. Manajemen Agribisnis USK : Graduated in 2023
 - e. English Department of UIN Ar-Raniry : Graduated in 2024