USING CASE BUILDING DEBATE ACTIVITY
TO IMPROVE STUDENTS' WRITING SKILL
AT *MSAINS PROGRAM* OF NURIS SCHOOL JEMBER

THESIS

Submitted to State Islamic University of KH Achmad Siddiq Jember
in partial fulfillment of requirement for bachelor's degree
of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
Program of English Language Teacher Training

By:

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PROGRAM OF ENGLISH EDUCATION
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STATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER
2021

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USING CASE BUILDING DEBATE ACTIVITY
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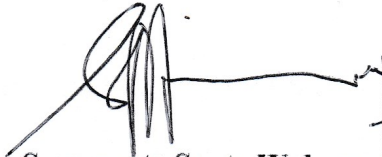# AT *MSAINS PROGRAM* OF NURIS SCHOOL JEMBER

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Has been examined and approved as the requirement to obtain
a bachelor's degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Program of English Education

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MOTTO

<div dir="rtl">

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

</div>

''Bind knowledge with writing''[1]

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[1] Syaikh Muhammad Nashiruddin Al Albani, *"Silsilah Hadits Shahih"*, 1413 H/1992 M, 2026

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# DEDICATION

I proudly dedicated this thesis for:

1. My beloved Father and Mother

   Big thanks to Mr. Ahmad Baderun as my beloved father and Mrs. Awik Istianah as my beloved mother who have supported, given motivation and prayer, and loved for me to finish the thesis

2. My family who have encouraged me to do my best

3. My beloved friends who have helped and supported me to finish the thesis
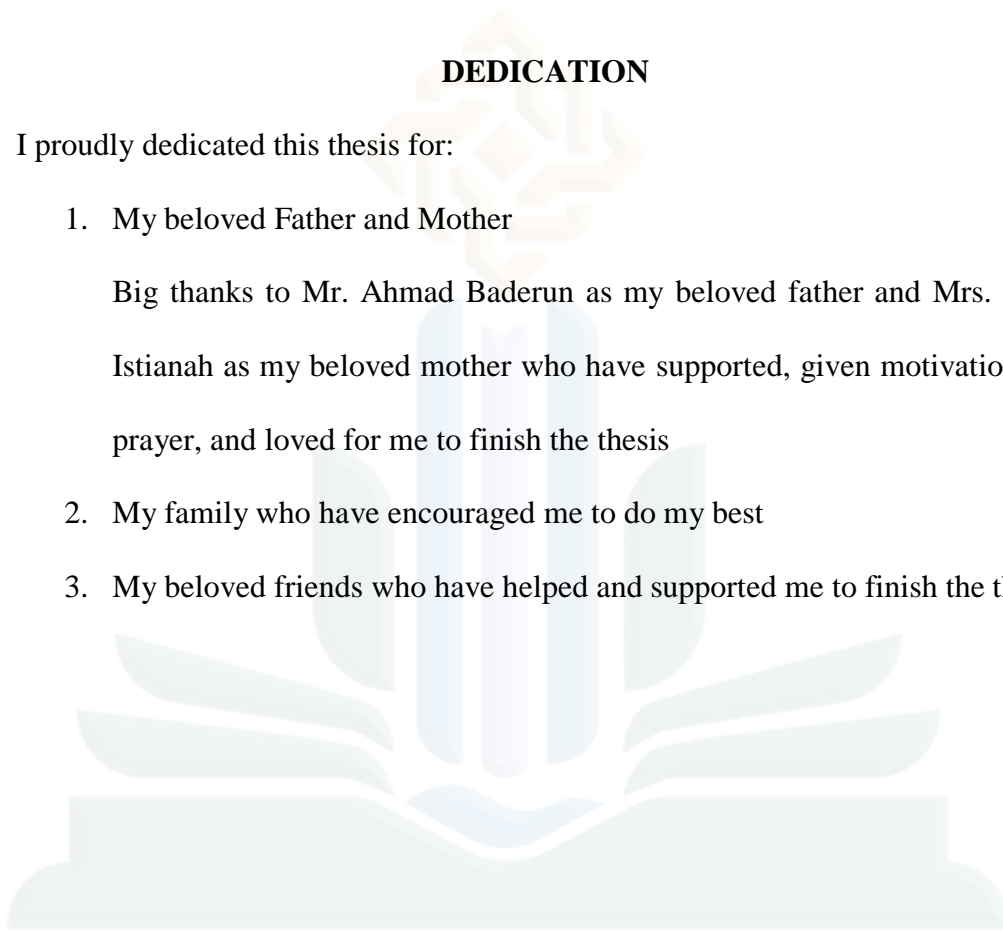
ACKNOWLEGMENT

Firstly, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity and inspiration to finish my thesis. Secondly, *Sholawat* and Salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to express the greatest gratitude to the following people:

1. The Excellency, Prof.Dr.H. Babun Soeharto, S.E.MM, as a Rector of State Islamic University KH Achmad Siddiq Jember who has given opportunity for me to study in this university.

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4. My advisor, Suparwoto Sapto Wahono M.Pd who has helped, guided and supported me during writing the thesis.

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6. The English teacher, Ahmad Busro Bahar, S.Pd as English teacher who has given me support and helped in conducting the research at *MSains program* Nuris Jember and the students of English *MSains program* who has given their time to participate in this research.

I realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember, November 2021
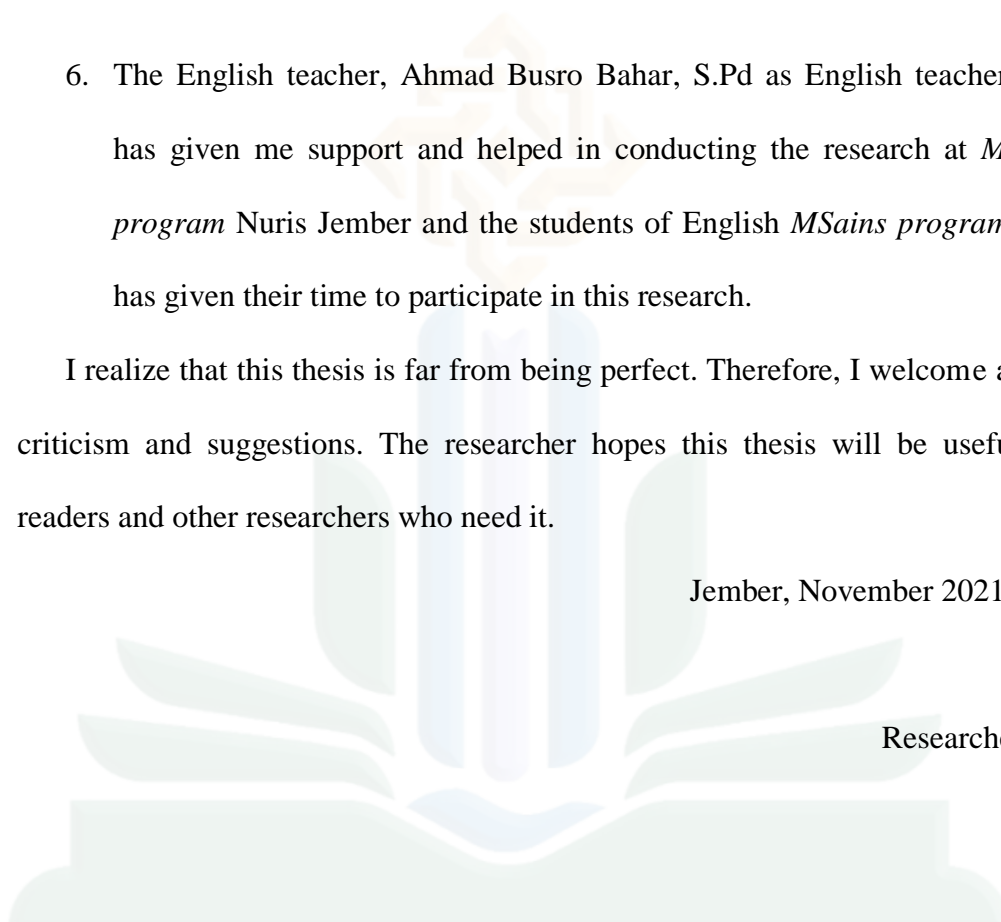
Researcher

ABSTRACT

Riza Umami, 2021: *Using Case Building Debate Activity to Improve Students'
Writing Skill at MSains Program of Nuris School Jember.*
Keywords: *case building method, writing skill.*

       Writing is an activity in which the writer writes down their ideas, thoughts, opinions, facts or even stories. Unlike speaking, writing is more complex and guarantees things, because when you write, it gives sophisticated words and many references with it. In the preliminary study, the researcher found that the students at English *MSains program* Nuris Jember had problems in writing. The students' problems in writing were lack of vocabularies, lacked of idea to write and did not understand well about grammar uses. Besides, the students' lacked of confident to write because those problems. According to the data from English teacher, the students' writing achievement was still low which percentage of 50% and the average of 67,7. After discussing with the English teacher, we decided to implement case building method. Case building method is one of appropriate method to improve students' writing achievement. Case building is one of activity inside of debate. It is a pre-stage before debating. Case building method could guides students to write structurally and coherently. Thus, this research used case building method to improve students' writing ability.

       The research question in this research is, "How does using case building debate activity improve students' writing skill at *MSains program* Nuris Jember.?". Meanwhile, the objective of the research is to describe the using case building debate activity to improve students' writing skill at *MSains program* Nuris Jember.

       The researcher used Classroom Action Research as the approach. The classroom action research design used in this research was a collaborative classroom action and research. The researcher conducted the research at English MSains class Nuris Jember which consisted of 18 students. This research was conducted in one cycle. The cycle consisted of four steps: planning, acting, observing and reflecting. To collect the data, the researcher used the students writing test, interview, field note and document review. The test utilized to find out the improvement of the students' writing after the research was conducted.

       The result of the research shows that students' writing skill have reached the criterion of success as much as 85,7%. The criterion of success in this research was if 60% of total the students got the minimum score (70) or more. The elements of writing which got improvement since implementing case building method were structure of writing, vocabulary, grammar (tenses) and mechanic (capitalization).

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. The sub chapters of this section were background of the research, the research questions, the research objectives, the research significance, research limitation and the key terms definition.

A. Background of Study

Writing is an activity which is the writer writes down their ideas, thoughts, opinions, facts or even stories. Unlike speaking, writing is more complex and guarantees things, because when you write, it gives sophisticated words and many references with it. Many advantages of being master of writer, such composing academic essays, business report, letter, or email messages and the skill of writing lead us to communicate from different background and culture. Based on hadith

إِذَا سَمِعْتَ شَيْئًا فَاكْتُبْهُ وَلَوْ فِي الْحَائِطِ

Meaning: "When you hear something (from knowledge) then write it down even on the wall."[2]

According to hadith above, Rasulullah had taught us to write all the knowledge even it writes down on the wall. It's clear that, writing activity is really important, main point to binding knowledge, it helps to remember the knowledge itself, and it keeps all the information written and tough to be lost. Writing is one of tool to transferred knowledge from people to people, next generation and it can be references to the next knowledge. Writing was

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[2] Asy-Syaikh Muhammad bin Shalih al-Utsaimin, *"Al-Ilmu"*, (Sleman: Gema Ilmu, 2008), 146

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considered of domain of the elite and well educated, it becomes essential tool for people of walks of life in today's community.

Grabowski stated that writing is standardized system which must be acquired through special instruction.[3] It means that writing is complicated and need certain method or strategy to overcome it. Moreover, the ultimate goal of writing are be able to do task in many aspect beyond school and to pursue careers that involve extensive writing. J.B Heaton also stated that writing skill is complex and difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgmental elements.[4] It's clear that writing is an important part of curriculum in school in the earliest grades onward and most children that have formal education will learn to write. Because some teacher are failed to teach writing, most of students feel so insecure to start write. They don't know what to do with the task.

In our country, English become foreign language that is taught in school. There are 4 macro skills in English, they are listening, speaking, reading, and writing.[5] Those skills are connected each other, it cannot be separated. Reading and listening are called as receptive skill. While writing and speaking are called productive skills.[6] Writing is the one of important skills to be mastered. Among of the macro skill of English, students assumed that writing is the hardest one. Many students confused when they were given

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[3] Weigle, S.C.*"Assessing writing"*.(Edinburgh: Cambridge University.2002), 4
[4] J.B Heaton, *"Writing English Language Tests"* (USA: Longman, 2000), 135.
[5] Graham Hall. *"The Routledge Handbook of English Language Teaching"*. (New York : British Library, 2016). 91
[6] Jeremy Harmer, *"The Practice of English Language Teaching",* (China : Pearson Longman, 2007), 44

topic to write. They did not know what to write. Sometimes, the teacher just gave topic should be discussed with their group and did not teach about how we build the paragraph. Finally, the students end up with searching in Google, then copy paste them.

Based on observation conducted by the researcher during preliminary study in English MSains class of Nuris Jember, some problems were found in the student's writing ability. The first problem was students' lacked of vocabularies. It happened during the teaching and learning process, when the teacher asked them to write their opinion about the material that had been given, most of writing result of the students was mixed between Bahasa and English. There were 18 students at the class; there were 13 students who used mix language and 5 students who used fully English. They still did not know another or similar word that could not be defined, so they used both of Bahasa and English during writing. The second problem was the students of English MSains class of Nuris Jember did not know how to explore the topic. It seemed when the teacher gave them topic that should be explained. Most of their work was incoherent paragraph to another paragraph. They did not know how to make a good paragraph. They lacked of idea to write. It was because they had not much knowledge or insight about that topic. Moreover, the internet access of boarding school was limited. They could not search the topic on Google and related books were limited so they did not have wide insight about certain topic. The last problem was students still did not understand well about grammar uses. It seemed from the student's worksheet writing. They

were still getting confused how the position or place of present, past and future tense. For example like, they would like to say present but some word was in past form such "Today's news was so many flood everywhere" or "Yesterday, there is a person who rob a home". Some mistaken of that made the students were lazy to write because afraid of being wrong.[7]

According to the interview of English teacher, there were some factors that hinder the progress of writing. The researcher used unstructured interviewed to gain the pre-observation. Based on the interview, they were lack of vocabularies, lacked of knowledge, lacked of idea to write, and lacked of reading. Beside of that, the teacher also said that they were lack of motivation to learn writing. The teacher also said that the students were afraid about grammar uses. The students still confused the location of grammar in a sentence. It made writing ability of the students was not progress. Then the researcher asked the teacher what kinds of method or strategy that had been used by the teacher to teach writing. The teacher said that, he used to be use conventional such make an outline in every paragraph, then elaborate later. The teacher never used any specific method or strategy to teach writing.[8]

According to the interview of students, the researcher found that most of students had difficulties in writing such as they were lack of knowledge of certain topic, vocabularies, lacked of confident to write or insecure with their skill of grammar so they did not know what to do. Even, the teacher gave them the example or outline how to develop a topic, elaborate it, and give

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[7] Observation in English MSains class of Nuris School Jember, 19 January 2021
[8] Ahmad Busro Bahar, Problems in Writing interviewed by Riza Umami, WhatsApp, 8 February 2021

supporting sentence, the students were still getting confused. Finally, they gave up and just wrote what they know even a sentence. [9]

Based on the interview with the English teacher, students of English MSains of Nuris Jember and observation as preliminary research toward this study, the researcher concluded that there were several factors that hinder the improving of writing skill. They were lacked of knowledge of certain issue, lacked of reading because prohibited to access internet and less of related book, insecure with the grammar ability, lacked of vocabularies, and lacked of motivation to learn writing. Besides, writing skill gives many advantages for our future. It can be for academic side, job vacancy or even as writer.

Based on the cases above, students of English MSains of Nuris Jember needed certain method or strategy to improve students' writing. Moreover, English MSains is an extraordinary class; it's an extracurricular class in Nuris Jember which focused on competition such debate, speech and news reading but their skill in writing script was so low. They needed certain method to help them to improve their writing. Case Building Debate Activity is an effective way to improve student's writing skill. According to Rybold, debate will help debaters to improve their skill in writing, organizing and note taking. [10] From that statement, we could conclude that case building debate activity can improve the student's writing skill. Case building is one of activity inside of debate. It's a pre-stage before debating. Case building debate activity has same

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[9] Students of MSains class of Nuris School, Problem in Writing interviewed by Riza Umami, Jember, 19 January 2021

[10] Gary Rybold. *"Speaking, Listening, and Understanding for Non-Native Speaker"*, (New York: IDEBATE Press Book, 2006), 4

structure with the speech structure, so it's related to use case building debate activity to improve writing skill.

Moreover, it supported by some previous study which use debate to improve writing skill. The first research was conducted by Walissa (2016). She stated that using debate activity improve students' coherent in writing.[11] Using debate activity is also studied by Ira (2019). She showed that using debate activity improve students' four language skills.[12] The students felt their four skills such listening, reading, speaking and writing occur an improvement since the debate implement. It is also supported by Olanda (2012). She stated that using debate activity improve students' analytical exposition.[13]

The researcher used analytical exposition as the previous research to be guidance because structure of speech script as same as analytical exposition and analytical exposition as same as pre-stage of debate. It is case building debate activity. Based on the previous study, they had different purpose. However, there had not been research yet that using case building debate improve students' writing especially in general way. The previous researches only focus on writing as specific way but not in general purpose such how to write good writing. Good writing is the key of writing. Therefore, the researcher wants to improve student's low writing by conducting case building debate activity to improve students' writing skill.

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[11] Walissa Tanaya Pramanasari, "Debate Training to Improve Students' Coherent in Writing", (Thesis of Sekolah Tinggi Bahasa Asing STBA LIA Yogyakarta, 2016), 29-32
[12] Ira Atika Zahra, "The Effect of Debate Activity in English Four Skills: The Students' Perspective", (A Journal of UICELL, 2019) 60-61
[13] Olanda Theresia Sianturi, "Improving Students' Achievement in Writing Analytical Exposition Paragraph through Debate Technique", (Thesis of Medan State University, 2012), 29-33

According that problem above, the researcher proposes to conduct this study under title "Using Case Building Debate Activity to Improve Students' Writing Skill at *MSains Program* of Nuris School Jember".

B. Research Question

According to the background of study above, the research question formulated as follow:

How does using Case Building Debate Activity improve students' writing skill?

C. Research Objective

According to the research questions above, the research objective formulated as follows:

To describe the using of Case Building Debate Activity to improve student's writing skill.

D. Research Significance

This result is expected to give contribution to the language teaching learning process as follows:

1. Theoretical significance

The result of this research can provide knowledge dealing writing and case building debate activity.

2. Practical significance

a. For other researcher, this study can be used as references to make good writing using case building debate activity.

b. For the teacher, this study can be used as additional method to teach analytical exposition or speech script text using case building debate activity.

c. For the researcher, this study can be new insight, knowledge and experience using case building debate activity to improve students' writing skill.

E. Research Limitation

Limitation of this research is the researcher limits the problems in order to reach the goal of the research as mentioned in research objective. The researcher only focused on the using case building debate activity to improve students' writing skill text at MSains program of Nuris Jember. MSains program is a class which focuses on the competition. Many classes in MSains program such as Public Speaking Class, Olympiad Class, Chemistry Class, Physic Class, Economy Class, Geography Class, etc. Researcher focused on Public Speaking class. Public speaking class means English public speaking. Public speaking class had difficulties in writing before speech. They relied on tutor to make their script. Thus, they were getting confused to express it.

F. Key Terms Definition

1. Case Building Debate Activity

Case Building Debate Activity is an activity which can improve students' analytical exposition written text. In Case Building Debate Activity, student should work individually to make their own analytical exposition written text. This method has several steps. First, the teacher

gave a topic to be discussed. Second, the students did brainstorming how was the topic run will be, the assertion (introduction), the reason, the evidence (arguments), the link back (conclusion), shortly called by AREL. Third, the students started to write the analytical exposition (speech script) by using AREL. Next, students submitted the task to the teacher.

2. Writing Skill

Writing in this research is practice to write by using case building debate method to improve students' writing in speech script. Speech script is a written text that consists of writer thought or expression which would be spoken. A good speech comes from good planning from speech script, good script comes from good writing and good writing starts from good paragraph. A good paragraph is composed of a topic sentence (or key sentence), relevant supporting sentences, and a closing (or transition) sentence. This structure is the key to keeping your paragraph focused on the main idea and creating a clear and concise image. Therefore, the material of this study is how to make good writing by implementing case building debate.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of the related literature in this research contains of previous research about case building debate, the definition of case building debate, structure of case building debate, step of case building debate, advantages and disadvantages of case building debate the definition of writing, components of writing, types of writing, genre of writing and speech script. Besides, the previous studies will be presented in turns in this chapter.

A. Previous Study

Below, these were several studies that had been conducted and related to this research:

Firstly, it came from M. Jumatul Fakih under titled "The Correlation between Students' Achievements in Debate and Students' Achievements in Writing Analytical Exposition Text at SMAN 1 Trenggalek in Academic Year 2016/2017. The subject of this research is XI class. There were 12 students who participate in this study; they were students who taking debate community in SMAN 1 Trenggalek. The researcher used quantitative approach by applying correlative design which had purposed whether the debate achievements correlate with analytical exposition achievements or not. This research used Asian-Australian Parliamentary System. The data came from the score of each debate practice and writing analytical exposition. The result showed that there was correlation between students' achievements and students' analytical exposition text. It proved by the score of each activity, the

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debate score was 70,25 and writing analytical exposition was 72,66. Then, the coefficient correlation was strong, it was 0.933.[14]

The similarity of M. Jumatul Fakih's research and this research was both of research used same genre of writing, it was analytical exposition. Whether the researcher did not use word analytical exposition directly in the title, the focused of researcher still implied and referred to analytical exposition text. The researcher wanted to fix and improved how students' of MSains class wrote their speech writing. Beside of that, speech writing is one of example of analytical exposition text. So that's, Jumatul Fakih's research and this research had similar genre.

The differences of M. Jumatul Fakih's research and this research were: (1) this research used only pre-stage of debate or case building debate and his research used debate. (2) This research used classroom action research and his research used quantitative approach by applying correlative design. (3) Subject of this research was MSains class of Nuris Jember and his research was SMAN 1 Trenggalek.

Secondly, it came from Robi Kurniawan under titled "The Effect of Using Debate Method toward Writing Analytical Exposition Ability of the Second Year Students at State Islamic Senior High School 2 Model Pekanbaru". The subject of this research was 71 to 197 students, it divided into 2 classes which taken by cluster sampling. They were XI 2 as experiment

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[14] M. Jumatul Fakih, "The Correlation between Students' Achievements in Debate and Students' Achievements in Writing Analytical Exposition Text at SMAN 1 Trenggalek in Academic Year 2016/2017", (Thesis of States Islamic College Institut Of Tulungagung (IAIN) of Tulungagung, 2017), 39-55

class and XI 3 as control class. The researcher used experimental by applying quasi-experimental design. The researcher collected the data from observation and test. It showed that there was significance improvement of the method toward analytical exposition. It proved by the result, the coefficient t-test was 7,30. The researcher found that 2.00<7.30>2.65. It meant that the t-obtained was higher that t-table.[15]

The similarity of Robi Kurniawan's research and this research was both of researcher used same genre of text, it was analytical exposition. Whether the researcher did not use word analytical exposition directly in the title, the focused of researcher still implied and referred to analytical exposition text. The researcher wanted to fix and improved how students' of MSains class wrote their speech writing. Beside of that, speech writing is one of example of analytical exposition text. So that's, Robi Kurniawan's research and this research had similar genre.

The differences of Robi Kurniawan's research and this research were: (1) this research used classroom action research and his research used experimental by applying quasi-experimental design. (2) This research used case building debate or pre-stage of debate and his research used debate. (3) Different place of research. Robi Kurniawan used the Second Year Students at State Islamic Senior High School 2 Model Pekanbaru and this research used MSains class of Nuris Jember.

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[15] Robi Kurniawan, "The Effect of Using Debate Method toward Writing Analytical Exposition Ability of the Second Year Students at State Islamic Senior High School 2 Model Pekanbaru", (Thesis of State Islamic University of Sultan Syarief Kasim Riau, 2012), 27-33

Thirdly, it came from Juni Wahyuningsih under titled "The Use of Case Building Technique to Enhance Students' Analytical Exposition Text Writing". The subject of this research was SMAN 3 Pontianak, the sample was X IPS 2. The researcher used pre-experimental approach, it used pre-test and post-test to gain the effectiveness of the technique. It showed that the case building technique was effective to enhance students' analytical exposition text writing. It proved by the result of the research. It showed that t-test was 9,03 and t-obtained was higher that t- table df=31 (2.040<9.03>2.744).[16]

The similarities of Juni Wahyuningsih's research and this research were: (1) both of research used same genre of text, it was analytical exposition. Whether the researcher did not use word analytical exposition directly in the title, the focused of researcher still implied and referred to analytical exposition text. The researcher wanted to fix and improved how students' of MSains class wrote their speech writing. Beside of that, speech writing is one of example of analytical exposition text. So that's, Juni Wahyuningsih's research and this research had similar genre. (2) both of research used same method, its case building debate.

The differences of Juni Wahyuningsih's research and this research were: (1) the methodology. This research used classroom action research and his research used pre-experimental approach. (2) The object. This research used MSains class of Nuris Jember and his research used SMAN 3 Pontianak.

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[16] Juni Wahyuningsih, "The Use of Case Building Technique to Enhance Students' Analytical Exposition Text Writing", (Thesis of Tanjungpura University Pontianak, 2017), 29-35

Table 2.1
Similarities and Differences Previous Study and This Study

No.	Name/Title Research	Similarities	Differences
1	2	3	4
1	M. Jumatul Fakih under titled "The Correlation between Students' Achievements in Debate and Students' Achievements in Writing Analytical Exposition Text at SMAN 1 Trenggalek in Academic Year 2016/2017.	• Both of research use same skill that is analytical exposition writing text	• The object of this research is MSAINS Class of Nuris Islamic Boarding School, M. Jumatul Fakih is SMAN 1 Trenggalek • This research uses classroom action research, and M. Jumatul Fakih uses quantitative approach.
2.	Robi Kurniawan under titled "The Effect of Using Debate Method toward Writing Analytical Exposition Ability of the Second Year Students at State Islamic Senior High School 2 Model Pekanbaru".	• Both of research uses analytical exposition writing text	• The aim of this research is to improve students' analytical exposition writing text, and Robi Kurniawan's aim is to know how effective using debate method toward students' analytical exposition writing text. • The object of this research is MSAINS Class of Nuris Islamic Boarding School, and Robi Kurniawan uses Second Year Students at
2			State Islamic Senior High School 2 Model Pekanbaru. • This research uses classroom action research and Robi Kurniawan uses experimental by applying quasi-experimental design.
3	Juni Wahyuningsih under	• Both of	• This research uses

No.	Name/Title Research	Similarities	Differences
1	2	3	4
	titled "The Use of Case Building Technique to Enhance Students' Analytical Exposition Text Writing".	research uses case building debate activity Both of research uses same skill that is writing analytical Exposition • Both of research is to improve or enhance students' analytical exposition writing text	classroom action research and Juni Wahyuningsih uses pre-experimental approach. • The object of this research is MSAINS Class of Nuris Islamic Boarding School and Juni Wahyuningsih is SMAN 3 Pontianak.

The similarities of this research with three previous researches above were:

1. Writing

2. Analytical exposition

The differences of this research with three previous researches above were:

1. Focused on case building debate activity only, not whole of debate

2. Used classroom action research

3. Not simply used analytical exposition to improve analytical exposition score but the speech writing inside, because speech writing is one of example of analytical exposition text.

B. Theoretical Framework

1. Case Building Debate Activity

a. Definition of Case Building

A debate is an exchange of arguments between two teams or individuals. Meetings take place on regional, national and international levels worldwide, mostly in educational environments such as schools and universities. The idea behind the whole discipline of debating is to teach or to perform the approach to a certain topic from different points of view. The side one has to debate on is drawn by tournament organizers, so personal opinions are secondary.[17] Before doing the debate, students should do pre-stage of debate, it usually called by case construction or case building. Case building is the process of putting together the team's arguments and making sure that they are solid and consistent. According to the Introduction to Debate, Case building is where all the elements of argumentation build together, through strategic organization and planning defense against opposing arguments.[18]

b. Structure of Case Building Debate

Based on National University Debate Competition (NUDC), the format or structure of case building is Assertion, Reason, Evidence,

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[17] Christopher Sanchez, *"A Quick Introduction to Debating in Schools WSDC Format and Club or Classroom Implementation"*, (German: 2014), 5
[18] Kementerian Pendidikan dan Kebudayaan, "*Debating Handbook for Debater"*, (Palu: Kementerian Pendidikan dan Kebudayaan, 2016)

and Link back, usually called as AREL.[19] Here are the definitions of AREL:

1) Assertion

Assertion often called by claim. A claim is the main point of an argument. It's a statement of what the debater intends to prove. It is called a "tagline" and should be contained in the first sentence of an argument. The claim should intuitively resonate with the audience by using powerful and direct language.

2) Reason

Usually, reason well-known as warrant. A warrant is a reason that a claim is true. A claim without a reason is merely an assertion. It is a statement of opinion without explanation or justification. According to Sonnreich said that statement and the idea refer to the concept or proposition that you seek to prove. If the claim is important because it gets the audience pointed in the right direction, the warrant is important because it helps the audience start moving down the path of the argument.

3) Evidence

In Debate, the additional information should include data or evidence. Evidence can take many forms: statistics, expert testimony, and specific examples are some of the most common. Because speakers are not established experts, they cannot simply

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[19] Juni Wahyuningsih, *"The Use Of Case Building Technique To Enhance Students' Analytical Exposition Text Writing",* (Thesis of Tanjung University Pontianak, 2017)

argue for a position; no matter how reasonable their arguments may be, speakers are still merely students. Thus, they must conduct extensive research to prepare for the topics they will debate.[20]

4) Link back

Link back is a restate the claim after being proven by reason and evidence. This will highly relate to consistency and relevance. Based on Iqramullah said that link back is meant to remind the adjudicator and audience that the analysis was made to prove the claim.

Like claims, warrants, and data, link-back should be clearly delineated through the use of exact phraseology. In debate, the debater should give a deep explanation and also some facts to make create strong argument based on the motion. The argument should be a clear explanation with a logical reason and the accurate evidence to make the jury agree with that argument. By using A.R.E.L (Argument, Reasoning, Evidence, and Link Back), the students have guidance to create a good argument and develop their critical argument about the facts.[21]

c. **The Step of Case Building**

There are several steps to do case building:

1) Teacher gives a topic

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[20] Suci Rahayu Nirwana and Nia Kurniawati, *"AREL to Enhance Students' Speaking Skill in Debating",* (Journal of Universitas Suryakancana, 2018)

[21] Sri Wahyuni, Mulyadi Syahputra and Defi Irmayanti, *"The Implementation of Assertion, Reason, Ecidence and Link Back (AREL) in Teaching Speaking",* (Journal GEEJ of STKIP Bina Bangsa Getsempena), Vol.7, 2020

2) Teacher explains the topic, how the topic runs

3) Students do brainstorming and start to write the text

4) Students submit the task to the teacher, then value it

d. **Advantages of Case Building Debate**

There are several advantages of case building debate, they are:

1) Make students' insight larger and wider

Students who often doing debate or doing case building specifically, it will help them better understand about issue around them such political side, economic side, educational side and many more.

2) Make students' critical thinking better

Students who often make argument on case building is better in way of they think. They better at analyzing and synthesizing the idea. Critical thinkers learn to go below surface of an argument. They will learn to how to articulate unstated assumptions and test the validity of the idea. The will learn how ideas relate each other.[22]

3) Make students' writing is more structure

Students' who often do case building will make students' writing is more structure. In case building debate, the generic structure is AREL or Assertion, Reason, Evidence and Link Back. Using AREL, the way we write will make our writing have high quality, it can from the validity of the text or the structure itself. It because every statement or argument has their own cause and effect. When

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[22] Robert Trapp, and friends, *"Discovering the World through Debate: A Practical Guide to Educational Debate for Debaters, Coaches and Judges",* (USA: IDEA Press Books, 2005), 3ʳᵈ edition, 181

there's an argument/claim/assertion, it should follow by reason behind it, then supported by evidence or prove, then in the we should link it with the first statement or assertion.

4) Make students' speaking better in the way deliver

After making case building debate, students should deliver their argument. By case building, the way deliver of students will better than students' who doesn't make case building or directly. It's because they make their plan with AREL in case building previously. Case building help them deliver the argument is better.

From the explanation above, the researcher concludes that using case building is a method that has many advantages. By using case building debate, students can enlarge their insight about world, harder the critical thinking, writing is more structure and the way they deliver is better.

e. **Disadvantages of Case Building Debate**

Beside of the advantages, there are several disadvantages inside case building debate, they are:

1) Case building debate is only used in certain subject such speech script or analytical exposition

2) Case building debate need deep analysis, so students should has large insight to make an analytical exposition by case building.

From the explanation above about disadvantages of case building, the researcher has solution to overcome it. To overcome the

disadvantages, the researcher asks the students to brainstorming, reading, or surfing on internet about the topic before case building. Another way is the researcher explains how the topic runs, so the students can make their own argument afterward.

2. **Writing**

    a. **The Nature of Writing**

    Writing is one of the English skills. Basically, writing is a way of communication to express writers' feeling or convey their messages to the readers.[23] Writing becomes important for some reasons. According to Raimes in Academic Writing: Research Paper Writing Book said that writing will help students to learn since it reinforces the grammatical structures, idioms, vocabularies that the teacher have been teaching. Beside of that, it can also help students to have a chance to adventurous the language itself, to go beyond what they have just learned to say and take risk. Last, it can when they write, they will necessarily involve with the new language, express their ideas, and constantly use of eye, hand and brain is a unique way to reinforce learning.[24] The nature of writing according to Troyka is divided into four divisions. They are:

    1) Writing is a way of thinking and learning.

    Writing allows the writer to explore his or her ideas. In the process of writing it, the writers will choose a topic and master it.

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[23] Lynn Quitman Troyka. "*Simon and Schuster Handbook for Writers*". (New Jersey: Prentice Hall. 1993), 3

[24] Ali Ghufron, "*Academic Writing: Research Paper Writing*", (Deepublish: Sleman, 2016), 51

They will present the arguments to support the subject he arises. As a process of learning, when a writer writes for readers, he or she will play a teacher role that is to educate and present information.

2) Writing is a way of discovering.

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

3) Writing creates reading

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

4) Writing ability is needed by educated people

Writing will help educated people in their life. Especially in the field of education, college students will be asked to write many pieces of writing like reports, essay, or others scientific writings. This writing ability is strongly needed by people in many sectors of life.[25]

b. **Components of Writing**

The good writing skill can be analyzed to group and varied skills. Heaton (1988:135) divides components writing into five main areas. They are grammar, mechanics, vocabulary, content and organization.

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[25] Lynn Quitman Troyka. "*Simon and Schuster Handbook for Writers*". (New Jersey: Prentice Hall. 1993), 2-3

1) Grammar

Grammar concerns about the ability to write correct and appropriate sentences. The writer has to give attention for preposition, tenses such as using of verbs, nouns, adjective, also conjunction and articles. According to Brown, grammar is a system of rule governing the conventional and relationship of words in sentences. (1989:34)

2) Mechanics

It is related with the ability to use correctly words to the written language such as using of capitalization, punctuation, spelling. It is very important to lead the readers to understand or recognize what the written mean to express. The use of favorable mechanics in writing will make the readers easy to the group to conveying ideas or message of writing. The explanation as follows: a) Capitalization, the use of capitalization can clarify the ideas. If the sentences are not capitalized correctly, ambiguous and misunderstanding, it will appear. It also helps to differentiate from sentences to others. The words which are capitalized at beginning of: the name of people, organization, first and last word of title. b) Punctuation. Punctuation can help the readers to identify should be taken as a unit of meaning and suggest how the units of it relate to each other. c) Spelling. Using of spelling has three rules; they are suffixes addition, plural formation and the change of certain words.

3) Content

The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear to the readers. So, they can understand what the messages convey and gain information from it. Also, the content of writing should be well unity and complete because the characteristic of good writing has unity and completeness.

4) Vocabulary

Vocabulary is an essential part of compose writing. The writer needs vocabulary mastery well to express or write the ideas. The effective using of words or vocabulary in writing must be relevant with the topic to let the readers perceive and feel it. Someone who lack of vocabulary will be difficult to compose what they are going to express but appropriate words will help writers to compose writing.

5) Organization

Organization is the ability to develop ideas and topic which relevant in a united form. On the other hand, it concern in ways of writer to arrange and organize the ideas or messages in writing. There are many ways in process of organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.

6) Language

Use Coke in Ismayanti (2008:19) states that language us in writing description and other forms of writing involve correct usage and point of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, use modifier or adjective, adverbs, and participles in the writing, a modifier may other be a phrase. A single, well chosen-modifier is often more effective than several used together. If it is difficult to describe with over used or warn-out modifier, find more interesting synonyms, in the dictionary.

c. **Types of Writing**

Brown categorized four types of writing performance, those are:[26]

1) Imitative Writing

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing.

2) Intensive Writing (controlled)

Intensive writing is producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features

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[26] H. Douglas Brown, *"Language Assessment Principles and Classroom Practices"*, (New York: Longman, 2004), 220

up to the long of sentence. Meaning and context are some importance in determining correctness and appropriateness but most assessment tasks are more concerned with a focus on form and are rather strictly controlled by the test design.

3) Responsive Writing

Assessment tasks require learners to perform at a limited discourses level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines.

4) Extensive Writing

It implies successful management of all the processes and strategies of writing for all purposes, up to the long of an essay a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on the grammatical form is limited to occasional editing or proofreading of a draft.

In this research, the researcher mixed up intensive and extensive writing. In intensive writing, the students produced language to display their competence in grammar, vocabulary or

sentence formation. While in extensive writing, the students could do a large quantity of informal writing on a wide range of topics and in various styles and they did so for pleasure. The students had to write some paragraphs about analytical exposition text by the certain topic. They might write everything related to the topic freely and by using the correct grammar and insight based on what they had learnt.

d. Genre of Writing

According to the Writing Genre-A Structured Approach Book, there are 6 genres of writing.[27] They are:

1) Narrative Text

Narrative text is a text which tells about an imaginative experience in the past. The purpose is to entertain or to amuse the reader. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. The generic structure of this text is:

a) Orientation: it's the set of scene (where and when the story happen) and introduces the participant of the story (who and what is involved in the story)

b) Complication: it tells the beginning of the problem which leads to the crisis (climax) of the main participants

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[27] Rigby, "*First Steps Writing Map of Development 2ⁿᵈ Edition", (*Education Department of Western Australia, 2005), 50

c) Resolution: it provides solution to the problem either in a happy or in a sad ending

d) Reorientation (optional): it gives a closing remark to the story. It consists of moral lesson or advice.

Some examples of narrative text are short stories, folk tale, legends, myths, fables, novels, cartoon, and picture book.

2) Recount text

Recount text is a text which tells about past experience, accidents or events. The purpose of this text is to retell events which have occurred. There are 2 kinds of recount text, personal and factual. The generic structure of personal recount is:

a) Orientation: it introduces who were involved in the story, when and where the story happened.

b) Events: it tells what happened in a chronological order

c) Evaluation: it gives comments of the writer or speaker about past experience

d) Reorientation (optional): it provides the conclusion of the experience.

The generic structure of factual recount is:

a) Orientation: it introduces who were involved in the story, when and where the story happened.

b) Events: it tells what happened in a chronological order

Some examples of recount text are diary, incident report and article.

3) Procedure Text

Procedure text is a text which tells about sequence of how to make something or consists of instruction to follow. The purpose of this text is to tell the steps of doing or making something in a sequential order. The generic structure of this text is:

a) Goal: it states an opening statement with an objective

b) Materials (optional): it lists the materials or items needed

c) Steps: it provides a series of steps listed in a logical steps

Some examples of procedure text are recipes and instructions manual.

4) Descriptive Text

Descriptive text is a text which describes living and non-living things such as animals, towns, buildings. The purpose of this text is to describe particular person, place or thing. The generic structure of this text is:

a) Identification: it introduces who, were or what is being described.

b) Description: it describes the characteristics, parts and qualities of the subject being described.

There are several examples of descriptive text are biographies, autobiographies and magazine specifications.

5) Explanation Text

Explanation text is a text which gives straightforward information. It explains the process related to the information of natural, social, scientific and cultural phenomena such how volcano eruption occurs or how we get chocolate from. The purpose of this text is to give an understanding of the process involved in the formation or the working of natural social, scientific and cultural phenomena. The generic structure of this is:

a) General statement: it presents the subject that is going to be explained

b) Explanation: it supports the following paragraphs. The explanation statements are illustrated in sequence.

Some examples of explanation text are reports on natural phenomena, articles on scientific inventions and documentary films.

6) Analytical Exposition Text

Analytical exposition is a text which tries to convince the readers to agree with writer's point of view by analyzing a certain issue within a text. The purpose of this text is to put forward a point of view about something. The generic structure of this text is:

a) Thesis: it introduces topic and indicates writer's position. It also outlines the write's arguments.

b) Arguments: it supports the thesis by presenting a series of arguments.

c) Reiteration: it restates the writer's point of view.

Some examples of analytical exposition are newspaper, debates and speeches.[28]

3. Speech Script

Speech script is a written text used by speaker to deliver their argument, idea or expression of the thought.[29] A good speech script comes from good writing; good writing start from good paragraph. Paragraph is a group of sentences about a single topic. The sentences of the paragraph explain the writer's main idea about the topic. In academic writing, a paragraph often consists of five until ten sentences long, but it depend on the topic itself, it can be shorter and longer.[30] A good paragraph consists of 3 main points. They are:

a. Topic Sentence

Topic sentence is the main idea of each paragraph that shows how the idea relates to the topic. Topic sentence is the first sentence in paragraph. The topic sentence introduces what the paragraph is talking about and limits the information that can be given in the other sentences.[31]

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[28] Lina Setiadi, dkk, "*Seri Pendalaman Materi Bahasa Inggris untuk SMA/MA*", (Jakarta: Penerbit Erlangga, 2012), 23-44

[29] Meriam Webster, *"Definition of Speech Script"*, accessed on February 20th 2021

[30] Dorothy E Zemach and Lisa A Rumisek, "*Academic Writing from Paragraph to Essay*" (Spanyol: MacMilan, 2005), 11

[31] Kent Institute of Business and Technology, *"Essay Writing Handbook"*, (Australia, 2018)

b. Supporting Sentence

Supporting sentences is an elaborating argument or explanation from topic sentence. All the supporting sentences should be about topic sentence. Supporting sentences that irrelevant or incoherent should be deleted. In the form of supporting sentences should be supported by some proof, evidence, and some references to support the topic sentence.

c. Conclusion

Conclusion is the last sentences in the paragraph. It functions to be signaling to end the topic. Conclusion can be a restatement of the topic sentence, a summary of the topic sentence or final comment related to the topic. The concluding sentence in a paragraph should be a general statement that relates to the idea expressed in the topic sentence, and not another fact or detail of support. If restating the topic sentence, it should be expressed in different words, not an exact copy of the topic sentence.[32]

According Ricky Telg, there are 3 main points in the speech writing. They are:

1) The Introduction

The introduction states the goal of the speech. A good introduction serves an attention getter, previews the topic and main

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[32]UVU Writing Center, *"Basic Essay Format"* (California: Utah Valley University, 2013), 1-2

idea and establishes your credibility as a speaker.[33] Some good ways to grab attention using a quotation, telling a story, posting questions, using humor, using starting facts or statistics, providing an illustration or anecdote or reference historical or recent events. A preview statement identifies the main points of the speech, helping the audience focus on the key points of the reminder of the presentation.

2) The Body

The body is the core of the speech writing. The body is the main point and the largest part in the speech writing. In the form of the body, we should provide many related supporting materials of the topic. The main point should flow from the speech's goal and thesis statement. Supporting point are the supporting material you have collected to justify and proof your main points. Supporting point can be a proof, data statistics, or others that related to the main point. These can help to substantiate the thesis.

3) The Conclusion

The conclusion wraps up the presentation by providing a summary of what the audience was supposed to have learned or have been persuaded to do during the presentation. Conclusion can be a restatement or link back to the top.

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[33] O'Hair D. Rubenstein H & Steward R, *"A Pocket Guide to Public Speaking 2nd ed"* (Boston, MA: Bedford/St. Martin's, 2007)

There are 3 kinds of speeches that has different format of speech writing. They are:

a) Informative Speech

Informative speech has purposes to define, explain, describe or demonstrate the topic itself. The goal of informative speech is to provide information completely and clearly. For example like describing the life cycle stages of an egg to a chicken, explaining how to operate a camera or demonstrating how to cook a side dish or meal. The generic structure of the informative speech depends on speaker's intention whether it define, describe or demonstrate

b) Persuasive Speech

Persuasive speech is same as case building debate. It reinforce peoples' beliefs about certain topic, change their belief or to move them to act. Persuasive speech has similar generic structure toward case building debate, such as:

(1). The Introduction: it attracts audience's attention by giving a thesis statement and specific sentences that explains the main points of the argument.

(2). The Background: it provides the context and details needs for audience to understand the situation being described. It can be state a reason why the thesis existed.

(3). Lines of Argument: it consists of many arguments that support the thesis in the introduction. In the lines of argument, you should provide claims, reasons, and supporting evidence that stronger your thesis to be belief.

(4). Refuting Objections: it disproving, ruling out and countering any potential objections before audience can think of reasons not to be persuaded.

(5). The Conclusion: it presents your closing arguments. The conclusion should restate the thesis statement and summarize the main points of the arguments.

c) Speech for Special Occasion

Speeches of special occasion occur in a certain occasion and for specific purposes. It can be informative, persuasive or both, it depending on the occasion. There are 2 characteristic of speech for special occasions; they are speech introduction and speech welcome.

The speech of introduction is a brief speech that provides the main speaker's qualifications. This speech prepares the audience for the main speaker by establishing the speaker's credibility and helps make the speaker feel welcome. To write the speech of introduction, gather biographical information about the speaker. Try to find out one or two pieces of

information about the speaker's background or credentials that would establish a relationship with the audience.

The speech of welcome acknowledges and greets a person or group of people. The speech of welcome expresses pleasure for the presence of the person or group. The purpose is to make the person or group feels welcome and to provide information about the organization you represent. Find out something about the person or group beforehand that you can include in the speech of welcome.[34]

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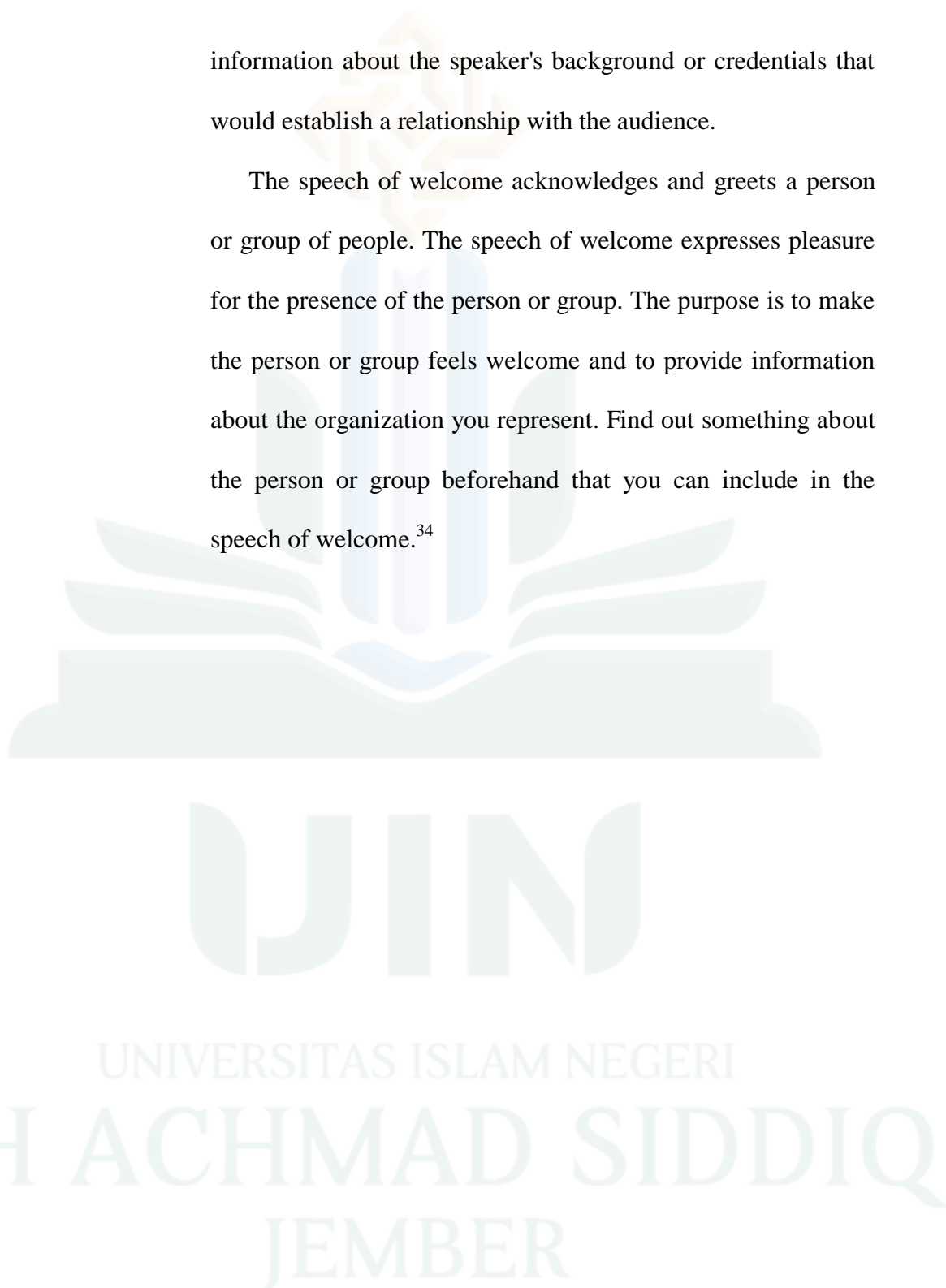
[34] Ricky Telg, *"Journal of Speech Writing and Types of Speeches"* (University of Florida, 2018), 2-3

CHAPTER III

RESEARCH METHODS

This chapter gave information about how this research conducted. It included explanations on the research design, the research location, the research subject, and data collection techniques, data analysis process as well as the validity used under the study.

A. Research Methodology

1. Kind of Research

In this chapter, the kind of research is Classroom Action Research for the research method in the classroom. There were four primary components and also activities of classroom action research as follows:

a. Planning of the action

b. Acting of the action

c. Observing of the action

d. Reflecting of the action

2. Research Design

The research design of this research is Classroom Action Research or CAR. Classroom action research is recognized and approved way of carrying out self-appraisal through evaluating any or all the activities which make up classroom practice. Classroom action research is carried out by teacher in their classroom. Classroom action research fits the parameters and ethos of the classroom for it allows teachers and students to be active change agents, not simply participant observer (Bryant 1996,

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The Art of Action Research in the Classroom by Christine MacIntyre). It means teacher are much involved in conceptualizing and implementing changes rather than being observers who do not wish to disturb the scene. Classroom action research is best seen as a way to approach students deeply. Action research is an organized, proven, and reliable process for ensuring that you use the data in the classroom to evolve into high quality teacher that your students need and deserve.[35]

In this case, researcher used collaborative action research with the teacher. According to Linda Rose, New South Wales in Collaborative Action Research for English Language Teacher book, collaborative action research is a powerful form of staff development because it practices to theory rather than theory to practice. Teachers are encouraged to reach their own solutions and conclusions. It's more attractive and impactful than being presented with ideas which cannot be attained.[36] In this research, researcher collaborates with English teacher in *MSains program* Nuris Jember. In conducting the research, the researcher's role was an English teacher who taught English in English MSains class. Meanwhile, the real English teacher was an observer and collaborator. He observed the research while the teaching and learning was running. This research had one cycle; one cycle consisted of 3 meetings: 2 meetings for teaching and 1 meeting for writing test.

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[35] Robert P. Pelton, *"Action Research for Teacher Candidates: Using Classroom Data to Enhance Instruction",* (Rowman&Littlefield Education: United State of America, 2010), 5
[36] Anner Burns, *"Collaborative Action Research for English Language Teacher",* (Cambridge University Press: Cambridge, 2003), 7

The researcher used Lewin model of Classroom Action Research (CAR). It had four steps; they were planning, acting, observing and reflecting. The design of Classroom Action Research showed in the figure 3.1

Figure 3.1 The Model of Classroom Action Research (Adapted from Lewin, 1980, in Elliot, 1991:70)

Preliminary study	Revising some	Next Cycle
Interview	necessary aspects (the	if it is not successful
Fact finding	action in cycle 1)	
Initial problem identification		

Planning
- Interviewing teacher and students
- Observing the class
- Making a lesson plan
- Constructing the writing test

Acting
1st day:
- Explaining the material and the example of speech script
2nd day:
- Reminding the previous lesson

Observing
3rd day:
- Giving a writing test
- Taking a note of everything

If the test results achieve the target mean score

Reflecting
Analysis and reflection

If the test results did not achieve the target mean score cycle continued

Cycle stopped
reporting the result

1) **Planning**

Planning is the process of before implementing the action. The researcher has prepared some activities before implementing the method. They are:

a) Interviewing the English teacher about problems in writing skill of students

b) Interviewing the students about the problems in writing skill

c) Observing the class while teaching and learning is running

d) Discussing the appropriate method to overcome it with English teacher

e) Making a lesson plan based on curriculum 2013 that consist of analytical exposition text

f) Implementing the method by first cycle, it consists of 3 meetings; 2 meetings for teaching the analytical exposition and 1 meeting for test. If the first cycle is not successful, it will be continued by the next cycle. This cycle will be stopped if the cycles fulfill the criterion of successfulness.

g) Constructing the writing test to assess students' writing.

2) **Acting**

Sumarno (in Wiriatmadja, 2005:120) states that implementation describes the activities to be done in each cycle. At the step, the researcher or the teacher do the actions which were designed systematically to improve the current class condition or to increase the

quality of any educational matters. The action in the implementation phase was focused on the students' writing activity through case building debate activity method to increase the students' written text. The action was given to the research subjects in three meetings. At the same time, the collaborator also observed anything happened in the classroom, for instance, the students' participation. Meanwhile, in the third meeting, the students did the writing test. Each meeting in each cycle took 90 minutes.

First meeting:

a) In the first meeting, the researcher explained the material how to write good speech script that same with analytical exposition through case building debate.

b) The researcher gave examples about speech script/analytical exposition

c) The students did discussion before making the script

d) The students wrote speech script in a simple way since they are still beginner, and then submit it to the researcher.

e) The researcher analyzed the work by giving feedback about grammar, correlation between sentence to sentence, paragraph to paragraph, and structure

f) The students revised the work

g) The students may ask everything that have not understand yet

Second meeting:

a) In the second meeting, the researcher reviewed and reminded previous meeting material by asking one by one of the students

b) The researcher strength the understanding of the material by creating and making speech script together in the whiteboard

c) The students did discussion before making the script

d) The researcher gave a certain theme to be explained in writing, then submit it to the researcher

e) The researcher analyzed the work yet the improvement from previous work

f) The students revised the work

g) The students may ask everything that have not understand yet

Third meeting:

a) In the third meeting, the researcher gave a writing test

3) **Observing**

Observation means the researcher should observe every single thing inside the classroom such data collection. During the implementation, the researcher has taken a note of everything that happened in the class. It can be a data collection. In this case, the researcher gave a writing test toward the students by giving a certain topic to be explained in speech script. Then, the researcher takes a score and observers whether the case building debate improves students' writing skill or not.

4) Reflecting

Reflection in participatory action research is that moment where the research participants examine and construct, then evaluate and reconstruct their concerns (Grundy, 1986, p. 28).[37] Reflection is a feedback process from action which has been done before. At this case, researcher reflect on, evaluate, and describe the effects of the action in order to make sense of what has happened and to understand the issue explored more clearly. By this case, researcher may decide to do further cycles of action research to improve the situation even more. It was very useful to help deciding what would be done on the next cycle. In reflection, it figured out the observation about unexpected happens existed during the action and the solution to decrease or overcome the problems. If the result of the study did not reach that is determined, this study will be continued to second cycle. In this case, the researcher analyzed the result of students' writing test scores by doing data analysis (See section 6). The researcher compares the result of students' writing score with criteria of success (See section 7). If the score has reached with criteria of success in this research, it means the cycle has been successfully and the researcher does not to do cycle 2. On the contrary, if the score has not reached the criteria of success, so the researcher should conducting cycle 2 by revising some strategy or anything such the lesson plan or the material in cycle one.

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[37] Franco Vaccarino, Margie Comrie, *"Action Research Reflection"*, (Department of Communication and Journalism Massey University: New Zealand, 2007), 9

5) **Revising Plan**

In this case, revising plan is the conditional planning if the result of first cycle is not successful and has not reached the criteria of success. The researcher should do the next cycle by revising and analyzing what and why the cycle one is not success. Revising can be from the lesson plan, materials, or anything that hinder the students understanding.

3. **Research Location**

This research was implemented at English *MSains program* class of Nuris School Jember. It is located in Panggandaran street number 48, Antirogo, Jember. It is an Islamic Boarding School where the students should stays at the Boarding School from various cities. There are several reasons why the researcher chose this school. First, the researcher had got the permission from school to conduct the research. Second, the case building debate activity had not been applied yet by the teacher to teach writing. Third, the researcher is an alumnus from the Nuris School Jember.

4. **Research Subject**

The researcher chooses English *MSains program* class in Nuris Jember. *MSains program* is extracurricular classes that exist in Nuris Jember. MSains program has many classes; each class has their own focus. The aim of this extracurricular is to focus in any competition. MSains program consists of Physic, Math, Biology, Chemistry, English, Sociology, Accountancy, Geography, and many more. The English class

divided into 2 kinds of classes; Public Speaking and Olympiad. The researcher chose the public speaking class because there are speech and news reading lesson. In fact, even they often joined English competition such speech but they still relied on the teacher or tutor so, they had difficulties in writing their speech script.

5. **Data Collection**

In the data collection method, the researcher uses primary data and secondary data.

a. Primary Data

1) Writing test

In the primary data, the researcher used writing test to know the improvement and measure the students' writing ability. In this research the test was held after the cycle had been implemented. In this research, there is one cycle and consists of 3 meetings. First and second meeting used to teach the material and third meeting used as writing test. The writing test constructed by the researcher. The researcher gave a certain topic to be explained in writing as the test. The writing test is individually. The writing test consists at least 3 paragraphs, 5-7 sentences in each paragraph.

Students' writing test was scored by 2 different score or inter-rater. It comes from the researcher and the English teacher since to avoid subjectivity. The researcher and the English teacher used the

same writing scoring rubric in assessing the students' writing ability.

Table 3.1
The scoring rubric of writing adapted from Jacob et al, 's (1981) citied by Hughes[38]

Aspects	Level	Criteria	Description
1	2	3	4
Content	30-27	Excellent To Very Good	Relevant to assigned the topic, even stated, capable to develop the idea
	26-22	Good To Average	Mostly relevant to the topic, even stated only sketchy, idea may be underdeveloped
	21-17	Fair To Poor	Adequate development of the topic, even only sketchy
	16-13	Very Poor	Event is not stated, serious irrelevance or inaccuracy, inadequate development of ideas
Organization	20-18	Excellent To Very Good	Generic structure is fully stated. Thesis, contain, and conclusion related to the topic. Every part is 5-7 sentences at least.
	17-14	Good To Average	Generic structure is stated. Thesis, contain and conclusion rather not related to the topic. Every part is less of 5-7 sentences.

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[38] Arthur Hughes, *"Testing for Language Teachers"*(Cambridge University Press, 2003), 104

Aspects	Level	Criteria	Description
1	**2**	**3**	**4**
	13-10	Fair To Poor	Generic structure is less stated or little unstructured. Introduction, contain and conclusion is rather not related to the topic. Every part is less of 5-7 of sentences.
	9-7	Very Poor	Generic structure is much unstructured, introduction, contain and conclusion is disorganized well. Every part is much less of 5-7 of sentences.
Vocabulary	**20-18**	Excellent To Very Good	Vocabulary choice is appropriate; the paragraph shows that the usage of words such as noun, verb, conjunction and adjective is used appropriately.
	17-14	Good To Average	There are 2-4 errors of words form such as noun, verb, conjunction and adjective show in the paragraph but the meaning is not absurd.
	13-10	Fair To Poor	There are 5-7 errors of words form such as noun, verb, conjunction and adjective show in the paragraph but it influences the meaning

Aspects	Level	Criteria	Description
1	2	3	4
	9-7	Very Poor	There are 5-7 errors of words form such as noun, verb, conjunction and adjective show in the paragraph but it influences meaning.
Grammar	25-22	Excellent To Very Good	All sentences are mostly correct in form of present tense, no serious errors in simple present tense.
	21-18	Good To Average	Mostly complete sentences; there are 2-3 errors in form of present tense.
	17-11	Fair To Poor Fair To Poor	There are 4-6 errors in form of present tense, it rarely influences the meaning
	10-5	Very Poor	Reader seriously distracted by grammar error, there are 7-9 errors in form of present tense.
Mechanic	5	Excellent To Very Good	Few errors of punctuation, capitalization.
	4	Good To Average	The paragraph shows that there are 2-3 mistakes in using period, comma, capitalization but the paragraph is still easy to read.
	3	Fair To Poor	The paragraph shows that there are 4-5 mistakes in using period, comma, and

Aspects	Level	Criteria	Description
1	2	3	4
			capitalization
	2	Very Poor	The paragraph shows that there are 6 mistakes in using period, comma, and capitalization.

b. Secondary Data

1) Interview

An interview is essentially a structured conversation where one participant asks questions, and the other provides answers.[39] Interviews can be unstructured, free-wheeling and open-ended conversations without predetermined plan or prearranged questions.[40] In this case, the researcher used unstructured interview to gain the data. The researcher conducted the interview with the English teacher and some students in English *MSains program* class. The researchers did the interview in preliminary study. It aimed to find out the problems faced by the students in writing during teaching and learning process. The result of the interview showed that Public Speaking class in English MSains class had problems in writing their speech script. The problem had explained in the background of the study.

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[39] Merriam Webster Dictionary, *"Interview"*, accessed on 23 august 2021
[40] D.M.Sheaba Rani, G. Sri Ranjitha and K. Venkatarattaiah. *"A Study on Employment Conditions and Training of the Employees in MSN Laboratories Hyderabad".* (International Journal of Management, IT & Engineering, 2017). Vol. 7 Issue 4.

2) Observation

The researcher conducted the observation when the preliminary study. The researcher observed the public speaking class during teaching and learning process. It aims to find out what students' difficulties in writing. The result showed that the students have many problems in writing.

3) Document Review

In this case, the researcher used the document review data for collect the data. In the research, the document data consists of total of students, names of the students and score of the writing test.

4) Field Note

The researcher utilized field note to identify the students' attitude when teaching and learning process was conducted. It aimed to remember and record the behaviors, activities, events on the process of teaching and learning.

6. Data Analysis

In this case, the researcher uses data analysis to analyze data that has been obtained before. To identify the improvement of students' writing, the researcher used the steps to analyze the writing ability. The researcher used some steps to know the result of students' writing.

a. The researcher used certain formula to identify the mean of the students' score. The formula is:[41]

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[41] Sugiyono, *Statistik Untuk Penelitian* (Bandung : CV Alphabeta,2017),49.

$$M = \frac{\sum x}{N} \; x \; 100\%$$

Notes:

M = the average of students score (mean)

∑x = the sum of score

N = the number of students

b. The result of writing test were analyzed by using the following formula to find out the percentage score:[42]

$$E = \frac{n}{N} \; X \; 100\%$$

Notes:

E = the percentage of students who achieved minimum

standard score

n = the number of students who achieved the minimum score

N = the total number of students

7. **Criteria of Success**

In this case, the researcher decides to constructed criteria success. Criteria success is used as standard of success a research. In this research, achievement indicator is stated as follows:

The criterion of success in this research is if 60% of the total students got score of 70 or more.

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[42] Ali, Muhammad, *Strategi Penelitian Pendidikan*, (Bandung : Angkasa, 2003), 186

8. Validity of Data

A test was considered to be valid if it measures accurately what was intended to measure. According to (Arikunto, 2006:169), a test is called valid if it can measure what should be measured. The validity could be classified into content validity, criterion related validity, construct validity, and face validity (Brown, 2004:22-27).

Based on Heaton's book, every test whether it is a short, informal classroom test or a public examination, should be as valid as the constructor can make it.[43] In this research, the researcher applies content validity. Content validity is a kind of validity depends on a careful analysis of the language being tested and of the particular course objectives.[44]

In this research, there were several steps that indicated that test was valid. First, the content validity was used because the content of materials was constructed based on K-13, the basic competence of writing activities is able to write about analytical exposition. The test had valid content if it measures special purpose equal to the material in the common curriculum in that subject area.

Material	Competence
Analytical Exposition	-Students are able to write about Analytical Exposition. - Students are able to write the text in the form of present tense. - Students are able to write the text with Generic Structure clearly.

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[43] J.B. Heaton, Writing English Language Tests, (London and New York, 2000), 159
[44] J.B. Heaton, Writing English Language Tests, (London and New York, 2000), 160

Second, the researcher provided clear instruction to the students. Third, in writing analytical exposition text or speech script, the students should write least 5-7 sentences of each paragraph. The last, the researcher gave enough time to do it for about 30 minutes.
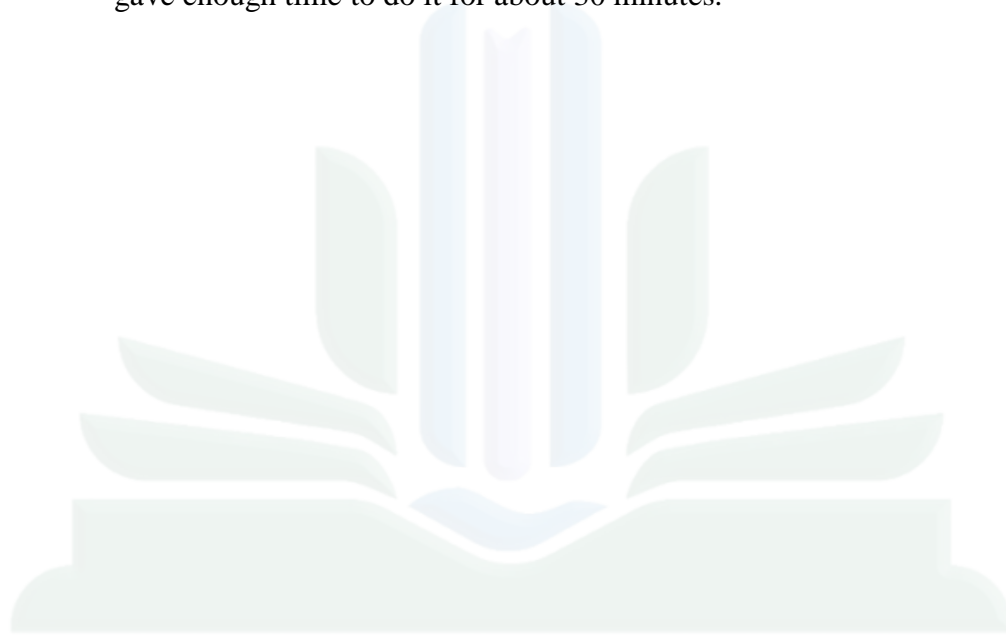
CHAPTER IV

RSEARCH FINDINGS AND DISCUSSION

This chapter presents the profile of the school, research findings and discussions. The details of the research are presented below:

A. **Profile of *MSains program* Nuris Jember**

MSains program Nuris which is located in Panggandaran street number 48, Antirogo, Jember is one of extracurricular in Nuris. The location of MSains program is good for teaching and learning because it's far from crowded area. The vision of this extracurricular is "create people who are pious and have noble character, globally competitive, and ready to become future leaders". The mission is "familiarize religious rituals in daily life accompanied by professional teachers, controlling the application of morality in daily life, conducting coaching in achieving academic and non-academic achievements and organizing various student council activities, training, and training to develop student leadership attitudes. MSains program has many categories inside of. They are English, Physic, Math, Biology, Chemistry, Sociology, Accountancy, Geography, and many more. The English class divided into 2 kinds of classes; Public Speaking and Olympiad. In teaching learning process of the extracurricular, it uses high quality teacher. It seems there was a test before accepting who will teach. To support all those activities, MSains program Nuris has good facilities. There are many classes

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to support the teaching and learning, high quality teachers, and supportive educational tools.[45]

B. Research Findings

This section consisted of results of the Classroom Action Research (CAR) and the research findings were obtained from the beginning until the last of teaching and learning process. The researcher conducted the research in *MSains program* Nuris Jember. The researcher prepared one cycle consisting of three meetings. In the last meeting, the researcher conducted writing test to know the improvement of students' writing skill. The obvious explanation was below:

1. The implementation of Case Building Debate Activity

This research was done on August 12th, 2021. The description of the research implementation can be explained as follow:

a. Planning

First, the researcher did an interview with the English teacher. The interview was conducted online by WhatsApp on Monday, 8th of February 2021 because there was lock down of corona so the researcher and the teacher could not meet. The result of the interview with the teacher showed that the students' writing was not satisfying. It happened because the students lacked of insight about certain topic and did not care about the grammar and vocabulary. They wrote what they thought without regarding their writing was correct or not.

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[45] MSains Program Nuris Jember, *"Visi dan Misi MSains Program Nuris Jember"*, 15 Juni 2021

The students also still did not know how to link another paragraph to paragraph. They had difficulty in making sentences after finishing one paragraph. They could not continue what had been written. That was because they were less in terms of reading literacy. Moreover, the students were in the boarding school so accessed to the internet was also difficult and non-academic reading books were also limited. Therefore, they were getting difficult to compose sentences that fit with certain topic.

Another problem was they were worry about grammar uses. After knowing that they were not capable in grammar side, they turned stuck and had difficulty in stringing words. Sometimes, they used wrong tenses in a sentence. Also, they mixed tenses in one sentence such they mixed present and past tense in a sentence.[46]

The researcher and English teacher discussed to solve the problem about what method that could improve the students' writing skill. Then, the researcher decided to use case building debate activity to improve students' writing skill. After that, the English teacher allowed her to implementing the method because the English teacher had never used that method before.

Afterward, the researcher prepared everything that related to the action. The researcher discussed with the English teacher as the collaborator to make a lesson plan. The researcher designed three meetings in one cycle. Two meeting for teaching and learning process and the last

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[46] Ahmad Busro Bahar, *Interviewed by Riza Umami,* Jember, 8th February 2021

meeting for writing test. The researcher prepared media and material
which were appropriated with the standard and basic competence in
curriculum of education level 2013 for senior high school. The material
was about analytical exposition. The researcher made one lesson plan for
each meeting. Those lesson plans could be seen in the appendix 3. The
researcher used case building debate to improve students' writing skill
especially in a speech script context. The researcher expected that the
students' writing skill got better than ever. The planning of the case
building method could be seen as below:

Table 4.1
Schedule Learning Writing Activities

Meeting	Topic	Times	Activities
1	2	3	4
1st	Free	9th August 2021	1. Teacher explained and made example of analytical exposition through case building method 2. Students discussed before making the script 3. Students practiced to make speech through case building method individually 4. Teacher gave feedback the works 5. Students revised the work
2nd	Healthiness	11th August 2021	1. Teacher reviewed and strengthen the previous material about analytical exposition through case building method 2. Teacher made example of speech through case building method 3. Students discussed before making the script 4. Students practiced to make speech through case building method individually 5. Teacher gave feedback the works 6. Students revised the works

1	2	3	4
3rd	Writing Test: 1. Education 2. Mental Health 3. Bullying 4. Corona Virus	12th August 2021	1. Teacher gave paper test 2. Students chose the topic randomly 3. Students discussed for about 15 minutes before making the script 4. Students made speech individually 5. Students submitted the test

In planning, the researcher determined some meetings, topics, time scheduled and activities. There were 3 meetings in this research. First meeting was held on 9th August 2021 with free topic. Second meeting was held on 11th August 2021 with healthiness topic. Third meeting was a writing test. It was held on 12th August 2021. There were 4 topics such as education, mental health, corona virus and bullying. In the first meeting, the researcher did some activities. For instance, the researcher explained and made example of analytical exposition through case building method. Then, the students practiced to make speech script through case building method individually. Before, the students did discussion in order they could brainstorm each other. It spent for about 15 minutes. Afterward, they could write their script. In the first meeting, the topic was free. After 30 minutes later, they could submit it and the researcher gave feedback towards the works and students revised the work.

In the second meeting, the researchers reviewed and strengthen the previous material about analytical exposition through case building method. After that, the researcher made example of speech through case building method. Then, the students did small discussion to wider students' insight before making the script. Afterwards, the students

practiced to make speech through case building method individually for about 30 minutes. In the second meeting, the topic was about healthiness. Then, the students submitted the works and the researcher gave feedback towards the works. Last, students revised the works.

In the third meeting, the writing test was begun. The researcher gave paper test to the students. The researcher prepared 4 topics for the students. Then, the students chose the topic randomly. After that, the researcher gave chance to the student to do discussion. Then, students did discussion for about 15 minutes. Thereafter, the students started to make the speech individually. It spent for about 30 minutes. Last, the students submitted the test.

b. Acting

In implementing the action, the researcher was as the teacher. The steps of teaching or implementing the action were appropriate with the lesson plan that the researcher had made. Here, the description of the action that had been implemented.

1) First Meeting

It was held on Monday, August 9th 2021 at 01.30 pm - 03.00 pm in English Class of MSains. The researcher conducted the teaching and learning process accompanied by the English teacher as the collaborator. He sat at the backside of the class. He helped the researcher in observing the students and took the field note during the teaching and learning process. The steps of the

researcher implemented the action based on the lesson plan she made with the teacher.

The researcher started the class by introducing herself and continued by greeting, praying, and checking attendance. On that day, three students did not present. Two of them were absent and another one was sick. Before explaining the material, the researcher gave stimulus. The researcher asked their opinion about speech script, what and how they made it. Then, the researcher asked about their opinion about case building debate, had the students' ever do case building or not. After that, the researcher asked what the relation between case building debate and speech script. After giving those questions, one by one student tried to answer. By giving those questions, it could be provide an overview to the students what would be learnt. Next, the researcher started to explain the material about analytical exposition through case building method.

Picture 4.1
Teacher is explaining the material about Analytical Exposition

Afterward, the researcher started to explain about analytical exposition such as the definition, function, generic structure, language feature, example and tenses. After finishing the explanation, the researcher asked the students, did they understood the material? The students of Msains Class were not in a same grade, they were from different grade such as tenth, eleventh and twelfth. Then, the researcher continued the explanation. The researcher explained about case building debate such the definition, function, and how to make it.

Soon after, the researcher gave chance to the students' to ask about what had been explaining before. A student (Mila) asked *"Miss, berarti relasi antara case building debate dengan speech script dan analytical exposition itu erat ya??"* The researcher answered immediately *"iya, karena dari analytical exposition kita tahu bahwa speech script yang kalian buat biasanya itu merupakan salah satu contoh dari analytical exposition text, pun juga debate"*. Then, the other student (Afini) asked *"materi analytical exposition kan saya pernah dapat miss, tapi ko saya masih susah membuat speech script ya miss?"* Again, the researcher answered directly *"karena di materi analytical exposition kurang adanya tahap tahap untuk pembuatan, terkadang di buku lks kalian juga kurang step untuk pembuatan scriptnya, makanya kalian sedikit kesusahan untuk membuat."* Then all the students said *"oooohh iya miss*

benerrrrr". Next activity, the researcher gave example of
analytical exposition.

Table 4.2
Example of Analytical Exposition through Case Building Method

Organization (AREL)	Title (Reading For Pleasure)	Language Features
1	2	3
Introduction (Assertion)	Reading English for pleasure is not the same as studying English. You do not have to remember everything, as there is no test on books you read for pleasure. Therefore, it is more interesting because you can choose your own book. Besides the enjoyment you get, reading for pleasure contributes a lot in learning English. It will help you to read faster, find examples of good writing, learn new words, learn how to speakers of English use the language and learn about the cultures of different people in the world	**Sequence of connectors** Therefore **Simple present tense** - it is more interesting - reading for pleasure contributes a lot in learning English **Auxiliaries** will
Argument 1 (Reason, Evidence)	The first step to read English for pleasure is to find a good book-one that is interesting and that is not too difficult to read. You can go to the library and ask the librarian for books that may interest you. Also, you can browse around in a bookstore and ask the clerk to help you find a good book. Surely, you can borrow books from friend, but make sure you return them.	**Sequence of connectors** The first **Auxiliaries** Can
Argument 2 (Reason, Evidence)	The second step, you plan to check out books from a library, following are some tips to help you select books and find them more easily. Firstly, read the front and back covers of the book and find out whether you think it is interesting or not. Secondly, check the number of pages of the book. If you happen to be a beginner, it is better with a short book. Then if you like a book, read	**Sequence of connectors** The second Firstly Secondly Then Finally **Auxiliaries** Can

Organization (AREL)	Title (Reading For Pleasure)	Language Features
1	**2**	**3**
	one or two pages. Find out if you can understand it. Finally, which is the most important thing, the books should be interesting to you.	
Argument 3 (Reason, Evidence)	The third step is to read your book every day. Also, try to read your book very quickly, which is another way to learn more English. Moreover, if you like your book, tell a friend about it.	**Sequence of connectors** The third Moreover
Conclusion (Link back)	You may find it difficult to read in English, but do not give up. Keep on reading, and step by step you will realize that it is not so difficult after all. Then you will enjoy reading English. Therefore, you will be reading English for pleasure.	**Sequence of connectors** Then Therefore **Auxiliaries** May Will

Thereafter, the researcher gave example about analytical exposition through case building method to the students. After that, the teacher gave orders to the students to analyze the examples that have been given. A student (Iklil) chimed in by saying *"saya loh miss pernah sekali buat case building debate, tapi waktu suruh buat speech serasa berat gitu karena ga paham relasinya seperti itu, sekarang sepertinya bisa deh kalo disuruh buat speech script"*.

The researcher answered immediately *"nah bagusss, jadi sangat perlu adanya kepahaman sebelum memulai sesuatu yaa, sekarang kalian paham bagaiman relasi antara case building dan speech script kalian kan? Nah sekarang mari kita buat bersama speech script menggunakan case building"*.

After that, the researcher convinced the students' to make speech script using case building debate together. First, the researcher asked students' to pick one topic to be explained. Then student (Mila) answered immediately *"yang mudah aja miss, menurut saya tentang smoking"*. Then others just nodded their head as they agreed. Second, the researcher started to write on the white board about the dangerous of smoking using the structure of case building, AREL. The researcher explained and guided them to make the script step by step. Then, the researcher engaged the students' to break down every stage of AREL. It started from the definition, content, and everything needed in each stage.

After making the example of speech script using case building method, the students' showed their understanding by nodding their head. Then, they started to write the material that had been given. Next activity, the researcher asked the students' to make speech script as their practice. Before writing the script, they discussed it with their classmates to broaden their insight. Thereafter, they started to make the speech script individually.

Picture 4.2
Students are practicing to make the Speech Script

In the first practice, they were given the opportunity to choose topics based on their wishes. For instance, it was corona virus, game online, bad effect of social media, or bullying. They chose those topics because they thought those topics were familiar and still became hot news. Every single student wrote different topic. Besides, the researcher gave 30 minutes to write the topic of their choosing.

Next, the researcher corrected the works by crossing out the wrong word or sentence. The researcher gave suggestion or note on the students' work. Then, the researcher gave the works back to the students'. The students' started to look at their writing and asked the researcher to explain more why and how their faults. Soon, the researcher gave comment toward their writing in a spoken language so that the students' could be more understand about their fault at the writing. Then, in the end of the comment, the researcher

asked the students' "have you understood it?" All the students' said

"yes miss"

Picture 4.3
Student's work that still confused to elaborating the idea

Picture 4.4
Student's work that had grammatical error

Picture 4.5
Student's work which had good explanation
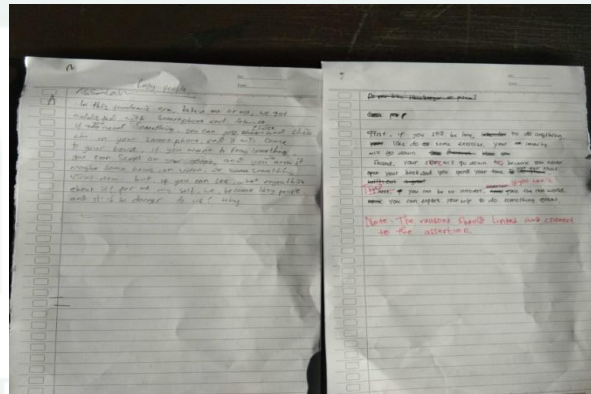
By giving crossing out the wrong word or sentence above was as a guideline to the students a clue how to write correctly and improved their writing better. The teacher corrected the students the students' ask such as giving crosswise, note or the correct form in order the students would know their error. Then, the students could avoid the same false in the next task. Next activity, the

researcher gave score to the work directly. Below was the score of the first meeting:

Table 4.3
Students Score in First Meeting

Students' Code	Students' Score
S-1	62
S-2	72
S-3	65
S-4	71
S-5	67
S-6	70
S-7	68
S-8	69
S-9	60
S-10	77
S-11	75
S-12	70
S-13	77
S-14	71
Total	**974**
Maximum	**77**
Minimum	**60**

Based on the table above, most of their scores had increased compared to the preliminary research although it was a slight increasing. Likewise, there were some students' score who were still under of criteria of success. There were 8 students who passed the criteria success. There were 6 students who did not pass the criteria success. The high score was 77. Meanwhile, the low score was 60.

Before closing the class, the researcher gave reinforcement by giving some questions to the students' such "what were they learnt today?" Then, student (Afiya) answered *"how to make speech script menggunakan case build miss"*. Other student (Nabila) answered *"kita belajar analytical exposition, contohnya, dan bagaimana cara membuat speech script menggunakan case building"*. Then, the researcher asked one more time "could you mention the structure of case building debate?" Student (Mila) answered directly *"ahh AREL miss, Assertion, Reason, Evidence and Link Back. Assertion itu adalah sebuah pendahuluan. Stage awal untuk penulis mencurahkan maksud hatinya. Reason adalah sebab akibat yg ditimbulkan dari assertion. Kalo evidence itu sebuah bukti untuk mendukung si reason. Terakhir link back itu adalah sebuah kesimpulan dan dikaitkan dengan assertion.* Then, the researcher gave applause as the reward because she could answer complete enough. After all, the researcher gave motivation toward the students'. Then, she started to close the class by praying and *salam*.

The first meeting had done. Based on the result of the observation and field note conducted by the teacher as the collaborator, the students seemed more focus. Based on the field note, the students paid attention to the researcher's explanation. They also felt happy because the researcher gave them an

explanation about analytical exposition. However, some students still looked confused, and still felt difficult to generate their ideas into readable text. It was because they were having difficult to translate their word into correct sentence. The students were actively involved in the teaching and learning process. They asked question whenever they did not understand about the material. All students were active in joining the lesson.[47]

2) Second Meeting

The second meeting was held on Wednesday, 11th August 2021. The researcher and the collaborator came to the MSains Class at 01.30 pm. Then, the researcher opened the meeting by praying together, greeting and checking students' attendance. On that day, two students were absent. They were getting sick. Next activity, the researcher started to review the material about analytical exposition through case building method in the previous meeting. It was to remind students' memory about what had been learning.

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[47] Observing in MSains Nuris, Jember, August 9th 2021

Picture 4.6
Teacher is reviewing the previous material about Analytical Exposition

In second meeting, the researcher reviewed the material in previous meeting. Along with it, the researcher explained the teacher's feedback to the students. She explained about what teacher's feedback was and explained about the feedback codes and its meaning. The researcher also gave some example in sentences for each code.

Thereafter, the researcher gave the students' opportunity to asked questions dealing with teacher's feedback. There was one students asked *"miss mau tanya dong, apakah harus di writing kita itu diberi first, second gitu miss?"* Then, the researcher answered *"yes of course, first, second, third itu untuk membantu kalian menyebutkan poin penting yang kalian akan sampaikan. Jika tak ada first, second kalian mau nyebutin poin nya bagaimana? Itulah*

kegunaan first second, agar pendengar atau pembaca tidak kebingungan apa aja yg disampaikan. Paham?" The students' yelled out "yes miss"

After answering the question, the researcher conveyed the students' to make speech script together on white board. The researcher guided them one more time to make good writing. The researcher gave chance to the students' to choose the theme based on their wish. The students did fast discussion to decide. Then the students' decided to choose about mental health. After that, the researcher started to make the assertion or the introduction in order the students' had insight what the next paragraph. The researcher guided them by asking one by one to give opinion toward the theme. Making the speech script together, it spent for about fifteen minutes.

After that, the students' wrote the example from white board. While they wrote, the researcher walked around the class to make sure that all students wrote the example and helped the students who were still confused about the example and explained it privately.

Picture 4.7
Teacher is observing the students' writing works around the class

In the middle of walked around, there was a student yelling out to ask. He said "*Miss Riza, saya* tanya. *Kemarin saya nulis reasonnya itu kan hanya satu, dan itu dikasik note untuk nambahin, semisal satu gaboleh ta miss?*" Soon, the researcher answered the question *"oh iya itu ya, nah kemarin masih banyak tu yg nulis reasonnya cuman satu, ada juga lebih dari 1 tetapi kalimat penjelasnya masih kurang. Kenapa disaranin untuk lebih dari satu? Karena kalau kalian mau memengaruhi seseorang tidak mungkin kalian menyiapkan satu alasan kan. Contoh relate nya adalah ketika kalian ditanya mata pelajaran apa yang kamu sukai? Semisal kamu menjawab mata pelajaran matematika, lalu mengapa kamu suka matematika? Pasti kan ada alasannya dan lebih dari satu. Mungkin pertama karena matematika mudah dipahami, kedua karena matematika guru yang mengajar sangat luwes waktu jelasin, ketiga karena lebih suka berhitung daripada*

mengarang. Nah seperti itu, jadi kalian ada beberapa alasan yang menyupport kesukaan kalian. Sama hal nya dengan writing speech, ketika kalian ingin membuat orang percaya kepada apa yang kalian bicarakan, kalian harus menyiapkan beberapa alasan untuk dijadikan pertimbangan. Bagaimana? Paham?" Then, the students' yelled out with nodding their head *"ah iya miss, paham paham"*

Afterward, it was the turn of students' to make their script. In this chance, the researcher did not give them a free topic to make their script. The researcher gave a certain topic to the students' in order to train them to make script with predetermined topic. The researcher gave topic about healthiness. Before writing the script, they discussed it with their classmates to broaden their insight. The researcher still gave the same time to make their own script. It was thirty minutes. In the second meeting, they had learnt from previous meeting. In the first meeting, many students didn't bring dictionary so they asked their friend and the researcher.

The students seemed to have a better understanding about the way of constructing the sentences. Most of the students could construct the sentences correctly when they were asked to write their speech script using AREL. They also brought the dictionary and looked at their previous writing as the references. During the writing practice, there were some students who didn't bring the

dictionary asked about vocabularies. It was such *"mempengaruhi, berjemur, pemanasan* and many more." The researcher answered those questions patiently and suggested the students' to bring dictionary next time. The students focused on their works.[48] After thirty minutes, the researcher asked to one student to collect the students' works.

Soon after, the researcher corrected the works directly. The researcher didn't put off for correcting the writing practice in order the students knew their fault and the researcher knew the improvement and found out how far they understood the material. In the second practice, it seemed they got improvement from previous meeting. It seemed from their works.

Picture 4.8
Student's work that had grammatical error in the second meeting

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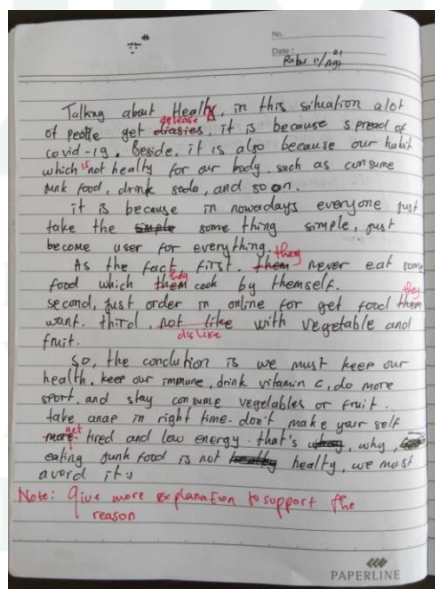
[48] Appendix 10

Picture 4.9
Good script of student's work in the second meeting
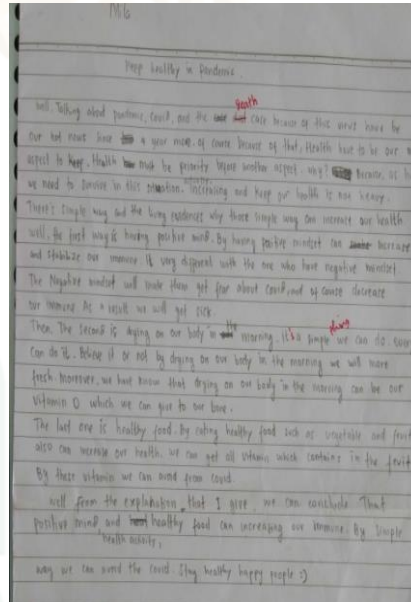
Picture 4.10
**Student's work that still confused to elaborate the idea in
the second meeting**
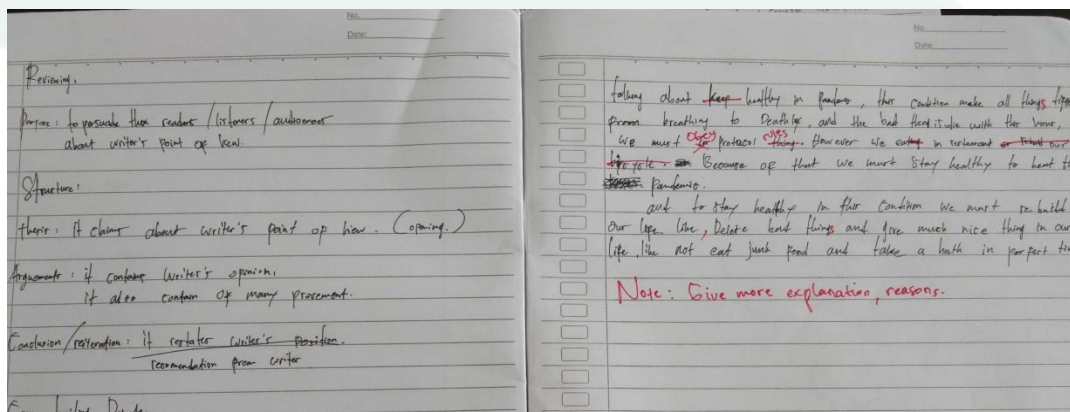
From those pictures above, it proved that the students' had better understanding to build paragraph even there were some mistakes in grammar and the supporting sentences was still lack. Thereafter, the researcher gave score to the works, below was the score of the second meeting:

Table 4.4
Students Score in Second Meeting

Students' Code	Students' Score
S-1	66
S-2	76
S-3	66
S-4	74
S-5	68
S-6	77
S-7	68
S-8	71
S-9	60
S-10	82
S-11	77
S-12	74
S-13	81
S-14	72
Total	**1012**
Maximum	**82**
Minimum	**60**

In the second practice, most of the students' score was better than before. It seemed that there were 9 students who passed the criteria success. Meanwhile, there were 5 students who did not pass the criteria success. The high score was 82 and the low score was 60.

After correcting the works, the researcher gave it back to the students' in order they knew their fault and the improvement from previous meeting. Then, the researcher gave feedback toward the writing in a spoken form. The researcher explained why and how their writing was fault. Most of the students' still lacked about

giving evidence or proof to support the arguments. Thereafter, the students nodded their head as understanding what had been explained by the researcher. Then, there was a student asked *"miss, karna pengetahuan kita masih kurang terkait isu isu global atau tema tema yang sering keluar di speech, bagaimana cara mengatasinya miss? Sedangkan disini kan buku dan mau internet juga ribet gitu. Juga tiap practice kan juga branstorming dan dapet pencerahan dari miss riza. Nanti final test nya gimana miss?"*

Picture 4.11

One of Students Asked the Material related to Analytical Exposition

After getting the question, the researcher answered soon *"ah iya, untuk mengatasi persoalan itu, nanti miss akan beri literature sebelum writing test. Jadi kalian punya bahan dan wawasan."*

Before closing the class, the researcher gave reinforcement and suggestion to the students' about what had been learned. The

researcher asked their feeling after through twice of meeting. The students' said that they were more understood and felt confident to make speech. Then, the researcher closed the meeting by saying *hamdalah* and *salam*.

The second meeting was done. Based on the result of the observation and field note done by the teacher as the collaborator, the students seemed more focus. Based on the field note, the students paid attention to the researcher's explanation.[49] Most of them also brought dictionaries. Because of that, they did not ask to the researcher how to say something in English. They could open their dictionaries. It did not include to the students who did not bring the dictionary, they still asked to their friend or even the researcher.

However, there were students who still looked confused about the supporting sentence. They asked the researcher what they did not know. Then, the researcher approached the students' personally. The researcher explained it slowly and gave the example. For example, they were still confused to continue the sentence "it is because spread of covid-19". The researcher explained how to build supporting sentence. The researcher gave example of that "beside of that, it also cause of bad habit".[50]

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[49] Observing in MSains Nuris, Jember, August 10th 2021
[50] Appendix 10

Based on the data in writing practice of the second meeting, we could know that the students' writing got progression. The students could write speech better than previous meeting even there were some students who could not write better. They could construct the assertion, reason, evidence and link back better than first meeting. They could make the script even in a simple paragraph.

c. Observing

In this stage, the researcher gave writing test for students to know the improvement of students' writing skill. The writing test was conducted on Thursday, 12th August 2021. The researcher started the class by greeting, praying and checking students' attendance. In this meeting, all of students were attended and followed the test.[51] There were 18 students at the class.

The researcher has prepared four topics to test the students' writing skill such as education, corona virus, mental health and bullying. Every single student should take the topic randomly. After that, the researcher gave material related to the topic to the students'. Then, the students' started to read and discussed for about 15 minutes. Soon after, they began to write the script. The test was about 30 minutes. Before the test began, the researcher informed the direction about the writing test. In writing test, the researcher did not allow the students discuss with their friends and opened the dictionary. Nevertheless, they were

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[51] Appendix 10

allowed to open their previous writing as the reference. It purposed in order the students remembered their errors and did not do the same errors.

Picture 4.12
Students are doing writing test

Afterward, the researcher divided the worksheet of writing test to the students. The students were given 30 minutes to finish their writing test. During the writing test, the condition of the class was so calm and quite. The students' were focused to do their work. In this writing test, the students wrote their own ideas. They were not allowed to discuss or asked anything to the researcher or their friends. However, there were some students who asked their friends secretly about the topic and some others focused on their work because they had already know the topic.

From that activity, the researcher took the score with the collaborator as the rater to value the improvement of the students' writing achievement. Therefore, the students' writing test was assessed by two people; they were the researcher and the English teacher. In this

writing test, there was inter-rater to tolerance the score between the researcher and the teacher. Further explanation about inter-rater had been mentioned on the chapter 3 page 33. The final score of the students writing test was gained from the division between the score from the researcher and the English teacher.

In this phase, the aspects of writing that would be evaluated were content, organization, vocabularies, grammar and mechanic.[52] The researcher identified the content to determine the students understanding about the topic (analytical exposition). If they understood, they would be able to write correctly and coherently. Then, the researcher identified the organization to determine the students understanding about the structure of analytical exposition. After that, to determine the students comprehend in the use of word form, the researcher checked the vocabulary. Following, the researcher checked the grammar to determine the students understanding in using tenses. The last, the researcher checked the mechanic to determine the students understanding about punctuation, capitalization and spelling.

Afterward, the researcher found some similarity scores between the score from the researcher and the teacher.[53] It could be happen because the researcher and the teacher gave the different score to each aspect of writing using the same scoring rubric. For instance, the researcher gave score 20 for content, 15 for organization, 15 for vocabulary, 17 for

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[52] Appendix 8
[53] Appendix 11

grammar, and 3 for mechanic. Meanwhile, the teacher gave 21 for content, 15 for organization, 15 for vocabulary, 16 for grammar, and 3 for mechanic. Therefore, the score for each aspect was different yet the result was similar and it was unintentional.

d. Reflecting

In this phase, the researcher reflected the implementation of case building debate activity. It took two meetings treatment to make significant improvement toward the students' writing skill. The researcher conducted the treatment to help them improving their writing skill. The treatment and evaluation definitely changed students' attitude and behavior toward writing.

Referring to the field note in the first meeting, the students could understand about structure to make speech script, how to make script coherently, tenses and vocabularies based on the topic. Even though, there were some students who still got difficulty to write phrase, incoherent paragraph, or tenses. They were not afraid to ask to the researcher. The researcher also answered and explained the students' question directly.

Afterward, the researcher checked the field note from the second meeting. The students were interested in the explanation and the feedback given.[54] Teacher's comment got a good response from the students. They were pleased because their writing had been given cross

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[54] Appendix 10

out by the teacher. Thus, they knew which errors in their writing and they could revise it. It could decrease their errors in writing.

Furthermore, the data of the writing test showed that there was an improvement on the students' writing achievement. The students got improvement on how to make paragraph coherently. They could write better than before because they had already understood how the structure of analytical exposition. They had already received material about how to make good speech script by using case building debate. They used their previous writing which had corrected by the researcher as the reference. It purposed that the students remembered their errors and did not do the same errors.

In this phase, the students' writing score was scored by two scores (inter-rater). The researcher and the English teacher were scorers. It was applied to avoid subjectivity. The researcher and the English teacher used the same scoring rubric to assess the students' writing test. In this research, the tolerance score between the researcher and rater was 5 points. If the researcher gave score 75, the rater should gave score not more than 80 and not less than 70. Therefore, the researcher determined the score between the researcher' score and the rater (English teacher). The final score were obtained from the division between the teacher and the researcher's score. The researcher calculated the percentage of students' final score and compared it with the criteria of success. The criteria of success in this research, the

number of students who reach the minimum score (70) was equal or higher than 60% of the total students in the research. After the researcher calculated the average score of the students, the result of average score during third meeting or writing test time in cycle one and the students' score in preliminary research were below:

Students Result in Preliminary Research

Score of preliminary research:

$$M = \frac{\sum x}{N} x 100\%$$

$$M = \frac{948}{14} x 100\%$$

$$= 67,7$$

$$E = \frac{n}{N} x 100\%$$

$$E = \frac{7}{14} x 100\%$$

$$= 50\%$$

Score above was the result of the students in preliminary research. The result said that the average of students' score or mean was 67,7 and the percentage was 50%. Those score showed that the students' score was far from the criterion of minimum score. Meanwhile, the minimum score was 70 and it was equal or higher than 60% of the total students in the research. Therefore, the researcher applied case

building method to enhance the skill of writing. The score of writing

test was below:

Table 4.5
Students' Achievement Cycle One Test

Students' Code	Students' Score
S-1	71
S-2	77
S-3	66
S-4	77
S-5	71
S-6	80
S-7	70
S-8	74
S-9	61
S-10	87
S-11	82
S-12	75
S-13	87
S-14	75
Total	**1053**
Maximum	**87**
Minimum	**61**

The mean score was below:

$$M = \frac{\sum x}{N} x 100\%$$

$$M = \frac{1053}{14} x 100\%$$

$$= 75,2$$

Explanation:

M : the average of students score (mean)

∑x : the sum of the students' score

N : the number of students

From the result students' average score above, it could be said that cycle one was successful. The students' average score improved the students' writing skill after implementing case building method. Besides after knowing about the average score of students, the researcher calculated the percentage of students who reached the minimum standard score. Percentage of students who got the minimum score was 85,7%. It could be seen by the formula below:

$$E = \frac{n}{N} x 100\%$$

$$E = \frac{12}{14} x 100\%$$

$$= 85,7\%$$

In this stage, the aspects of writing which got improvement after implementing case building debate was making paragraph coherently. The students could identify the structure such as the thesis, argumentation and conclusion/reiteration. Their grammar also got improvement. It seemed at their work, they could use various tenses in the speech script. Their mechanic was also got improvement. They wrote capital letter correctly after full stop and when they wrote the name of place, person and so on.

Referring to the target, the researcher succeeded to achieve the target. She found the result of the writing test was satisfying. Before implementing the action, the students' writing score was under the passing grade. The students who passed the target score of KKM in writing was 50%. This research could be said successful if the number of students who reach the minimum score (70) is equal to higher than 60% of total students in the research. There were 12 students or 85,7% who reached the minimal mastery level criterion.

Furthermore, the researcher could say that case building debate had worked well in improving students' writing achievement. The improvement could be seen from the number of students who reached the minimum score which were rising. From 7 students or 50% in the preliminary research become 12 students or 85,7%. The result of the implementation of case building debate could be said successful because the students' writing scores had an improvement based on the criterion of success. Therefore, the cycle might finish and did not continue to the next cycle.

C. Discussion of the Research

This section presented the discussion of the research finding of teaching writing by using case building debate method that related to the theories. Improving students' writing by using case building debate could help the students' made their own script. It could be seen from the students' score which had improved step by step. From the data in the preliminary study, the

students mean score was 67,7 and the percentage of the students who reached the minimum score was 50%. It proved that the students' writing was still low.

Based on the result of the students' writing test score, the result showed that the mean score was 75,2. There were 12 students or 85,7% of the students who got the score above the Minimum Mastery Criterion (KKM 70). Meanwhile, 2 students were under the criteria and 4 students did not join the treatment. The students' writing achievement got improvement up to 35,7%. It could be said successful because the result of the students' writing test score could achieve the criteria of success.

Before implementing the method, the researcher discussed with the English teacher about the planning that could improve the students' writing skill. The researcher made a lesson plan to improve the students' writing skill. The first plan was student did brainstorming by reading and discussing. The second plan was student wrote the predetermined topic using assertion, reason, evidence and link back (AREL). The third plan was teacher corrected the works. The fourth plan was students revised the work. It could be seen on the appendix 2. According to Quinn mentioned that the steps of doing case building are brainstorming, discussing the definition, picking relevant arguments, determining team line and team split, recapping whole cases, and individual preparation are steps of Case Building.[55]

During the implementation case building debate activity method in teaching writing skill had gained good response from the students. Case

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[55] Simon Quinn, *"Debating"*, (New York: Brisbane, 2005), 8

building debate activity method could help students better at writing speech script. They could construct and elaborate their ideas. They could make supporting sentence better than before. The students were more confident to write their own speech script. Besides, after the treatment, the students had better explanation. They did not state the simple reasons for the topic, but also gave a long reason, evidences or example to support their arguments or statements. This also supported by Zare & Othman, they stated that "Debate made students able to give reasoning, analyze, clarify, and present arguments".[56]

The researcher had given comment, suggestion, guidance and response in the written form on the students writing. Afterward, the students followed it to the next writing. The researcher had given codes to do correction. She gave an underline to the incoherent part, grammar and the vocabularies. These helped the students to identify errors they made so that it made students was easier to revise the writing. Besides, the researcher also gave comments in Bahasa in order to help the students more understand the researcher's intention. It is supported by Brown's statement that in your evaluation of student writing, the most instructive evaluative feedback you can give is our comments, both specific and summative, regarding the student's works.[57]

After implementing the method, the researcher did the evaluation toward the case building could improve the students' writing skill. Debate had

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[56] Pezhman Zare and Moomala Othman, *"Classroom Debate as a Systematic Teaching/Learning Approach",*(World Applied Sciences Journal 28l, Malaysia, 2013), 1506

[57] H. Douglas Brown, *"Teaching by Principles an Interactive Approach to Language Pedagogy"*, (Longman: 2000), 358.

three steps of scoring. They were matter, manner and method. Since, the researcher had just use pre-stage of debate or case building, so the researcher just used one of those steps of scoring, it was matter. Matter is an instrument to look for how the structure of the writing. Matter is contains of AREL (Assertion, Reason, Evidences and Link Back). Assertion is the main statement of an argument or idea. Reason is the further analysis to prove the statement in assertion. Evidence is the part to support the statement and the analysis with the valid data such an example, statistic, or quote. Link back is reiteration of assertion. The researcher used AREL to evaluate the students' works. After collecting the works of students', the researcher analyzed the text by checking one by one of those, was it fulfilled the criteria of AREL or not. The researcher found that the works of the students' was fulfilled enough of AREL, even there were some students' did not pass the minimum criteria. Moreover, it also supported by Rybold. He stated that "the writing model is organized into six sections: introduction, thesis statement, preview, body, summary, and conclusion.[58]

In this research, the researcher utilized case building debate to improve students' writing skill especially in writing speech script. Before the treatment given, the students' were stuck and their writing did not achieve not only approximately 250 words or even less than that. After the treatment was done, most of them could achieve 350 words as the target of writing. The method was successfully helping the students' to construct and elaborate the ideas or

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[58] Gary Rybold. *"Speaking, Listening, and Understanding for Non-Native Speaker"*, (New York: IDEBATE Press Book, 2006), 27

argument. Before the implementation of the method, they did not know what they would write. Afterwards, they could achieve the target. It because the students' did brainstorming, discussing, reading the literature before they started writing. It proof by their works. It achieved more than 350 words. Moreover, it was also similar with Wishon & Burks. They stated that in paragraph writing, writer should know what they were writing about, give step by step explanation, and include all necessary details.[59]

Besides, students' vocabulary also got improve. In the preliminary research, the teacher said that students' vocabulary was still low. They used to be use mix vocabulary in a text, Bahasa and English. For instance, "we have to do *pemanasan* before doing sport". It should be "we should do stress up before doing sport". After implementing the method, the students could decrease the using of mix vocabulary. It proof in the students' works. The researcher gave such corrective feedback toward the works so that they could know the right phrase or the translation. The researcher emphasized the important to use the right vocabulary and to not mix them in Bahasa. Moreover, John R stated that Vocabulary is necessary in the sense that words are the basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraph and whole texts are formed.[60]

Aside from that, students' capitalization was better. Before, the students did not write capital letter in the first word of sentence, after full stop, when wrote the name of person, and so on. Then after, they wrote better on

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[59] Wishon & Burks, *"Let's Write English Revised Edition",* (New York: Litton Educational Publishing International, 2003), 257

[60] John Read, *"Assesing Vocanulary",*(Cambridge : Cambridge University Press 2000), 1.

mechanic. It because during the treatment, the researcher emphasized that the function of using correct capitalization helps to comprehend in writing speech script. Gouzerh stated that the first word of a sentence is always capitalized. Proper nouns are always capitalized. If the proper noun is the name of a nation, the corresponding nouns referring to the nation's people and language are also capitalized.[61]

Teaching writing such analytical exposition or speech script by using case building method in the class had advantages for students and researcher. The advantages by implementing case building debate method in this research were the researcher could make the students enlarge their knowledge about some themes of speech; they could do more explanation after giving the treatment. This method also made students express their idea freely because there was a discussion time before doing writing. They could exchange their ideas with their friend during discussion. Case building also made student's grammar better. In the preliminary study, many students' were misused some tenses such present tense and perfect tense. For instance, "It has gain many support from the government". It should be "It has gained many support from the government". Case building debate also developed student's critical thinking. Constructing idea or elaborating the assertion needed many supporting sentences. By using case building debate, the students' had better critical thinking. It also supported by Freeley and Steinberg. They stated that Debaters learn to apply the principles of critical thinking not only to problems

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[61] Karim and Ivy, *"The Nature of Teacher Feedback in Second Language (L2) Writing Classroom: A study on Some Private Universities in Bangladesh"*, (Journal of the Bangladesh Association of Young Researcher, 2021), 1.

that emerge in the relative comfort of research or a briefing session but also to problems that arise in the heat of debate.[62]

Besides, case building method also had disadvantages. Since, writing speech is not easy. It needed many literature and knowledge to build and construct idea. The researcher faced difficulty during the implementation such the students' difficult to elaborate the assertion, they could not make the supporting sentences because their insight of certain theme was so low. It also happened in Susaniyah. She stated that the students sometimes don't have any background information to address the proposition and students are not flexible in building arguments.[63]

Concerning to the disadvantages of using case building debate method, the researcher prepared solution to control students while in teaching learning process in the class. The researcher gave punishment for students who play around with their group instead of doing the assignment. Besides, the researcher also gave a reward for students who joined the rule of learning process well and finishing the assignment. However, giving a reward and punishment were effective in managing the students' behavior to create good condition during teaching and learning process. It implies that those activities can use to solve problems that might be arising during the teaching and learning process. It also related with Nurfauzati's statement. She said that

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[62] Austin J. Freeley and David L. Steinberg, *"Argumentation and Debate Critical Thinking for Reasoned Decision Making"*, (Boston : Wadsworth Cengage Learning, 2009), 30.
[63] Susaniyah, *"The Use of Active Debate Technique in Teaching and Learning speaking"*, (Thesis of Syekh Nurjati State Islamic Institute Cirebon, 2015), 73.

"reward and punishment can motivate the students and control the students'
behavior in EFL classroom."[64]

Based on the discussion above, the implementation of case building
debate method to teach writing was successful because the results of students'
writing test score could achieve the criteria of success. Case building debate
method could improve the students' ability about constructing idea, grammar,
and vocabulary. It could happen because there were some steps that could
make them easier to construct idea, vocabulary and grammar. Case building
debate method also could make students' easier to make argumentative text
such speech script or analytical exposition. It could happen because students
were using A-R-E-L as their guidance.

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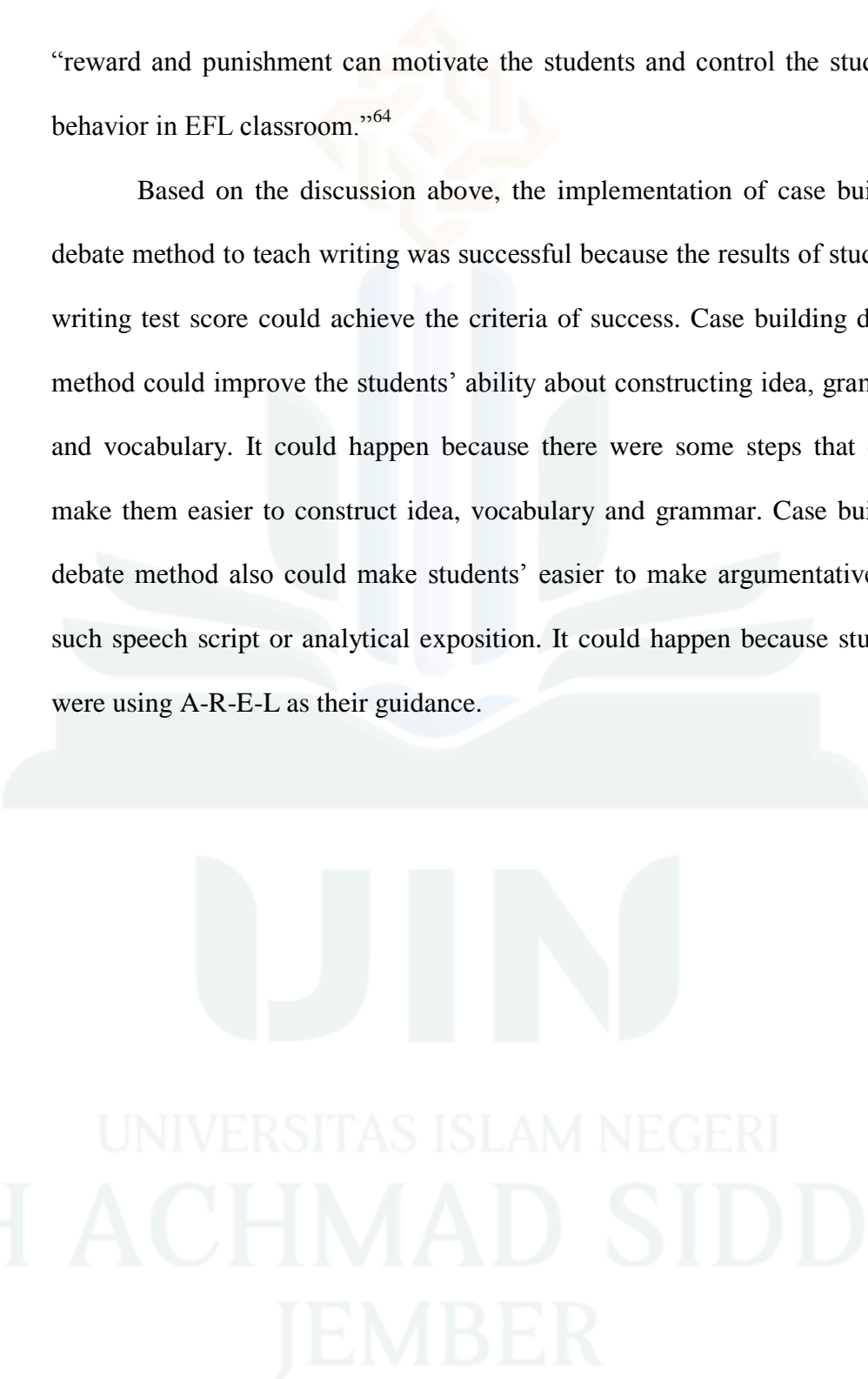
[64] Nurfauzati Putri, Refaldi, *"Reward and Punishment Given By The Teacher in Teaching English as Foreign Language in Indonesian Context"*, (Journal of English Language Teaching, State University of Padang, 2020), 76.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted two points. The researcher discussed the conclusion of this study and suggestion for English teacher and for further researcher.

A. Conclusion

Based on the result of the study, it could be concluded that teaching writing by using case building debate activity was done in one cycle, they were planning, acting, observing and evaluating. The planning consisted of: brainstorming, wrote predetermined topic using assertion, reason, evidence and link back (AREL), corrected the works by teacher and revised the works.

The implementing of learning writing through case building debate method at *English MSains program* Nuris Jember could help students better at writing speech script. They could construct and elaborate their ideas. They could make supporting sentence better than before. The students had better explanation. They did not only state the simple reasons for the topic, but also gave a long reason, evidences or example to support their arguments or statements. The evaluating of learning writing through case building method used one of the scoring of Debate. It was matter. Matter contained of AREL (Assertion, Reason, Evidences and Link Back). The students' work showed their writing had met the standard of AREL (Assertion, Reason, Evidences and Link Back).

It could be concluded that the students who achieved the minimum score were 85,7%. The improvement was from 50% students who got score

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above 70 with 67,7 as the average score in the first data to 85,7% of the research subjects who got score above 70 in the first cycle with 75,2 as the average score.

B. Suggestion

After conducting this research, the researcher offered several recommendations for the English teacher and the future researchers as presented as follows:

1. For the English teacher

   The teacher could use case building debate method continuously in every writing speech script or analytical exposition because the result of this research could improve the students' writing achievement.

2. For future researcher

   The other researchers could use this method as reference to improve the students' writing skill especially in speech context and analytical exposition focused more on contents and organization.

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APPENDICES

Appendix 1
Name : Riza Umami
NIM : T20176096
Class : TBI 3

CLASSROOM ACTION RESEARCH MATRIX

TITTLE	VARIABLES	SUB VARIABLES	INDICATOR	DATA RESOURCHES	RESEARCH METHOD	PROBLEM	HYPOTESIS
Using Case Building Debate Activity To Improve Students' Writing Skill At *Msains Program* of Nuris School Jember	1. Writing 2. Case Building Debate Activity	a. Structure b. Genre a. Structure b. Knowledge	• Grammar • Language Features • Syntactic Forms • Analytical Exposition Text • Assertion • Reason • Elaboration • Link Back • Matter • Manner • Method	1. Respondent: Students at Msains Class of Nuris Islamic Boarding School Jember 2. Collaboration by English teacher and the researcher	Research Design CAR with cycle: 1. Planning of the action 2. Implementing of the action 3. Observing of the action 4. Reflecting of the action The mean of students' score: $Mx= \frac{\sum X}{N}$ Mx: the students mean score $\sum X$: the sum of the score all students N: the number	Is case building debate activity able to improve Students' Writing Skill At *Msains Program* of Nuris School Jember	Using case building debate activity is able to improve Students' Writing Skill At *Msains Program* of Nuris School Jember

					of students		
					The result of students writing: $E= \frac{n}{N} \times 100\%$ E: the percentage of students who achieve the minimum standard score n: the number of students who achieve the minimum score N: the total number of students.		

Appendix 2

THE RESULT OF INTERVIEW

Time and place of interview
1. Day/date   : Monday, 8th February 2021
2. Place   : Online via Whatsapp
3. Time   : 14.00 - finished

Respondent
1. English Teacher

Note   :
R   : Researcher
ET   : English Teacher

THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

R : Sir, Riza ingin meneliti tingkat writing anak-anak di kelas MSains atau pre-observ gitu sir, boleh tanya tanya sir?

ET : Iyaa boleh mbak

R   : Di Pubspeech itu kan focus on speech and news reading kan ya sir? Nah sebelum mereka on stage, pastinya mereka must do write their script. Apakah ada kesulitan di writing mereka sir? Mungkin di grammar, di tata cara, vocab atau yang lain?

ET : Public speaking itu ada 3 schedule: Speech, story telling dan news reading. Kalo saya sendiri kan ngajar Public Speaking dasar. Jadi, untuk muridnya masih kesulitan dalam pembuatan script, dari grammar, vocab, diksi, dan lain sebagainya. Jadi, selama ini masih saya yang nyari untuk mereka. Jadi, mereka hanya nyiapin dari penghafalannya, pemahaman teks, pronunciation dan penampilannya sendiri.

R : Oalah begitu sir. Jadi, thesis Riza itu judulnya using case building debate to improve students' writing skill sir, nah kemarin sama guru-guru disarankan ke anak MSains gitu sir. Kalau pengajarannya gimana sir tiap meeting jenengan?

ET : Kalo di Nuris itu kan tiap bulan harus ada penilaian. Di Public Speaking sendiri, tiap akhir bulan biasanya nilai didapat dari penampilan mereka. Kalo, bulan kemarin itu November mereka tampil speech, bulan ini kemungkinan story telling. Jadi, dalam 1 bulan mereka focus belajar 1 skill. Pertama, mesti saya kasih tau basic nya story telling, seperti definisi, plot cerita itu gimana, hal hal yang harus diperhatikan sama mereka itu apa aja ketika tampil dan lain sebagainya. Kemudian, mereka tak kasih teks story telling, mereka harus memahami dulu isinya. Baru mempelajari teknis yang lainnya, seperti pronunciation, intonation, gesture dan lain sebagainya.

R : Ooo berarti focus on how stage nya ya sir, namanya juga focus on competition. Jadi, belum diberikan arahan bagaimana menulis their own script

gitu sir? Akhir akhir ini pernah diberikan tugas menulis script sendiri apa belum sir?

ET : Iya karena mereka sendiri masih kesulitan dalam buat kalimat bahasa inggris yang benar, bahkan ada yang masih zero English nya. Kalo focus ke itunya dulu, ya mereka ga bakal tampil tampil dan ngabisin waktu untuk mempelajari grammar dan lainnya. Dan yaa mereka kesulitan untuk akses mencari informasi, seperti bahan bahan materi yang perlu mereka dapatkan. Kalo sekarang fkus ke penampilannya mereka sih mbak.

R : Semisal mau tampil, scriptnya cari Google apa jenengan yang buatkan sir? Kalo dulu riza disana disuruh buat sendiri sama tentor sir

ET : Untuk script itu saya ada stok, jadii ya tinggal ngasih ke mereka.

R : Berarti mereka susah untuk memulai menulis script mereka itu kalo saya simpulkan berasal dari vocabularies, grammar, kurang informasi begitu kah sir?

ET : Iya mbak, juga mereka tidak ada motivasi untuk lebih giat mencoba untuk menulis, karena bahasa asing jad mereka underestimate kalo bakal susah gitu mbak.

Time and place of interview
1. Day/date : Tuesday, 19th January 2021
2. Place : In front of the classroom in Nuris Islamic Boarding School
3. Time : 15.00 – finished

Respondent
1. Students of Msains Class

Note :
R : Researcher
S : Student

THE SCRIPT OF INTERVIEW WITH THE STUDENTS

R : Apa kesulitan kalian dalam writing?

S1 : Banyak miss, kalo saya nggak tau mau nulis apa gitu miss kalo diberi tema. Kayak ndak ada ide miss.

S2 : Iya bener miss, kayak blank gitu miss, nggak ada pencerahan dan nggak tau harus nulis apa

R : Oh iya, terus apa lagi kesulitannya?

S2 : Tentang grammar juga miss, kurang paham penggunaannya tiap tenses gitu

miss

S1 : Iya miss, karna takut salah karna nggak paham grammar.

R : Oo kalian takut salah dalam nulis gitu kalo gapaham grammar?

S1+S2 : Iya miss bener.

S1 : Juga, ada banyak vocab yang gatau bahasa inggrisnya miss.

R : Lho kan bisa dicari di kamus kalo ga tau artinya

S2 : Kadang ada yang ga ada di kamus miss, mau cari di Google gabisa karna ga pegang HP wkwkw

R : Pernah coba coba nulis nggak? Mungkin buat diary gitu?

S1 : Pernah diary miss, tapi nggak bahasa inggris, kalau pun inggris ya 2 atau 3 kalimat saja miss, nggak full

S2 : Saya nggak miss wkwkkw

Appendix 3

RENCANA PELAKSANAAN PEMBELAJARAN

(Pertemuan Pertama)

Nama Sekolah   : Nuris Jember

Mata Pelajaran   : Bahasa Inggris

Kelas   : MSAINS Class

Materi   : Speech Writing

Alokasi Waktu   : 2 jam pelajaran (1x pertemuan)

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmua

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	• Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi.
4.4 Teks eksposisi analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi. • Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

C. Tujuan Pembelajaran

1. Siswa dapat menulis contoh dari analytical exposition yaitu berupa speech script sesuai dengan structure text dari analytical exposition.

D. Materi Pembelajaran

❖ **The Definition of analytical exposition**

An analytical exposition is a piece of writing that tries to convince the public, readers, listeners or audiences to agree with the writer's point of view by analyzing a certain issue within the text.

❖ **The Function**

To persuade the audiences to look at an issue with writers' perspective.

❖ **Structure of exposition text**

- **THESIS**

  It introduces topic and indicates writer's opinion. It also outlines the writer's arguments

- **ARGUMENT**

  It support the thesis by presenting a series of arguments

- **CONCLUSION / REITERATION**

  It restates the writer's point of view

❖ **Language Features**

Using simple present tense {S + V1 (s/es) + O} (contributes, reads, ect .)

Using sequence of connectors (first, second, after, then, etc.)

Using connecting words (however, moreover. Therefore, furthermore, etc.)

Using modal auxiliaries (can, should, could, etc.)

Examples of analytical exposition are speech, newspaper and debate

E. Metode Pembelajaran

Case Building Debate Activity

F. Kegiatan Pembelajaran

Langkah Pembelajaran	Aktivitas Pembelajara	Waktu
Pre-activity	- Guru memberi salam dan menanyakan kabar peserta didik - Guru mendata kehadiran siswa - Guru menyampaikan tujuan dari pembelajaran - Siswa memperhatikan apa yang disampaikan oleh guru	5 menit
Whilst-activity	Observing - Guru menyampaikan materi tentang analytical exposition melalui case building debate - Guru menjelaskan contoh dari analytical exposition yaitu speech - Guru mengajak brainstorming siswa terkait speech - Guru menunjukkan contoh dari speech script - Siswa mengamati contoh speech script mulai dari	15 menit

	struktur, unsur kebahasaan, dan hal hal yang ada di contoh	
	Questioning • Guru bertanya kepada siswa mengenai bagaimana siswa membuat speech script ketika akan lomba	10 menit
	Exploring/Experimenting • Guru memberikan beberapa contoh dari penggunaan analytical exposition dalam speech script • Sebelumnya, siswa sudah disuruh menentukan tema yang mereka suka • Dengan penentuan tema berdasarkan yang disukai, diharapkan siswa dapat lebih mudah untuk membuat speech script	10 menit
	Associating • Siswa melakukan brainstorming terhadap tema yang mereka tentukan • Siswa diminta untuk berpasangan dengan teman sebelahnya untuk sharing atau berdiskusi terkait tema mereka masing-masing • Kegiatan ini bertujuan untuk memunculkan ide dan perspektif baru dari teman sebangku	5 menit
	Creating • Siswa disuruh menulis speech script berdasarkan tema yang mereka pilih sendiri dalam waktu kurang lebih 30 menit	30 menit
Post-activity	• Guru memberikan penguatan terhadap materi atau kegiatan yang telah terlaksana sebelumnya • Siswa dengan guru sharing problem yang dihadapi oleh siswa dalam pembuatan speech	10 menit

		script
		• Siswa dibimbing oleh guru menyimpulkan materi yang telah dipelajari
		• Guru menutup pembelajaran dengan doa dan salam

G. Penilain Penulisan

No.	Aspects	Score			
1.	Content				
2.	Grammar				
3.	Vocabulary				
4.	Organization				
5.	Mechanic				

H. Media/Alat, Bahan dan Sumber

1. Media/alat: whiteboard, board maker, buku, bolpoint dan kertas gulungan yang berisi tema

2. Sumber belajar: Buku paket Bahasa Inggris Kemendikbud 2017 & Buku Seri Pendalaman Materi Bahasa Inggris untuk SMA/MA

RENCANA PELAKSANAAN PEMBELAJARAN

(Pertemuan Kedua)

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Mata Pelajaran   : Bahasa Inggris

Kelas   : MSAINS Class

Materi   : Speech Writing

Alokasi Waktu   : 2 jam pelajaran (1x pertemuan)

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3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks	• Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks

eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	eksposisi.
4.4 Teks eksposisi analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi. • Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

C. Tujuan Pembelajaran

1. Siswa dapat menulis contoh dari analytical exposition yaitu berupa speech script sesuai dengan structure text dari analytical exposition.

D. Materi Pembelajaran

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❖ **The Function**

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▪ **THESIS**

It introduces topic and indicates writer's opinion. It also outlines the writer's arguments

▪ **ARGUMENT**

It support the thesis by presenting a series of arguments

▪ **CONCLUSION / REITERATION**

It restates the writer's point of view

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Using simple present tense {S + V1 (s/es) + O} (contributes, reads, ect .)

Using sequence of connectors (first, second, after, then, etc.)

Using connecting words (however, moreover. Therefore, furthermore, etc.)

Using modal auxiliaries (can, should, could, etc.)

E. Metode Pembelajaran

Case Building Debate Activity

F. Kegiatan Pembelajaran

Langkah Pembelajaran	Aktivitas Pembelajara	Waktu
Pre-activity	• Guru memberi salam, selanjutnya menyakan kabar peserta didik • Guru mendata kehadiran siswa • Guru menjelaskan tujuan dari pembelajaran	5 menit
Whilst-activity	Observing • Guru mengulang dan menekankan kepahaman siswa dengan bertanya satu per satu	10 menit
	Questinong • Siswa diberi kesempatan untuk bertanya terkait materi yang telah dijelaskan • Guru menjawab serta menguatkan kepahaman tentang salah satu contoh analytical exposition yaitu speech script	10 menit
	Exploring/Experimenting • Guru mengajak siswa untuk membuat speech script bersama dipapan tulis menggunakan metode case building debate	10 menit
	Creating • Guru memberi tema tertentu untuk dijelaskan, kemudian dikumpulkan kepada guru	30 menit
Post-acivity	• Guru menganalis pekerjaan siswa apakah terdapat perkembangan dari tugas sebelumnya	10 menit

	· Guru memberi penguatan kembali terkait materi yang telah dijelaskan
	· Guru bertanya kepada siswa bagaimana perasaan mereka setelah dijelaskan pembuatan speech script melalui case building debate
	· Siswa dibimbing oleh guru untuk menyimpulkan materi yang telah dipelajari
	· Guru menutup dengan doa

G. Penilain Penulisan

No.	Aspects	Score			
1.	Content				
2.	Grammar				
3.	Vocabulary				
4.	Organization				
5.	Mechanic				

H. Media/Alat, Bahan dan Sumber

1. Media/alat: whiteboard, board maker, buku, bolpoint dan kertas gulungan yang berisi tema

2. Sumber belajar: Buku paket Bahasa Inggris Kemendikbud 2017 & Buku Seri Pendalaman Materi Bahasa Inggris untuk SMA/MA

Jember,……………2021

Guru mata pelajaran   Peniliti

……………………   ……………………

Appendix 4

EXAMPLE OF CASE BUILDING METHOD

Organization (AREL)	Title (Reading For Pleasure)	Language Features
Introduction (Assertion)	Reading English for pleasure is not the same as studying English. You do not have to remember everything, as there is no test on books you read for pleasure. Therefore, it is more interesting because you can choose your own book. Besides the enjoyment you get, reading for pleasure contributes a lot in learning English. It will help you to read faster, find examples of good writing, learn new words, learn how to speakers of English use the language and learn about the cultures of different people in the world	**Sequence of connectors** Therefore **Simple present tense** - it is more interesting - reading for pleasure contributes a lot in learning English **Auxiliaries** will
Argument 1 (Reason, Evidence)	The first step to read English for pleasure is	**Sequence of connectors** The first

	to find a good book- one that is interesting and that is not too difficult to read. You can go to the library and ask the librarian for books that may interest you. Also, you can browse around in a bookstore and ask the clerk to help you find a good book. Surely, you can borrow books from friend, but make sure you return them.	**Auxiliaries** Can
Argument 2 (Reason, Evidence)	The second step, you plan to check out books from a library, following are some tips to help you select books and find them more easily. Firstly, read the front and back covers of the book and find out whether you think it is interesting or not. Secondly, check the number of pages of the book. If you happen to be a beginner, it is better with a short	**Sequence of connectors** The second Firstly Secondly Then Finally **Auxiliaries** Can

	book. Then if you like a book, read one or two pages. Find out if you can understand it. Finally, which is the most important thing, the books should be interesting to you.	
Argument 3 (Reason, Evidence)	The third step is to read your book every day. Also, try to read your book very quickly, which is another way to learn more English. Moreover, if you like your book, tell a friend about it.	**Sequence of connectors** The third Moreover
Conclusion (Link back)	You may find it difficult to read in English, but do not give up. Keep on reading, and step by step you will realize that it is not so difficult after all. Then you will enjoy reading English. Therefore, you will be reading English for pleasure.	**Sequence of connectors** Then Therefore **Auxiliaries** May Will

Appendix 5

STUDENTS' SCORE OF PRELIMINARY RESEARCH

Kelas   : English MSains

Mata Pelajaran: Bahasa Inggris

Guru   : Ahmad Busro Bahar, S.Pd

No.	Names	Score
1	Addinda Sholehati	-
2	Afini Maulaya	58
3	Afiya	-
4	Ami Syvau Qolbi	70
5	Wanda Kabila	60
6	Annisa Aulia S	70
7	Argita Shinta W	65
8	Bachtiar Dwi P	-
9	Barliana Farah A	70
10	Fatmi Tri Purnami	65
11	M. Iqlil Husni	66
12	Nabila Choirunnisa	60
13	Naufal Kannur T	78
14	Nazila Zein Putri	73
15	Nuril Fatimah S	70
16	Raudhatul Jamila	75
17	Rizqina Maya A	-
18	Ulfatul Hemiyah	68

Appendix 6

KISI-KISI WRITING TEST MSAINS CLASS OF NURIS ISLAMIC

BOARDING SCHOOL JEMBER

Jenjang   : SMA

Mata Pelajaran   : Bahasa Inggris

Kelas   : MSains Class

Silabus   : K-13 Revisi 2017

Penyusun kisi-kisi : Riza Umami

No.	Kompetensi Dasar	Kelas	Materi	Indicator	Bentuk Soal	No. Soal
	4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	MSains	Analytical Exposition	Disediakan beberapa butir tema, siswa mampu menyusun teks tulis analytical exposition	Essay	

Topics:

1. **Education in Indonesia**

2. **Corona Virus**

3. **Bullying**

4. **Mental Health**

Appendix 7

NASKAH SOAL WRITING TEST MSAINS CLASS OF NURIS ISLAMIC

BOARDING SCHOOL JEMBER

Mata Pelajaran: Bahasa Inggris   Hari/Tanggal :

Kelas   : MSains   Waktu   : 30 Menit

Nama   :   Guru   : Riza Umami

Ahmad Busro Bahar, S.Pd

Make a speech script based on the topic that you got!

Appendix 8

SCORING RUBRIC

This kind of test uses objective scoring rubric because the type of the test is written. The researcher can use this kind of the method.

The scoring rubric of students' analytical exposition writing test

The analytic scoring rubric of writing adapted from Jacob et al, 's (1981) citied by Hughes[65].

1	2	3	4
Aspects	**Level**	**Criteria**	**Description**
CONTENT	**30-27**	Excellent To Very Good	Relevant to assigned the topic, even stated, capable to develop the idea
	26-22	Good To Average	Mostly relevant to the topic, even stated only sketchy, idea may be underdeveloped
	21-17	Fair To Poor	Adequate development of the topic, even only sketchy
	16-13	Very Poor	Event is not stated, serious irrelevance or inaccuracy, inadequate development of ideas
ORGANIZATION	**20-18**	Excellent To Very Good	Generic structure is fully stated. Thesis, contain, and conclusion related to the topic. Every part is 5-7 sentences at least.
	17-14	Good To Average	Generic structure is stated. Thesis, contain and conclusion rather not related to the topic. Every part is

---

[65] Arthur Hughes, *"Testing for Language Teachers"*(Cambridge University Press, 2003), 104

1	2	3	4
Aspects	**Level**	**Criteria**	**Description**
			less of 5-7 sentences.
	13-10	Fair To Poor	Generic structure is less stated or little unstructured. Introduction, contain and conclusion is rather not related to the topic. Every part is less of 5-7 of sentences.
	9-7	Very Poor	Generic structure is much unstructured, introduction, contain and conclusion is disorganized well. Every part is much less of 5-7 of sentences.
VOCABULARY	**20-18**	Excellent To Very Good	Vocabulary choice is appropriate; the paragraph shows that the usage of words such as noun, verb, conjunction and adjective is used appropriately.
	17-14	Good To Average	There are 2-4 errors of words form such as noun, verb, conjunction and adjective show in the paragraph but the meaning is not absurd.
	13-10	Fair To Poor	There are 5-7 errors of words form such as noun, verb, conjunction and adjective show in the paragraph but it

1	2	3	4
Aspects	**Level**	**Criteria**	**Description**
			influences the meaning
	9-7	Very Poor	There are 5-7 errors of words form such as noun, verb, conjunction and adjective show in the paragraph but it influences meaning.
GRAMMAR	**25-22**	Excellent To Very Good	All sentences are mostly correct in form of present tense, no serious errors in simple present tense.
	21-18	Good To Average	Mostly complete sentences; there are 2-3 errors in form of present tense.
	17-11	Fair To Poor Fair To Poor	There are 4-6 errors in form of present tense, it rarely influences the meaning
	10-5	Very Poor	Reader seriously distracted by grammar error, there are 7-9 errors in form of present tense.
MECHANIC	**5**	Excellent To Very Good	Few errors of punctuation, capitalization.
	4	Good To Average	The paragraph shows that there are 2-3 mistakes in using period, comma, capitalization but the paragraph is still easy to read.
	3	Fair To Poor	The paragraph shows that there are 4-5 mistakes in

1	2	3	4
Aspects	**Level**	**Criteria**	**Description**
			using period, comma, and capitalization
	2	Very Poor	The paragraph shows that there are 6 mistakes in using period, comma, and capitalization.

Appendix 9

Students' Attendance

No.	Names
1	Addinda Sholehati
2	Afini Maulaya
3	Afiya
4	Ami Syvau Qolbi
5	Anda Kabila
6	Annisa Aulia S
7	Argita Shinta W
8	Bachtiar Dwi P
9	Barliana Farah A
10	Fatmi Tri Purnami
11	M. Iqlil Husni
12	Nabila Choirunnisa
13	Naufal Kannur T
14	Nazila Zein Putri
15	Nuril Fatimah S
16	Raudhatul Jamila
17	Rizqina Maya A
18	Ulfatul Hemiyah

Appendix 10

Field Note

Hari/Tanggal : Senin, 9 Agustus 2021 Pertemuan   : Pertama
Kegiatan: 1. Peneliti memperkenalkan diri 2. Peneliti bertanya yang berkaitan dengan case building debate 3. Peneliti menjelaskan materi analytical exposition 4. Penliti memberikan kesempatan kepada siswa untuk bertanya 5. Peniliti mengajak siswa untuk membuat analytical bersama 6. Siswa berlatih membuat text 7. Peniliti mengoreksi dan memberikan feedback 8. Siswa merevisi text yang telah dikoreksi

Hari/Tanggal : Rabu, 11 Agustus 2021 Pertemuan   : Kedua
Kegiatan: 1. Peniliti mereview materi dipertemuan sebelumnya 2. Peniliti menyilahkan siswa untuk bertanya 3. Peniliti mengajak siswa untuk membuat text speech bersama menggunakan case building method 4. Peniliti memberikana arahan cara membuat text speech yang benar 5. Siswa berlatih membuat text speech 6. Peniliti mengoreksi dan memberikan feedback 7. Siswa merevisi text yang telah dikoreksi

Hari/Tanggal : Kamis, 12 Agustus 2021 Pertemuan   : Ketiga
Kegiatan: 1. Peniliti membagikan kertas ujian 2. Peniliti menyilahkan siswa untuk maju satu persatu untuk mengambil topic secara random 3. Peniliti memberikan kesempatan kepada siswa berdiskusi dengan teman yang mempunyai topic yg sama 4. Siswa mengerjakan writing test selama 30 menit 5. Siswa mengumpulkan writing test

Assessed in August, 9-12th 2021

Ahmad Busro Bahar, S.Pd

Appendix 11

THE STUDENTS' WRITING TEST SCORE

No.	Names	Students' Score		Score
		English Teacher	**Researcher**	
1	Addinda Sholehati	-	-	-
2	Afini Maulaya	72	70	71
3	Afiya	-	-	-
4	Ami Syvau Qolbi	78	76	77
5	Wanda Kabila	66	65	66
6	Annisa Aulia S	78	76	77
7	Argita Shinta W	72	70	71
8	Bachtiar Dwi P	-	-	-
9	Barliana Farah A	80	80	80
10	Fatmi Tri Purnami	70	70	70
11	M. Iqlil Husni	75	73	74
12	Nabila Choirunnisa	60	62	61
13	Naufal Kannur T	88	86	87
14	Nazila Zein Putri	83	81	82
15	Nuril Fatimah S	76	74	75
16	Raudhatul Jamila	86	88	87
17	Rizqina Maya A	-	-	-
18	Ulfatul Hemiyah	75	75	75
	TOTAL	1059	1046	1053

Note:

1. In this research, the final score was gained from the division between the score from English teacher and researcher. It called inter-rater score

2. The researcher calculated the data from final score by the formula below:

The average of students' score (mean):

$$M = \frac{\sum x}{N} x 100\%$$

$$M = \frac{1053}{14} x 100\%$$

$$= 75,2$$

Explanation:

M : the average of students score (mean)

$\sum x$: the sum of the students' score

N : the number of students

The percentage score:

$$E = \frac{n}{N} x 100\%$$

$$E = \frac{12}{14} x 100\%$$

$$= 85{,}7\%$$

Explanation:

E : the percentage of students who achieved minimum standard score

n : the number of students who achieved the minimum score

N : the number of students

Appendix 12

Students' Writing Test

NASKAH SOAL WRITING TEST MSAINS CLASS OF NURIS ISLAMIC BOARDING SCHOOL
JEMBER

Mata Pelajaran	: Bahasa Inggris	Hari/Tanggal : 12-07-21	
Kelas	: MSains	Waktu	: 50 Menit
Nama	: Ami Iyvau Q	Guru	: Riza Umami
			Ahmad Busro Bahar, S.Pd

Make a speech script based on theme that you got!
- Bullying -

Have you heard about bullying? im pretty sure that you're well know about bullying in any where. So, what do you think about bullying?

Bullying is aggressive behavior among school aged children or teens, for simple, or so we might know, bullying is bad action or behaviour of someone that they do to weak people.

Bullying attack human mental health, like verbal bullying they or who's /someone do bullying acts, they changed name calling sacrifice of the weak people. Or physical bullying that someone who do bullying attack weak people like hit them or hurt someone and so on. Why we should stop bullying action?

First, that's a bad action, I know that you're well known about that, the weak people will get a bad effect for their Mental or their bodies. like anxiety and many mental problems. or the weak people will suicide or hurt themself.

Second, do bullying action to someone, is like do bad action more than you kill some one. Someone who do bullying action never get a lot of love from their parents or family, I hope every parents in this world can give a lot of love to their children.

third, bullying collide country's law, bullying take someone soul, and I know that there's no one want die. Someone who get mental's problem, You should give alot of love and giving they good or positive energy.

We should stop the bullying action in around us, You know, there's 20% casus bullying in high school and 16% Cyber bullying on social media.

Bullying is so dangerous for all, ~~thats~~ ~~why~~ For you who do thats bad action, You should stop it and get a apologize to some one that you bullied. And ~~For~~ For you who get the bullying, you should speak ~~up~~ and be brave, Or you can ~~g~~ talk to your parents If you cant speak up. Just be brave, let your self safe. guys. If you get mental problem, talk to your parents or someone you belived about your problems. and you must go to pskycolog's doctor to get the advise then you can take care with yourself. You're masterpiece guys, be brave!

Nama   : Nuril Fatimah S   **Guru**   : Riza Umami

                                                        Ahmad Busro Bahar, S.Pd

Make a speech script based on theme that you got!

Theme : Mental Health

In ~~3~~ China, on 2017, around 27.000 people died ~~w~~ in suiciade way. a most of them is a student in junior high school until Senior High School. What the ~~causes~~ point? Mental Health. Mental Healthy includes our emotional, psychological, and social well-being. It affects how we thing, feel, act. A stabile emotion. will bring you to a peace life. ~~But H~~ Based on the data, Why they final everything with suiciade? Mental disorders. What the reasons? and the thing that affect the mental Health?

First. Biologis Factor. In Science, we have already learn about genetic factors. So if our parents have a bad emotional. 90% a possibility is We have a same Character. Because we live arround them. Is possible for us to imitate them.

Second. Life Experience. Trauma can affect ~~our~~ how we thing, feel, and act. Most of people cao't handle their trauma so that, they will be wild. They will be stress, Deppresed, and the worst choice, They decide to ~~finish~~ everything with suiciade as a step to solve their problems. Yes, it will be a last step of course :Ʊ:.

So guys, ~~but~~ ~~my~~ ~~seif~~ ~~dirr~~ if you don't want that thing happend to you, Let's start to ~~care~~ care of our body. With value ourself, we can ~~care~~ be more love our self. ~~&~~ And then, Surround yourself with a good people, Do a good things, and do your hobby. With do a positive action, your ~~Happy~~ ~~thing~~ Mind, and your feeling will get a good vibes.

Let's care of our Mental Health!. Thank you

Nama   : Raudhatul Jamilah   Guru   : Riza Umami

Theme: Mental Health.   Ahmad Busro Bahar, S.Pd

— AVOID Stress For having healthy mind —

Today our topic is Mental Health. In my opinion, Mental health is about how we have a healthy mind. Here, we need to know that mental Health can affect how we think, feel and etc. That's why a healthy mind is very important in our life. One of the major factor caused unhealthy mind is Stress. Of course we need to avoid it! By Avoid stress we will have a healthy mind. Then how we avoid the stress and why we need those way for avoid this? and here the details

First, value ourself. It means that we use our time properly, we spend our life for somethin benefit such as do our favorite activities (hobbies). By doing our hobbies, I bet that we can realese our stress. Based on data, hobby is one factor which make us relax and spared from the stress.

Second, Take care of our body. Do health activity such as aerobic, nature walk and others By doing this, I believe, we not only spared from the stress, but also have a healthy body.

And the third, Smile More! laugh More! and happy more!. Believe It not it can make us more have a healthy mind.

well from these explanation we can conclude that we have to Avoid the Stress for having a healthy mind. Do the simple way for avoid stress and let's having healthy mind for our precious life.

That's all :)

Appendix 13

Photos of the Research

The researcher is doing an interview with the students

The researcher is explaining the material about analytical exposition

The researcher is observing students' writing work around the class

Students are doing writing test

Students of English Msains Class

Appendix 14

Validity of the Instrument

VALIDITY INSTRUMENT

INSTRUCTIONS
1. Put a check mark (√) in the column according to your opinion.
2. If there is a need to be revised, please write in the column "catatan".

No.	Aspek yang dinilai	Skala penilaian				Catatan
		1	2	3	4	
A	**Isi**					
	1. Isi materi sesuai dengan kompetensi inti dan kompetensi dasar			✓		
	2. Indicator soal sesuai dengan materi				✓	
	3. Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan				✓	
	4. Pedoman penskoran sesuai dengan rubric skor yang telah ditetapkan				✓	
	5. Kesesuaian alokasi waktu dengan soal yang telah disediakan				✓	
B	**Konstruk**					
	1. Soal disusun menggunakan tes tulis untuk mengetahui kemampuan "writing" siswa			✓		
	2. Soal disusun sesuai dengan teori analytical exposition				✓	
	3. Soal writing test disusun sesuai dengan teori writing yang mana mengharuskan siswa untuk menulis analytical exposition				✓	
	4. Penilaian kemampuan "writing" siswa diadaptasi dari buku Arthur Hughes				✓	

C	**Bahasa**					
	1. Petunjuk soal mengguanakan kaidah bahasa inggris yang benar dan sesuai dengan grammatical		✓			
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafisran ganda atau salah pengertian			✓		
	3. Rumusan soal tidak mengandung kata-kata yang menyinggung peserta didik			✓		

Note:
4 = Sangat baik
3 = Baik
2 = Kurang
1 = Sangat Kurang

Jember, 15 July 2021
Validator

Nina Hayuningtyas, M.Pd

Appendix 15

**Research Journal**

RESEARCH JOURNAL'S ACTIVITIES

Name   : Riza Umami

NIM   : T20176096

Title   : Using Case Building Debate Activities to Improve Students' Writing Skill at

Madrasah Sains of Nuris Islamic Boarding School Jember

Location   : Madrasah Sains Nuris, Jember

No.	Day/Date	Activity	Initials
1.	Tuesday, 19th January 2021	Interview some students of Public Speaking Class	
2.	Monday, 8th February 2021	Interview the English teacher	
3.	Saturday, 10th July 2021	The researcher gives a research permit to the school and consult about lesson plan with the English teacher	
4.	Monday, 9th August 2021	The researcher applies the action (First Meeting)	
5.	Wednesday, 11th August 2021	The researcher applies the action (Second Meeting)	
6.	Thursday, 12th August 2021	The researcher gives a writing test to the students	
7.	Wednesday, 8th September 2021	The researcher asking for a letter of research finishing	

Jember, 8th September 2021
The Head Master of MSains

Mila Karmila, S.Pd

Appendix 16

Research License Letter

Nomor	:	B. 1681/In.20/3.a/PP.00.9/07/2021	08 Juli 2021
Sifat	:	Biasa	
Lampiran	:	-	
Hal	:	**Permohonan Ijin Penelitian**	

Yth. Kepala PONDOK PESANTREN NURUL ISLAM JEMBER
Jln. Pangandaran nomer 48, Sumbersari, Antirogo, Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	RIZA UMAMI
NIM	:	T20176096
Semester	:	VIII (DELAPAN)
Prodi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai *USING CASE BUILDING DEBATE ACTIVITY TO IMPROVE STUDENTS' WRITING SKILL AT MADRASAH SAINS CLASS OF NURIS ISLAMIC BOARDING SCHOOL JEMBER* selama **30 (tiga puluh)** hari di lingkungan lembaga wewenang Bapak/Ibu ROBITH QOSHIDI, Lc.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Guru
2. Siswa MSains

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 08 Juli 2021
a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

Appendix 17

Research Finished Letter

SEKSI PENJAMIN MUTU SISWA

MTs UNGGULAN – SMP – MA UNGGULAN – SMA – SMK NURIS

Jl. Pangandaran 48 Antirogo – Jember 68125 Telp. (0331) 339544 Jember

SURAT KETERANGAN

Nomor : 018 /SPM.Ni-Jbr/ M/ IX / 2021

Yang bertanda tangan di bawah ini :

Nama   : Mila Karmila,S.Pd
Jabatan   : Kasi Seksi Penjamin Mutu Siswa
Alamat   : Jl. Pangandaran No. 48 Antirogo, Sumbersari, Jember

Dengan ini menerangkan bahwa :

Nama   : Riza Umami
NIM   : T20176096
Semester   : IX (Sembilan)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Prodi   : Tadris Bahasa Inggris

Mahasiswa tersebut telah melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul **Using Case Building Debate Activity to Improve Students' Writing Skill at Madrasah Sains of Nuris Islamic Boarding School Jember.**

Demikian surat keterangan ini kami terbitkan untuk di pergunakan sebagaimana mestinya.

Jember, 8 September 2021

Kasi Seksi Penjamin Mutu Siswa

Mila karmila,S.Pd

Appendix 18

Decalaration of Aurhenticity

Appendix 18

Decalaration of Aurhenticity

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama	: Riza Umami
NIM	: T20176096
Prodi/Jurusan	: Tadris Bahasa Inggris/Pendidikan Bahasa
Fakultas	: Tarbiyah dan Ilmu Keguruan
Institusi	: UIN KH Achmad Siddiq

Dengan ini menyatakan bahwa isi skripsi yang berjudul "Using Case Building Debate Activity to Improve Students' Writing Skill at Madrasah Sains Nuris Islamic Boarding School" adalah hasil penelitian/karya saya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya.

Saya yang menyatakan

<u>Riza Umami</u>
T20176096

Appendix 19

Guidance Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : www.http://ftik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

Nomor	:	B 1181 /In.20/3.a/PP.009/03/2021	24 Maret 2021
Sifat	:	Biasa	
Lampiran	:	1 (Satu) Lembar	
Hal	:	**PERMOHONAN BIMBINGAN SKRIPSI**	

Yth. Suparwoto Sapto Wahono, M.Pd
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember

Assalamualaikum Wr Wb.

Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan Ilmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon Suparwoto Sapto Wahono, M.Pd berkenan membimbing mahasiswa atas nama :

Nama	:	RIZA UMAMI
NIM	:	T20176096
Semester	:	VIII
Prodi	:	TADRIS BAHASA INGGRIS
Judul	:	Using Case Building Debate Activity to Improve Students' Writing Skill at MSains Class of Nuris Islamic Boarding School.

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 24 Maret 2021
a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

Appendix 20

Researcher's Biodata

Personal Information

- Name : Riza Umami
- NIM : T20176096
- Gender : Female
- Place, Date of Birth : Jember, April 08th 1998
- Address : RT 019 RW 005 Pontang Ambulu Jember
- Religion : Islam
- Department : Language Education/English Department
- Email Adress : rizarizmi@gmail.com

Educational Background

2003 – 2005 : TK Al – Hidayah 101

2005 – 2011 : SDn Pontang 04

2011 – 2014 : MTs Maarif Ambulu

2014 – 2017 : SMA Nuris Jember