

PENGARUH PENGGUNAAN KITAB BABE NENEM TERHADAP HASIL BELAJAR ILMU SHOROF DI KELAS VII PESANTREN ASHHABUL MAIMANA SUSUKAN TIRTAYASA.

Humedi

Universitas Islam Negeri Sultan Maulana Hasanuddin Banten
humaedihamid3108@gmail.com

Siti Ngaisah

Universitas Islam Negeri Sultan Maulana Hasanuddin Banten
iis_yay@yahoo.com

Moch. Muizzuddin

Universitas Islam Negeri Sultan Maulana Hasanuddin Banten
m.muizzuddin@uinbanten.ac.id

Abstrak

Humaedi, 191220011, dengan judul: pengaruh penggunaan kitab Babe Nenem terhadap hasil belajar ilmu shorof kelas VII di pesantren Ashhabul Maimanah Susukan Tirtayasa. Latar belakang penelitian ini disebabkan oleh lemahnya kemampuan siswa kelas VII Pesantren Ashhabul Maimanah Susukan Tirtayasa dalam memahami ilmu shorof. Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan kitab Babe Nenem terhadap hasil belajar ilmu shorof dikelas VII dipesantren Ashhabul Maimanah Susukan Tirtayasa. Metode yang digunakan dalam penelitian ini adalah metode penelitian eksperimen dengan desain semu eksperimen (Quasi Eksperimen), karena lebih cocok untuk menguji keabsahan hasil yang ditarik dari hipotesis dalam penelitian ini dan sampel yang dipilih pun tidak diambil secara acak. Penelitian ini menggunakan sampel sebanyak 70 siswa. Pengumpulan data yang dilakukan dalam penelitian ini menggunakan observasi, wawancara dan test. Hasil penelitian menunjukkan bahwa terdapat pengaruh dan peningkatan pada hasil belajar siswa pada mata pelajaran ilmu shorof setelah menggunakan bahan ajar kitab Babe Nenem, hal ini bisa ditinjau dari perbandingan pre-test dan post-test yang dilakukan dikelas VII A sebagai kelas eksperimen. Berdasarkan perhitungan dari hasil uji hipotesis dengan menggunakan uji-t nilai Thitung sebesar 11,938 lebih besar nilai Ttabel sebesar 1,691, maka dapat disimpulkan bahwa terdapat pengaruh dari penggunaan kitab Babe Nenem terhadap hasil belajar ilmu shorof siswa karena H_0 ditolak dan H_1 diterima dan nilai (sig) kurang dari 0,05. Oleh karena itu, H_0 ditolak dan H_1 diterima. Hal ini menunjukkan bahwa penggunaan kitab Babe Nenem berpengaruh secara signifikan terhadap hasil belajar ilmu shorof dikelas VII Pesantren Ashhabul Maimanah Susukan Tirtayasa sebesar 81% dan sisanya yaitu 19% dipengaruhi oleh variabel lain.

Kata Kunci: Pengaruh, Kitab Babe Nenem dan Hasil belajar ilmu shorof.

Abstract

Humaedi, 191220011, with the title: the influence of the use of the book of Babe Nenem on the learning outcomes of class VII shorof at the Ashhabul Maimanah Susukan Tirtayasa boarding school. The background of this research was caused by the weak ability of grade VII students of Pesantren Ashhabul Maimanah Susukan Tirtayasa in understanding the science of shorof. The purpose of this study was to determine the effect of the use of the book of Babe Nenem on the learning outcomes of shorof science in class VII at the Ashhabul Maimanah Susukan Tirtayasa boarding school. The method used in this study is an experimental research method with a quasi-experimental design (Quasi Experiment), because it is more suitable for testing the wetness of the results drawn from the hypothesis in this study and the selected sample is not taken randomly. This study used a sample of 70 students. Data collection conducted in this study used observation, interviews and tests. The results showed that there was an influence and improvement on student learning outcomes in the science subjects after using Babe Nenem teaching materials, this can be seen from the comparison of pre-test and post-test conducted in class VII A as an experimental class. Based on the calculation of the results of the hypothesis test using the t-test the Tcalculate value of 11.938 is greater than the Ttabel value of 1.691, it can be concluded that there is an influence of the use of the Babe Nenem book on the learning outcomes of shorof students because H_0 is rejected and H_1 is accepted and the value (sig) is less than 0.05. Therefore, H_0 is rejected and H_1 is accepted. This shows that the use of the Babe Nenem book has a significant effect on the learning outcomes of shorof in class VII Pesantren Ashhabul Maimanah Susukan Tirtayasa by 81% and the remaining 19% is influenced by other variables.

Keywords: *Influence, Book of Babe Nenem and Learning outcomes of shorof.*

PENDAHULUAN

Sharaf atau dibaca shorof merupakan satu cabang ilmu tata bahasa Arab. Secara bahasa shorof diartikan sebagai "Perubahan". Perubahan kata ini dalam perakteknya disebut tashrif. Mengetahui sharaf atau mengkaji bentuk kata adalah sangat penting dalam mempelajari bahasa Arab karena dalam perubahan bentuk atau Sighah suatu kata maka arti kata itu akan berubah. Jika dalam bahasa indonesia kita akan menemukan contoh perubahan kata tulis menjadi menulis-tulisan-ditulis. Maka ilmu sharaf juga akan membahas bentuk perubahan suatu kata dasar menjadi kata yang lain. Meskipun terjadi perbedaan pendapat, umumnya ulama dalam ilmu sharaf menjadikan fi'il madhi sebagai dasar dari suatu kata. Fi'il madhi inilah yang akan berubah menjadi kata yang lain. (K.H. Muhammad Anwar, 2014)

Bentuk perubahan kata dalam bahasa Arab ada 35 bab. Setiap bab memiliki bentuk perubahan yang spesifik. Dan dari 35 bab terbagi menjadi beberapa jenis berdasarkan jumlah huruf yang menyusun kata dasarnya. Salah satu di antaranya adalah ats tsulatsy al mujarrood (tersusun dari tiga kata saja yang terdiri dari 6 bab. (K.H Muhammad Anwar, n.d.) Untuk mentashrif suatu kata harus mengetahui wazan kata itu, setelah mengetahui wazan, kemudian melakukan tashrif dari kata tersebut dengan mengikuti pola-pola kata dari wazan. Karena banyaknya bentuk perubahan kata dalam bahasa Arab santri mengalami kesulitan dalam melakukan tashrif suatu kata dalam bahasa Arab.

Peneliti berharap dengan diajarkannya ilmu shorof di PP Ashhabul Maimanah Susukan, dapat menambah pemahaman santri terhadap isi dari kitab kuning yang notabene sebagai salah satu dari sekian banyaknya media yang diterapkan di PP Ashhabul Maimanah Susukan agar para santri dapat memahami pembelajaran Bahasa arab.

Mempelajari ilmu shorof menjadi salah satu point penting yang harus di pelajari di PP Ashhabul Maimanah Susukan, dalam pembelajaran sehari-hari PP Ashhabul Maimanah Susukan menggunakan kitab kuning dan didukung dengan buku-buku umum dalam pembelajarannya sehingga sangat mengandalkan penggunaan kaidah nahwu dan shorof dalam pembacaan kitab kuningnya..Dalam pembelajaran kitab kuning tersebut dipelajari menggunakan metode *Qowa'id wa Tarjamah*. Pada saat pembelajaran berlangsung pengajar dan santri masing-masing memegang buku (kitab)(K.H Muhammad Anwar, n.d.). Pengajar membaca dan mengartikan kata demi kata ke dalam bahasa jawa Banten. Santri mencatat arti setiap kata setelah selesai pengajar menjelaskan kaidah dengan rinci beserta contoh-contohnya.

Akan tetapi, terdapat beberapa masalah yang menjadi kendala bagi pengajar dan siswa dalam menyampaikan penjelasan yang berkaitan dengan materi secara detail dikarenakan waktu belajar mengajar yang terbatas. Selain terbatasnya waktu proses belajar mengajar, keterbatasan dari sarana visual seperti laptop, proyektor dan lain sebagainya di PP Ashhabul Maimanah Susukan juga menjadi salah satu kendala bagi pengajar dalam menyampaikan penjelasan materi dan contoh-contoh kalimat sharaf. Minimnya media pembelajaran yang menjelaskan tentang pengajaran ilmu shorof. Selain itu, pengajar menggunakan metode *Qowa'id wa Tarjamah* berbasis ceramah.

Dari beberapa masalah diatas, peneliti menganalisa penyebab terjadinya masalah yang terjadi di PP Ashhabul Maimanah Susukan, diantaranya adalah sebagai berikut: 1) penjelasan dari pengajar seringkali melebar dan terlalu lama dipengambilan contoh-contoh dari materi yang dijelaskan, sehingga waktu yang digunakan terasa sangat cepat dan tidak mencakup kepada pembahasan materi lain. 2) minimnya sarana visual juga menjadi penyebab dari masalah pertama, yaitu keterbatasan waktu yang digunakan dalam pembelajaran, karena sarana visual seperti laptop dan proyektor (selain papan tulis) dapat mempercepat pemahaman siswa mengenai penjelasan dari contoh-contoh kalimat shorof yang disampaikan oleh pengajar; 3) kurangnya media pembelajaran dalam pembelajaran ilmu shorof menyebabkan minimnya minat dan semangat siswa dalam pembelajaran ilmu shorof. 4) penggunaan metode ceramah dalam pembelajaran ilmu shorof mengakibatkan aktivitas belajar siswa selama dikelas hanya mendengarkan penjelasan dari pengajar sebagai narasumber. Situasi ini menyebabkan pembelajaran menjadi kurang interaktif sehingga mengakibatkan munculnya rasa kejenuhan santri dalam belajar yang berimbas pada kurangnya partisipasi santri untuk mengemukakan gagasan tentang apa yang dipelajari atau pun hanya sekedar bertanya tentang materi yang tidak dimengerti.

Dari keempat analisis masalah diatas, peneliti memiliki beberapa solusi untuk masalah-masalah diatas, diantaranya sebagai berikut: 1) pengajar seharusnya lebih menekankan kepada penjelasan materi yang sedang dibahas, dan tidak terlalu banyak memberikan contoh dari materi yang sedang dijelaskan oleh pengajar, 2) pihak pesantren khususnya bagian sarana dan prasarana harus mengalokasikan dana kepada pihak pesantren untuk melengkapi sarana belajar siswa yang belum mumpuni dalam kegiatan belajar mengajar; 3) pengajar dianjurkan untuk menggunakan media

pembelajaran berupa kitab Babe Nenem yang dikhususkan bagi para siswa yang menyantren di PP Ashhabul Maimanah Susukan sebagai media belajar ilmu shorof; 4) pengajar dianjurkan untuk menggunakan metode pengajaran yang bervariasi, misalnya metode campuran antara metode ceramah dan metode lainnya.

Dari beberapa solusi diatas, peneliti memiliki alternatif yang dijadikan untuk prioritas pemecahan masalah yang berkaitan langsung dengan pembelajaran ilmu shorof, yaitu penggunaan media kitab Babe Nenem karangan Syeikh Syanwani (Pendiri PP Ashhabul Maimanah Susukan) sebagai media pembelajaran. Oleh karena itu, berdasarkan latarbelakang diatas, peneliti mengambil tema skripsi yang berjudul: Pengaruh Penggunaan Kitab Babe Nenem Terhadap Hasil Belajar Siswa Pembelajaran Ilmu Shorof.

Penelitian ini bertujuan untuk mengidentifikasi siswa terhadap hasil belajar ilmu shorof sebelum menggunakan kitab Babe Nenem, kemudian mengidentifikasi penerapan Kitab Babe Nenem dalam pembelajaran ilmu shorof dan mengidentifikasi pengaruh dalam penggunaan kitab Babe Nenem terhadap hasil belajar siswa dalam pembelajaran ilmu shorof dikelas VII Pesantren Ashhabul Maimanah Susukan-Tirtayasa.

KAJIAN TEORI

Karakteristik Kitab Babe Nenem

Buku Babe Nenem adalah buku atau bahan ajar yang ditulis untuk memfasilitasi para siswa Pesantren Ashhabul Maimanah Susukan Tirtaysa dalam mempelajari ilmu shorof. Unit pendidikan ini memiliki karakteristik yang sama dengan Kitab *Alfiyah* Syekh Ibnu Malik, artinya ia menulis buku tersebut untuk mempelajari kaidah-kaidah dasar bahasa Arab yang dihafal dalam kajiannya melalui suku kata Nadhom sehingga pembaca dapat mengingatnya dengan mudah dan mereka dapat membaca kalimat-kalimat bahasa Arab tanpa disertai dengan harokat. Karya tulis ilmiah ini ditulis dalam bentuk Nadham dan judulnya sesuai dengan bait pertama, kitab ini dimaksudkan oleh Syekh Syanwani untuk memudahkan para murid agar cepat memahami *Wazan* dan *Mauzun* dalam kalimat bahasa Arab. Untuk mendefinisikan formulasi jenis dan bab, *Mujarrof* dan *Mazid*, *Bina' Muta'ad* dan *Bina Lazim*, dan selain *Bina' Shohih* yaitu *Bina' Mu'tal* (yang terdapat huruf 'Ilat didalamnya) yang merupakan formulasi bagian dasar dalam ilmu shorof. Yang ditekankan dalam buku Babe Nenem adalah mudah untuk mendefinisikan *Wazan* dan *Mauzun* dari asal kata dalam bahasa Arab, ini adalah rumusan dari ilmu shorof, dan hasil penjelasan *Wazan* dan *Mauzun* ini nantinya akan *ditashrif* sehingga siswa dapat mengenalkan bentuk-bentuk *Wazan* dan *Mauzun* lain dengan harapan ketika siswa menemukan teks bahasa Arab, mereka tidak ragu untuk membacanya walaupun tanpa *harokat* atau *syakel*.

Biografi Penulis Kitab Babe Nenem

Kita patut berbangga dengan dedikasi intelektual para ulama Indonesia yang mencintai dalam hidupnya untuk membaca, menulis dan menularkan ilmu Islam kepada para siswa dan semua orang. Ketulusan mereka dalam mencerahkan kehidupan tidak bisa dianggap enteng, karena kehadiran mereka di tengah-tengah kehidupan adalah sebagai pembimbing dan penasihat, serta kesabaran dan kebesaran jiwa mereka yang

berada di perantaraan permohonan untuk para siswa mereka dan bahkan sering menerima keluhan tentang masalah kehidupan dengan sikap terbuka. Salah satu dari ribuan ulama Indonesia yang memiliki karakteristik tersebut adalah *Allahummaghfirlah Al-Bahr Wal-Fahmah* K.H Syekh Muhammad Syanwani bin Abdul Aziz Sampang – Tirtayasa, orang besar ini sepanjang hidupnya dalam semangat jihad demi semboyan Islam, cinta ilmu dan kepentingan bangsa. Muhammad Syanwani lahir pada tanggal 13 Agustus 1926, yang bertepatan dengan tahun 1347 H di Sampang - Susukan, sebuah desa yang terletak di ujung utara daerah Tirtayas – Serang. Dia adalah anak ketiga dari tujuh bersaudara, ayahnya bernama K.H Abdul Aziz dan ibunya bernama Salhah. Ayahnya adalah putra dari Kiai Mardali Ragas purwadadi Carenang. Kiai Mardali adalah keturunan dari Syekh Abd al-Syukur Al-Kinari yang dimakamkan di desa Kenari Kasemen – Serang. Syekh Abdul Syukur adalah putra dari Syekh Sulaiman, beliau adalah salah satu tokoh yang menetap di Kesunyutan Bentin. Ibunya adalah putri Kiai Qasim ibn Najmuddin (yang nasabnya dilanjutkan kepada Kiai Cikaduen). Kakek dari pihak ibu adalah seorang penghulu di masa kolonial Belanda, yang terletak di wilayah Pontang, kabupaten Serang Banten. (Yusuf Al-Hamadi, n.d.) Ilmu yang dimiliki oleh KH Syanwani sangat luas pada pengetahuan yang terkandung dalam bentuk tulisan yang masih dibaca dan dipelajari sampai sekarang, yaitu Kitab Babe Nenem, sebuah karya yang ditulis dalam bentuk Nadhom dalam bidang ilmu shorof yang pada awalnya hanya ditujukan untuk siswa Pesantren Ashhabul Maimanah Susukan Tirtayasa, untuk memudahkan mereka mempelajari ilmu shorof, tetapi seiring berjalannya waktu, kitab ini mulai dikenal dan dikagumi oleh mereka yang tertarik dengan morfologi.

Ilmu Shorof

Menurut KH Muhammad Anwar dalam bukunya, ia berkata: "Ilmu shorof memiliki dua arti, yaitu makna menurut bahasa, dan makna menurut istilah shorof. Ilmu shorof Menurut bahasa, ilmu shorof adalah segala sesuatu yang mengubah sesuatu dari bentuk aslinya. Sedangkan istilah tersebut adalah perubahan dari bentuk aslinya (bentuk awal) ke bentuk yang lain, menurut para ulama Basra, asalnya adalah: sumber, dan menurut para ulama maset, asalnya adalah: bentuk *fiil madhi*. (K.H Muhammad Anwar, n.d.)

Menurut pendapat yang lain, pengertian ilmu shorof memiliki tiga penjelasan, yaitu: 1) Shorof adalah ilmu yang berusaha mengubah satu keadaan kata ke keadaan lain sesuai dengan makna yang dimaksudkan; 2) Shorof adalah ilmu tentang asal-usul yang kondisi struktur kata diketahui sebelum *tarokib*-nya; 3) Shorof adalah transformasi perubahan tunggal menjadi contoh berbeda dari makna yang dimaksudkan;. Definisi morfologi pertama dan kedua memiliki arti yang sama, yaitu morfologi adalah ilmu yang mempelajari perubahan kata menjadi bentuk lain dengan menyajikan beberapa makna yang diinginkan. Menurut pendapat yang lain, ia mengatakan bahwa ilmu shorof adalah "Kaidah yang diketahui dengan menggunakan bentuk dan struktur kata-kata bahasa Arab yang didefinisikan dan penambahan, pengurangan atau perubahan kata yang mungkin terjadi pada mereka." (Yusuf Al-Hamadi, n.d.)

METODOLOGI PENELITIAN

Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode eksperimen dengan desain eksperimen semu (kuasi eksperimen) karena metode ini cocok untuk menguji keabsahan hasil yang ditarik dari hipotesis dalam penelitian ini dan sampel yang dipilih tidak dipilih secara acak. Metode pengumpulan data

menggunakan observasi, wawancara dan tes. Hasil penelitian menunjukkan bahwa penggunaan kitab Babe Nenem pada saat kegiatan mengajar di kelas dapat menarik perhatian dan meningkatkan motivasi siswa sehingga semua siswa menjadi lebih antusias dan cepat memahami materi yang disampaikan. Terdapat peningkatan pada hasil belajar siswa dalam pembelajaran ilmu shorof siswa setelah menggunakan kitab Babe Nenem. Hal ini dapat dilihat dari perbandingan pre-Test dan post-Test kelas eksperimen dan dikelas Kontrol

HASIL DAN DISKUSI

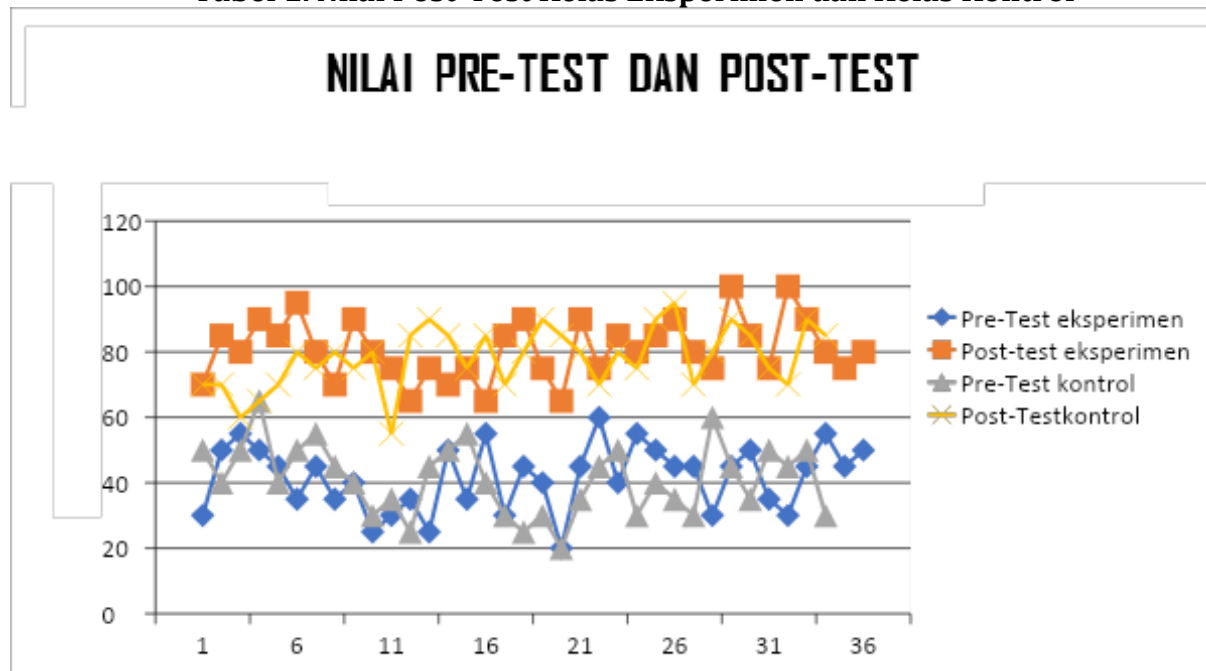
Penggunaan kitab Babe Nenem dalam pembelajaran ilmu shorof didalam kelas, menarik minat siswa karena suasana kelas yang menyenangkan dan mengutamakan siswa sehingga mereka lebih aktif dalam kegiatan pengajaran bahasa Arab, terutama dalam pembelajaran ilmu shorof. Hal ini memotivasi siswa untuk mengikuti pendidikan sehingga semua siswa menjadi lebih aktif dan cepat memahami materi yang disampaikan.

Peneliti memulai pembelajaran dengan menyapa siswa, kemudian bertanya tentang kondisi siswa, dan peneliti juga memastikan bahwa siswa sudah siap untuk melanjutkan pembelajaran, ketika pelajaran akan dimulai, peneliti meminta ketua kelas untuk memimpin doa dan siswa mengikuti setelah itu. Setelah menyelesaikan doa, peneliti mengajukan beberapa pertanyaan tentang materi pendidikan dan pemahaman siswa terhadap materi yang diajarkan sebelumnya, kemudian peneliti menjelaskan sedikit tentang proses pembelajaran yang akan dilaksanakan dan juga menjelaskan tentang tujuan pembelajaran. Dalam kegiatan dasar pembelajaran, peneliti membaginya menjadi 5 (lima) tahap: 1) Mengamati dengan cermat, yaitu dimana siswa memperhatikan dan mencatat peneliti yang menjelaskan materi tentang *Tsulasi Mujarrod*. 2) Menanya dengan sopan, yaitu: siswa meminta materi *Tsulasi Mujarrod* yang belum dipahami, dan peneliti menjawab dengan penjelasan singkat yang dapat dipahami oleh siswa. 3) Siswa mencoba bereksperimen, yaitu: Siswa mengulang bait-bait Nadhom dari buku Babe Nenem yang di dalamnya mereka menjelaskan tentang *Tsulasi Mujarrod*, dan kemudian menjelaskan definisi dasar pertukaran yang berkaitan dengan *Tsulasi Mujarrod*. Siswa juga diminta untuk membuat contoh kalimat sederhana dari kalimat Arab yang berhubungan dengan bab *Tsulasi Mujarrod*. 4) Menalar dengan terampil, yaitu siswa menunjukkan hasil contoh sederhana yang telah dibuat dan kemudian menjelaskannya sesuai dengan kemampuan siswa. 5) Berkomunikasi dengan percaya diri dan bertanggung jawab, yaitu siswa diminta menerjemahkan bait demi bait dari Nadhom Babe Nenem tentang *Tsulasi Mujarrod* ke dalam bahasa Indonesia. Peneliti kemudian meminta siswa untuk menjelaskan ayat-ayat yang diterjemahkan sebelumnya. Peneliti juga meminta siswa untuk mengidentifikasi berbagai jenis kata dan kata-kata dalam bahasa Arab yang terkait dengan *bab Tsulasi Mujarrod*. Pada kegiatan akhir pembelajaran, peneliti meminta siswa untuk mengulang materi dan contoh sederhana dengan *bab Tsulasi Mujarrod* dengan menunjuk secara acak ke beberapa siswa, kemudian peneliti juga menyarankan agar siswa dibiasakan untuk mengatakan hal-hal sederhana yang berkaitan dengan materi pendidikan. Peneliti meminta evaluasi dan refleksi dengan mengajukan pertanyaan atau tanggapan dari siswa dari kegiatan yang dilakukan sebagai bahan masukan bagi peneliti. Kemudian peneliti menutup pembelajaran dengan membaca lafadz A-lhamdalah, doa dan salam.

Indikator yang dicapai ialah siswa mampu menjelaskan definisi dasar tentang ilmu shorof yang berkaitan dengan *Tsulasi Mujarrod*, dapat mengklasifikasi macam-macam bentuk kata pada kategori *wazan* dan *mauzun* yang berkaitan dengan *Tsulasi*

Mujarrod, mampu memilih macam-macam bentuk kata *isim* dan *fiil* dalam Bahasa Arab yang berkaitan dengan *Tsulasi Mujarrod*, mampu mengkategorikan bentuk Shighot dari *fiil madhi* dan *fiil mudhori'* yang berkaitan dengan *Tsulasi Mujarrod*, serta mampu merancang kata bahasa arab dengan *shighot Tsulasi Mujarrod*. Berdasarkan penelitian yang dilakukan didapat hasil sebagai berikut.

Tabel 1. Nilai Post-Test Kelas Eksperimen dan Kelas Kontrol



Berdasarkan Tabel 1. dapat disimpulkan bahwa nilai Post-test dari kedua kelas ini ialah: Setelah melaksanakan Post-Test pada kelas Kontrol menghasilkan nilai terkecil sebesar 55, nilai terbesarnya ialah 95, nilai tengahnya ialah 80, dan modus dari nilai Post-Test ini ialah 80. Jumlah nilainya ialah 2.660 dengan rata-rata nilai ini ialah 78,23. Sedangkan pada kelas eksperimen. Setelah melaksanakan Post-Test pada kelas eksperimen menghasilkan nilai terkecil sebesar 65, nilai terbesarnya ialah 100, nilai tengahnya ialah 80, dan modus dari nilai Post-Test ini ialah 75. Jumlah nilainya ialah 2.910 dengan rata-rata nilai ini ialah 83,80. Perbedaan keduanya terlihat sangat jelas antara kelas kontrol yang tidak menggunakan kitab Babe Nenem dalam pembelajaran ilmu shorof berada dibawah nilai dari kelas eksperimen.

Tabel 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	36	20	60	41,67	10,000
Post-Test Eksperimen	36	65	100	80,83	9,142
Pre-Test Kontrol	34	20	65	41,18	10,735
Post-Test Kontrol	34	55	95	78,24	9,284
Valid N (listwise)	34				

Berdasarkan tabel 2. Diatas dapat kita simpulkan hasil post-test kelompok eksperimen meningkat setelah diberi perlakuan dari segi mean, standar deviasi, nilai minimal, nilai maksimal setelah diberi treatment berupa kitab Babe Nenem terhadap hasil belajar siswa dalam pembelajaran ilmu shorof.

Tabel 3. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-37,785	6,697		-5,642	,000
1 Penggunaan Kitab Babe Nenem	,983	,082	,899	11,938	,000

a. Dependent Variable: Nilai Ilmu Shorof Siswa

Berdasarkan tabel 3. Dapat disimpulkan bahwa nilai signifikansi lebih kecil dari 0,05 yaitu 0,00 oleh karena itu ada pengaruh pada penggunaan kitab Babe Nenem terhadap hasil benalar siswa dalam pembelajaran ilmu shorof pada kelas eksperimen yang dikenai treatment. Karena nilai signifikansi lebih kecil dari 0,05 maka H_0 ditolak dan H_1 diterima.

Adapun untuk bisa mendapatkan t tabel, mari kita sebutkan nilai T hitung yang sudah tertera dalam tabel 3. Yaitu 11,938. Untuk mengetahui nilai Ttabel maka dikenai Rumus seperti pada tabel 4 berikut ini:

Dari rumus diatas menjelaskan bahwa Thitung sebesar 11, 938 lebih Besar dari nilai Ttabel sebesar 1,691. Dengan ketentuan bahwa jika Thitung lebih besar dari Ttabel maka penelitian tentang penggunaan kitab Babe Nenem terhadap hasil belajar siswa dalam pembelajaran ilmu shorof ini berpengaruh.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,899 ^a	,807	,802	4,45284

Berdasarkan tabel 5. Dapat disimpulkan bahwa penggunaan metode komunikatif pada pembelajaran bahasa arab dalam keterampilan berbicara pada kelas eksperimen, nilai R-Square nya ialah 0,807 dalam persen dikatakan 80,7%. Oleh karena itu terdapat pengaruh dari kitab Babe Nenem yang telah diterapkan dengan pengaruh penggunaan dari kitab Babe Nenem sebesar 80,7 % atau dibulatkan menjadi 81% sedangkan sisanya 19,3,% atau dibulatkan menjadi 19% dipengaruhi oleh hal yang lain.

KESIMPULAN

Berdasarkan hasil penelitian yang dilakukan di pesantren Ashhabul Maimanah Susukan Tirtayasa dapat disimpulkan sebagai berikut:

1. Ada pengaruh dalam penggunaan kitab Babe Nenem terhadap hasil belajar siswa dalam pembelajaran ilmu shorof.
2. Terdapat pengaruh sebesar 81% dari penggunaan kitab Babe Nenem yang telah diterapkan pada siswa dalam pembelajaran ilmu shorof. Juga Thitung sebesar 11,938 lebih Besar dari nilai Ttabel sebesar 1,691. Dengan ketentuan bahwa jika Thitung lebih besar dari Ttabel maka penelitian tentang penggunaan kitab Babe Nenem terhadap hasil belajar siswa dalam pembelajaran ilmu shorof ini berpengaruh.

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ENGLISH DEBATE CLUB IN HELPING STUDENTS IN WRITING ARGUMENTATIVE TEXT: STUDENT'S PERSPECTIVE

Muhammad Ikhwan

State Islamic University Sultan Maulana Hasanuddin Banten

muhammadikhwad60@gmail.com

Yayu Heryatun

State Islamic University Sultan Maulana Hasanuddin Banten

Yayu.heryatun@uinbanten.ac.id

Eulis Rahmawati

State Islamic University Sultan Maulana Hasanuddin Banten

Eulisrahmawati79@gmail.com

Abstract

The objectives of this study were to find out how teachers dealt with students who have difficulty in writing argumentative text. In more specific, it is aimed at English debate club can help students in writing argumentative text by finding out the methods and media used as well as the materials explained in the English debate club. This study used a qualitative approach with a case study method through observation, questionnaires, interviews and documentation as data collection techniques. This study involves two members of English Club at SMAN 2 Kota Serang as participants. The results of this study showed the teacher's way of dealing with students who had difficulty in writing argumentative text was by explaining again, giving examples and providing topics that were easy to discuss or hype topics and allows students to find information related to a topic. In addition, the results of the analysis showed that the methods, media and material explained in the language debate club could help students in writing argumentative text

Keywords: English Debate Club; Students' Ability; Use; Writing Argumentative Text

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana guru menangani siswa yang mengalami kesulitan dalam menulis teks argumentatif. Secara lebih spesifik bertujuan agar Klub Debat Bahasa Inggris dapat membantu siswa dalam menulis teks argumentatif dengan mengetahui metode dan media yang digunakan serta materi yang dijelaskan dalam Klub Debat Bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus melalui observasi, angket, wawancara dan dokumentasi sebagai teknik pengumpulan data. Penelitian ini melibatkan dua orang anggota English Club di SMAN 2 Kota Serang sebagai partisipan. Hasil penelitian ini menunjukkan cara guru dalam menghadapi siswa yang mengalami kesulitan dalam menulis teks argumentatif adalah dengan menjelaskan kembali, memberi contoh dan memberikan topik yang mudah untuk dibicarakan atau topik yang hype serta memudahkan siswa dalam mencari informasi terkait suatu topik. Selain itu, hasil analisis menunjukkan bahwa metode, media dan materi yang dijelaskan dalam klub debat bahasa dapat membantu siswa dalam menulis teks argumentatif.

Kata Kunci: Klub Debat Bahasa Inggris; Kemampuan Siswa; Menulis Teks Argumentatif

INTRODUCTION

Communication can be done in two ways, directly and indirectly. When a person cannot share his ideas, thoughts and feelings by speaking, that person can express them by writing or communicating indirectly, whether printed or still in the form of files or documents. According to Harmer, writing is one way to create language and convey thoughts, emotions, and opinions (Tasya, 2022). Writing is one of the most important and needed skills in the academic world, because someone should be able to write if

they want to be mastered in English. Writing skills should be taught to students from an early age, so that the material learned is more quickly understood by students. This is also supported by the Indonesian government by implementing the 2013 curriculum. Based on the 2013 curriculum syllabus, writing is one of the competencies that must be mastered by students. The aim of writing is to be able to convey the written message to the people who read it.

There are so many texts are learned by students at school. The hope is that students are able to learn the various types of text, such as descriptive text, procedure text, narrative text, recount text, report text, explanatory text, discussion text, argumentative text, etc. However, this research only focuses on argumentative texts. Argumentative text is a type of writing that expresses an opinion that is composed through reasoning that denies or justifies something, to persuade the reader (Budianto, 2019). It can be expressed in writing or as an argumentative speech, to convince the reader or listener about a certain topic through arguments based on logic and fact. We have compiled an argumentative text based on our opinions and arguments regarding an issue that is currently happening. For the example, when we do not agree with an issue, then in the argumentation text that we make, we must start with a statement that leads to the main idea that we do not agree with the issue.

The aim of argumentative text is to change the readers' beliefs. It often contains positive or negative qualities or characteristics of something/someone, or try to persuade their readers that an object, a product, an idea is in some way better than others. Unfortunately, it is not easy to write argumentative text and many students find it difficult to write argumentative text. According to John, some of the difficulties in writing argumentative essays lie in matters relating to how to express opinions, compose argumentative texts, organize and unite ideas, opinions and reasons that students have. The biggest thing that causes students have difficulties in writing argumentation texts is the lack of experience of students. Students also have difficulties in compiling an outline and whether the ideas they put in the framework are satisfactory. Meanwhile, in writing an argumentative text, evidence is needed to support the opinion (Tasya, 2022).

Based on the observations made by the researcher in the class, the researcher found that some of the difficulties felt by the students of SMAN 2 Serang in writing argumentation texts. First, some students don't know what they want to write because of the lack of information about the problem being discussed. Second, students cannot write texts regularly. Third, most students cannot develop ideas from a given topic. Last, students have difficulty explaining the reasons and providing supporting evidence for their opinions. However, not all students experience the same difficulties. There are some students who can write argumentative text well. After being asked, it turned out that the student had joined the English Debate Club. This is what causes the researcher to conclude that students who join the English Debate Club are an advantage for these students, because they can more easily compose argumentative texts.

We know that debate is a part of everyday life where people try to anatomize a topic by comparing and building on personal experiences, facts and predictions. When conveying an opinion, one must provide a statement that makes sense and is accompanied by reasons and supporting evidence. After that, they can make judgments or decisions. This is what students learn in the English debate club at SMAN 2 Serang. Students who join English debate club learn how to develop ideas, how to give

reasonable statements accompanied by reasons and supporting evidence and so on. What they think and want to convey, they write in advance in the argumentation text which will be examined by the club's coach. If their writing still has deficiencies, the club coach will notify the student so that the student can correct it. This is very different from what students learn in class. When in class, students are only given directions for making argumentative texts, without correcting if there are deficiencies in writing the text.

From several previous studies that the researcher read before, there is still few researches that discusses the relationship between English debate clubs and students' writing abilities, especially the ability to write argumentative texts. Several studies that the researcher have read before have focused more on the relationship between the English debate club and students' writing abilities. Therefore, researcher conduct research in this field. The difference between the research that the researcher will conduct and the existing research is that the researcher focuses more on the use of English Debate Clubs in Improving Students' Ability in Writing Argumentative Texts. In addition, this study also discusses how teachers deal with students who have difficulty writing argumentative texts, the method of using debate in class can also be one of the methods that can be used as an alternative method applied by teachers in teaching.

Therefore, this is what underlies the researcher to examine the use of English Debate Club in Improving Students' Ability in Writing Argumentative Text. Therefore, the researcher chose the title: "The Use of English Debate Club in Improving Students' Ability in Writing Argumentative Text (A Case Study at English Debate Club of SMAN 2 Serang)"

METHODS

In this study, the researcher will take a qualitative method. According to Sugiyono, qualitative research methods are research methods based on post positivism or enterptive philosophy, used to examine the condition of natural objects, where the researcher is the key instrument (Sugiyono, 2019). The approach that will be used in this research is a case study approach. One of the types of approaches proposed by Creswell is a type of approach used to investigate and understand an event or problem that has occurred by collecting various kinds of information which is then processed to obtain a solution so that the problems revealed can be resolved.

As for what distinguishes research with a case study approach with other types of qualitative research approaches, it is found in the depth of analysis in a particular case that is more specific. Data analysis and triangulation are also used to test the validity of the data and find the actual objective truth. This method is very appropriate for use in this study, because researcher will analyse the learning process, evaluate data, and describe the conditions that occur during the learning process at SMAN 2 Serang, which is held in class and the practice process at the English debate club.

The research will be conducted at SMA Negeri 2 Serang, which is located in Jl. Raya Serang-Jakarta, KM 5, Karundang, Cipocok Jaya District, Serang City, Banten Province. Meanwhile, the time to conduct this research is approximately two months.

The research method used is qualitative research, so it requires respondents in this research process. Qualitative research does not recognize a minimum number. Generally qualitative research uses small numbers. Even in certain cases using only one respondent. The respondents in this study are two eleventh grade students who are the members of the English Debate Club, one male and one female. The researcher takes

eleventh grade students in this study, because argumentative texts are material learned in eleventh grade.

The researcher uses four instruments to collect data. In this study, the instrument used was in the non-test format. The four research instruments are observation, interviews, questionnaires and documentation. The results of the research instrument will help the researcher to get the data needed.

Observation is defined as systematic observation and recording of the symptoms that appear on the object of research. Observation is an activity of observing followed by sequential recording. Observation consists of several elements that appear in the phenomenon of the object under study. The results of the process are reported in a systematic report and in accordance with applicable regulations.

In this process, researcher observe all the conditions and phenomena that occur in the learning process that is held in the classroom and the practice process at the English debate club. The things that observed by researcher include: the method and media used by English teacher and debate coach when teaching in the class and in the club, the material taught by English teacher and debate coach, how the teacher deals with students who have difficulty in writing argumentative text and students' final scores in the test of writing argumentative text. Researcher have made observation at the English debate club on April 4 and April 11, 2023.

According to Sugiyono, a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. Questionnaire is an efficient data collection technique when the researcher knows exactly the variable to be measured and knows what can be expected from the respondents (Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan Kombinasi (Mixed Methods), 2016). Questionnaire plays an important role in getting information and making it easier for researchers. The main purpose of writing a questionnaire is to help respondents to give accurate answers. So that researchers get accurate data to process research.

The questionnaire in this study will be filled out by student respondents who join in the English debate club. Some of the statements contained in the questionnaire include which methods and media are more effective to apply when writing argumentative text material, what material should be conveyed related to argumentative text writing material and whether methods and media are applied in debate clubs can help their ability to write argumentative text.

According to Sugiyono, interviews are used as a data collection technique if researchers want to conduct a preliminary study to find problems that must be investigated, and also if researchers want to know things from respondents who are more in-depth and the number of respondents is small (Sugiyono, 2019).

During the interview process, the researcher asked several things related to my research to English teachers, English debate club coach and students who join English debate club. Some of the questions that asked to the English teacher are about the method and media used when teaching activity in the class, the material being taught and how the teacher deals with students who have difficulty writing argumentative text. Some of the questions that asked to the English debate coach are about the method and media used when training in the club, the material being taught and the development of students participating in the English debate club. Some of the questions that asked to students who join in the English debate club are about the method and media that used

and material that learned in the debate club can help their ability to writing argumentative text.

Documentation are records of past events. Documents can be in the form of writing, pictures, or someone's monumental works (Sugiyono, Metodologi Penelitian Pendidikan Kuantitatif, Kualitatif, Dan R&D, 2016)

RESULTS AND DISCUSSION

Research Findings

1. How the teacher deals with The Students who have Difficulty in Writing Argumentative Text

Before knowing the teacher's way of dealing with students who have difficulty writing argumentative text, researcher must know in advance what difficulties students experience and what factors cause these students to experience difficulties. Difficulties such as not being able to develop ideas from a given topic and finds it difficult to provide supporting evidence. Another difficulty lies in the language features, where the writer makes some mistakes while writing.

LM as a teacher who teaches argumentative text in class reveals that:

There are quite a number of students who have difficulty writing argumentative text, such as most students cannot develop ideas from the topics given, some students have difficulty explaining reasons and providing supporting evidence for their opinions, do not know what they want to write because of a lack of information about the problem being discussed and cannot write text in a structured manner

Based on the statement above, the researcher can conclude that the average student has difficulty writing argumentative text in class, because they cannot develop ideas from a given topic. So, how do teachers deal with students who experience these difficulties?

Based on the results of the interviews conducted by the researcher, the following is the method used by the teacher in dealing with students who have difficulty writing argumentative text.

a. Re-explain the materials

Re-explaining the material that has been delivered is the first way that the teacher takes in dealing with students who have difficulty writing argumentative text. LM as a teacher who teaches argumentative text in class said that: *“The way I handle students who have difficulty in writing argumentative text is by explaining again the parts that are not understood by students. When I explain, I use language that is easy for students to understand.”*

Based on the statement above, the way of the teacher deal with the students who have difficulty in writing argumentative text is re-explain the material. The teacher explains in easy-to-understand language, so students can easily grasp the material. Previously, the teacher would ask the students first, whether the students understood the material being explained. After that, the teacher will explain again the part that is less understood by students in more detail.

b. Provide examples of argumentative text

The next way taken by the teacher in dealing with students who have difficulty in writing argumentative text is to provide examples of argumentative text to students. LM as a teacher who teaches argumentative text in class said that: *“I also give examples of argumentative text to students, so that students better understand the material and students know well-organized argumentative text.”*

Based on the statement above, provide examples of argumentative text is the other way of the teacher deal with the students who have difficulty in writing argumentative text. The teacher also explains the parts contained in the text which are used as examples and the arrangement in the argumentative text. This is done so that students understand the material better and students know well-organized argumentative text.

c. Provide topics that are easy to understand or hype

Another way is done by the teacher in dealing with students who have difficulty in writing argumentative text is provide topics that are easy to understand or topics that are hype. LM as a teacher who teaches argumentative text in class said that: *“When practicing writing argumentative text in class, I give topics that are easy for students to discuss or topics that are currently hype, so that students more understand about these topics and find it easier to write argumentative text.”*

Based on the statement above, the other way of the teacher deal with the students who have difficulty in writing argumentative text is provide topics that are easy to understand or topics that are hype. The teacher gives topics that are easy for students to discuss or topics that are hype when practicing writing argumentative text in class. This is done with the hope that students will understand a topic better and can easily write argumentative text.

d. Allow students to search information related to the topic

Allowing students to search information about the topic that given by the teacher is the last way of the teacher deal with the students who have difficulty in writing argumentative text. LM as a teacher who teaches argumentative text in class said that: *“When practicing in the class, students also allowed to look for information related to a given topic from various sources, such as the internet, books and others, so that students' knowledge of the topic increases.”*

Based on the statement above allowing students to search information about the topic is the last way of the teacher deal with the students who have difficulty in writing argumentative text. students are also allowed to read information sources in advance that come from print media or digital media. The teacher gives permission to students to read in advance sources of information that come from print media and digital media. This is done so that students can understand well the topics given and can easily write argumentative text.

2. How does English Debate Club Helping Students in Writing Argumentative Text

a. The Method Used in The English Debate Club

The stages in the debate training process in English debate club are divided into three stages, namely:

1. At the stage before the debate practice, the coach will explain the material about the argumentative text first using the lecture method. After that the

coach uses the question and answer method and gives students the opportunity to ask questions if there is material they don't understand, then the coach answers them. After that, the discussion method is used to discuss a topic, in order to be able to help the ability to write argumentative text and students' critical thinking skills.

2. At the stage during the debate exercise, there are five activities carried out, namely determining the topics or motions to be discussed, preparing material for a topic, preparing for debate activities, debate activities, and evaluating the debate activities that have been carried out.
3. At the stage after the debate exercise, the coach will provide an evaluation regarding the argumentative text that has been made by the students and delivered during the debate exercise. The coach will tell the shortcomings of the text and will provide input, so that the argumentative text made by students are better.

Based on the observations that have been made, the researcher found that in the training process carried out at the English debate club not only used English, but also used Indonesian to practice the debate system activities. Bahasa is used in debate preparation (case building), debate and review or evaluate the process of debate. However, during process of debate, the students used a mixed language of English and rarely used Bahasa to communicate with their teammates and explain the arguments to the judges. There are various methods used in the English debate club. The method used depends on the material to be discussed. The methods used during training include lecture methods, discussion methods and question and answer methods. The discussion method is the method that is more often used.

From the explanation above, the researcher can conclude that the method used in the English debate club can help students in writing argumentative text. This can be seen from the variety of methods applied, coach who always make sure students understand the argumentative text material and always provide input if there are deficiencies in the argumentative text made by students. This is supported by the following interview results: NN revealed that: *"In my opinion, the method used really helps me and can help my writing skills, because the method used in the English debate club is easier to understand"*. Based on this statement, it can be said that the method used in the English debate club can help students in writing argumentative text, because the method used is easier to understand and can make students understand more quickly.

b. The Media Used in The English Debate Club

Based on the observations that have been made by researchers, the media used in the English debate club are stationery and PowerPoint which are usually distributed to students during the pre-debate stage. The PowerPoint contains explanations of material related to writing argumentative text and also a debate system, so that students can study the material anytime and anywhere. In addition, Google Meet is also used when the exercises are carried out online. The researcher can conclude that the media used in the English debate club can help students in writing argumentative text. This can be seen from the media used by the coach to make it easier for students to learn argumentative text. This is supported by the following interview results:

NN revealed that: *“The media used by the coach made it very easy for me to learn argumentative text, because the points conveyed in the media were very clear and easy to understand”*. Based on this statement, it can be concluded that the media used in the English debate club can help students in writing argumentative text, because explanations regarding the material conveyed through the media used by the coach can make it easier for students to learn argumentative text.

c. The Material Explained in The English Debate Club

Based on the results of the interviews conducted by the researcher, the source of the material explained in the English debate club came from the coach's personal notes, which were obtained from the organization the coach participated in at the university, from the internet and also hype news, such as Jokowi's visit to Lampung deliberately took a different path from that determined by the provincial government, Coldplay concert held in Indonesia which reaped debate and so on. The material is delivered orally. The material presented is material related to writing argumentative text such as: how to make good argumentative text, how to choose the right language for writing, how to develop ideas, how to develop paragraphs from a main idea, how to make logical arguments, and so on. Apart from that, material related to the debate was also presented, such as the debate system, what was contained in the debate and others.

Based on the explanation above, the researcher can conclude that the material explained in the English debate club can help students in writing argumentative text. This can be seen from the material described in more detail. This is supported by the following interview results: ND revealed that: *“The material that was explained was very detailed, making it easier for me to understand the material of argumentative text”*. Based on the statement by respondent, it can be said that the material explained in the English debate club can help students in writing argumentative text, because the material explained is very detailed and easier to understand, thus making students understand more quickly.

Discussion

1. The Way of Teacher Deals with The Students who have Difficulty in Writing Argumentative Text

Based on the results of observations, questionnaires and interviews that have been carried out by researcher, the way of teacher deals with the students who have difficulty in writing argumentative text discussed in this chapter as follows.

Knowing the difficulties experienced by students and the factors that influence this, can make it easier to find out how the teacher deals with students who have difficulty writing argumentation texts. Teachers can more easy in prepared what to do and can minimize students who have difficulty writing argumentative text. Some difficulties faced by students included most students could not develop ideas from the topics given, some students had difficulty explaining reasons and providing supporting evidence for their opinions, did not know what to write because of a lack of information about the problem being discussed and unable to write structured text. The findings of this study answered research questions that seek how teachers deal with students who have difficulty in writing argumentative text. The results of the interviews showed that students still had difficulties in writing aspects such as

content, organization, use of language and mechanics. The most common difficulty for students is developing ideas from a given topic.

From the results of the interviews it can be concluded that the causes of students' difficulties in writing argumentative text follow several factors mentioned by Graham & Harris in Maulidini (Tasya, 2022). First, the lack of proficiency in text production skills. Proficiency in writing texts includes making appropriate sentences and grammar. In addition to difficulties in making correct sentences, it was found that students also experienced difficulties in grammar and language use. Other cause of student difficulties is the lack of knowledge related to the subject matter of the text to be written. Another problem is that students feel confused about developing their topic or content as if they don't spend time increasing their knowledge by finding content to be discussed in the text. The last cause of student difficulties is the lack of effective strategies in planning or revising texts. Planning in writing is effective in helping writers stay on track when developing texts, hopefully helping writers focus on the main ideas. However, students seem to write without planning so that in the end they get a little lost in writing.

Then, based on the interview results, the way the teacher handles students who have difficulty writing argumentative texts is to explain again the parts that are not understood by students using easy-to-understand language and provide examples of argumentative texts to students so that they understand the material better and students know argumentative texts. well arranged. The teacher also provides topics that are easy for students to discuss or topics that are being hype when practicing writing argumentative texts in class, so that students understand more about these topics and it is easier to write argumentative texts. students are also allowed to look for information related to the topic provided from various sources, such as the internet, books and others, so that students' knowledge of the topic increases.

2. The Way of English Debate Club Help Students in Writing Argumentative Text

This study found that the English debate club really helped students in writing argumentative text. The methods and media used as well as the materials explained in the English debate club are the focus of this research. The data found during the observation showed that the process before the debate exercise took place, provided more opportunities for students to practice and develop their writing skills. NN said that the English debate club could help her in writing argumentation texts as seen in the following quotations: *“I think the English debate club can help me in writing argumentation texts, because here it is explained how to make good arguments.”*

The method used in the English debate club helps students write argumentative text. The method is divided into several stages, including the stage before the debate exercise, the stage during the debate exercise and the stage after the debate exercise, as well as applying various methods such as the lecture method, question and answer method and the discussion method when the exercise is one of the reasons students find it helpful in writing argumentation texts. This finding is in line with the data obtained from the questionnaire. The results of the questionnaire show that respondents strongly agree with statement number eight which states that the method used in the English debate club can assist them in writing argumentative texts. This is also supported by the following interview results: ND revealed that:

“The method used helps me and can improve my writing skills, even though the method used is quite difficult for me. But if I pay attention to it, I can understand it.”

The media that is easy to use in English debate clubs also helps in improving students' writing skills in writing argumentation texts. This is supported by the results of the questionnaire which shows that respondents agree with statement number nine which states that the media used in the English debate club can help students in writing argumentative texts. In addition, this is supported by the following interview results: ND revealed that: *“For several reasons, the media used helps me and can improve my writing skills, such as being easy to understand and easy to learn anytime and anywhere.”*

Material that is explained in detail and easy to understand also helps in improving students' ability to write argumentative texts. This is in line with the results of the questionnaire which shows that respondents agree with statement number ten which states that the material explained in the English debate club can help students in writing argumentative texts. This finding is also supported by the following interview results: NN revealed that: *“The material explained by the trainer was very clear, so I could easily understand the material presented.”*

In conclusion, it is believed that students get help in writing their argumentative text after practicing the continuous debate system. This can be seen from the results of observations, questionnaires and interviews with researcher. This can happen because students get more opportunities to practice writing argumentative texts in the process before the debate.

CONCLUSION

Based on data analysis, the researcher found that the teacher's way of dealing with students who had difficulty in writing argumentative text was by explaining again the parts that were not understood in language that was easy to understand, giving examples of argumentative text when explaining material, and providing topics that were easy to discuss or topics which is currently hype and allows students to find information related to a given topic, both from print and digital media.

In addition, the researcher can conclude that the English Debate Club can help students help their ability in writing argumentative text. This can be seen from the research results collected through observation, questionnaires, interviews and documentation. Based on the research findings, researcher found that the methods, media and material explained in the English debate club could help students in writing argumentative text. In addition, students find more opportunities to practice their writing skills in the stage before the debate practice.

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