

**INVESTIGATING DEBATING PRACTICES AND STUDENTS' ORAL  
ARGUMENTATION CAPACITY: IMPLEMENTATION OF THE AREL  
ARGUMENTATION PROCESS**

UNDERGRADUATE THESIS

Submitted in partial fulfillment for bachelor's degree in English Language  
Education Study Program



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGE AND LITERATURE EDUCATION  
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# **Investigating Debating Practices and Students' Oral Argumentation Capacity: Implementation of The AREL Argumentation Process**

Oleh  
Wanda Resna Tedy Setiawan

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh  
gelar Sarjana Pendidikan pada Fakultas Pendidikan Bahasa dan Sastra

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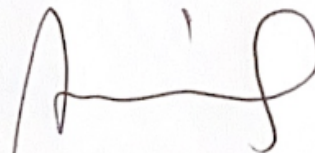
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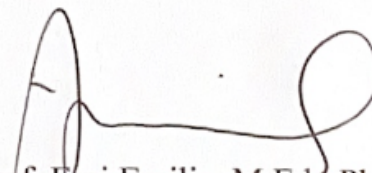
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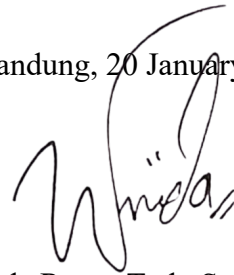


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### STATEMENT OF AUTHORIZATION

I, Wanda Resna Tedy Setiawan, hereby declare that this research paper entitled “Investigating Debating Practices and Students’ Oral Argumentation Capacity: Implementation of the AREL Argumentation Process” is my work. I am fully aware that to support this research paper, I cited several statements and ideas from other sources. Nevertheless, all statements and ideas from other sources are appropriately acknowledged.

Bandung, 20 January 2025

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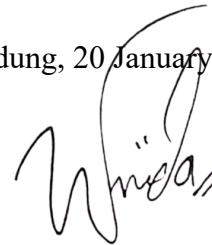
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## PREFACE

This research paper is intended to explore how English debate could contribute to the development of EFL undergraduate freshmen oral argumentation skills, specifically in terms of speaking fluency. This research paper is written and submitted to the English Language Education Study Program in partial fulfillment of the requirement to accomplish the *Sarjana Pendidikan* degree. The researcher hopes that this research can contribute to the theory and practice of teaching English to EFL students in Indonesia.

Bandung, 20 January 2025

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The writer has completed this final project with great pride and gratitude. On this occasion, she extends her heartfelt appreciation to everyone who has offered support and encouragement throughout the completion of this research.

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## ABSTRACT

This study aims to investigate the extent to which debating practices enhance the oral argumentation skills of EFL undergraduate freshmen in the English Debating Society of an Indonesian public state institution. This research is conducted using a qualitative case study method, as highlighted by Cresswell (2007), in which the participants went through six debate classes and three consecutive debate sessions guided by a debate coach. The data were collected using a triangulation method incorporating classroom observation, questionnaires, and semi-structured interviews involving eight EFL undergraduate freshmen from different majors. Thematic analysis, according to Kiger and Varpio (2020), was used to analyze the theme within the data that were collected. This research focuses on JDF's (2014) argumentation process, which highlights that basic argument traits state both rebuttals and arguments consisting of assertion, reasoning, evidence, and linkback (AREL). The results reveal that the structured application of the AREL argumentation process significantly improved students' argumentation skills. Secondly, students demonstrated notable enhancement in organizing arguments and presenting persuasive reasoning. Thirdly, the result reveals the benefits and challenges EFL undergraduate freshmen encounter while debating. This study's findings contribute theoretical and practical insights to the field of English Language Education, emphasizing the use of debate as a pedagogical tool for enhancing oral argumentation skills. However, the research acknowledges certain limitations where the study was conducted with a limited number of six classes, which may have impacted the participant's understanding of the debate materials. Despite these challenges, the findings highlight the potential of debate as an effective method for enhancing EFL students' oral argumentation skills. Thus, it provides valuable insights and recommendations for educators to implement British parliamentary debating to ensure creative teaching methodology in language teaching.

**Keywords:** *AREL; oral argumentation skills; British parliamentary debate; EFL undergraduate freshmen*

## ABSTRAK

Penelitian ini bertujuan untuk menyelidiki sejauh mana praktik berdebat meningkatkan keterampilan argumentasi lisan mahasiswa baru sarjana EFL di English Debating Society di sebuah lembaga publik negeri Indonesia. Penelitian ini dilakukan dengan menggunakan metode studi kasus kualitatif seperti yang disorot oleh Cresswell (2007) di mana para peserta mengikuti enam kelas debat dan tiga sesi debat berturut-turut yang dipandu oleh seorang pelatih debat. Data dikumpulkan menggunakan metode triangulasi yang menggabungkan observasi kelas, kuesioner, dan wawancara semi-terstruktur yang melibatkan delapan mahasiswa baru sarjana EFL dari berbagai jurusan. Analisis tematik, menurut Kiger dan Varpio (2020) digunakan untuk menganalisis tema dalam data yang dikumpulkan. Penelitian ini berfokus pada proses argumentasi JDF (2014) yang menyoroti bahwa ciri-ciri argumen dasar menyatakan sanggahan dan argumen yang terdiri dari pernyataan, penalaran, bukti, dan tautan balik (AREL). Hasilnya mengungkapkan pertama-tama, bahwa penerapan terstruktur dari proses argumentasi AREL secara signifikan meningkatkan keterampilan argumentasi siswa. Kedua, mahasiswa menunjukkan peningkatan yang signifikan dalam mengorganisasikan argumen dan menyajikan penalaran yang persuasif. Ketiga, hasil penelitian ini mengungkap manfaat dan tantangan yang dihadapi mahasiswa baru sarjana EFL saat berdebat. Temuan penelitian ini memberikan wawasan teoritis dan praktis bagi bidang Pendidikan Bahasa Inggris, yang menekankan penggunaan debat sebagai alat pedagogis untuk meningkatkan keterampilan argumentasi lisan. Namun, penelitian ini mengakui adanya keterbatasan tertentu ketika penelitian dilakukan dengan jumlah kelas terbatas, yaitu enam kelas, yang mungkin memengaruhi pemahaman peserta terhadap materi debat. Meskipun ada tantangan ini, temuan ini menyoroti potensi debat sebagai metode yang efektif untuk meningkatkan keterampilan argumentasi lisan mahasiswa EFL. Dengan demikian, memberikan wawasan dan rekomendasi yang berharga bagi para pendidik untuk menerapkan debat parlementer Inggris dalam memastikan metodologi pengajaran yang kreatif dalam pengajaran bahasa.

**Kata kunci:** *AREL; keterampilan argumentasi lisan; debat parlementer Inggris; mahasiswa baru sarjana EFL*

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