

THE IMPLEMENTATION OF ASSERTION, REASON, EVIDENCE AND LINK BACK (AREL) IN TEACHING SPEAKING

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Abstract

This study analyses the students' perceptions about the use of Assertion, Reason, Evidence and Link Back in teaching speaking. The population of this research was second grade students of SMAN 4 Banda Aceh which consist of 250 students and only 32 students at class XI IA 2 took as the sample of this research. The instruments of this research was questionnaire. This study was applied qualitative analysis by using percentage formula. The result of this study shows that the students' perception performance got a positive impact after learning A.R.E.L. Thus, the students have been motivated to speak in front of class and A.R.E.L effect students' speaking understanding in giving their argument.

Keywords: Speaking, Assertion, Reasoning, Evidence, Link Back

INTRODUCTION

Nowadays, the importance of English proficiency for the young generation to face the ASEAN Economic Community (AEC) is encourages English teachers to find several techniques and strategies in teaching English to improve students' English language skills. English that becomes an international language right now seems to require the young generation to speak English. Speaking is like a daily conversation in which they usually watch English film, speech, and listen to an English song.

In Indonesia, teaching English is one of the compulsory subjects in schools declared by the Government since Independence Day (Nirwana and Kurniawati, 2018:2). This is to make it easier for youths to compete in the national and international. However, according to Burns (2012:37) most foreign language learners, speaking in the target language is not an easy thing to undertake because learning to speak a foreign language requires more than knowing grammatical and semantics rules. Therefore, teaching English is needed an appropriate strategy to apply in teaching English must be dealing with to students' needs and interests to motivate them in mastery English language.

In the teaching and learning process, students still use Indonesian to communicate with each other except the speaking class. The reason is that the teacher will take their score

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in the speaking class so that they should use English when performing in front of the class. Besides, based on the information from an English teacher of SMAN 4 Banda Aceh, she said that the other factor of students' difficulty in speaking performance is students still lack of understanding about the material. Students do not know what kind of information should they are talking about in front of the class. The difficulties of some students are not only for mastering vocabulary and using the correct grammar but also in generating ideas. Therefore, the researcher wants to apply a method that considers making a situation where the students are motivated to speak and use their critical thinking so that they will try to find out the information to show their speaking ability in front of the class. Meanwhile, by being actively involved in speaking class, students have acquired a better understanding (Zhang and Head, 2014). Then, Liu (2009), three activities regarding to the campus environment, life and story could improve students' English listening and speaking skills.

Many techniques that can be applied in teaching English speaking classes for senior high schools, such as discussion, role play, storytelling, interview, brainstorming, information gap, and debate. Nevertheless, in this research, the researcher considers to debate technique to enhance the students speaking ability. As stated by Waydaniah (2015), debate is one of the strategy that can be applied in improving student speaking abilities. Thus, debate is a speaking activity where the situation in which opposite points of view are presented and argued. The debate is considered as an effective method to enhance students' speaking skills that used to construct the argument, create the logical idea, work in a group, share knowledge and arrange the information to be delivered in substantive speech. Halvorsen in Baso (2016:159) says that debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another. In addition, Krieger (2005) defines that debate could help students progressively improve their ability in expressing and defending the ideas faster in recognizing the arguments among debaters.

Debate has applied in many educational aspects to increase students' communication skills such as critical thinking (Asrida:2012). In addition, Imam (2017) debate activity might affect students constructive of intrapersonal skill in improving their speaking quality. This is in line with Yuliati (2018), Debate technique might elevate students' creative thinking. Meanwhile, according to Darby (2007), debate activity in teaching learning process could effectively lead students to work in a team. Thus, one of an appropriate technique in teaching speaking is debate.

There are three criteria that assessed by adjudicators during substantive speech are manner, method, and matter. According to (Finkel, 2010:6), in the debate, three elements contribute to persuasiveness the audience and the adjudicators. They are matter, manner, and method. The manner is the way to deliver the speech that includes voice, body language, eyes contact, and notes. And the method is the structure and timing in the speech. Then, matter refers to arguments or body of speech. A good argument has an A-R-E-L. It is the structure of argument used in the debate that stands for Assertion or topic, Reasoning or explanation, Evidence or example that supports the previous explanation and Link back to the topic.

In addition, Rieke (2013:12) state that argument is a comprising of claim and its support. A claim would be supported by a logical reason and accurate evidence. Most arguments have extreme complexity that requires modification. In constructing an argument, Assertion, Reason, Evidence, and Link back (AREL) is often employed, AREL is a common argumentation format for senior high school, especially in Aceh (Iqramullah 2019:24). The most fundamental element of all debate events is the construction of sequence arguments. Arguments may take many forms, but successful arguments share a specific set of elements that we called it AREL stand for Assertion, Reason, Evidence, and Link Back.

1. Assertion

Claims are the main point of an argument; statement about what the debater wants to prove or can be said with the topic of the argument that will be conveyed by the debater. Assertion is often called the "tagline" and must be contained in the first sentence of an argument. If in a thesis there is an abstract that summarizes the entire discussion in it, then in the debate, the summary of argument presented by the debater is called assertion. Rieke, at all (2012:5) state that a claim is a statement made by someone who wants his statement to be accepted by someone else and acted upon by someone else. It means that claim is a statement that requires logical reasons to support the statement and also requires accurate evidence to proof that the statement is true. This may be related to another set of claims which are cases. When a claim is used to justify another claim, it is called a subs claim. Rieke, at all (2012:5) added there three kind of claims. They are factual claim, value claim, and policy claim. A factual claim is a claim that affirms a certain condition which exists around the world and could be observed. This claim needs verification by an objective data from reliable sources. Then, policy claim is a claim that describes someone or some agency how to behave. Whether it is a statement of rule, law, or regulation, it is called policy claim as long as it aims to change someone behavior.

2. Reason

A claim without a reason is merely an assertion. A statement without further explanation, it will be difficult to be accepted and trusted by others. That because of the statement and the idea refer to the concept or proposition that you seek to prove (Sonnreich in Iqramullah, 2019: 24). If the claim is important because it makes the audience point to the truth that is intended to be conveyed, the warrant is important because it helps the audience begin to move in the path of argument and invites listeners to understand the arguments conveyed by the speaker. Additionally, once you have an idea, you have to provide the analysis to prove that your opinion is true (Sonnreich, 2010:7). Basically when you show the logical reason that the idea is likely to be true even if it is hard to believe. Somehow, we cannot justify the assertions just by borrowing universal, we have to justify the standard of truth brought as the basic premise before go any further. Meanwhile, value claim is a claim that maintains the quality of the person, things, or place. This claim cannot be interpreted with general meaning. It needs to be characterizing on what to deliver.

3. Evidence

In Debate, the additional information should include data or evidence (Nirwana, 2011:5). The evidence that can be used in strengthening the speaker's argument can be in the form of: statistics, expert testimony, and specific examples are some of the most common. Therefore, evidence is needed to strengthen the arguments presented. Thus, students must find and find broader information to prepare for the topic they are going to speech. Additionally, Evidence is the main aspect of argumentation. It consists of facts, opinions, and objects that are used to produce evidence that can be inferred by judges (Freely, 2009:107). We cannot persuade the judges and audience only use the critical thinking without any stronger evidence. The use of evidence is not limited in a debate. It shows that a good argumentation will understand well without any evidence that support our opinion. On the other hand, in debate, it is a way of the judges make a decision whether the debater provide a logical argumentation or not. Therefore, it is very important to proof the claims. According to Freely (2009:107) Evidence may be classified as direct evidence and presumptive evidence. Direct evidence is evidence that contribute the existence of the fact which the verifications are unnecessary. While the presumptive evidence or indirect evidence is evidence that need provide other facts which relate to problem and where the fact is come from.

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. Link back is meant to remind the adjudicator and audience that the analysis was made to prove the claim (Iqramullah, 2016:24). 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 a 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.

In summary, A.R.E.L is the guidance of giving a good argument in someone speech, because it is not only provides claims and evidence but also warrant and reservation to persuade the listener. In the teaching speaking, it could be a technique that can encourage students to use their critical thinking where it will influence their speaking performance. The students have guidance to deliver their speech, to express their idea and opinion. Therefore, the researcher wants to use A.R.E.L to enhance students' speaking ability.

Based on the explanation above, the writer is interested to know the students' perceptions about the use of Argument, Reason, Evidence and Link Back in teaching speaking.

RESEARCH METHOD

This research looks at the students' perceptions about the use of Argument, Reason, Evidence and Link Back in teaching speaking and apply the content analysis qualitative method. In this research, the writer uses purposive sampling to select the sample. Based on my previous study at SMAN 4 Banda Aceh, only a certain students who interest to learn English, especially in speaking class, the students are afraid to speak in front of class because of their pronunciation, grammar or other factors. Therefore, the researcher used class XI-IA 2 which consists of 32 students as the sample in her research.

In this research, a set of questionnaire could be the instrument to gather the data. Therefore, closed questionnaire is used in this research. Every question in the questionnaire has five answer choices. The respondents will answer the question by giving the checklist on the available questionnaire, they are strongly agree, agree, neutral, disagree, strongly

disagree. Thus, the researcher provides an attitude questionnaire to know students perception about A.R.E.L in teaching speaking class.

To analyze the result of questionnaire in order to know students' perception toward the using of AREL in their speaking performance. There are five aspects that the researcher will analyze in this section which include the impact of A.R.E.L in students speaking performance, the easiness of A.R.E.L, enjoyment the students to learn, the relevancy toward their future, and the demand of student. The researcher uses the formula by Sugiyono (2013) to analyze the result.

$$P = \frac{F}{N} \times 100\%$$

Remarks:

- P : Percentage
- F : Frequency
- N : Total of Students

RESULTS AND DISCUSSION

In order to obtain the data of students speaking ability through Assertion, Reason, Evidence, and Link Back (A.R.E.L), the researcher distributed the questionnaire for 26 students who were the sample in this research. It aims to know students' perception about the using of A.R.E.L in their speaking performance. The students were asked to give their opinion by choosing one of the options that represented their feeling about their speaking performance by using A.R.E.L.

The questionnaire was arranged to twenty statements toward the students' perception about the using of A.R.E.L in their speaking performance. There were five aspects that would be analyzed. Number one, A.R.E.L is impactful toward students speaking ability or not. Second, whether A.R.E.L is relevant toward students life. Third, whether A.R.E.L is easy to understand for students. Then, what are the students feeling during the speaking class through A.R.E.L. And last, whether A.R.E.L is students demand in the future. The questionnaire was marked by students using the evaluation of percentage as follows:

Table 1. Students Opinion for Every Question

No	Statement	Option	F	Percentage (%)
1	I feel more confident to speak after learning AREL	Strongly Agree	9	35
		Agree	9	35
		Neutral	7	27

		Disagree	1	4
		Strongly Disagree	0	0
		Total	26	100
2	I think AREL is important of everybody's life	Strongly Agree	1	4
		Agree	15	58
		Neutral	9	35
		Disagree	1	4
		Strongly Disagree	0	0
		Total	26	100
3	I think AREL is easy to use in speaking performance	Strongly Agree	6	23
		Agree	8	31
		Neutral	12	46
		Disagree	0	0
		Strongly Disagree	0	0
		Total	26	100
4	Learning AREL is fun	Strongly Agree	8	31
		Agree	14	54
		Neutral	2	8
		Disagree	2	8
		Strongly Disagree	0	0
		Total	26	100
5	I think AREL should be taught in other subject	Strongly Agree	7	27
		Agree	4	15
		Neutral	13	50
		Disagree	1	4
		Strongly Disagree	1	4
		Total	26	100
6	I think my speaking ability has improved after learning AREL	Strongly Agree	7	27
		Agree	9	35
		Neutral	7	27
		Disagree	2	8
		Strongly Disagree	1	4
		Total	26	100
7	I will use AREL in my daily life	Strongly Agree	2	8
		Agree	9	35
		Neutral	15	58
		Disagree	0	0
		Strongly Disagree	0	0
		Total	26	100
8	AREL is a good way of learning speaking	Strongly Agree	2	8
		Agree	20	77
		Neutral	4	15
		Disagree	0	0
		Strongly Disagree	0	0
		Total	26	100
9	I enjoy learning speaking by using AREL	Strongly Agree	1	4
		Agree	14	54
		Neutral	10	38
		Disagree	1	4

		Strongly Disagree	0	0
		Total	26	100
10	Understanding AREL is important to me	Strongly Agree	9	35
		Agree	4	15
		Neutral	12	46
		Disagree	1	4
		Strongly Disagree	0	0
		Total	26	100
11	The AREL we learn in speaking is useful in other subject	Strongly Agree	2	8
		Agree	11	42
		Neutral	12	46
		Disagree	1	4
		Strongly Disagree	0	0
		Total	26	100
12	I think AREL is relevant to my life	Strongly Agree	5	19
		Agree	13	50
		Neutral	7	27
		Disagree	1	4
		Strongly Disagree	0	0
		Total	26	100
13	I believe that everybody can understand AREL in speaking class	Strongly Agree	5	19
		Agree	14	54
		Neutral	6	23
		Disagree	1	4
		Strongly Disagree	0	0
		Total	26	100
14	I am interested in learning English using AREL	Strongly Agree	5	19
		Agree	7	27
		Neutral	12	46
		Disagree	2	8
		Strongly Disagree	0	0
		Total	26	100
15	I think that AREL is easy to understands	Strongly Agree	3	12
		Agree	12	46
		Neutral	10	38
		Disagree	1	4
		Strongly Disagree	0	0
		Total	26	100
16	AREL helps me to construct my ideas in speaking performance	Strongly Agree	7	27
		Agree	12	46
		Neutral	5	19
		Disagree	2	8
		Strongly Disagree	0	0
		Total	26	100
17	I think AREL will help me in my future career	Strongly Agree	4	15
		Agree	10	38
		Neutral	10	38
		Disagree	1	4
		Strongly Disagree	1	4

		Total	26	100
18	Time flies so fast when it comes to learning Speaking by using AREL	Strongly Agree	3	12
		Agree	8	31
		Neutral	13	50
		Disagree	2	8
		Strongly Disagree	0	0
		Total	26	100
19	Everybody need to know AREL in giving their argument	Strongly Agree	3	12
		Agree	5	19
		Neutral	15	58
		Disagree	3	12
		Strongly Disagree	0	0
		Total	26	100
20	I think I will need AREL in my speaking progress	Strongly Agree	6	23
		Agree	13	50
		Neutral	7	27
		Disagree	0	0
		Strongly Disagree	0	0
		Total	26	100

About 35% of students are strongly agree if A.R.E.L can make they more confident to speak, and 35% students agree if they more confident to speak by using A.R.E.L, while 27% students said that A.R.E.L not always make them more confident because they a neutral opinion. However, only 1 student who was unconfident to speak even by using the A.R.E.L. It shows that A.R.E.L can make the students more confidents to speak because the almost all of the students agreed and strongly agreed about that statement and no one students who said disagreed or strongly disagree.

Then, the number of students who felt their speaking ability has improved after learning A.R.E.L were about 27% strongly agreed, and 35% agreed, about 27% neutral, 2 students disagreed and 1 more student is strongly disagreed about it. It can be interpreted that A.R.E.L can improve students speaking ability. Even though there are three or 12% students who disagreed and strongly disagreed, but the number of students who said agree and strongly agree were higher.

Also, the number of students who strongly agreed that the A.R.E.L they learn in speaking is useful in other subject is about 8%, 42% students agreed, 46% state neutral, and 4% or 1 students disagreed. It proves that a half of students agreed if A.R.E.L is useful in other subject and 46% neutral. It means that the percentage of students who think that A.R.E.L L is useful in other subject was higher. Even though about 46% students said neutral, but the meaning of neutral is not always negative but also positive. While the

A.R.E.L is not always useful in other subject, but some of subject need to implemented A.R.E.L. Therefore, the researcher concludes that A.R.E.L is useful in other subject.

The moment after conducted the treatment, 27% strongly agreed and 46% students agreed that A.R.E.L helps them to construct their ideas in speaking performance. And 19% students said neutral and 8% students disagreed. From that result shows that the number of students who were said AREL did not help them to construct their ideas only a small percentage. Hence, most of students agree that A.R.E.L helps them to construct their ideas in when deliver the speech in front of class.

Afterward, there were 8% students strongly agreed to use A.R.E.L in their everyday life, 35% agreed, and 58% students stand for neutral. Meanwhile the number of students who said neutral is higher than the number of students who said agreed and disagreed, but the different percentage is slight. It means that many students still use A.R.E.L in their everyday life.

Then, only one student who was strongly agreed if A.R.E.L is important for every body's life, yet there were 58% of students agreed A.R.E.L is important for every body's life. And about 35% students who neutral and only one student or 4% student disagreed about that statement. It shows that many students agreed that A.R.E.L is important for every body's life.

Also, mostly students believe that A.R.E.L is relevant to their life, about 19% strongly agreed and 50% agreed about it, and 27% students' neutral and only 4% student disagreed. In other words, A.R.E.L has a relevancy in students' life. Either a logic argument or the accurate evidence that could be persuades other people or the listener.

Moreover, students need A.R.E.L in their speaking progress with 23% strongly agreed, 50% agreed, and 27% students said neutral. The data percentage proves that most of students need A.R.E.L in their speaking progress. It is because only 27% students said neutral while others said agree and strongly agree. Also, it can be motivate students to deliver a speech with a good argumentation. And A.R.E.L will help the students to provide a good argumentation accompanied by a logical reason and scientific evidence or proven.

Furthermore, the number of students who were strongly agreed that A.R.E.L is easy to use in speaking performance is about 23%, and 31% students agreed. Meanwhile there were about 46% students who neutral about that statement. It means that not all of students felt easy to use A.R.E.L in their speaking performance but somehow the number of students who agree is higher and no one who said disagree or A.R.E.L is very difficult to use in speaking performance.

Besides, there were 8% students strongly agreed if A.R.E.L is a good way of learning speaking. Then, 77% students agreed and 15% students state neutral. The percentages of students who agree and strongly agree prove that A.R.E.L is a good way of learning speaking. Students got a positive impact of the implementation of A.R.E.L in their speaking class. Therefore, the majority of students at XI IA 2 class agree that A.R.E.L could be taught in other occasion.

Then, about 5 students strongly agreed and 14 students agreed that everybody can understand A.R.E.L in speaking class, and only 6 students who neutral and 1 student disagreed. The data proves that 73% students are able to understand A.R.E.L so that they agree that everybody can understand A.R.E.L. The students are not debaters who always use A.R.E.L in their speech; however, they are able to understand A.R.E.L as well. It is the reason why most of students agree that everybody can understand A.R.E.L.

From the calculation on table, almost all of students said that A.R.E.L is easy to understand with 12% students strongly agreed, 46% agreed, 38% students were neutral and only 4% students think A.R.E.L is difficult. It proves that A.R.E.L is a complex matter; still, it is easy to understand. Even though, the number of neutral is also high, but students who were able to understand are higher.

Additionally, 54% students agreed that learning A.R.E.L is fun and 31% said strongly agreed about it. Whereas, about 8% students neutral and 8% students disagreed if learning A.R.E.L is fun. It shows that the students still have fun during the speaking class through A.R.E.L. Even though A.R.E.L is a hardly matter, but the students did not feel stress in learning AREL. Only a few students who were bored in the speaking class through A.R.E.L.

There were 14 students agreed that they were enjoy learning speaking by using A.R.E.L, 1 student state strongly agreed and about 10 students said neutral. However, there are no students who said A.R.E.L burden the students in speaking class or said disagree or strongly disagreed. The number of students who said agrees is highest. It proves that the students enjoy learning speaking using A.R.E.L.

Moreover, the number of students who were interested in learning English use A.R.E.L is about 19% students strongly agreed, 27% agreed, 46% neutral, and 8% disagreed if learning English is interested by using A.R.E.L. Although the percentage of students who agreed is not low, it is higher than the percentage of who disagreed about that statement. It means that, students were interested to learning English by using Assertion, Reason, Evidence, and Link Back (A.R.E.L) in their performance.

The students who felt that time flies so fast when it comes to learning Speaking by using A.R.E.L is about 12% strongly agreed and 31% agreed, while 50% said neutral and 8% disagreed about it. It could be seen that the students still enjoy to learning speaking even though some of students deny that statement. And half students said neutral. It also because the schedule for English subject that is laid down in the daylight. So, the students already tired because they have learned others subject in the morning.

Afterward, most of students believed that A.R.E.L will help them in their future career with the 15% strongly agreed, 38% agreed, 38 neutral, and only 4% disagreed and 4% strongly agreed. It means that A.R.E.L is useful for their future career. Almost profession will do such communication with others, either the business partners or costumers. For instance, a businessman needs to know how to attract his costumer. Therefore he needs A.R.E.L to persuade his costumer. Thus, A.R.E.L will help the students in their future career.

Also, there were some students who believe that everybody needs to know A.R.E.L in giving their argument is only 12% strongly agreed and 19% agreed, while 58% students said neutral and 12% disagreed. Students who said neutral are higher than who agree and disagree. However, the number of students who agree and disagree is higher than who disagree about that statement. It means that students agree that everybody needs A.R.E.L in giving their argument. A.R.E.L could be guidance in giving their argument.

Students who strongly agreed to teach A.R.E.L in other subject is about 27%, about 15 agreed, 50% of students neutral, and 4% disagreed, and only 4% who strongly agreed to not taught A.R.E.L in other subject. Half students said neutral because they believe that A.R.E.L is not always taught in others subject. The researcher interpreted that the students still agree if A.R.E.L is taught in other subject. It proven by the percentage of students who said agree and strongly agree is higher than students who said disagree and strongly disagree.

After that, 35% students strongly agreed that A.R.E.L is important to them, 15% students agreed, 46% neutral, and only 1 student who was disagreed. The result shows that students agree if A.R.E.L is important to them, where only one students who reject that statement. As the explanation before, the students believe that A.R.E.L will help them in their future career, A.R.E.L help them in speaking performance, and it helps them to construct their ideas. Therefore, A.R.E.L is important to the students.

CONCLUSION AND SUGGESTION

The analysis of students' perception about students speaking performance shows that students got a positive impact after learning A.R.E.L. A.R.E.L is impactful toward students speaking ability, A.R.E.L is relevant toward students' life, A.R.E.L is easy to understand for students, students felt enjoy during the speaking class through A.R.E.L, and A.R.E.L is a students' demand in the future. Thus, the students have been motivated to speak in front of class and A.R.E.L effect students' speaking understanding in giving their argument.

Sudents must be updated toward the latest issues in order to train their critical thinking and as the information when they speech. On the other hand, the teacher should motivate students to practice more whether in the school or outside of the school. The researcher suggests that the teacher to not only focus on five aspects of speaking, but also focus on the content that delivers by the students. The teacher should give more opportunity for students to deliver their speech in the classroom. It aims to make the students are more familiar to speak in front of people or audience.

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