

**DEVELOPING STUDENTS' DEBATE BOOK FOR SPEAKING AT IAIN
PALOPO ENGLISH DEBATE SOCIETY**

A Thesis

*Submitted to the English Education Study Program Tarbiyah and Teacher Training Faculty
of State Islamic Institute of Palopo Fulfillment of Requirement for S.Pd Degree of English
Education*

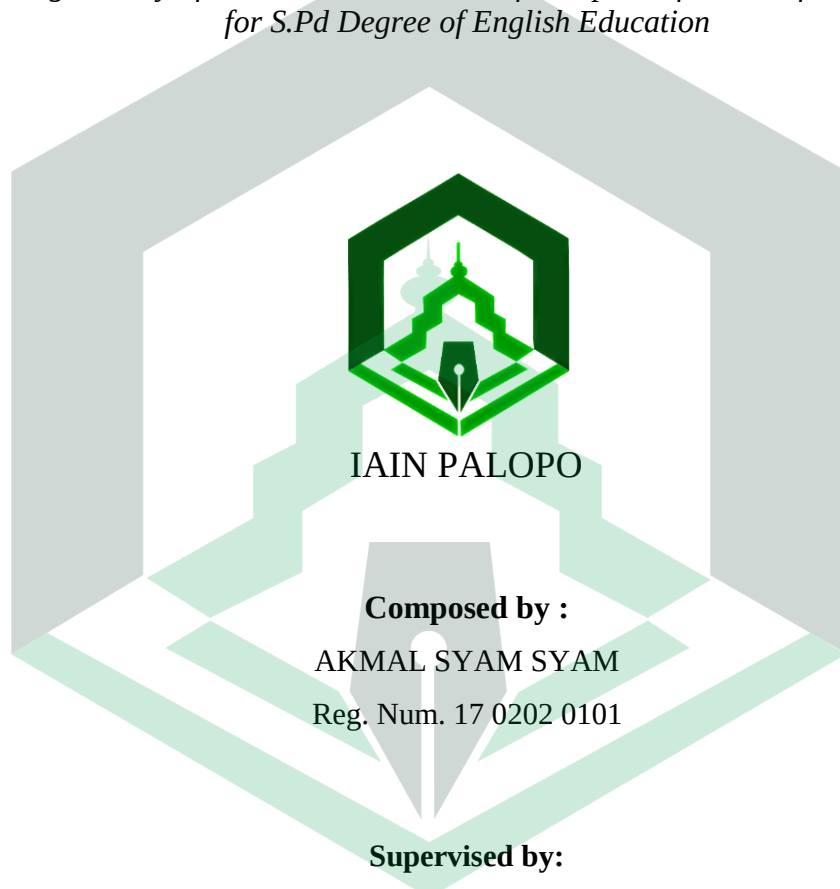


**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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Composed by :

AKMAL SYAM SYAM

Reg. Num. 17 0202 0101

Supervised by:

1. Dr. Nurdin Kaso, M.Pd.
2. Muhammad Iksan, S.Pd.I., M.Pd.

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

STATEMENT OF ORIGINALITY

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Name : Akmal Syam Syam
Reg. Number : 17 0202 0101
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

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Palopo, July 19th, 2021

Regards,



Akmal Syam Syam
Reg.N 17 0202 0101

THESIS APPROVAL

This thesis entitles ***“Developing Students’ Debate Book for Speaking at IAIN Palopo English Debating Society”***, which is written by **Akmal Syam Syam**, Reg. Num. 17.0202.0101, English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on Monday, October 4th 2021, coincided with Safar 27th 1443 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Education Department.

Palopo, October 4th 2021

COMMITTEE OF EXAMINATION

- | | |
|---------------------------------|---------------|
| 1. Amalia Yahya, S.E., M.Hum | Examiner I |
| 2. Husnaini, S.Pd.I, M.Pd | Examiner II |
| 3. Dr. Nurdin K, M.Pd | Consultant I |
| 4. Muhammad Iksan, S.Pd.I, M.Pd | Consultant II |

(.....)

(.....)

(.....)

(.....)

Approved by

The Dean of Tarbiyah and Teacher
Training Faculty

The Head of English Education
Study of IAIN Palopo



Dr. Nurdin K, M.Pd
NIP.19681231 199903 1 014



Amalia Yahya, S.E., M.Hum.
NIP. 19771013 200501 2 006

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The Researcher



Akmal Syam Syam

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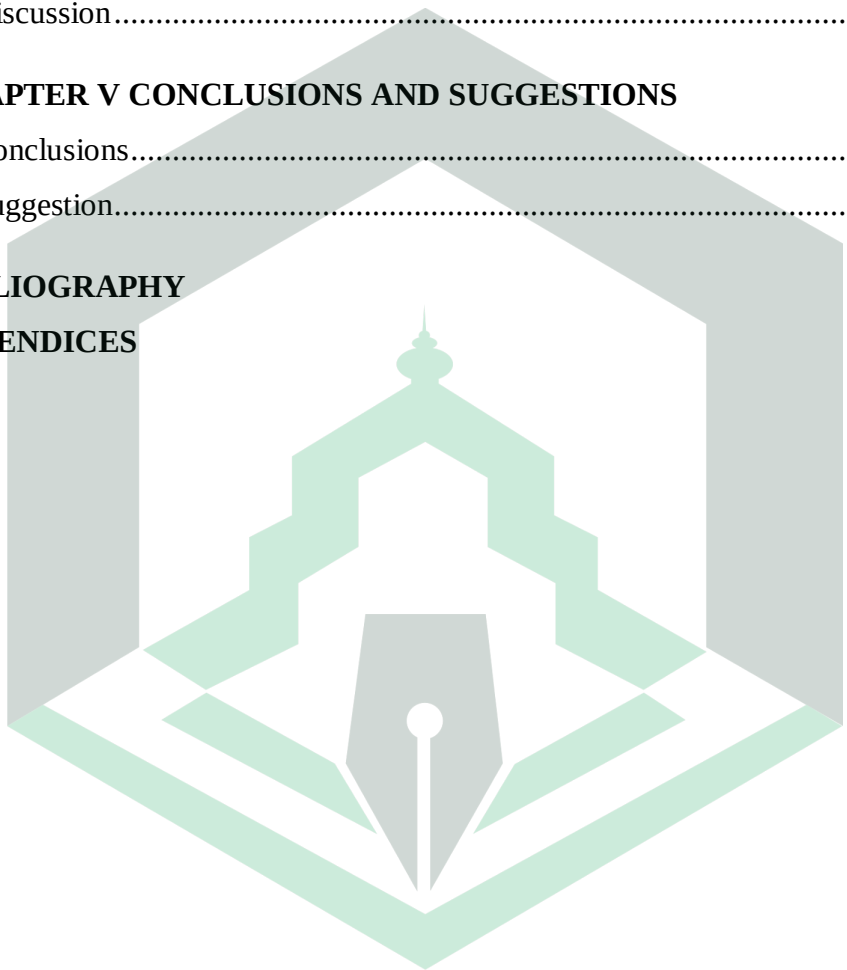
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ABSTRACT

Akmal Syam Syam, 2021. *"Developig Students' Debate Book for Speaking at IAIN Palopo English Debating Society"*. A thesis of The English Departement Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by: Nurdin K, Muhammad Iksan.

This research attempted to develop students' debate book used by the students of IAIN Palopo English Debate Society. Based on observations in September 2020, the researcher found a problem in the scale of student in using the debate book need to develop the previous version to increase the quality of the book's content. This research applied the research and development utilized Borg and Gall based on Dick and Carey's system approach. It consists of analyzing, designing, developing, implementing, and evaluating. The product is used as a supporting medium in English speaking skill which was once being studied by sixth semester English department student at IAIN Palopo English Debating Society. The sample was taken by using purposive sampling. The number of the sample was 15 students. The product was tried out to the students and the instruments were used questionnaire for the analysis and observation sheet for 3 Experts and students' perception.

Keyword: Speaking, Developing, Debate Book.

CHAPTER I

INTRODUCTION

This study aims to learn more about developing a phrase in English Debate book for the beginner level of English Debating Society at IAIN Palopo. This section delves into the study's context, identification, limitation, formulation, objectives, and importance.

A. The Study's Background

English has widely become a medium of communication in every sphere of endeavor in this era of globalization. As a result, every country requires speakers who can communicate successfully in English. It establishes English as the Universal Language. It is spoken as a large percentage of people say as a second language large percentage of people speak a second language of countries worldwide.

Speaking is regarded as one of the four essential language abilities that, to succeed, must be mastered to achieve. Growly, it must be got to acquire a new language. For most persons, mastering speaking abilities is the most crucial component of learning a foreign language in terms of success and maintaining a conversation in that language assessment.

Students practiced English to demonstrate their proficiency in the language. On the contrary, information is meaningless unless it is put into practice through honest communication. Concerning the objective, productive skill, mainly speaking, is crucial for English teaching and learning. For most language learners, proficiency in the target language is a prerequisite for success as a language

student. Speaking is a crucial English skill to master in today's globalized world when communication is critical.

The emphasis on oral communication skills, on the other hand, should not be considered as the exclusive purpose. When it comes to teaching and learning English, it is vital to have both productive and receptive talents. Speaking is a language skill taught concurrently with and in conjunction with the other language skills of reading, writing, and listening. Speaking is not a skill that is easily acquired. Even the majority of university students, despite study language for at least four years, cannot communicate effectively in English.

The IAIN Palopo English Debating Society (IPEDS) was established to foster a sense of community through Debate at State Islamic Institute (IAIN) of Palopo. In this community debate was formalized type of interactive and representational techniques to improve students' speaking ability.

Debate is a broader category of an argument than logical argument, which assesses only the consistency of a hypothesis, factual statement, which examines is or is not valid, or rhetoric, which is a persuasion method. Though logical consistency, factual accuracy, and emotional appeal are all crucial components of persuasion. In other words, Debate is an efficient way for students to practice oral communication abilities since it involves a variety of cognitive and linguistic processes. Based on marsidjo, 1990 stated that one of the learning methods that should applied in the learning process is the Active Debate Method. The Active Debate Method is a method where speakers introducing arguments into the

classroom can help students improve their verbal communication and critical thinking skills.

Additionally, it is an effective instructional strategy since it entails a high level of accountability for learning and active engagement from all kids' debaters. Students enrolled in IPEDS anticipate mastering the techniques required for their performances. The researcher argue that this method effectively boosts students' speaking abilities while also piques students' attention and curiosity about the subject at hand. Additionally, this method supports students in developing their vocabularies to communicate effectively about a teacher-assigned topic. As the study discovered, this method also aids in the development of learners' critical thinking abilities when confronted with competing opinions. According to the survey on September 2020 held ny the researcher by doing an interview, the students in speaking classes require more open communication to sustain their attention throughout the learning process.

Consider the preceding facts; via debates, speaking has developed into a necessary skill for IPEDS students. Additionally, the English Debating book is required to support their English proficiency through their performances. In fact IPEDS did not have an appropriate debate book for their learning process. As a result, the teacher and researcher should determine which English Debating Book best meets the demands of the students. According to Harsono, the majority of English teachers instruct their students using readily available textbooks¹.

¹ Bambang Yudi Cahyono and Utami Widiati, "The Teaching of EFL Vocabulary in The Indonesian Context: The State of The Art," Teflin Joirnal 8, no. February (2008): 76.

However, in this case, the previous English learning materials in this community, namely a student-appropriate English Debating book, are insufficient in various aspects. The researcher discovered that the texts were outdated because they were drawn from standard English. As a result, the debate book provides a introduction to English debating that has had little impact on modern English discussion. In light of these, the English debating guidebook should be redesigned and modified by students' needs to develop their English speaking skills, as mentioned in verse 69 QS. Al-Ankabut "And surely Allah is with those who do well."

B. The Identification of the Problems

The English Debating Book is crucial to the teaching and learning processes in the community, notably in the area of discussion. Nonetheless, the survey identified several difficulties concerning students' speaking abilities at IAIN Palopo English Debating Society. The Debating Book was produced for teaching and practicing the English Debate. The Debate Book, which students used to study, nevertheless lacks relevant substance today. They require an English Debating Book that is up to date with the most recent information regarding the Debate itself. The researcher discovered several issues with the teacher's book during an interview performed in December 2020.

To begin, the teacher referred to SPIRIT's debate book by Muhammad In'am F Noer titled "English Debate Training." Since the English book is utilized for all community gatherings, it offers general and historical information about the English Debate. The majority of the book's material is devoted to classical

motions and exercises. The activities are organized so that the most primitive signs are described first, followed by logic. There are no linked input texts or technical terms for Debate. Second, no audio materials are accessible on Compact Disc (CD). Thirdly, the book is devoted to elucidating the motions. It is plausible that the book is still missing appropriate debate resources, such as knowledge about different argument systems and activities for developing critical thinking.

Meanwhile, they must notice that the book has an adequate number of expressions that will aid them in their performances. However, the books fall short of providing pupils with sufficient knowledge regarding English Debate inputs.

C. The Limitation of the Problem

The researcher is primarily concerned with developing an English Debate Book for IPEDS students based on the issues above. The produced debate books take a single segment; the spoken debate books have many sections (Listening & Speaking). The study's problems are expressed as follows:

1. How to develop an English Debating book for students at IAIN English Debating Society?
2. How is the students' perception of the language, content, and design book?

D. The Objectives of the Study

The aims of this study are as follows, based on the definition of the problem:

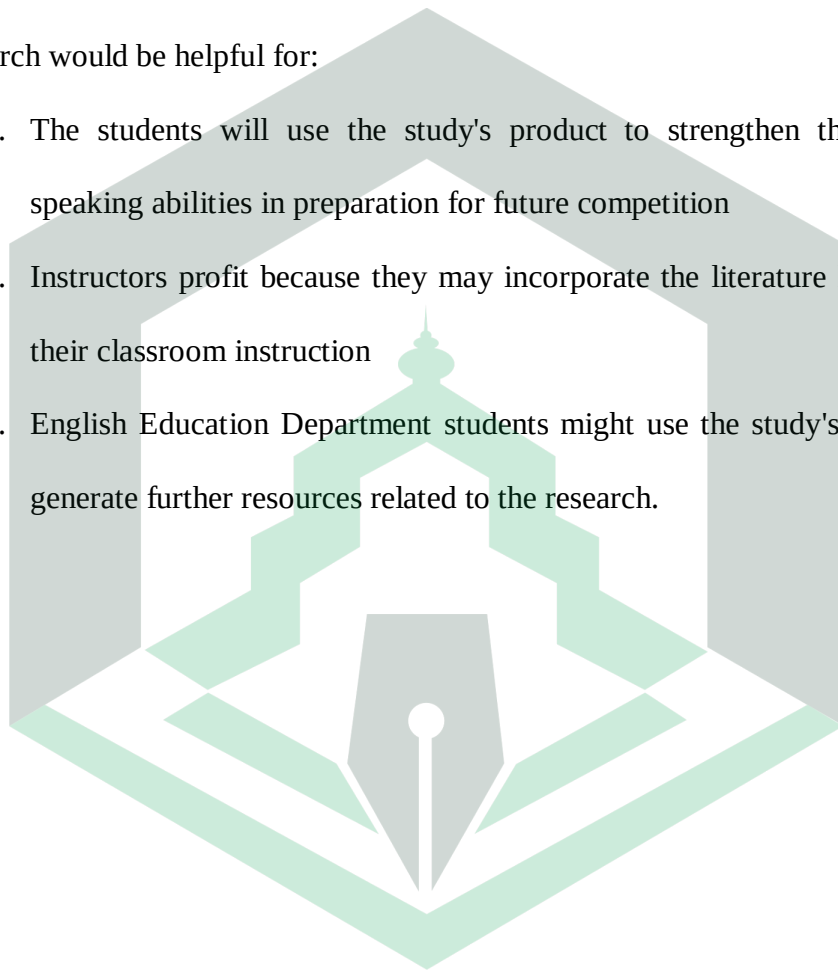
1. To develop the material of the Debate book to improve the students' public speaking abilities, increase students' knowledge of Debate, expression of ideas, critical thinking, and presentation.

2. To receive the students' perceptions of the book in acquiring knowledge to prepare students for future competitions.

E. The Significance of the Study

This study is expected to provide several advantages. Theoretically, this research was expected to develop a English Debate Book. Practically, this research would be helpful for:

1. The students will use the study's product to strengthen their English speaking abilities in preparation for future competition
2. Instructors profit because they may incorporate the literature learned into their classroom instruction
3. English Education Department students might use the study's findings to generate further resources related to the research.



CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Previous Related Research Findings

This research summarizes some significant findings from previous researchers that has been researched the strategies for developing oral communication abilities.

Siti Nuraeni's research on *The Effectiveness of Classroom Debate in Improving Students' Speaking Ability* is the first study. This study discovered a significant difference in the powerful benefits students who participated in classroom arguments versus those who did not. Classroom discussion increased students' speaking scores, demonstrating that classroom debate benefited students' speaking abilities².

The second linked discovery is Pezhman Zare and Moomala Othman's study of students' perceptions of using classroom debate to develop critical thinking and oral communication ability. This study elicited student viewpoints and utilized classroom debate to assist students in developing their critical thinking and communication abilities. Sixteen undergraduate students were randomly allocated to groups and participated in nine debate sessions for one semester. A portion of the data was collected via a survey questionnaire that contained twenty-one statements rated on a five-point Likert scale. Additionally,

² Nuraeni Siti, *"The Effectiveness of Classroom Debate to Improve Students' Speaking Skill,"* Syarif Hidayatullah State Islamic University Jakarta (2014): 1–122.

students were asked to respond to many open-ended questions about the classroom argument.

Furthermore, some participants took part in semi-structured interviews. As a result, the students felt the classroom debate was an educational experience worth having. Respondents think that talks assisted them in honing their critical thinking and spoken communication skills³.

Richa Rubiati completed the third study, *Improving Students' Speaking Ability Using Debate Technique*, in 2010. The study's primary objective is to describe how the debate technique is utilized to teach speaking and ascertain how students' speaking talents develop due to debate instruction. The study's findings indicate that using arguing methods can help students improve their speaking abilities. Students' test results improved consistently throughout each cycle⁴.

The fourth study was led by Pezhman Zare. The title of this paper is about the *Effects of Classroom Debate and Socratic Method on Critical Thinking and Speaking Ability of Malaysian Undergraduate ESL Learners*. The study employs a quasi-experimental mixed method design (pre-test, post-test) and collects quantitative and qualitative data. The study enrolled an entire class of thirty-two undergraduate students studying TESL at Universiti Putra Malaysia's School of Education. The participants had completed the first two years of their degree

³ Moomala Othman, "Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability," *Asian Social Science* 9, no. 4 (2015): 4.

⁴ Rubiati Richa, "Improving Students' Speaking Skill Through Debate Technique," *Walisongo State Islamic Institute Studies* (2011): 6.

program; they were chosen by purposive sampling using the New Jersey Test of Reasoning Skills. (NJTRS)⁵.

The fifth study, titled *Registers of Debates Used by Malang Debating Union*, was undertaken by Nony Wahyuningtyas. The author lists fourteen registers that have the same meaning as the literal register but are used in different ways. The author identifies fourteen registers that share the same meaning as the literal register but are used differently. The Debate comprises three situational situations: an adjudicator (juror), the government/positive team, and the opposition/negative team. Compared to the two groups, an adjudicator has more authority when deciding the Debate's winner⁶.

The sixth linked discovery is Try Hermawan's research on *The Use of Debate Technique in Improving Students' Speaking Ability*. The purpose of this study was to examine whether or not students' speaking skills might be improved through the use of debate strategies that focused on term vocabulary and pronunciation. The research used the debate technique in conjunction with the British Parliamentary Debate, a pre-test, treatment, and post-test design, and data collection via pre-and post-tests. The research subjects were 40 students from class XI IPA2 of SMA Negeri 1 Pallangga⁷.

Khairul Fuad's research on using debate to teach speaking to PBI Uin Ar-Raniry Banda Aceh second-year students. The researcher conducts this study

⁵ ZARE PEZHMAN, "Effects of Classroom Debate and Socratic Method on Critical Thinking and Speaking Ability of Malaysian Undergraduate ESL Learners," *University Putra Malaysia* 4, no. 4 (2016): 12.

⁶ Nony Wahyuningtyas, "Registers of Debates Used by Malang Debating Union," *Brawijaya University*, no. 6 (2014): 8.

⁷ HERMAWAN TRY, "The Use of Debate Technique in Increasing Students' Speaking Ability," *Photosynthetica* 2, no. 1 (2018): 32.

experimentally on unit 4, which serves as a control group, and unit 5, an experimental group. The data for this study was gathered through a test administered to ten students in unit five and ten students in unit four of PBI 2016 to collect pre-and post-test scores. The instrument for scoring the speaking rubric was adapted from Haris (1969). SPSS 16.0 is used to evaluate T-test forms. According to the T-test, students in practical classes who undergo debate treatment do better than students in class-c. Thus, the conclusion is that using discussion to teach students to communicate effectively improves their communication ability⁸.

Based on the studies shown above, it can be concluded that there are numerous ways for better writing. Each strategy may be used in any way that is appropriate for the pupils. Thus, the researcher will create a debate book to help students improve their speaking and communication skills.

B. Literature Review

1. Teaching Speaking

English is classified as a foreign language in Indonesia, not a second language. Cahyono & Widiati argued that it acts in this manner due to its infrequent use in everyday conversation. English is widely spoken and used in practically every aspect of life compared to neighboring countries like Singapore, Malaysia, and the Philippines. As a result, the language is frequently used at specific levels or in particular circumstances. For instance, in an academic setting, English is commonly used for cross-disciplinary communication. As a result,

⁸ Fuad Khairul, "Using Debate in Teaching Speaking to Second Year Student of PBI Uin Ar-Raniry Banda Aceh," *Ar-Raniry State Islamic University* 7, no. 3 (2018): 42.

office personnel communicates in English by mingling and switching between Indonesian and English codes. As a result, teaching and learning English continue to be crucial for Indonesia.

One establishes themselves as an English expert through how they speak. English training is considered a failure to meet the purpose in this country. In contrast, the current global era requires persons from all countries to connect in as global a manner as possible, which is deemed to entail an international language such as English. The need to strengthen human resources has increased. The most challenging component of achieving such a goal is preparation. It became the dilemma confronting educators across the country. English teachers, in particular, need to improve their students' competency development. The process of character development is identical: to compete on a global stage against people from other countries.

Speaking is not as straightforward to teach as one might imagine in Indonesia. There will always be issues. Among them are errors produced by pupils in their pronunciation, grammatical precision, vocabulary, fluency, and interactive communication⁹. Additionally, the characteristics of spoken language complicate and simplify this task. Brown defines them as clustering (which assists in the cognitive and physical organization of output), redundancy (which clarifies meaning), and simpler forms (contractions, elisions, vowels have been shortened). Additionally, variables that affect performance (pause, halt, backtracking, and correction), language used in everyday situations (word, idiom, phrase), delivery

⁹ Cahyono and Widiati, "*The Teaching of EFL Vocabulary in The Indonesian Context: The State of The Art*," 65.

speed (fluency), stress, rhythm, intonation (pronunciation), and interaction are included (conversational-negotiation)¹⁰.

2. English for Specific Purposes

a. The Definition of ESP

English for Specific Purposes (ESP) is a subcategory of English for Foreign Languages/English as a Second Language (EFL/ESL) (ESL). According to Hutchinson and Waters (1987), ESP is a method of language instruction that focuses on students' needs in specific situations and bases all content and method decisions on students' motivation to learn.

If, as Hutchinson and Waters state, the purpose of an ESP course is to enable learners to function adequately in a target situation, the ESP course design process should begin with the identification of the target situation and a rigorous analysis of the situation's linguistic features. This process is known as a needs analysis.

Needs analysis, or need assessment, is a critical aspect of ESP. Brown (2000) continues by stating that a needs assessment entails three critical steps. They are accountable for making critical decisions about the analysis of needs, the gathering of information, and the use of information. The procedures are followed in order to ascertain the learners' requirements.

According to Hutchinson and Waters, ESP is not a language methodology that teaches specialized varieties of English or that employs a specific type of instructional materials, but rather a learner-centered approach to language

¹⁰ Brown H. Douglas, *Ok Teaching by Principles H Douglas Brown*, 1996, 234.

learning. "ESP is a critical subcomponent of language instruction because it has its own approaches to curriculum development, material design, pedagogy, assessment, and research," Nunan continues. Additionally, Tomlinson and Masuhara state that ESP is tailored to the unique needs of each learner through a needs analysis.

To summarize, ESP is designed to meet the needs of English language learners. Given the critical nature of students' needs in ESP, prior to developing materials, a needs analysis should be conducted.

Furthermore, Hutchinson and Waters (1987) propose a framework for analyzing learner needs. The framework addresses the following points: (1) why learners enroll in the course, (2) how they learn, (3) the resources available, (4) the learners themselves, and (5) the location of the ESP course. The needs analysis enables the identification of the educational requirements necessary to accomplish the objective.

b. The Needs Analysis

Conducting a needs analysis is the first step in developing ESP materials. It aides the materials developer in creating materials that are appropriate for students' needs, thereby assisting students in comprehending English materials based on their expertise¹¹.

Chambers in Basturkmen states that needs analysis should focus on establishing communicative needs as a result of a communication analysis of the

¹¹ Lindy Woodrow, "Introducing Course Design in English for Spesific Purposes, Ed," *Brian Paltridge and Sue Starfield, 1st ed 5*, no. 6 (2018): 98–154.

target situation. There are several reasons, according to Richards, to conduct a needs analysis prior to initiating a course for a group of learners¹²:

- 1) To ascertain which language abilities a learner requires in order to perform a particular role
- 2) To aid in determining whether an existing course meets the needs of prospective students in an adequate manner
- 3) To determine which students within a group require the most assistance with specific language skills
- 4) Identifying a significant reversal of course that members of a reference group believe is necessary
- 5) To establish a discrepancy between what students are capable of and what they should be capable of
- 6) To elicit information about a particular problem that a student is experiencing.

Hutchinson and Waters categorize needs into two types: target and learning. The target needs define the knowledge and skills that the learner will need to perform competently in the situation. Three categories of target needs are identified: necessities, deficiencies, and desires.

- 1) A necessity is defined as a set of requirements dictated by the target situation's circumstances.
- 2) The discrepancy between what learners already know and what they don't is referred to as a lack.

¹² Tom Hutchinson and Alan Walters, "Introducing Course Design in English for Specific Purposes," *English for Specific Purpose* 3, no. 3 (1987): 176.

- 3) The term "wish" refers to a learner's expectations for mastering a particular language area.

According to Hutchinson and Waters, being aware of learners' needs influences the context of a language course and maximizes the learners' potential.

Hutchinson and Waters attribute the ESP course's emergence to three primary factors. They are¹³:

- 1) The conditions necessary for a fearless new world
- 2) A revolution in the language
- 3) Concentrate your efforts on the students

Prior to developing ESP materials, it is critical to conduct a needs analysis, as it provides guidance for developing appropriate English learning materials. According to the ESP approach, another method of language instruction known as Content-Based Instruction places a premium on authentic materials in the classroom.

3. Content-Based Instruction (CBI)

a. Definition of CBI

Rodgers and Richards, It is worth emphasizing that Substance-Based Training is a technique of language instruction that focuses on the knowledge or material that students are exposed to absorb rather than on linguistic characteristics¹⁴. Communicative Language Teaching concepts are used in content-based education. It argues for the importance of open communication and information sharing.

¹³ Ibid.

¹⁴ Jack Richards, *Communicative Language Teaching Today*, 2015, 176.

Theoretically, content-based education is predicated on communicative ability. It encourages socially acceptable behavior and relevant language application in communication by emphasizing practical language usage over adequate language understanding¹⁵.

In other words, Stoller in Richards and Renandya, On the other hand, content as the vehicle for developing language abilities is preferred in material-based training. Rather than the words used to express it, Individuals acquire or communicate knowledge or subject matter through language, referred to as content¹⁶. Additionally, CBI is defined by Krahne and Richards as the teaching of content or information in the learned language with little or no explicit or direct attempt made to teach the language independently of the substance taught¹⁷.

b. Principles of Content-Based Instruction

Brinton establishes five criteria for CBI in Nunan. These are summarized in the table below¹⁸.

Table 2.1 the Organization of CBI Principles

Principle	Comment
Decide on Rather than focusing on material; instructional strategies should be based on the criteria.	Content-based training enables the selection and sequencing of language units to be dictated or influenced by the content.

¹⁵ Jack Richards and Willy A Renandya, “Exploring Teachers ’ Beliefs and the Processes of Change,” *SEAMEO Regional Language Centre* 8, no. 1 (2015): 66.

¹⁶ Ibid., 78.

¹⁷ Ibid., 94.

¹⁸ Nunan David, *Task Based Language Teaching*, 2004, 265.

Integrate skills	CBI practitioners approach language instruction through an integrated skills approach that encompasses grammar and vocabulary are among the four language skills. It represents what occurs in the actual world, where interactions require the use of numerous abilities simultaneously.
Actively engage pupils in all parts of the learning process.	Students in CBI classrooms learn by experience and are actively involved in They do not rely on the teacher to guide them through the learning process or provide all knowledge.
Determine the relevance of the information to students' life, academic, and exciting aspirations.	The student and the teaching environment ultimately determine the content of CBI courses. In many school settings, content-based language training is strongly related to other academic topics.
Choose authentic texts and assignments	The importance of a CBI component is authenticity in the classroom, the text, and the tasks assigned to the learners.

c. Theory of Language

Richards and Rodgers claim that the following assumptions describe the nature of language in CBI:

1. Language is a text-based and discourse-based communication medium
2. In CBI, language is used to facilitate subject learning. English instruction at CBI is primarily concerned with enabling students that
Texts and discourse are used to communicate and construct meaning and information
3. Language use necessitates the development of integrated abilities.

The use of language in CBI necessitates the integration of numerous competencies. In an article content-based curriculum, students are often engaged in

activities that incorporate integrated skills to demonstrate how the abilities are applied in the actual world. While language is used to accomplish specific goals in CBI, it continues to offer direction, structure and ultimately imply speech and writing.

d. Learning Theories

CBI stands in stark contrast to typical language education methods, emphasizing language form in the syllabus and classroom practice. The following are some additional assumptions drawn from the fundamental notions of CBI.

- a) The most efficient way for people When they acquire a second language, the knowledge they obtain is seen as valuable as engaging, helpful, and leading to the desired end
- b) Certain curriculum areas provide a stronger foundation compared to others for language acquisition
- c) Students learn best when training is tailored to their specific requirements
- d) Teach section makes use of the learner's prior experience.

e. Content-Based Instruction Design

1) The Purpose of Education

Content-Based Instructions, according to Richards and Rodgers, should address linguistic, strategic, and cultural objectives. These objectives are as follows: to hone and improve existing English language skills; to discover new learning techniques and skills. Additionally, They claim that their goals are to:

- a) Reactivate and improve pre-existing English language skills
- b) Create learning skills and strategies that can be applied to future language development opportunities
- c) Enhance transferrable intellectual talents for university study or another subject
- d) Raising students' awareness of English-speaking individuals

2) The Curriculum and The Activity Kinds

Syllabuses are derived from content areas that vary significantly in their level of detail and presentation. Typically, only CBI follows the theme-based paradigm, which bases material and instructional sequencing on language acquisition objectives. The theme-based model follows the conventional syllabus structure, with distinct subjects and subtopics. A content-based classroom can incorporate a variety of activities. Stoller, cited in Richards and Rodgers, These activities are divided into five groups: (i) language skill development, (ii) vocabulary development, (iii) discourse organization, (iv) communicative engagement, and (v) study skills and content material and grammar synthesis¹⁹.

3) Learner Roles

Stryker and Leaver stated that students are active interpreters of input, as Richards and Rodgers state. They are prepared to doubt throughout the learning process, experiment with alternative instruction methods, and explore diverse oral

¹⁹ Richards, *Communicative Language Teaching Today*, 65.

and written text interpretations. In this technique, learners are required to evaluate input proactively²⁰.

Additionally, Learners are in charge of giving information and collaborating on the selection of themes and activities. These learner roles are derived from Stryker and Leaver's idea in Richards and Rodgers that the objective of CBI is for learners to build autonomy so that they understand their learning from the start.

4) Teachers Roles

CBI anticipates that teachers will be more than proficient language instructors. It requires them to be subject-matter experts and competent in eliciting knowledge from students. Additionally, they should act as needs analysts for students and assist in establishing a learner-centered classroom.

5) The Material

Content-Based Instruction materials focus on the subject matter of the content areas to facilitate language acquisition. A diversity of diverse materials is required to accomplish the fundamental purpose of Content-Based Instruction. The issue of sincerity is discussed. On the other hand, the phrase authentic has two connotations. To begin, it relates to the content of native speakers. Second, it refers to print publications such as newspapers, magazines, and other periodicals²¹.

Materials are necessary for various purposes during the teaching and learning process, including providing language input, building a context for

²⁰ Richards and Renandya, "*Exploring Teachers' Beliefs and the Processes of Change*," 39.

²¹ Richards, *Communicative Language Teaching Today*, 49.

learning, and supporting the teacher. As a result, the establishment of ESP or CBI classrooms has become an integral part of any English education.

4. English Learning Material

a. The Nature of English Language Instructional Materials

According to Tomlinson, resources include “everything utilized by teachers or students to facilitate language learning.” In the majority of language programs, Richards and Renandya emphasize the relevance of teaching materials. These materials may be printed, non-printed, or a combination of both.

According to Tomlinson, resources aid learners in detecting aspects of actual language as they are exposed, facilitating and accelerating language acquisition. As a result, resources should expose students to the authentic English language through spoken and written texts that are intellectually and emotionally engaging. Additionally, Richards and Renandya suggest that some teachers place a high premium on instructional materials as their primary teaching resource. The materials dictate the lesson's content, the balance of skills taught, and the sorts of language practice learners engage²².

b. The Function of Educational Materials

CBI resources are frequently used in conjunction with the content course's subject matter. This strategy uses authentic texts to which students are expected to respond primarily on a content level. The phrase “authentic” refers to materials that are similar to those used in native-language instruction, such as stories or

²² Richards and Renandya, “*Exploring Teachers’ Beliefs and the Processes of Change*,” 37.

articles in newspapers, magazines, or other media outlets that were not created with the purpose of language learning in mind.

Hutchinson and Waters offered features of effective learning materials, whereas BSNP (2011) proposed criteria for developing adequate learning resources. Additionally, the following section describes the materials development process, which entails creating help to influence language acquisition effectiveness significantly.

c. Criteria of Good Learning Material

Hutchinson and Waters offer the following qualities of outstanding instructional materials: (i) appropriate materials do not teach; instead, they encourage learners to learn; (ii) appropriate materials will include engaging texts, enjoyable activities that engage learners' thinking capacities, opportunities for learners to apply prior knowledge and skills, and content that is interesting to both the learner and the teacher.

According to Tomlinson, the appropriate materials should have an effect, assist learners in feeling at ease, assist learners in developing confidence, require and facilitate learner self-investment. Also, it exposes learners to authentic language use, provides learners with opportunities to use the target language for communicative purposes, and considers the positive²³.

²³ Richards, *Communicative Language Teaching Today*, 54.

5. Material Development

a. Definition of Material Development

The word “material development” refers to the process of developing and exploiting language learning resources, which involves evaluating, adapting, designing, manufacturing, influencing, and studying materials²⁴. Additionally, Graves defines materials development as the process through which a teacher arranges the objectives and goals of a course into units and tasks.

The advantages of developing resources for a language course or program over purchasing course texts are numerous. Richards lists four benefits of material development:

1) Relevance

The materials will be more relevant to students and institutional needs and incorporate indigenous content, issues, and concerns.

2) Develop expertise

Developing materials benefits other staff members’ language courses by expanding their experience and providing a better understanding of the characteristics of relevant resources.

3) Reputation

By providing contextualized, specialized, and relevant materials indicate a commitment to language training.

4) Flexibility

²⁴ Tomnilson Brian, *English Language Learning Material*, 2008, 174.

The materials generated are adaptable and can be altered as needed, giving greater flexibility than a conventional coursebook.

Additionally, Richards quotes Shulman to assert that materials development occurs at the intersection of content and pedagogy. It indicates teachers' or material producers' capacity to transform content knowledge into a pedagogical format appropriate for students' needs and backgrounds²⁵.

b. The Process of Materials Development

Dick and Carey introduce a novel approach to instructional design dubbed Systematic Instructional Design. This architecture enables instructional material developers to link instructional learning approaches to the desired learning outcome. The stages listed below will take you through the process of creating the materials for this study.

2.2 Dick and Carey's Systemic Instructional Design is Organized

No	Components
1	Determine the instructional objective – what do students want learners to achieve when the instruction is complete?
2	Analyze the instructional objective – a step-by-step examination of what people do when they accomplish the purpose and the entry behaviors required
3	Analyze learners and contexts – the setting in which skills will be acquired and the context in which they will be applied
4	Create performance objectives - a list of specific behavioral abilities to be acquired, the settings under which they must be done, and the success criteria for successful performance.
5	Create assessment instruments – following the objectives

²⁵ Richards and Renandya, *“Exploring Teachers’ Beliefs and the Processes of Change,”* 28.

-
- 6 Create an educational approach - devise a plan for achieving the terminal target; place a premium on information, practice, feedback, and testing.
-

- 7 Create and select instructional materials — utilizing the stated technique, create instructional materials.
-

- 8 Create and perform formative evaluations – testing educational materials one-on-one, in small groups, or the field – to evaluate them with learners and change them before release.
-

- 9 Revise teaching - formative assessment data are summarized and analyzed to ascertain the challenges encountered by learners in accomplishing the objectives and connect these issues to specific flaws in the materials.
-

- 10 Summative evaluation — an impartial assessment of the instructional value.
-

When developing materials, it is vital to examine the units for whom they are intended. Typically, the course will include multiple tasks that exemplify the fundamental ideas and aspirations of language instruction.

6. Unit Design Development

a. Principles of Unit Development

Frequently, multiple elements influence the job order, namely, which task should be completed first and which should be completed later. Nunan suggests six stages for developing materials to serve as a foundation for the unit design development process.

a) Schema building

The first stage is to provide some schema-building tasks that introduce the topic, give the context for the assignment, and teach the students some relevant terminology and idioms.

b) Controlled practice

Then, controlled practice with the target language's vocabulary, structures, and functions will be provided. One strategy is to show learners a brief dialogue between two individuals discussing different housing possibilities concerning one of the advertisements they examined in the previous round.

c) Authentic listening practice

The following phase necessitates substantial listening practice on the part of learners. The listening texts may include some native speakers inquiring about alternate housing options, and the learner's task would be to match the dialogues to the advertisements from step 1. This phase exposes them to an authentic or synthetic debate that may include but is not limited to the language from step 2.

d) Focus on linguistic elements

Stage exercises place a premium on one or more linguistic components, such as intonation (if listening tasks are assigned) or spelling, punctuation, and other language mechanics (if reading or writing tasks are taught), and so forth. It introduces students to recognize the relationship between communicative meaning and language form.

e) Provide freer practice

The children have been confined by the teacher's language models and the resources. Pupils should now engage in free practice, which entails more than simple manipulation.

f) Model of Unit Design

According to Hutchinson and Waters, a materials developer should construct a framework for materials authoring before composing materials. A

framework should comprise at the very least four components: input, content focus, language focus, and task focus.

The input can be text, a dialogue, a diagram, or any other sort of communication data. It includes exercise materials, novel language things, acceptable language usage models, and a communication theme.

Concentration on content Language is a mode of communication in which information and emotions are expressed. Thus, non-linguistic content can be employed to enhance meaningful interaction in the classroom.

Language knowledge facilitates language acquisition by allowing learners to communicate successfully. The communicative activities are to encourage the student to apply their course learning and linguistic expertise.

g) Task grading and sequencing

Nunan argues that the author's or syllabus designer's decisions on what to teach first, teach second, and teach last in a coursebook or program would reflect their ideas toward grading, sequencing, and integrating content.

Grading considers the item's difficulty, its frequency in written or spoken English, and its value to the student. The input, the methods, and the learner are all crucial variables to consider.

1) Grading Input

According to Nunan, a text's difficulty is determined by its length, propositional density (how much information is packaged into it and how it is distributed and recycled), the amount of low-frequency vocabulary, the speed of spoken texts, the number of speakers, the explicitness of the information, the

discourse structure, and the clarity with which it is signaled. Another aspect that impacts the difficulty is the amount of aid provided to the listener or reader. The section is illustrated with photos, graphics, tables, and graphs and includes headings and subheadings. It should be easier to process than one that is devoid of contextual cues.

a) Task Continuity

According to Nunan, continuity refers to the interconnectivity of tasks, task components, and supporting abilities within an educational sequence.

The following table describes possible instructional sequences requiring learners to engage in activities, from comprehension-based procedures to tasks and exercises requiring controlled production to actual communicative contact.

2.3 The Continuity of Task Organization

Phases	Steps within phases
A. Process (comprehension)	1. No more response is required after reading or examining a text. 2. Listen to or read a text and respond non-verbally and physically (e.g., When the learner hears keywords, he raises his hand). 3. Listen to or read a text and answer non-verbally or non-physically. (e.g., whenever you hear keywords, mark a box or a grid.). 4. Read or listen to a text and give a spoken response. (e.g., write down terms as you hear them).
B. Produce	5. Repetition of cue utterances, dialogue fragments, or the entire cue 6. Attend to a signal and execute a drill involving transformation or substitution. 7. Attend to a cue (e.g., a difficulty) and respond meaningfully (i.e., valid for the learner).

-
- | | |
|-------------|--|
| C. Interact | <ol style="list-style-type: none"> 8. Simulacra (e.g., listening to a discourse where people discuss their families, students, work from role cards, circulate, and locate additional family members). 9. Discussion (e.g., Students exchange facts about their own families in small groups.). 10. Problem-solving/bridging knowledge gaps (For example, Students are divided into three groups for an information gap task; each group listens to a partial description of a family; students then recombine and complete a family tree and choose which photo options best depict the family). |
|-------------|--|
-

b) Within task sequencing

Nunan underlines the task sequence's relevance to both standard and non-traditional communicative activities. He continues by adding that each mini-sequence is typically separated into three stages: a pre-task, a task-specific, and a follow-up.

Richards asserts that the course's content must be sequenced. It determines which material is required early in the system and serves as a basis for subsequent material.

a) From basic to advanced

The stuff that comes before it should be easier to understand than the following ones. For instance, in the section on reading, the reading materials may start simple and gradually increase in difficulty as the learner advances through the stages.

b) Chronology

The information is organized based on the order in which things happen in the real world. For instance, abilities may be contained in proficiency courses in order of appearance in which they are frequently obtained. (1) aural perception, (2) spoken communication, (3) reading, and (4) writing.

c) Need

The order in which content is presented may be dictated by the likelihood that learners will require it away from the classroom.

d) Learning the prerequisites

The sequence of the information may indicate what is necessary at a particular time in the learning process and serves as a foundation for the subsequent phase. For instance, before paragraph composition, a specific collection of grammatical topics may be taught.

e) Part to whole or whole to part

In some cases, the early content of a course may concentrate on the subject's overall structure or organization before delving into its specialized components. Alternatively, the training could place a higher premium on rehearsing the individual members before moving on to the whole. For example, students may read short stories and respond holistically to them before going into the elements that contribute to the intrigue of a short story.

f) Sequencing in a spiral

This method comprises recycling materials to provide several opportunities for learners to acquire knowledge.

7. Task Design Development

1. Task Determination

Nunan defines a task as an assignment in the classroom that demands students to grasp, manipulate, generate, or engage in the target language while improving their grammatical skills. To communicate meaning rather than using

the form. He continues by stating that a task should also have a sense of completion, that it should be self-contained as a communication activity with a start, a middle, and an end.

2. A task component

According to Candlin and Nunan, tasks should include input, roles, contexts, actions, monitoring, outputs, and feedback. Unlike Wright, Nunan argues that tasks should have a maximum of two dimensions. These are the data inputs supplied by materials, teachers, and students and an introduction question teaching students how to use the data. Simultaneously, Nunan says that a task consists of six components. They go into detail below:

a) Goal

The broad, overarching intentions that motivate each learning endeavor are called goals. They act as a link between the current project and the more comprehensive curriculum. Goals can be used to describe a range of various (communicative, emotive, or cognitive) categories of outcomes, or they can be used to describe the teacher's personality in detail or the learner's behavior. Additionally, goals are rarely stated explicitly but can frequently be guessed from the action itself. Additionally, there is not always a direct relationship between objectives and responsibilities. Similarly, a complex task, such as a simulation consisting of numerous stages and sub-tasks, may have multiple underlying purposes.

b) Input

This term describes the verbal, textual, and visual information that students use to execute a task. Data may be supplied by the teacher, the textbook, or another source. Input might originate from a variety of sources. Its inclusion as intake raises concerns concerning the legitimacy of such material. Nunan argues that the question is not whether authentic resources should be used or not, but rather what combination of original, simulated, and specially created materials offers learners the optimum possibilities for learning.

c) Procedures

Procedures specify how learners will engage with the input used to initiate the learning task. While analyzing task selection criteria (and, in the subsequent section, the study on this subject), various difficulties arise that are comparable to those we encountered when considering input.

d) Teacher and learner roles

It refers to the responsibilities teachers and students are obliged to complete learning activities and the social and interpersonal interactions. The teacher and learner positions are opposed. Giving learners a more significant opportunity to participate actively in the classroom requires a shift in the teacher's role. In Nunan, Breen and Candlin suggest that the teacher serves three critical functions in the communicative classroom. The first acts as a mediator, the second as a participant, and the third as an observer and learner. The instructor may need to balance responsibilities she believes are appropriate and roles desired by the children.

3. Principles of Task

There are several principles to follow while developing meaningful tasks.

These are the principles:

a. Scaffolding

Lessons and materials should act as scaffolding for learning. Students should not be required to develop language that has not been explicitly or indirectly introduced to them at the outset of the learning process.

b. Task dependency

Each assignment inside a lesson should grow out of and build on the preceding ones.

c. Recycling

Recycling language increases the likelihood of learning and stimulates the 'organic' concept of learning.

d. Active Learning

A significant element of this philosophy is that students benefit from developing their knowledge rather than having it given to them by the teacher.

e. Integration

Learners should be able to differentiate between language structure, communicative function, and semantic meaning.

f. Reproduction to creation

In reproductive activities, learners replicate language models provided by the teacher, the textbook, or the tape. These exercises help students

enhance their grasp of form, meaning, and function and serve as a springboard for more creative endeavors. In creative assignments, students recombine well-known materials in novel ways. This technique can be used with intermediate and advanced students and beginners if the instructional process is structured effectively.

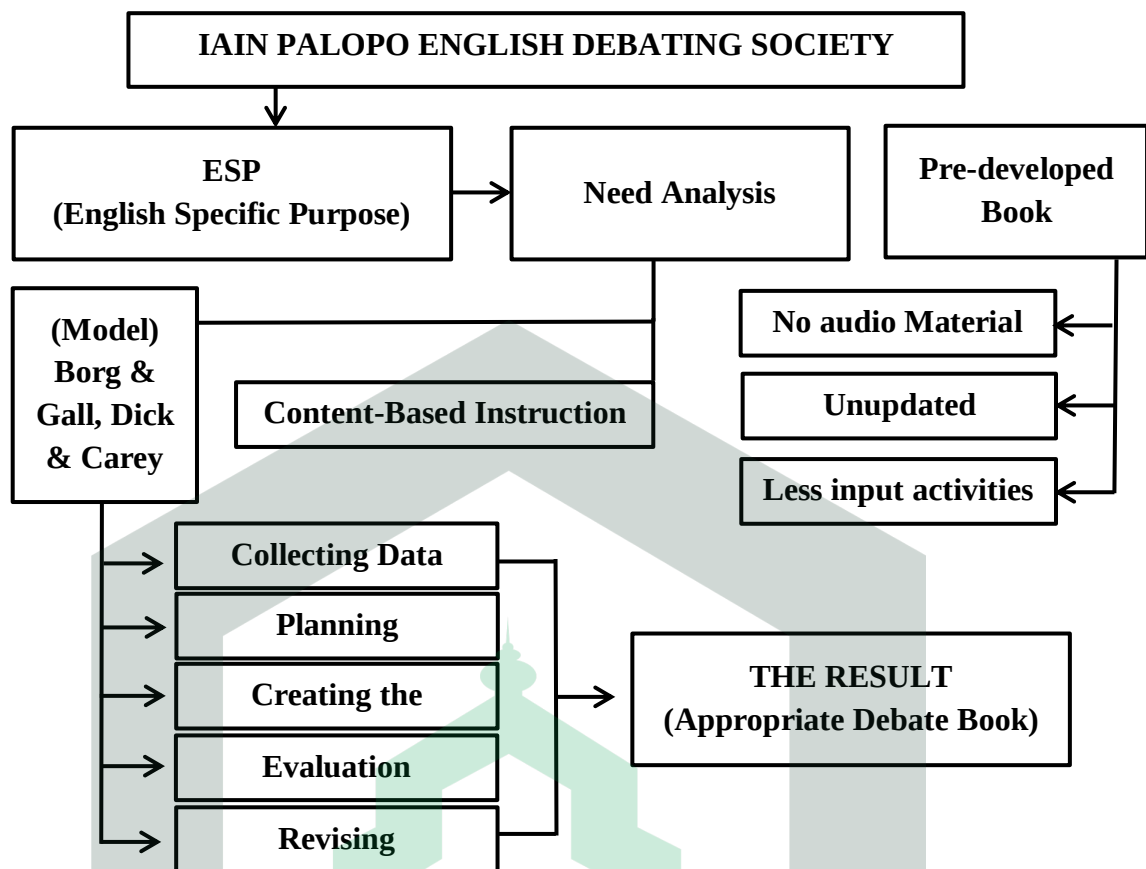
g. Reflection

Students should be encouraged to reflect on their learning and performance.

2. Steps To Develop Learning Material

Mr. Shared Ranjit describes ten stages in his paper (How to Develop and Produce Simple Learning with Limited Resources). The steps are (1) Identification of the issue and requirement, (2) Analyze the situation, (3) Resistance pattern/KAP, (4) The problem's analysis, (5) Recognize the necessity and the motivating factors, (6) Techniques of persuasion, (7) Objective setting, (8) Topic selection, (9) Format preference, (10) Arrangement of the contents, (11) Visualization of the script, (12) Editing, (13) Testing, and (14) Revising.

C. CONCEPTUAL FRAMEWORK



IAIN Palopo provides debate instruction. The goal of the English Debating Society is to help students enhance their English proficiency to improve their speaking talents. Additionally, English training should enhance students' ability to communicate effectively in various circumstances, including expressing ideas and feelings, competing, and analyzing a specific event.

The optimal educational tools for IPEDS students should be tailored to their unique needs. This means that instructional resources like an English book are vital to their success. It is necessary to improve and enhance the teaching materials. The majority of students are perplexed by the concept of textbook education.

As a result, this study uses questionnaire analysis to determine the book's content based on students' experiences utilizing the old book as a learning resource.

A questionnaire was distributed to IPEDS students at IAIN Palopo to collect student opinions on the book. The researcher can then assess the book shortage. The results of the data analysis were used to create the English discussion books and as a jumping-off point for developing the books' content.

Through the contents of the books, CBI is used in the process of content development. The CBI technique was chosen for this study because it follows the CBI principles, which propose that English should be used as a mode of communication for students to acquire knowledge about their subject areas. CBI materials will emphasize the content of the English Debating Book by providing current information about Debate, appropriate assignments, and vocabulary related to English Debate.

The modules created will be classified as oral (listening and speaking) and written (reading & writing). Each section is ordered scientifically. Additionally, a range of elements, such as material production principles, should be considered when designing the books to ensure that the generated materials meet learning objectives. Additionally, Borg and Gall's Dick and Carey system is used to create materials to attain the study's goals²⁶.

The creation of tasks within units is a fundamental part of materials development. When constructing appropriate studies, consideration should be paid to

²⁶ Brian, *English Language Learning Material*, 94.

Nunan's evolving tasks. Following the development of the units, the materials are inspected to ensure that the purpose and objective of the materials were met. The grading criteria take into account the materials' content, language, presentation, and arrangement. These factors are used to judge the acceptability of books.



CHAPTER III

METHODOLOGY OF RESEARCH

This chapter will discuss the methodology used in the study. It describes the research methodology, the research design, the research subject, the research location, the research instrument, the data collection and analysis methods, and the research procedure.

A. Type of research

This study aims to develop suitable English Debate books for students of the IAIN Palopo English Debating Society. This research is classified as R&D proposed by Borg & Gall based on Dick and Carey's system approach. It seeks to create a product that can be used effectively for educational reasons.

B. Research Subject

The participants in this research were newcomers to IPEDS at IAIN Palopo. The community is organized in three tiers, each level contains 15 students, and the topic is limited to a particular grade level.

C. Procedure Research and Development

Borg and Gall define the study methodology as based on Dick and Carey's system approach paradigm. On the other hand, the researcher used both combination systems approach model to solve the study's limitations. Therefore, this research developed the previous version of the original book.

STEP 1: Collecting data and deciding on a value (need analysis).

STEP 2: Planning.

STEP 3: Developing the content

STEP 4: Evaluation.

STEP 5: Revising.

The following is a list of the research procedures:

a) Collecting data and deciding on a value.

The goal of data collection is to figure out what learners want and where instructional content is lacking. The data were evaluated to create an English debate book for IPEDS pupils.

b) Planning

The books will be written based on the responses to the students' questionnaire, which will include information about the students' research talents and the goals that must be met.

c) The process works on the books.

The developed books will be based on the original books' material; three units will be constructed. There are five activities in each unit. Each unit is divided into two parts: verbal and unspoken (listening and speaking). Observation, inquiry, experimentation/data collection, analysis, and creativity will be incorporated into each component.

d) Evaluation

An expert will evaluate the books; a questionnaire is used to elicit expert judgment as part of the assessment process. The questionnaire was created using the book's prerequisites for content production. In addition, the experts are asked

a series of open-ended questions that allow them to express their thoughts and ideas.

e) Revising

The expert judgment questionnaire's results will be analyzed. After that, the researcher will revise the book drafts, taking into account content, language, presentation, and layout. The texts have been revised and are now acceptable for use as English Debate Books by students.

D. Techniques for Data Collection

Intermediate-level English debating students from the IAIN Palopo English Debating Society took part in the study. This investigation's data will be analyzed descriptively. The data for this investigation was gathered using two different ways.

To begin, the nature of the real-world problem will be determined through qualitative analysis of interview data. The questionnaire was intended to collect quantitative data on the target audience's content choices. Learners were asked to reply to a series of questions about the books' content and their own goals for improving their Speaking via Debate abilities by selecting one or more options from a list. In addition, sure pupils will be questioned on the spot to confirm the information obtained through the questionnaire. Second, expert judgments and suggestions on the design book's content are needed and will be asked via the expert assessments questionnaire. A Likert Scale was used to collect data for the expert judgments questionnaires.

E. Data Collections Instrument

Students will be questioned and questionnaires issued during the data collection phase. Meanwhile, this study will employ two distinct sorts of questionnaires. These will be the questionnaires provided to students and specialists.

The tables below indicate the organization of the questionnaires:

1. Students' Questionnaires

The first questionnaire was the Curiosity one, which students completed. Students were surveyed regarding their reactions to the materials generated.

Table 3.1 The Organization of Students Questionnaire

No	Indicators	Item Number
1	Keeping an eye out for new book releases	1, 2, 3, 4, 5
2	Observing or attempting to solve book problems	6, 7, 8,
3	Enthusiastic about searching the answer	9, 10,
4	Constantly seeking knowledge from the book	11, 12

2. Expert judgment questionnaire

The expert judgment was the subject of the second questionnaire. A materials expert was suggested to be consulted to obtain their view and comments regarding the generated materials.

Table 3.2 The Organization of Expert Judgment Questionnaire

No	Components of Evaluation	Aspects	Item Number
1	Content	Completeness	1,2
		Depth	4
		Accuracy	3
		Language Features	8,9,10
		Skill	5,6,7

2	Presentation	Systematic	11,13,20,21
		The balance between the Units	12
		Student's center	14,15,16,17
		Autonomous	18
		Self-Evaluation	19
3	Language	The appropriateness at Developmental level of Students	22,23,24
		Language Accuracy	25,26
		The unity of Ideas	27,28
4	Graphic	Typography	29,30,31,32

F. Data Analysis Techniques

Quantitative and qualitative data analysis procedures are the two categories of data analysis techniques. The qualitative data comes from the respondents' responses; when analyzing the qualitative data, the researcher videotaped the participants and transcribed their comments. A questionnaire was used to collect quantitative data from students and experts.

The data was examined with the Likert Scale as the metric. Suharto proposed that the conversions score be constructed by dividing the range of the score by the objection class intervals. The four-point scale goes like this: (1) strongly disagrees, (2) strongly disagrees, (3) agrees, and (4) firmly agrees. Here is how to use the formula:

The data analysis would apply the formula proposed by Arifin, Z (2013) as cited in Sagita:

The answer *excellent* = $E \times 4 = \dots$

The answers *good* = $G \times 3 = \dots$

The answer *fairly* = $F \times 2 = \dots$

The answer *poor* = $P \times 1 = \dots$

Total score = ...

After calculating the total score, the researcher would calculate the average by using the following formulation:

$$M = \frac{B}{N}$$

M : mean score
B : total score
N : total number of material topics

The result of the average score would be continued by calculating the value by using the following formulation:

$$X = \frac{M}{N} \times 100\%$$

X : the value
M : average score
N : total number of value

After each material's average score was calculated, the researcher would define them as an appropriate debate book for the English Debate Society.

Tabel 3.3 Material Topics Qualification of Product Evaluation

Score	Percentage	Qualification	Categories
3,6 - 4	90 – 100%	Excellent	It can be utilized without revision
2,6 – 3,5	65- 89%	Good	It can be utilized by a little bit of revision
1,6 – 2,5	40 – 64%	Fairly	It can be utilized by much revision
0 – 1,5	0 – 39%	Poor	Cannot be utilized

CHAPTER IV

FINDINGS AND DISCUSSION

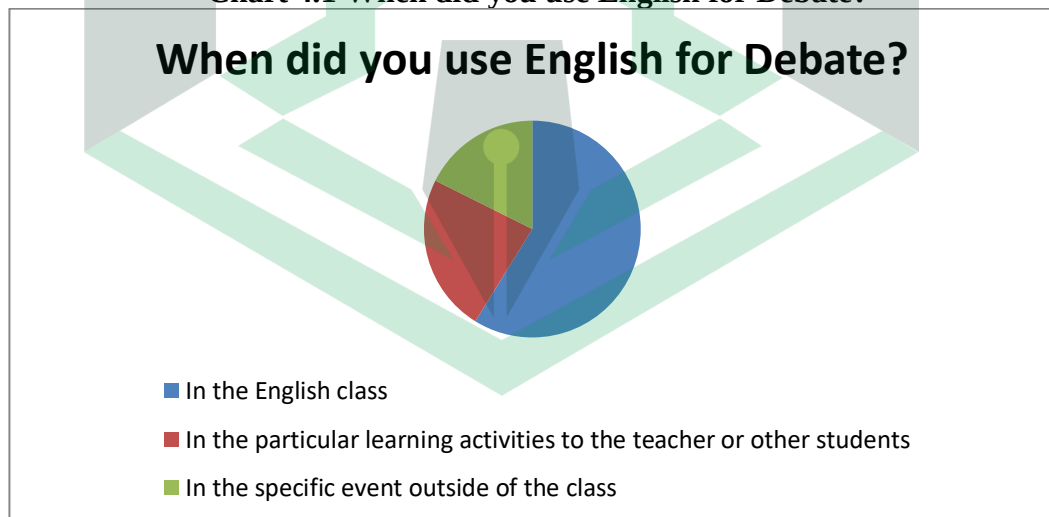
In this chapter, the researcher discusses the findings and discussions of the research. This chapter consists of two parts. First, the results detail the process to develop Students' Debate Book for Speaking at IAIN Palopo English Debate Society. The discussions are explained after.

A. Findings

1. The result of the questionnaire

There were 23 questions in the questionnaire. It was spread out for finding student's needs and wants. The results of the questionnaire help the researcher to produce the book. Here are the results of the questionnaire.

Chart 4.1 When did you use English for Debate?



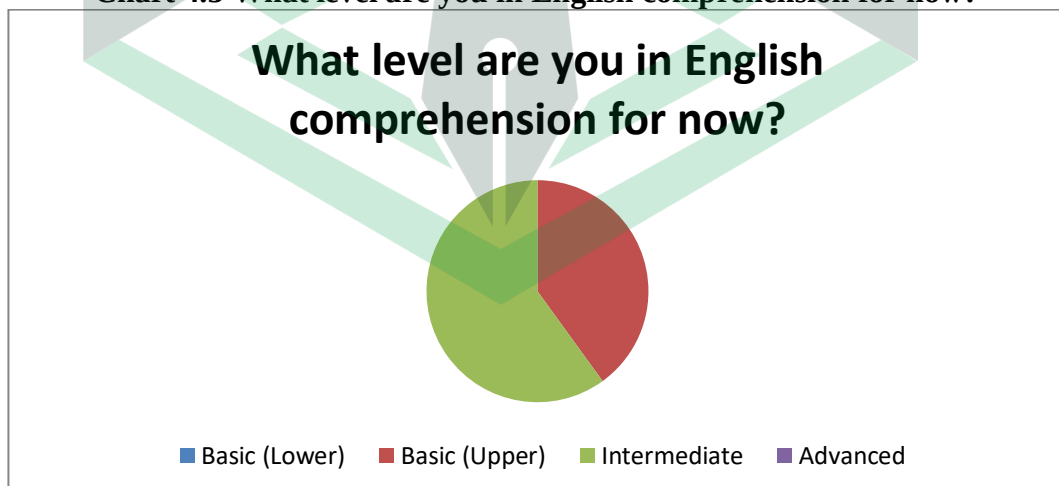
The first question purposed to find the students' wants in learning English for debate. There are three choices and the highest score is on option A (in the English class) with the 71,4% Score. It means the students' mostly would down to learn debate in the English Class.

Chart 4.2 What is the purpose of your study English for Debate?



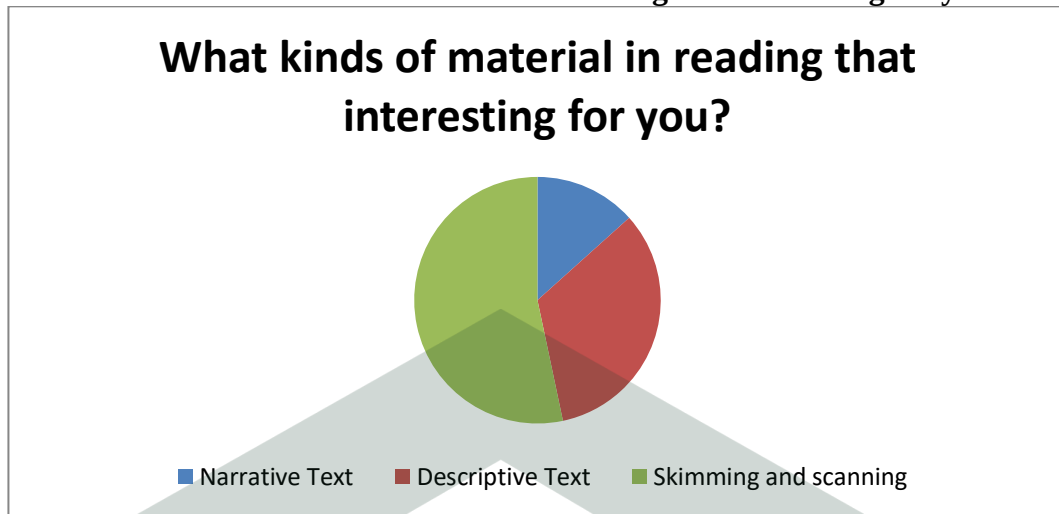
The second question purposed to find the students' needs in learning purpose in English for debate. The highest score is on option B (Encouraging communication skills for future career) with the 78,6% Score. It means the students' mostly would down to learn debate to improve their communication skills.

Chart 4.3 What level are you in English comprehension for now?



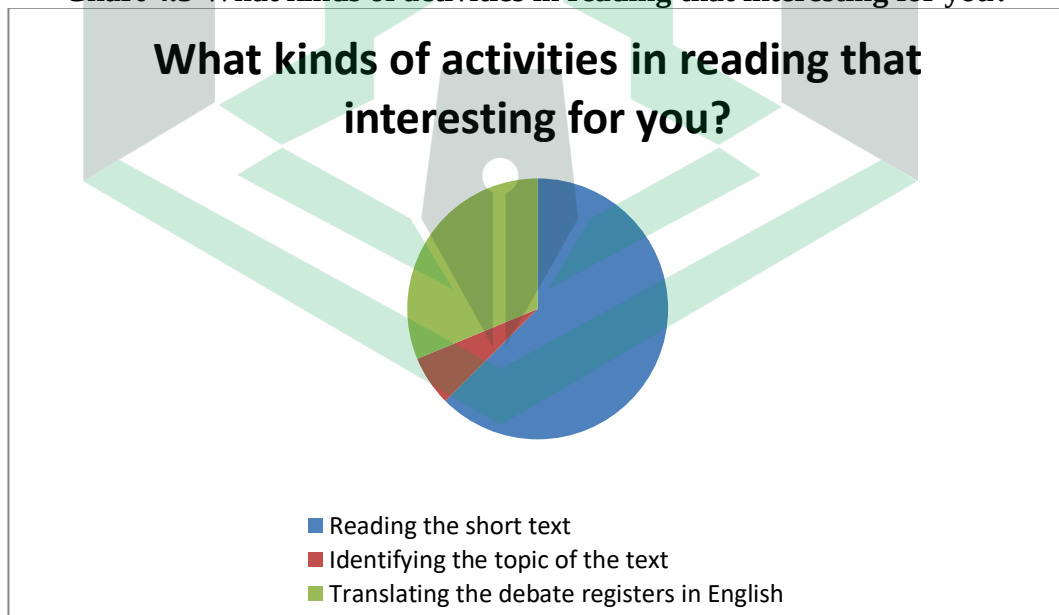
The third question purposed to find the students' level. The highest score is on option C (Intermediate Level) with the 64,3% Score. It means the students' mostly in the intermediate level.

Chart 4.4 What kinds of material in reading that interesting for you?



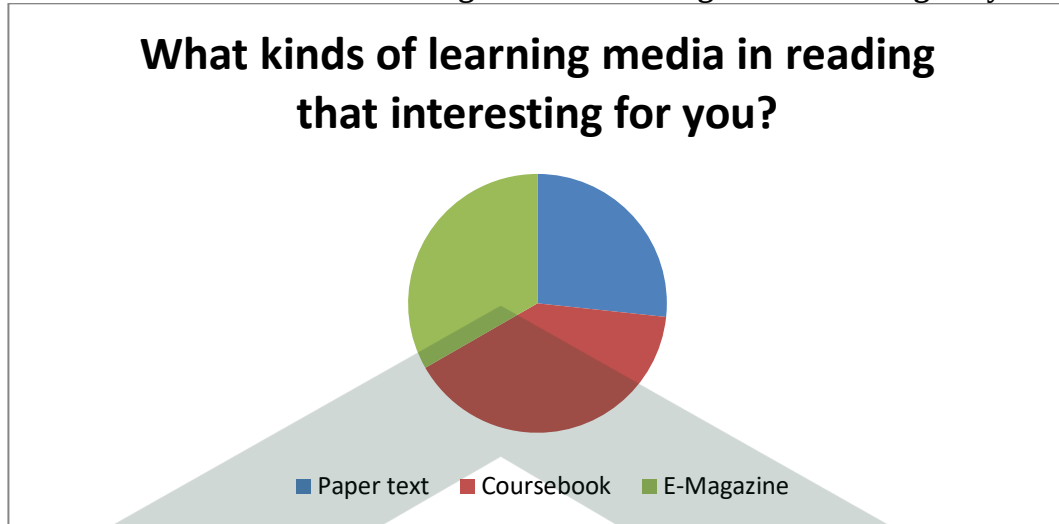
The fourth question purposed to find the students' material needs in reading. The highest score is on option C (Skimming and scanning) with the 57,1% Score. It means the students' mostly into skimming and scanning kinds of material.

Chart 4.5 What kinds of activities in reading that interesting for you?



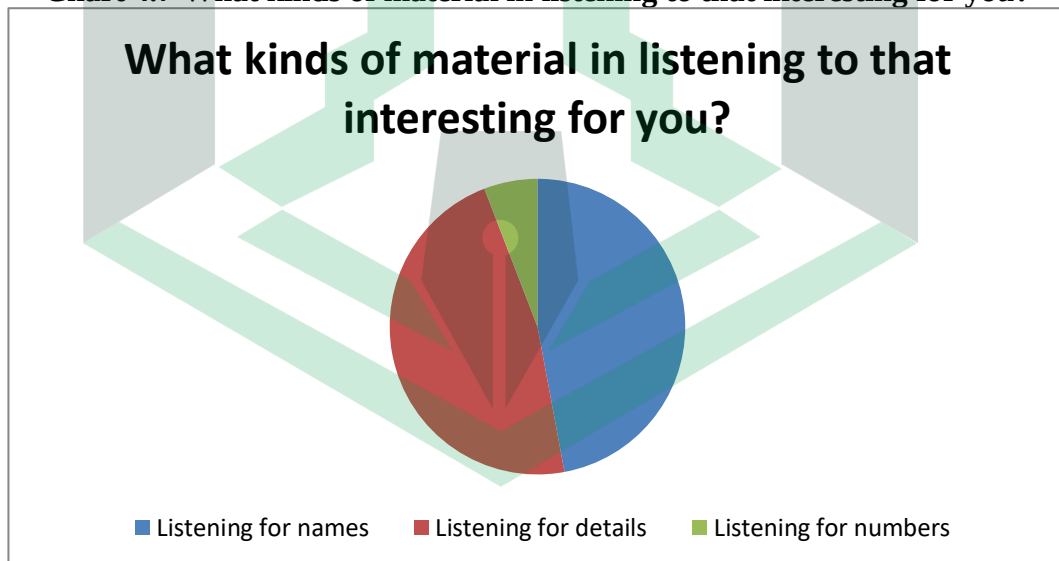
The fifth question purposed to find the students needs in the kinds of activities. The highest score is on option A (Reading the short text) with the 78,6% Score. It means the students' mostly would learn the short text.

Chart 4.6 What kinds of learning media in reading that interesting for you?



The fifth question purposed to find the students needs on the learning media. The highest score is on option B (Coursebook) with the 42,9% Score. It means the students needs most likely to learn reading through coursebook.

Chart 4.7 What kinds of material in listening to that interesting for you?



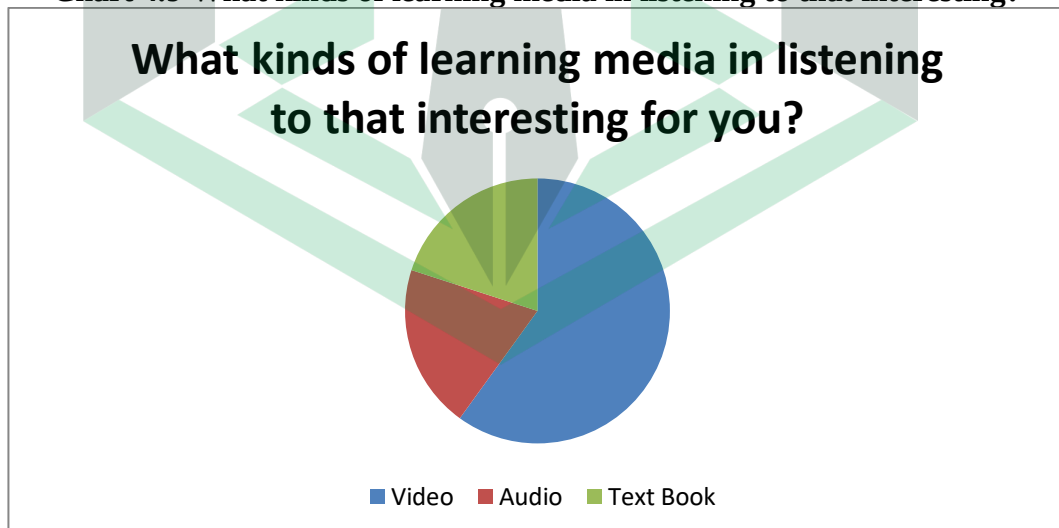
The highest scores are on options A and B (Listening for names and details) with the 42,9% Score. This question purposed to find the students needs in the kinds of material in listening. Both option A and B are the needs of students to learn listening through names and details.

Chart 4.8 What kinds of activities in listening to that interesting for you?



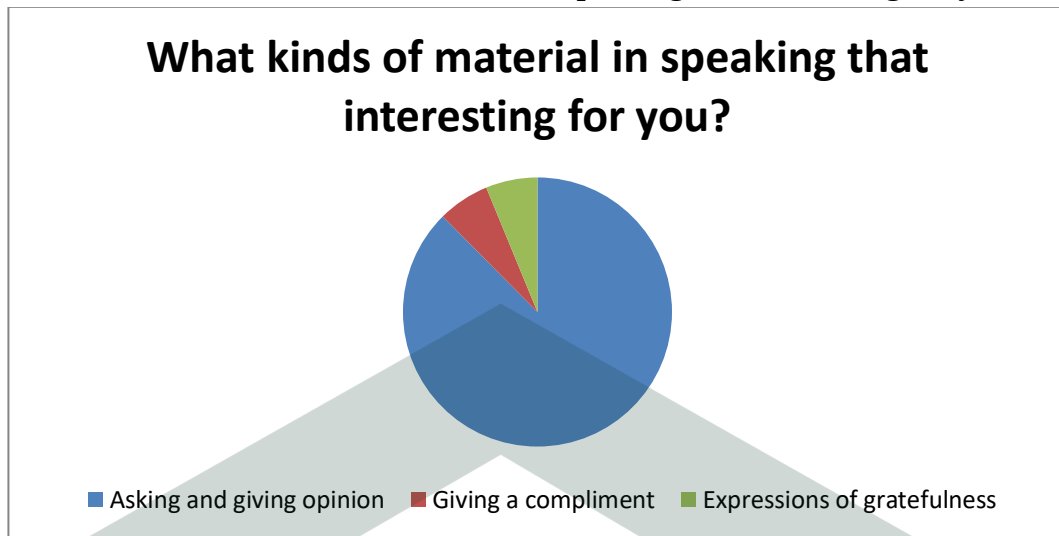
This question referred to students' needs in kinds of activities in listening skill. The highest score is on option A (Observe and listen to the video by identifying several points) with the 78,6% Score. It means the students need most likely to learn through observation and identification.

Chart 4.9 What kinds of learning media in listening to that interesting?



This question referred to students' needs in kinds of learning media for listening skill. The highest score is on option A, which is (Video) with the 85,7% Score. It means the students' most likely to learn through video.

Chart 4.10 What kinds of material in speaking that interesting for you?



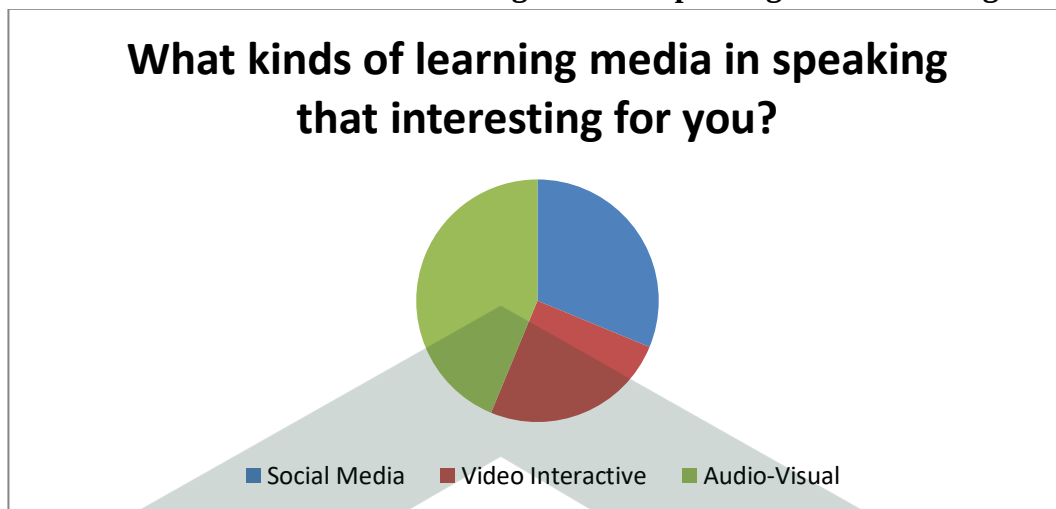
This question referred to students' needs in kinds of material for speaking skill. The highest score is on option A (Asking and giving an opinion) with the 100% Score. It means the students' needs mostly interest to learn how to deliver the opinion.

Chart 4.11 What kinds of activities in speaking that interesting for you?



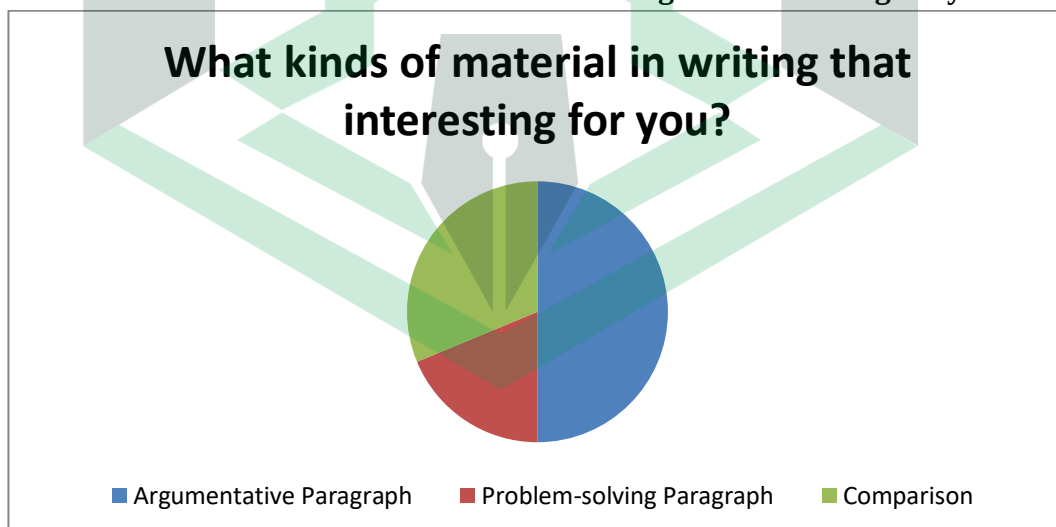
This question referred to students' needs in kinds of activities in speaking skill. The highest scores are on options A and B (Speech and Role Play), with the 35.7% Score for each. Both options describe that the students' needs mostly in speech and role play.

Chart 4.12 What kinds of learning media in speaking that interesting?



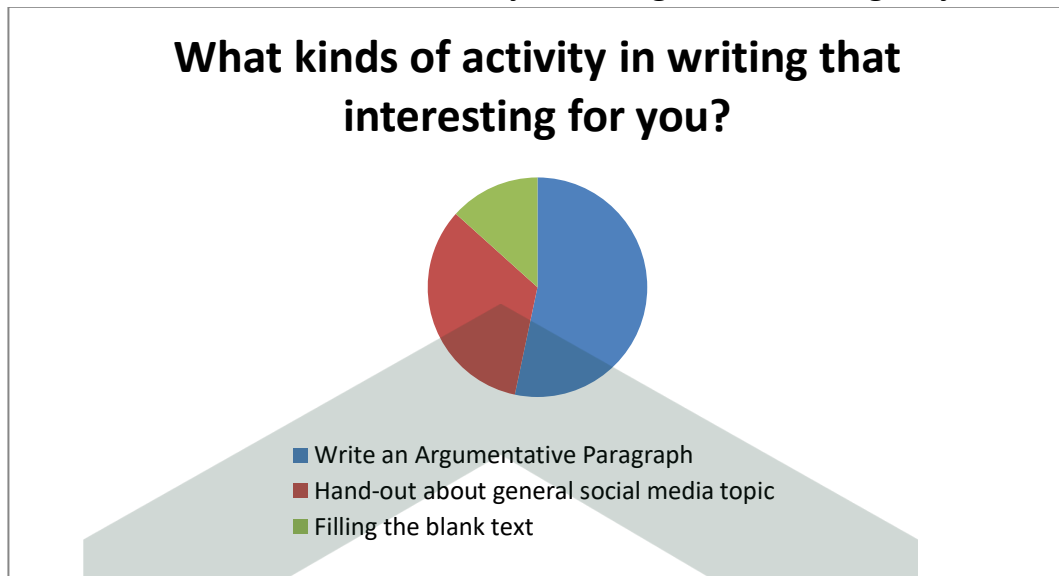
This question refers to the learning media needs of the students' speaking skill. The highest score is on option C (Audio Visual) with the 50% Score. It means the students' need in learning media most likely to learn through audio visual.

Chart 4.13 What kinds of material in writing that interesting for you?



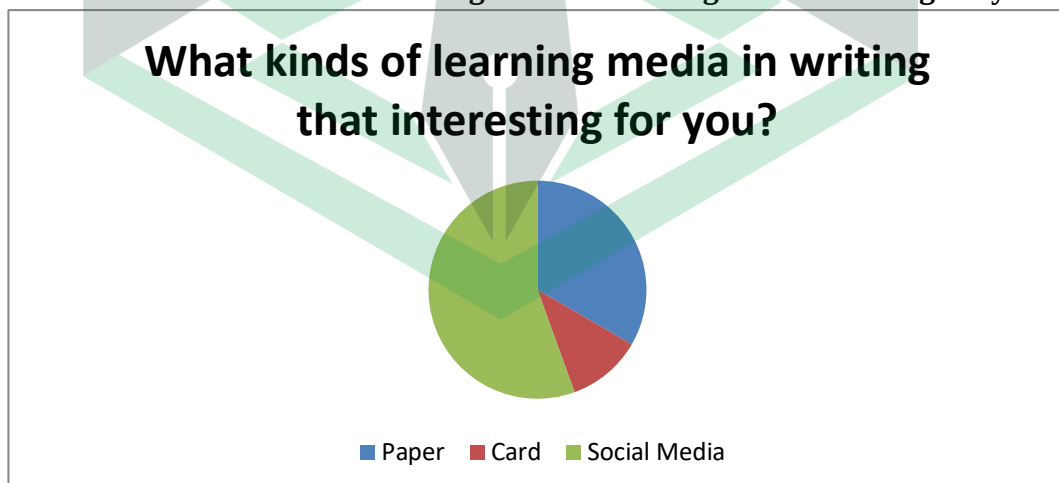
The students needs in the kinds of material described in the question above. The highest score is on option A (Argumentative Paragraph), with the 57.1% Score. It means the students' mostly into the argumentative paragraph.

Chart 4.14 What kinds of activity in writing that interesting for you?



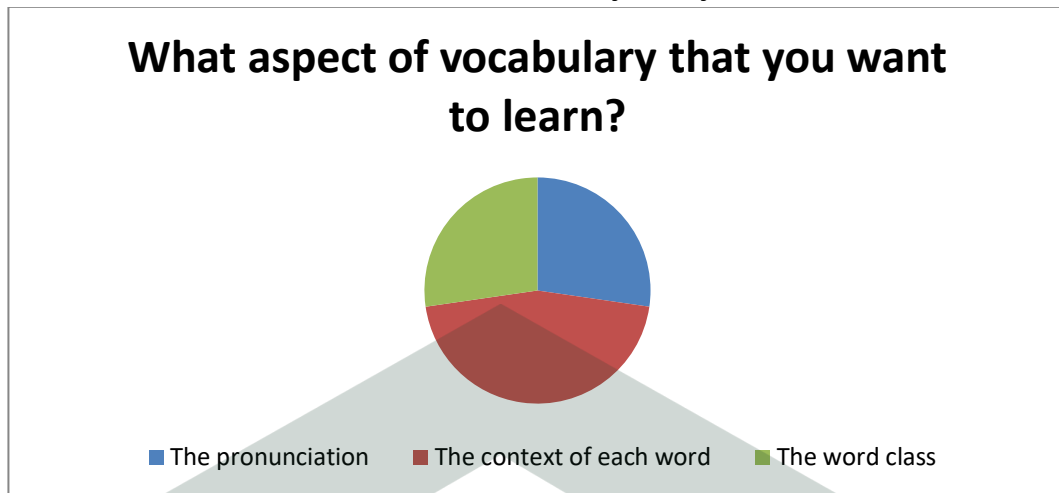
The question above described the students' needs in the kinds of activity for writing. The highest score is on option A (Argumentative Paragraph), with the 57.1% Score. It means the students' mostly down to learn the argumentative paragraph.

Chart 4.15 What kinds of learning media in writing that interesting for you?



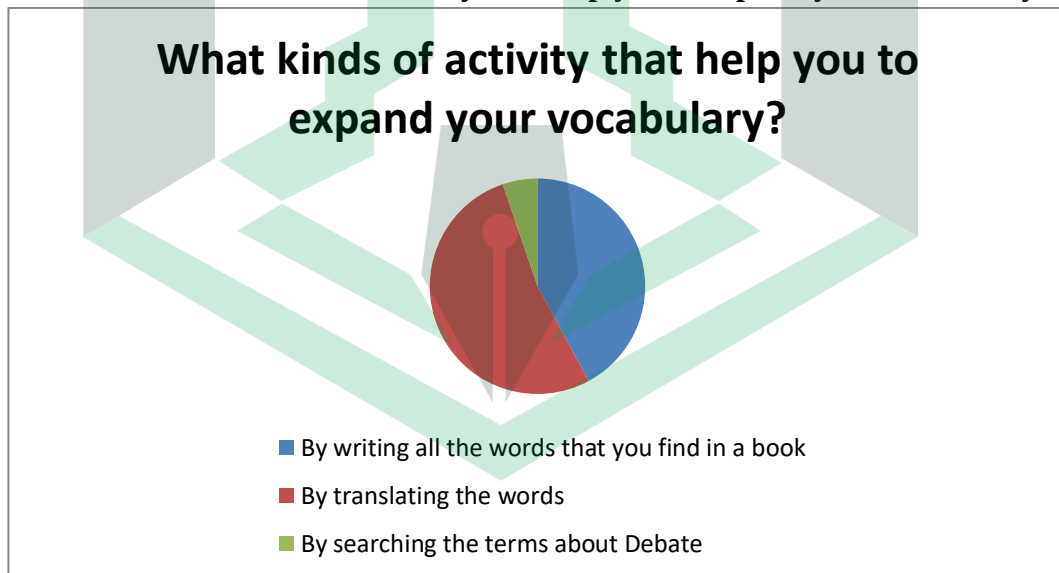
The question above related to the students' needs in media learning for writing. The highest score is on option C (Social Media) with the 57.1% Score. It means that the students' mostly would learn through Social Media.

Chart 4.16 What kinds of vocabulary that you want to learn?



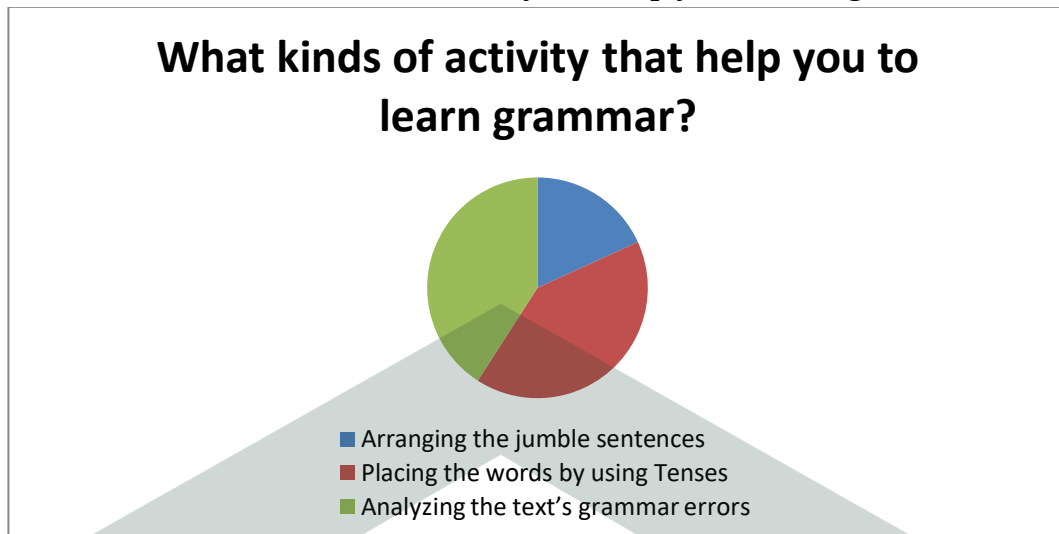
The question above related to the students' needs in case of vocabulary. The highest score is on option B, which is (The context of each word) with the 57.1% Score. It means the students' mostly like to learn the context of each word.

Chart 4.17 What kinds of activity that help you to expand your vocabulary?



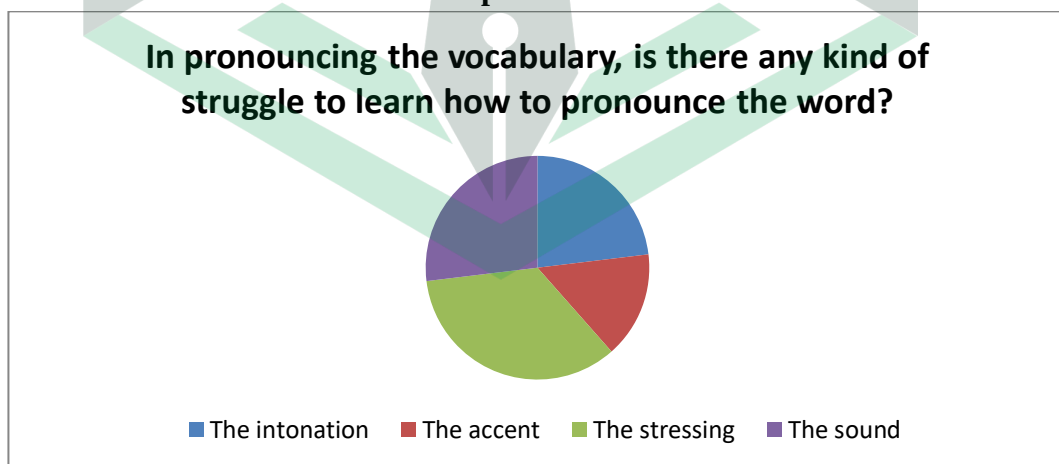
The question above related to the students needs in case of activities to improve their vocabulary. The highest score is on option B (By translating the words) with the 71.4% Score. It means the students' mostly like to expand their vocabulary by doing translation.

Chart 4.18 What kinds of activity that help you to learn grammar?



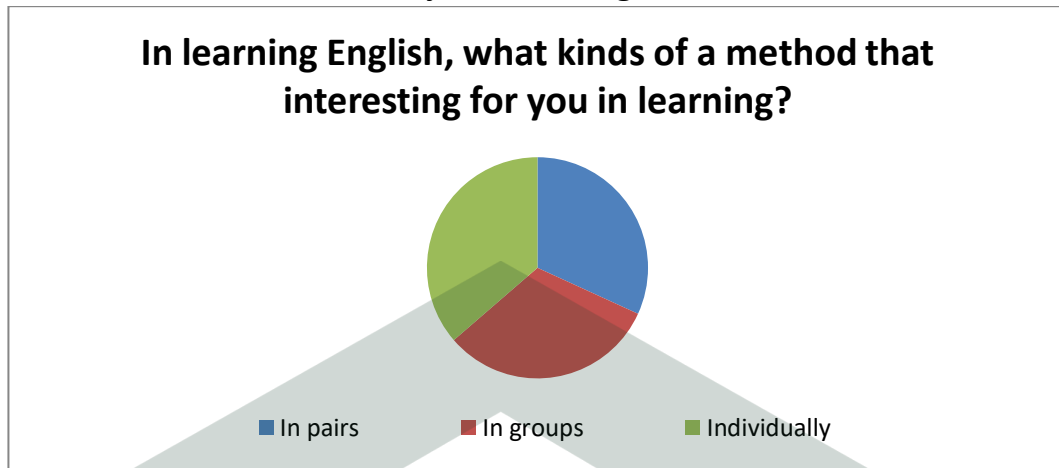
The students' needs in the kinds of activity to learn grammar describe on the question above. The highest score is on options B and C (Arranging the words by using tenses and analyzing the text's grammar errors) with the 71.4% Score. Both options describe that the students' interest to learn grammar through arranging and placing.

Chart 4.19 In pronouncing the vocabulary, is there any kind of struggle to learn how to pronounce the word?



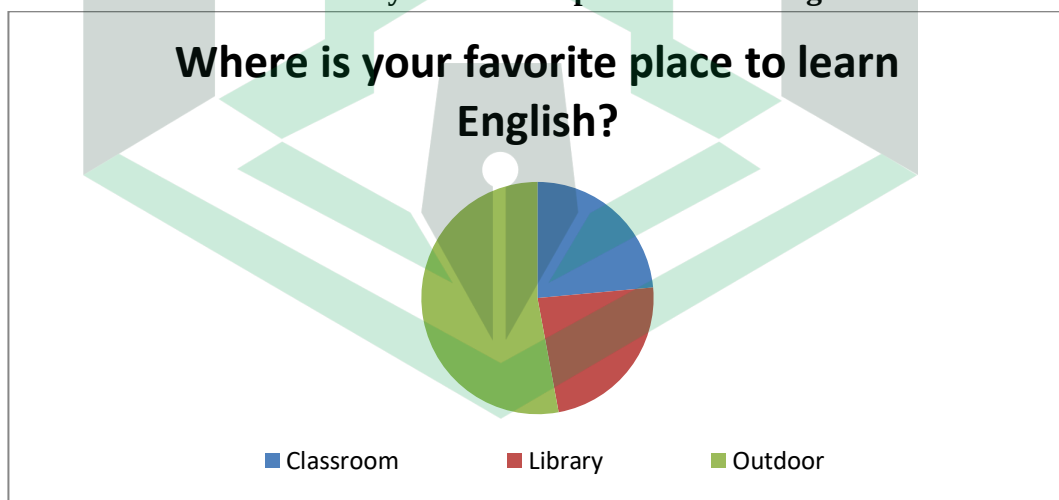
The students' need in the pronunciation described above. The highest score is on C, which is (The stressing) with the 64.3% Score. It means the students' mostly down to learn how the stressing of the words in pronunciation.

Chart 4.20 in learning English, what kinds of a method that interesting for you in learning?



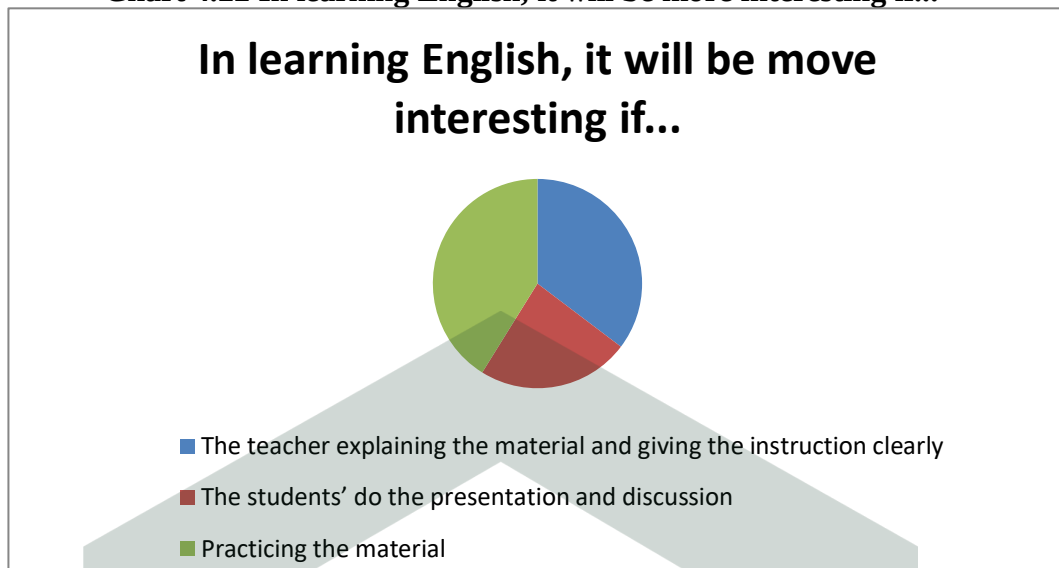
This question related to the students' needs in case of method that interesting for them. The highest score is on C, which is (Individually) with the 57.1% Score. It means that most of the students' would like to do the task individually.

Chart 4.21 Where is your favorite place to learn English?



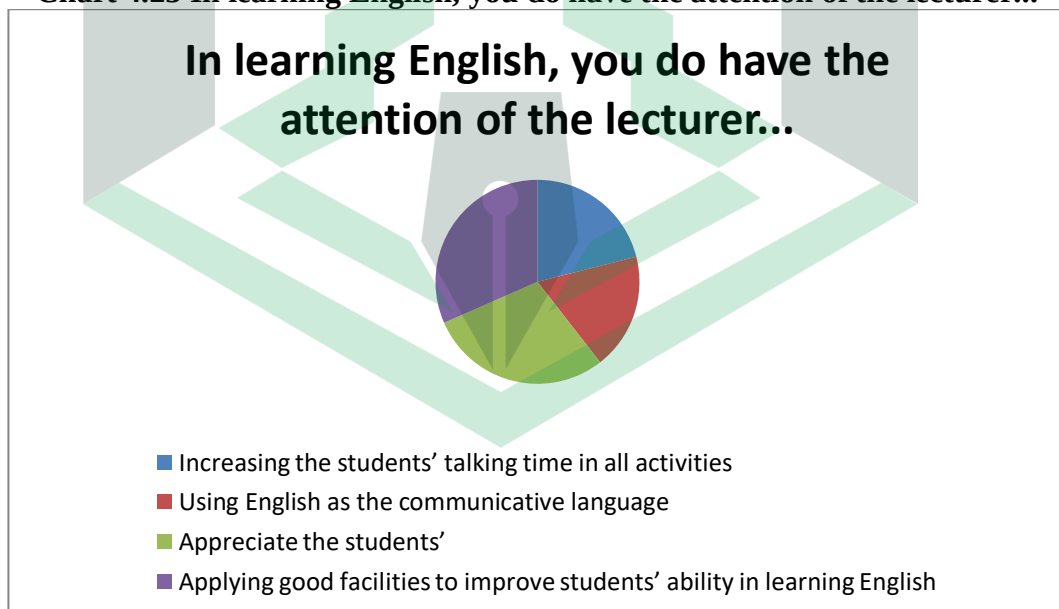
The students' needs in case of favorite place to learn English. The highest score is on C, which is (Outdoor) with the 64.3% Score. It means the students' mostly like to have an outdorr activities.

Chart 4.22 In learning English, it will be more interesting if...



The students' wants decribe on the chart above. The highest score is on C, which is (Practicing the material) with the 50% Score. As the result, the students' mostly like to practice the material.

Chart 4.23 In learning English, you do have the attention of the lecturer...



The students' wants for learning English in case of the attention's lecturer described above. The highest score is on C (Applying good facilities to enhance

students' proficiency in learning English) with the 85.7% Score. It means the students mostly like to have the good facility in the class.

1. The Result of Interview with the member of the English Debate Society

a) Students Skill

The skill of the member's community-level becomes an essential part of developing the content of the book. The students' competence can be detected based on their skill level. Based on the interview with a member of the English Debate Society, the author found that the students' speaking level is in the Intermediate level. The author classifies the member based on their ability in communication but still has many problems with vocabulary, grammar, and pronunciation.

b) Media in Learning

This community used a book as their media in learning, the material of the book helps them in speaking but still lacks the input content. The member commonly used the internet to find more information about Debate besides the book they used in this community. This book cannot be used as an appropriate guide because it can not serve the overall content of Debate for their speaking skill.

2. The Process of Developing

a) The Material Goals

The Students Debate Book is developed for the English Debate Society at IAIN Palopo English Debating Society. Based on the analysis of their needs and wants, the researcher formulated the goals as follows,

“After developing the materials, the students are expected to understand the debate information and improve their speaking skill.”

b) The Learning Objectives

After deciding the goals, the researcher proposes the book's unit content based on the result of the questionnaire and interview. The unit's contents were Definitions of Debate, Asian Parliamentary Debate System, and British Parliamentary Debate System. Then, the researcher formulated the learning objectives for each unit. The learning objectives can be shown in Table 4.1 below.

Table 4.1 The Learning Objective of The Product

No.	Topics	Learning Objectives
1	What's Debate	Students will be able to understand the information about Debate in general, Students will be able to distinguish between motion and definition.
2	Asian Parliamentary Debating System	Students will be able to explore the system of the Asian Parliamentary Debating System, Students will be able to elaborate on how to debate.
3	British Parliamentary Debating System	Students will be able to explore the system of the British Parliamentary Debating System, Students will be able to elaborate on how to debate.

c) The Material Content

In this process, the author arranging some material content for each unit and the result shown in Table 4.1, the units consist of several tasks as content adapted from the CBI (Content-Based Instruction), Unit Task Development proposed by Nunan and arranged the content based on the result of the questionnaires and the interview.

d) Developing the book

The previous version of the book only consists of two units with no appropriate arranged of tasks which are the pre-developed draft is presented below:

UNIT 1: Language of Debate

Input 1: Expressions

Input 2: Expressions

Input 3: Expressions

UNIT 2: Sample of Debate Theme

Task 1: Television

Task 2: Working Mothers

Task 3: Beauty Contest

Task 4: Exam

The researcher developed the unit of the book into three units with several appropriate tasks based on the need analysis questionnaire and interview. The new draft is presented below:

UNIT 1: What's Debate?

Input 1: Let's Get Ready!

Input 2: Let's Act!

Input 3: Let's Make Reflection!

Input 4: Let's Make a Summary!

UNIT 2: Asian Parliamentary Debating System

Input 1: Let's Get Ready!

Input 2: Let's Act!

Input 3: Let's Make Reflection!

Input 4: Let's Make a Summary!

UNIT 3: British Parliamentary Debating System

Input 1: Let's Get Ready!

Input 2: Let's Act!

Input 3: Let's Make Reflection!

Input 4: Let's Make a Summary!

The new draft consists of three units focusing on Debate information, the Asian system in debating, and the British system in discussing. The units showed that this new draft focuses on debate activities, representing the exhibition of Debate as the practice and effective to improve students' speaking ability. While the explanation of each input are shown in the table below,

Table 4.2 The Organization of Unit Task Development

No.	Steps	Explanation
1	Let's Get Ready!	This section is the first step in the learning process. In this input session, public input is given to the students. It contains vocabulary building and brainstorming. This input session prepared the students to concentrate on the learning process by discussing the picture and vocabulary that will help them.
2	Let's Act!	This section prepared for the students to practice. It engages the students to be fully active in speaking, writing, reading, and listening.
3	Let's Make Reflection!	This section prepared the students to review what they did and have done during the class. It provides the students to make a reflection on how the lesson was.
4	Let's Make a Summary!	This section is the last, which focuses on creating an impactful learning process for the students by summarizing the unit's material.

3. The Result of Expert's Validation

All the experts validated the product of the researcher; Dr. Masruddin., S.S., M.Hum. as the material expert and as the language expert. Fadhliyah Rahmah Muin, S.Pd.I., M.Pd as the design expert. The result of experts' validation is shown as follows:

Table 4.3 The Result of Expert's Validation

No.	Criteria	Mean Score	Description	Follow Up
A. Content				
1	The scope of the debate book materials is appropriate with the needs of students English Debate Society.	4	Excellent	It can be utilized without revision
2	The depth of the English Speaking Book material is adequate.	3	Good	It can be utilized with a bit of bit revision
3	The authenticity of the Debate Book materials is adequate.	3	Good	It can be utilized with a bit of bit revision
4	The latest issues in the debate book are interesting.	4	Excellent	It can be utilized without revision
B. Language				
5	The language used in the debate book following the student's ability.	4	Excellent	It can be utilized without revision
6	The language presented in the debate book is comprehensive and corresponds to the students' cognitive development level	4	Excellent	It can be utilized without revision
7	The expressions used in the debate book correspond to the correct grammar.	4	Excellent	It can be utilized without revision
8	The language presented in the debate book is	4	Good	It can be utilized with a bit of bit

	easy to understand.			revision
C. Design				
9	The materials' display is clear.	3	Good	It can be utilized with a bit of bit revision
10	The materials' display is interesting.	3	Good	It can be utilized with a bit of bit revision
11	The font size is appropriate	3	Good	It can be utilized with a bit of bit revision
12	The space size is appropriate.	4	Excellent	It can be utilized without revision
13	The spacing is appropriate.	4	Excellent	It can be utilized without revision
14	Proper use of punctuation	4	Excellent	It can be utilized without revision
D. General Evaluation				
15	Systematic Presentation	4	Excellent	It can be utilized without revision
16	The entire material is appropriate for the student's language skills.	4	Excellent	It can be utilized without revision
17	The assessment is following the input given.	3	Good	It can be utilized with a bit of bit revision
Total Score			61	

The mean score of the experts' validation results was calculated below:

$$M = \frac{B}{N} = \frac{61}{17} = 3,58$$

The percentages of the experts' validation results were calculated below:

$$X = \frac{M}{N} \times 100\%$$

$$X = \frac{3,58}{4} \times 100\% = 89\%$$

The result of experts' validation got a mean score of 3,58 with 98% of percentages which qualified as "Good." The result of experts' validation indicates that the module can be used with a few bit revisions.

a. Design

Fadhliyah Muin, S.Pd., M.Pd, the combination of colors, the page layout, and the visuals are judged to be good, just a matter of taste for the variety.

b. Content or Material

Dr. Masruddin, S.S., M.Hum., This book's content follows the intermediate curriculum that English students were studying in University. This book has been created in an exciting form. This book can also be learned or used to learn English in speaking class for formal. This book is worth using; with notes, there need to be improvements to its language settings.

c. Language

Dr. Masruddin, S.S., M.Hum., the structure of the writing in this book generally follows the correct standards of English writing rules, examples of sentences, and closings in each chapter (SVO Pattern). There is a slight flaw in the translation theory in some parts. The use of language in this book is formal American English, which is precisely the student's target. This book has also followed the development of American English for media standards. I personally really like this book; although it uses full English, it still inserts the audio to listen to while reading the actual book.

4. The Least Draft after Revision of Expert's Validation

After the book was validated, the researcher found several revisions by the experts. It was aimed to increase the pre-validate of the product before it would be tried out; experts' correction would be shown below:

Table 4.4 The Revision of Expert's Validation

Aspects	Unit	Section	Suggestion	Revision Result
Material	1, 2, 3	Task 1, 2	There need to be improvements to its language settings.	The grammatical and language setting is already fixed.
	1, 2, 3	Task 6, 8	There need to be improvements to its language settings.	The grammatical and language setting is already fixed.
Language	1, 2, 3	All	There is a slight problem in the translation for some parts.	The language translation had been changed into a proper translation technique.
	1, 2, 3	All	There is a slight problem in the translation for some parts	The language translation had been changed into a proper translation technique
Design	1, 2, 3	All	A matter of taste for the combination	The pictures and The page color had been customized
	1, 2, 3	All	A matter of taste for the combination	The pictures and The page color had been customized

5. The Result of Try Out

The researcher continued collecting the data by interviewing the IAIN Palopo English Debate Society students on July 27th, 2021. The researcher prepared six questions for the students in Bahasa. The results were summarized and translated into English. It was aimed to gain more information about how was

the book impact. Furthermore, the product was tried out in a small number of students. Due to the pandemic, the try-out was held just in a day. The details of tried out are explained below:

a) The Interview Result

4.5 The Result of the Interview Students' Perception

Students	Perception
A	This student has argued that this book is interesting to learn because it contains a topic and explanations that are simple and easy to elaborate on, unlike in the previous version of the book that generally contains fewer explanations and activities
B	This student has argued that this book is interesting to read because the images are captivating. Especially the content is more accessible than the previous version to understand. Also, it may be appropriate for the people who do not understand English Debate because this book has the knowledge of debate.
C	This student has argued that this book has good pictures and it is not dull when to read.
D	This student has argued that the version of this book has so much potential in improving students' speaking skills.
E	This student has argued that this book is handy, and this student hopes the author can continue the kinds of production of this book.
F	This student has argued that the book has an interesting topic to begin within Debate. Also, the quality of the audio and video are beneficial in improving their speaking skill.
G	This student has argued that the book has an interesting topic to begin within Debate. Also, the quality of the audio and video are beneficial in improving their speaking skill.
H	This student has argued that the audiobook is helpful to improve the students' listening and reading skills at the same time.
I	This student has argued that the audiobook is helpful to improve the students' listening and reading skills at the same time.
J	This student has argued that the Debate registers in this book help the students extend their expressions in terms of Debate.
K	This student has argued that all the pages on this book are beautifully done. It gains students' attention to read the book.

	The representative of the book pages helps students feel free in Debate instead of thinking that English Debate is challenging to do.
L	This student has argued that the activities of tasks help the students to increase their public speaking skills.
M	This student has argued that the book consists of reasonable video and audio choices; it is simple and easy to understand.
N	This student has argued that the book has a picture, which is better than the previous one. Also, the quality of look and content is catchy to the eyes.
O	This student has argued that the barcode helps access the information about the updated motions. It is beneficial to the students who are passionate about the debate competition.

After seeing some of the opinions expressed by the students about the book, the researcher can sum the conclusion that the book is worth using. It is well received by the students and has improved the students' speaking skills in Debate. The researcher also explained the guideline of the book, the instructions on how to scan the barcode, access the link of motions, and how to fill the mini-dictionary space. It is in purpose to make sure that the students are not confused in using the debate book.

b) The result of the Question sheet students' perception

4.6 Question Sheet of the Book Students' Perception

No.	Items	Mean Score	Description	Follow-up
1	Book eligibility for use in learning English.	4	Very Good	It can be used with a bit of bit revision
2	Languages are spoken in the book	4	Very Good	It can be used with a bit of bit revision
3	The image quality of the book (image clarity)	4	Very Good	It can be used with a little bit of revision
4	Typeface (Font) used in the book	4	Very Good	It can be used with a bit of bit revision
5	Visual Book	3	Good	It can be used

				with a little bit of revision
6	The fragility of unit order	4	Very Good	It can be used with a bit of bit revision
7	Effectiveness in accessing the barcode	4	Very Good	It can be used with a bit of bit revision
8	Speaking Task	4	Very Good	It can be used with a little bit of revision
9	Listening Task	4	Very Good	It can be used with a bit of bit revision
10	Reading Task	3	Good	It can be used with a bit of bit revision
11	Writing Task	3	Good	It can be used with a little bit of revision
12	Convenience in using the audiobook	4	Very Good	It can be used with a bit of bit revision
13	Easy access online	4	Very Good	It can be used with a bit of bit revision
Total Score		49		

The mean score of the students' perception results was calculated below:

$$M = \frac{B}{N} = \frac{49}{13} = 3,77$$

The percentages of the students' perception results were calculated below:

$$X = \frac{M}{N} \times 100\%$$

$$X = \frac{3,77}{4} \times 100\% = 94\%$$

The result of students' perception got a mean score of 3, 77 with 94% of percentages which qualified as "excellent." It indicates that the book can be used without revision.

6. Draft Change

Based on the criticism of the assessment team towards the book, here are some changes that occur in the book.



The first image still looks over-colored in terms of its page. As in the lower page that should not be colored that much, then there is no page number which it should be done, then there is also a spacing that does not match the use of the page. There is only visual context change in this draft, and it is a matter of taste only. The critical point is the clarity of the image and the suitability of the scene and the page.



Furthermore is the problem of consistency in the use of the clip art. The first draft shows it has random clip art, which is inconsistent with the continuation of the debate theme, which is better replaced with just the explanation.

B. Discussion

As the product of this research, the debate book was designed using Borg and Gall, Dick, and Carey's model system. This model stands for Borg and Gall define the study methodology as based on Dick and Carey's system approach paradigm. On the other hand, the researcher used the system approach model has several steps: collecting data and deciding on a value, planning, Creating the content, evaluating, and revising.

In purpose to show the similarities and distinctions of this result with the previous research, the researcher took some previous research that related to this study. In the previous study, Siti Nuraeni focuses on improving students' speaking ability by applying the classroom Debate as action research. Indeed, It has the same objective in improving speaking skills. On the other hand, the differences of Siti's research and the researcher were the product for the debate material as a learning media while siti's research focusing on the type of research method as the approach²⁷. The second linked discovery is Pezhman Zare and Moomala Othman; their research had the same goal with this research; it is improving the speaking skill of the students' also focuses on using Classroom Debate to Develop Critical

²⁷ Siti, "The Effectiveness of Classroom Debate to Improve Students' Speaking Skill," 15.

Thinking and Oral Communication Ability, The differences were Pezhman and Moomala were not produce a book for their research²⁸.

Richa Rubiati conducted the related previous study. She concerned on Improving Students' Speaking Ability Using the Debate Technique, which helps the researcher decide the task based on Richa's research results had the equivalents goal to use the Debate Technique. The difference is on the methodology of the research which this research had to produce an appropriate speaking for students.

Besides that, Noni Wahyuningtyas conducted the sixth related findings. Noni identifies fourteen registers that share the same meaning as the literal register but are used differently. Based on that, it helps this research to decide the Debate record in the product, and the final product has around 180 more registers as an input for the students²⁹. While Khairul Fuad as the last related findings; khairul's research helps the researcher decide the appropriate activities that can improve students' speaking ability On the other hand, the difference is the final of the product while khairul's research were not developed any product³⁰.

Moreover, the designed debate book as a final product of this research has several distinctions with the previous debate book, those are:

1. The previous book is not designed any product for the students'
2. The previous book is not affecting fully for Students' Speaking based on the content of the book

²⁸ Othman, "Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability," 13.

²⁹ Nony Wahyuningtyas, "Registers of Debates Used by Malang Debating Union," 11.

³⁰ Khairul, "Using Debate in Teaching Sspeaking to Second Year Student of PBI Uin Ar-Raniry Banda Aceh," 43.

3. The previous book is too general, it does not contain activity and material needed by the students
4. The previous module is not related to the current issues in case of motions debate.

Based on the result of the research above, there are main components that would be discussed as follows:

a. Learning Goal

The learning goal of this book is that the students need proper tasks and activities in speaking. Using exciting topics and updates helps the students never stuck in the same issue in exhibiting Debate. For the Visual, it is comfortable to read because of the page's color, and the elements of it are captivating to the eyes. The researcher concludes that they enjoyed the illustration in learning.

b. Media in learning

The students are keen on the visual includes the picture on this product, in learning. They enjoy looking for the information in the product because this product served the barcode that connects to the social media/internet that helps them find the depth informations about Debate or the topic of Debate.

Here is the result of the expert revision:

- a. The Rules in writing should be more concerned, and it was fixed.
- b. The consistency in the use of language should be considered, and it was fixed.
- c. The book should have the information about the debate system so that students are not experiencing confusion systems of Debate.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

The iBook Debate became an appropriate media to learn about Debate in improving students' speaking with some items (1) Learning goal of this book is as the media in learning Debate at IAIN Palopo English Debating Society from English Department. (2) The book contains some materials arranged based on the target needs and developed from the previous version of the book. The founder has approved the material. The learning materials contained the debate information, how to debate, and the practice of the English Debate. (3) Research methodology is based on Borg and Gall, Dick and Carey (4) This book is the product included in visual media images and technology.

B. Suggestion

Based on the conclusion above, the researcher would like to give suggestions as follows:

1. It is suggested to the English lecturer to use this product as supporting media in teaching speaking that related to the debate topic
2. It is suggested to the next researcher to continue this study. It is developing students' debate books for a community; hopefully, the subsequent research would provide the reader to the other community on campus.
3. It is suggested to the teacher to use the book with a good internet connection for accessing the QR Code.

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APPENDIX 1

SURAT IZIN MENELITI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN
Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo
Email: ftik@iainpalopo.ac.id / Web: www.ftik-iainpalopo.ac.id

Nomor : 1355 /In.19/FTIK/HM.01/08/2021
Lampiran : -
Perihal : **Permohonan Surat Izin Penelitian**

Palopo, 30 Agustus 2021

Yth. Rektor IAIN Palopo

di -

Palopo

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama	: Akmal Syam Syam
NIM	: 17 0202 0101
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Tahun Akademik	: 2020/2021

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi IAIN Palopo dengan judul: **"Developing Students' Debate Book for Speaking at IAIN Palopo English Debate Society"**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan, atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Nurdin K, M.Pd
NIP 19681231 199903 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI PALOPO

Jl. Agatis Kel. Balandai Kec. Bara Kota Palopo 91914

e-mail : kontak@iainpalopo.ac.id web: www.iainpalopo.ac.id

SURAT KETERANGAN

Nomor 268.2/In.19/PP.00.9/AK/09/2021

Yang bertanda tangan di bawah ini,

Nama : Prof. Dr. Abdul Pirol, M.Ag.
NIP : 196911041994031004
Jabatan : Rektor

dengan ini menerangkan bahwa,

Nama : Akmal Syam syam
NIM : 17 0202 0101
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Palopo

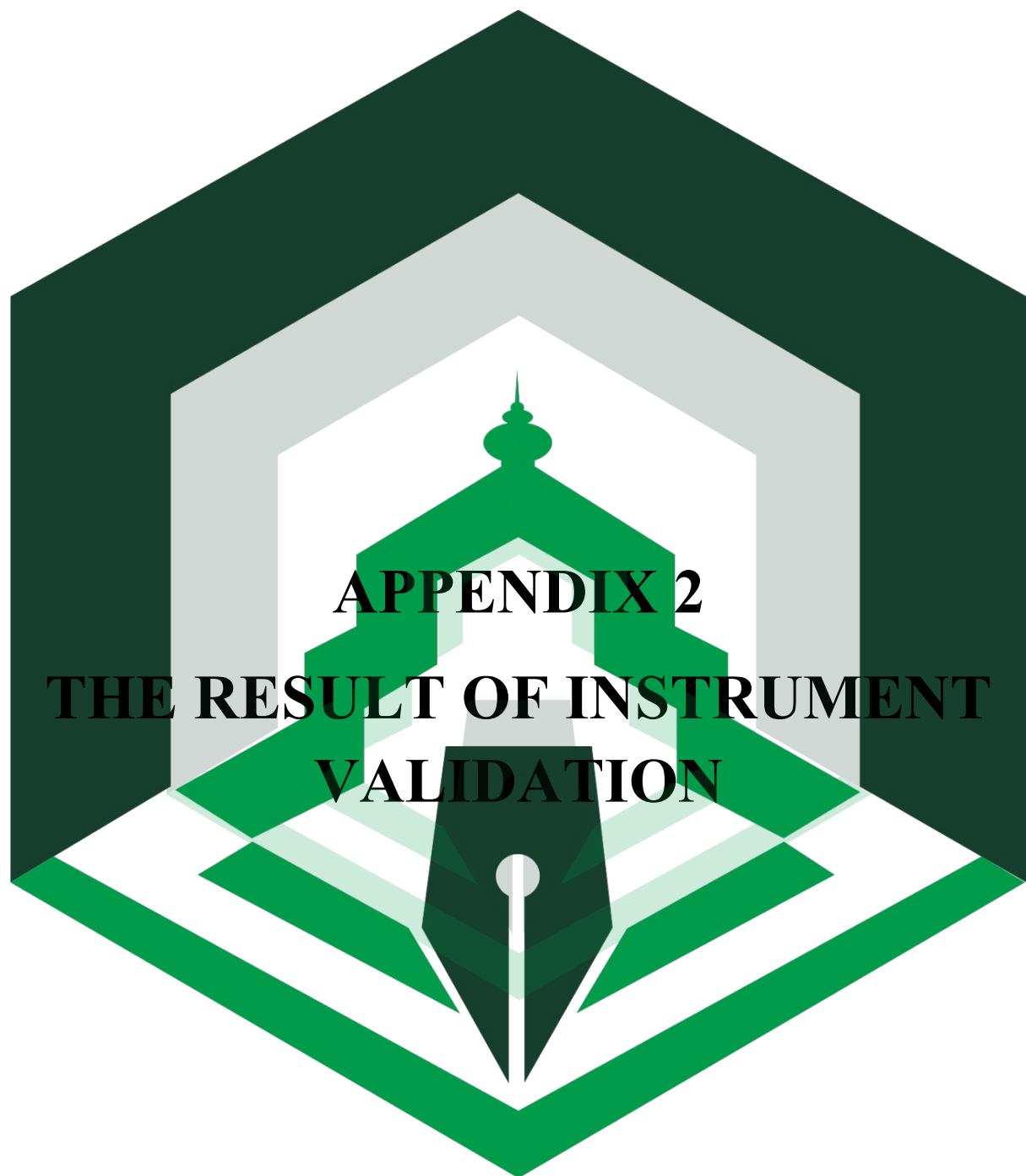
Yang tersebut namanya di atas telah selesai melakukan penelitian di Institut Agama Islam Negeri Palopo, dengan judul penelitian **"Depeloving Students' Debate Book for Speaking at IAIN Palopo English Debate Society"**. yang dilaksanakan mulai tanggal 19 Mei s.d. 12 Juni 2021.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



Palopo, 02 September 2021

Prof. Dr. Abdul Pirol, M.Ag. *h*
NIP. 196911041994031004



APPENDIX 2

THE RESULT OF INSTRUMENT VALIDATION

QUESTIONNAIRE

"English Guidance Book"

A. Data Responden

Nama : _____ (boleh diisi atau tidak)
Usia : _____
Jenis Kelamin : _____

B. Petunjuk Pengisian

Berilah Anda (✓) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan Anda saat ini, serta sesuai dengan yang Anda butuhkan atau yang Anda inginkan terkait dengan pembelajaran Bahasa Inggris. Boleh memilih lebih dari satu.
Sesuai sesuai dgn kebutuhan anda dan belajar bahasa Inggris.

1. Kapan Anda menggunakan Bahasa Inggris untuk debat?
 - a. Pada saat mata kuliah bahasa Inggris
 - b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas
 - c. Pada saat berbicara dengan teman di luar kelas
 - d. Lain-lain (tuliskan bila ada) - - - - -
2. Apa manfaat bahasa Inggris bagi Anda jika lulus nanti ?
 - a. Untuk memahami ragam informasi ketika berdiskusi
 - b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa Inggris dengan baik
 - c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya
 - d. Lain-lain (tuliskan bila ada).....
3. Bagaimana tingkat penguasaan bahasa Inggris Anda saat ini ?
 - a. *Basic (Lower)*: mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
 - b. *Basic (Upper)*: dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
 - c. *Intermediate*: meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui

- d. *Advanced*: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan
4. Materi apa yang Anda minati dalam pembelajaran membaca (*Reading*)?
- Materi teks narasi
 - Materi teks deskriptif
 - Materi skimming dan scanning
 - Lain-lain (tuliskan bila ada)....
5. Aktivitas apa yang Anda minati dalam pembelajaran membaca (*Reading*)?
- Membaca teks pendek
 - Mengidentifikasi topik bacaan dalam teks
 - Menerjemahkan istilah-istilah perdebatan dalam bahasa Inggris
 - Lain-lain (tuliskan bila ada)....
6. Media apa yang Anda minati dalam pembelajaran membaca (*Reading*)?
- Lembar bacaan
 - Buku bacaan
 - Majalah ^{elektronik} Internet
 - Lain-lain (tuliskan bila ada)....
7. Materi apa yang Anda minati dalam pembelajaran mendengarkan (*Listening*)?
- Materi meminta dan menyatakan pendapat
 - Materi monolog dan dialog
 - Materi ungkapan setuju dan tidak setuju
 - Lain-lain (tuliskan bila ada)....
8. Aktivitas apa yang Anda minati dalam pembelajaran mendengarkan (*Listening*)?
- Mengamati dan mendengarkan video kemudian mengidentifikasi poin-poin penting dalam video yang ditayangkan
 - Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut
 - Guru membacakan teks kemudian siswa menuliskannya kembali
 - Lain-lain (tuliskann bila ada)....
9. Media apa yang Anda minati dalam pembelajaran mendengarkan (*Listening*)?
- Video
 - Audio
 - Buku bacaan
 - Lain-lain (tuliskan bila ada)....

10. Materi apa yang Anda minati dalam pembelajaran berbicara (*Speaking*)...?

- a. Materi ungkapan memberi dan meminta pendapat
- b. Materi ungkapan memberi selamat dan memberi penghargaan
- c. Materi ungkapan rasa syukur
- d. Lain-lain (tuliskan bila ada)....

11. Aktivitas apa yang Anda minati dalam pembelajaran berbicara (*Speaking*)...?

- a. Pidato
- b. Role Play (debat)
- c. Membagikan video penjelasan suatu topik di sosial media ~~Instagram~~
- d. Lain-lain (tuliskan bila ada)....

12. Media apa yang Anda minati dalam pembelajaran berbicara (*Speaking*)...?

- a. Sosial Media Clubhouse
- b. Video interaktif
- c. Audio Visual
- d. Lain-lain (tuliskan bila ada)....

13. Materi apa yang Anda minati dalam pembelajaran menulis (*Writing*)...?

- a. Materi penulisan paragraf argumentasi
- b. Materi penulisan paragraf pemecahan masalah
- c. Materi penulisan paragraf perbandingan
- d. Lain-lain (tuliskan bila ada)....

14. Aktivitas apa yang Anda minati dalam pembelajaran menulis (*Writing*)...?

- a. Menuliskan paragraf argumentasi mengenai satu topik
- b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media
- c. Mengisi teks kosong yang dibagikan tentang suatu topik
- d. Lain-lain (tuliskan bila ada).....

15. Media apa yang Anda minati dalam pembelajaran menulis (*Writing*)...?

- a. Kertas
- b. Card
- c. Sosial media
- d. Lain-lain (tuliskan bila ada)....

16. Aspek *Vocabulary* yang ingin Anda kuasai nanti adalah.....

- a. Memahami arti dan maksud dari setiap kosakata dalam Bahasa Inggris
- b. Mampu menggunakan kosakata bahasa Inggris sesuai dengan konteksnya

- c. Mampu mengenal berbagai jenis kelas kata (Kata benda, kata sifat, kata kerja, dsb)
 - d. Mampu melafalkan kosakata bahasa Inggris dengan baik dan benar
 - e. Lain-lain (tuliskan bila ada)
17. Aktivitas apa yang dapat membantu Anda meningkatkan kosakata (*Vocabulary*) ~~Anda~~ dalam belajar bahasa Inggris....?
- a. Menulis kembali kosakata yang diperoleh dalam suatu bacaan;
 - b. Menerjemahkan kosakata
 - c. Mencari kosakata yang berkaitan tentang debat
 - e. Lain-lain (tuliskan bila ada).....
18. Kegiatan apa yang dapat membantu meningkatkan kemampuan Anda dalam mempelajari *grammar*
- a. Menyusun kalimat acak
 - b. Membuat kalimat berdasarkan tenses
 - c. Menyusun kata
 - d. Lain-lain (tuliskan bila ada).....
19. Dalam pengucapan (*pronunciation*) kosakata ~~dalam~~ bahasa Inggris, hal apa yang penting menurut Anda....
- a. Intonasi
 - b. Logat (*accent*)
 - c. Tekanan
 - d. Bunyi
20. Ketika belajar bahasa Inggris, Anda lebih suka mengerjakan dengan cara apa?
- a. Berpasangan
 - b. Berkelompok
 - c. Individu
 - d. Lain-lain (tuliskan bila ada).....
21. Tempat pembelajaran bahasa Inggris yang Anda sukai adalah...
- a. Ruang Kelas
 - b. Perpustakaan
 - c. Luar ruangan (taman, dll)
 - d. Lain-lain (tuliskan bila ada).....
22. Dalam pembelajaran bahasa Inggris, Anda lebih suka jika....
- a. Mendengarkan penjelasan dosen dan mengikuti instruksinya

- b. Melakukan presentasi diselingi diskusi
 - c. Melakukan praktikum
 - d. Lain-lain (tuliskan bila ada).....
23. Dalam pembelajaran bahasa Inggris Anda lebih suka jika dosen....
- a. Melibatkan siswa dalam mengatur aktivitas belajar
 - b. Menggunakan bahasa Inggris sebagai bahasa pengantar
 - c. Memberikan apresiasi terhadap hasil kerja siswa
 - d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa



QUESTIONNAIRE

"English Guidance Book"

A. Data Responden

Nama : (boleh diisi atau tidak)
Usia :
Jenis Kelamin :

B. Petunjuk Pengisian

Berilah tanda (✓) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan atau yang Anda inginkan terkait dengan pembelajaran Bahasa Inggris. Boleh memilih lebih dari satu.

1. Kapan anda menggunakan Bahasa Inggris untuk Debat?

- a. Pada saat mata kuliah bahasa inggris
- b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas
- c. Pada saat berbicara dengan teman diluar kelas
- d. Lain-lain (tuliskan bila ada) _____

2. Apa manfaat bahasa Inggris bagi anda jika lulus nanti ?

- a. Untuk memahami ragam informasi ketika berdiskusi
- b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa inggris dengan baik
- c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya
- d. Lain-lain (tuliskan bila ada).....

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini ?

- a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
- b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
- c. Intermediate: meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui

- d. *Advanced*: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan
4. Materi apa yang anda senangi dalam pembelajaran membaca (Reading)...
- a. Materi teks narasi
 - b. Materi teks deskriptif
 - c. Materi skimming dan scanning
 - d. Lain-lain (tuliskan bila ada)...
5. Aktivitas apa yang anda senangi dalam pembelajaran membaca (Reading)...
- a. Membaca teks pendek
 - b. Mengidentifikasi topik bacaan dalam teks
 - c. Menerjemahkan istilah-istilah perdebatan dalam bahasa Inggris
 - d. Lain-lain (tuliskan bila ada)...
6. Media apa yang anda senangi dalam pembelajaran membaca (Reading)...
- a. Lembar bacaan
 - b. Buku bacaan
 - c. Majalah Internet
 - d. Lain-lain (tuliskan bila ada)....
7. Materi apa yang anda senangi dalam pembelajaran mendengarkan (Listening)...
- a. Materi meminta dan menyatakan pendapat
 - b. Materi monolog dan dialog
 - c. Materi ungkapan setuju dan tidak setuju
 - d. Lain-lain (tuliskan bila ada)...
8. Aktivitas apa yang anda senangi dalam pembelajaran mendengarkan (Listening)...
- a. Mengamati dan mendengarkan video kemudian mengidentifikasi poin-poin penting dalam video yang ditayangkan
 - b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut
 - c. Guru membacakan teks kemudian siswa menuliskannya kembali
 - d. Lain-lain (tuliskan bila ada)....
9. Media apa yang anda senangi dalam pembelajaran mendengarkan (Listening)...
- a. Video
 - b. Audio
 - c. Buku bacaan
 - d. Lain-lain (tuliskan bila ada)....

HURUF
MIRING.

10. Materi apa yang anda senangi dalam pembelajaran berbicara (Speaking)...
- a. Materi ungkapan memberi dan meminta pendapat
 - b. Materi ungkapan memberi selamat dan memberi penghargaan
 - c. Materi ungkapan rasa syukur
 - d. Lain-lain (tuliskan bila ada)....
11. Aktivitas apa yang anda senangi dalam pembelajaran berbicara (Speaking)...
- a. Pidato
 - b. Role Play (debat)
 - c. Membagikan video penjelasan suatu topik di sosial media Instagram
 - d. Lain-lain (tuliskan bila ada)....
12. Media apa yang anda senangi dalam pembelajaran berbicara (Speaking)...
- a. Sosial Media Clubhouse
 - b. Video interaktif
 - c. Audio Visual
 - d. Lain-lain (tuliskan bila ada)....
13. Materi apa yang anda senangi dalam pembelajaran menulis (Writing)...
- a. Materi penulisan paragraf argumentasi
 - b. Materi penulisan paragraf pemecahan masalah
 - c. Materi penulisan paragraf perbandingan
 - d. Lain-lain (tuliskan bila ada)....
14. Aktivitas apa yang anda senangi dalam pembelajaran menulis (Writing)...
- a. Menuliskan paragraf argumentasi mengenai satu topik
 - b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media
 - c. Mengisi teks kosong yang dibagikan tentang suatu topik
 - d. Lain-lain (tuliskan bila ada)....
15. Media apa yang anda senangi dalam pembelajaran menulis (Writing)...
- a. Kertas
 - b. Card
 - c. Sosial media
 - d. Lain-lain (tuliskan bila ada)....
16. Aspek Vocabulary yang ingin anda kuasai nanti adalah.....
- a. Memahami arti dan maksud dari setiap kosakata dalam Bahasa Inggris
 - b. Mampu menggunakan kosakata bahasa Inggris sesuai dengan konteksnya

- c. Mampu mengenal berbagai jenis kelas kata (Kata benda, kata sifat, kata kerja, dsb)
 - d. Mampu melafalkan kosakata bahasa inggris dengan baik dan benar
 - e. Lain-lain (tuliskan bila ada)
17. Aktivitas apa yang dapat membantu anda meningkatkan kosakata (Vocabulary) anda dalam belajar bahasa inggris....
- a. Menulis kembali kosakata yang diperoleh dalam suatu bacaan
 - b. Menerjemahkan kosakata
 - c. Mencari kosakata yang berkaitan tentang debat
 - e. Lain-lain (tuliskan bila ada).....
18. Kegiatan apa yang dapat membantu meningkatkan kemampuan anda dalam mempelajari grammar
- a. Menyusun kalimat acak
 - b. Membuat kalimat berdasarkan tenses
 - c. Menyusun kata
 - d. Lain-lain (tuliskan bila ada).....
19. Dalam pengucapan (pronunciation) kosakata dalam bahasa inggris, hal apa yang penting menurut anda.....
- a. Intonasi
 - b. Logat (accent)
 - c. Tekanan
 - d. Bunyi
20. Ketika belajar bahasa Inggris, anda lebih suka mengerjakan dengan cara apa?
- a. Berpasangan
 - b. Berkelompok
 - c. Individu
 - d. Lain-lain (tuliskan bila ada).....
21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah...
- a. Ruang Kelas
 - b. Perpustakaan
 - c. Luar ruangan (taman, dll)
 - d. Lain-lain (tuliskan bila ada).....
22. Dalam pembelajaran bahasa inggris, anda lebih suka jika....
- a. Mendengarkan penjelasan dosen dan mengikuti instruksinya

- b. Melakukan presentasi diselingi diskusi
 - c. Melakukan praktikum
 - d. Lain-lain (tuliskan bila ada).....
23. Dalam pembelajaran bahasa inggris anda lebih suka jika dosen....
- a. Melibatkan siswa dalam mengatur aktivitas belajar
 - b. Menggunakan bahasa inggris sebagai bahasa pengantar
 - c. Memberikan apresiasi terhadap hasil kerja siswa
 - d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa





APPENDIX 3

THE BLUEPRINT OF NEED ANALYSIS QUESTIONNAIRES

QUESTIONNAIRE

"English Guidance Book"

A. Data Responden

Nama : _____ (boleh diisi atau tidak)
Usia : _____
Jenis Kelamin : _____

B. Petunjuk Pengisian

Berilah tanda (✓) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan atau yang Anda inginkan terkait dengan pembelajaran Bahasa Inggris. Boleh memilih lebih dari satu.

1. Kapan anda menggunakan Bahasa Inggris untuk Debat?
 - a. Pada saat mata kuliah bahasa inggris
 - b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas
 - c. Pada saat berbicara dengan teman diluar kelas
 - d. Lain-lain (tuliskan bila ada)
2. Apa manfaat bahasa Inggris bagi anda jika lulus nanti ?
 - a. Untuk memahami ragam informasi ketika berdiskusi
 - b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa inggris dengan baik
 - c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya
 - d. Lain-lain (tuliskan bila ada).....
3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini ?
 - a. *Basic (Lower)*: mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
 - b. *Basic (Upper)*: dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
 - c. *Intermediate*: meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui

- d. *Advanced*: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan
4. Materi apa yang anda senangi dalam pembelajaran membaca (Reading)...
- Materi teks narasi
 - Materi teks deskriptif
 - Materi skimming dan scanning
 - Lain-lain (tuliskan bila ada)....
5. Aktivitas apa yang anda senangi dalam pembelajaran membaca (Reading)...
- Membaca teks pendek
 - Mengidentifikasi topik bacaan dalam teks
 - Menerjemahkan istilah-istilah perdebatan dalam bahasa Inggris
 - Lain-lain (tuliskan bila ada)....
6. Media apa yang anda senangi dalam pembelajaran membaca (Reading)...
- Lembar bacaan
 - Buku bacaan
 - Majalah Internet
 - Lain-lain (tuliskan bila ada)....
7. Materi apa yang anda senangi dalam pembelajaran mendengarkan (Listening)...
- Materi meminta dan menyatakan pendapat
 - Materi monolog dan dialog
 - Materi ungkapan setuju dan tidak setuju
 - Lain-lain (tuliskan bila ada)....
8. Aktivitas apa yang anda senangi dalam pembelajaran mendengarkan (Listening)...
- Mengamati dan mendengarkan video kemudian mengidentifikasi poin-poin penting dalam video yang ditayangkan
 - Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut
 - Guru membacakan teks kemudian siswa menuliskannya kembali
 - Lain-lain (tuliskan bila ada)....
9. Media apa yang anda senangi dalam pembelajaran mendengarkan (Listening)...
- Video
 - Audio
 - Buku bacaan
 - Lain-lain (tuliskan bila ada)....

10. Materi apa yang anda senangi dalam pembelajaran berbicara (Speaking)...
- a. Materi ungkapan memberi dan meminta pendapat
 - b. Materi ungkapan memberi selamat dan memberi penghargaan
 - c. Materi ungkapan rasa syukur
 - d. Lain-lain (tuliskan bila ada)...
11. Aktivitas apa yang anda senangi dalam pembelajaran berbicara (Speaking)...
- a. Pidato
 - b. Role Play (debat)
 - c. Membagikan video penjelasan suatu topik di sosial media Instagram
 - d. Lain-lain (tuliskan bila ada)...
12. Media apa yang anda senangi dalam pembelajaran berbicara (Speaking)...
- a. Sosial Media Clubhouse
 - b. Video interaktif
 - c. Audio Visual
 - d. Lain-lain (tuliskan bila ada)...
13. Materi apa yang anda senangi dalam pembelajaran menulis (Writing)...
- a. Materi penulisan paragraf argumentasi
 - b. Materi penulisan paragraf pemecahan masalah
 - c. Materi penulisan paragraf perbandingan
 - d. Lain-lain (tuliskan bila ada)...
14. Aktivitas apa yang anda senangi dalam pembelajaran menulis (Writing)...
- a. Menuliskan paragraf argumentasi mengenai satu topik
 - b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media
 - c. Mengisi teks kosong yang dibagikan tentang suatu topik
 - d. Lain-lain (tuliskan bila ada).....
15. Media apa yang anda senangi dalam pembelajaran menulis (Writing)...
- a. Kertas
 - b. Card
 - c. Sosial media
 - d. Lain-lain (tuliskan bila ada)....
16. Aspek Vocabulary yang ingin anda kuasai nanti adalah.....
- a. Memahami arti dan maksud dari setiap kosakata dalam Bahasa Inggris
 - b. Mampu menggunakan kosakata bahasa Inggris sesuai dengan konteksnya

- c. Mampu mengenal berbagai jenis kelas kata (Kata benda, kata sifat, kata kerja, dsb)
 - d. Mampu melafalkan kosakata bahasa inggris dengan baik dan benar
 - e. Lain-lain (tuliskan bila ada)
17. Aktivitas apa yang dapat membantu anda meningkatkan kosakata (Vocabulary) anda dalam belajar bahasa inggris....
- a. Menulis kembali kosakata yang diperoleh dalam suatu bacaan
 - b. Menerjemahkan kosakata
 - c. Mencari kosakata yang berkaitan tentang debat
 - e. Lain-lain (tuliskan bila ada).....
18. Kegiatan apa yang dapat membantu meningkatkan kemampuan anda dalam mempelajari grammar
- a. Menyusun kalimat acak
 - b. Membuat kalimat berdasarkan tenses
 - c. Menyusun kata
 - d. Lain-lain (tuliskan bila ada).....
19. Dalam pengucapan (pronunciation) kosakata dalam bahasa inggris, hal apa yang penting menurut anda....
- a. Intonasi
 - b. Logat (accent)
 - c. Tekanan
 - d. Bunyi
20. Ketika belajar bahasa Inggris, anda lebih suka mengerjakan dengan cara apa?
- a. Berpasangan
 - b. Berkelompok
 - c. Individu
 - d. Lain-lain (tuliskan bila ada).....
21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah...
- a. Ruang Kelas
 - b. Perpustakaan
 - c. Luar ruangan (taman, dll)
 - d. Lain-lain (tuliskan bila ada).....
22. Dalam pembelajaran bahasa inggris, anda lebih suka jika....
- a. Mendengarkan penjelasan dosen dan mengikuti instruksinya

- b. Melakukan presentasi diselingi diskusi
 - c. Melakukan praktikum
 - d. Lain-lain (tuliskan bila ada).....
23. Dalam pembelajaran bahasa inggris anda lebih suka jika dosen....
- a. Melibatkan siswa dalam mengatur aktivitas belajar
 - b. Menggunakan bahasa inggris sebagai bahasa pengantar
 - c. Memberikan apresiasi terhadap hasil kerja siswa
 - d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa





APPENDIX 4

THE NEED ANALYSIS RESULT

Questionnaire "iDebate Book" for IPEDS

Berilah tanda (✓) yang menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan atau yang anda inginkan serta sesuai dengan kebutuhan anda dalam pembelajaran bahasa Inggris.

Boleh memilih lebih dari satu.

Nama Lengkap *

Miftahul Jannah

Usia *

21

Jenis Kelamin *

- ☐ Laki-laki
- ☒ Perempuan
- ☐ Memilih tidak menjawab

1. Kapan anda menggunakan Bahasa Inggris untuk Debat? *

- ☒ a. Pada saat mata kuliah bahasa Inggris
- ☒ b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas
- ☒ c. Pada saat berbicara dengan teman diluar kelas

2. Apa manfaat bahasa Inggris bagi anda jika lulus nanti? *

- ☒ a. Untuk memahami ragam informasi ketika berdiskusi
- ☒ b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa Inggris dengan baik
- ☐ c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini? *

- ☐ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
- ☐ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
- ☒ c. Intermediate: meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui
- ☐ d. Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

4. Materi apa yang anda senangi dalam pembelajaran membaca (Reading)? *

- ☒ a. Materi teks narasi
- ☐ b. Materi teks deskriptif
- ☒ c. Materi skimming dan scanning

5. Aktivitas apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☒ a. Membaca teks pendek
- ☐ b. Mengidentifikasi topik bacaan dalam teks
- ☒ c. Menerjemahkan istilah-istilah perdebatan dalam bahasa Inggris

6. Media apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☐ a. Lembar bacaan
- ☒ b. Buku bacaan
- ☐ c. Majalah Elektronik

7. Materi apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☐ a. Listening for names
- ☒ b. Listening for details
- ☐ c. Listening for numbers

8. Aktivitas apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☐ a. Mengamati dan mendengarkan video kemudian mengidentifikasi poin-poin penting dalam video yang ditayangkan
- ☒ b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut
- ☐ c. Guru membacakan teks kemudian siswa menuliskannya kembali

9. Media apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Video
- ☒ b. Audio
- ☒ c. Buku bacaan

10. Materi apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☒ a. Materi ungkapan memberi dan meminta pendapat
- ☐ b. Materi ungkapan memberi selamat dan memberi penghargaan
- ☐ c. Materi ungkapan rasa syukur

11. Aktivitas apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☒ a. Pidato
- ☐ b. Role Play (debat)
- ☐ c. Membagikan video penjelasan suatu topik di sosial media Instagram

12. Media pembelajaran apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☒ a. Sosial Media Clubhouse
- ☒ b. Video interaktif
- ☐ c. Audio Visual

13. Materi apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☒ a. Materi penulisan paragraf argumentasi
- ☐ b. Materi penulisan paragraf pemecahan masalah
- ☐ c. Materi penulisan paragraf perbandingan

14. Aktivitas apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☐ a. Menuliskan paragraf argumentasi mengenai satu topik
- ☒ b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media
- ☐ c. Mengisi teks kosong yang dibagikan tentang suatu topik

15. Media apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☒ a. Kertas
- ☒ b. Card
- ☒ c. Sosial media

16. Aspek Vocabulary yang ingin anda kuasai nantinya adalah..... *

- ☒ a. Kemampuan dalam menguasai pronunciation
- ☒ b. Kemampuan dalam menggunakan kosakata sesuai dengan konteksnya
- ☐ c. Kemampuan mengetahui berbagai jenis kelas kata

17. Aktivitas apa saja yang dapat membantu anda untuk meningkatkan kosakata (Vocabulary) dalam belajar bahasa Inggris? *

- ☒ a. Menulis kembali kosakata yang diperoleh dalam suatu bacaan
- ☐ b. Menerjemahkan kosakata
- ☒ c. Mencari kosakata yang berkaitan tentang debat

18. Kegiatan apa yang dapat membantu meningkatkan kemampuan anda dalam mempelajari grammar? *

- ☐ a. Menyusun kalimat yang teracak
- ☒ b. Membuat kalimat berdasarkan tenses
- ☒ c. Menganalisis bacaan

19. Dalam pengucapan (pronunciation) kosakata bahasa Inggris, hal apa yang penting untuk anda pelajari? *

- ☐ a. Intonasi
- ☐ b. Logat (accent)
- ☒ c. Tekanan
- ☒ d. Bunyi

20. Ketika belajar bahasa Inggris, metode apa yang anda lebih suka lakukan dalam kegiatan belajar? *

- ☐ a. Berpasangan
- ☒ b. Berkelompok
- ☒ c. Individu

21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah... *

- ☒ a. Ruang Kelas
- ☐ b. Perpustakaan
- ☒ c. Luar ruangan (taman, dll)

22. Dalam pembelajaran bahasa Inggris, anda lebih suka jika.... *

- ☐ a. Mendengarkan penjelasan dosen dan mengikuti instruksinya
- ☒ b. Melakukan presentasi diselingi diskusi
- ☐ c. Melakukan praktikum

23. Dalam pembelajaran bahasa Inggris anda lebih suka jika dosen.... *

- ☒ a. Melibatkan siswa dalam mengatur aktivitas belajar
- ☒ b. Menggunakan bahasa Inggris sebagai bahasa pengantar
- ☒ c. Memberikan apresiasi terhadap hasil kerja siswa
- ☒ d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa

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Questionnaire "iDebate Book" for IPEDS

Berilah tanda (✓) yang menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan atau yang anda inginkan serta sesuai dengan kebutuhan anda dalam pembelajaran bahasa Inggris.

Boleh memilih lebih dari satu.

Nama Lengkap *

Sri Rahmiaty Somp

Usia *

20

Jenis Kelamin *

- ☐ Laki-laki
- ☒ Perempuan
- ☐ Memilih tidak menjawab

1. Kapan anda menggunakan Bahasa Inggris untuk Debat? *

- ☒ a. Pada saat mata kuliah bahasa Inggris
- ☐ b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas
- ☒ c. Pada saat berbicara dengan teman diluar kelas

2. Apa manfaat bahasa Inggris bagi anda jika lulus nanti? *

- ☐ a. Untuk memahami ragam informasi ketika berdiskusi
- ☒ b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa Inggris dengan baik
- ☒ c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini? *

- ☐ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
- ☐ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
- ☒ c. Intermediate: meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui
- ☐ d. Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

4. Materi apa yang anda senangi dalam pembelajaran membaca (Reading)? *

- ☐ a. Materi teks narasi
- ☐ b. Materi teks deskriptif
- ☒ c. Materi skimming dan scanning

5. Aktivitas apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☒ a. Membaca teks pendek
- ☐ b. Mengidentifikasi topik bacaan dalam teks
- ☐ c. Menerjemahkan istilah-istilah perdebatan dalam bahasa Inggris

6. Media apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☐ a. Lembar bacaan
- ☒ b. Buku bacaan
- ☐ c. Majalah Elektronik

7. Materi apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Listening for names
- ☐ b. Listening for details
- ☐ c. Listening for numbers

8. Aktivitas apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Mengamati dan mendengarkan video kemudian mengidentifikasi poin-poin penting dalam video yang ditayangkan
- ☐ b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut
- ☐ c. Guru membacakan teks kemudian siswa menuliskannya kembali

9. Media apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☐ a. Video
- ☐ b. Audio
- ☒ c. Buku bacaan

10. Materi apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☒ a. Materi ungkapan memberi dan meminta pendapat
- ☐ b. Materi ungkapan memberi selamat dan memberi penghargaan
- ☐ c. Materi ungkapan rasa syukur

11. Aktivitas apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☐ a. Pidato
- ☐ b. Role Play (debat)
- ☒ c. Membagikan video penjelasan suatu topik di sosial media Instagram

12. Media pembelajaran apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☐ a. Sosial Media Clubhouse
- ☐ b. Video interaktif
- ☒ c. Audio Visual

13. Materi apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☐ a. Materi penulisan paragraf argumentasi
- ☐ b. Materi penulisan paragraf pemecahan masalah
- ☒ c. Materi penulisan paragraf perbandingan

14. Aktivitas apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☐ a. Menuliskan paragraf argumentasi mengenai satu topik
- ☒ b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media
- ☐ c. Mengisi teks kosong yang dibagikan tentang suatu topik

15. Media apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☒ a. Kertas
- ☐ b. Card
- ☐ c. Sosial media

16. Aspek Vocabulary yang ingin anda kuasai nantinya adalah..... *

- ☐ a. Kemampuan dalam menguasai pronunciation
- ☒ b. Kemampuan dalam menggunakan kosakata sesuai dengan konteksnya
- ☐ c. Kemampuan mengetahui berbagai jenis kelas kata

17. Aktivitas apa saja yang dapat membantu anda untuk meningkatkan kosakata (Vocabulary) dalam belajar bahasa Inggris? *

- ☐ a. Menulis kembali kosakata yang diperoleh dalam suatu bacaan
- ☒ b. Menerjemahkan kosakata
- ☐ c. Mencari kosakata yang berkaitan tentang debat

18. Kegiatan apa yang dapat membantu meningkatkan kemampuan anda dalam mempelajari grammar? *

- ☐ a. Menyusun kalimat yang teracak
- ☒ b. Membuat kalimat berdasarkan tenses
- ☒ c. Menganalisis bacaan

19. Dalam pengucapan (pronunciation) kosakata bahasa Inggris, hal apa yang penting untuk anda pelajari? *

- ☒ a. Intonasi
- ☐ b. Logat (accent)
- ☒ c. Tekanan
- ☐ d. Bunyi

20. Ketika belajar bahasa Inggris, metode apa yang anda lebih suka lakukan dalam kegiatan belajar? *

- ☒ a. Berpasangan
- ☐ b. Berkelompok
- ☒ c. Individu

21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah... *

- ☐ a. Ruang Kelas
- ☒ b. Perpustakaan
- ☐ c. Luar ruangan (taman, dll)

22. Dalam pembelajaran bahasa Inggris, anda lebih suka jika.... *

- ☐ a. Mendengarkan penjelasan dosen dan mengikuti instruksinya
- ☒ b. Melakukan presentasi diselingi diskusi
- ☒ c. Melakukan praktikum

23. Dalam pembelajaran bahasa Inggris anda lebih suka jika dosen.... *

- ☒ a. Melibatkan siswa dalam mengatur aktivitas belajar
- ☒ b. Menggunakan bahasa Inggris sebagai bahasa pengantar
- ☒ c. Memberikan apresiasi terhadap hasil kerja siswa
- ☒ d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa

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Questionnaire "iDebate Book" for IPEDS

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Boleh memilih lebih dari satu.

Nama Lengkap *

Andi Husni A. Zainuddin

Usia *

21

Jenis Kelamin *

- ☐ Laki-laki
- ☒ Perempuan
- ☐ Memilih tidak menjawab

1. Kapan anda menggunakan Bahasa Inggris untuk Debat? *

- ☒ a. Pada saat mata kuliah bahasa Inggris
- ☐ b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas
- ☐ c. Pada saat berbicara dengan teman diluar kelas

2. Apa manfaat bahasa Inggris bagi anda jika lulus nanti? *

- ☐ a. Untuk memahami ragam informasi ketika berdiskusi
- ☒ b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa Inggris dengan baik
- ☐ c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini? *

- ☐ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
- ☒ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
- ☐ c. Intermediate: meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui
- ☐ d. Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

4. Materi apa yang anda senangi dalam pembelajaran membaca (Reading)? *

- ☐ a. Materi teks narasi
- ☒ b. Materi teks deskriptif
- ☐ c. Materi skimming dan scanning

5. Aktivitas apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☒ a. Membaca teks pendek
- ☐ b. Mengidentifikasi topik bacaan dalam teks
- ☐ c. Menerjemahkan istilah-istilah perdebatan dalam bahasa Inggris

6. Media apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☐ a. Lembar bacaan
- ☐ b. Buku bacaan
- ☒ c. Majalah Elektronik

7. Materi apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Listening for names
- ☐ b. Listening for details
- ☐ c. Listening for numbers

8. Aktivitas apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Mengamati dan mendengarkan video kemudian mengidentifikasi poin-poin penting dalam video yang ditayangkan
- ☐ b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut
- ☐ c. Guru membacakan teks kemudian siswa menuliskannya kembali

9. Media apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Video
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- ☐ c. Buku bacaan

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- ☐ b. Materi ungkapan memberi selamat dan memberi penghargaan
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- ☒ a. Sosial Media Clubhouse
- ☐ b. Video interaktif
- ☐ c. Audio Visual

13. Materi apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☐ a. Materi penulisan paragraf argumentasi
- ☐ b. Materi penulisan paragraf pemecahan masalah
- ☒ c. Materi penulisan paragraf perbandingan

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- ☐ b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media
- ☐ c. Mengisi teks kosong yang dibagikan tentang suatu topik

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- ☐ b. Card
- ☒ c. Sosial media

16. Aspek Vocabulary yang ingin anda kuasai nantinya adalah..... *

- ☐ a. Kemampuan dalam menguasai pronunciation
- ☐ b. Kemampuan dalam menggunakan kosakata sesuai dengan konteksnya
- ☒ c. Kemampuan mengetahui berbagai jenis kelas kata

17. Aktivitas apa saja yang dapat membantu anda untuk meningkatkan kosakata (Vocabulary) dalam belajar bahasa Inggris? *

- ☐ a. Menulis kembali kosakata yang diperoleh dalam suatu bacaan
- ☒ b. Menerjemahkan kosakata
- ☐ c. Mencari kosakata yang berkaitan tentang debat

18. Kegiatan apa yang dapat membantu meningkatkan kemampuan anda dalam mempelajari grammar? *

- ☒ a. Menyusun kalimat yang teracak
- ☐ b. Membuat kalimat berdasarkan tenses
- ☐ c. Menganalisis bacaan

19. Dalam pengucapan (pronunciation) kosakata bahasa Inggris, hal apa yang penting untuk anda pelajari? *

- ☐ a. Intonasi
- ☐ b. Logat (accent)
- ☐ c. Tekanan
- ☒ d. Bunyi

20. Ketika belajar bahasa Inggris, metode apa yang anda lebih suka lakukan dalam kegiatan belajar? *

- ☐ a. Berpasangan
- ☒ b. Berkelompok
- ☐ c. Individu

21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah... *

- ☐ a. Ruang Kelas
- ☐ b. Perpustakaan
- ☒ c. Luar ruangan (taman, dll)

22. Dalam pembelajaran bahasa Inggris, anda lebih suka jika.... *

- ☐ a. Mendengarkan penjelasan dosen dan mengikuti instruksinya
- ☐ b. Melakukan presentasi diselingi diskusi
- ☒ c. Melakukan praktikum

23. Dalam pembelajaran bahasa Inggris anda lebih suka jika dosen.... *

- ☐ a. Melibatkan siswa dalam mengatur aktivitas belajar
- ☐ b. Menggunakan bahasa Inggris sebagai bahasa pengantar
- ☐ c. Memberikan apresiasi terhadap hasil kerja siswa
- ☒ d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa

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Questionnaire "iDebate Book" for IPEDS

Berilah tanda (✓) yang menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan atau yang anda inginkan serta sesuai dengan kebutuhan anda dalam pembelajaran bahasa Inggris.

Boleh memilih lebih dari satu.

Nama Lengkap *

Nur Inayah Wulandari Putri

Usia *

21 Tahun

Jenis Kelamin *

- ☐ Laki-laki
- ☒ Perempuan
- ☐ Memilih tidak menjawab

1. Kapan anda menggunakan Bahasa Inggris untuk Debat? *

- ☐ a. Pada saat mata kuliah bahasa Inggris
- ☒ b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas
- ☐ c. Pada saat berbicara dengan teman diluar kelas

2. Apa manfaat bahasa Inggris bagi anda jika lulus nanti? *

- ☐ a. Untuk memahami ragam informasi ketika berdiskusi
- ☒ b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa Inggris dengan baik
- ☐ c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini? *

- ☐ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
- ☐ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
- ☒ c. Intermediate: meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui
- ☐ d. Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

4. Materi apa yang anda senangi dalam pembelajaran membaca (Reading)? *

- ☐ a. Materi teks narasi
- ☐ b. Materi teks deskriptif
- ☒ c. Materi skimming dan scanning

5. Aktivitas apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☒ a. Membaca teks pendek
- ☐ b. Mengidentifikasi topik bacaan dalam teks
- ☐ c. Menerjemahkan istilah-istilah perdebatan dalam bahasa Inggris

6. Media apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☐ a. Lembar bacaan
- ☒ b. Buku bacaan
- ☐ c. Majalah Elektronik

7. Materi apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Listening for names
- ☐ b. Listening for details
- ☐ c. Listening for numbers

8. Aktivitas apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☐ a. Mengamati dan mendengarkan video kemudian mengidentifikasi poin-poin penting dalam video yang ditayangkan
- ☒ b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut
- ☐ c. Guru membacakan teks kemudian siswa menuliskannya kembali

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- ☒ a. Video
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- ☒ c. Buku bacaan

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- ☒ a. Materi ungkapan memberi dan meminta pendapat
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- ☒ c. Audio Visual

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- ☒ c. Tekanan
- ☐ d. Bunyi

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Boleh memilih lebih dari satu.

Nama Lengkap *

Nurul Fikriyyah Taqwa

Usia *

20 tahun

Jenis Kelamin *

- ☐ Laki-laki
- ☒ Perempuan
- ☐ Memilih tidak menjawab

1. Kapan anda menggunakan Bahasa Inggris untuk Debat? *

- ☒ a. Pada saat mata kuliah bahasa Inggris
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2. Apa manfaat bahasa Inggris bagi anda jika lulus nanti? *

- ☐ a. Untuk memahami ragam informasi ketika berdiskusi
- ☒ b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa Inggris dengan baik
- ☐ c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini? *

- ☐ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
- ☐ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
- ☒ c. Intermediate: meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui
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- ☒ a. Materi teks narasi
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- ☐ a. Mengamati dan mendengarkan video kemudian mengidentifikasi poin-poin penting dalam video yang ditayangkan
- ☒ b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut
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- ☐ c. Mencari kosakata yang berkaitan tentang debat

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Boleh memilih lebih dari satu.

Nama Lengkap *

WIDIA AMANDA UTAMI

Usia *

20

Jenis Kelamin *

- ☐ Laki-laki
- ☒ Perempuan
- ☐ Memilih tidak menjawab

1. Kapan anda menggunakan Bahasa Inggris untuk Debat? *

- ☐ a. Pada saat mata kuliah bahasa Inggris
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- ☐ b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa Inggris dengan baik
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3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini? *

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- ☐ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
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- ☒ b. Berkelompok
- ☒ c. Individu

21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah... *

- ☒ a. Ruang Kelas
- ☐ b. Perpustakaan
- ☐ c. Luar ruangan (taman, dll)

22. Dalam pembelajaran bahasa Inggris, anda lebih suka jika.... *

- ☒ a. Mendengarkan penjelasan dosen dan mengikuti instruksinya
- ☐ b. Melakukan presentasi diselingi diskusi
- ☐ c. Melakukan praktikum

23. Dalam pembelajaran bahasa Inggris anda lebih suka jika dosen.... *

- ☒ a. Melibatkan siswa dalam mengatur aktivitas belajar
- ☐ b. Menggunakan bahasa Inggris sebagai bahasa pengantar
- ☒ c. Memberikan apresiasi terhadap hasil kerja siswa
- ☒ d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa

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Questionnaire "iDebate Book" for IPEDS

Berilah tanda (✓) yang menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan atau yang anda inginkan serta sesuai dengan kebutuhan anda dalam pembelajaran bahasa Inggris.

Boleh memilih lebih dari satu.

Nama Lengkap *

Nur alfia

Usia *

21

Jenis Kelamin *

- ☐ Laki-laki
- ☒ Perempuan
- ☐ Memilih tidak menjawab

1. Kapan anda menggunakan Bahasa Inggris untuk Debat? *

- ☐ a. Pada saat mata kuliah bahasa Inggris
- ☒ b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas
- ☐ c. Pada saat berbicara dengan teman diluar kelas

2. Apa manfaat bahasa Inggris bagi anda jika lulus nanti? *

- ☐ a. Untuk memahami ragam informasi ketika berdiskusi
- ☐ b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa Inggris dengan baik
- ☒ c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini? *

- ☐ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
- ☒ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
- ☐ c. Intermediate: meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui
- ☐ d. Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

4. Materi apa yang anda senangi dalam pembelajaran membaca (Reading)? *

- ☐ a. Materi teks narasi
- ☐ b. Materi teks deskriptif
- ☒ c. Materi skimming dan scanning

5. Aktivitas apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☐ a. Membaca teks pendek
- ☐ b. Mengidentifikasi topik bacaan dalam teks
- ☒ c. Menerjemahkan istilah-istilah perdebatan dalam bahasa Inggris

6. Media apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☒ a. Lembar bacaan
- ☐ b. Buku bacaan
- ☐ c. Majalah Elektronik

7. Materi apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Listening for names
- ☐ b. Listening for details
- ☐ c. Listening for numbers

8. Aktivitas apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Mengamati dan mendengarkan video kemudian mengidentifikasi poin-poin penting dalam video yang ditayangkan
- ☐ b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut
- ☐ c. Guru membacakan teks kemudian siswa menuliskannya kembali

9. Media apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Video
- ☐ b. Audio
- ☐ c. Buku bacaan

10. Materi apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☒ a. Materi ungkapan memberi dan meminta pendapat
- ☐ b. Materi ungkapan memberi selamat dan memberi penghargaan
- ☐ c. Materi ungkapan rasa syukur

11. Aktivitas apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☐ a. Pidato
- ☐ b. Role Play (debat)
- ☒ c. Membagikan video penjelasan suatu topik di sosial media Instagram

12. Media pembelajaran apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☒ a. Sosial Media Clubhouse
- ☐ b. Video interaktif
- ☐ c. Audio Visual

13. Materi apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☐ a. Materi penulisan paragraf argumentasi
- ☒ b. Materi penulisan paragraf pemecahan masalah
- ☐ c. Materi penulisan paragraf perbandingan

14. Aktivitas apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☒ a. Menuliskan paragraf argumentasi mengenai satu topik
- ☐ b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media
- ☐ c. Mengisi teks kosong yang dibagikan tentang suatu topik

15. Media apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☐ a. Kertas
- ☐ b. Card
- ☒ c. Sosial media

16. Aspek Vocabulary yang ingin anda kuasai nantinya adalah..... *

- ☐ a. Kemampuan dalam menguasai pronunciation
- ☒ b. Kemampuan dalam menggunakan kosakata sesuai dengan konteksnya
- ☐ c. Kemampuan mengetahui berbagai jenis kelas kata

17. Aktivitas apa saja yang dapat membantu anda untuk meningkatkan kosakata (Vocabulary) dalam belajar bahasa Inggris? *

- ☐ a. Menulis kembali kosakata yang diperoleh dalam suatu bacaan
- ☒ b. Menerjemahkan kosakata
- ☐ c. Mencari kosakata yang berkaitan tentang debat

18. Kegiatan apa yang dapat membantu meningkatkan kemampuan anda dalam mempelajari grammar? *

- ☐ a. Menyusun kalimat yang teracak
- ☐ b. Membuat kalimat berdasarkan tenses
- ☒ c. Menganalisis bacaan

19. Dalam pengucapan (pronunciation) kosakata bahasa Inggris, hal apa yang penting untuk anda pelajari? *

- ☐ a. Intonasi
- ☒ b. Logat (accent)
- ☒ c. Tekanan
- ☐ d. Bunyi

20. Ketika belajar bahasa Inggris, metode apa yang anda lebih suka lakukan dalam kegiatan belajar? *

- ☐ a. Berpasangan
- ☒ b. Berkelompok
- ☐ c. Individu

21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah... *

- ☒ a. Ruang Kelas
- ☐ b. Perpustakaan
- ☐ c. Luar ruangan (taman, dll)

22. Dalam pembelajaran bahasa Inggris, anda lebih suka jika.... *

- ☒ a. Mendengarkan penjelasan dosen dan mengikuti instruksinya
- ☐ b. Melakukan presentasi diselingi diskusi
- ☐ c. Melakukan praktikum

23. Dalam pembelajaran bahasa Inggris anda lebih suka jika dosen.... *

- ☐ a. Melibatkan siswa dalam mengatur aktivitas belajar
- ☒ b. Menggunakan bahasa Inggris sebagai bahasa pengantar
- ☒ c. Memberikan apresiasi terhadap hasil kerja siswa
- ☒ d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa

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Questionnaire "iDebate Book" for IPEDS

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Boleh memilih lebih dari satu.

Nama Lengkap *

Nurul Utami Hamid

Usia *

20

Jenis Kelamin *

- ☐ Laki-laki
- ☒ Perempuan
- ☐ Memilih tidak menjawab

1. Kapan anda menggunakan Bahasa Inggris untuk Debat? *

- ☒ a. Pada saat mata kuliah bahasa Inggris
- ☐ b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas
- ☐ c. Pada saat berbicara dengan teman diluar kelas

2. Apa manfaat bahasa Inggris bagi anda jika lulus nanti? *

- ☒ a. Untuk memahami ragam informasi ketika berdiskusi
- ☐ b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa Inggris dengan baik
- ☐ c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini? *

- ☐ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
- ☒ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
- ☐ c. Intermediate: meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui
- ☐ d. Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

4. Materi apa yang anda senangi dalam pembelajaran membaca (Reading)? *

- ☐ a. Materi teks narasi
- ☒ b. Materi teks deskriptif
- ☐ c. Materi skimming dan scanning

5. Aktivitas apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☒ a. Membaca teks pendek
- ☐ b. Mengidentifikasi topik bacaan dalam teks
- ☐ c. Menerjemahkan istilah-istilah perdebatan dalam bahasa Inggris

6. Media apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☐ a. Lembar bacaan
- ☐ b. Buku bacaan
- ☒ c. Majalah Elektronik

7. Materi apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☐ a. Listening for names
- ☒ b. Listening for details
- ☐ c. Listening for numbers

8. Aktivitas apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Mengamati dan mendengarkan video kemudian mengidentifikasi poin-poin penting dalam video yang ditayangkan
- ☐ b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut
- ☐ c. Guru membacakan teks kemudian siswa menuliskannya kembali

9. Media apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Video
- ☐ b. Audio
- ☐ c. Buku bacaan

10. Materi apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☒ a. Materi ungkapan memberi dan meminta pendapat
- ☐ b. Materi ungkapan memberi selamat dan memberi penghargaan
- ☐ c. Materi ungkapan rasa syukur

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- ☒ c. Membagikan video penjelasan suatu topik di sosial media Instagram

12. Media pembelajaran apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☐ a. Sosial Media Clubhouse
- ☐ b. Video interaktif
- ☒ c. Audio Visual

13. Materi apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☐ a. Materi penulisan paragraf argumentasi
- ☐ b. Materi penulisan paragraf pemecahan masalah
- ☒ c. Materi penulisan paragraf perbandingan

14. Aktivitas apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☐ a. Menuliskan paragraf argumentasi mengenai satu topik
- ☐ b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media
- ☒ c. Mengisi teks kosong yang dibagikan tentang suatu topik

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- ☐ a. Kertas
- ☐ b. Card
- ☒ c. Sosial media

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- ☒ a. Kemampuan dalam menguasai pronunciation
- ☒ b. Kemampuan dalam menggunakan kosakata sesuai dengan konteksnya
- ☒ c. Kemampuan mengetahui berbagai jenis kelas kata

17. Aktivitas apa saja yang dapat membantu anda untuk meningkatkan kosakata (Vocabulary) dalam belajar bahasa Inggris? *

- ☒ a. Menulis kembali kosakata yang diperoleh dalam suatu bacaan
- ☒ b. Menerjemahkan kosakata
- ☐ c. Mencari kosakata yang berkaitan tentang debat

18. Kegiatan apa yang dapat membantu meningkatkan kemampuan anda dalam mempelajari grammar? *

- ☐ a. Menyusun kalimat yang teracak
- ☐ b. Membuat kalimat berdasarkan tenses
- ☒ c. Menganalisis bacaan

19. Dalam pengucapan (pronunciation) kosakata bahasa Inggris, hal apa yang penting untuk anda pelajari? *

- ☒ a. Intonasi
- ☐ b. Logat (accent)
- ☒ c. Tekanan
- ☒ d. Bunyi

20. Ketika belajar bahasa Inggris, metode apa yang anda lebih suka lakukan dalam kegiatan belajar? *

- ☐ a. Berpasangan
- ☒ b. Berkelompok
- ☒ c. Individu

21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah... *

- ☐ a. Ruang Kelas
- ☐ b. Perpustakaan
- ☒ c. Luar ruangan (taman, dll)

22. Dalam pembelajaran bahasa Inggris, anda lebih suka jika.... *

- ☒ a. Mendengarkan penjelasan dosen dan mengikuti instruksinya
- ☐ b. Melakukan presentasi diselingi diskusi
- ☒ c. Melakukan praktikum

23. Dalam pembelajaran bahasa Inggris anda lebih suka jika dosen.... *

- ☒ a. Melibatkan siswa dalam mengatur aktivitas belajar
- ☐ b. Menggunakan bahasa Inggris sebagai bahasa pengantar
- ☒ c. Memberikan apresiasi terhadap hasil kerja siswa
- ☒ d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa

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Boleh memilih lebih dari satu.

Nama Lengkap *

Amelia

Usia *

22

Jenis Kelamin *

- ☐ Laki-laki
- ☒ Perempuan
- ☐ Memilih tidak menjawab

1. Kapan anda menggunakan Bahasa Inggris untuk Debat? *

- ☒ a. Pada saat mata kuliah bahasa Inggris
- ☐ b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas
- ☐ c. Pada saat berbicara dengan teman diluar kelas

2. Apa manfaat bahasa Inggris bagi anda jika lulus nanti? *

- ☐ a. Untuk memahami ragam informasi ketika berdiskusi
- ☒ b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa Inggris dengan baik
- ☐ c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini? *

- ☐ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
- ☐ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
- ☒ c. Intermediate: meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui
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- ☒ b. Materi teks deskriptif
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- ☒ a. Mengamati dan mendengarkan video kemudian mengidentifikasi poin-poin penting dalam video yang ditayangkan
- ☐ b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut
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- ☐ b. Audio
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10. Materi apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

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- ☐ c. Materi penulisan paragraf perbandingan

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- ☐ b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media
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- ☐ c. Mencari kosakata yang berkaitan tentang debat

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- ☐ a. Intonasi
- ☐ b. Logat (accent)
- ☐ c. Tekanan
- ☒ d. Bunyi

20. Ketika belajar bahasa Inggris, metode apa yang anda lebih suka lakukan dalam kegiatan belajar? *

- ☐ a. Berpasangan
- ☐ b. Berkelompok
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- ☐ b. Perpustakaan
- ☒ c. Luar ruangan (taman, dll)

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- ☐ a. Mendengarkan penjelasan dosen dan mengikuti instruksinya
- ☐ b. Melakukan presentasi diselingi diskusi
- ☒ c. Melakukan praktikum

23. Dalam pembelajaran bahasa Inggris anda lebih suka jika dosen.... *

- ☐ a. Melibatkan siswa dalam mengatur aktivitas belajar
- ☐ b. Menggunakan bahasa Inggris sebagai bahasa pengantar
- ☒ c. Memberikan apresiasi terhadap hasil kerja siswa
- ☐ d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa

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Questionnaire "iDebate Book" for IPEDS

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Boleh memilih lebih dari satu.

Nama Lengkap *

Anisa Zidni Ananda

Usia *

21 Tahun

Jenis Kelamin *

- ☐ Laki-laki
- ☒ Perempuan
- ☐ Memilih tidak menjawab

1. Kapan anda menggunakan Bahasa Inggris untuk Debat? *

- ☒ a. Pada saat mata kuliah bahasa Inggris
- ☐ b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas
- ☐ c. Pada saat berbicara dengan teman diluar kelas

2. Apa manfaat bahasa Inggris bagi anda jika lulus nanti? *

- ☐ a. Untuk memahami ragam informasi ketika berdiskusi
- ☒ b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa Inggris dengan baik
- ☐ c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini? *

- ☐ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
- ☐ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
- ☒ c. Intermediate: meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui
- ☐ d. Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

4. Materi apa yang anda senangi dalam pembelajaran membaca (Reading)? *

- ☐ a. Materi teks narasi
- ☒ b. Materi teks deskriptif
- ☐ c. Materi skimming dan scanning

5. Aktivitas apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☐ a. Membaca teks pendek
- ☐ b. Mengidentifikasi topik bacaan dalam teks
- ☒ c. Menerjemahkan istilah-istilah perdebatan dalam bahasa Inggris

6. Media apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☒ a. Lembar bacaan
- ☐ b. Buku bacaan
- ☐ c. Majalah Elektronik

7. Materi apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Listening for names
- ☐ b. Listening for details
- ☐ c. Listening for numbers

8. Aktivitas apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Mengamati dan mendengarkan video kemudian mengidentifikasi poin-poin penting dalam video yang ditayangkan
- ☐ b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut
- ☐ c. Guru membacakan teks kemudian siswa menuliskannya kembali

9. Media apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Video
- ☐ b. Audio
- ☐ c. Buku bacaan

10. Materi apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☒ a. Materi ungkapan memberi dan meminta pendapat
- ☐ b. Materi ungkapan memberi selamat dan memberi penghargaan
- ☐ c. Materi ungkapan rasa syukur

11. Aktivitas apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☒ a. Pidato
- ☐ b. Role Play (debat)
- ☐ c. Membagikan video penjelasan suatu topik di sosial media Instagram

12. Media pembelajaran apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☐ a. Sosial Media Clubhouse
- ☒ b. Video interaktif
- ☐ c. Audio Visual

13. Materi apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☒ a. Materi penulisan paragraf argumentasi
- ☐ b. Materi penulisan paragraf pemecahan masalah
- ☐ c. Materi penulisan paragraf perbandingan

14. Aktivitas apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☒ a. Menuliskan paragraf argumentasi mengenai satu topik
- ☐ b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media
- ☐ c. Mengisi teks kosong yang dibagikan tentang suatu topik

15. Media apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☒ a. Kertas
- ☐ b. Card
- ☐ c. Sosial media

16. Aspek Vocabulary yang ingin anda kuasai nantinya adalah..... *

- ☐ a. Kemampuan dalam menguasai pronunciation
- ☒ b. Kemampuan dalam menggunakan kosakata sesuai dengan konteksnya
- ☐ c. Kemampuan mengetahui berbagai jenis kelas kata

17. Aktivitas apa saja yang dapat membantu anda untuk meningkatkan kosakata (Vocabulary) dalam belajar bahasa Inggris? *

- ☐ a. Menulis kembali kosakata yang diperoleh dalam suatu bacaan
- ☒ b. Menerjemahkan kosakata
- ☐ c. Mencari kosakata yang berkaitan tentang debat

18. Kegiatan apa yang dapat membantu meningkatkan kemampuan anda dalam mempelajari grammar? *

- ☐ a. Menyusun kalimat yang teracak
- ☐ b. Membuat kalimat berdasarkan tenses
- ☒ c. Menganalisis bacaan

19. Dalam pengucapan (pronunciation) kosakata bahasa Inggris, hal apa yang penting untuk anda pelajari? *

- ☐ a. Intonasi
- ☐ b. Logat (accent)
- ☐ c. Tekanan
- ☒ d. Bunyi

20. Ketika belajar bahasa Inggris, metode apa yang anda lebih suka lakukan dalam kegiatan belajar? *

- ☒ a. Berpasangan
- ☐ b. Berkelompok
- ☐ c. Individu

21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah... *

- ☐ a. Ruang Kelas
- ☐ b. Perpustakaan
- ☒ c. Luar ruangan (taman, dll)

22. Dalam pembelajaran bahasa Inggris, anda lebih suka jika.... *

- ☐ a. Mendengarkan penjelasan dosen dan mengikuti instruksinya
- ☐ b. Melakukan presentasi diselingi diskusi
- ☒ c. Melakukan praktikum

23. Dalam pembelajaran bahasa Inggris anda lebih suka jika dosen.... *

- ☐ a. Melibatkan siswa dalam mengatur aktivitas belajar
- ☐ b. Menggunakan bahasa Inggris sebagai bahasa pengantar
- ☒ c. Memberikan apresiasi terhadap hasil kerja siswa
- ☒ d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa

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Questionnaire "iDebate Book" for IPEDS

Berilah tanda (✓) yang menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan atau yang anda inginkan serta sesuai dengan kebutuhan anda dalam pembelajaran bahasa Inggris.

Boleh memilih lebih dari satu.

Nama Lengkap *

Muh. Ridzky Andi Paso

Usia *

21

Jenis Kelamin *

- ☒ Laki-laki
- ☐ Perempuan
- ☐ Memilih tidak menjawab

1. Kapan anda menggunakan Bahasa Inggris untuk Debat? *

- ☒ a. Pada saat mata kuliah bahasa Inggris
- ☐ b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas
- ☐ c. Pada saat berbicara dengan teman diluar kelas

2. Apa manfaat bahasa Inggris bagi anda jika lulus nanti? *

- ☒ a. Untuk memahami ragam informasi ketika berdiskusi
- ☒ b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa Inggris dengan baik
- ☒ c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini? *

- ☐ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
- ☒ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
- ☐ c. Intermediate: meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui
- ☐ d. Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

4. Materi apa yang anda senangi dalam pembelajaran membaca (Reading)? *

- ☐ a. Materi teks narasi
- ☒ b. Materi teks deskriptif
- ☐ c. Materi skimming dan scanning

5. Aktivitas apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☐ a. Membaca teks pendek
- ☒ b. Mengidentifikasi topik bacaan dalam teks
- ☒ c. Menerjemahkan istilah-istilah perdebatan dalam bahasa Inggris

6. Media apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☒ a. Lembar bacaan
- ☒ b. Buku bacaan
- ☐ c. Majalah Elektronik

7. Materi apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Listening for names
- ☒ b. Listening for details
- ☒ c. Listening for numbers

8. Aktivitas apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Mengamati dan mendengarkan video kemudian mengidentifikasi poin-poin penting dalam video yang ditayangkan
- ☒ b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut
- ☐ c. Guru membacakan teks kemudian siswa menuliskannya kembali

9. Media apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Video
- ☒ b. Audio
- ☐ c. Buku bacaan

10. Materi apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☒ a. Materi ungkapan memberi dan meminta pendapat
- ☐ b. Materi ungkapan memberi selamat dan memberi penghargaan
- ☐ c. Materi ungkapan rasa syukur

11. Aktivitas apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

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- ☒ b. Role Play (debat)
- ☐ c. Membagikan video penjelasan suatu topik di sosial media Instagram

12. Media pembelajaran apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☒ a. Sosial Media Clubhouse
- ☐ b. Video interaktif
- ☒ c. Audio Visual

13. Materi apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☐ a. Materi penulisan paragraf argumentasi
- ☐ b. Materi penulisan paragraf pemecahan masalah
- ☒ c. Materi penulisan paragraf perbandingan

14. Aktivitas apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☐ a. Menuliskan paragraf argumentasi mengenai satu topik
- ☒ b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media
- ☐ c. Mengisi teks kosong yang dibagikan tentang suatu topik

15. Media apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☒ a. Kertas
- ☐ b. Card
- ☒ c. Sosial media

16. Aspek Vocabulary yang ingin anda kuasai nantinya adalah..... *

- ☐ a. Kemampuan dalam menguasai pronunciation
- ☐ b. Kemampuan dalam menggunakan kosakata sesuai dengan konteksnya
- ☒ c. Kemampuan mengetahui berbagai jenis kelas kata

17. Aktivitas apa saja yang dapat membantu anda untuk meningkatkan kosakata (Vocabulary) dalam belajar bahasa Inggris? *

- ☒ a. Menulis kembali kosakata yang diperoleh dalam suatu bacaan
- ☒ b. Menerjemahkan kosakata
- ☐ c. Mencari kosakata yang berkaitan tentang debat

18. Kegiatan apa yang dapat membantu meningkatkan kemampuan anda dalam mempelajari grammar? *

- ☒ a. Menyusun kalimat yang teracak
- ☒ b. Membuat kalimat berdasarkan tenses
- ☒ c. Menganalisis bacaan

19. Dalam pengucapan (pronunciation) kosakata bahasa Inggris, hal apa yang penting untuk anda pelajari? *

- ☐ a. Intonasi
- ☒ b. Logat (accent)
- ☐ c. Tekanan
- ☐ d. Bunyi

20. Ketika belajar bahasa Inggris, metode apa yang anda lebih suka lakukan dalam kegiatan belajar? *

- ☐ a. Berpasangan
- ☒ b. Berkelompok
- ☐ c. Individu

21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah... *

- ☐ a. Ruang Kelas
- ☐ b. Perpustakaan
- ☒ c. Luar ruangan (taman, dll)

22. Dalam pembelajaran bahasa Inggris, anda lebih suka jika.... *

- ☐ a. Mendengarkan penjelasan dosen dan mengikuti instruksinya
- ☐ b. Melakukan presentasi diselingi diskusi
- ☒ c. Melakukan praktikum

23. Dalam pembelajaran bahasa Inggris anda lebih suka jika dosen.... *

- ☒ a. Melibatkan siswa dalam mengatur aktivitas belajar
- ☒ b. Menggunakan bahasa Inggris sebagai bahasa pengantar
- ☒ c. Memberikan apresiasi terhadap hasil kerja siswa
- ☒ d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa

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Boleh memilih lebih dari satu.

Nama Lengkap *

Nur Jihadilla

Usia *

21 tahun

Jenis Kelamin *

- ☐ Laki-laki
- ☒ Perempuan
- ☐ Memilih tidak menjawab

1. Kapan anda menggunakan Bahasa Inggris untuk Debat? *

- ☒ a. Pada saat mata kuliah bahasa Inggris
- ☐ b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas
- ☐ c. Pada saat berbicara dengan teman diluar kelas

2. Apa manfaat bahasa Inggris bagi anda jika lulus nanti? *

- ☐ a. Untuk memahami ragam informasi ketika berdiskusi
- ☒ b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa Inggris dengan baik
- ☐ c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini? *

- ☐ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
- ☐ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
- ☒ c. Intermediate: meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui
- ☐ d. Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

4. Materi apa yang anda senangi dalam pembelajaran membaca (Reading)? *

- ☐ a. Materi teks narasi
- ☐ b. Materi teks deskriptif
- ☒ c. Materi skimming dan scanning

5. Aktivitas apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☒ a. Membaca teks pendek
- ☐ b. Mengidentifikasi topik bacaan dalam teks
- ☐ c. Menerjemahkan istilah-istilah perdebatan dalam bahasa Inggris

6. Media apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☐ a. Lembar bacaan
- ☐ b. Buku bacaan
- ☒ c. Majalah Elektronik

7. Materi apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☐ a. Listening for names
- ☒ b. Listening for details
- ☐ c. Listening for numbers

8. Aktivitas apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Mengamati dan mendengarkan video kemudian mengidentifikasi poin-poin penting dalam video yang ditayangkan
- ☐ b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut
- ☐ c. Guru membacakan teks kemudian siswa menuliskannya kembali

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- ☒ a. Video
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- ☐ c. Buku bacaan

10. Materi apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☒ a. Materi ungkapan memberi dan meminta pendapat
- ☐ b. Materi ungkapan memberi selamat dan memberi penghargaan
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- ☐ c. Audio Visual

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14. Aktivitas apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☒ a. Menuliskan paragraf argumentasi mengenai satu topik
- ☐ b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media
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17. Aktivitas apa saja yang dapat membantu anda untuk meningkatkan kosakata (Vocabulary) dalam belajar bahasa Inggris? *

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- ☐ b. Menerjemahkan kosakata
- ☐ c. Mencari kosakata yang berkaitan tentang debat

18. Kegiatan apa yang dapat membantu meningkatkan kemampuan anda dalam mempelajari grammar? *

- ☐ a. Menyusun kalimat yang teracak
- ☒ b. Membuat kalimat berdasarkan tenses
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- ☐ c. Tekanan
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20. Ketika belajar bahasa Inggris, metode apa yang anda lebih suka lakukan dalam kegiatan belajar? *

- ☒ a. Berpasangan
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- ☐ c. Individu

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- ☐ a. Mendengarkan penjelasan dosen dan mengikuti instruksinya
- ☒ b. Melakukan presentasi diselingi diskusi
- ☐ c. Melakukan praktikum

23. Dalam pembelajaran bahasa Inggris anda lebih suka jika dosen.... *

- ☐ a. Melibatkan siswa dalam mengatur aktivitas belajar
- ☐ b. Menggunakan bahasa Inggris sebagai bahasa pengantar
- ☐ c. Memberikan apresiasi terhadap hasil kerja siswa
- ☒ d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa

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Boleh memilih lebih dari satu.

Nama Lengkap *

Rindy Pratiwi

Usia *

21 Tahun

Jenis Kelamin *

- ☐ Laki-laki
- ☒ Perempuan
- ☐ Memilih tidak menjawab

1. Kapan anda menggunakan Bahasa Inggris untuk Debat? *

- ☐ a. Pada saat mata kuliah bahasa Inggris
- ☒ b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas
- ☐ c. Pada saat berbicara dengan teman diluar kelas

2. Apa manfaat bahasa Inggris bagi anda jika lulus nanti? *

- ☐ a. Untuk memahami ragam informasi ketika berdiskusi
- ☒ b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa Inggris dengan baik
- ☐ c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini? *

- ☐ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
- ☒ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
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- ☐ a. Lembar bacaan
- ☐ b. Buku bacaan
- ☒ c. Majalah Elektronik

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- ☐ c. Listening for numbers

8. Aktivitas apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Mengamati dan mendengarkan video kemudian mengidentifikasi poin-poin penting dalam video yang ditayangkan
- ☒ b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut
- ☐ c. Guru membacakan teks kemudian siswa menuliskannya kembali

9. Media apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Video
- ☒ b. Audio
- ☐ c. Buku bacaan

10. Materi apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☒ a. Materi ungkapan memberi dan meminta pendapat
- ☒ b. Materi ungkapan memberi selamat dan memberi penghargaan
- ☒ c. Materi ungkapan rasa syukur

11. Aktivitas apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☒ a. Pidato
- ☐ b. Role Play (debat)
- ☐ c. Membagikan video penjelasan suatu topik di sosial media Instagram

12. Media pembelajaran apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☐ a. Sosial Media Clubhouse
- ☐ b. Video interaktif
- ☒ c. Audio Visual

13. Materi apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☒ a. Materi penulisan paragraf argumentasi
- ☐ b. Materi penulisan paragraf pemecahan masalah
- ☐ c. Materi penulisan paragraf perbandingan

14. Aktivitas apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☐ a. Menuliskan paragraf argumentasi mengenai satu topik
- ☒ b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media
- ☐ c. Mengisi teks kosong yang dibagikan tentang suatu topik

15. Media apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☐ a. Kertas
- ☐ b. Card
- ☒ c. Sosial media

16. Aspek Vocabulary yang ingin anda kuasai nantinya adalah..... *

- ☒ a. Kemampuan dalam menguasai pronunciation
- ☒ b. Kemampuan dalam menggunakan kosakata sesuai dengan konteksnya
- ☒ c. Kemampuan mengetahui berbagai jenis kelas kata

17. Aktivitas apa saja yang dapat membantu anda untuk meningkatkan kosakata (Vocabulary) dalam belajar bahasa Inggris? *

- ☒ a. Menulis kembali kosakata yang diperoleh dalam suatu bacaan
- ☐ b. Menerjemahkan kosakata
- ☐ c. Mencari kosakata yang berkaitan tentang debat

18. Kegiatan apa yang dapat membantu meningkatkan kemampuan anda dalam mempelajari grammar? *

- ☐ a. Menyusun kalimat yang teracak
- ☒ b. Membuat kalimat berdasarkan tenses
- ☐ c. Menganalisis bacaan

19. Dalam pengucapan (pronunciation) kosakata bahasa Inggris, hal apa yang penting untuk anda pelajari? *

- ☒ a. Intonasi
- ☐ b. Logat (accent)
- ☒ c. Tekanan
- ☐ d. Bunyi

20. Ketika belajar bahasa Inggris, metode apa yang anda lebih suka lakukan dalam kegiatan belajar? *

- ☒ a. Berpasangan
- ☒ b. Berkelompok
- ☐ c. Individu

21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah... *

- ☐ a. Ruang Kelas
- ☐ b. Perpustakaan
- ☒ c. Luar ruangan (taman, dll)

22. Dalam pembelajaran bahasa Inggris, anda lebih suka jika.... *

- ☐ a. Mendengarkan penjelasan dosen dan mengikuti instruksinya
- ☒ b. Melakukan presentasi diselingi diskusi
- ☐ c. Melakukan praktikum

23. Dalam pembelajaran bahasa Inggris anda lebih suka jika dosen.... *

- ☒ a. Melibatkan siswa dalam mengatur aktivitas belajar
- ☒ b. Menggunakan bahasa Inggris sebagai bahasa pengantar
- ☒ c. Memberikan apresiasi terhadap hasil kerja siswa
- ☒ d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa

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Questionnaire "iDebate Book" for IPEDS

Berilah tanda (✓) yang menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan atau yang anda inginkan serta sesuai dengan kebutuhan anda dalam pembelajaran bahasa Inggris.

Boleh memilih lebih dari satu.

Nama Lengkap *

Imam Fadli

Usia *

20

Jenis Kelamin *

- ☒ Laki-laki
- ☐ Perempuan
- ☐ Memilih tidak menjawab

1. Kapan anda menggunakan Bahasa Inggris untuk Debat? *

- ☒ a. Pada saat mata kuliah bahasa Inggris
- ☐ b. Pada saat berbicara dengan guru dan teman kelas dalam proses pembelajaran di kelas
- ☐ c. Pada saat berbicara dengan teman diluar kelas

2. Apa manfaat bahasa Inggris bagi anda jika lulus nanti? *

- ☐ a. Untuk memahami ragam informasi ketika berdiskusi
- ☒ b. Untuk menunjang profesi saya dan ntuk dapat berkomunikasi dalam bahasa Inggris dengan baik
- ☒ c. Memudahkan untuk memasuki bidang profesional sesuai jurusan saya

3. Bagaimana tingkat penguasaan bahasa Inggris anda saat ini? *

- ☐ a. Basic (Lower): mengetahui sedikit kosakata dan ungkapan praktis, penguasaan grammar terbatas, pelafalan sangat dipengaruhi oleh bahasa ibu
- ☒ b. Basic (Upper): dapat berkomunikasi secara baik pada beberapa topik dengan percakapan pendek, masih mengalami beberapa kesulitan pada kosakata, grammar dan pelafalan masih dipengaruhi oleh bahasa Ibu
- ☒ c. Intermediate: meskipun msaih terdapat kesulitan dalam kosakata, grammar, dan pelafalan, tapi mampu terlibat dalam percakapan pada topik-topik yang diketahui
- ☐ d. Advanced: mampu berkomunikasi dengan lancar pada sebagian besar topik, hanya mengalami sedikit kesulitan pada kosakata, grammar, dan pelafalan

4. Materi apa yang anda senangi dalam pembelajaran membaca (Reading)? *

- ☐ a. Materi teks narasi
- ☐ b. Materi teks deskriptif
- ☒ c. Materi skimming dan scanning

5. Aktivitas apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☒ a. Membaca teks pendek
- ☐ b. Mengidentifikasi topik bacaan dalam teks
- ☐ c. Menerjemahkan istilah-istilah perdebatan dalam bahasa Inggris

6. Media apa yang anda senangi dalam kegiatan membaca (Reading)? *

- ☐ a. Lembar bacaan
- ☒ b. Buku bacaan
- ☐ c. Majalah Elektronik

7. Materi apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☐ a. Listening for names
- ☒ b. Listening for details
- ☐ c. Listening for numbers

8. Aktivitas apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Mengamati dan mendengarkan video kemudian mengidentifikasi poin-poin penting dalam video yang ditayangkan
- ☒ b. Mendengarkan audio sambil mengamati teks, kemudian mengisi bagian-bagian yang kosong dalam teks audio tersebut
- ☐ c. Guru membacakan teks kemudian siswa menuliskannya kembali

9. Media apa yang anda senangi dalam kegiatan mendengarkan (Listening)? *

- ☒ a. Video
- ☒ b. Audio
- ☐ c. Buku bacaan

10. Materi apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☒ a. Materi ungkapan memberi dan meminta pendapat
- ☐ b. Materi ungkapan memberi selamat dan memberi penghargaan
- ☐ c. Materi ungkapan rasa syukur

11. Aktivitas apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☐ a. Pidato
- ☒ b. Role Play (debat)
- ☐ c. Membagikan video penjelasan suatu topik di sosial media Instagram

12. Media pembelajaran apa yang anda senangi dalam kegiatan berbicara (Speaking)? *

- ☐ a. Sosial Media Clubhouse
- ☐ b. Video interaktif
- ☒ c. Audio Visual

13. Materi apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☒ a. Materi penulisan paragraf argumentasi
- ☒ b. Materi penulisan paragraf pemecahan masalah
- ☒ c. Materi penulisan paragraf perbandingan

14. Aktivitas apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☒ a. Menuliskan paragraf argumentasi mengenai satu topik
- ☐ b. Membagikan tulisan yang dibuat tentang penjelasan suatu topik di sosial media
- ☒ c. Mengisi teks kosong yang dibagikan tentang suatu topik

15. Media apa yang anda senangi dalam kegiatan menulis (Writing)? *

- ☒ a. Kertas
- ☒ b. Card
- ☐ c. Sosial media

16. Aspek Vocabulary yang ingin anda kuasai nantinya adalah..... *

- ☒ a. Kemampuan dalam menguasai pronunciation
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- ☒ c. Kemampuan mengetahui berbagai jenis kelas kata

17. Aktivitas apa saja yang dapat membantu anda untuk meningkatkan kosakata (Vocabulary) dalam belajar bahasa Inggris? *

- ☒ a. Menulis kembali kosakata yang diperoleh dalam suatu bacaan
- ☒ b. Menerjemahkan kosakata
- ☐ c. Mencari kosakata yang berkaitan tentang debat

18. Kegiatan apa yang dapat membantu meningkatkan kemampuan anda dalam mempelajari grammar? *

- ☒ a. Menyusun kalimat yang teracak
- ☒ b. Membuat kalimat berdasarkan tenses
- ☒ c. Menganalisis bacaan

19. Dalam pengucapan (pronunciation) kosakata bahasa Inggris, hal apa yang penting untuk anda pelajari? *

- ☒ a. Intonasi
- ☒ b. Logat (accent)
- ☒ c. Tekanan
- ☒ d. Bunyi

20. Ketika belajar bahasa Inggris, metode apa yang anda lebih suka lakukan dalam kegiatan belajar? *

- ☒ a. Berpasangan
- ☐ b. Berkelompok
- ☒ c. Individu

21. Tempat pembelajaran bahasa Inggris yang anda sukai adalah... *

- ☒ a. Ruang Kelas
- ☒ b. Perpustakaan
- ☒ c. Luar ruangan (taman, dll)

22. Dalam pembelajaran bahasa Inggris, anda lebih suka jika.... *

- ☒ a. Mendengarkan penjelasan dosen dan mengikuti instruksinya
- ☐ b. Melakukan presentasi diselingi diskusi
- ☒ c. Melakukan praktikum

23. Dalam pembelajaran bahasa Inggris anda lebih suka jika dosen.... *

- ☒ a. Melibatkan siswa dalam mengatur aktivitas belajar
- ☒ b. Menggunakan bahasa Inggris sebagai bahasa pengantar
- ☒ c. Memberikan apresiasi terhadap hasil kerja siswa
- ☒ d. Memberikan bantuan fasilitas untuk meningkatkan kemampuan berbahasa siswa

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APPENDIX 5
THE COURSEBOOK

The Course Grid of iDebate Book

No.	Activity in each chapter	Explanation
1	Let's Get Ready!	This section is the first step in the learning process. In this input session, public input is given to the students. It contains vocabulary building and brainstorming. This input session prepared the students to concentrate on the learning process by discussing the picture and vocabulary that will help them.
2	Let's Act!	This section prepared for the students to practice. It engages the students to be fully active in speaking, writing, reading, and listening.
3	Let's Make Reflection!	This section prepared the students to review what they did and have done during the class. It provides the students to make a reflection on how the lesson was.
4	Let's Make a Summary!	This section is the last, which focuses on creating an impactful learning process for the students by summarizing the unit's material.





APPENDIX 6

THE EXPERTS VALIDATION RESULT

EXPERT JUDGMENT QUESTIONNAIRE

ANGKET EVALUASI ENGLISH DEBATE GUIDANCE BOOK

Pengantar :

Kusioner ini merupakan instrument penilaian terhadap *English Debate Guidance Book*. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kusioner ini sebagai masukan atas *English Debate Guidance Book* yang saya kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan banyak terimakasih.

Petunjuk Pengisian :

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan *English Debate Guidance Book* yang telah dikembangkan. Bapak/ibu dipersilahkan untuk memberikan tanda centang(✓) pada salah satu kolom pada tiap pernyataan yang ada pada table. Mohon ditulis saran perbaikan pada ruang yang disediakan.

Keterangan:

- SS : Sangat Setuju (4)
- S : Setuju (3)
- R : Ragu-ragu (2)
- TS : Tidak Setuju (1)

KUESIONER EVALUASI UNTUK AHLI BAHASA

A. Data Responden

Nama : Dr. Masruddin, S.S., M.Hum
 Pendidikan : ☐ S1 ☐ S2 ☒ S3 ☐ Professor
 Pengalaman mengajar : ☐ 0-2 tahun ☐ 2-4 tahun
☐ 4-6 tahun ☒ $\geq$ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah disediakan

Keterangan:

SS : Sangat Setuju (4)
 S : Setuju (3)
 R : Ragu-ragu (2)
 TS : Tidak Setuju (1)

No	Pernyataan	TS	R	S	SS
A. Isi					
1.	Cakupan isi materi dalam bahan ajar <i>English Debate Guidance Book</i> berhubungan dengan kebutuhan Komunitas IAIN Palopo English Debate Society.				✓
2.	Kedalaman materi dalam bahan ajar <i>English Debate Guidance Book</i> memadai.				✓
3.	Keaslian isi materi dalam bahan ajar <i>English Debate Guidance Book</i> memadai.				✓
4.	Isu-isu terbaru di dalam bahan ajar <i>English Debate Guidance Book</i> menarik.				✓
Rangkuman kualitatif:					

B. Bahasa					
1.	Bahasa yang digunakan dalam bahan ajar <i>English Debate Guidance Book</i> sesuai dengan kemampuan siswa				✓
2.	Bahasa yang disajikan komprehensif pada <i>English Debate Guidance Book</i> dan sesuai dengan tingkat perkembangan kognitif siswa				✓
3.	Ekspresi yang digunakan pada <i>English Debate Guidance Book</i> sesuai dengan tata bahasa yang benar.				✓
4.	Bahasa yang disajikan dalam bahan ajar <i>English Debate Guidance Book</i> mudah dipahami.			✓	
Rangkuman kualitatif:					

C. Desain dan Layout					
1.	Tampilan materi pada tiap <i>chapter</i> jelas				
2.	Tampilan materi <i>English Debate Guidance Book</i> menarik.				
3.	Ukuran huruf sesuai.				
4.	Jenis huruf sesuai.				
5.	Jarak spasi sesuai.				

6.	Penggunaan tanda baca benar.						
Rangkuman kualitatif:							

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

- a. ☒ Layak
- b. ☐ Layak dengan perbaikan
- c. ☐ Tidak layak

Palopo,
Penilai kelayakan



Dr. Masruddin, S.S., M.Hum

EXPERT JUDGMENT QUESTIONNAIRE
ANGKET EVALUASI ENGLISH DEBATE GUIDANCE BOOK

Pengantar :

Kusioner ini merupakan instrument penilaian terhadap *English Debate Guidance Book*. Saya sangat mengharapkan partisipasi bapak/ibu untuk mengisi kusioner ini sebagai masukan atas *English Debate Guidance Book* yang saya kembangkan. Atas kesediaan dan partisipasi bapak/ibu, saya ucapkan banyak terimakasih.

Petunjuk Pengisian :

Berikut ini adalah butir-butir pernyataan yang berkaitan dengan *English Debate Guidance Book* yang telah dikembangkan. Bapak/ibu dipersilahkan untuk memberikan tanda centang(✓) pada salah satu kolom pada tiap pernyataan yang ada pada table. Mohon ditulis saran perbaikan pada ruang yang disediakan.

Keterangan:

- SS : Sangat Setuju (4)
- S : Setuju (3)
- R : Ragu-ragu (2)
- TS : Tidak Setuju (1)

KUESIONER EVALUASI UNTUK AHLI DESAIN

A. Data Responden

Nama : *Fadhliyah Rahmah Muin., S.pd.I., M. Pd*
 Pendidikan : ☐ S1 ☒ S2 ☐ S3 ☐ Professor
 Pengalaman mengajar : ☐ 0-2 tahun ☐ 2-4 tahun
☐ 4-6 tahun ☒ ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah disediakan

Keterangan:

SS : Sangat Setuju (4)
 S : Setuju (3)
 R : Ragu-ragu (2)
 TS : Tidak Setuju (1)

No	Pernyataan	TS	R	S	SS
A. Isi					
1.	Cakupan isi materi dalam bahan ajar <i>English Debate Guidance Book</i> berhubungan dengan kebutuhan Komunitas IAIN Palopo English Debate Society.				✓
2.	Kedalaman materi dalam bahan ajar <i>English Debate Guidance Book</i> memadai.				
3.	Keaslian isi materi dalam bahan ajar <i>English Debate Guidance Book</i> memadai.				
4.	Isu-isu terbaru di dalam bahan ajar <i>English Debate Guidance Book</i> menarik.				
Rangkuman kualitatif:					

B. Bahasa					
1.	Bahasa yang digunakan dalam bahan ajar <i>English Debate Guidance Book</i> sesuai dengan kemampuan siswa				
2.	Bahasa yang disajikan komprehensif pada <i>English Debate Guidance Book</i> dan sesuai dengan tingkat perkembangan kognitif siswa				
3.	Ekspresi yang digunakan pada <i>English Debate Guidance Book</i> sesuai dengan tata bahasa yang benar.				
4.	Bahasa yang disajikan dalam bahan ajar <i>English Debate Guidance Book</i> mudah dipahami.				
Rangkuman kualitatif:					

C. Desain dan Layout					
1.	Tampilan materi pada tiap <i>chapters</i> jelas			✓	
2.	Tampilan materi <i>English Debate Guidance Book</i> menarik.			✓	
3.	Ukuran huruf sesuai.			✓	
4.	Jenis huruf sesuai.				✓
5.	Jarak spasi sesuai.				✓

6.	Penggunaan tanda baca benar.					✓
Rangkuman kualitatif:						

Kesimpulan:

Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo,
Penilai kelayakan


Fachrurrahman Rahmah Muin., S.Pd.I., M.Pd

KUESIONER EVALUASI UNTUK AHLI BAHASA

A. Data Responden

Nama : Dr. Masruddin, S.S., M.Hum
 Pendidikan : ☐ S1 ☐ S2 ☒ S3 ☐ Professor
 Pengalaman mengajar : ☐ 0-2 tahun ☐ 2-4 tahun
☐ 4-6 tahun ☒ $\geq$ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah disediakan

Keterangan:

SS : Sangat Setuju (4)
 S : Setuju (3)
 R : Ragu-ragu (2)
 TS : Tidak Setuju (1)

No	Pernyataan	TS	R	S	SS
A. Isi					
1.	Cakupan isi materi dalam bahan ajar <i>English Debate Guidance Book</i> berhubungan dengan kebutuhan Komunitas IAIN Palopo English Debate Society.				✓
2.	Kedalaman materi dalam bahan ajar <i>English Debate Guidance Book</i> memadai.				✓
3.	Keaslian isi materi dalam bahan ajar <i>English Debate Guidance Book</i> memadai.				✓
4.	Isu-isu terbaru di dalam bahan ajar <i>English Debate Guidance Book</i> menarik.				✓
Rangkuman kualitatif:					

B. Bahasa					
1.	Bahasa yang digunakan dalam bahan ajar <i>English Debate Guidance Book</i> sesuai dengan kemampuan siswa				✓
2.	Bahasa yang disajikan komprehensif pada <i>English Debate Guidance Book</i> dan sesuai dengan tingkat perkembangan kognitif siswa				✓
3.	Ekspresi yang digunakan pada <i>English Debate Guidance Book</i> sesuai dengan tata bahasa yang benar.				✓
4.	Bahasa yang disajikan dalam bahan ajar <i>English Debate Guidance Book</i> mudah dipahami.			✓	
Rangkuman kualitatif:					

C. Desain dan Layout					
1.	Tampilan materi pada tiap <i>chapter</i> jelas				
2.	Tampilan materi <i>English Debate Guidance Book</i> menarik.				
3.	Ukuran huruf sesuai.				
4.	Jenis huruf sesuai.				
5.	Jarak spasi sesuai.				

6.	Penggunaan tanda baca benar.					
Rangkuman kualitatif:						

Kesimpulan:

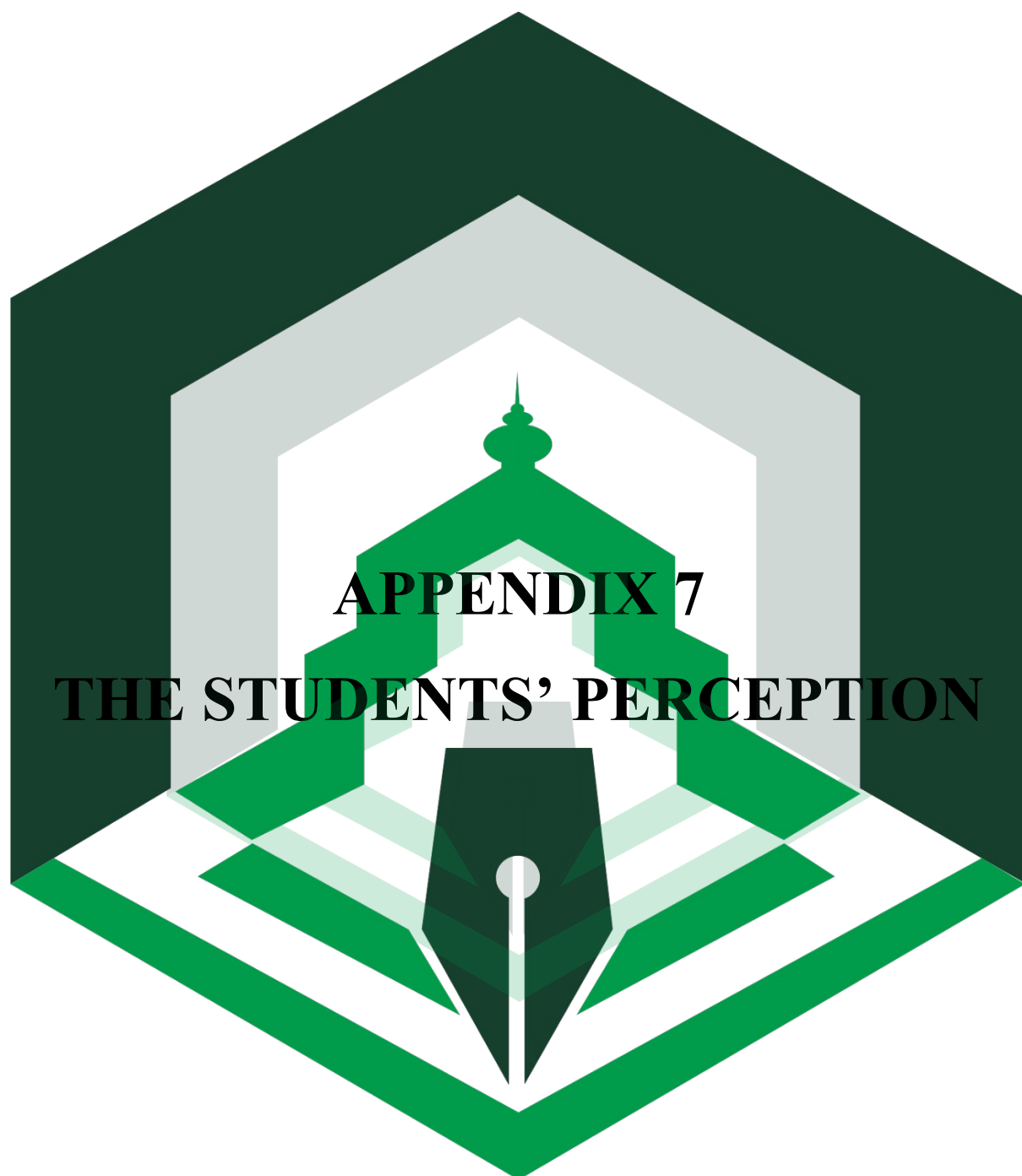
Secara umum, pendapat Bapak/Ibu terhadap materi yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo,
Penilai kelayakan



Dr. Masruddin, S.S., M.Hum



APPENDIX 7

THE STUDENTS' PERCEPTION

KUESIONER EVALUASI PRODUK

Berilah tanda (✓) pada pilihan yang tersedia sesuai dengan persepsi anda mengenai produk buku iDebate.
Pilihlah sesuai dengan persepsi anda.

Nama Lengkap: *

.....

Usia: *

.....

Semester: *

.....

1. Materi yang disajikan sesuai dengan level intermediate. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

2. Materi telah sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

3. Materi yang disajikan mampu meningkatkan kemampuan berbicara mahasiswa IAIN Palopo English Debating Society. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

4. Input materi menarik dan mudah dipahami. *

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

5. Input materi secara keseluruhan beragam. *

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

6. Topik materi menarik dan mudah dipahami. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

7. Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

8. Kegiatan pada keseluruhan unik dan beragam.

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

9. Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

10. Instruksi dari keseluruhan unit mudah untuk dipahami. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

11. Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok. *

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

12. Kegiatan dalam unit mendorong mahasiswa untuk ikut berpartisipasi aktif dalam kegiatan berbicara di kelas.

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

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Google Formulir

KUESIONER EVALUASI PRODUK

Berilah tanda (✓) pada pilihan yang tersedia sesuai dengan persepsi anda mengenai produk buku iDebate.
Pilihlah sesuai dengan persepsi anda.

Nama Lengkap: *

.....

Usia: *

.....

Semester: *

.....

1. Materi yang disajikan sesuai dengan level intermediate. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

2. Materi telah sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

3. Materi yang disajikan mampu meningkatkan kemampuan berbicara mahasiswa IAIN Palopo English Debating Society. *

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

4. Input materi menarik dan mudah dipahami. *

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

5. Input materi secara keseluruhan beragam. *

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

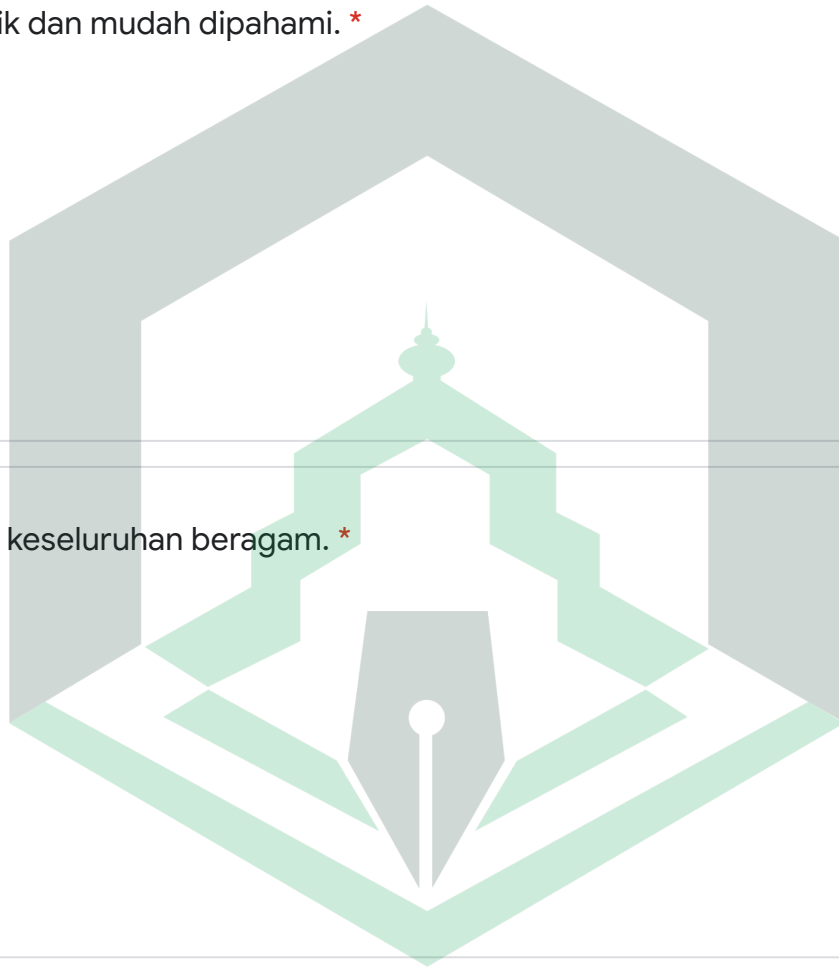
6. Topik materi menarik dan mudah dipahami. *

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju



7. Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

8. Kegiatan pada keseluruhan unik dan beragam.

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

9. Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

10. Instruksi dari keseluruhan unit mudah untuk dipahami. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

11. Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok. *

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

12. Kegiatan dalam unit mendorong mahasiswa untuk ikut berpartisipasi aktif dalam kegiatan berbicara di kelas.

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

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Google Formulir

KUESIONER EVALUASI PRODUK

Berilah tanda (✓) pada pilihan yang tersedia sesuai dengan persepsi anda mengenai produk buku iDebate.
Pilihlah sesuai dengan persepsi anda.

Nama Lengkap: *

Nur Jihadilla

Usia: *

21 tahun

Semester: *

6

1. Materi yang disajikan sesuai dengan level intermediate. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

2. Materi telah sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

3. Materi yang disajikan mampu meningkatkan kemampuan berbicara mahasiswa IAIN Palopo English Debating Society. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

4. Input materi menarik dan mudah dipahami. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

5. Input materi secara keseluruhan beragam. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

6. Topik materi menarik dan mudah dipahami. *

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

7. Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

8. Kegiatan pada keseluruhan unik dan beragam.

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

9. Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

10. Instruksi dari keseluruhan unit mudah untuk dipahami. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

11. Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok. *

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

12. Kegiatan dalam unit mendorong mahasiswa untuk ikut berpartisipasi aktif dalam kegiatan berbicara di kelas.

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

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Google Formulir

KUESIONER EVALUASI PRODUK

Berilah tanda (✓) pada pilihan yang tersedia sesuai dengan persepsi anda mengenai produk buku iDebate.
Pilihlah sesuai dengan persepsi anda.

Nama Lengkap: *

Nurul Utami Hamid

Usia: *

20

Semester: *

6

1. Materi yang disajikan sesuai dengan level intermediate. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

2. Materi telah sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

3. Materi yang disajikan mampu meningkatkan kemampuan berbicara mahasiswa IAIN Palopo English Debating Society. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

4. Input materi menarik dan mudah dipahami. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

5. Input materi secara keseluruhan beragam. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

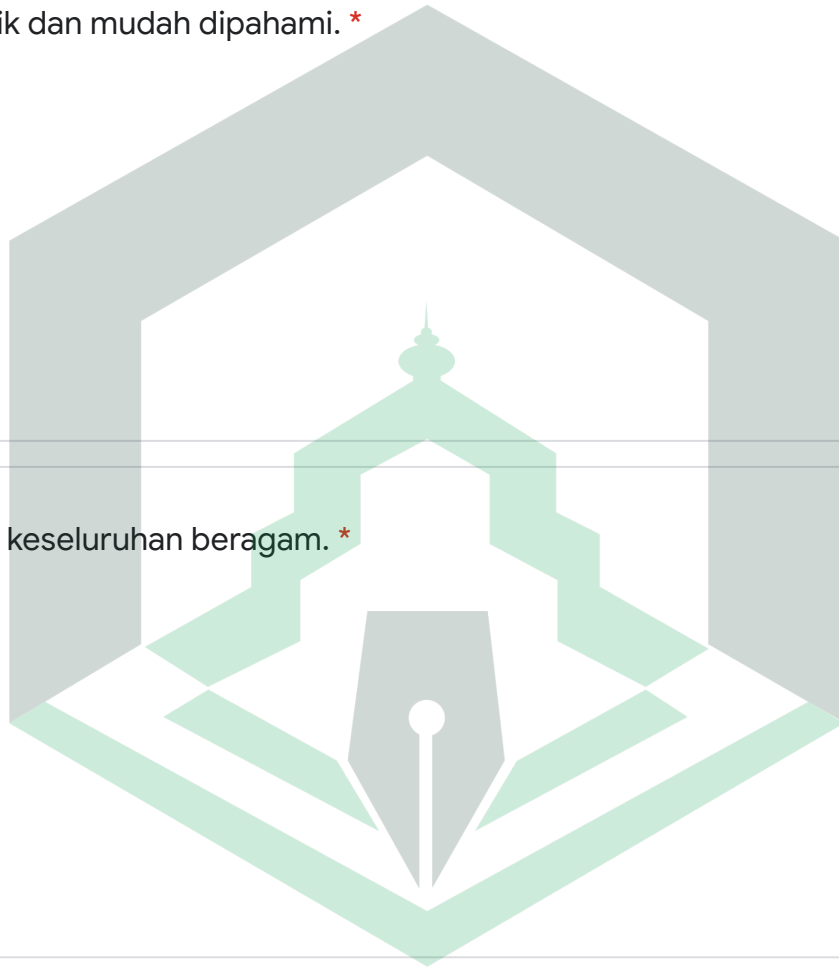
6. Topik materi menarik dan mudah dipahami. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju



7. Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

8. Kegiatan pada keseluruhan unik dan beragam.

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

9. Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

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- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

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☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

12. Kegiatan dalam unit mendorong mahasiswa untuk ikut berpartisipasi aktif dalam kegiatan berbicara di kelas.

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

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KUESIONER EVALUASI PRODUK

Berilah tanda (✓) pada pilihan yang tersedia sesuai dengan persepsi anda mengenai produk buku iDebate.
Pilihlah sesuai dengan persepsi anda.

Nama Lengkap: *

Amelia

Usia: *

22 tahun

Semester: *

VI (enam)

1. Materi yang disajikan sesuai dengan level intermediate. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

2. Materi telah sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

3. Materi yang disajikan mampu meningkatkan kemampuan berbicara mahasiswa IAIN Palopo English Debating Society. *

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

4. Input materi menarik dan mudah dipahami. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

5. Input materi secara keseluruhan beragam. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

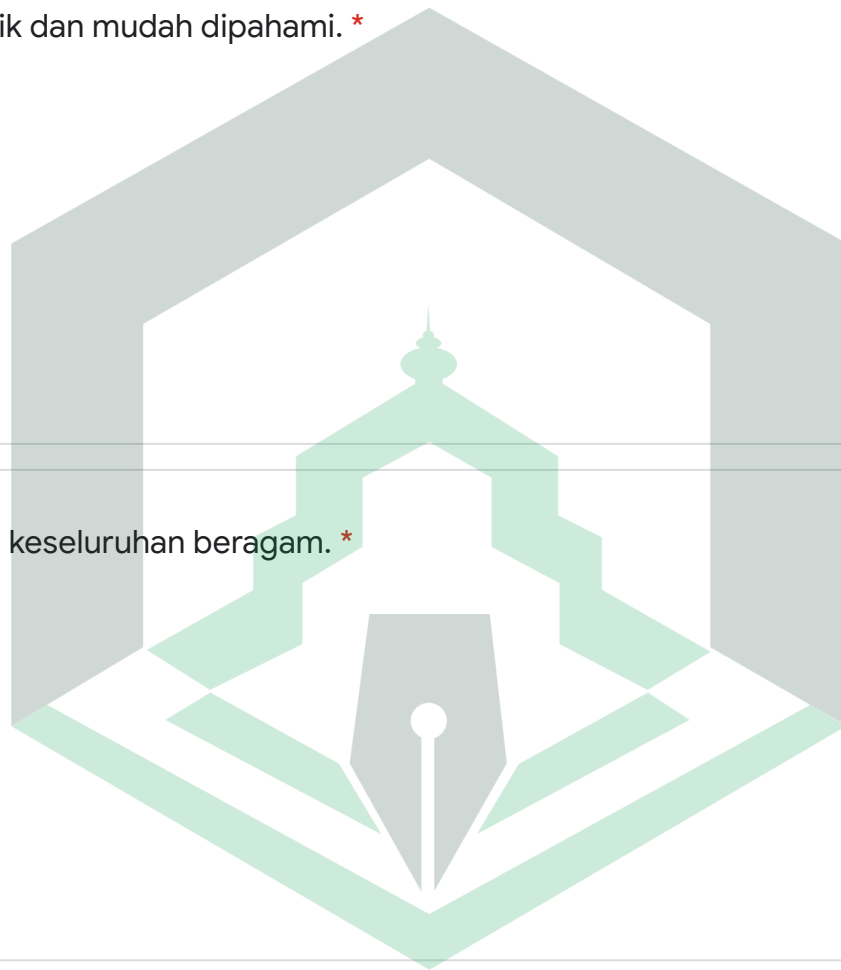
6. Topik materi menarik dan mudah dipahami. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju



7. Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

8. Kegiatan pada keseluruhan unik dan beragam.

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

9. Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

10. Instruksi dari keseluruhan unit mudah untuk dipahami. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

11. Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

12. Kegiatan dalam unit mendorong mahasiswa untuk ikut berpartisipasi aktif dalam kegiatan berbicara di kelas.

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

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KUESIONER EVALUASI PRODUK

Berilah tanda (✓) pada pilihan yang tersedia sesuai dengan persepsi anda mengenai produk buku iDebate.
Pilihlah sesuai dengan persepsi anda.

Nama Lengkap: *

Anisa Zidni Ananda

Usia: *

21 Tahun

Semester: *

6

1. Materi yang disajikan sesuai dengan level intermediate. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

2. Materi telah sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

3. Materi yang disajikan mampu meningkatkan kemampuan berbicara mahasiswa IAIN Palopo English Debating Society. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

4. Input materi menarik dan mudah dipahami. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

5. Input materi secara keseluruhan beragam. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

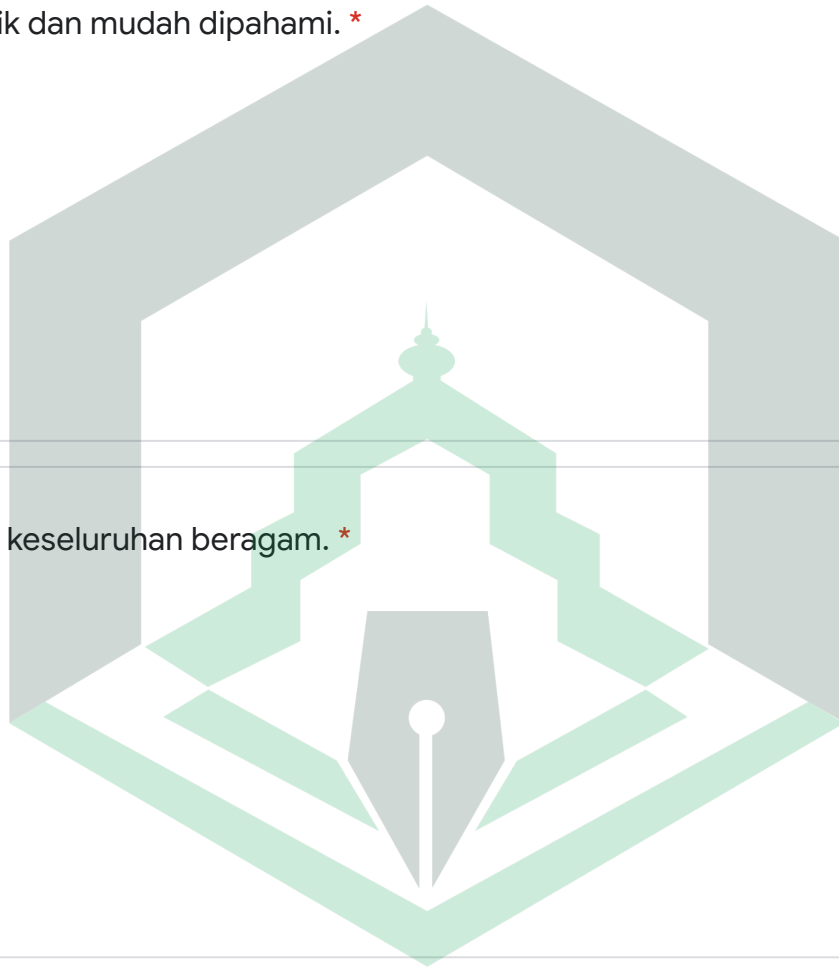
6. Topik materi menarik dan mudah dipahami. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju



7. Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

8. Kegiatan pada keseluruhan unik dan beragam.

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

9. Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

10. Instruksi dari keseluruhan unit mudah untuk dipahami. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

11. Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

12. Kegiatan dalam unit mendorong mahasiswa untuk ikut berpartisipasi aktif dalam kegiatan berbicara di kelas.

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

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Google Formulir

KUESIONER EVALUASI PRODUK

Berilah tanda (✓) pada pilihan yang tersedia sesuai dengan persepsi anda mengenai produk buku iDebate.
Pilihlah sesuai dengan persepsi anda.

Nama Lengkap: *

Muh. Ridzky Andi Paso

Usia: *

21

Semester: *

6

1. Materi yang disajikan sesuai dengan level intermediate. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

2. Materi telah sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

3. Materi yang disajikan mampu meningkatkan kemampuan berbicara mahasiswa IAIN Palopo English Debating Society. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

4. Input materi menarik dan mudah dipahami. *

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

5. Input materi secara keseluruhan beragam. *

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

6. Topik materi menarik dan mudah dipahami. *

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

7. Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

8. Kegiatan pada keseluruhan unik dan beragam.

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

9. Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

10. Instruksi dari keseluruhan unit mudah untuk dipahami. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

11. Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

12. Kegiatan dalam unit mendorong mahasiswa untuk ikut berpartisipasi aktif dalam kegiatan berbicara di kelas.

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

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Google Formulir

KUESIONER EVALUASI PRODUK

Berilah tanda (✓) pada pilihan yang tersedia sesuai dengan persepsi anda mengenai produk buku iDebate.
Pilihlah sesuai dengan persepsi anda.

Nama Lengkap: *

Nurul Fikriyyah Taqwa

Usia: *

20

Semester: *

6

1. Materi yang disajikan sesuai dengan level intermediate. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

2. Materi telah sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

3. Materi yang disajikan mampu meningkatkan kemampuan berbicara mahasiswa IAIN Palopo English Debating Society. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

4. Input materi menarik dan mudah dipahami. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

5. Input materi secara keseluruhan beragam. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

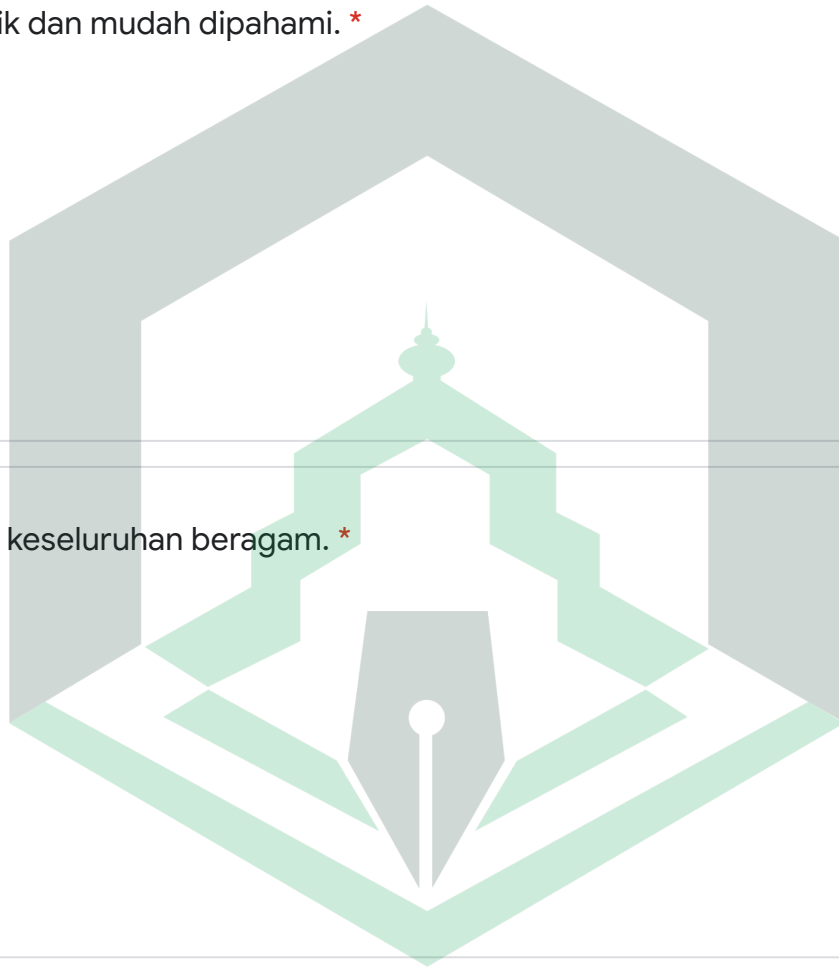
6. Topik materi menarik dan mudah dipahami. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju



7. Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

8. Kegiatan pada keseluruhan unik dan beragam.

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

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- ☒ Sangat Setuju
- ☐ Setuju
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- ☐ Tidak Setuju

10. Instruksi dari keseluruhan unit mudah untuk dipahami. *

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- ☐ Kurang Setuju
- ☐ Tidak Setuju

11. Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok. *

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☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

12. Kegiatan dalam unit mendorong mahasiswa untuk ikut berpartisipasi aktif dalam kegiatan berbicara di kelas.

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

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Google Formulir

KUESIONER EVALUASI PRODUK

Berilah tanda (✓) pada pilihan yang tersedia sesuai dengan persepsi anda mengenai produk buku iDebate.
Pilihlah sesuai dengan persepsi anda.

Nama Lengkap: *

.....

Usia: *

.....

Semester: *

.....

1. Materi yang disajikan sesuai dengan level intermediate. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

2. Materi telah sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

3. Materi yang disajikan mampu meningkatkan kemampuan berbicara mahasiswa IAIN Palopo English Debating Society. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

4. Input materi menarik dan mudah dipahami. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

5. Input materi secara keseluruhan beragam. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

6. Topik materi menarik dan mudah dipahami. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

7. Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☐ Sangat Setuju
- ☒ Setuju
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- ☐ Tidak Setuju

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- ☐ Setuju
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- ☐ Tidak Setuju

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- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

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- ☐ Kurang Setuju
- ☐ Tidak Setuju

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☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

12. Kegiatan dalam unit mendorong mahasiswa untuk ikut berpartisipasi aktif dalam kegiatan berbicara di kelas.

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

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KUESIONER EVALUASI PRODUK

Berilah tanda (✓) pada pilihan yang tersedia sesuai dengan persepsi anda mengenai produk buku iDebate.
Pilihlah sesuai dengan persepsi anda.

Nama Lengkap: *

.....

Usia: *

.....

Semester: *

.....

1. Materi yang disajikan sesuai dengan level intermediate. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

2. Materi telah sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

3. Materi yang disajikan mampu meningkatkan kemampuan berbicara mahasiswa IAIN Palopo English Debating Society. *

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

4. Input materi menarik dan mudah dipahami. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

5. Input materi secara keseluruhan beragam. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

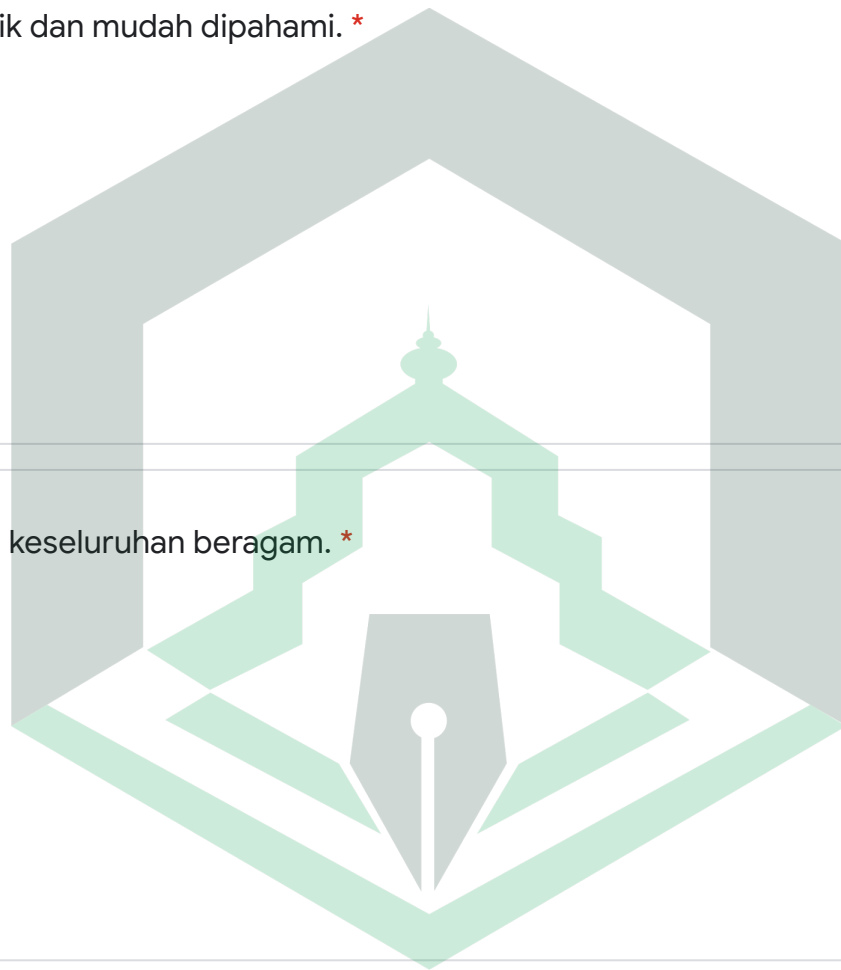
6. Topik materi menarik dan mudah dipahami. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju



7. Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

8. Kegiatan pada keseluruhan unik dan beragam.

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

9. Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

10. Instruksi dari keseluruhan unit mudah untuk dipahami. *

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

11. Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

12. Kegiatan dalam unit mendorong mahasiswa untuk ikut berpartisipasi aktif dalam kegiatan berbicara di kelas.

☐ Sangat Setuju

☒ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

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KUESIONER EVALUASI PRODUK

Berilah tanda (✓) pada pilihan yang tersedia sesuai dengan persepsi anda mengenai produk buku iDebate.
Pilihlah sesuai dengan persepsi anda.

Nama Lengkap: *

.....

Usia: *

.....

Semester: *

.....

1. Materi yang disajikan sesuai dengan level intermediate. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

2. Materi telah sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

3. Materi yang disajikan mampu meningkatkan kemampuan berbicara mahasiswa IAIN Palopo English Debating Society. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

4. Input materi menarik dan mudah dipahami. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

5. Input materi secara keseluruhan beragam. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

6. Topik materi menarik dan mudah dipahami. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

7. Panjang dan sumber teks input keseluruhan sesuai dengan kebutuhan mahasiswa IAIN Palopo English Debating Society. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

8. Kegiatan pada keseluruhan unik dan beragam.

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

9. Latihan-latihan yang tersedia tersusun dari tingkatan mudah ke sulit. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

10. Instruksi dari keseluruhan unit mudah untuk dipahami. *

- ☒ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju

11. Latihan dalam unit meliputi latihan individu, berpasangan, dan berkelompok. *

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

12. Kegiatan dalam unit mendorong mahasiswa untuk ikut berpartisipasi aktif dalam kegiatan berbicara di kelas.

☒ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

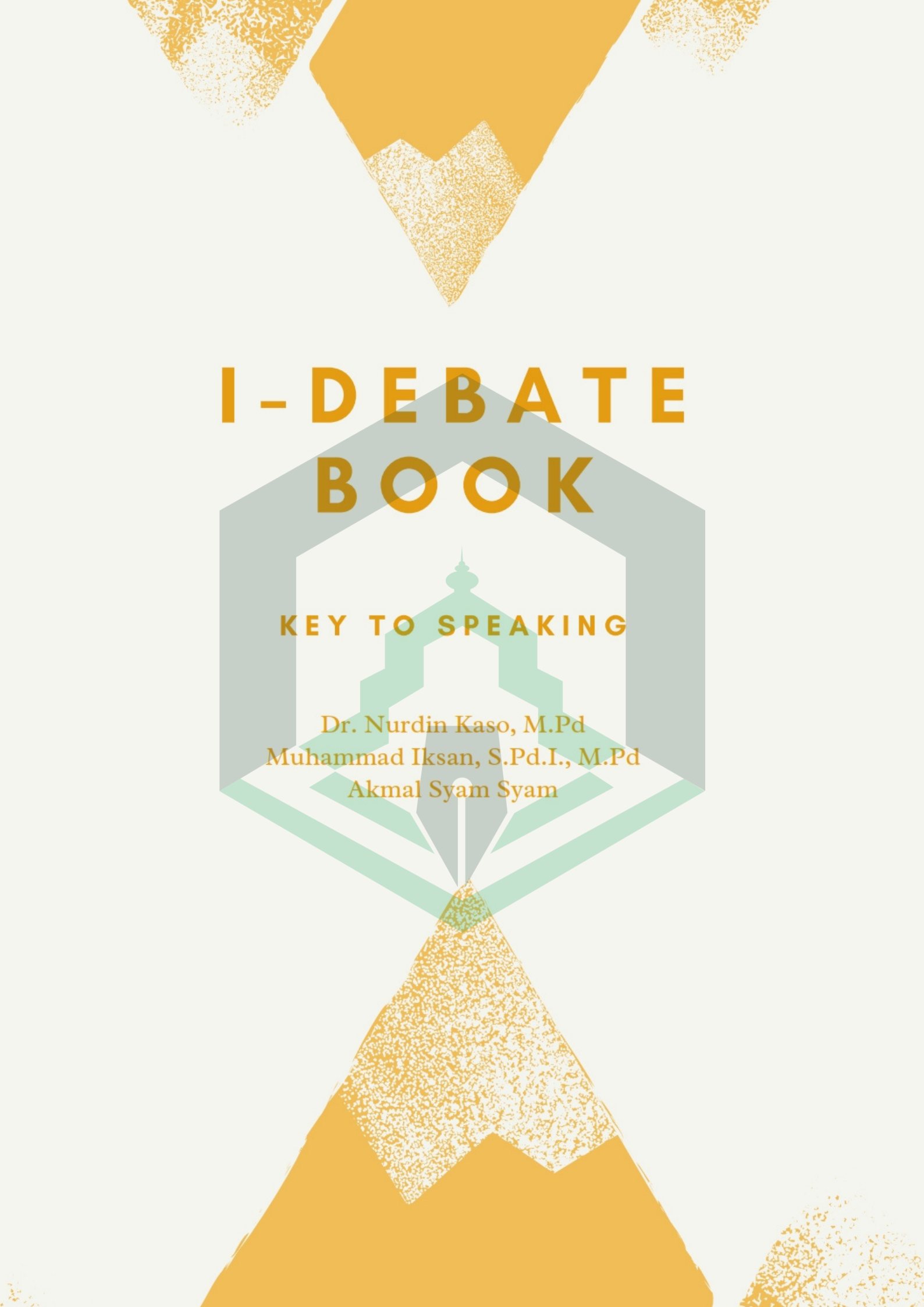
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APPENDIX 8
THE FINAL DRAFT



I-DEBATE BOOK

KEY TO SPEAKING

Dr. Nurdin Kaso, M.Pd
Muhammad Iksan, S.Pd.I., M.Pd
Akmal Syam Syam

PREFACE

It would be wise if you know some variation of debate system in parliamentary. Most people assume that learning Debate is merely memorizing the topics, expressions and the exact words. It is not enough. They tend to make up unaccepted sentences. When they want to state their ideas, they just state word by word structurally memorized and focusing in grammar. They also forget the rules of Debate that become such an important part in Debating. Most important of all, the art of Debate emphasizes on what you are supposed to say without making other get offended. That is why, having a good language skill is also important in Debate.

To know English well, you are suggested to speak, read, write, and listen to it. There are a lot of methods to improve your English Language Skill. Firstly, linguistic encompasses many things such as vocabulary, enrichment, grammar understanding, conversations, expressions, and idioms. Secondly, cognitive aspect consist of having an idea to express. Both aspects are interconnected in order to be able to speak in English. Someone who masters grammar without having the ideas invariably also can not speak smoothly. Conversely, someone who has a great idea but does not have a good grammar usually will find the difficulties in speaking as well. That is why both skills are decisive to improve the communication verbally especially in English.

The book "iDebate" has been compiled in order to help students improve their speaking skill. Language of debate provided in the book will be helpful to enhance students' skill in speaking. Besides, to help students generate the ideas by presenting some topics in case of brainstorming to improve the critical thinking.

Palopo, 15 July 2021

Compiler

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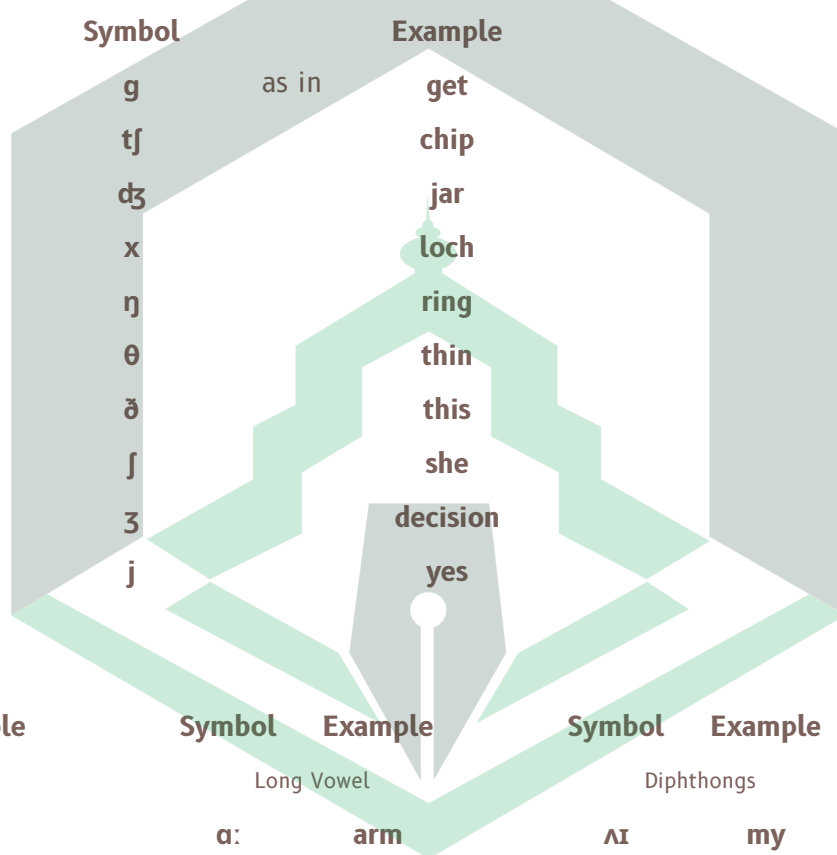
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KEY TO PRONUNCIATION

The pronunciations given represent the standard accent of English as spoken in the south of England [sometimes called Received Pronunciation or RP], and the example words given in this key are to be understood as pronounced in such speech.

Consonants

The letters **b, d, f, h, k, l, m, n, p, r, s, t, v, w,** and **z** have their usual English values. Other symbols are used as follows:



Vowels

Symbol	Example	Symbol	Example	Symbol	Example
Short Vowel		Long Vowel		Diphthongs	
æ	cat	ɑ:	arm	ʌɪ	my
ɛ	bed	ɛ:	hair	aʊ	how
ə	ago	ə:	her	eɪ	day
ɪ	sit	i:	see	əʊ	no
i	cosy	ɔ:	saw	ɪə	near
ɒ	hot	u:	too	ɔɪ	boy
ʌ	run			ʊə	poor
ʊ	put			Triphthongs	
				ʌɪə	fire
				aʊə	sour

UNIT I

WHAT'S DEBATE?

Objectives:

- Students will be able to understand the basic information about debate in general.
- Students will be able to distinguish between motion and definition.



A. LET'S GET READY



TASK 1

Are you familiar with the following pictures? Match the titles with the pictures below.

1. Narcotics : Narkoba
2. Corruption : Korupsi
3. Poverty : Kemiskinan
4. Violence : Kekerasan
5. Garbage : Sampah



TASK 2

Based on your knowledge, discuss the following questions in small groups of three.

1. What is corruption?
2. Is garbage one of the social problems?
3. Why are many people consume narcotics?
4. What are the effects of the garbage?

B. LET'S ACT

READ AND WRITE



TASK 3

In pairs, study the following text below. Then summarize the text in the space provided.

DEBATE IN GENERAL

Debate is an organized argument or contest of ideas in which two opposing parties try to defend their respective ideas or opinions. For every issue, there must be different points of view on the issue.

The purpose of the debate is to explore the reasons behind each point of view. So that the reason can be understood persuasively, the speaker in a debate should present his argument with good communication skills.

PARTS OF DEBATE

1. Motions or motions [debate topics] are given in the form of statements that must be supported by the government and opposed by the opposition.
2. Definition is a limitation on a motion so that the issues being debated can be more focused.
3. Argumentation is an explanation of a certain point of view that is logical and relevant to the point to be proven.
4. Rebuttal/rebuttal is a response to the opposing team's arguments that are clearly elaborated.

Brief summary space:

.....



TASK 4

Study the following text below.

SIDES IN DEBATE

There were two teams arguing, each team consisting of three speakers who in turn would be the first, second, and third speakers.

One team will be the Government/Positive side, i.e. the side that supports the motion/topic, and the other team will be the Opposition/Negative side, i.e. the side that disagrees or does not support the motion/topic.



TASK 5

In pairs, study the following dialogue below. Then, please decide who's the pros and cons based on the dialogue.

Sam and david are discussing why people abuse drugs.

Sam : I'm curious why many people are unemployed. I think it is a real problem

David : Well, I once heard that they are unskilled

Sam : Is it so?

David : I'm not so sure about it. All i know is that unskilled persons are lazy

Sam : I don't think so, it is possible for the people to get a job

David : But, i think it will be hard for such unskilled people to get a good job

Sam : Well, there is always possibility, especially when they are willing to learn

Who's pros:

Who's cons:

LISTEN AND SPEAK



TASK 6

Study the words in the box before listening to a speech on the causes of narcotics and then answer the questions. The listening script is in the Appendix.

1. Deprivation : Kerugian
2. Citizen : Warga negara
3. Erosion : Erosi
4. Vicious : Buruk
5. Degrade : Menurunkan

Questions:

1. What is narcotics?
2. What are the causes people to consume narcotics?
3. Why are many people consume narcotics?
4. What are the effects of narcotics?
5. What should the government do to minimize the narcotics abuse?

Scan here for the audio



TASK 7

Study and listen to the audio. Then, state whether the statements are TRUE (T) or FALSE (F). The listening script is in the Appendix.

STATEMENTS	T	F
There are a lot of garbage in school.		
Garbage is our country's biggest problem.		
There are many other problems in Indonesia		
Animal suffers from plastics trash.		

Scan here for the audio





PROJECT TASK

There are other kinds of social problems such as poverty, narcotics, and corruption. Find information about one of them including the solution. Post the video on your social media that explaining what the social problem is and how to solve it.



<http://instagram.com/joshuawatson>



<http://instagram.com/markusspiske>



<http://instagram.com/dianapolekh>



C. LET'S MAKE A REFLECTION

Reflect on your learning in this unit and write down your reflection in the space below.

What i like best in this unit:

What i do not like in this unit:

The improvement i have made after learning English in this unit:



D. LET'S MAKE A SUMMARY

In this unit i learn:



UNIT II

ASIAN PARLIAMENTARY DEBATING SYSTEM

Objectives:

- Students will be able to explore the basic system of APD (Asian Debating Parliamentary).
- Students will be able to elaborate how to debate.



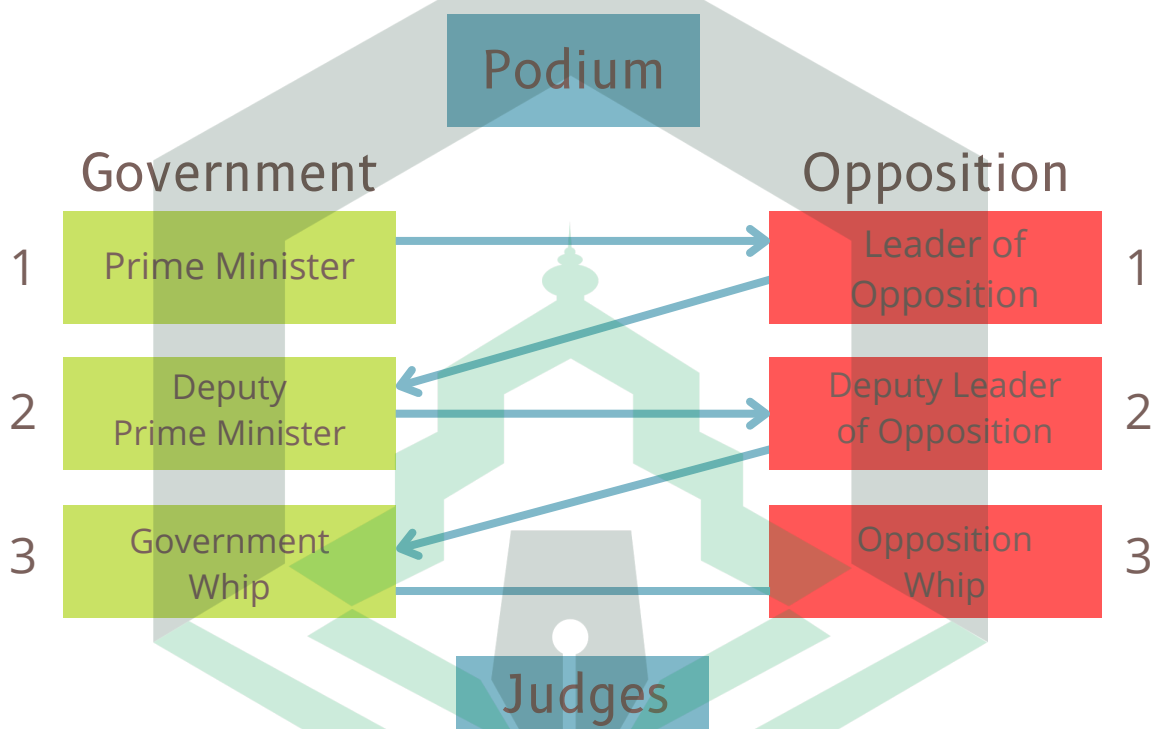
A. LET'S GET READY



TASK 1

Study the following words and the format of Asian Parliamentary Debating System below.

- | | |
|-------------------|-----------|
| 1. Podium | 6. Leader |
| 2. Government | 7. Deputy |
| 3. Opposition | 8. Whip |
| 4. Judges | 9. Bench |
| 5. Prime Minister | 10. Side |



TASK 2

Listen to the following audio . Work in pairs and answer the questions below based on the audio.

1. What is the Government?
2. What is the Opposition?
3. What is the difference between motion and definition?
4. What is the difference between data and evidence?

Scan here for the audio





TASK 3

Study the following roles of speaking during a debate.

Prime Minister

1. Giving definition
2. Giving a theme line and stating stance
3. Giving a team split
4. Deliver argument
5. Summary

Leader of Opposition

1. Accept definition/ challenge invalid definition
2. Giving theme line a and stating stance
3. Giving a team split
4. Deliver rebuttals
5. Deliver argument
6. Summary

Deputy Prime Minister

1. Defend previous team mate, and rebut
2. Deliver argument
3. Summary

Deputy Leader of Opposition

1. Defend previous team mate, and rebut
2. Deliver argument
3. Summary

Government's Wipe

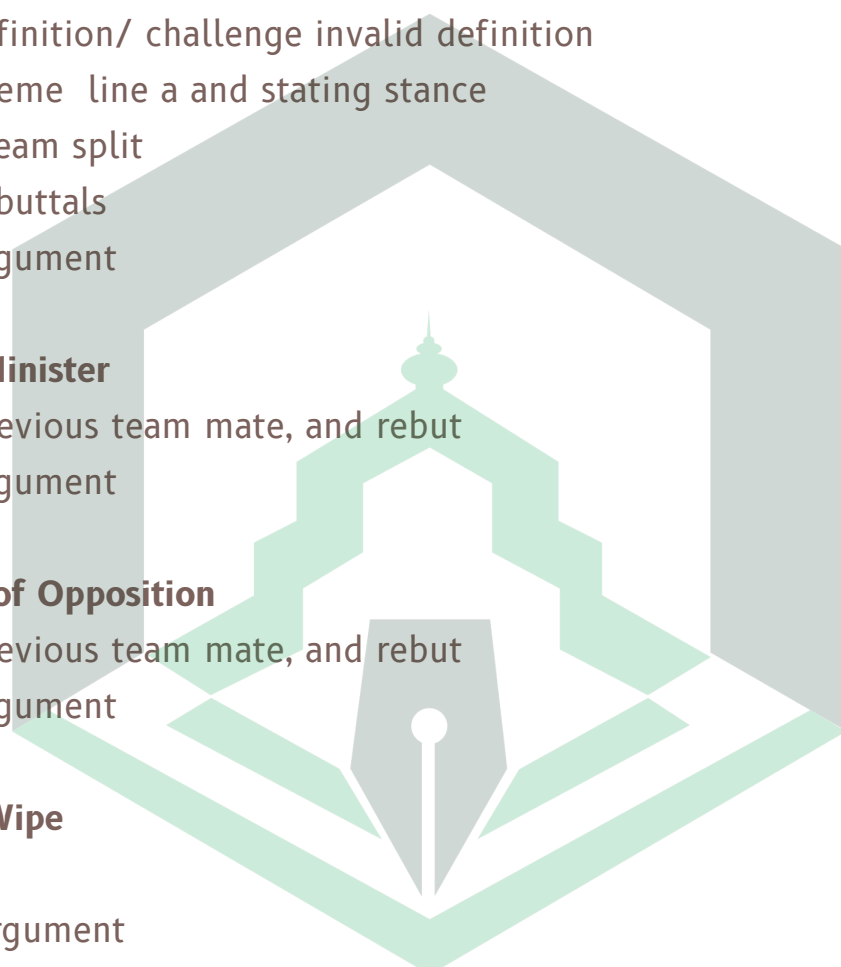
1. Rebuttals
2. No new argument
3. Summary

Opposition's Wipe

1. Rebuttals
2. No new argument
3. Summary

Reply Speaker

1. Summary and biased debate over view
2. No new argument and rebuttal
3. Why should we win?



B. LET'S ACT

READ AND WRITE



TASK 4

In pairs, study the following topic below then write the pros and cons with your partner.

EDUCATION

One of the most contentious social issues in most countries is that of education. In education, people see a clear route to a better life for their children. Most people regard some level of education as a right; the degree of education to which we are entitled by right varies from country to country. In Britain, the state provides a free education, for all children, from age 5-18. The aim is to produce a comprehensive and high-quality education for all its citizens. However, if a degree is then pursued, it must be undertaken at the student's expense. This education system is supplemented in Britain by independent, fee-paying schools to which parents can send their children if they can afford it. There is an added confusion when talking about private schools in Britain, as they are often referred to as 'Public Schools'. In Australia one in three students attends private schools [econrsss], a large growth from the one in five that attended private schools in the 1970's. Some of the reasons given for this shift include government funding policy and regulations, the strategic marketing decisions of private schools, and the relative quality of government schools [econrsss]. Which illustrates the relationship between private and state schools is affected by a variety of situations. In India children's education is compulsory up to the age of 14. The Government fund 80% of the schools in India, and only 27% of its population attend private school. Yet according to some research, private schools often provide superior results at a fraction of the unit cost of government schools [GPRG.org]. The British model raises many questions, not just pertaining to itself, but to more general issues as well: do you have a right to an education? To what sort of education are you entitled? If parents wish to send their children to a private school, should they have the right so to do.

PROS

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CONS

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LISTEN AND SPEAK



TASK 5

Study the words and listen to the audio by scanning the code. Then, answer the questions. The listening script is in the Appendix.

- | | |
|----------|-----------|
| 1. Ban | 6. Play |
| 2. Team | 7. Flow |
| 3. Bench | 8. Speech |
| 4. Think | 9. Speak |
| 5. Feel | 10. Sum |

Questions:

Scan here for the audio

1. What is the motions of the debate?
2. What can you conclude from the video?
3. What can you rebut from the cons sides of the video?



READ AND WRITE



TASK 6

Study the following steps to argue and to present the statement

How to Argue

1. Think about your side, compare your position to your opponent's position.
2. Find the arguments that support your side.
3. Identify any opposing arguments that might defeat you.

How to Present the Statement

1. Identifying the choice for the judge
2. List out each of main reasons to support your side.
3. Conclude the speech briefly.

LISTEN AND SPEAK



TASK 7

Watch the video of debater, then write down the argument of each speaker. Please identify how they present their rebuttal or statement.

Scan here for the audio



1

2

3

Example Argue:
We believe that smoking does not only harm the smoker but the people nearby....

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Example statement:
One third of smoker in scotland said the ban was helping them to stop smoking

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TASK 8

Study the following words and motion below, choose your own topic then present your statement in front of your friends.



People should not keep animals as pets.



People should not legalize phone at school.



People should speak out the harassment issues.



TASK 7

After study the motion, please write statement based on the information that you have got.

ALCOHOL

Alcohol has been part of the culture of recreation for thousands of years, It is also a dangerous substance. As such, almost all countries place an age restriction on it. The few exceptions where there is no minimum drinking age include Albania, Vietnam and Cambodia. While the US and UK have comparatively high drinking ages of 21 and 18 respectively, some European countries allow drinking at a younger age; usually around 16 [at least for beer, if not for spirits]. The purpose of a minimum drinking age is to act as a deterrent from drinking alcohol, as young people face legal punishment if they break the law by drinking underage. Supposedly, this deterrent helps to preserve the overall health and safety of young people until they reach an age where they are considered responsible enough to regulate their own drinking. However, underage drinking remains a problem. The law is often difficult to enforce if people drink in their own homes, rather than in a public place. Though establishments such as bars or supermarkets often have a policy to ask for identification when selling alcohol in the UK, levels of sales to minors are still not considered to be low enough. So far, the minimum drinking age in the UK and the US has failed to stop some minors from obtaining alcohol.

STATEMENT:

They said that,

That might be true, but i think

Based on the data, they stated that

Because

LISTEN AND SPEAK



TASK 8

Study the following video and then answer the questions after you watch it.

Scan here for the video



Question:

1. What is the debate about?
2. Which side will you supposed to be?
3. What can you rebut from the video's topic?

READ AND WRITE



TASK 9

Study the following steps to make a rebuttal.

State the argument that you are about to refute so that the judges can follow easily. Take notes during your opponent's speeches so you will be clear about what they argue.

- a. Step 1: "they say..."
- b. Step 2: "But I disagree..." or "That may be true, but..."
- c. Step 3 : "Because..."
- d. Step 4: "Therefore,,,"

LISTEN AND SPEAK



TASK 10

Study the following video and then make a rebuttal on the boxes after you watch it.



Scan here for the video

1

2

3

Example Rebuttal:
 “**because** non-smokers should look out for their own healths...”

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Example Rebuttal:
 “**Therefore** it is not the responsibility of smokers to protect non-smokers.”

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TASK PROJECT

In small group that consist of 2 students, you may analyze the motion below then complete the box and please make your video project how to argue, rebut, and present your statement.



Motions:

Children under the age of 7 should be allowed to browse internet side.

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C. LET'S MAKE A REFLECTION

Reflect on your learning in this unit and write down your reflection in the space below.

What i like best in this unit:

What i do not like in this unit:

The improvement i have made after learning English in this unit:



D. LET'S MAKE A SUMMARY

In this unit you learn:



UNIT III

BRITISH PARLIAMENTARY DEBATING SYSTEM

Objectives:

- Students will be able to explore the basic system of BPD (British Parliamentary Debating).
- Students will be able to elaborate how to debate.

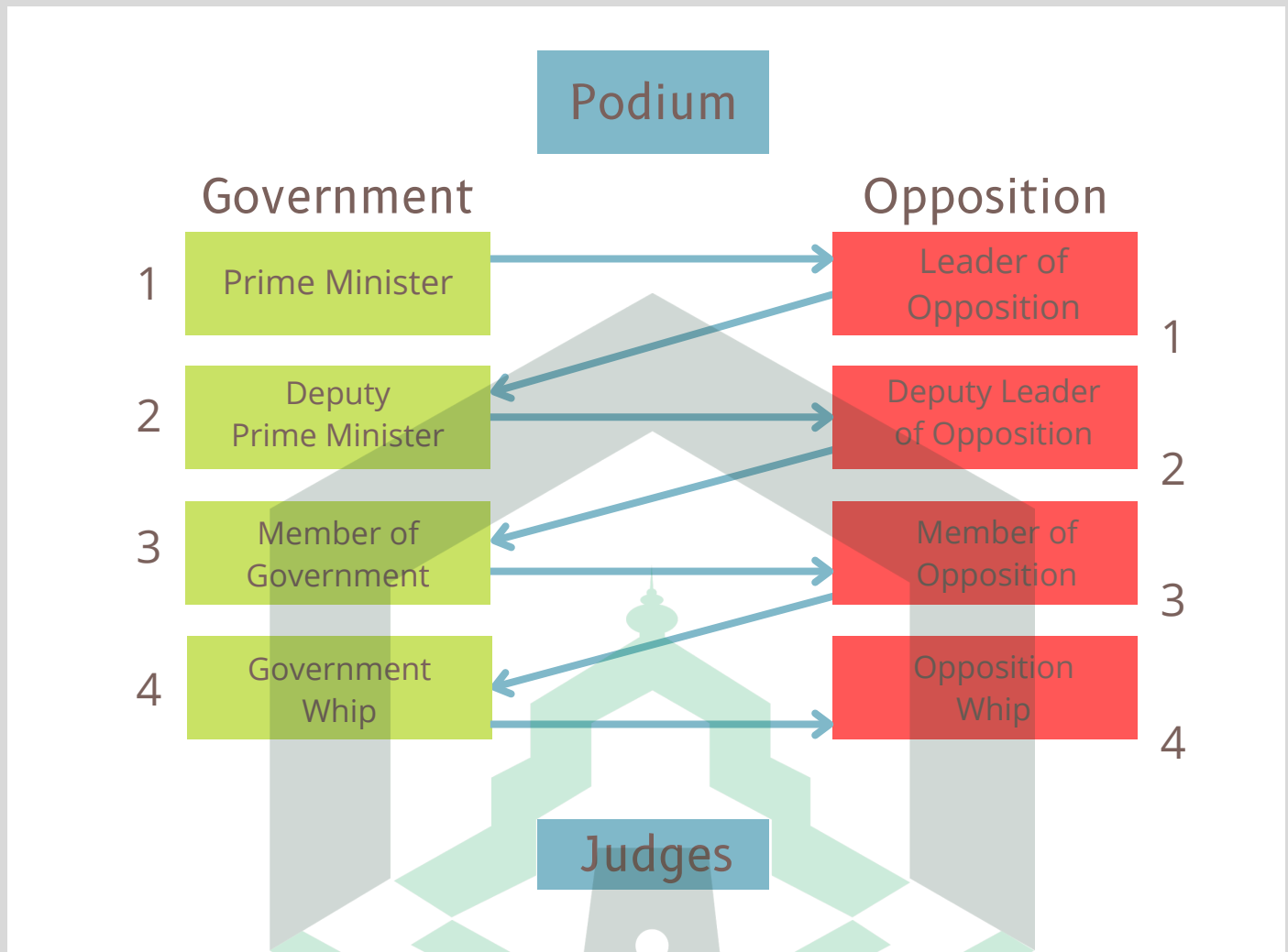


A. LET'S GET READY



TASK 1

Study the following format of British Parliamentary Debating System below.



TASK 2

Study the following sides during debate.

Affirmative team

Opening Government

1. Prime Minister
2. Deputy Prime Minister

Closing Government

1. Member of the Government
2. Government Whip

Negative team

Opening Opposition

1. Leader of the Opposition
2. Deputy Leader of the Opposition

Closing Opposition

1. Member of the Opposition
2. Opposition Whip



TASK 3

Study roles of speaking then match the pictures with the following words in the box.

Prime Minister

1. Explain the problem
2. Explain what your solution is: the mechanism
3. Explain why it is a good solution

Deputy Prime Minister

1. Further explain why it is a good proposal
2. Explain why the arguments of 1st Opposition are not true /not relevant/not important [enough]

Leader and Deputy Leader of the Opposition

1. Explain why the model proposed by Government will not work
2. Also explain why the proposal of Government will bring other/bigger/more important harms
3. If you want, explain why you disagree with the way Government sees the problem, and why it isn't a [big] problem

Member of Opposition/Government/Whip

1. Explain that there is another, even more important reason why we should do this motion
2. Bring in new arguments or make the old ones better [but add something!]
3. 'Summarize' in really biased way. OPP is wrong and your partner's argument won the debate

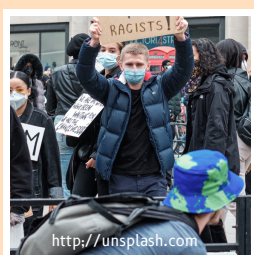
DISCRIMINATION

PANDEMIC

HATE SPEECH

CYBER BULLYING

RACISM



B. LET'S ACT

LISTEN AND SPEAK



TASK 4

Study the words and listen to the audio by scanning the code. Then, answer the questions. The listening script is in the Appendix.

- | | |
|---------------|---------------|
| 1. Reckoning | 6. Definitely |
| 2. Government | 7. Argument |
| 3. Narrative | 8. Strongly |
| 4. Evidence | 9. Non-sense |
| 5. This-house | 10. According |

Scan here for the audio



1. What is the motions of the debate?
2. What can you conclude from the video?
3. What can you rebut from the pros sides of the video?

LISTEN AND SPEAK



TASK 5

Study the following steps to present an argument and watch the video, then write down the argument of each speaker. Please identify how they present their argument.

How to make a statement, give a logic reason, and evidence

1. Making a statement:

We believe that..., we strongly believe that..., etc.

1. Give a logic reasons:

Because..., it is..., because of..., since..., in any case..., etc.

1. Provide supportive evidence:

One..., second..., third..., etc.

1. Correlate the reasons with the motion:

That's why..., therefore..., based on the evidence..., etc



TASK 6

Study the following video and then write down the argument of each speaker in the video.

Scan here for the video



1

2

3

Example: We do not agree with that argument. Women's rights are irrelevant the minimum wage affect.

Example: the basis of that argument is factually untrue, The UN did not back the Iraq war.

Example: the basis of your argument is logically flawed, You haven't shown us the link between education spending and exam results.

Example: your argument does not work in reality. This is not a good enough justification for taking people's lives.

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LISTEN AND SPEAK



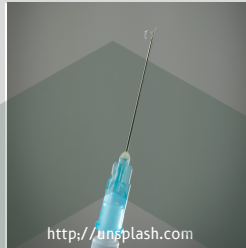
TASK 7

Study the following words and motion below, choose your own topic then present your statement in front of your friends.

- | | |
|---------------|------------------|
| 1. Importance | 6. Claiming |
| 2. Consider | 7. Credibility |
| 3. Analogy | 8. Criterion |
| 4. Authority | 9. Disclaimer |
| 5. Analysis | 10. Equivocation |



Smoking should be banned in public places.



Should people have condom to protect them from HIV?



Should junk food advertising be banned?

READ AND WRITE



TASK 8

After study the motion, please write statement based on the information that you have got.

Talking about computer based exam can't be separated to technology development recently. As we know, the development of technology has been spread towards various sectors especially in education sector. This twenty first century has been a period of terrific dynamism. We have seen more development than last five teen years and even five hundred years ago. Man has learned to control the scourge which one threatened him. He has learned to consume distance. He has learned to project his voice across the oceans and continents. He has probed deep into the secret of nature and learned how to make desert bloom and make the plant of the earth increase their bounty. Now I can't imagine link among the nation is being cut what will be happen to such of one nation. Human can't avoid this development. Every year national examination always be a controversy. In 2015, our government launched a new policy within national exam called "Computer Based Exam". Certainly can it trigger controversy neither of students nor teachers. Computer based exam can be a good chance for our country to attempt the new technology within education sector so that we don't left behind to our neighbors. In the other hand, concerning that majority of our society are not mastering in technology, so that's why it can trigger a conflict. Here is the argument in pro and contra that I have compiled below.

STATEMENT:

They said that,

That might be true, but

Because,

LISTEN AND SPEAK



TASK 9

Study the following video and then answer the questions after you watch it.

Scan here for the video



Questions:

1. What is the debate about?
2. Which side will you supposed to be?
3. What can you rebut from the video's topic?

READ AND WRITE



TASK 10

In a group, study the following expressions to make a rebuttal.

- | | |
|---|--|
| 1. "we do not agree with that argument" | 5. "that argument is insignificant" |
| 2. "the basis of that argument is factually untrue" | 6. "that argument is irrelevant" |
| 3. "the basis of your argument is logically flawed" | 7. "that argument does not prove" |
| 4. Step 4: "your argument does not work in reality" | 8. "that argument contradicts the arguments" |

LISTEN AND SPEAK



TASK 11

Study the words and listen to the video by scanning the code. Then write the rebuttal in the box.

Scan here for the video



Example Rebuttal:
“The other team
said that smoking is
harmful for non-
smokers.

Example:
“because non-
smokers should look
out for their own
healths...”

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TASK PROJECT

Watch the video and you may analyze the topic that has been given.
Please make your video project by presenting your argument.
Final product should be uploaded on your Youtube channel.



Scan here for the video

C. LET'S MAKE A REFLECTION

Reflect on your learning in this unit and write down your reflection in the space below.

What i like best in this unit:

What i do not like in this unit:

The improvement i have made after learning English in this unit:



D. LET'S MAKE A SUMMARY

In this unit you learn:



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Azar, Bettu Scharamper. 1992. Fundamnetals of English Grammar Second Edition. New Edition. New Jersey: Englewood Cliffs.

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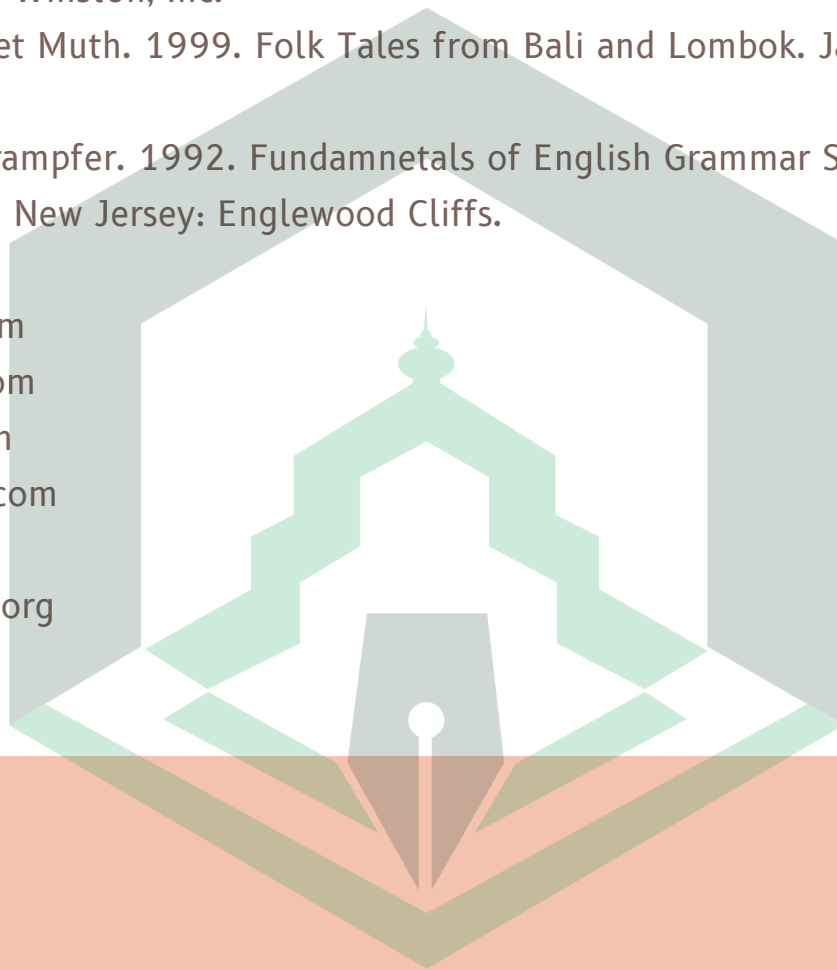
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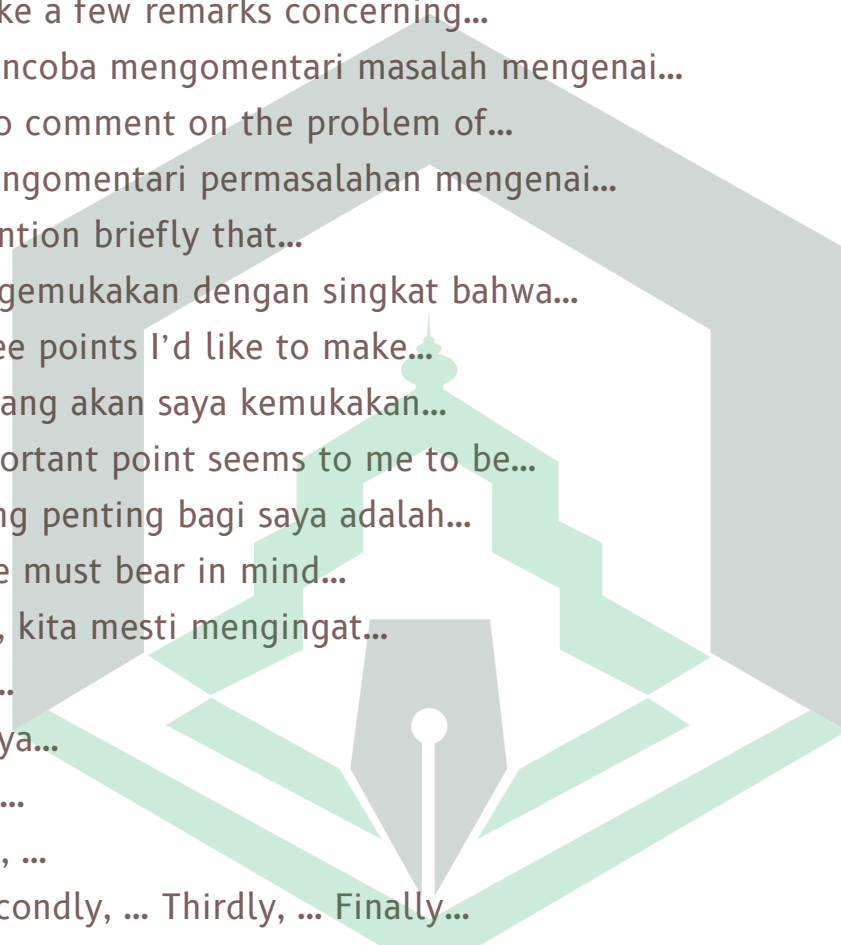
<http://unsplash.com>

<http://sfu.ca>

<http://wikipedia.org>



MINI EXPRESSION DICTIONARY

- 
- 1) I would like to begin by...
Saya akan memulai dengan...
 - 2) I'd like to make a few remarks concerning...
Saya ingin mencoba mengomentari masalah mengenai...
 - 3) I would like to comment on the problem of...
Saya ingin mengomentari permasalahan mengenai...
 - 4) I'd like to mention briefly that...
Saya kan mengemukakan dengan singkat bahwa...
 - 5) There are three points I'd like to make...
Ada tiga hal yang akan saya kemukakan...
 - 6) The most important point seems to me to be...
Hal yang paling penting bagi saya adalah...
 - 7) First of all, we must bear in mind...
Yang pertama, kita mesti mengingat...
 - 8) At the outset...
Pertama kalinya...
 - 9) To begin with...
Pertama-tama, ...
 - 10) Firstly, ... Secondly, ... Thirdly, ... Finally...
Yang pertama, ...yang kedua, ...yang ketiga... akhirnya...
 - 11) I would like to turn briefly to the problem of...
Saya akan menjelaskan secara singkat terhadap permasalahan...
 - 12) The next issue I would like to focus on is...
Isu berikutnya yang akan saya bahas adalah...
 - 13) Turning to...
Menginjak ke...
 - 14) In addition, ...
Di samping itu, ...

- 15) I might add that ...
Mungkin saya bisa menambahkan bahwa...
- 16) As well as ... but also...
Di samping... tapi juga...
- 17) Furthermore...
Lebih lanjut...
- 18) Moreover...
Apalagi...
- 19) Let me give an example ...
Ijinkan saya untuk mengemukakan contoh...
- 20) To illustrate this point, let us consider ...
Untuk memperjelas permasalahan ini, mari kita mencermati...
- 21) A case in point is ...
Contoh masalahnya adalah...
- 22) On the one hand ... but in other hand ...
Dalam satu sisi ... tapi pada sisi yang lain...
- 23) Although... we mustn't forget...
Walaupun... kita seyogyanya tidak boleh melupakan...
- 24) Whereas ... we have to remember ...
Sementara... kita harus mengingat...
- 25) Despite the fact that... I...
Walaupun fakta mengatakan bahwa... saya...
- 26) On the whole... In general...
Generally speaking...
By and large...
All in all...
All things considered
- 27) I'd rather... than...
Saya lebih suka... daripada...
- 28) I prefer... to...
Saya cenderung menyukai... daripada...
- 29) I tend to favour... as opposed to...
Saya lebih cenderung setuju... dibandingkan dengan...
- 30) Let me conclude by saying that...
Ijin kan saya untuk memberi kesimpulan dengan menyatakan bahwa...

31] I'd like to conclude by stating that ...

Saya ingin menyimpulkan dengan mengatakan bahwa...

32] Allow me to conclude by highlighting the fact that...

Ijinkan saya untuk menarik kesimpulan dengan menggaris bawahi bahwa...

33] In conclusion, I would like conclude my comments by reassuring you that we are fully aware of fact that...

Singkatnya, saya akan menyimpulkan pendapat saya dengan tetap mendukung anda bahwa kita benar-benar sadar akan kenyataan bahwa...

34] What's your opinion of...

Bagaimana pendapat anda mengenai...

35] What is your position on ...

Bagaimana posisi anda terhadap...

36] What do you think of ...

Apa yang anda pikirkan mengenai ...

37] I'd like to hear your views on...

Saya ingin sekali mendengarkan pandangan-pandangan anda mengenai...

38] Could I ask for your reaction to...?

Bolehkah saya meminta tanggapan anda terhadap...

39] I was wondering where you stood on this question?

Bolehkah saya bertanya bagaimana posisi anda terhadap permasalahan ini?

40] Where exactly do you stand on this issue?

Dimanakah sebenarnya posisi anda pada isu/pembahasan ini?

41] I wonder if you'd like to comment, Mr. Ali?

Saya mau bertanya barangkali anda mempunyai komentar, Mr. Ali?

42] I firmly believe that...

Saya yakin sekali bahwa...

43] I'm absolutely convinced that...

Saya bena-benar yakin bahwa...

44] It's my belief that...

Saya percaya bahwa...

45] There is no doubt in my mind that...

Tidak diragukan lagi dalam pikiran saya bahwa...

46] It's quite clear that...

Sangatlah jelas, bahwa...

- 47] I'm certain that...
Saya yakin bahwa...
- 48] It is my considered opinion that...
Menurut pendapat saya bahwasannya...
- 49] I think that...
Saya kira bahwa...
- 50] In my opinion...
Menurut pendapatku...
- 51] As I see it...
Menurut yang saya pahami...
- 52] As far as I'm concerned...
Menurut hemat saya...
- 53] From my point of view...
Menurut sudut pandang saya...
- 54] It seems to me that...
Kalau menurut pandanganku bahwa...
- 55] I would say that...
Saya cenderung berpendapat bahwa...
- 56] As far as I'm able to judge...
Sejauh yang bisa saya nilai...
- 57] I think it would be fair to say that...
Saya pikir ini akan lebih adil untuk mengatakan bahwa...
- 58] I'd like to ask my colleague Miss Anti to give us her views on that.
Saya meminta kepada rekan Anti untuk memberikan pendapatnya mengenai hal itu.
- 59] If I may, I'd like to ask my colleague Ms. Damayanti to reply to that.
Jika diijinkan, saya memohon pada rekan saya Damayanti untuk menjawabnya...
- 60] I think Mr. Ridwan is more qualified than I am to deal with this question.
Saya kira pak Ridwan lebih berhak menjawab permasalahan ini dari pada saya.
- 61] I would like to bring in Ms. Anti who has studied this matter in more detail than I have.
- 62] Saya ingin mempersilahkan kepada nyonya Anti yang sudah menguasai permasalahan ini lebih lengkap daripada saya.
- 63] Perhaps Mr. Burhan would care to answer that.
Mungkin Bapak Burhan mau menjawab hal itu.

64] Mr. Haqi, would you like to come in here?

Sdr. Haqi kami persilahkan untuk memasuki forum.

65] Allow me to give the floor to Miss Nina.

Ijinkan saya untuk memberikan kesempatan kepada Nyonya Nina.

66] I would like to invite Mr. Salman to present his views on...

Saya persilahkan Bapak Salman untuk mengemukakan pendapat- pendapatnya mengenai...

67] Mr. Muzni would you care to comment?

Bapak Muzni apakah anda ingin mengomentari?

68] I think Mr. Muhyan would like to make a point.

Saya kira Bapak Muhyan ingin memberikan pendapatnya.

69] Well, if I could just sum up the discussion...

Baiklah, kalua boleh saya merangkum diskusi...

70] To summarize, I think we are in agreement on...

Sebagai kesimpulan, Saya kira kita sudah sepakat mengenai...

71] To sum up, there seems to be...

Sebagai kesimpulan, sepertinya ada beberapa yang ...

72] In short...

Singkatnya

73] Briefly, the main point that have been made are...

Singkatnya, hal pokok yang telah disepakati adalah...

74] Well, at this stage I feel I should summarize the matter as it stands...

Baiklah, pada fase ini, saya merasa perlu untuk merangkum persoalan sebenarnya...

75] If I may just go over the main points raised so far.

Jika diperbolehkan, saya ingin mengulas Kembali pokok permasalahannya yang telah kita bahas hingga sekarang.

76] I completely agree...

Saya sangat setuju

77] I'm in total agreement...

Saya bener-bener setuju...

78] I agree entirely with your point of view...

Saya setuju sepenuhnya dengan sudut pandang anda...

79] I'm of exactly the same opinion

Saya persis sependapat

- 80) I agree
Saya setuju
- 81) I think we are in agreement on that
Saya kira kita sepakat dalam hal itu
- 82) I think you are right
Saya pikir anda benar
- 83) I think we can accept your position on that.
Saya pikir kami bisa memahami pendapat anda tentang hal itu. 3) Partial agreement/ setengah setuju.
- 84) I would tend to agree with you on that.
Saya cenderung dengan anda mengenai hal itu
- 85) I agree with you on the whole, but it could be said that...
Secara umum saya setuju, tapi ini bisa dikatakan bahwa...
- 86) I agree in principle, but...
Pada prinsipnya saya setuju, tetapi...
- 87) By and large, I would accept your views, but...
Pada umumnya, Saya menerima pandangan-pandangan Anda, tetapi...
- 88) Although I agree with most of what you've said, I find it difficult to agree with your point about...
- 89) Walaupun Sebagian besar saya setuju dengan apa yang anda utarakan, namun saya masih merasa kesulitan memahami pendapat anda tentang...
- 90) Frankly...
Sejujurnya
- 91) To be quite frank...
Sejujurnya...
- 92) To put it bluntly...
Sejujurnya...
- 93) With respect...
Dengan hormat...
- 94) I totally disagree with you
Saya sangat tidak setuju dengan Anda
- 95) I don't agree at all
Saya tidak setuju sama sekali
- 96) You are completely mistaken
Anda benar-benar salah.

97] I disagree entirely

Saya tidak setuju sepenuhnya

98] What you are saying is just not feasible

Apa yang sedang anda katakan sangatlah mustahil

99] I'm afraid...

Saya khawatir

100] I'm sorry...

Saya minta maaf...

111] With respect...

Dengan hormat...

112] I respect your opinion of course, however, ...

Saya tentu menghargai pendapat Anda, akan tetapi...

113] I don't completely agree with you on that.

Saya tidak setuju sepenuhnya dengan anda dalam hal itu.

114] I really can't agree with you on that.

Saya benar-benar tidak setuju dengan anda mengenai hal itu.

115] I can't say that I share your view

Saya tidak bisa mengatakan kalau saya sependapat dengan anda.

116] We'll have to agree to differ

Kita pasti akan sepakat untuk berbeda pendapat.

117] I'm not totally convinced by your argument.

Saya tidak terlalu yakin dengan argument anda.

118] I can't accept your point of view

Saya tidak bisa menerima pendapat anda

119] I can't help feeling that...

Saya sepertinya kurang setuju dengan hal itu

120] I feel I must disagree

Sepertinya saya tidak setuju

121] I really must take issue with you're here.

Saya terpaksa tidak sepakat dengan anda.

122] I agree up to a point, but...

Saya setuju sampai pada poin ini, akan tetapi...

121] To a certain extent I agree with you, but...

Dalam beberapa hal saya sependapat dengan anda, akan tetapi...

- 122] You have a point there, but...
Anda benar dalam hal itu, tetapi...
- 123] I take your point, Mr. Ahmad, but have you considered...?
Saya bisa memahami maksud Anda, tetapi pernahkan anda berpikir...?
- 124] I can see your point of view, but surely...
Saya bisa memahami sudut pandang anda, tetapi sebenarnya...
- 125] I have some sympathy with your position, but...
Saya merasa simpati dengan pendapat anda, tetapi...
- 126] May I interrupt you for a moment?
Boleh saya menginterupsi sebentar?
- 127] Sorry to interrupt, but...
Maaf saya menyela, tapi...
- 128] If I may just interrupt you for a moment, I'd like to...
Kalau boleh saya mau menginterupsi sebentar, saya akan...
- 129] I don't want to interrupt, but...
Saya tidak ingin menginterupsi, tetapi...
- 130] Could I come in at this point?
Bolehkah saya ikut berpendapat dalam masalah ini?
- 131] Could I say something about...?
Bolehkah saya mengatakan sesuatu tentang...
- 132] If no one object, I'd like to say a few word about...
Kalau tidak ada yang keberatan, saya hendak mengatakan mengenai...
- 133] If I could say a word about...
Kalau boleh saya mengatakan tentang...
- 134] I have a point to make here
Saya mempunyai pendapat yang perlu saya sampaikan disini
- 135] I wonder if I could comment on that last point
Bolehkah saya memberikan komentar terhadap point terakhir?
- 136] Excuse me, but I'd just like to a point out that...
Maaf, tapi saya cuma ingin menjelaskan bahwa...
- 137] I'd like to add something here, if I may?
Saya ingin menambahkan disini jika diperbolehkan.
- 138] May I just draw your attention to the fact that...
Bolehkah saya menarik perhatian anda terhadap fakta yang mengatakan bahwa...

139] Excuse me, but I think it's relevant to add that...

Maaf, akan tetapi saya pikir ini tidak relevan untuk mengatakan bahwa...

140] Before we go any further, may I point out...

Sebelum kita membahas lebih jauh, bolehkah saya menjelaskan...

141] As I was saying...

Seperti yang saya katakan tadi...

142] Coming back to what I was saying...

Kembali kea pa yang saya bicarakan tadi...

143] Perhaps I could resume...

Mungkin saya dapat melanjutkan...

144] If I may just go back to the point, I was making...

Kalau memang boleh saya ingin menerangkan Kembali poin yang saya katakan tadi...

145] If I could continue...

Kalau boleh saya lanjutkan...

146] Your question leads us back to...

Pertanyaan anda mengantarkan kita untuk Kembali ke...

147] To return to...

Untuk Kembali ke...

148] Perhaps I could return to that point later on...

Mungkin saya bisa Kembali menjelaskan masalah itu nanti...

149] If I might just finish...

Jika boleh saya tutup saja

150] With your permission, I'd rather finish what I was saying.

Maaf, saya kira lebih baik saya selesaikan dulu apa yang saya katakan

151] With respect, I should like to finish the point I was making

Dengan hormat, sebaiknya saya selesaikan dulu penjelasan saya...

152] If you would allow me to continue

Ijinkan saya untuk melanjutkan terlebih dahulu...

153] There are two points I would like to make.

Ada dua pokok permasalahan yang akan saya sampaikan

154] First, I would like to reply to Mr. Haqi and then I would like to comment on...

Yang pertama, saya akan menjawab bapak Haqi kemudian saya akan mengomentari mengenai...

155] Very Briefly...

Singkat saja...

156] Would I be correct in saying that?

Apakah saya benar Ketika mengatakan hal itu?

157] If I've understood you correctly, you are saying that...?

Jika saya tidak salah memahami, anda mengatakan bahwa..?

158] Correct me if I'm wrong, but...

Koreksi saya jika salah, tetapi...

159] Am I correct in assuming that..?

Benarkah saya Ketika berasumsi bahwa...

160] When you say... do you mean that..?

Ketika anda mengatakan... apakah maksud anda bahwa...

161] Are you saying that?

Apakah anda mengatakan seperti itu?

162] Basically, what you're saying is...

Pada dasarnya, apa yang anda katakan adalah...

163] I'm afraid I'm not quite clear what you mean by that.

Saya khawatir saya tidak begitu paham apa yang anda maksudkan mengenai itu.

164] I'm sorry I didn't quite follow what you said about...

Maaf, saya tidak begitu memahami apa yang anda katakan mengenai...

165] I'm afraid I don't understand what you mean.

Saya takut saya tidak memahami apa yang anda maksudkan.

166] I'm afraid I didn't quite get your last point. Could you go over it again please?

Saya khawatir saya tidak begitu memahami poin anda yang terakhir. Bisakah anda mengulangi nya lagi?

167] Perhaps I haven't made myself clear. Basically, what I am trying to say is...

Mungkin saya kurang jelas menerangkan, tapi pada dasarnya, apa yang ingin saya katakan adalah...

168] Sorry, I'm probably not making myself clear. Let me put it another way...

Maaf, mungkin saya kurang jelas, ijin saya menjelaskannya dgn cara lain...

169] Perhaps I should make that clearer by saying

Sepertinya, saya harus lebih memperjelas dengan mengatakan...

170] Allow me to rephrase that.

Ijinkan saya untuk menjelaskan dengan cara lain.

171] I'm afraid there seems to have been a slight misunderstanding

Saya khawatir masih ada sedikit kesalahpahaman

172] I think you've misunderstood me

Saya kira anda salah memahami saya

173] With respect, that is not what I said.

Maaf, itu bukanlah yang saya maksud.

174] You seem to be talking at cross purposes

Kamu kelihatan bernicara dengan tujuan yang menyimpang

175] That isn't quite what I meant

Itu tidak seperti yang saya maksudkan

176] What you mind...?

Apakah anda keberatan?

177] I was wondering if you could explain

Apakah anda sudi untuk menjelaskan?

178] I wonder if you could...

Sudikah anda jika..?

179] May I ask?

Bolehkah saya bertanya..?

180] What you mind if I asked..?

Apakah anda keberatan jika saya menanyakan..?

181] Could you be a little precise?

Bisakah anda lebih jelas lagi?

182] I'm sorry, but could you explain in a little more detail?

Maaf, sudikah anda menjelaskannya dengan lebih detail?

183] Could you give us some details about?

Bisakah anda memberikan penjelasan-penjelasan detail tentang...

184] Could you expand on that?

Bisakah anda memperluas penjelasan anda mengenai hal itu?

185] That's very interesting question

Pertanyaan sangat menarik

186] That's a difficult question to answer

Pertanyaan cukup sulit untuk dijawab

187] I'm glad you asked that question

Saya senang anda menanyakan pertanyaan itu.

188] You have raised an important point there.

Anda telah mengangkat topik penting dalam hal ini.

189] I'm sure you will appreciate how complicated this matter is.

Saya yakin anda akan menilai betapa rumitnya persoalan ini.

190] Well, It's rather difficult to say at present.

Ya.. rasanya masih sulit bagi saya untuk mengatakannya sekarang

191] I'm afraid I don't have enough information to answer that.

Saya takut saya tidak mempunyai informasi cukup untuk menjawab hal itu.

192] I'm afraid I'm not in a position to comment on that.

Saya takut, bukan wewenang saya untuk berkomentar akan hal itu

193] It depends what you mean by...

Saya kira tergantung, apa yang anda maksudkan dengan...

194] I'm not quite sure what you mean by that.

Saya gak begitu yakin mengenai apa yang anda maksudkan akan hal itu

195] I'm afraid I don't quite follow..

Saya khawatir kalau saya kurang memahami...

196] I don't think it's quite as simple as that...

Saya kira tidak sederhana itu...



YOUR LIST VOCABULARY



APPENDIX 9
DOCUMENTATION

TRY OUT







APPENDIX 10
SURAT KETERANGAN SELESAI
MENELITI

SURAT KETERANGAN

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin,S.S., M.Hum

NIP : 19800613 200501 1 005

Jabatan : Pendiri Komunitas IAIN Palopo English Debate Society

Menerangkan bahwa:

Nama : Akmal Syam Syam

NIDN : 17 0202 0101

Fakultas : Pendidikan Bhs.Ingggris

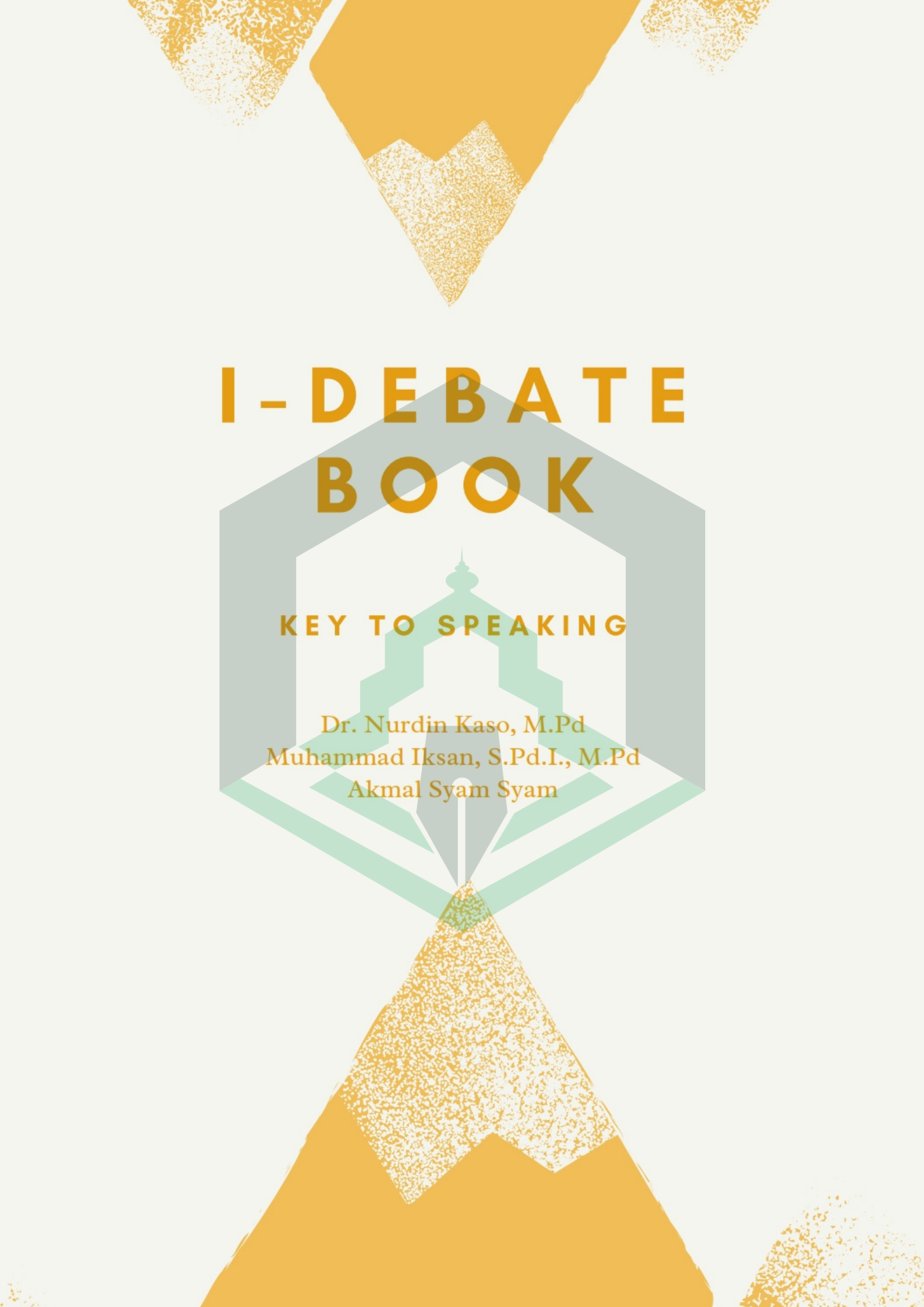
Adalah benar telah melaksanakan penelitian di IAIN Palopo English Debating Society (IPEDS) sesuai dengan surat izin penelitian dari Institut Agama Islam Negeri Palopo tanggal: 30 Agustus 2021, lama penelitian tanggal 19 Juli s/d 30 Juli 2021 di IAIN Palopo English Debating Society untuk kepentingan Penulisan Skripsi dengan judul "DEVELOPING STUDENTS' DEBATE BOOK FOR SPEAKING AT IAIN PALOPO".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 30 Juli 2021



Dr.Masruddin,S.S., M.Hum
NIP.19800613 200501 1 005



I-DEBATE BOOK

KEY TO SPEAKING

Dr. Nurdin Kaso, M.Pd
Muhammad Iksan, S.Pd.I., M.Pd
Akmal Syam Syam

PREFACE

It would be wise if you know some variation of debate system in parliamentary. Most people assume that learning Debate is merely memorizing the topics, expressions and the exact words. It is not enough. They tend to make up unaccepted sentences. When they want to state their ideas, they just state word by word structurally memorized and focusing in grammar. They also forget the rules of Debate that become such an important part in Debating. Most important of all, the art of Debate emphasizes on what you are supposed to say without making other get offended. That is why, having a good language skill is also important in Debate.

To know English well, you are suggested to speak, read, write, and listen to it. There are a lot of methods to improve your English Language Skill. Firstly, linguistic encompasses many things such as vocabulary, enrichment, grammar understanding, conversations, expressions, and idioms. Secondly, cognitive aspect consist of having an idea to express. Both aspects are interconnected in order to be able to speak in English. Someone who masters grammar without having the ideas invariably also can not speak smoothly. Conversely, someone who has a great idea but does not have a good grammar usually will find the difficulties in speaking as well. That is why both skills are decisive to improve the communication verbally especially in English.

The book "iDebate" has been compiled in order to help students improve their speaking skill. Language of debate provided in the book will be helpful to enhance students' skill in speaking. Besides, to help students generate the ideas by presenting some topics in case of brainstorming to improve the critical thinking.

Palopo, 15 July 2021

Compiler

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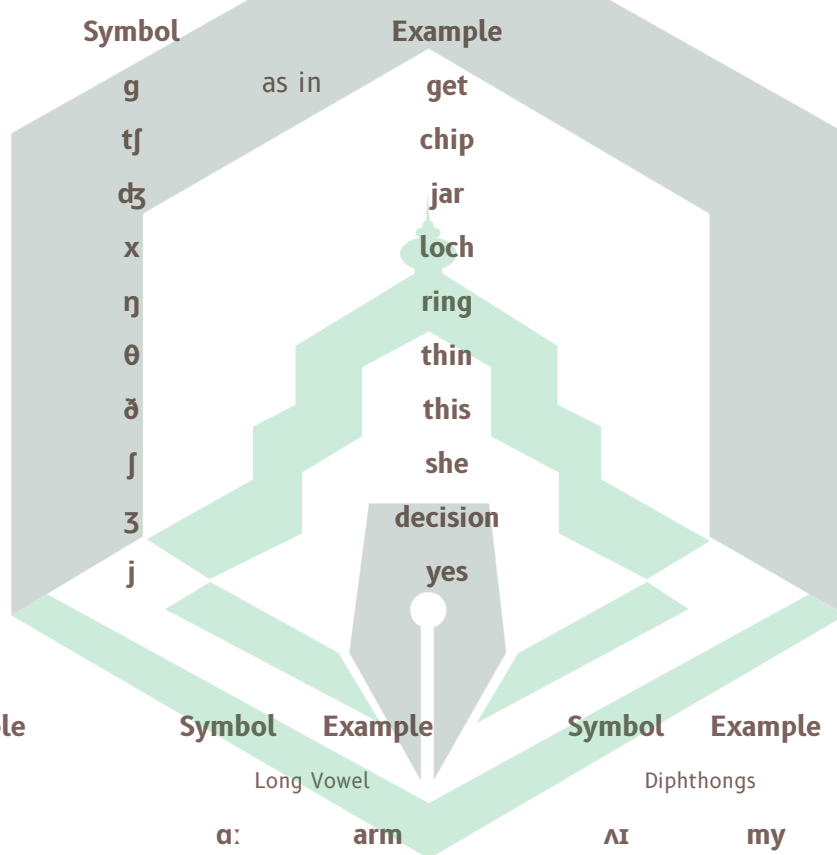
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KEY TO PRONUNCIATION

The pronunciations given represent the standard accent of English as spoken in the south of England [sometimes called Received Pronunciation or RP], and the example words given in this key are to be understood as pronounced in such speech.

Consonants

The letters **b, d, f, h, k, l, m, n, p, r, s, t, v, w,** and **z** have their usual English values. Other symbols are used as follows:



Vowels

Symbol	Example	Symbol	Example	Symbol	Example
Short Vowel		Long Vowel		Diphthongs	
æ	cat	ɑ:	arm	ʌɪ	my
ɛ	bed	ɛ:	hair	aʊ	how
ə	ago	ə:	her	eɪ	day
ɪ	sit	i:	see	əʊ	no
i	cosy	ɔ:	saw	ɪə	near
ɒ	hot	u:	too	ɔɪ	boy
ʌ	run			ʊə	poor
ʊ	put			Triphthongs	
				ʌɪə	fire
				aʊə	sour

UNIT I

WHAT'S DEBATE?

Objectives:

- Students will be able to understand the basic information about debate in general.
- Students will be able to distinguish between motion and definition.



[People photo created by ViDistudio - www.freepik.com](https://www.freepik.com/photos/people)

A. LET'S GET READY



TASK 1

Are you familiar with the following pictures? Match the titles with the pictures below.

1. Narcotics : Narkoba
2. Corruption : Korupsi
3. Poverty : Kemiskinan
4. Violence : Kekerasan
5. Garbage : Sampah



TASK 2

Based on your knowledge, discuss the following questions in small groups of three.

1. What is corruption?
2. Is garbage one of the social problems?
3. Why are many people consume narcotics?
4. What are the effects of the garbage?

B. LET'S ACT

READ AND WRITE



TASK 3

In pairs, study the following text below. Then summarize the text in the space provided.

DEBATE IN GENERAL

Debate is an organized argument or contest of ideas in which two opposing parties try to defend their respective ideas or opinions. For every issue, there must be different points of view on the issue.

The purpose of the debate is to explore the reasons behind each point of view. So that the reason can be understood persuasively, the speaker in a debate should present his argument with good communication skills.

PARTS OF DEBATE

1. Motions or motions [debate topics] are given in the form of statements that must be supported by the government and opposed by the opposition.
2. Definition is a limitation on a motion so that the issues being debated can be more focused.
3. Argumentation is an explanation of a certain point of view that is logical and relevant to the point to be proven.
4. Rebuttal/rebuttal is a response to the opposing team's arguments that are clearly elaborated.

Brief summary space:

.....



TASK 4

Study the following text below.

SIDES IN DEBATE

There were two teams arguing, each team consisting of three speakers who in turn would be the first, second, and third speakers.

One team will be the Government/Positive side, i.e. the side that supports the motion/topic, and the other team will be the Opposition/Negative side, i.e. the side that disagrees or does not support the motion/topic.



TASK 5

In pairs, study the following dialogue below. Then, please decide who's the pros and cons based on the dialogue.

Sam and david are discussing why people abuse drugs.

Sam : I'm curious why many people are unemployed. I think it is a real problem

David : Well, I once heard that they are unskilled

Sam : Is it so?

David : I'm not so sure about it. All i know is that unskilled persons are lazy

Sam : I don't think so, it is possible for the people to get a job

David : But, i think it will be hard for such unskilled people to get a good job

Sam : Well, there is always possibility, especially when they are willing to learn

Who's pros:

Who's cons:

LISTEN AND SPEAK



TASK 6

Study the words in the box before listening to a speech on the causes of narcotics and then answer the questions. The listening script is in the Appendix.

1. Deprivation : Kerugian
2. Citizen : Warga negara
3. Erosion : Erosi
4. Vicious : Buruk
5. Degrade : Menurunkan

Questions:

1. What is narcotics?
2. What are the causes people to consume narcotics?
3. Why are many people consume narcotics?
4. What are the effects of narcotics?
5. What should the government do to minimize the narcotics abuse?

Scan here for the audio



TASK 7

Study and listen to the audio. Then, state whether the statements are TRUE (T) or FALSE (F). The listening script is in the Appendix.

STATEMENTS	T	F
There are a lot of garbage in school.		
Garbage is our country's biggest problem.		
There are many other problems in Indonesia		
Animal suffers from plastics trash.		

Scan here for the audio





PROJECT TASK

There are other kinds of social problems such as poverty, narcotics, and corruption. Find information about one of them including the solution. Post the video on your social media that explaining what the social problem is and how to solve it.



<http://instagram.com/joshuawatson>



<http://instagram.com/markusspiske>



<http://instagram.com/dianapolekh>



C. LET'S MAKE A REFLECTION

Reflect on your learning in this unit and write down your reflection in the space below.

What i like best in this unit:

What i do not like in this unit:

The improvement i have made after learning English in this unit:



D. LET'S MAKE A SUMMARY

In this unit i learn:



UNIT II

ASIAN PARLIAMENTARY DEBATING SYSTEM

Objectives:

- Students will be able to explore the basic system of APD (Asian Debating Parliamentary).
- Students will be able to elaborate how to debate.



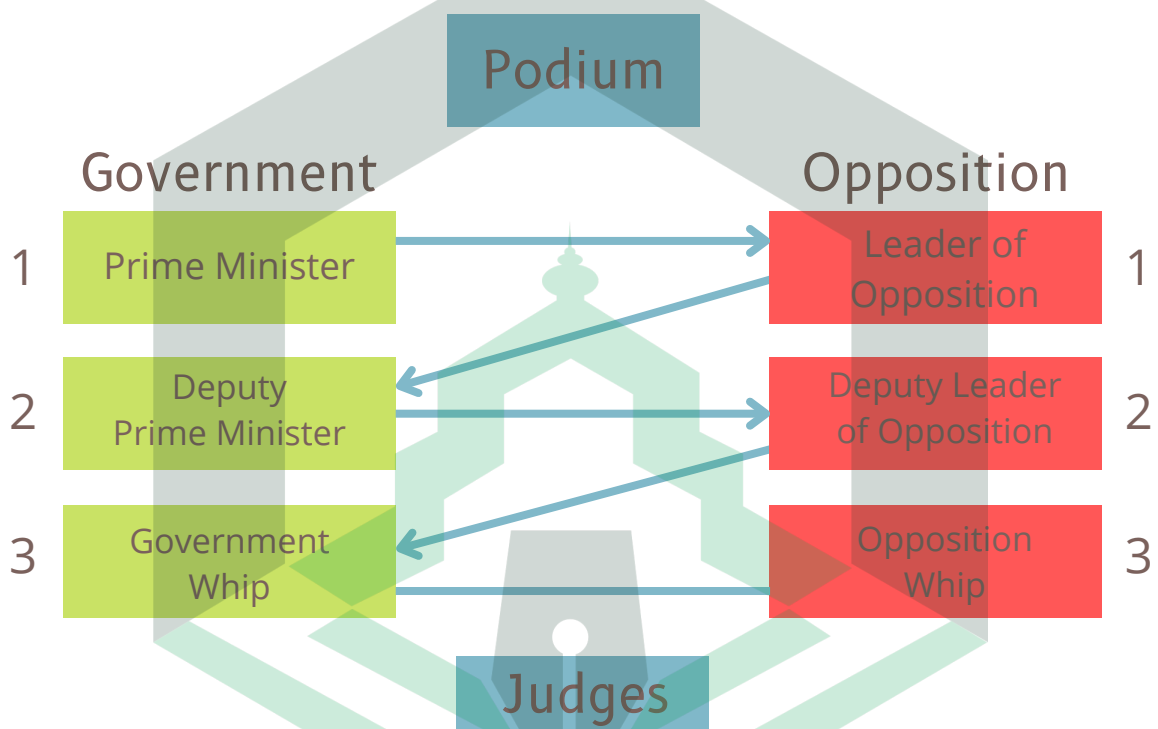
A. LET'S GET READY



TASK 1

Study the following words and the format of Asian Parliamentary Debating System below.

- | | |
|-------------------|-----------|
| 1. Podium | 6. Leader |
| 2. Government | 7. Deputy |
| 3. Opposition | 8. Whip |
| 4. Judges | 9. Bench |
| 5. Prime Minister | 10. Side |



TASK 2

Listen to the following audio . Work in pairs and answer the questions below based on the audio.

1. What is the Government?
2. What is the Opposition?
3. What is the difference between motion and definition?
4. What is the difference between data and evidence?

Scan here for the audio





TASK 3

Study the following roles of speaking during a debate.

Prime Minister

1. Giving definition
2. Giving a theme line and stating stance
3. Giving a team split
4. Deliver argument
5. Summary

Leader of Opposition

1. Accept definition/ challenge invalid definition
2. Giving theme line a and stating stance
3. Giving a team split
4. Deliver rebuttals
5. Deliver argument
6. Summary

Deputy Prime Minister

1. Defend previous team mate, and rebut
2. Deliver argument
3. Summary

Deputy Leader of Opposition

1. Defend previous team mate, and rebut
2. Deliver argument
3. Summary

Government's Wipe

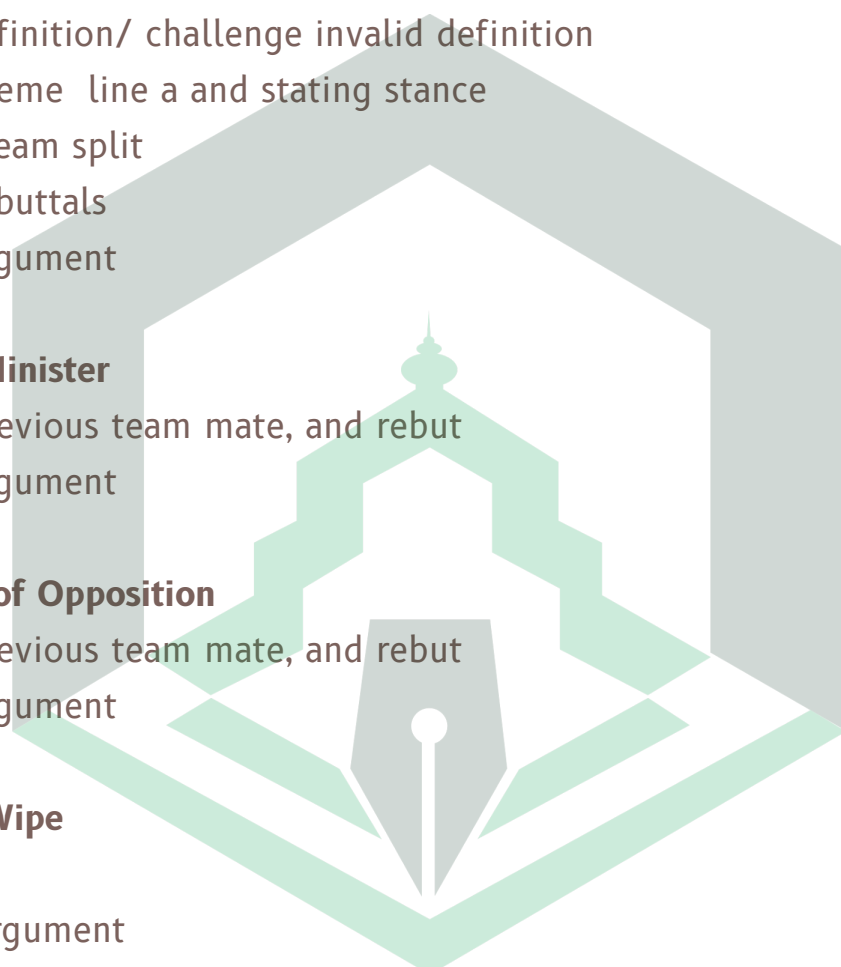
1. Rebuttals
2. No new argument
3. Summary

Opposition's Wipe

1. Rebuttals
2. No new argument
3. Summary

Reply Speaker

1. Summary and biased debate over view
2. No new argument and rebuttal
3. Why should we win?



B. LET'S ACT

READ AND WRITE



TASK 4

In pairs, study the following topic below then write the pros and cons with your partner.

EDUCATION

One of the most contentious social issues in most countries is that of education. In education, people see a clear route to a better life for their children. Most people regard some level of education as a right; the degree of education to which we are entitled by right varies from country to country. In Britain, the state provides a free education, for all children, from age 5-18. The aim is to produce a comprehensive and high-quality education for all its citizens. However, if a degree is then pursued, it must be undertaken at the student's expense. This education system is supplemented in Britain by independent, fee-paying schools to which parents can send their children if they can afford it. There is an added confusion when talking about private schools in Britain, as they are often referred to as 'Public Schools'. In Australia one in three students attends private schools [econrsss], a large growth from the one in five that attended private schools in the 1970's. Some of the reasons given for this shift include government funding policy and regulations, the strategic marketing decisions of private schools, and the relative quality of government schools [econrsss]. Which illustrates the relationship between private and state schools is affected by a variety of situations. In India children's education is compulsory up to the age of 14. The Government fund 80% of the schools in India, and only 27% of its population attend private school. Yet according to some research, private schools often provide superior results at a fraction of the unit cost of government schools [GPRG.org]. The British model raises many questions, not just pertaining to itself, but to more general issues as well: do you have a right to an education? To what sort of education are you entitled? If parents wish to send their children to a private school, should they have the right so to do.

PROS

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CONS

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LISTEN AND SPEAK



TASK 5

Study the words and listen to the audio by scanning the code. Then, answer the questions. The listening script is in the Appendix.

- | | |
|----------|-----------|
| 1. Ban | 6. Play |
| 2. Team | 7. Flow |
| 3. Bench | 8. Speech |
| 4. Think | 9. Speak |
| 5. Feel | 10. Sum |

Questions:

Scan here for the audio

1. What is the motions of the debate?
2. What can you conclude from the video?
3. What can you rebut from the cons sides of the video?



READ AND WRITE



TASK 6

Study the following steps to argue and to present the statement

How to Argue

1. Think about your side, compare your position to your opponent's position.
2. Find the arguments that support your side.
3. Identify any opposing arguments that might defeat you.

How to Present the Statement

1. Identifying the choice for the judge
2. List out each of main reasons to support your side.
3. Conclude the speech briefly.

LISTEN AND SPEAK



TASK 7

Watch the video of debater, then write down the argument of each speaker. Please identify how they present their rebuttal or statement.

Scan here for the audio



1

2

3

Example Argue:
We believe that smoking does not only harm the smoker but the people nearby....

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Example statement:
One third of smoker in scotland said the ban was helping them to stop smoking

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TASK 8

Study the following words and motion below, choose your own topic then present your statement in front of your friends.



People should not keep animals as pets.



People should not legalize phone at school.



People should speak out the harassment issues.



TASK 7

After study the motion, please write statement based on the information that you have got.

ALCOHOL

Alcohol has been part of the culture of recreation for thousands of years, It is also a dangerous substance. As such, almost all countries place an age restriction on it. The few exceptions where there is no minimum drinking age include Albania, Vietnam and Cambodia. While the US and UK have comparatively high drinking ages of 21 and 18 respectively, some European countries allow drinking at a younger age; usually around 16 [at least for beer, if not for spirits]. The purpose of a minimum drinking age is to act as a deterrent from drinking alcohol, as young people face legal punishment if they break the law by drinking underage. Supposedly, this deterrent helps to preserve the overall health and safety of young people until they reach an age where they are considered responsible enough to regulate their own drinking. However, underage drinking remains a problem. The law is often difficult to enforce if people drink in their own homes, rather than in a public place. Though establishments such as bars or supermarkets often have a policy to ask for identification when selling alcohol in the UK, levels of sales to minors are still not considered to be low enough. So far, the minimum drinking age in the UK and the US has failed to stop some minors from obtaining alcohol.

STATEMENT:

They said that,

That might be true, but i think

Based on the data, they stated that

Because

LISTEN AND SPEAK



TASK 8

Study the following video and then answer the questions after you watch it.

Scan here for the video



Question:

1. What is the debate about?
2. Which side will you supposed to be?
3. What can you rebut from the video's topic?

READ AND WRITE



TASK 9

Study the following steps to make a rebuttal.

State the argument that you are about to refute so that the judges can follow easily. Take notes during your opponent's speeches so you will be clear about what they argue.

- a. Step 1: "they say..."
- b. Step 2: "But I disagree..." or "That may be true, but..."
- c. Step 3 : "Because..."
- d. Step 4: "Therefore,,,"

LISTEN AND SPEAK



TASK 10

Study the following video and then make a rebuttal on the boxes after you watch it.



Scan here for the video

1

2

3

Example Rebuttal:
"because non-smokers should look out for their own healths..."

Example Rebuttal:
"Therefore it is not the responsibility of smokers to protect non-smokers."



TASK PROJECT

In small group that consist of 2 students, you may analyze the motion below then complete the box and please make your video project how to argue, rebut, and present your statement.



Motions:

Children under the age of 7 should be allowed to browse internet side.

C. LET'S MAKE A REFLECTION

Reflect on your learning in this unit and write down your reflection in the space below.

What i like best in this unit:

What i do not like in this unit:

The improvement i have made after learning English in this unit:



D. LET'S MAKE A SUMMARY

In this unit you learn:



UNIT III

BRITISH PARLIAMENTARY DEBATING SYSTEM

Objectives:

- Students will be able to explore the basic system of BPD (British Parliamentary Debating).
- Students will be able to elaborate how to debate.

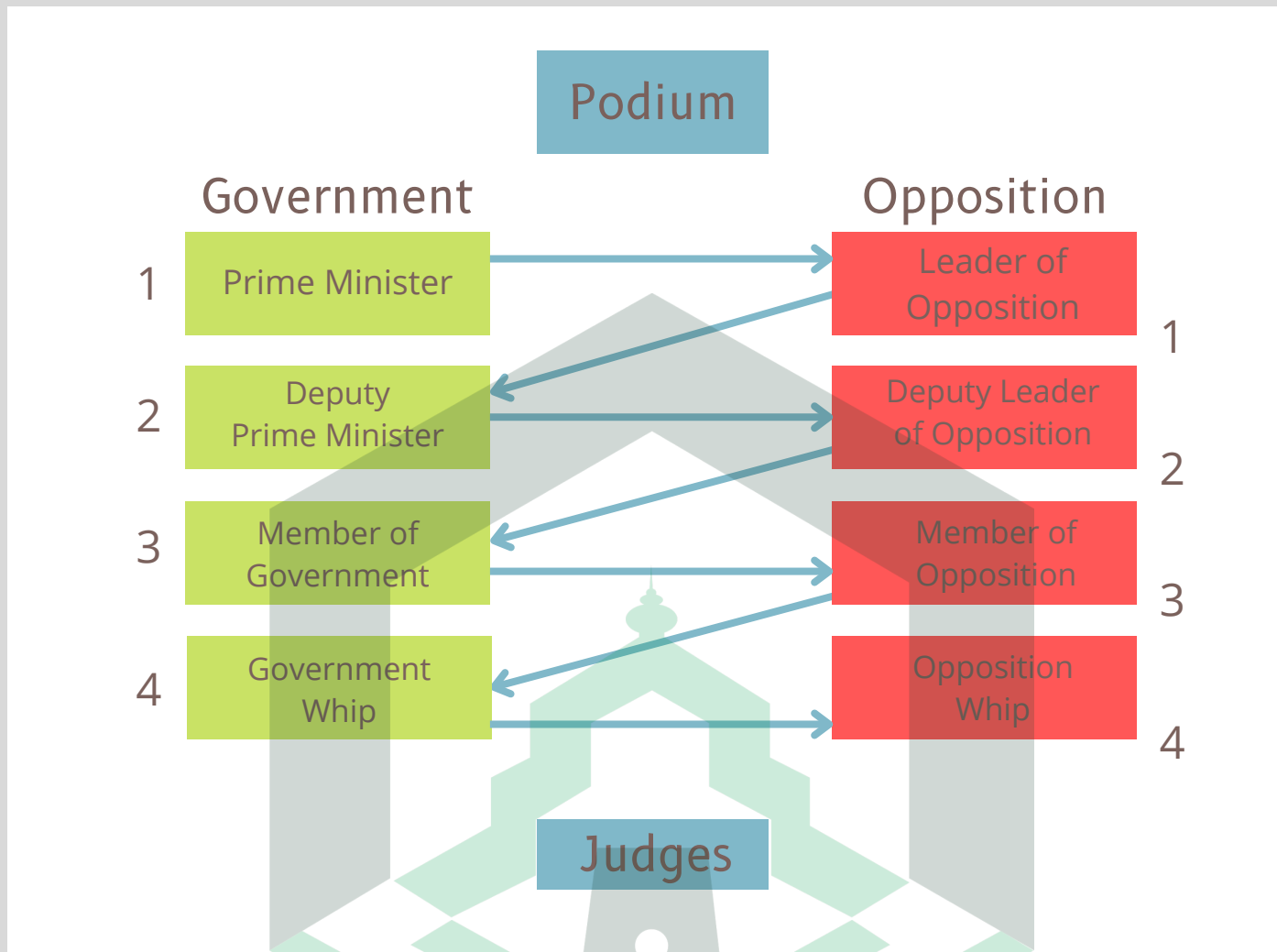


A. LET'S GET READY



TASK 1

Study the following format of British Parliamentary Debating System below.



TASK 2

Study the following sides during debate.

Affirmative team

Opening Government

1. Prime Minister
2. Deputy Prime Minister

Closing Government

1. Member of the Government
2. Government Whip

Negative team

Opening Opposition

1. Leader of the Opposition
2. Deputy Leader of the Opposition

Closing Opposition

1. Member of the Opposition
2. Opposition Whip



TASK 3

Study roles of speaking then match the pictures with the following words in the box.

Prime Minister

1. Explain the problem
2. Explain what your solution is: the mechanism
3. Explain why it is a good solution

Deputy Prime Minister

1. Further explain why it is a good proposal
2. Explain why the arguments of 1st Opposition are not true /not relevant/not important [enough]

Leader and Deputy Leader of the Opposition

1. Explain why the model proposed by Government will not work
2. Also explain why the proposal of Government will bring other/bigger/more important harms
3. If you want, explain why you disagree with the way Government sees the problem, and why it isn't a [big] problem

Member of Opposition/Government/Whip

1. Explain that there is another, even more important reason why we should do this motion
2. Bring in new arguments or make the old ones better [but add something!]
3. 'Summarize' in really biased way. OPP is wrong and your partner's argument won the debate

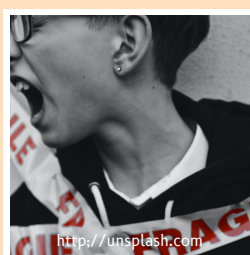
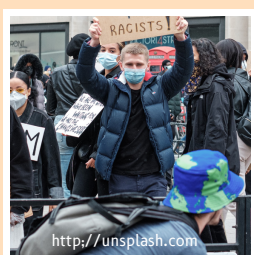
DISCRIMINATION

PANDEMIC

HATE SPEECH

CYBER BULLYING

RACISM



B. LET'S ACT

LISTEN AND SPEAK



TASK 4

Study the words and listen to the audio by scanning the code. Then, answer the questions. The listening script is in the Appendix.

- | | |
|---------------|---------------|
| 1. Reckoning | 6. Definitely |
| 2. Government | 7. Argument |
| 3. Narrative | 8. Strongly |
| 4. Evidence | 9. Non-sense |
| 5. This-house | 10. According |

Scan here for the audio



1. What is the motions of the debate?
2. What can you conclude from the video?
3. What can you rebut from the pros sides of the video?

LISTEN AND SPEAK



TASK 5

Study the following steps to present an argument and watch the video, then write down the argument of each speaker. Please identify how they present their argument.

How to make a statement, give a logic reason, and evidence

1. Making a statement:

We believe that..., we strongly believe that..., etc.

1. Give a logic reasons:

Because..., it is..., because of..., since..., in any case..., etc.

1. Provide supportive evidence:

One..., second..., third..., etc.

1. Correlate the reasons with the motion:

That's why..., therefore..., based on the evidence..., etc

LISTEN AND SPEAK



TASK 6

Study the following video and then write down the argument of each speaker in the video.

Scan here for the video



1

2

3

Example: We do not agree with that argument. Women's rights are irrelevant the minimum wage affect.

Example: the basis of that argument is factually untrue, The UN did not back the Iraq war.

Example: the basis of your argument is logically flawed, You haven't shown us the link between education spending and exam results.

Example: your argument does not work in reality. This is not a good enough justification for taking people's lives.

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LISTEN AND SPEAK



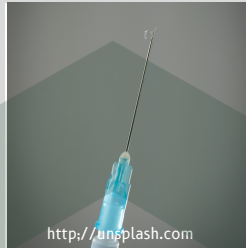
TASK 7

Study the following words and motion below, choose your own topic then present your statement in front of your friends.

- | | |
|---------------|------------------|
| 1. Importance | 6. Claiming |
| 2. Consider | 7. Credibility |
| 3. Analogy | 8. Criterion |
| 4. Authority | 9. Disclaimer |
| 5. Analysis | 10. Equivocation |



Smoking should be banned in public places.



Should people have condom to protect them from HIV?



Should junk food advertising be banned?

READ AND WRITE



TASK 8

After study the motion, please write statement based on the information that you have got.

Talking about computer based exam can't be separated to technology development recently. As we know, the development of technology has been spread towards various sectors especially in education sector. This twenty first century has been a period of terrific dynamism. We have seen more development than last five teen years and even five hundred years ago. Man has learned to control the scourge which one threatened him. He has learned to consume distance. He has learned to project his voice across the oceans and continents. He has probed deep into the secret of nature and learned how to make desert bloom and make the plant of the earth increase their bounty. Now I can't imagine link among the nation is being cut what will be happen to such of one nation. Human can't avoid this development. Every year national examination always be a controversy. In 2015, our government launched a new policy within national exam called "Computer Based Exam". Certainly can it trigger controversy neither of students nor teachers. Computer based exam can be a good chance for our country to attempt the new technology within education sector so that we don't left behind to our neighbors. In the other hand, concerning that majority of our society are not mastering in technology, so that's why it can trigger a conflict. Here is the argument in pro and contra that I have compiled below.

STATEMENT:

They said that,

That might be true, but

Because,

LISTEN AND SPEAK



TASK 9

Study the following video and then answer the questions after you watch it.

Scan here for the video



Questions:

1. What is the debate about?
2. Which side will you supposed to be?
3. What can you rebut from the video's topic?

READ AND WRITE



TASK 10

In a group, study the following expressions to make a rebuttal.

- | | |
|---|--|
| 1. "we do not agree with that argument" | 5. "that argument is insignificant" |
| 2. "the basis of that argument is factually untrue" | 6. "that argument is irrelevant" |
| 3. "the basis of your argument is logically flawed" | 7. "that argument does not prove" |
| 4. Step 4: "your argument does not work in reality" | 8. "that argument contradicts the arguments" |

LISTEN AND SPEAK



TASK 11

Study the words and listen to the video by scanning the code. Then write the rebuttal in the box.

Scan here for the video



Example Rebuttal:
“The other team
said that smoking is
harmful for non-
smokers.

Example:
“because non-
smokers should look
out for their own
healths...”

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TASK PROJECT

Watch the video and you may analyze the topic that has been given.
Please make your video project by presenting your argument.
Final product should be uploaded on your Youtube channel.



Scan here for the video

C. LET'S MAKE A REFLECTION

Reflect on your learning in this unit and write down your reflection in the space below.

What i like best in this unit:

What i do not like in this unit:

The improvement i have made after learning English in this unit:



D. LET'S MAKE A SUMMARY

In this unit you learn:



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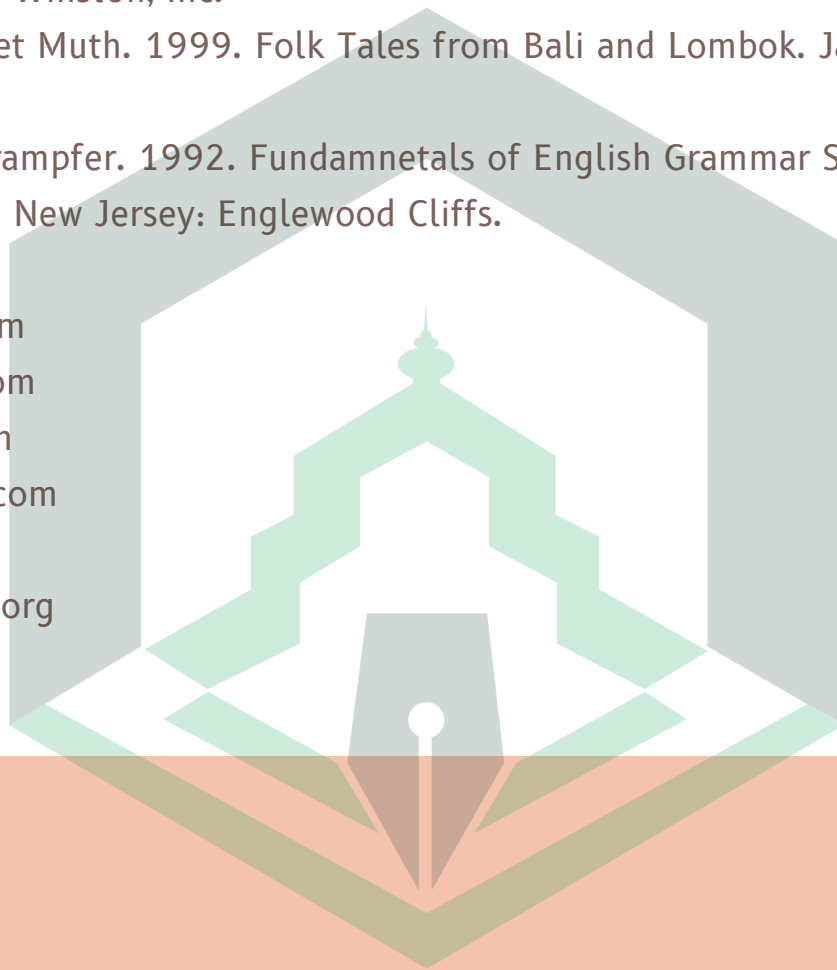
<http://idebate.com>

<http://lexico.com>

<http://unsplash.com>

<http://sfu.ca>

<http://wikipedia.org>



MINI EXPRESSION DICTIONARY

- 1) I would like to begin by...
Saya akan memulai dengan...
- 2) I'd like to make a few remarks concerning...
Saya ingin mencoba mengomentari masalah mengenai...
- 3) I would like to comment on the problem of...
Saya ingin mengomentari permasalahan mengenai...
- 4) I'd like to mention briefly that...
Saya kan mengemukakan dengan singkat bahwa...
- 5) There are three points I'd like to make...
Ada tiga hal yang akan saya kemukakan...
- 6) The most important point seems to me to be...
Hal yang paling penting bagi saya adalah...
- 7) First of all, we must bear in mind...
Yang pertama, kita mesti mengingat...
- 8) At the outset...
Pertama kalinya...
- 9) To begin with...
Pertama-tama, ...
- 10) Firstly, ... Secondly, ... Thirdly, ... Finally...
Yang pertama, ...yang kedua, ...yang ketiga... akhirnya...
- 11) I would like to turn briefly to the problem of...
Saya akan menjelaskan secara singkat terhadap permasalahan...
- 12) The next issue I would like to focus on is...
Isu berikutnya yang akan saya bahas adalah...
- 13) Turning to...
Menginjak ke...
- 14) In addition, ...
Di samping itu, ...

- 15) I might add that ...
Mungkin saya bisa menambahkan bahwa...
- 16) As well as ... but also...
Di samping... tapi juga...
- 17) Furthermore...
Lebih lanjut...
- 18) Moreover...
Apalagi...
- 19) Let me give an example ...
Ijinkan saya untuk mengemukakan contoh...
- 20) To illustrate this point, let us consider ...
Untuk memperjelas permasalahan ini, mari kita mencermati...
- 21) A case in point is ...
Contoh masalahnya adalah...
- 22) On the one hand ... but in other hand ...
Dalam satu sisi ... tapi pada sisi yang lain...
- 23) Although... we mustn't forget...
Walaupun... kita seyogyanya tidak boleh melupakan...
- 24) Whereas ... we have to remember ...
Sementara... kita harus mengingat...
- 25) Despite the fact that... I...
Walaupun fakta mengatakan bahwa... saya...
- 26) On the whole... In general...
Generally speaking...
By and large...
All in all...
All things considered
- 27) I'd rather... than...
Saya lebih suka... daripada...
- 28) I prefer... to...
Saya cenderung menyukai... daripada...
- 29) I tend to flavour... as opposed to...
Saya lebih cenderung setuju... dibandingkan dengan...
- 30) Let me conclude by saying that...
Ijin kan saya untuk memberi kesimpulan dengan menyatakan bahwa...

31] I'd like to conclude by stating that ...

Saya ingin menyimpulkan dengan mengatakan bahwa...

32] Allow me to conclude by highlighting the fact that...

Ijinkan saya untuk menarik kesimpulan dengan menggaris bawahi bahwa...

33] In conclusion, I would like conclude my comments by reassuring you that we are fully aware of fact that...

Singkatnya, saya akan menyimpulkan pendapat saya dengan tetap mendukung anda bahwa kita benar-benar sadar akan kenyataan bahwa...

34] What's your opinion of...

Bagaimana pendapat anda mengenai...

35] What is your position on ...

Bagaimana posisi anda terhadap...

36] What do you think of ...

Apa yang anda pikirkan mengenai ...

37] I'd like to hear your views on...

Saya ingin sekali mendengarkan pandangan-pandangan anda mengenai...

38] Could I ask for your reaction to...?

Bolehkah saya meminta tanggapan anda terhadap...

39] I was wondering where you stood on this question?

Bolehkah saya bertanya bagaimana posisi anda terhadap permasalahan ini?

40] Where exactly do you stand on this issue?

Dimanakah sebenarnya posisi anda pada isu/pembahasan ini?

41] I wonder if you'd like to comment, Mr. Ali?

Saya mau bertanya barangkali anda mempunyai komentar, Mr. Ali?

42] I firmly believe that...

Saya yakin sekali bahwa...

43] I'm absolutely convinced that...

Saya bena-benar yakin bahwa...

44] It's my belief that...

Saya percaya bahwa...

45] There is no doubt in my mind that...

Tidak diragukan lagi dalam pikiran saya bahwa...

46] It's quite clear that...

Sangatlah jelas, bahwa...

- 47] I'm certain that...
Saya yakin bahwa...
- 48] It is my considered opinion that...
Menurut pendapat saya bahwasannya...
- 49] I think that...
Saya kira bahwa...
- 50] In my opinion...
Menurut pendapatku...
- 51] As I see it...
Menurut yang saya pahami...
- 52] As far as I'm concerned...
Menurut hemat saya...
- 53] From my point of view...
Menurut sudut pandang saya...
- 54] It seems to me that...
Kalau menurut pandanganku bahwa...
- 55] I would say that...
Saya cenderung berpendapat bahwa...
- 56] As far as I'm able to judge...
Sejauh yang bisa saya nilai...
- 57] I think it would be fair to say that...
Saya pikir ini akan lebih adil untuk mengatakan bahwa...
- 58] I'd like to ask my colleague Miss Anti to give us her views on that.
Saya meminta kepada rekan Anti untuk memberikan pendapatnya mengenai hal itu.
- 59] If I may, I'd like to ask my colleague Ms. Damayanti to reply to that.
Jika diijinkan, saya memohon pada rekan saya Damayanti untuk menjawabnya...
- 60] I think Mr. Ridwan is more qualified than I am to deal with this question.
Saya kira pak Ridwan lebih berhak menjawab permasalahan ini dari pada saya.
- 61] I would like to bring in Ms. Anti who has studied this matter in more detail than I have.
- 62] Saya ingin mempersilahkan kepada nyonya Anti yang sudah menguasai permasalahan ini lebih lengkap daripada saya.
- 63] Perhaps Mr. Burhan would care to answer that.
Mungkin Bapak Burhan mau menjawab hal itu.

64] Mr. Haqi, would you like to come in here?

Sdr. Haqi kami persilahkan untuk memasuki forum.

65] Allow me to give the floor to Miss Nina.

Ijinkan saya untuk memberikan kesempatan kepada Nyonya Nina.

66] I would like to invite Mr. Salman to present his views on...

Saya persilahkan Bapak Salman untuk mengemukakan pendapat- pendapatnya mengenai...

67] Mr. Muzni would you care to comment?

Bapak Muzni apakah anda ingin mengomentari?

68] I think Mr. Muhyan would like to make a point.

Saya kira Bapak Muhyan ingin memberikan pendapatnya.

69] Well, if I could just sum up the discussion...

Baiklah, kalua boleh saya merangkum diskusi...

70] To summarize, I think we are in agreement on...

Sebagai kesimpulan, Saya kira kita sudah sepakat mengenai...

71] To sum up, there seems to be...

Sebagai kesimpulan, sepertinya ada beberapa yang ...

72] In short...

Singkatnya

73] Briefly, the main point that have been made are...

Singkatnya, hal pokok yang telah disepakati adalah...

74] Well, at this stage I feel I should summarize the matter as it stands...

Baiklah, pada fase ini, saya merasa perlu untuk merangkum persoalan sebenarnya...

75] If I may just go over the main points raised so far.

Jika diperbolehkan, saya ingin mengulas Kembali pokok permasalahannya yang telah kita bahas hingga sekarang.

76] I completely agree...

Saya sangat setuju

77] I'm in total agreement...

Saya bener-bener setuju...

78] I agree entirely with your point of view...

Saya setuju sepenuhnya dengan sudut pandang anda...

79] I'm of exactly the same opinion

Saya persis sependapat

- 80) I agree
Saya setuju
- 81) I think we are in agreement on that
Saya kira kita sepakat dalam hal itu
- 82) I think you are right
Saya pikir anda benar
- 83) I think we can accept your position on that.
Saya pikir kami bisa memahami pendapat anda tentang hal itu. 3) Partial agreement/ setengah setuju.
- 84) I would tend to agree with you on that.
Saya cenderung dengan anda mengenai hal itu
- 85) I agree with you on the whole, but it could be said that...
Secara umum saya setuju, tapi ini bisa dikatakan bahwa...
- 86) I agree in principle, but...
Pada prinsipnya saya setuju, tetapi...
- 87) By and large, I would accept your views, but...
Pada umumnya, Saya menerima pandangan-pandangan Anda, tetapi...
- 88) Although I agree with most of what you've said, I find it difficult to agree with your point about...
- 89) Walaupun Sebagian besar saya setuju dengan apa yang anda utarakan, namun saya masih merasa kesulitan memahami pendapat anda tentang...
- 90) Frankly...
Sejujurnya
- 91) To be quite frank...
Sejujurnya...
- 92) To put it bluntly...
Sejujurnya...
- 93) With respect...
Dengan hormat...
- 94) I totally disagree with you
Saya sangat tidak setuju dengan Anda
- 95) I don't agree at all
Saya tidak setuju sama sekali
- 96) You are completely mistaken
Anda benar-benar salah.

97] I disagree entirely

Saya tidak setuju sepenuhnya

98] What you are saying is just not feasible

Apa yang sedang anda katakana sangatlah mustahil

99] I'm afraid...

Saya khawatir

100] I'm sorry...

Saya minta maaf...

111] With respect...

Dengan hormat...

112] I respect your opinion of course, however, ...

Saya tentu menghargai pendapat Anda, akan tetapi...

113] I don't completely agree with you on that.

Saya tidak setuju sepenuhnya dengan anda dalam hal itu.

114] I really can't agree with you on that.

Saya benar-benar tidak setuju dengan anda mengenai hal itu.

115] I can't say that I share your view

Saya tidak bisa mengatakan kalau saya sependapat dengan anda.

116] We'll have to agree to differ

Kita pasti akan sepakat untuk berbeda pendapat.

117] I'm not totally convinced by your argument.

Saya tidak terlalu yakin dengan argument anda.

118] I can't accept your point of view

Saya tidak bisa menerima pendapat anda

119] I can't help feeling that...

Saya sepertinya kurang setuju dengan hal itu

120] I feel I must disagree

Sepertinya saya tidak setuju

121] I really must take issue with you're here.

Saya terpaksa tidak sepakat dengan anda.

122] I agree up to a point, but...

Saya setuju sampai pada poin ini, akan tetapi...

121] To a certain extent I agree with you, but...

Dalam beberapa hal saya sependapat dengan anda, akan tetapi...

- 122] You have a point there, but...
Anda benar dalam hal itu, tetapi...
- 123] I take your point, Mr. Ahmad, but have you considered...?
Saya bisa memahami maksud Anda, tetapi pernahkan anda berpikir...?
- 124] I can see your point of view, but surely...
Saya bisa memahami sudut pandang anda, tetapi sebenarnya...
- 125] I have some sympathy with your position, but...
Saya merasa simpati dengan pendapat anda, tetapi...
- 126] May I interrupt you for a moment?
Boleh saya menginterupsi sebentar?
- 127] Sorry to interrupt, but...
Maaf saya menyela, tapi...
- 128] If I may just interrupt you for a moment, I'd like to...
Kalau boleh saya mau menginterupsi sebentar, saya akan...
- 129] I don't want to interrupt, but...
Saya tidak ingin menginterupsi, tetapi...
- 130] Could I come in at this point?
Bolehkah saya ikut berpendapat dalam masalah ini?
- 131] Could I say something about...?
Bolehkah saya mengatakan sesuatu tentang...
- 132] If no one object, I'd like to say a few word about...
Kalau tidak ada yang keberatan, saya hendak mengatakan mengenai...
- 133] If I could say a word about...
Kalau boleh saya mengatakan tentang...
- 134] I have a point to make here
Saya mempunyai pendapat yang perlu saya sampaikan disini
- 135] I wonder if I could comment on that last point
Bolehkah saya memberikan komentar terhadap point terakhir?
- 136] Excuse me, but I'd just like to a point out that...
Maaf, tapi saya cuma ingin menjelaskan bahwa...
- 137] I'd like to add something here, if I may?
Saya ingin menambahkan disini jika diperbolehkan.
- 138] May I just draw your attention to the fact that...
Bolehkah saya menarik perhatian anda terhadap fakta yang mengatakan bahwa...

139] Excuse me, but I think it's relevant to add that...

Maaf, akan tetapi saya pikir ini tidak relevan untuk mengatakan bahwa...

140] Before we go any further, may I point out...

Sebelum kita membahas lebih jauh, bolehkah saya menjelaskan...

141] As I was saying...

Seperti yang saya katakan tadi...

142] Coming back to what I was saying...

Kembali kea pa yang saya bicarakan tadi...

143] Perhaps I could resume...

Mungkin saya dapat melanjutkan...

144] If I may just go back to the point, I was making...

Kalau memang boleh saya ingin menerangkan Kembali poin yang saya katakan tadi...

145] If I could continue...

Kalau boleh saya lanjutkan...

146] Your question leads us back to...

Pertanyaan anda mengantarkan kita untuk Kembali ke...

147] To return to...

Untuk Kembali ke...

148] Perhaps I could return to that point later on...

Mungkin saya bisa Kembali menjelaskan masalah itu nanti...

149] If I might just finish...

Jika boleh saya tutup saja

150] With your permission, I'd rather finish what I was saying.

Maaf, saya kira lebih baik saya selesaikan dulu apa yang saya katakan

151] With respect, I should like to finish the point I was making

Dengan hormat, sebaiknya saya selesaikan dulu penjelasan saya...

152] If you would allow me to continue

Ijinkan saya untuk melanjutkan terlebih dahulu...

153] There are two points I would like to make.

Ada dua pokok permasalahan yang akan saya sampaikan

154] First, I would like to reply to Mr. Haqi and then I would like to comment on...

Yang pertama, saya akan menjawab bapak Haqi kemudian saya akan mengomentari mengenai...

155] Very Briefly...

Singkat saja...

156] Would I be correct in saying that?

Apakah saya benar Ketika mengatakan hal itu?

157] If I've understood you correctly, you are saying that...?

Jika saya tidak salah memahami, anda mengatakan bahwa..?

158] Correct me if I'm wrong, but...

Koreksi saya jika salah, tetapi...

159] Am I correct in assuming that..?

Benarkah saya Ketika berasumsi bahwa...

160] When you say... do you mean that..?

Ketika anda mengatakan... apakah maksud anda bahwa...

161] Are you saying that?

Apakah anda mengatakan seperti itu?

162] Basically, what you're saying is...

Pada dasarnya, apa yang anda katakan adalah...

163] I'm afraid I'm not quite clear what you mean by that.

Saya khawatir saya tidak begitu paham apa yang anda maksudkan mengenai itu.

164] I'm sorry I didn't quite follow what you said about...

Maaf, saya tidak begitu memahami apa yang anda katakan mengenai...

165] I'm afraid I don't understand what you mean.

Saya takut saya tidak memahami apa yang anda maksudkan.

166] I'm afraid I didn't quite get your last point. Could you go over it again please?

Saya khawatir saya tidak begitu memahami poin anda yang terakhir. Bisakah anda mengulangi nya lagi?

167] Perhaps I haven't made myself clear. Basically, what I am trying to say is...

Mungkin saya kurang jelas menerangkan, tapi pada dasarnya, apa yang ingin saya katakan adalah...

168] Sorry, I'm probably not making myself clear. Let me put it another way...

Maaf, mungkin saya kurang jelas, ijin saya menjelaskannya dgn cara lain...

169] Perhaps I should make that clearer by saying

Sepertinya, saya harus lebih memperjelas dengan mengatakan...

170] Allow me to rephrase that.

Ijinkan saya untuk menjelaskan dengan cara lain.

171] I'm afraid there seems to have been a slight misunderstanding

Saya khawatir masih ada sedikit kesalahpahaman

172] I think you've misunderstood me

Saya kira anda salah memahami saya

173] With respect, that is not what I said.

Maaf, itu bukanlah yang saya maksud.

174] You seem to be talking at cross purposes

Kamu kelihatan bernicara dengan tujuan yang menyimpang

175] That isn't quite what I meant

Itu tidak seperti yang saya maksudkan

176] What you mind...?

Apakah anda keberatan?

177] I was wondering if you could explain

Apakah anda sudi untuk menjelaskan?

178] I wonder if you could...

Sudikah anda jika..?

179] May I ask?

Bolehkah saya bertanya..?

180] What you mind if I asked..?

Apakah anda keberatan jika saya menanyakan..?

181] Could you be a little precise?

Bisakah anda lebih jelas lagi?

182] I'm sorry, but could you explain in a little more detail?

Maaf, sudikah anda menjelaskannya dengan lebih detail?

183] Could you give us some details about?

Bisakah anda memberikan penjelasan-penjelasan detail tentang...

184] Could you expand on that?

Bisakah anda memperluas penjelasan anda mengenai hal itu?

185] That's very interesting question

Pertanyaan sangat menarik

186] That's a difficult question to answer

Pertanyaan cukup sulit untuk dijawab

187] I'm glad you asked that question

Saya senang anda menanyakan pertanyaan itu.

188] You have raised an important point there.

Anda telah mengangkat topik penting dalam hal ini.

189] I'm sure you will appreciate how complicated this matter is.

Saya yakin anda akan menilai betapa rumitnya persoalan ini.

190] Well, It's rather difficult to say at present.

Ya.. rasanya masih sulit bagi saya untuk mengatakannya sekarang

191] I'm afraid I don't have enough information to answer that.

Saya takut saya tidak mempunyai informasi cukup untuk menjawab hal itu.

192] I'm afraid I'm not in a position to comment on that.

Saya takut, bukan wewenang saya untuk berkomentar akan hal itu

193] It depends what you mean by...

Saya kira tergantung, apa yang anda maksudkan dengan...

194] I'm not quite sure what you mean by that.

Saya gak begitu yakin mengenai apa yang anda maksudkan akan hal itu

195] I'm afraid I don't quite follow..

Saya khawatir kalau saya kurang memahami...

196] I don't think it's quite as simple as that...

Saya kira tidak sederhana itu...



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