

PAHLAWAN

JURNAL ILMU PENDIDIKAN, SOSIAL DAN BUDAYA

Peranan Kemampuan Membaca Terhadap Kemampuan Berbicara Siswa Kelas VIII SMP Negeri 1 Banjarmasin

Ngalimun Dosen FKIP Universitas Achmad Yani Banjarmasin

Strategi Penerapan Pembelajaran Aktif Inovatif Kreatif Efektif dan Menyenangkan (Paikem) Dalam Proses Belajar Mengajar Pada PGSD FKIP Universitas Achmad Yani Banjarmasin

Achmad Fauzi, Saidah Tun Noor Dosen FKIP Universitas Achmad Yani Banjarmasin

Hubungan Antara Kecerdasan Emosi dan Komitmen Pendidik Dengan Efektivitas Pembelajaran Pada PAUD di Kota Banjarbaru

Alpha Ariani Dosen FKIP Universitas Achmad Yani Banjarmasin

Pengaruh Penerapan Model Inkuiri, Pembelajaran Berdasarkan Masalah, Pembelajaran Kooperatif Tipe Penyelidikan Kelompok Pada Pembelajaran IPA Terhadap Proses Sains Siswa SD

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Konsep Pendidikan Islam Yang Terkandung Dalam Surah Al-A'raf Ayat 179

Surawardi Dosen Fakultas Tarbiyah Institut Agama Islam Negeri Antasari Banjarmasin

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Muhammad Septiadi, SH

Alamat Redaksi:

Fakultas Keguruan dan Ilmu Pendidikan Universitas Achmad Yani Banjarmasin

Jln. A. Yani Km 5,5 Komplek Stadion Lambung Mangkurat Banjarmasin

Alamat Email: alim.pbsid@yahoo.com

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STUDENTS' MOTIVATION AND ACHIEVEMENT IN TAKING ENGLISH DEBATING COMMUNITY AT UNISKA BANJARMASIN

Nurhasanah, Angga Taufan Dayu, Raudahtul Haura

Dosen FKIP Universitas Islam Kalimantan Muhammad Arsyad Al-Banjari

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ABSTRACT

The objectives of this study are to find out the roles the English debating club at Islamic Kalimantan University, to find out the students' motivation in joining the English debating club Islamic Kalimantan University, to find out the obstacles experienced by the student in debating Club at Islamic Kalimantan University, and to find out the efforts they do to overcome the problems.

This is a descriptive qualitative research. The subject of this research is the debating members of debating community at UNISKA. There are twenty nine debating members as the samples. Sampling technique of this research was purposive sampling. The researcher used semi-structured interview guide as the instrument in this research, and in collecting data, he used depth-interview and recording techniques. The data were analyzed by classifying, analyzing, and checking trustworthiness of data. Validity of research data was done using triangulation theory.

The results of the research show that the debating members' perception on the roles English debate club at UNISKA are (1) debate improves students' speaking, (2) debate develops students' critical thinking, (3) debate develops students' confidence and enrichment in students' vocabulary. The students' motivations for joining English debate are improving their speaking ability, getting their career and maintaining their English. The obstacles that the members face are that the schedule often does not match with their subjects in class and inadequate trainer to guide them. The efforts of debating members do to solve the problem are sharing with their friends and learning by themselves to solve the problem.

INTRODUCTION

A debate is a kind of learning a language. Colbert (1993:206) Nowadays, debate has widely known all over the world. Many countries have accepted the system and adapted it with their country's condition. In Indonesia, debate is often used in political fields, such as in a government election. A debate forum displayed on television, which invites some experts in their fields always successfully, attracts people's attention thus making debate has its own 'fans'.

Debate was then exposed more to the students. This creates a remarkably situation

that debate is not only accepted but also developed rapidly among them. When the first time debate was introduced, students still use their native language in the debate but then as the time goes by, debate runs in English or a foreign language. They make debate become a quite prestigious competition, such as in ISDC (Indonesian School Debating Championship) which is for senior high school and NUEDC (National University English Debate Championship) which is for university or college students.

The level of competition of human resources in the national and international job

market is increasing along with the development of science and new technology in various educations and the high requirements of professionalism such as knowledge, soft skills and hard skills. Therefore, the Directorate of Higher Education formulates policies, which are to create Indonesians to be intelligent, comprehensive and competitive and to develop college students to be competitive. One way of development is through English debate; it has been formulated by Education Department. English debate has become an academic requirement for students because it demands global competence of knowledge (Sailah: 2009). It is one of the reasons for debate to be a part of academic study. English is one of the important aspects that must be possessed by students because English is an international language that will support communication with other people.

In general, the students still find it hard to convey ideas, thoughts, and questions by using a variety of verbal language properly and correctly in English. Most students also experience it. This phenomenon is a problem that needs alternative solution. One of solutions is the practice of learning speaking skills through debate.

Actually, English debate has the roles for the students in mastering English such as improving students' speaking ability, enriching the students' vocabulary, and developing students' critical thinking and their confidence. In Indonesia, debate is focused in speaking activity that offers benefits for students, societies, and the global community as a whole.

Debating practice helps the college students improve their skills in English such as speaking, listening, reading and writing (Colbert and Bigger, 1985). The four English skills are often called as communication skills because most students spend their time on communication through writing, reading, listening, and speaking. A good debate, of course, requires fluent speaking and in

fact, many debaters that the writer has encountered so far showed such quality on them, such as the members of Debating Community at Uniska Banjarmasin. The debating members always speak confidently and fluently. Indeed, this is exactly the ultimate goal of all of English department students to use English proficiently.

Based on those perspectives above, the writer intends to investigate the English debating community activities at Uniska University whether it gives contribution to the students in their proficiency in English or not. Therefore, the study is entitled Students' Motivation and Achievement in Taking English Debating Community at UNISKA Banjarmasin.

FORMULATION OF THE PROBLEM

This study intends to present the case of the role English debating club at Islam Kalimantan University. In specific, the research seeks to answer the following questions:

1. How far is the role of English debating club to the students at Islam Kalimantan University?
2. What are the students' motivations in joining the English debating club?

METHODOLOGY OF THE RESEARCH

The main purpose of this qualitative research study is to investigate the phenomenon students' of Islam Kalimantan University with the activity in debating club and their experiences learning toward achieving skills in English. Basically, the qualitative research is a type of educational research in which the researcher relies on the views of participants, asks broad, general questions, collects data consisting largely of words (or text) from participant, describe, analyzes these words for themes, and conducts the inquiry in a subjective, biased manner (Creswell, 2003:46).

Similarly, Suharsimi (2010:3) says qualitative research is the effort to describe phenomenon for example, situation, atmosphere, and activity. The researcher chooses qualitative method in this study because writer feels, qualitative method is very simple and appropriate on topic researcher. The researcher only describes the phenomenon students in increasing their ability through English debating club, and writer attempts to find the data including spoken data and written (Moleong in Suharsimi, 1998:22).

Bogdan and Taylor suggested that qualitative methodology is a research procedure that produces descriptive data in the form of words written and spoken of the people and the observed and interviewed behavior (Moleong, 2007:3). The qualitative method of this research is to gather information about the present existing condition, which through observation, interview. The subject of research can be individual, group, institution, or society. The goal of this study is to give description in detail of background, specific character of the case then make them to become common problem. Qualitative research is concerned with developing explanations of social phenomena. It aims to help us understand the world in which we live and why things are the way, they are. It is concerned with the social aspects of our world and seeks to answer questions about why people behave the way they do, how opinions and attitudes are formed how people are affected by the events that go on around them (Beverly 6: 2002).

RESEARCH PROCEDURE

According to (Sugiyono, 2004), there are four procedure in conducting the qualitative research (1) stage collecting the data (2) stage data reduction (3) stage of data analysis (4) stage of report of the conclusion study. The stages of collecting data including the researcher permits to the leader of English debating club at Islam Kalimantan

University and get early data from her, such as the list of English debating members. The researcher conducts interview with the debating members, who have chosen by himself. The researcher also interviews a lecturer and two persons outside deco as data triangulation of this study. In the stage of data reduction the researcher divides and codes the obtain data from the interviews. After that in the data analysis, the researcher starts to analyze the obtain data from interviews and the last the writer interprets the analysis result.

THEORIES

Debate is a discussion in which reasons are advanced for and against some proposition (Partcher, 1998:2). Discussion is an action of communicating through argument and comment in an informal debate (Wartono, 2012:6). Narahiko (1996:161) states debate is a communication process in which participants argue and give a certain topic. Debate is a process to develop the students' communication skill in every practice. Doing a debate is not only speaking and listening but it also talks about how the debaters think of the topic. Every debate has the topic, which must be discussed by debater. The students as the debaters can learn how to convey their argumentation in every debate.

Colbert (1993:206) states that through debate, students can learn how to examine arguments from various points of view, and importantly, they can have better arrangement and organization of speech in an appropriate language. A debate means a regulated discussion of a proposition by two matched sides, providing reasoned arguments for and against a proposition (Goodnight, 1994:149).

A debate is a kind of learning a language in which the students must support their argument and refute the opponent's argument with logical reasoning and rebuttals by giving facts and evidence. In order to

support the argument, the students may have to make statements, which are against their opinion. It is best that students never agree with the opposite side until after the debate (Canapero, 1998:3). The debate builds skill of students to analyze problems, think critically, synthesize arguments and present the idea (Meganusa, 2010: 12).

Actually, debating is about team performance. The team as a whole needs to convince the audience that they are right and that the other team is wrong. Speakers on a team must work together effectively to present arguments and examples that support the team's stance, and rebut the opposing team's arguments to the greatest effect (Hill, 1987:22). Every debate has two sides. The side, which argues for the motion, is known as the proposition also referred to as government or affirmative. The side, which argues against the motion, is known as the opposition or negative (Colbert, 1993:42).

Debate is performed to raise and improve the students' skills in English. Many teachers use debate to teach their students at class, which is useful to improve the students' ability in a communication skill. Many high schools and universities use debate to improve their students' skill in communicating using English (Bellon, 2000). Debate is a way to improve verbal communication and critical thinking for the students by which they can be more active in every situation. Besides, it can be an active learning because the students will learn how to construct their ideas, work in group and share knowledge (Thompson, 1971).

The aims of debate in learning a language especially English are that the students will have ample opportunities to enhance their presentation, argumentation, critical thinking, collaboration and information skills; increase their world knowledge; and develop self-confidence through engaging in a broad range of debating activities (Gazzard, 2004: 71). Debate is a process of presenting idea or opinion in which two opposing par-

ties try to defend their idea or opinion. Krieger (2005) says that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways.

Debate has some advantages and disadvantages. The first positive side of debate is that students can hear both sides of an issue. The students can learn from each other because they can see different opinion and idea. Second, it can develop students' knowledge. In debating, they will hear some update information from other debaters which can enrich their knowledge.

FINDING AND DISCUSSION

In this research, the writer used qualitative descriptive as the method of the research because the writer thought that it was relevant with the topic of this research in some forms of qualitative research, such as ethnography or in case studies, the writer provides a considerable description of the setting. From the statement above the writer used depth interview in this research. In this chapter, the writer outlines some points and each point will explain every step of the research. Before collecting data from respondents by using interview, first, the writer tried to find out preliminary data from one of the participants of English debating club as supporting data.

The first interview was done to find the preliminary description of the problem. After getting the data, the writer also met the leader of English debating club, her name is Nurhaeni and the writer asked to be permitted to collect data from members of English debating club as the subjects of this research.

Debating community consists of 65 participants, but the writer tried to find the data from the participants who actively practiced debate and there were only 29 students who actively participated. In this research, the writer used the purposive sample, because this research just focused

on members who are active in English debating club at UNISKA.

Besides that, the writer interviewed two lecturers at UNISKA University and the college student as the non-English debating club, they were interviewed for data triangulation, and one process involved in corroboration was triangulation. Before doing the research, the writer did a discussion with the first consultant to decide the method of collecting data and the instrument in this research. After that, the writer discussed the research planning with the respondents to inform them of this research. This step has to get early description of the respondents, in this case their study in improving their English skill ability on English debating club, because in this research the writer used purposive sampling so the respondents must have the certain criteria. Thus, the writer decided to use the structured interview in interview method to avoid bias question when doing the interview.

The writer interviewed all of members to get more of data from them. Before interviewing, the writer asked to be permitted to record their voice as evidence in this research. The phenomenon in this research was that few members were not to record their voice with many reasons. The first, they were shy when the researcher conducted interview, and they thought without them being recorded was simple for them. The writer started to interview the respondents of English debating club in the 6 April 2013; the writer got a problem in making the appointment with the respondents, because few of students were very busy with their activities in class or organization. The appointment included date of the interview, time, and the location of the interview, the writer gave ease for the respondents if they wanted the writer to go to their home or boarding house or meet them at campus who the writer thought to be suitable as the source of data in this research. This research finished on 29 April 2013; because the writer thought that the information of the respon-

dents and triangulation participants had equally answered the statements of the problems in this research. As the statements above, here the writer will put table of interview from respondents as the research question suggested in chapter I and several additional questions to support answered of the debating members.

Table
The Result of Interview of the First Formulation of the Problem

No	What do you think the role of English debating club is?					
	Respondents	Speaking	Vocabulary	Critical Thinking	Grammar	Confidence and Mental courage
1	Berli Arta		✓			
2	Nasrullah		✓			
3	Wahyu	✓				
4	Edy	✓				
5	Syam					✓
6	Larrisa		✓			
7	Handung		✓			
8	Hesti	✓				
9	Putri	✓				
10	Anissa N	✓				
11	Mei susanti	-	-	-	-	-
12	Dina					✓
13	Khusnul					✓
14	Nikmah		✓			
15	Diah		✓			
16	Yunita	✓				
17	Riana		✓			
18	Dimaya	✓				
19	Norma N			✓		
20	Sabrina	✓				
21	Erlin	✓				
22	Laily	✓				
23	Rina		✓			
24	Aprilliana	✓				
25	Astri	✓				
26	Syafrida					✓
27	Sonya		✓			
28	Lani	✓				
29	Karjongko		✓			

From the data obtained in table 4.1 above, we can see that thirteen debating members answered they thought the role of English debating club at UNISKA is developing their speaking, and ten debating members said they perception of the role English debate in their activities is enrichment their vocabulary, critical thinking, and confidence mental courage. One of debating members said the role of English debating club is develops his critical thinking and the last the four of debating members said they thought the role of English debate is encourage their confidence in speaking. Table 4.1 indicated that the roles of English debating club at UNISKA University are improving students' speaking, enrichment

students' vocabulary, developing their critical thinking and confidence.

Table

The Motivation Students in Joining English Debating Club at UNISKA

No	What is your motivation for joining English debating club activity?			
	Respondents	Raising speaking ability	Place of getting performance	Maintaining practice the skills of English
1	Berli Arta	✓		
2	Nasrullah	✓		
3	Wahyu	✓		
4	Edy		✓	
5	Syam	✓		
6	Larrisa	✓		
7	Handung			✓
8	Hesti			✓
9	Putri	✓		
10	Anissa N	✓		
11	Mei susanti			✓
12	Dina		✓	
13	Khusnul			✓
14	Nikmah			✓
15	Diah	✓		
16	Yunita			✓
17	Riana	✓		
18	Dimaya		✓	
19	Norma N		✓	
20	Sabrina	✓		
21	Erlin	✓		
22	Laily	✓		
23	Rina			✓
24	Apriliana	✓		
25	Astri		✓	
26	Syafrida			✓
27	Sonya			✓
28	Lani	✓		
29	Karjongko	✓		

From the data obtained in table 4.2 above, we can see that fifteen members answered they thought the motivation for joining English debate is raising their speaking ability. The nine members answered they are maintaining English practice, and the last five debating members said they motivation in joining debate at UNISKA is getting their performance. Table 4.2 indicated that the motivation students' in joining English debate are rising their speaking, getting their performance, and maintaining their English practice.

Table

The Obstacle Students' in Joining the Activities of English Debate

No	What is the obstacle experienced by the participant of Debating Club				
	Respondents	Lazy to practice	Vocabulary to understand new motion	Not enough trainer	Time management
1	Berli Arta				✓
2	Nasrullah			✓	
3	Wahyu				✓
4	Edy			✓	
5	Syam			✓	
6	Larrisa		✓		
7	Handung			✓	
8	Hesti			✓	
9	Putri				✓
10	Anissa N		✓		
11	Mei susanti		✓		
12	Dina			✓	
13	Khusnul			✓	
14	Nikmah		✓		
15	Diah	✓			
16	Yunita				✓
17	Riana		✓		
18	Dimaya		✓		
19	Norma N				✓
20	Sabrina		✓		
21	Erlin				✓
22	Laily		✓		
23	Rina		✓		
24	Apriliana		✓		
25	Astri		✓		✓
26	Syafrida		✓		
27	Sonya				✓
28	Lani		✓		
29	Karjongko		✓		

From the data obtained in table 4.3 above, we can see that fourteen members answered that they have obstacle if do not know the vocabulary when practicing. The eight members' said they thought limited the trainer to guide them. Seven members answered they get the time is not match with their schedule at class. Table 4.3 indicated that the obstacles students' in joining the activities of English debate are limited the trainer, not match time management, and not confidence if they do not know more of vocabulary.

Table

The Efforts of Debating Members Do to Overcome the Problem

No	What are the efforts taken to overcome their problems?				
	Respondents	Sharing with other friends	Learning by themselves to find new words	Inviting Trainer	No comment
1	Berli Arta			✓	
2	Nasrullah	✓			
3	Wahyu	✓	✓		
4	Edy				
5	Syam	✓			

From the data obtained in table 4.4 above, we can see that fourteen debating members answered they do to overcome the problem by sharing with other friends, eleven members answered they learning by themselves to find new words, and then two members said that they invited the trainer to guide them the last two members said they don't have opinion about it. The data obtained from this table can be connected with the data in table 4.3, which showed the effort of debating members do to overcome their problem in joining activities of debating club. The efforts they taken to overcome the problem are sharing with other friends, learning by themselves to find new words, and inviting the trainer to guide them.

CONCLUSION

The roles of the English debating club at Uniska are improving the students' speaking skill, developing the students' confidence, developing the students' critical thinking, and enrichment of the students' vocabulary.

The students' motivations for joining activities in English debate are increasing speaking skill, getting their performance in class and maintaining their English proficiency.

The students' obstacles in joining the activities of the English debating club at Uniska is; debating members have obstacle in managing time of their debating practice. It is because of their unsuitable time on their study at class. Lack of the instructors is also one of the obstacles.

Debating members overcame the problems by sharing with their friends, learning by themselves to find new words, and inviting the trainer to guide them.

The students of Kalimantan Islamic University have the efforts to try to practice the different English learning strategies through debate to solve the obstacles and improve their English

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