

THE IMPLEMENTATION OF AREL USING GENRE BASED APPROACH IN CASE BUILDING ACTIVITY

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Abstract: The purpose of this research is to describe the implementation of AREL in case-building activity using Genre Based Approach. The researcher used AREL to build the argument and write down the argument in written form. Dalam membangun argument, terdapat struktur argument yaitu Assertion, Reasoning, Evidence, and Link Back atau disingkat AREL. The participants of this study comes from members of Mahasaraswati Debating Community, Faculty of Foreign Languages, Mahasaraswati Denpasar University, from the first semester until the fifth semester. In addition, the researcher applied Genre Based Approach (GBA) as the approach to providing the material. This study used qualitative method to presented the data. The data comes from observation, interview, and document analysis. Observation in this research was done by observing the situation of the debate practice from the beginning to the end. The writer interview the coach and debater to asked some question about AREL. After that, the writer taught AREL to the debaters. The results of case building are in written form and the writer only examines the results of the argument. As a result, the researcher can teach AREL with Genre Based Approach and implement AREL into case building to build argumentation.

Keywords: *AREL, case building, GBA, argument, approach*

RESEARCH BACKGROUND

Language is part of human life as a communication tool with other people in social, educational, and emotional. Better communication if speech has a structure that makes the listener understand the message conveyed. One of the languages which have been set as an international language is English language. In education, every student demanded fluency in English written or spoken. For example, is in debate.

English debating could be one of the ways to master English, especially in speaking. Debate is a discussion of a certain case by expressing a personal opinion or argument that uses strategies to win the case. “debate is a structured opinion about current issues” (Burek and Lasos, 2014, 1:9). An argument in the debate is divided into two types, namely specifically written and spoken argument. They are differently categorized based on their function, formal properties, and content. In debate, the spoken argument is what the judge evaluates. The written argument is used as note-taking and outline of the debater.

In debate, debaters should be able to convey the opinion structured to reach the purpose of the debate. To archive that aim, the arguments should be developed appropriately according to the motion because the argument is a tool and main parameter during the debate. An argument

is someone's speech or opinion about something to influence the public (Meany & Shuster, 2013, 11). An argument in the debate is divided into two types, namely specifically written and spoken argument. They are differently categorized based on their function, formal properties, and content. In debate, the spoken argument is what the judge evaluates. The written argument is used as note-taking and outline of the debater. While speaking, debaters find some problems in conveying arguments. Commonly, debaters encounter different problems. For example, the arguments aren't well structured and are not on point. Some of them forget to bring their argument during running the debate, although they're taking notes. In addition, debaters also repeat their arguments, wasting a lot of time.

To make an argument effective and structured, AREL is one of the best solutions in the debate. AREL is a structure of argument used in the debate which consists of Assertion, Reasoning, Evidence, and Link Back. With AREL, debaters are able to develop and organize arguments coherently and then connect them with motions so that the adjudicators can understand and score the arguments presented. Thus, with AREL, the arguments will be more structured, easy to understand, and complete.

The purpose of this research is to give explain the implementation of AREL in case-building activity using genre based approach. The researcher used AREL to build the argument and write down the argument in written form. In addition, the researcher applied Genre Based Approach (GBA) as the approach to providing the material.

THEORETICAL FRAMEWORK

A. Debate

Debate is a discussion of a certain case by expressing a personal opinion or argument that uses strategies to win the motion. "Debate is a structured opinion about current issues" (Burek and Lasos, 2014, 1:9). English debating could be one of the ways to master English, especially in speaking. In debate, debaters are required to think critically, out of the box, and smartly strategize to defeat the opponent's argument.

B. Constructing AREL in Case Building

Before the debate begins, teams are given time to prepare to build a case, prepare arguments, and discuss with their team. "Case building is the discussion before starting a debate for making arguments, dissecting cases, and organizing strategies with the team" (Pratama, 2004).

Case building also means discussing, and exchanging ideas with teams, and the results of the discussion will be taking notes and used during the debate in front of the adjudicator. The four aspects of AREL, as follow:

1. Assertion

An assertion is the title of the argument or commonly referred to as the headline. Assertion can be described as the main point in the argument that requires supporting explanation and should be contained in the first sentence or speech.

2. Reasoning

Reasoning is an explanation that explains the assertion or narrative analysis. This aspect, explains the reasons why the assertion is made and the debater's opinion on the issue being debated. The arguments given must be clear and support the assertion also can convince the adjudicator and audience that what is being said is true.

3. Evidence

Evidence also can be said to be an example of reasoning. In an argument, it is very important to be supported by examples or facts, so that the argument presented has a basis and is more convincing to the jury and audience. Evidence can be taken from facts that have happened, someone's testimony, and trusted sources. During the debate, debaters are not allowed to open books or the internet, so data can be taken from anywhere that it must be relevant to the argument and can be accounted for.

4. Link Back

This aspect explains the conclusion or summary of the main points in the argument. The link back is a way of emphasizing the key points in the argument, conveying the strengths of the argument. In other words, a link back is an emphasis of the debater's argument to win the debate. In link back, debaters are not allowed to bring new arguments. The link back aims to convince the adjudicator that the debater's argument is true based on motion and recalls the points previously made and strengthens the argument.

C. Genre

A genre is a place used to achieve a goal by involving the speaker as part of our environment (Martin, 2005). The implementation of GBA produces output in the form of speech or writing text. There are four steps in GBA, such as: building knowledge of field, modeling of text, joint construction, and independent construction.

METHOD

a. Research Design

To answer the research question, the important thing that must be present is the research design. A descriptive qualitative method is used in this research. The writer focused to explain the implementation of AREL in case-building activity using genre based approach at Mahasaraswati Debating Community. The subject of this research were members of the Mahasaraswati Debating Community, Faculty of Foreign Languages, Mahasaraswati Denpasar University from the first semester until the fifth semester.

b. Data Collection and Analysis

The data comes from observation, interview, and document analysis. Observation in this research was done by observing the situation of the debate practice from the beginning to the end. Observations in qualitative research spend a lot of time finding the problem. The interview was done by interviewing the coach about the process of debating. Therefore, the author taught and explain the AREL material to debaters. Furthermore, the debate members have divided into two groups and after explaining the material, the author provides motions for case building in each group in 15 minutes. Lastly, the writer conducts individual practice by giving a new motion to each debater to do case building personally in 15 minutes. The results were presented in written form. For analyzing the data, the writer used the result of the individual practice of each debater. The data analysis was conducted to answer all research questions.

RESULTS AND DISCUSSION

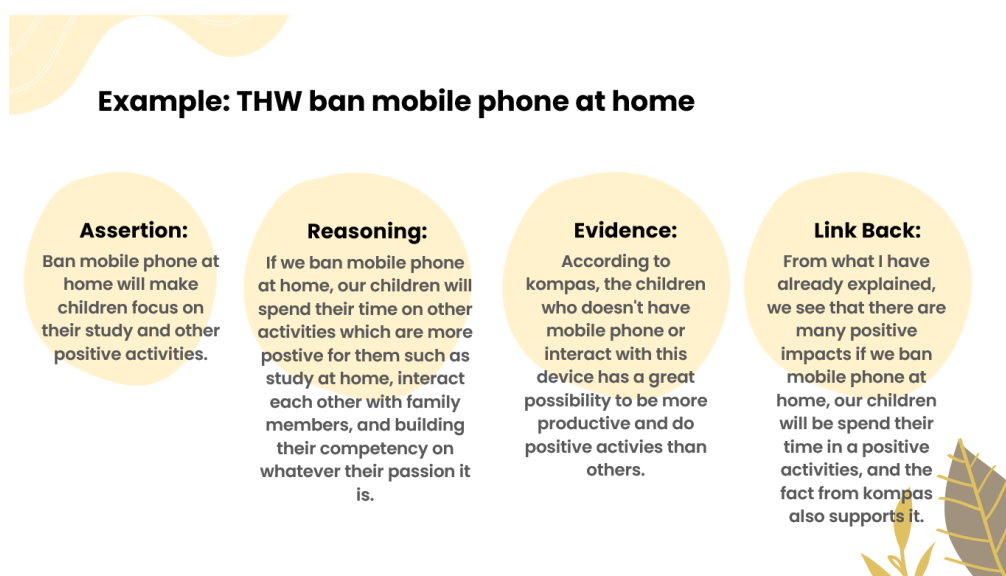
There are four steps in implementing a genre-based approach consist of: building knowledge of field, modeling of text, joint construction, and the last one is independence construction. The explanation of each step will be explained as follows:

1. Building Knowledge of Field

In this step, the first step the author did before starting to explain the material was to ask some questions to the debaters about AREL. Almost all debaters did not know about AREL, which resulted in their argument structure being messy and speaking a lot without any restrictions. In addition, the writer gave an explanation that included the definition of AREL, its function, and explained each part of AREL. This aims to provide knowledge about this topic so that they can understand the material that has been given. As a result, the debaters gained information and knowledge about the material being discussed.

2. Modeling of Text

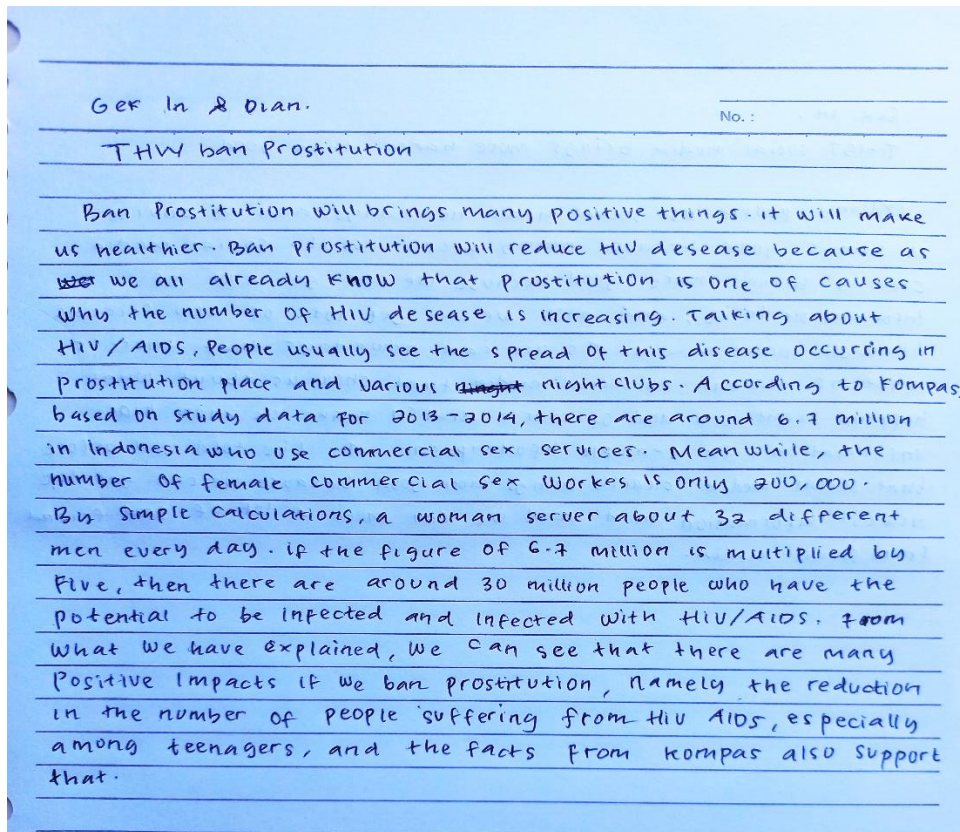
Besides providing explanations, the writer also gives examples in each part of AREL, so that debaters can better understand with this topic. Examples of each part of the AREL can be seen in the picture below:



Based on the picture above, the writer gives a motion, namely "THW ban mobile phones at home" as well as examples of each part of AREL. At the same time, the writer also explains each of example based on context and meaning. The example can provide a general description so that the debaters have a plan and boundaries in expressing their arguments during the debate. Therefore the adjudicator can easily understand the meaning of the debater's argument.

3. Join Construction

In this section, the author divides the debaters into groups. Each group consists of two people and have the same motion. The motion in this step was "THW ban prostitution". Each group is encouraged to do case building and provide their arguments in written form and has 15 minutes to build a case and make an argument.

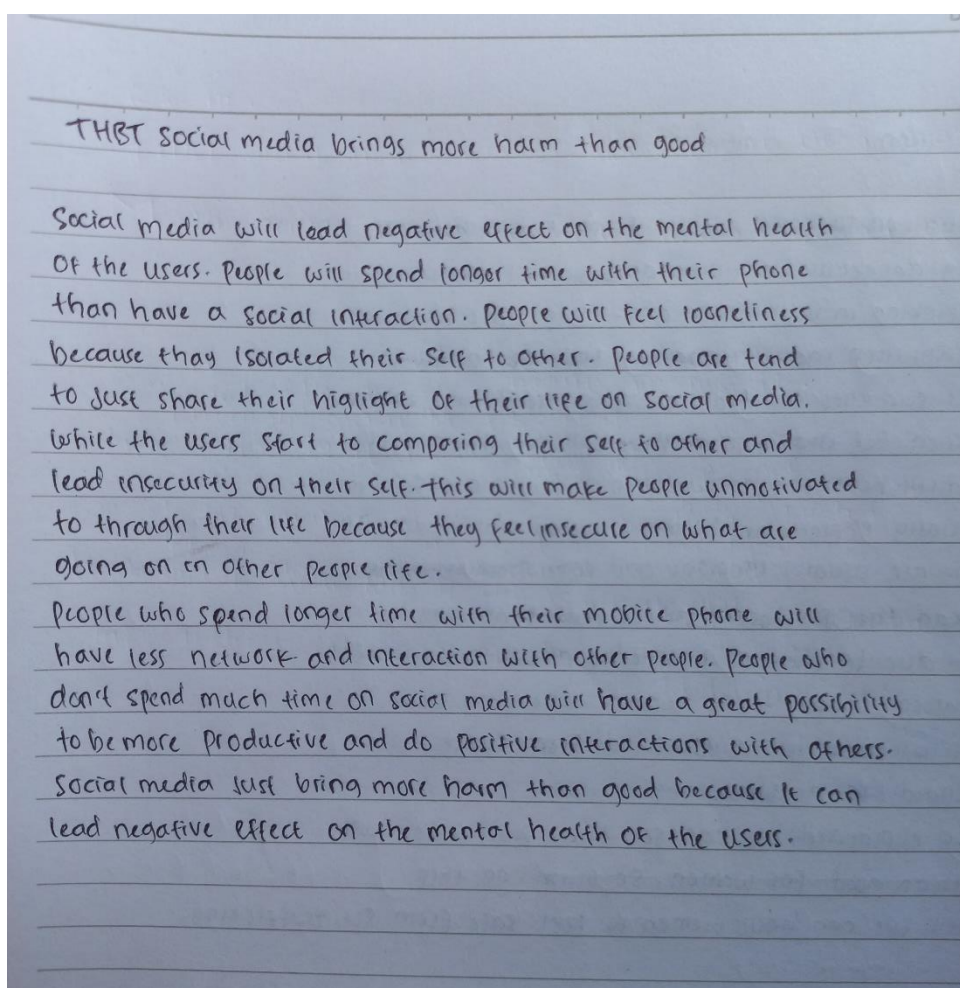


According to the data above, both debaters gave their arguments well. After being analyzed, the data can be classified based on AREL, as follows:

- a. Assertion : Ban prostitution will brings many positive things. It will make us healthier.
- b. Reasoning : Ban prostitution will reduce HIV disease because as we all already know that prostitution is one of causes why the number of HIV disease is increasing. Talking about HIV/AIDS, people usually see the spread of this disease occurring in prostitution places and various nightclubs.
- c. Evidence : According to Kompas, based on study data for 2013-2014, there are around 6.7 million men in Indonesia who use commercial sex services. Meanwhile, the number of female commercial sex workers is only 200,000. By simple calculations, a woman serves about 32 different men every day. If the figure of 6.7 million is multiplied by five, then there are around 30 million people who have the potential to be infected and infected with HIV/AIDS.
- d. Link back : from what we have explained, we can see that there are many positive impacts if we ban prostitution, namely the reduction in the number of people suffering from HIV/AIDS, especially among teenagers, and the facts from Kompas also support that.

4. Independent Construction

The last step in the genre-based approach is independent construction. After seeing the results of joint construction, the writer believes that the debaters have been able to build arguments in case building based on the AREL structure. Next, the author gave an independent exercise with a different motion than before. This exercise's purpose to measure the debaters' ability and knowledge in making and building arguments in case building. The motion in this step was "THBT social media brings more harm than good". Each debater was given 15 minutes to build a case and make an argument without looking at books or any sources in the internet. This aims to develop the critical thinking and brainstorming skills of the debaters. The results can be seen in the following picture:



The structure of AREL can be seen in the debater's argument above. Debaters can express their arguments in a structured, clearly, and easy to understand by the adjudicator. Therefore, debaters had completed the four aspects of AREL when building arguments in case building. In other words, the debaters already have a good preparation before starting the debate to win the competition.

CONCLUSION

According to the result of this research, the writer has successfully implemented GBA in the process of teaching AREL to build arguments in case building. There are four steps in the genre based approach which consists of building knowledge of field, modeling of text, joint construction, and independent construction. In addition, AREL is a structure of argument that consists of four aspects, namely assertion, reasoning, evidence, and link back. The debaters have been able to build and make arguments based on the AREL structure after being given an explanation. Furthermore, this study discusses the implementation of AREL using genre based approach in case building activity. The writer hopes that this paper can help provide information and help other authors in conducting research in the same field.

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