The Developing of English Debate E-Flipook for English Club

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ABSTRACT

This research was conducted to overcome the obstacles encountered by students in debating in English Education Department of Universitas Muhammadiyah Muara Bungo. Based on the pre-observation, do the interview of some students and teachers that this English club need guidance book for students to practicing in English debate, based on pre-observation result the students interest to conduct this research to develop debate guidance book. Based on the problem analysis, it was found that many students have lack of vocabulary and pronunciation errors. Besides that, they still have lack of students' level of criticality in mastering the material when debating. This research used Research and Development methods (R&D) with 4D model. The data collection techniques used include interview and questionnaire. The research subjects were students of the English Club at Muara Bungo University. The instrument used in this research is the E-Flipbook design process, after that Expert Validation consisting of material experts and media experts, and the last is the Practicality questionnaire.The results of this study are 1). the score obtained for material validation was 84% with a valid category, and media validation was 89% with a very valid category, 2). the student's practicality score was 87% with a very valid category, and the lecturer's practicality score was 87% with a very valid category. then this study shows that the E-Flipbook English debate guidebook is very valid to be used especially for English club students.

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1. INTRODUCTION

Debate is well known as it has been going on for many years in many countries around the world. Debate are known as two-sided arguments and include arguments for and against certain topics, helping students defend their opinions and express their feelings (Wulandari & Ena, 2018a). In debate, students are encouraged to address issues based on the team's position, whether that be a suggestion or an objection. During the case creation phase, they must analyze their problem and share it with their friends. During this stage, they use critical thinking, problem solving and verbal communication skills. At the same time, the debate is defined as providing opposing arguments on the current issue raised by both teams to prove to the audience that their ideas are better than the opposing team's case (Sanonguthai et al. 2011).

Debate is defined as an activity that requires students to defend their position on a specific topic (Rubiati et al. 2010). Supported by Alasmari and Ahmed, (2012), debate is a method of conveying arguments using different

logical thinking strategies to construct ideas to convince the audience and guide them to draw conclusions about the debate topic. Debate is the development and discussion of ideas by more than one person or group to analyze a case in depth. Debate events often require speakers to outline the possibilities of a case. In addition, speakers were asked to provide a more comprehensive analysis. Furthermore, since debates take place in groups, arguments need to be discussed consistently to decide on the right strategy, Tiasadi (2020) in journal (Pertiwi et al., 2022).

Based on the pre-observation on November 15, 2023, the researcher wants to see how English debate in English club, how far they understand English debate activities, whether they have understood the flow of English debate. However, after the researchers saw that there were few obstacles for students in speaking, especially the lack of vocabulary and errors in pronunciation, as well as the lack of students' level of criticality in mastering the material when debating.

STATE OF THE ART

This research was conducted by Makhroji et al (2023), entitled Development of E-Module Based on Flip Book Media to Improve Students' Speaking Skills, this research reveals that the results of this research are of the media product feasibility test validation, the value was 85.62%, while the media feasibility test percentage was 89.58%. Next, the practicality test with a percentage of 0.86%, the results of the feasibility test and practicality test showed that the flip book- based e-module product developed was in the very valid category and suitable for use without revision. Meanwhile, the results of the N-gain score test for increasing students' speaking skills each semester towards increasing speaking skills are in the medium category, so it can be concluded that using e-modules based on Flip Book media can improve students' speaking skills. However, this research has differences with the research that the researcher will carry out, the difference lies in the research method used, namely quantitative, while the researcher used research and development research methods, and also this research developed an e-module using e-flipbooks to improve students' speaking skills, whereas researchers developed an English debate guidebook using e-flipbook.

From research conducted by Selvi et al (2020), entitled Developing Digital Flipbook for Teaching Grammar with Inductive Approach for Student Teachers in Jambi University, this research reveals that the results of the content validation score percentage was 100% in term of content and 90% in term of usability, both aspects categorized in "Excellent". Then, the media validation score percentage was 90% in term of flipbook size, 84% in term of cover design, and 96% in term of content design, all aspects categorized in "Excellent" as well. It can be concluded that the product developed in this research is valid. Suggestion for further researcher is also discuss in this thesis. However, this research has differences with the research that the researcher will carry out, the difference lies in the research method used, namely quantitative, while the researcher used the research and development research method, and also this research developed a digital flipbook for teaching grammar, while the researcher developed an English debate guidebook using e-flipbook.

This research was researched by Rini et al (2021), entitled The Development of a Flip Book as an Online Learning Media, the results of this research are This study used the ADDIE development model which consists of five stages, namely analysis, design, development, implementation, and evaluation. The products were validated by media experts and material experts. The learning media was tested on small groups and large groups. Qualitative data were converted into quantitative data which were then tabulated and analyzed in a quantitative and qualitative descriptive manner to determine the quality of the product being developed. The results showed that the learning media that was developed is good quality. However, this research has differences with the research that researchers will carry out, the difference lies in the research model used, namely the ADDIE development model which consists of five stages, namely analysis, design, development, implementation, and evaluation., while the researcher used the 5D research model, and also this research designed a flipbook as a learning medium using the flipbook builderapplication. while researchers developed an English debate guidebook. using e-flipbook.

from existing research that everything they develop has a good design and makes students able to hone their skills in debating, the design they develop is good and easy for readers to understand, has a way that makes students' debating skills more improved, but unfortunately the available features are inadequate, therefore from existing research researchers develop more features and procedures for debating more broadly, the book that researchers develop has many features available so that students can practice their skills easily and practically. Many examples are available so that readers who read them understand better and practice them directly, because in the book that the researchers developed there are video features which are examples and procedures in debating better, there are also practice questions that make students better able to remember what is important in debating, as well as deeper material about the debate itself.

2.   METHODOLOGY

In this research, researcher used the Research and Development method (R&D), research method used to produce certain products and test the effectiveness of the product. To be able to produce a product certain used

research that is needs analysis and to test the effectiveness of the product so that it can function in the wider community, it is necessary research is needed to test the effectiveness of the product the product. So research and development is longitudinal (gradual can be multi-year). Competing Grant Research (funded by the Directorate General of Higher Education), is research that produces products, so the method used is research and development method (Sugiyono et al, 2018).

Research and development method (R&D) is a research method used to produce new product designs, test effectiveness of existing products, as well as developing and creating new products. If the new product has been tested, then the product when use in work then the implementation of the work will be easier, faster, the quantity and quality of work products will increase (Sugiyono et al, 2019). Research and development serves to validate and develop products or policies that already exists, and researcher only test effectiveness or validity of the policy. Developing policies in the broadest sense can be in the form of updating existing policies existing policies (so that they become more practical, effective and efficient) or creating new policies that have never existed before Sugiyono (2017) in journal (Nurmalasari et al., 2022).

This research would carry out at University of Muhammadiyah Muara Bungo, specifically in the English Education Department, and more specifically among English club students, This research would conduct from February until August. The research participant are English club students at University of Muhammadiyah Muara Bungo from the English Education Department, starting from first semester until eight semester. The instruments in this research are interview guidline, learning material expert validation questionsire, product media expert validation questionsire, questionnaire of practicality, and debate test. And then the research do the design of try out, the researcher would conduct a trial of the English debate guidance book using small group try out and large group try out.

3. RESULTS AND DISCUSSIONS
a. Define
At this stage the researcher used a needs analysis where the researcher conducted interviews with several members of the English club by asking several questions related to what difficulties occurred when members of the English club held a debate, so that later the researcher could carry out various ways to increase their knowledge more broadly regarding debate.
b. Design
At this stage the researcher designed a prototype E-Flipbook debate guidance book using the Canva and Heyzine applications, which the researcher designed with various interesting features and of course will not make the reader bored later, because the guidance book is a medium in electronic format that can display interactive simulations. by combining animation, text, video, images, audio and navigation which makes students more interactive, so that learning is more interesting, the available features also include videos that clarify the debate in more detail, and there is also a quiz to see the extent of your abilities. them in understanding the material that has been presented.
c. Development
At this stage the researcher uses a validation sheet which is used as material for assessment by learning material experts and learning media experts to assess whether the product that will be used by users is suitable for use or whether there are still deficiencies that the researcher will correct later. and also at this stage the researcher tested the students to see if there was any improvement with what they had practiced before and after understanding this.
d. Disseminate
At this stage the researcher distributed books which would later be used by University of Muhammadiyah Muara Bungo students, especially English education department, English club members.

Research and development of this product in the form of an E-Flipbook English debate guidance book that has been tested on english club students at University of Muhammadiyah Muara Bungo. in its journey, a series of validation assessments to practicality have been tested coherently and transparently according to validators and respondents who have been active.

4. CONCLUSIONS
Based on the results of research and development conducted using the 4D model (Define, Design, Development, Disseminate) states that the E-Flipbook English debate guidance book is included in the valid category and the results of student responses show a very good category.

In the product development process, the results of interviews from the English club supervisor lecturers that, there is no English debate guidance book for students, learning only from references from journals and YouTube to help students, as well as the results of interviews from students there is no debate guidance book for them to learn English debate and of course they need a complete debate guidance book and have a lot of training and tips and tricks in debating and more importantly not easily bored in reading it.

Therefore, the results of the product development process get a prototype guidance book that has been tested both from the material aspect, the media aspect, and the practicality of the product from the point of view of lecturers and students.

In product validation, the assessment is divided into 2 aspects, namely material expert validation and media expert validation. in material expert validation, the accumulated score obtained by validator 1 is 194 with a percentage of 78%. while the accumulated score obtained by validator 2 is 225 with a percentage of 90%. thus the combined total final score obtained is 84% with valid criteria. while in media validation, the accumulated score obtained by validator 1 is 167 with a percentage of 90%, while the accumulated score obtained by validator 2 is 163 with a percentage of 88%. thus the total combined final score obtained is 89% with very valid criteria referring to all of them.

In the practicality test, it is known that the assessment results obtained by the small group were 269 points with a percentage of 93%, then in the large group the value obtained was 834 pawns with a percentage of 87%. while the lecturer's questionnaire obtained 42 points with a percentage of 87%. then from these results it states that it is very valid to use.

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