

ABSTRACT

This research is a quantitative research on "Application of the Active Debate Method in Learning Debate Texts on the Verbal Creativity of Class X Students". Language skills among junior and senior high school students are important. Speaking in debate practice can be categorized as a creative process that requires flexibility in conveying ideas or thoughts. A person's language ability in practice can be seen from his ability to see the relationship or meaning of words in sentences and construct sentences effectively and express them orally. In this regard, the creative ability to use spoken language is to practice debating. The application of debate practice in the learning process can increase students' verbal creativity. The results showed that based on the results of the Mann Whitney test in the statistical table, it was known that the sig. (2-tailed) of 0.000 < 0.05. Based on the statistical test table, the Asymp. Sig in the experimental class is 0.000, while the control class is 0.064. Because 0.000 < 0.005 it is concluded that there are differences in learning outcomes (verbal creativity) of students in learning debate text before and after being given treatment in the experimental class using the active debate learning method, and because 0.064 > 0.05 there is no difference in learning outcomes (verbal creativity) students in learning debate text before and after being given treatment in the control class using the discussion learning method.

Keywords: Verbal Creativity, Active Debate Method, Debate Text Learning