THE DEVELOPMENT OF MODULES OF ARGUING IN DEBATEUSING GENRE PEDAGOGI APPROACH FOR PARTICIPANTS IN CLASS X SMA NEGERI 1 KAYUAGUNG

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Abstract

This study aims to produce an effective module with the title of *Logis Berargumentasi melalui Debat* using a genre pedagogy approach. This research and development modify the procedures proposed by Jolly and Bolitho and Dick, Carey, and Carey. To know the feasibility of the module is done expert validation with data collection techniques through questionnaire. To test the practicality of the module is done one-to-one evaluation and small group evaluation with data collection techniques through questionnaire. Then, to know the effectiveness of the module conducted field testing through experiments with data collection techniques using the test. Based on the validation results from material experts, language, presentation, and kegrafikaan note that this module is categorized very well. Practical test results show that the modules developed are very practical. Finally, the results of field tests through pretest and postes there is an increase in the average value of students for 45.033, so that the module can be categorized as effective or have a potential effect for learners.

Keywords: Development, Module, Genre Pedagogy

1. Introduction

The development of the era demands the young generation has the ability to think critically and communicate well. The Government incorporated the text of the debate into Indonesian language learning materials in order to improve the ability. This is in line with the statement of Sutanto (2018, p ii) which states that studying the text of the debate aims to equip young people of the future with communication skills, clear and critical thinking ability, the ability to consider the moral aspect of a problem, the ability to be an effective citizen, trying to understand and tolerant of different views, the ability to live in a globalized society can be realized.

In relation to the study of debate text, the authors conducted wawacancara against the teachers of subjects of Indonesian class X in SMA Negeri 1 Kayuagung namely Ibu ES. Based on the results of the interview, Ms. ES mentioned that the students had difficulties dividing the roles in debating, the learners did not know what the role of each member in a team. This has an impact on the implementation, learners only repeat the opinions that have been submitted by previous team members. Not only that, the arguments presented by learners are also not so strong.

Furthermore, the researchers also conducted a study of textbooks on teaching materials used in SMAN 1 Kayuagung is a textbook published by the government (Kemendikbud) with the title of Indonesian Class X Edition of Revision 2016. Researchers found two shortcomings in the text material debate contained in lessons VI with the title of the Beautiful Debate on page 173--206. The shortcomings are similar to the obstacles that Ms. ES expressed earlier that is related to the depth and inconsistency of the material. First, the material presented in the book is not so profound. The author does not present explicitly the definition of debate, the types of debates, elements and parties and the roles involved in the debate, how to formulate and convey the argument.

Second, the presentation of the material is inconsistent. The author formulates that the neutral team belongs to the elements of the debate. However, in the procedure of the debate, the authors did not provide information for the existing neutral team only for the affirmation team and the opposition team. In addition, in the section on Formulating the Procedures of Debate (p 182-183) the authors refer to the technical debate in the Indonesian debate contest held by the Directorate of Vocational High School Development in 2015, but in the section of Conducting Debates In accordance with the Role that has been Established (p 204--205) the authors do not refer to the preceding references but formulate new steps. This, according to researchers will cause confusion to students.

Arguing requires students to have complex abilities. In addition to the ability to speak, learners are required to formulate a strong and logical argument in order to influence the listener so as to accept his opinion. Real practice in the field, activities to develop arguments are given only a narrow time of 10-30 minutes. This of course requires careful preparation. One of the preparations is by formulating a written framework of things to be discussed in accordance with the role of each speaker. The role of each speaker is not the same so that before starting the debate practice the participant must have understood his or her position and role in the team.

Problems encountered during the interview, textbook review and observation above must be completed soon. Researchers provide alternative solutions by compiling teaching materials to help learners and teachers meet the learning objectives of debate text materials. The teaching materials, in this case the module will serve as a practical and targeted guide for learners to know how to prepare themselves to speak well on the debate so that listeners can accept their opinions. This module describes how to make written preparation for the debater according to its role by analyzing the learners' needs on understanding, the parties involved, the elements of debate, the language of the language, and the preparation of the practice of debating.

Preparation of the module above must be supported by an approach so that the learning process can be realized potentially. The learning objectives of a capability can use a genre pedagogy approach. As suggested by Hyland (2007, p 151), the genre pedagogy approach can answer the needs of teachers in teaching writing. The statement is reinforced by Martin and Rose (2005, p 4) The goal of the genre pedagogy approach is to give learners access to the original text so learners have knowledge of the text in the social context and the use of grammar.

Debate text material lies in basic competence 3.12 Connect issues / issues, points of view and arguments of some parties and conclusions of the debate to discover the essence of the debate. 4.12 Construct issues / issues, points of view and arguments of

some parties, and the conclusion of the debate orally to show the essence of the debate. 3.13 Analyze the contents of the debate (issues / issues, point of view and arguments of some parties, and conclusions). 4.13 Develop problems / issues from different points of view with arguments in arguing. The modules are developed only to guide learners to formulate arguments not to the practice of debate due to time constraints and difficulties of the researcher to see the effectiveness of the module if students have to practice the debate directly.

Research related to the genre pedagogy approach has been done by several people. First, research conducted by Firkins, Forey, and Sengupta, the results of this study indicate that the approach used is very suitable for learning writing procedure text for learners in Hong Kong. Furthermore, Ken Hyland has also conducted similar research. This study explores in depth the benefits of genre pedagogy approach in teaching writing for students because this approach helps students understand the language, purpose, and context of a text so that it can refine the concept of discourse, literacy, and communication function in a text. Not only that, Bill Cope and Mary Kalantzis also wrote about the genre pedagogy approach. The results suggest that the pedagogical approach was successfully applied to writing lessons for foreign language speakers in Australia, North America, the UK, Scandinavia and Israel.

There are differences and similarities of this study with these studies. The relevance of this study with these studies is using the genre pedagogy approach. Researchers want to contribute to the success of the genre pedagogy approach in helping learners achieve the goal of debate text lessons as this approach has successfully overcome the difficulties of learners to write in different countries. The difference of this research with previous research that is research type and object of research. Previous research is a type of experimental research whereas this type of research is research development of teaching materials in the form of module with debate text material.

Based on the background that has been mentioned, the purpose of this study is to, 1) Describe the needs of learners and teachers to the debate text module in class X students SMA Negeri 1 Kayuagung. 2) Generate the design of debate text module on class X students SMA Negeri 1 Kayuagung. 3) Describe the validity and validity of debate text module in class X students SMA Negeri 1 Kayuagung. 4) Describe the practicality of the debate text module on class X students SMA Negeri 1 Kayuagung. 5) Describe the effectiveness of debate text module in class X students SMA Negeri 1 Kayuagung.

Widodo and Jasmadi (2008, p 40) stated that teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and how to evaluate systematically and attractively designed in order to achieve the expected goal of achieving competence or subcompetence with all its complexity.

The development of teaching materials means an attempt by the writer, teacher or educator, even the learners in providing learning resources designed to maximize the learning experience and achieve the learning objectives (Tomlinson, 2011, p 2). The principle of preparation of teaching materials according to Rahman (2013, p 79) that must pay attention to the principles of which the principle of relevance, consistency, and adequacy. Then, speaking about the need for development of teaching materials, Suparman (2004, p 73), Sanjaya (2008, p 92) and Yaumi (2016, p 57) say that the need is essentially a gap between what is already available and what is expected, and needs

analysis is a process for gathering information about gaps and determining priorities of gaps to solve.

The module components developed in this study modify the module components according to Daryanto (2013, p 25--26) consisting of 1) Introduction consisting of cover or cover of the author's name and module title, preface, table of contents, competence, description, time, prerequisites, instructions on module usage, and final objectives, 2) Learning consisting of objectives, material descriptions, exercises, summaries, evaluations, and worksheets of learners; and 3) Concluding remarks consisting of answer keys, glossaries, bibliography, and about the author.

Debate is an argumentation contradiction as Finkel (2010, p 6) argues that the most effective persuades the adjudicator. The material in the module contains theories about the text of debates from various sources namely the definition of debate, the form of debate, the elements of debate consisting of motions, definitions, opposition, argumentation, rebuttal, POI / interruption (Indonesian Schools Debating Champhionship Team, 2004, p 3- -10), and parties involved in the debate of affirmative team, aposition team, audience, judge, moderator, writer / timer notes (Semi, 2008, p 13). How to build a case, a variety of language debates consisting of the use of scientific variety, special terms, supporting and rejection sentences, and word modalities (Mulyadi, 2016, p 201-202), and the procedure of debate.

The genre pedagogy approach is a language learning approach that has actually existed and implemented since more than ten years ago (Purnomo, 2017, p 9). The main process of learning to teach genre pedagogy is known as the learning cycle. The genre pedagogy approach assumes that writing commands will work if learners know the text and the social context of the text they will develop (Hyland, 2003, p 25). Firkins, Forey, & Sengupta (2007, p 5--8) developed the Rothery cycle by modifying the learning steps of the genre pedagogy approach consisting of, 1) the development of contextual awareness and metacognitive (building knowledge of field) eg reviewing learners' experiences; 2) The use of authentic text as a model (modeling of text); 3) Jot down the text together (joint construction of text); 4) Learners write their own writing based on their own understanding, experience and reasoning (independent construction of text).

2. Research Methodology

This research is research and development (research and development).

This study modifies the development model of Jolly and Bolitho (cited Tomlinson, 2011, p 98--99) and the development model of Dick, Carey, and Carey (2004, p 5--6). Modifying the two models can be seen in table 1 below.

Table Expert Development Model and Collaboration Results

Jolly dan Bolitho	Dick, Carey, dan Carey	Langkah-Langkah Pengembangan dalam Penelitian
1. Identify the need for teaching materials	1. Determining instructional goals	**1. Identify the need for teaching materials**
2. Exploration of material needs	2. Perform instructional analysis	**2.Exploration of material needs**
3. Contextual realization	3. Analyze learners and context	**3. Contextual realization**

4. Pedagogical realization	4. Analyze learners and context	**4.Pedagogical realization**
5. Production of teaching materials	5. Develop assessment tools	**5. Production of teaching materials**
6. Use of teaching materials	6. Develop and select teaching materials	6. Validation
7. Evaluation of teaching materials	7. Design and perform formative evaluation	7. Revise
	8. Design and conduct formative evaluation	**8. Design and conduct formative evaluation**
	8. Revise	
	9. Designing and carry out the evaluation sumatif	

The research and development procedure of the collaboration and modification result done by the researcher is more clearly can be seen in the following explanation.

1. Identification of needs, at this stage the researcher proposed 5 components of the questions teridi of: 1) learning text debate, 2) difficulties or obstacles faced by learners in learning text debate, 3) students' responses to teaching materials used in schools, 4) learners 'responses to the development of the debate text module using the genre pedagogy approach 5) the learners' needs on the development of teaching materials of the debate text module using the genre pedagogy approach.

2. Exploration of material needs, at this stage the researcher conducting material needs analysis refers to the Core Competence (KI) and Basic Competence (KD) contained in the syllabus of the subjects of Indonesian High School Class X with regard to the subject matter of the text of the debate.

3. Contextual realization, in this stage the researchers perform objective analysis and material characteristics, analysis of learning resources, and analysis of learning characteristics.

4. The realization of pedagogic, at this stage the researcher defines the strategy of organizing the content of learning, establishing the teaching material management strategy, and preparing independent tasks and structured exercises.

5. Production of teaching materials, based on the steps that have been passed before, researchers produce a teaching material shaped debate text module using genre pedagogy approach.

6. Summative evaluation, summative evaluation is conducted with the intention to obtain information about the validity and validity of the module developed by validating the feasibility of the content, the use of language, presentation and kegrafikaan to the experts in their respective fields.

7. Revision of materials Teaching, revision of teaching materials is done based on input from the validator. At this stage the researcher revises the teaching materials based on advice, information, and input from a team of experts.

8. Formative evaluation, after the instructional material is produced, a series of evaluations is done to identify the problem on the teaching materials or to find loopholes for improvement. There are three types of formative evaluation: one-to-one evaluation, small group evaluation, and field trials.

Data collection techniques used in this study are questionnaire (questionnaire), interviews, and performance tests preparation of the text of the debate. Data in this research are qualitative and quantitative data. Qualitative data obtained from questionnaire and interview. The questionnaire data were obtained from questionnaire identification needs, validation assessment sheets, one-to-one evaluations, and small group trials.

Questionnaire data is processed objectively and described. Questionnaire steps are questionnaires examined, classified, analyzed, then described, and summarized. In the meantime, the questionnaire data in the form of assessment sheets is presented in rating scale with terms of 1--5 scale. The assessment sheet was analyzed using a score, described, then drawn a conclusion. Furthermore, interview data is also processed objectively, described, then drawn a conclusion. Finally, the quantitative data obtained from test results on formative evaluation was analyzed by t-test using SPSS 22, described, then drawn conclusions.

The subjects of this study are the Indonesian language teacher class X SMA Negeri 1 Kayuagung with initials ES and students class X SMA Negeri 1 Kayuagung. Research subjects for the identification of teaching materials needs performed on one class entourage (rombel) selected using the technique of puposive sample. The X.IPS.1 class of 30 people was selected as the research sample class. At the one-on-one evaluation stage the researcher chose three learners with different abilities (low, medium, and high) that were viewed based on pretest results constructing a debate text case. Then, the small group evaluation stage was chosen by 9 students in a random manner. Furthermore, to know the effectiveness of the module, the researcher involves all students of class X.IPS.1.

3. Results and Discussion
a. Research Result
1) Identification of Needs

The need of learners on teaching materials in the form of debate text module through genre pedagogy approach for high school X students is obtained from closed questionnaire data. Based on the results of the identification of the needs of learners and teachers need teaching materials in learning text debate, especially building a case in the debate. Teaching materials are developed to overcome the problems or obstacles of learners in formulating arguments and building cases in debating and the difficulty of teachers in teaching the debate.

Learners choose the module presentation form referring to the module framework presented by Daryanto, the steps of learning activities using genre pedagogy approach. With respect to the use of language, all learners agree that the use of the language of the instructional material should be in accordance with the Indonesian Spelling General Guidelines (PUEBI), language that is easy to understand and communicative. Then, about module kegrafikaan. Learners want a module that has A4 size, front page using photos of LDBI participants, color choice in module that is bright and striking, the type of letters

that is desired times new roman. Next, learners choose graphics and visuals that match the purpose and the material. In addition, learners also want tables that use appropriate colors, charts with varied shapes, good graphic quality, selection and quality of letters, colors, illustrations, and icons in good teaching materials.

2) Systematic Teaching Materials

In general the developed debate text module consists of three parts, namely the introduction, learning, and closing. The introductory section consists of (1) the cover or cover of the researcher's name and module title, (2) introduction, (3) table of contents, (4) competence, (5) description, (6) time, (7) prerequisites, 8) instructions on using the module, (9) the final destination. Then, the learning part consists of (1) the purpose, (2) the material description, (3) the exercise, (4) the summary (5) evaluation (6) the student worksheet. Finally, the cover section contains (1) answer keys, (2) glossary, (3) bibliography, (4) about the researcher.

3) Validation Results

The validation of the debate text module using the genre pedagogy approach in this study was conducted on 9-21 April 2018. The experts who validated were lecturers from the University of Sriwijaya and a teacher who used to be the juror of the South Sumatra provincial debate contest. The validated aspect is the feasibility of the content / material by Drs. Eko Sulistianto, M.M., the language aspect is validated by Dr. Subadiyono, M.Pd., aspects of presentation and kegrafikaan by Dra. Hj. Sri Indrawati, M.Pd., Ph.D.

Based on the results of the assessment of content / material feasibility experts, from a maximum score of 70, the content of substance content / material feasibility content scores 67. The results of expert feasibility assessment of language use, from a maximum score of 50, the content of substance content / material feasibility score 45. The results of expert assessment of eligibility presentation of the maximum score of 50, the content of the content / material feasibility content obtained a score of 46. The results of the feasibility assessment of kegrafikaan, from a maximum score of 30, the content / substance feasibility content obtained score 28. Based on the assessment of the three experts the module developed scored 186 when converted to 91.5 with very good category.

The suggestions provided by the validator include 1) The material validator advises that the material in the module in accordance with the learning objectives. 2) Language validators provide suggestions that researchers pay attention to the use and writing of grammar within the module and suggest to include the reference sources that the researcher uses. 3) Validator kegrafikaan suggested to improve front page and footer and presentation of less interesting table.

In general, there is no significant change in the debate text module using the genre pedagogy approach. Revised product validation results by making changes to the front page, change the table of contents, footer, how to present the table, and the inclusion of the source of quotations.

4) Practice Test of Practical Material
a. One-One Evaluation

The test of the practicality of teaching materials is done through one-on-one evaluation with interviews and assessment sheets in order to know the errors that occur such as weak grammar, spelling, punctuation, and unclear instructions. It also focuses on more intrinsic criteria, such as sample conformity, material systematics and ease of use, the attractiveness of developed modules. One-on-one evaluation was conducted on 23-30 April 2018 to students of class X IPS 1 SMA Negeri 1 Kayuagung amounted to three students with initials GR, SA, and MDS. Practical score at one to one evaluation is 95,3 with very good category.

Overall, the modules developed are compatible with the learning objectives. The purpose of learning is that students can formulate arguments based on issues or problems that are developing. The module developed begins with building a debate text context by providing initial knowledge that the debate differs from the discussion and provides a video link to youtube to provide a debating example that they will learn. Then, the module explains the debate material that begins by exposing the essence of debate, the parties involved in the debate, and the elements contained in the debate. Next, construct parts of the debate and analyze the content of the debate. Finally, learners are asked to formulate arguments about issues or problems that develop in society.

Module facilitate learners in achieving the learning objectives of formulating argumentation. This is caused by several things, namely because it helps students learn gradually, clear material at the beginning of the module, provide examples of good arguments, and describes the steps to formulate a good argument. In addition, the exercises provided also help the learner to repeat the re-learning.

On the other hand, the module has flaws. The criticisms and suggestions provided by the three learners of the Debate Text Module using this genre pedagogy approach are about presenting the suggested table not to be plain but colored, enlarged font size in the table of contents, and reducing the use of some terms that are difficult for them to understand and multiply examples the process of arguing.

b. Small Group Evaluation

After a one-on-one evaluation the researchers conducted a small group evaluation to determine the practicality of the teaching materials after being revised from the one-on-one evaluation stage and identifying the learning problems that occurred again. This small group evaluation was conducted on 1-5 May 2018 to students of class X.IPS.1 SMA Negeri 1 Kayuagung amounted to 9 people. At this stage, learners are given 5 days to observe and use the module. After the time expired, learners are required to complete the assessment sheet.

The debate text module using the development genre pedagogy approach included in the category is very good or very practical for use by students of class X SMA Negeri 1 Kayuagung because it gets an average value of 96.4. In general, learners state that the material used is complete and clear, developed module instructions are easy to understand so as to overcome difficulties in formulating arguments.

**5) Test of the Effectiveness of Learning Materials through Field Trial**

Pretest ability to build a learner case before using a debate text module was conducted on March 5, 2018. The test given was a performance-building test of debate with a motion "The board believes that the new father should be given leave". Based on

the results of pretes build cases, the value obtained by learners vary widely. The amount of value obtained on pretest is 975 with an average value of 32.50.

Postes performed on 7--14 May 2018. Learners use the debate text module on the 7th when teaching and learning in the classroom. The use of the debate text module is continued at the home of each learner for the advanced training stage and final project work taken as the postes score. At that time span (7--14 May) learners are asked to read and do exercises and evaluate in an orderly manner. The exercises and evaluations reviewed by the teacher are commented on for later learning materials. During this time span, learners are guaranteed to read and do exercises and evaluations only to ensure that the knowledge and skill of the debates they master come from the modules they read not from other materials. Based on the result of postes building debate case, the value obtained by learners still vary greatly. The value obtained in the postes amounted to 2326 with an average score of 77.53.

Based on the description can be seen that there is a difference between the average value obtained by learners before and after using the debate text module using the development genre pedagogy approach. After using the module, the average value of students has increased. For more details, the average difference between pretest and posttest values can be seen in the graph below.
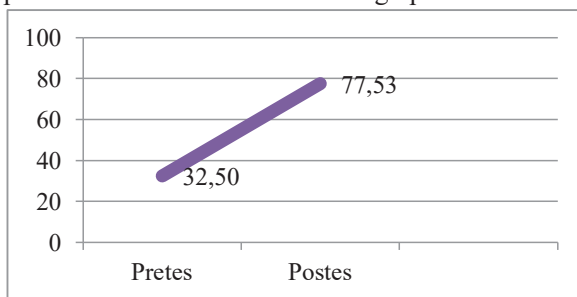
Graph of Average Comparison of Pretes and Postes

Furthermore, the researcher t-test the comparison of pretest and postes values. Based on t-test, it is found that the difference of mean value on pretest and postes is 45,033 with standard deviation 8,795 and level of significance (2 side) 0,000. This means that there is a significant difference between the value before and after the learner using the debate text module using the development genre pedagogy approach. It is based on the significance value (2 sides) 0,000, smaller than the alpha value of 0.05.

Thus it can be concluded that the debate text module using the genre pedagogy approach that has been developed can be categorized effectively used class X students SMA Negeri 1 Kayuagung to study debate text material.

b. Discussion

This research development starts from the analysis of the needs of learners and teachers. Richtericlh and Chancerel (Nurhayati, 2012 p 29) revealed that needs analysis is a preliminary process in the determination of specific behavioral goals to be achieved as a basis for development of teaching materials. Based on the results of the identification of needs, learners and teachers need teaching materials in learning text debate, especially building a case in the debate. Teaching materials are developed to overcome the problems or obstacles of learners in formulating arguments and building cases in debating and the difficulty of teachers in teaching the debate. In this case, the teaching materials that are

developed are teaching materials in the form of debate text module using genre pedagogy approach designed according to the needs of teachers and students of class X SMA Negeri 1 Kayuagung.

Preparation of modules are prepared based on the analysis needs of learners and teachers. However, in the process, the systematic modules developed are not fully developed based on the needs of learners and teachers. Students and teachers choose module systematics referring to Daryanto's theory. Meanwhile, the systematic module developed only consists of 3 parts, namely 1) Introduction consisting of cover or cover contains the name of the author and module title, introduction, table of contents, competence, description, time, prerequisites, instructions module usage, and destination end, 2) Learning consisting of objectives, material descriptions, exercises, summaries, evaluations, and worksheets of learners, 3) Concluding remarks consisting of answer keys, glossary, bibliography, and about the author. This is based on the consideration of meeting the limited learning time.

To know the feasibility of the module is done expert validation with data collection techniques through questionnaire. Based on validation results from material experts, language, presentation, and kegrafikaan note that this module is categorized as very feasible. Modules developed are read and then assessed and commented on by experts in their respective fields. During the validation process the researchers made changes in some parts of the module according to the advice of experts such as eliminating the type of debate material because it is not in accordance with the purpose of learning and if still included learners feared will be confused about the different types and shapes. The researcher also refines the use, punctuation, diction, prepositions, inappropriate phrases, ineffective sentences, and lists of synonyms for foreign terms and suggestions to include material resources. Then, researchers also made improvements related to the presentation and module kegrafikaan. After making these improvements then the module that researchers develop is considered feasible to be tested to learners.

To see the practicality of the module researchers do formative evaluation. In this formative evaluation phase, the researcher performs only two phases of one-to-one evaluation and small group evaluation only because the field trial will only be conducted once in the summative evaluation stage. One-on-one evaluation is done to three students and one teacher as the user of the teaching materials. Then, based on the comments of learners at the evaluation stage one-on-one researchers do revision of teaching materials. Next, the researchers proceed to the small group evaluation stage. The debate text module using the development genres of development genres is categorized as very good or very practical. In general, learners state that the material used is complete and clear, developed module instructions are easy to understand so as to overcome difficulties in formulating arguments.

The last stage of this research stage is summative evaluation that is field trial. This stage is done in two ways, namely pretest and postes to know the effectiveness of the development result module. The effectiveness of modules developed can be seen from the performance test results build debate case. The average score of learners has increased by 45,033. The difficulties of learners in sharing roles and formulating arguments in arguing can be overcome by understanding the material, watching debates, reading debate texts, and working on the exercises contained in the module.

Thus, the purpose of studying the text of the debate according to (Huston, 1985, p 1) ie debate lessons is useful for improving critical thinking skills, communicating well, encouraging learners to know current events so as to broaden students' knowledge. Not only that, Huston also stated that the ability of high-middle student debate can also be used in other disciplines, when learners have been good at formulating arguments in a complex way means that learners have been able to process information from different points of view and is also ready with all differences of view that artiny adaptability in the life of society can be achieved.

Based on the results of the research, the debate text module using the genre pedagogy approach can be used by learners and teachers because it is categorized as valid, prakits, and effective. According to (Akker, Branch, Gustafson, Nieveen, & Plomp, t.t., p 126) the teaching materials are said to be qualified if they meet the three criteria of validity, practicality and effectiveness.

In addition, the results of the research that have been described also have been able to prove the opinion of Rothery (Firkins et al., 2007, p 5) stating that the objectives of learning that have the ability to use the genre pedagogy approach. The genre pedagogy approach is based on the learning-learning cycle of "learning through guidance and interaction" that features text modeling strategies and construct texts before creating text independently. Guidance and interaction are important in classroom learning activities.

4. Conclusions and Suggestions
a. Conclusion
Based on the results of research and discussion that has been described can be summed up some things as follows.
1) The identification of the needs of students and teachers SMA Negeri 1 Kayuagung relatively the same to the needs of teaching materials in the form of debate text module using genre pedagogy approach. These needs relate to the material, examples, exercises, and evaluations presented and the presentation of interesting materials.
2) The modules developed in this study are in accordance with the needs of learners and teachers consisting of, a) Introduction consisting of a cover or cover of the author's name and module title, preface, table of contents, competence, description, timing, prerequisites, use of modules, and final objectives, b) Lessons consisting of objectives, material descriptions, exercises, summaries, evaluations, and student worksheets, c) Concluding remarks consisting of answer keys, glossary, bibliography, and authors.
3) The debate text module using the genre pedagogy approach is categorized as excellent or highly valid. This can be deduced based on scores obtained from the test of validity and by material, language, presentation, and graffiti experts.
4) The debate text module using the genre pedagogy approach is categorized as excellent or highly practical based on the practicality test through one-on-one evaluation and small group evaluation.
5) The text module of the debate using the genre pedagogy approach is categorized as excellent or highly effective based on the effectiveness test through field trials. The effectiveness of the module can be seen through the comparison of pretest and posttest results of the performance of building a debate case. The average postes has increased from the pretest ie from 32.50 to 77.53.

b. Suggestion

Based on the conclusions that have been described previously, the following points can be taken into consideration and follow-up.

1) Learners and teachers use teaching materials in the form of modules that have been developed in the learning in order to increase interest and learning outcomes of learners.

2) Researchers can then overcome the obstacles in terms of subject and depth of material in this study. In addition, further researchers can also develop other teaching materials products in other forms (in addition to modules) that are more creative and innovative or other teaching materials (other than the text of the debate) required by learners and teachers.

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