

CHAPTER V

CONCLUSION AND SUGGESTIONS

After discussing some of the problems investigated in this research, this chapter presents the research's conclusion, which is based on the research findings and discussion in the previous chapter. This chapter concludes with suggestions for further analysis.

5.1 Conclusion

The aim of this study is to know how the strength of debate technique can improve students' speaking skills. Here is the research question: How can the strength of debate technique helps students improve their speaking skills?

Based on the findings and discussion, it can be conclude that the students perceive that debate technique helps them to speak better by using 5 strengths of the technique based on Bellion (2000); critical thinking, debate teamwork, body language, problem solving and applying debate technique in daily life can improve students' speaking skills.

Number	Name	Score	
		Before joining debate class	After joining debate class
1	Student 1	A	A
2	Student 2	A-	A
3	Student 3	B+	A
4	Student 4	A-	A
5	Student 5	A	A
6	Student 6	A	A

7	Student 7	A	A
8	Student 8	A	A
9	Student 9	A	A
10	Student 10	A	A
11	Student 11	A	A
12	Student 12	A	A
13	Student 13	A	A
14	Student 14	A	A
15	Student 15	E	B+
16	Student 16	B+	A

Based on the table above, the researcher can see the students' improvement. The students who had already got a great score in the first semester (before joining debate class) could maintain their score so that they were also able to get a great score after joining debate class. For students who got a bad score in the first semester (before joining debate class) could improve their score better. Even the one, who had got an E before, could get a B+ after joining debate class. Students who had got B+ could also upgrade their score into A.

Through their scores, the researcher can see that even though at first they did not have a confidence to speak so that their score were bad, but through the debate technique that was applied in Debate and Public Speaking A Class, students could improve their speaking skills little by little. After joining debate class, they were confident to speak English in front of people. They also got feedbacks from their lecture in class, so they could improve their next

performances. According to the students, debate technique really takes a big role in learning speaking through debate.

5.2 Suggestions

The researcher would like to add some suggestions for English Language Education teachers. The suggestions are also intended for students who will be writing the same thesis topics.

5.2.1 Suggestion for English Department Teachers and Students

Besides, related to speaking ability, the lecturer should focus more on teaching and leading students. As a result, the teachers must devise a solution to the students' problem. Furthermore, each student has their own capacity and learning style, so the teachers must first understand their students before proceeding with the teaching learning process. Furthermore, students must understand that mastering English is not easy. Students must speak more frequently and try new things with their friends, teachers, and others. Furthermore, like what the researcher has said in the previous discussion, the debate method can be used in subjects other than public speaking, so it can be one of the strategies that can be implemented for all English Department students to also improve their speaking skills in other subjects.

5.2.2 Suggestion for Future Studies

This study limits to analyze deeper about how debate technique can help the students' improve their speaking skills. The data collection methods used in this study is questionnaire and interview. For future studies, it is suggested to also use class observation as the data collection method. In class observation, there is an act of

watching a teacher's performance in the classroom of learning environment. Since there will be watching and recording in class, the data will be more sure and detailed. The researcher will not only collect the data from questionnaire or interview, but also can watch and observe directly in class.

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