

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter contains conclusion and suggestions for this research entitled *The English Department Students' Perception of Debate as A Speaking Activity in Speaking III Course*.

5.1 Conclusion

In line with the title of this research, the purpose of this research was to find out the students' perception on debate as a speaking activity in Speaking III course. The respondents of this study were 45 English Department of WMCUS students from batch 2015 who have passed Speaking III course. To answer the research question of this research, the researcher collected the data from the respondents using questionnaire and interview. Firstly, the respondents were asked to fill out the questionnaire which contained of 42 questions from six different topics. After the data from the questionnaire were collected, the researcher chose two respondents who gave positive responses on overall questions but their impression was negative, two respondents who gave positive responses on overall questions and their impression was also positive, and two respondents with the negative responds on overall and their impression was also negative. However, the researcher only found one respondent with the negative responses on overall and their impression was also negative. From the interview, the researcher knew that she gave negative response because she had some problems with her teammates and she said that she could not speak fluently in front of many people even though she had practiced before. Because of that, she

thought that she lacked of speaking skill and it automatically impacted her confidence. Therefore, there were only five respondents that the researcher chose to be interviewed. The aim of this interview was to confirm the respondents' answers on the questionnaire.

As shown in the previous chapter, the overall responses about debate as speaking activity in Speaking III course was positive (95,7%). Debate activity in Speaking III course helped the students to think critically because they needed it in the debate process to make a good argument so they could argue with their opponent.

Since the debate activity in their Speaking III class is using English, it directly helped the students to improve their ability to deliver and defend their arguments. In addition, they were also able to speak for informative and persuasive purposes in order to persuade the adjudicators to choose them as the winner. Then, since debate is about argument, it drove them to improve their skill to argue with others. Because debate means that they have to speak in front of many people, it could help the students to improve their confidence, fluency, and their skill to present ideas with clear communicative purposes.

The next benefit they got after learning debate was they were able to speak with the sense of audience since they wanted the audience to understand their argument well. Besides their skill development, they were also able to know the social phenomenon around them through the motions in the debate. From those results, the researcher knows that using debate for a speaking activity is a good idea since debate is very useful to help the students who learn foreign language

improving their speaking skill and the most important thing is that it can help the students to think critically.

5.2 Suggestions

Based on the research findings, the researcher gave some suggestions for the English Department of Widya Mandala Catholic University Surabaya (WMCUS), lecturers of Speaking III course, the students in Speaking III course, and the future researcher who is interested in doing a research about the students' perception on debate as speaking activity.

1. Suggestion for the English Department of Widya Mandala Catholic University Surabaya (WMCUS)

As stated in the conclusion of this research that debate is a useful speaking activity for students who learn foreign language, this speaking activity should be continued in the next curriculum so that the students were able to improve their speaking skill and also their critical thinking. Critical thinking is important for the students because with critical thinking, they could get some knowledge which was not taught in the classroom since not all things were taught in the classroom.

2. Suggestions for the lecturers of Speaking III course

After learning the duties of all roles in a debate, the students had some chances for being each role but from the findings, the researcher found that not all students were able to be all roles during the debate practice. Therefore, the researcher wants to suggest the lecturer to make sure that all students are able to play all roles during the debate practice so they can go deep into the roles (as the debater, the adjudicator, the chairperson, and the time keeper).

As stated in chapter II, the role of an adjudicator is for giving constructive feedback besides scoring the debaters. The researcher found that among three adjudicators, only one of them gave the constructive feedback. It will be better if the lecturers ask all adjudicators to give the constructive feedback so all of them can learn about how to give a constructive feedback.

The feedback session after the debate practice from the lecturer and adjudicators was usually addressed to the debaters. Hence, the researcher has a suggestion for the lecturer to give the feedback not only for the debaters but also for the adjudicators so it can help the debaters and the other roles to improve themselves.

According to some respondents, the motions which were used in the debate practice were limited and they were not challenging. Therefore, the researcher suggests for the lecturer to make some more motions so that every debate practice has different motion. Moreover, the researcher suggests for the lecturer to make the motion which is happening in the society for example, the case of LGBT, sex in school or single sex school, or some new things like citizen journalism.

From the findings of this research, the researcher found that the lecturer gave a chance for the students to choose the team mates as their wish but some respondents were not satisfied with their team work since they could not help each other because the ability of the team member was the same. Because of that, the researcher wants to suggest for the lecturer to decide the team equally for them so

the team member could help each other to improve their skills since team members also have a good role for improving their skill.

3. Suggestions for the students of Speaking III course

Even the best curriculum could not help the learners to improve themselves if they did not have the desire to improve themselves. Therefore, the researcher suggests for the students of Speaking III course to have an initiative to learn more about debate so they can enjoy the benefits of debate which are useful for them. For instance, they can do the practice before doing the debate performance so that they can prepare themselves and advice each other in a team. Moreover, they can also work together with the team to find the material so it is not imposed to one team member because that is the function of a team.

4. Suggestion for the future investigation

After finishing this research, the researcher suggests for the future researcher who wants to do a research about the students' perception on a debate as speaking activity to find the students' perception before learning the debate and after learning it in order to get the best result. Furthermore, it also could help the future researcher to measure the students' improvement in some aspects that must be improved after learning debate.

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