

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides conclusion and suggestion. The conclusion is the research findings about the direct contribution of debate toward critical thinking, self-confidence, and speaking skill. Beside it provides the indirect contribution of debate toward speaking skill through critical thinking and self-confidence. The suggestion is concerned for teachers, students, and next researchers who are interested in analyzing debate and its implication to students' skills.

A. Conclusion

The conclusions of this research are found based on the finding and discussion in the previous chapter. It deals with five research question: (1) the direct contribution of debate toward students' critical thinking, (2) the direct contribution of debate toward students' self-confidence, (3) the direct contribution of debate toward students' speaking skill, (4) the indirect contribution of debate toward students' speaking skill through critical thinking, and (5) the indirect contribution of debate toward students' speaking skill through self-confidence.

To begin with, this study found that debate has significant direct contribution to students' critical thinking. It can be seen from the P value that shows *** which indicates that the significance. The Critical Ratio (C.R) shows 7.256 which is greater than 1.96. From those two proves, it can be concluded that debate has significant contribution to critical thinking. It means

debate directly contributes to students' critical thinking. It is because the activities in before debate and debate session trains the students to think critically and use their logic to strengthen their team's argument.

Secondly, this research found that debate contributes to self-confidence significantly. The P value shows *** which indicate the significant contribution. Beside, the critical ratio is 3.573 which is greater than 1.96. It means there is significant contribution of debate toward self-confidence. This is because the activity in debate trains the students to be confidence and dare to perform in front of other people. It is also supported by verbal motivation and feedback given by adjudicator and teacher which make the always try to be better.

Thirdly, The P value of debate contributes to speaking skill shows *** which means there is significance contribution of debate to speaking skill. Beside, the critical ratio shows the value 3.557 which is greater than 1.96. From this value, it can be concluded that debate has significant contribution to speaking skill. It is because in debate students have to discuss to their team in case building session and deliver their argument in debate session. They have to state clearly and confidently to convince the audience and adjudicator.

Fourthly, this present study reveals that debate has significant indirect contribution to speaking skill through critical thinking. The value of indirect contribution is 0.111 and the total contribution (direct and indirect) is 0.215. Based on the result of sobel test, the contribution of debate to speaking skill through critical thinking is significant because the value is 2.753 which is

greater than 1.96. Debate contributes to critical thinking in pre-debate and debate sessions. It develops students' ability in analyzing, thinking systematically, giving reason, solving problem, and thinking in many perspectives. On the other hand, critical thinking has correlation with speaking skill. Debate requires students to explain the argument systematically and logically in order to get well-explained argument. It needs critical thinking to make well-structured and complete argument because they have to seek the logical reason in every step. By this way, their critical thinking guides them to perform better performance in speaking or in delivering their argument.

Lastly, this present study shows that there is significant indirect contribution of debate to enhance students' speaking skill through self-confidence. The value of indirect contribution is 0.064 and the total contribution is 0.168. The sobel test value shows 2.385 which indicates that there is significant indirect contribution since 2.385 is greater than 1.96. It is because debate obligates them to be confidence. Students' confidence is the key to speak up and convey their argument. The motivation and feedback given by adjudicator and their teacher also motivate them to be better. Debate trains the students to be confidence in order to convince the adjudicators and that confidence encourages them to be better in speaking and their performance in debate.

B. Suggestion

Closing the research, bellow the suggestion provided for several parties. The suggestions are offered to English teachers, students, and next researchers

in particular and for all readers for general. Each of them is given the suggestions in the following sections.

For English teachers, it is recommended for them to teach speaking using debate as integrated method. This method not only improves students speaking skill in partial, but also integrated with critical thinking and self confidence. The teacher should cooperatively accompany the students in debate session to know their improvement and to give them feedback or motivation. By that way, the active learning will be appears in class. The teacher should provide topic or motion that is easy to be understood, familiar, and suitable with the students in order to get better comprehension among students.

For the students, they should proactively develop their critical thinking, self-confidence, and speaking ability because those three skills are very important nowadays. Students also can join debate extracurricular or English club to improve their ability in English. For students who already join debate club, they should keep on practicing and focusing to develop their skill in debate because it can develop their critical thinking and self-confidence as well as their speaking skill.

For next researchers who want to conduct similar study, they should focus more on the implementation of debate in developing critical thinking, self-confidence, and speaking. Beside, they can focus more on research that aims at discovering the other skills that can be developed through debate method. It can be related to other skill in language field such as reading, writing, or listening.