

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions and suggestions that are drawn from the research findings in the previous chapter. This conclusions and suggestions are expected to be able to improve the teaching of oral communication skills and being useful for further research.

5.1 Conclusions

In Indonesian traditional classrooms, most of EFL teachers applied a conventional method in teaching speaking. They, for example, insist that students should memorize sentences or dialogues. This was tremendously overwhelming for students in facing English subject, especially to master oral communication skills. In this research, the use of the educational debating method was expected to help the students in facing their speaking task.

The aim of this research was to answer the statement of the problem that was previously mentioned in the first chapter. The statement covered the effectiveness of the educational debating method in improving students' oral communication skills. In finding the effectiveness, it was important to know the students' mastery of oral communication skills before and after learning the educational debating method. Thus, it has come to some concluding remarks, as follows:

1. From the results of the pre-test in the experimental group or before being exposed to the educational debating method, it can be concluded that the students' mastery of oral communication skills was 48.85. The score was considered as "poor" based on Harris (1969) classification of probable class performance. Therefore, the students' mastery of oral communication skills before learning the educational debating method was poor.
2. On the other hand, from the results of the post-test in the experimental group or after being exposed to the educational debating method, it can be concluded that the students' mastery of oral communication skills was 68.05. The score was considered as "average to good" based on Harris (1969) classification of probable class performance. Therefore, the students' mastery of oral communication skills after learning the educational debating method was average to good.
3. After computing the results between the experimental group and the control group by using matched t-test formula (Paired sample test in SPSS 15.0), it was found that the mean of the experimental group was higher than that of the control group. Then, the results of the t-test computation (independent sample test) exhibited a significant difference between the experimental groups before and after the treatments, which the t_{obt} was higher than t_{crit} ($4.538 > 2.000$) so the null hypothesis was rejected. It was concluded that the implementation of the educational debating method was effective in improving students' oral communication skills.

5.2 Suggestions

Based on the research findings, discussion and the conclusion of the research results, there is a necessity to elaborate some suggestions regarding the effectiveness of the educational debating method. Therefore, the writer has some suggestions that are offered for:

1. The English Teacher

- a. It is expected that EFL teachers should implement the educational debating method in teaching oral communication skills in formal school.
- b. It is suggested that EFL teachers should become facilitators for students and are able to create an enjoyable class circumstance.
- c. Teachers should pay attention to the allocation of time as well. It should be managed as efficient as possible, so there will not be a time waste.

2. Future researchers

Future researchers may cope and investigate the effectiveness of the educational debating method deeper and with more allocation of time to find the more skills that students will acquire.

Frankly speaking, there are still many questions which may be valuable to be answered by upcoming researchers:

- a. To what extent does gender influence in learning English through the educational debating method?
- b. To what extent does the students' major influence in learning English through the educational debating method?
- c. What are the obstacles faced by the teacher in implementing the educational debate method in the classroom?

