

CHAPTER V

CONCLUSION

This final chapter presents the conclusion of the findings obtained in the previous chapter. The chapter includes the implications, limitations, and recommendations of this study.

5.1 Conclusion

This study investigates the role of the British Parliamentary debating style in enhancing English as a foreign language (EFL) undergraduate freshmen' oral argumentation skills through the AREL argumentation process, specifically in terms of speech length. The results of this study showed that the strategy used in implementing AREL in the making of the participants' argument supported the development of EFL undergraduate freshmen' oral argumentation skills. The debate classes include several activities, namely, lectures from the coach, speech practices, and debate sessions. The activities involved in these classes helped the participants build up their arguments about the use of AREL. In the first meeting, the participant received brief materials on the British Parliamentary debating style, followed by a debate session to see the participant's ability to build an argument. The result of the first meeting showed that there needs to be materials specifically on AREL and practices in argument-making using AREL. Moreover, five meetings were conducted to teach and prepare the participants proper debating speech, which included making an introduction, building a set-up, and AREL.

Hand in hand with the implementation of these activities, the debate coach provided structural feedback as notes to improve the participant in the sixth session. The sixth meeting was the last debate session, where the participants showed significant improvement, proven by the length of their speech and their ability to construct arguments using the AREL argumentation process. This study also observed the insights on the benefits and challenges of the EFL participants about

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IMPLEMENTATION OF THE AREL ARGUMENTATION PROCESS*

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the debate classes. Despite the EFL participant's lack of understanding of the full concept of the debate process, the activities, as well as the implementation of the debate sessions, turned out to be effective in helping the participant improve their oral argumentation skills.

5.2 Implication

Reflecting on the result of the study, debate is proven to significantly increase the oral argumentation ability of EFL undergraduate freshmen. The participants also learn how to make better arguments that are well elaborated and linked back to a particular topic. Argumentation skills are important for EFL students in order to be able to prove a point in a discussion, including everyday life. It is important that the participants understand that an assertion alone is not enough to convince an audience or a listener that something is true; an assertion always needs to be backed up with reasons, evidence, and a link. Additionally, participants were able to increase the duration of their speech and English communication with the use of debating techniques. Debating also helps improve participants' confidence and self-esteem while speaking in English. From the findings, the participants are also more motivated to speak in English.

5.3 Limitation

The results of this study focused on students who are already interested in becoming members of the universities' English Debating Society. This proves that they are EFL freshmen who already have an interest and motivation to improve their oral argumentation and speaking skills using debate. The findings of the research might be different if the students were forced to undergo debate training due to a lack of interest and motivation. Furthermore, the study that was conducted only used six meetings to cover a variety of materials for debating. This is due to the availability of the debate coach. This requires the debate coach to speed up the

materials being taught, increasing the chances of participants not understanding the knowledge shared.

5.4 Recommendation

For future research, it is vital for future researchers to discover the possibility of wide implementation of the beneficial debate activity for all students, which includes students who might now have an interest in debating, to begin with. Additionally, researchers may provide more time for the students to learn the argumentation skills. This allows the students more time to understand and practice the theories and skills taught by the debate coach to ensure clear comprehension of the materials.