

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on research finding, it can be seen that before being taught by using Modified Asian Parliamentary Debate, the students' score was low. While after being taught by using Modified Asian Parliamentary Debate, the students' score in experimental class was higher than the students' score in control class that was taught by conventional method. It can be concluded that Modified Asian Parliamentary Debate was effective used in teaching speaking and critical thinking for it can improve the students' critical thinking and speaking ability. The improvement is seen from the significant different score between students who were taught by using Modified Asian Parliamentary Debate and conventional method after the post-test scores competed by using statistical computation. In another words, it means that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

B. Suggestions

Based on the above conclusion, first, English teachers are suggested to use Modified Asian Parliamentary Debate to facilitate teaching speaking and critical thinking since it has proven that Modified Asian Parliamentary Debate is effective to improve students' speaking ability and critical thinking. But to use that modified debate method properly, teachers should understand well about the concept to conduct it

before using it as the method in teaching and critical thinking. In addition, the teachers should prepare the motions or topics well before they apply that strategy to the students. In addition, the English teachers are suggested to apply the strategy that is not only interesting, but also appropriate with the subject and the students' need. Students also have to be familiar with the topics teacher will give. The teacher can apply Modified Asian Parliamentary Debate as a strategy of teaching and learning process since it can help students feel easier in learning critical thinking and in improving their speaking ability as well.

Second, students are suggested to improve their speaking ability by having argumentative speaking like they do when they debate. In addition, they are suggested to read more and understand social phenomena around them, so they will be familiar with motions or topic given by their teacher before doing debate activity.

Lastly, for other researchers. It is suggested to conduct further research on similar area by improving the methodology or to use it as a reference to conduct a further research related to Modified Asian Parliamentary Debate in different area or focus of teaching, so that the benefit of debate activity can be wider proven by other researchers as well.