

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion from the findings and discussions. On the basis of the findings, the suggestion then could be proposed.

A. Conclusion

This study used the Classroom Action Research (CAR) design. Classroom Action Research (CAR) is about the systematic study of attempts to improve educational practice by developing innovative instructional strategy through some following steps; preliminary study, planning, implementing, observing, and reflecting. The proposed strategy was designed based on the problem case at the classroom.

Preliminary study informed researcher that there were some problems in teaching-learning speaking English of 2nd grade science 2 at MAN Kota Blitar. The class had some practical problems related the students' speaking ability. To solve those problems, the researcher offered the innovative instructional strategy of Australian Parliamentary Debate.

From the employed strategy, it could successfully solve the practical problems, in which:

1. Students were able to speak English which proved by passing the speaking test with score ≥ 75 including grammar, vocabulary, accent, comprehension, and fluency
2. Student's behaviors had to show that they were active in every activity.

3. Students' responses adequately showed that students interest and enjoy the teaching learning process by Australian Parliamentary Debate.

Practically, Australian Parliamentary Debate can be applied to solve the teaching-learning problem in speaking English through the following steps:

1. Teacher explained the Australian Parliamentary Debate and gave the example of Australian Parliamentary Debate by showing the real exhibition or video.
2. Teacher prepared a motion debate. The motion had to recently update which discuss the global issues.
3. Teacher prepared the articles in rich details, contains of the issues, supporting and countering points and debate example sheet which tell how to make an outline in debate for each speaker from affirmative and negative.
4. Teacher divides students into 2 position; debater and adjudicators. The number of debater is preceded to fit the group of debate which consists of 3 students for each group, and then remaining students were selected to be adjudicators. It is recommended that adjudicators were students who have more capability in speaking than debaters.
5. Teacher divided which group will be affirmative and negative
6. Teacher divided the debate battle list with which adjudicators take a work.
7. Teacher distributed the prepared article to students based on their position group; affirmative or negative. Adjudicators were also given the articles.

8. Teacher asked students to make a group and discuss the motion (15 minutes).
9. Teacher prepared the Australian Parliamentary Debate exhibition format. The practice of debate was conducted together at the time. It means that 4 battles groups are doing the Australian Parliamentary Debate at the time in the each certain area of the class.
10. Teacher called the debaters and adjudicators based on the debate battle list and students do the debate exhibition. Here, the researcher was as time keeper and chairperson for all groups.
11. The role of Australian Parliamentary Debate Exhibition were:
 - a. Chairperson opened the debate exhibition, present the debate motion, and introduce all debaters.
 - b. Speech was preceded by 1st speaker of affirmative, continued by 1st speaker of negative, then rebutted by 2nd speaker of affirmative, then 2nd speaker of negative, added by 3rd speaker of affirmative, lastly, 3rd speaker of negative.
 - c. Here was no replier.
 - d. Teacher offered adjudicators to adjudicate the debaters' performance.
12. Teacher reviewed all of the materials in every meeting.

Debate can be called as one of public speaking where the speaker should deliver any critical arguments confidently and persuadably in front of people. Debate was an activity which is considered covers a wide range of expertise,

speaking, analyzing, exhibiting, cooperation skills, etc. In addition, students will be encouraged to think critically about issues that exist around the world. Debate in terms of matter, manner, and method have the correlation with speaking aspect which contains of fluency, grammar, vocabularies, comprehension, and accent. By employing matter in the debate, the students were encouraged to enrich their vocabularies. Then, method obviously teaches students the responsiveness and the structure of speaking. Furthermore, by training the manner, it adds or detracts for a speaker's performance. Thus, by concerning on their matter, method and manner students were capable to improve their speaking ability

B. Suggestion

Australian Parliamentary Debate is one of debate style in the world. Basically, debate is the activity to offer person asking or giving or rebutting arguments. When Australian Parliamentary Debate is used as the instructional strategy, it will cover not only asking and giving the arguments, widely it teach students identifying problem, increasing prior knowledge, working in a team cooperatively, self-confidence, etc. As a result, it could be known that students have improved their speaking ability and more motivated learning speaking English. Students also enjoyed during teaching-learning process.

Regarding to purposing the instructional strategy of Australian Parliamentary Debate, some suggestion are addressed to:

1. The English Teacher

This strategy is referenced as the new innovative instructional strategy for English teacher when she/he is teaching speaking English. The English teacher can modify again and match with the classroom condition, because every class has the own characteristic in instructional process which likely cannot be forced to be applied this strategy without modify the suitable one.

2. The Students

Students were expected to able improving their speaking ability after getting this strategy. It should be better if students practice with their friend not only at the class but out class and tried to find the new case then discussed together with their friend. This successful strategy needs the students' activeness in practice speaking and analyzing the case. Then, students are expected continue their experience of Australian Parliamentary Debate in debate competition.

3. The Next Researcher

Australian Parliamentary Debate strategy was recommended for the next researcher to apply this strategy in the study. Beside, not many researcher have applied this strategy, this strategy is effective enough to improve the students' speaking ability. The next researcher could modify again this strategy to find the more effective strategy.