

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

Having conducted the research at the third grade of SMA Persada Bandar Lampung and analyzing the data, the researcher would like to state some conclusions as follows:

1. There is a significant difference of the increase of students' speaking ability before and after pre test and post test after being taught through debate. It can be proved from the increase of the students' mean score in the pretest and the posttest. The result of the posttest is higher than the result of the pretest. There is an increase from the mean of the pretest (48.5) to posttest (71.7). The result of the hypothesis test shows that the hypothesis is accepted ($p < 0.05$, $p = 0.000$). The result t-test computation showed that t-ratio was higher than t-table ($t\text{-value} > t\text{-table}$) ($50.865 > 2.042$). It means that there is a significant increase of students' speaking ability after being taught through debate.
2. Based on the teaching learning process in class twelve, it is found out that learning speaking through debate can increase students' speaking ability in aspect of pronunciation, the students are able to pronounce the words and sentences well. Comprehension gets the highest score because debate makes the students think quickly. Fluency has the lowest score because most of the

students express the ideas haltingly as they find difficulties in using English. Pronunciation and grammar increase because the students can pronounce the word correctly and can arrange the sentences orderly which consist of subject, verb to be/verb, and object (positive, negative and interrogative sentences).

5.2 Suggestions

Considering the findings of the research, the research would like to recommend some suggestions as follows:

1. Since there is increase on the students' speaking ability after being taught through debate, English teacher are suggested to use debate technique. The teacher should present clear explanation about the strategies of the two sides. The teacher also should enforce the students to speak English when they talk with each other, for example: when they ask some questions, they should speak in English or when the teacher explains the material it will be better if the teacher speaks in English. If they do not understand, then the teacher can translate into Indonesian.
2. The students are suggested to practice English in daily activities, it can make them familiar with this language. The teacher should determine an English speaking day when students have to use English when they speak to each other. Although it is difficult to practice, but it is important to stimulate the habit of speaking English, that can improve their fluency in speaking. So, the students should have more practice speaking in English when they are speaking with each other.