

V. CONCLUSION AND SUGGESTION

This chapter focuses on some points relating to the result and also discussion after conducting the research. Then, it can be taken some conclusions and also suggestions from the research.

5.1. Conclusions

Having conducted the research at the first grade of SMAN 5 Bandar Lampung and analyzing the data, the reseacher would like to give the conclusion as follows:

1. The process of the teaching and learning through the Asian Parliamentary Debate technique in SMAN 5 Bandar Lampung ran well. Even if at the first time the students sometimes were not confident to speak in English which actually they could speak English, the students were accustomed to learning English by using their first language in the class, they mostly learned English by using textbook and practiced English in the written forms and these conditions hampered the process of the implementation, the researcher finally could overcome it by utilizing the school facilities such as LCD projector for explaining the materials and video recorder for recording the activities in the class. The students could easily understand the material by using LCD, and they also could explore and record their speaking ability without feeling afraid of making mistakes in front of the researcher. Therefore, overall the process of

the Implementation of the Asian Parliamentary Debate technique ran successfully with the indicator of students' improvement in speaking English.

2. Learning speaking by using the Asian Parliamentary Debate is appropriate for the senior high school at the second grade and significant for developing their speaking ability. Considering their cognitive development, personality development, and also their experience at the first grade in speaking English, it is important to introduce them the formal and critical speaking. The students need to speak critically in a good attitude and they have to know the context or the situation when they speak. Therefore, this technique is very effective not only to improve the students' speaking ability based on five aspects of speaking but also their awareness and critical thinking in speaking.
3. Although the students perceived that their confidence and ability in speaking English improved, some students considered that learning debate is quite difficult. It is believed that it was triggered by the complexity of the rules of the debate. The students need more time to learn debate. Not all senior high school students could learn the debate comprehensively. There were some low achievers who were difficult to master the debate. Even if, in the end this problem could be solved and the low achievers were given more attention to overcome the problems.

5.2. Suggestions

Some suggestions that the researcher would like to propose based on the conclusion are as follows:

1. The English teachers are suggested to use the Asian Parliamentary Debate technique in the teaching of speaking in order to improve students' speaking ability. This technique can be used by the teachers who want to explore students' speaking ability and stimulate students' critical thinking. This technique is a complete package which covers the combination of speaking, discussion, character building, and critical thinking.
2. English teachers who want to use Asian Parliamentary Debate technique are suggested to be able to make some variations in teaching so that the students do not feel that speaking by using the debate is difficult to learn. Besides that, the teachers should pay attention toward the problems which might occur in the teaching and learning process as what has been explained in this research. They should always give the students some motivation so that the students are confident to speak English in the classroom, especially in delivering arguments in front of their friends.
3. In teaching speaking through Asian Parliamentary debate, the teacher should make sure that the students are able to deliver arguments by using their own words, not as the result of memorizing the sentences. This will cause the technique that is used will not be effective in improving students' speaking ability.
4. For those who would like to conduct a further research, it is important to pay attention for the time allocation. It is a consequence to allocate our time to implement the debate because the debate is time consuming. If you would like to get a better result, make sure you allocate two until three months to teach this technique to the students with a better and more significant result.

5. In conducting a further research, it is also important to know that the debate development is very dynamic. Every single day, the knowledge of the debate is developed with several new terms, topics, rules, mechanism, and even the models. What should be the priority in teaching speaking by using the Asian Parliamentary Debate is the improvement of the students' ability in speaking English. Therefore, it is very important to master the debate itself before this technique is introduced to the students.