

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the result of this study, the researcher concluded that English language education department students needed a competitive debate guideline which can be used both at home and campus. The researcher found out that the material needed by the students were the debate material connected to three systems of debate; Australian, Asian and British parliamentary systems. The topics that should be emphasized in the module were about economics because they were not familiar with issues within economics since they were English language education department students.

Besides, the materials that should be enclosed were the general information and rules in debating, and also the material on how to make debate speech and do debate that considers three aspect in competitive debate; matter, manner and method. Furthermore, the combination of discussion, cross fire and debate battle was needed to be utilized.

According to those findings of the students need, the researcher then divided the module into two chapters; “What is competitive debating?” and “How is competitive debating?” which cover the needs of the students about competitive debate. First chapter covers the needs of information of general rules within debate and second chapter covers the way how to do competitive debate.

In the expert validation step, the researcher got suggestion giving example of debate speech as a whole at the last part of “matter of a debate speech” heading in the second chapter of the module. Moreover, she also suggested revising some grammatical errors in the debate module.

Moreover, from the try out the researcher revealed that some students found a difficulty in understanding the examples. They gave comments for the researcher to give simple example at the first then it can be followed by the complicated ones. But, generally they said that the module was good and clear enough since it used simple language.

Seeing those findings we can bring to a close that in practicing debate especially competitive debate, we need to provide systematic guideline that consider the need of the subjects due to the fact that one subject may have different needs with others for the effectiveness and efficiency of the debate practice because competitive debates have some rules in conducting the battle. We cannot generalize the material to be given to the debate me, but we have to analyze what actually their necessities, lacks, wants and also the best strategy to use in delivering the material are. Thus, in this study, the debate module was created to meet the needs of the students of English language education department at University of Muhammadiyah Gresik regarding competitive debate.

5.2 Recommendation

From the result of this developing material, the writer gives a recommendation to the students of English language education department who involve in debate community, the debate coach and the next researcher.

For English language education department students who involve in debate community, this debate book can be used as the guideline to learn competitive debate by the help of debate coach or not. This book provides some information regarding competitive debate and also exercises which are created based on their needs.

For the debate coach, this debate module can be used to teach competitive debate in organized way since this module was arranged from the simple to the complicated ones. Thus, this module could help the debate coach to provide organized practice of competitive debate for English language education department students at University of Muhammadiyah Gresik.

For the next researcher, it is better for the next researcher to provide explanation and examples of special terms used in competitive debate to emphasize more the knowledge about English since it is used by English language education department students. Moreover, this debate module did not provide the information about being an adjudicator in a debate battle. So, it will be much better for the next researcher to provide that information in the further study of developing debate material.

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