

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The primary goal of this study is to describe how third-year students perceive the English debate course offered at IKIP PGRI Pontianak's English education study program during the current academic year. 81 students who are enrolled in the study program for the current academic year participated in the data collection process. Their opinions on the subject of English debate are broken down into two primary categories: 1) their opinions on English debate as a college course, and 2) their opinions on the impacts of the subject. The data for these two main groups of opinions was collected by a questionnaire with two different sections adopted from Curran & Rosen (2006) and Syamdianita & Maharia (2020) in their studies. The whole data was also analyzed by using a quantitative approach, which is descriptive statistics. This was used to determine whether factors constructing the English Debate subject are perceived positive and negative by the students. The overall mean score of the questionnaire that measures their perception on English Debate as a university course is 3.65 with $SD=0.80$. While, the overall mean score of the questionnaire that measures their perception on impacts of English Debate course is 3.65 with $SD=0.86$.

In general, it was found that the students do like the course and think English Debate subject is a good course to take. However, they reported that the learning experience was not as pleasant as expected, although they still strongly agree that joining the course can help them improve the language aspects (i.e., vocabulary and pronunciation). Subsequently, from 7 aspects that construct English debate subject, the students' perceptions towards how the whole course was carried out (course execution) and how their peers/classmates conduct themselves in the lesson were rather low. A study conducted by Syukri & Mardiana (2016) suggested that overall capability of students' conducting a debate should be concerned and utilizing a program,

such as English debate, can be influential to promote debate interest on students.

B. Suggestion

From the results of this study, the researcher would like to make some suggestions on implementing English Debate subject at various level. Firstly, this research result can be used as a reference to assess and implement the English debate subject suitable for students' needs, especially for English Education Department as an educational institution that certifies English teachers to be. It is also important for curriculum developers in the institution to understand the trend of attitudes towards this issue in order to deliver the course with good expectation and need-fulfilling to students enrolling in the course.

The results of this research later on can be used as a reference on the condition in implementing of English debate subject. Other than that, other researchers that find this issue fascinating can also use this research as a reference to conduct similar or further and deeper exploration into how English debate as a course subject in university is perceived by the students who enrolled in it. There are some limitations this study and one of them is that this present study does not look into the reason why they perceive the aspects and the benefits in the way that follows ethical code of academic research conduct. It is also suggested to develop a program of English meeting club in order to promote the debate interest, debate skill, and so on.

