

## CHAPTER 5

### CONCLUSION AND SUGGESTION

This chapter aims at concluding the result of exploring every research statement of the research. Furthermore, this chapter provides a conclusion and a suggestion from the researcher of this undergraduate thesis.

#### 5.1. Conclusion

In concluding this undergraduate thesis, the researcher addresses two main points to conclude. Those two main points are built from the intention of the researcher in finding the objectives of the research. The first point of conclusion is related to the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing and the second point of implementation is related to the result of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. Thus, these following passages explain clearly the conclusion of this undergraduate thesis.

Firstly, the researcher concludes that the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing was conducted in progressive enhancement from the first meeting until the third meeting. It is being indicated by (1) the growing enhancement of research subjects' mastery in creating academic nuance during the implementation of classroom debate in every meeting and (2) the growing enhancement of research subjects' concentration and excitement in every meeting. In conducting the implementation, the researcher enacts seven main steps of implementation. They

are included of (1) informing the rules of classroom debate; (2) displaying the matchups (i.e. debaters organization and roles within the classroom debate); (3) publishing the motion for each matchup; (4) setting up the case building time or discussion time; (5) starting the classroom debate that is being organized based on debater's role; (6) adjudicating through debating ballot; and (7) conducting a communal evaluation. Thus, those seven steps are the main guidance of conducting the implementation classroom debate strategy to enhance students' critical thinking skills through argumentative writing from 26<sup>th</sup> of November 2019, 3<sup>rd</sup> of December 2019, and 10<sup>th</sup> of December 2019. As a result, those three meetings of implementation successfully captures the strong belief of researcher's assumption in assuming that classroom debate strategy can enhance students' critical thinking skills through argumentative writing because all of those three meetings of implementation in an active observer way are conducted properly.

Secondly, in formulating a result, the researcher utilizes two lenses of processing the result of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. Before proving the assumption in the final justification (i.e. second lens), the first lens of the result of classroom debate strategy to enhance students' critical thinking skills through argumentative writing is the act of polarizing the result of the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing into two main categories. The first category is research subjects with dynamic enhancement and the second category is research subjects with static enhancement. There are twelve research subjects with dynamic enhancement. The decision of labelling

those twelve research subjects as the research subjects with dynamic enhancement mainly comes from the fact that all of those research subjects always had an enhancement within their classroom debate strategy implementation. The quality of their arguments is progressively enhanced throughout times. Furthermore, for the second category (i.e. research subjects with static enhancement), there are seven research subjects with static enhancement in the implementation of classroom debate strategy to enhance students' critical thinking skills through argumentative writing. Moreover, the decision of labelling those seven research subjects as the research subjects with static enhancement mainly comes from the fact that all of those research subjects unfortunately have an unstable enhancement within their classroom debate strategy implementation. Some of them were having plain progress and the rest of them was jumpy from enhanced into decreased. Moreover, as the final justification of proving the assumption, the second lens has an authority to communally provide a result of whether classroom debate strategy can enhance students' critical thinking skills through argumentative writing or not. The final result in which it was retrieved from the second lens analysis came in agreement that classroom debate can enhance students' critical thinking skills. As a result, it is legitimately proven from the fact that all of those research subjects' critical thinking skills were enhanced. Every critical thinking element (i.e. CT elements of Inch et al. theory in 2006) of those 19 research subjects are progressively enhanced. In detail, from all of those 19 research subjects, there are three types of the classification of the enhancement. The first one is the enhancement from preliminary research result with 2 or C score into 4 or A score as the final

examination result. In the first type of enhancement, there are three students or research subjects that are classified in the first type, namely MSA, MFR, and RYV. Moreover, the second one is the enhancement from preliminary research result with 1 or D score into 4 or A score as the final examination result. In the second type of enhancement, there are eleven students or research subjects that are classified in the second type, namely APD, AWPW, JRF, MDR, NIZ, PIN, PGM, RES, SFAI, SF, and AF. Lastly, the third one is the enhancement from preliminary research result with 1 or D score into 3 or B score as the final examination result. In the third type of enhancement, there are five students or research subjects that were classified in the third type, namely MM, HNM, NS, MWH, and MSH. Thus, as a communal statement, the assumption of believing that classroom debate strategy can enhance students' critical thinking skills through argumentative writing is conceptually and practically correct.

## 5.2. Suggestion

In formulating the suggestion of this undergraduate thesis, the researcher lies under the framework of the scope and the limitation of this research. There is an initialized claim that was made by the researcher in responding to the possible worst case scenario (e.g. no enhancement or non-dynamic progress) within this research. As it is previously stated in the part of scope and limitation, there is no legal claim that underlines researcher's assumption about classroom debate strategy to enhance students' critical thinking skills through argumentative writing needs to be done until the result is well-satisfied. The researcher insists an assumption of the benefit of classroom debate strategy to enhance students' critical thinking skills

through argumentative writing in a matter of trying to serve a new paradigm in combining three realms, namely classroom debate, critical thinking, and argumentative writing. Hence, growing up from those insights, the researcher suggests for the general public, lecturer, other researcher, and researcher of this research himself to conduct a similar exploration that reaches a wider scope. For instance, the researcher of this research suggests for the future researcher to measure the findings of this research in more deep exploration, such as (1) measuring the controlled class and the experimental class; (2) exploring students' reasoning in having a non-dynamic progress; (3) conducting the similar idea to ESL class; and any numerous feasibilities that can be initialized by the result of this undergraduate thesis.

