

Chapter V

Conclusion and Suggestion

This chapter explains the conclusion and the suggestion of this research. The conclusion is to conclude the main points of this research. It is from the analysis of the chapter four. Meanwhile, the suggestion is advice for the variables that existing this research as well as to lead and guide other researchers who are conducting the similar research.

Conclusion

The conclusion of this research, the differences between male and female students' speaking ability in debating context can be classified into six aspects. **Firstly**, from all the aspects of speech production in debating context, male students get higher scores than female students. However, the total scores of the each aspect like organization, arguments, rebuttal, sentence structures and fluency are a little bit significant. **Secondly**, male students speak to the point, whereas female students speak not to the point and always make repetitions in their sentences. **Thirdly**, male students produce reformulation in their sentences, while female students produce unfinished sentences in debating context. **Fourth**, male students use the same language features like female students such as lexical hedges and intensifier. **Fifth**, there are no differences between male and female students in using the parts of speech, because between male and female students make same errors in using subject, verb and others phrase in their sentences. **Sixth**, the factors that cause the differences between male and female students'

speaking ability in debating context are limited knowledge of grammar, lack of vocabulary and psychological obstacles such as nervous, shy, tremble and affraid.

Suggestions

Male and female language differences are interesting to be researched. It is because many researchers had found that male and female language have their own characteristics. Moreover, this research conducted in debating class particularly speaking IV. The other people can conduct the same research to find out male and female language differences in other skills such in reading, writing and listening. To illustrate, the next researcher conduct the study about the *differences between male and female's listening ability*, the *differences between male and female's writing ability in academic writing*, *male and female students differences in translating literary works* or the *differences between male and female perceptions in reading text*. The next researchers can observe and analyze many things about male and female language differences. It is because based the theories from experts that used in research described that female students are multy tasking abilities. They are good in grammar, fluency, spelling, listening and reading comprehension. Therefore, the future research can use the present research as the references to conduct the simillar research and focus to the others skills of male and female students.

Otherwise, the findings of the present research show that the students always memorize their words and sentences before they speak in debating. They memorize the whole sentences that they will deliver. Thus, it effects their

mistakes such as produce unfinished sentences and frequent pauses. Thus, every students should be well prepare and do not memorize their sentences. They should learn to develop their own ideas without memorize it. Furthermore, the researcher suggest to the students of English Department to improve and to increase their vocabulary and grammar ability, because the biggest problems that cause the students cannot speak in debating are lack of vocabulary and error in grammar. They should practice to learn new vocabulary and grammar every day. Further, the students should develop their self confidence so that they can speak in any kind of speaking activities which require them to speak in front of audiences. Therefore, all the students of English Department should increase their self confidence, grammar ability and vocabularies, so they will succeeded in delivering their speech in debating class.

Moreover, the researcher also suggest to the lecturers to give more motivations to the students for increasing the students' will and self confidence in speaking English. Also, lecturers should assess male and female students in different ways. To illustrate, they should use rubric to assess male and female differences in speaking ability and consider the psychological factors that influence them in speaking. It means that, the lecturer should be more objective to assess female students speaking ability because they always influence with the psychological conditions and the environment. Thus, they should give motivation firstly before they start to teach the students in speaking classes.

Additionally, by giving the students verbal motivations, it will make the students have high self confidence in the debate process. The lecturer should make the students believe that the debate activity only practice activity and the students should not be afraid.

Otherwise, the lecturer should suggest the students to increase their grammar ability and vocabulary. It means that, lecturers should improve the students bad behavior in learning. They always memorize their words and sentences before they speak in the debate class. Giving them the tips to develop their idea and critical thinking in debating. For example, the lecturer give the students tips or tricks about how to be a good speaker in debating process and what the things that they should not do in debating activity. So, it will make them have knowledge about how to be a good speaker in debating without memorize their sentences. It can be concluded that the lecturers of English Department should give more motivations to the students to increase their self confidence, to develop grammar ability and vocabulary. Therefore, the students will do excellent performances in debating class particularly in speaking IV.

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