

## **CHAPTER V**

### **CONCLUSION**

This chapter presents conclusions and suggestions based on the findings of the study regarding Students' Strategies in Building Their Speaking Performance and Critical Thinking Skills in English Debates. The conclusions presented summarize the main findings of the study, which include the various strategies students used in developing their speaking and critical thinking skills during the debate. In addition, the suggestions provided aim to provide recommendations for students, educators, and related parties in improving the effectiveness of debate learning as a method of strengthening argumentation, analysis, and more structured communication skills. By understanding the strategies that have proven effectively, it is hoped that the results of this study can be a reference for the development of more innovative and applicable learning methods in the context of English debate. The following are conclusions and suggestions from the research that has been conducted.

#### **5.1 Conclusion**

This study aimed to describe and analyze the process by which English debate winners develop and improve their speaking performance, explore how they develop and apply critical thinking skills in formulating arguments, and identify the contribution of debates in enhancing students' speaking and critical thinking skills. The findings revealed that English debate winners develop and improve their speaking performance through several key strategies, including structured practice routines, participation in English learning communities, collaborative speaking practice with peers, institutional support, and the use of media and technology. Regular speaking practice, exposure to authentic language materials, and engagement in structured debate training contributed to increased fluency, pronunciation accuracy, confidence, and articulation in delivering arguments.

Regarding the development and application of critical thinking skills, debate winners employed topic analysis, identification of logical fallacies in

opponents' arguments, and structured reasoning using evidence-based approaches. They demonstrated the ability to evaluate multiple perspectives, construct well-supported arguments, anticipate counterarguments, and refine their reasoning to strengthen their debate performance. The debate setting encouraged logical analysis, adaptability, and quick decision-making essential components of critical thinking.

Furthermore, debate played a significant role in improving students' speaking and critical thinking skills by fostering teamwork, providing real-time debate simulations, and offering constructive feedback from coaches and peers. Teamwork ensured clear role distribution, collaboration in case-building, and cohesive argument development, while debate simulations allowed students to refine their delivery and strategic thinking under competitive conditions. Feedback from coaches and peers was crucial in helping students identify weaknesses, enhance their debating techniques, and build confidence.

Overall, the findings suggest that English debate is a powerful educational tool that enhances students' speaking fluency, confidence, and critical thinking skills. The combination of structured speaking practice, analytical reasoning, teamwork, and feedback mechanisms contributes to the development of well-rounded communicators and critical thinkers.

## **5.2 Suggestions**

The researcher realizes that this study still has a number of limitations that may affect the breadth and depth of the findings. By using interviews and diary studies, this study attempted to capture students' strategies in building speaking and critical thinking skills. However, the researcher recognizes that this approach has not been able to fully describe all the cognitive and emotional processes experienced by students during debate activities. In addition, the limited number of participants who only came from one school also made the results of this study unable to be widely generalized. Therefore, the researcher recommends that future studies involve more participants from diverse school backgrounds and consider using additional methods such as direct observation or video analysis of debates to gain a more comprehensive understanding of

the strategies used by students.

Based on the study's findings, the following recommendations are proposed:

#### **5.2.1 For Students**

1. Engage in consistent speaking practice through debate simulations, public speaking exercises, and peer discussions to improve fluency and confidence.
2. Participate actively in English clubs, debate teams, and language learning communities to gain structured speaking opportunities and receive feedback from peers and mentors.
3. Utilize digital platforms, including debate recordings, podcasts, and AI-based language tools, to refine pronunciation and argument structuring.
4. Develop critical thinking skills by analyzing multiple perspectives, practicing rebuttals, and using logical reasoning in argument formulation.
5. Embrace constructive criticism from coaches and teammates as a tool for self-improvement, applying feedback to refine speaking techniques and debate strategies.

#### **5.2.2 For Teachers and Debate Coaches**

1. Implement structured debate training programs that emphasize case-building, argument formulation, and effective rebuttal strategies.
2. Facilitate regular debate simulations to help students practice real-time argumentation and enhance their spontaneous speaking skills.
3. Provide constructive feedback using structured methods such as the sandwich method (positive-feedback-improvement-positive) to encourage students' growth.
4. Encourage interaction with experienced debaters by organizing guest speaker sessions, inter-school debates, or workshops on debate techniques.

5. Create a supportive learning environment where students feel motivated to express their ideas and improve without fear of making mistakes.

### **5.2.3 For Future Researchers**

1. Explore the long-term impact of debate participation on students' academic performance and professional communication skills.
2. Investigate the role of online debate platforms and AI-assisted learning tools in developing students' speaking and critical thinking skills.
3. Examine the influence of debate on other language skills, such as writing, listening comprehension, and academic discourse.
4. Analyze how debates foster students' confidence in public speaking.

By implementing these suggestions, students, educators, and researchers can further enhance the role of English debate as a transformative learning experience, equipping students with the skills necessary for academic, professional, and social success.

