CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter consists of two parts. They are conclusions and recommendations. The conclusions are drawn based on the findings and the discussions of the study. Besides, the writer presents the recommendations for those who are interested in conducting the similar study.

A. Conclusions

The objectives of this research are to identify the gambits that are used by the students and the function of the used gambits in English debate activities. After conducting the research and analyzing the result of the study, the researcher draws the conclusions of those findings. The first conclusion deals with the first research problem that is which gambits the students used in debating class. Based on the analysis, the researcher found that all the students used opening gambits and linking gambits. However, there were only some of the students who used responding gambits in their speeches.

The opening gambits that the students used in English debating class were 'oke' i think', 'my opinion', 'first/second/third'. These gambits were meant to start the discussion by stating the arguments, opinions, or ideas in certain topic Meanwhile, the linking gambits that were used by the students were 'because', 'for example', but', 'in addition' and 'if'. They were aimed to maintain the discussion. These gambits were also used to show the students turn to speak. The students used the gambits to attract the audiences and adjudicators to pay attention to their speeches. Lastly, the responding gambits that were used by debaters were 'i don't agree', 'i agree' and 'I disagree'. These gambits were used to respond to the ideas that were delivered by the previous speakers. They were also to show the intention of the speakers based on the actions and the reactions they showed through the speeches.

The second conclusion is related to the second research problem that is the functions of the used gambits in English debate activities. Basically, there are four main functions of conversation gambits. Here, gambits function as semantics framing, social context signals, state of consciousness signals, and communication control signal. After analyzing the data, the researcher concluded that there were 'oke', 'I think', 'my opinion', and 'first/second/third' .which belonged to the opening gambits, functioned as semantics framing. Then, some of the linking gambits function as signaling social context. They were 'because', 'for example', but', 'in addition'and 'if'. There was also one gambit from the opening gambits which suited this function. This gambit was "let's …".

In conclusion, the three kinds of conversation gambits actually had their own functions. However, in some cases, some of opening gambits, linking gambits, or responding gambits could function differently based on how the speakers used it in the speeches. In other words, even though the gambits were not used appropriately in the speeches, it would not make the gambits become meaningless. They were still meaningful but the functions would be different.

B. Suggestion

In this part, the researcher recommends some suggestion. The suggestion are addressed to English teacher, researcher and the students.

a) For the English teachers, the result of this research is hope to Acknowledging the conversation gambits for teaching English debate is important. By acknowledging the conversation gambits, the English teachers are able to vary the expressions to state arguments in English debate. It is also important for giving more information on how to use the expressions so that the students are able to apply it appropriately in their speeches.

b) For the researcher, the result of this research can develop her experience related to her knowledge in research on education and English teaching, Moreover, if the English debate participants can use them appropriately to their functions, it

will be more meaningful and useful for them in doing the English debate activities. In addition, the expressions will make the speech sound more naturally.

c) For the students, the result of this research is expected to give them new experience in English learning, especially in learning speaking so they can be more motivated to develop their abilities various expressions to start, respond to statement, and link the ideas of the topic and helps the students to be able to manage conversation and to communicate in English with others both inside and outside classroom.