CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two parts, findings and discussions. The first part provides some conclusions of the research which are taken from the research findings. The second part provides some suggestions for teachers and further researchers.

5.1 Conclusions

Based on the research findings, it can be concluded that after the treatment, the experimental group's post-test score is better than control group's post-test score. There were significant differences between the students' speaking skill of the experimental group which received Role Play method and the students' speaking skill of the control group which received normal or non Role Play method. The statistical computation shows that in the pre-test, the mean of the experimental group's score was 10.8447 while in the post-test, the mean of their score was 16.3767; whereas the mean of the control group's score was 11.1773 for the pre-test and 12.2893 for the post-test. This computation reflects that the mean of experimental group's score is higher than the mean of control group's score. It indicates that Role Play method could improve the students' speaking score better than normal or non Role Play method.

It is proved by the students' speaking skill improvement which is shown in some main indicators; pronunciation, grammar, vocabulary, fluency, and comprehension. The students in experimental groups gained more significant

improvement in their pronunciation, grammar, vocabulary, fluency, and comprehension. After the treatment was given, the experimental group's students were found that they pronounce English words more accurately, speak English more fluently and with more accurate grammar, use more vocabulary, and understand what their friends and teacher said in English more easily. The t_{obtain} of the independent sample t-test, which is higher than t_{table} (3.664>2.145), shows that the post-test score of the experimental and control group is significantly different.

On the basis of the data analysis gained from questionnaires, there are several neutral responses toward Role Play method. There are also some problems in implementing Role Play method because some students are still afraid of making mistakes and feel ashamed when presenting Role Play in front of the class.

However, the result from the questionnaire, which basically represents the issues of students' opinion about English subject, speaking skill, and Role Play method, shows that most of the students agreed that Role Play method was an interesting teaching method because it made the learning process become more enjoyable and fun. Role Play method could increase the students' motivation in learning speaking. The students' responses also show that Role Play method has a strong effect on improving students' speaking skill as it made the teaching materials can be understood easier. Moreover, the students' responses show that Role Play method can increase their confidence in speaking English.

According to the research findings, it can be concluded that the null hypothesis of this research, which said that there is no difference between students' speaking skill in EFL class using role play method and in the class which does not employ role play method, was rejected. Therefore, the Role Play method was effective in improving speaking skill of first grade senior high school students.

Apparently, the improvement of teachers' ability and the variety of teaching methods are needed to make learning speaking more effective. The ability of teachers in deciding teaching materials and motivating students will also make learning speaking more fun. Furthermore, the Role Play method is one teaching method which can be implemented on teaching and learning activity since most of the students also gave positive responses toward the Role Play method.

5.2   Suggestions

The research findings show that Role Play method can be an alternative method in teaching speaking since it can help students in improving their speaking skill. In this method, the teacher holds a crucial role in giving positive and constructive follow-up on every practice which was done by the students.

Therefore, the researcher would like to propose some suggestions for the English teacher and other researchers for further study. The suggestions are as follow:

1. For the English teacher

    In Role Play method, teachers' abilities in teaching speaking play an important role in determining the success of its learning process. Considering that Role Play method requires well-organized materials, the teachers should be well-prepared before conducting the learning process. The teachers are suggested to choose and decide on interesting materials for students that are suitable with the ability of students. Teachers are also suggested to organize and control the students properly in order that the teaching and learning process runs effectively. Another important thing is that the teachers should manage time efficiently and effectively.

2. For other researchers

   For further study, it is suggested that the future researchers allocate more time in doing the research, since this present research was conducted in a very limited time. It is assumed that more time allocated in implementing Role Play method will make students acquire more skills. The result of the research conducted in the first grade of a private senior high school in Bandung showed that Role Play method was effective in improving students' speaking skill. To make this result more valid, it would be better if the future researchers investigate the effectiveness of Role Play method in different levels and other schools. It is also suggested that the other researchers make better instruments and use different text genres in the implementation of Role Play method, since variations of Role Play method is possible for all kinds of texts.