

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

This final chapter presents the conclusions and recommendations. The conclusions part begins with a brief description of the purpose of the study and the main findings. The recommendations are intended for the future researchers, particularly both teachers and students for the improvement of teaching speaking to young learners that can be drawn from the data presentations and discussions from the previous chapter.

5.1 Conclusions

This study mainly concerns with the use of role-play technique in teaching speaking to young learners. The purpose of the study is to gain teacher's benefits in the use of role-play for teaching speaking to young learners, to find out the benefits of the use of role-play in order to help students to speak English and to discover the young learners' responses toward the use of role-play in their speaking activity.

The findings of this study show that role-play is an appropriate and effective technique in teaching speaking to young learners. The argument is supported by the data gained from the classroom observations, document analysis, and interviews. Furthermore, there are three benefits gain by the teacher by using role-play in teaching speaking to young learners. First, role-play helps the teacher in terms of efficiency of time and energy; second, role-play facilitates teacher's role as a participation support, and third role-play can create a great atmosphere in the classroom.

From the students' point of view, the benefits are focus on two things; they are speaking aspect benefits and speaking strategy benefits. Speaking aspect benefits relate to the use of vocabularies and students' speaking product. Meanwhile, speaking strategy benefits relate with the students' desire to participate and speak actively in the learning process.

Finally, the students' responses toward the use of role-play in teaching speaking to young learners indicate some interesting points. First, the selection of relevant topics and materials with students' background culture can help them to understand the lessons better and show an interest in the learning process. Second, varied activities such as the role-playing game can stimulate students to be more engaged in

Risti Nur Arifah, 2018

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the learning process. Third, interaction processes occur in role-play activities can help students to have a longer attention span.

Moreover, students also confirmed that the teacher fulfilled her role as a facilitator, prompter, and spectator during the learning process. Students are mostly responding enthusiastically and attractively to the role-play activities.

5.2 Recommendations

Based on the research findings, discussions, and the conclusions of the research results, the researcher proposes some recommendations regarding the speaking class activity for young learners, as follows:

1. The use of role-play is highly recommended to be applied in teaching speaking to young learners. It is an effective and appropriate technique to make young learners actively-engaged in the speaking activity.
2. To gain more attention from the students, role-play is a good way to make students pay longer attention.
3. Teaching speaking to young learners should be continuously developed to build learners capability to speak English in the modern era. It is better applied from the beginning of the class.
4. In using role-play as a speaking prompter, the teacher should consider the variety of learners. Each of them may have different interests so that the teacher should facilitate their capability in combining some learning aids. The teacher also has to pay attention to the time allocation provided for each meeting.
5. For the teachers who are interested in applying role-play in the speaking activity, they should act out with good gesture and body language to make the class atmosphere alive.
6. For those who are interested in conducting the similar research, they are advised to collect the data from more perspectives to get a more comprehensive result as well as other skills such as listening, reading, and writing. Moreover, this technique can be implemented in another level of education such as elementary schools.

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