CHAPTER V

CONCLUSION AND SUGGESTION

This chapter represents the research conclusions and suggestions. The conclusions are drawn from the analysis of the research findings. Meanwhile, the suggestions are expected to give a contribution for the further researchers and investigations.

5.1. Conclusions

Many studies prove that the students learning English as Specific Purposes may benefit from role-play. However, the details of its application are still seldom reported. Therefore, this research was conducted to investigate how role-play was implemented in the ESP classroom especially in teaching speaking to the students of tour and travel business, discover the teacher difficulties in implementing the role-play, and the students’ responses towards the implementation of role-play in the classroom. The conclusions are presented to make the result of research findings and discussions become more logical to be understood. The conclusions can be drawn as given below.

Based on the observation, the teacher conducted two role-plays in this semester. The first role-play was role-play in making reservation and the second role-play was role-play in job interview. Generally, the teacher conducted the same stages in implementing role-play in the classroom. The stages were (1) preliminary activity, which included brainstorming, discussion, giving the task related about related topic, and providing the general situation for the role-play, (2) preparing and practicing the role-play, where the students made the dialogue, practiced the dialogue and the acting, and preparing the setting and the properties, (3) performing the role-play, and (4) review session where the teacher gave feedbacks about the students’ performances and welcomed for the students.
comments or opinions. However, the teacher did not conduct a review session in the first role-play. The feedbacks for the first role-play were still given in between the students’ performances.

The differences of students’ performances between the two role-play were quite significant. The second role-play performance seemed to be better than the first one. The factors were the topic brought in the role-play, the preliminary activity, the time for preparation, and the feedbacks given by the teacher.

Related to the teaching speaking principles, the teacher gave less exposure to the students to speak English and did not start the activity from the receptive skill to the productive skill. Although the teacher was quite successful to serve different atmosphere and increase the students’ motivation by using the role-play method, the teacher did not optimally apply the role-play to improve and/or train the students’ speaking skill.

Some problems also occurred in implementing the role-play. From the interview results, the teacher affirmed that mainly, she had three difficulties in implementing the role-play. The first was the difficulty in motivating reluctant students. To overcome this, the teacher used personal approach to persuade the reluctant students to make them realized the importance of doing particular learning activities. Besides, the teacher also let the students work in groups so that they could motivate each other. The second difficulty was the noise that the students made when the other students were performing role-play. To cope with this, the teacher made a commitment with the students and set up some rules about what the students could and could not do during the role-play activity, included not to make some noises when the role-play performance was in progress. The last is the time management in implementing the role-play. The teacher was still trying to get the way in overcoming this problem. However, at least she estimated that 15 minutes was a minimum time for each group to perform a simple role-play and she gave at least a week for the whole class to practice and prepare the role-play performance. Consequently, it needed at least two until three meetings to cover a topic where the teacher implemented the role-play in it.
Regardless to the steps that the teacher conducted and the difficulties that the teacher experienced, the students’ responses towards the implementation of role-play was tend to be positive. Most of students were enthusiastic in preparing and performing the role-play especially in the second role-play. Furthermore, the questionnaire results show that the students’ responses were predominantly positive in the contribution of role-play in the learning activity. They agreed that role-play eased them in bridging the theory into practice and role-play could increase their motivation to speak English. They also agreed that role-play helped them in illustrating the real activity in their future work fields. The negative responses from the students were mostly about the model that the teacher did not provide before asking students to perform the role-play. They stated that they have difficulties in preparing the script of the role-play, especially in job interview role-play, because they did not get any examples and experiences.

Overall, this study can be envisaged to enrich the literature and/or as reflection on the use of role-play in teaching the students of tour and travel business in the level of vocational high school, which is still sparse.

5.2. Suggestions

From the conclusions mentioned above, there are some general points to be recommended regarding to the implementation of role-play in teaching speaking. Those general suggestions hopefully will be helpful recommendations for the English teachers as well as to the next researchers. The suggestions are as follow:

1. The result of this study shows that the teacher gave less encouragement to the students to speak English. Because the foremost objective of the lesson using role-play is to make the students have fluency in speaking English, it is expected that the teacher can be more often in using English when teaching.
2. It is recommended for the teacher to provide some models or examples for the students in the preliminary activity before asking the students to perform the role-play. It is also recommended to endow the students with comprehensible
language function input. Because, in the level of high schools, their proficiency in English might not be as high as the students in advance level.

3. Besides the use of complete dialogue, it is suggested to the teacher to use role cards in implementing the role-play for spontaneous role-play to support students’ practice in communicative skills rather than just memorizing the dialogue.

4. In giving the feedback, it is suggested to the teacher to focus not only to how the students act in role-playing, but also their proficiency of English especially in speaking skill. Moreover, in the debriefing session, it is recommended to divide the students into groups and give them some minutes to discuss their performances after watching the video, and then the teacher can ask every group to presents their opinions or comments.

5. For the decision maker, it is suggested to give more time allotment for the students to learn communicative skills. So that, the teacher will not have too many problems in time limitation to implement the method that supports communicative learning, includes the role-play.

6. For further researches, the upcoming studies can broaden the use of role-play not only in teaching speaking, but also in the other aspects of communicative language teaching. Moreover, the further researchers can extend the research by using advance ESP learners in the university both in the tourism fields and other fields.