

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on findings and discussions from the previous chapter.

5.1 Conclusions

This study presents the result of implementing Educational Drama. The purposes of the study are to find out roles of Educational Drama in improving students' speaking ability and to find out students' opinions on the use of Educational Drama.

The results suggest that the use of Educational Drama in teaching speaking contributed positively to the improvements of students' speaking ability in terms of comprehension, vocabulary, fluency, pronunciation, and grammar. It could be seen from students' speaking scores which gradually increased from cycle to cycle. The mean of students score were 76.70 in cycle 1, 75.03 in cycle 2, 79.35 in cycle 3 and 89.11 in cycle 4. Educational Drama also allowed students to be more confident in their use of English such as sharing their idea, asking questions, and speaking in various situation and roles. Furthermore, it encouraged the students to interact and work in pairs or groups. The students also indicated that Educational Drama were far more effective and meaningful than the usual lecture approach as it enabled them to practice the use of language within authentic contexts.

In addition, the results of questionnaire and interview suggest that the students gave positive responses to Educational Drama in terms of providing them with more practice, improving their motivation to learn English, creating such enjoyable 'atmosphere' of learning, encouraging interaction and working in groups, and developing their personality and self confidence.

5.2 Suggestions

Suggestions are directed to English teachers and future researchers. Educational Drama plays significant role in activating a wide range of skills and general abilities especially speaking skill. Therefore, using Educational Drama as teaching method can be a better alternative in teaching speaking.

Some difficulties of using Educational Drama that need to be considered were students' language ability level, time allotment, selecting resources and choosing the appropriate techniques. What needs to be done is the joint effort of both researchers and classroom teacher in designing and implementing more classroom research to substantiate the role and function of Educational Drama in different language classrooms at different levels in different teaching and learning contexts.

In addition, for further researcher who will conduct similar study, there are some suggestions. First, he/she may need to use at least three videos placed in different angles so that all activities in classroom can be recorded comprehensively and gained more accurate data. Second, he/she may need to explore more drama techniques so that learner will not get bored.