

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on all data collected from this qualitative research, some conclusion can be drawn as follow:

1. The implementation of Role Play improves students' speaking achievement in terms of pronunciation, fluency, comprehensibility, vocabulary, and grammar, and also students' involvement well from meeting 1 to meeting 2. In meeting 1, there is 3 students who gain score 51-59 and in meeting 2 no students score below 61. There is increase score for speaking achievement 9,2% . The increase also happens in each component of speaking. The average increase is 3,5 points in fluency, 2,8 points in pronunciation, and 3,1 points in comprehensibility.
2. The implementation of Role Play improves students' learning activities from meeting 1 to meeting 2. In meeting 1 some of the students were not involved in the learning process, some could not focus in learning process, and some of them did not respond to the teacher's question. However, there is improvement in meeting 2 since the problem is reduced after the implementation of Role Play.
3. The use of Role Play improves teacher's teaching performance. It can be seen from the improvement from meeting 1 to meeting 2. As teacher's teaching

performance raised from 78 in meeting 1 into 85 in meeting 2. This means she is able to teach the students well by implementing role play technique for speaking class, especially in conducting teaching and learning process which is suitable with the competence.

5.2 Suggestions

In reference to the conclusion above, the researcher recommends some suggestions as follow:

1. Since the students have the lowest score in pronunciation and there are still two students who gain below average score, it is necessary for the teachers to improve their students' pronunciation by doing pronunciation drills by using tape recorder particularly language laboratory where they can listen to their pronunciation and repeats the words over and over or remedial exercises especially for words containing sounds /θ/, /ð/, /t/, /d/.
2. Teachers who want to teach speaking by using role play should create and develop an interesting material in order to attract and trigger the students to participate and practice in the classroom. The teacher can use English video as a model to attract and make students active in learning speaking skill.
3. Teachers who want to teach speaking by using role play should create various situation in role cards in order to develop various dialogue in speaking.

In addition the teacher should use the media like tape recorder or video to teach the students because it will make the students easier in catching the message from the material they learn.

4. In this research, the researcher and the teacher only score three components of speaking. It is better for the other researcher to score five components of speaking to get complete data about the students' speaking ability.