

V. CONCLUSIONS AND SUGGESTIONS

Based on all of the data collected from this classroom action research, some conclusions can be drawn as follow :

1. The application of Role-play improves students' ability in speaking in terms of pronunciation, fluency and comprehensibility and students' activities well from cycle one to cycle two. In cycle one, 21 students (65.63%) gain score \geq 65, then in the cycle two, 30 students (93.75%) gain score \geq 65. Meanwhile, in the cycle 1 the students' pronunciation average score is 65 and in the second cycle, the average score is 71. And for fluency average score in the first cycle is 66, and in the second cycle, the average score is 72. And the last for comprehensibility average score in the first cycle is 67, and in the second cycle, the average score is 74. Moreover, there is an improvement of students' average score from cycle one to cycle two in each component.
2. The application of Role-play improves students' learning activities from cycle one to cycle two. The result of the students' activities in cycle 1 is 12 students (37.5%) who conduct 75% of the activities. Meanwhile, in cycle 2 is 30 students (93.75%) who conduct 75% of the activities especially on responding to the topic enthusiastically (pre-activity), answering the teacher's questions (while-activity) and it makes the students' learning activities better and improved.

3. The use of Role play improves teacher's teaching performance. It can be seen from the improvement that teacher made from cycle 1 to cycle 2. For teacher' teaching performance, the teacher scored 70 in cycle 1, then he scored 80 in cycle 2. This means he is able to teach the students well by implementing role play technique in the speaking class, especially on conducting teaching and learning process which is suitable with the competence.
4. Role Play helps students to communicate in English. This technique encourages their motivation to speak in English since they could play a role and act as somebody else creatively.

B. Suggestions

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

1. Since the students have the lowest score in pronunciation. It is necessary for the teachers to improve their students' pronunciation by doing pronunciation drills or remedial exercises especially for words containing sounds /θ/, /ʃ/, /g/.
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. Since in the cycle two , there are still two students who gain below average score so that the teacher has to do kind of remedial teaching or task especially on pronouncing the English sound /θ/ and /ʃ/ to these students to get the average score as well.