

## **5. CONCLUSION AND SUGGESTION**

This chapter focuses on some points relating to the result and also discussion after conducting the research. Then, it can be taken some conclusions and also suggestion from the research.

### **5.1. Conclusions**

Having conducted the research at the second year students of SMKN 1 Bandar Lampung and analyzing the data, the researcher would like to give the conclusion as follows:

1. Based on the result and also the discussion of the research findings, the introvert students' and extrovert students' speaking achievement in performing role play are not significantly different. It can be seen from the result of the hypothesis test that T-ratio was lower than the t-table ( $1.210 < 2.042$ ) with the level of significance 0.05. The mean of introvert group in the pretest was 60.7368. Meanwhile the mean of the extrovert group in the pretest was 57.6. The mean of introvert group was higher than the mean of extrovert group in the pretest. The mean of introvert group in the posttest was 63.4737. Meanwhile the mean of the extrovert group in the posttest was 62.4. The mean of introvert group was higher than the mean of extrovert group in the posttest. The low ability of the students'

English mastery and the type of the task are the causes why the introvert students' and extrovert students' speaking achievement in performing role play are not significantly different in this research.

2. The total of introvert students are 19 students. The total of extrovert students are 15 students. From the result of the questionnaire of students' response, there are 100% of introvert students and 87% of extrovert students who feel the increase of their speaking ability after being taught through role play. There are 84.2% of introvert students and 73.3% of extrovert students who experience the difficulty of speaking English in role play activity. There are 47.3% of introvert students and 53.3% of extrovert students who have the difficulty of expressing idea. There are 94.7% of introvert students and 80% of extrovert students who feel the excitement in doing role play activity. There are 63.1% of introvert students and 53% of extrovert students who feel the nerve while performing in role play activity.

## **5.2. Suggestions**

Some suggestions that the researcher would like to propose based on the conclusion are as follows.

For teachers:

1. For English teachers who want to use role play technique are suggested to make some variations in teaching that can help the students more in facing the difficulty of speaking English by providing maximum opportunity to students to speak the target language by providing a rich environment that

contains collaborative work, authentic materials and tasks, and shared knowledge.

2. The teacher should diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.
3. The teacher can make variation in the role play task by grouping the students, not only pairing to make the activity more lively.
4. The teacher should give a speaking English task which gives more opportunities to be modified by the extrovert students.
5. The teacher should always give the introvert students motivation so that the students are confident to perform role play and speak English in the classroom.

For extrovert students:

1. The students are suggested to be careful in order to pronounce words accurately.
2. The students are suggested to assume the characters accurately when they do role-play activity.

For introvert students:

1. The students are suggested to be cooperative each other with their friends when they do role-play in pair and in group.
2. The students are suggested to feel free of worry when they speak English in role-play activity.