

BAB VI

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

In this study, the researcher implemented 7 (seven) major steps in the procedure for the role play activities. First, the teacher decides on the teaching materials. The second step is organizing the group of the students. The third step is providing the situation and dialogue to be role played. The fourth step applied by the researcher in implementing role-playing technique is explaining the situation in the dialogue. The fifth step is having the students practice the role plays. The sixth step is having students modify the situation and dialogue. The last step is having the students perform the dialogue in front of the class.

Based on the research, the writer concludes that: the students' skill in speaking had improved significantly from one meeting to the next meeting, from one cycle to the following cycle. This can be seen from the result of each cycle. The students' speaking performance improved from 35% of all students who could reach at least good level at the first cycle to 70 % of all students in the second cycle. Another finding shows that the students enjoyed performing role-play because of its challenging nature. It could be seen from their performance in front of the class. The classroom atmosphere became more alive and all the students were actively involved in teaching and learning process. They laughed at other group members who made any mistakes. They seemed relaxed and excited during the performance period. This means that there is an improvement on the

students' self-confidence. The findings show that the students' self-confidence also improved from 37.5% of all students who could fulfill 5 indicators in this study at the first cycle to 70% of all students in the second cycle. This improvement might be due to some benefits of role-play technique. Since the criteria of success are 1) 70 % of the students reach the average score 70 or the level *good* of speaking qualification for each language element when they performed their role-play in front of the class, and 2) 70 % of the students fulfilled 5 indicators with average score 70 and they have high self-confidence students when they involved in the instructional process as well as when they performed the conversation, so it can be said that implementation of role-playing technique was successful and met the criteria of success.

From the research, the researcher can conclude that the Role-play technique can improve students' speaking skill of SMA Islam Gurah.

B. SUGGESTIONS

The success in teaching Does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various techniques to manage the class more lively and enjoyable. Regarding to the teaching speaking by using role play, the writer gives some suggestion for the teacher and students as follow:

For the teacher:

1. The teacher should choose the materials that are appropriate and not too difficult for the students.

2. Before assigning the role play to the students, the teacher should make sure that the students have fully understood and have the information they need.
3. The teacher should keep control the students. activities.
4. The teacher should present the language in an enjoyable, relaxed and understandable way.

For the students:

1. The students are hoped not to be shy in acting out their role.
2. The students are hoped to be active and creative in enriching their vocabularies.
3. The students are hoped to use English when they practice role play activities although it is hard for them.
4. The students should take part much in acting out role play.
5. The students should ask to the teacher if there is something that they don.t understand regarding to the role play activities.

For the researchers : Role-Play technique can be considered for improving students` speaking skill and done for next research.