

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions from the research findings and provides several suggestions for students, teachers, and future researchers based on the results of the study.

A. Conclusion

Based on the findings of this study, it can be concluded that there is a significant difference between students who are taught using role-playing and those who are taught using dubbing in learning speaking skills. The result of the statistical analysis showed that the significance value was 0.000, which is lower than 0.05, indicating that the alternative hypothesis (H1) is accepted. Furthermore, students who were taught using the role-playing method achieved better improvement in speaking performance compared to those who were taught using the dubbing method, as this strategy provides more opportunities for students to actively participate, interact, and express their ideas in meaningful communication. Therefore, role-playing is more effective than dubbing in improving students' speaking skills at MTsN 2 Kediri (Kanigoro).

B. Suggestion

Based on the results of the research, the researcher would like to propose several suggestions for improving the teaching and learning process, especially in teaching speaking skills.

1. For Students

Students are expected to participate more actively in speaking activities in class. They should take advantage of every opportunity to practice speaking to improve their fluency, pronunciation, and confidence. By actively engaging in interactive activities such as role-playing, students can develop better communication skills.

2. For Teachers

Teachers are advised to implement interactive teaching methods, especially role-playing, in speaking lessons since it has been proven to be more effective in improving students' speaking ability. This method can create a more engaging and communicative learning environment, which helps students become more confident and active in using English. Teachers should also provide more opportunities for students to practice speaking in meaningful contexts.

3. For Future Researchers

Future researchers are advised to conduct further studies on the use of role-playing in teaching speaking skills by involving larger samples, different levels of students, or longer treatment durations. They can also explore and compare other interactive methods to enrich the findings in improving students' speaking