

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions drawn from the findings discussed in Chapter Four, along with suggestions for improving the speaking ability of students.

5.1 Conclusions

Based on the results of classroom action research conducted on 26 students of tenth-grade at SMKN 3 Kupang, it can be concluded that the application of role play learning method is effective in improving students' speaking skills in English. This can be seen from the increase in students' average score from pre-test to post-test which reached 30.90%, with an average post-test score of 84.03, and 22 out of 26 students managed to reach or exceed the Minimum Completion Criteria of 75. This increase shows that the actions implemented from cycle I to cycle II succeeded in significantly improving students' speaking abilities.

In addition to the increase in academic scores, there were also positive developments in non-academic aspects, especially student motivation and self-

confidence. Based on the results of a questionnaire using a Likert scale with five questions, students' motivation and confidence scores increased from a score range of 14-18 (low-medium) before the action to 20-24 (high) after the action. This shows that the role play method is not only able to improve speaking skills, but also build students' confidence and enthusiasm for learning. Thus, it can be concluded that the implementation of this class action research successfully achieved the expected goal, which is to improve students' speaking ability through active, interactive, and fun learning.

5.2 Suggestions

Based on the results and findings of this study, the researcher provides the following suggestions:

1. For English Teachers:

English teachers are expected to consider role play method as one of the learning strategies to be applied regularly, especially in teaching speaking skills. This method is proven to not only improve academic skills, but also build students' confidence to speak in English. Teachers also need to design role play scenarios that are relevant and appropriate to students' daily lives so that learning is more contextual and meaningful. In addition, teachers are advised to provide adequate guidance before students do the role play, so that they feel ready and comfortable in expressing their ideas.

2. For Students:

Students should actively participate in every role play activity given by the teacher. This method provides a space for students to learn directly through

speaking practice, so that they can improve their vocabulary mastery, speaking fluency, and courage to perform in public. Students are also encouraged not to be afraid to make mistakes in speaking, because mistakes are part of the learning process. With active participation, students feel that learning English can be a fun and rewarding experience.

3. For Upcoming Researchers:

This study may be used as a model for related research in the future. It is recommended that future researchers investigate the use of role-playing techniques to other language abilities, including writing, reading, and listening, as well as at various educational levels and class levels. Researchers can also include other factors including how role-playing affects students' emotional intelligence, teamwork, or critical thinking abilities. The understanding regarding the efficacy of the role-playing method in English language acquisition can be further enhanced by more thorough research.