CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of the research and suggestion for students, English teacher, and the next researcher. The points are explained in this following part

5.1 Conclusion

The low number of speaking lessons made students think that speaking was the most challenging skill to learn. Hidayati (2019) clarified that students throughout Indonesia continue to face several problems, difficulties in pronouncing due to lack of language, anxiety about making mistakes when speaking due to lack of time to practice English, lack of understanding of the lesson material provided by the teacher, and sometimes feeling nervous in speaking due to a lack of grammatical experience. To overcome this problem, the teacher applied roleplay teaching strategy which according to Suryani (2015) supports this, stating that roleplaying is a practice that might encourage students to speak up in class. Therefore, this research aimed to investigate the effect of using roleplay on the speaking skills of students of X OTKP-TB SMK YPSEI Palangka Raya.

As the result of the research, the mean score of post-test was higher than post-test (83,33 > 37,85). The result of data calculation by using Wilcoxon Ranked Method in different test pre-test and post-test interpreted as p-value -3.749 < alpha 0.05, meaning accepted the Hα hypothesis. It meant that there was an effect of roleplay teaching strategy in improving the speaking skills of class X students at SMKS YPSEI Palangka Raya.

Roleplay teaching strategy, in this research, was proven to have a positive effect in getting students to speak up. The steps (procedures) taken were very important to pay attention to, even though they didn't have to be exactly the same, in essence they were practicing the dialogue contained in the script, practicing with a group, then using the dialogue to act out a role. These steps (procedures) made students improve, both in the aspects of pronunciation and intonation, fluency, vocabulary and accuracy of sentence structure.

5.2   Suggestion

The research results showed that roleplay teaching strategy had a positive effect on students' speaking skills, therefor, several suggestions were proposed. Firstly, for students, researcher advised students to be actively involved in the learning process using roleplay learning strategy because this strategy had a good effect on speaking skills. By implementing roleplay learning strategy, students could carry out speaking practice activities with the group. Researcher also provided advice to English teachers to use roleplay teaching strategy in developing teaching methods regarding speaking training because it made students active in the learning process and significantly influences students' speaking abilities. Finally, the researcher suggested that the next researchers who wanted to take the same subject or similar research, could carry out their research in more detail, used this research as a reference and made it better than this research and tried to apply roleplay teaching with different strategies and materials.