

CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

The purpose of this research is to find the effectiveness of role plays in improving the speaking learning process of students in the 5th grade of SD N Jogomangsan II in the academic year of 2011/2012. The role plays played in the main teaching learning process were in the form of individual role plays to improve the students' self confidence and interactive role plays to improve the students' motivation. As the implementation of role plays to the 5th grade students of SD N Jogomangsan II had been done, the researcher obtained the data and analyzed them. Researcher concludes that most of the implemented interactive role plays were effective to improve the 5th grade students' speaking learning process. Below are further explanation of the conclusions, implications and suggestions from this research.

A. Conclusions

The research findings and discussions in Chapter IV showed that the students' speaking learning process at grade V of SD N Jogomangsan II improved by the implementation of role plays. The role plays implemented were in the form of individual role plays and interactive role plays, there were also some supporting activities to support the actions such as giving simple classroom English during teaching and learning, using media in the teaching and learning process, and

giving reward to gain the students' motivation. In Cycle I, the individual role plays were "Who wants to be a Champion" and the interactive role plays were "The Tourist". Meanwhile in Cycle II the individual role plays were "2012" and the interactive role plays consisted of "Word Game".

The researcher found that the actions implemented could: (1) improve the students' confidence to speak English individually during the English teaching and learning process, (2) provide more opportunities for students to practice English orally during the teaching and learning process, (3) improve students' involvement during the English teaching and learning process, and (4) make the students enjoy the English lesson since it has more interesting and livelier activities. Therefore the speaking learning process could be improved by the use of role plays as the main activities of the teaching and learning process.

The use of media was helpful to motivate the students in doing the activities in the teaching and learning process. The media used in Cycle I were a picture of football player, some pictures of vacation places and candies. While the media used in Cycle II were flash card in the form of ID cards, some pictures of small boats. Most of the media were able to avoid the students' boredom and attract their attention to the lesson.

There were some changes as the result of the actions. The changes were both in the way of thinking and in the behavior of the involved members. The changes were as follows:

1. The Changes in the English Teaching and Learning Process

During the implementation of the research, the English teaching and learning process became more lively active and enjoyable. It was different from its former condition that was monotonous. There was very little attention from the students to the English teaching and learning process. After implementing role plays as the main activities in the teaching and learning process, the students got involved actively in the teaching and learning activities. Thus, they were confident to speak confidently during the teaching learning process and motivated to learn English more. The students did not have to always study inside the classroom. When the activity they had to do need larger space, they could go outside the classroom.

2. The Changes in the Students' Behavior

The students did not only do what the researcher asked them to do. They sometimes offered themselves to do some activities during the learning process such as giving question to their friends or acting some activities that their friends should guess it. It could be concluded that the speaking learning process was improved. Students started to enjoy the English class. Sometimes they were so happy that they did not want to stop the activity and asked to continue the English class in the next class of another lessons. By using various media, the students became more involved actively so that they could improve their understanding in what they learned.

3. The Changes in the English Teacher's Behavior

The English teacher became more open minded to make the English teaching and learning to be livelier. The English teacher got more knowledge about role plays that can be implemented in teaching English in which the students could learn English not only written but also orally. Furthermore, she could improve her knowledge about how to teach English to children not only using classroom English but also by using various media to make the English lesson became more interesting.

4. The Changes in the Researcher's Behavior

By doing the research, the researcher got more knowledge about the English teaching and learning process to children. Children as young learner like to learn in fun and playful activities. He could employ role plays in which the students became enjoy learning English without easily getting bored and they can play or move around. He identified that an enjoyable atmosphere of teaching learning process is important to encourage the students to speak English naturally and confidently. The researcher also got more knowledge in gaining students' motivation and self-confidence to learn English, especially in speaking learning process; and also in using classroom English to make the students become familiar with English.

B. Implication

The research finding showed that the speaking learning process was improved. Compared with the former situation of speaking learning process, the speaking learning process of grade five of SD N Jogomangsan II has improved. It was related to the actions given in the classroom such as implementing role plays, in the form of individual role plays and interactive role plays, supported with the use of various media; the use of simple classroom English; and the effort of giving reward to students to gain their motivation to learn English more. Both successful and unsuccessful actions have some implications. They are described below:

1. The role plays in the form of individual role plays and interactive role plays were successful since the students' self confidence was increased and they were not afraid to speak individually during the speaking learning process. They were involved in the learning activities and motivate to learn English. Since the students were energetic and loved playing, role plays were appropriate to motivate them in learning English. It could increase the students' self confidence in speaking learning process as they were confident to speak in English with their friends and also with the teacher through the joyful learning activities.
2. The implementation of individual role plays to drill the material was effective to improve the students in memorizing the new vocabulary and train them to pronounce the vocabulary correctly. They could enjoy the activities as they can

have a competition their friends and get rewards when they can answer the questions or winning the competition.

3. In the previous meetings the use of interactive role plays for the production stage was not quite successful in training them to practice using the new vocabularies, they have learnt before, into sentences that they have to express orally. It still difficult for them to produce sentences using the vocabularies they have learnt in the individual role plays. They found difficulty to pronounce the sentence correctly, as the sentences they have to express were too long for them.

Then, in last the last meeting the students could do the role plays well as they can practice to use the new vocabularies they have learnt into sentences correctly. It because they just need to express short sentences. They could pronounce the sentences correctly. However, although the students found many difficulties in the role plays they could follow it enthusiastically as they could learn to speak English without anxiety and they were not afraid to make mistakes because they were enjoying the activities.

4. Before the role plays played, the researcher always gives simulation to students in order to give information to them of how to play the role plays. The simulation was done by giving a training of how to play the role plays to students; the training was done until they were totally understood. The simulation of the role plays could help the students to understand of how to play

the role plays, it also help the researcher to control the students' activity as they could play the role plays without a lot of instruction or commands from the researcher.

5. Most of the classroom English used during the teaching and learning process done by the researcher were in the form of daily routines such as greeting, leave taking and English instructions or simple expression that usually used by the English teacher before this research done, so the students had used to it during the teaching learning process and they could respond it well.

The researcher tried to combine English with Indonesian in explaining the material. Another way to introduce new instructions or vocabularies also done by combining it with gestures or body languages and using the media, so the students could find the meaning by themselves.

6. The use of various teaching media in the teaching and learning process was successful in improving the speaking learning process. The researcher could explain the material clearly and the students could understand it easily. During the teaching and learning process, the teaching media could overcome the students' boredom as they were effective in attracting the students' attention. In the role plays session, the teaching media were also effective to support the students' activities. As the result, the students were enthusiast in learning the language.

7. Giving rewards to the students during the teaching and learning process was effective to gain their motivation as they became more active in the learning activities. Giving rewards by praising them during the teaching and learning process could gain their enthusiasm to follow what the teacher explained and tried to be active in English teaching and learning. Giving reward in the form of candy to the students was successful to gain their motivation to do the task well during the role plays because student with the most correct answers will get a gift after the research finished.

C. Suggestions

Based on the conclusions, implications and limitation that have been explained above, some suggestions will be directed towards the English teacher, and other researchers.

1. To the English teacher.

It is important for teachers to provide various activities for the teaching learning process. They should be able to create interesting activities and use various interesting media such as pictures, flashcard, etc in the speaking learning process so that the students will not feel hesitate to express their ideas or to give questions in English. To be able to create interesting activities, the teachers should understand the students' characteristics and interests. The use of role plays is also important in order to improve the students' pronunciation and vocabulary.

2. To other researchers

The study was focused only on improving the speaking ability through individual and interactive role plays. However, here were still many problems related to the teaching and learning process that have not been solved yet. Besides, there are still many ways to improve the speaking ability. Therefore, this study can be used as a reading material before other researchers do other actions studies to improve the speaking ability.

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