

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions about what has been discussed in the previous chapters and suggestions for the readers and next writers about teaching and learning English especially about speaking.

A. Conclusion

Referring to the result of the scenario and the implementation of using role-play method in teaching speaking ability through the “Helping at Home” at the fifth grade of the elementary school in Bandung, the writer concluded that the students had more interest in learning the material. They were motivated to speak in English. The lively class situation brought them to enjoy the learning process. The technique implemented helped them to learn speaking, its elements, and how to speak the word rightly, so they wanted to be involved in learning actively.

In the teacher and student responses in using role-play to teach speaking ability with the “Helping at Home” topic, the writer had a positive review from the observer teachers. The teachers considered that the teaching process had run as the objectives and the teaching guidelines. The students also considered that the technique implemented made them understand the material and have a high desire to learn English because the role-play technique implemented made the learning become fun. From

the observation sheet, the writer found out that overall the students gave positive responses toward the speaking learning using role-play. They showed attention, relevance, confidence, and satisfaction during the learning speaking individually and in a group.

People still regard the speaking field as a challenging thing to do in communication, especially to speak foreign languages in public. The students who had learned English for years still found it hard to speak English fluently. They only memorized a short of vocabulary and some others preferred to speak in the Indonesian language as their mother tongue than translated it into English before they spoke or answered. The wrong concept that English is a foreign language or not a must to learn subject for Elementary School, bring them to put English in second place. Sometimes they forgot the words in English and had some mispronunciation when they spoke during role-play. The other problem is they sometimes looked afraid to speak loud or hesitated to communicate their mind through the spoken words. They were afraid if that their fellow friends would laugh at them if they made mistake.

B. Suggestion

Based on the study, the writer would like to share some recommendations related to teaching speaking ability.

1. For the English teacher

The teacher could do numerous activities related to speaking ability. Drilling could help the students memorize plenty of vocabulary and its pronunciation. The teacher can pack the lesson by combining the material with the technique which is fun and attractive because children are active, love playing, and imitating learners. The role-play technique could be the alternative to motivate the students to learn English.

2. For the Students

The students should practice intensively. For in speaking is the more the words used in daily life or daily speak, the easier the words to be remembered. The confidence to speak in public will follow after the students have a better speaking ability including vocabulary, pronunciation, fluency. To have a better speaking ability, the students need to be interested in learning the English language.

3. For other English learners

The role-play technique can be a reference in teaching and learning English, especially about speaking ability. It can be the comparison among the approaches in teaching speaking to the students in this case is young learners.