

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

##### **5.1.1 Implementation of Role play Teaching Strategy in Class XI-D of SMA Negeri 2 Purbalingga**

Based on the research through observation of the implementation of role play in class XI-D of SMA Negeri 2 Purbalingga, it was implemented gradually and systematically. In its implementation, the stages of implementing role play in class start from warming up, selecting participants, discussing, evaluating, casting, and Re-enacting, to generalizing experience. In the implementation process, role play is carried out based on the students' needs conveniently. It involves students learning in a stimulating, 'real-life' environment. In other words, the role play teaching strategy can stimulate students to develop ideas by determining the narrative story genre of psychodrama and social drama, which can be used to help students understand the more subtle aspects of using English in the classroom.

##### **5.1.2 The Improvement in XI D Students' Speaking Skills by Implementing the Role play Teaching Strategy in SMA Negeri 2 Purbalingga**

Based on the research and the test results, there was an increase in pronunciation in the two test stages through the implementation of role play. In addition to the average pre-test and post-test scores, there is an increase in the five aspects: accuracy, intonation, hesitation, pronunciation, and language flow. Based on the paired sample t-test results, implementing the role play teaching strategy significantly improves class XI-D students' speaking skills at SMA Negeri 2

Purbalingga, which  $H_a$  (Alternative Hypothesis) accepted and  $H_o$  (The Null Hypothesis) is rejected. Hence, implementing role play significantly improves class XI-D and speaking skills at SMA Negeri 2 Purbalingga. In addition, the role play strategy also shows an impact that meets the criteria for effectiveness, as evidenced by the results of Normal Gain. In other words, implementing role play on the speaking ability of class XI D students of SMA Negeri 2 Purbalingga in the 2024/2025 academic year is considered adequate. It indicates a significant improvement in students' speaking ability.

### **5.1.3 Students' responses after participating in the Role Play Teaching Strategy**

Based on the research through the results of the questionnaire data conducted, students' responses after joining the role play strategy learning indicate a positive student response. It was indicated by positive student responses, including agreement with the increased understanding of the material and a feeling that it helped them practice their speaking skills. Furthermore, students expressed awareness of the importance of using English in the future. Students felt the impact of role-playing on individual students, such as increased confidence in speaking English and making the class more active and interactive. It was also proven by the percentage data for each answer category above that the researcher has conducted statistical calculations based on the Likert Scale formula. Based on the interval category on the Likert Scale, the score can be concluded that the percentage mean score results in the interval category met the high-level criteria and strongly agree. It can be indicated that students can well receive the role play strategy in learning

activities in class XI-D for speaking assessment and give a positive impression to students.

## **5.2 Suggestions**

### **5.2.1 For the school**

The school is expected to provide continuous support for this role play learning strategy because it has proven effective in improving student learning outcomes. To follow up on this, schools can provide a conducive space for role play activities, such as flexible classrooms or small stages, and supporting equipment, such as properties, audio-visuals, or interactive learning media. On the other hand, schools can coordinate with teachers to integrate role play into the syllabus and learning implementation plan as part of a competency-based approach, especially in speaking skills.

### **5.2.2 For the students**

Students are expected to be able to better prepare themselves by following various learning strategies that have been adjusted to the conditions of the students since the impact and benefits can be felt optimally by students. To prepare themselves, students can continue to have the initiative to continue practicing both at school and outside of school since they can be implemented smoothly and well, continue to reflect and self-evaluate, and the impact and benefits of the role play strategy can be received optimally.

### 5.2.3 For the researcher

Further research are advised to explore various role play strategies, such as academic, professional, or specific cultural situations, more extensively to see their effects on speaking mastery in different contexts. Further researcher can use mixed methods combining quantitative data (speaking scores) and qualitative (observation, interviews, student reflections) to obtain more in-depth results. In addition to producing accurate and more significant results, further research is expected to deepen the long-term effects of using role play and examine other factors from the implementation of role play.

