

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

In the previous chapters, the introduction to the whole paper, the literature review, the methodology employed in the research, the results of the data collected and the researcher' discussion about the related issues have been presented in detail. In this chapter, the conclusion of the research and also the recommendation for further research will be presented.

5.1. Conclusion

After all the collected data from the three instruments are analyzed, some major findings which shed light on the two research questions are presented as follows:

Firstly, the results have shown that most of the students were observable to face three barriers in doing role-play in their speaking class. The first barrier is students' anxiety, the second is chaos in the classroom and the third is students' lack of vocabulary. These barriers are relevant with the theory of Ladousse (1987) about the common barriers in using role-play techniques.

Secondly, there are several strategies that were observable by the teacher in order to handle the barriers. According to Ladousse (1987), there are ten strategies that could be applied by a teacher in class. In this study, only several strategies are observable and there is one additional strategy which is not in the theory observable. The strategies that are observable by the teacher are the second strategy; starting with pair work then group work; the third strategy, to make a brief activity; the fourth strategy, choosing role-plays that can be used with a different number of students; the fifth strategy, making sure the students have understood their roles before the activity start; the seventh strategy, avoiding too difficult or emotional roles in the beginning; the ninth strategy, preparing an extra activity; and the tenth strategy, setting a time limit. There is also an additional strategy to handle the problem, correct the students' error.

Finally, based on the teacher's interview, the researcher got more information about the barriers and strategies that were faced by the teacher in her experience. The barrier was there were students who do not like each other in her class, if they were paired in doing role-play, the students would be demotivated to speak. Therefore, as a strategy she chose not to pair them up. In addition, she stated that none of her students were too shy to speak because they already knew each other for at least a year.

5.2. Recommendations

After conducting this study, the researcher would like to propose some recommendations which may be useful for further research. Firstly, since the classroom role-play type is based on textbook topics and the students are already

prepared the dialogue, the researcher cannot explore more about the natural way of learning speaking using role-play technique. Therefore, before observing the classroom, it is better to ask the teacher, the type of role-play that is used in the classroom.

Secondly, if a close-interview is helpful to get the data, it is better to do an open and also closed interview with the participant to answer the research question thoroughly. Finally, to do a similar topic research, it is recommended to get the data from different levels of students and observe a larger number of students.

