

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher conducts a research which the aim is to improve students' speaking skill using Drama technique to the second grader of SMA Muhammadiyah 1 Surakarta. Based on the research result, the researcher can draw the conclusion as follows:

1. By implementing the drama technique in teaching speaking English, the writer concludes that it has positive and negative results. The students have good interaction with their friends and the teacher. The students also enjoy their performance in acting in front of the class. However, the students are interested in the English classroom because they can practice the scripts with appropriate media, and express them both individually and collectively. It's stated simply, the activities encourage both teacher and student for creativity and spontaneity. Through the dramatic activities learners not only gain an understanding of grammatical structure in a context but also experience the dynamic, and productive use of the language to influence, control, entertain, and inform, that is, as if in real communicative circumstances. On the other hand, drama technique spends much time and the class will be noisy when discussing and performing the dialogue.
2. The improvement of students' speaking skill through Drama can be indicated from the following: the first improvement is "participation is event". All the students get the same chance to practice speaking English through Drama. Next, the students talk a lot. In this case, students talk a lot in practicing to

speak English with their friends. Then, motivation is high. The students' motivation can be seen through the students' participation in performing the drama in front of the class with good preparation and the students' participation in answering the researcher's questions dealing with the speaking activity. In addition, the situation of the classroom is alive. It can be seen that the class is full of laugh and the students are interested in joining the teaching learning through some real objects, interesting dialogues and fun sound. Moreover, they know the procedure of genre when they practice the drama. The students also remember about all expressing taught in that semester and based on the syllabus well and can differentiate the using of them.

3. Based on the result of speaking tests, it can be proved that there is an improvement of the students' speaking skill. The students' test score are much better than before the action. The students' mean score from the teacher's note, before the research, it is 45.05. Their mean score has improved from 54.67 in the first cycle, 66.10 in the second cycle, to 75.81 in the last cycle. It means that teaching speaking using drama technique really improves the students' speaking skill.

B. Suggestion

In accordance to the conclusion above, the writer gives some suggestions related to this research. She expects that the research will be useful for English teacher, the students, the researcher, and the institution of education. They are as follows:

1. The Teacher

- a) The teacher should use appropriate techniques to teach English for example doing drama in teaching speaking. It is proven that it can improve

students' speaking ability. It is more interesting and makes them be active in speaking.

- b) The teacher should apply the recent method or technique or approach in order to be more attractive and communicative.
- c) In a speaking class, students need many more chances to speak up so that the teacher should be able to create speaking activities which can make the students have many chances to speak up. The teacher should often practice the speaking activity in order to the students to be more fluent and confident to speak in public.
- d) The teacher should be able to make students be interested in the material by using teaching aids like picture, video, music, etc.
- e) The teacher should be more creative and innovative in order that the students do not feel bored.

2. The Students

- a) They students should have good preparation like sound music, dialogue, etc. when they are playing the drama.
- b) They should be more discipline in time in order that the teaching learning process using drama can start and finish on time.
- c) The students should not be noisy when they memorize the dialogue before doing drama.
- d) The students should often practice the English conversation with their friends after doing drama in order to be more fluent in speaking English.

3. The Researcher

- a) The other researcher is expected to use drama technique in any level in order that the students become better in pronunciation and they are fluent in speaking.
- b) The other researcher is expected to continue this research in order that the student becomes a good speaker fully.
- c) The other researcher is hoped that the result of this study can be used as a reference for further research in different context which will give valuable contributions in teaching English for learner. Therefore, other researcher could use drama to be applied in other skills.

4. The Institution of education

- a) The institution of education should provide newest and complete references especially to the teacher
- b) The institution of education should provide the newest teaching aids to support the teaching learning process.