

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher provided the conclusion and the suggestions following the finding of this research

5.1 Conclusion

This research is centered on investigating the effectiveness of implementing short drama techniques in the English language teaching context at SMK NEGERI 1 AMARASI SELATAN. The research design adopts a Classroom Action Research (CAR) approach, executed through two distinct cycles. The experimental group, consisting of 18 students from class X1, actively participated in the research. The primary focus of the study was to assess the influence of short drama techniques on enhancing the speaking abilities of students.

The findings of the research indicate a positive impact resulting from the application of short drama techniques. Throughout the two cycles of the study, notable improvements were observed in the speaking skills of the students in the experimental class. This suggests that the incorporation of drama techniques effectively contributed to the development of their oral communication proficiency in the English language.

The positive outcomes of this research emphasize the potential of incorporating innovative and engaging teaching methods, such as short drama techniques, to enhance language learning. The findings encourage further exploration of creative pedagogical approaches within the realm of English language education, promoting an interactive and dynamic learning environment.

In conclusion, the utilization of short drama techniques in the English language teaching process at SMK NEGERI 1 AMARASI SELATAN has proven to be an effective strategy for fostering improvement in students' speaking abilities. This research contributes valuable insights to the ongoing discourse on innovative language teaching methodologies and highlights the importance of dynamic and student-centered approaches in language education.

In the analysis of data acquisition, a noteworthy improvement in students' speaking scores was observed from the first cycle to the second cycle. The average increase in scores amounted to an impressive 57.48%, signaling a substantial enhancement in both student participation and performance. A closer look at specific instances reveals the impact of the short drama techniques. For instance, in the first cycle, there was a notable increase of 12.5% from meeting 1 to meeting 2, showcasing the immediate positive effect. Furthermore, from meeting 2 to meeting 3 in the first cycle, there was a remarkable surge of 58.33%, underscoring the effectiveness of the applied techniques in fostering continuous improvement.

The positive trend in score improvement continued into the second cycle, reinforcing the efficacy of the short drama techniques. Comparing meeting 4 to meeting 5 in the second cycle, there was a commendable increase of 10.77%, demonstrating sustained progress. Similarly, the jump from meeting 5 to meeting 6 in the second cycle witnessed a substantial growth of 22.22%, indicating that the implementation of short drama techniques consistently contributed to the ongoing development of students' speaking abilities. These findings affirm the value of incorporating dynamic and interactive methodologies, such as short drama techniques, to enhance language learning outcomes.

In summary, the analysis of data acquisition highlights a remarkable increase in students' speaking scores throughout the two cycles of the study. The specific instances of improvement underscore the positive impact of the applied short drama techniques on student participation and performance. This reinforces the potential of innovative teaching approaches in language education, paving the way for continued exploration and implementation of dynamic strategies in the realm of English language teaching.

Inter-cycle analysis shows an increase of 57.48%, reflecting the effectiveness of the corrective actions implemented. Overall, these changes reflect the success of the interventions and learning methods implemented in the Classroom Action Research study.

It is important to note that these improvements not only include students'

speaking scores, but also create a more productive and participating classroom atmosphere. The application of short drama techniques helps increase student motivation, creativity and involvement in the process of learning to speak English.

Furthermore, these final results represent the success of the improvements implemented in the first cycle, continued and reinforced in the second cycle. CKMF and STF meetings, as leaders in the highest scores, indicate that consistent focus on specific aspects can create sustained excellence. By achieving the highest score in the last meeting, it creates positive momentum that can be leveraged to promote and attract new participants in the future. This success is not just an end achievement but also a foundation for future meetings to continue growing and enhancing their quality. The final results provide a highly positive overview of the progress and achievements of the meetings, affirming that quality is the top priority. Therefore, evaluation steps, responsiveness to feedback, and effective implementation of improvements must continue to be applied to maintain and enhance meeting quality in the future. This success not only reflects current accomplishments but also serves as inspiration to continue innovating and providing an exceptional participant experience in every meeting.

The recommendations derived from this research hold valuable implications for teachers and education stakeholders, serving as a guiding reference in the formulation of engaging learning methodologies. This is particularly relevant for institutions that operate in non-English speaking environments, where the challenge of enhancing students' speaking skills may be more pronounced. The emphasis on short drama techniques as a pedagogical approach provides a tangible and innovative avenue for educators to explore in their teaching practices. As the findings suggest a positive impact on students' speaking abilities, these recommendations can be instrumental in shaping the trajectory of language education in non-English speaking schools.

Encouraging the continued adoption of short drama techniques is a central aspect of the recommendations. This approach has demonstrated its potential to inject excitement and effectiveness into English language learning.

By fostering an environment that integrates drama into language instruction, teachers can create a more dynamic and interactive learning experience for students. The hope is that such an approach will not only make English learning more enjoyable but also yield lasting benefits in terms of improved speaking abilities.

The broader implication of these recommendations extends to the overall improvement of the quality of English language education in non-English speaking schools. As stakeholders actively consider and implement these suggestions, there is a prospect for a positive transformation in the way English is taught and learned. This, in turn, can contribute to the broader goal of producing proficient English speakers in non-English speaking educational settings.

In conclusion, the recommendations drawn from this research offer practical insights and strategies for educators and education stakeholders seeking to enhance English language learning, particularly in non-English speaking schools. The continued promotion of short drama techniques is advocated as a means to create a more engaging and effective English learning environment, ultimately benefiting students' speaking abilities and overall language proficiency.

1.1. Suggestion

Upon the completion of this study, the researcher gained insights into both the advantages and disadvantages associated with enhancing the effectiveness of short dramas in Teaching English. The observational data indicated a notable increase in effectiveness when utilizing short dramas as a pedagogical tool for English instruction. However, it also brought to light certain drawbacks that need consideration. As the study concludes, it prompts the researcher to offer specific recommendations for students, English teachers, and future researchers, aimed at addressing and optimizing the use of short dramas in the English teaching context.

One suggestion revolves around the need for students to actively engage with and embrace the incorporation of short dramas in their English learning

experience. Encouraging students to participate wholeheartedly can maximize the benefits of this method and contribute to a more vibrant and interactive classroom environment. Additionally, the recommendations extend to English teachers, emphasizing the importance of carefully balancing the advantages and disadvantages of using short dramas. Teachers are encouraged to tailor their instructional approaches to suit the unique needs and dynamics of their classrooms, ensuring that the advantages are optimized while mitigating potential drawbacks.

For future researchers entering the realm of English language education, the study offers guidance on navigating the complexities associated with short dramas. It suggests a comprehensive exploration of the advantages and disadvantages, encouraging researchers to delve into potential solutions to address any identified limitations. This holistic approach ensures that future studies contribute to the refinement and improvement of short drama techniques in Teaching English, fostering continuous innovation in language education methodologies. In summary, the conclusion of this study not only highlights the advantages and disadvantages of employing short dramas in Teaching English but also prompts the researcher to provide practical suggestions for students, English teachers, and future researchers. By acknowledging and addressing the potential drawbacks, these recommendations aim to optimize the benefits of short dramas, ultimately contributing to the ongoing improvement of English language instruction.

1. Application of short drama techniques: It is recommended to continue to apply short drama techniques in English language learning, paying attention to improvements and feedback from each cycle. This teaching can be an interesting and effective method for improving students' speaking skills.
2. Lesson Plan Adjustments: Teachers can continually adjust lesson plans, including planning drama scripts, to better suit students' needs and increase their engagement in learning.
3. Empowering Student Creativity: Encourage students to be more active and creative in learning by playing roles in dramatic situations. This can motivate students to speak English more confidently.

4. Monitoring the Learning Environment: Pay attention to environmental factors that can influence student motivation, such as learning interest, motivation, and interesting teaching methods. This monitoring can help identify changes needed to improve the quality of learning.
5. Involvement of Related Parties: Involving parents, teachers and schools in supporting students' English learning. Collaboration from all parties can improve the learning environment and students' motivation to speak English. By implementing the suggestions above, it is hoped that learning English using short drama techniques can be more effective and have a positive impact on students' speaking abilities at SMK NEGERI 1 AMARASI SELATAN.