BAB V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of data analysis and discussion, it can be concluded that the micro role play method has a significant effect on improving the speaking skills of Grade VII students at SMP Negeri 2 Soe.

This improvement is clearly evident from the results of the independent sample t-test, where the t-value (-3.45) is absolutely greater than the t-table value (2.045) at a significance level of 0.05. This indicates that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted, proving that there is a significant difference between the learning outcomes of the experimental group using micro role play and the control group. Thus, this study successfully proves that the use of the micro role play method is effective in improving students' speaking skills.

Second, the results of the questionnaire further reinforced these findings. Approximately 96.67% of respondents reported positive attitudes toward learning English speaking through Micro Role-Play. Students expressed increased enthusiasm, confidence, and motivation to participate in class. They also stated that the learning atmosphere became more engaging, interactive, and enjoyable compared to conventional methods. The findings reveal that Micro Role-Play not only improved linguistic performance but also fostered psychological readiness and communicative confidence.

Third, the observational data obtained during classroom sessions also supported the statistical and attitudinal evidence. Students were observed to be more active, collaborative, and expressive during the Micro Role-Play sessions. They practiced spontaneous conversation, negotiated meaning with peers, and applied language more naturally in real-life contexts. This transformation suggests that Micro Role-Play helps bridge the gap between theoretical knowledge and practical communication skills.

Furthermore, from a theoretical perspective, the success of this method aligns with the principles of Communicative Language Teaching (CLT) and

Constructivist Learning Theory, both of which emphasize learner-centered interaction, authentic communication, and the active construction of knowledge through experience. As stated by Harmer (2001) and Brown (2007), effective language learning occurs when students are given meaningful tasks that engage both their cognitive and affective domains. The Micro Role-Play method embodies these principles by simulating real-world communication and encouraging active participation.

Additionally, this study supports the ideas of Byrne (1986) and Thornbury (2005), who argue that speaking skills develop through constant practice, contextual use of language, and meaningful feedback. By applying role-play, students were able to repeatedly use the target language in simulated real-life situations, gradually improving their fluency, accuracy, and pronunciation through interaction.

Overall, the findings indicate that the Micro Role-Play Method is an effective pedagogical tool for enhancing students' speaking skills in the EFL (English as a Foreign Language) classroom. It not only contributes to linguistic competence but also to learners' emotional engagement, confidence, and motivation. The integration of this method in classroom instruction provides a holistic approach to language learning that addresses both the cognitive and affective needs of students.

In conclusion, this study successfully demonstrates that the Micro Role-Play technique is: (1) Pedagogically effective as evidenced by significant statistical improvement in test results; (2) Psychologically beneficial as reflected in students' increased motivation and confidence; and (3) Practically applicable as it promotes authentic communication and learner autonomy in real classroom settings.

Hence, this research confirms that the use of Micro Role-Play can serve as an innovative and sustainable strategy in teaching English speaking skills, particularly at the junior high school level in Indonesia.

5.2 Suggestion

Based on the findings, several suggestions can be made as follows:

1. **For Schools:** Schools are advised to consider applying the micro role play method more widely in the language learning curriculum, given its effectiveness in improving student learning outcomes. Considering it's proven effectiveness, schools should provide adequate time, resources, and facilities for teachers to conduct role-play activities effectively. The provision of flexible classroom arrangements, audiovisual aids, and supportive policies will help create a conducive environment for communicative learning. Moreover, school administrators should facilitate professional development programs to train teachers in communicative and interactive teaching methods.

2. **For Teachers:** Subject teachers are advised to be more creative in designing role play scenarios so that they are more varied and relevant to students' daily lives, thereby increasing their interest and active participation in the learning process. Teachers should encourage collaborative learning by assigning students to work in pairs or groups, allowing them to exchange ideas and practice authentic communication. They should also provide constructive feedback after each role-play session to help students identify their strengths and areas for improvement. Combining Micro Role-Play with other communicative techniques, such as dialogue completion, storytelling, and discussions, can diversify classroom activities and maintain students' interest.

3. **For Students:** Students are encouraged to take an active role in the learning process. They should view role-play not merely as a performance task, but as an opportunity to practice real communication. Students are advised to participate actively and confidently during speaking sessions, learn from peer feedback and teacher corrections, expand their vocabulary and improve pronunciation through continuous practice, and use English in and outside the classroom to strengthen fluency and confidence.

4. **For Further Research:** Future research is advised to examine the effect of this method on different class or school levels. In addition, research can be expanded by combining the micro role play method with other learning techniques or involving more varied research variables, such as psychological aspects (student confidence) or qualitative aspects (student perceptions), to obtain more comprehensive results. Additionally, subsequent studies could combine Micro Role-Play with technology-based learning tools such as digital storytelling, virtual simulations, or interactive video-based tasks. Such combinations could enhance learners' creativity and adaptability in the digital era. Moreover, future investigations could incorporate qualitative methods (such as interviews, classroom observations, and reflective journals) to gain deeper insights into students' experiences and attitudes. This would provide a more holistic understanding of how Micro Role-Play contributes to both linguistic and emotional development.