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## CHAPTER V

### CONCLUSIONS, IMPLICATIONS OF THE RESEARCH AND RECOMMENDATIONS

#### 5.1. Conclusions

Based on the explanations in the chapter IV, finally the research about the effect of using drama toward students' speaking ability among first year students of SMK Muhammadiyah 3 Pekanbaru comes to the conclusions as follows:

The implementation of Drama Technique in learning speaking gives positive effects on improving students' speaking ability. The results of the pre-test and post- test show that the students' self-esteem and their speaking ability scores improved. By comparing the results of the data in the pre-test and post-test, it can be concluded that students' individual achievement by using drama technique increased. It implies that the implementation of this technique was helpful to improve students' speaking ability. Students' self-esteem and their speaking ability before being taught by using drama technique was Poor. It can be seen from the students' scores. The students' scores before being taught drama are lower than graduates' standard. From this research the researcher concludes that there was a significant difference of pre-test and post-test mean scores of students self-esteem and their speaking ability between the experimental group and the control group taught by using Reciprocal Teaching

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Technique. It is clear that Drama Technique is applicable technique in the classroom and it is an effective technique to improve the students' self-esteem and their speaking ability. It means that  $H_a$  was accepted and  $H_0$  was rejected in this research. It showed that Drama Technique was applicable technique to improve students' self-esteem and their speaking ability.

## 5.2. Implication of The Research

The teacher and the students complement each other and both play an important role in developing favorable teaching and learning environment. A teacher was not only to teach students, to share the material/ knowledge, but also as a facilitator and problem solver in teaching and learning process. The teacher should have an awareness of how to help the students to improve their self-esteem and the speaking ability in learning activity. The self-esteem has been important role in learning activity, especially in speaking ability. It would improve the students' competence and their confidence in learning process.

The results of this study can make researcher and the teachers know how emotional intelligence could influence speaking improvement, which proves the potentiality of the students. This encourages them to take into a more careful consideration the necessity of using a variety of ways in teaching. Teacher are expected more likely to care about the strength and weakness of students self-esteem when teaching process.

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In addition, Most students had difficulties in speaking such as expression how to asking and giving opinion. They had low self-esteem in speaking ability. Base on the problem teacher used technique as one activity, which is particularly suitable for practicing the social cultural variations in speech acts to make the students' self-esteem to practice their speaking ability. Through suitable Technique, the students improved oral skills, such as fluency, and also strengthens their ability to express themselves through non-verbal communication. It makes their learning experience unforgettable.

### 5.3. Recommendation

There are some things that the researcher wants to suggest based on the relative results of this study:

1. The teachers of high schools can use Drama Technique in teaching and learning process as one of the technique that is useful for the teacher to improve students' self-esteem and speaking ability.
2. The teacher must be able to develop their capability to change their perception that teaching English is difficult. They can use the media in their around environment so that the teaching and learning process will be enjoyable.
3. By using this technique, the students can foster their feeling to work together and they are easy to appreciate their knowledge.

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4. Teacher can construct students' awareness about the importance of speaking ability in English for their life.
5. The students are suggested to implement the principles of cooperative learning in their daily learning in order to achieve the better result of learning.
6. The other researchers who will conduct similar research studies should prepare the planning of the research before conducting the research.