

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

This final chapter presents the conclusion of the research based on the findings discussed in the previous chapters. It summarizes the key outcomes related to the implementation of the role-play method in improving students' speaking skills at SMKN 2 Blitar. Additionally, this chapter outlines the theoretical and practical implications derived from the research and provides suggestions for educational practitioners and future researchers. The insights offered aim to contribute to the development of more effective teaching strategies, particularly in the context of vocational education.

5.1 Conclusion

This study examined the implementation of the role-play method as a pedagogical strategy to enhance students' speaking skills at SMKN 2 Blitar, focusing on students from the Fashion Design Department. The findings of the research confirmed that the role-play technique is highly beneficial in addressing both the linguistic challenges and psychological barriers that vocational high school students commonly face when learning to speak English. These challenges include low confidence, limited vocabulary, and fear of making mistakes.

Teachers at SMKN 2 Blitar prepared thoroughly for role-play implementation by designing contextually appropriate scenarios, organizing materials, and arranging student groupings to ensure effective participation. They incorporated real-world settings, such as customer service situations and professional communication scenarios, which increased the authenticity of classroom activities. During execution, the teacher played a vital role as facilitator

and motivator, encouraging active involvement and monitoring students' performances in a non-threatening atmosphere.

Students' engagement in role-play sessions significantly improved their fluency, vocabulary use, and confidence in speaking English. Observational data and teacher interviews indicated that the use of role play created a dynamic and supportive learning environment, allowing students to take risks, make mistakes, and receive constructive feedback. This environment contributed to the development of their speaking competence and reduced anxiety, which has often been cited as a major obstacle in speaking classes.

In summary, the role-play method proved to be an effective and interactive approach in vocational education, particularly in developing students' communication skills in English. It facilitated not only technical language acquisition but also psychological readiness, thereby preparing students to communicate more confidently in real-world and workplace-related situations.

5.2 Implications

This part of the chapter outlines the broader implications that emerge from the findings of this study. The results obtained through observations, interviews, and documentation at SMKN 2 Blitar provide not only practical evidence of the effectiveness of role-play as a speaking strategy, but also theoretical contributions that reinforce the importance of interactive and student-centered methods in English language instruction.

These implications are significant for multiple stakeholders, including language teachers, educational institutions, curriculum designers, and scholars in the field of applied linguistics and English for Specific Purposes (ESP). On the

theoretical side, the findings support and extend existing knowledge on communicative language teaching (CLT) and the role of contextual learning in second language acquisition. On the practical side, the research sheds light on how role play can be implemented effectively in real classroom settings, particularly in vocational schools where students require both linguistic proficiency and workplace communication readiness. These implications are discussed in detail to bridge the gap between theory and classroom practice.

5.2.1 Theoretical Implications

The results of this study contribute significantly to the theoretical framework of communicative language teaching (CLT) by reaffirming the role of interactive methods in language development. Role play, as an instructional strategy rooted in the CLT approach, emphasizes meaningful communication and student-centered learning. The findings of this research align with existing literature suggesting that learning through interaction helps students internalize language structures more effectively.

Furthermore, the study expands the current understanding by highlighting the dual impact of role play on linguistic and affective domains of language learning. While most theoretical frameworks address fluency and accuracy as central goals, this research supports the inclusion of psychological readiness—such as self-confidence, motivation, and anxiety reduction—as equally essential components in the learning process.

It also contributes to the growing body of research on English for Specific Purposes (ESP), particularly in the vocational school context. By demonstrating how role-play scenarios can be tailored to students' future professional needs, this

study advocates for a more contextualized and occupationally relevant approach to speaking instruction.

5.2.2 Practical Implications

From a practical standpoint, this study offers valuable insights for English language teachers, curriculum developers, and school administrators, particularly in vocational settings. The findings suggest that role play is not only a suitable alternative to conventional speaking practices but also an essential tool to engage students in meaningful language use.

Teachers are encouraged to design role-play activities that reflect students' real-life communication needs, such as simulations of interviews, customer service interactions, or team meetings. The use of relevant, profession-oriented content helps students see the direct benefits of learning English and increases their intrinsic motivation.

Moreover, the study highlights the importance of consistent teacher support during the role-play process. Teachers need to be trained in classroom facilitation techniques, such as providing constructive feedback, managing group dynamics, and addressing anxiety-related issues. Institutions should provide adequate resources and support for teachers to incorporate interactive methods like role play into the curriculum.

Finally, this study underscores the necessity for assessment models that capture not only students' grammatical accuracy but also their fluency, pronunciation, and communication strategies. Practical implementation of role play in speaking instruction requires an integrated and holistic evaluation system.

5.3 Suggestions

Following the conclusions and implications of this study, several suggestions are proposed to guide improvements in both teaching practices and future research. The use of the role-play method, as explored in this study, has shown promising results in improving students' speaking skills, especially in terms of fluency, vocabulary, and self-confidence. However, its implementation still requires thoughtful planning, adaptation to student needs, and supportive classroom conditions. Therefore, the suggestions in this section are divided into two categories: practical recommendations for English teachers, school administrators, and educational practitioners who aim to apply this method in vocational classrooms; and suggestions for future researchers who wish to further investigate the role of interactive strategies in language learning. These recommendations are intended to encourage continuous pedagogical innovation and to serve as a foundation for more in-depth, context-sensitive studies that can enhance the quality of English language education in vocational settings and beyond.

5.3.1 Suggestions for Educational Practitioners

1) Integrate Role Play Regularly

English teachers should embed role-play activities into weekly lesson plans to encourage frequent speaking practice in an interactive format. This not only boosts language skills but also reduces students' fear of speaking in public.

2) Focus on Authentic Contexts

Role-play scenarios should be based on real-world, job-related situations relevant to students' vocational fields. This enhances both language proficiency and job preparedness.

3) Build a Supportive Environment

Teachers must foster a classroom culture where students feel safe to make mistakes and learn from them. This can be done by setting clear expectations, encouraging positive peer feedback, and modeling constructive responses to errors.

4) Provide Ongoing Feedback

Teachers should assess students continuously using clear rubrics that address fluency, vocabulary, pronunciation, confidence, and engagement during role-play activities. Feedback should be both formative and summative.

5) Collaborate with Other Departments

English teachers can collaborate with vocational teachers to design integrated role-play scenarios that align with students' specialization, making the language learning experience more contextual and purposeful.

5.3.2 Suggestions for Future Researchers

1) Expand the Study Population

Future research can involve a larger and more diverse sample of students across different vocational departments and schools to improve the generalizability of findings.

2) Combine Qualitative and Quantitative Approaches

A mixed-method design would allow for a more comprehensive understanding of the role-play method's effectiveness by supporting qualitative insights with statistical data.

3) Explore Longitudinal Effects

Researchers could investigate how sustained use of role play over an academic year affects students' speaking development and confidence in real-life situations, including internships and job interviews.

4) Focus on Psychological Outcomes

Given the positive impact on confidence and motivation observed in this study, future research could explore the specific psychological changes that occur through regular role-play participation.

5) Develop Technology-Assisted Role Play

With the advancement of digital learning tools, researchers can explore how virtual or augmented reality environments can be used to enhance the realism and effectiveness of role-play scenarios.