

CHAPTER V

CLOSURE

A. Conclusion

Drama definitely help teacher in designing teaching learning so that the classroom will not be bored or monotone and encourage students to speak more. The problem that most of the students facing is speaking. But with drama, it helps the students to speak like in real situation using English. It can be a reference to other teachers who wants to improve their students speaking skill. Drama also can boost self-esteem, encourage participation and create confidence. With drama the students become more self-confidence to utter ideas, expressive including writing a script and performed it like in a real situation, drama is considered as an appealing learning strategy which promotes not only goal-oriented learning but also emotional intelligence skills and help students to study in group, to share the same responsibilities and difficulties. The results of research that researchers have conducted found that the type of drama used by teachers is applied drama. And also, the teacher has a positive view of the application of this drama without any difficult challenges

B. Suggestion

According to the findings above, the significant suggestion is delivered by the researcher as follows:

1. For Teacher

Teachers are suggested to more creative and innovative in applying drama in the classroom. The teacher can use various scripts and properties

for practicing drama in the class so the learning activities more fun and enjoyable for students.

2. The School

Schools are recommended to provide resources that facilitate learning and teaching so that students can learn to the fullest extent possible and teachers can instruct at their very best. So that the learning process' objectives can be fulfilled. Complete facilities are another strategy for enhancing students', teachers', and schools' performance and achievement.

3. Parents and Students

All parents are expected to accompany, motivate, support, monitor, facilitate, control, assist their children in distance learning process. Meanwhile, students are expected to have good attitude such as independence, responsible, active with learning activity.

4. For Further Researcher

Future research is suggested to explore about the usage of collaborative drama by the teacher, but the researcher should add the instrument like observation. So that, the researcher can observe the real situation in the using of collaborative drama in teaching speaking.

The researcher realizes that this research is still far from being perfect, so criticism and suggestions from the readers are expected to make it perfect. Hopefully, it will be useful for the readers especially for the lectures and students of the English Education Department of UIN Antasari Banjarmasin. Finally, the researcher hopes that this research can be used as

a reference for those who are interested in using collaborative drama in teaching English speaking.