

CHAPTER V

CONCLUSION IMPLEMENTATION AND SUGGESTIONS

A. Conclusion

Based on the results of research conducted on eighth grade students at SMPN 20 Bengkulu City, it can be concluded that implementation of project-based learning has a significant towards reading achievement. In this study, the experimental class received treatment with the application of the project-based learning method during four meetings, while the control class did not receive the same treatment and continued to use conventional learning methods.

In the experimental class that applied the project-based learning method, the lowest pre-test score was 52 and the highest was 76. Then, in the post-test, the lowest score increased to 68 and the highest to 92, with an average score of 78.48. Meanwhile, in the control class that learned using conventional methods, the lowest pre-test score was 48 and the highest was 76, then increased to 64 and 80 on the post-test, with an average score of 73.93. Statistical analysis using SPSS version 30 showed a calculated F value of 32.889 with a partial eta squared of 46.6%. Since the calculated F value is greater than the table F value (0.000), it can be concluded that there is a significant reading achievement between students who apply the project-based learning towards and those who do not. Thus, the application of this method is

proven to be effective in towards reading achievement of eight-grade students at SMPN 20 Bengkulu City.

B. Implications

Based on the results of this study, the researchers suggest several important implications, namely:

1. For Teachers: Teachers are expected to start utilizing real learning methods that directly involve students, such as project-based learning. This method encourages students to be more active, creative, and confident in using English to gain meaningful learning experiences.
2. For Students: Through the application of this method, students can learn to cooperate, think critically, and increase their confidence to become more courageous. This method helps students understand that reading English is not just about pronouncing the words written in the text, but also involves the process of understanding the meaning, main ideas, and information conveyed by the writer.
3. For Schools: Schools can consider supporting the implementation of project-based learning methods by providing adequate facilities.
4. For Future Researcher: This study can be used as a reference for developing other project-based learning towards different English language achievement, such as reading, speaking, or grammar.

C. Suggestions

Based on the findings of this study, the researchers offer the following suggestions:

1. Teachers should try combining project-based learning with other learning methods to achieve more optimal results. Teachers also need to actively guide students in each stage of the project so that all students are involved and gain a more meaningful learning experience.
2. Further research should be conducted over a longer period of time in order to observe the long-term impact of implementing project-based learning methods.
3. Schools are expected to provide support for the implementation of this method, both through the provision of adequate facilities and by providing training to teachers on the application of project-based learning methods so that the learning process is more innovative and interesting.

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