

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The Project-Based Learning (PjBL) method proved to have an effect on improving students' speaking skills. This could be seen from the increase in the average pre-test score of the experimental class from 21.95 to 36.4 on the post-test. Although the improvement was not equal for all students, PjBL helped most of the students improve their speaking skills through collaborative activities, language practice, and project completion that required direct language use in real contexts.
2. The control class that used the conventional method showed a more significant improvement compared to the experimental class. The average pre-test score of the control class was 28.85 and increased to 68.8 on the post-test. The statistical tests (t-test and F-test) also proved that there was a significant difference between the two classes. This indicated that, in the context of this study, the conventional method was more effective in improving students' speaking skills than PjBL, because the students were more familiar with direct learning, so the delivery of the material happened in a more focused and systematic way.

B. Suggestions

1. It was recommended that teachers optimized the use of the Project-Based Learning (PjBL) method with more structured project planning and intensive guidance during the learning process. The implementation could be varied with activities such as presentations, role-play, and discussions so that students had more opportunities to practice speaking. In addition, the learning time should have been extended because PjBL required a gradual process before producing maximum improvement. Regular evaluations also needed to be done so that students' progress could be monitored well. For future research, it was recommended to increase the number of samples and expand the learning material so that the research results became more representative.
2. The conventional method could still be used as an alternative for learning because it proved to give a more significant improvement in students' speaking skills. However, it was better if this method was combined with the PjBL approach so that the learning process stayed active, varied, and not only teacher-centered. Further research also needed to be done to find out the factors that made the conventional method more effective in this study. In addition, speaking practice could be improved through activities such as question-and-answer sessions, pair conversations, or drilling. More varied assessment instruments were also recommended for the next research so that the results became more accurate.

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