CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research provides a profound understanding of the effectiveness of the Project-Based Learning (PjBL) method in enhancing students' speaking abilities in the experimental class at SMAN 1 Geumpang. The analysis of pre-test and post-test data reveals significant differences in students' performance before and after the implementation of the PjBL method. Details regarding the mean, minimum, and maximum scores on both tests illustrate that PjBL has a significant positive impact, evident in the increase in mean scores from 40 in the pre-test to 77 in the post-test. The pre-test data analysis indicates a potential normal distribution, providing a basis for the selection of analytical methods.

However, the use of the non-parametric Wilcoxon test is justified as a method that can provide reliable results in situations of non-normal distribution. The results of the Wilcoxon test demonstrate a clear increase in positive ranks, indicating the effectiveness of PjBL in improving students' speaking abilities. The interpretation of hypotheses confirms that PjBL has a significant impact on developing students' speaking abilities, supported by the asymptotic significance value of 0.001 in the Wilcoxon test. The success of implementing the Project-Based Learning technique in speaking classes serves as positive evidence of its success at SMAN 1 Geumpang.

5.2 Suggestion

Benefits for Teachers: Project Based Learning techniques allow teachers to be more actively involved in the learning process by becoming facilitators rather than just teachers. This allows teachers to support and guide students in completing their projects., Teachers can use PjBL techniques to design interesting and creative projects, allowing them to integrate various aspects of learning into one more fun and meaningful activity. teachers can highlight students' speaking abilities from various aspects, including presentation skills, collaboration, and project completion. This allows for a more holistic assessment than simply assessing speaking ability in a protected context. The use of PjBL techniques, teachers can help increase student learning motivation by providing projects that are relevant, challenging, and meaningful. Students will feel more involved in learning because they can see the connection between what they are learning and the real world.

Benefits for Students: The PjBL technique provides an opportunity for students to practice speaking in a more authentic and relevant context. They engage in more active and varied speaking activities, which can help improve their communication skills. Through interesting and meaningful projects, students more motivated and engaged in learning. They can find joy in completing projects of their own creation, rather than just passively receiving knowledge. In PjBL, students often work in groups or teams to complete projects. This allows them to learn to collaborate, share ideas, and solve problems together, which are critical skills for success in the real world. Through the projects they work on, students faced with various challenges

and problems that they need to solve. This helps them develop critical problem-solving skills, which they can apply in various aspects of their lives.