

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the results of research on the implementation of project-based learning in students' speaking skills carried out in class 12 Bahasa MA Al Falah Putera Banjarbaru, it can be concluded as follows:

1. The Implementation of Project-Based Learning in Students' Speaking Skills.

The teacher uses four stages in teaching and learning activities in the implementation of project-based learning in class 12 Bahasa MA Al-Falah Putera Banjarbaru, namely starting projects, developing projects, implementing projects, and assessing projects. The results of the interview stated that students agreed and liked the implementation of project-based learning in class activities, because they could share knowledge and exchange ideas. In addition, students are also given the freedom to express opinions and share information with each other. Most of the respondents also said that using this method could improve their speaking skills. Then the students also enjoy learning with drama assignments, because it is interesting and helps them to be creative and more active in speaking English.

2. The Strengths and Weaknesses of Project-Based Learning in Teaching Speaking.

The strengths of implementing PBL in teaching speaking is that giving assignments to students in the form of projects encourages students to create ideas, enthusiasm, and student interest in speaking English. In addition, working in groups helps students to be more active in speaking English. the implementation of PBL in the classroom also helps them to be more active and creative in learning English. Then, there was an increase in the students' speaking aspects, namely, pronunciation, grammar, vocabulary, fluency, and understanding.

The weaknesses of implementing PBL in teaching speaking is that it takes a long time in the process of teaching and teaching activities, the time is too short in working on projects, and there are some students who have difficulty speaking English. This is due to the students' lack of mastery of speaking aspects, different abilities, and their lack of desire to be involved in activities.

B. Suggestions

At the end of this chapter, implementing project-based learning is very useful for improving students' speaking skills. Researcher wants to put forward some suggestions as follows:

1. For Students, Students must be active and creative in carrying out all activities during the teaching and learning process, and students must

repeat several English sentences from their own texts or sentences as quickly as possible until they do not hesitate to say it.

2. For English teachers, teachers must control students who do not participate in the teaching and learning process and maintain student order. Teachers must also have creative thinking in solving problems that occur in class in order to increase mastery and provide understanding to students through each learning activity.
3. For Other Researchers, project-based learning is one of the interesting techniques that can be applied in the classroom to improve students' speaking skills. And the researchers hope that the results of this study can be used as a reference for other researchers who want to conduct similar research with this study.