

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter outlines the conclusions drawn from the study and offers actionable suggestions based on the findings and subsequent discussion. The conclusions specifically address the outcomes of implementing Project-Based Learning (PjBL) combined with drama to teach narrative speaking skills to tenth-grade students at SMAN 5 Madiun. Furthermore, the researcher provides targeted recommendations aimed at enhancing practices for teachers, students, and future researchers in this field. These conclusions and suggestions are detailed below.

A. Conclusion

Based on the results of the study, it can be concluded that Project-Based Learning (PjBL) and drama can be used in teaching speaking skills, particularly with regard to narrative texts. In this teaching approach, teachers use drama as a teaching medium combined with the steps of Project-Based Learning (PjBL), which must be adapted to the learning modules that have been developed. There several steps such as; Planning and Preparation, Project Work, Report and Preparation. After implementing this method, it became clear that students experienced both benefits and challenges during the learning process.

The first benefit students experience is that this method boosts their self-confidence when speaking, especially in English. Students feel that this method makes them more interesting because they can take on the role of someone else, which in turn boosts their self-confidence. Second, students feel more motivated

to speak English. This is also linked to self-confidence; with this learning method, students who initially felt their speaking skills were lacking are now willing to study even harder because their self-confidence has increased. The third benefit is an expansion of vocabulary and improved pronunciation. This is because when performing a play, students must read and memorize the script, which indirectly enhances their knowledge of vocabulary and pronunciation. The fourth benefit is a more active and communicative classroom atmosphere. Based on observations, students became very active in this learning process. In this approach, the teacher plays a crucial role as a facilitator rather than merely a presenter of material. Students feel that this method makes learning more enjoyable, leading them to become more active and communicative in the classroom.

Although there are benefits to using this method, students also face several challenges in implementing it. First, students experience speaking anxiety, nervousness, and fear of making mistakes. This occurs due to both internal and external factors. Internal factors include fear of making mistakes, lack of self-confidence, shyness, nervousness, and fear of negative judgment from peers and teachers. External factors include limited vocabulary, a lack of opportunities to practice speaking, and anxiety related to pronunciation accuracy. Second is the difficulty in memorizing the script. The final outcome of this learning activity is a drama presentation, in which students must perform a play based on the script they created in “Fractured Story.” This relates to the first factor mentioned earlier:

when students face challenges related to internal factors, it also affects their ability to memorize the drama script they have created.

B. Sugestions

Based on the findings and conclusions of this study, the researcher offers several recommendations for all parties involved in this study, including teachers, students, and future researchers. The following are some of the recommendations provided by the researcher.

1. For The English Teacher.

In light of these findings, several strategic recommendations are offered for English teachers to optimize this method. First, because students experienced pronounced speaking anxiety and a fear of negative evaluation, educators need to cultivate a supportive and reassuring classroom climate. This can be achieved by normalizing errors as a natural part of language acquisition and offering constructive, motivational feedback instead of harsh, immediate corrections during oral activities. Furthermore, to mitigate external anxieties caused by vocabulary deficits and pronunciation concerns, teachers should integrate targeted vocabulary previews and phonetic drills prior to the script-writing and memorization phases of the "Fractured Story" project. To assist students who struggle with script retention, instructors ought to introduce practical, strategic memorization techniques rather than allowing them to rely solely on rote learning; helpful methods include text chunking, incorporating physical stage movements (blocking), and utilizing contextual listening cues. Finally, teachers should consistently sustain their role as active

learning facilitators rather than conventional lecturers. By systematically circulating through the classroom during the project implementation phases, educators can offer timely guidance, oversee group collaboration dynamics, and effectively motivate more reserved students to engage fully in the collaborative process..

2. For The Students

Regarding the students, several practical suggestions are proposed to help them maximize their learning outcomes and overcome the challenges of this method. First, students should actively work on managing their speaking anxiety by embracing mistakes as a valuable and natural part of the language learning process. Rather than fearing peer judgment, they are encouraged to support one another and build collective confidence within their drama groups. Second, to address difficulties with script retention and pronunciation, students should proactively practice their lines using strategic methods such as text chunking, matching their words with physical stage movements, and utilizing peer-peer feedback sessions to rehearse before the final performance. Finally, students need to fully embrace their active role in this student-centered environment. They should take greater initiative during the Project-Based Learning phases, collaborate responsibly with their team members, and utilize the teacher as a facilitator to clarify vocabulary or performance doubts, thereby ensuring a more enjoyable and successful collaborative experience.

3. For Future Researchers

Lastly, several recommendations are directed toward future researchers who wish to expand upon this study. Since this research focused specifically on utilizing Project-Based Learning (PjBL) and drama to teach narrative speaking skills to tenth-grade students, future investigators are encouraged to explore the efficacy of this combined method across different grade levels, educational contexts, or text genres, such as expository or report texts. Additionally, given that internal factors like anxiety and script memorization emerged as significant challenges for students, future studies could investigate specific psychological interventions or alternative instructional scaffolding techniques to better mitigate these barriers. Researchers might also consider conducting longitudinal studies to evaluate the long-term retention of vocabulary and pronunciation improvements gained through drama-based projects. Finally, it is suggested that future studies employ a broader range of data collection instruments, such as quantitative speaking tests or delayed post-tests, to provide a more comprehensive, mixed-methods validation of how drama and PjBL impact students' overall communicative competence