

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based from the research findings and discourse in previous chapters, the researcher formulates many conclusions concerning the application of Project-Based Learning (PjBL) in speaking instruction at SMP Gajah Mada Medan during the 2024/2025 academic year.

First, the implementation of PjBL by Teacher 1 (FNT) and Teacher 2 (TE) followed the eight stages of the SEAQIL (2020) framework, spanning from choosing project topics to evaluating the project outcomes. The process was systematically divided into three main phases: theoretical foundation, speaking skill mastery, and final assessment. Second, the study reveals that while the PjBL model effectively encourages students to be more active and collaborative, its success is highly dependent on effective time management and the teacher's role as a facilitator. Third, the primary challenges encountered included limited time duration particularly in the 1 x 45-minute sessions and varying levels of student confidence in oral presentations. However, by providing linguistic scaffolding and clear project timelines, the teachers were able to mitigate these issues and achieve the targeted learning competencies, namely the students' ability to produce projects and deliver fluent presentations.

B. Suggestion

In light of the conclusions above, the researcher offers the following suggestions to improve the quality of English language teaching, particularly in speaking skills.

For English Teachers are encouraged to optimize the "pre-communicative activities" stage by providing more intensive vocabulary and pronunciation drills before the project begins. This is essential to reduce student anxiety during the presentation phase. Additionally, teachers should be more flexible in time management, ensuring that students have sufficient opportunities for consultation during the inquiry process.

Students should proactively engage in group collaborations and utilize the project as a platform to practice speaking English without the fear of making mistakes. Consistency in using the target language during the project-making process will significantly enhance their communicative competence and confidence.

Future researchers are encouraged to undertake similar studies with longer periods or to concentrate on other language competencies, such as writing or listening, within the PjBL model. Furthermore, exploring the use of digital tools and technology in supporting the documentation and finishing stages of the project could provide fresh insights into modernizing the PjBL model in the Indonesian EFL context.