

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher deals with conclusions and suggestions after analyzing data.

A. Conclusion

This chapter is based on the previous chapter's results and discussion. The researcher discovered that the Project-Based Learning gave a significant effect on students' communication and creativity skills after analyzing the data. It was shown by the fact that the experimental class's students' mean post-test score of the speaking test ($53.10 > 43.87$) was higher than their pre-test score. The results of the T- test performed using the SPSS program show that there was a significant effect on students' speaking scores. In the experimental and control class the post-test sig. (2-tailed) value was 0.000, This indicates that there is a significant difference between the pre-test and post-test scores. Based on the recap of pre-test and post-test scores, it can be seen that the most influential speaking components after using Project-Based Learning are Grammar with mean value 15 and Comprehension with mean value 13.7. It proved that the use of Project-Based Learning in EFL learning has an effect on students' skills.

Additionally, a final project was presented to the students to gauge the students creativity through Project-Based Learning. The project was collected in a written report and video interview. After collecting the data,

the researcher found the results of the analysis data the score of the final project that the students' creativity skills had a significant difference with other skills. The students responded positively to the Project-Based Learning. In conclusion, the use of Project-Based Learning has a significant effect on students' 4C skills at Islamic Junior High School 1 Pariaman especially on students' communication and creativity skills.

B. Suggestion

Based on the findings, this study provided a strategy for determining the best way for teaching using Project-Based Learning. This study provides English teachers with a scientific study on the effects of Project Based Learning in g students' communication and creativity skill, as well as providing students with an additional resource in their search for English teachers who can help them improve their 4C skills The researcher makes some suggestions in light of the findings of the aforementioned study.

1) Teachers

When using Project-Based Learning, it is critical for the teacher to provide entertaining and appropriate exercises. Project-Based Learning should be used more frequently because it is beneficial to both the teacher and the students. Even if there are numerous obstacles to implement Project-based Learning, if the instructor prepares adequately, teaching and learning will be enjoyable. It is mandatory for the teacher to attend a Project-Based Learning workshop.

Collaboration with other teachers and efforts to merge multiple subject topics into one project were essential aspects of their involvement in Project-Based Learning. In addition, before implementing a method in the classroom, the teachers must examine numerous factors such as the size of the classroom, the students' skill level in the class, and so on.

2) Students

The students in the classroom, particularly in their groups, should be focused on the activities and do the project. Students should also pay attention when the other members of their group express their explanations. This study's findings can be utilized as a guide to help students improve their communication and creativity skills through Project Based Learning and also their collaborative and critical thinking skills. In the process of learning English, students might use Project-Based Learning.

3) The future researchers

Future researchers should make more observations and gather more data regarding teaching and learning English, particularly in speaking, if they are interested in tackling the same problem of incorporating project-based learning in an English classroom.

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