

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS**

This chapter presents the conclusions drawn from the findings and discussions of this study, which explored the effectiveness of Project-Based Learning (PBL) through drama performances in enhancing students' speaking competence. Building upon the observations, interviews, and assessments conducted, the study highlights significant enhancements in students' pronunciation, fluency, and confidence. These outcomes underscore the transformative impact of experiential and collaborative learning methods in fostering language proficiency.

The recommendations focus on addressing identified challenges, maximizing the benefits of PBL, and integrating creative approaches into language learning curricula. By reflecting on the findings, this chapter aims to offer practical insights and encourage the adoption of innovative teaching strategies that promote meaningful and effective language acquisition.

#### **5.1 Conclusions**

The findings show that PBL, when integrated with drama, contributed to noticeable improvements in students' pronunciation and fluency in speaking English. Pronunciation was examined using a standardized rubric by two independent raters, focusing on the accuracy and clarity of sounds. Fluency was observed based on the flow of speech and the absence of unnatural pauses, while confidence was explored through observational notes during performance tasks. These methods were selected to provide a holistic understanding of speaking competence, although further exploration with additional qualitative tools could enrich the findings in future studies.

The results demonstrate that the use of PBL not only addressed common challenges in language learning, such as low motivation and fear of making mistakes, but also fostered active participation and critical thinking. The process of rehearsing and performing dramas allowed students to explore vocabulary, practice sentence structures, and enhance their delivery. Furthermore, the supportive and

interactive environment created during the activities encouraged students to overcome their hesitations and build their confidence in speaking English.

This research also highlights the role of collaboration in learning. Working in groups for the drama projects enabled students to exchange ideas, support each other, and learn cooperatively. This aligns with the principles of Vygotsky's Social Development Theory, emphasizing the importance of social interaction in learning processes. The findings suggest that PBL through drama serves as an effective method for fostering not only linguistic competence but also teamwork and interpersonal skills.

Despite its success, the study acknowledges certain limitations. The relatively short duration of the intervention and the specific classroom context may limit the generalizability of the results. Future studies could explore the long-term effects of drama-based PBL and extend its application to diverse student populations and educational settings.

In conclusion, PBL through drama performances emerges as a meaningful pedagogical approach for enhancing speaking competence. It provides students with a platform to practice language in a realistic and engaging manner, while also fostering creativity, confidence, and collaborative learning. Notably, specific aspects of drama, such as emotional engagement and role-playing, appeared to play a pivotal role in these improvements by encouraging students to immerse themselves in authentic communication scenarios and adapt their language use to different contexts.

## 5.2 Implications

The implementation of drama projects in English language learning has some important implications that teachers and educational institutions need to consider. The use of project-based learning (PBL) methods through drama not only enhances students' speaking skills, but also other aspects such as reading, writing, and listening. This suggests that the integration of drama in the curriculum can be an effective strategy to develop comprehensive language competencies.

PBL involving drama can increase students' motivation and confidence in speaking English in front of the class. Students become more motivated and courageous in using English actively, which has a positive impact on the learning process.

Although PBL is effective in improving speaking skills, some students may still have difficulties in mastering complex sentence structures. Therefore, it is necessary to integrate teaching strategies focusing on grammatical aspects in drama projects to ensure comprehensive enhancement of speaking competence.

Drama projects encourage students to work in teams, which can enhance social skills and the ability to cooperate. This is important for the development of interpersonal skills needed in various life contexts.

The implementation of this method requires teacher readiness and creativity in designing and guiding drama projects. Teachers need to be trained to integrate grammatical aspects and other language skills in the context of drama, so that learning becomes more effective.

The use of drama projects in English language learning offers a dynamic and interactive approach to improving students' language skills. However, its success is highly dependent on careful planning, full integration of learning aspects and the willingness of teachers to implement it.

### **5.3 Recommendations**

Based on the findings and conclusions of this study, several recommendations are proposed to enhance the implementation of Project-Based Learning (PBL) through drama performances. Teachers are encouraged to integrate drama-based PBL into their teaching strategies, particularly in language learning, as it fosters creativity, engagement, and practical language use.

Teachers should provide structured guidance during the planning and execution of projects, supporting students with language resources, offering feedback, and monitoring their progress. Additionally, emphasizing teamwork through group-based tasks can help enhance students' social and communication skills while fostering a positive learning environment. To ensure the effectiveness of this

approach, the complexity of drama projects should be tailored to students' proficiency levels, gradually increasing as their skills enhance.

Policymakers also play a crucial role in promoting active learning approaches like PBL to enhance student engagement and skill development. Organizing professional development programs and workshops can equip teachers with the necessary tools and techniques for integrating drama into language instruction. Moreover, allocating sufficient resources, such as materials for drama projects, multimedia tools, and creative learning spaces, can support the effective implementation of this method in schools.

Future researchers are encouraged to expand the scope of research on drama-based PBL by investigating its long-term impact on various language skills, such as listening, writing, and reading. Conducting studies in diverse educational settings, age groups, and cultural contexts will provide a broader understanding of the adaptability and effectiveness of this approach.

Integrating technology, such as virtual reality for immersive storytelling or interactive apps for collaborative scriptwriting, offers potential avenues for enhancing PBL through drama. Developing innovative assessment tools to measure students' progress in creative and performance-based activities is another area for exploration.

By implementing these recommendations, teachers, policymakers, and researchers can maximize the benefits of PBL through drama, ensuring a more dynamic, engaging, and effective language learning experience for students.