

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter draws the conclusion of this study and presents some suggestions for future study with similar topic. This chapter will be divided to two sections, namely conclusion and suggestion.

1.1 Conclusions

As stated in Chapter 1 that for primary school in Indonesian context, speaking skill is the focus of teaching English (Permen Diknas 2006). It is considered as the initial skill for elementary students to reach the other skills so that speaking skill is needed to improve. This study tried to apply PBL as the method to improve students' speaking skill.

Based on the data obtained from observation and speaking assessment, this study draws some conclusions related to the three research questions: 1) does PBL improve the students' speaking skill?; 2) What aspects of speaking skill are improved through PBL?; and 3) what activities are used in PBL to improve the students' speaking skill? The conclusions are drawn as the following.

First, in this study PBL improves the students' speaking skill. It was proved by the improvement of speaking aspects proposed by Harries (1984) and Brown (2004) that is used as the framework of this study.

Second, speaking aspects proposed by Harries and Brown that are improved through PBL are comprehension, vocabulary, grammar, fluency, and

pronunciation. The improvement of speaking aspects of each student is different because of their different ZPD (zone of proximal Development) (Vygotski, as cited in Cameron, 2001).

The last, among 21 activities proposed by Brown (2004), nine of them are used in this study. Each activity helps to improve some particular speaking aspects: 1) Drilling helps to improve the students' comprehension, grammar, and pronunciation aspect. 2) Storytelling helps to improve the students' comprehension, vocabulary, grammar, and pronunciation aspect. 3) Directed response helps to improve the students' comprehension, grammar, fluency, and pronunciation aspect. 4) Picture-cued helps to improve the students' comprehension, vocabulary, fluency, and pronunciation aspect. 5) Translation of limited stretches of discourse helps to improve the students' comprehension and vocabulary aspect. 6) Question and answer helps to improve the students' comprehension, vocabulary, and grammar aspect. 7) Discussion helps to improve the students' comprehension and vocabulary aspect. 8) Games help to improve the students' comprehension and vocabulary aspect. 9) Role-play helps to improve the students' comprehension, vocabulary, grammar, fluency, and pronunciation aspect.

1.2 Suggestions

This study has many limitations. Therefore, there are some suggestions for teachers or researchers that will conduct further research with the similar topic with this study. First, this study only took two cycles consisting of eight meeting.

Actually in action research, how many cycles used in a study is depended on whether or not the goal of the study has been achieved satisfactorily or not, since as Alwasilah (2011) says that Action research is a never ending process. Therefore, it is suggested that the further researcher conduct the research in longer time. However, if they have limited time like the researcher had in this study, it is suggested that they choose a project that focus on merely a topic so that the participants' performance may be more optimal even though with the limited time.

Second, in deciding the project, they need to consider their participants' age and characteristic, whether they are ready to choose the project by themselves or not. This was because even though PBL suggests that the students was the main project decision maker, sometimes due to limited language or experience, they need to be guided first (Gaer, 1998, and Moon, 2000).

Third, in this study, the students were given different pictures in the pre-test, so that when they could not answer the questions, too many possibilities appeared. Therefore, it is also suggested that when conducting a pretest, they need to make sure that the materials that are going to be examined to the students are the same so that examining the students' prior knowledge would be easier. For example all of the students are given a picture of Bandung Zoo and asked about it, not given different pictures.