

CHAPTER V

CONCLUSION, SUGGESTION AND LIMITATION OF THE STUDY

This chapter presents the conclusions which are taken from the findings and discussions in the previous chapter. These conclusions are directly related to research questions formulated in the Chapter I, those are: (1) how is Project-based learning by using video production as a project implemented in teaching speaking skill? (2) Does the implementation of Project-based learning by using video production as a project affects the students' speaking skill? (3) What is the students' response toward the implementation of Project-based learning by using video production as a project in teaching speaking skill? This chapter also presents some suggestions for English teachers in future studies and some limitations of the study which also presents as the last part of this chapter.

5.1 Conclusion

Task-based approach which is promoted by Thornbury (2007, p.119) can be applied to solve teaching and learning speaking problems. He believes that by promoting task-based approach in the classroom, the students can have a lot of opportunity to practice to speak while learning the theory rather than learn the theory about speaking first and practice it later. In line with that, the task-based approach can be covered in Project-Based Learning activity because Project-Based Learning (PBL) is designed to support more engaged learning and constructivist-based instructional approach is used in PBL learning activity (Brooks & Brooks, 1993). The main objective of the study is to find out whether the implementation of video production as a project can help students in learning speaking skill. Thus, it was broken down into three research questions, those are: (1) how is Project-based

learning by using video production as a project implemented in teaching speaking skill? (2) Does the implementation of Project-based learning by using video production as a project affects the students' speaking skill? (3) What is the students' response toward the implementation of Project-based learning by using video production as a project in teaching speaking skill?

There were seven meetings of implementing video production as a project in teaching speaking skill sessions consisted of: 1. Pretest, 2. Setting the stage for the student with real-life samples and students take on the role of project designers, 3. Discussing and accumulate the background information and negotiating the criteria for evaluation, 4. Accumulating the necessary materials 5. Preparing to present the project, 6. Presenting the project, reflecting on the process and evaluating the process; and 7. Posttest. All of the sessions were observed using observation rubric (*adapted from West Virginia Department of Education*) which were focused on PBL classroom activities, includes: Teacher role, students' role, dialogue and discussion, and instruction and learning. The observation result shows that the students' activity meet the standard of project-based learning classroom activities.

Based on statistical computation the data computation shows that video production as a project gave a significant impact in improving students' speaking skill. The result of the t-test computation (independent sample test) exhibited a significant difference between the experimental group who was treated by implementing the video production project and the control group who was treated using conventional classroom activities in which the t_{obt} is bigger than t_{crit} t_{crit} ($9.811 > 2.002$) so the null hypothesis is rejected.

The computation of the control group pre-test and post-test scores using paired sample test showed that there was difference between the pre-test and post-test scores but

the difference was not too significant. Meanwhile, the result showed that the students in the experimental group achieved better result in the post-test and there is significant difference between experiment pre-test and post-test. The improvement was statistically significant if it was compared to their pre-test scores. The statistical computation results proved a significant fact that the implementation of project-based learning using video production as a project can help students in learning speaking skill.

This fact can be clarified that when the implementation of PBL can be optimized by the teachers, it will makes the students can surpassed beyond the teachers' expectation (Johnson, Smith, Smythe & Varon, 2008).

The positive response toward the implementation of project-based learning using video production as a project in teaching speaking skill had been shown by the data from questionnaire. It is established that this factor contribute to give a good impact on the students' speaking achievement.

Students in experimental group assumed that video production project is an interesting way to learn speaking skill, as indicated by the high percentage of those who agree with this statement in cognitive aspect. The implementation of project-based learning using video production as a project also believed as an appropriate activity in the classroom to learn speaking. Based on the data result from the questionnaire that focus on affective aspect, students believed that video production project is safe for learning speaking skill, and they agreed that practicing speaking skill while producing video could help them to improve their speaking skill. The data from behavioral aspect reveal that the students give positive respond toward the implementation of video production as a project in teaching speaking skill. Practicing speaking skill while producing video has enhanced their motivation to speak more English and learn English in general. The result from the

implementation and response data evidently explain that the implementation of project-based learning using video production as a project in teaching speaking skill is successfully enhancing the students' interest and motivation in learning speaking skill.

As a conclusion of this study, students who participate in the video production project gain many advantages in learning speaking. The implementation of project-based learning using video production as a project gave opportunities for the students to experience, and interaction with a variety of learning activities. Students in the experimental group indicated that their learning were more positive than those in control group. In general, the result present that the students in experiment group enjoyed their learning more than students in the conventional classroom (control group). Those factors are the reason why students' speaking test in the experimental group increase significantly. As indicated by the result of the students' test, the increase of the students score of experiment group is 46.84 (pretest mean=35.33 and posttest mean=82.17). The result of the t-test computation (independent sample test) exhibited a significant difference between the experimental group who was treated by implementing the video production project and the control group who was treated using conventional classroom activities in which the t_{obt} is bigger than t_{crit} ($9.811 > 2.045$) so the null hypothesis is rejected so the null hypothesis was rejected.

5.2 Suggestion and Limitation of the Study

After drawing some conclusions, there are several suggestions that may be useful for teachers and other researchers. First, for researchers in similar field of study, it is suggested to investigate other language skills, such as reading, writing and listening. Further, studying other level of students by implementing video production as a project in teaching speaking skill is required, such as junior high school and elementary school students. The purpose of studying other level is to gain information toward the implementation of video production

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as a project in teaching various skills in various levels. The last, it is recommended that a further study involve a large number of participants to gain more accurate data.

There were some limitations when this study was conducted such as limited time available for training the students about implementation of project-based learning using video production as a project in teaching speaking skill caused some minor problems during the treatment, for example: preparing the materials and editing the video.