

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of the research and suggestions for students, English teachers, and the next researcher. The points are explained in the following part

5.1 Conclusion

Based on the analysis result of this research, showed that the use of Project-based Learning (PjBL) through storytelling answered the research problem. It helped students to increase their speaking ability. As a result of the research, the mean score of the post-test is higher than the post-test (71.48 > 68.25). The result of data calculation by using the Wilcoxon Ranked Method in different test pre-test and post-tests was interpreted as $p\text{-value } 0.047 < \alpha 0.05$, meaning accepted the H_a hypothesis. It meant that there was the effect of using Project-based Learning (PjBL) through storytelling on students' speaking skills of the eleventh-grade students in SMAN 4 Palangka Raya in the Academic Year 2023/2024.

Project-based Learning (PjBL), which was a learning method that emphasizes students' exploration of knowledge and harmonious cooperation

between students, was very compatible, combined with storytelling, which was a learning strategy that made students learn in a fun way. With Project-based Learning (PjBL), the eleventh-grade students at SMAN 4 Palangka Raya in the Academic Year 2023/2024 carried out a series of activities to explore how to tell stories, which included pronunciation, vocabulary, grammar, fluency in telling stories and understanding the meaning and meaning of stories from narrative text. The harmony of this learning strategy had a positive effect on the speaking ability of the eleventh-grade students in SMAN 4 Palangka Raya in the Academic Year 2023/2024.

5.2 Suggestion

Because the research results show that Project-based Learning (PjBL) through storytelling has a positive influence on students' speaking skills in telling narrative texts, several suggestions are proposed. Firstly, for students, researchers advise students to be actively involved in the learning process using Project-based Learning (PjBL) through storytelling because this strategy has a good influence on speaking skills, especially telling stories about narrative texts. By implementing Project-based Learning (PjBL) through storytelling, students can carry out speaking practice activities better in a fun atmosphere. Researchers also provide advice to English teachers to use Project-based Learning (PjBL) through storytelling in developing teaching methods regarding speaking training because it makes students active in the learning process and significantly influences students'

speaking abilities. Finally, the researcher suggests that the next researcher who wants to take the same subject or similar research, can carry out their research in more detail, use this research as a reference and make it better than this research, and try to apply Project-based Learning (PjBL) with different strategies and material.