

CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter provides conclusion and included several suggestions of the research

5.1 Conclusion

Based on research findings, the teacher believed that drama project significantly enhanced students' personal development by developing creativity, leadership, teamwork, and risk-taking, while drama projects also offered a safe space for exploration. In addition, the teacher stated that drama project helped students become more confident, engaged, and improve students' speaking skills by connecting the gap between classroom language and the language of everyday life. Teacher also believed that drama projects develop empathy, emotional intelligence, and positive classroom dynamics. However, teacher emphasized that adequate resources, teacher proficiency, and efficient problem solving during implementation were necessary for teachers' success in implementing drama projects as a project-based learning product.

The drama project was chosen because it was an accumulation of various skills, including reading, writing, and speaking. In preparing the drama project, first, the teacher made a script with the students. The script adapted from an existing script, but adapted again according to the situation and the number of group members. After the script finished, students began to memorize the dialogue and practice using music. Drama performances were

carried out in the school ward for 15-20 minutes per group. The teacher assessed the appearance of students based on pronunciation, intonation, and other aspects. The teacher admitted that there were several challenges in implementing the drama project, such as students lacking enthusiasm and language barriers. However, the teacher overcame this by asking the group leader to be responsible for their members and provided support in the form of input from friends. The students involved in the drama project gave positive feedback. They felt happy and challenged by this project. Project drama was also considered effective in helping students express themselves using English. According to the teacher, the role of teachers was very important in guiding students in this project. Teachers must accompany students from the beginning of script creation to the stage. The teacher's also provided in the form of providing better teaching modules. Overall, the drama project was rated as an effective and fun learning method for students. The teacher hopes that this project can continue to be implemented and improved in the future.

5.2 Suggestions

There are 3 suggestions that provided in the research. The suggestions are for teacher, students, and other researchers.

1. For teachers

Drama project was successful in improving students' language skills, confidence, and personal development, so teacher was needed to integrate them into project-based learning in English classes continuously.

Teacher should actively supervise students through all the process, from script preparation to the drama performance on the stage, as well as provided motivational help to make sure effective outcomes to solve problems such as student enthusiasm and language limitations. Teacher are also encourages to create better lesson plans and modules that suited to the needs of senior high school students.

2. For students

Students must actively participate and collaborate in a drama project to increase the benefits of creativity, leadership, teamwork, and risk-taking. Students are encouraged to consider this project as an opportunity to create their confidence and practice English in a fun and engaging way. Additionally, group leaders should take responsibility for ensuring the active participation of all members and provide support to the team in solving difficulties during the project.

3. For other researchers

Future researchers are suggested to conduct research about the implementation of a drama project in different school settings or at different grades to gain a deeper understanding of the project's effectiveness. Research may also focus on creating innovative solutions to problems such as low student motivation and language difficulties. In the end, future research could look at how a drama project affects students' language proficiency and personal growth.