

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter provides the conclusion of this study based on the findings and discussions presented in the previous chapter. In this chapter, the suggestions are addressed to English teachers and future researchers who are interested in conducting studies in the same field as this study.

5.1 Conclusion

The present study is concerned with examining how project-based learning was implemented in teaching writing narrative text to senior high school students. To answer the research question, this study collected two data, namely classroom observation and the project that could provide information how the project-based learning implemented in the classroom. Based on the collected data, this study concluded several points that would be elaborated in the following.

This study discovered that there were four stages of project-based learning done in this study. These four stages of project-based learning was adopted from the four phases of project-based learning by Buck Institute of Education (2019). The stages were consisted of 1) launching project, 2) building knowledge, understanding, and skills, 3) developing and critiquing products, and 4) presenting products. Each stage of project-based learning implemented in this study has a different conclusion described below.

The first stage implemented in this study is launching a project where the teacher was expected to introduce the project to the students by giving driving questions (Buck Institute of Education, 2019). This stage was done in one meeting and the teacher used media to present the driving question or the problem to the students. In this study, the real-world problem to be investigated by the students was the low reading interest of Indonesian children. Then, after introducing the problem and the project, the students were allowed to participate in deciding the project, such as the timeline, topic, and expected final product of the project. Based on the discussion, the students agreed to create a project that would create a book that is accessible to Indonesian children in order to improve reading interest in Indonesia.

The second stage implemented in this study was building knowledge, understanding, and skills. At this stage, the students had to learn about narrative text as the final product was expected to contain a collection short narrative story from each group. Hence, it is essential for them to master it. The students were also allowed to use any resources to help them gather information about narrative text.

The third stage that was done in this study was developing and critiquing products. At this stage, the students were required to develop their writing based on the critiques that the teacher delivered before presenting it in the next stage. Even though this stage took longer time compared to the other stages and there were several changes made during this stage, the students were able to develop their writing. However, different from the previous stages, this stage was conducted through both online and offline meetings.

The final or fourth stage of project-based learning in this study was presenting products. At this stage, the students were asked to present their product publicly. The students and teacher agreed to use social media, Instagram, in order to share the final product with the public. However, not all the students who participated in this study presented their product to the public.

In addition, this study also found that during the implementation of project-based learning in teaching narrative text, the teacher attempted to accomplish the seven gold-standard of project-based learning, according to Larmer (2020). However, there were only six out of seven gold standards that the students and the teacher accomplished during the implementation of project-based learning. At the four stages of project-based learning, the six gold standards that were accomplished are challenging problem or question, sustained inquiry, authenticity, students' voice and choice, critique and reflection, and public product. Then, the gold standards that was failed to be achieved is reflection. It was expected to be fulfilled during the fourth stage, where the students can reflect on what, why, and how they learned. However, due to several conditions, the students did not do it.

Therefore, it can be considered that there were four stages of project-based learning that was done in this study. Then, this study was also successfully accomplished six out of seven gold standards of project-based learning. This study also discovered that by ensuring that the seven gold standards were fulfilled, the

project-based learning can be more effective and provide more benefits in teaching writing narrative text to senior high school students. For instance, the students can develop their communication and collaboration skills through group work and discussion.

5.2 Suggestions

In regard to the findings and discussion presented in this study, there were several suggestions that are addressed to English teachers and future researchers who concerned with the same field of this study. These suggestions presented below.

1. Suggestions for English Teacher

Through this study, the researcher expect that English teacher in EFL context could be encouraged to use project-based learning in teaching English to their students. However, in this study, there were several limitations faced by the researcher, such as this study only focused on writing skills and narrative text. Hence, the researchers hoped that English teachers can be inspired to implement project-based learning not only in teaching writing skills but also other skills or even integrated skills to the students. Besides that, the English teacher also could use it to teach another type of text besides narrative text.

In addition, the researcher also experienced limitations in findings ideas for creating a project that was interesting for the students and allows them to contribute to the society. Because of that, English teacher can collaborate with other teacher with different subject so that the project can be more impactful to the others. Then, through this collaboration, the students are able to enjoy the project more as they can learn two different subject at the same time.

2. Suggestions for Future Researchers

This study followed the framework of Buck Institute of Education (2019) during the implementation of project-based learning to teach writing text in senior high school. However, there were also others framework of stages of project-based learning that could be followed by other researchers.

Thus, the researchers hoped that the future researchers can explore the implementation of project-based learning by following different framework.

In addition, this study used classroom observation checklist to support the data from classroom observation. However, in this study, the researcher acted two roles at the same time, a researcher and observer. It might cause bias in the findings of this study. Hence, this study suggested that future researchers, who also interested in using classroom observation checklists, invite external observers, such as another English teacher. By doing this, their study can avoid bias.

Moreover, this study also limited to the use project-based learning in teaching writing narrative text to senior high school students. Because of that, the future researchers can attempt to explore how project-based learning was implemented in different skills, text genre, and school levels. Then, it was also possible for future researchers to conduct this research in different research site or different subject besides English.

In addition, this study also experienced several problems, such as the students who became uninterested with the project after the project was extended and poor time management and planning from the teachers because of miscommunication between the teacher and the school authorities. Hence, it is crucial for the future researcher who interested to conduct study in the same field to be fully prepared. It was also possible for future researchers to create several plans if there were problems come from other parties, such as the research site. By doing this, it can be expected to develop a better project so that the students can enjoy the process of learning using project-based learning.

Lastly, the researcher hoped that future researchers can collect more data so that they can get deeper on how project-based learning implemented in teaching writing narrative text to senior high school students. The future researchers may use interview or questionnaire to discover students' response regarding their experience in learning writing narrative text using project-based learning. Thus, the future research can provide deeper investigation related to this field.