

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, various findings of the research are drawn together, and some theoretical as well as practical implications of these findings are suggested.

5.1 Conclusion

This study was concerned with the implementation of *ThinkQuest*-based Project Learning method in teaching writing procedural texts to ten-graders. The purpose of this study was to investigate whether or not the new method had elevated students' scores when compared with the control group. Furthermore, this study also aimed to discover the method's strengths and weaknesses.

The research findings suggested that the new method was not effective in elevating students' writing scores. However, the method was found to be potential to provide better learning when compared with the conventional method. This was proven by several strengths possessed by the method. First, the new method provided opportunities for students to improve their expertise in applying knowledge and skills they had learned for their real-life purpose. The quality of the expertise which stemmed from this learning model was likely better to create better technical knowledge than merely obtained from the sole mastery of theories. Particularly in English language learning, students would be likely learn better by practicing the language in the real social

interaction than merely mastering the theories of the language form. Second, the method provided spaces for students to practice and improve their other skills needed in the global workforce and dynamic society. The skills included using new technologies, thinking creatively to make decisions, working in teams, leading others, managing time, and communicate effectively both in spoken and written form. These strengths were potential to generate quality workers who are expected not only expert in the technical knowledge, but also able to work cooperatively in teams and meet the challenges of the global era. In addition, the method was also reported to be well-accepted as its practical learning activities gave the enjoyment for the students in leaving the competitive learning atmosphere through the teamwork.

The other research findings identified some weaknesses that may hamper the benefit of the new method if they were not prevented since in the process of creating the proper instructional design. The weaknesses included enabling some low-motivated students to be less contributive in the project which caused them learning very less, leading to the students' lack of theory mastery and the probability of the less successful project learning due to students' decreasing motivation. The following were assumed to be the reasons: there was no control of the individual progress of grammar mastery in the forms of individual practice and tests, too many students in each team so that some members could rely on others' works, the guidance and direction in some learning activities were not clear, and the time to accomplish the project was not enough to generate quality work. However, these weaknesses may be prevented as teachers can create better instructional design.

5.2 Suggestions

In order to tackle the effects of the weaknesses that may occur, several suggestions are presented in this study related to the instructional design implemented: each team should consist of only four or five students with combination of high-motivated and low-motivated students, so that the split of responsibility of working on the project clear and there will be likely no students who can leave their responsibility in the project. Furthermore, more guidance from teachers is needed to be given so that the high-motivated students can help the low-motivated students to retain the learning materials better; second, the teacher in the new method should give more attention in the forms of motivation and direction to the low-motivated students in each team. Third, the time available to complete the project should be enough to allow students for performing their best works. Forth, the projects in the future should be multidisciplinary so that it will save their time since usually each subject with the conventional method takes long time to learn and to use learning project in a subject takes even more. Fifth, in order to prevent the students' boredom and confusion, teachers should give ample guidance and direction to students in each activity and check regularly about students' understanding of the guidance. Sixth, the method should also include additional teaching techniques that fitted the students' interests, such as watching films, listening to songs, and so on. The last, the method should include the particular session for focusing on theory mastery, as realized through individual practice and tests.