

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATION**

This chapter indicates the conclusion, implication, and recommendation of the present study. The first part reflects the core findings of the study. The second one deliberates the implication and the recommendation for future study.

#### **5.1 Conclusion**

This present study investigates the recontextualization of project-based learning in the teaching of writing in the context of higher education in Indonesia. The findings also navigated to search for best practices of project-based learning in the teaching of writing. The major points analysed in this study were (1) the recontextualization of PjBL in the teaching of writing in higher education, (2) the support of the recontextualization of PjBL to students' collaborative writing, and (3) The challenges found in the recontextualization of PjBL.

The first finding reveals that project-based learning was recontextualized in different ways in the teaching of writing in higher education. The PjBL was recontextualized in three cases i.e. PjBL 1, PjBL 2, and PjBL 3. PjBL 1 was recontextualized in two phases of projects, individual and group project. PjBL 2 was a group project recontextualized in six meetings. PjBL 3 was a group project recontextualized in seven meetings. Furthermore, the lecturers' adoptions of PjBL have influenced the recontextualization of PjBL in the teaching of writing. The influence of other approach of teaching writing was indicated in the way lecturers' recontextualize the stages of the teaching of writing using this approach.

PjBL 1 was recontextualized into the stages of introduction, asking essential questions, planning and scheduling, outlining, monitoring the progress of outlining, developing the outline into draft, monitoring the draft writing, editing, finishing and publishing, and evaluation and reflection. These stages were applied in the individual project and the group one. In the first meeting of the individual project, Bulan introduced the project, stated essential questions, and deliberated planning and scheduling. The second meeting was allocated for making draft outline. The third meeting was for monitoring the progress of the outlining. In the fourth

meeting, students started developing the outline into draft. The fifth and the sixth meeting were set for monitoring the draft writing. The seventh meeting was the editing in which students reviewed their peers, gave written feedback, and the reviewed texts were revised based on the feedback. The eighth meeting is the finishing of the final draft.. The Reflection and evaluation were done in the last meeting.

The group project of PjBL 1 followed the stages of the individual one. However, unlike the individual project, the students completed the project with their group and presented published their project result in an expo. The individual project was intended to prepare students readiness for participating in the group project.

PjBL 2 is recontextualized in seven stages including introduction to the project, outlining, writing first draft, inter-group reviewing, revising, designing the project presentation, and project presentation. In the first meeting, Bintang introduced the project by offering several topics for the student to choose. The second meeting was the outlining. In the third meeting, students started writing their first draft. After that, the project proceeded to inter-group reviewing in the fourth meeting. In the same meeting the project also allocated time for revising. The next meeting, the fifth, students designed their project presentation in Canva, the graphic design software. The last stage, the sixth meeting was for project presentation.

PjBL 3 is recontextualized in five stages including introduction to the project, creating draft, reviewing draft, and evaluating project. The first meeting was allocated for introduction. The second, third, fourth, five, and sixth were for creating the first, second, third, fourth, and the final drafts which implied that students create one draft per meeting. The reviewing and submission of the drafts were done simultaneously with the drafting. The general evaluation was done by the lecturer in every submission.

PjBL recontextualization in teaching writing were found different in the stages, features, the variety of the topic, the group arrangement, the genre of the writing, and the utilization of technology. The process of writing was also different in the three cases. The adaptation of other approach also distinguished the cases. However, this study captured that Integrating PjBL with other approaches such as

writing process approach and GBA make PjBL more applicable in the teaching of writing. Furthermore, this finding fosters the development in the teaching of writing in which the process and product oriented elevate to post-process oriented. The post-process oriented mediate every advancement in writing like genre of writing and other innovation in the teaching of writing (Hyland, 2022).

The recontextualization of PjBL improved students' skill of writing in terms of content development, composing skill, mechanic skill, grammatical use, and vocabulary. Furthermore, PjBL in writing course encouraged students to be more selective and critical in processing learning resources. In addition, students also found new habit of written communication such as awareness of formal and informal language, daily messaging habit, and acceptance of writing revision. Therefore, PjBL can be counted as a promising approach in the teaching of writing.

The support of the recontextualization of PjBL to students' collaborative writing was exposed in collaborative activities including group formation, topic selection, outlining, draft writing, peer-reviewing, and presentation of writing project. Moreover, several criteria of collaborative writing were also identified in the projects. However, teacher faced several challenges in the recontextualization. The most challenging issues include activating student's learning engagement in hybrid learning, enhancing students' literacy in using learning resources, and dealing with the students' different academic backgrounds. While working on their projects, students encountered numerous difficulties. Academic obstacles, difficulties with the collaborative process, and other difficulties are the most challenges. This study also suggests the good practice of how PjBL can be recontextualized in writing instruction.

Finally, the searching for best-practice is a dynamic and never ending because teachers' considerations in applying PjBL can be very contextual. Teachers' selection of approach or combination of approaches to achieve the learning goals of a course i.e. writing is potential to result in a best practice. This study recommends a best practice based on the how lecturers recontextualized PjBL in the teaching of writing in the three cases.

## **5.2. Limitation and Recommendation**

Due to the limited time and resources, the searching of best practices of PjBL in the teaching of writing only involved three participants. However, once this research equipped with the proper participant recruitments, potential best practices can be recontextualized. Moreover, the best practice in this study mainly consider teacher's selection of approach. Other considerations of teachers in recontextualizing PjBL to achieve learning goal may be explored in the future studies.

The present study explored the how PjBL was recontextualized in the teaching of writing in terms of the implementation of the stages and key features. This study recommends a guideline of PjBL implementation in the teaching of writing which include the writing process in the stages. Some stages of PjBL in the teaching of writing, such as outlining, drafting, reviewing, and revising, were not included in the key features of PjBL in language teaching in general. It implies that some features can be relevant to be applied in teaching a particular language skill while others are possibly not. Therefore, this study recommends future investigation that focuses on the recontextualization of PjBL in the teaching of other language skills. Additionally, exploration of such PjBL best-practices applicability in other levels is also recommended.