

## CHAPTER V

### CONCLUSION, IMPLICATIONS, LIMITATIONS AND RECOMMENDATIONS

This study was conducted to answer the following research questions: 1) How do the teachers understand project-based learning in EFL classrooms 2) How can the teacher put their understanding of project-based learning to foster higher-order thinking skills (HOTS) into teaching practices? Based on what I have found and discussed in the previous chapters, this chapter is the conclusion, implications, limitations, and recommendations for future research regarding teacher's understanding of project-based learning and how they put the understanding to foster higher-order thinking skills (HOTS).

#### **5.1 Conclusion**

Regarding the first research question, the findings elaborate that the teacher understands project-based learning, namely, planning, implementing and reporting. The teachers have an in-depth understanding, especially in the implementing stage, namely, finishing project results. In this term, they comprehend that It highlights students' abilities to process information and data, collaborate with others, and bring all project participants together to provide the best possible results. They were familiar with the concepts and activities that should be done by the students in this stage. They manage the obtained data from the inquiry process. Teachers also know that students play the most crucial role in the classroom and are the primary role models. Teachers should serve as consultants exclusively when students require assistance and advice with the progress of the projects they are working on.

Regarding the planning stage, the teachers were aware of the importance of guiding students and making them familiar with the activities in project-based learning, particularly in choosing the topic and deciding the project timeline. They also showed their understanding of the benefits of knowledge and the use of project-based learning as its systematization helped her to manage her teaching-learning, especially in creating

enjoyment in the learning process. In the planning stage, To ensure that student involvement is the main focus of classroom activities, teachers take some actions during the preparation stage to get extensive knowledge and sufficient expertise. This happens when selecting a project's subject, formulating crucial inquiries, and creating a project schedule. Students can develop critical thinking skills through all of the activities in this stage. However, teachers still need to develop pre-communicative activities and create project timelines.

In addition, the teacher's comprehension of the reporting stage satisfies project-based learning requirements. The fact that there are formative and summative exams highlights that grades can be determined for individual and group projects based on learning outcomes. To help students use the target language effectively, teachers might also urge students to present their project outcomes orally or in writing. Unfortunately, teachers continue to misunderstand the idea of project-based learning when giving feedback. He understands that there are two ways that feedback can be provided: either verbally or in writing, and it can happen after each group has finished presenting. In actuality, though, the instructor gives general feedback after class. Therefore, improvement in the area of feedback consistency is required so that each group can comprehend it well.

Turning to the second research question, teachers' understanding of project-based learning can be implemented well in the classroom. The teacher's understanding aligns with the application in the classroom, even though several things are different. Despite a few differences, the teacher's comprehension and the implementation in the classroom are in accord. Particularly during the planning phases (steps 2 and 5). Teachers engage contextually in pre-communicative tasks but not practically. They skipped over this exercise and went straight to the essential questions. This also occurs in the fifth phase of the lesson plan, which is to create a project timeline. However, in reality, this step involves planning the project timeline. Nevertheless, All stages of project-based learning could foster students' higher-order thinking skills (HOTS) by conducting certain activities in those stages. From all HOTS dimensions, students can achieve each element comprehensively, both individually and in groups.

Meanwhile, teachers have a good understanding of Project-based learning in certain aspects, but this is not fully reflected in their teaching process. This may happen because, in practice, the teacher sees the situation and conditions so that some parts do not align with what they wrote. Every meeting should conclude with a learning evaluation to be used as input for the teacher's evaluation at the following time. Project-based learning is implemented to support HOTS pupils despite gaps between ideas and actions. This is apparent in every action and response they display, not only in the project's end outcomes.

## **5.2 Implications of the Study**

This research has made several theoretical and practical contributions to project-based learning and professional teacher development, particularly for EFL teachers, schools, and practitioners.

Theoretically, The current study has significant implications since it advances our knowledge and comprehension of project-based learning and higher-order thinking skills (HOTS). This study contributes to the theoretical underpinnings of both instructional strategies by examining the teachers' understanding of project-based learning. The synergies and possible advantages that result from joining two significant elements of the Emancipated curriculum were also highlighted in this study, providing insightful information on how teachers' understanding of project-based learning might support students' HOTS. The study's findings may also help teachers modify how they approach tasks that must be completed while utilizing project-based learning. By considering these implications, teachers can enhance their understanding and facilitate continuous improvement in teaching approaches.

Practically, the study also holds important practical implications that can benefit teachers, schools, and practitioners in language education. Several parties can be involved by exploring the teacher's understanding of project-based learning and its implementations. Firstly, teachers can use the study's findings to expand on their concepts and design more engaging lessons that encourage critical and creative thinking in their students. It is intended that project-based learning will enable language learning to encompass more than just doing homework. In addition, teachers utilizing project-based learning can give priority to meeting

learning objectives that focus on the process of development rather than just the outcome. Second, schools might require a fresh assessment to support project-based learning, emphasizing the evaluation of Higher-order Thinking Skills (HOTS) instead of merely factual information. They can update the curriculum to include project-based learning, ensuring it fits academic standards and encourages in-depth study and knowledge applications. Lastly, policymakers can encourage project-based learning by providing financing for initiatives, offering teacher professional development programs, and developing curriculum guidelines that prioritize the development of skills in addition to content knowledge.

Finally, This study offers insights into the evolution of knowledge regarding teacher comprehension of project-based learning and how to apply it to support students' highest standards. While the practical implications emphasize the necessity for professional development opportunities, encouraging teachers, and teaching techniques that align with personal values, the theoretical implications emphasize integrating experimental and theoretical knowledge. Schools and policymakers can help teachers improve their teaching quality and support them in implementing project-based learning by considering these implications.

### **5.3 Limitations of the Study**

This study is not without its limitations, which warrant acknowledgement for a comprehensive understanding of its scope and applicability. Some limitations unfolded involving the data collection method, Participants' criteria, and the time constraints in classroom observations.

Regarding the data collection method used in this study, the researchers relied primarily on three sources of data: documents (lesson plans), classroom observations, and semi-structured interviews. Although such data can offer insightful information on how teachers understand project-based learning, they cannot present a complete and nuanced picture of the phenomena. A lesson plan alone could cause bias when determining the teachers' level of understanding. Furthermore, the observations made in the classroom could not adequately reflect the HOTS of the students or offer a glimpse into the unique challenges encountered while implementing project-based learning.

Regarding the participants' criteria, The study only focused on two teachers with an excellent educational background (senior teachers) who had already got their PPG certification. This criterion may not be generalizable to a larger population. This criterion could be expanded with other criteria. A more extensive and diverse group of participants could provide a broader perspective on how the teachers' understanding of project-based learning in EFL classrooms and their implementation can foster students' higher-order thinking skills (HOTS) under the emancipated curriculum roles.

The last limitation comes from the limited frequency of classroom observations conducted in four meetings. While these observations offer insightful information about how teachers promote learning, they might not portray a complete picture of all the steps involved in project-based learning that support students who are high achievers. In this study, particularly towards the end, the students did not submit the outcomes of their modifications; instead, the teacher was the only one to offer thorough revisions. Despite these limitations, the study provides a valuable exploration into the complex relationship between teachers' understanding of project-based learning and how they put their understanding into teaching practices to foster students' higher-order thinking skills (HOTS).

#### **5.4 Recommendation**

Considering the limitations acknowledged in this study, several recommendations for future research are made. To enhance the rigour and reliability of future studies, researchers should consider employing a diverse range of data collection methods. While the current research relied on documents (lesson plans), classroom observations, and semi-structured interviews, future studies could benefit from additional methods such as questionnaires, interviews, and students' work. The questionnaire can help the researcher collect perceptions from a larger sample of participants, providing insights into the teachers' understanding of project-based learning. Interviews, on the other hand, can offer in-depth and qualitative information, allowing researchers to understand teachers' comprehension and their implementation of project-based learning.

Furthermore, students work to assess the students' results in achieving HOTS, which would provide a clearer picture of the impact of project-based learning in fostering students' HOTS. Furthermore, to overcome the constraint of the criteria of the participants, future research should include more participants, such as recently graduated teachers and teachers without PPG certification. In addition, additional factors, including prior teaching experience, may be considered. Naturally, this results in fresh research findings. Moreover, future studies may conduct a more frequent and extended approach to solve the limited classroom observations (conducted in four meetings). This can enable a better understanding of project-based learning and its practices.