

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter concludes this study based on the findings and discussions presented in the previous chapter. The suggestions in this chapter are addressed to English teachers and future researchers interested in conducting the same field as this study.

5.1 Conclusion

The present study examined how project-based learning was implemented in teaching senior high school students' hortatory exposition text. To answer the research question, this study collected data using three instruments: classroom observation, students' document project, and interview. Based on the collected data, this study concluded several points that will be elaborated on in the following.

An adaptation of the Buck Institute of Education (2019) theory was used in this study to analyze and transcribe the stages of project-based learning that the teacher implemented. The four stages of project-based learning by Buck Institute of Education (2019) were launching projects: entry events and driving questions; building knowledge, understanding, and skills; developing critique and products; and presenting products. Several conclusions of each stage can be drawn based on the findings from observation, document analysis, and students' interviews.

First, launching a project as a stage one. This stage is finished in one meeting, and the project is expected to be introduced to the students by giving them driving questions (Buck Institute of Education, 2019). In implementing this stage, the teacher used worksheets to acquaint the students with the theme of their projects, which was hortatory exposition text. Furthermore, worksheets helped the students comprehend and investigate the real-world problem's topic, healthy lifestyle, since the teacher provided a text regarding it within the worksheet. Subsequently, the students decided what product to create to solve the driving questions.

The second stage was building knowledge, understanding, and skills. This stage was carried out in two weeks (weeks three and four). In week three, the teacher suggested that the students discover some resources as a reference for their projects. All groups carried out that suggestion. Thus, they were initiated to find the resources from Google. On the other hand, the students started to create their products or ideas in week four.

The third stage of this study was developing and critiquing products. In this stage, the students received feedback from the teacher and then improved their products to make their projects quality products. This stage was conducted in week five and finished in one meeting. The development of their products was presented in the last stage.

The fourth stage of project-based learning in this study was presenting products. The group projects were presented in front of the class. Students used the structure of the hortatory exposition to show the products since their projects were about hortatory exposition. Furthermore, since the school held an event, Panen Karya Hasil Belajar, students' projects were successfully presented to the audience beyond the classroom. The public audience consisted of all teachers, the principal, students from other classes, students' parents, the supervisor, and civil public institutions like policemen and the military.

Additionally, the researcher discovered that during the implementation of project-based learning in learning hortatory exposition, the students showed all elements of the gold standards of PjBL that were initiated by Buck Institute of Education (2022). This occurred as a result of the teacher's efforts to focus on each learning procedure that highlights students' involvement in project creation. In line with that, the teacher did not adopt any theoretical references as the teacher's framework in implementing project-based learning but still succeeded in conducting the learning activities utilizing the PjBL method. It was revealed that even though the teacher did not take any resources, the impact of conducting best practices regularly and the learning community within the school in discussing project-based learning and also the quality control by the principal to ensure that the PjBL is implemented correctly, enabling the PjBL to function well and be integrated into this school's top-notch classes.

Finally, from the students' perceptions, it can be concluded that implementing PjBL influenced their learning outcomes. The enjoyment experienced by the students impacts engagement and motivation, making learning more meaningful. Although the students faced several challenges while doing the project, they could overcome the problems. However, the essential thing was evaluating the project itself. It helped the students decide how they might approach their next project and helped the teacher improve the quality of their PjBL practice.

In conclusion, project-based learning in learning hortatory exposition was implemented in this study. Moreover, this study accomplished all seven elements of the gold standard of project-based learning. Accordingly, during the implementation of PjBL, several aspects promote students' 21st-century skills: engagement and motivation, problem-solving skills, critical thinking, creativity and innovation, communication, and collaboration skills.

5.2 Suggestions

Regarding the findings and discussion presented in this study, a couple of suggestions were made that are addressed to English teachers and future researchers concerned with the same field of study. These suggestions are presented below.

1. Suggestions for English Teacher

Through this study, the researcher expects English teachers to be encouraged to use project-based learning in teaching English to their students and adapt any theoretical references. The researcher discovered a couple of limitations from this research, such as the teacher needing to employ a range of media for learning activities. In addition, the teacher in this study also did not arrange the reflection session systematically; thus, the student's point of view regarding their experience utilizing PjBL methods needed to be delivered optimally. Finally, it would be great if students participated in making decisions and choosing what interests them at every moment within learning activities.

2. Suggestion for Future Researchers

This study followed the framework of Buck Institute of Education (2019) as a theoretical reference to analyze and transcribe the observation data of the implementation of PjBL in teaching hortatory exposition conducted by the teacher in this school. However, other researchers could follow other frameworks of stages of project-based learning. Hence, the researcher hoped that future researchers could explore the implementation of PjBL by following different frameworks.

Furthermore, this study was limited to using project-based learning to teach hortatory exposition text to senior high school students. In accordance with that, future researchers can explore how project-based learning was implemented in different text genres, school levels, and even skills.

The future researchers also suggested using better methods to investigate students' 21st-century skills within the implementation of PjBL since, in this study, the researcher only obtained the data from the observation and analysis of the student's behavior during the learning activities and students' perceptions through the interview.

Finally, the researcher hoped that future researchers could collect more data so that they could investigate how project-based learning was implemented. The future researchers may select more than three students to interview and distribute

questionnaires to discover students' responses regarding their learning experience utilizing the project-based learning approach. Hence, future research can provide deeper investigations related to this field.