CHAPTER V
CONCLUSION AND RECOMMENDATIONS

This is the final chapter of the thesis. This chapter presents conclusion of the study. The conclusion is created based on the discussion chapter. After the conclusion, this chapter also provides implications and limitations of the study. Finally, recommendations for further research can be found in the last sub chapter of this chapter.

5.1 Conclusion

This study has attempted to investigate the implementation of project-based learning on English lesson for tourism students and identify the advantages and challenges of project-based learning on English lesson for tourism students. Two research questions were established in order to discover the implementation of project-based learning on English lesson for tourism students, as well as its advantages and challenges. This study was conducted because project-based learning has become a trend since the emancipated curriculum was launched. All of the school that applies the emancipated curriculum has to implement project-based learning in their teaching and learning process. Numerous researchers have discovered that project-based learning provides numerous advantages, one of them is that it is useful in developing students' technical and soft skills (Chiang et al., 2016; Dogara et al., 2019; Fajra et al., 2020; Norawati et al., 2022). However, the implementation of project-based learning and its impacts on Indonesian tourism students have not been thoroughly studied. Thus, the researcher initiated to conduct a research on investigating the implementation of project-based learning on English lesson for tourism students and identifying its advantages and challenges.

The researcher discovered that six out of seven key elements of project-based learning were implemented in the classroom. One element that was not implemented was 'Reflection'. Even though reflection could give numerous advantages for the students, the teacher skipped this element as they did not have enough timeframe for doing it and needed to move on to a new topic. In addition to the implementation of project-based learning, the researcher also found several advantages of the implemented project-based learning in the classroom, such as; enhancing students' motivation in learning and participation in the classroom, developing students' library skills, collaborative skills, problem-solving skills, boosting students' confidence, and providing students with opportunities to practice their English skills.

Furthermore, this investigation revealed a number of challenges. Firstly, the teacher did not offer adequate feedback to the students. Secondly, a crucial component of project-based learning, reflection, was not incorporated. Thirdly, students encountered difficulties working with challenging team members, who tended to hinder the project's progress. Fourthly, the project timeline was too short, which limited the students' ability to produce high-quality work. Fifthly, the teacher's limited knowledge of project-based learning led to improper execution of several essential elements of the approach. Lastly, students faced numerous obstacles due to technological constraints, as they lacked personal devices and the school did not provide necessary technology, such as computers, laptops, Wi-Fi, or projectors, which are essential for effectively working on and presenting their projects.

The present study underscores the importance of implementing all essential components of project-based learning properly to optimize its advantages for students. Furthermore, it emphasizes how crucial it is for educators to completely understand project-based learning before putting it into practice in order to maximize its benefits and successfully manage any potential drawbacks. Schools also need to make sure that PjBL resources and equipment are available in order to promote a seamless implementation of PjBL and maximize students learning.

5.2 Limitations of the Study

Data collection methods of this study included classroom observations, group interviews with students, and an individual interview with the teacher. While these methods provided valuable insights, they also brought possible biases. The researcher's presence during classroom observations and interviews may have had an impact on the participants' responses and behavior, as people might change their conduct because they are aware that they are being watched.

In addition to the limitation above, because of the study's short duration, it was difficult to monitor how project-based learning continued to influence students' growth and development of attitudes and abilities over a longer time frame. Conducting longitudinal research would offer insights into the ways in which project-based learning affects students' abilities and attitudes over the course of years, in addition to the immediate result of its implementation.

5.3 Recommendations for Further Research

Based on the results of the study that have been discussed in the previous chapters, The first recommendation is that teachers should get a proper training and have adequate preparation before implementing a teaching strategy. Teachers that receive the right training will be able to apply PjBL in the classroom effectively. This can enable students to fully take advantage of the many benefits of PjBL and help avoid many of the difficulties noted in this study.

Additionally, project-based learning has lots of advantages, especially for vocational school students, because it gives them real-world experience in real settings that will help them in their future professions. Thus, teachers must be well-prepared and educated about project-based learning to be able to establish a learning environment that optimizes these benefits. Other than that, the government should also consider giving projects additional time. PjBL should not be hurried since students require enough time to investigate, gather information, produce, and edit their work. Project timeline extensions can result in higher-quality outputs and more significant learning opportunities. This is one of the many ways that we can do to enhance the quality and abilities of vocational schools' graduates.

This study also raises a number of opportunities for further research. First, while this study has investigated the implementation of project-based learning on English lesson for tourism students, further research could also scrutinize the implementation of project-based learning on other subjects or other majors of the students, in order to achieve a thorough grasp of the advantages and difficulties of project-based learning (PjBL) and to customize PjBL approaches for other educational contexts. Second, to determine what influences PjBL's success or challenges, further research should also look at how the program is implemented in a variety of educational contexts, such as various school kinds and cultural situations. Next, since this study found several challenges related to technologies, further research should assess the influence of diverse technological devices and settings on the efficacy of PjBL. Knowing how different technologies help or restrict PjBL can help educators choose and use the best resources for their students in the classroom. Finally, further research can conduct longitudinal study to monitor students' growth and development over a longer time frame.