

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

In this chapter, conclusions and recommendations that can be drawn from the findings and discussions will be presented. This chapter also includes some recommendations or suggestions that can be offered to future researchers, EFL teachers, and people who concern with EFL learning and teaching especially with regard to the PBL.

#### 5.1 Conclusions

Several conclusions can be drawn from the findings and discussions that are presented in the previous chapter. The conclusions are presented in the following paragraphs.

First, PBL that was implemented in this study integrated four language skills: listening, speaking, reading, and writing by providing activities by which listening, speaking, reading, and writing activities could occur. The activities were listening to teacher's talks, questions, instructions, and explanations, students' talks and presentation; speaking to teacher when responding to the teacher and speaking to other students when discussing while planning, gathering information, compiling and analyzing information, reporting the information, and evaluate the project; reading information on the screen and other sources when gathering, compiling, analyzing and preparing to report information; and writing the information to be reported/presented.

Second, regarding the second research question, the PBL that was implemented in this study benefited most of students concerning language skills, motivation, group work and social skill, knowledge, confidence, problem-solving skill and critical thinking, communication, presentation skill, independence, technology skill, and creativity. The benefits that the students got mostly with the

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contribution of work group. It can be said that work group contributed directly to the attainment of benefits, while, the PBL was the indirect factor. Considering the benefits the students gained, PBL can be used to practice and improve students to the 21<sup>st</sup> century skills of critical thinking/problem solving, collaboration, creativity and communication. Also, PBL can develop students' knowledge, attitude, and skills and thus it is relevant to the Indonesia curriculum 2013. On the other hand, language skills, motivation, group work and social skill, knowledge, confidence, problem-solving skill and critical thinking, communication, presentation skill, independence, technology skill, creativity, and time were found to be challenging for some students. Unlike other aspects, in terms of time, most of students encountered challenge that was to manage time in accomplishing the project. It was due to limitation of the time. Nevertheless, some of the students gained benefit that was they learnt to have good time management or to be discipline. Indeed the findings confirm many claims of the authors and experts especially about benefits and challenges. Also, it confirms previous studies related to PBL that are quoted in this study. However, it should be mentioned that the studies were varied in terms of stages or implementation, project product, topic or theme, etc. Therefore, the findings of this study should not be seen as generalization with other previous studies but as the findings of this particular present study that has its own particular characteristics in terms of implementation, product, topic, etc.

## **5.2 Recommendations**

After completing this present study and drawing the conclusions from the findings and discussions, several recommendations or suggestions are offered for future researchers, EFL teachers, and others who concern with EFL learning and teaching. Before the recommendations, it is worthwhile to discuss some limitations of this study.

It is acknowledged that there is no such a perfect research, and neither is this study. This study has several limitations. First, in terms of implementing the PBL,

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PBL was implemented on the basis of adapting, adopting, and modifying stages of implementation proposed by Stoller (2002) and Alan and Stoller (2005, as cited in Fujioka, 2011). It might not be on the basis of other standardized PBL or PBL standardized by Indonesian curriculum 2013. However, this study is still worthwhile to enrich the research literature in respect of PBL. Second, even though the study was conducted in a vocational high school, it should be mentioned that the characteristics of the school as vocational school was not really taken into consideration. Therefore, PBL implemented in this study was not designed particularly for vocational high school students only. Third, in terms of topics learnt in this study, the topics were those in the syllabus rather than decided on the basis of students major of study. However, it then becomes a strength that PBL can be implemented with any topic. Fourth, in terms of time, in the implementation of the PBL, as it was discussed in chapter four, the time for accomplishing the project in the classroom was not enough. Even if the students were encouraged to do the project outside class time, the students could not make it due to other activities.

Then, now, considering the limitations described above as well as the aforementioned conclusions, several recommendations can be offered as follows:

First, for teachers or education practitioners, PBL is recommended to be implemented in the EFL classroom or in any other subject class. Once, the teachers decide to implement PBL, it is recommended that the topic or theme are based on students' interest. Also, it is recommended that the time given for students accomplishing the project in the classroom is longer, or considered proportionally as needed.

Second, for future researchers, the same recommendations as above are offered when researching the implementation of PBL. Also, it is recommended to research what benefits and challenges that teacher can encountered. Moreover, it is recommended that teacher writes their own daily journal to track the benefits and challenges. In addition, future researcher can research deeply how the group

work in PBL so presumably the researcher can study one among groups in the PBL.

Then, finally, for people who concern with EFL learning and teaching, the aforementioned recommendations or suggestions can be considered.