

CHAPTER V

CONCLUSION, LIMITATIONS AND RECCOMENDATIONS FOR FURTHER STUDIES

5.1 Introduction

This chapter presents conclusions, limitations, and some recommendations for further studies. The conclusions of the study are drawn based on the data analysis which is discussed in Chapter Four. This chapter is ended with the limitation of the study as well as the recommendation for further study. The recommendations are provided to give information and guidance to conduct further related research.

5.2 Conclusions

This study aimed to describe the teacher's process of teaching and learning English by implementing project based learning and to identify the teacher's difficulties in implementing project based learning in teaching and learning English. To accomplish those purposes, two research questions were formulated as follows:

1. How does the teacher implement project based learning in teaching and learning English?
2. What difficulties does the teacher encounter in implementing project based learning in teaching and learning English?

As discussed in the previous chapter, based on the data gained from the document analysis (lesson plans), the classroom observations, and the interviews, the main conclusions of this study can be drawn as follows. Regarding to the first research questions, it was found that the teacher implemented project-based learning by involving four stages: (1) planning the projects, (2) modifying the teaching scenarios and teaching assessment, (3) applying the teaching scenarios, and (4) assessing the projects. In planning the projects, teacher carried out four

steps, namely (a) choosing the projects together with the students, (b) choosing materials, namely recount and narrative text, (c) arranging the rules related to the projects making, and (d) arranging the schedules starting from the planning until presenting projects.

Then, the teacher modified her lesson plans. The teacher designed her lesson plans based on the direction of Ministry of Education and Culture No 81 a, 2013 about Curriculum Implementations. All components were written orderly in her lesson plans. The teacher only modified two components of her lesson plans namely teaching scenarios and teaching assessment. The teaching scenarios consisted of six steps adopted from Keser and Karahoca (2010), namely determining the project, designing the rules, arranging the schedules, finishing the project, presenting the project, and evaluating the projects. Meanwhile, the teaching assessments were modified by using rubrics to assess all activities starting from planning until presenting projects.

However, from a total of six steps scenarios designed by the teacher in her lesson plans, this section discussed only three steps of project-based learning model namely finishing the projects, presenting the projects, and evaluating the projects. Meanwhile, in assessing the projects, peer assessments were applied by teacher besides using rubrics.

To answer the second research question, the finding was taken from the interviews and observations. Based on the data analysis in chapter four, the teacher faced difficulties in implementing project-based learning in teaching and learning process. They are categorized as follows: (1) classroom management (2) support of students learning (3) time limit and (4) assessment. This study also confirms previous studies conducted by Marx et al. (2007); Simpson (2011); Nitko (2001) who delineated teachers' problems in implementing project based learning are related to time, classroom management, classroom control, support of student learning, technology use, and the assessment.

In addition, the teacher's solutions to overcome those difficulties as follows: first, to overcome the difficulty in relation to classroom management is

by monitoring students' activities outside the school area, grouping the students based on their heterogeneous ability, and controlling the running of group discussion. Second, to overcome lack of support students learning, the teacher used the power point to motivate them. Third, to overcome the time limit, the teacher added extra times for students to get guidance, presentation training, and collect the data. Fourth, to overcome the difficulty in assessment, teacher applied peer assessment.

5.3 Limitation of Study

Apart from being successful in answering the aims to answer the research questions, this thesis has some limitation. First, the study was conducted to the researcher's colleague in MGMP (teacher institution). Therefore, there is a possibility of reducing the objectivity in the research, in terms of data collection and analysis. In conducting an interview with colleague teachers, for example, there was a possibility of trying to please the researcher as a colleague. Second, since this study was conducted in a short period of time, it did not provide a full picture of the phenomena in one semester or one school year. Third, the research site was in Junior High School level, it much better if project based learning is being implemented in higher level.

5.4 Recommendations for Further Studies

Based on the limitations of this study, it is recommended that further research be conducted by considering several factors:

- First, regarding the teacher's lesson plans, it would be better if the teacher shares her lesson plans of project based learning with other teachers or being part of MGMP both in school level and regency level. The teacher also can join in the training about lesson planning. So, the teacher's lesson plans could be more effective.
- Second, in implementing project-based learning, it would be better if the teacher conduct the teaching and learning in higher level such as in Senior High School level or in a University. In addition, the teaching and learning

Wawan Setiawan, 2016

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processes should be conducted for longer time (more than eight meetings) in order to get the best result projects.

- Third, since this study was conducted by using qualitative research, it would be better if the next study to be conducted in quantitative research which involves two groups (control and experiment). Finally, in response to the difficulties faced by the teacher in implementing project based learning, it would be better if the teacher keep trying to implement project-based learning in others classes since project-based learning is very useful to promote the students to be a problem solver and autonomous learners.