

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents the conclusion of the study based on the results of the findings and discussions in the previous chapter. Furthermore, suggestions are also delivered for English teachers and other researchers who will conduct the same field of research for better implementation of project-based learning in the future studies.

#### **1.1 Conclusion**

To answer the first research question of this study which aimed to analyze the implementation of project-based learning in teaching writing descriptive text, it comes to a conclusion that project-based learning helps students in writing descriptive text. The indications are based on the results of the findings and discussions which showed how the process of project-based learning implemented to teach writing descriptive text.

In this study, the observations were conducted in four meetings. During the observations, the process of the implementation of project-based learning in teaching writing descriptive text was observed. In addition, this study adopted the theory of the stages of project-based learning by Patton (2012). The stages were: getting an idea, designing the project, tuning the project, doing the project, and exhibiting the project. The conclusion of each stage in the implementation of project-based learning in teaching writing descriptive text is provided below.

1. Getting an idea: In this stage, students were guided to get an idea of the project through brainstorming, especially by giving them some essential questions related to the project.
2. Designing the project: When designing the project, students were involved to share their ideas related to the plan, the topic, and the timeline of the project.
3. Tuning the project: In tuning project session, the teacher presented the whole plan and procedures of the project that have been discussed in the previous

Karista Kaltyana, 2017

***THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING WRITING DESCRIPTIVE TEXT***

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

stage. This is aimed to make the project clearer and to avoid students' misunderstanding.

4. Doing the project: This stage was conducted in two meetings. The activity done in this stage was writing a descriptive text about one of tourism places in Bandung. The process of writing adopted in this stage was the theory from Seow (2002). Thus, it involved students to plan, draft, revise, and edit their texts.
5. Exhibiting the project: After students have already finished writing their descriptive texts, they were guided to do the final stage of project-based learning namely exhibiting the project. They created a wall magazine entitled "Bandung Tourism Places Exhibition" as the final outcome of the project. Then, it was published in the school wall magazine.

Moreover, answering the second research question of this study, it can be concluded that students' responses to the implementation of project-based learning in teaching writing descriptive text showed positive results. Therefore, regarding to the results of the findings and discussions of this study, it was revealed that by following the stages of project-based learning, students are helped to write descriptive text. Thus, it can be applied as an alternative way to teach writing descriptive text to students.

## **1.2 Suggestions**

The suggestions presented in this study were intended to English teachers and other researchers who will conduct the same field of research. Based on the results of the findings and discussions of this study, the suggestions are provided below.

### **1. To English Teachers**

First, it is hoped that project-based learning can be applied in the process of teaching and learning in the classroom. Thus, it may be implemented not only to teach writing skill, but also other skills. Second, teachers can develop the ideas

Karista Kaltyana, 2017

**THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING WRITING DESCRIPTIVE TEXT**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

for the project as well as the theme and topic of the project based on students' interest. If students are interested in the project, they will enjoy the process of the project. Third, teachers should provide various activities and medias to avoid students' boredom. Last, teachers have to give frequent feedback because it is really important for students' learning development.

## 2. To Other Researchers

To other researchers who will conduct the same field of research, it is crucial to have deep understanding of project-based learning since the definition of the term project may vary according to some experts. Moreover, other researchers can apply project-based learning to other levels, either below or above the tenth grade to show how its implementation gives influence to the teaching and learning process of students with different levels. Furthermore, the research on the implementation of project-based learning should be developed in terms of topic, design, activities, media, and final outcome of the project to create a better research of project-based learning.