CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter draws the conclusion of this study and presents some suggestions for future study with similar topic. This chapter will be divided into two sections, namely conclusion and suggestion.

5.1 Conclusions

This research was to describe the teaching learning skills through Project-Based Learning, and to find the ways selecting and designing the assessment techniques which are chosen to assess the students.

Assessment of project-based learning often focus much of their attention on the product of the learning experience. But the project-based learning process also offers opportunities to include embedded assessments that should not be overlooked. Through these assessments, students' problem-solving skills related to real-world issues and high-level understanding were assessed and evaluated. Process assessment which contains of observation assessment, performance-based assessment, project work assessment, portfolio assessment and traditional test allowed the students in identifying one's own progress and deficiencies, making them independent learners.

Observation assessment or assessment during the activity were record everything happens in the class. Observation assessment helped the teacher in assessing the students' performance. Project work assessment is needed because of students worked independently within their group, the teacher only as the facilitator. With their group, students can practice and work together to do the project. Portfolio assessment enabled students to not only see the final learning outcome but to track their learning progress, achievement and growth with the documentation done various forms. Lastly, traditional tests are also needed to determine how far the students have developed their vocabularies as their basic material and ability to speak up in project-based learning class.

Related to the issues, that the assessments were crucial teachers may have difficulty designing assessments that require students to demonstrate their understanding. This study found the ways selecting and designing the assessment

techniques which are chosen to assess the students between two teachers. It was found that the teacher used assessment techniques observation assessment, project work assessment, performance-based assessment, traditional test, and portfolio assessment. Those assessment techniques help teacher A and teacher B to assess the students in implementing Project Based Learning activity.

5.2 Suggestions

Based on the study result about the ways selecting and designing the assessment techniques which are chosen to assess the students between two teachers, the suggestion will be given specifically as the contribution to the betterment of any course program focusing on the implementation of Project-Based Learning and assessment techniques. Firstly, the suggestion goes for any institutions who provide teacher education program. As the result of this study suggests that there are so many assessment techniques can used by the teacher when implementing Project-Based Learning activities.

Secondly, by identifying issues and concerns related to teaching practice in real setting, it is hoped that this study can be one of the reading resources especially for those who enroll teacher education program specifically in teaching learning in implementing Project-Based Learning and assessment techniques. By knowing the issues and what concerns that often lies in teaching and learning also the assessment techniques, they can be more aware and be more prepared towards the activity and assessment used.

Last but not least, as for the future research, it is indicated that this study somehow has its limitation in providing the more in-depth explanation and discussion, as well as has its limitation in collecting data due to the time restriction and limited references. It is recommended for the future researchers to observe the student's response after the assessment techniques used by the teacher in collecting data to get more accurate data and satisfied results. This effort also attempts to pursue professional learning of educators.