

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations drawn from the findings and discussion of this study. Hence, this chapter is divided into two sections which are conclusions and recommendations. Conclusions provide compendium of the results appeared in the prior chapter which were composed in line with the research questions proposed on this study in order to make the results clear and concise for the readers. Meanwhile, recommendations encompass several points from the researcher for those involved in pedagogical fields including teachers and the next researchers who are interested in lesson planning in Project-Based Learning implementation or conducting new research in the same issue.

5.1 Conclusions

The study revealed that lesson planning is an essential part in teaching and learning process. In Project-Based Learning implementation, the study has showed that a lesson plan contributed to the completion of the projects. Lesson planning helped the respondents in conducting the projects and as a guide in teaching and learning process in general. The lesson plans have given positive impacts in Project-Based Learning implementation as the lesson plans promoted student-centered learning through project completion. By looking at all of the components that were included in line with the Regulation of Ministry of Education and Culture (Permendikbud) Number 22/2016 and following the process of lesson planning in line with the model of systematic planning process by Reiser and Dick (1996), the lesson plans that the teachers designed are considered appropriate and well-planned.

Most of the components of the lesson plans that had been analyzed using criteria drawn by Linse and Nunan (2005), Brown (2000), Moon (2000) and Reiser and Dick (1996) by the researcher showed the expected results. The components which include objectives, indicators, proper and well-sequenced

activities, authentic materials, suitable media and appropriate assessments in the Project-Based Learning implementation were covered. Even though not all of the components showed positive results and the respondents encountered difficulties in determining the contents of each of the component, however, it can be assumed that the components were written appropriately which lead to a favorable influence in students' projects' completion.

The difficulties encountered by the respondents in lesson planning were revealed in the interviews. Each of the respondents have found various strategies to help overcome the problems in constructing the lesson plans as well. The ways of coping with the challenges were used because the respondents considered them effective in solving the problems based on their experiences. Furthermore, even though some difficulties were encountered when designing a lesson plan, high quality lesson plans are not impossible to design. A high quality lesson plan requires clear description and systematic organization to be understood and carried out easily by other people or teachers. Other than that, it needs to contain complete components of a lesson plan because a lesson plan without complete components may confuse the teacher and cause disorganized teaching and learning.

The role of lesson planning had been proved to be useful in order to guide both of the teachers and students in teaching and learning process. A well-designed lesson plan promotes successful and effective learning in which it helps teachers to direct the students and achieve desirable outcomes from students specifically in Project-Based Learning implementation in this study. Therefore, lesson planning step should not be neglected by the teachers in teaching and learning process as it promotes well-organized and effective teaching and learning in the classroom.

5.2 Recommendations

In relation to the findings, discussion and the conclusions of the study, the researcher intends to offer some recommendations for those involved in this study and those who will conduct similar field of research in the future.

Firstly, for teachers, though the respondents of this study showed positive attitude toward the procedures of lesson planning specifically in Project-Based Learning implementation, the teachers still need to improve how they make their lesson plans as the findings previously presented in Chapter IV revealed that there were slight inconsistencies between some of the components of their lesson plans. It is suggested that teachers pay more attention to the details in developing their lesson plans to enhance teaching and learning process in the future. The details include the principles in lesson planning for each of the component of a lesson plan.

Secondly, for schools, it is suggested that the schools encourage the teachers to implement Project-Based Learning as it helps to motivate the students.

Thirdly, for the future researchers, it will be better if the further studies investigate more about the implementation of Project-Based Learning in English classrooms to adapt with the changes of Indonesian curriculum. Furthermore, as this study involved a small number of subjects and lesson plans, involvement of a larger number of subjects and lesson plans to be able to have richer information and understandings on related issue is required. In addition, the subjects of further studies can be conducted to lower level of education apart from Senior High School, which can be either Primary School or Junior High School.