

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and recommendation of this study. It summarizes the findings and discussion of the previous chapter. Some recommendations for future research are also given based on the findings of this study.

5.1. Conclusion

All stages of project-based learning could foster learner autonomy concerning all aspects of the students' learning referring to Holec's (1981) concept of autonomy by conducting certain activities in those stages. There were six stages of project-based learning and each stage consisted of a number of activities. In stage 1, 2, and 3 which included in the planning process of the project, the students could make decision concerning the learning objectives, learning sources and materials, learning activities, and learning strategies (see Table 4.1., 4.2., and 4.3.). In stage 4 and 5 which included in the implementation process of the project, the students could make decision concerning their learning strategies and monitor their learning progress (see Table 4.4. and 4.5.). In stage 6 which included in evaluation process, the students could evaluate their learning results and progress and reflect on their learning (see Table 4.6.). Therefore, students could make decision concerning all of their learning aspects: determining learning objectives, learning materials and sources, learning activities and strategies, learning progress, and evaluation.

Moreover, the students developed certain degrees of autonomy in the whole stages of project-based learning referring to Kumaradivelu's (2003) degree of autonomy. This applied the same for the six students with different levels of achievement: two high achieving students, two middle achieving students, and two low achieving students. The students could develop intermediary stage of autonomy in stage 1, 2, and 3 (see Table 4.1., 4.2., and 4.3.), advanced stage of autonomy in stage 4 and 5 (see Table 4.4. and 4.5.), and initial and intermediary stage of autonomy in stage 6 (see Table 4.6.). What made differences were the

results of their decision making. It means that all stages of project-based learning fostered learner autonomy to six students with different levels of achievement and put them in the same degree of autonomy in each stage, but their decision results were different to each other as high achieving students tended to have more various decisions than other levels of students.

Furthermore, there are other findings during the implementation of all stages of project-based learning. First, from all stages of project-based learning, the students' degree of autonomy was the highest during stage 4 and 5 (see Table 4.4. and Table 4.5.). It was the implementation stages when the students were carrying out the project, preparing, and presenting the project results. In those two stages, the students were in advanced stage of autonomy. Also, the students' lowest degree of autonomy was in evaluation stage (See Table 4.6.). It was in the activities of evaluating the project results and having self-assessment. The students were in initial stage of autonomy as the teacher made the decision for them and gave them explanation about it. Second, Holec's (1981) concept of autonomy was related closely to the use of learning strategies during the whole stages of project-based learning, especially indirect strategies in which they support and manage language learning without directly involving the target language. Third, the teacher played important role in fostering learner autonomy. During the implementation of project-based learning, the teacher taught the students to use appropriate strategies, helping them to plan their learning in completing their project, and giving them feedback and guidance. Fourth, the teacher's involvement in the right time could help the students in developing their autonomy, such as by guiding them during the planning process of the project and letting them go by themselves during the implementation process. Fifth, the students' autonomy could take in different forms and degrees depending on their learning progress as the students who were in intermediary stage of autonomy during the planning process could be in advanced stage of autonomy during the implementation process. Sixth, the students needed to be prepared and guided through a continuous process to be able to learn autonomously and putting the students to work in group would lead to greater chance in developing learner

autonomy. Lastly, there were the advantages of project-based learning besides fostering learner autonomy as well as the constraints during the implementation.

5.2. Recommendation

Based on the findings of the study, some recommendations are provided. First, regarding to the learners' situation in which they have never experienced using project-based learning before, the teacher should be patient in its implementation and introduce it gradually from simple to complex so learners will not feel burdened and learner autonomy could be fostered. Second, the teacher should be sensitive in recognizing the students' difficulties and provided solution for those difficulties so they will not feel that they are left behind as a number of students stated that they felt nervous during its implementation. Furthermore, the fact that the 2013 curriculum shifts the learning process from teacher-centered to learner-centered, educational authorities are suggested to provide more opportunities for the teacher to help the students in developing their autonomy by setting the suitable syllabus and provide sufficient time for the implementation. It is also recommended for the educational authorities to encourage the teachers' belief of the importance of fostering learner autonomy through training and workshop.

Lastly, this study focused only in creative writing project in an EFL classroom of the first year of senior high school with six students as participants. Therefore, the results are not supposed to generalize to all conditions in EFL classroom. Further study is recommended to involve more participants that include the teacher and the students in different context using different kind of project with different level.