

CHAPTER V

CONCLUSIONS, IMPLICATIONS, LIMITATIONS, AND RECOMMENDATIONS

This final chapter discloses the conclusions of the data analysis and discussions presented in the previous chapter. This chapter also explains the limitations that may be beneficial for the improvement in future research. Moreover, recommendations or suggestions are addressed to pedagogical practices and future researchers interested in conducting further research about PBL.

5.1 Conclusions

This research aimed to find out the implementation and of PBL that could improve students' 4Cs skills and how the students perceived this project. Several conclusions can be drawn based on the findings from the observation, document analysis, and the students' interviews.

First, PBL was first used in the field of geography, history, and science. Along with the demand for professional English, PBL started integrating into language acquisition. It shows the limitations of PBL in language integration due to the lack of a linear train of thought or guidance in the language context. Thus, the implementation of PBL in this research synthesized the PBL and Genre-Based Approach (GBA) as a language teaching approach. Moreover, to frame the analysis and evaluation of PBL implementation quality, this research draws on the High-Quality Project-Based Learning (HQPBL) framework by Buck Institute for Education (BIE) (2018), namely intellectual challenge, authenticity, public product, collaboration, project management, and reflection. This framework focuses on students' learning outcomes, including knowledge and skills required for success in school and life.

Second, the implementation of PBL promotes students' 4Cs and language skills and encourages other skills as well. For example, in the aspect of intellectual challenge, the students indicated improvement in critical reading, problem-solving, and creativity because the student was actively involved in the learning process rather than depending on the teacher and memorization. The students practiced their ability to analyze new

information and relate it to their prior knowledge. They later re-evaluated and combined to create new insights that differed from the previous. Authenticity and public products aspects increase students' language learning in a natural context, oral presentation, technology, creativity, and critical thinking skills. The students became familiar with the functions of language as authentic as possible and were encouraged to utilize it to communicate their message. Meanwhile, the students were doing student-centered learning activities in collaboration and project management since the teacher's role was limited. As a result, the aspects improved students' collaboration and communication skills, responsibility, and learner autonomy.

Finally, from the students' reflection and perception, the result can be concluded that the implementation of PBL by the teacher had a considerable influence on student learning outcomes. The enjoyment experienced by the students affects engagement and motivation, making learning more meaningful. Even though the students faced several challenges while doing the project, they could overcome them. Moreover, besides increasing students' 4Cs skills, PBL also indicated improvement in students' language skills such as writing, speaking, reading, and pronunciation. However, the essential thing was the evaluation of the project itself. It helped the students decide how they might approach their next project and helped the teacher improve the quality of their PBL practice.

In conclusion, the implementation of PBL considering the GBA and High-quality PBL aspects contained the key factors for successful project work, which were: the need to focus on real-world problems, student collaboration, focus on both process and product, emphasized on integrated skills, and ended of project reflection. Accordingly, during the implementation of PBL, several aspects promote students' engagement and motivation, writing skills, critical reading, speaking skills, solving-problem skills, critical thinking, creativity, communication, and collaboration skills.

5.2 Implications

The findings of this research present practical and theoretical implications for EFL teachers and other researchers. The results of this research can inform EFL teachers and education practitioners about the implementation of PBL that emphasizes the

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aspect of HQPBL in an EFL classroom. Based on the research findings, implementing PBL by the teacher could contribute to developing students' language proficiency, 4Cs skills, and technology skills through a meaningful activity while connecting their learning to the real world. Thus, this implementation can be an alternative learning strategy for EFL teachers to prepare students to face the demands of the 21st century.

Theoretically, the findings of this research supported the theory of Experiential Learning, especially PBL as one of the experiential learning design models. In PBL, the students gained learning experience from discoveries and experiments through observation and connected to the real world while at the same time promoting students' life skills. Therefore, the research has enriched the literature concerning the PBL and students' 4Cs skills in an EFL classroom. Finally, the information from this research can be used by future researchers to investigate related research.

5.3 Limitations

However, this research has several limitations. First, it comes from the subjectivity matter since the researcher acted as the observer and the teacher. However, self-reported data can contain several potential sources of bias that should be alert to and noted as limitations. Therefore, to guard against bias in this research, the researcher applied a data triangulation method to test validity using various data sources.

Second, the limitation deals with the time allocation. As seen in the project timeline, the project was conducted only for one hour in every meeting in the classroom. Even though the researcher could investigate the pattern of the teacher's implementation of PBL, one hour in the classroom might not be sufficient to evaluate every student's 4Cs skills in more depth. The situation in Indonesia, especially in Bandung at that time, was still in the process of shifting between online and offline schools due to the Covid-19 pandemic. Consequently, the data were only gathered from five meetings and assisted by the WhatsApp group asynchronously.

Lastly, this research was conducted by using a qualitative case study. It means that the research results cannot be representative of the whole area since this method does not generalize findings to participants and sites. However, the value of qualitative research lies in the description and themes developed in the context of a specific site

(Creswell, 2013). Therefore, further research can implement empirical studies in different research methods and institutions.

5.3 Recommendations

Some recommendations are offered to pedagogical practices and other researchers reflecting on this research.

First, it is recommended for EFL teachers that the PBL method become a choice or alternative in teaching and learning. This teaching method can also promote the quality of teaching and learning, which has valuable contributions to student learning and supports 21st-century learning. Since the teachers play important roles in designing and implementing the PBL, it is suggested that the teacher education institution provide adequate training to the teacher students to increase their pedagogical competence regarding project-based learning. Especially when the teachers are new to PBL, they should train on how to design the syllabus and lesson plan integrated with PBL and 21st-century skills, adjust the time allocation, and utilize authentic material from any sources available.

Second, for other researchers interested in the same scope, this research recommends conducting a study in a different variable and field. For example, PBL works in Senior High School or Vocational High School to investigate the comparison and the contrast of the teacher's implementation pattern of PBL on the result of students' learning outcomes. Also, future researchers can deeply analyze the strategy, the learners' language ability, and teachers' perceptions and challenges during implementing PBL.