CHAPTER V

CONCLUSION AND RECOMMENDATION

This last chapter presents the conclusions and recommendations drawn from the research findings and discussion in the previous chapter. The chapter is divided into two parts, the first is conclusion and the second is recommendation.

5.1 Conclusion

This research aimed at discovering: (1) the effectiveness of project approach (PA) in encouraging students' comprehension of the reading given; and (2) the students' responses to the project approach. The data was collected from tests (pre- and post-test), teacher's journal of the participant observation, interviews and questionnaires.

Regarding to the first question, the data collected from the independent t-test (see Chapter Four, section 4.1.2.2) shows that there is a significant difference between the post-test of students in the experimental group, who were taught by using PA, and that of students in the control group, who were taught by using the teacher-centered method. It is in line with the study of Anton (2010) that PA can promote student's reading comprehension. It presumably is caused by some reasons, such as, PA allows the students to learn by doing (Thomas, 2000) and by a hands-on-experience learning (Musthafa, 2008).

In terms of students' responses to the PA, the students responded the PA positively. They not only enjoyed the learning process, as shown by their enthusiastic expressions in the observation and their answers to the questionnaires and interviews, but also could finish the project well. Additionally, more than half students claimed that the PA was different from previous treatment they had got; they preferred learning English with PA to learning it with the teacher-centered method. Furthermore, regarding to the importance of learning English by using PA, most of the students thought that PA could make their English better, make their creativity skills increased, and motivate them in learning English. Moreover, in terms of teacher's role as PA implementer, nearly all of the students agreed that the teacher can teach them well and help them to do the project given. Thus, PA made the students enjoyed (Katz, 1994; Challenge 2000 Multimedia Project in Railsback, 2002), were challenged (Katz, 1994; Challenge 2000 Multimedia Project in Railsback, 2002; Anderman & Midgley and Lumsden in Railsback, 2002; Thomas, 2000), and engaged in cooperative learning (Moss and Van Duzer, 1998; Coleman in Beckett, 2002). Finally, all these indicate that implementing project approach is worth doing by teachers in their classrooms.

5.2 Recommendation

There are some recommendations that will be useful for further study. They are proposed as follows:

1. It is expected that the teachers implement project approach as one of instructions in teaching English, especially in elementary school, because it benefits the students in their English learning.

2. It is suggested that teachers intending to implement project approach should be creative in designing activities to be implemented and have willingness in finding ideas. Moreover, they need to be familiar with technology that can be used to make the approach more effective.

3. For further exploration, future researchers can extend the investigation on project approach by providing more samples from different settings and contexts.

4. Future researchers can also explore the potential difficulties faced by the teachers and the students involved in the implementation of the project approach.