

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions drawn from the findings and discussion.

5.1 Conclusion

Based on the findings and discussion, the first finding shows that teacher apply PjBL to teach narrative text. Based on this findings, the first stages is Pre-activity, it is the opening of the class where in this stage there are several things done by the teacher such as greeting, praying, preparing the class and recalling the activities in it.

The second stages is While activity, it is the main activity during the lesson, this core activity consists of six steps of the Project-Based Learning model. The first step is the Essential Question. At this step the teacher asked various questions about the material that will be used as a project task. The second step is Design a plan for the project, at this step the researcher found that the teacher provides clear guidance on what is expected from the project that will be done by students. The third step is Create a schedule. At this step, the thing that must be done by the teacher is determine learning groups and to discuss the project that will be done by the students and the time period for the project. The fourth step is monitoring. The researcher found that the teacher became a facilitator and guided students in working on this project. the teacher also monitored students' obstacles and understanding during the learning process. The fifth step is to assess the results of student projects, the researcher found that this assessment was carried out by showing videos of student project results in front of the class then the teacher would

assess and provide direct feedback on the results of student projects. The last step is evaluation. this is done by the teacher asking students to explain their feelings about the project and what they have done. These activities are carried out to increase motivation and as a form of evaluation of the project results and learning that students have done.

The third stages is Post activity, it is the closing of the class where the teacher provided reflection to the whole materials that have been taught.

The present of the research also reveal some of the challanges experienced by the teacher while implementing learning using PJBL. The first factor is time limitation. The time constraints make it difficult for teacher to implement the complex series of learning activities in the PjBL method optimally. Second, because students are divided into learning groups, it is difficult for teachers to supervise student engagement and control the class.

5.2 Suggestion

The findings in this study only examined one EFL teacher so that the findings obtained cannot be generalised. The researcher recommends that future researchers can identify teaching strategies using the Project Based Learning (PjBL) method carried out by more than one EFL teacher so that through these activities, the research findings can be generalised. In addition, since in this study the researcher only examined methods and problems, the researcher also recommends that future researchers can identify solutions used by teachers when facing problems in implementing the learning process with the PjBL method.