

## CHAPTER V

### CONCLUSION, LIMITATION OF THE STUDY, RECOMMENDATION AND PEDAGOGICAL IMPLICATION FOR FURTHER STUDIES

This chapter presents the point of this study including the conclusion, limitation, recommendation, and pedagogical implication.

#### 5.1 Conclusion

The students' perceptions of project-based learning model showed the project-based learning in an innovate instructional model which trains project management skills, trains culture of cooperation, minimize the dominance of lecturers, trains critical and creative thinking, cognitive, affective and psychomotor skill as well as offering challenging learning. These result resemble the result of this study. It can be presented based on the findings; project-based learning was more useful and effective to the development of students' skills towards Translation project.

Project-based learning can be used apparently in several subjects and at most level. PBL is also a method for translation class by making story book and developing students' experiences. By making group, the students' enabled to give perceptions and the feeling when they are doing the translation project. Project based learning in translation class is an important assessment method because it allows the students to explore the ideas, skills, knowledge, and ability by giving perceptions of the created project.

Meanwhile, the benefits of PBL in Translation class which is story book making, it has positive perceptions. Based on the result of the questionnaire and reflection analysis, it indicates that the most of students' get many benefits from the completed project in Translation class. It also shows that the students feel happy, fun, and surprised to the Translation project, it is very useful for improving students' skills such as critical thinking, creative thinking, problem solving and students' English skill (writing, reading, speaking, grammar, vocabulary, and translating story). It makes the students become more interested in learning while doing project.

In addition, the most of students claim that they feel happy and fun during learning while doing the project. The students believe that the project will give positive impact, not only to develop their knowledge but also to explore their ideas and thinking abilities. Some students also have opinion that the project is a challenge for them.

## **5.2 Limitation**

Finally, the researcher realizes that this research still has some weaknesses and mistakes. Since the study was limited to time and scope, the researcher did not explore the other information related to the project-based learning in many aspects, for example how the students' perceptions to the benefits of PBL in other class so the researcher can compare it how useful these PBL is. The researcher also did not include some negative statement in questionnaire and reflection.

Therefore, the researcher hope it can be done or approved by the further researchers.

### **5.3 Recommendation**

After conducting the research, the researcher has some recommendations for English teachers in the English Education Department at IAIN Kendari and English teachers in general and other researchers. Based on the research findings, the EFL students' perceptions to the benefits of project-based learning in Translation class were positive. Therefore, English teachers in general, and especially English teachers in IAIN Kendari should always use this learning method to help students in learning English. This method also can develop students' collaborative, confidence, critical thinking, creative thinking and problem solving. Thus, if they want to implement this learning method, they should chance the model of project that the lecturer or the teacher will give to the students. Moreover, the students feel happy and challenged when doing the project.

The last suggestion is for other researchers. The researcher suggests further researchers since this research merely focuses on the Translation project especially in making story book class A and B in the fifth semester in the English Education Department at IAIN Kendari. This paper can be the basis or reference for further research. Other researchers can conduct deeper research on other aspects of the use of project-based learning in an educational context.

### **5.4 Pedagogical Implication**

The findings reveal that the students' perceptions has a positive impact on the teaching and learning process in Translation class. The result of this research could be a contribution to the English lecturer, students, and future researchers. The other lecturer can use this learning method in the teaching process. They can use this learning methods to relieve their work and skills practically.

This study is expected to describe the students perceptions to the benefits of project-based learning in Translation class. It proves that through story book making project, the students can improve their English skills, thinking ability, collaboration with groups, problem solving, and students' independence. This study describes that this project has positive impact for the students.

For future researchers, this research can be an inspiration and reference to other researchers to prove how useful project-based learning is, especially for Translation class. This research also can be used as a reference to support some sources that necessary for them. Moreover, the researcher suggested to the future researchers to conduct some research with different design, aspect, context and approach of the study.

