

## **CHAPTER V**

### **CONCLUSION**

This chapter presents the final discussion of the research. In this chapter, four major sections are presented. The first is presenting conclusions drawn from the research results. The second is presenting the pedagogical implication. The third is a recommendation and the last is a limitation from this study.

#### **5.1 Conclusions**

This research was aimed to find out students' perceptions on the use of Project Based-Learning as a method in learning the Syntax class as stated in the first chapter. After discussing and analyzing the data which were gathered in Chapter IV, the researcher concluded the students' perceptions on the use of Project-Based Learning as a method.

Students' perceptions on the use of Project-Based Learning as a method, in general, were positive. Most students considered that Project-Based Learning as a method facilitates them to act in the learning process. The students responded to the implementation of Project-Based Learning very positively. It was because the students experienced many positive implications by using Project-Based Learning in the Syntax class.

The positive implications that the Syntax class A in the fifth semester in English Education Department at IAIN Kendari experienced was: first, the students felt that they could convey all their opinions, their difficulty in learning, and they were more active in the learning process. Second, the students felt they obtained the

solution for their difficulty in the learning from Project-Based Learning Method. Third, the students' skills in English increased, especially in grammar, Speaking, writing, and vocabulary. Fourth, the students felt that the use of the Project-Based Learning Method gave them the motivation to learn better.

The implementation of the Project-Based Learning method gave positive effects to the students. It led them to have a positive perception. However, the use of Project-Based Learning as a method should be developed from many aspects to help the students maximally in the learning process. Therefore, below where the students' suggestions to improve and maximize the use of Project-Based Learning in the educational context.

## **5.2 Pedagogical Implication**

The result of this research will be a contribution to the English lecturer, students, and future researchers. The lecturer can use PBL methods in teaching English. The implementation of the Project-Based Learning Method gave positive effects to the students because PBL implementation in English class makes students active and also giving benefits to students learning process.

This study is expected to help students also overcome such as problems dealing with students' negative perception on English classroom like students' passiveness in the learning process, students perceived English is difficult also students' less enthusiasm in learning. Those problems can be solved since the PBL method gives a chance for students to be active and makes students more interested in study English.

For future researchers, this research can be as an inspiration and as a reference to support some sources that are related to Project-Based Learning methods and students' perception.

### **5.3 Recommendation**

Based on the result of this study, some suggestions can be given depending on the findings obtained about students' perceptions on the use of the Project-Based Learning method in English classes. Also, there are some advantages of this study especially for an educational institution, lecturer, also students. The suggestion as follow: Firstly, for the education institution (the University of IAIN Kendari) the findings of this research would be able to use as an important consideration in determining teaching material. The curriculum in IAIN Kendari may be integrated with the techniques and principles of Project-Based Learning to develop students' positive perception in the learning process. This was based on the analysis which showed students' perception on the use of Project-Based Learning as a method more positive also giving benefits to students learning process.

Secondly, it is recommended the lecturers should use this method in their lessons. On the other hand, the lecturers want to implement Project-Based Learning, the lecturers should consider the students' suggestions to improve the implementation of Project-Based Learning especially about the content of Project-Based Learning. As a lecture who applied this method, the researcher suggests that the time in doing the project is not in a short time. Furthermore, the teacher should also give feedback to attract students' motivation.

The next is the students should be active to complete the project. furthermore, the students should pay attention to the lecturer if the lecturer directive so that the students can understand what they should do to work the project

perfectly. The students also have to be brave and try their best to learn English so that their English skills will be improved.

The last for the other researcher that discuss the students' perception of the use of Project-Based Learning as a method in the class. This study was focused on investigated students' perceptions on the use of PBL in EFL context. The researcher hopes similar researches can be carried out in investigating other components such as in terms of affective and behavior attitude. Furthermore, this study still has any luck so that the researcher hopes that the other researcher can develop more about this method so the students can show a positive perception about it. Moreover, the researchers suggested that future researchers conduct some research with different designs and approaches to the study.

#### **5.4 Limitation**

This study is conducted only with samples of the population, they are from Syntax A class English education Department students at IAIN Kendari. In select to the participant, the active students, have a good market, and have experienced to use of Project-Based Learning EFL context are necessary for this research because the researcher focuses on students' perception on the of Project-Based-Learning in EFL context. Regarding the limitation of this study, the researcher is only focused on students' perception, since it is an attitude and believed to be more fundamental and constant over time (Treisman, 1996).

As for the obstacles that the researcher experienced when choosing participants to interview. Since at the time of the interview process to collect the data was underway Corona Virus or COVID 19 that make all activities done at home. Therefore, they are difficult to meet with them. So, the data collected via

telephone does not meet the desired target. There were some students did not ready to interview although only five participants were agreed to doing the interview. But these obstacles are not a significant problem and can be overcome well.

