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

Group discussion is 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; group discussion was more useful and effective to the development of students' skills towards Syntax project.

Group discussion can be used apparently in several subjects and at most level. Group discussion is also a method for Syntax class by searching sign board and developing students' experiences. By making group, the students' enabled to give response and the feeling when they are doing the Syntax project. Group discussion in Syntax project is an important assessment method because it allows the students to explore the ideas, skills, knowledge, and ability by giving positive response of the created project.

Meanwhile, the benefits of group discussion in Syntax project which is searching sign board, it has positive response. Based on the result of the questionnaire and interview analysis, it indicates that the most of students' get many benefits from the completed project in Syntax project. It also shows that the students feel happy, fun, and surprised to the group discussion, it is very useful for improving students' skills such as confidence and communication skills. 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 group discussion. The students think that the group discussion 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 group discussion is a challenge for them. The use of group discussion in Syntax project can improve students' speaking ability. Through discussion, they are placed in a situation where they are encouraged to interact using the target language. Group discussion provides the effective use of classroom 'speaking time' because it enables students to have greater opportunities for sharing ideas.

Besides, it is much easier to talk to a peer in group discussion than to do it in a whole class. However, there are at least two weaknesses of implementing this activity with regard to this research setting: the situation was noisy when the students were working in a group and they tended to use the native language, especially when the teacher was not around. Therefore, before conducting this activity, teachers need to explain about the procedure of discussion clearly, mix students (high, middle, low), and move around to control the speech domination.

Finally, small-group discussion can possibly promote argumentation leading to critical thinking Ilyas, (2016) as it is also a skill worth teaching in higher education.

Successful group discussion stimulates lecturers to ensure a number of preconditions, such as organization of heterogeneous groups in terms of students' background knowledge, communication skills skills and confidence, as well as motivation of all students to work in the group and creation of a positive atmosphere. Thereby it is very important to make the process of discussion interesting and diverse activity, using different study methods to help students improve their skills, acquire new knowledge and experience.

As it was observed in the process of the research, group discussion has both positive sides, and, therefore, lecturers and students should improve their skills and competences, trying to overcome drawbacks of group work and to concentrate on its advantages in order to use group discussion in the most professional and effective way. Taking into account the conclusions mentioned above, the authors of the research believe that using group discussion in the process of Syntax project is a successful way of diversifying the process of improving students' confidence and communication skills.

Syntax Project-based learning is an instructional approach that has the potential to dramatically change teacher practice and student learning. The value of this approach rests in how well it changes practice and learning for the long-term betterment of student growth and learning. The degree to which it can prepare students for the kinds of challenges they will face in the future is a key

indicator of the value of the approach. The purpose of this study was to know Syntax project-based learning for the challenges of future implementations. The study gave some indication of the challenges students' face in a school relative to implementations. It also gave some indication of the value of 21st Century skills in the approach. Despite these insights, the s tudy was limited in its ability to address the potential for Syntax project-based learning. Regardless of this study's limited ability to come to such a conclusion, the study did indicate potential value of the approach.

This is especially important if the approach has the potential to prepare students with the skills necessary to be successful in the modern work place. The educational community needs further research and practice at the school level to secure such an argument just yet. Until this time, an approach that taps into students' ability to work with others, solve complex, authentic problems and present findings, is bound to be an intriguing prospect for educational leaders interested in developing students who are ready for the problems and solutions of the future.

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 benefits and challenges of group discussion in many aspects, for example how the students' response to the benefits and challenges of group discussion in other class so the researcher can compare it how useful these group discussion is. The researcher also did not

include some negative statement in questionnaire and interview. Therefore, the researcher hope it can be done or approved by the further researchers.

This study was limited by examining the perceptions of just one class from one university. The questions in the instrument to collect data may also have been flawed and not gathered data exactly as defined. The question item on students' responses to the benefits of group discussion and challenges of Syntax project, for instance, did not solely gather data on teachers' responses. Because of this, it would be beneficial for future research to gather similar data from other kinds of educational systems. Specifically, it would be interesting to study the Syntax project who are implementing project-based learning in an urban, English education students'. Likewise, it would be interesting to gather data on the response of students' who have implemented Syntax project-based learning for substantially longer periods of time than the participants in this study. It would be enlightening to compare data from this study with studies like those mentioned to determine if teachers' perceptions are any different than those gathered at one suburban university.

5.3 Recommendation

After conducting the research, the researcher has some recommendations for English teachers in the English Education Department of this study conducted and English teachers in general and other researchers. Based on the research findings, the benefits and challenges of group discussion 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' confidence and communication skills. 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

It is very important to make the project meaningful by giving students enough freedom for their voice and choice about how to carry out the project. They should be encouraged to use their ideas in designing the project, what materials to be used, and sources of information and how to present the end product. This room would help them to be more creative and independent learners. During the process of conducting the project, teachers should make sure that learners have sufficient time and opportunities to practice skills such as effective communication, using technology, critical thinking and problem solving which all are important for 21st century job market.

The results have the potential to guide the design of professional development experiences or implementations of Syntax project-based learning. What this study did not do, however, is study the efficacy of Syntax project compared to other kinds of teaching methods. Though there are studies that have been conducted to explore this, there are not many of them. More study is needed to see the benefits of the approach. Some of the difficulty with studying Syntax project-based learning is the varying definitions of the approach and the ways project-based learning is implemented. The selected literature on teacher agency gives rise to potential areas of further study. The exploration of the impact of external policy on implementations is one such area as well as the positive

benefits of collaboration to alleviate the perceived challenge of meeting state requirements. The findings in this study suggest that students' value collaboration. It is worthy of further study to explore the extent to which collaboration benefits successful implementations of Syntax project-based learning.

The last suggestion is for other researchers. The researcher suggests further researchers since this research merely focuses on the Syntax project especially in searching sign board for class A and B in the fifth semester in the English Education Department. This paper can be the basis or reference for further research. Other researchers can conduct deeper research on other aspects of the use of group discussion in an educational context.

5.4 Pedagogical Implication

The findings reveal that the students' response has a positive impact on the teaching and learning process in Syntax project. 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 has shown that Syntax project implementations are not immune to challenges. "even though there is challenges in Syntax project, I still work hard to finish the project well," one respondent wrote. Comments like this one indicate a perception that initiatives, new ideas for how to teach students are heaped upon teachers. If that is the case, then knowing one initiative is grounded in history and theory might influence the degree to which that approach is implemented with fidelity.

This study is expected to describe the students response to the benefits and challenges of group discussion in Syntax project. It proves that through sign board making project, the students can improve their confidence, communication skills, English skills, collaboration with groups 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 group discussion is, especially for Syntax project. 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.