

CHAPTER V

CONCLUSIONS

After collecting the data and analyzing the result of the research, the researcher drew some present points of this study including the conclusion, limitation, recommendation, and pedagogical implication.

5.1 Conclusion

Students' perceptions of the project-based learning model show project-based learning in an innovative learning model that trains project management skills, cultivates a culture of collaboration, trains critical and creative thinking, and offers challenging learning. These results are similar to the results of this study. It can be presented based on the findings; Project-based learning is more useful and effective for developing student skills towards Translation projects. Project-based learning appears to be used in several subjects and at most levels. PBL is also a learning method used in translation classes by making story books and developing student experiences. PBL in this Translation class is done by creating groups. Students are divided into several groups and then given project assignments to work on together. Students are enabled to provide perceptions and feelings when working on a translation project. Project-based learning in translation classes is an important

assessment method because it allows students to explore ideas, skills, knowledge, and abilities by providing perceptions about the project that has been created.

Meanwhile, the students' perception when making a story book, it has positive perceptions. Based on the result of the stimulated recall interview, it indicates that most of students' give good reactions when the researchers ask questions about their feelings when they are working on a project. It shows that the students when doing project they feel excited, fun, surprised and challenged to the Translation project. It is very useful for improving students' skills such as creative thinking, problem solving, critical thinking and students' English skills (speaking, reading, writing, grammar, vocabulary, and translating). It makes the students become more interested in learning while doing projects.

5.2 Limitation

This study is conducted only with samples of the population, they are from Translation B class English education Department students at one of university in Kendari. In selecting the participant, the researchers just choose group members who are active in working on the project who have good contributions to their group. 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 on the project-based task in other contexts so the researcher can compare it to other contexts. Therefore, the researcher hopes 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 one of collages in Kendari and English teachers in general and other researchers. Based on the research findings, the EFL students' perceptions of translation project-based task were positive. Therefore, English teachers in general, and especially English teachers in Kendari, researchers suggest using this learning method to assist students in learning English. This method can also develop students' collaborative, self-confidence, critical thinking, creative thinking and problem solving. In addition, the students felt excited and challenged while working on 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 B in the fifth semester in the English Education Department at one of collages in 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 show that the students' perceptions have 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 these learning methods to relieve their work and skills practically.

This study is expected to describe the students' perceptions of bilingual storybook making project in translation class. It proves that through story book making projects, the students can improve their thinking ability, collaboration with groups, problem solving, and students' independence. This study describes that this project has a 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. Moreover, the researcher suggested to the future researchers to conduct some research with different design, aspect, context and approach of the study.