

CHAPTER V
CONCLUSION, LIMITATION OF STUDY, RECOMMENDATION
AND PEDAGOGICAL IMPLICATION

In this chapter, the researcher presents the conclusion, limitation, recommendation and pedagogical implication.

5.1 Conclusion

The students' experiences in the project-based learning model showed that project-based learning is the method that encourages students to design project, plan, and produces output such as product, publication, and presentation. PBL also stimulate students' critical thinking, communication skills, independent learning skill, and motivation. Based on the findings of the study, project-based learning was useful and effective to develop students 'skills toward translation projects. PBL method for translation project by making storybook and developing students' experiences. Project-based learning in translation projects is an important assessment method that allows the students to explore ideas, skills, knowledge, and ability to create the project.

The students' experiences in translation project-based learning have positive responses. Based on the result of the questionnaire, most students presented positive responses towards the Translation Project. Students were enthusiastic about the project, how well students collaborated to decided the story was chosen, and made communication with group mates. On the other hand, the project made students competent in translating and motivated students to improve their translating skills.

In reflection, students gave their impressions about the project. Students felt the project useful, interesting, challenging, good, and enthusiastic. students were

difficulties dealing with the project, setting the time, translating from local language and Bahasa to English, groupmates not actively and design the sketch and cover on the book story and combined the same ideas.

The students feel happy, useful, and enthusiastic about the translation project. It is improving students' skills such as collaboration in group learning, communication, and translating skills. It makes the students interested in learning when doing the project. The reflection showed students' impressions and experiences towards the Translation project.

In addition, Translation project-based learning presented any of students' experiences and impacted students' ability and learning by the real situation.

5.2 Limitation

The researcher realizes this study has some weaknesses and mistakes. First, the researcher difficult to identify each question because most of the students' responses were short and categorized them based on their answering. The researcher classified students' who had good scores as having something rough impact on management time and the other obstacle is rough called students' who lived in a place with a bad connection.

Lastly, the researcher did not more explore information related to project-based learning, for example, what types of translation style their used in process of completing the translation project.

5.3 Recommendation

After the study had been done by the researcher. The researcher has some recommendations for English teachers in general and the other researcher. Based on the finding of the study the EFL students' experiences in translation project-

based learning have positive responses. In particular, English teachers at a higher level of education can be used to students in learning English. This method can develop students' critical thinking, collaborative learning, confidence, motivation, and problem-solving. In the implementation of this learning method, the teacher can change the model of the project to the students and they feel challenged when doing the project.

Last, the researcher suggests further research since this research focuses on the translation project making storybook class A and B, this study can be the reference for further research and the other researchers can conduct specific research on the other aspects of the use of project-based learning, especially in the educational context.

5.4 Pedagogical Implication

The findings of the study show students' experiences in project-based learning in the translation project. The result of the study can be a contribution to the English lecturer, students, and future researcher. Especially for the lecturer can use this method in the teaching process to relieve work and skill practice. This study describes that the project has a positive impact on the students. It proves through the translation project (storybook), the students can improve their collaboration teamwork, thinking ability, problem-solving and English skills especially in translating skills.

For further research, this study can information and reference to other researchers to conduct research with the same topic about experiences in project-based learning. Moreover, this is study can be used as a reference to support sources

that necessary for them and the researcher suggests to future researchers conduct the research in different designs, aspect, and context.

