

BAB V

CONCLUSION, LIMITATION, RECOMMENDATION AND PEDAGOGICAL IMPLICATION

5.1 Conclusion

Based on the findings and discussion in the previous chapter indicated that the students' have a positive impression toward Project-based learning method implementation in the English classroom. This research was conducted at the Syntax B class of fifth-semester students in the English education department of IAIN Kendari. This research began on March, 2nd 2020 until March, 11th 2020.

Based on the questionnaire, the research findings show that most students believe the PBL method needs to apply in the English teaching and learning process. Then, the research finding from students' reflection revealed that students have a good impression on the PBL method.

Moreover, the result of students' reflection also shows some benefits of PBL such as it is increasing students' English knowledge and their writing skill. Moreover, students are more interested, active, and enjoy learning English through PBL also it provides an opportunity for students to interact in a real-life situation. So it can be claimed that PBL is an effective method to develop students' performance in the English teaching-learning process.

Therefore, based on the result of the study above the conclusion of the research is students' attitude especially their cognitive attitude is positive toward project-based learning implementation in the English teaching and learning process.

5.2 Limitation

This study is conducted only with samples of the population, they are from Syntax B class English education department students. In participant selection, the students who are experienced by project-based learning implementation in students' English classes are necessary for this research because the researcher focuses on students' cognitive attitude toward project-based-learning implementation in English instructional context. Regarding the limitation of this study, the researcher is only focused on students' attitude in terms of cognitive attitude, since it is believed to be more fundamental and constant over time (Pendleton, etc., 2003). Whereas, there are still other attitudes terms besides cognitive attitude that makes it possible for future researchers to study with more big scale is better.

As for the obstacles that I experienced when researching is in gathering the data of this research. Data collected through Google Form does not meet the desired target. There were some students although only a small number did not collect the questionnaire and reflection at the agreed time so that made the researcher also the supervisor agreed to only use the data from participants who had collected the questionnaire and their reflections according to the agreed time. Moreover, the researcher also has difficulty in analyzing the reflection that has been collected by students because some students' answers do not fit the context of the questions asked in reflection and there are also unclear answers because the answers given by students is short therefore the researcher has difficulty in formulating the result of the collected reflection. Hence, to maximize the results

of this study required interviews with students to get the desired answers and dig deeper into students' cognitive attitudes towards the application of PBL in English classes. However, due to time constraints, etc., the researcher did not have time to hold an interview session so it is expected that further research can conduct interviews besides collecting questionnaires and reflections on students to support research on students' cognitive attitudes towards implementing PBL in the English instructional context.

5.3 Recommendation

Based on the result of the discussion above, some suggestions can be given depending on the findings obtained about students' cognitive attitude toward project-based learning activity 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' academic achievement as well as students' cognitive attitude. This was based on the analysis which showed that PBL implementation in English class makes students' cognitive attitude more positive also giving benefits to students learning process.

In light of the gathered data in the study, it is recommended the lecturers should use this method in their lessons. On the other hand, lecturers should direct the process of the method effectively because if they cannot direct the method

effectively, students can be frustrated and demoralized, they can be bored with the lesson and the method can be unsuccessful from the beginning of the process.

Thirdly, the students should be active in work on the project. Besides, the students should pay attention to the lecturer if the lecturer instructs so that the students can understand what they should do to complete 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' attitude toward project-based learning implementation in the English instructional context. This research was focused on investigated students' cognitive attitudes. The researcher hopes similar researches can be carried out in investigating other students' attitude components such as in terms of affective and behavior attitude. Besides, 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 attitude about it. Moreover, the researchers suggested that future researchers conduct some research with different designs and approaches to the study.

5.4 Pedagogical Implication

The result of this research could be a contribution to the English lecturer, students, and future researchers. The lecturer can use PBL methods in teaching English. It will affect students' academic achievement as well as students' cognitive attitude because PBL implementation in English class makes students' cognitive attitude is developing also giving benefits to students learning process.

This study is expected to help students also overcome some problems dealing students' negative attitude on English classroom such as students' passiveness in the learning process, students perceived English is difficult also students' less enthusiasm in learning. Those problems can be solved since PBL 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' attitudes.

