

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

The following conclusions can be drawn based on the formulation of the problem described and the discussion described in Chapter IV.

1. The implementation of Project-Based Learning (PjBL) and Problem-Based Learning (PBL) at MA Al Rahmah Walantaka was carried out according to the core principles of each approach. PjBL was implemented through a structured series of phases: starting with an essential question, followed by planning, investigation, creation of a final product, and public presentation. The teacher's role was mainly as a facilitator, providing scaffolding while allowing students autonomy to explore content through projects. Meanwhile, PBL was implemented by presenting students with open-ended problems that required critical thinking, research, and group discussion to reach possible solutions. Though both models promoted student-centered learning and collaboration, the emphasis in PjBL was on the production of a tangible outcome, while PBL prioritized the problem-solving process. Teachers and students reported a high level of engagement in both models, but the project-based setting allowed for more structured reading input and contextualized comprehension tasks.
2. There is a statistically significant difference in students' reading comprehension when taught using the PjBL and PBL

approaches. The results of pre-tests and post-tests indicated that while both approaches had a positive impact on students' reading comprehension, the gains in the PjBL group were higher. Statistical analysis using the appropriate test (e.g., independent samples t-test and ANOVA) revealed that the improvement in reading scores in the PjBL group was significantly greater than in the PBL group. This suggests that the structured reading activities embedded in the project phases helped reinforce comprehension strategies such as identifying main ideas, making inferences, and analyzing textual information. PBL also contributed to improvement but tended to be more effective in promoting critical thinking and discussion rather than systematic reading development.

3. Project-Based Learning (PjBL) was found to be more effective than Problem-Based Learning (PBL) in enhancing students' reading comprehension at MA Al Rahmah Walantaka. The integrated nature of PjBL allowed students to connect reading materials directly to the completion of their projects, which required in-depth understanding and application of content. As a result, students in the PjBL group demonstrated better retention, accuracy in answering comprehension questions, and more developed analytical reading skills. Furthermore, the visible outcomes and authentic tasks in PjBL appeared to increase student motivation, thereby improving their engagement with reading texts. While PBL encouraged active learning through questioning and problem resolution, it did not always require sustained interaction with extended reading materials.

Therefore, in the context of improving reading comprehension in English as a Foreign Language (EFL), PjBL proves to be the more suitable and impactful approach.

B. Implication

The results of this study carry meaningful implications for the teaching and learning of English, especially in improving students' reading comprehension through the application of student-centered approaches such as Project-Based Learning (PjBL) and Problem-Based Learning (PBL). The finding that PjBL proved to be more effective suggests that English teachers should consider integrating project-based tasks into their instructional practices. PjBL not only helps students understand reading materials more deeply, but also promotes active learning, collaboration, creativity, and engagement—all of which are essential in developing 21st-century skills. Through reading tasks embedded in meaningful projects, students become more motivated and focused, as they see the purpose of reading beyond answering test questions.

For curriculum developers and school administrators, this research emphasizes the importance of supporting innovative and contextual teaching methods. Incorporating project-based learning into the English curriculum can provide a more dynamic and flexible framework that aligns with both educational standards and the diverse needs of students. To ensure successful implementation,

teacher training and resource development are essential components.

Finally, this study also implies potential avenues for future research. While this study focused on reading comprehension, further studies could examine the effects of PjBL and PBL on other language skills such as speaking, writing, or listening. Moreover, research on hybrid models that combine elements of PjBL and PBL could lead to even more effective instructional strategies. Longitudinal studies would also be beneficial in assessing the long-term impact of these approaches on language learning outcomes.

C. Suggestions

Based on the findings and limitations of this study, the following suggestions are offered for teachers, schools, and future researchers:

1. For Teachers:

Teachers are encouraged to implement the Reading Aloud method in combination with student-centered approaches such as PjBL and PBL. Specifically, PjBL has demonstrated stronger results in this study and should be prioritized when the learning goal focuses on reading comprehension. Teachers should also provide sufficient scaffolding and clear instructions to guide students through both project and problem-solving processes.

2. For Schools:

Educational institutions should support professional development programs that train teachers in implementing active learning strategies, particularly those that integrate reading with speaking and critical thinking skills. Facilities, materials, and flexible scheduling are also necessary to allow teachers to manage project-based or problem-based activities effectively.

3. For Future Researchers:

Further research should be conducted with larger and more diverse populations to enhance the generalizability of the findings. Researchers may also investigate the long-term effects of Reading Aloud combined with PjBL or PBL, as well as explore students' affective and behavioral engagement more deeply. Additional variables such as motivation, anxiety, and language exposure can also be examined to better understand how these approaches influence reading development.