

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research objectives, this study aims to determine the perspectives of teachers and students in implementing the Project-Based Learning model for learning writing skills. The conclusions of the research will be explained as follows:

1. For the teacher's perspective in implementing the Project-Based Learning model for learning writing skills, there are 3 categories that can be identified, namely teaching planning, learning activity processes and evaluation. Regarding teaching planning, the researcher concludes that in this teaching plan, English teachers A and B prepare and plan several learning tools that adjust the achievement of learning objectives. However, in adapting it to the Project-Based Learning model, English teacher A missed several things in teaching planning such as not designing lesson plans, not facilitating student learning media, and lack of thorough preparation in teaching.

And regarding the process of teaching activities carried out by English teachers A and B, it can be concluded that the two teachers still have not followed and passed several stages of learning the Project Based Learning model for writing skills learning activities

and only focuses on students' ability to solve problems related to writing skills. surrounding environment.

Regarding learning evaluation, the researcher concludes that both A and B English teachers only provide aspects of assessing students' writing results by making assessment rubrics and do not evaluate students based on authentic assessments which include attitudes, knowledge and skills. It can be said that the two teachers have not been able to evaluate students systematically regarding the results of the learning process using the Project Based Learning model.

Therefore, from the three categories, the researcher can conclude that the teacher's perspective regarding the implementation of the Project-Based Learning model in learning writing skills is that the teacher has its own challenges and finds the advantages and disadvantages but when implementing it, the two teachers have not carried out and maximized several learning activities in implementing the Project-Based Learning model

2. Based on the results of research related to the strengths and weaknesses of the Project-Based Learning model for learning writing skills, English A and B teachers have their own perspectives on the strengths and weaknesses of the Project-Based Learning model. The researcher can conclude that the advantages and disadvantages of the

Project-Based Learning model for learning writing skills according to English teachers A and B have several advantages and disadvantages of their own and with this learning model, both teachers can expect students' skills to improve in terms of academics and students' basic abilities.

3. In the results of research regarding student perspectives in implementing the Project-Based Learning model for learning writing skills, the researcher used a data collection technique in the form of an open-ended question questionnaire. From the results of the study, it was shown that students gave several positive responses to the implementation of this Project-Based Learning model. With this learning model, students become more interested in learning to write English and can provide them with a broad knowledge of what they are learning. However, there are several things that make it difficult for them to learn with this learning model. It can be concluded that this learning model can provide them with benefits to improve their English writing skills and can make student learning activities fun so that they have new experiences from the learning process.

B. Suggestion

1. For English teachers: It is expected that teachers can carry out the process of learning activities by implementing the Project-Based

Learning model as a whole in order to develop students' skills in solving problems and deepening knowledge in English and can evaluate the results of student learning activities properly so that students can reflect on themselves and have new experiences.

2. For schools: It is expected that students can provide school facilities that are quite adequate for the school environment, especially in the classroom and can provide long enough time for learning activities so that the process of learning activities can support students in deepening learning materials.
3. For other researchers: It is hoped that other researchers can examine the teacher's perspective in implementing the Project-Based Learning model in depth and can examine in terms of other language skills. The researcher also suggests that other researchers can involve more teachers of other English subjects in other schools because the respondents for English teachers who implemented the Project-Based Learning model in this study were only 2 people.