

CHAPTER V

CONCLUSIONS,IMPLICATIONS AND SUGGESTIONS

1.1 Conclusion

Based on the data analysis and hypothesis testing, it can be concluded that :

1. Students' achievement in writing taught by using Project Based Learning is higher than students' achievement taught by using Problem Based Learning.
2. There is different of students' achievement in writing exposition text between students with high self concept and students low self concept.
3. There is a significant interaction between teaching strategy and self- concept on students' achievement in writing. Students' achievement in writing is influenced by teaching strategy and self concept. The result of statistical testing by using Scheffe-test indicate that students with high self- concept are more effective taught by Project Based Learning.

1.2 Implication

The first finding of this study implies that many English teachers apply ineffective teaching methods in teaching writing because many students do not have written and spoken ability in communication, they can not speak fluently and compose a good writing. Thus, teachers should apply varieties of teaching methods. This first finding of this reearch proves that Project Based Learning and Project Based Learning strategy significantly affect students' achievement in writing. Students taught by using Project Based Learning have better achievement in writing than students taugth by using Problem Based Learning .

The second finding of this research implies that many teachers tend to apply one way in teaching. They are not aware that the ways of students in learning are different. They have their own way in studying. Using only one learning style makes students boring and uncomfortable so they can not achieve their optimal achievement. In the classroom, many teachers sometimes do the things that the auditory like, especially when they teach writing. For example, they ask students to do the work sheet books without guiding them. In addition, teachers tend to teach based on the project from their own way. They sometimes ignore the tasks of writing that given in the text book. They only discuss reading text.

Finally, the third research finding of this study implies that teachers apply teaching strategy that are not suitable with students' self concept. Students who have high self concept are applied techniques that involves lecturing and taking note and of course they do not suit their self concept. As a result, they are not satisfied with their achievement in writing. The third finding of this research indicates that students taught by teaching methods that suit their ways of learning get better achievement.

1.3 Suggestions

In connection with the conclusions, there are some suggestions stated as the following:

1. English teacher are recommended to use PBL and PjBL strategies in teaching writing because these two strategies can improve the students' achievement on writing . In addition, teachers should recognize the students, self – concept of each student when they are applying the strategies in teaching.
2. English teachers should be identify and encourage students based on their self-concept to be more active to writing exposition text in order to get better achievement in writing skills. PBL strategy which can improve students' achievement in writing exposition text for the students who have high self concept and PjBL strategy able to improve students' achievement in writing exposition text who have low self concept. Thus their achievement on writing will be higher.
3. Other researchers may take a further reseach in the area of PBL and PjBL strategies that can be used to improve students' achievement in writing exposition text.