

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

#### 5.1 Conclusions

Based on the data analysis and the research findings, it is concluded that:

1. Students' achievement in descriptive writing by using Project-Based Learning method is higher than that taught by using Problem-Based Learning method;
2. Students' achievement in descriptive writing with introvert personality is higher than of the students with extrovert personality.
3. There is significant interaction between teaching methods and students' personalities on students' achievement in descriptive writing.

#### 5.2 Implications

The finding of the study gives the implication to the students who want to improve their descriptive writing achievement and to the teachers who want to develop descriptive writing of their students when learning and teaching process take a part in the classroom. This research has examined two teaching methods, namely PjBL and PBL. They are applied to students with introvert personality and extrovert personality in order to know which teaching method is more suitable for them to improving their achievement in descriptive writing.

The first finding of research shows that the students' achievement taught by using PjBL method is higher than taught by using PBL method especially when it is taught for students with introvert personality. It is because the students

with introvert personality presumably depend on structure in the composition process and are most likely to turn to mental or written outlines. The thinking types can overdo such structuring, worrying more about grammatical and logical format than about communication.

However, it does not mean that the PBL method is not as good as PjBL method. It is proven that the students' achievement taught by using PBL method can also achieve satisfactory score when it is taught to students with extrovert personality. It is because the way of composing a text suited for students with extrovert personality. That's why PBL method is suitable to be applied for students with extrovert personality.

The fact explained above also proves that actually all the personality of the students are good. Either introvert or extrovert had been able to achieve satisfactory score. Therefore, it cannot be argued that a personality is better than others because it comes naturally in the students' selves. What should be done is how to find eligible methods of teaching for the personality so that their ability can be explored maximally.

### **5.3 Suggestions**

There are some suggestions related to the conclusions and implications at the previous page. The suggestions are:

1. Teachers

- a. It is highly suggested for teachers to use PjBL and PBL methods since these two teaching methods are able to improve students' achievement in descriptive writing.
- b. It is highly suggested for teachers to use PjBL method for a classroom dominated by students with introvert personality while for class dominated by extrovert personality students, teachers are recommended to use PBL method.
- c. Teacher should realize that the students' characteristics such as their personality before choosing the teaching methods. Thus, the teaching methods applied are matched with what they need. As the result, their brightness is able to be explored maximally.

## 2. Other researchers

Other researchers may take a further research in the area PjBL and PBL methods that will improve students' achievement in descriptive writing. While still many weakness of this research, for the other research who want to conduct these methods, it is suggested to learn more about the principles of PjBL and PBL principles in the application.