CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research problems and findings of the data analysis, the conclusions could be summarized as follows:

1. This study demonstrated the positive outcomes of applying an independent curriculum through project-based learning in Grade X at SMA Free Methodist. The teacher utilized Project-based Learning characteristics such as driving questions, learning goals, collaboration, scientific practices, technological tools, and artifact creation to facilitate the learning process. The driving question focused on the relationship between healthy food and students' health in real life prompted critical analysis of their dietary choices. The learning goal emphasized collaborative research on healthy foods and their benefits, allowing students to share diverse perspectives and ideas.
2. The use of project-based learning by the teacher was driven by a desire to provide practical applications in the learning process as well as enhance student understanding through teamwork and effective communication. The project successfully improved students' skills in teamwork, communication, and critical thinking. The teacher expressed satisfaction seeing students articulate their understanding confidently after completing the project. Overall, implementing an independent curriculum through project-based learning proved effective in enhancing students' knowledge about nutrition while supporting their personal growth as active learners.

B. Suggestion

Based on the result and conclusion about Project-Based Learning, the writer would like to provide suggestions that could be useful for English teachers:

1. To further enhance the effectiveness of project-based learning in future implementations, it was suggested that teachers incorporate more diverse technological tools to support student research and presentation. This could include multimedia resources such as videos, podcasts, or interactive web platforms that can enrich the learning experience and cater to different learning styles. Additionally, providing students with more autonomy in choosing their topics or methods of presentation could foster greater engagement and creativity. By allowing students to explore areas of personal interest within the broader theme of healthy eating, they may develop a deeper connection with the subject matter.
2. Future studies could also explore ways to integrate language skills development more effectively into project-based learning activities. Since one of the challenges noted was linguistic barriers during presentations, incorporating specific language practice sessions or peer feedback mechanisms might help improve communication skills among students. Moreover, collaborating with other departments or inviting guest speakers from relevant fields (e.g., nutritionists) could provide additional insights and real-world applications for students' projects. This interdisciplinary approach would not only enhance academic knowledge but also prepare students for practical scenarios where collaboration across disciplines is essential for solving complex problems related to health and nutrition.