CHAPTER V

CONCLUSION AND SUGESTION

5.1 Conclusion

Based on the findings and discussion, the conclusions of this study are as follows:

1. The implementation of Project-Based Learning in teaching descriptive texts was carried out through the stages of project determination, planning, scheduling, project implementation, reporting and presentation, and evaluation. Although it followed the main stages of Project-Based Learning, the implementation did not fully reflect its principles. The learning process was still teacher-centered at the initial stage, students' independence in planning and decision-making was still low, and students' language ability, particularly in vocabulary mastery and sentence construction, was still limited. In addition, students' speaking skills and reflective activities were not yet developed optimally. The findings also revealed that reflection activities were not conducted in a structured manner, as students were not provided with opportunities to evaluate their learning experiences, identify challenges, or reflect on the outcomes of the project.
2. The implementation of Project-Based Learning was influenced by supporting and inhibiting factors. The supporting factors included the teacher's role as a facilitator, students' participation and collaboration, as well as the availability of learning media and a conducive classroom environment. The inhibiting factors included students' limited language

ability, differences in students' abilities affecting group work, limited instructional time, and the lack of optimal reflection activities. These factors caused the implementation of Project-Based Learning to be less than optimal.

5.2 Sugestion

Based on the conclusions above, the suggestions are as follows:

1. For teachers, it is suggested to provide more opportunities for students to be involved in determining and planning the project in order to improve their independence. Teachers also need to provide more focused practice in vocabulary mastery, sentence construction, and speaking skills, as these aspects remain the main challenges. In addition, teachers are encouraged to conduct structured reflection activities at the end of each project by allowing students to share their learning experiences, identify challenges encountered, evaluate their achievements, and discuss areas for improvement. Such activities can help students develop self-awareness, critical thinking, and greater responsibility for their own learning.
2. For students, it is suggested to be more active in group discussions and more confident in presentations. Students also need to improve their language skills, particularly in vocabulary and sentence construction, to better engage in project-based learning.
3. For future researchers, it is suggested to examine the implementation of Project-Based Learning with more effective time management and more

varied strategies, especially in addressing students' limited language ability and improving reflective activities.