

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Conclusion**

This study concludes that the implementation of Project-Based Learning (PjBL) in teaching writing at MAN Kota Blitar was effectively carried out through a structured and student-centered process. The teacher used silent videos and semi-guided instruction to facilitate narrative writing projects, supported by continuous guidance and reflection. This method yields positive student responses, resulting in increased creativity, enhanced communication skills, and a deeper understanding of the content. Overall, PjBL proved to be an effective method for enhancing students' writing proficiency and engagement in the classroom.

#### **5.2. Implications**

The implications of this study are discussed from two main perspectives, namely theoretical and practical. The theoretical implications emphasize how the findings contribute to the body of knowledge on Project-Based Learning (PjBL), particularly in relation to writing instruction within the EFL context. Meanwhile, the practical implications focus on how these findings can be applied in real classroom settings, offering teachers guidance and strategies to improve their instructional practices.

##### **5.2.1 Theoretical Implications**

The findings of this study contribute to the theoretical understanding of Project-Based Learning (PjBL) in the context of English as a Foreign Language

(EFL) writing instruction. The successful implementation of PjBL, employing silent videos, semi-guided instruction, and reflective practices, confirms and extends Harmer's (2001, 2004) theory that writing is not merely a mechanical process but a means for students to express ideas, feelings, and personal experiences. The use of visual media as a stimulus for writing aligns with the theory that writing should be expressive, contextual, and engaging.

Moreover, the structured phases observed in this research reinforce Stoller's (2006) and Krajcik and Blumenfeld's (2006) theoretical frameworks, which advocate for student-centered learning through meaningful projects. This study highlights how PjBL fosters deeper engagement, autonomy, creativity, critical thinking, and comprehension, which are central to these theoretical models. The research thus supports the pedagogical proposition that integrating visual-based and process-oriented projects into EFL classrooms can enhance both linguistic competence and cognitive development.

### **5.2.2 Practical Implications**

Based on the findings of this study, there are several implications for English teachers, particularly in teaching writing using Project-Based Learning (PjBL). The study suggests that teachers need to provide clear guidance and gradual support when implementing PjBL. Although the method encourages student-centered learning, some students may struggle with understanding the material if instructions are not well structured. Therefore, teachers should ensure that each stage of the project is explained in detail and that students receive consistent assistance throughout the process.

Furthermore, the implementation of PjBL can make writing activities more engaging and meaningful for students, especially when the projects are related to real-life contexts. This can help improve students' interest in writing. As such, teachers are encouraged to apply PjBL as an alternative instructional strategy in teaching narrative text, especially to help students become more active and creative in composing their own stories.

In addition, teachers are advised to be attentive to students' confidence levels in writing. Some students may need additional encouragement and support to feel more comfortable expressing their ideas in English. By addressing these needs, the use of PjBL can be more effective and inclusive.

### **5.3 Recommendation**

Based on this research's findings and conclusions, we propose several recommendations for English teachers, students, and future researchers:

#### **5.3.1 For English Teachers**

English teachers should keep using Project-Based Learning (PjBL) for writing instruction, especially with semi-guided methods that balance structure and creativity. Using silent videos as prompts can effectively stimulate students' imagination and help them build vocabulary through contextual observation. Teachers should also provide consistent guidance and feedback throughout the writing process, as this significantly supports students' progress and motivation.

Furthermore, incorporating reflection and student presentation into PjBL can enhance student engagement and communication skills. It's recommended that

teachers incorporate technology, such as LCD projectors and shared folders, to enable collaborative learning and showcase student creations more engagingly.

### **5.3.2 For Students**

Students need to actively participate in project-based learning by exploring their creativity and taking responsibility for their writing development. Students should capitalize on the opportunities provided by brainstorming, peer feedback, and teacher consultation. Practicing writing regularly and reflecting on their progress will also help them improve their language skills and confidence.

### **5.3.3 For Future Researchers**

Future researchers interested in Project-Based Learning should investigate its use in other text types, such as argumentative or expository writing. Furthermore, combining PjBL with methods such as peer assessment, group collaboration, or digital storytelling tools could provide deeper insights into enhancing students' writing performance. Researchers might also consider broadening their study's scope by including a larger sample or employing a mixed-methods approach for a more thorough analysis.