CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the conducted research and the suggestions for the further research with the same topic.

5.1 Conclusions

This research attempted to investigate teacher-student interaction and speaking strategies used by students in a Project-Based Learning classroom. For the first investigation, the results generally showed that the teacher tended to dominate the verbal behavior during the process of teaching and learning. It indicated that even though the teacher used Project-Based Learning, the students still possessed a smaller proportion of talk than the teacher. If it is compared with traditional method, Project-Based Learning did not give significant changes in overall percentage. However, Project-Based Learning relatively gives a major contribution especially to the characteristics of teacher-student interaction. First, the way teacher supported the students was quite different from traditional method. Praise and encouragement were the requirement in PBL in order to sustain students’ motivation while this aspect was not fairly important in traditional method.

Secondly, the process of imparting knowledge or information in PBL was undertaken through questions and answers technique. This was relatively different from traditional method which the process of transferring information is
undertaken through lecturing. The technique was frequently avoided since it tended to restrict students’ performance during the classroom interaction.

Finally, the big proportion of giving directions in Teacher Control indicated that the students were not totally independent learners yet. This surely seemed to contradict a criterion of PBL which mentioned that PBL promotes students to be independent learners. Probably, the contradiction appeared because the observation was only conducted in five meetings. Besides, the project theme was chosen by the teacher so that the students were less enthusiastic and hinged on the teacher’s commands.

For the second investigation, the results showed that the students successfully developed eight out of nine speaking strategies. It indicated that Project-Based Learning gave a space for students to perform better during the classroom interaction.

Although the students had successfully developed some speaking strategies, they found some inhibitions in doing the project. Firstly, the students were not familiar with group work and employed their mother tongue rather than the target language along the interaction. Then, they seemed to lose their interest towards the project as the duration was too long. Finally, some students had difficulty to accept the new role of the teacher as a facilitator, not as a source of knowledge and provider of solutions (see also Fraugolis, 2009).

To cope with the obstacles, the teacher made some modification in design. To reduce the use of mother tongue, the teacher undertook a lot of repetition in giving
directions, using clear instruction, visual aids and worksheets. The teacher also explained to the students that she was there to assist them when they were working with the project.

5.2 Suggestions

In accordance with the findings of this research, there are some suggestions for other researchers as a reference while they are going to conduct the same research in the future:

1. The project theme should be chosen by the students. In this research, the topic for project was chosen by the teacher. As a result, the students seemed to be uninterested in the project because they thought the project was not for them, but for the teacher.

2. The duration of the project should be short. One project should be at least accomplished in five to ten meetings.

3. To see the pattern of teacher-student interaction in PBL classrooms comprehensively, the observer should find another interaction analysis tool that covers both verbal and nonverbal behavior.

5.3 Concluding Remark

This chapter is the last chapter of the research in which the conclusions of the conducted research including the recommendations for further studies in similar topics are presented.
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TEACHER-STUDENT INTERACTION IN A PROJECT-BASED LEARNING CLASSROOM
(A Case Study in A Private Elementary School in Bandung)
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