

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes conclusions based on the research findings and provides several recommendations. These conclusions summarize the main findings of the study, while the recommendations are addressed to teachers, students, and future researchers for further development of similar research.

5.1 Conclusion

This research examined the effect and perceptions of students towards Technology-Integrated Project-Based Learning (TI-PJBL) on students' writing skills in narrative texts among tenth-grade students at a public Islamic high school in Cirebon. Data were collected through pre-tests, post-tests, and questionnaires. The results showed that the experimental class performed better than the control class, the average gain score of experimental was 53.16, while the control class obtained 46.47. This findings indicates that TI-PJBL contribute to an improvement on students' writing skills, although the improvement was not statistically significant (sig. = 0.208 > 0.05).

Despite this, the questionnaire results showed students' positive perceptions of TI-PJBL, with an average score of 2.61, which was categorized as high on a Likert scale of 1–3. Students expressed greater confidence, better understanding of English writing, and better understanding of vocabulary and sentence structure, although some challenges such as limited vocabulary and self-discipline remained.

In conclusion, TI-PJBL has been proven to increase students' motivation, confidence, and language awareness, which are essential for writing development. Therefore, the integration of technology through project-based learning can effectively support the

improvement of students' writing skills and positive learning attitudes, even though the statistical effect is not significantly higher than conventional teaching methods.

5.2 Suggestions

The researcher realizes that this study still has several limitations. Therefore, some suggestions are provided for teachers, students, and future researchers who are interested in implementing or developing Technology-Integrated Project-Based Learning (TI-PJBL).

A. For teachers

English teachers are encouraged to implement Technology-Integrated Project-Based Learning (TI-PJBL) as an alternative approach to enhance students' creativity, and collaboration in the writing process and writing ability itself. Teachers are advised to carefully design projects that are relevant, interesting, and aligned with students' proficiency levels, as well as to provide consistent feedback and guidance throughout the learning process.

B. For students

Students are encouraged to actively participate in project-based learning activities and to take advantage of technology as a supportive tool in developing their writing skills. By engaging more in collaborative projects, students can build confidence, improve vocabulary mastery, and enhance their understanding of sentence structure.

C. For further researchers

Future researchers are advised to conduct studies with larger samples and ensure balanced initial abilities between the two classes to obtain more representative results. The treatment should be delivered by teachers other than the researchers to minimize potential bias and ensure objectivity. Since TI-PJBL integrates technology, it is also

recommended to involve participants with adequate digital literacy so that the learning process can run effectively. Furthermore, employing a mixed-method approach that includes classroom observations or interviews is suggested to explore students' responses and learning experiences in greater depth.

