

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of the research and some suggestions for the next research in the same field.

#### 5.1 Conclusion

This research was undertaken the aims to find out two kind of English teacher that was novice teacher and experienced teacher beliefs and practice using Project Based Learning in Teaching Reading to Achieve High Order Thinking Skill. According to the result from interview and observation by respondent, there are some conclusion can be described for this research:

Novice teacher and experienced teacher has strong beliefs that project based learning in teaching reading has more positive effect than negative effect. They also argue that project based learning become a solution for teaching problem in this era. For the practice of project based learning both of novice teacher and experienced teacher collaborate with writing and speaking. That's because reading is receptive skill. It can be drawn that project based learning in teaching reading more on productive skill and integrated skill because in the end of project student's product can form of writing product or speaking product. Beside that can be conclude that project based learning as the teaching model now always integrated to other. It suitable with concept of K-13 in senior high school.

Experienced teacher in practice project based learning less appropriate to the stage in theory of project based learning than novice teacher. Experienced teacher skipped some of stage in project based learning. The reason because experienced teacher didn't has enough time to prepare the material and because they has a lot of experienced so they take it easy everything. Both of novice teacher and experienced teacher agreed that project based learning has good impact for student. The impact student's get mostly the achievement. Student can achieve some component in High Order Thinking Skill such us creative thinking, critical thinking, rational thinking, collaborating and good team working. Even student couldn't

achieve all of the component however these component has proved that project based learning has good impact for student.

From all of the information can be conclude that teacher beliefs depend on teacher knowledge and teacher practice depend on teacher belief. If teacher knowledge high or low then teacher's beliefs about something also high or low. If teacher beliefs low automatically teacher practice didn't maximal. There was also other perspective that teacher has to have knowledge first as the foundation in teaching then they practice after that they belief. The conclusion was teacher knowledge as the first point afterward teacher belief then teacher practice however can also teacher knowledge first, afterward teacher practice first then teacher can beliefs.

## **5.2 Suggestion**

According to the discussion in previous chapter, the researcher proffers some suggestion. To all the English teacher both of novice teacher and experienced teacher, the researcher suggest more exploring using project based learning in teaching all skill and aspect especially in teaching reading and listening. Try to applied project based learning in teaching reading pure without collaborate to other skill. Although both of novice teacher and experienced teacher rarely to use project based learning. Novice teacher and experienced teacher should also encourage to use project based learning.

To the government of education, the researcher suggest to often hold the event for all the teacher such us seminar, training, workshop, etc about teaching model and the use of project based learning in ELT which from the event teacher will get more knowledge and they encourage to practice in class. Beside that to increase their ability in using it and to make them easier in teaching and more student centred.