

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the results of the research and discussions presented in the previous chapters, it can be concluded that the implementation of Project-Based Learning in reading comprehension at SMA Negeri 1 Moro'o initially faced several difficulties, such as students' limited vocabulary mastery, difficulties in understanding complex sentence structures, and low participation in reading activities. These challenges were caused by the use of general reading materials that were not fully adapted to students' characteristics, interests, and real life contexts. To overcome these problems, the researcher developed reading comprehension material utilizing project-based learning model through the 4D model (Define, Design, Develop, and Disseminate), specifically focusing on Explanation Text.

The development process successfully produced contextual and interactive materials that integrated project-based tasks and were aligned with students' needs. The validation results showed that the product had a high level of feasibility, while trials in both small and large groups indicated that the materials were practical, engaging, and effective in improving students' comprehension. This was proven by the final evaluation results, where all students achieved the minimum mastery criteria (KKM) with an average score of 81.79%. Furthermore, students' responses showed positive perceptions toward the material in terms of readability, relevance, ease of use, and interactivity. In conclusion, developed reading material based on project-based learning model is feasible, practical, and effective in supporting the improvement of eleventh graders' reading comprehension, especially in learning Explanation Text at SMA Negeri 1 Moro'o.

5.2 Recommendation

Based on the findings and conclusion of this study, the following recommendations are proposed:

1. For English Language Teacher

Teachers are encouraged to use the developed reading material as a supplementary resource in teaching reading comprehension, particularly Explanation Text. Integrate PjBL activities consistently to create a more interactive and student-centered classroom environment. Teachers may adapt the material according to classroom conditions, ensuring that students remain actively engaged.

2. For Students

Students should utilize the developed material not only during classroom learning but also as independent practice to strengthen their vocabulary mastery and comprehension. Active participation in project-based activities is recommended to enhance collaboration, creativity in learning English.

3. For Schools

Schools are encouraged to facilitate and support the use of innovative and contextual teaching materials, such as this developed product, to improve the quality of English learning. Providing training for teachers on integrating PjBL into various subjects can further enhance its effectiveness.

4. For Future Researcher

Future research can extend the development of reading material based on PjBL model to other genres of texts (e.g., narrative, report, descriptive text, etc.). Researcher may also integrate digital platforms or multimedia to strengthen students' motivation and engagement in reading activities. Further studies could involve larger samples or different school contexts to validate and generalize the findings of this study.