

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents some conclusions in the research findings in chapter 4 and suggestion related to further action for educators and other researchers.

#### 5.1. Conclusion

It was discussed in the previous chapter that the principal purpose of this research was to develop the model of Project-Based and Cognitive competencies-infused learning components in grammar class of English Language Education Study Program. Based on the findings, the conclusion can be drawn as follow:

Referring to **the first sub-Research Question (RQ1)** that was to analyze the findings of the use of Project-Based and Cognitive competencies-infused into the existing models of learning in grammar classes of English Language Education Study Program. Then, the researcher conducted the analysis by using syllabus documents and online class observation from four universities. Based on the syllabus document, the Cognitive indicators were found in the components of *Course Description, Learning Outcomes, Learning Objectives, and Learning Activities* both explicitly and implicitly. Then, from class observation, the Cognitive indicators were dominated by *Critical Thinking*. Meanwhile, the Project-Based Learning indicators could also be seen directly from syllabus documents and online class observations. According to the syllabus document, the Project-Based Learning indicators were found in the model of learning components both explicitly and implicitly in *Learning Outcomes, Learning Objectives, and Learning Activities*.

According to online class observation, the Project-Based Learning indicators were dominant by *Intellectual Challenge and Accomplishment* indicators.

Moreover, **the second sub-Research Question (RQ2)** was presented the procedures of developing the model of Project-Based and Cognitive competencies-infused learning in the grammar class of English Language Education Study Program. It was followed by the analysis findings from RQ1 and the literature reviews in which the researcher identified the gaps. Pertaining to this, the related gaps were basically used in developing the intended prototype model of learning specifically in Basic English Grammar class. The prior mentioned class was selected to be developed since the goals of the grammar class was considered relevant with the need of English Language Education Study Program students to acquire the 21<sup>st</sup>-century skills mainly in Cognitive competencies such as *Critical thinking, Problem-solving, and Decision-making*. In accordance with those descriptions, there were eleven steps to develop the model of Project-Based and Cognitive competencies-infused learning in the grammar class of English Language Education Study Program. The infusion can be explicitly and implicitly seen from the model of learning components.

Lastly, in order to answer **the third sub-Research Question (RQ3)**, the researcher referred to the procedure in developing the model of Project-Based Learning and cognitive competences infused learning in grammar class of English Language Education Study Program. In other words, the RQ3 result is a design where the prototype of intended model of learning was created. This developed model of learning infused the characteristics of Project-Based Learning such as

*Intellectual Challenge and Accomplishment, Authenticity, and Collaboration* indicators. Whereas, at the same time employed the Cognitive competencies indicators such as *Critical Thinking, Problem Solving, and Decision Making* for the development of the model of learning,

## **5.2. Suggestion**

After accomplishing the study, the researcher provides some suggestions as recommendations for Grammar lecturers. This study merely focuses on the development of the model of Project-Based and Cognitive competencies-infused learning in the Basic English Grammar class of English Language Education Study Program. Therefore, the researcher suggests the other researchers to conduct further research in order to develop the other model of Project-Based and Cognitive competencies-infused into the model of learning which embed different levels of grammar classes of English Language Education Study Program.

The researcher realizes that this study has some limitation, however, the researcher highly expects that this study will give some positive impacts for the educators or other researchers who are willing to implement or develop a Project-Based model of learning infused with Cognitive competencies in English Language Education Study Program grammar classes.