

CHAPTER VI

CONCLUSION

This chapter concludes the final part of the thesis, covering several important points: reaffirmation of the findings, theoretical and pedagogical implications, recommendations for future research and for practitioners in English Language Teaching (ELT) and English as a Foreign Language (EFL).

A. Conclusion

Conducted in several public and private junior high schools, this study investigated the EFL elements contained in the implementation of PjBL in the Merdeka Curriculum and the students' engagement in working on the project. Regarding the research competence on stories, the participants or teachers in this study had a positive impression of it, and quite welcomed the presence of PjBL learning development innovations, especially P5 which is integrated with several of these subjects.

The Merdeka Curriculum's P5 (Project to Strengthen the Pancasila Student Profile) is a program that aims to improve students' understanding and implementation of Pancasila values. The program includes seven themes: sustainable lifestyle, democracy, engineering, technology, building the soul and body, Bhineka Tunggal Ika, local wisdom, and entrepreneurship. In the second semester, three chosen themes were implemented, with some focusing on EFL elements.

There are two types of Project-Based Learning (PjBL) in the independent curriculum: optional classroom PjBL for English subjects and mandatory PjBL called P5, which collaborates with other subjects like natural science, arts, culture, mathematics, and Indonesian language. PjBL empowers students to become independent, critical thinkers, and equipped to face the challenges of the 21st century. EFL elements include grammar, vocabulary, pronunciation, listening comprehension, speaking, reading, and writing. Various projects were implemented in implementing PjBL, including greeting cards, mental health presentations, and translating

products. Technology can help learners adjust their learning process and change existing language teaching methods.

The Project-Based Learning (PjBL) model is a student-centered approach that divides students into groups based on their abilities and preferences. It improves participation, satisfaction, and learning gain. Merdeka Curriculum uses six steps to guide teachers and students in the PjBL process, including designing planning products, monitoring progress, testing results, and evaluating learning experiences. PBL encourages creativity, innovation, and lifelong learning skills, but some teachers argue that opportunities for English practice are limited. Despite these concerns, PBL is considered a good learning method to explore students' abilities and interact, compared to traditional instruction, with a medium to large positive effect on students' academic achievement.

B. Implication of the Study

This narrative inquiry study provides theoretical and pedagogical contributions. Theoretically, this study contributes to a better understanding of teachers' experiences, the implementation of PjBL in EFL classrooms in the Independent Curriculum, students' engagement in working on PjBL, and the scope of narrative inquiry. Pedagogically, this study improves the framework for designing and implementing English classroom activities in the Independent Curriculum by incorporating a variety of teacher perspectives. The next step is pedagogy. This study provides empirical evidence that highlights some EFL elements found in PjBL, particularly P5, which is integrated with several other subjects and demonstrates PjBL's implementation in the current curriculum. Finally, the study's theoretical and pedagogical implications contribute to the field of education and science, with particular relevance for teachers as primary practitioners.

C. Suggestion

After reviewing the teachers' experiences with the Independent Curriculum in English, several recommendations emerged for teachers, schools, and researchers in the future. For teachers, it is advisable to

implement PjBL both inside and outside the classroom. Implementing PjBL in the classroom will maximize students' abilities and interactions that will stimulate students' abilities. In every step of the PjBL process, teachers are also expected to always monitor student activities and ensure that all students work together in accordance with the directions given by the Permendikbud. For schools, since in the Merdeka curriculum there is P5 which needs to be implemented 3 times in one semester and collaborates with other subjects, special attention is needed in designing programs and assignment criteria so that all subjects get the same duties and functions.

For further researchers, it is advisable to first ensure that the focus of their research is in accordance with the data sources to be explored, choose data sources from different types of schools to produce varied data and if they feel they have more opportunities, they can participate in the PjBL implementation process.