

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter elaborates on the conclusions and suggestions gained after conducting this research.

5.1 Conclusions

After reviewing the results of this research, the researcher comes into the conclusion as follows.

5.1.1 Comparison Between Genders and Final Scores

The research has come to the conclusion that males and females were not significantly different in their final scores. It is determined after the analysis of the impaired t-test using IBM SPSS 25. The significance value (sig-2 tailed) of the t-test is at 0.482, which is greater than α of 0.05. This means that there was no significant difference between males and females in their final scores. Consequently, the null hypothesis must be accepted. Moreover, the test also found that males' average scores are slightly higher than females'. These Results say the opposite of some theories that believe females are superior in language-related subjects. Besides, this result is consistent with the Results of Wafidin's and Jekayinfa's research, where they found no significant difference in academic achievement between genders.

5.1.2 Factors Differentiating Students' Learning

The questionnaire was intended to determine the factors that differentiate genders in learning. The results for the factors revealed that Students were motivated enough to complete the morphology subject as good as possible, but unwilling to spend extra time learning the subject. Moreover, Students were confident in themselves to complete and compete with others regarding the subject, which resulted in less interest in asking questions. Then, Parents' expectations motivated students positively to complete the subject, but male students were pressured by the weight of expectations to excel in every subject. Lastly, males believed that the English teaching method applied by the teacher is suitable for the subject.

5.1.3 Students' Perception of Project-based Learning in Morphology

The questionnaire results also unveiled that students thought the English teaching method applied was attractive and suitable for the morphology subject. Then, students found the implementation of project-based learning, especially in the morphology subject, was attractive and effective in boosting academic achievement. Lastly, students feel that the lecturers of the subject have communicated the assessment criteria and made the structured assignment clear. Those were the insights gained from the questionnaire results. Hence, students have an overall good perception towards the lecturers' implementation of project-based learning.

In conclusion, the Results of the research indicate that males and females have no significant difference in their academic achievement in the Morphology subject. This result may be affected by the limitations of the study. In this research, the sample of female scores was taken using systematic random sampling, which caused the data dispersion to be wider and lower. Moreover, this research found no significant difference between the answers of males and females related to the factor differentiating between the genders in learning. Since there was not much difference in factors affecting students, the result of the t-test also found no significant difference. Then, students' overall perception towards the implementation of project-based learning was positive. This means that the implementation of project-based learning accommodates both genders equally, resulting in no significant difference in their final scores. Those are the conclusions of this research.

5.2 Suggestions

Based on the conclusion above, the researcher suggests the following.

1. For another researcher

The researcher will suggest enlarging the scope of the research for future studies. It can be achieved by adding the perception of lecturers. Also, a mixed method will be a good choice for future research similar to this by adding interviews with some students to gather a deeper understanding of the students' perception.

2. For students

The researcher suggests that students need to give extra time to learning materials, not in one specific subject, but in all subjects. This will help students to compete more with others and please their parents' expectations. Even though giving extra time to learning materials is good, the researcher suggests that students not overdo it. Students should have a balance of study time and rest time to prevent possible burnout that will affect students' learning ability.

3. For lecturers

The researcher suggests that the lecturer does not necessarily need to focus on specific gender while teaching the subject because this study found no significant difference between genders in their final scores. Also, the lecturer can motivate and create activities that can make students confident in asking questions. The lecturers can also create varied assignments or activities to keep the students engaged while still being effective in teaching the students.