

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzed the data, conclusion were drawn regarding the used of the Problem Based Learning in model learning writing descriptive text in class VII th at SMPN 1 Lae Parira as follows:

1. This study demonstrated the positive outcomes of applying an problem based learning in grade VII at SMPN 1 lae parira. the teacher utilized problem based learning phases such as is orient students to the problem, organize students for study, assist independent and group investigation, develop and present artifact and exhibits, analyze and evaluate the problem solving process. However, from five phases the teacher only did four phases and did not apply one phase, The four phases that did was done the teacher are, Orient students to the problem, organize students for study, assist independent and group investigation, analyze and evaluate the problem solving process, The phase did not apply the teacher is develop and present artifact and exhibits.
2. John Dewey stated that PBL can help students to develop critical thinking and problem-solving skills. During the interview conducted by the researcher to the teacher. The researcher found the reason why the teacher used Problem Based Learning in teaching writing descriptive text. The following are the results of the interview found by researcher. The reason for implemented of Problem Based Learning models in learning to write

descriptive text is because problem-based learning model in teaching writing descriptive text could be done because it could encourage students to analyze situations, identify problems, and find solutions. Besides, the Problem Based Learning model could also improve problem-solving skills such as applying theoretical knowledge to writing tasks.

B. Suggestions

Based on the result and conclusion about Problem Based Learning, the writer would like to provide suggestions that could be useful for English teachers and students

1. For the teachers, Teachers are expected to be able to carry out the 5 phases of problem-based learning well, such as, Orient students to the problem, organize students for study, assist independent and group investigation, develop and present artifact and exhibits, and analyze and evaluate the problem solving process. To further enhance the effectiveness of problem-based learning in the future, future implementation is suggested to be a useful contribution to improve the quality of English teachers' model in teaching and implementing problem-based learning model in descriptive text writing classroom. Teachers are also expected to assist students in reflecting on the learning process that has been carried out so that students can develop the scientific reasoning ability they need in facing global challenges in the future, so that through this scientific reasoning ability it allows them to identify problems, formulate

hypotheses, design experiments, and draw conclusions based on the data obtained.

2. For the Future studies, could also explore ways to integrate language skill development more effectively into problem based learning activities more effectively into project-based learning activities. As one of the challenges noted was the linguistic barrier during presentations, incorporating specific language practice sessions or peer feedback mechanisms may help to improve communication skills among students. Through the LS-based contextual approach, it can improve problem-solving skills. In addition to the contextual approach, the group discussion method approach can also instill learners' skills, especially the ability to cooperate within their respective groups and also prepare students for practical scenarios. Group discussion method can also inculcate learners' skills especially the ability to cooperate within their respective groups and also prepare students for practical scenarios where cross-disciplinary collaboration is essential to solve complex problems related to health and nutrition related to problems in learning.