

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusions

Based on the research findings and discussions that are stated before, it can be concluded that:

1. Students' achievement in reading expository text taught by using PBL is higher than that taught by using CSR.
2. Students' achievement in reading expository text of students with high critical thinking skill is higher than that of students with low critical thinking skill.
3. There is significant interaction between teaching strategies and critical thinking skill on students' achievement in reading expository text. It can be said that students' achievement in reading expository text is influenced by teaching strategy and critical thinking skill. High critical thinking students taught by using PBL get higher achievement in reading expository text. Meanwhile, low critical thinking students get higher achievement in reading expository text if they are taught by using CSR. There would be mistakes on the data gained because based on the theory, CSR is also best taught to students with high critical thinking skill. So, CSR is appropriate to be taught to students with high and low critical thinking skill.

5.2 Implications

Students' achievement in reading expository text taught by using PBL is higher than that taught by using CSR. This result implies to the English teacher's choice of teaching strategies. It is better for the teacher to apply PBL in teaching reading expository text because it will make students more active. PBL promotes student-centered learning and cognitive processes. It places problem as the starting point of the learning. By working together in groups and analyzing a problem, students can be actively involved in reading comprehension process. Students will get more knowledge because they are asked to search many references actively to solve the problem.

Students' achievement in reading expository text of students with high critical thinking skill is higher than that of students with low critical thinking skill. It gives implication to the teachers that they should consider students' critical thinking skill as the one of factors that influences students' learning achievement. Thus, it is better to the teacher not to be monotonous in teaching. The teacher should give chances to students to solve the problem which appeared in every lesson.

There is significant interaction between teaching strategies and critical thinking skill on students' achievement in reading expository text. This shows that teaching strategies and critical thinking skill are variables that give significant influence in students' learning achievement. Thus, it is needed to relate the teaching strategies with students' critical thinking skill. Furthermore, this research

found that by applying PBL, students are accustomed to solve problems which appeared in learning process. They will discuss the problem with their group. They are asked to find the solution by reading some books, papers, articles and others. They must find the good solution to the problem. So that high critical thinking skill is so needed. If it can be done, students will get involved in a meaningful learning process. It can be assumed that PBL is more applicable in improving students' achievement in reading expository text. But, CSR still can be used in teaching reading. Students with low critical thinking skill are better taught by CSR because in this strategy teacher still have important role in guiding the students and students cooperate each other in their cooperative learning groups.

5.3 Suggestions

In connection with the conclusions and implications, there are some suggestions given as follows:

1. Teachers are recommended to use PBL and CSR in teaching reading since these two strategies can improve students' achievement in reading expository text.
2. Teachers are recommended to use PBL for class which dominated by students with high critical thinking skill. Otherwise for class which dominated by low critical thinking students, teacher can use CSR.
3. Teachers should consider the students' characteristics, especially students' critical thinking skill in choosing teaching strategies. It is hoped that

teacher can guide students with low critical thinking skill in order to get better achievement in reading expository text.