

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the researcher's conclusions and suggestions based on the research findings and discussion of data analysis above.

A. Conclusion

The result of this study is that applying Problem-Based Learning to teach students in writing narrative text at tenth graders of SMAN 1 Nganjuk are effective in terms of content, vocabulary, and language use. This effectiveness is evidenced by the post-test mean scores of the experimental class, which were significantly higher compared to those of the control class. Specifically, in terms of content, the mean N-Gain score for the experimental class (Problem-Based Learning) is 95.38%. Regarding vocabulary, the experimental class achieved the mean N-Gain score for the experimental class (Problem-Based Learning) is 84.72%. Similarly, for language use, the experimental class obtained the mean N-Gain score for the experimental class (Problem-Based Learning) 95.37%. These results demonstrate the efficacy of Problem-Based Learning in enhancing students' writing proficiency in terms of content, vocabulary, and language use.

It is supported by statistical calculation. In terms of content, the result of the study showed that the statistical calculation of Mann-Whitney test obtained a Z of -5.153 with a significance value of 0.000. Similarly, for vocabulary, the Mann-Whitney test obtained a Z of -2.893 with a significance value of 0.004. Further supporting the effectiveness of Problem-Based Learning. Lastly, in terms of language use, the Mann-Whitney test obtained a Z of -4.830 with a significance value of 0.000. So, according to the calculations, the students in the experimental class who were taught by Problem-Based Learning have better writing skill in terms of content, vocabulary, and language

use than the students in the control class who were taught by Conventional Method; lecture.

B. Suggestion

Based on the research, the writer gives some suggestions as follow:

1. For English Teacher

Teachers are encouraged to adopt Problem-Based Learning as it can significantly enhance the learning process. This method has demonstrated effectiveness in facilitating students' writing of narrative texts.

2. For Students

For all students, especially in Indonesia. Whatever the teaching method was given by teachers, stay active, enthusiastic and never give up in learning. Never feel that the method was provided by teachers is boring.

3. For Further Researchers

Future researchers are encouraged to explore the application of Problem-Based Learning across various writing components or variables beyond the scope of this study, which focused on content, vocabulary, and language use. This would allow for a more comprehensive understanding of the method's potential benefits.

Additionally, the findings of this study can serve as valuable references for future research endeavors, offering opportunities for further exploration and expansion of knowledge in this area.