

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter contained the conclusion. The researcher provides a conclusion after explaining the findings and discussions in the previous chapter. The conclusion addresses the research questions raised by this study.

#### **A. Conclusion**

The ability of students in English learning should be trained, one of which is to train their reading and speaking abilities to be able to address their problems and expand students' knowledge so that students become more active in learning. Thus, the researcher was tasked with determining whether there was a noteworthy distinction between the eighth-grade junior high school pupils who were instructed using the Problem Based Learning paradigm and those who were not. The results of hypothesis testing suggest that there is a substantial difference in results in the teaching of integrated English learning taught utilizing the PBL. Based on the finding above there was significant effect of PBL toward students' reading comprehension. It was shown that the result showed the significant value was lower than alpha ( $0.000 \text{ lower} \leq 0.05$ ). It meant that the use of problem based learning effective on students' reading comprehension at the 8th junior high school.

#### **B. Suggestion**

In the findings of this study, the researcher would like to provide suggestions to teachers, students, and further researchers.

##### **1. For English Teachers**

The teachers ought to be utilizing an imaginative and creative

methodology for instructing English to understudies so that understudies do not feel bored, sluggish, and befuddled in learning English. One way is that teachers can utilize and gave Problem Based Learning show to understudies since this demonstrate permits understudies to progress their considering and imagination in understanding problems. In expansion, teachers must have planning some time recently instructing utilizing the Problem Based Learning model.

## **2. For students**

Based on the results of this research, it is suggested that students should actively participate in Problem Based Learning (PBL) activities, especially in reading lessons. Through PBL, students are encouraged to think critically, collaborate with peers, and find solutions to real-world problems, all of which are beneficial to improve their reading comprehension skills.

## **3. For the other researcher**

The researcher suggests for next researchers to compare Problem Based Learning to other teaching materials in order to consider which one provides more gains for the improvement of the English reading comprehension of students. Then, for next researchers can be used Problem Based Learning not only in reading skill but also in another English skill as well writing and speaking.

## REFERENCE

- Argaw, A. S. (2017). The Effect of Problem-Based Learning (PBL) Instruction on Students' Motivation and Problem-Solving Skills of Physics. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(3), 857–871.
- Ariani, N. (2023). The Effect of Project-Based Learning on Reading Comprehension Achievement of Junior High School Students. *Dapena School Surabaya, Indonesia*.
- Arjuna, et al. (2016). The Use of Problem-Based Learning Method in Teaching Reading Comprehension. *Journal of English Language Teaching*, 5(1), Serie D.
- Ary, D., et al. (2010). *Introduction to Research in Education* (8th ed.). Belmont, CA: Wadsworth.
- Asmara, F. F. (2022). The Effectiveness of Problem-Based Learning Model in Teaching Integrated English of the Ninth Grade Students at MTs N 3 Ponorogo.
- Astuti, et al. (2017). E-Book for Problem-Based Learning to Improve Learning Outcome of the Students. In Widiastuti, I., Budiyanto, C. W., Zainnuri, H., & Kurniawan, H. E. (Eds.), *Proceedings of the International Conference on Teacher Training and Education 2017 (ICTTE 2017)* (p. 221). Surakarta: Atlantis Press.
- Aulia, H. R., et al. (2023). Problem-Based Learning as a Method to Improve Senior High School Students' Reading Comprehension in English. *ELTR Journal*, 7(2), 77–85.
- Barrett, T. (2017). *A New Model of Problem-Based Learning: Inspiring Concepts, Practice Strategies, and Case Studies from Higher Education*. Maynooth: AISHE.
- Barrows H.S. (1982). Problem-based learning in medicine and beyond.A brief overview.New direction for teaching and learning.
- Borhan, M. T. (2014). Problem-Based Learning (PBL) in Teacher Education: A Review of the Effect of PBL on Pre-Service Teachers' Knowledge and Skills. *European Journal of Educational Sciences*, 1(1).
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). New York: Pearson Education.
- Creswell, J. W., & Gutterman, T. C. (2019). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New

York: Pearson.

- Fraenkel, J. R., & Wallen, N. E. (2009). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.
- Glazer, E. (2019). Instructional Methods, Strategies, and Technologies to Meet the Needs of All Learners; Ch. 5 Problem Based Learning. In Lombardi, P (Eds)
- Hasyim, M. Y. A. (2021). The Effectiveness of Problem-Based Learning on Advanced Reading Comprehension Skills in Online Arabic Language Teaching. *Lisania: Journal of Arabic Education and Literature*, 5(1), 1–18.
- Hou, J. (2014). Project and Module-Based Teaching and Learning. *International Journal of Computer and Information Engineering*, 8(3), 791.
- Johnson, K. (2001). *An Introduction to Foreign Language Learning and Teaching*. Oxford: Oxford University Press.
- Johnson, R. B., & Christensen, L. (2020). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. America: SAGE Publications.
- Kaganang, G. (2019). The Use of Problem-Based Learning to Improve Students' Reading Comprehension. *Langua – Journal of Linguistics, Literature, and Language Education*, 2(1), 1–12.
- Lestari, M., et al. (2023). Major Steps in Curriculum Merdeka Design for Learning English. *Jurnal Jukim*, 2(4), 96–102.
- Meilani, P. R., et al. (2024). Using Problem-Based Learning Strategy to Improve Students' Vocabulary Mastery. *International Journal of Business, English, and Communication (IJoBEC)*, 2(2), 77–86.
- Muriyah, et al. (2023). The Effectiveness of Online Problem-Based Learning in Improving Students' Reading Comprehension with Different Learning Styles. *English Education Journal (EEJ)*, 13(1), 93–104.
- Pratiwi, V. D., et al. (2020). Effect of Problem-Based Learning (PBL) Models on Motivation and Learning Outcomes in Learning Civic Education. *JPI*, 9(3). DOI: 10.23887/jpi-undiksha.v9i3.21565
- Rosyidin, I., et al. (2022). The Effect of Problem-Based Learning Model on Students' Comprehension of English Reading Texts. *English Review: Journal of English Education*, 10(2), 1–12.
- Sari, I. P. (2020). The Effect of Problem-Based Learning Toward Students' Vocabulary Size and Reading Comprehension.
- Setiawan, R. (2021). The Effect of Problem-Based Learning Strategy on Increasing the 11th Grade Students' Speaking Ability.

- Sidik, et al. (2021). The Effects of Problem-Based Learning in Students' Reading Comprehension for Mastering Content and Vocabulary Acquisition. *ASEAN Journal of Science and Engineering Education*, 1(2), 87–92.
- Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Syahfutra, W., et al. (2019). Improving Students' Reading Comprehension by Using Problem-Based Learning Strategy. *Journal of Education Informatics, Technology, and Science (JeITS)*, 1(1), 125–136.
- Zakaria, M. I. (2019). A Systematic Review of Problem-Based Learning in Education. *Creative Education*, 10, 2671–2688.