

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the results of the study entitled “The Effects of Problem-Based Learning (PBL) on Students’ Critical Thinking Skills in Writing Expository Text at ISHS 1 Mukomuko”, it can be concluded that the implementation of Problem-Based Learning (PBL) has a significant impact on students’ critical thinking skills in writing expository text. The data analysis revealed that the average score of the experimental class increased from 55.76 in the pre-test to 76.30 in the post-test, while the control class showed a lower increase from 50.93 to 58.60. This result was supported by the independent sample t-test, which indicated a Sig. (2-tailed) value of $0.016 < 0.05$. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted, confirming that PBL has a significant impact compared to conventional teaching methods in developing students’ critical thinking skills in writing expository text.

Furthermore, the implementation of problem-based learning encourages students to be more active, focused, and consistent during the writing process. This is reflected in the decrease of the standard deviation in the experimental class, indicating a more even distribution of students’ abilities compared to the control class. PBL also facilitates the development of the six critical thinking indicators proposed by Facione (2015), namely interpretation, analysis, evaluation, inference, explanation, and self-regulation,

which directly contribute to improving the quality of students' expository writing. Thus, it can be emphasised that problem-based learning not only has a significant impact on students' critical thinking skills but also helps minimise learning disparities while equipping students with essential competencies required in 21st-century learning.

B. Suggestion

Based on the findings and discussion of this research, several suggestions can be proposed.

1. For teachers, it is recommended to apply the Problem-Based Learning (PBL) model more frequently in teaching writing, particularly in expository text, since the results show that PBL significantly improves students' critical thinking skills. Teachers should also provide various real-life problems that are relevant to students' contexts, as these can encourage students to think critically, analyze information, and construct stronger arguments in their writing.
2. For students, it is important to actively participate in the PBL process by collaborating with peers, engaging in problem analysis, and being reflective in revising their writing. Through this active engagement, students can strengthen their critical thinking skills, which are not only useful in academic writing but also in real-life problem-solving situations.
3. For schools and institutions, this study suggests that integrating PBL into the curriculum can contribute to more effective English language learning. Schools should provide training or workshops for teachers to familiarize

them with PBL strategies so that they can be implemented consistently across subjects.

4. for future researchers, it is recommended to explore the application of PBL in other skills such as speaking, reading, or listening, or to combine PBL with other approaches like Genre-Based Approach (GBA) to further enhance students' critical thinking. Future studies could also employ larger sample sizes or different educational levels to strengthen the generalizability of the findings.

