

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1. Conclusion**

This research examines the strategies and implementation used by an English teacher to teach reading using problem-based learning methods (PBL) in the classroom. The research involved an interview with an English teacher and observations of class VII in SMP Negeri 11 Kota Jambi. The study found that the teacher employed two teaching strategies: scaffolding and QAR (Question and Answer Relationship).

Scaffolding involves asking students to read the text and correct the wrong vocabulary while providing additional support to help students understand the learning context. This aligns with the theory of Vacca & Vacca (1999), which emphasizes providing additional support to help students complete tasks or develop new understanding.

QAR (Question and Answer Relationship) involves brainstorming, posing questions related to the lesson, and grouping to help students actively engage in understanding the material. These strategies make students more actively participate in the lesson, aid in reading comprehension, spark interest in reading and enhance their learning abilities.

The implementation of PBL in the classroom is discussed. The teacher states that traditional methods, such as delivering material in front of the class, are less effective in helping students understand the lessons. PBL presents students with

authentic and meaningful problematic situations, increasing learning effectiveness and student engagement.

The teacher's application of the problem-based learning paradigm is consistent with the ideas presented by Ibrahim and Nur (2017). The instructor starts by posing a thought-provoking question about the issue under discussion. Then, they go over how to utilize temporal expressions and read words. The teacher then divides the class into small groups and gives them the task of coming up with a daily schedule as a practical issue. Within their groups, students actively cooperate, and those who do not comprehend instructions ask the teacher.

The teacher develops and presents the work, with each group reading aloud the outcomes of their conversation to strengthen comprehension and benefit from one another's discoveries. Afterward, the teacher assesses and analyzes the students' problem-solving techniques and comments on their performance.

When it comes to aiding students in learning courses, traditional approaches like presenting material in front of the class are considered less effective than the teacher's understanding of Problem-Based Learning (PBL). PBL allows students to use their experiences to apply to challenges and improve learning results. In line with Arends' assertion in Bektı Wulandari (2013) that PBL exposes students to real-world and significant challenging scenarios, boosting learning efficacy and student engagement, the instructor supplies simple-to-understand content about everyday activities.

The teacher evaluates each student's comprehension of the subject matter and works to boost enthusiasm for studying. PBL's benefits include raising student motivation, streamlining the transfer of new information, and fostering the growth of critical thinking and creative abilities, all of which add to a more thorough education.

## **5.2. Suggestion**

Based on the above, the researcher gave some suggestions to students, teachers, and future researchers. The researcher hopes this advice can benefit those interested in the study. Therefore, these suggestions will be explained as follows; It was suggested that students develop a learning strategy to understand learning, especially in reading lessons. Ultimately, it is expected that students not only better understand the material but also develop critical thinking skills in problem-solving.

It was suggested that the teacher implement these problem-based learning strategies and methods in the classroom. The strategies used can provide a new way of learning so that students will always feel enjoyed and excited during learning. The researcher realized this study is still far from perfect, so it was suggested that future researchers examine this issue to get more information about teachers' strategies for teaching reading through problem-based learning and the implementation of PBL in the classroom. In this research, the teacher has not directly given the form of problems to students; further research can find real examples of problems teachers

use in implementing problem-based learning in learning reading. The researcher hopes this research can be a reference for future research.