CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the result of the data analysis, it can be concluded that :

1. Problem-Based Learning give significant effect the students' writing skill especially recount text. Based on the result to answer number one the question, the students by using problem-based learning scores on post-test were better in which the mean is 83,8333 than their scores the mean pre-test is 58,2778. It meant that there was significant effect of using problem-based learning to improve students' writing skill at tenth grade of SMA Negeri 1 Tahunan Jepara in the academic year 2020/2021.

2. Project-Based Learning was significant effect the students' writing skill especially recount text. Based on the result to answer the question, the students' scores by using project-based learning on post-test were better in which the mean= 84,2222 than their scores on pre-test the mean 60,9722. In conclusion, the calculation of paired t-test showed that there was a significant difference between pre-test and post-test . can be concluded that the use of style writer project-based learning as treatment in teaching recount text to improve students' ability in writing (recount text using project-based learning) was effective.

3. Both Problem-Based Learning and Project-Based Learning was significant difference effect the students' writing skill especially recount text. Based on the result to answer the question it explained that the data

above explained that the mean score of post-test in experimental class promblem-based learning the other hand, the mean score of pre test in control class (problem-based learning) was 83,8333 with the total students was 36. In the other hand, the mean sdore of post-test in control class (project-based learning) 84,2222 with the total students was 36. After getting the data by using t-test formula, it proved the result of the hypothesis. According to the results of measurement, it could be seen that the value of t-test was -262 < t-table 2,000. It meant that the null hypothesis was accepted and the alternative hypothesis was rejected because the value of t-test < t-table, the results problem-based learning and project-based learning has no significant difference to improve writing skill, especially recount text, the result project-based learning than higher problem-based learning in process learning activity. Both problem-based learning and project-based learning could improve the students' writing skill. It is in live with the statement the activities of problem-based learning and project-based learning also more effective in increase students in writing skill and positive developments in teaching. So, it could be concuded that problem-based learning (Experimental Class) and Project-based learning (Control Class) were effective technique at the tenth grade students of SMA Negeri 1 Tahunan Jepara in the academic year 2020/2021.

5.2 Suggestion

There were two recommendations defined by the researcher. First, students needed probem-based learning and project-based learning as the effective technique in teaching writing. The researcher trusted that probem-based learning and project-based learning gave many advantages to improve the students' writing skill. Students became more confident in learning beacuse their errors in writing were corrected by their friend. So, students could improve their writing skill little by little.

Second, the English teacher should use probem-based learning and project-based learning the technique in teaching writing. The researcher trusted that problem-based learning and project-based learning involved the students directly in learning process. So, students would got new experience in learning while they could improve their writing skill.

Third, other researchers needs an outgoing research because this research was aimed at finding the significance of problem-based learning and project-based learning on writing.