

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research was to explore the use of Problem- Based Learning (PBL) in teaching the eleventh-grade students' writing skill at SMK Cendekia, taking into account its effectiveness, problems encountered, and solutions implemented. Descriptive qualitative research was employed in this study, and data were collected through observation, interviews with teachers and students, and document analysis of student writing activities.

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Despite its effectiveness, implementation of PBL in writing instruction at SMK Cendekia was faced with numerous obstacles. Students usually found

it challenging to determine main ideas, organize opening and concluding sentences, formulate paragraph content, choose appropriate vocabulary, and adjust paragraph structure. These are underscored in ongoing technical and conceptual issues in writing, even in contextual and collaborative learning settings. Furthermore, time constraints were a primary drawback, with the peer feedback and revision stages tending to be hurried and with the instructor unable to provide extended individualized feedback.

Solutions were used to overcome these challenges. The instructors played the role of facilitators, taking students through real issues and using guiding questions to encourage idea generation and critical thinking. Instructors actively managed group dynamics to facilitate effective contributions and asked students to reflect on their discussions as part of the pre-writing process. To address technical writing difficulties, teachers integrated other support mechanisms, such as model texts, sentence drills, and scheduled writing strategy steps, into the PBL framework. The positive experiences mentioned by the students, such as increased motivation, freedom to voice ideas, and a desire to continue learning with PBL, demonstrate the efficiency of this intervention in providing an enabling and supportive learning environment.

B. Suggestion

Based on the findings and conclusions obtained from this study, some practical and theoretical suggestions are presented to guide relevant parties in improving the implementation of Problem-Based Learning (PBL) for the

teaching of writing in vocational education settings. The results of this study underscore the pivotal role of teachers in the successful application of the PBL model. It is therefore recommended that teachers strategically allocate adequate time for each stage of the PBL cycle. The writing process, which involves problem identification, drafting, revision, and presentation, requires sufficient instructional time to allow for meaningful peer feedback and teacher-student consultations. Where necessary, certain components such as revisions or reflections can be extended beyond the classroom through homework or asynchronous activities.

In addition, while PBL emphasizes student autonomy, the teacher's role in providing explicit instruction remains essential. Teachers are advised to deliver focused scaffolding particularly in areas where students face difficulties, such as grammar, vocabulary development, and paragraph organization. This may include the integration of mini-lessons, the use of model texts, sentence starters, and graphic organizers to support students' cognitive development. Effective group management is another crucial factor. Teachers should continue to monitor group dynamics to ensure that each member contributes equally. Regular check-ins, clearly defined roles, and the use of structured peer assessment rubrics may improve collaborative learning outcomes

Finally, teachers are encouraged to adopt a reflective approach toward their instructional practices. Continuous evaluation and refinement of PBL strategies, informed by student feedback and observed classroom challenges,

will help sustain the effectiveness of this model in writing skill development. For future researchers, The present study, rooted in a qualitative descriptive design, offers rich insights into the implementation of PBL in teaching writing. However, further studies are needed to expand and deepen understanding of this instructional model. Future researchers are encouraged to employ quantitative approaches to measure the specific effects of PBL on discrete components of writing, such as grammatical accuracy, lexical diversity, and rhetorical coherence.

Longitudinal studies may also provide valuable insights into the sustained impact of PBL on students' writing development, including how writing skills acquired through PBL transfer into workplace contexts post-graduation. Additionally, comparative research exploring the relative effectiveness of PBL versus other pedagogical models—such as project-based learning or inquiry-based learning—could help educators identify the most suitable strategies for different learner profiles.

Lastly, studies that focus on teacher professional development and the integration of technology in PBL environments are strongly recommended. Investigating how digital tools, including artificial intelligence, collaborative writing platforms, and feedback technologies, can be optimized within PBL frameworks may further enhance writing instruction in vocational education settings.