THE ANALYSIS OF PROBLEM BASED LEARNING AS TEACHING MODEL TOWARDS STUDENTS' CRITICAL THINKING SKILL ON CHAPTER 7'S TEACHING UNIT
(A Case Study on Grade VIII at SMP N 1 Batang)

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Abstract

This study aimed to explain the appropriateness of Problem Based Learning as teaching model in SMP N 1 Batang and to explain the analysis of Problem Based Learning towards students' critical thinking skill on Chapter 7's teaching unit in grade VIII of SMP N 1 Batang. This research is descriptive research. This research used interview which based on the function of Problem Based Learning according to Levin (2001) and document analysis. The result of this study showed that problem based learning is appropriate to be applied in the SMP N 1 Batang, which students are able to implement each step of problem based learning and has less difficulty during the learning activity. In addition, this study showed that students are succeed to do the 4C activity, especially in critical thinking activity. Thus, problem based learning can be considered as an appropriate teaching model and able to encourage students' critical thinking.

Keywords: English Language Teaching, Critical Thinking, Problem Based Learning

INTRODUCTION

Nowadays, education is major needs for human. Education is important as it is a tool to develop human's potency, skill and passion. In order to provide a good quality of learning, there are several factors that must be considered, one of them is teaching model. Teacher should be able to provide an effective learning activity so that students can receive the knowledge as much as possible. Furthermore, teacher should be able to select an appropriate teaching model so that teacher can give the best learning experience for students.

Concerning the Indonesian education system that now has been directed to 21st century learning, it is important to notice the 4C skills needed. The skills needed are communication, collaboration, critical thinking and problem solving also creativity and innovation. One of the skills is critical thinking. According to Padmanabha (2018) critical thinking is a way of thinking to assess the information that students read, heard and saw to make the objective and reasonable judgments.

Critical thinking is necessary in education as students will be able to engage knowledge more deeply and increase their motivation.

However, the reality shows that inappropriate teaching model makes learning process done not effectively. The selection of teaching model is necessary to be done carefully. Problem based learning consider as suitable model that can develop students' critical thinking.

Masrinah et al. (2019) explained that PBL can be used to develop critical thinking since the students are not only asked to comprehend a problem but also to solve it. Problem based learning can engage students to be actively participate in the learning process. In addition. Levin (2001) explained the aim of problem based learning is to implement critical thinking, problem solving skills and content knowledge to real-world problems and issue. Therefore, it can stimulate students' critical thinking skills. It is necessary for teacher to encourage students' critical thinking by developing an appropriate

teaching model for their learning activity. Problem based learning has several steps. Arends (2008) describe the steps of problem based learning model into five steps; problem orientation, organization of learners, independent and group investigation, problem solving development and presentation, and evaluation of the problem solving process.

This study is aimed to explain the appropriateness of problem based learning as teaching model in SMP N 1 Batang. Furthermore, the purpose of this study also to explain the analysis of problem based learning towards students' critical thinking skill on Chapter 7's teaching unit in Grade VIII of SMP N 1 Batang. This study can be used as valuable information about problem based learning and the improvement of English teaching especially in developing teaching unit that pay attention on students' critical thinking skill. In addition, the result of study is expected to give information for teacher, students and readers about the appropriateness of problem based learning. The last, it can contribute to advance the knowledge and theory related problem based learning and critical thinking skill. However, no study has been conducted with the same topic in SMP N 1 Batang.

RESEARCH METHOD

This research is descriptive research. According to Indrawati (2019) descriptive research descriptive research is designed in order to give information and clear illustration related to the social situation with the objective of descriptive research. In this study, the researcher analyzed the appropriateness of problem based learning as teaching model in SMP N 1 Batang. Furthermore, the researcher analyzed problem based learning towards students' critical thinking skill based on the lesson plan document.

This study takes place in SMP N 1 Batang with the subject of research is students of Grade VIII. The researcher used document analysis to analyze the lesson plan. The data used by the researcher was any information found in the document of lesson plan. The data will be analyzed based on the theory of stages of problem based learning which proposed by Arends (2008). The result of data used to answer the analysis of problem based learning towards students' critical thinking skill. Furthermore, the researcher also conduct interview with three students of Grade VIII and an English teacher. The interview is based on the theory of function of problem based learning proposed by Levin (2001). The result of interview will be used as data to answer the appropriateness of problem based learning as teaching model in SMP N 1 Batang.

The technique of data analysis is based on Miles and Huberman (1994) which consist of data reduction, data display and conclusion drawing and verifying. The data gained from the field are select and reduce. The important data will be used to answer the problem statement. Then, the data is organized through data display. It helps researcher to be easier to draw the conclusion. The last, conclusion drawing and verifying. In this part, the researcher make a conclusion after analyzing the data and presenting. The researcher make a conclusion based on the transcript interview and the data gained through analysis of lesson plan.

FINDINGS AND DISCUSSION

The interview was conducted face to face with an English teacher and three students of Grade VIII. From the interview, the researcher found that students feel difficult to comprehend English since they are not usual with the language itself. It means that students are not used to use English language in their daily life and they still lack of English vocabulary. Students are difficult to comprehend English material especially when they learn about grammar. Students agree that when teacher explain material using English, they are difficult to understand. In contrast, when teacher mix the language into English and Indonesian, students are able to

comprehend it well. It is said that when students heard new vocabulary, they feel confused. Students have difficulty on identifying the meaning of words. Furthermore, students also feel difficult to comprehend grammar. It is because students cannot memorize each formula of tenses. Students explain that they have difficulty in practice arranging sentence using certain tenses. There is still confusion to arrange a sentence using correct formula of tenses.

In addition, the researcher investigate students' difficulty in implementing each step of problem based learning. The researcher found that students are able to do all of the problem based learning stages. However, there are several difficulties that they face during the activity. During the problem orientation, students don't find any difficulty since they are able to observe and comprehend the problem that given by teacher. It is said that in this stage, there is no difficulty that obstruct their activity. Furthermore, in the stage organization of learners, students has their own job in a team. The teacher divided a class into several groups. Every student in a group has their own job which they are responsible to do the job. Students said that during this activity, they face a difficulty when the job is too hard. However, since it is a team, if there is something difficult, they will help each other.

The next stage is independent and group investigation. Students stated that group investigation is easier than individual. It is because they have to gather information related to problem which is a little bit difficult if they have to do it alone. Students sometime find difficulty during gather information. Students who are good at English said that they don't really feel difficult to find several information. In contrast, students who are not really good at English sometimes find it difficult.

Problem solving development and presentation consider as the hardest step that should done by students. Students said that presenting work is difficult because

they have to speak in front of class. There are various reasons why presenting work is difficult for them. A student said that they don't have any courage and confident to speak in front of class because they have a problem with pronunciation. Another student said that they are afraid to speak in front of class because they are lack of vocabulary. The last stage is evaluation of the problem solving process. In this stage, students explain that they are able to reflect and evaluate the correct solution of the problem. It is said that teacher help students to evaluate the learning process and reflect whether they have good understanding about the material or not.

Another interview conduct with an English teacher of SMP N 1 Batang to find the students' ability on implementing problem based learning. The result of interview shows that students are able to do all of problem based learning stages. The same of students' explanation, teacher said that there is one stages that feels difficult for students to be done, that is presenting work. Teacher said that presentation activity consumes more times than it has planned. It is because students are too afraid to present in the front of class, so teacher should give them more time for students to prepare. Teacher said that students' ability of presentation is in average level. Students are sometimes mispronounce words and still lack of vocabulary which they suddenly stop their speaking and have a time to think what they should speak in the next.

Teacher said that students' ability in implementing problem based learning is good. They are able to do all of stages even with several difficulties. Teacher explained that problem based learning is more complex than other teaching model. It is because students should make a solution based on the problem that has been given by teacher. Students are not only ask to comprehend an issue, but also to make a solution. Through this way, problem based learning can encourage students critical thinking skill.

Teacher said that there are various way to make students use their critical thinking, but the easiest way is through analyzing an issue or their surrounding during the learning process. Teacher always ask students to observe their surroundings, relating their knowledge with the issue that happen in their real life. Teacher gave an issue later ask students to solve with their own thinking. Therefore, problem based learning involve activities that can encourage students' critical thinking skill and problem solving. It is said that students are active during the learning process and able to motivate students to learn english. The teaching model doesn't make students bored and students want to learn English more deeply.

The researcher analyzed the document of lesson plan at Chapter 7. This data is related to the analysis of problem based learning towards students' critical thinking skill on Chapter 7's teaching unit. The data comes from document analysis which analyzing the lesson plan that used by teacher at grade VIII of SMP N 1 Batang with the material of simple present tense.

According to the data, there are three students' activities that are related to 4C skill, especially critical thinking activity. There are six students from different classes of grade VIII. The data measure students' response in implementing 4C activity especially critical thinking. If students' response hit 1, it means that they have a bad response towards the activity, number 2 means 'good' and 3 means 'excellent'.

4C Activity	Name	Students' Response		
		1	2	3
Students are asked to observe the school backyard, then explain the situation	AMH			V
	KM			V
	AAP		V	
	ANH			V
	NDA		V	
	KKA			V
Students re-read the sentence about habit with correct intonation, stress and pronunciation	AMH			V
	KM		V	
	AAP		V	
	ANH			V
	NDA		V	
	KKA			V
Students are asked to write their habitual activity	AMH			V
	KM			V
	AAP			V
	ANH			V
	NDA		V	
	KKA			V

According to the data above, in the first 4C Activity students are asked to observe the school environment (school backyard) then explain what they have been see during observation. There are four out of six students who are able to explain the result of their observation well. This activity is include in critical thinking since students have to pay attention on the detail situation and should be able to describe what they have been observe. Students are not only see their surrounding but deeply observe their environment. They have to collect information during observation and process those information so that they can present it to others. However, there are two students who still only in a 'good level'. It doesn't mean that students are fail, but it is sign that students need to improve their ability in order to do the 4C activity.

The second activity is students are asked to re-read the sentence about habit with correct intonation, stress pronunciation. In this activity, students are given an example from teacher about how to read certain sentences. Students should comprehend the example such as the correct pronunciation of each word, the correct word stress, and the intonation.

Teacher gives example then students should be able to re-read correctly. This activity can stimulate students' critical thinking since comprehending what the teacher has been exemplified. Students have to be able to differentiate the correct pronunciation and practice it correctly.

The result from data shows that there are 3 out of six students who are able to read the sentence correctly based on the pronunciation, stress and intonation. Those students are able to comprehend what they have been listened and practice it in form of speak correctly. In contrast, other three students are not able to re-read the sentence correctly.

The third activity is students are asked to write their habitual activity. Students should be able to investigate the kind of habitual activity according to their experience. In this stage, the students will collect the information by using their own experience.

According to the data there are five out of six students who got an excellent response towards this activity. It means that most of them are able to do this activity of critical thinking without any difficulty. Another one student have good response toward this activity. It is a great result which almost all of them are succeed to do this work.

CONCLUSION

The findings revealed that problem based learning is an appropriate teaching model that use in SMP N 1 Batang. This teaching model got a great response from students and teacher. Problem based learning can be implemented properly in English subject at SMP N 1 Batang. Students are able to do the stages of problem based learning properly.

The only difficult stage for students is presenting work. During presenting work, students feel difficult since it is related to their speaking skill. It is said that pronunciation is difficult for them also the lack of vocabulary has an influence towards their fear in speaking.

Problem based learning is useful to encourage students' critical thinking skill. Teacher can involve the activity of critical thinking during the investigation stages. This teaching model encourage students to find or make a solution related to the issue. In making solution, students have to gather information and analyze the best solution using their own thinking. Through this activity, students will use their critical thinking to solve the problem. However, problem based learning consider to be more complex and difficult rather than other teaching model.

The result related to the analysis of problem based learning towards students' critical thinking skill on Chapter 7's teaching unit revealed that students mostly have an excellent ability to do the 4C activity, especially critical thinking skills. There is no student who hit bad category. The 4C activity in the lesson plan are able to encourage students' critical thinking skill which is makes them investigate certain issue. The activity involve students' experience in their real life. It is good for students so they can relate their knowledge into their real life.

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