

# ANALYSIS OF PROBLEM-BASED LEARNING METHOD TO CRITICAL THINKING IN IMPROVING READING SKILLS

Crali Bainah  
English Education

[clarbainah@gmail.com](mailto:clarbainah@gmail.com)

## Abstract

The aim of this study is to determine Problem-based learning method to critical thinking in improving reading skills. The population of this research is English education students Universitas teknokrat indonesia academic year 2019 and 2020 who have taken academic writing courses. Subject research was carried out using saturated sampling method, where the sample used was the same as the existing population. This research is a qualitative descriptive study with data collection techniques using a questionnaire containing 10 questions. From the results of research on various kinds of learning methods, problem based learning is very influential in improving reading skills. Thus, the use of problem-based learning methods involves students critical thinking in solving a problem.

**Key words:** Problem-based learning, Learning methods, Reading skills

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## INTRODUCTION

Education is a right for all Indonesian citizens regardless of race, ethnicity, religion, ect [1], [2], [3]. All citizens living in Indonesia are entitled to the same education both in cities and in remote area [4], [5], [6]. Education is a place to teach and impart knowledge to someone [7], [8], [9]. Education is a structured arrangement in order to mature someone [10], [11], [12]. Therefore, Education is needed to improve the quality of human resources [13], [14], [15]. Education will provide opportunities for humans to advance and get a good life [16], [17], [18]. Education will transform a person into a religious individual with a noble character, intelligence, and abilities [19], [20], [21].

One of the many languages used around the world is English [22], [23], [24]. English is regarded as a crucial foundational skill for people who desire to be perceptive and knowledgeable [25], [26], [27]. Nowadays English is regarded as a universal language that is spoken by people everywhere [28], [29], [30]. The English language is crucial in making the world into a single thread [31], [32], [33]. In almost every nation where it is not the national tongue, English is recognized as a second language [34], [35], [36]. In Indonesia, the status of English is a foreign language [37], [38], [39]. English is necessary because it is the language of science-technology, the language of business conduct among native English speakers, the language of the Olympics and the language of international conferences [40], [41], [42]. Given the importance of English in various aspects of life [43], [44], [45].

Nowdays, Reading is one of the basic reading skills for learning as a foreign language (EFL) [46], [47]. Reading is the process of understanding the contents of the text [48], [49], [50]. Reading is a complex undertaking and an impressive achievement [51], [52], [53]. In learning English, reading ability is very used to improve reading skills [54], [55]. According to [56], [57], [58] describe features of children's reading development as well as features of teachers' reading instruction. According to [59], [60], [61] therefore, the purpose of reading is to make the invisible layer, the underlying meaning, visible and clear. The importance of reading skills in schools to help students improve reading skills [62], [63], [64]. Teachers can help students to improve student understanding through strategies in reading [65], [66], [67]. According to [68], [69] teachers can

help improve student comprehension through instruction of reading strategies such as Predicting, making connections, visualizing, inferring, questioning, and summarizing [70], [71], [72].

The learning process is a direct interaction carried out by teachers and students to achieve learning goals at school [73], [74], [75]. In the process of learning English, English learning methods can be used to support the learning process by using problem-based learning [76], [77], [78]. In learning English using problem-based learning (PBL) it is important to improve skills in schools [79], [80], [81]. Problem-based learning is a learning model that starts with facing real problems or simulated problems [82], [83], [84]. Therefore, Problem-Based Learning enables students to use critical thinking, a systematic approach and the integration of information related to student experiences at home, at school or in the environment [85], [86], [87]. According to [88], [89], [90] Problem-based learning, students can develop problem solving skills and critical thinking skills by generating information based on real life experiences and gaining knowledge about their own learning [91], [92], [93]. According to [94], [95] PBL “empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem” [96], [97], [98]. Students can explain related to their life experiences, experiences at school or experiences related to the community environment.

In this problem-based teaching model, teachers can provide opportunities for students to be more active in solving a problem. In problem-based learning, it has the characteristics of demanding students to think more critically to solve problems. This characteristic is identical with problem-based learning (PBL) [99]. This means that students, while repairing problems on various components are expected to be able to master critical thinking skills and, collaboration in teams / social interactions, and soft skills. In reading skills students can read accurately and think critically to solve a problem they read. According to [100] seeks an appropriate definition by means of clarifying the concept of critical thinking and determining what problem the definition should help to solve.

## **METHOD**

The type of research used in this study uses qualitative methods. According to (Creswell (2014), this type of qualitative research is research that uses an approach to build a statement based on a constructive-perspective attitude. The population of this study were students of English Education at Universitas Teknokrat Indonesia academic year 2019 and 2020 who had taken academic writing courses. The selection of subjects in this study used saturated sampling. According to Sugiyono (2017: 82) Saturated sampling is a sampling technique when all members of all populations are used as samples where the number of samples to be used was the same as the population to be studied where the number of samples to be used was the same as the population to be studied. However, in this study, researchers experienced problems in collecting answers from respondents. There should be as many as 23 students who answers the questionnaire, but only 16 people answers the questionnaire

According to Miles, M.B., & Huberman, A. M. (1994) included: Data collection, conducting data condensation, data display and conclusions: drawing / verifying. The stages in this study are 1) collecting data, 2) conducting data condensation, 3) displaying data, 4) concluding the results obtained. The questionnaire form used to data collection is an online questionnaire using the Google form. First, the research compiles the types of statements included in the online questionnaire.

## RESULTS AND DISCUSSION

In this research was conducted to analyze the problem of learning based on the method of critical thinking in improving reading skills. Based on data collected from respondents' answers. Can be seen from the table below:

**Tabel 1. I Easily Build Learning Skills Through Problems**

<b>Answer</b>	<b>Percent</b>
Agree	93,8%
Disagree	6,3%
<b>Total</b>	<b>100%</b>

Table 1 above shows that 93.8% agreed that it was easy for them to build learning skills with problems, while 6.3% chose to disagree because they felt it was not easy to build learning skills through problems.

**Tabel 2. I Have Difficulty Collecting Facts About Related Information**

<b>Answer</b>	<b>Percent</b>
Agree	43,8%
Disagree	56,3%
<b>Total</b>	<b>100%</b>

Table 2 above shows that 43.8% answered disagree, they thought that it was difficult to collect facts related to related information. However, 56.3% of the results of the answers did not agree they found it difficult to collect facts related to related information.

**Tabel 3. I Easily Build Independent Learners and Develop Critical Thinking Skills**

<b>Answer</b>	<b>Percent</b>
Agree	93,8%
Disagree	6,3%
<b>Total</b>	<b>100%</b>

Table 3 above shows that 93.8% answered that they agreed that it was easy for them to build independent learning and 6.3% of the results disagreed because they found it difficult to build independent learning and develop their critical thinking.

**Tabel 4. I Find It Difficult To Develop Critical Thinking Related To Complex Issues**

<b>Answer</b>	<b>Percent</b>
Agree	56,3%
Disagree	43,8%
<b>Total</b>	<b>100%</b>

Table 4 above shows that 56.3% answered agree because it is difficult to develop critical thinking with complex problems. However, 43.8% answered disagree if they found it difficult to develop critical thinking related to complex issues.

**Tabel 5. I Find It Difficult To Critical Thinking**

<b>Answer</b>	<b>Percent</b>
Agree	25%
Disagree	75%
<b>Total</b>	<b>100%</b>

Table 5 above shows that 25% answered that they agreed they had difficulty thinking critically. However, 75% of other respondents answered that they disagreed that it was difficult to think critically.

**Tabel 6. I Keep My Concentration Difficulty While Reading**

<b>Answer</b>	<b>Percent</b>
Agree	68,8%
Disagree	31,3%
<b>Total</b>	<b>100%</b>

Table 6 above shows that 68.8% answered agreed and it was difficult to maintain concentration in reading. However, 31.3% of the other respondents answered disagree that it was difficult to maintain concentration while reading.

**Tabel 7. It's Hard to Give a Conclusion**

<b>Answer</b>	<b>Percent</b>
Agree	68,8%
Disagree	31,3%

<b>Total</b>	100%
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Table 7 above shows that 68.8% answered agreed respondents suspected that it was difficult to conclude what was read. However, 31.3% of the other respondents answered disagree, they found it difficult to give the conclusions they read.

**Tabel 8. I Can Easily Find The Structure of an Argument or Paragraph**

<b>Answer</b>	<b>Percent</b>
Agree	81,3%
Disagree	18,8%
<b>Total</b>	100%

Table 8 above shows that 81.3% of the answers agreed that it was easy for them to find the structure of an argument or paragraph. However, 18.8% of the other respondents answered disagree, they found it difficult to find the structure of an argument or paragraph.

**Tabel 9. I Easily Consider The Appropriateness (Facts) That I Read From Several Sources**

<b>Answer</b>	<b>Percent</b>
Agree	81,3%
Disagree	18,8%
<b>Total</b>	100%

Table 9 above shows that 81.3% of the answers agree that they find it easy to consider the suitability of facts read from several sources. However, 18.8% of the other respondents answered disagree, thinking that it is not easy to consider the suitability of the facts read from several sources.

**Tabel 10. I Easily Summarize The Information When I Read**

<b>Answer</b>	<b>Percent</b>
Agree	93,8%
Disagree	6,3%
<b>Total</b>	100%

Table 10 above shows that 93.8% of the answers agree they easily summarize the information when they read it. However, 6.3% of the other respondents answered disagree, thinking that it is not easy to easily summarize the information when they are read

The findings show that the problem-based learning method can improve their reading skills. The teacher guides students to activate prior knowledge to help understand reading (Anderson & Pearson, 2016). From previous knowledge, students identify and recognize the meaning of words, sentences, and text structures. According to (Pourhosein Gilakjani & Sabouri (2016) claims readers activate their background knowledge and apply it to help them understand what they read. researchers get results, it can be seen that problem based learning on critical thinking can improve their reading skills to build learning skills with problems, out of 43.8% answered that they did not agree, they considered it difficult to collect facts related to related information, 93.8% agreed that it was easy for them to build independent learning, that 56.3% answered that they agreed because it was difficult to develop thinking critical with complex problems, namely 25% answered that it was difficult to think critically, 68.8% answered that they agreed and had difficulty maintaining concentration in reading, 68.8% answered that they agreed that it was difficult to conclude what was read, 81.3% of the answers agreed that they find it easy to consider the appropriateness of reading facts from several sources and 93.8% te final answers agree they easily summarize information when reading it.

In the results of the researchers studied. There are similarities quoted from the journal (Iskandar, N., Jannah, M., & Wicaksono, S. R. (2021) Problem Based Learning was an effective in English instructional strategy for vocational school of Blega of Bangkalan. The data shows that the result of observation score was 100% done well. This means that PBL syntax of this instructional design was conducted well. Therefore, this implementation was categorized very practical for learning English in enhancing students' critical thinking. The learning presents reading skills. The research was conducted four times in a topic descriptive text and argumentative essay. The first meeting was pre-test, the second was PBL class (reading material about descriptive text), the third was PBL class (reading material about argumentative essay), the last was post-test (Iskandar, N., Jannah, M., & Wicaksono, S. R. (2021).

In the results of the researchers studied. There are differences quoted from the journal Pratama, M.A.R., Cahyono, E., & Aggraito, Y.U. (2019) that the problem-based learning method makes students more critical, sensitive to the problems they face but does not improve their reading skills. According to (Pratama, M. A. R., Cahyono, E., & Aggraito, Y. U. (2019) the test for students' critical thinking questions obtained a high category score of 11.11%, a high category of 33.33%, and a moderate category of 55.56%. Therefore, The problems given by the teacher stimulate students to be able to think critically, be sensitive to existing problems and find ways to solve them. Through the PBL model students are trained to develop their skills in solving problems by being faced with several problems related to the material in learning (Hastuti et al., 2018. Chiras (2015) in his research stated that individuals who have a high level of critical thinking skills, will be able to formulate problems clearly, collect and assess relevant information, use abstract ideas, have open thoughts, and are able to communicate effectively with other individuals.

## **CONCLUSION**

Conclusions that can be given in Problem-based learning method to critical thinking in improving reading skills. If teacher was used the Problem-Based Learning model, students are able to critical thinking about what they read. Critical thinking skills greatly affect their reading skills. Compared to the class that did not use the Problem-Based Learning method, there was slightly increased improvement in their reading skills. The suggestion from this study, when using and teaching

learning methods, especially problem-based learning, learning must be packaged as interesting and authentic as it relates to student problems. Therefore, students can be interested in the topics discussed and push students to think critically to solve the problems given.

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