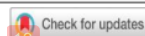




The Problem Based Learning in Enhancing Students' Critical Thinking for Reading Skills in English Teaching at Vocational School

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ABSTRACT

The purpose of this research explained how Problem Based Learning (PBL) designed in teaching and learning English for Vocational School students in Indonesia. A PBL was used for overcoming critical thinking skill in teaching English at vocational school. The sample consisted of tenth grade of vocational school students who were recruited purposively. The research methodology used qualitative and qualitative method. Interview was used to get data about instructional and students' needs. Questionnaire was used to obtain expert validation during teaching and learning process, and a test was used to obtain the effectiveness. The results of expert validation showed that the design of this learning strategy was good and can be used in learning English. It was effective in English as Foreign Language teaching strategy for vocational school in Blega of Bangkalan. Thus, it could be implemented in the teaching and learning English for vocational school students in enhancing students' critical thinking.

INTRODUCTION

Nowadays, Indonesian vocational schools need to prepare the twenty-first century skill and career for contributing in the global society and work. The 21st century demands a new response to become productive contributors to society where we must quickly master the learning innovations, technology, and career skills needed for work and life (Griffin & Care, 2015; Kumar & Refaei, 2017). It means that teachers should be innovative in preparing students for the need of 21st century skills demand. Schools play a role and are responsible for realizing the quality of education to produce vocational school graduates based upon the demands of the twenty-first century. Ten countries in the Asia-Pacific region has been participate in the research approaches transversal competencies core skills (Grii & Care, 2018). Therefore, Indonesia as the development country already participated in contributing such competencies that one of them is the critical thinking.

In fact, the learning process mostly does not provide opportunities for students to think critically in some school in Indonesia (Mursyidah et al., 2019; Nurisya & Corebima, 2017; Rohim, 2014). It concerns to solve such problem in learning process. In addition, ability of vocational students to communicate effectively in English is still low. This problem mostly caused by lack of analysis from students, thus it merely depends on memorizing vocabulary and grammar. Thus, some empirical researchs already suggest that using Problem-Based Learning (PBL) can an effective solution for it (Kassem, 2018; Rohim, 2014; Savery, 2018). However, there are still lack of evidence in its usage and implementation in Indonesian Vocational Schools.

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