

Improvement of Students' Critical Thinking Using Total Physical Response Method Assisted With Image Media

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ABSTRAK

Berpikir kritis penting dalam belajar bahasa Inggris untuk memahami informasi terutama di era abad 21. Maka dari itu, penelitian ini mempunyai tujuan untuk mengetahui peningkatan berpikir kritis siswa dengan menggunakan metode Total Physical Response berbantuan media gambar pada penerapan teks deskripsi. Subyek penelitian ini adalah Siswa kelas VII Kelas C SMP N 6 Semarang Tahun Pelajaran 2022/2023. Penelitian ini merupakan penelitian tindakan kelas yang menggunakan pendekatan kuantitatif dan kualitatif dalam mengumpulkan dan menganalisis data. Peneliti melakukan observasi, menggunakan rekaman video, dan pekerjaan siswa dalam mengumpulkan data. Dalam menganalisis data, kami menggunakan lima indikator berpikir kritis, teori dari Ennis yaitu: Memberikan penjelasan sederhana, Membangun keterampilan mendasar, Menyimpulkan, Memberikan penjelasan lebih lanjut, mengatur strategi, dan teknik. Temuan penelitian ini menunjukkan bahwa pada analisis data pada tahap Reconnaissance, Siklus I, dan Siklus II ditemukan bahwa kemampuan berpikir kritis siswa kelas VII C SMP N 6 Semarang tahun pelajaran 2022/2023 dapat ditingkatkan dengan penggunaan Total Physical Response berbantuan media gambar. Hal ini dapat dilihat dari rata-rata siswa dari tes yang diberikan pada tahap Reconnaissance, Siklus I dan Siklus II terdapat peningkatan.

Kata kunci: Berpikir Kritis Siswa, Metode Total Physical Response, Media gambar

ABSTRACT

Critical thinking is important in learning English to understand information especially in 21 century era. This study aims, to find out the improvement of students' critical thinking using Total Physical Response method assisted with image media in application of description text. The subject of this study is Seventh grade Students of Class C Smp N 6 Semarang in Academic Year 2022/2023. This study is classroom action research which uses quantitative and qualitative in collecting and analyzing the data. The Researchers do observation, use video recording, and students' work in collecting data. In analyzing the data, we use five indicators of critical thinking, a theory from Ennis which are: Giving a simple explanation, Building fundamental skills, Concluding, Providing further explanation, set strategy, and technique. The findings of this study indicates that on the analysis of the data in Reconnaissance stage, Cycle I, and Cycle II, we found that students' critical thinking of the seventh grade students of lass C SMP N 6 Semarang in the academic year of 2022/2023 can be improved by the use of Total Physical Response assisted with image media. It can be seen from the students' mean from the test administered during Reconnaissance stage, Cycle I and Cycle II that there is enhancement.

Keywords: Students' Critical Thinking, Total Physical Response Method, Image media

1. INTRODUCTION

In Indonesia, English is taught at various levels, from low to high. Language learning must indeed be taught step by step because it gives a more understandable effect. In the current curriculum in Indonesia, many children in class VII or at the beginning of the junior high school year do not have English basic. There were no English lessons from the elementary schools previously taught, so the knowledge of class VII students in English was not good. Even though there are students who have received English at the previous level, their critical thinking is still lacking.

These problems are coupled with the intense world competition in the 21st-century era, in which critical thinking is needed. Tien (2020) says that critical thinking is an important thing in life. In line with this, the current curriculum in Indonesia is the Merdeka Curriculum. The Merdeka Curriculum has a Pancasila Student Profile in which one of its elements is critical thinking. In addition, students at the initial level of learning English have difficulty understanding simple things such as new English vocabulary and do not know the meaning in Indonesian and vice versa. Students also experience difficulties in pronouncing English words. Class VII C of SMP N 6 Semarang found the same thing when the writer made observations. Many children lack critical thinking in English. The reasons are very diverse, students feel embarrassed when they speak English, and they are afraid of making mistakes, so they passively respond. In this case, the role of the teacher is very large in efforts to improve their critical thinking skills.

In this 21 century era, students are obliged to have critical thinking in living life to achieve a successful life. Without critical thinking, students will have difficulties surviving in this competitive world era. In addition, to achieve a successful life for students, nowadays curriculum of education in Indonesia is aware to implement critical thinking for students. In the curriculum Merdeka, there is a Profil Pelajar Pancasila, which consists of components, one of which is to

improve critical thinking (Kemendikbud, 2022). The phenomena of this problem, students need critical thinking in comprehending something. Also, in order to make a better education in Indonesia, critical thinking is important for students. The problem can be solved by using indicators or components in critical thinking. A theory of students' critical thinking rooted in Ennis, Nurfaizah, *et al* (2022) has five important components: Giving a simple explanation, Building fundamental skills, Concluding, Providing a further explanation, set strategies, and techniques used in this research. The result of a previous study conducted by Nurfaizah, *et al* (2022) that students' critical thinking skills have been seen in solving problems ranging from giving simple explanations, building basic skills, inferring the meaning of theory and reality, providing further explanations by considering definitions and assumptions, and set strategies and techniques in uncovering problems.

In this case, practicing pronouncing and understanding by practicing will improve students' critical thinking. Total Physical Response is used to provide students with English speaking practice by demonstrating using the physical. In addition, with the help of media images, students will be more interested in participating in learning. Students find it easier to remember, understand, and stimulate their critical thinking to capture the meaning of a word without translating directly into their mother tongue or Indonesian with a total physical response assisted by media images.

Based on the background of the problems above, the authors identify the problem of this classroom action research; how is the improvement of students' critical thinking using Total Physical Response method assisted with image media?

Based on the problem statement above, this classroom action research is aimed to find out the improvement of students' critical thinking using Total Physical Response method assisted with image media.

We choose this topic because of some reasons. First, critical thinking is a crucial thing in learning something, especially learning English. Hence, we want to share an inspiration for other teachers to conduct Total Physical Response for students in learning English and create better critical thinking for students. Also, we believed that Total Physical Response can be used in English class to improve students' thinking skills. In addition, the teaching practice (PPL2) that we conducted used Total Physical Response to support the material which is descriptive text in the class.

2. METHODOLOGY

The data was collected by observation, students' work (dialog), and using video recording. The researchers conducted the research in SMP N 6 Semarang in seventh grade C that consist of 34 students whose 18 girls and 16 boys. The data in this research were considered as quantitative and qualitative data. The quantitative data were presented in the result of students' work that were collected from pre – test and post – test. Meanwhile, the qualitative data is the description of the process during the actions.

As mentioned above, the research accomplished through the procedure established by Ennis, cited in Nurfaizah, *et al* (2022). The cycle involved four main steps in each cycle 1) reconnaissance; 2) planning; 3) acting & observing and 4) reflecting. Reconnaissance is also known as preliminary in action research. The objective of this stage is to find facts and information on the problems in the field about the students' critical thinking. After identifying the problems gained from the previous stage, actions were planned to overcome the problems related to the students' critical thinking. Implementing, this research was conducted from April to May 2023. In the implementation of this research, two cycles were carried out. The two cycles consist of four meetings, namely on 3 and 5 May 2023 for the first cycle. As for the second cycle, namely on 17 and 19 May 2023. Reflections were made related to the actions implemented. It was

done by assessing the writing dialog from the students using the designed critical thinking rubric.

Table 1. Indicators of critical thinking

Aspect of critical thinking	Score	Criteria
Give a simple explanation	5	delivering an explanation using understandable language
	3	lack of explanation using understandable language
	1	No explanation using understandable language
Building fundamental skills,	5	Provide the applicable theory and the facts in the field
	3	Lack of the applicable theory and the facts in the field
	1	No applicable theory and the facts in the field
Conclude,	5	Provide deductions and considering the results of knowledge. Also, making and considering induction
	3	Provide deductions and considering the

		results of knowledge.
	1	No Provide deductions and considering the results of knowledge. Also, making and considering induction.
Provide further explanation.	5	Provide exchange ideas from an opinion of a topic
	3	Lack of exchange ideas from an opinion of a topic
	1	No exchange ideas from an opinion of a topic
Set strategy and technique.	5	Provide an action of result and interact with others
	3	Lack of result and interact with others
	1	No result and interact with others

The rubric provides five aspects of critical thinkin which are give a simple explanation, building fundamental skills, conclude, set strategy and technique in which each of them is scaled from 1 to 5. Therefore, the maximum score is 25 with minimum score is 5. By knowing the highest score and the lowest score above, the formulation of the ideal mean and the ideal standard deviation can be calculated as follows.

$$\begin{aligned} \text{Maximum score} &= G + B + C + P + S \\ &= (3 + 3 + 3 + 3 + 3) \times 4 = 100 \end{aligned}$$

$$\begin{aligned} \text{Minimum score} &= G + B + C + P + S \\ &= (1 + 1 + 1 + 1 + 1) \times 4 = 20 \end{aligned}$$

The score of the students were then interpreted into some categories, such as very good, good, fair, poor, very poor. The table is presented below.

Table 2. The Interpretation Score

Class interval	Interpretation
100 – 87	Excellent
86 – 74	Very good
73 – 61	Good
60 – 47	Fair
46 – 34	Poor
33 – 20	Very poor

Furthermore, there were two independent raters in assessing students' critical thinking. The first rater was the English teacher of Grade VII for Compulsory English Program who is qualified for assessing students' critical thinking and the second rater was the researcher herself. In evaluating the students' critical thinking, she and the collaborator gave an appropriate score in each aspect. The indicator of success could be seen from the increasing in the number of students who got improved scores in Cycle 2.

3. FINDING AND DISCUSSION

During the teaching and learning process, students speak in Bahasa Indonesia or even Javanese language. Also they do not know how to spell English words. The students said that they do not like writing in English. They are not confident enough. In addition, they do not have any idea about what is going to be written in English and how is the spelling. That is why they feel afraid when they get an English writing assignment. Most of the students do not bring a dictionary in the English teaching and learning process. The students are depended to online

translating tool, of which the results are not always accurate. In addition, the teacher has difficulty in monitoring the students in writing process since the large number of the students and the limited time.

Preliminary Cycle

In addition, the researcher conducted a pretest to the student of Grade VII C. The test was conducted on Thursday, 6 April 2023. The students were asked to write a simple dialog about a favorite subject. It was assumed that the students are pretty familiar to school subject material, as they often hear it. Therefore, it was not difficult for the students to write about it. During the test, students are allowed to use dictionary and look for basic information from the internet. The result of the pretest was presented below. From the result, it is showed that the student's critical thinking score was still low.

Table 3. Result of Preliminary Test

Interpretation	Span of score	mean	frequency	(%)
Excellent	100 – 87	60 (good)	0	0
Very good	86 – 74		2	5.8
Good	73 – 61		14	41.1
Fair	60 – 47		18	52.9

After identifying the problems, the researcher analyzed the point of those problems and consult it with the contributor. They found that students' critical thinking score were very low. They

tried to design the appropriate method to improve the students' critical thinking. The researcher proposed Total Physical Response method and image media to be applied in the actions to provide material and media during the writing activity. The students stated that the previous English teacher were rarely applied ICT based media in the teaching learning process. The researcher and the teacher had agreed to use TPR and image media as teaching media to be applied during the actions.

Cycle 1

In cycle 1, conducted on Wednesday and Friday 3 and 5 May 2023. I used Total Physical Response as method to improved students' critical thinking. The activities of teaching-learning process in Cycle 1 was done in three steps, which were pre-activity, main activity, and post-activity. During the pre-activity, the teacher or in this case researcher prepare the students for the lesson, such as greeting, checking attendance, reviewing previous meeting, and motivating students to accomplish the learning objectives.

For the main activity, the students were given about the material which is school building. The material included vocabulary of rooms in the school and simple present tense grammar. The students were asked to imitate the movement/TPR with the clue and helped by the researcher/teacher. The teacher asked students to understand a vocabulary by using total physical response assisted by media images through Powerpoint. The class is divided into 2 groups to do word guessing games. The game has provisions, namely students guess the word from the opposing group with the opposing group providing movement as assistance. Then students work on exercises and make simple dialogues about school buildings.

In the post activity, feedback regarding the students' work on students' critical thinking was given as a form of reinforcement for the students. After that, students and teacher held question and answer session, and concluded the lesson afterward.

The result of the Cycle 1 test was used as the measurement of the improvement and guidance to do the next action. It could be seen on the table 4 below.

Table 4. Result of Cycle 1 Test

Interpretation	score	mean	frequency	(%)
Excellent	100 – 87	82.87 (very good)	0	0
Very good	86 – 74		19	55.88
Good	73 – 61		11	32.35
Fair	60 – 47		4	11.76
Poor	46 – 34		0	0
Very poor	< 34		0	0

Table 4 showed that the students' mean score in Cycle I test was 82.87. It was categorized as very good. There were 19 students who were categorized as very good. On the other hand, there were 11 students or 32.35% who were in good category.

From the research, it could be concluded that Total Physical Response was able to improve students' critical thinking which initially was at 60 into 82.87. Based on the observation during cycle 1, it was found that the students experienced some difficulties, particularly in using technical terms and elaborating the main idea into dialog. In order to solve the problem, some addition treatments were applied in the administration of cycle 2.

Cycle 2

Cycle 2 was started by planning stage which was done by doing some preparation according designing lesson plan, preparing learning material in a form of online book, designing writing test, also browsed some videos and image media about asking and giving direction which

then used as the media in giving the addition treatment.

For the implementation stage, there were also three parts, which were pre-activity, main activity, and the post-activity. Most of the procedures were same to the implementation stage in cycle 1. However, in cycle two, the students were asked to write a dialog about asking and giving directions. In addition, before the writing process, the students were also required to exercise a vocabulary by using total physical response assisted by media images through wordwall, to enhance students' technical term mastery and how to elaborate or give more description on dialog.

The writing test in cycle 2 was used as the last instrument to measure students' critical thinking improvement. Therefore, the result of cycle 2 test is listed in the following table.

Table 5. Result of Cycle 2 Test

Interpretation	Span of score	mean	Frequency	(%)
Excellent	100 – 87	85.51 (very good)	7	20.59
Very good	86 – 74		25	73.52
Good	73 – 61		2	5.89
Fair	60 – 47		0	0
Poor	46 – 34		0	0
Very poor	< 34		0	0

The table above showed that the students had reached the targeted mean score in cycle 2. The students mean score was 85.51 and could be considered as very good. From the result, it can be drawn that the result of learning process in cycle 2 was more successful compared to learning process in cycle 1. There were two students or 5.89% whose score were categorized as good, 73.52% students were categorized in

very good category, and 20.59% students whose critical thinking were categorized as excellent. There were 0% students who was categorized in fair category and below. In this cycle, the 32 students could reach the standard minimum score of the learning target, which was 74. The students' mean in cycle 2 which was categorized as very good with 85.51 also met the criterion of success as it proposed in previous chapter. In the other words, since the result of the learning process in cycle 2 had reached the performance indicators, the researcher decided not to continue to the next cycle.

Table 6. Result of Students' Critical Thinking in All Cycles

Assessment aspect	Mean score			Improve ment	
	P	C1	C2	P – C1	C1 – C2
Critical thinking	60	82	85	22	3
>Minimum score	5.88%	55.88%	93%	50%	37.12%

From the table, it can be concluded that the implementation of Total Physical Response in cycle 1 was success in making some improvement. It could be seen from the improved mean, from 60 to 82. Beside the mean, the number of students who got score above the minimum standard was also significantly improved, from 5.88% to 55.88%. The improvement was 50%, and it was shown by the improved students' involvement during the teaching and learning process.

The use of interesting teaching method which is Total Physical Response in the teaching and learning process could draw more of the students' attention towards the lesson. Beside image media through power point and wordwall can provide material which was very helpful during the process of generating idea.

However, it was indicated that less than 75% of students who got score above the minimum standard of 75. Regarding this problem, an additional treatment was applied during the teaching and learning process of cycle 2.

The implementation of cycle 2 was basically same with cycle 1. However, in this stage, an image media was added as a media to help students in getting more example how to elaborate a general description of school building or directions in a form of dialog or conversation.

4. CONCLUSION

Based on the analysis of the data in Reconnaissance stage, Cycle I, and Cycle II, it can be concluded that students' critical thinking of the seventh grade students of SMP N 6 Semarang in the academic year of 2022/2023 can be improved by the use of Total Physical Response assisted with image media. It can be seen from the students' mean from the test administered during Reconnaissance stage, Cycle I and Cycle II. The students' mean score in pretest was 60. It then improved to 82 in Cycle 1. In the end, in Cycle II the students' mean improved to 85. The result reached the criteria of success proposed in the previous chapter, that students should achieve minimum 75 for their English score and more than 75% of the students get score more than 75 for students' critical thinking in students writing dialog.

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