# ANALYSIS OF

# PROBLEM-BASED LEARNING STRATEGIES

# REPRESENTED BY SHERLOCK HOLMES

# (The Main Character of Novels and Short Stories by Sir

# Arthur Conan Doyle)

**THESIS**
Submitted in Partial Fulfillment of the Requirement
for Gaining the Degree of Bachelor
in English Language Teaching



By:
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**ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY**
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**SEMARANG**
**2014**

# THESIS PROJECT STATEMENT

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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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## RATIFICATION

Thesis with the following identification:

Title : *Analysis of Problem-Based Learning Strategies Represented by Sherlock Holmes (The Main Character of Novels and Short Stories by Sir Arthur Conan Doyle)*

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Field of Study : English Language Teaching

Had been ratified by the board of examiners of Education Faculty of Walisongo State Institute for Islamic Studies and can be recieved as one of any requirement for gaining the Bachelor Degree in English Language Teaching.

Semarang, December 17th 2014

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# ABSTRACT

| | |
|---|---|
| Title | : *Analysis of Problem Based Learning Strategies Represented by Sherlock Holmes (The Main Character of Novels and Short Stories by Sir Arthur Conan Doyle)* |
| Writer | : Hilmy Alghifari |
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This thesis presents the result of descriptive study of Problem-Based Learning strategies found in the character of Sherlock Holmes, the main character of novels and short stories by Sir Arthur Conan Doyle.

In obtaining data, the researcher collected various quotations throughout the novels and short stories.

After analyzing the data, there were found several kinds of code switching in the classroom such as inter-sentential switching, intra-sentential switching and tag switching. Intra-sentential switching was the most-performed type in the code switching use in the classroom. In performing code switching, both the teacher and the students switch between English language, Bahasa Indonesia and sometimes Javanese language as well. In analyzing the code switching factors, the researcher found 7 factors of why code switching was used in the classroom, they are quotations, addressee specification, repetition, interjection, message qualification, personalization and objectivization as well as facility of expression. However, code switching phenomenon is common in EFL classroom even in international standard school. therefore, solutions were offered for the teachers to eliminate the use of code switching. Suggestions have also been investigated to deal with the problems.

Finally, this study is expected to be beneficial to English Language Teacher, Students, and future researcher who expects to conduct the similar study. Since Interanational Standard School has been terminated, this study will give descriptionsof the language use in international standard school. This makes sense since this study will give contributions to the development of English Language use in the classroom in the future.

Keywords: Problem-Based Learning, Problem Solving, EFL Classroom,

# MOTTO

*"When you have eliminated the impossible, whatever remains, however improbable,*

*must be the truth"*

# ACKNOWLEDGEMENT

I render my deepest gratitude to Allah who has given me health and breath therefore I can accomplish my research.

I would also like to thank Mr. Daviq Rizal, my advisor, for giving numerous constructive advices so that this research can be well-completed. Special thanks to Mrs. Siti Tarwiyah, the head of English Department, Mr. Nafi Annur, Mr. Agus Prayogo my "ghost advisor" and all the English lecturers for the assistance, guidance and support. Thanks for my partner Lutfi Hidayati and all members of "The English Crackers" (EngCrack) who accompany me during my livelihood in IAIN.

In short, may this research be beneficial for all. Amen.

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Semarang, 3 December 2014

The writer,


**<u>Hilmy Alghifari</u>**

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# DEDICATION

*This thesis is dedicated to:*

1. *My beloved thesis-fussy mother Aini Malihah and silent-but-sharp-tongued father Zainudin for all the motivation given in my dark times which I appreciate for most.*

2. *My beloved brethren and sister Zaki Ilhami Zain, Labib Assabiq Zain and Nahla Ainiya Zain.*

3. *Jim Beglin and Jon Champion who always accompany and entertain me in chaotic times whenever I feel complicated to string up this thesis.*

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