

**THE USE OF DIRECTED READING THINKING ACTIVITY (DRTA)
STRATEGY TO IMPROVE THE ELEVENTH GRADERS'
CRITICAL THINKING SKILLS IN READING**

(A Case at M.A. Miftahul Huda Tayu in 2021/2022 Academic Year)

A FINAL PROJECT

**Presented as Partial Fulfillment of the Requirements
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in English Education**



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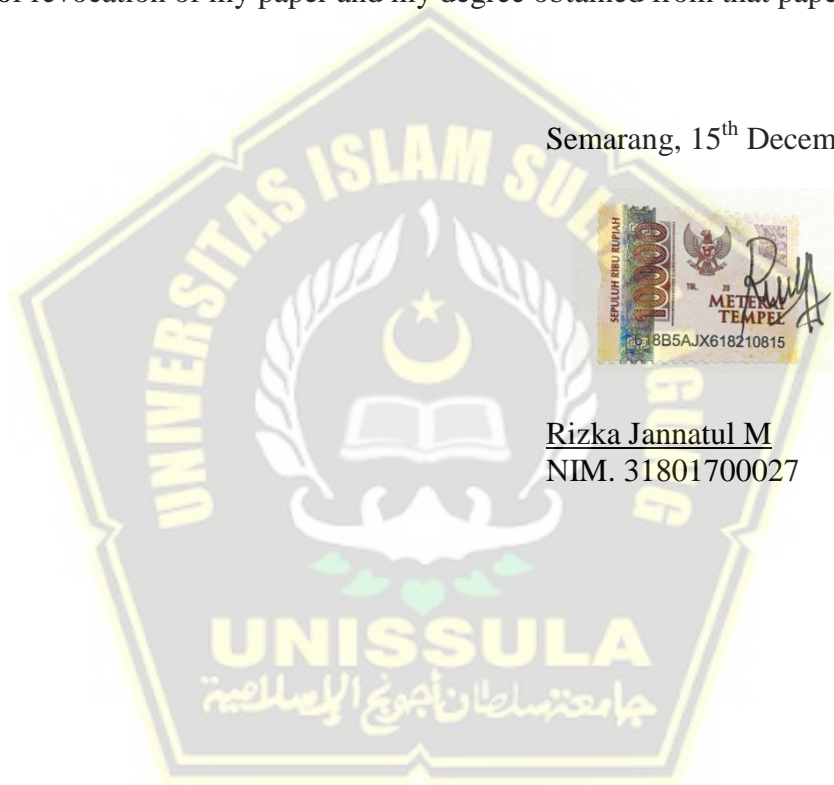
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MOTTO AND DEDICATION

“The only true wisdom knows that you know nothing”

(Socrates)

“Happiness is not something ready-made.

It comes from your own actions.”

(Dalai Lama)

This final project is dedicated to my beloved parents and sister. Thank you for all. You are always an encouragement and a motivation for me to be better.



ABSTRACT

Muthoharoh, Rizka Jannatul, 2021. The Use of Directed Reading Thinking Activity (DRTA) Strategy to Improve the Eleventh Graders' Critical Thinking Skill in Reading (A Case at M.A. Miftahul Huda Tayu in 2021/2022 Academic Year). A Final Project, English Education, Faculty of Languages and Communication Science, Sultan Agung Islamic University. Advisor: Hartono, S.S., M.Pd.

This research aims to analyze the effectiveness of the DRTA strategy in improving the eleventh graders' critical thinking skills in the reading of MA Miftahul Huda Tayu. This study applied a quasi-experimental design with two groups: the experimental and control groups. The samples of this study consisted of 37 students of the XI-MIPA. The quantitative approach was taken in this study. The instruments of collecting data were six questions of analytical exposition text presented by essay-type items. The instrument was validated by lecturers and English teachers using face validity and content validity. Inter-rater reliability was taken to measure the reliability of two scores that are gained from two raters for the same subjects of the test. The data was analyzed statistically by using the t-test formula. The result showed that there was an improvement in students' critical thinking skills in reading. It is supported by the data analysis, which shows the value of t_0 is 2.274 and t_{table} is 2.030. The result of the computation is $2.274 > 2.030$, while the sig. (2-tailed) of $0.029 < 0.05$. Therefore, H_0 is rejected, and H_a is accepted. It means that there is a significant difference in the eleventh graders' critical thinking skills of MA Miftahul Huda Tayu in 2021/2022 academic year those who are taught by using DRTA strategy and those who are not. It can be concluded that the use of the DRTA strategy effectively improves the eleventh graders' critical thinking skills in reading.

Keywords: *DRTA strategy; critical thinking skill; reading*

INTISARI

Muthoharoh, Rizka Jannatul, 2021. Penggunaan Strategi Directed Reading Thinking Activity (DRTA) untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Kelas XI dalam Membaca (Kasus pada M.A. Miftahul Huda Tayu tahun pelajaran 2021/2022). Tugas Akhir, Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung. Pembimbing: Hartono, S.S., M.Pd.

Penelitian ini bertujuan untuk menganalisis keefektifan strategi DRTA dalam meningkatkan kemampuan berpikir kritis siswa kelas XI dalam membaca MA Miftahul Huda Tayu. Penelitian ini menggunakan desain eksperimen semu dengan dua kelompok yaitu kelompok eksperimen dan kelompok kontrol. Sampel penelitian ini terdiri dari 37 siswa kelas XI-MIPA. Pendekatan kuantitatif diambil dalam penelitian ini. Instrumen pengumpulan data adalah enam soal teks eksposisi analitis yang disajikan dengan item bertipe esai. Instrumen divalidasi oleh dosen dan guru bahasa Inggris menggunakan validitas wajah dan validitas isi. Reliabilitas antar penilai diambil untuk mengukur reliabilitas dua skor yang diperoleh dari dua penilai untuk subjek tes yang sama. Data dianalisis secara statistik dengan menggunakan rumus uji-t. Hasil penelitian menunjukkan bahwa ada peningkatan kemampuan berpikir kritis siswa dalam membaca. Hal ini didukung oleh hasil analisis data yang menunjukkan nilai t_0 sebesar 2,274 dan t -tabel sebesar 2,030. Hasil komputasinya adalah $2.274 > 2.030$, sedangkan sig. (2-tailed) sebesar $0,029 < 0,05$ maka H_0 ditolak dan H_a diterima. Artinya terdapat perbedaan yang signifikan kemampuan berpikir kritis siswa kelas XI MA Miftahul Huda Tayu tahun ajaran 2021/2022 yang diajar dengan strategi DRTA dan yang tidak. Dapat disimpulkan bahwa penggunaan strategi DRTA efektif meningkatkan kemampuan berpikir kritis siswa kelas sebelas dalam membaca.

Kata kunci: Strategi DRTA; keterampilan berpikir kritis; membaca



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Finally, the writer does realize that there are still a lot of weaknesses in this study. Therefore, Critics and suggestions are needed to enhance the quality of this study. The writer also hopes that this final paper will be able to provide useful knowledge and information for its readers.

Semarang, December 15th 2021

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CHAPTER 1

INTRODUCTION

This chapter contains Background of the Study, Reasons for Choosing the Topic, Research Question, Objective of the Study, Hypothesis of the Study, Significance of the Study, Limitation of the Study, Definitions of Key Terms and Organization of the Study.

1.1 Background of Study

Most people think that the language that should be used as an international language is English. English is used to communicate between people with different mother tongues over a wide area. Today, language that is most studied by world citizens is English (Gunantar, 2016). Consequently, the demand of English learning has increased along with the development of English globally. Therefore, learning and teaching English have become so important in second and foreign contexts.

The four basic language skills, namely listening, speaking, reading, and writing, are mandatory for those who want to become experts when learning a second language. In English teaching learning activities, the students start almost all the activities by reading. Reading is one of essential language skills that must be learnt and developed by all language learners. Most scientists put their bright ideas in written form. In order to absorb their information effectively, language learners are required to learn and develop their reading skills. Therefore, the

ability to read deserves to be considered a window to the world and students' knowledge (Andini & Padang, 2019).

Sweet et al., (2000) stated that reading skill is not just reading activities, but comprehending and also constructing of meaning. In other words, students must utilize their reading skills to comprehend the content of the text message thoroughly and deeply, both spoken and written. It is very necessary in order to foster Literacy Awareness for every student in an effort to have critical thinking.

It is also supported by Bowen et al., (1985) that in the reading activity, the students has the responsibility to think critically about the writer's point of view. It is done by looking for main ideas, setting goals, separating the facts and opinions, recognizing the writers' tone, drawing inference and conclusion in order to understand the information from the texts effectively.

In most educational systems, students apply memorization methods to solve their short-term problems. The application of this technique is considered less effective because it can hinder students from reading critically. Thus, developing students' critical thinking skills in academic life has become essential learning skill in this century (Yang et al., 2014). Many studies have been done in the area of critical thinking demonstrating its important function in education.

Critical thinking has an important role in someone's life. Someone who has critical thinking skills in terms of accomplishing activities has a better performance than those who do not. On the other hand, students are born in an indirect state of having critical thinking skills. Malmir & Shoorcheh (2012) states that critical thinking skills to students can help them face problems either in

education or even in their lives. Furthermore, teachers must consciously make critical thinking skills the main focus in learning.

Wallace (2003) states the definition of critical thinking in reading is the ability to criticize the logic of the text based on inconsistent and unclear information delivery (p. 27). In this case, the students have to improve their critical thinking skills. A person who thinks critically can be active in terms of providing logical questions, collecting various kinds of suitable information and creating correct conclusions (Sheikhzadeh & Khatami, 2017).

Critical thinking is not an instant knowledge to deliver to students. Teachers and students have an important role in developing critical thinking practices in the classroom. Furthermore, Alqatanani (2017) emphasizes that English foreign language teachers must be able to manage students' behaviors well and encourage them to be active and successful students according to their needs and intelligence. In addition, Students will be able to develop their critical thinking skills effectively.

The lack of understanding about analysis and critical thinking makes students' be passive in class. Whereas Nugraha et al., (2017) states that the main goals of education is to develop students' critical thinking skills through learning activities that involve High Order Thinking Skills (HOTS) principle. To develop the main goals of education, creative and innovative teaching strategies should be taken into consideration by English teachers. One of the teaching strategies that can be applied is Directed Reading Thinking Activity (DRTA).

El-Koumy (2013) stated that DRTA is a strategy that can train students to be active and become independent in using higher critical thinking skills in order to understand and interpret a text correctly. In this part the students will connect between related elements of the text, confirm the prediction and make logical conclusion. Therefore, using DRTA strategy in teaching learning process will be an appropriate strategy in improving critical thinking skills in reading class.

Stauffer (1969) creates the DRTA method to help the students in increasing their critical thinking skills. Based on research conducted by Erliana (2011) showed that the use of the DRTA strategy has a positive impact on students' attitudes in class. Moreover, she also explained that students' reading achievement increased and they tended to be more active and confident in the teaching and learning process.

Considering the problems above and the advantages of applying the DRTA in teaching learning process, hopefully it can allow students to be active in learning processes. Therefore, the title of this study is **"The Use of Directed Reading Thinking Activity (DRTA) Strategy to Improve the Eleventh Graders' Students' Critical Thinking Skill in Reading Class of MA Miftahul Huda Tayu in 2021/2022 Academic Year"**.

1.2 Reasons for Choosing the Topic

There are several reasons why this study needs to be conducted. There are as follows:

a. Reading performance of students is poor

According to Jayanti (2016), Indonesian students always face difficulties in reading and comprehending the information from texts. Several studies have shown that having poor reading performance has an effect on the learning process. For instance, it can hamper students' skills in solving problems from text. In this case, the students also need to have critical thinking skills to make it easier in solving the problems.

b. Students lack of critical thinking skills in learning process

Several studies have shown that Indonesian students' critical thinking abilities are still lacking compared to other neighboring countries such as Malaysia and Singapore (Samanhudi & Linse, 2019). To overcome this backwardness, Indonesia must prepare many critical thinkers, one of which is to develop their critical thinking skills through education. In this case the first step the teacher can take is to promote critical thinking among students. In addition, teachers are also required to focus on teaching critical thinking where students must know how they learn rather than just rely on the information to be conveyed by the teacher.

c. Students need appropriate strategies that can stimulate their critical thinking activities.

Asgharheidari & Tahriri (2015) stated that teaching critical thinking to students is not an easy task. Moreover, this is applied in schools that initially made teachers as the center in their teaching and learning process. In other words, the teacher acts directly in delivering material in the classroom. Meanwhile, today's education places students as the center and focuses on it.

This aims to change their way of thinking and in particular how to become critical thinkers. In this case the language teacher has an important role in developing CT skills among learners. Therefore, choosing the appropriate strategy will stimulate students' critical thinking activities effectively.

1.3 Research Question

Based on the identification of the problem above, the research question is formulated as follows: “Is DRTA strategy effective to improve the eleventh graders’ critical thinking skill in reading of MA Miftahul Huda Tayu in 2021/2022 Academic Year?”

1.4 Objective of the Study

Based on the research questions above, the objective of study is to analyze the effectiveness of DRTA strategy in improving the eleventh graders’ critical thinking skill in reading of MA Miftahul Huda Tayu in 2021/2022 Academic Year.

1.5 Hypothesis of the Study

Based on the research problem above, the hypothesis of the study can be mastered Alternative and Null Hypothesis. The hypothesis is as follows:

a. Null Hypothesis (Ho)

Null Hypothesis states that there is no significant difference in the eleventh grader’s critical thinking skill of MA Miftahul Huda Tayu in 2021/2022 academic year between those who are taught by using DRTA strategy and those who are not.

b. Alternative Hypothesis (Ha)

Alternative Hypothesis states that there is a significant difference in the eleventh graders' critical thinking skill of MA Miftahul Huda Tayu in 2021/2022 academic year those who are taught by using DRTA strategy and those who are not.

1.6 Significance of the Study

The significance of this study is expected to provide both pedagogical and practical significance benefits, as describe below:

a. Pedagogical significance

This research is expected to make a positive contribution in solving learning problems in order to improve the quality of education. The results of this study are expected to be a reference for improving the pedagogic competence of class XI teachers. By mastering pedagogic competencies, teachers are required to truly understand the condition of students and be able to understand various learning models. With more and more learning models, it will be easier for them to teach children according to the situation of their students.

b. Practical significance

a) For the Teachers

This research is expected to give positive input to the English teachers in developing students' critical thinking. In addition, the teachers

could use DRTA strategy to be an exciting strategy in other the students easy to improve their critical thinking.

b) For the Students

The students can be motivated to learn English creatively. By knowing the condition of their potential in critical thinking, they can measure how well the capabilities so hopefully they can improve it if is still lacking.

1.7 Limitation of the Study

This research was limited and focused on the use DRTA strategy to improve students' critical thinking in Reading. In this research, researcher focused on teaching reading of analytical exposition text. The researcher chose this kind of the text because analytical exposition text is one of the genre texts which assumed difficult by students. In addition, it required higher order thinking skills (HOTS) to comprehend the reading text. Therefore, by choosing the appropriate teaching and learning strategy students can understand analytical exposition text and improve their critical thinking skills easily.

1.8 Definition of Key Term

In order to provide clear clarification and eliminate misunderstanding or interpretation between the researcher and the reader, the researcher provides the definitions of key terms used in this study as follows:

a. Reading

Reading is one of English skills that should be mastered by students. It is also supported by Rachmijati & Anggraeni (2019) that in order to master in four English skills, it is highly recommended that students must read a lot. The purpose is to develop students' knowledge so that all four English skills can be mastered.

b. Critical Thinking Skill

Kurniawati & Diantoro (2014) mentioned that critical thinking is the intellectually disciplined process in making scientific concepts and allow students to analyze their ideas and draw conclusions based on clear statements of knowledge or belief.

c. Directed Reading Thinking Activity (DRTA)

DRTA is one of the strategies to ask students to read, predict, and think in reading comprehension. It involves students actively in process where they have to use their reasoning skills and their own ideas. The Directed Reading Thinking Activity is associated with the DRA (Directed Reading Activity) developed by Stauffer (Stauffer, 1969).

1.9 Organization of the Study

The writer organizes this study paper consist of five chapters, each chapter discusses as follow:

Chapter I is Introduction. This chapter contains background of the study, reasons for choosing the topic, research question, objective of the study, hypothesis of the study, significance of the study, limitation of the study, definitions of key terms and organization of the study.

Chapter II is review of related literature. This chapter contains the drta, critical thinking, teaching reading and review previous study.

Chapter III is method of the study. This chapter contains design of the study, subject of the study, data for the study, instrument of the study, technique for collecting data, data collecting procedure, and data analysis.

Chapter IV is finding and discussion. This chapter contains description of school's profile, description of the participants, validity and reliability of the instrument, the pre-test, the treatment, the post-test, analyze and discussion of the research finding.

Chapter V is conclusion and suggestion. It contains the conclusion of this study and suggestions for the teachers, students, and next researchers who are involved in the teaching and learning process, especially in term of developing reading skills and critical thinking skill.

CHAPTER II

REVIEW OF RELATES LITERATURE

Based on the discussion in Chapter I, in this chapter, the researcher presents supporting theories related to this study and reviews some studies which are relevant to this research. The discussions of this chapter focus on the review of the theories which are related to Directed Reading Thinking Activity (DRTA), Critical Thinking, and Teaching Reading.

2.1 Directed Reading Thinking Activity (DRTA)

2.1.1 Definition of DRTA

According to Arisetyawati (2017), DRTA is an innovative strategy to teach reading which is first conceptualized and refined by Russell Stauffer in 1969. This method emphasizes student-centered learning programs, while the teacher only acts as a facilitator. In addition, this method is also designed to provide opportunities for students to become independent learners. This means that to achieve learning objectives, students must be actively involved in the whole learning process.

Stauffer (1969) stated that DRTA is a technique that encourages students to make predictions while reading. According to Gillet et al., (2019), prediction requires students to link their previous knowledge with new information they will read. However, the accuracy of students in predicting the contents of the text has not been proven, it can be right or wrong based on their knowledge. So that students must read and understand the whole of the text. Through this reading

activity, it is hoped that students can confirm or revise previous predictions based on the suitability of the content of the text.

Hasan (2017) stated that DRTA is an activity to comprehend or think critically about a text to build appropriate information. This is also supported by Supriyana et al., (2019) that critical thinking skills that can be applied through this method such as the students being able to think and examine the contents of the text, make hypotheses related to the text, find evidence in the text, and make decisions based on facts and knowledge acquired in the text.

Based on the explanation above, it can be concluded that DRTA is a strategy that can be used to build independent students. In addition, the DRTA strategy also invites students to have an active process that explores their critical thinking skills. These skills include making connections between related text elements, confirming predictions, and making logical inferences. The DRTA strategy is expected to have a positive effect on the classroom teaching process, so the implementation of DRTA will help students comprehend a text easily.

2.1.2 The Procedure of DRTA

The procedure of learning reading comprehension using DRTA provides an opportunity for the students to improve their critical thinking skills. According to Readence & Tierney (2005) the DRTA strategy involves three steps. They are explained further as follows:

a. Predicting

At this stage, students reflect on their opinions about the text by predicting answers to questions given by the teacher. Through this activity,

students can determine their predictions easily. In this stage, the teacher plays a role in activating students' background knowledge to make predictions and asking them to defend predictions. Students may write individual predictions, write with a partner or contribute to an oral discussion creating a list of the class' predictions. Then ask the students why they think so.

b. Reading

In this stage, the teacher directs students to read a segment of the story silently or aloud, individually or in groups, to verify their predictions. Students are asked to support their predictions by mentioning information that matches the contents of the text. Using the predictions in mind, the students read the first section of the text in order to prove or disprove their prediction. There are neither rights nor wrong predictions. Those predictions made are judged to be more or less accurate than others. The students have less accurate predictions to make their predictions accurate.

c. Proving the Predictions

In this step, students engage in a discussion about what they have read. It is at this stage that the students will confirm, reject, or refine their predictions and justify their ideas by finding statements in the text and reading them orally to the teacher. In this stage, the teacher serves to refine and deepen the reading and thinking process.

Based on the explanation above, it can be concluded that DRTA is strategies that emphasize students' abilities in predicting text content. This strategy trains students to think as good readers do—through cycles of predicting,

reading, and proving/disproving their prediction continues until the text is actually read continues until the text is completely read. The implementation of this strategic process is considered can develop students' reading comprehension skills as well as their higher-order thinking skill.

2.1.3 Advantages and Disadvantages of Directed Reading-Thinking Activity (DR-TA) Strategy

In implementing DRTA in teaching learning process, there are several advantages and disadvantages that can be found by teachers and students. This is supported by Crawford (2005), that DRTA has advantages as follows:

- a. DRTA gives the students ability to be active and thoughtful readers.
- b. DRTA gives the students ability to monitor their understanding of the text as they're reading.
- c. DRTA gives the students ability to strengthen reading and critical thinking skills.

From the previous explanation, it can be concluded that DRTA has a positive influence on the development of students' reading comprehension and their thinking abilities. The problems of students can help by this research method in reading skill. The teacher can helpful on students to improve their reading comprehension when they learn English language. So the application of this strategy in teaching and learning activities is highly recommended.

Besides having many advantages, DRTA strategy certainly have disadvantages. According to Readence & Tierney (2005) the disadvantages of DRTA in teaching reading comprehension are:

- a. Only useful if students have read or heard the text being used
- b. Classroom management may become a problem.
- c. This method useful also depends on the situation of the class.

Those disadvantages require teachers to guide students and also give motivation to them. The teacher asks students to think independently and can address with a drill or exercise strategy by reading a text whole then find the difficult words. Words those are difficult for students to underline. Then teacher guides them to explain what the meaning of the words and phrase. This strategy can make conducive situations in the classroom so that students do not get bored. Because learning environment is the main factor in achieving learning objectives.

2.2 Critical Thinking

2.2.1 Definition of Critical Thinking

According to Holdzkom et al., (1983), critical thinking is the ability of students to take responsibility for their thinking. In addition, students are required to develop appropriate knowledge to analyze and assess what they have thought. Shaheen (2016) argues that the analysis skills carried out are aimed to show students' understanding in acquiring new knowledge more broadly and deeply. Through this activity, students are expected to be able to discuss alternative perspectives on the issues with open-mindedness. So, that there is no misunderstanding in receiving information.

Indah & Kusuma (2016) stated that critical thinking is included in part of the writing process. This is because in generating ideas, students use a problem-solving process based on cognitive and linguistic skills. This is also supported by

Blackburn (1996) that critical thinking is the process of breaking down a concept into its components, to display its logical structure. This process can lead students to identify a purpose easily and be able to produce and shape ideas appropriately.

Kurniawati & Diantoro (2014) reveal that critical thinking is the ability of students to develop their intellectual skills. Rachmajanti (2017) adds that the intellectual discipline process actively and skillfully involves students' thinking to analyze, evaluate, and solve an existing problem. It aims to show students' understanding in analyzing their thoughts so that they can draw conclusions smartly.

2.2.2 The Core of Critical Thinking

Facione (1998) suggests the cores of critical thinking. It involves six skills. There are as follows:

a. Interpretation

It is an ability to comprehend and express the meaning based on experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria. The sub-skills of interpretation involve the categorization, decoding significance, and clarifying meaning.

b. Analysis

It is an ability to identify the intended and real inferential relationships between statements, questions, concepts, descriptions, or other forms of representation. The sub-skills of analysis involve examining ideas, detecting arguments, and analyzing arguments.

c. Evaluation

It is an ability to assess the credibility of statements or other representations which are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion and rational based on the logic and evidence given.

d. Inference

It is the ability to identify and secure elements needed to draw reasonable conclusions based on strong logic, to form assumptions, and to comprehend relevant information or consequences of this decision. The sub-skills of inference involve querying evidence, conjecturing alternatives, and drawing conclusions.

e. Explanation

It is the ability to communicate and present information in a cogent and coherent way. The sub-skills of explanation describe methods and results, provide reason on procedures, factual and theoretical explanations of events or points of view with full and well-reasoned in the context of findings the best comprehension.

f. Self-regulation

It is one's ability to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis and evaluation of either one's reasoning or one's results. The sub-

skills of self-regulation involve self-examination and self-correction. This means one has the ability to monitor and correct flaws in logic.

2.3 Teaching Reading

2.3.1 Definition of Reading

Reading has different definitions based on different people. According to Ismail et al., (2017) reading is a tool of language communication that is presented in written form. There is information about various aspects of life, including science and technology. By improving students' reading skills, they will acquire whatever information which is required.

According to Sheng (2000) reading is a process of interaction between readers and material that involves recognizing, interpreting, and perceiving written text. In this process, Reading can be done into two main categories: bottom-up processing and top-down processing. Bottom-up processing refers to the reader's ability to derive meaning based on known letters and words and can reconstruct the meaning of the texts. Meanwhile, top-down processing refers to the reader's ability to see the text as a whole and to relate prior knowledge in creating the meaning of texts.

Harmer (1995) defines reading as one of the receptive skills in English that requires other skills to be accomplished. The ability to read the text in English is important as a bridge to understanding textbooks. Students who have good reading skills can develop their potential to comprehend the content and information of the text easily.

Based on the previous discussion, it can be concluded that reading is a very complex process. In this process, the readers will use a series of reading strategies called top-down processes. It means that the readers interact dynamically with the text by connecting their background knowledge with new information from the text. So, that reader can absorb a lot of information properly.

2.3.2 Types of Reading

According to Patel & Jain (2008), Reading is divided into several types.

There are as follows:

a. Intensive Reading

Intensive reading is a process of improving reading skills under the guidance of the teacher. In this process, the teacher will invite students to read the short text aloud. In addition, teachers will also explain the generic structure of the language and help students in developing their vocabulary and idiom. Through the implementation of intensive reading, students are expected to be able to get specific information and are more proficient in speaking and writing skills.

b. Extensive Reading

Extensive reading is a process of improving reading skills without the aid of the teacher. This reading activity refers more to oral reports and class discussions. Articles of reading used are in accordance with students' interest in foreign language magazines or newspapers. Through the implementation of extensive reading, students are expected to be able to read texts directly and

fluently in the target language with pleasure. So that students can absorb information well.

c. Aloud Reading

Aloud reading is a process of improving reading skills by using a loud and clear voice. This training must be given at the primary level because it focuses on basis of word pronunciation. In this process the teacher will read the text, and then the students will try to imitate it according to what the teacher said. Through the implementation of aloud reading, students are expected to improve speaking skills and pronounce words well.

d. Silent Reading

Silent reading is a process of improving reading skills completely silently without making sounds. It means that students will read the text by heart. This reading activity is carried out so that students concentrate more on understanding the message from the text. So they can get information quickly and correctly.

In this study, the researcher used Analytical Exposition Text. This text is included in the type of Intensive reading, because students have to analyze the information more deeply to understand the contents of the text. Most students think that this is a type of text that is difficult to understand. Therefore, by choosing an appropriate strategy, the students can get the content of the text easily.

2.3.3 Principle in Teaching Reading Comprehension

Before teaching reading, the teachers must understand the principles that can guide teaching reading. According to Harmer (1995), these principles are divided into six aspects, as follows:

a. The teacher should encourage students to read as often and as much as possible.

The ability and willingness to read will affect a person's life. The more students read the more knowledge they get. In this activity, students are not only encouraged to read extensively but also intensively. This means that the teacher does not only ask students to read the text at glance but includes understanding the meaning of words and arguments stated in the text.

b. The teacher should make the students engage with what they read.

Students' mood can have an effect on learning success. Therefore, teachers have an important role to engage students in joyful reading activities. One of the ways to make students enjoy reading is by preparing books or topics of interesting reading text. When they are interested in what they read, they will feel more curious and definitely explore deeper information about the contents of the text. So, they will get more knowledge and more specific information

c. The teacher should encourage students in responding to the content of a reading text, not just concentrate on its construction.

Studying the reading text to find out language usage and relative clauses is important. However, knowing the meaning of a text is just as

important to learn. Therefore, teachers must train students to engage in reading activities more actively. Such as accustoming students to comprehend, respond to the meaning of the text, and express their opinions about the topic of the text. So, that the reading comprehension process runs effectively.

d. The teacher should emphasize to students that prediction is a major factor in reading.

Before starting reading activities, the teacher should ask students to predict what they will read in advance. In this activity, students are trained to predict text content based on book covers, headlines, or web page banners. In addition, the teacher also has the responsibility to provide clues to students. So, that they can find books according to their interests and comprehend the text easily. It will make them better and more engaged readers.

e. The teacher should match the tasks to the topic.

One of the ways to measure students' level of comprehending in reading text is by giving them tasks. The teacher must prepare the assignment as well as possible, such as by providing questions that are in accordance with the topic. In addition, the teacher also has to make interesting tasks with imaginative and challenging concepts. And the most important thing is, the teacher should not make the wrong assignment. In addition, this can make students confused, so they feel bored to read the text.

f. The teacher should exploit reading texts to the full.

It means that after students read the text, a teacher does not immediately invite them to continue to other activities. However, Good teachers should be able to integrate the reading text into interesting lesson sequences. In addition, the teacher has to use various activities to bring the text to life such as discussing the complete text, learning the language, and giving additional tasks to the students.

2.4 Review Previous Study

In order to make the research proposal paper easier, the researcher stated some research findings dealing with the use of the DRTA strategy, critical thinking, or reading comprehension.

The first previous study has been conducted by Mansyah (2012). She conducted a research entitled “*DRTA: A Strategy for Integrating Reading Purpose and Critical Thinking of Students in Reading Text*”. This research aimed to describe the implementation of DRTA strategy in teaching learning process of Descriptive Text. The method which was used by the writer was descriptive qualitative. The research was conducted in SMP Rahmat Surabaya which the subject of the study was the teacher and the student of VIII class B. The data collecting technique is by using the result of observation checklist and the result of reading task (assessment). Based on the research, the result showed that DRTA strategy was good for students of SMP Rahmat Surabaya. It helped students use brainstorming skills to download all the information they know and encouraged students' morale in reading optimally. It can integrate students' purpose and critical thinking while they were in the reading activity.

The second previous study has been conducted by Arisetyawati (2017). She conducted a research entitled “*The Effect of Directed Reading Thinking Activity in Cooperative Learning Setting toward Students’ Reading Comprehension of The Eleventh Grade Students.*” This research aimed to investigate whether there was a significant effect on reading comprehension of the eleventh grade students who were taught by using DRTA in Cooperative Learning Setting and who were taught by using DRTA only. The method which was used by the writer was an experimental research with Post-Test Only Control Group Design. The research was conducted at SMA N 3 Singaraja. The population of this research was the eleventh grade students in academic year 2016/2017 with the samples of 65 students who were selected through random sampling technique. The data collecting technique is by using reading comprehension test. The obtained data were analyzed by using t-test assisted with SPSS 22.0. Based on the research, the result showed that there was a significant effect on reading comprehension of the eleventh grade students in which the students who were taught by using DRTA in Cooperative Learning Setting achieved better reading comprehension than who were taught by using DRTA only ($t_{obs} = 4.056$, $p < 0.05$).

The third previous research has been conducted by Supriyana et al., (2019) entitled “*Directed Reading Thinking Activity (DRTA) Method and Student’s Critical Thinking Level in Editing Scientific Articles.*”. This study aims to explain the use of the DRTA method and the level of critical thinking in improving students' ability in editing scientific articles. The method which is used by the

writer is experimental research. Data collection techniques in this study used test instruments to edit scientific articles and the level of critical thinking. The research findings show that the DRTA method is proven to be effective and produces maximum learning outcomes if used by students with high levels of critical thinking to study scientific articles. Students who were treated with the DRTA method with high critical thinking levels had significant differences from those who had low critical thinking levels.

The next previous study has been conducted by Utami & Sugirin (2019). They conducted a research entitled “*Fostering Students’ Reading Comprehension Ability through Directed Reading Thinking Activities (DRTA)*”. This research aimed to reveal the effectiveness of the DRTA strategy on the students’ reading comprehension teaching. The method which was used by the writer was a quasi-experimental research design. The research was conducted at State Junior High School 1 Yogyakarta. The data collecting technique is by using reading comprehension test, including pretest and posttest. The obtained data were analyzed by using independent and dependent (paired) sample t-tests. Based on the research, the result showed that DRTA strategy was believed to give more contribution (82%) than DRA strategy which contributed only 77%. In conclusion, DRTA was an effective strategy that not only to comprehend the text but also to become a critical reader.

The last previous study has been conducted by Puntuta et al., (2019). They conducted a research entitled “*The Development of Reading Comprehension for 7th-Grade Students by Using Directed Reading Thinking Activity (DR-TA)*”. This

research aimed to examine the efficiency of the instructional packages using DRTA for 7th-grade students and to compare students' achievement after using DRTA through pre-test and post-test. The research was conducted in Phothawattanasenee School in the academic year 2018 which the subject of the study was selected from a purposive sampling of 40 7th grade-students. The data collecting technique is by using sing instructional packages. The obtained data were analyzed by using mean, percentage, standard deviation, t-test, and developmental testing (E1/E2). Based on the research, the result showed that the efficacy value of the instructional packages was higher than the expected standard. Moreover, students' achievement by using DR-TA displayed that the sample obtained higher post-test scores (at the .01 level of significance) after they were taught reading comprehension with DRTA method. It can be concluded that DRTA was quite useful for students' reading comprehension skill.

In comparison with the previous related studies above, they have similarities and differences with this study. The similarities lay in their independent variable (DRTA). While the first difference is about the level of students researched. Some of previous studies are high school students and Middle school. In this research, the researcher focuses on eleventh grade of Senior High School. The other difference is about the topic of the research. Based on the five previous studies above, there are only a few views that discuss the use of DRTA strategy, especially in coaching students' critical thinking. Most of the researches in the previous studies are focused on one teaching method and strategy to foster and coach students' reading comprehension. Based on all

previous study above it can be concluded that the use DRTA is indicated a good result as a teaching strategy. But in this research, the researcher focuses on using DRTA strategy to improve students' critical thinking in reading. Therefore, this research is really new and different from the other research.

CHAPTER III

RESEARCH METHOD

Based on the discussion in Chapter II, in this chapter, the researcher presents the method used in this research. It consists of Design of the Study, Subject of the Study, Data for the Study, Instrument of the Study, Technique for Collecting Data, Data Collecting Procedure, and Data Analysis. Each of them is presented in the following discussion.

3.1 Design of the Study

The design used in this study was quasi experimental design. According to Milun et al., (2005) quasi-experimental design is a research design that includes assignments but lacks random assignment. This is because the experimenters do not require a true control group, but may include a comparison group. A comparison group is an additional experimental group that receives a different experimental treatment or maybe there will be no treatment used.

In a quasi-experimental class, both experimental and control groups are given assignments in the form of pre-test and post-test. Pre-test is conducted at the beginning of the study to determine the students' abilities before the treatment was applied. Then at the end of the lesson, the students are given a post-test to find out the significant difference in their reading scores. The results of the pre-test and post-test are used to determine whether there is a difference between the experimental group and the control group. The formulation of this research is designed by Mills & Gay (2019) that can be seen in the table below:

Table 3.1**Design of Quasi Experiment**

Group	Pre-Test	Treatment	Post-Test
E	O ₁	X	O ₂
C	O ₁	-	O ₂

Where:

E = Experimental group

C = Control group

O₁= Pre-test of experimental and control groups

X = Treatment of experimental group

- = No treatment of control groups

O₂ = Post-test of experimental and control groups

3.2 Subject of the Study

The next step of research process is to decide the subjects that include as the population and sample.

a. Population

Population is the total number of a group of individuals that is determined by the researchers as respondents in their research (Allen, 2017).

In addition, it is used by the researchers to be studied and drawn conclusions.

The population of this study was taken from the eleventh grade of MA Miftahul Huda Tayu in 2021/2022 Academic Year.

Table 3.2**The Total Number of the Eleventh Grade of MA Miftahul Huda Tayu**

No	CLASS	STUDENTS
1	XI MIPA	37

2	XI IIS 1	25
3	XI IIS 2	25
TOTAL		87

The number of population can affect the course of the study. If the population is large, it is difficult for researchers to conduct research, such as limited funds, energy and time. So, to obtain accurate results it is necessary to take sample.

b. Sample

Sample is a group of people, objects, or items that that representative of the total population for measurement. In other words, it is the process of getting information about the entire population by examining only a part of it (Bhardwaj, 2019).

During the Covid-19 pandemic, all activities were implemented in a limited manner, one of which was in the teaching and learning process. To respond to this condition, the principal of MA Miftahul Huda Tayu implemented a limited face-to-face learning process. This means that in the classroom learning process the number of students is set to be less than the normal number. Therefore, each class get a different schedule regarding when they have to study offline and online.

In connection with the condition of the school environment that has just implemented a limited face-to-face learning process and to comply with health protocols, the researcher with the principal and the English teacher who teaches in class XI discuss to determine the sample in this study.

For this study, the school only gave the researcher permission to do the research with only 1 class - XI MIPA. Therefore, the researcher divided the class into 2 groups, one group served as the experimental group (19 students) and the other served as the control group (18 students). Although this does not very good, but the researcher believed that the research could still be meaningful.

3.3 Data for the Study

a. Types of Data

Based on the problem of the study, the researcher used quantitative approach in this research. Quantitative approach is used to describe a type of information that uses statistical and numerical data to test the hypotheses. Similarly, Creswell states that quantitative research is a form of research that explains a problem or phenomenon through strategies of inquiry such as experiments and surveys and collects data based on predetermined instruments which produce numerical data (Creswell, 2020).

b. Variable

Latief defines variable as characteristics that tend to be different from each individual, although one or more individuals may have the same trait or measure variable (Latief, 2012). In other words, the variable is the object of research that has variation. In this study, there are 2 types of variables as follows:

a. Independent Variable

According to Flannelly et al. (2014), the independent variable is a variable that is suspected to be able to affect or be the cause of changes in the dependent variable. In this study, the independent variable is the use of DRTA strategy in reading class.

b. Dependent Variable

According to Flannelly et al. (2014), the dependent variable is a variable that depends on other variables. In addition, a change in the dependent variable is affected by the independent variable. In this study, the dependent variable is the eleventh graders' critical thinking skill.

3.4 Instrument of the Study

Instrument is a tool that can be used to obtain, measure, and analyze data related to the research topic. In addition, Arikunto (1990) states that an instrument can help researchers in obtaining data more easily and systematically. In this study, the researcher uses test for the instrument to collect the data. It consists of six questions presented by essay-type items. There have some aspects that must be considered by researchers to make a good instrument. They are validity and reliability. Here, is the specific information about the validity and reliability of instrument in this study:

a. Validity of the instrument

According to Elasy & Gaddy (1998), validity means the extent to which the accuracy and precision of an instrument measure what should be

measured. Analyzing the validity of the instrument is very important in doing this research because it will greatly affect the research results. In addition, if the instrument used is invalid, the resulting data is not relevant to the purpose of measurement. There have some types of validity; they are construct validity, content validity, face validity and criterion validity. In this study, the researcher will use content and face validity to analyze the instrument.

Ary et al., (2019) stated that content validity is the extent to which the measuring instrument builds the representativeness of the item with respect to the topic under study. In this study, the researcher makes a test to prove the content validity. The test items are presented in the form of an essay. It aims to determine the level of critical thinking of students in answering questions based on their own words. To test the content validity, the researcher consults the instrument with lecturers and teachers who are experts in English by using validation rubric. (See in appendix 3).

While Ary et al., (2019) stated that face validity refers to the extent to which the examinee agrees that the instrument used can actually test what is supposed to be measure. To test the face validity, the researcher compares the content of the instrument whether it is suitable based on the syllabus and curriculum guides used in the school or not. If the instrument shows suitability with the curriculum guides and syllabus, it means that the test item is valid.

b. Reliability of the instrument

According to Latief (2016), reliability refers to the consistency of the score which shows how far the accuracy of the measurement is in presenting

the actual skill level of the examinee. In addition, the reliability of the instrument is used to ensure that the instrument can be consistent if it is used to calculate the same thing at other times. It can be concluded that the instrument as a test can be relied upon to collect research data.

In order to measure the reliability of the test, the researcher uses inter-rater reliability. Riduwan (2004) states that inter-rater reliability is reliability based on two scores obtained from two examiners in assessing the same subject of the test. In this case, the examiners are English teachers and researchers using the same criteria's scoring. It can be concluded that the measurements of this test were produced by two examiners, so it has high reliability.

To determine the reliability of the test, the scores of two examiners are correlated using the SPSS program. Then the researcher gets the interpretation of coefficients correlation, whether this test is reliable or not. According to Ghozali (2013), Cronbach Alpha is one way that can be used to measure reliability. Cronbach's alpha value can be interpreted as follows:

Table 3. 3

Cronbach's Alpha Interpretation

Cronbach's Alpha	Interpretation
0,00 – 0,20	Less Reliable
0,21 – 0,40	Rather Reliable
0,41- 0, 60	Quite Reliable
0,61 – 0,80	Reliable

0,81 – 1,00	Very Reliable
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3.5 Technique for Collecting Data

The next step in conducting this study is collecting data. There have several techniques in collecting data, one of them by using a test. According to Brown & Abeywickrama (2019), test is used to measure the ability of the students about knowledge in a given dominant. There are two types of tests used by the researcher namely, pre-test and post-test.

In this research, the test instrument consists of six questions. This test describes some questions according to California Critical Thinking Skills Test from Facione (1998). They are interpretation, analysis, evaluation, inference, explanation, and self-regulation. For those who can answer all questions, they will get 100 points. This test aims to find out whether the DRTA strategy can improve their critical thinking or not. Therefore, the students are asked to react well by answering the questions appropriately.

3.6 Research Procedure

There were some procedures that must be carried out by the researcher in conducting this research, as follows:

a. Observation

The first procedure in this study is observation. First, the researcher asks permission from the principal and the English teacher to conduct this study in the eleventh grade of MA Miftahul Huda Tayu. Then, the researcher collected some information about students' reactions and attitudes during

classroom activities by interviewing the English teacher. After all the information was collected, the researcher concluded that in conducting the teaching and learning process, students had problems in critical thinking.

b. Planning

After knowing the students' obstacles in learning, the researcher and English teacher collaborates and discusses to improve students' thinking skills by using the DRTA strategy in the teaching and learning process. In conducting this study, the researcher chooses eleventh science class as the sample. Then, the researcher is assisted by an English teacher to divide the students into two groups, namely the experimental group and the control group.

c. Having Pre-Test

In this step, the researcher asks students of both experimental and control groups to take a test. The test consists of six essay-type items with a time allocation of 30 minutes. It aims to determine the level of critical thinking of students in reading argumentative texts from both groups before the treatment is given. (See in appendix 6)

d. Having Treatment

The researcher used the DRTA strategy as a treatment for the experimental group and without using the DRTA strategy for the control group. To support this treatment, the researcher prepared materials and lesson plans in learning argumentative texts. This lesson plan is divided into two

parts. They are the lesson plan for the experimental group and the lesson plan for the control group as could be seen in appendix 4 and 5.

e. Having post-test

After applying the treatment for the experimental group, both experimental group and control group are given a post test. They are asked to answer questions based on the text that has been given. The results of the post-test will be used to indicate whether there is a significant difference between the students' critical thinking skills in the experimental and control groups. (See in appendix 9).

f. Analyzing the data from pre-test and post-test

In this section, researchers get scores from the results of the pre-test and post-test. Then, the researcher used the t-test formula to analyze the mean scores of all students after applying the treatment.

3.7 Data Analysis

In this step, the researcher will compare the results of the pre-test and post-test both from the experimental group and the control group. The steps of data analysis are described, as follows:

a. Scoring the individual work

For the first, the researcher draws the scoring system to make obvious the assessment in the test, as could be seen in the appendix 8.

Then, the researcher gives the score to students using the formula percentage from Suharsimi Arikunto & Jabar (2008) as could be seen in the appendix 8.

For the last, to find out the level of the students critical thinking, the researcher uses percentage values of cognitive achievement dimensions are then grouped by category as follows:

Table 3. 4

Category of Measurement of Critical Thinking

No	Percentage of cognitive achievement dimension (%)	Categorized
1	81-100%	Very Good
2	61-80%	Good
3	41-60%	Fair
4	21-40%	Bad
5	0-20 %	Very Bad

Ermayanti & Dwi (2016)

b. Normality and Homogeneity Testing

Before the analysis for hypothesis, there have several requirements that must be completed by the researcher as follows:

a) Normality Testing

This testing is used to measure whether the data obtained in this study have normal distribution or not. To investigate the normality testing, the researcher use Kolmogorov-Smirnov test in SPSS program. In testing the hypotheses, the data is in normal distribution if significance value > 0 ,

05. On the other hand, if the significance value $< 0,05$, it can be concluded that the distribution of the data is not normal.

b) Homogeneity Testing

This testing is used to measure whether the data obtained in this study have the same variance or not. To investigate the homogeneity testing, the researcher use Levene's formula in SPSS program. In testing the hypotheses, if Levene's value > 0.05 then the null hypotheses (H_0) is accepted which means the score of experimental and control group are homogeneous. On the other hand, if Levene's value < 0.05 then the null hypotheses (H_0) is rejected which means the score of experimental and control group are not homogeneous.

c. Analyzing the data using t-Test

After all the data are collected, the researcher tries to compare the results of the pre-test and post-test of the experimental group and the control group. In this study, the researcher uses t-test formula to analyze the data. This aims to determine whether the DRTA strategy is able to provide a significant difference in the mean test results or not. This is also supported by Bartz (1976) that t-test can be used to measure and compare the difference of averages score between both of experimental group and controlled group.

In this study, the data is analyzed statistically by using SPSS program. To find out the effectiveness of the implementation of DRTA strategy, the researcher uses independent sample t-test formula. Fraenkel et al., (2012) stated that the independent sample t-test is a tool that can be used to indicate

whether or not there is a significant difference between the means of two independent samples t-test.

There have three steps in conducting independent samples t-test, as follows:

- a) Setting the null hypothesis (H_0) at the alpha level. The alpha level is set at 0.05.
- b) Determining the value of t-count, it can be seen on the output of SPSS analysis.
- c) Determining the value of t-table. The value of T-table can be seen at degree of freedom (df) = $(n_1 + n_2) - 2$ which is in significant level 5% and 1%.
- d) Determining hypothesis testing.

H_a is accepted if $t_o > t\text{-table}$ or there is a significant difference in the eleventh graders' critical thinking skill of MA Miftahul Huda Tayu in 2021/2022 academic year those who are taught by using DRTA strategy and those who are not.

H_o is accepted if $t_o < t\text{-table}$ or there is no significant difference in the eleventh graders' critical thinking skill of MA Miftahul Huda Tayu in 2021/2022 academic year those who are taught by using DRTA strategy and those who are not.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the research finding and discussion. Therefore, this chapter will cover the data analysis, which includes Description of School's Profile, Description of the Participants, Validity and Reliability of the Instrument, The of Pre-test, The treatment, The Post-test, Analyze, and Discussion of the Research Finding.

4.1 Description of School's Profile

As previously explained, the researcher held the research at MA Miftahul Huda Tayu on October 04th to November 01th, 2021. MA Miftahul Huda Tayu is one of the oldest Islamic Senior High School in Tayu district. It is located on Ratu kali nyamat Street No. 51, Tayu Wetan, Tayu, Pati, Central Java. This school has good quality in providing educational services. This is evidenced by having accreditation B from National Board of Accreditation (NBA). Furthermore, both teachers and students often get achievement, both academic and non-academic.

Currently, the headmaster of MA Miftahul Huda Tayu is Abdul Ro'uf, S.P., S.Pd. There have 47 teachers and only two teachers who teach English in this school. All the teachers were graduated from different educational background and levels of education. To support the teaching and learning process, schools provide several facilities that can support students' motivation and activities, such as library, mosque, sport field, toilet, and canteen. This school also

organizes an English club extracurricular. It aims to improve students' English skills.

4.2 Description of the Participants

In this part, the researcher conducted the research at MA Miftahul Huda Tayu to find out the effectiveness of DRTA strategy in improving the eleventh graders' critical thinking skill in reading. There has one class of the eleventh graders as sample; there is XI MIPA which consists of 37 students.

Table 4. 1

The Number of the Eleventh Grade Science Students

Group	Male	Female	Total
Experimental	4	15	19
Control	4	14	18
Total			37

Based on the table above, it can be concluded that there were 37 students in the XI-MIPA class. They were divided into two groups, experimental and control group. The participants in experimental group was 19 which consists of 15 female and 4 male, while participants in control group was 18, which consists of 14 female and 4 male. They were non-randomly taken, but based on the English Teacher suggestion.

4.3 Validity and Reliability of the Instrument

To assume the quality of the instrument, the researcher checked the validity and the reliability of the instrument. Here, is the specific information about the results of validity and reliability of the instrument in this study:

4.3.1 Validity of instrument

The researcher tested the validity of the instrument in order to measure the index validity of the test. The instrument is considered valid if the questions used can reflect the overall content being tested. In this study, the researcher use content and face validity to analyze the instrument. To test the validity, the researcher compared the contents of the instrument whether it was in accordance with the syllabus and curriculum guide used in schools or not. Furthermore, the researcher also analyzes the validity of each question based on the results of the assessment of lecturer and teacher who experts in English using a validation rubric. Thus, the researcher ensures the validity of the instrument appropriately. The results of the validity test are presented in Appendix 3.

4.3.2 Reliability of the instrument

In order to measure the reliability of the test, the writer analyzed the test by using inter-rater reliability. In this case, the raters were the English teacher and researcher using the same criteria's scoring. To determine the reliability of the test, the scores of two raters were correlated using cronbach's alpha in the SPSS program. The result of reliability test is presented below:

Table 4. 2

Inter-Rater Reliability Test Result

Symmetric Measures					
		Value	Asymptotic Standardized Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.720	.075	22.947	.000
N of Valid Cases		37			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The table shows that the result of the inter-rater reliability test in Cronbach's alpha is 0.720. The result shows ≥ 0.50 , thus it can be concluded that two scores that are gained from two raters for the same subjects of the test were reliable. To know the detail of the two raters, it can be seen in appendix 9.

4.4 The Pre-test

At the first meeting, the researcher conducted a pre-test with students as the sample both in the experimental class and control class. The pre-test is the test that giving before treatment. It consists of six essay-type items of analytical exposition text with a time allocation of 30 minutes. The pre-test was administered On Monday, October 04th, 2021 at 07.40 a.m. for the experimental class and the control class.

Having the research was completed the data of this research is analyzed in numeral form. Those data reflected the improvement of students' critical thinking skills in reading. The researcher describes the result of pre-test into the following criteria:

Table 4. 3

**Classification of Students' Critical Thinking Achievement of The
Experimental and Control group in Pre-test**

Percentage of cognitive achievement dimension (%)	Categorized	Experimental Group	Control Group
81-100%	Very Good	-	-

61-80%	Good	-	1
41-60%	Fair	7	8
21-40%	Bad	10	8
0-20 %	Very Bad	2	1
Jumlah		19	18

In the table above, there are 37 respondents who are asked to do the pre-test. They consist of 19 students from experimental group and 18 students from control group. In the experimental group, there are 0 student who gets very good, 0 student who gets good, 7 students who get fair, 10 students who get bad, and 2 students who get very bad. While in control group, there are 0 student who gets very good, 1 student who gets good, 8 students who get fair, 8 students who get bad and 1 student who gets very bad.

Then, the researcher analyzed the data by using the SPSS program. The result is presented in the table below:

Table 4. 4
Descriptive Statistic of Pretest

Statistics		PreExperiment	PreControl
N	Valid	19	18
	Missing	0	1
Mean		35.32	37.44
Std. Error of Mean		2.735	2.954
Median		35.00	38.00
Std. Deviation		11.921	12.533

The table shows that the mean score of pre-test in the experimental group was 35.32. The standard error of mean is 2.735, the median score was 35.00, and the standard deviation was 11.921 while the mean score of pre-test in the control group was 37.44. The standard error of mean is 2.954, the median score was 38.00, and the standard deviation was 12.533. The details of students' scores on the pre-test are presented in appendix 9.

Based on the table presented above, it can be concluded that there is a slight difference in scores between the Experimental group and the Control group. While the pretest is conducted to show that the students have the same ability before the treatment is established. Therefore, the researcher conducted a t-test to show that the difference is not significant. So, the two scores can be considered the same. The result of the independent t-test is presented below:

Table 4. 5
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
R	Equal									
E	varian									
S	ces									
U	assum									
L	ed									
		.003	.955	-.529	35	.600	-2.129	4.020	-10.290	6.033

T	Equal varian ces not assum es			-0.529	34.614	.600	-2.129	4.026	-10.305	6.047
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The table above shows the result of output independent sample t-test. Interpretation for the data can be done by concerning on the value of t_0 and significant value (Sig). The researcher uses both of them to analyze the data and the test the hypothesis. The value of t_0 is 0.529 and t_{table} is 2.030. The result of computation is $0.529 < 2.030$ while the sig. (2-tailed) of $0.600 > 0.05$. It means that H_a is rejected and H_0 is accepted. It can be concluded that there is no significant difference in the eleventh graders' critical thinking skill of MA Miftahul Huda Tayu in 2021/2022 academic year.

4.5 The Treatment

After giving pre-test, the researcher conducted the treatment. It started from 11th October - 25th October, 2021. There were two groups used for this study, they were experimental and control group. In this study, the experimental group was given treatment by using DRTA Strategy, while the control group was not given. Furthermore, the researcher acted as a teacher, while Ma'am Nur Khofifah, the English teacher in MA Miftahul Huda Tayu acted as an observer and assessed the performance of the researcher.

This experimental treatment was implemented in 3 meetings. The first treatment was held On Monday, October 11th, 2021. Firstly, students felt awkward and embarrassed to communicate. Therefore, the research started to give the brainstorming by giving quizzes about analytical exposition text. It aims to build

the students' knowledge about it. After that, the researcher played the video explanation about the definition, social function, and generic structure of analytical exposition text. Furthermore, the teacher also explained about definition and the procedures of DRTA strategy. The researcher asked the students to make a group consist of 3-4 members. Each group was given an analytical exposition text. The researcher guided the students to explore their idea of analytical exposition text by using DRTA strategy. In order to determine students' critical thinking skills, the researcher asked students in groups to discuss the questions. Next, the student was randomly asked to read their answers. In the end of the class, the researcher reviewed and evaluated the material together. Then, the researcher closed the teaching learning process by greeting.

The second treatment was On Monday, October 18th, 2021. Firstly, the researcher reviewed the material that has been studied in the previous meeting. After that, the researcher played the video explanation about language feature of analytical exposition text. In this meeting, the students were better than the treatment before because they felt enjoyed and enthusiastic in the teaching-learning process by using DRTA strategy. The researcher did not find hard to explain what students should do because the students already know step by step what they have to do. The researcher asked the students to make a group consist of 3-4 members. Each group was given an analytical exposition text. The researcher guided the students to explore their idea of analytical exposition text by using DRTA strategy. In order to determine students' critical thinking skills, the researcher asked students in groups to discuss the questions. Next, the student was

randomly asked to read their answers. In the end of the class, the researcher reviewed and evaluated the material together. Then, the researcher closed the teaching learning process by greeting.

The last treatment was On Monday, October 25th, 2021. Firstly, the researcher reviewed all materials about analytical exposition text that have been studied together. After that, the researcher started to give the brainstorming by giving picture related to the topic. It aims to build the students' knowledge about it. In this meeting, the students were better than the second treatment because they really enjoyed the teaching-learning process. It could be seen through the attitude of those who were increasingly confident in expressing their opinions. Next, the researcher asked the students to make a group consist of 3-4 members. Each group was given an analytical exposition text. The researcher guided the students to explore their idea of analytical exposition text by using DRTA strategy. In order to determine students' critical thinking skills, the researcher asked students individually to answer the questions. In the end of the class, the researcher reviewed and evaluated the material together. Then, the researcher closes d the teaching learning process by greeting.

4.6 Analyze

4.7.1 Normality Testing

The obtained data from both experimental and control groups were statistically calculated by using the Kolmogorov-Smirnov test in SPSS 16 program. It aimed to identify the normality of the data. In testing the hypotheses,

the data is in normal distribution if the significance value > 0.05 . Based on the calculated data, the results were as seen below:

Table 4. 6
Normality of the Experimental and Control Class

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
CLASS		Statistic	df	Sig.	Statistic	df	Sig.
RESULT	PreExperiment	.126	19	.200 [*]	.942	19	.283
	PostExperiment	.152	19	.200 [*]	.951	19	.415
	PreControl	.127	18	.200 [*]	.951	18	.446
	PostControl	.168	18	.196	.932	18	.206

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table presented above, it can be seen that the Kolmogorov-Smirnov pre-test score of the experimental group was 0.126 with Sig. 0.200 > 0.05 , while the control group was 0.152 with Sig 0.200 > 0.05 . Furthermore, the results of the Kolmogorov-Smirnov post-test score of the experimental group was 0.127 with Sig. 0.200 > 0.05 , while the control group was 0.168 with Sig. 0.196 $> 0, 05$. It can be concluded that the data from all samples were distributed normal.

4.7.2 Homogeneity Testing

After checking the normality of the data, the researcher then checked the homogeneity of the data. To find out the homogeneity, the researcher used Levene's formula in SPSS 16.0 program. In testing the hypotheses, the data is homogenous distribution if the significance value > 0.05 . The result could be seen below:

Table 4. 7

Homogeneity Testing

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
RESULT Based on Mean	2.292	1	35	.139
Based on Median	2.009	1	35	.165
Based on Median and with adjusted df	2.009	1	34.902	.165
Based on trimmed mean	2.426	1	35	.128

Based on the above output it is known the value of Significance (Sig.)

Based on Mean is equal to $0.139 > 0.05$, so it can be concluded that the variance of the post-test experimental class and Post-test data of the control class is the same or homogenous.

4.7.3 Independent Sample t-Test

The independent sample t-test is used to indicate whether or not there is a significant difference between the means of two unpaired samples. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous. The independent sample t-test in this research is used to find out the effectiveness of the implementation of the DRTA strategy to improve the Eleventh Graders Critical Thinking in Reading. . Based on the calculated data, the results were as seen below:

Table 4. 8

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means
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		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
R E S U L T	Equal varian ces assum ed	2.292	.139	2.274	35	.029	6.184	2.720	.663	11.705
	Equal varian ces not assum es			2.258	31.992	.031	6.184	2.739	.606	11.763

On the table above shows the result of output independent sample t-test. Interpretation for the data can be done by concerning on the value of t_0 and significant value (Sig). The researcher uses both of them to analyze the data and to test the hypothesis. The value of t_0 is 2.274 and t_{table} is 2.030. The result of computation is $2.274 > 2.030$ while the sig. (2-tailed) of $0.029 < 0.05$. It means that H_0 is rejected and H_a is accepted. It can be concluded that there is a significant difference in the eleventh graders' critical thinking skill of MA Miftahul Huda Tayu in 2021/2022 academic year those who are taught by using DRTA strategy and those who are not.

4.7 Analysis of Post-test

After conducting the treatment, the researcher conducted a post-test with students as the sample both in the experimental class and control class. It consists of six essay-type items of analytical exposition text with a time allocation of 30

minutes. The post test was administered On Monday, November 1st, 2021 at 08.35 a.m. for the experimental class and the control class.

Having the research was completed the data of this research is analyzed in numeral form. Those data reflected the improvement of students' critical thinking skills in reading. The researcher describes the result of post-test into the following criteria:

Table 4. 9

**Classification of Students' Critical Thinking Achievement of The
Experimental and Control group in Post-test**

Percentage of cognitive achievement dimension (%)	Categorized	Experimental Group	Control Group
81-100%	Very Good	-	-
61-80%	Good	5	4
41-60%	Fair	13	12
21-40%	Bad	1	2
0-20 %	Very Bad	-	-
Jumlah		19	18

In the table above, there were 37 respondents who were asked to do the post-test. They consisted of 19 students from experimental group and 18 students from control group. In the experimental group, there were 0 students who got very good, 5 students who got good, 13 students who got fair, 1 student who got bad and 0 students who got very bad. While in control group, there were 0 students

who got very good, 4 students who got good, 12 students who got fair, 2 students who got bad and 0 students who got very bad.

Then, the researcher analyzed the data by using the SPSS program. The result was presented in the table below:

Table 4. 10
Descriptive Statistic of Post-Test

Statistics		PostExperi ment	PostControl
N	Valid	19	18
	Missing	0	1
Mean		56.68	50.50
Std. Error of Mean		1.646	2.189
Median		58.00	50.00
Std. Deviation		7.173	9.288

Based on the table presented above, the data analysis showed that the mean score of post-test in the experimental group was 56.68 the standard error of mean is 1.646, the median score was 58.00, and the standard deviation was 7.173 while the mean score of post-test in the control group was 50.50. The standard error of mean is 2.189, the median score was 50.50, and the standard deviation was 9.288. The detail of students' scores on the pos-test, it could be seen in appendix 9.

Based on the two data tables generated above, it can be concluded that there is a significant difference in scores between the experimental group and the control group. This is because in the learning process the experimental group uses the DRTA strategy, while the control group does not use the DRTA strategy.

Therefore, in understanding the content of the text, the experimental group used to relate their previous knowledge and express their ideas openly and confidently. So that in answering questions the experimental group has more ability to think critically than the control group. The students' results of post-test, it could be seen in appendix 10.

4.8 Discussion of the Research Finding

In this section, the researcher will discuss about the result of this study. There were several steps required for conducting this research. First step was giving pre-test to the students. The test instrument was analyzed to find out the validity and reliability. The result showed that the instrument was ready and sufficiently good to be used for taking the research data.

Pre-test was aimed to know the students' critical thinking skills before the students got treatment. The result shows that the mean score between control class and experimental class were highly different. The mean score control group was 37.44 and the average score of experimental group was 35.32. Although they have the different score, the normality and the homogeneity test show that the data were homogeneous and normal. Therefore, it can be concluded that the two groups, control and experimental group, had the same ability at the beginning of the research.

The second was given treatment. The treatment here is teaching reading by using DRTA strategy. The material was about analytical exposition text. The last step was giving post-test. It was aimed to measure the improvement of students' critical thinking skills in both classes after they got the treatment.

The improvement of students' critical thinking skills could be seen in their post-test in Data Descriptive. The students' ability in critical thinking skills has progress which was proved by the result of post-test score of experimental group is 56.68 there was an upgrading score from the pre-test. Meanwhile, the control group, those who taught using other media also gained their score into 50.50. Based on the score it can be seen that the score of the experimental group was higher than the control group.

The output data of t-test indicates that $t_o = 2.274$ is bigger than $t_{table} = 2.030$, which meant that alternative hypothesis (H_a) is accepted, while the null hypothesis (H_o) is rejected. Eventually, we know that there is a significant difference in the eleventh graders' critical thinking skills of MA Miftahul Huda Tayu in 2021/2022 academic year those who are taught by using DRTA strategy and those who are not.

On the other hand, there have some difficulties that were faced by students during learning by using this method. They have difficulty in understanding and expressing their predictions about the contents of the text. This is due to the lack of vocabulary mastered by students. Therefore, the researcher formed them into several groups, so that they could discuss each other well.

The use of DRTA strategy made students is more motivated and enthusiastic in learning because it made the students fun and enjoy the lesson. Furthermore, using DRTA strategy also gave influenced students' achievement. It can be seen that there had been improvement in students' critical thinking skills in reading. Based on the statements before, the researcher concluded that improving

the eleventh graders' critical thinking skills by using the DRTA strategy is effective.

CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the study, presenting the data, analyzing the data, and discussing the result, in this chapter the researcher presents the conclusion of this study and suggestions for the teachers, students, and next researchers who are involved in the teaching and learning process, especially in term of developing reading skills and critical thinking skill.

5.1 Conclusion

After conducting the study by implementing the DRTA strategy in teaching reading, the researcher presents the conclusion as follows:

- a. The students' achievement of critical thinking skills before applying the treatment, they have the same ability. It can be seen in the output independent sample t-test of the pretest. The value of t_0 is 0.529 and t_{table} is 2.030. The result of the computation is $0.529 < 2.030$ while the sig. (2-tailed) of $0.600 > 0.05$. It means that there is no significant difference in scores between them.
- b. The DRTA strategy helps students in improving their critical thinking skills. It is evidenced by the output independent sample t-test of the posttest which showed that there was an improvement after the treatment was given. The value of t_0 is 2.274 and t_{table} is 2.030. The result of the computation is $2.274 > 2.030$ while the sig. (2-tailed) of $0.029 < 0.05$. It means that H_0 is rejected and H_a is accepted. It can be concluded that there

is a significant difference in scores between them. Therefore, the use of the DRTA strategy was effective to improve the eleventh graders' critical thinking skill of MA Miftahul Huda Tayu in 2021/2022 academic year.

5.2 Suggestion

Having seen the conclusion above, the researcher would like to offer the following suggestions:

a. For the Teachers

English teachers should be more creative in choosing the appropriate strategy in the teaching and learning process. It is intended that students can be more active, enthusiastic, and enjoyable during the teaching-learning process. Furthermore, the teachers should realize that the DRTA strategy is effective to improve the students' critical thinking skills in reading. When the teachers use the DRTA strategy, they must consider the situation of the class by creating a good atmosphere and be able to manage the time allocation carefully. It is because the students' efforts to make the best predictions sometimes take more time.

b. For the Students

In this 21st century, students should have critical thinking skills. This skill has many impacts on students' real life. It is not only important for the student's academic achievement such as reading skills but also can also help students to face the problems in their real life.

c. For next researchers

In this study, the researcher focused on using the DRTA strategy to improve the students' critical thinking skills in reading. Therefore, this study is highly recommended for those who want to improve students' critical thinking skills. The writer also hopes this study will appear next to the researcher in investigating another strategy towards other English skills by using various aspects of critical thinking tests.

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APPENDICES

Appendix 1. Permission Letter

**YAYASAN BADAN WAKAF SULTAN AGUNG**
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Hal : Permohonan Izin Mengadakan Penelitian

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Kecamatan Tayu, Kabupaten Pati

Assalamu'alaikum wr. wb.

Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/ tugas akhir di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami:

Nama	: Rizka Jannatul Muthoharoh
NIM	: 31801700027
Program Studi	: Strata 1 Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian dengan judul :

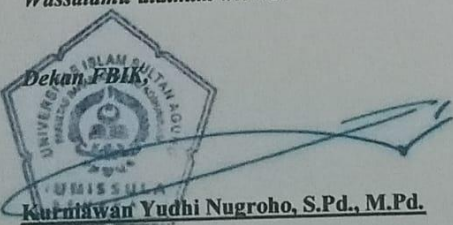
"The Use of Directed Reading Thinking Activity (DRTA) Strategy to Improve the Eleventh Graders' Critical Thinking Skill in Reading"

dengan Dosen Pembimbing : Hartono, S.S., M.Pd (NIK. 210496038)

Untuk itu dengan segala hormat dan kerendahan hati, kami bermaksud memohon kepada Bapak/ Ibu untuk bersedia menerima dan mengijinkan mahasiswa tersebut diatas untuk melakukan penelitian di tempat yang Bapak/ Ibu pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan, atas kerjasama dan perkenan yang diberikan kami ucapkan terima kasih.

Wassalamu'alaikum wr. wb.


Kurniawan Yudhi Nugroho, S.Pd., M.Pd.
NIK. 210813021

Tembusan:

1. Yang bersangkutan
2. Arsip

Appendix 2. Approval Letter

Approval Letter

The questions of this study are made by the researcher with the approval of the English Teacher of MA Miftahul Huda Tayu.

Submitted by:

Rizka Jannatul Muthoharoh

31801700027

Semarang, 13th August 2021

Approved by

A handwritten signature in black ink, appearing to be 'Nur Khofifah', written over a horizontal line.

Nur Khofifah, S.Pd

Appendix 3. Validation Rubrics

RUBRIK VALIDASI

Mohon untuk mencentang (√) pada kolom yang tersedia sesuai dengan pendapatmu dengan ketentuan skor sebagai berikut: 1= sangat tidak valid, 2= tidak valid, 3= cukup baik, 4= valid, 5= sangat valid!

Aspek	No	Indikator	Validator				
			1	2	3	4	5
Content Validity (Validiti Isi)							
Isi	1	Kesesuaian materi dalam media pembelajaran bahas inggris dengan Kompetensi Inti (KI) dan Kompetensi Dasar (KD)					√
	2	Ketetapan dari isi materi				√	
	3	Pengaplikasian materi					√
	4	Kebenaran dan ketetapan fakta				√	
	5	Kekinian dalam ilmu					√
	6	Kejelasan contoh yang diberikan					√
	7	Keterkaitan dengan wawasan produktif				√	
	8	Ketepatan materi dalam mengembangkan kemandirian belajar					√
Kebahasaan	1	Kesesuaian bahasa dengan tingkat berpikir peserta didik					√
	2	Keterpahaman materi				√	
	3	Ketepatan tata bahasa dan ejaan					√
	4	Kemampuan bahasa yang disajikan mendorong rasa ingin tahu peserta didik				√	

	5	Ketepatan istilah					√
Face Validity (Validitas tampilan)							
Kelengkapan Instrumen	1	Kelengkapan struktur media pembelajaran				√	
	2	Kelengkapan desain tiap lembaran				√	
	3	Kelengkapan gambar tambahan untuk media komunikasi				√	
Desain Instrumen	1	Kemampuan instrument untuk memicu peserta didik untuk berfikir kritis					√
	2	Proporsi ukuran, warna , dan gambar ilustrasi				√	
	3	Keserasian komposisi warna					√
Tampilan Menye luruh	1	Kemenarikan desain instrument					√
	2	Keteraturan desain instrument					√
	3	Ketepatan penulisan huruf				√	
	4	Ketepatan penempatan soal dan gambar ilustrasi					√
Tata Letak Isi	1	Kekonsistenan penempatan unsur tata letak desain dan gambar ilustrasi					√
	2	Ketepatan bidang cetak dan penentuan margin				√	
	3	Kesesuaian spasi antar teks				√	
	4	Kesesuaian gambar dalam memperjelas penyajian tes					√
Tiografi	1	Penggunaan jenis huruf					√
	2	Kenormalan spasi antar huruf					√
	3	Kemudahan ukuran huruf untuk					√

		dibaca					
	4	Kenormalan spasi antar baris susunan kalimat					√
Ilustrt asi	1	Kemenarikan desain pada setiap lembaran				√	
	2	Kemenarkan gambar pada setiap instrument penelitian					√
	3	Keteraturan komposisi warna				√	
JUMLAH							

Semarang, 22 Agustus 2021
Guru Mata Pelajaran



Nur Khofifah, S.Pd

RUBRIK VALIDASI

Mohon untuk mencentang (√) pada kolom yang tersedia sesuai dengan pendapatmu dengan ketentuan skor sebagai berikut: 1= sangat tidak valid, 2= tidak valid, 3= cukup baik, 4= valid, 5= sangat valid!

Aspek	No	Indikator	Validator				
			1	2	3	4	5
Content Validity (Validiti Isi)							
Isi	1	Kesesuaian materi dalam media pembelajaran bahas inggris dengan Kompetensi Inti (KI) dan Kompetensi Dasar (KD)					√
	2	Ketetapan dari isi materi				√	
	3	Pengaplikasian materi				√	
	4	Kebenaran dan ketetapan fakta				√	
	5	Kekinian dalam ilmu				√	
	6	Kejelasan contoh yang diberikan				√	
	7	Keterkaitan dengan wawasan produktif				√	
	8	Ketepatan materi dalam mengembangkan kemandirian belajar				√	
Kebahasaan	1	Kesesuaian bahasa dengan tingkat berpikir peserta didik				√	
	2	Keterpahaman materi				√	
	3	Ketepatan tata bahasa dan ejaan					√
	4	Kemampuan bahasa yang disajikan mendorong rasa ingin tahu peserta didik				√	
	5	Ketepatan istilah					√

Face Validity (Validitas tampilan)							
Kelengkapan Instrumen	1	Kelengkapan struktur media pembelajaran				√	
	2	Kelengkapan desain tiap lembaran				√	
	3	Kelengkapan gambar tambahan untuk media komunikasi				√	
Desain Instrumen	1	Kemampuan instrument untuk memicu peserta didik untuk berfikir kritis				√	
	2	Proporsi ukuran, warna , dan gambar ilustrasi				√	
	3	Keseraasian komposisi warna				√	
Tampilan Menyerup	1	Kemenarikan desain instrument				√	
	2	Keteraturan desain instrument				√	
	3	Ketepatan penulisan huruf				√	
	4	Ketepatan penempatan soal dan gambar ilustrasi				√	
Tata Letak Isi	1	Kekonsistenan penempatan unsur tata letak desain dan gambar ilustrasi				√	
	2	Ketepatan bidang cetak dan penentuan margin				√	
	3	Kesesuaian spasi antar teks				√	
	4	Kesesuaian gambar dalam memperjelas penyajian tes				√	
Tipografi	1	Penggunaan jenis huruf					√
	2	Kenormalan spasi antar huruf					√
	3	Kemudahan ukuran huruf untuk dibaca					√

	4	Kenormalan spasi antar baris susunan kalimat					√
Ilustrt asi	1	Kemenarikan desain pada setiap lembaran			√		
	2	Kemenarkan gambar pada setiap instrument penelitian			√		
	3	Keteraturan komposisi warna			√		
JUMLAH							

Semarang, 22 Agustus 2021
Dosen Pembimbing

Hartono, S.S., M.Pd
NIK. 210496038

Appendix 4. Lesson Plans of Experimental Group

Rencana Pelaksanaan Pembelajaran (RPP) Experimental Group

Tahun Pelajaran 2020 – 2021

Sekolah : MA MIFTAHUL HUDA TAYU	Kelas / Semester : XI / 1	KD : 3.1 dan 4.1
Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 40 menit	Pertemuan ke : 1
Materi	Analytical Exposition Text	

A. TUJUAN PEMBELAJARAN

✓ Memahami struktur teks Eksposisi Analitis dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI
✓ Menerangkan informasi tentang naskah berita dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks Eksposisi Analitis lisan dan tulis secara benar sesuai konteks penggunaannya
✓ Menampilkan dan mempresentasikan teksnya kepada teman-teman

B. KEGIATAN PEMBELAJARAN

MEDIA	ALAT / BAHAN	SUMBER BELAJAR
YouTube, Quizizz.com	Laptop, Handphone, LCD dan lain lain	Modul, bahan ajar, internet, dan sumber lain yang relevan

Pendahuluan	<ul style="list-style-type: none"> Guru mengawali pembelajaran dengan memberikan salam berdoa dan mengecek kehadiran siswa. Guru memberikan <i>warming-up</i> (melakukan game a quiz for you) untuk membangkitkan minat belajar peserta didik. Guru memberikan gambaran manfaat mempelajari materi yang akan diajarkan Guru menjelaskan mekanisme pelaksanaan pengalaman belajar (sesuai dengan rencana langkah-langkah pembelajaran)
Kegiatan Inti	<ul style="list-style-type: none"> Guru mengenalkan peserta didik pada materi 'Analytical Exposition' dengan cara menayangkan materi melalui channel youtube mengenai social function, and generic structures of analytical exposition text. Setelah pemutaran materi melalui channel youtube selesai, guru membagi siswa kedalam beberapa kelompok. Guru memberikan teks Analytical Exposition Guru dan siswa membahas isi text menggunakan strategy DRTA secara bersama-sama. Dengan arahan guru, peserta didik secara berkelompok membahas dan mengerjakan

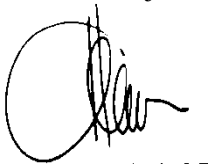
	<p>tugas dari guru.</p> <ul style="list-style-type: none"> • Guru memberi kesempatan kepada masing masing individu untuk menjawab dan mempresentasikan berdasarkan hasil diskusi dengan kelompok mereka.
Penutup	<ul style="list-style-type: none"> • Peserta didik mengumpulkan tugas yang telah mereka kerjakan • Guru bersama peserta didik menyimpulkan materi pembelajaran yang telah diberikan. • Guru menyampaikan materi pelajaran yang akan diberikan pada pertemuan berikutnya • Guru menutup pembelajaran dengan doa bersama dan salam.

C. PENILAIAN

Sikap	Pengetahuan
<ul style="list-style-type: none"> • Tanggung jawab dalam mengerjakan tugas. • Keaktifan dalam prosese pembelajaran 	<ul style="list-style-type: none"> • Essay test (Lampiran 1).

Pati, 11 Oktober 2021

Guru Mata Pelajaran,



Nur Khofifah, S.Pd

Mahasiswa Praktikan,



**Rizka Jannatul
Muthoharoh**

Rencana Pelaksanaan Pembelajaran (RPP) Experimental Group

Tahun Pelajaran 2020 – 2021

Sekolah : MA MIFTAHUL HUDA TAYU	Kelas / Semester : XI / 1	KD : 3.1 dan 4.1
Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 40 menit	Pertemuan ke : 2
Materi	Analytical Exposition Text	

D. TUJUAN PEMBELAJARAN

✓ Memahami struktur teks Eksposisi Analitis dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI
✓ Menerangkan informasi tentang naskah berita dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks Eksposisi Analitis lisan dan tulis secara benar sesuai konteks penggunaannya
✓ Menampilkan dan mempresentasikan teksnya kepada teman-teman

E. KEGIATAN PEMBELAJARAN

MEDIA	ALAT / BAHAN	SUMBER BELAJAR
YouTube	Laptop, Handphone, LCD dan lain lain	Modul, bahan ajar, internet, dan sumber lain yang relevan

Pendahuluan	<ul style="list-style-type: none"> Guru mengawali pembelajaran dengan memberikan salam berdoa dan mengecek kehadiran siswa. Guru mengajukan pertanyaan seputar materi teks Analytical Exposition yang telah dipelajari pada pertemuan sebelumnya. Guru menjelaskan mekanisme pelaksanaan pengalaman belajar (sesuai dengan rencana langkah-langkah pembelajaran)
Kegiatan Inti	<ul style="list-style-type: none"> Guru mengenalkan peserta didik pada materi ‘Analytical Exposition’ dengan cara menayangkan materi melalui channel youtube mengenai language features of analytical exposition text. Setelah pemutaran materi melalui channel youtube selesai, guru membagi siswa kedalam beberapa kelompok. Guru memberikan teks Analytical Exposition Guru dan siswa membahas isi text menggunakan strategy DRTA secara bersama-sama. Dengan arahan guru, peserta didik secara berkelompok membahas dan mengerjakan tugas dari guru. Guru memberi kesempatan kepada masing masing individu untuk menjawab dan mempresentasikan berdasarkan hasil diskusi dengan kelompok mereka.

Penutup	<ul style="list-style-type: none"> • Peserta didik mengumpulkan tugas yang telah mereka kerjakan • Guru bersama peserta didik menyimpulkan materi pembelajaran yang telah diberikan. • Guru menyampaikan materi pelajaran yang akan diberikan pada pertemuan berikutnya • Guru menutup pembelajaran dengan doa bersama dan salam.
----------------	---

F. PENILAIAN	
Sikap	Pengetahuan
<ul style="list-style-type: none"> • Tanggung jawab dalam mengerjakan tugas. • Keaktifan dalam prosese pembelajaran 	<ul style="list-style-type: none"> • Essay test (Lampiran 1).

Pati, 11 Oktober 2021

Guru Mata Pelajaran,



Nur Khofifah, S.Pd

Mahasiswa Praktikan,



**Rizka Jannatul
Muthoharoh**

Rencana Pelaksanaan Pembelajaran (RPP) Experimental Group

Tahun Pelajaran 2020 – 2021

Sekolah	: MA MIFTAHUL HUDA TAYU	Kelas / Semester : XI / 1	KD : 3.1 dan 4.1
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu : 40 menit	Pertemuan ke : 3
Materi	: Analytical Exposition Text		

A. TUJUAN PEMBELAJARAN

✓	Memahami struktur teks Eksposisi Analitis dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI
✓	Menerangkan informasi tentang naskah berita dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks Eksposisi Analitis lisan dan tulis secara benar sesuai konteks penggunaannya
✓	Menampilkan dan mempresentasikan teksnya kepada teman-teman

B. KEGIATAN PEMBELAJARAN

ALAT / BAHAN	SUMBER BELAJAR
Laptop, Handphone, dan lain lain	Modul, bahan ajar, internet, dan sumber lain yang relevan

Pendahuluan	<ul style="list-style-type: none"> Guru mengawali pembelajaran dengan memberikan salam berdoa dan mengecek kehadiran siswa. Guru mengajukan pertanyaan seputar materi teks Analytical Exposition yang telah dipelajari pada pertemuan sebelumnya. Guru menjelaskan mekanisme pelaksanaan pengalaman belajar (sesuai dengan rencana langkah-langkah pembelajaran)
Kegiatan Inti	<ul style="list-style-type: none"> Guru menunjukkan gambar tentang Sampah dan memberikan siswa permasalahan seperti “Bagaimana pendapat kalian mengenai gambar tersebut?” Guru membagi siswa kedalam beberapa kelompok. Guru memberikan siswa teks Analytical Exposition Guru dan siswa membahas isi text menggunakan strategy DRTA secara bersama-sama. Dengan arahan guru, peserta didik secara berkelompok berdiskusi menjawab pertanyaan dari guru. Guru meminta siswa untuk menjawab beberapa pertanyaan berdasarkan teks Analytical Exposition yang telah mereka baca.
Penutup	<ul style="list-style-type: none"> Peserta didik mengumpulkan tugas yang telah mereka kerjakan

	<ul style="list-style-type: none"> • Guru bersama peserta didik menyimpulkan materi pembelajaran yang telah diberikan. • Guru menutup pembelajaran dengan doa bersama dan salam.
--	--

C. PENILAIAN	
Sikap	Pengetahuan
<ul style="list-style-type: none"> • Tanggung jawab dalam mengerjakan tugas. • Keaktifan dalam prosese pembelajaran 	<ul style="list-style-type: none"> • Essay test (Lampiran 1).

Pati, 11 Oktober 2021

Guru Mata Pelajaran,



Nur Khofifah, S.Pd

Mahasiswa Praktikan,



**Rizka Jannatul
Muthoharoh**

Appendix 5. Lesson Plans of Control Group

Rencana Pelaksanaan Pembelajaran (RPP) Control Group

Tahun Pelajaran 2020 – 2021

Sekolah	: MA MIFTAHUL HUDA TAYU	Kelas / Semester : XI / 1	KD : 3.1 dan 4.1
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu : 40 menit	Pertemuan ke : 1
Materi	Analytical Exposition Text		

A. TUJUAN PEMBELAJARAN

✓	Memahami struktur teks Eksposisi Analitis dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI
✓	Menerangkan informasi tentang naskah berita dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks Eksposisi Analitis lisan dan tulis secara benar sesuai konteks penggunaannya
✓	Menampilkan dan mempresentasikan teksnya kepada teman-teman

B. KEGIATAN PEMBELAJARAN

MEDIA	ALAT / BAHAN	SUMBER BELAJAR
YouTube, Quizizz.com	Laptop, Handphone, LCD dan lain lain	Modul, bahan ajar, internet, dan sumber lain yang relevan

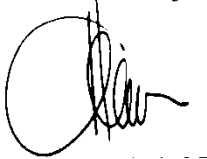
Pendahuluan	<ul style="list-style-type: none"> Guru mengawali pembelajaran dengan memberikan salam berdoa dan mengecek kehadiran siswa. Guru memberikan <i>warming-up</i> (melakukan game a quiz for you) untuk membangkitkan minat belajar peserta didik. Guru memberikan gambaran manfaat mempelajari materi yang akan diajarkan Guru menjelaskan mekanisme pelaksanaan pengalaman belajar (sesuai dengan rencana langkah-langkah pembelajaran)
Kegiatan Inti	<ul style="list-style-type: none"> Guru mengenalkan peserta didik pada materi 'Analytical Exposition' dengan cara menayangkan materi melalui channel youtube mengenai social function, generic structures, and language features of analytical exposition text. Setelah pemutaran materi melalui channel youtube selesai, guru membagi siswa kedalam beberapa kelompok. Guru memberikan teks Analytical Exposition Dengan arahan guru, peserta didik secara berkelompok membahas dan mengerjakan tugas dari guru. Guru memberi kesempatan kepada masing masing individu untuk menjawab dan

	mempresentasikan berdasarkan hasil diskusi dengan kelompok mereka.
Penutup	<ul style="list-style-type: none"> • Peserta didik mengumpulkan tugas yang telah mereka kerjakan • Guru bersama peserta didik menyimpulkan materi pembelajaran yang telah diberikan. • Guru menyampaikan materi pelajaran yang akan diberikan pada pertemuan berikutnya • Guru menutup pembelajaran dengan doa bersama dan salam.

C. PENILAIAN	
Sikap	Pengetahuan
<ul style="list-style-type: none"> • Tanggung jawab dalam mengerjakan tugas. • Keaktifan dalam prosese pembelajaran 	<ul style="list-style-type: none"> • Essay test (Lampiran 1).

Pati, 11 Oktober 2021

Guru Mata Pelajaran,



Nur Khofifah, S.Pd

Mahasiswa Praktikan,



**Rizka Jannatul
Muthoharoh**

Rencana Pelaksanaan Pembelajaran (RPP) Control Group

Tahun Pelajaran 2020 – 2021

Sekolah : MA MIFTAHUL HUDA TAYU	Kelas / Semester : XI / 1	KD : 3.1 dan 4.1
Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 40 menit	Pertemuan ke : 2
Materi	Analytical Exposition Text	

D. TUJUAN PEMBELAJARAN

- ✓ Memahami struktur teks Eksposisi Analitis dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI
- ✓ Menerangkan informasi tentang naskah berita dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks Eksposisi Analitis lisan dan tulis secara benar sesuai konteks penggunaannya
- ✓ Menampilkan dan mempresentasikan teksnya kepada teman-teman

E. KEGIATAN PEMBELAJARAN

MEDIA	ALAT / BAHAN	SUMBER BELAJAR
YouTube	Laptop, Handphone, LCD dan lain lain	Modul, bahan ajar, internet, dan sumber lain yang relevan

Pendahuluan	<ul style="list-style-type: none"> Guru mengawali pembelajaran dengan memberikan salam berdoa dan mengecek kehadiran siswa. Guru mengajukan pertanyaan seputar materi teks Analytical Exposition yang telah dipelajari pada pertemuan sebelumnya. Guru menjelaskan mekanisme pelaksanaan pengalaman belajar (sesuai dengan rencana langkah-langkah pembelajaran)
Kegiatan Inti	<ul style="list-style-type: none"> Guru mengenalkan peserta didik pada materi ‘Analytical Exposition’ dengan cara menayangkan materi melalui channel youtube mengenai social function, generic structures, and language features of analytical exposition text. Setelah pemutaran materi melalui channel youtube selesai, guru membagi siswa kedalam beberapa kelompok. Guru memberikan teks Analytical Exposition Dengan arahan guru, peserta didik secara berkelompok membahas dan mengerjakan tugas dari guru. Guru memberi kesempatan kepada masing masing individu untuk menjawab dan mempresentasikan berdasarkan hasil diskusi dengan kelompok mereka.

Penutup	<ul style="list-style-type: none"> • Peserta didik mengumpulkan tugas yang telah mereka kerjakan • Guru bersama peserta didik menyimpulkan materi pembelajaran yang telah diberikan. • Guru menyampaikan materi pelajaran yang akan diberikan pada pertemuan berikutnya • Guru menutup pembelajaran dengan doa bersama dan salam.
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F. PENILAIAN	
Sikap	Pengetahuan
<ul style="list-style-type: none"> • Tanggung jawab dalam mengerjakan tugas. • Keaktifan dalam prosese pembelajaran 	<ul style="list-style-type: none"> • Essay test (Lampiran 1).

Pati, 11 Oktober 2021

Guru Mata Pelajaran,



Nur Khofifah, S.Pd

Mahasiswa Praktikan,



**Rizka Jannatul
Muthoharoh**

Rencana Pelaksanaan Pembelajaran (RPP) Control Group

Tahun Pelajaran 2020 – 2021

Sekolah	: MA MIFTAHUL HUDA TAYU	Kelas / Semester : XI / 1	KD : 3.1 dan 4.1
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu : 40 menit	Pertemuan ke : 3
Materi	Analytical Exposition Text		

A. TUJUAN PEMBELAJARAN

✓	Memahami struktur teks Eksposisi Analitis dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI
✓	Menerangkan informasi tentang naskah berita dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan dalam teks Eksposisi Analitis lisan dan tulis secara benar sesuai konteks penggunaannya
✓	Menampilkan dan mempresentasikan teksnya kepada teman-teman

A. KEGIATAN PEMBELAJARAN

MEDIA	ALAT / BAHAN	SUMBER BELAJAR
Quizizz.com	Laptop, Handphone, dan lain lain	Modul, bahan ajar, internet, dan sumber lain yang relevan

Pendahuluan	<ul style="list-style-type: none"> Guru mengawali pembelajaran dengan memberikan salam berdoa dan mengecek kehadiran siswa. Guru mengajukan pertanyaan seputar materi teks Analytical Exposition yang telah dipelajari pada pertemuan sebelumnya. Guru menjelaskan mekanisme pelaksanaan pengalaman belajar (sesuai dengan rencana langkah-langkah pembelajaran)
Kegiatan Inti	<ul style="list-style-type: none"> Guru menunjukkan gambar tentang Sampah dan memberikan siswa permasalahan seperti “Bagaimana pendapat kalian mengenai gambar tersebut?” Guru membagi siswa kedalam beberapa kelompok. Guru mengajak siswa untuk bermain game melalui aplikasi <i>kahoot.com</i>. Guru menerangkan mengenai game ini yakni siswa secara berkelompok berdiskusi dan menyusun sebuah teks eksposisi analitis yang telah diacak. Peserta didik secara berkelompok mengerjakan tugas dari guru. Guru dan siswa membahas hasil diskusi secara bersama-sama. Guru memberikan siswa teks Analytical Exposition. Guru meminta siswa untuk menjawab beberapa pertanyaan berdasarkan teks Analytical

	Exposition yang telah mereka baca.
Penutup	<ul style="list-style-type: none"> • Peserta didik mengumpulkan tugas yang telah mereka kerjakan • Guru bersama peserta didik menyimpulkan materi pembelajaran yang telah diberikan. • Guru menutup pembelajaran dengan doa bersama dan salam.

B. PENILAIAN	
Sikap	Pengetahuan
<ul style="list-style-type: none"> • Tanggung jawab dalam mengerjakan tugas. • Keaktifan dalam prosese pembelajaran 	<ul style="list-style-type: none"> • Essay test (Lampiran 1).

Pati, 11 Oktober 2021

Guru Mata Pelajaran,



Nur Khofifah, S.Pd

Mahasiswa Praktikan,



**Rizka Jannatul
Muthoharoh**

Lampiran 1

Penilaian Pengetahuan

Kompetensi yang akan dinilai	: Pengetahuan
Bentuk Penilaian	: Tes Tulis
Satuan Pendidikan	: MA Miftahul Huda Tayu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester/Tahun Pelajaran	: XI MIPA/ Ganjil/ 2021/2022
Pertemuan	: 1

Teks Analitical Exposisi



The implementation of the mandatory COVID-19 vaccination program seems less effective. The government is considered less serious in socializing the importance of COVID-19 vaccination to the surrounding community. As a result, there are people who refuse to vaccinate because they believe in their reasons.

One of the main reasons is that people don't believe in the existence of the COVID-19 virus. They think that this virus is just propaganda, a conspiracy, even as an effort by the leadership to seek profit. So, they easily underestimate the existence of this virus, without caring about others' health.

The second reason is that they have doubts about the effectiveness of the COVID-19 vaccine. Furthermore, the spread of information that the COVID-19 vaccine has very dangerous side effects in the human body. In this case, it is like destroying genetics and causing death.

Due to the lack of clarity of information received by the community, it has affected their mindset. That's why they refuse to vaccinate.

Soal Esai

Please, answer the questions below!

1. What is the main idea of first paragraph?
2. What was the problem with the implementation of the mandatory COVID-19 vaccination?
3. What do you see as possible outcomes after getting the vaccine?
4. What conclusions can you draw from the text above?
5. Do you think the COVID-19 vaccine is a good or bad thing? Give the reason!
6. How would you have handled people who refuse to vaccinate?

Lampiran 1

Kompetensi yang akan dinilai	: Pengetahuan
Bentuk Penilaian	: Tes Tulis
Satuan Pendidikan	: MA Miftahul Huda Tayu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester/Tahun Pelajaran	: XI MIPA/ Ganjil/ 2021/2022
Pertemuan	: 2

Teks Analitical Exposisi

Students Should Not Take Narcotics



As we know that the state and religion have prohibited us from consuming narcotics. However, data from the National Narcotics Agency shows that narcotics abuse among students is increasing. In fact, consuming narcotics can have a negative impact on our lives and those around us. These are the reasons.

First, narcotics can destroy their future. This is because narcotics contain substances that can cause addiction, so that it will make them a behavior that cannot be separated from narcotics.

Second, narcotics can kill their creativity. This is due to the excessive use of narcotics so that they will lose consciousness. If this continues, it can slowly kill their brain cells so that there is no more creativity left.

And the last reason is that it can trigger criminal acts. This happens because narcotics have damaged their brains and souls. In addition, they will do anything to consume narcotics, including by stealing, cheating, and killing viciously.

For these reasons, the school and parents should strictly supervise their children so that they do not fall into the wrong path.

Soal Esai

Please, answer the questions below!

1. What happened in paragraph 1?
2. In your opinion, what factors can cause students to consume narcotics?
Explain!
3. How do you handle those who have already addicted narcotics?
4. Given what we know so far, what conclusions can we draw?
5. Based on the answer number 3, why do you think that was the right solutions?
6. What steps have you taken to avoid drug abuse cases?

Lampiran 1

Kompetensi yang akan dinilai	: Pengetahuan
Bentuk Penilaian	: Tes Tulis
Satuan Pendidikan	: MA Miftahul Huda Tayu
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester/Tahun Pelajaran	: XI MIPA/ Ganjil/ 2021/2022
Pertemuan	: 3

Teks Analitical Exposisi

Why Should We Manage the Waste Properly?



In living our daily life, we are no stranger to seeing waste. It can be organic or inorganic waste. Organic waste is a type of waste that is easy to decompose, while inorganic waste is very difficult to decompose. Unfortunately, most Indonesians pay less attention to managing waste properly. As a result, Indonesia is known as the second largest waste-producing country after China. Therefore, we must always be committed to managing waste properly, because this has many benefits for our lives and the environment.

Firstly, it can avoid dangerous diseases. Basically, the compounds contained in the waste can damage the purity of the soil and water. If this continues, it will result in environmental pollution. In addition, it will make bacteria multiply quickly inside. This causes a bad smell and various kinds of dangerous diseases.

For the second reason, it can minimize the occurrence of flood disasters. The amount of waste scattered, besides disturbing the comfort, can also cause flooding. It happens because drains are clogged with waste, so the water cannot deliver the water well. As a result, the volume of water will increase and overflow into the surrounding environment.

Based on the statements above, it should be emphasized that managing waste properly is important for everyone in order to create a clean and healthy environment.

Soal Esai

Please, answer the questions below!

1. What is the main idea in a first paragraph?
2. What will happen if we do not manage waste properly?

3. Can you group the example of organic and inorganic waste?
4. Mention one of the diseases that can be attributed to environmental pollution. How does it come?
5. How is your best solution for reducing waste? Give the reason!
6. Make a quote with the theme “Clean Environment without Waste”

Appendix 6. Instrument of Pre-test

The Bad Impact of Bullying on the Social Environment



Bad behavior as called bullying is a common thing that we encounter in our daily life. This action usually takes the form of physical, psychological and verbal intimidation. Unconsciously, this is a dangerous act and we must be aware of it because it can have a bad impact on the social environment.

First, bullying has a negative impact on the victim. In this case, the victim tends to experience physical and mental health problems such as anxiety, depression, and sleep disorders. Even in more severe cases, this can trigger the victim to harm himself. Moreover, they will consume forbidden food or drink that has the potential to cause death.

Second, the impact of bullying also affects people who witness bullying. It is because they feel threatened, stressed, and afraid of being the next victim. Therefore, indirectly, they are also at risk to harm them.

Lastly, bullies can also feel the impact of their own behavior. If the bullies do not realize that their actions are wrong, then this bad habit will carry over until they get old. In addition, the bullies are at risk of having difficulty establishing good relationships with others. Furthermore, they will continue to behave rudely, get into fights, or even be punished for a crime.

Based on the statements above, it goes without saying that bullying is a bad and dangerous act. Moreover, this action does not only have an impact on the bullies and victims, but the witnesses who see it also feel the impact.

Soal Esai

Please, answer the questions below!

1. What is bullying?
2. Why should we be wary of bullying?
3. What kind of support would you give if you saw someone closest to you was being bullied?
4. Based on the text above, how many types of bullying acts? Classify an example of each of these actions at least 3!
5. “The government should build a rehabilitation center for bullies”. Do you agree with this statement? Give a reason!
6. What steps will you take to stop bullying?

Appendix 7. Instrument of Post-test

The Importance of Time Management for Students



In the current state of the COVID-19 pandemic, everything feels limited including time. Therefore, we are required to be able to manage time properly. Basically, time management is the ability to plan, organize, and use the time well. Having this ability from an early age is important, because it can provide various benefits for our lives.

First, time management can train us to be disciplined. Through this ability it is obvious that all schedules have been planned, making it impossible for students to delay their work. As a result, they always complete tasks on time

In addition, time management can also reduce stress and pressure. It goes without saying that a person's inability to complete a task correctly will have an impact on his psychological condition. Based on this case, it looks like stress, anxiety and depression. With good time management, it can be ensured that a person can live in peace without worrying about anything.

Based on the explanation above, it can be concluded that time management is really valuable in our lives. Besides that, it teaches us to be able to manage time properly and not wasted in vain.

Soal Esai

Please, answer the questions below!

1. What is managing time?
2. What do you think about failure to manage time?
3. Why should we be able to manage time well?
4. What problems do you face in managing your time?
5. How do you manage your time to run efficiently?
6. Please design a plan consisting of your steps in achieving your dream!

Appendix 8. Descriptions of cognitive test scores

Number of Questions	Cognitive Dimension	Indicator	Maximal Scores
Question 1	Interpretation	The students are able to state the implied meaning of the text clearly.	10
Question 2	Explanation	The students are able to explain the process of occurrence of an event in a coherent way.	15
Question 3	Analysis	The students are able to analyze an event based on the story in the text and give reasons.	15
Question 4	Inference	The students are able to draw conclusions logically.	25
Question 5	Evaluation	The students are able to assess the credibility of a statement.	10
Question 6	Self-regulation	State the steps that must be taken to answer the questions correctly.	25

$$\text{Student's Score (100\%)} = \frac{\text{Total right answer}}{\text{Maximum score}} \times 100\%$$

(Suharsimi Arikunto & Jabar, 2008)

Appendix 9. Students' Critical Thinking Scores of Pre-Test & Post-Test

STUDENTS' CRITICAL THINKING SCORES

Experimental Group				
Pre-Test				
Name	Rater 1	Rater 2	Mean	Categorized
Hilda F	38	38	38	Bad
M. Qocham	47	49	48	Fair
M. Alfath	44	42	43	Fair
Evi S	17	17	17	Very Bad
Dwi Ayu	30	32	31	Bad
Nur S	48	48	48	Fair
Maulina M	49	49	49	Fair
Mazidatun N	53	53	53	Fair
Nourma A	54	54	54	Fair
Tsimarul A	20	20	20	Very Bad
M. Subhan	36	36	36	Bad
Hikam N	45	45	45	Fair
Amelda M	25	25	25	Bad
Iklil F	25	29	27	Bad
Mukhaliyatun	27	27	27	Bad
Alif F	23	21	21	Bad
Ulfa N	35	35	35	Bad
Mastain	22	22	22	Bad
Khoridlotun	32	32	32	Bad
N= 19				

STUDENTS' CRITICAL THINKING SCORES

Control Group				
Pre-Test				
Name	Rater 1	Rater 2	Mean	Categorized
Vika Yuliana	42	44	43	Fair
Merza	46	46	46	Fair
Rizqi M	36	38	37	Bad
Lina M	21	21	21	Bad
Putri A	57	57	57	Fair
M. Alfian	19	19	19	Very Bad
Sifaun N	44	46	45	Fair
Laila F	53	53	53	Fair
Siti R.	40	40	40	Fair
Lu'luatun N	38	40	39	Bad
Amalia A	44	44	44	Fair
Novita I	28	28	28	Bad
Salma M	37	37	37	Fair
Miftahur R	34	34	34	Bad
Shelfiya	24	18	21	Bad
Izza A	21	21	21	Bad
Sefty A	60	60	60	Good
Ainur	29	29	29	Bad
N= 18				

STUDENTS' CRITICAL THINKING SCORES

Experimental Group				
Post-Test				
Name	Rater 1	Rater 2	Mean	Categorized
Hilda F	57	59	58	Fair
M. Qocham	48	46	47	Fair
M. Alfath	53	53	53	Fair
Evi S	55	55	55	Fair
Dwi Ayu	60	60	60	Fair
Nur S	65	65	65	Good
Maulina M	64	62	63	Good
Mazidatun N	63	63	63	Good
Nourma A	67	69	68	Good
Tsimarul A	52	52	52	Fair
M. Subhan	40	40	40	Bad
Hikam N	54	56	55	Fair
Amelda M	63	63	63	Good
Iklil F	57	57	57	Fair
Mukhaliyatun	60	60	60	Fair
Alif F	53	53	53	Fair
Ulfa N	60	60	60	Fair
Mastain	45	45	45	Fair
Khoridlotun	60	60	60	Fair
N= 19				

STUDENTS' CRITICAL THINKING SCORES

Control Group				
Post-Test				
Name	Rater 1	Rater 2	Mean	Categorized
Vika Yuliana	62	62	62	Good
Merza	50	50	50	Fair
Rizqi M	43	45	44	Bad
Lina M	49	51	50	Fair
Putri A	55	53	54	Fair
M. Alfian	34	34	34	Bad
Sifaun N	59	61	60	Fair
Laila F	63	63	63	Good
Siti R.	61	61	61	Good
Lu'luatun N	45	45	45	Fair
Amalia A	66	64	65	Good
Novita I	42	42	42	Fair
Salma M	59	59	59	Fair
Miftahur R	43	43	43	Fair
Shelfiya	40	40	40	Fair
Izza A	44	44	44	Fair
Sefty A	50	50	50	Fair
Ainur	42	44	43	Fair
N= 18				

Appendix 10. Students' Pre-test Results

Ufa Murul Hidayah
38.

Soal Esai
Please, answer the questions below!

1. What is bullying?
2. Why should we be wary of bullying?
3. What kind of support would you give if you saw someone closest to you was being bullied?
4. Based on the text above, how many types of bullying acts? Classify an example of each of these actions at least 3!
5. "The government should build a rehabilitation center for bullies". Do you agree with this statement? Give a reason!
6. What steps will you take to stop bullying?

1) bullying this is a dangerous because it can have a bad impact on the social environment. bullying has a negative impact on the victim.

2) because 1. bullying has a negative impact on the victim.
2. the impact of bullying also affects people who witness bullying.
3. bullies can also feel the impact of their own behavior.

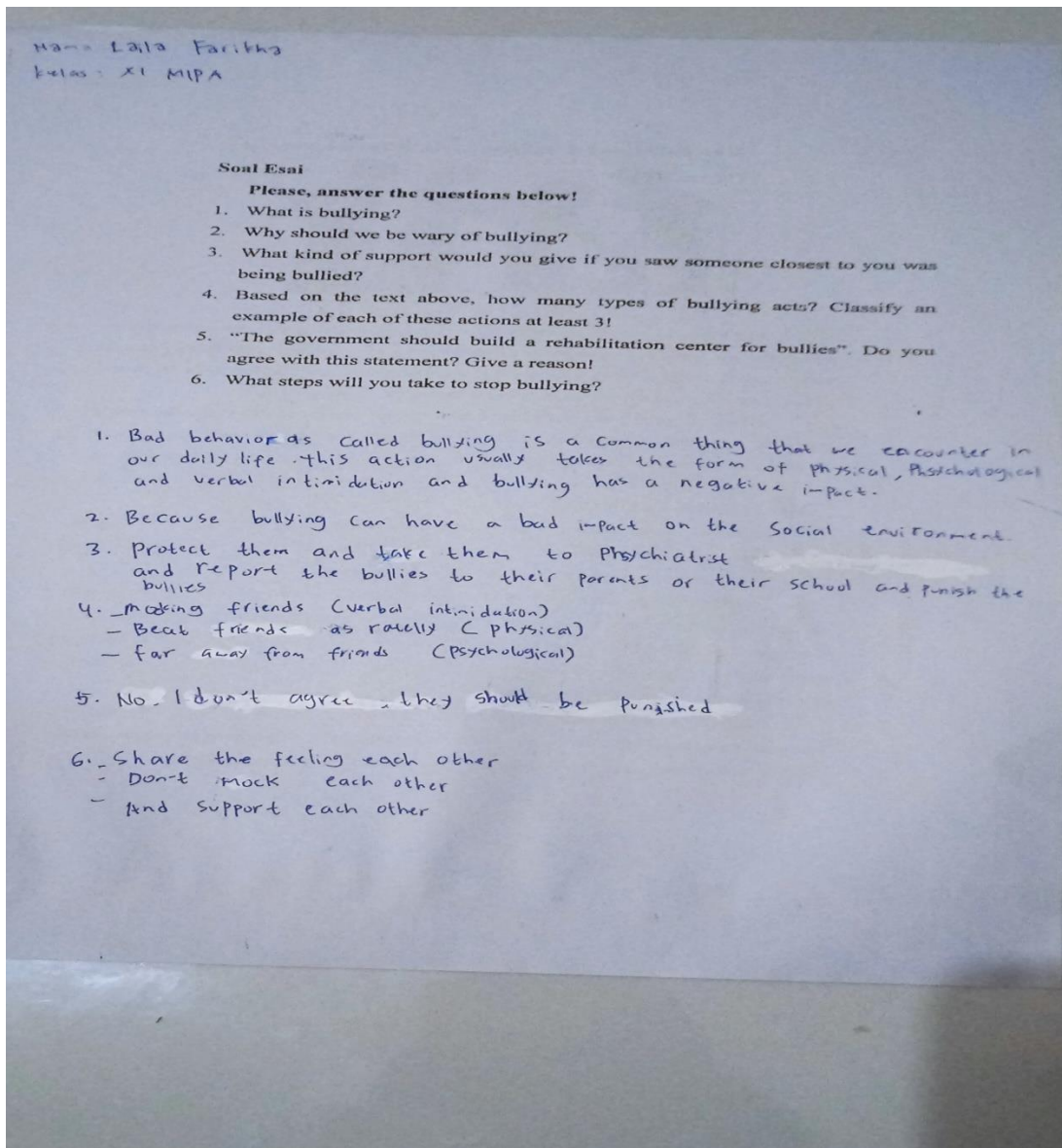
3). stop it. the bullying is dangerous

4) get into fights, or ~~even~~ ^{even} be punished for a ~~crime~~ ^{crime}. they will continue to ~~behave~~ ^{behave} rudely.

5) Yes, I agree with you because bullying ~~is~~ ^{is} a dangerous.

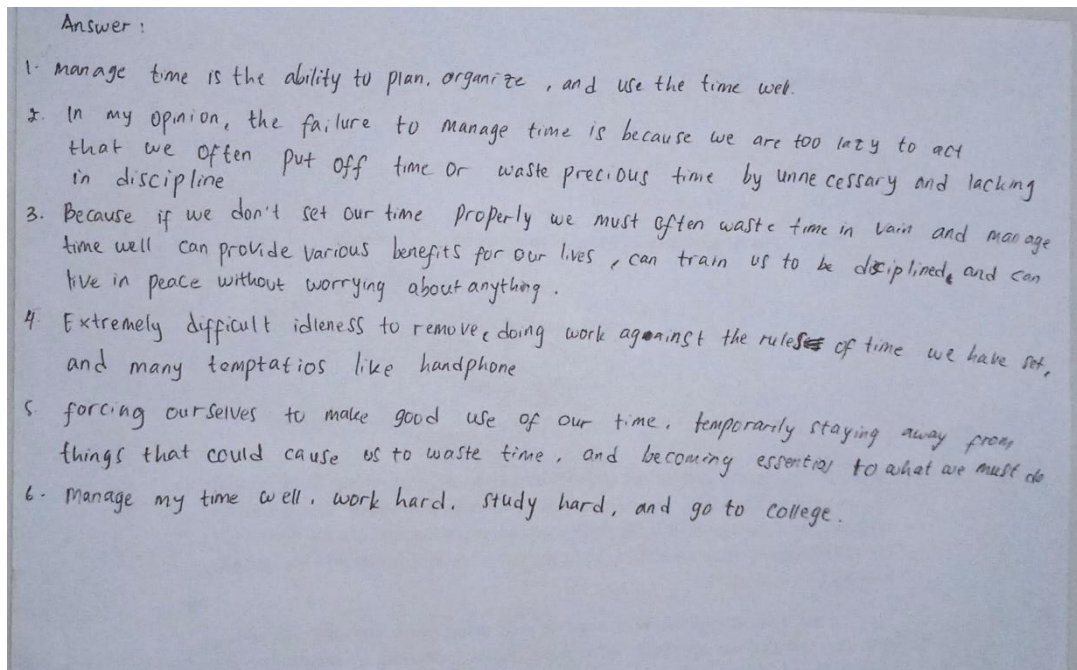
6) ~~friendly~~
friendly ~~to~~ ^{to} with all people.

Experimental Group

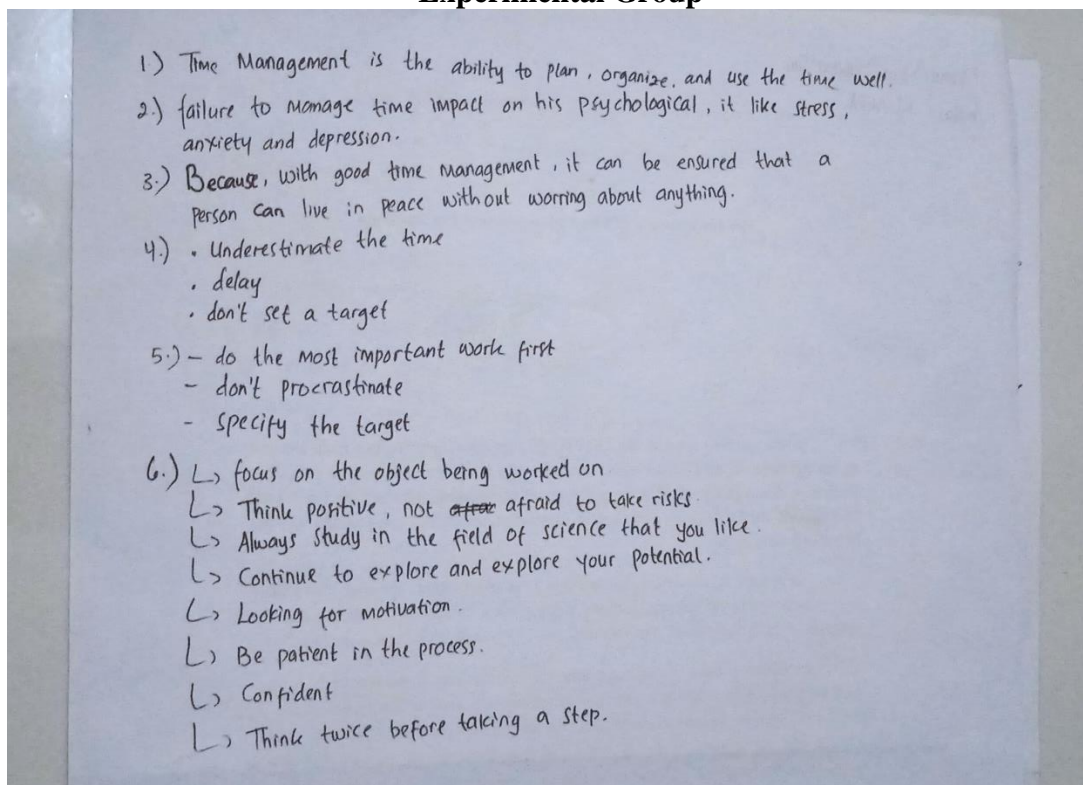


Control Group

Appendix 11. Students' Post-test Results



Experimental Group



Control Group

Appendix 12. Documentations

