

**THE EFFECTIVENESS OF TEAM-BASED LEARNING ON STUDENTS
CRITICAL THINKING SKILLS IN THE EFL CLASSROOM.**

(A Pre-Experimental Research)



A THESIS

*Submitted to Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partical Fulfillment of the Requirement for Degree
of Education English Education Department*

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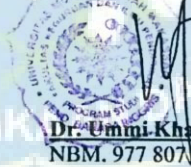
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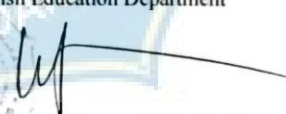
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MOTTO AND DEDICATION

MOTTO

“إِنَّ مَعَ الْعُسْرِ يُسْرًا”

“Sesungguhnya Setiap Kesulitan Pasti Ada Kemudahan”

“Al- Insyirah (94:6)



ABSTRACT

Ananda Pratiwi Bahar. 2024. The Effectiveness of Team Based Learning on Students Critical Thinking Skill in Efl Classroom. Faculty of Teacher Training and Education University Muhammadiyah of Makassar (Supervised by Ummi Khaerati Syam, and Ilmiah)

This research aims to determine how is the effectiveness of Team Based Learning on student critical thinking skills in Efl classroom. This research used quantitative design method with pre-experimental class. The population of this research was taken from the students at the twelve grade of SMA Muhammadiyah Limbung. This population consisted of 125 students in consisted fifth classes. The researcher used purposive sampling technique to choose one class that consisted 22 students as the sample.

The result of the students critical thinking skill in mean score in the pre-test (40.68), meanwhile the result of the students critical thinking skill mean score in the post-test (70.05). It was significant different score. The significance score showed between pre-test and post-test (27.364) The table shows Sig. (2-tailed) is 000, which is less than 0.005. A considerable difference was seen between pupils' pre-test and post-test results. As a result, hypothesis Ho was rejected and H1 accepted. It may be said that use of Team-based learning was affective on student critical thinking skill at SMA Muhammadiyah Limbung.

Keywords: Critical Thinking Skills, English, Languange Testing Teaching Methodology, Team-Based Learning, EFL Classroom.

ABSTRAK

Ananda Pratiwi Bahar. 2024. Efektivitas Pembelajaran Berbasis Tim terhadap Keterampilan Berpikir Kritis Siswa di Kelas EFL. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (Dibimbing oleh Ummi Khaerati Syam dan Ilmiah)

Penelitian ini bertujuan untuk menentukan seberapa efektif Pembelajaran Berbasis Tim terhadap keterampilan berpikir kritis siswa di kelas EFL. Penelitian ini menggunakan metode desain kuantitatif dengan kelas pra-eksperimental. Populasi penelitian ini diambil dari siswa kelas dua belas SMA Muhammadiyah Limbung. Populasi ini terdiri dari 125 siswa yang terbagi dalam lima kelas. Peneliti menggunakan teknik purposive sampling untuk memilih satu kelas yang terdiri dari 22 siswa sebagai sampel.

Hasil keterampilan berpikir kritis siswa pada skor rata-rata di pre-test (40.68), sementara hasil skor rata-rata keterampilan berpikir kritis siswa di post-test (70.05). Terdapat perbedaan skor yang signifikan. Skor signifikansi menunjukkan antara pre-test dan post-test (27.364). Tabel menunjukkan Sig. (2-tailed) adalah 000, yang kurang dari 0,005. Perbedaan yang signifikan terlihat antara hasil pre-test dan post-test siswa. Sebagai hasilnya, hipotesis H_0 ditolak dan H_1 diterima. Dapat dikatakan bahwa penggunaan pembelajaran berbasis tim berpengaruh terhadap keterampilan berpikir kritis siswa di SMA Muhammadiyah Limbung.

Kata kunci: Keterampilan Berpikir Kritis, Bahasa Inggris, Pengujian Bahasa, Metodologi Pengajaran, Pembelajaran Berbasis Tim, Kelas EFL.

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All glory belongs to Allah SWT, the Lord of the Worlds for his kindness and direction have enabled researcher to finish the thesis, with the tittle "The Effectiveness of Team Based Learning on Students Critical Thinking Skills in the EFL Classroom". *Sholawat and salam* to our beloved Prophet Muhammad (SAW), who is the prophet that has guided us from the era of ignorance to the era of knowledge.

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4. Dr. Ummi Khaerati Syam, S.Pd., M.Pd as a Head of English Education Department of University Muhammadiyah of Makassar, Ismail Sangkala, S.Pd.,M.Pd as a Secretary of English Education

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Makassar, 18 August 2024

Ananda Pratiwi Bahar

TABLE OF CONTENT

COVER	
LEMBAR PENGESAHAN	Error! Bookmark not defined.
APPROVAL SHEET	iii
COUNSELING SHEET	iv
SURAT PERYATAAN.....	vii
SURAT PERJANJIAN	viii
MOTTO AND DEDICATION	ix
MOTTO	ix
DEDICATION	ix
ABSTRACT	iii
ABSTRAK	iv
ACKNOWLEDGEMENTS.....	v
LIST OF FIGURES	ix
LIST OF TABLES.....	x
LIST OF APPENDICES.....	xi
CHAPTER I INTRODUCTION.....	1
A. Background.....	1
B. Problem Statement.....	3
C. Objectives of The Research	3
D. Significance Of The Research	4
E. Scope of The Research	4
CHAPTER II REVIEW OF RELATED LITERATURE.....	6
A. Previous Related Findings.....	6
B. Some Pertinent Ideas	7

1. Concept Of Team-Based Learning	7
2. Concept Of Critical Thinking Skills	13
3. Concept of Efl Classroom.....	17
4. Concept Of Reading	18
C. Theoretical Framework.....	22
D. Hypotesis	22
CHAPTER III RESEARCH METHOD	24
A. Research Design	24
B. Research Variables	24
C. Population and Sample	25
D. Research Instrument.....	25
E. Data Collection	25
F. Data Analysis	28
CHAPTER IV FINDINGS AND DISCUSSIONS	46
A. Findings	46
B. Discussion	50
CHAPTER V CONCLUSION AND SUGGESTION	53
A. Conclusion	53
B. Suggestions	54
BIBLIOGRAPHY	55
APPENDICES	60

LIST OF FIGURES

Figure 2. 1 Stages of Team-Based Learning.	12
Figure 2. 2 Theoretical Framework	22



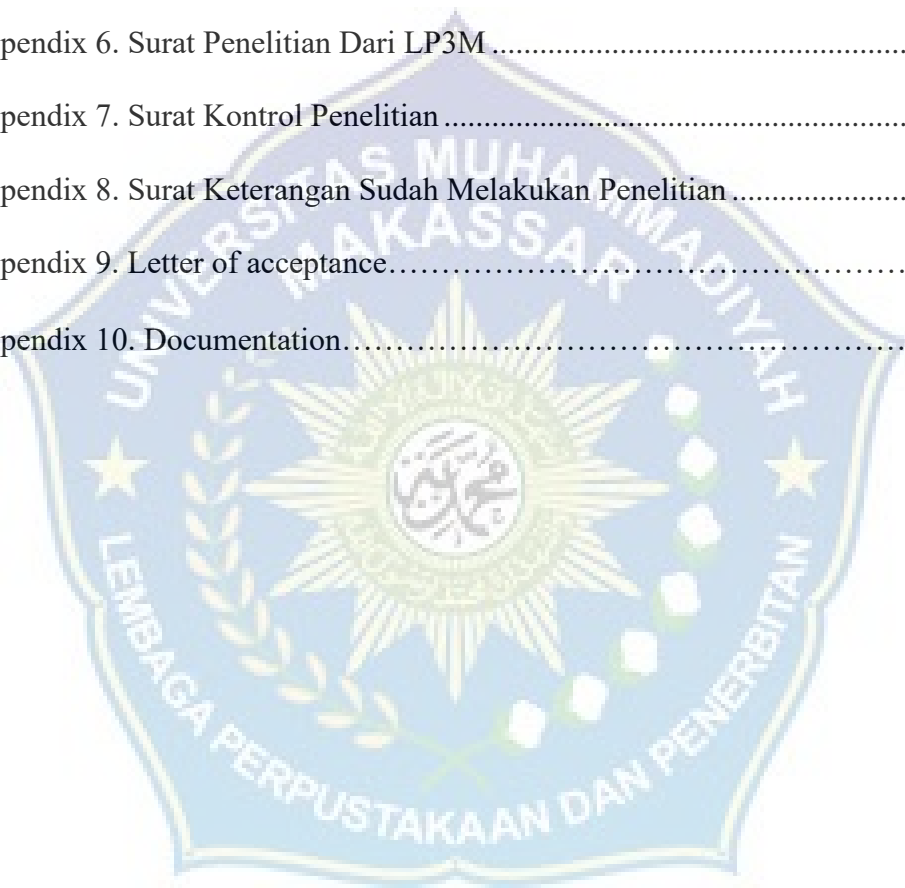
LIST OF TABLES

Table 3. 1 Criteria, and scoring students essay test.....	28
Table 3. 2 Criteria, and scoring students multiple choice.	28
Table 4. 1 The Rate Percentage of Students Score in Pre-Test	46
Table 4. 2 Rate Percentage of Students Post-Test Scores	47
Table 4. 3 The Mean Score and Standard Deviation of Pre-Test and Post-Test....	48
Table 4. 4 Significant outcomes of pre-test and post test.....	49
Table 4. 5 Paired samples correlations.....	50



LIST OF APPENDICES

Appendix 1. Rencana Pelaksanaan Pembelajaran.....	61
Appendix 2. Instrument Of Pre-Test & Postest.....	75
Appendix 3. Teaching Materials	86
Appendix 4. Students Result On Pre-Test And Post Test.....	99
Appendix 5. Surat Keterangan Bebas Plagiasi.....	100
Appendix 6. Surat Penelitian Dari LP3M.....	102
Appendix 7. Surat Kontrol Penelitian	114
Appendix 8. Surat Keterangan Sudah Melakukan Penelitian	115
Appendix 9. Letter of acceptance.....	116
Appendix 10. Documentation.....	119



CHAPTER I

INTRODUCTION

A. Background

There are four major skills to learned in English. They are reading, writing, speaking and listening. In order to facilitate communication and easy transmission and reception of the information, these four English skills need to be developed and mastered. However, before focusing on mastering all those skills, one thing that has to be regarded is mastering of thinking skills.

Thinking abilities are the mental, cognitive, and strategic processes that are employed to solve problems and help students develop their critical thinking abilities. Theorizing, forecasting, assessing, recalling details from memory, and organizing thoughts are examples of thinking skills. Although they are a common possession, not everyone is adept at using them. It takes time to acquire efficient thinking abilities. People use them to process information, plan events, solve problems, and make decisions.

According to Drew, C (2023) Convergent or analytical thinking, divergent thinking, critical thinking, and creative thinking are the four categories of "thinking skills." These abilities enable in problem-solving, critical thinking, understanding the world around ourselves, rational decision-making, and the formation of our own values and views. The ability to think critically allows everyone to digest information, remember details, and apply knowledge to different contexts. More complex problem-solving and analysis may be involved, both of which are beneficial in the classroom.

The five critical thinking skills listed by Thonney & Montgomery (2019); (1) assessing evidence; (2) analyzing and evaluating arguments; (3) comprehending the implications and consequences and their application; (4) having the ability to express opinions (producing original arguments); and (5) comprehending the talks' consequences (understanding causation). The six critical thinking talents are as follows, according the Delphi Study in Ampuero et al., 2015: (1) self regulation, or the capacity for logical thought (2) interpretation, or the capacity for prediction; and (3) analysis, or the capacity for analysis disagreements, (4) Evaluation is the capacity to assess arguments, (5) inference is the capacity to determine what may be relied upon and carried out, and so on. (6) The capacity for explication includes.

As stated by Dunn and Dunn in Sapriya, (2019) the steps of the critical thinking analysis model are as follows: First, the teacher asks the class to consider how to approach the problem in the best way. Next, the teacher provide a reason or an explanation. Third, the teacher asked the class to encourage one another to think of ways to solve the problem after a student has answered the question. Fourth, the teacher validates the issue that was raised in the course of answering the questions. Finally, the teacher asks the class to draw conclusions about how to solve problems.

In addition, critical and creative thinking are examples of higher-order thinking ability. Critical thinking is crucial for learning, as it requires pupils to analyze ideas and approach problems objectively. Analyze an idea, think critically and objectively about a situation, and give a well-supported argument and provide well-structured arguments stated by Rima, et al. (2024). The appropriate method of learning can help build critical thinking skills. Arif, et al. (2020) Team-based learning is one of the available learning paradigms. Team Based Learning method

is one of these efficient techniques which has been gaining increasing popularity recently. Therefore, the researcher will apply one teaching method that is Team Based Learning.

By offering logical organizational principles for creating your entire course, Team-Based Learning (TBL) is a special and effective kind of small group learning that helps you to fully grasp the benefits of the flipped classroom. According to Judy Cohen & Catherine Robinson (2017) when implementing TBL, it is necessary to manage institutional limits and student expectations of their learning while also taking into account the intricacy of the novice/expert dimension in learning context. Prospective research endeavors in this domain will encompass strategies for employing Team-based learning (TBL) to assist learners in cultivating an expert viewpoint and a study of student adaptability to manage student-centered learning.

Based on the exiting problems, researcher interested in studying the effectiveness of team based learning on student critical thinking skills in EFL classroom. The focus of this research was to seen the effectiveness of team-based learning on student critical thinking skills in Efl classroom.

B. Problem Statement

Based on the background above the researcher formulate question as follow :
“How is the effectiveness of Team-Based Learning on student critical thinking skills in the EFL Classroom”

C. Objectives of The Research

Based on the research questions mentioned above, the purpose of this research to determine how is the effectiveness of team-based learning on student critical thinking skills by analyzing the information from the text in the Efl classroom

especially reading skills (reading comprehension) in terms Inferential comprehension on Twelve grade student at SMA Muhammadiyah Limbung.

D. Significance Of The Research

The result of the research hoped to give meaningful contribution for teachers and students of English Department of University Muhammadiyah Makassar.

1. For the researcher

The researchers can get experience by actually teaching with Team-Based Learning and observing the effect it has on students' critical thinking skills.

2. For the teachers

The teachers can apply this method in their learning processed. Including references to the learning methods that would be utilized to learn English, particularly in the implementation of Team-Based Learning.

3. For students

It can train and can provide effectiveness for students' critical thinking skills, this would have an impact on increasing students' critical thinking skills in other fields and their daily activities.

E. Scope of The Research

This research focused to know the effectiveness of team-based learning on student critical thinking skills especially on Reading comprehension skills in terms Inferential comprehension. The researcher only focused on critical thinking skills in terms Analyze the information from the text on Twelve grade student at SMA Muhammadiyah Limbung.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

Many researchers had reported to expose the identification of the student's interest in learning English to make the teaching and learning process more effective, some of the researchers' findings were cited concisely below:

First, Nursulistyo E. D, et al (2021) with the title Model Team-Based Learning dan Model Problem-Based Learning Secara Daring Berpengaruh terhadap Kemampuan Berpikir Kritis Siswa. The results of the Independent Sample T-Test test demonstrated that there was a difference between the effects of applying the Team-Based Learning methodology and the online Problem-Based Learning method on students' critical thinking skills. Specifically, students taught using the Team-Based Learning method had a posttest average that was 6.52 points higher than those taught using the online Problem-Based Learning model. Therefore, it can be said that using the Team-Based Learning method rather than the Problem-Based Learning model helps students develop their critical thinking abilities more.

Second, Darby S (2023) with the title Improved Learning Outcomes And Teacher Experience: A Qualitative Study of Team-Based Learning in Secondary Schools discovers that there are advantages to using TBL in secondary schools that are comparable to those seen in higher education settings, such as increased student participation and engagement, deeper learning through peer and active learning, the development of soft and transferable skills, and more job satisfaction for educators.

Third, Brannan L. R. (2022) with the title research Exploring the Effects of Team-Based Learning in a Pre service Reading Methods Course found that with the help of the instructional framework offered by TBL, teacher candidates can be trained to become knowledgeable and skilled content providers who can work well with others and apply their understanding of literacy pedagogy and content to make informed decisions.

Drawing from the previous statement, it can be inferred that team-based learning has the potential to enhance classroom engagement, foster collaboration, and enhance students' literacy and critical thinking abilities.

B. Some Pertinent Ideas

1. Concept Of Team-Based Learning

a. Definition of Team-Based Learning.

Team-based learning (TBL) is a novel educational method that can elevate instruction for small groups of students to a new level of efficacy, according to Vries (2021:2). TBL reorients the instructor's role from being the student's teacher to being the student's facilitator. It can be deduced that team-based learning is an instructional approach that motivates students to actively engage in problem-solving and concept comprehension, in addition to actively participating in group projects and problem-solving activities involving a diverse range of students.

A technique called team-based learning (TBL) has been developed to give students conceptual and procedural information to support critical and creative thinking while they collaborate in highly effective teams stated by Kareem N.O. (2021). Team-based learning differs from cooperative learning. One of them comes

from the division of groups. Cooperative Learning divides teams/groups based only on cognitive level. In addition, according to Efthymiou and Sidiropoulos (2023), this sort of learning enhances students' communication, teamwork, and critical thinking skills, which are essential in today's workforce. TBL also promotes self-organization, problem-solving, and accountability among pupils.

Team-Based Learning, on the other hand, is one of the learning strategies that employs structured working groups. Groups are formed based on the outcomes of students' worksheets. In addition to the cognitive level of pupils, the instructor takes into account other variables, one of which is the emotive qualities of students, namely aspects of group cohesiveness and solidity. Groups in team-based learning are developed and managed specifically to increase students' problem-solving abilities.

In another hand, according to Burgess, A. W., et al. (2014) with TBL, instructors could keep up their engaging, large-class teaching style, give quick feedback, let students make decisions, and encourage lively small- and large-group debates. Since students participate directly in learning activities, team-based learning (TBL) enables them to be more engaged. Based on the poll results, it appears that the learning resources that have been created are deemed useful for classroom use, Buhungo, T. J, et al. (2021). Regarding the main objective of team-based learning, students learn how to collaborate in groups to solve analytical problems in instruction utilizing team-based learning, as stated by (Levine dkk, 2004; Chung dkk, 2009 Vries 2021:4).

b. Benefit of Team-Based Learning.

1. Engaging and interactive classes

By using the TBL approach, you can change the emphasis from teacher-led instruction to your own active learning. Through the Readiness Assurance Process, which includes individual and team tests (i.e., IRAT and TRAT), accountability for both individuals and teams is guaranteed. To make sure you arrive at class prepared, IRAT holds you responsible for your pre-class work. To promote stimulating class discussions and healthy competition, the TRAT and application cases serve to further emphasize your accountability to your peers.

2. Prepares you for the workplace.

TBL is a type of group learning that allows you to improve abilities like complex problem solving, critical thinking, cooperation, and time management. It also teaches you about the necessity of teamwork and accountability, which are highly valued in the workplace. Your team will be asked to collaborate on application cases, allowing you to apply theoretical knowledge in real-world circumstances. This will prepare you to apply your obtained knowledge outside of the classroom setting.

3. Encourages the formation of high-performing teams.

According to one study, most teams score about 14% higher than their top performers, and the worst team often surpasses the best student in the class. TBL teams are permanent, which will allow you to gain confidence in presenting ideas and discussing them with your teammates while also developing a personal bond.

There are numerous advantages to group discussions and problem solving, which you will discover during your TBL class.

4. Improves learning retention.

According to Mcinerney and Dee F (2003), exercises such as the TRAT and case study activities improve key concept memory and overall performance. Most teaching approaches provide students with feedback only after tests have been graded. However, using TBL, you will receive rapid feedback during the TRAT. This will allow your team to discuss and clarify between themselves in order to get a consensus response choice, which promotes critical thinking while also ensuring deeper learning.

c. Element of Team-Based Learning

According to Michaelsen and Sweet (2008:8), there are four crucial elements that must be taken into consideration in order for Team Based Learning to be successful. These are as follows:

- 1) Group: a group needs to be formed, and a formed group needs to be properly supervised.
- 2) Accountability : Students need to be totally honest about their work and group's quality.
- 3) Feedback: In order to make the students followers more virtuous, they must receive feedback that is consistent and timely throughout the day.
- 4) Assignment: The group's task is to promote learning and teamwork.

Effective group work relies on the 4S requirements, which include:

1. Students should focus on important topics, situations, or questions, both individually and in groups.
2. Same Problem; the tests that students take individually (IRAT) and in groups (TRAT) are the same.
3. Specific Choice, students should make precise decisions, both individually and in groups.
4. Simultaneously Students, if possible, present a report on the outcomes of the answer choices they chose. The outcomes of the selected response possibilities are typically presented at the end of the class. At the end of the lesson, students will present their responses.

The standardized method of TBL consists of four components: a long-term team, a readiness assurance process (RAP) to ensure students understand the material outside of class, and team activities based on the RAP criteria. Team activities based on the "Four S's" criteria, as well as a peer evaluation procedure to verify that team members are functioning effectively.

d. Stages of Team-Based Learning.

According to Michaelsen as cited in Nurmala, et al (2018), stages of teaching and learning activities with Team-Based Learning consists of three stages: preparation, readiness assurance, and application of course concepts, as shown in the image below.

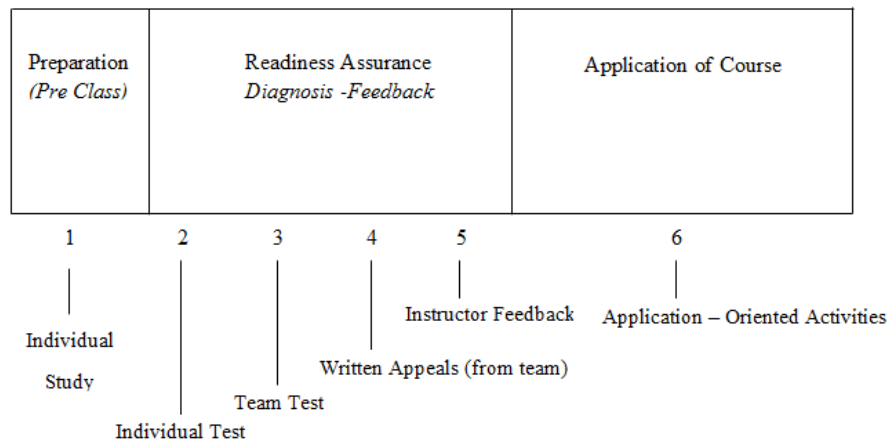


Figure 2. 1 Stages of Team-Based Learning.

1) Preparation (Pre Class)

At this level during the preparation stage, the teacher introduces concepts to pupils through content that will be covered during the learning process. To prepare for learning, students are assigned to read and study the module to understand its contents.

2) Readiness Assurance Test (Diagnosis-Feedback)

During this level, the teacher assesses pupils' readiness using a reading-related test. The Readiness Assurance Process (RAP) is critical to the success of Team-Based Learning. RAP consists of five main elements: assigned reading, individual tests (IRAT), team tests (TRAT), written appeals, and instructor feedback.

At the IRAT and TRAT phases, indicators that can be improved include determining the adequacy of data to solve problems, employing strategies to solve

diverse difficulties, explaining or interpreting results in relation to the original problem, and verifying the accuracy of the results or responses.

Improved indications for written appeals include describing and interpreting results based on the original challenge, as well as ensuring accuracy of answers.

3) Application of Course

The last stage involves the implementation of course topics. During this stage, students are given exercises that focus on the application of concepts. Students discuss assigned duties with their team members. During this level, students build their problem-solving skills through discussion.

2. Concept Of Critical Thinking Skills

a. Definition of Critical Thinking Skills

According to Sani, (2019) Higher Order Thinking Skills (HOTS) are problem-solving, critical thinking, and creative thinking abilities that students must possess in order to tackle difficulties in everyday life that need higher order thinking skills. For example, in order to make decisions, pupils must be able to think critically. Meanwhile, in order to think critically, pupils must be able to think logically and reflectively, as well as have prior knowledge relevant to the challenges at hand.

Higher Order Thinking Skill (HOTS) encompasses more than just memory, including creativity and critical thinking. According to Cottrell, (2005) critical thinking is a cognitive activity that is related with the use of the mind. According to Bloom's cognitive dimension, critical thinking capacity falls under the categories of analysis (C4), assessment (C5), and invention (C6). These dimensions appear to

be borrowed from Bloom's old taxonomy system. According to Anderson & Krathwohl's (2010) revised Bloom's taxonomy, critical thinking is classified as a part.

In the improved form, the synthesis dimension is combined with the analysis dimension. Critical thinking involves extracting meaning from given information. Critical thinking requires reasoning and interpreting skills.

Experts and academics have defined critical thinking. According to Ennis (2011), critical thinking is the process of making logical, thoughtful decisions about what we should think or do. It is also a rational procedure for making decisions (Wallace & Jefferson, 2015). According to the definitions given above, critical thinking is a method of thinking that makes use of logical reasoning and considers multiple points of view.

It is true that students must be capable of critical thought. Critical thinking has been included as an educational goal in a number of countries (Oliver, 2001), and proficiency throughout the educational process (Zubaidah, 2010). Being able to think critically is not a natural talent. Students rely on their thought patterns to acquire knowledge. Therefore, it is essential to help pupils develop their critical thinking skills (Zubaidah, 2010).

Students that are capable of critical thinking will also be able to solve problems. Investigation, creativity, and problem-solving all heavily rely on critical thinking (Thompson, 2011; Alatas, 2014). Critical thinking enables people to solve difficulties extraordinarily well and to view the challenges from an alternative angle. This is to be done in accordance with Thompson's (2011) opinion on this,

which says: The key skill in solving problems is to think critically the process of solving, investigating and discovering.

According to Raj M.T et al, (2022) certainly critical thinking is important in many facets of life, but it's especially important in jobs that involve direct human interaction, as the previous section demonstrated. Critical thinking helps students become more proficient in understanding by teaching them to assess the logical structures of texts being able to think critically allows you to understand and evaluate a situation by utilizing all available data and facts.

According to Gunawan, (2006) critical thinking is the ability to think at a sophisticated level and apply the analytical and evaluative process complex level and employs the process of analysis and evaluation. Critical thinking requires inductive thinking skills include recognizing relationships, analyzing open-ended problems with several answers, understanding cause and effect, drawing conclusions, and considering alternative solutions, analyzing cause and effect, drawing conclusions, and considering pertinent data. Setyawati, (2013) defines critical thinking as the ability to solve problems with purpose, analyze and generalize ideas based on facts, and draw logical conclusions with correct arguments. If someone can just solve problems without understanding why the concept is used, it cannot be regarded to have critical thinking skills.

The decision of how to teach and evaluate critical thinking abilities belongs to the teacher. The efficient evaluation of pupils' critical thinking abilities is a crucial problem for education. The question at hand is whether teachers can precisely measure a student's level of critical thinking while administering an

assessment of it. In actuality, when creating educational activities to improve students' critical thinking skills, assessment continues to be a key consideration stated by Alsaleh (2020).

b. The Relation Between Critical Thinking Skills and Team-Based Learning

Asri A, et al (2021) in their research state that students can gain more knowledge about creativity, teamwork, critical thinking, and communication by utilizing the team-based learning theory. Better learning outcomes and higher levels of student engagement follow from this. In addition in order to ensure that students have the necessary background knowledge before beginning the learning process, the Team-Based method of learning demands that students read the book before beginning of learning Odell, (2018) as cited in Nursulistyo E.D, et al (2021), because of this, learning using the Team-Based learning concept is better able to help students build their critical thinking abilities through conversation and discussion as a method of making knowledge more understandable.

The use of Team-Based Learning method might encourage students to analyze the difficulties presented by the teacher so that they can respond and provide reasoning. The Team-Based Learning method is utilized in situations where students must absorb substantial material, answer hard questions, and solve issues. It also assists students in being accountable for their personal viewpoints, ensuring that the opinions expressed are correct and can be accounted for. Furthermore, students have more possibilities to collaborate and develop their critical thinking abilities in order to express their personal perspectives based on books or theories read, analyze

difficulties faced by the team, and solve them. Dwirahayu G, et al (2018); Nursulistyo E.D, et al (2021)

3. Concept of Efl Classroom

a. English as Foreign Language

1. Definition of English as Foreign Language

English is a foreign language in Indonesia, and students must study it in order to conveniently access science and information from other nations. English as a second or foreign language refers to the usage of English by people who have distinct native languages. Language education for English learners can be referred to as English as a second language (ESL) or English as a foreign language (EFL). Some people interpret the word “EFL” as implying that English is of secondary significance, such as when English is used as a lingua franca in a multilingual nation. Some pupils who have acquired other languages before learning English may find the term to be misleading.

Most schools in Indonesia teach English as a second language after Indonesian. Setiyadi, (2006.)claimed that English is a foreign language in Indonesia. This implies that English is only taught as a required subject in Indonesian schools. Students seldom utilize English in society because they prefer to communicate in their own language, Indonesian Language is a social construct as much as a cognitive capacity. It is critical for pupils to understand this in a foreign or second language just as much as they do in their native language.

Studying English as a foreign language is not the same as studying your mother tongue. Students have plenty of time to use it in their daily lives. Learning is the

acquisition or gain of information about a subject or skill via study, experience, or instruction. It refers to a learning activity in which students get experience and instruction to better understand something.

4. Concept Of Reading

1. Definition of Reading

In view of the fact that everyone has their own opinions and views on things, many reading experts also have a point of view about books. It is possible to define the reading in a variety of ways, depending on who defines them.

According to Safrianti (2019), Reading is crucial ability for learners to broaden their understanding of language, culture, and globe. Reading various sources including periodicals, newspapers, novels, books, and journals, can provide learners with necessary knowledge. In the educational context reading is a difficult crucial ability for pupils' academic achievement. Reading is a difficult activity that requires both reading aptitude and comprehension. Teachers must assist children develop reading skills to interact with the material meaningfully to teach pupils these skills. Reading is an essential skill for human communication and cognitive growth, Altarriba & Heredia(2018). Reading is a collaborative undertaking in which language learners use various tactics and skills to comprehend and visualize the text developing effective reading strategies and techniques is crucial for improving and gaining more knowledge successful results in learning fresh languages.

Reading is one of four language skills that teachers should develop while teaching English as a foreign language. Reading is more important than other

abilities, not simply because it allows people to access knowledge and new technologies. Grabe (2009) defines reading as the practice of applying knowledge gained from reading to academic contexts learning occurs when the mind transitions from an unknown to a known entity. Readers seek to comprehend texts by analyzing, combining, assessing, and selecting relevant information.

2. Definition of Reading Comprehension

Reading comprehension is the ability of readers to extract meaning from the writer's words. It was based on their prior knowledge or opinion about the issue covered in the text. According to Scanlon et al. (2010:276), comprehension is an active process that combines the reader's understanding of the text with their background knowledge about the text.

Nirwana (2017) said that Reading comprehension involves understanding and obtaining information from written texts. Reading is the first stage towards understanding a text, followed by comprehension, which involves more work from the reader to get a greater comprehension. In addition Evenddy S.S, (2021) states that reading comprehension is a complex process in which pupils' preexisting knowledge interacts with the text's content. In other words, reading comprehension is the act of transferring meaning from the text and then constructing meaning from the ideas that were previously transmitted.

3. Level of Reading Comprehension

According to Romadhoni (2010), as cited in Safitri and Melati (2023) reading skills can be classified into several degrees of understanding:

- a. Literal comprehension, which is the most basic level. At this level, readers can extract particulars from the text, such as details, pronouns, and story chronology. Literal comprehension refers to how writers express themselves literally. In this scenario, the reader must understand the explicit ideas and facts in the reading text. Information can be presented in various ways, including introducing or recalling facts, highlighting important ideas, categorizing, and closing. Additionally, readers can understand the content by using contextual clues. Follow particular clues and sequences, identify conclusions, link clear claims, and understand causation, comparison, and contradiction.
- b. Inferential comprehension involves comprehending rearrangement and inferences. At this level, readers may understand implicit sentence definitions and derive conclusions from readings. They can identify important concepts, causal relationships, pronouns, and omitted words/expressions in the texts. The inferential level refers to interpreting the writer's intended message from their mentions. This means that the readers must read each sentence and conclude based on statements with indirect meanings. Readers can achieve this by focusing on primary concepts, supporting ideas, and causality.
- c. Critical comprehension involves evaluating textual material. This talent is typically used for critical reading exercises. In addition according to Rohmah (2018), Critical reading is considered as a crucial component of student reading proficiency. Rosdiana (2016), critical Reading is an instructional method that supports students before, during, and after the

reading process, Critical reading involves evaluating and synthesizing concepts from readings. They are the ability to see relationships between concepts and use them as an assistance to reading

- d. Comprehension through creativity. The highest level of reading comprehension. In addition Martutik (2020), state that creative reading is reading in order to write creatively in exchange for something has been read. Nakano (2018) said that creative thinking, especially can be defined by fluidity, flexibility, elaboration, and originality is also a component of imaginative thought. Creative reading represents the highest level of reading comprehension. Readers at this level should be analytical and imaginative. When readers read creatively, they employ the results to improve their intellectual and emotional talents. This ability enhances knowledge, experience, and reasoning skills, enabling readers to produce new ideas. Readers build their own ideas and perspectives through creative comprehension, leading to fresh approaches and points of view. To achieve this reading level, students can utilize a range of ways to comprehend text and settings. Students should practice mechanical creating to increase their grasp of different written languages.

C. Theoretical Framework

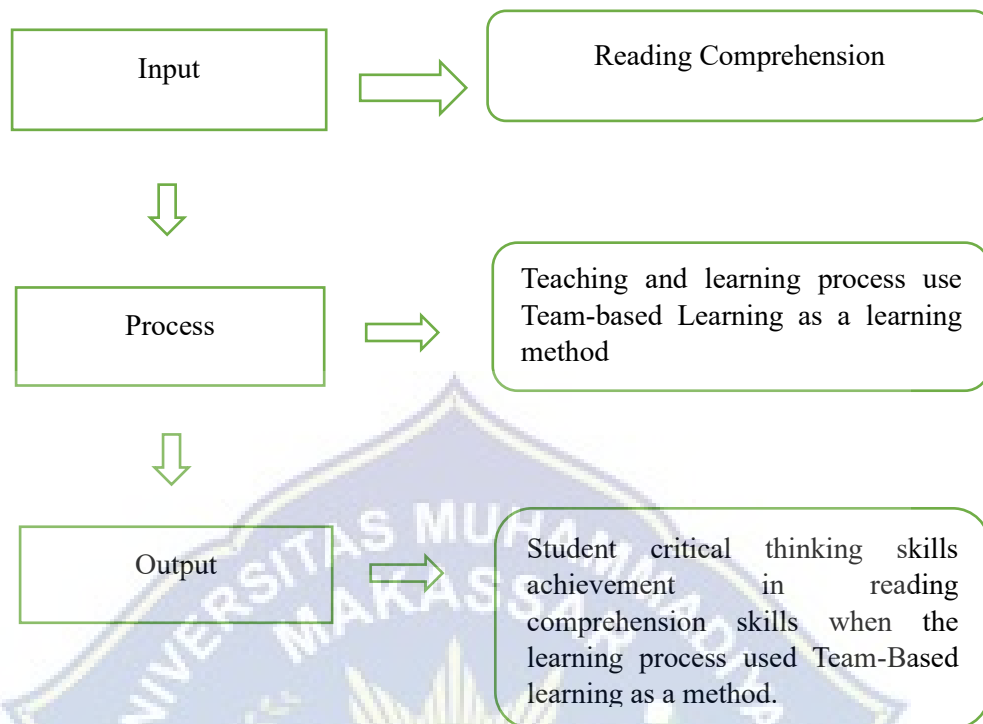


Figure 2. 2 Theoretical Framework

The term input in the diagram above refers to the reading comprehension of the students. While the term process in the diagram above refers to the teaching and learning process using Team-based Learning as a method in the pre-experiment and then term output in the diagram above refers to student critical thinking skills achievement when the learning process used team based learning as a method.

D. Hypotesis

A hypothesis, in accordance with Dayanand, (2018) is a declaration of the researcher's expectation or prognosis regarding the link between the variables under investigation. The statement that there is no difference between the parameters and statistics was known as the null hypothesis, or H_0 . The alternative hypothesis, sometimes referred to as H_1 or H_a , is the exact opposite of the null hypothesis and asserts that there is a distinction between parameters and statistics.

Based on the problem research, the researcher formulated the following hypothesis:

- 1) Alternative hypothesis (H1) : In this research, the alternative hypothesis (H1) said that the Team-based learning is effective on students critical thinking skills in the EFL classroom.
- 2) Null Hypothesis (H0) : In this research, the null hypothesis (H0) said that the Team-based learning is not effective on student critical thinking skills in the EFL classroom



CHAPTER III

RESEARCH METHOD

A. Research Design

Researcher used quantitative research in this study. Researcher conducted quantitative method. Quantitative research used objective measurement to gather the numerical data needed to test the hypothesis. This research used a pre-experimental design.

$$E = O^1 \times O^2$$

Where:

E = Experiment.

O1 = Pre-test.

X = Treatment.

O2 = Post-test.

(Arikunto, 2001)

B. Research Variables

There were two Variables in this study, namely dependent variable and independent variable, those are

1. Independent variables, states by Sugiyono (2019), also known as independent variables, affect or cause changes in the dependent variable (bound). In this research the independent variable is Team-Based Learning
2. Sugiyono (2019), defines the dependent variable as one that is influenced by independent factors. Dependent variable in this research is students critical thinking skills in the efl classroom

C. Population and Sample

a. Population

The population of the research was the Twelve student's of SMA Muhammadiyah Limbung. The total number of population consisted of 125 students.

b. Sample

In the selection of samples that were taken as research subjects were students of class third grade, there were 5 classrooms, but only one was choose as a sample especially XII MIA 2 of SMA Muhammadiyah Limbung academic year 2024-2025, totalling 22 students. The researcher used a purposive sampling technique to take a sample of the population. There were several reasons for taking this class as the sample. The various capacities of pupils might be the first explanation. Teachers of English recommended taking the class to reflect the entire population, given the students' diverse English abilities.

D. Research Instrument

The researcher employed only one research tool, the reading test to collect the data. The researcher gave students test including multiple choice 10 items, and essay test 5 items with the news items text material in the pre test and post-test.

E. Data Collection

One of the key components of research that influenced the study's outcomes was data collecting, which accomplished the following:

1. Pre-test

At the first meeting, in order to evaluated students' critical thinking skills abilities before treatment, the researcher gave a pre-test to the students to measure how far

the students critical thinking ability before treatment. The test included 10 multiple choice test and 5 essay test. After that, the researcher obtained student grades.

2. Treatment

Team based learning method used to treat the sample. They received treatment for six meetings by using of Team-based Learning in the teaching and learning process.

Based on a team based learning method for the treatment that would carried out, namely:

1) Preparation step

- a) The first treatment was the researcher generated reading materials for students.
- b) The researcher distributed the reading text and instructed the students to read it first.
- c) The researcher worked with students to form teams of 5-7 people, following which the researcher divided the students into multiple teams.

2) Readiness assurance (Assigned Reading)

- a) The researcher introduced the topic to be studied by students.
- b) After that students were supposed to comprehend the substance of the text and the materials provided by the researcher.

3) IRAT (Individual Readiness Assurance Test)

- a) After completing understanding the reading were given previously, students were asked to taken an individual test on the reading text that has been given by the researcher

- b) In this case the researcher could see and ensure student readiness from the reading assignment given previously.

4) TRAT (Team Readiness Assurance Test)

- a) The researcher asked the students to sit in groups according to the groups divided by the researcher.
- b) The researcher gave the students a test that they answered in groups.

5) Written Appeals

- a) Students were asked to revise their notes and handbooks so that they could correct the answers of a team test delivered by researcher.
- b) The researcher asked all students to return the team test that was performed.

6) Instructure feedback

- a) The concept explained by the researcher as an instructor that students still did not understand, about the matter at hand.
- b) After hearing the researcher conclusion, the students inquired as to whether there was anything left to be understood.

7) Application of course concept.

- a) The researcher gave groups assignments within the form of reading texts along side questions, where this text could offer assistance students in critical thinking

3. Post-test

After the treatment, a post-test was given to see how well the team-based learning effect on students critical thinking skill. This was done to assess the effectiveness of the treatment and determine whether the team-based learning has successfully

affected students critical thinking skills. This test included multiple choice and essay test.

F. Data Analysis

In order to assess the students' critical thinking on student reading comprehension.

1. Criteria, and scoring students essay test

Table 3. 1 Criteria, and scoring students essay test

No.	Criteria	Score
1.	The meaning and structure correct.	4
2.	The meaning is correct and some errors of structure.	3
3.	Some errors of meaning and structure.	2
4.	The meaning and structure are incorrect.	1
5.	No answer.	0

(Depdikbud, 2005)

2. Scoring rubric for multiple choice test.

Table 3. 2 Criteria, and scoring students multiple choice.

No.	Criteria	Score
1.	The answer is correct	1
2.	The answer is incorrect	0

(Downing, 2006)

2. Score categorization the students

Table 3. 3 Score categorization the students

Score interval	Categorization
86-100	Very Good
71-85	Good
56-70	Fair
41-55	Poor
0-40	Very poor

Arikunto S, (2005)

3. Following the collection of data, the next phase in the research was to assess the pre-test and post-test scores. Using the following procedure:

$$\frac{\text{Score Obtained}}{\text{Score Maximum}} \times \text{Question Point}$$

(Mulyana, 2018)

4. Calculating the frequency and percentage of the students' scores.

$$P = \frac{F}{N} \times 100$$

Arikunto S, (2021)

Where

P = Percentage

F = Frequency response

N= amount of data or number of samples

5. Calculate the standard deviation and mean score.

The researcher utilized the IBM SPSS Statistic 26 program to calculate the mean and standard deviation of the students' critical thinking results in terms of reading comprehension skills.

6. To find out the significance in order to know the null hypothesis is rejected or not by using the IBM SPSS Statistic 26 program



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presented the researcher's analysis and discussion of the research findings relevant to the research question.

A. Findings

The researcher employed tests, specifically pre- and post-tests, to gather data trial. Prior to treatment, a pre-test was administered to determine any prior awareness of the pupils, and a post-test was administered following treatment to assess pupils critical thinking abilities in relation to team-based learning as a method of learning. The critical thinking abilities of the pupils are described as follows, in terms of descriptive and inferential statistical results.

1. Descriptive Statistical Outcome

a. Classification and Rate of Students Pre- and Post-Test Scores as a Percentage.

Table 4. 1 The Rate Percentage of Students Score in Pre-Test

Classification	Scores	Frequency	Presentage
Very Good	86-100	-	-
Good	71-85	1	4.5%
Fair	56-70	2	9.1%
Poor	41-55	10	45.4%
Very Poor	0-40	9	40.1%
TOTAL		22	100%

Table 4.1 displayed the rate percentage of students pre-test scores based on the table. It was discovered that no pupils had very high scores, with only 1 student (4.5%) receiving a good score. Only 2 students (9.1%) received a fair grade, ten students (45.5%) received a terrible score, and nine students (40.1%) received a very low score.

The classification score revealed that the students with the lowest score did not comprehend the reading content, while those with the medium score understood the text but struggled to analyze the questions.

Table 4. 2 Rate Percentage of Students Post-Test Scores

Classification	Scores	Frequency	Presentage
Very Good	86-100	2	9.1 %
Good	71-85	12	54.4 %
Fair	56-70	8	36.6 %
Poor	41-55	-	-
Very Poor	0-40	-	-
TOTAL		22	100%

Table 4.2 above displayed the proportion of students post-test scores based on the table. There were two students (9.1%) who had a very good score, and twelve students (54.4%) who obtained good score, 8 student 36.6 % who obtained fair score, and no one student who obtained very poor and poor items.

The study discovered that students performed well in post-tests due to their understanding of the content and ability to analyze it. Additionally, they were more engaged in their learning process for implementing Team Based Learning. Despite

recognized that the researcher determined that the difference in post-test results was due to students enthusiasm for reading as a group to solve difficulties. The students were engaged and asked questions about their understanding of the material, whether from their group or the teacher.

The post-test scores indicated substantial progress in student critical thinking skills, indicating that the teaching process was enjoyable and engaging for the majority of students. As a result, the student's critical thinking skills were affected in the post-test. It suggested that the students' critical thinking skills were successful after being treated using the team-based learning method.

b. The Mean Score and Standar Deviation of Pre-Test and Post Test.

Table 4. 3 The Mean Score and Standard Deviation of Pre-Test and Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest	22	26	71	42.68	11.966
postest	22	56	86	70.05	9.089
Valid N (listwise)	22				

Table 4.3 showed above the mean score in pre-test and the students standart deviation in pre-test and post-test. The mean score of the students pre-test was 42.68, classifying it as poor. The mean score of the post test was 70.05, They classified it as fair. It demonstrates that there was a bigger difference between the post-test mean score and the pre-test mean score. Additionally, it demonstrated the variation in the mean score before and after the test quite important. The distinction was in the classification from poor to fair.

The standar deviation of the students in pre-test was 11.96 and post test was 9.08 The standard deviation was the standard deviation of the data from its mean value and was calculated as the square root of the variance. A lower standard deviation value indicated a closer value to the average. On the other hand, the values varied more widely the higher the standard deviation value. The result showed that the deviation in post test was lower than pre test.

2. Inverential student result

The researcher used a test of significance in this instance to determine whether or not the null hypothesis was rejected. The t statistical test (Ghozali, 2016) had the following criteria:

- If the t-test's significance value was greater than 0.05, H_0 was accepted whereas H_a was rejected. This signifies that the independent variable had no influence on the dependent variable.
- If the t-test's significance value was less than 0.05, then H_0 is rejected and H_a accepted. This signifies that the independent variable influences the dependent variable

Below was the table displaying the outcome of the paired sample test.

Table 4. 4 Sivationic outcomes of pre-test and post test

		Paired Samples Test							
		Paired Differences		Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	Pretest - Posttest	-27.364	10.799	2.302	-32.152	-22.576	-11.885	21	.000

The data in Table 4.4 displayed the significant outcomes of pre-test and post-test, with the use of SPSS 26, the analysis indicated that the Sig. (2-tailed) < 0.005. According to the table, the Sig. (2-tailed) value is $0.000 < 0.005$. This implies that there was a significant outcome after implementing team-based learning.

Table 4. 5 Paired samples correlations

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	Pretest & Posttest	22	.502	.017

Based on the table showed above with the use of SPSS 26, the analysis indicated that the Sig. (2-tailed) was less than 0.005. According to the table, the Sig. (2-tailed) value was $0.017 < 0.005$. This implies that there was a correlations between pretest and post test outcome observed after implementing team-based learning.

B. Discussion

This research focused to know the effectiveness of team-based learning on students critical thinking skills especially on reading comprehension skills in terms inverential comprehension. There were some categories of critical thinking but the researcher focused on critical thinking skills in terms analyzed the information from the text. In this research conducted team-based learning in the treatment to know the affect of student critical thinking.

At the pre-test stage, students experienced difficulties when completing the pre-test due to lack of preparation in answering the test. Some students struggled to recognize specific information and textual meaning in the reading material because students were less active in following the learning and less participated. This was

because the researcher has not applied the concept of team based learning so that students found it difficult to improve their critical thinking skills. This was in line with the opinion of Odell, (2018) as cited in Nursulistyo E.D, et al (2021) which states that learning using the concept of Team-Based learning can better help students build their critical thinking skills through conversation and discussion as a method to make knowledge easier to understand.

Student activeness in learning was very influential in building students' critical skills because students collaborated a lot, exchange opinions with other students and be able to solve problems and draw conclusions related to learning material. This was in line with the opinion of Setyawati, (2013) who said that critical thinking is the ability to solve problems with a purpose, analyze and generalize ideas based on facts, and draw logical conclusions with correct arguments. If someone can only solve problems without understanding why the concept is used, then it cannot be said to have critical thinking skills.

The post-test showed a considerable impact on students' critical thinking as they enjoyed the learning process. During the investigation, the researcher noted that many students struggled to answer the questions due to lack of interest in reaing the text or understanding it was significance.

After implementing Team Based Learning, students became more engaged in the learning process. Team Based Learning provided a collaborative environment where students work together to achieve a common goal. This collaborative environment encouraged active engagement, peer-to-peer learning and teamwork skills, all of which were important for improving critical thinking. This was in line

with the opinion of Asri A, et al (2021) which states that students can gain more knowledge about creativity, teamwork, critical thinking, and communication by utilizing team-based learning theory.

The used of Team-Based Learning method encouraged students to analyze the difficulties so that they can complete the test easily. The Team-Based Learning method was used in situations where students must absorb substantial material, answered difficult questions, and solved problems. with the team-based learning method, students were able more enthusiastic in learning because they were given the opportunity to discuss and exchanged opinions with other students. This was in line with the opinion of Dwirahayu G, et al (2018); Nursulistyo E.D, et al (2021) which states that students have more opportunities to collaborate and develop their critical thinking skills to express their personal viewpoints based on books or theories read, analyze the difficulties faced by the team, and solve them.

Based on these results, it can be concluded that the use of team-based learning method was effective in building students' critical thinking skills. According to Yusuf (2018), methods of learning are considered effective when student learning results improve. This could be seen from the comparison of the pre-test and post-test results which showed that at the pre-test stage students critical thinking skills were still lacking before applying the Team Based Learning method while at the post-test stage after applying the team based learning method showed a considerable impact on students' critical thinking because they enjoyed the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contained the research findings and discussions. The research findings were presented with the test results. In the discussion section, the researcher provided an interpretation of the findings.

A. Conclusion

The researcher concluded based on data analysis, research findings, and previous chapter discussions. Team-based learning enhanced students' critical thinking skills. Based on the result of pre-test and post-test, there was the difference a significance score of pre-test and post-test, the significance score showed between pre-test and post-test (27.364) The table shows Sig. (2-tailed) is 000, which is less than 0.005. A considerable difference was seen between pupils' pre-test and post-test results. As a result, hypothesis H_0 was rejected and H_1 accepted. It can be concluded that the use of team-based learning method was effective in building students critical thinking skills.

This could be seen from the comparison of the pre-test and post-test results which showed that at the pre-test stage students critical thinking skills were still lacking before applying the Team Based Learning method while at the post-test stage after applying the team based learning method showed a considerable impact on students critical thinking because they enjoyed the learning process Team Based Learning improved student critical thinking skills by examining textual content, particularly reading comprehension skills in terms of inferential comprehension at the XII grade MIA 2 students from SMA Muhammadiyah Limbung academic year 2024-2025.

B. Suggestions

From the result and conclusion above, there are some suggestions from the researcher.

1. For Teacher

It is expected that teachers can try using this team-based learning method when implementing learning in class, especially in English lessons, with the aim of improving students' critical thinking skills. This team-based learning method can improve the quality of learning through group activities and discussions. This method is a fun and interactive approach that can improve students' memory and performance in the learning process.

2. For Students

It is expected that students will be more active in the teaching and learning process and make students feel more interactive through discussion learning in terms of improving their respective performance skills in team-based learning.

3. For Future Researchers

It is hoped that future researchers can overcome the obstacle in the form of a lack of student activity in team-based learning found by the author in this study by combining this team-based learning method with other methods that can help.

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APPENDICES



APPENDIX 1. RENCANA PELAKSANAAN PEMBELAJARAN
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

A. Identitas Sekolah

Nama Sekolah: SMA Muhammadiyah Limbung

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: XII/ Ganjil

Materi Pokok: News item text

Alokasi Waktu: 8×45 Menit ($4 \times$ pertemuan)

B. Kompetensi Inti

- KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

C. Kompetensi Dasar dan Indikator/IPK

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>Kompetensi Pengetahuan</p> <p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya</p>	<p>1. Mengidentifikasi (C1) fungsi sosial, struktur teks dan unsur kebahasaan teks dari text news item berbentuk berita sederhana dari koran atau internet sesuai dengan konteks penggunaannya.</p> <p>2. Membedakan (C2) fungsi sosial, struktur teks dan unsur kebahasaan dari text news item berbentuk berita sederhana dari koran atau internet sesuai dengan konteks penggunaannya.</p> <p>3. Menemukan (C3) informasi tertentu dan rinci dalam teks news item.</p>
<p>Kompetensi Keterampilan</p> <p>4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana koran/radio/televisi.</p>	<p>1. Menyusun (C4) kalimat acak menjadi paragraph teks news item</p> <p>2. Mempraktikkan (C4) membaca teks news item lisan sederhana</p> <p>3. Menyimpulkan (C5) teks news item tulis sederhana</p>

D. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- 1. Melalui Team-Based Learning siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks news item dengan tepat.
- 2. Melalui Team-Based Learning, peserta didik mampu menemukan informasi dan rinci tertentu didalam teks news item dengan konteks penggunaannya dengan benar.
- 3. Melalui Team-Based Learning, peserta didik mampu menyusun kalimat menjadi paragraph teks news item

- 4. Melalui Team-Based Learning, peserta didik mampu mempraktikkan membaca teks news item lisan sederhana
- 5. Melalui Team-Based Learning, peserta didik mampu menyimpulkan teks news item tulis sederhana.

E. Materi Pembelajaran

News Items Text

▪ Definition

A news item is a piece of written content that informs readers about current happenings. The events are deemed newsworthy or notable. It refers to an important event that should be well understood

▪ The Purpose of News Item Text

The purpose of news text items is to inform readers about noteworthy occurrences or events. It gives the general public the power to choose how they will react to the news.

▪ Generic Structure of News Item Text

1. Main event/Newsworthy events.

Paragraf yang disebut sebagai "Main Event" berisi ringkasan dari suatu peristiwa, atau kejadian penting yang ingin disampaikan kepada pembaca.

2. Elaboration/Background Event

Latar belakang peristiwa ini berisi informasi tentang peristiwa yang terjadi saat itu. Mulai dari siapa dan siapa yang terlibat, di mana, kapan, mengapa, dan bagaimana peristiwa tersebut dapat terjadi. Struktur ini harus ditulis secara lengkap agar pembaca mudah memahami teks secara keseluruhan dan nilai berita dapat disampaikan dengan baik.

3. Resource of Information (Source)

Source, yaitu bagian yang berisi pendapat saksi mata dan ahli serta pendapat dari pihak lain yang terlibat.

▪ The Characteristics of News items text.

For a text to stand out from other kinds of text, it needs unique qualities. The following are the traits of news item text:

1. The text's content centers on a significant occurrence or event
2. The vocabulary is succinct but clear.
3. Occasionally, the title of the publication media or the name of the city comes first. As an illustration, Jakarta -....
4. Usually accompanied with a headline summarizing the major event and an image or illustration

▪ **Language Features of News item text**

1. Using simple past tense, kalimat dalam bentuk Simple past tense digunakan untuk menggambarkan peristiwa masa lalu. Ini karena berita baru ditulis hanya setelah peristiwa sudah terjadi. Penulis juga terkadang menggunakan simple present tense saat menulis judul atau headline untuk memberi kesan bahwa informasi yang akan disampaikan masih baru dan penting. Simple present tense juga digunakan ketika menceritakan sebuah fakta yang masih berlangsung hingga saat ini.
2. Using saying verbs, kata kerja yang identik digunakan untuk bercerita atau bercakap. Contoh dari saying verbs adalah respond, say, answer, ask, reply, inquire, tell, dan sebagainya. Namun, dalam teks berita, saying verbs biasanya ditulis dalam past tense, misalnya say menjadi said, lalu tell menjadi told, dll.
3. Using action verbs, adalah kata kerja yang menunjukkan suatu tindakan yang dilihat oleh orang lain. Contoh dari action verbs yaitu On Tuesday, Didi was **taken** to Bandung for **treatment**. Muthia said no diseases were detected but he died on Friday. Pada kalimat ini yang termasuk action verbs yaitu Taken, and treatment.
4. Using adverbs: time, place, manner. Adverbs adalah kata keterangan yang memberikan penjelasan tentang kata kerja, kata sifat, atau kata lainnya. Adverbs of time adalah kata keterangan waktu, place yaitu kata keterangan tempat, dan adverbs of manner adalah adverb untuk menyatakan bagaimana cara suatu kegiatan dapat dilakukan atau bagaimana sebuah peristiwa bisa terjadi.

F. Metode Pembelajaran

1. Pendekatan : Scientific approach
2. Metode Pembelajaran : TBL (Team-Based Learning)
3. Metode : tanya jawab, penugasan, dan diskusi

G. Media, Alat, dan Sumber Pembelajaran

1. Media : Slide PPT
2. Alat : Laptop, LCD Proyektor, dan Handphone
3. Sumber Pembelajaran : Buku Bahasa Inggris Kelas XI Kurikulum 2013

H. Langkah-langkah kegiatan pembelajaran

Pertemuan 1			
Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Waktu
Pendahuluan	a. Orientasi <ul style="list-style-type: none"> • Memberi salam (greeting) • Menanyakan kabar peserta didik • Berdo'a dan memeriksa kehadiran siswa b. Apersepsi <ul style="list-style-type: none"> • Mengaitkan materi dengan pengalaman di sekitar peserta didik. c. Motivasi <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat atau kegunaan mempelajari materi yang akan dipelajari. d. Pemberian acuan <ul style="list-style-type: none"> • Guru menyampaikan tujuan pembelajaran. • Guru menyampaikan garis besar cakupan materi yang akan disampaikan • Guru menyampaikan tentang kegiatan yang akan dilakukan peserta didik dalam pembelajaran. 	Religius	10 Menit
Inti	a. Preparation step <ul style="list-style-type: none"> • Perlakuan pertama adalah guru akan membuat bahan bacaan tentang materi <i>News Item</i> untuk siswa. • Guru membagikan teks bacaan dan menginstruksikan siswa untuk membacanya terlebih dahulu. b. Readiness assurance (Assigned Reading) <ul style="list-style-type: none"> • Setelah itu siswa diharapkan untuk memahami substansi <i>News Item</i> teks dan materi yang diberikan oleh guru. • IRAT (Individual Readiness Assurance Test) • Setelah selesai memahami bacaan yang diberikan sebelumnya, siswa 	Critical Thinking	65 Menit

	<p>diminta untuk mengerjakan tes individu mengenai teks bacaan yang telah diberikan oleh guru.</p> <ul style="list-style-type: none"> • Dalam hal ini guru dapat melihat dan memastikan kesiapan siswa dari tugas bacaan yang diberikan sebelumnya. • TRAT (Team Readiness Assurance Test) • Guru meminta siswa untuk duduk berkelompok sesuai dengan kelompok yang telah dibagi oleh peneliti berdasarkan hasil test individu. • Guru akan memberikan tes mengenai materi <i>News Item</i> text kepada siswa yang akan mereka jawab secara berkelompok. • Written Appeals • Siswa diminta untuk merevisi catatan dan buku pegangan mereka agar dapat mengoreksi jawaban dari tes kelompok yang diberikan oleh guru. • Guru meminta seluruh siswa untuk mengumpulkan kembali tes tim yang telah dikerjakan. • Instructure feedback • Konsep <i>News item</i> akan dijelaskan oleh guru sebagai instruktur yang masih belum dimengerti oleh siswa, tentang materi yang sedang dibahas. • Setelah mendengar kesimpulan dari guru, siswa menanyakan apakah masih ada yang perlu dipahami. <p>c. Application Course</p> <ul style="list-style-type: none"> • Guru akan memberikan tugas kelompok dalam bentuk teks bacaan yang disertai dengan pertanyaan-pertanyaan, di mana teks ini dapat membantu siswa dalam berpikir kritis 		
Penutup	<ul style="list-style-type: none"> • Guru menanyakan kesulitan dalam aktivitas pembelajaran 		5 Menit

	<ul style="list-style-type: none"> • Guru menanyakan manfaat pembelajaran yang baru diselesaikan • Guru dan siswa bersama-sama menyimpulkan hasil pembelajaran. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya dan mengakhiri pelajaran dengan penuh syukur. 		
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Pertemuan 2			
Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTS	Waktu
Pendahuluan	a. Orientasi <ul style="list-style-type: none"> • Memberi salam (greeting) • Menanyakan kabar peserta didik • Berdo`a dan memeriksa kehadiran siswa b. Apersepsi <ul style="list-style-type: none"> • Mengaitkan materi dengan pengalaman di sekitar peserta didik. c. Motivasi <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat atau kegunaan mempelajari materi yang akan dipelajari. d. Pemberian acuan <ul style="list-style-type: none"> • Guru menyampaikan tujuan pembelajaran. • Guru menyampaikan garis besar cakupan materi yang akan disampaikan • Guru menyampaikan tentang kegiatan yang akan dilakukan peserta didik dalam pembelajaran. 	Religius	15 menit
Inti	Preparation step <ul style="list-style-type: none"> • Perlakuan pertama adalah Guru akan membuat bahan bacaan tentang <i>News Item</i> teks untuk siswa. 	Critical Thinking	65 menit

	<ul style="list-style-type: none"> • Guru membagikan teks bacaan dan menginstruksikan siswa untuk membacanya terlebih dahulu. <p>Readiness assurance (Assigned Reading)</p> <ul style="list-style-type: none"> • Setelah itu siswa diharapkan untuk memahami substansi teks dan materi yang diberikan oleh guru. <p>IRAT (Individual Readiness Assurance Test)</p> <ul style="list-style-type: none"> • Setelah selesai memahami bacaan yang diberikan sebelumnya, siswa diminta untuk mengerjakan tes individu mengenai teks bacaan yang telah diberikan oleh guru. • Dalam hal ini guru dapat melihat dan memastikan kesiapan siswa dari tugas bacaan yang diberikan sebelumnya. <p>TRAT (Team Readiness Assurance Test)</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk duduk berkelompok sesuai dengan kelompok yang telah dibagi oleh peneliti berdasarkan hasil test individu. • Guru akan memberikan tes kepada siswa yang akan mereka jawab secara berkelompok. <p>Written Appeals</p> <ul style="list-style-type: none"> • Siswa diminta untuk merevisi catatan dan buku pegangan mereka agar dapat mengoreksi jawaban dari tes kelompok yang diberikan oleh guru. • Guru meminta seluruh siswa untuk mengumpulkan kembali tes tim yang telah dikerjakan. <p>Instructure feedback</p> <ul style="list-style-type: none"> • Konsep akan dijelaskan oleh guru sebagai instruktur yang masih belum dimengerti oleh siswa, tentang materi yang sedang dibahas. 		
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	<ul style="list-style-type: none"> • Setelah mendengar kesimpulan dari guru, siswa menanyakan apakah masih ada yang perlu dipahami. <p>Application Course</p> <ul style="list-style-type: none"> • Guru akan memberikan tugas kelompok dalam bentuk teks bacaan yang disertai dengan pertanyaan-pertanyaan, di mana teks ini dapat membantu siswa dalam berpikir kritis 		
Penutup	<ul style="list-style-type: none"> • Guru menanyakan kesulitan dalam aktivitas pembelajaran • Guru menanyakan manfaat pembelajaran yang baru diselesaikan • Guru dan siswa bersama-sama menyimpulkan hasil pembelajaran. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya dan mengakhiri pelajaran dengan penuh syukur. 		5 Menit

Pertemuan 3			
Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTS	Waktu
Pendahuluan	<p>a. Orientasi</p> <ul style="list-style-type: none"> • Memberi salam (greeting) • Menanyakan kabar peserta didik • Berdo'a dan memeriksa kehadiran siswa <p>b. Apersepsi</p> <ul style="list-style-type: none"> • Mengaitkan materi dengan pengalaman di sekitar peserta didik. <p>c. Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat atau kegunaan 	Religius	15 menit

	<p>mempelajari materi yang akan dipelajari.</p> <p>d. Pemberian acuan</p> <ul style="list-style-type: none"> • Guru menyampaikan tujuan pembelajaran. • Guru menyampaikan garis besar cakupan materi yang akan disampaikan • Guru menyampaikan tentang kegiatan yang akan dilakukan peserta didik dalam pembelajaran. 		
Inti	<p>Preparation step</p> <ul style="list-style-type: none"> • Perlakuan pertama adalah guru akan membuat bahan bacaan tentang <i>News Item</i> untuk siswa. • Guru membagikan teks bacaan mengenai <i>News item</i> dan menginstruksikan siswa untuk membacanya terlebih dahulu. <p>Readiness assurance (Assigned Reading)</p> <ul style="list-style-type: none"> • Setelah itu siswa diharapkan untuk memahami substansi teks dan materi yang diberikan oleh peneliti. <p>IRAT (Individual Readiness Assurance Test)</p> <ul style="list-style-type: none"> • Setelah selesai memahami bacaan yang diberikan sebelumnya, siswa diminta untuk mengerjakan tes individu mengenai teks bacaan yang telah diberikan oleh guru. • Dalam hal ini guru dapat melihat dan memastikan kesiapan siswa dari tugas bacaan yang diberikan sebelumnya. <p>TRAT (Team Readiness Assurance Test)</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk duduk berkelompok sesuai dengan 	Critical thinking	65 menit

	<p>kelompok yang telah dibagi oleh peneliti berdasarkan hasil test individu.</p> <ul style="list-style-type: none"> • Guru akan memberikan tes kepada siswa yang akan mereka jawab secara berkelompok. <p>Written Appeals</p> <ul style="list-style-type: none"> • Siswa diminta untuk merevisi catatan dan buku pegangan mereka agar dapat mengoreksi jawaban dari tes kelompok yang diberikan oleh guru. • Guru meminta seluruh siswa untuk mengumpulkan kembali tes tim yang telah dikerjakan. <p>Instructure feedback</p> <ul style="list-style-type: none"> • Konsep akan dijelaskan oleh guru sebagai instruktur yang masih belum dimengerti oleh siswa, tentang materi yang sedang dibahas. • Setelah mendengar kesimpulan dari guru, siswa menanyakan apakah masih ada yang perlu dipahami. <p>Application Course</p> <ul style="list-style-type: none"> • Guru akan memberikan tugas kelompok dalam bentuk teks bacaan yang disertai dengan pertanyaan-pertanyaan, di mana teks ini dapat membantu siswa dalam berpikir kritis 		
Penutup	<ul style="list-style-type: none"> • Guru menanyakan kesulitan dalam aktivitas pembelajaran • Guru menanyakan manfaat pembelajaran yang baru diselesaikan • Guru dan siswa bersama-sama menyimpulkan hasil pembelajaran. 		5 menit

	<ul style="list-style-type: none"> Menyampaikan rencana pembelajaran pada pertemuan berikutnya dan mengakhiri pelajaran dengan penuh syukur. 		
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Pertemuan 4			
Kegiatan	Deskripsi Kegiatan	Nilai PPK, Literasi, 4C, HOTs	Waktu
Pendahuluan	<p>a. Orientasi</p> <ul style="list-style-type: none"> Memberi salam (greeting) Menanyakan kabar peserta didik Berdo'a dan memeriksa kehadiran siswa <p>b. Apersepsi</p> <ul style="list-style-type: none"> Mengaitkan materi dengan pengalaman di sekitar peserta didik. <p>c. Motivasi</p> <ul style="list-style-type: none"> Memberikan gambaran tentang manfaat atau kegunaan mempelajari materi yang akan dipelajari. <p>d. Pemberian acuan</p> <ul style="list-style-type: none"> Guru menyampaikan tujuan pembelajaran. Guru menyampaikan garis besar cakupan materi yang akan disampaikan Guru menyampaikan tentang kegiatan yang akan dilakukan peserta didik dalam pembelajaran. 	Religius	15 menit.
Inti	<p>Preparation step</p> <ul style="list-style-type: none"> Perlakuan pertama adalah guru akan membuat bahan bacaan untuk siswa tentang <i>News Item teks</i>. Guru membagikan teks bacaan dan menginstruksikan siswa 	Critical thinking	65 menit

	<p>untuk membacanya terlebih dahulu.</p> <p>Readiness assurance (Assigned Reading)</p> <ul style="list-style-type: none"> • Setelah itu siswa diharapkan untuk memahami substansi teks dan materi yang diberikan oleh guru. <p>IRAT (Individual Readiness Assurance Test)</p> <ul style="list-style-type: none"> • Setelah selesai memahami bacaan yang diberikan sebelumnya, siswa diminta untuk mengerjakan tes individu mengenai teks bacaan yang telah diberikan oleh peneliti. • Dalam hal ini peneliti dapat melihat dan memastikan kesiapan siswa dari tugas bacaan yang diberikan sebelumnya. <p>TRAT (Team Readiness Assurance Test)</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk duduk berkelompok sesuai dengan kelompok yang telah dibagi oleh peneliti berdasarkan hasil test individu. • Guru akan memberikan tes kepada siswa yang akan mereka jawab secara berkelompok. <p>Written Appeals</p> <ul style="list-style-type: none"> • Siswa diminta untuk merevisi catatan dan buku pegangan mereka agar dapat mengoreksi jawaban dari tes kelompok yang diberikan oleh guru. • Guru meminta seluruh siswa untuk mengumpulkan kembali tes tim yang telah dikerjakan. <p>Instructure feedback</p>		
--	--	--	--

	<ul style="list-style-type: none"> • Konsep akan dijelaskan oleh guru sebagai instruktur yang masih belum dimengerti oleh siswa, tentang materi yang sedang dibahas. • Setelah mendengar kesimpulan dari guru, siswa menanyakan apakah masih ada yang perlu dipahami. <p>Application Course</p> <ul style="list-style-type: none"> • Guru akan memberikan tugas kelompok dalam bentuk teks bacaan yang disertai dengan pertanyaan-pertanyaan, di mana teks ini dapat membantu siswa dalam berpikir kritis 		
Penutup	<ul style="list-style-type: none"> • Guru menanyakan kesulitan dalam aktivitas pembelajaran • Guru menanyakan manfaat pembelajaran yang baru diselesaikan • Guru dan siswa bersama-sama menyimpulkan hasil pembelajaran. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya dan mengakhiri pelajaran dengan penuh syukur. 		10 menit

I. Penilaian.

1. Penilaian pengetahuan

Jenis/teknik penilaian : tertulis dan observasi

Bentuk instrument : pilihan ganda dan essay

$$\frac{\text{score obtained}}{\text{score maximum}} \times \text{question point}$$

Score interval	Categorization
86-100	Very Good
71-85	Good

56-70	Fair
41-55	Poor
0-40	Very poor

J. Pembelajaran Pengayaan

Pembelajaran pengayaan diberikan kepada siswa yang telah mencapai KKM.

Makassar, July 2024

Mengetahui,	
Guru	Mahasiswa Peneliti
Nur Andriani, S.Pd	Ananda Pratiwi Bahar



APPENDIX 2. INSTRUMENT OF PRE-TEST & POSTEST
INSTRUMENT OF PRE-TEST

Name :

Class :

Reading text for answer the question number 1-5

Text 1

Polluted Town

Main event: Moscow - Evidence of another Soviet nuclear accident, which **claimed** the lives of ten sailors and poisoned an entire village, has been discovered by a Russian journalist. → 5

Elaboration: Yelena Vazrshaskya is the first journalist to interview witnesses to the nuclear submarine explosion at the naval facility Shkortova-22, which is close to Vladivostok. → 10

Thirteen months before to the Chernobyl catastrophe, an accident occurred that dispersed radioactive fallout throughout the adjacent town and base, but Soviet officials chose to conceal it. Locals said that the explosion that occurred in the Victor-class submarine's reactor during a refurbishment was "thermal" rather than nuclear. Additionally, confidentiality was pledged to everyone participating in the cleanup effort to remove more than 600 tons of hazardous items. → 15

Source Information: It was subsequently described as the worst accident in Soviet Navy history by a board of investigation. → 20

Available on line (<https://www.detik.com/edu/detikpedia/d-6554939/contoh-news-item-text-beserta-ciri-dan-strukturanya>)

1. Who was the first to interview the witness to the explosion at the naval installation Shkortova-22?

- a. Yelena Vazrashaskya
- b. Soviet Officials
- c. Victor class
- d. Locals

2. What would the people in the area say about the submarine reactor explosion at the Victor-class?

- a. to a "thermal" explosion as opposed to a nuclear one
 - b. to a nuclear one not a "thermal"
 - c. just a nuclear one
 - d. just explosion.
3. During the cleanup process, how many tonnes of contaminated material need to be removed?
- a. across 600 metric tons
 - b. less than 600 tons
 - c. 600 tons
 - d. almost 700 tones
4. The word "**claimed**" in line 5 is closest in meaning to...
- a. bill
 - b. requirement
 - c. pick up
 - d. grab
5. According to the text, what line in the text shows that what the local people said about the explosion?
- a. line 10-15
 - b. line 10
 - c. line 5
 - d. line 20

Reading text for answer the question number 6-10

Text 2

An earthquake struck the Pacific Ring of Fire, prompting a tsunami warning.

Main Event: A massive earthquake struck the Pacific Ring of Fire, forcing authorities to issue a tsunami warning to coastal locations. The seismic activity has **sparked** concerns about potential aftershocks and the vulnerability of areas around the Ring of Fire. → 5

Background Events: The earthquake, having a magnitude of 7.5, originated at a tectonic plate border, affecting countries such as Indonesia, Japan, and the Philippines. The tsunami warning led to coastal evacuations and heightened preparedness measures. Seismologists are actively watching the situation for aftershocks and examining the potential effects on adjacent areas. → 10

Sources : According to Dr. Mei Lin, a seismologist from the International Earthquake Research Institute, earthquakes are common in the Pacific Ring of Fire. However, the magnitude of this event highlights the need for improved preparedness and regional cooperation to protect vulnerable coastal communities. → 15

Available on line : (<https://www.english-academy.id/blog/contoh-news-item-text>)

6. Where did the earthquake of magnitude 7.5 occur?
 - a. In the heart of the Pacific Ocean
 - b. Near a tectonic plate boundary
 - c. In the Ring of Fire
 - d. In the Philippines
7. According to the passage, what triggered the tsunami warning?
 - a. The magnitude of the earthquake
 - b. The earthquake's location
 - c. The possibility of aftershocks
 - d. The susceptibility of coastal areas
8. How do seismologists keep an eye on the circumstances?
 - a. Through the use of satellites
 - b. Through the examination of seismometer data
 - c. Utilizing ionosphere research
 - d. Through the use of drones
9. Why did the earthquake raise concerns about potential aftershocks?
 - a. Because of the magnitude.
 - b. Due to the location.
 - c. Because of the tectonic activity.
 - d. Because of the seismic activity.
10. The word **“sparked”** refers to the word?
 - a. Tsunami warning
 - b. Coastal location
 - c. Ring of fire
 - d. The seismic activity

Essay

1. According to the first passage, why might polluted towns can occurs?
2. Write down your opinion about the danger of the polluted town!
3. Which areas were most affected by the earthquake and tsunami warnings?
4. What does the 'Ring of Fire' mean in the context of this earthquake?
5. Write down your conclusion both of the text above!

ANSWER KEY

Multiple choice

1. A
2. A
3. A
4. B
5. C
6. B
7. A
8. B
9. C
10. D

Essay.

1. The town is polluted as a result of a nuclear submarine accident at the naval base of Shkortova-22 near Vladivostok. The Victor-class submarine's reactor exploded during a refit, causing radioactive fallout to spread over the base and the nearby town.

2. According to the text, the polluted town poses a substantial danger to both the environment and human health. The radioactive fallout and concealed nature of the accident have likely led to long-term exposure risks for the local population, making it crucial for immediate and thorough remediation efforts to mitigate the damage.

3. Indonesia, Japan, and the Philippines were among the most affected countries.

4. The 'Ring of Fire' is a volcanic and tectonic zone encircling the Pacific Ocean, where earthquakes and volcanic eruptions are common. This zone comprises Indonesia, Japan, and the Philippines.

5. Text 1

The text uncovers a previously unknown nuclear accident at the Shkortova-22 naval base in Vladivostok, Russia, 13 months before the Chernobyl disaster. The incident entailed a thermal explosion in a Victor-class submarine's reactor during repair, resulting in considerable radioactive fallout that poisoned an entire community and cost the lives of ten sailors. Soviet officials purposefully covered the accident, pledging anonymity to individuals involved in the cleanup activities, which included the removal of almost 600 tons of hazardous debris. This is

referred to as the biggest catastrophe in Soviet Navy history, emphasizing the serious implications of nuclear disasters and the significance of transparency in such cases. The discovery of this event by Russian journalist Yelena Vazrshaskya sheds light on a dark chapter in Soviet history, underscoring the need for accountability and openness in addressing environmental disasters.

Text 2

The 7.5-magnitude earthquake in the Pacific Ring of Fire has triggered a tsunami warning, prompting coastal evacuations and increased readiness measures. The earthquake activity has raised concerns about possible aftershocks and the vulnerability of areas along the Ring of Fire. Seismologists are closely monitoring the situation, highlighting the importance of increased preparedness and regional cooperation in protecting vulnerable coastal towns. This experience highlights the significance of taking preventive efforts to limit the effects of natural catastrophes in the region.



INSTRUMENT OF POST-TEST

Name :

Class :

Reading text for answer the question number 1-5

Text 1

Polluted Town

Main event: Moscow - Evidence of another Soviet nuclear accident, which **claimed** the lives of ten sailors and poisoned an entire village, has been discovered by a Russian journalist. → 5

Elaboration: Yelena Vazrshaskya is the first journalist to interview witnesses to the nuclear submarine explosion at the naval facility Shkortova-22, which is close to Vladivostok. → 10

Thirteen months before to the Chernobyl catastrophe, an accident occurred that dispersed radioactive fallout throughout the adjacent town and base, but Soviet officials chose to conceal it. Locals said that the explosion that occurred in the Victor-class submarine's reactor during a refurbishment was "thermal" rather than nuclear. Additionally, confidentiality was pledged to everyone participating in the cleanup effort to remove more than 600 tons of hazardous items. → 15

Source Information: It was subsequently described as the worst accident in Soviet Navy history by a board of investigation. → 20

Available on line (<https://www.detik.com/edu/detikpedia/d-6554939/contoh-news-item-text-beserta-ciri-dan-strukturnya>)

1. Who was the first to interview the witness to the explosion at the naval installation Shkortova-22?

- a. Yelena Vazrashaskya
- b. Soviet Officials
- c. Victor class
- d. Locals

2. What would the people in the area say about the submarine reactor explosion at the Victor-class?

- a. to a "thermal" explosion as opposed to a nuclear one
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 - c. 600 tons
 - d. almost 700 tones
4. The word "**claimed**" in line 5 is closest in meaning to...
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 - b. requirement
 - c. pick up
 - d. grab
5. According to the text, what line in the text shows that what the local people said about the explosion?
- a. line 10-15
 - b. line 10
 - c. line 5
 - d. line 20

Reading text for answer the question number 6-10

Text 2

An earthquake struck the Pacific Ring of Fire, prompting a tsunami warning.

Main Event: A massive earthquake struck the Pacific Ring of Fire, forcing authorities to issue a tsunami warning to coastal locations. The seismic activity has **sparked** concerns about potential aftershocks and the vulnerability of areas around the Ring of Fire. →

Background Events: The earthquake, having a magnitude of 7.5, originated at a tectonic plate border, affecting countries such as Indonesia, Japan, and the Philippines. The tsunami warning led to coastal evacuations and heightened preparedness measures. Seismologists are actively watching the situation for aftershocks and examining the potential effects on adjacent areas. →

Sources : According to Dr. Mei Lin, a seismologist from the International Earthquake Research Institute, earthquakes are common in the Pacific Ring of Fire. However, the magnitude of this event highlights the need for improved preparedness and regional cooperation to protect vulnerable coastal communities. →

Available on line : (<https://www.english-academy.id/blog/contoh-news-item-text>)

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 - a. In the heart of the Pacific Ocean
 - b. Near a tectonic plate boundary
 - c. In the Ring of Fire
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7. According to the passage, what triggered the tsunami warning?
 - a. The magnitude of the earthquake
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 - c. Because of the tectonic activity.
 - d. Because of the seismic activity.
10. The word “**sparked**” refers to the word?
 - a. Tsunami warning
 - b. Coastal location
 - c. Ring of fire
 - d. The seismic activity

Essay

1. According to the first passage, why might polluted towns can occurs?
2. Write down your opinion about the danger of the polluted town!
3. Which areas were most affected by the earthquake and tsunami warnings?
4. What does the 'Ring of Fire' mean in the context of this earthquake?
5. Write down your conclusion both of the text above!

ANSWER KEY

Multiple choice

1. A
2. A
3. A
4. B
5. C
6. B
7. A
8. B
9. C
10. D

Essay.

1. The town is polluted as a result of a nuclear submarine accident at the naval base of Shkortova-22 near Vladivostok. The Victor-class submarine's reactor exploded during a refit, causing radioactive fallout to spread over the base and the nearby town.
2. According to the text, the polluted town poses a substantial danger to both the environment and human health. The radioactive fallout and concealed nature of the accident have likely led to long-term exposure risks for the local population, making it crucial for immediate and thorough remediation efforts to mitigate the damage.
3. Indonesia, Japan, and the Philippines were among the most affected countries.
4. The 'Ring of Fire' is a volcanic and tectonic zone encircling the Pacific Ocean, where earthquakes and volcanic eruptions are common. This zone comprises Indonesia, Japan, and the Philippines.
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The text uncovers a previously unknown nuclear accident at the Shkortova-22 naval base in Vladivostok, Russia, 13 months before the Chernobyl disaster. The incident entailed a thermal explosion in a Victor-class submarine's reactor during repair, resulting in considerable radioactive fallout that poisoned an entire community and cost the lives of ten sailors. Soviet officials purposefully covered the accident, pledging anonymity to individuals involved in the cleanup activities, which included the removal of almost 600 tons of hazardous debris. This is referred to as the biggest catastrophe in Soviet Navy history, emphasizing the serious implications of nuclear disasters and the significance of transparency in

such cases. The discovery of this event by Russian journalist Yelena Vazrshaskya sheds light on a dark chapter in Soviet history, underscoring the need for accountability and openness in addressing environmental disasters.

Text 2

The 7.5-magnitude earthquake in the Pacific Ring of Fire has triggered a tsunami warning, prompting coastal evacuations and increased readiness measures. The earthquake activity has raised concerns about possible aftershocks and the vulnerability of areas along the Ring of Fire. Seismologists are closely monitoring the situation, highlighting the importance of increased preparedness and regional cooperation in protecting vulnerable coastal towns. This experience highlights the significance of taking preventive efforts to limit the effects of natural catastrophes in the region.



APPENDIX 4. TEACHING MATERIALS

TEACHING MATERIALS

News Items Text

- **Definition**

A news item is a piece of written content that informs readers about current happenings. The events are deemed newsworthy or notable. It refers to an important event that should be well understood

- **The Purpose of News Item Text**

The purpose of news text items is to inform readers about noteworthy occurrences or events. It gives the general public the power to choose how they will react to the news.

- **Generic Structure of News Item Text**

1. Main event/Newsworthy events.

Paragraf yang disebut sebagai "Main Event" berisi ringkasan dari suatu peristiwa, atau kejadian penting yang ingin disampaikan kepada pembaca.

2. Elaboration/Background Event

Latar belakang peristiwa ini berisi informasi tentang peristiwa yang terjadi saat itu. Mulai dari siapa dan siapa yang terlibat, di mana, kapan, mengapa, dan bagaimana peristiwa tersebut dapat terjadi. Struktur ini harus ditulis secara lengkap agar pembaca mudah memahami teks secara keseluruhan dan nilai berita dapat disampaikan dengan baik.

3. Resource of Information (Source)

Source, yaitu bagian yang berisi pendapat saksi mata dan ahli serta pendapat dari pihak lain yang terlibat.

- **The Characteristics of News items text.**

For a text to stand out from other kinds of text, it needs unique qualities. The following are the traits of news item text:

1. The text's content centers on a significant occurrence or event
2. The vocabulary is succinct but clear.

3. Occasionally, the title of the publication media or the name of the city comes first. As an illustration, Jakarta -....
4. Usually accompanied with a headline summarizing the major event and an image or illustration

▪ **Language Features of News item text**

1. Using simple past tense, kalimat dalam bentuk Simple past tense digunakan untuk menggambarkan peristiwa masa lalu. Ini karena berita baru ditulis hanya setelah peristiwa sudah terjadi. Penulis juga terkadang menggunakan simple present tense saat menulis judul atau headline untuk memberi kesan bahwa informasi yang akan disampaikan masih baru dan penting. Simple present tense juga digunakan ketika menceritakan sebuah fakta yang masih berlangsung hingga saat ini.
2. Using saying verbs, kata kerja yang identik digunakan untuk bercerita atau bercakap. Contoh dari saying verbs adalah respond, say, answer, ask, reply, inquire, tell, dan sebagainya. Namun, dalam teks berita, saying verbs biasanya ditulis dalam past tense, misalnya say menjadi said, lalu tell menjadi told, dll.
3. Using action verbs, adalah kata kerja yang menunjukkan suatu tindakan yang dilihat oleh orang lain. Contoh dari action verbs yaitu On Tuesday, Didi was **taken** to Bandung for **treatment**. Muthia said no diseases were detected but he died on Friday. Pada kalimat ini yang termasuk action verbs yaitu Taken, and treatment.
4. Using adverbs: time, place, manner. Adverbs adalah kata keterangan yang memberikan penjelasan tentang kata kerja, kata sifat, atau kata lainnya. Adverbs of time adalah kata keterangan waktu, place yaitu kata keterangan tempat, dan adverbs of manner adalah adverb untuk menyatakan bagaimana cara suatu kegiatan dapat dilakukan atau bagaimana sebuah peristiwa bisa terjadi.

- Contoh News items text

Coral Bleaching Crisis Strikes Great Barrier Reef

Main Events:

A coral bleaching crisis is unfolding in the Great Barrier Reef, as rising sea temperatures wreak havoc on one of the world's most iconic marine ecosystems.

Background Event:

The spike in sea temperatures, attributed to climate change, has triggered widespread coral bleaching, endangering the diverse marine life that depends on the reef. Scientists, marine biologists, and environmentalists are conducting extensive research to assess the extent of the damage and explore potential mitigation strategies. Urgent calls for global climate action and marine conservation efforts are intensifying in response to the unfolding crisis.

Sources:

Marine biologist Dr. Sarah Turner emphasized, "The Great Barrier Reef is experiencing an unprecedented level of coral bleaching. The impact on marine biodiversity is profound, and immediate action is required to address the root causes of climate change and protect this invaluable natural wonder."

STUDENT WORKSHEET

TEAM-TEST

Sumatra Launches Forest Conservation Initiative to Fight Deforestation

Main Event:

In Sumatra, Indonesia, a comprehensive forest conservation program has been undertaken with the goal of stopping deforestation and protecting the rich biodiversity of one of the most important ecosystems in the world.

Contextual Event:

The effort was launched in response to the rising rates of deforestation caused by illicit land clearing, palm oil plantations, and logging. Protected zone establishment, sustainable forestry techniques, and community engagement in conservation efforts are all part of the initiative. Alongside government agencies, environmental NGOs, and indigenous leaders, this ground-breaking program aims to protect Sumatra's priceless natural heritage.

Sources:

In a press statement, Indonesian Environment Minister emphasized that "preserving Sumatra's forests is a national priority." This project demonstrates our commitment to sustainable development and biodiversity conservation, recognizing the critical role that these forests play in moderating climate change and maintaining different ecosystems."

Translate :

Sumatra Meluncurkan Inisiatif Konservasi Hutan untuk Memerangi Deforestasi

Acara utama:

Di Sumatera, Indonesia, program konservasi hutan yang komprehensif telah dilaksanakan dengan tujuan menghentikan deforestasi dan melindungi keanekaragaman hayati yang kaya di salah satu ekosistem terpenting di dunia.

Peristiwa Kontekstual:

Upaya ini diluncurkan sebagai respons terhadap meningkatnya laju deforestasi yang disebabkan oleh pembukaan lahan ilegal, perkebunan kelapa sawit, dan penebangan kayu. Penetapan zona lindung, teknik kehutanan berkelanjutan, dan keterlibatan masyarakat dalam upaya konservasi merupakan bagian dari inisiatif ini. Bersama dengan lembaga pemerintah, LSM lingkungan hidup, dan pemimpin adat, program terobosan ini bertujuan untuk melindungi warisan alam Sumatera yang tak ternilai harganya.

Sumber:

Dalam pernyataan persnya, Menteri Lingkungan Hidup Indonesia menekankan bahwa “melestarikan hutan Sumatera adalah prioritas nasional.” Proyek ini menunjukkan komitmen kami terhadap pembangunan berkelanjutan dan konservasi keanekaragaman hayati, mengakui peran penting hutan dalam memoderasi perubahan iklim dan menjaga ekosistem yang berbeda.”



TEAM-TEST

Group :

Class :

Member of the group :

1.
2.
3. ...
4. ...
5. ...

Questions :

1. Describe the main goal of the forest conservation program being launched in Sumatra.
2. Explain the reasons behind the launch of this forest conservation program.
3. Discuss the different strategies included in the forest conservation initiative.
4. Highlight the importance of collaboration in the fight against deforestation in Sumatra.
5. Explain the significance of Sumatra's forests according to the Indonesian Environment Minister!

Answers :



Indonesian Government Bans Single-Use Plastics in Jakarta Starting July 2023

Main Events:

Starting July 1st 2023, the Indonesian government has imposed a ban on single-use plastics in Jakarta, aiming to curb plastic pollution and promote sustainable waste management practices.

Background Event:

The ban covers plastic bags, straws, and styrofoam containers in an effort to combat the escalating issue of plastic waste. Jakarta, as the capital city, is at the forefront of this initiative. The ban is part of the government's broader commitment to environmental sustainability and reducing the environmental impact of single-use plastics. Local businesses, citizens, and environmental groups are expected to actively participate in adapting to and enforcing the ban.

Sources:

A spokesperson from the Ministry of Environment and Forestry stated, "The ban on single-use plastics in Jakarta is a significant step towards a cleaner and more sustainable capital. We encourage businesses and citizens alike to embrace alternatives and contribute to the reduction of plastic waste" Available on (<https://www.english-academy.id/blog/contoh-news-item-text>)

Translate :

Pemerintah Indonesia Melarang Penggunaan Plastik Sekali Pakai di Jakarta Mulai Juli 2023

Acara Utama:

Mulai 1 Juli 2023, pemerintah Indonesia telah memberlakukan larangan penggunaan plastik sekali pakai di Jakarta, yang bertujuan untuk mengurangi polusi plastik dan mempromosikan praktik pengelolaan sampah yang berkelanjutan.

Latar Belakang Peristiwa:

Larangan ini mencakup kantong plastik, sedotan, dan wadah styrofoam sebagai upaya untuk memerangi masalah sampah plastik yang terus meningkat. Jakarta, sebagai ibu kota negara, berada di garis depan dalam inisiatif ini. Larangan ini merupakan bagian dari komitmen pemerintah yang lebih luas terhadap kelestarian lingkungan dan mengurangi dampak lingkungan dari plastik sekali pakai. Bisnis lokal, masyarakat, dan kelompok-kelompok lingkungan diharapkan untuk berpartisipasi aktif dalam beradaptasi dan menegakkan larangan tersebut.

Sumber:

Seorang juru bicara dari Kementerian Lingkungan Hidup dan Kehutanan menyatakan, "Larangan penggunaan plastik sekali pakai di Jakarta merupakan langkah signifikan menuju ibu kota yang lebih bersih dan berkelanjutan. Kami mendorong pelaku bisnis dan masyarakat untuk menggunakan alternatif lain dan berkontribusi dalam pengurangan sampah plastik."



TEAM-TEST

Group :

Class :

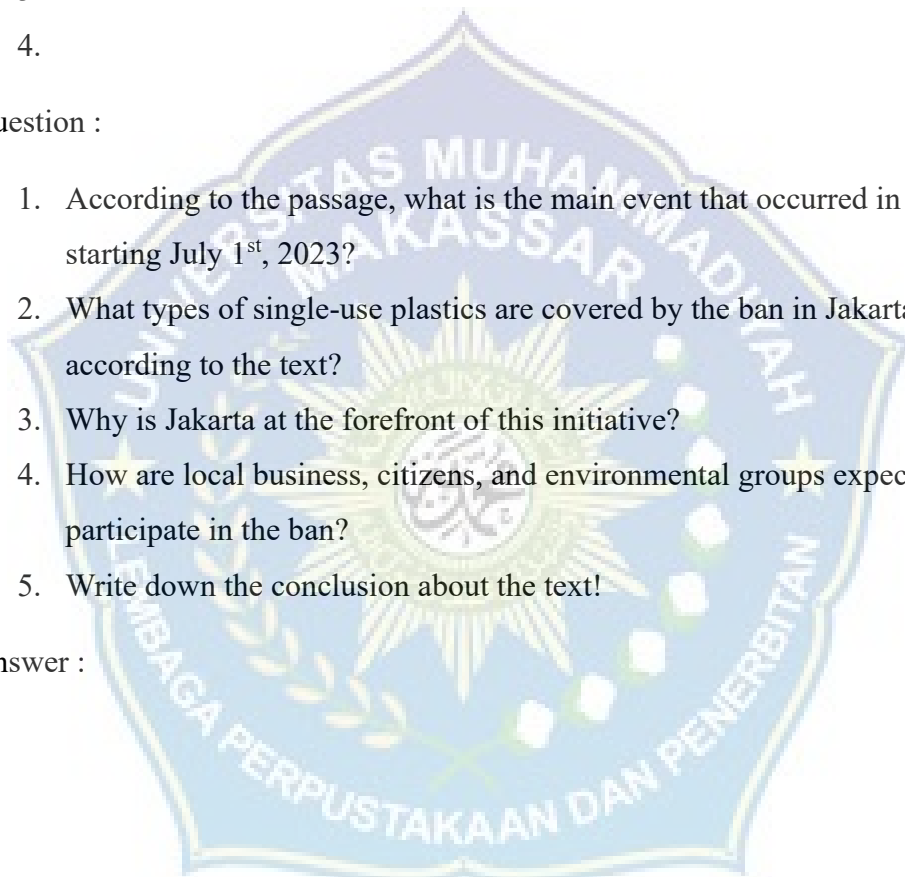
Member of the group :

- 1.
- 2.
- 3.
- 4.

Question :

1. According to the passage, what is the main event that occurred in Jakarta starting July 1st, 2023?
2. What types of single-use plastics are covered by the ban in Jakarta, according to the text?
3. Why is Jakarta at the forefront of this initiative?
4. How are local business, citizens, and environmental groups expected to participate in the ban?
5. Write down the conclusion about the text!

Answer :



STUDENT WORKSHEET

INDIVIDUAL-TEST

Sumatra Launches Forest Conservation Initiative to Fight Deforestation

Main Event:

In Sumatra, Indonesia, a comprehensive forest conservation program has been undertaken with the goal of stopping deforestation and protecting the rich biodiversity of one of the most important ecosystems in the world.

Contextual Event:

The effort was launched in response to the rising rates of deforestation caused by illicit land clearing, palm oil plantations, and logging. Protected zone establishment, sustainable forestry techniques, and community engagement in conservation efforts are all part of the initiative. Alongside government agencies, environmental NGOs, and indigenous leaders, this ground-breaking program aims to protect Sumatra's priceless natural heritage.

Sources:

In a press statement, Indonesian Environment Minister emphasized that "preserving Sumatra's forests is a national priority." This project demonstrates our commitment to sustainable development and biodiversity conservation, recognizing the critical role that these forests play in moderating climate change and maintaining different ecosystems."

Translate

Sumatra Meluncurkan Inisiatif Konservasi Hutan untuk Memerangi Deforestasi

Acara utama:

Di Sumatera, Indonesia, program konservasi hutan yang komprehensif telah dilaksanakan dengan tujuan menghentikan deforestasi dan melindungi keanekaragaman hayati yang kaya di salah satu ekosistem terpenting di dunia.

Peristiwa Kontekstual:

Upaya ini diluncurkan sebagai respons terhadap meningkatnya laju deforestasi yang disebabkan oleh pembukaan lahan ilegal, perkebunan kelapa sawit, dan penebangan kayu. Penetapan zona lindung, teknik kehutanan berkelanjutan, dan keterlibatan masyarakat dalam upaya konservasi merupakan bagian dari inisiatif ini. Bersama dengan lembaga pemerintah, LSM lingkungan hidup, dan pemimpin adat, program terobosan ini bertujuan untuk melindungi warisan alam Sumatera yang tak ternilai harganya.

Sumber:

Dalam pernyataan persnya, Menteri Lingkungan Hidup Indonesia menekankan bahwa “melestarikan hutan Sumatera adalah prioritas nasional.” Proyek ini menunjukkan komitmen kami terhadap pembangunan berkelanjutan dan konservasi keanekaragaman hayati, mengakui peran penting hutan dalam memoderasi perubahan iklim dan menjaga ekosistem yang berbeda.”



INDIVIDUAL TEST

1. What is the main purpose of the forest conservation program mentioned in the text?
 - a. Increase wood production from Sumatra forest
 - b. Develop larger palm coconut plantations
 - c. Prevent deforestation and protect biodiversity in Sumatra
 - d. Sell offset carbon for profit
2. What's behind the launch of this forest conservation program?
 - a. Increase in illegal land opening, palm coconut plantation, and wild cutting
 - b. Increased demand for high-quality wooden furniture
 - c. Lack of paper stock in Indonesia
 - d. Desire to build more residential zones
3. This is NOT part of the Sumatera forest conservation program?
 - a. Establishment of a protected zone
 - b. Use of unsustainable forestry techniques
 - c. Encouragement of communities in conservation efforts
 - d. Cooperation with government agencies and non-governmental organizations of the living environment
4. According to the Indonesian Environment Minister, why is the conservation of the Sumatra forest a national priority?
 - a. Sumatera forest produces high-value timber
 - b. The forest of Sumatra is the main source of income of the people.
 - c. The forest of Sumatra becomes the habitat of rare medicinal plants
 - d. Sumatra forest plays an important role inining the climate and ecosystem
5. Based on the text, which parties are involved in the Sumatera forest conservation program?
 - a. Palm coconut companies and wood companies
 - b. Government agencies, environmental ngos, and indigenous leaders
 - c. Public and international tourists
 - d. Universities and international research institutions

ANSWER KEY.

1. C

2. A

3. B

4. D

5. B



APPENDIX 4. STUDENTS RESULT ON PRE-TEST AND POST TEST

NO	NAME	PRE-TEST SCORE	POST-TEST SCORE
1.	S-1	65	76
2.	S-2	45	57
3.	S-3	42	58
4.	S-4	39	72
5.	S-5	31	73
6.	S-6	48	65
7.	S-7	44	76
8.	S-8	45	68
9.	S-9	34	61
10.	S-10	43	78
11.	S-11	33	57
12.	S-12	33	72
13.	S-13	43	71
14.	S-14	68	76
15.	S-15	43	71
16.	S-16	71	86
17.	S-17	46	86
18.	S-18	43	75
19.	S-19	33	57
20.	S-20	32	75
21.	S-21	26	56
22.	S-22	32	75

APPENDIX 5.

SURAT KETERANGAN BEBAS PLAGIASI



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Ananda Pratiwi Bahar

Nim : 105351103220

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
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4	Bab 4	8 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 23 Agustus 2024
Mengetahui,

Kepala UPT Perpustakaan dan Penerbitan,



Nuzuliah S.Hum.,M.I.P
NBM. 964 591

BAB I Ananda Pratiwi Bahar - 105351103220

by Tahap Tutup



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Word count: 974

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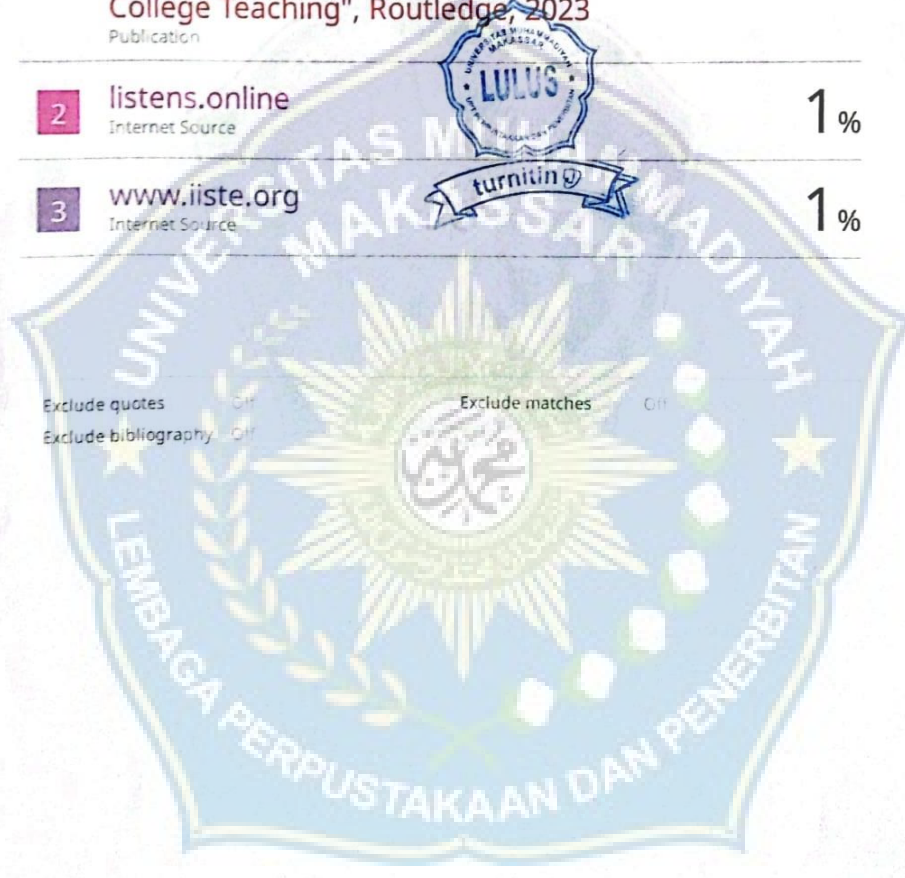
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18 Leyla Alilu, Assadollah Mohsenzadeh, Hossein Habibzadeh, Javad Rasouli. "The effect of modified team-based learning method on the knowledge and skills of medical emergency personnel: a clinical trial", Annals of Medicine & Surgery, 2024

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APPENDIX 6.

SURAT PENELITIAN DARI LP3M


MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
 LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
 Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4606/05/C.4-VIII/VII/1445/2024
 Lamp : 1 (satu) Rangkap Proposal
 Hal : Permohonan Izin Penelitian

15 July 2024 M
 09 Muharram 1446

Kepada Yth,
 Bapak / Ibu Kepala Sekolah
 SMA Muhammadiyah Limbung
 di -
 Makassar



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
 Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16643/FKIP/A.4-II/VII/1446/2024 tanggal 19 Juli 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : ANANDA PRATIWI BAHAR
 No. Stambuk : 10535 1103220
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
 Jurusan : Pendidikan Bahasa Inggris
 Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE EFFECTIVENESS OF TEAM-BASED LEARNING ON STUDENTS CRITICAL THINKING SKILLS IN THE EFL CLASSROOM"

Yang akan dilaksanakan dari tanggal 19 Juli 2024 s/d 19 September 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku. Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran



Ketua LP3M,

 Dr. H. Arief Muhsin, M.Pd.
 NBM 1127761

07-24

APPENDIX 7.

SURAT KONTROL PENELITIAN



MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 298 Makassar
Telp. 0811 432101 (Secretary)
Email: prodi@unismuh.ac.id
Web: hg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Ananda Pratiwi Bahar
NIM : 105351103220
Judul Penelitian : *The Effectiveness of Team-Based Learning on Students Critical Thinking Skills In The Efl Classroom*
Tanggal Ujian Proposal : 14 Juni 2024
Tempat/Lokasi Penelitian : SMA Muhammadiyah Limbung

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 22 Juli 2024	Pre - Test	Nur. Andriyani, S.pd	
2	Selasa, 23 Juli 2024	Treatment 1	Nur. Andriyani, S.pd	
3	Selasa, 30 Juli 2024	Treatment 2	Nur. Andriyani, S.pd	
4	Selasa, 6 Agustus 2024	Treatment 3	Nur. Andriyani, S.pd	
5	Selasa, 13 Agustus 2024	Treatment 4	Nur. Andriyani, S.pd	
6	Rabu, 14 Agustus 2024	Post - Test	Nur. Andriyani, S.pd	



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Makassar, 12 Agustus 2024

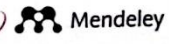
Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah/Instansi

Silvyant Djafar, S.Pd., M.Pd
NIP. 897607022005022003



APPENDIX 8.

SURAT KETERANGAN SUDAH MELAKUKAN PENELITIAN


MAJELIS DIKDASMEN dan PNF
PIMPINAN DAERAH MUHAMMADIYAH KABUPATEN GOWA
SMAS MUHAMMADIYAH LIMBUNG
TERAKREDITASI A


Alamat : Jalan Pendidikan Limbung, Mata Allo, Kec. Bajeng Kab. Gowa
 Email Sekolah : smasmuhammadiyahlimbung@gmail.com Situs :
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SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 023/III.4.AU/F/VIII/2024

Yang bertanda tangan di bawah ini, Kepala SMA Muhammadiyah Limbung :

Nama : **Silviani Djafar, S.Pd, M.Pd**
Nip : **19760702 200502 2 003**
Jabatan : **Kepala Sekolah SMA Muhammadiyah Limbung**

Menerangkan bahwa mahasiswa yang bernama :

Nama : **Ananda Pratiwi**
N I M : **105 35 11032 20**
Jenis Kelamin : **Perempuan**
Fak/Prodi : **Fakultas Keguruan dan Ilmu Pendidikan**
Pekerjaan/Lembaga : **Mahasiswa (S1)**

Mahasiswa tersebut di atas telah menyelesaikan penelitian di SMA Muhammadiyah Limbung dengan judul Penelitian "**The Effectiveness of Team-Based Learning on Students Critical Thinking Skills In The Efl Classroom**"

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk di pergunakan sebagaimana mestinya.

Limbung, 6 Shafar 1446 H
10 Agustus 2024 M

Kepala UPT
SMA Muhammadiyah
Limbung

Silviani Djafar, S.Pd, M.Pd
NIP. 19760702 200502 2 003



APPENDIX 9.

LETTER OF ACCEPTANCE



SERTIFIKAT AUTHOR

Nomor Sertifikat : 5872 / DR /Pendas / AU / VIII / 2024

Sertifikat Ini Diberikan Kepada:

**Ananda Pratiwi Bahar, Ummi
Khaerati Syam, Ilmiah**

Atas Dedikasinya Mengirimkan Artikel dengan Judul:
The Effectiveness of Team-Based Learning on Students Critical Thinking Skills in the EFL Classroom.
yang terbit di Pendas: Jurnal Ilmiah Pendidikan Dasar pada Volume 09 No. 3, September 2024

Bandung, 23 Agustus 2024
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Saya yang bertandatangan di bawah ini sebagai Pemimpin Redaksi Pendas: Jurnal Ilmiah Pendidikan Dasar, menyatakan dengan sesungguhnya bahwa artikel dengan judul : **The Effectiveness of Team-Based Learning on Students Critical Thinking Skills in the EFL Classroom**, dan identitas penulis sebagai berikut.

Nama Penulis : **Ananda Pratiwi Bahar, Umni Khaerati Syam, Ilmiah**
 Asal Institusi : **Universitas Muhammadiyah Makassar**
 Penerbitan : **Volume 09 No. 3, September 2024**

Artikel yang bersangkutan akan diterbitkan pada jurnal Pendas: Jurnal Ilmiah Pendidikan Dasar paling lambat **Awal September**.
 Demikian agar yang berkepentingan maklum. Terima kasih.

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Dengan ini menerangkan bahwa.

Nama : Ananda Pratiwi Bahar, Ummi Khaerati Syam, Ilmiah
 Asal Institusi : Universitas Muhammadiyah Makassar

Telah Mengirimkan Artikel dengan Judul: **The Effectiveness of Team-Based Learning on Students Critical Thinking Skills in the EFL Classroom.** yang terbit di Pendas: Jurnal Ilmiah Pendidikan Dasar pada **Volume 09 No. 3, September 2024**

Demikian surat keterangan ini saya buat dengan sungguh-sungguh, agar dapat dipergunakan sebagaimana mestinya.

Atas perhatian dan Kerjasama Bapak/Ibu, kami ucapkan terima kasih.

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APPENDIX 10.**DOKUMENTATION**

Gambar 10.1 Pelaksanaan Pre-Test



Gambar 10.2 Pelaksanaan Individual Test



Gambar 10.3 Pelaksanaan Individual Test



Gambar 10.4 Pelaksanaan Team Test



Gambar 10.5 Pelaksanaan Team Test



Gambar 10.6 Pelaksanaan Post-Test



CURRICULUM VITAE



Ananda Pratiwi Bahar was born on Pandang-Pandang, October 16th 2002. She is the first child of Bahar and Nuraeni. She started her education in elementary school at SD Inpres Pattingalloang in 2008 and graduated in 2014. Then the author continued her study in Junior High School at SMPN 1 Pallangga and graduated in 2017. After that the author continued Senior High School at SMA Muhammadiyah Limbung in 2017 and graduated in 2020. Futhermore, she continued her bachelor's degree at

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