

**THE EFFECT OF RICOSRE FOR CRITICAL THINKING ON  
ELEVENTH GRADERS AT ISLAMIC SENIOR SECONDARY  
SCHOOL AL-JAUHAREN JAMBI CITY**

**THESIS**



**SITI MARLINA  
NIM : 205180057**

**ENGLISH EDUCATION STUDY PROGRAM FACULTY OF  
TARBIYAH AND TEACHER TRAINING STATE ISLAMIC  
UNIVERSITY SULTAN THAHA SAIFUDDIN  
JAMBI  
2023**

@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Suthan Thaha Saifuddin Jambi



Hak Cipta Dilindungi Undang-Undang:  
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi  
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

# **THE EFFECT OF RICOSRE FOR CRITICAL THINKING ON ELEVENTH GRADERS AT ISLAMIC SENIOR SECONDARY SCHOOL AL-JAUHAREN JAMBI CITY**

## **THESIS**

Submitted as Partial Fulfill of Requirements to Obtain Undergraduate (S1)  
Degree at English Education Study Program Faculty of Tarbiyah and  
Teacher Training



**SITI MARLINA**

**NIM : 205180057**

**ENGLISH EDUCATION STUDY PROGRAM FACULTY OF  
TARBIYAH AND TEACHER TRAINING STATE ISLAMIC  
UNIVERSITY SULTAN THAHA SAIFUDDIN  
JAMBI  
2023**



**KEMENTRIAN AGAMA RI  
UIN SULTHAN THAHA SAIFUDDIN JAMBI  
FAKULTAS TARBIYAH DAN KEGURUAN**

**THESIS AGREEMENT / FINAL TASK**

Document	Form code	Date Valid	Revision Number	Revision date	Page
3-PP-05-	In.08-FM-PP-05-03		R-0		1-1

: Official Notes

1 of Faculty of Education and Teacher Training  
State Islamic University of  
Sulthan Thaha Saifuddin Jambi

Wahyuni'alaikum wr.wb

After reading, giving guidance and making some necessary correction, we agree that the thesis by:

Name : Siti Marlina  
NIM : 205180057  
Department : English Education Study Program  
Title Skripsi : "The Effect of RICOSRE for Critical Thinking on Eleventh Graders at Islamic Secondary School Al-Jauharen Jambi City".

Could be submitted to Munaqasah exam (munaqasah) as one of the requirements for the undergraduate degree (S1) in English Education Program Faculty of Education and Teacher Training, The State Islamic University of Sulthan Thaha Saifuddin Jambi. We submit it to the faculty for an immediate process of final examination.

Jambi, 10 March, 2023  
Advisor I



**Wahyuni Fitria, M.Pd  
NIP.198606052015032004**



**KEMENTERIAN AGAMA RI  
UIN SULTHAN THAHA SAIFUDDIN JAMBI  
FAKULTAS TARBIYAH DAN KEGURUAN**

**THESIS AGREEMENT / FINAL TASK**

Document	Form code	Date Valid	Revision Number	Revision date	Page
3-PP-05-	In.08-FM-PP-05-03		R-0		1-1

: Official Notes

1 of Faculty of Education and Teacher Training  
State Islamic University of  
Sulthan Thaha Saifuddin Jambi

Wassalamu'alaikum wr.wb

After reading, giving guidance and making some necessary correction, we agree that the  
thesis by:

Name : Siti Marlina  
NIDN : 205180057  
Department : English Education Study Program  
Title of Skripsi : "The Effect of RICOSRE for Critical Thinking on Eleventh  
Graders at Islamic Senior Secondary School Al-Jauharen Jambi  
City".

Could be submitted to Munaqasah exam (munaqasah) as one of the requirements  
for the undergraduate degree (S1) in English Education Program Faculty of Education  
and Teacher Training, The State Islamic University of Sulthan Thaha Saifuddin Jambi.  
We submit it to the faculty for an immediate process of final examination.

Jambi, 10 March, 2023  
Advisor II



**Aryawira Pratama, M.Pd  
NIDN. 2005119401**



KEMENTERIAN AGAMA RI  
UIN SULTHAN THAHA SAIFUDDIN JAMBI FAKULTAS  
TARBIYAH DAN KEGURUAN

Jl. Lintas Jambi-Ma. Bulian. KM. 16 Simpang Sungai Duren Muara Jambi  
36363 Telp/Fax: (0741)583183-584118 website: www.iainjambi.ac.id

**THESIS APPROVAL/FINAL TASK**

Nomor: B290D.I/KP.01.2/05/2023

title "The Effect of RICOSRE for Critical Thinking on Eleventh Graders at Islamic Senior Secondary School Al-  
bi City" an has been thesis defense by Education and Teacher Training Faculty (FTK) on:

: Wednesday

: 01 March 2023

: 09:30 – 11:00

: Siti Marlina

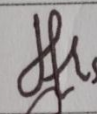
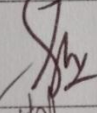
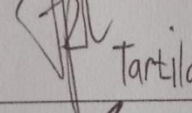
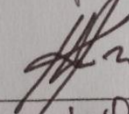
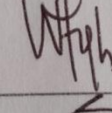
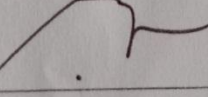
: Ruang FTK

amber

: 205180057

: The Effect of RICOSRE For Critical Thinkinnng on Eleventh Graders at Islamic Secondary School  
Al-Jauharen Jambi City.

s been approved as the result of thesis defense above and has been accepted as part of the thesis  
t requirement.

Name	Signature	Date
Hilma Suryani, M.Pd NIP. 198612262015032005 (Chairwoman)		May, 2023
Mayang Sastra Sumardi, M.Pd NIDN. 2023129003 (Secretary)		May, 2 <sup>nd</sup> 2023
Tartilla, M.Pd NIP. 198703172015032002 (Examiner I)	 Tartilla	May, 2 <sup>nd</sup> 2023
Khotimah Mahmudah, M.Pd NIP. 199206032022032002 (Examiner II)		May, 2023
Wahyuni Fitria, M.Pd. NIP. 198606052015032004 (Advisor I)		May, 2023
Aryawira Pratama M.Pd. NIDN. 2005119401 (Advisor II)		May, 2023

Dean

Education and Teacher Training Faculty and State Islamic University of

Sulthan Thaha Saifuddin Jambi



**Dr. Hi. Fadillah, M.Pd**  
NIP.196707111992032004

@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Sulthan Thaha Saifuddin Jambi



Hak Cipta Dilindungi Undang-Undang:  
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli;  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi  
2. Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi



## STATEMENT OF ORIGINALITY

I who signed below state that the thesis which is entitled "The Effect of COSRE for Critical Thinking on Eleventh Graders at Islamic Senior Secondary School Al-Jauharen Jambi City" is originally and truly my own work as the requirements to obtain the undergraduate Degree (S1) in English Education Program of Faculty of Education and Teacher Training of State Islamic University Iltham Thaha Saifuddin Jambi.

Any Parts of writing of which I quoted from the work of other people have been completed with the source in clearly in accordance with the norms, rules, and ethics of academic writing.

In the letter found that some parts of thesis are not my own work or identified by element of plagiarism, I am willing to accept the consequence in accordance with rules and regulation prevail. Therefore, in writing this statement, I am going in good health and mind.

Jambi, March 10, 2023



Siti Marlina  
NIM.205180057

@ Hak cipta milik UIN Suftha Jambi

State Islamic University of Sufthan Thaha Saifuddin Jambi



Hak Cipta Dilindungi Undang-Undang:  
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suftha Jambi  
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suftha Jambi

## DEDICATIONS

In the name of Allah SWT the most gracious and the most merciful, who has given the researcher mercy and blessing, health and ability to finish thesis. Sholawat to the prophet Muhammad SAW his coming really change the world.

First of all, I dedicated this thesis especially for My beloved parent, they are my father **Salman** and my mother **Rusminah**, thank you very much for your love, material, advices, best support, motivation, care and prayer for me. Both of you always make me strong to face the life. Your love give a power for me to finish this thesis. My brother and My sisters thank you, always supporting, motivating and praying aslong as I write this thesis.

All beloved my lecturers and teachers that teach me since I don't know anything till I graduated. Thank you so much for your guide and support.

My special love that cannot mention one by one. Thank you so much for your support, your adviced and giving material to me.

All of my friends especially classmate in B class of English Department 18, thank you so much for the time, experience, together. spirit and motivation.

All of people who keeps support and pray to me wherever you are. May Allah SubhanahuWaTa'ala bless us. Aamiin.

## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

( Q.S Al-Insyirah : 6 )

“Veryly, after hardship there is ease”

@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Sulthhan Thaha Saifuddin Jambi



UNIVERSITAS ISLAM NEGERI  
SULTHAN THAHA SAIFUDDIN  
J A M B I

- Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
  2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi



## ACKNOWLEDGMENT

Alhamdulillah, praise and gratitude we pray for the presence of Allah SWT for giving the strength and the guidance for the researcher. Because of it, I as could a writer this Thesis. Blessing and Peace be on Prophet Muhammad SAW, his family, his relatives, and all his followers.

This thesis is written to fulfill one of the requirements to get undergraduate degree (S1) at the English Education Study Program of Tarbiyah faculty and Teacher Training. State Islamic University Sulthan Thaha Saifuddin Jambi.

The researcher realizes that this thesis would have not been completed without the help advice and guidance from many people. Therefore, in this opportunity the researcher would like to express thanks and gratitude the following parties and their contributions:

1. Prof. Dr. H. Suaidi, M.A., Ph. D, as the Rector of the State Islamic University of Sulthan Thaha Saifuddin Jambi.
2. Dr. Hj. Fadlilah, M.Pd as the Dean of Tarbiyah the Faculty of Teacher Training Faculty of State Islamic University of Sulthan Thaha Saifuddin Jambi.
3. Prof. Dr. Risnita, M.Pd as the Vice Dean of academic affair, Dr. Najmul Hayat, M.Pd.I as the Vice Dean of General Administration, and Dr. Yusria, S.Ag., M.Ag as the Vice Dean of students affair Faculty of Education and Teacher Training.
4. Wahyuni Fitria, M.Pd and Edi Rozal, M.Pd as the Chief and Secretary of English Education Study Program.
5. Wahyuni Fitria, M.Pd as my first advisor and Aryawira Pratama, M.Pd as my second advisor, thank you very much to your guidance and time.
6. All of my lectures of the English Education Study Program for teaching me. Finally, may Allah SWT design reply all kindness people who has help and contributing the researcher.
7. My beloved parents and my family who always supported me and praying for me, thank you so much.
8. All friends who give researcher support and suggestion to finish this thesis.

The researcher hopes that this thesis will be useful in teaching of English. The researcher realize that this thesis is far from perfect. As a result, criticism and advice concerning the writing of the entire contents of this thesis are greatly accepted. The researcher hope this can be usefull for developing of knowledge.

Jambi, March 10, 2023



Siti Marlina

## ABSTRACT

Name : Siti Marlina  
Major : English education  
Title : The Effect of RICOSRE for Critical Thinking on Eleventh Graders at Islamic Secondary School Al-Jauharen Jambi City.

The purpose of this study was to determine whether there was an effect of the RICOSRE model on the critical thinking skills of Class XI students at Madrasah Aliyah Al-Jauharen, Jambi City. This study used a quantitative method with the Nonequivalent Control Group Design. The sampling technique in this study was carried out by random sampling. The technique of collecting data is done by testing. Based on the results of testing hypothesis 1 which was carried out on the posttest results of the experimental group and the control group with the calculation results obtained a significant value = 0.00 with a significant level of  $\alpha = 0.05$ . Thus causing  $H_{a1}$  to be declared accepted and  $H_{01}$  rejected. So it can be concluded that there is a significant influence on the critical thinking skills of students who are taught using the conventional RICOSRE learning model. The results of testing hypothesis 2 which has been carried out on the posttest results of the experimental group with the control group with the calculation results obtained an average value of 9.9 out of 76.75 in the experimental group taught with the RICOSRE learning model and 66.82 in the control group taught with conventional learning models. Thus causing  $H_{a2}$  to be declared accepted and  $H_{02}$  rejected. So it can be concluded that there is a significant difference in the critical thinking skills of students who are taught using the conventional RICOSRE learning model in the XI critical thinking skills of class XI Madrasah Aliyah Al-Jauharen Jambi City. So it was concluded that there was a significant difference between students' critical thinking skills written text material in the form of official invitations for class XI Madrasah Aliyah Al-Jauharen Jambi City for the 2022/2023 Academic Year between the RICOSRE learning model and the conventional model.

**Keywords:** Conventional learning, critical thinking, islamic school, learning model, RICOSRE.



## ABSTRAK

Nama : Siti Marlina  
Jurusan : Pendidikan Bahasa Inggris  
Title : TheEffect of RICOSRE for Critical Thinking on Eleventh Graders at Islamic Senior Secondary School Al-Jauharen Jambi City.

Tujuan penelitian ini adalah untuk mengetahui apakah terdapat pengaruh model RICOSRE terhadap kemampuan berpikir kritis siswa Kelas XI di Madrasah Aliyah Al-Jauharen Kota Jambi. Penelitian ini menggunakan metode kuantitatif dengan desain *Nonequivalent Control Group Design*. Teknik pengambilan sampel dalam penelitian ini dilakukan dengan *random sampling*. Teknik pengumpulan data dilakukan dengan tes. Berdasarkan hasil pengujian hipotesis 1 yang telah dilakukan pada hasil *posttest* kelompok eksperimen dengan kelompok kontrol dengan hasil perhitungan diperoleh nilai signifikan = 0,00 dengan taraf signifikan  $\alpha = 0,05$ . Karena nilai  $\text{sig.} < \alpha$  yaitu  $0,00 > 0,05$  berarti nilai  $\text{sig.}$  sehingga menyebabkan  $H_{a1}$  dinyatakan diterima dan  $H_{01}$  ditolak. Sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan kemampuan berpikir kritis siswa yang diajar dengan menggunakan model pembelajaran RICOSRE dengan konvensional. Hasil pengujian hipotesis 2 yang telah dilakukan pada hasil *posttest* kelompok eksperimen dengan kelompok kontrol dengan hasil perhitungan diperoleh nilai rata-ratanya sebanyak 9,9 dari 76,75 pada kelompok eksperimen yang diajar dengan model pembelajaran *RICOSRE* dan 66,82 pada kelompok kontrol yang diajar dengan model pembelajaran *konvensional*. Sehingga menyebabkan  $H_{a2}$  dinyatakan diterima dan  $H_{02}$  ditolak. Sehingga dapat disimpulkan bahwa terdapat perbedaan yang signifikan kemampuan berpikir kritis siswa yang diajar dengan menggunakan model pembelajaran RICOSRE dengan konvensional pada XI kemampuan berpikir kritis siswa kelas XI Madrasah Aliyah Al-Jauharen Kota Jambi. Maka disimpulkan bahwa terdapat perbedaan yang signifikan antara kemampuan berpikir kritis siswa materi teks tertulis berbentuk undangan resmi kelas XI Madrasah Aliyah Al-Jauharen Kota Jambi Tahun Ajaran 2022/2023 antara model pembelajaran RICOSRE dan model konvensional.

**Kata Kunci:** Berpikir kritis, model pembelajaran, pembelajaran konvensional, RICOSRE, sekolah islam.

## TABLE OF CONTENTS

<b>COVER</b> .....	i
<b>OFFICIAL NOTE</b> .....	iii
<b>THESIS APPROVAL</b> .....	v
<b>ORIGINAL STATEMENT</b> .....	vi
<b>DEDICATION</b> .....	vii
<b>MOTTO</b> .....	viii
<b>ACKNOWLEDGEMENT</b> .....	ix
<b>ABSTRACT</b> .....	x
<b>ABSTRAK</b> .....	xi
<b>TABLE OF CONTENTS</b> .....	xii
<b>LIST OF TABLES</b> .....	xiv
<b>LIST OF APPENDIX</b> .....	xv
<b>CHAPTER I INTRODUCTION</b> .....	1
A. Background .....	1
B. Problem Formulation .....	3
C. Research Objectives .....	3
D. Research Significance .....	4
<b>CHAPTER II LITERATURE REVIEW</b> .....	6
A. Theoretical Foundation .....	6
1. The Concept Critical Thinking .....	6
a. Definition of Critical Thinking .....	6
b. Characteristics of Critical Thinking Ability .....	8
c. Critical Thinking Ability Indicator .....	9
2. Learning Model .....	10
a. Definition of Learning Model .....	10
b. Definition of the RICOSRE Learning Model .....	11
c. RICOSRE Learning Model Steps .....	12
d. Advantages and Disadvantages of RICOSRE Learning Model .....	14
3. Written Text in the Form of a Formal Invitation .....	14
B. Previous Research .....	18
C. Hypothesis .....	20
<b>CHAPTER III RESEARCH METHODS</b> .....	22
A. Research Design .....	22
B. Research Variables .....	23
C. Population and Sample .....	24
1. Population .....	24
2. Sample .....	24
D. Research Instruments .....	24
E. Data Collection .....	27
1. Pre test .....	27
2. Treatment .....	27
3. Post test .....	29
F. Data Analysis Techniques .....	30

1. Test Instrument Requirements.....	30
a. Instrument Validity Test.....	30
b. Reliability Test .....	32
2. Test Data Analysis Requirements.....	33
a. Normality test .....	33
b. Homogeneity Test.....	33
c. “t” test.....	34
G. Statistical Hypothesis .....	34
<b>CHAPTER IV RESEARCH RESULTS AND DISCUSSION .....</b>	<b>36</b>
A. Research Results .....	34
1. Data Description.....	36
2. Test Data Analysis Requerements .....	38
3. Test results “t” test .....	40
B. Discussion .....	42
<b>CHAPTER V CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>48</b>
A. Conclusions .....	48
B. Recommendations .....	48
<b>REFERENCES .....</b>	<b>49</b>
<b>APPENDICES .....</b>	<b>53</b>

Hak Cipta Dilindungi Undang-Undang:  
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:  
    a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
    b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi  
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi



## LIST OF TABLE

Table 1. Ricosre Learning Steps .....	13
Table 2. Population Data of Class XI .....	24
Table 3. Pretes and Postes Critical Thinking Skills .....	25
Table 4. Critical Thinking Ability Category .....	27
Table 5. Validity Test Results .....	31
Table 6. Reliability Statistics .....	32
Table 7. Pretest and Posttest Results.....	37
Table 8. Test of Normality .....	39
Table 9. Test of Homogeneity .....	39
Table 10. Paired Sample Test Results.....	41

## LIST OF APPENDIX

Appendix 1 .....	44
Appendix 2 .....	45
Appendix 3 .....	66
Appendix 4 .....	71
Appendix 5 .....	74
Appendix 6 .....	78

@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Suthan Thaha Saifuddin Jambi



- Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
  2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

# CHAPTER I

## INTRODUCTION

### A. Background

Reading is one of the four basic skills (reading, listening, and speaking) in English that must be mastered by college students. In The World Book Encyclopedia (Susanti, 2002) defines "reading is the act of getting meaning from printed or written words". According to Bond (2021) reading is an introduction to written language symbols which are a stimulus that helps the process of remembering what is read, to build an understanding through experience that has been had.

According to (Pratama & Sumardi, 2022) reading is the process of reconstructing an author's ideas and drawing meaning from printed pages through printed words, language skills, and the ability to recognize previous reading and life experiences. Reading is an activity that can help readers gain more knowledge without spending more money. Through reading, readers get new information, gain new knowledge and discover new ideas. Provided students more or less understand what they read, the more they read, the better they get at it (Fitria, 2019).

The meaning of reading comprehension (reading for understanding) according to (Yunus, 2012), is a type of reading to understand literary standards or norms, reviewers, written plays, and fictional patterns in an effort to gain understanding of the text, the reader uses certain strategies. . Reading comprehension is a process in understanding the content of reading, for that we need a solution as a way out that can at least reduce the difficulties of students in reading various kinds of English.

Based on observations that have been made to class XI students at Madrasah Aliyah Al-Jauharen Jambi City which were carried out on Wednesday, October 13, 2021. The results of these observations contained several problem findings such as: 1) There were still some students who were not interested in learning English material. 2) When working on the problem requires high analysis. while the time given is short, so the questions given



cannot be solved optimally. 3) There are still students who are reluctant to give opinions in the learning process activities.

Based on the researcher's observations, the critical thinking skills of class XI students at Madrasah Aliyah Al-Jauharen Jambi City are still weak. Critical thinking ability is the ability to remember rationally, with skilled activities based on substance in solving complex problems involving cognitive abilities and self-confidence. According to Yuliati, (2013) Thinking ability is categorized into basic and complex thinking skills. Critical thinking is a process that emphasizes a logical and rational basis of beliefs, and provides a set of standards and procedures for analyzing, testing and evaluating (Afrizona et al., 2012).

According to constructivism theory, RICOSRE learning is one of the lessons that also combines prior knowledge and active involvement of students both physically and psychologically to construct their own knowledge. This type of learning emphasizes the development of initial information as well as the active participation of students in determining their own understanding. Because RICOSRE is the development of a problem-solving-based learning model so that it will involve the active participation of students (Zubaidah, et al., 2017). In solving problems students will explore knowledge related to the problem and students will have the skills to be able to solve problems.

In addition, the advantages of the RICOSRE learning model are that it can trigger students' thinking activities through students' ability to solve problems. The process of students in solving contextual problems begins with finding the problem first, then generating ideas, turning ideas into solutions, and compiling steps for completion. In solving contextual problems, students are required to consider appropriate strategies to solve contextual problems through their thinking skills (Mahanal, S., & Zubaidah, S., 2017). Thus, the main focus of the RICOSRE learning model is that students can solve contextual problems given by the teacher as an effort to train students' thinking skills.



Based on the description of the background of the problem above, the researcher are interested in taking the title of the research on "The Effect of RICOSRE for Critical Thinking on Eleventh Graders at Islamic Senior Secondary School Al-Jauharen Jambi City".

## B. Problem Formulation

Based on the background of the problem found by the researcher, the formulation of the problem was constructed in this research as as followed:

1. Is there any significant effect on students' critical thinking skills after being taught using the RICOSRE learning model in class XI at Madrasah Aliyah Al-Jauharen Jambi City?
2. Is there any significant difference in students' critical thinking skills between those taught with the RICOSRE is class and coventional class XI at Madrasah Aliyah Al-Jauharen Jambi City?

## C. Research Objectives

This study aims to determine whether or not:

1. There is significant effect on students' critical thinking skills after using RICOSRE learning model in class XI at Madrasah Aliyah Al-Jauharen Jambi City.
2. There is significant difference on students' critical thinking skills between RICOSRE learning model and coventional class XI at Madrasah Aliyah Al-Jauharen Jambi City.

## D. Research Significance

This research is expected to be useful for various parties including::

1. For students
  - a. Increase students' enthusiasm to be active, interactive, and enthusiastic, especially in class.
  - b. Improve students' critical thinking skills in solving problems of English material



- c. Work together to solve problems that train students in learning English
2. For Teachers
    - a. Attractive for the implementation of effective physical learning and achieving the expected learning goals of students
    - b. Encourage you to be more creative and innovative in developing learning methods, models, or strategies that can develop interesting, interesting, and critical thinking skills.
  3. For School
    - a. Schools also know the methods or possible solutions to ensure the quality of the teaching process.
    - b. Studying alternative learning models that can develop critical thinking for students.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Foundation

##### 1. The Concept of Critical Thinking

###### a. Definition of Critical Thinking

Thinking is about remembering or manipulating and manipulating information (Ngalimun, 2013). Thinking ability is categorized into basic and complex thinking ability (Yuliati, 2013). Basic thinking skills include basic "basic processes" which are descriptions of rational thinking processes that contain a set of mental processes from the simple to the complex. Models of basic thinking skills include causation, transformation, relationships, classification, qualifications. Complex thinking skills are thinking skills based on basic thinking processes. Quoted in (Yuliati, 2013) mentions that at least there are four processes that occur in someone's life, namely solving problems, making decisions, critical thinking, and creative thinking. According to Ennis (1996) cited in (Dewi, 2015) critical thinking is a thinking process that aims to make rational decisions directed at deciding whether to believe or do something.

According to Zubaidah (2016) the competencies needed in the 21st century are "The 4Cs" of communication, collaboration, critical thinking, and creativity. According to Marzano (2019), critical thinking skills consist of five sub-variables, namely: focusing; obtain information; remember; analyze and evaluate. Critical thinking is divided into several indicators, namely being accurate and seeking accuracy; clear and seek clarity; open; refrain from impulsiveness; able to position oneself when there is a guarantee; and is sensitive and knows the knowledge ability of his friends. Based on this opinion, it can be concluded that critical thinking is not just a way of thinking logically and not receiving raw information but critical thinking here is



also required how students are required to be able to analyze problems and find solutions or solutions to these problems.

Alatas (2014) critical thinking is a skillful activity, which can be done better or otherwise, and good critical thinking will meet various intellectual standards, such as clarity, relevance, adequacy, coherence, and others. Critical thinking is a process that emphasizes a logical and rational basis of beliefs, and provides a set of standards and procedures for analyzing, testing and evaluating (Afrizona, Ratnawulan, & Fauzi, 2012). Meanwhile, according to (Agustin & Supardi, 2014) critical thinking is a model of thinking about any matter, substance or problem in which the thinker improves the quality of his thinking by skillfully handling the structures inherent in thinking and applying intellectual standards to it.

According to (Haeruman et al., 2017) Critical thinking is a complex concept that involves cognitive abilities and self-confidence, and this can also be influenced by several ways teachers convey material concepts to their students. Critical thinking also refers to the thinking needed for academic practitioners, such as accurate, relevant, rational and thorough analysis, synthesis, generalization, application of concepts, interpretation, assessment of arguments, support and hypotheses, problem solving, or decision making or conclusions. (Setyarsih & Woro, 2014). Furthermore, critical thinking skills also collect various information and then make an evaluative conclusion from the various information, the core of critical thinking ability itself is actively looking for various information and sources, then the information is analyzed with the basic knowledge that students have to make conclusions (Dewi, 2010). The ability to think critically is characterized by a positive, reflective and thought-provoking decision-making process. (Wahyuni, 2015).

According to Zubaidah (2016) critical thinking skills are fundamental skills in learning in the 21st century, including the ability



to access, analyze, synthesize information that can be learned, trained and mastered. This definition can reveal several important things, critical thinking is focused in the sense of something that is full of awareness and leads to a goal. The goal of critical thinking is ultimately to enable us to make decisions. Based on the above definition, it is clear that critical thinking is a skill that everyone should have because this skill will be very useful in individual life, especially in dealing with or solving a problem at hand.

The ability to think critically, combine, analyze, evaluate, and solve is the ability to think critically based on the various opinions above. Critical thinking is a person's intellectual ability to understand a problem, analyze a problem, and determine the right solution to a problem. Critical thinking is the process of thinking accurately, reflecting supervised reasoning and reliable decision making. Therefore, critical thinking ability is a higher-order ability, and it is determined that one can analyze, synthesize, and evaluate problems reflexively and rationally, and one can conclude the problem and seek clarity on its source.

#### **b. Characteristics of Critical Thinking Ability**

According to Sulistiani, (2016) someone who thinks critically has the following characteristics: (1) able to think rationally; (2) able to make the right decisions; (3) be able to analyze, organize, and dig up information based on existing facts; (4) able to draw conclusions and can arrange arguments correctly and systematically. The ability to think critically is characterized by a positive, reflective and thought-provoking decision-making process. (Wahyuni, 2015). The 4 characteristics of critical thinking are as follows: 1) Ability to identify; 2) Ability to evaluate; 3) Ability to conclude; 4) Ability to express opinions (Abu Ahmadi & Widodo Supriyono, 2004). According to Browne and Keyel in (Paul Eggen, 2009) critical thinking refers to the following characteristics: 1) Awareness of a series of interrelated



critical questions; 2) The ability to ask and answer critical questions at the right time, and 3) The desire to actively ask critical questions.

### c. Critical Thinking Ability Indicator

Dewi (2015) Indicators of critical thinking is explained by Halpern: a) Thinking skills to process vocabulary; b) Analysis of arguments; c) The ability to think as a hypothesis test; d) exploiting opportunities and uncertainties; e) Decision making and problem solving skills. In addition, the critical thinking indicators identified by Carin & Sund, quoted in (Wahyuni, 2015) are: a) Classifying; b) Assuming; c) Predicting and hypotheses; d) Interpret data; e) Inferring or forming conclusions; f) Measure; g) Designing an investigation; h) Observing; j) Forming graphics; k) Minimize experimental problems; l) Assess; m) Analyzing.

Ennis (1996) cited in (Afrizona et al., 2012) There are 12 critical thinking indicators grouped from the following five key measures, he explained:

- a) Analyze the problem and ask, and give a brief explanation which includes: Focus on the question, answer the question for an explanation or statement.
- b) Establish basic techniques consisting of observing and considering observation reports and considering whether the source is reliable.
- c) Infer or consider the results of subtraction, encourage or consider the results of induction, the number of steps to arrive at a conclusion.
- d) Assume that terms and definitions are taken into account, as well as an identification measure, which consists of identifying and providing a detailed description.
- e) Develop strategies and methods for identifying actions and interacting with others.

## 2. The Concept Learning of Model

### a. Definition



In teaching and learning activities, not only are supporting facilities and infrastructure needed, but the way teachers teach in the classroom also needs to be considered to create teaching and learning activities that are in accordance with the learning objectives that have been planned by the teacher beforehand. Therefore, a learning model is needed that supports teachers to carry out effective and fun learning activities for students.

Joyce and Weil argue that the learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom (Rusman, 2012). According to Miftahul Huda quoted in (Sundari, 2015) the learning model is a complex learning device, which overshadows the methods, techniques and procedures. While the learning model according to Susan Ellis quoted from (Sundari, 2015) are strategies based on rational theories and research, consisting of steps and actions taken by teachers and students, learning support systems and student learning evaluation methods. So it can be concluded that the learning model is a learning condition that is structured using a certain syntax to achieve the desired learning objectives.

Learning models are usually arranged based on various principles or theories of knowledge. Experts develop learning models based on learning principles, psychological, sociological, systems analysis, or other supporting theories (Rusman, 2012). Learning models can be used as patterns of choice, meaning that teachers may choose effective and efficient learning models to achieve the desired learning goals (Rusman, 2012).

The learning model has the following characteristics:

- a. The learning model is based on educational theory and learning theory from certain experts.
- b. Have a specific educational mission or goal.





- c. Can be used as a guide for improving teaching and learning activities in the classroom.
- d. The learning model has the following parts: (1) a sequence of learning steps or syntax; (2) the existence of reaction principles; social system; (4) support system.
- e. Has an impact as a result of the application of the learning model. These impacts include: (1) the impact of learning, namely learning outcomes that can be measured; (2) the impact of accompaniment, namely long-term learning outcomes.
- f. Making teaching preparations (instructional design) with the chosen learning model guidelines (Rusman, 2012).

#### **b. Definition of the RICOSRE Learning Model**

RICOSRE is a problem-based learning model developed by Mahanal & Zubaidah (2017). RICOSRE is an acronym for the syntax which consists of (1) Reading (2) Identifying the problem, (3) Building a solution, (4) Solving the problem (5) Reviewing the solution and (6) Expanding the solution. This learning model is based on the stages of problem-solving-based learning that has been developed by Polya, Krulik & Rudnick, Dewey (Mahanal, S., & Zubaidah, S., 2017). Through problem-based learning, students will get used to using their thinking skills and can train students' literacy skills and scientific processes. The RICOSRE learning model (Reading, Identifying, Constructing, Solving, Reviewing, Extending), is a learning model that has step-by-step steps to hone students' creative thinking skills in solving various problems (Revayani, 2022). The same thing was also expressed by Miftakhul Khasanah (2022) The RICOSRE model is the development of a problem-solving-based learning model. This model has a syntax that was developed from the learning syntax by John Dewey which consists of Reading, Identifying the Problem, Constructing the Solution, Solving the Problem, Reviewing the Problem Solving and Extending the Problem Solving.



### c. RICOSRE Learning Model Steps

The RICOSRE learning paradigm consists of six interrelated syntaxes. The following is an explanation of each syntax of the RICOSRE learning model:

The first syntax is reading, reading is the key to academic success for all students (Lather, A. S., Jain, S., & Shukla, A. D., 2014). Reading activity is a thought process to build meaning (Ma, H.-H., 2009). Reading consists of a series of complex processes, involving physiological, psychological, social, affective, cognitive, and metacognitive aspects, in reconstructing previous knowledge, in analyzing the meaning of words in the text, and in deducing the core and meta structure of the text (Magno, C., 2011).

The second syntax is identifying the problem, an activity of structuring unstructured problems in the form of problem formulation. Formulating the problem is an activity that not only involves finding the problem, but also in-depth exploration to find out the underlying causes of the problem (Mahanal, S., & Zubaidah, S., 2017). The principle of solving a problem, namely understanding the meaning of the problem and how to solve it, is critical thinking (Heong, Y. M. et al, 2011).

The third syntax is constructing the solution, students must be able to design solution paths to solve problems, maybe one solution or more than one solution depending on the ability of students. Identifying problems followed by building solutions in many dimensions, being flexible, and generating original ideas are the main skills in creative thinking (Ennis, R. H., & Robert, H., 2013).

The fourth syntax is solving the problem, which is the stage in solving the problem, this activity implements strategies to solve the problems that have been selected in the previous stage. Literacy skills and scientific processes can be taught and learned, by facilitating students to apply their thinking skills to solve problems (Krulick, S., &



Rudnick, J. A., 1988). Continued to the fifth and sixth syntax, namely reviewing the problem solving, and extending the problem solving. At this stage students communicate the results of the investigations obtained to other students to get input and analyze the effectiveness and efficiency of the solutions they choose to apply to similar problems. Students are involved in challenging tasks with the expansion of the use of the ability of the mind to solve new problems is a continuous and continuous development of HOTS (Anderson, L., & Krathwohl, D. A., 2001).

The RICOSRE learning steps can be seen in table 1 as follows (Mahanal, S., & Zubaidah, S., 2017):

**Table 1**  
**RICOSRE Learning Steps**

Steps	Teacher Behavior
Step 1 Reading (read)	Facing students with new problems, such as by explaining pictures, formulas, and examples of contextual problems related to the material.
Step 2 Identifying The Problem (identifying the problem)	Facing students with contextual problems, guiding students in identifying and deepening understanding of the problems given.
Step 3 Constructing the solution (designing a settlement strategy)	Provide opportunities for students to determine strategies in solving the problems given
Step 4 Solving the problem	Provide opportunities for students to solve problems or formulate answers from strategies that have been chosen by students.
Step 5 Reviewing the problem (checking the accuracy of the solution)	One of the students shows the result of the answer and the other students can deny if the answer is different.
Step 6 Extending the problem solution	Facing students with new problems and still in one concept

#### d. Advantages and Disadvantages of RICOSRE Learning Model

One of the advantages of the RICOSRE learning model is that it can trigger students' thinking activities through their ability to solve problems. The process of students in solving contextual problems begins with finding the problem first, then generating ideas, turning ideas into solutions, and compiling steps for completion. In solving contextual problems, students are required to consider appropriate strategies to solve contextual problems through their thinking skills (Mahanal, S., & Zubaidah, S., 2017). Thus, the main focus of the RICOSRE learning model is that students can solve contextual problems given by the teacher as an effort to train students' thinking skills.

While the Weaknesses of the RICOSRE Learning Model (Sanjaya, 2020) this model also has weaknesses, namely: students are not interested in learning to analyze the problems.

## B. Previous Research

In writing this Thesis, the researcher explores information from previous studies as a comparison material, both regarding the existing advantages or disadvantages. In addition, the researchers also dig up information from journals, magazines and books in order to obtain a pre-existing information about the theory related to the title used to obtain a scientific theoretical basis. Then the researcher will describe the works that are relevant to this research, including::

The results of research by Susriyati Mahanal & Siti Zubaidah (2017) about the potential of the rcosre learning model in improving students' high order thinking. The type of research used is development research, the research instrument used is essay questions, the research location is carried out at the State University of Malang with a sample of 100 students. The results of this study indicate that there are differences in HOTS (critical thinking skills, creative thinking skills, and cognitive domains) between students who are taught using the RICOSRE learning model and conventional learning.



The results of Husbandati's research (2018) on RICOSRE's Learning Potential on Improving Cognitive Learning Outcomes of Class XI Students. The type of research used is quantitative research with experimental methods, the research instrument used is essay questions, the research location is in SMA N 4 Malang and SMA N 10 Malang with a sample of 80 students. Based on the results of the research, the RICOSRE learning model has the potential to influence and improve cognitive learning outcomes for class XI students at SMAN Malang. Further research needs to be conducted to examine the potential consistency of the RICOSRE learning model in its influence on students' cognitive learning outcomes and its interaction with the dependent variable and other independent variables that affect the learning process in the classroom.

Research results Mawahddah et al. (2021) on RICOSRE: Innovative Learning Models to Promote Critical Thinking Skills. The type of research used is mixed research with concurrent embedded, the research instrument used is essay questions, the research location is at SMA N 1 Batu with a sample of 57 students. Based on the results of research conducted that the RICOSRE learning model is effective in improving students' scientific literacy in terms of quality and quantity. Therefore, this RICOSRE learning model can be applied in the classroom.

The results of Miftakhul Khasanah's (2022) research on the effect of the ricosre learning model assisted by videoscribe and quizziz on the critical thinking skills of 8 state senior high school students in Ternate. This study is a quasi-experimental study, using the pretest-posttest design of the Nonequivalent Control Group. The population in this study were students of class XII-MIPA, amounting to 148 people. The sampling technique was carried out using the class equivalence test.

### C. Hypothesis

The hypothesis is a temporary answer to the research problem formulation, where the problem formulation has been stated in the form of a question



sentence. It is said to be temporary, because the answers given are only based on relevant theories, not based on empirical facts obtained through data collection (Sugiyono, 2020). As for this study, the authors propose the following hypotheses:

$H_{a1}$  : There is a significant effect on students' critical thinking skills after being taught with the RICOSRE learning model in class XI at Madrasah Aliyah Al-Jauharen Jambi City.

$H_{01}$  : There is no significant effect on students' critical thinking skills after being taught with the RICOSRE learning model in class XI at Madrasah Aliyah Al-Jauharen Jambi City.

$H_{a2}$  : There is a significant difference in students' critical thinking skills between those taught with the RICOSRE learning model and those not in class XI at Madrasah Aliyah Al-Jauharen Jambi City.

$H_{02}$  : There is no significant difference in students' critical thinking skills between those taught with the RICOSRE learning model and those not in class XI at Madrasah Aliyah Al-Jauharen Jambi City.



## CHAPTER III RESEARCH METHODS

### A. Research Setting

This research was conducted in MA Al-Jauharen Jambi City, on November 03 2022. There were 12 total classes in MA Al-Jauharen. Tenth grade had 4 classes, eleventh grade had 4 classes, and twelfth grade had 4 classes. The treatment in this research was RICOSRE learning model which provides Invitation latter or card. The treatment was applied to experiment class, while the control class was taught conventional learning model. There were 7 meetings to apply pre-test, treatment, and post-test. The experiment class in this research was grade XI A of MA Al-Jauharen Jambi City. The control class in this research was grade XI B of MA Al-Jauharen Jambi City.

### B. Research Design

The approach in this research is a quantitative approach. This type of research uses the type of experimental research. Experimental research is a way to find a causal relationship (causal relationship) between two factors that are intentionally caused by researchers by eliminating or reducing or setting aside other factors that can interfere (Creswell, 2015).

The design of this research is Quasi Experimental Design. This form of design is a development of true experimental design, which is difficult to implement. This design has a control group, but cannot function fully to control external variables that affect the implementation of the experiment. The research design used is the Nonequivalent Control Group Design. Where the experimental group and the control group were not chosen randomly. The experimental and control groups carried out the initial test. The two groups received different treatments, where the experimental group used the Ricosre learning model and the control group used the conventional learning model with a final test for each group. The following is an image of a quasi-experimental design model of a nonequivalent control group design.

**Figure 3**

## Pretest and Posttest Research Design Only Control Group Design

E	0 <sub>1</sub>	X	0 <sub>2</sub>
K	0 <sub>3</sub>		0 <sub>4</sub>

Adapted From (Creswell, 2015)

## Information:

E : Experiment class

K : Control class

X : Treatment with RICOSRE model

O1 : Pretest to measure the initial ability of critical thinking skills

O2 : Posttest to measure the final ability of critical thinking skills

O3 : Pretest to measure the initial ability of critical thinking skills

O4 : Posttest to measure the final ability of critical thinking skills.

Figure 3 shows that there are two study groups in this study, the control group and the experimental group. These two groups were given different treatment. The experimental group was given treatment by applying RICOSRE learning in the English learning process. This treatment is in accordance with the RICOSRE learning steps, namely by exploring students' initial conceptions, clashing students' initial conceptions with questions related to the material, inviting students to further deepen their thinking, proving by observing phenomena to obtain the correct concept and finally strengthening. As for the control group, the treatment given was lecture learning in the English learning process. This treatment is in accordance with conventional learning steps, namely the teacher conveys the objectives, the lesson to be achieved, the teacher presents information to students step by step with the lecture method, the teacher checks the student's success and provides feedback and the teacher gives additional assignments to do at home. Furthermore, in the final session of learning, the teacher provides opportunities for students to practice concepts or skills with several problems independently and then evaluated by the teacher.

The control group and the experimental group were given the same time and material. Both were also given a pretest and posttest to measure students' critical thinking skills.







### C. Research Variables

There are two variables in this study, among others:

1. The independent variable is called variable X. In this study, the variable X is RICOSRE learning.
2. The dependent variable or (Dependent Variable) is called the Y variable. In this study there are two Y variables, namely the students' critical thinking ability.

### D. Population and Sample

#### 1. Population

In this study, the population was all Class XI students at Madrasah Aliyah Al-Jauharen Jambi City for the 2021/2022 Academic Year who were in the first semester with a total of 108 students divided into 4 class groups. As shown in Table 2, there are several students in each class.

**Table 2**

Population Data of Class XI Students at Madrasah Aliyah Al-Jauharen Jambi City

No	Class	Sum
1	XI A	28
2	XI B	28
3	XI C	26
4	XI D	26
	Amount	108

#### 2. Sample

The sampling method used in this research is cluster random sampling method. Cluster random sampling is a way of taking samples from members of the population by using a random system without showing the strata in the members of the population. The sampling method was carried out randomly to determine the experimental, control and validity test classes. So that one class is obtained as the validity test class, namely XI C and class XI A as the experimental class and class XI B as the control class. While the test used is an essay test, with 10 questions.

## E. Research Instruments

The instrument used in this study was in the form of essay questions, which aimed to measure students' critical thinking skills on class XI invitation card material. Essay tests are tests in the form of written questions whose answers are in the form of essays or long sentences," claims Purwanto N. (2013). This essay question indicator refers to indicators of students' critical thinking skills. The test given is a descriptive test, thus suppressing students' opportunities to copy each other. In addition, the existence of an essay test provides a good indication to reveal the achievement of students' critical thinking skills. The test instrument consists of an initial test (pretest) and a final test (posttest) in the form of a description of 10 questions. The pretest in this study was used to determine students' initial abilities before being given treatment (treatment), then a posttest was carried out to determine students' abilities after being given treatment. In the following, the researcher will present a grid of students' critical thinking skills test questions. This grid serves as a guideline for writing essay questions.

The pretest and posttest grids that have been formulated in this study can be seen in Table 3 below.

**Table 3**  
Pretest and Posttest Critical Thinking Skills

No	Critical Thinking Competence	Student Responses to Questions	Score
1	Provide basic explanation	Not answering or giving the wrong answer.	0
		Find and detect important things from the given questions.	1
		Finds and detects things that are important, but draws wrong conclusions.	2
		Find and detect things that are important and make the right conclusions, but make mistakes in calculations.	3
		Find and detect things that are important and make the right conclusions, and do the right calculations	4

2	Building Basic Skills	Not answering or giving the wrong answer.	0
		Find and detect important things from the given questions.	1
		Finds and detects things that are important, but draws wrong conclusions.	2
		Find and detect things that are important and make the right conclusions, but make mistakes in calculations.	3
		Find and detect things that are important and make the right conclusions, and do the right calculations	4
3	Conclude	Not answering or giving the wrong answer.	0
		Find and detect important things from the given questions.	1
		Finds and detects things that are important, but draws wrong conclusions.	2
		Find and detect things that are important and make the right conclusions, but make mistakes in calculations.	3
		Find and detect things that are important and make the right conclusions, and do the right calculations	4
4	Provide further explanation	Not answering or giving the wrong answer.	0
		Find and detect important things from the given questions.	1
		Finds and detects things that are important, but draws wrong conclusions.	2
		Find and detect things that are important and make the right conclusions, but make mistakes in calculations.	3
		Find and detect things that are important and make the right conclusions, and do the right calculations	4
5	Setting Strategy and Tactics	Not answering or giving the wrong answer.	0
		Find and detect important things from the given questions.	1
		Finds and detects things that are important, but draws wrong conclusions.	2
		Find and detect things that are important and make the right conclusions, but make mistakes in calculations.	3
		Find and detect things that are important and make the right conclusions, and do the right calculations	4

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suftha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suftha Jambi



(Karim & Nurmaya, 2015)

The criteria for students' critical thinking skills are presented in Table 4 below:

**Table 4**  
Critical Thinking Ability Category

Percentage of Students' Critical Thinking Ability Interval	Category
80 – 100	Very well
66 – 79	Good
56 – 65	Enough
40 – 55	Not enough
0 – 39	Less once

(Srianti, A. Samad & A.J. Patandean, 2011)

## F. Techniques of Data Collection

In this study, researchers used data collection by tests.

### 1. Pre-Test

At this stage an initial test (pretest) is carried out. The purpose of this test is to determine the initial state of the research sample. The pretest was carried out for two sample groups, namely the experimental group and the control group. After the two groups were considered to have the same condition and were given a pretest. At this stage students in the experimental and control classes were given 10 questions related to the material to be studied about official invitations.

### 2. Treatment

At this stage an initial test (pretest). The purpose of this test is to determine the initial state of the research sample. Pretest was conducted for two sample groups, namely the experimental group and the control group. After the two groups are considered to have the same conditions and are given a pretest, the next step is to give treatment. This action involves four main elements, namely the ricosre learning model, teachers, researchers, and students.

At this stage, there was a difference in treatment between the

experimental group and the control group. The experimental group was given treatment in the form of learning invitation material using the ricosre learning model, while the control group did not receive this treatment. The learning material for the invitations carried out in the experimental group and the control group is as follows.

#### a. Experiment Class

At this stage, the experimental group was given treatment in the form of learning invitation material using the ricosre learning model.

The learning steps are as follows.

- 1) Step 1 Reading (reading)
  - a) The teacher conveys the material to students by presenting problems by displaying pictures related to the material presented.
  - b) All students listen to the problems and pictures that are displayed and note the important things from the pictures that are displayed.
- 2) Step 2 Identifying The Problem (identifying the problem)
  - a) The teacher guides students in identifying and deepening understanding of the problems given
  - b) Students begin to analyze the problems contained in the images displayed by the teacher.
- 3) Step 3 Constructing the solution (designing a settlement strategy)
  - a) The teacher provides opportunities for students to determine strategies in solving the problems given.
  - b) Students determine strategies and techniques in solving problems given by the teacher. .
- 4) Step 4 Solving the problem
  - a) The teacher gives direction to the students.



- b) The teacher provides opportunities for students to solve problems or formulate answers to strategies that have been chosen by students
  - c) Students begin to formulate problems by linking the material and experiences they have experienced to be used as ideas and writing materials.
- 5) Step 5 Reviewing the problem (checking the accuracy of the solution)
- a) The teacher checks the results of the problem formulation that has been made by the students.
  - b) Students show their answers
  - c) Other students are given the freedom to give objections.
- 6) Step 6 Extending the problem solution
- a) Teachers and students make conclusions about the problems they have learned
  - b) The teacher exposes students to new problems and is still in one concept for the next meeting.

#### b. Control Group

At this stage, the control group was given treatment in the form of learning invitation material using the lecture learning model.

The learning steps applied to the control class are as follows.

- 1) The teacher provides material about invitations to students.
- 2) Students record the teacher's explanation carefully.
- 3) The teacher gives a sample invitation to all students.
- 4) The teacher and students ask and answer questions about the content, elements, and structure of the invitation contained in the sample invitation that has been conveyed.
- 5) Teachers and students relate the contents of the sample invitations to everyday life.
- 6) Students look for examples of invitations that are similar to those in students' daily lives.

- 7) The teacher assigns students to put the ideas that students get into writing in the form of making invitations

### 3. Post-Test

At this stage a final test (post-test) is carried out. The purpose of this test is to determine the final state of the research sample. post-test was carried out for two sample groups, namely the experimental group and the control group after being given treatment. At this stage students in the experimental and control classes were given 10 questions related to the material that had been studied, namely the official invitation material.

## G. Techniques of Data Analysis

### 1. Test Instrument Requirements

#### a. Instrument Validity Test

The instrument validity test is used to assess whether the test questions are valid or not. The instrument is said to be valid if it is able to measure what is desired and can reveal data from the variables studied appropriately. To determine the validity using the correlation formula proposed by Pearson, which is known as the product moment correlation formula. Pearson product moment is used to determine its validity. SPSS Version 21 was used to analyze the validity of the instruments in this study. Based on the results obtained from the calculation compared to the price of  $r$  product moment. With a significance level of 5%, if  $r_{count} \geq r_{table}$ , it can be said that the instrument is valid. Meanwhile, if  $r_{count} < r_{table}$ , it can be said to be invalid (Riduwan, 2014).

Testing the validity of the data in this study was carried out statistically, namely by using the Pearson product-moment coefficient of correlation test with the help of SPSS. All statements have a correlation value above the critical value of 5%, which is above 0.632, so these questions are significant and have validity. Or in the language

of statistics there is consistency (internal consistency) which means that these statements measure the same aspect. This means that the data obtained is valid and can be used for research. Based on the results of the validity test on 10 students in class XI C, the results of the validity test can be seen in the following table:

Table 5. Validity Test Results for Critical Thinking Ability  
Correlations

	Item_1	Item_2	Item_3	Item_4	Item_5	Item_6	Item_7	Item_8	Item_9	Item_10	Total
1 Correlation ailed)	1	.332	.482	.600	.660*	.332	.482	1.000**	.650*	.226	.726*
		.349	.159	.067	.038	.349	.159	.000	.042	.531	.017
	10	10	10	10	10	10	10	10	10	10	10
1 Correlation ailed)	.332	1	.767**	.227	.256	1.000**	.767**	.332	.306	.554	.741*
	.349		.010	.528	.475	.000	.010	.349	.390	.096	.014
	10	10	10	10	10	10	10	10	10	10	10
1 Correlation ailed)	.482	.767**	1	.694*	.392	.767**	1.000**	.482	.405	.495	.870**
	.159	.010		.026	.263	.010	.000	.159	.246	.145	.001
	10	10	10	10	10	10	10	10	10	10	10
1 Correlation ailed)	.600	.227	.694*	1	.526	.227	.694*	.600	.504	.471	.732*
	.067	.528	.026		.118	.528	.026	.067	.137	.170	.016
	10	10	10	10	10	10	10	10	10	10	10
1 Correlation ailed)	.660*	.256	.392	.526	1	.256	.392	.660*	.995**	.627	.741*
	.038	.475	.263	.118		.475	.263	.038	.000	.052	.014
	10	10	10	10	10	10	10	10	10	10	10
1 Correlation ailed)	.332	1.000**	.767**	.227	.256	1	.767**	.332	.306	.554	.741*
	.349	.000	.010	.528	.475		.010	.349	.390	.096	.014
	10	10	10	10	10	10	10	10	10	10	10
1 Correlation ailed)	.482	.767**	1.000**	.694*	.392	.767**	1	.482	.405	.495	.870**
	.159	.010	.000	.026	.263	.010		.159	.246	.145	.001
	10	10	10	10	10	10	10	10	10	10	10
1 Correlation ailed)	1.000**	.332	.482	.600	.660*	.332	.482	1	.650*	.226	.726*
	.000	.349	.159	.067	.038	.349	.159		.042	.531	.017
	10	10	10	10	10	10	10	10	10	10	10
1 Correlation ailed)	.650*	.306	.405	.504	.995**	.306	.405	.650*	1	.639*	.754*
	.042	.390	.246	.137	.000	.390	.246	.042		.047	.012
	10	10	10	10	10	10	10	10	10	10	10
1 Correlation	.226	.554	.495	.471	.627	.554	.495	.226	.639*	1	.707*

ailed)	.531	.096	.145	.170	.052	.096	.145	.531	.047		.022
	10	10	10	10	10	10	10	10	10	10	10
Correlation	.726*	.741*	.870**	.732*	.741*	.741*	.870**	.726*	.754*	.707*	1
ailed)	.017	.014	.001	.016	.014	.014	.001	.017	.012	.022	
	10	10	10	10	10	10	10	10	10	10	10

gnificant at the 0.05 level (2-tailed).

gnificant at the 0.01 level (2-tailed).

Based on the table above, it can be explained that all the items used in this study were stated to be all valid, because they had the above correlation coefficient of the critical product moment correlation value of 0.632 so that all research questions were declared valid to be continued with more in-depth research. For more details see the attachment.

#### b. Reliability Test

Reliability is what states the level of constancy or consistency of a problem. That is, whenever the assessment tool is used it will give relatively the same results (Riduwan, 2014). The formula used to test the reliability of the instrument in this study is to use the Cronbach Alpha coefficient. The Cronbach Alpha coefficient is used to test the reliability of the instrument in this study. SPSS Version 21 was used to analyze the reliability test of the instrument in this study. The r11 results obtained from the calculations were compared with the product moment rtable price. The rtable price is calculated at a significant level of 5% and n according to the number of trial participants. If  $r_{11} \geq r_{table}$ , then it can be stated that the instrument (question) is reliable. Based on the results of the validity test on 10 students in class XI C, the results of the reliability test can be seen in the following table:

Table 6 Reliability Test Results for Critical Thinking Ability

Reliability Statistics	
Cronbach's Alpha	N of Items

.919	10
------	----

Based on the table above, it can be explained that all items on critical thinking ability used in this study were stated to be all reliable, because they had a Cronbach alpha value above the critical value of 0.632 so that the research questions were declared reliable to continue more in-depth research. For more details see the attachment.

## 2. Test Data Analysis Requirements

Use fact analysis to use parameterized statistical strategies to reason about information. The assumption of the data required to use parameter data must be frequent and uniform, so it is necessary to check the realization of the requirements in the form of a normal test and a homogeneity test.

### a. Normality test

The normality test is used to determine whether the sample in this study comes from a normal population or not. The normality test analysis in this study was processed using the Chi Square formula. The normality test analysis in this study was processed using SPSS version 21. To find out the results of the normality test, the criterion was used if significant  $> 0.05$  means that the data is normally distributed while if it is significant  $< 0.05$  the data is not normally distributed.

### b. Homogeneity Test

The homogeneity test of variance was carried out to find out whether the two groups have a homogeneous variance or not. The homogeneity test analysis in this study was processed using the large variance and small variance formulas. The homogeneity test analysis in this study was processed using SPSS Version 21.



### c. “t” Test

The t-test is used to find out whether there is a difference between the samples. In this study, researchers will use paired sample t-test and independent sample t-test. Paired sample t-test is used to determine whether there is an influence on students' critical thinking skills before and after using the RICOSRE learning model. The independent sample t-test was used to find out whether there was a difference between the scores of students who were taught using the RICOSRE learning model, and students who were not taught using the RICOSRE learning model. The t-test analysis in this study was processed using SPSS Version 21.

## H. Statistical Hypothesis

Because in this study the researcher used a sample, the statistical hypothesis was used in this study.

The research hypothesis will be tested with the test criteria are:

1. If  $t_{\text{count}} > t_{\text{table}}$  or significant level  $> \alpha$  (sign value  $> 0.05$ ) then  $H_0$  is accepted and  $H_i$  is rejected. This means that there is no effect of learning using the RICOSRE learning model on students' critical thinking skills.
2. If  $t_{\text{count}} > t_{\text{table}}$  or significant level  $< \alpha$  (sign value  $< 0.05$ ) then  $H_0$  is rejected and  $H_i$  is accepted. This means that there is an effect of learning using the RICOSRE learning model on students' critical thinking skills.
3. If  $t_{\text{count}} > t_{\text{table}}$  or significant level  $> \alpha$  (sign value  $> 0.05$ ) then  $H_0$  is accepted and  $H_i$  is rejected. This means that there is no significant difference in students' critical thinking skills between those taught with the RICOSRE learning model and those who are not in class XI at Madrasah Aliyah Al-Jauharen, Jambi City.
4. If  $t_{\text{count}} > t_{\text{table}}$  or significant level  $> \alpha$  (sign value  $> 0.05$ ) then  $H_0$  is accepted and  $H_i$  is rejected. This means that there is a significant difference in students' critical thinking skills between those taught with



the RICOSRE learning model and those who are not in class XI at Madrasah Aliyah Al-Jauharen, Jambi City.

@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Sulthan Thaha Saifuddin Jambi



UNIVERSITAS ISLAM NEGERI  
SULTHAN THAHA SAIFUDDIN  
J A M B I

- Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
  2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

## CHAPTER IV RESEARCH RESULTS AND DISCUSSION

### A. Research Results

**Research Findings** To collect data in this chapter, researchers used pre-test and posttest as instruments. The purpose of this study was to see whether there was a significant effect on the critical thinking skills of students taught using the RICOSRE learning model and the speaking skills of students taught using conventional learning models in teaching English. The researcher asked for the help of two raters to get data on students' critical thinking skills in the pre-test and post-test. Researchers used SPSS (Statistical Product and Service Solution) to calculate student data. There are two findings in this research. The first finding is about the descriptive analysis of students' critical thinking skills. The second is the statistical analysis of students' critical thinking ability tests.

### 3. Descriptive Analysis

Based on the results of research conducted on class XI students at Madrasah Aliyah Al-Jauharen, Jambi City, even semester of 2022/2023. By applying the RICOSRE learning model and the conventional model to find out differences in students' critical thinking abilities in written text material in the form of official invitations. Data taken through a test (essay) can be said to be high if it has a score of more than the total class score and is categorized as low if it gets a score below the average or less than the average total score of the class used as the sample in the study.

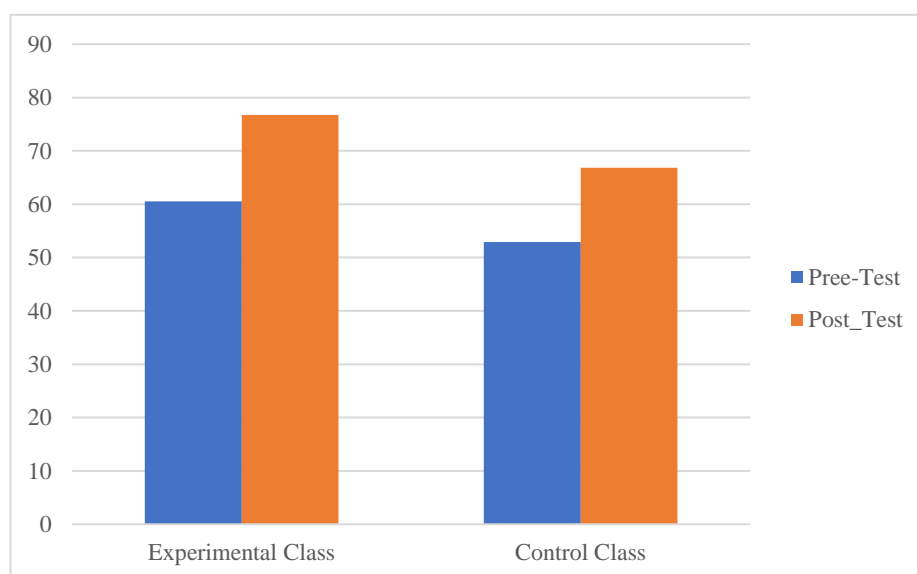
Obtained data on students' critical thinking skills in the experimental class and control class. The results of the pretest and posttest average values for the critical thinking skills of the experimental class and the control class can be seen in table 7 as follows:

Table 7 Pretest and posttest results for the critical thinking skills of the experimental class and the control class

Score	Experiment		Control	
	<i>Pree-test</i>	<i>Post-test</i>	<i>Pree-test</i>	<i>Post-test</i>
High	79	88	63	84
Low	47	58	40	50
Average	60.53	76,75	52.92	66.82

Table 7 shows that the mean pre-test and post-test critical thinking skills of the experimental class were greater than those of the control class, the two classes showed differences in critical thinking skills.

The results of the pretest and posttest of the critical thinking skills of the two classes are presented as follows:



**Figure 4.1** : Graph of Pretest and Posttest critical thinking skills of Class XI A and Class XI B

Based on Figure 4.1, the average pre-test score for the experimental class is higher than that for the control class, for the experimental class, which is 60.54, for the control class, it is 52.93. There was an increase in critical thinking skills after being given different treatment using the RICOSRE learning model and the conventional model, and the posttest average score of the experimental class was 76.75 while that of the control

class was 66.82. These results indicate that the critical thinking skills of the two classes have differences. It can be seen that the experimental class that uses the RICOSRE learning model students tend to be more active in the English learning process than the control class which uses conventional learning, students tend to be passive. This shows that the critical thinking skills of the experimental class are superior to the control class

#### 4. Test Data Analysis Requirements

The results of the analysis of the prerequisites for analyzing critical thinking skills are as follows.

##### a. Normality Test Results

The normality test was carried out to see if the sample under study was normally distributed or not. In the normality test using the Kolmogorov Smirnov test, this test was carried out in the experimental class and control class on the pretest and posttest results with SPSS with a sig. 5%. The provisions of the normality test are if the significant value is  $> \alpha$  so that the data is normally distributed whereas if the significant value is  $< \alpha$  so the data is not normal.

The normality test aims to state whether the data scores for students' critical thinking abilities in RICOSRE Learning Models on the subject of formal invitation for each experimental class and control class from a normally distributed population. Testing whether or not the data is normal in this study uses SPSS statistics version 21 through the Kolmogorov Smirnov test.

The Kolmogorov-Smirnov test is a normality test by comparing the data distribution (which will be tested for normality) with the standard normal distribution. The standard normal distribution is data that has been transformed into a z-score and is assumed to be normal. This test is used to test the difference between the data tested for normality and standard normal data. The application of the Kolmogorov-Smirnov test is that if Sig. below 0.05 means that the data to be tested has a significant difference from standard normal data,





meaning that the data is not normal. If the value of Sig. above 0.05, there is no significant difference with standard normal data, which means that the data is normal. Following are the normality test results obtained:

Table 8 Normality Test Results for Critical Thinking Ability

Class		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Results	PRE_Experiment	.092	28	0,002	.981	28	.883
	POST_Experiment	.097	28	0,002	.940	28	.114
	PRE_Control	.101	28	0,002	.962	28	.397
	POST_Control	.089	28	0,002	.983	28	.912

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

a. Lilliefors Significance Correction

In table 8, the normality test results are between significant > 0.05, so the data is normal. The experimental class's critical thinking ability variable data obtained a sig value of 0.002, so the experimental class's critical thinking ability values were normally distributed, while for the control class values obtained a sig value of 0.002 and normally distributed. This shows that the critical thinking ability score data for class XI Madrasah Aliyah Al-Jauharen Jambi City comes from a population that is normally distributed.

#### b. Homogeneity Test Results

To find out the test analysis Test of Homogeneity of Variance. In the Test of Homogeneity of Variance homogeneity test whether the data is homogeneous or not. The results of the Test of Homogeneity of Variance homogeneity test can be seen in the table below 9 as follows:

Table 9 Test Results of Homogeneity of Variance

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Critical_thinking ability	Based on Mean	.241	1	54	.625
	Based on Median	.253	1	54	.617
	Based on Median and with adjusted df	.253	1	53.096	.617
	Based on trimmed mean	.244	1	54	.623

Based on table 4.6 above, it is obtained that the significance

value is 0.625 according to the existing criteria if the sig value is  $> 0.05$ , it can be concluded that the data from the posttest results of the two classes are homogeneous

## 5. Test results "t" test

Testing the hypothesis using the t-test aims to determine whether there is a significant difference between the scores of students' critical thinking skills achieved by the experimental class and the control class, thus the statistical hypothesis is formulated as follows:

$H_{a1}$ : There is a significant effect on students' critical thinking skills after being taught the RICOSRE learning model in class XI at Madrasah Aliyah Al-Jauharen, Jambi City.

$H_{01}$ : There is no significant effect on students' critical thinking skills after being taught the RICOSRE learning model in class XI at Madrasah Aliyah Al-Jauharen, Jambi City.

$H_{02}$ : There is no significant difference between students' critical thinking skills in written text material in the form of official invitations for class XI Madrasah Aliyah Al-Jauharen Jambi City for the 2022/2023 Academic Year between the RICOSRE learning model and the Conventional learning model.

$H_{a2}$ : There is a significant difference between students' critical thinking skills in written text material in the form of official invitations for class XI Madrasah Aliyah Al-Jauharen Jambi City for the 2022/2023 Academic Year between the RICOSRE learning model and the conventional model.

### a. Paired Samples Test Results

In this study, researchers used the Paired Samples Test using IBM SPSS. The standard for accepting and rejecting the hypothesis is:  $H_0$  is accepted if  $\text{Sig (Pvalue)} \geq \alpha = 0.05$ . In another way,  $H_a$  = accepted if  $\text{Sig (Pvalue)} \leq \alpha = 0.05$ . Paired sample t-test was used to determine

whether there was a significant influence on students' critical thinking skills before and after treatment.

Table 10 Paired Samples Test Results

		paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_EKS	60.54	28	7.310	1.382
	POST_EKS	76.75	28	7.970	1.506
Pair 2	PRE_KONT	52.93	28	7.503	1.418
	POST_KONT	66.82	28	8.129	1.536

Table 4.8 Paired Samples Test Results

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PRE_EKS - POST_EKS	-16.214	10.060	1.901	-20.115	-12.313	-8.528	27	.000
PRE_KONT - POST_KONT	-13.893	9.639	1.822	-17.631	-10.155	-7.627	27	.000

The test results showed that there was a statistically significant increase in students' critical thinking skills before using the RICOSRE learning model: (Mean= 60.54, Standard deviation = 7.310), after using the RICOSRE model: (Mean= 76.75 Standard deviation = 7.970). Based on table 4.8 it can be seen that the paired sample t test value Sig. (2-tailed) is  $0.000 \leq 0.05$ , meaning that  $H_a$  is accepted. It can be concluded that there is a significant effect of the RICOSRE learning model on critical thinking skills.

b. Independent Sample t-test results

The independent sample t-test is a test used to compare two unrelated group means to determine whether there is statistical evidence that the related population means are significantly different. Researchers used the t-test formula using IBM SPSS statistics version 21.

Table 4.7 Independent Sample t-test results

	Independent Samples Test								
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.241	.625	4.615	54	.000	9.929	2.151	5.615	14.242
Equal variances not assumed			4.615	53.979	.000	9.929	2.151	5.615	14.242

Based on the results above, it can be seen that the average difference is 9.929 and is significant 2-tailed  $\leq 0.05$  ( $0.000 \leq 0.05$ ), which means that  $H_a$  is accepted. Therefore, it can be concluded that there are differences in the influence of students' critical thinking skills between the experimental class and the control class. Although there is an increase in the control class but not more than the experimental class. In short, the researchers found that there was a significant influence of students' critical thinking skills between students who were taught using the RICOSRE learning model and students who were taught using the conventional learning model in class XI Madrasah Aliyah Al-Jauharen Jambi City in the 2022/2023 Academic Year.

## B. Discussion

After collecting and analyzing the data of pre-test and post-test in experimental and control class by using SPSS 21, the researcher described the interpretation of the researcher the aims of this research were to find out the effect of students' critical thinking after being taught using the RICOSRE learning model. Besides, it was to find out the difference between students' who were taught with the RICOSRE learning model and conventional learning model.

Based on the results of the analysis of the data obtained, it can be seen that the average posttest score after being treated in the experimental group was 76.75 and the control group was 66.82, the difference in the average post-test

results in that group was only 9.9. This allows the authors to see that there is a difference between the two models applied, namely the RICOSRE learning model and the conventional model for the critical thinking skills of class XI students' critical thinking skills of students' official invitation material for class XI Madrasah Aliyah Al-Jauharen City of Jambi, after testing the hypothesis it can be concluded that there is a significant difference significant for the two models.

Based on the results of the Paired Samples Test test above, the test results showed that there was a statistically significant increase in students' critical thinking skills before using the RICOSRE learning model: (Mean = 60.54, Standard deviation = 7.310), after using the RICOSRE model: ( Mean = 76.75 Standard deviation = 7.970). Based on table 4.8 it can be seen that the paired sample t test value Sig. (2-tailed) is  $0.000 \leq 0.05$ , meaning that  $H_a$  is accepted. It can be concluded that there is a significant effect of the RICOSRE learning model on critical thinking skills.

Based on the results of the Independent Sample t-test above, it can be seen that the average difference is 9.929 and is significant 2-tailed  $\leq 0.05$  ( $0.000 \leq 0.05$ ), which means that  $H_a$  is accepted. Therefore, it can be concluded that there are differences in the influence of students' critical thinking skills between the experimental class and the control class. Although there is an increase in the control class but not more than the experimental class. In short, the researchers found that there was a significant influence of students' critical thinking skills between students who were taught using the RICOSRE learning model and students who were taught using the conventional learning model in class XI Madrasah Aliyah Al-Jauharen Jambi City in the 2022/2023 Academic Year.

The explanation above explained that RICOSRE learning model could assist students' performance to be better and more confident for critical thinking skills. It's the line with the study conducted by Susriyati Mahanal & Zubaidah (2017), RICOSRE learning model has a beneficial impact in improving students' high order thinking. The other study by Husbandatis' (2018), on RICOSRE's learning model potential on improving cognitive learning



outcomes of class XI students. Meanwhile, some of study also stated that RICOSRE learning model for critical skills. According to the study Mawaddah et al. (2021), on RICOSRE: innovative learning models to promote critical thinking skills. Mifathul Khasanah's (2022) stated that research on the effect of the RICOSRE learning models assisted by video scribe and quizzing on the critical thinking skills.

Regarding to the research which had done in MA Al-Jauharen Jambi City, this research showed that using RICOSRE learning model on students' critical thinking at MA Al-Jauharen Jambi City effective. In other words, Ha1 was accepted and Ho2 was rejected. Furthermore, the result of this research showed the that there was significance difference between students using RICOSRE learning models and students using conventional learning models.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis and discussion above it can be concluded that:

1. As mentioned in the previous paired t-test, it was presented that there was a statistically significant increase in students' critical thinking skills before using the RICOSRE learning model: (Mean = 60.54, Standard deviation = 7.310), after using the RICOSRE model: (Mean = 76.75 Standard deviation = 7.970). Based on table 4.8 it can be seen that the paired sample t test value Sig. (2-tailed) is  $0.000 \leq 0.05$ , meaning that  $H_a$  is accepted. As has been stated, it can be concluded that there is a significant effect of the RICOSRE learning model on critical thinking skills.
2. Furthermore, based on the results of the independent sample t-test the mean of difference is 9.929 and a significant 2-tailed  $\leq 0.05$  ( $0.000 \leq 0.05$ ). It can be concluded that there are differences in the influence of students' critical thinking abilities between students between the experimental and control classes. Overall, the researchers found that there were significant differences in students' critical thinking skills between students who were taught using the RICOSRE learning model and students who were taught with conventional learning models.

#### B. Suggestion

Based on the results of the research that has been done, the researchers provide suggestions as follows:

1. In learning English, it is recommended that educators use the RICOSRE learning model. This learning model can improve thinking processes that relate knowledge and experiences of students through a series of questions.
2. For future researchers, it is hoped that they will develop this research so that students can more easily understand the material being taught so that their learning outcomes will also increase.
3. The next researchers are expected to do it on class XII students

## REFERENCES

- Anderson, L., W., & Krathwohl, D. A., (2001). A Taxonomy for learning, teaching, and Assesing, A revision of bloom's taxonomy of education objectives. new york: addison wesly lonman inc.
- Alatas, F. (2014). Hubungan Pemahaman Konsep Dengan Berpikir kritis Melalui Model Pembelajaran Treffinger Pada Mata Kuliah Fisika Dasar. *EDUSAINS*, 6(1), 88–96.
- Afrizon, R., Ratnawulan, & Fauzi, A. (2012). Peningkatan Perilaku Berkarakter Dan Keterampilan Berpikir Kritis Siswa Kelas Ix Mtsn Model Padang Pada Mata Pelajaran Ipa-Fisika Menggunakan Model Problem Based Instruction. *Jurnal Penelitian Pembelajaran Fisika*, 1(22), 1–16.
- Agustin, R., & Supardi, Z. A. I. (2014). Penerapan Model Pembelajaran Inkuiri Terbimbing Untuk Melatihkan Kemampuan Keterampilan Berpikir Kritis Siswa Kelas XI SMAN 1 Kalianget. *Jurnal Inovasi Pendidikan Fisika*, 03(02), 14–19.
- Abu Ahmadi & Widodo Supriyono, (2004). *Psikologi Belajar*, Jakarta : PT. Rineka Cipta.
- Asyari, M., et al. (2016). Improving Critical Thinking Skills Through the Integration of Problem Based Learning and Group Investigation. *International Journal for Lesson and Learning Studies*, 5(1), 36–44. <https://doi.org/10.1108/IJLLS-10-2014-0042>
- Carson, J. (2007). A Problem With Problem Solving : Teaching Thinking Without Teaching Knowledge, 17(2), 7-14.
- Cresweel, Jhon W. (2015). *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*, Terjemahan, Yokyakarta : Pustaka Pelajar.
- Dewi, E. K. (2015). Pengaruh Penggunaan Model Pembelajaran Problem Based Learning Terhadap Kemampuan Berpikir Kritis Siswa Pada Mata Pelajaran Ppkn Kelas X Di SMAN 22 Surabaya. *Kajian Moral Dan Kewarganegaraan*, 02(3), 936–950.
- Ennis, R. H. (2013). *A Logical Basis for Measuring Critical Thinking Skills* (E. Leadership, ed.).
- Fitria, W. (2019). Reading Interest and Reading Comprehension : A Correlational Study. *JURNAL EDUCATIVE: Journal of Educational Studies*, 4(1), 95–107. <https://pdfs.semanticscholar.org/0bc2/40212ae29cd1a2824cef9d1bca1eb1a9be81.pdf>
- Florida Department of Education. 2010. *Research-Based Strategies for Problem-Solving in Mathematics K-12*. Departement of State: State of Florida

- Heong, Y. M. dkk. (2011). "The level of Marzano Higher Order Thinking Skills Among Technical Education Students". *International Journal of Social and humanity*. 1, (2), 121-125.
- Harlina & Fazri Nur Yusuf. (2020). Tantangan Belajar Bahasa Inggris di Sekolah Pedesaan. *Jurnal Penelitian Pendidikan (JPP), Universitas Pendidikan Indonesia*. 20(3). 325 – 334. ISSN 1412-565 X. e-ISSN 2541-4135.
- Haeruman, L. D., Rahayu, W., & Ambarwati, L. (2017). Pengaruh Model Discovery Learning Terhadap Peningkatan Kemampuan Berpikir Kritis Matematis Dan Self-Confidence Ditinjau Dari Kemampuan Awal Matematis Siswa Sma Di Bogor Timur. *JPPM*, 10(2), 157–168.
- Krulick, S. & Rudnick, J.A. (1998). *Problem Solving Handbook for Elementary School Teachers*. Boston: Allyn and Bacon, Inc.
- Karim & Nurmaya, (2015). *Kemampuan Berpikir Kritis Siswa Dalam Pembelajaran Matematika Dengan Menggunakan Model Jucama Di Sekolah Menengah Pertama*, ( EDU-MAT Jurnal Pendidikan Matematika, Volume 3, Nomor 1, h. 92 – 104)
- Lather, P. A., Jain, D. S., & Shukla, M. A. (2014). Student's Creativity In Relation To Locus Of Control: A study Of Mysore University, India. *The International Journal Of Indian Psychology*, 2(1).
- Megawati. (2016). Kesulitan Mahasiswa dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif. *Jurnal Penelitian Pendidikan (JPP), Universitas Muhammadiyah Sedoarjo*. 5(2). ISSN 2089-3833.
- Maduwu. (2016). Pentingnya Pembelajaran Bahasa Inggris Di Sekolah. *Jurnal Warta*. 50. ISSN : 1829-7463
- Mawahddah., dkk. (2021). RICOSRE: An Innovative Learning Model to Promote Scientific literacy. *International Conference on Mathematics and Science Education (1COMSE)*. Proc. 2330, 030042-1–030042-8; <https://doi.org/10.1063/5.0043303>. 978-0-7354-4074-6.
- Magno, C. (2010). The role of metacognitive skills in developing critical thinking. *Metacognition and Learning*, 5(2), 137–156. <https://doi.org/10.1007/s11409-010-9054-4>.
- Miftakhul Khasanah (2022). Pengaruh model pembelajaran ricosre berbantuan videoscribe dan quizziz terhadap keterampilan berpikir kritis siswa sma negeri 8 kota ternate. *Jurnal Bioedukasi*. 5(1). e-ISSN: 2829-0844.
- Mahanal, S., Zubaidah, S., Bahri, A., & Dinnurriya, M. S. (2016). Improving Students' Critical Thinking Skills Through Remap NHT in Biology Classroom. *Asia-Pacific Forum on Science Learning and Teaching*, 17(2), 1—19.
- Nurdin. (2016). *Kurikulum Pembelajaran*. Jakarta: PT. Raja Grafindo Persada.
- Ngalimun. (2013). *Strategi dan Model Pembelajaran*. Aswaja Pressindo, 2013.

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak mengizinkan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi





- Paul Eggen dkk, (2009). *Method for Teaching*, Yogyakarta : Pustaka Pelajar.
- Pratama, A., & Sumardi, M. S. (2022). Contextual Teaching and Learning Using Local Content Material on Students ' Reading Comprehension at a Junior High School in Indonesia. *SALEE: Study of Applied Linguistics and English Education*, 3(2), 184–194. <https://doi.org/10.35961/salee.v3i2.494>
- Pangestuti, A. A., Corebima, A. D., & Zubaidah, S. (2015). Using Reading-Concept Map-Teams Games Tournament ( Remap-TGT ) to Improve Reading Interest of Tenth Grade Student of Laboratory Senior High School State University of Malang. *American Journal of Educational Research*, 3(2), 250–254. <https://doi.org/10.12691/education-3-2-19>
- Rusman. (2016). *Model-model Pembelajaran Mengembangkan Profesionalisme Guru*. Jakarta: PT. Raja Grafindo Persada.
- Riduwan. (2014). *Metode dan Teknik Mmenyusun Tesis*. Bandung: Alfabeta.
- Revayani. (2022). Pengaruh Model Pembelajaran *Ricosre* Terhadap Keterampilan Berpikir Kreatif IPA Siswa Kelas V SD Negeri Jatirahayu II Bekasi. *Jurnal Ilmiah PGSD FKIP Universitas Mandiri*. 8(1). ISSN Cetak : 2477-5673 ISSN Online : 2614-722X
- Sugiyono. (2020). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Sanjaya, W. (2020). *Faktor-faktor yang Mempengaruhi Hasil Belajar*. Jakarta: Prenada
- Susilawati. (2014). *Hakikat Sains Dalam Praktik Pembelajaran Sains Disekolah Dasar*. Pekanbaru: CV Mulia Kemala.
- Sulistiani, E., & Masrukan. (2016). Pentingnya Berpikir Kritis dalam Pembelajaran Matematika untuk Menghadapi Tantangan MEA. *Seminar Nasional Matematika X Universitas Semarang*, 605–612.
- Sundari, H, (2015). Model-model Pembelajaran dan Pemefolehan Bahasa Kedua/Asing. *Jurnal Pujangga*, Vol. 1 No. 2.
- Srianti, A. Samad & A.J. Patandean, *Upaya Meningkatkan Kemampuan Bepikir Kritis Fisika Siswa Kelas XI IPA 3 SMA Negeri 1 Bungoro Melalui Model Pembelajaran Generatif*, JSPF,7(1). 1-12
- Setyarsih, & Woro, A. (2014). *Pengembangan Perangkat Pembelajaran Yang Melatih Berpikir kritis Siswa Untuk Materi Listrik Dinamis Pada Kelas X SMAN I Wonoayu*. 30–39.
- Seruni., & Hikmah, N. (2014). Pemberian Umpan Balik Dalam Meningkatkan Hasil Belajar dan Minat Belajar Mahasiswa. *Jurnal Formatif*, 4(3), 227—236.
- Wahyuni, S. (2015). Pengembangan Bahan Ajar IPA Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa SMP. *Prosiding Seminar Nasional Fisika Dan Pendidikan Fisika (SNFPF) Ke-6*, 6(2012), 300–305.





Yuliati, L. (2013). Efektivitas Bahan Ajar Ipa Terpadu Terhadap Kemampuan Berpikir Tingkat Tinggi Siswa SMP. *Jurnal Pendidikan Fisika Indonesia*, 9, 53–57.

Yanuarta, L., Gofur, A., & Indriwati, S. E. (2016). PEMBERDAYAAN Kemampuan Berpikir Kritis Siswa melalui Implementasi Model Pembelajaran Think Talk Write dipadu Problem Based Learning. *Proceeding Biology Education Conference*, 13(1), 268–271.

Zubaidah, S. (2017). Model Pembelajaran *Ricosre* Yang Berpotensi Memberdayakan Keterampilan Berpikir Kreatif. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 2(5), 676—685.

Zubaidah, Susriyati, dkk. (2016). *RICOSRE: A Learning Model to Develop Critical Thinking Skills for Students With Different Academic Abilities. International Journal of Instruction*. Vol.12. No. 2.



## APPENDIX 1

### Observation Checklist

Name of the Research Project: The Effect of RICOSRE for Critical Thinking on Eleventh Graders at Islamic Senior Secondary School Al-Jauharen Jambi City

General Objective: To find out the effect on students' critical thinking skills after being taught using the RICOSRE learning model and to find out the difference in students' critical thinking skills between those taught with the RICOSRE is class and conventional class XI

Place: Eleventh Graders at Islamic Secondary School Al-jauharen Jambi City.

Time: Wednesday, October 13, 2021.

No	Observation	yes	Sometimes	No
1.	Class conditions are conducive during the teaching and learning process	✓		
2.	Teacher teach using English in class		✓	
3.	Students actively communicate using English in class		✓	
4.	Students communicate using English with teacher		✓	
5.	Students communicate using English with classmate		✓	
6.	Students work on the question on time		✓	
7.	Students asked and answer using English			✓
8.	Students deliver opinion using English in the classmate.			✓

## APPENDIX 2

### LESSON PLAN

#### (Experimental Class)

Nama Sekolah : MA. Al-Jauharen Jambi City  
 Mata Pelajaran : Bahasa Inggris  
 Komp. Keahlian : Formal Invitation  
 Kelas/Semester : XI/Ganjil  
 Tahun Ajaran : 2022/2023  
 Alokasi Waktu : 2 x 30 minutes

#### A. Main Competence

1. Live and practice the teachings of the religion they adhere to.
2. Living and practicing honest, disciplined, polite, caring (mutual cooperation, cooperation, tolerant, peaceful) behavior, responsible, responsive and pro-active in interacting effectively in accordance with the development of children in the environment, family, school, community and surrounding natural environment, nation, state, regional area, and international area.
3. Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization regarding the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.
4. Processing, reasoning, and presenting in the realm of concrete and abstract realms related to the development of what is learned at school independently, to act effectively and creatively, and to be able to use methods according to scientific rules.

## B. Learning Purpose

After following the learning process, the students are hoped to be able to:

1. Students can Identify formal invitations.
2. Students can make a formal invitations in the form of conversation or written text.

## C. Learning Steps

<b>1<sup>st</sup> Meeting</b>	
<b>Opening (10 Minutes)</b>	
<p><b>1. Orientation</b></p> <ol style="list-style-type: none"> <li>a. Opening, greeting and praying before start the lesson.</li> <li>b. Checking students' attendance.</li> <li>c. The teacher prepares the students' mental in receiving the lesson.</li> </ol> <p><b>2. Motivation</b></p> <ol style="list-style-type: none"> <li>a. Teacher give the description of the advantage of learning formal invitation.</li> <li>b. If this theme/project is succeeded, the students wished to be able to do a short dialogue about invitations.</li> <li>c. Teacher informs the purpose of the lesson.</li> </ol> <p><b>3. Guidance</b></p> <p>The teacher give a clue to the students about the lesson today.</p>	
<b>Main Activity (45 Minutes)</b>	
<b>Syntax (Learning Model)</b>	<b>Lesson Activity</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>➤ Teacher stimulates the students about the lesson by formal invitations.</li> <li>➤ Show examples of formal invitations.</li> </ul>
<b>Identifying the problems</b>	<ul style="list-style-type: none"> <li>➤ The teacher guide students in identifying and deepening understanding of the problems given.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ The students are begin to analyze the problems contained in the images displayed by the teacher.</li> </ul>
<b>Constructing the solutions</b>	<ul style="list-style-type: none"> <li>➤ The teacher provides opportunities for students to determine strategies in solving the problem given.</li> <li>➤ Students determine strategies and technique in solving problems given by teacher.</li> </ul>
<b>Solving the problems</b>	<ul style="list-style-type: none"> <li>➤ The teacher gives directions to the students.</li> <li>➤ Students begin to formulate problems by linking the material and experiences they have experienced to be used as ideas and writing materials.</li> </ul>
<b>Reviewing the problems</b>	<ul style="list-style-type: none"> <li>➤ The teacher checks the results of the problems formulation that has been made by the students.</li> <li>➤ Students show their answer.</li> <li>➤ Other students are given the freedom to give objections.</li> </ul>
<b>Extending the problem solutions</b>	<ul style="list-style-type: none"> <li>➤ Teacher and students make conclusion about the problems they have learned.</li> <li>➤ The teacher exposes students to new problems and is still in one concept for the next meeting.</li> </ul>
<b>Closing (5 minutes)</b>	
1.	The students conclude the learning outcome.
2.	The teacher gives the assessment/task/homework.
3.	The teacher close the lesson with greeting/send off.



<b>2nd Meeting</b>	
<b>Opening (10 Minutes)</b>	
<p><b>4. Orientation</b></p> <ul style="list-style-type: none"> <li>a. Opening, greeting and praying before start the lesson.</li> <li>b. Checking students' attendance.</li> <li>c. The teacher prepares the students' mental in receiving the lesson.</li> </ul> <p><b>5. Motivation</b></p> <ul style="list-style-type: none"> <li>a. Teacher give the description of the advantage of learning formal invitation.</li> <li>b. If this theme/project is succeeded, the students wished to be able to do a short dialogue about invitations.</li> <li>c. Teacher informs the purpose of the lesson.</li> </ul> <p><b>6. Guidance</b></p> <p>The teacher give a clue to the students about the lesson today.</p>	
<b>Main Activity (45 Minutes)</b>	
<b>Syntax (Learning Model)</b>	<b>Lesson Activity</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>➤ Teacher stimulates the students about the lesson by formal invitations.</li> <li>➤ Show examples of formal invitations.</li> </ul>
<b>Identifying the problems</b>	<ul style="list-style-type: none"> <li>➤ The teacher guide students in identifying and deepening understanding of the problems given.</li> <li>➤ The students are begin to analyze the problems contained in the images displayed by the teacher.</li> </ul>
<b>Constructing the solutions</b>	<ul style="list-style-type: none"> <li>➤ The teacher provides opportunities for students to determine strategies in solving the problem given.</li> <li>➤ Students determine strategies and technique in solving problems given by teacher.</li> </ul>
<b>Solving the problems</b>	<ul style="list-style-type: none"> <li>➤ The teacher gives directions to the students.</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Students begin to formulate problems by linking the material and experiences they have experienced to be used as ideas and writing materials.</li> </ul>
<b>Reviewing the problems</b>	<ul style="list-style-type: none"> <li>➤ The teacher checks the results of the problems formulation that has been made by the students.</li> <li>➤ Students show their answer.</li> <li>➤ Other students are given the freedom to give objections.</li> </ul>
<b>Extending the problem solutions</b>	<ul style="list-style-type: none"> <li>➤ Teacher and students make conclusion about the problems they have learned.</li> <li>➤ The teacher exposes students to new problems and is still in one concept for the next meeting.</li> </ul>
<b>Closing (5 minutes)</b>	
4.	The students conclude the learning outcome.
5.	The teacher gives the assessment/task/homework.
6.	The teacher close the lesson with greeting/send off.

<b>3d Meeting</b>	
<b>Opening (10 Minutes)</b>	
<p><b>7. Orientation</b></p> <ul style="list-style-type: none"> <li>a. Opening, greeting and praying before start the lesson.</li> <li>b. Checking students' attendance.</li> <li>c. The teacher prepares the students' mental in receiving the lesson.</li> </ul> <p><b>8. Motivation</b></p> <ul style="list-style-type: none"> <li>a. Teacher give the description of the advantage of learning formal invitation.</li> <li>b. If this theme/project is succeeded, the students wished to be able to do a short dialogue about invitations.</li> <li>c. Teacher informs the purpose of the lesson.</li> </ul> <p><b>9. Guidance</b></p> <p>The teacher give a clue to the students about the lesson today.</p>	
<b>Main Activity (45 Minutes)</b>	
<b>Syntax (Learning Model)</b>	<b>Lesson Activity</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>➤ Teacher stimulates the students about the lesson by formal invitations.</li> <li>➤ Show examples of formal invitations.</li> </ul>
<b>Identifying the problems</b>	<ul style="list-style-type: none"> <li>➤ The teacher guide students in identifying and deepening understanding of the problems given.</li> <li>➤ The students are begin to analyze the problems contained in the images displayed by the teacher.</li> </ul>
<b>Constructing the solutions</b>	<ul style="list-style-type: none"> <li>➤ The teacher provides opportunities for students to determine strategies in solving the problem given.</li> <li>➤ Students determine strategies and technique in solving problems given by teacher.</li> </ul>
<b>Solving the problems</b>	<ul style="list-style-type: none"> <li>➤ The teacher gives directions to the students.</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Students begin to formulate problems by linking the material and experiences they have experienced to be used as ideas and writing materials.</li> </ul>
<b>Reviewing the problems</b>	<ul style="list-style-type: none"> <li>➤ The teacher checks the results of the problems formulation that has been made by the students.</li> <li>➤ Students show their answer.</li> <li>➤ Other students are given the freedom to give objections.</li> </ul>
<b>Extending the problem solutions</b>	<ul style="list-style-type: none"> <li>➤ Teacher and students make conclusion about the problems they have learned.</li> <li>➤ The teacher exposes students to new problems and is still in one concept for the next meeting.</li> </ul>
<b>Closing (5 minutes)</b>	
7.	The students conclude the learning outcome.
8.	The teacher gives the assessment/task/homework.
9.	The teacher close the lesson with greeting/send off.

<b>4th Meeting</b>	
<b>Opening (10 Minutes)</b>	
<p><b>10. Orientation</b></p> <ul style="list-style-type: none"> <li>a. Opening, greeting and praying before start the lesson.</li> <li>b. Checking students' attendance.</li> <li>c. The teacher prepares the students' mental in receiving the lesson.</li> </ul> <p><b>11. Motivation</b></p> <ul style="list-style-type: none"> <li>a. Teacher give the description of the advantage of learning formal invitation.</li> <li>b. If this theme/project is succeeded, the students wished to be able to do a short dialogue about invitations.</li> <li>c. Teacher informs the purpose of the lesson.</li> </ul> <p><b>12. Guidance</b></p> <p>The teacher give a clue to the students about the lesson today.</p>	
<b>Main Activity (45 Minutes)</b>	
<b>Syntax (Learning Model)</b>	<b>Lesson Activity</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>➤ Teacher stimulates the students about the lesson by formal invitations.</li> <li>➤ Show examples of formal invitations.</li> </ul>
<b>Identifying the problems</b>	<ul style="list-style-type: none"> <li>➤ The teacher guide students in identifying and deepening understanding of the problems given.</li> <li>➤ The students are begin to analyze the problems contained in the images displayed by the teacher.</li> </ul>
<b>Constructing the solutions</b>	<ul style="list-style-type: none"> <li>➤ The teacher provides opportunities for students to determine strategies in solving the problem given.</li> <li>➤ Students determine strategies and technique in solving problems given by teacher.</li> </ul>
<b>Solving the problems</b>	<ul style="list-style-type: none"> <li>➤ The teacher gives directions to the students.</li> </ul>





	<ul style="list-style-type: none"> <li>➤ Students begin to formulate problems by linking the material and experiences they have experienced to be used as ideas and writing materials.</li> </ul>
<b>Reviewing the problems</b>	<ul style="list-style-type: none"> <li>➤ The teacher checks the results of the problems formulation that has been made by the students.</li> <li>➤ Students show their answer.</li> <li>➤ Other students are given the freedom to give objections.</li> </ul>
<b>Extending the problem solutions</b>	<ul style="list-style-type: none"> <li>➤ Teacher and students make conclusion about the problems they have learned.</li> <li>➤ The teacher exposes students to new problems and is still in one concept for the next meeting.</li> </ul>
<b>Closing (5 minutes)</b>	
10.	The students conclude the learning outcome.
11.	The teacher gives the assessment/task/homework.
12.	The teacher close the lesson with greeting/send off.

@ Hak cipta milik UIN Suntho Jambi

State Islamic University of Sulthhan Thaha Saifuddin Jambi



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntho Jambi
2. Dilarang memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suntho Jambi

<b>5th Meeting</b>	
<b>Opening (10 Minutes)</b>	
<p><b>13. Orientation</b></p> <p>a. Opening, greeting and praying before start the lesson.</p> <p>b. Checking students' attendance.</p> <p>c. The teacher prepares the students' mental in receiving the lesson.</p> <p><b>14. Motivation</b></p> <p>a. Teacher give the description of the advantage of learning formal invitation.</p> <p>b. If this theme/project is succeeded, the students wished to be able to do a short dialogue about invitations.</p> <p>c. Teacher informs the purpose of the lesson.</p> <p><b>15. Guidance</b></p> <p>The teacher give a clue to the students about the lesson today.</p>	
<b>Main Activity (45 Minutes)</b>	
<b>Syntax (Learning Model)</b>	<b>Lesson Activity</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>➤ Teacher stimulates the students about the lesson by formal invitations.</li> <li>➤ Show examples of formal invitations.</li> </ul>
<b>Identifying the problems</b>	<ul style="list-style-type: none"> <li>➤ The teacher guide students in identifying and deepening understanding of the problems given.</li> <li>➤ The students are begin to analyze the problems contained in the images displayed by the teacher.</li> </ul>
<b>Constructing the solutions</b>	<ul style="list-style-type: none"> <li>➤ The teacher provides opportunities for students to determine strategies in solving the problem given.</li> <li>➤ Students determine strategies and technique in solving problems given by teacher.</li> </ul>
<b>Solving the problems</b>	<ul style="list-style-type: none"> <li>➤ The teacher gives directions to the students.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Students begin to formulate problems by linking the material and experiences they have experienced to be used as ideas and writing materials.</li> </ul>
<b>Reviewing the problems</b>	<ul style="list-style-type: none"> <li>➤ The teacher checks the results of the problems formulation that has been made by the students.</li> <li>➤ Students show their answer.</li> <li>➤ Other students are given the freedom to give objections.</li> </ul>
<b>Extending the problem solutions</b>	<ul style="list-style-type: none"> <li>➤ Teacher and students make conclusion about the problems they have learned.</li> <li>➤ The teacher exposes students to new problems and is still in one concept for the next meeting.</li> </ul>
<b>Closing (5 minutes)</b>	
13.	The students conclude the learning outcome.
14.	The teacher gives the assessment/task/homework.
15.	The teacher close the lesson with greeting/send off.

Jambi, November 03, 2022

Siti Marlina  
205180057

## LESSON PLAN ( Control Class ke-1 )

Satuan Pendidikan : MA. Al-Jauharen Jambi City  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : XI/1  
 Tahun Pelajaran : 2022/2023  
 Alokasi Waktu : 2x30 menit

### 1. Tujuan

- Siswa dapat mengidentifikasi undangan resmi
- Siswa dapat membuat undangan resmi berbentuk percakapan atau teks tertulis.

### 2. Langkah Langkah Pembelajaran

Kegiatan	Deskripsi	Wkt
pendahuluan	<ul style="list-style-type: none"> <li>• Guru membuka pertemuan dengan salam</li> <li>• Absensi siswa</li> <li>• Siswa menjawab quis pemantik semangat</li> <li>• Siswa menerima stimulus pengantar materi</li> <li>• Guru menyampaikan tujuan pembelajaran.</li> </ul>	10 menit
Inti	Model pembelajaran Konvensional <ul style="list-style-type: none"> <li>• Siswa diberikan stimulus berupa penjelasan tentang undangan resmi</li> <li>• Setiap siswa mendengarkan penjelasan tentang undangan resmi yang dijelaskan oleh guru</li> <li>• Siswa dan guru saling tanya jawab terkait materi undangan resmi</li> <li>• Siswa diberikan tugas oleh guru tentang materi undangan resmi</li> <li>• Siswa dibimbing oleh guru melakukan pembuktian benar atau tidaknya jawaban mereka</li> <li>• Siswa mencatat hasil atau kesimpulan pembelajaran tentang undangan resmi.</li> </ul>	45 Menit
Penutup	<ul style="list-style-type: none"> <li>• Guru melakukan penilaian pencapaian tujuan pembelajaran berupa latihan tentang materi undangan resmi</li> <li>• Guru dan siswa menarik kesimpulan</li> <li>• Guru menyampaikan informasi mengenai rencana tindak lanjut pembelajaran</li> </ul>	5 Menit

	<ul style="list-style-type: none"> <li>• Menutup pertemuan dengan berdoa dan salam.</li> </ul>	
--	--	--

### 3. Penilaian

Tugas individu atau kelompok berupa lisan atau tulisan tentang undangan resmi.





## LESSON PLAN

### ( Control Class ke-2 )

Satuan Pendidikan : MA. Al-Jauharen Jambi City  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : XI/1  
 Tahun Pelajaran : 2022/2023  
 Alokasi Waktu : 2x30 menit

#### 4. Tujuan

- Siswa dapat mengidentifikasi undangan resmi
- Siswa dapat membuat undangan resmi berbentuk percakapan atau teks tertulis.

#### 5. Langkah Langkah Pembelajaran

Kegiatan	Deskripsi	Wkt
pendahuluan	<ul style="list-style-type: none"> <li>• Guru membuka pertemuan dengan salam</li> <li>• Absensi siswa</li> <li>• Siswa menjawab quis pemantik semangat</li> <li>• Siswa menerima stimulus pengantar materi</li> <li>• Guru menyampaikan tujuan pembelajaran.</li> </ul>	10 menit
Inti	Model pembelajaran Konvesional <ul style="list-style-type: none"> <li>• Siswa diberikan stimulus berupa penjelasan tentang undangan resmi</li> <li>• Setiap siswa mendengarkan penjelasan tentang undangan resmi yang dijelaskan oleh guru</li> <li>• Siswa dan guru saling tanya jawab terkait materi undangan resmi</li> <li>• Siswa diberikan tugas oleh guru tentang materi undangan resmi</li> <li>• Siswa dibimbing oleh guru melakukan pembuktian benar atau tidaknya jawaban mereka</li> <li>• Siswa mencatat hasil atau kesimpulan pembelajaran tentang undangan resmi.</li> </ul>	45 Menit
Penutup	<ul style="list-style-type: none"> <li>• Guru melakukan penilaian pencapaian tujuan pembelajaran berupa latihan tentang materi undangan resmi</li> <li>• Guru dan siswa menarik kesimpulan</li> <li>• Guru menyampaikan informasi mengenai rencana tindak lanjut pembelajaran</li> </ul>	5 Menit

	<ul style="list-style-type: none"> <li>• Menutup pertemuan dengan berdoa dan salam.</li> </ul>	
--	--	--

## 6. Penilaian

Tugas individu atau kelompok berupa lisan atau tulisan tentang undangan resmi.



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

## LESSON PLAN ( Control Class ke-3 )

Satuan Pendidikan : MA. Al-Jauharen Jambi City  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : XI/1  
 Tahun Pelajaran : 2022/2023  
 Alokasi Waktu : 2x30 menit

### 7. Tujuan

- Siswa dapat mengidentifikasi undangan resmi
- Siswa dapat membuat undangan resmi berbentuk percakapan atau teks tertulis.

### 8. Langkah Langkah Pembelajaran

Kegiatan	Deskripsi	Wkt
pendahuluan	<ul style="list-style-type: none"> <li>• Guru membuka pertemuan dengan salam</li> <li>• Absensi siswa</li> <li>• Siswa menjawab quis pemantik semangat</li> <li>• Siswa menerima stimulus pengantar materi</li> <li>• Guru menyampaikan tujuan pembelajaran.</li> </ul>	10 menit
Inti	Model pembelajaran Konvesional <ul style="list-style-type: none"> <li>• Siswa diberikan stimulus berupa penjelasan tentang undangan resmi</li> <li>• Setiap siswa mendengarkan penjelasan tentang undangan resmi yang dijelaskan oleh guru</li> <li>• Siswa dan guru saling tanya jawab terkait materi undangan resmi</li> <li>• Siswa diberikan tugas oleh guru tentang materi undangan resmi</li> <li>• Siswa dibimbing oleh guru melakukan pembuktian benar atau tidaknya jawaban mereka</li> <li>• Siswa mencatat hasil atau kesimpulan pembelajaran tentang undangan resmi.</li> </ul>	45 Menit
Penutup	<ul style="list-style-type: none"> <li>• Guru melakukan penilaian pencapaian tujuan pembelajaran berupa latihan tentang materi undangan resmi</li> <li>• Guru dan siswa menarik kesimpulan</li> <li>• Guru menyampaikan informasi mengenai rencana tindak lanjut pembelajaran</li> </ul>	5 Menit

	<ul style="list-style-type: none"> <li>• Menutup pertemuan dengan berdoa dan salam.</li> </ul>	
--	--	--

## 9. Penilaian

Tugas individu atau kelompok berupa lisan atau tulisan tentang undangan resmi.



## LESSON PLAN

### ( Control Class ke-4 )

Satuan Pendidikan : MA. Al-Jauharen Jambi City  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : XI/1  
 Tahun Pelajaran : 2022/2023  
 Alokasi Waktu : 2x30 menit

#### 10. Tujuan

- Siswa dapat mengidentifikasi undangan resmi
- Siswa dapat membuat undangan resmi berbentuk percakapan atau teks tertulis.

#### 11. Langkah Langkah Pembelajaran

Kegiatan	Deskripsi	Wkt
pendahuluan	<ul style="list-style-type: none"> <li>• Guru membuka pertemuan dengan salam</li> <li>• Absensi siswa</li> <li>• Siswa menjawab quis pemantik semangat</li> <li>• Siswa menerima stimulus pengantar materi</li> <li>• Guru menyampaikan tujuan pembelajaran.</li> </ul>	10 menit
Inti	Model pembelajaran Konvensional <ul style="list-style-type: none"> <li>• Siswa diberikan stimulus berupa penjelasan tentang undangan resmi</li> <li>• Setiap siswa mendengarkan penjelasan tentang undangan resmi yang dijelaskan oleh guru</li> <li>• Siswa dan guru saling tanya jawab terkait materi undangan resmi</li> <li>• Siswa diberikan tugas oleh guru tentang materi undangan resmi</li> <li>• Siswa dibimbing oleh guru melakukan pembuktian benar atau tidaknya jawaban mereka</li> <li>• Siswa mencatat hasil atau kesimpulan pembelajaran tentang undangan resmi.</li> </ul>	45 Menit
Penutup	<ul style="list-style-type: none"> <li>• Guru melakukan penilaian pencapaian tujuan pembelajaran berupa latihan tentang materi undangan resmi</li> <li>• Guru dan siswa menarik kesimpulan</li> <li>• Guru menyampaikan informasi mengenai rencana tindak lanjut pembelajaran</li> </ul>	5 Menit



	<ul style="list-style-type: none"> <li>• Menutup pertemuan dengan berdoa dan salam.</li> </ul>	
--	--	--

## 12. Penilaian

Tugas individu atau kelompok berupa lisan atau tulisan tentang undangan resmi.



## LESSON PLAN

### ( Control Class ke-5 )

Satuan Pendidikan : MA. Al-Jauharen Jambi City  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : XI/1  
 Tahun Pelajaran : 2022/2023  
 Alokasi Waktu : 2x30 menit

### 13. Tujuan

- Siswa dapat mengidentifikasi undangan resmi
- Siswa dapat membuat undangan resmi berbentuk percakapan atau teks tertulis.

### 14. Langkah Langkah Pembelajaran

Kegiatan	Deskripsi	Wkt
pendahuluan	<ul style="list-style-type: none"> <li>• Guru membuka pertemuan dengan salam</li> <li>• Absensi siswa</li> <li>• Siswa menjawab quis pemantik semangat</li> <li>• Siswa menerima stimulus pengantar materi</li> <li>• Guru menyampaikan tujuan pembelajaran.</li> </ul>	10 menit
Inti	Model pembelajaran Konvesional <ul style="list-style-type: none"> <li>• Siswa diberikan stimulus berupa penjelasan tentang undangan resmi</li> <li>• Setiap siswa mendengarkan penjelasan tentang undangan resmi yang dijelaskan oleh guru</li> <li>• Siswa dan guru saling tanya jawab terkait materi undangan resmi</li> <li>• Siswa diberikan tugas oleh guru tentang materi undangan resmi</li> <li>• Siswa dibimbing oleh guru melakukan pembuktian benar atau tidaknya jawaban mereka</li> <li>• Siswa mencatat hasil atau kesimpulan pembelajaran tentang undangan resmi.</li> </ul>	45 Menit
Penutup	<ul style="list-style-type: none"> <li>• Guru melakukan penilaian pencapaian tujuan pembelajaran berupa latihan tentang materi undangan resmi</li> <li>• Guru dan siswa menarik kesimpulan</li> <li>• Guru menyampaikan informasi mengenai rencana tindak lanjut pembelajaran</li> </ul>	5 Menit

	<ul style="list-style-type: none"> <li>• Menutup pertemuan dengan berdoa dan salam.</li> </ul>	
--	--	--

### 15. Penilaian

Tugas individu atau kelompok berupa lisan atau tulisan tentang undangan resmi.

Jambi, 03 November 2022

Siti Marlina  
205180057

## APPENDIX 3 MATERIAL

### Formal Invitation Letter Or Card

#### 1. Understanding formal invitation letter or card

Invitations are commonly printed in a letter or card by which we invite our guest on some suspicious occasions like birthday party, graduating party, wedding ceremony, wedding anniversary, house warming, grand opening a shop/ store or factory et cetera. A formal invitation lletter/ card is a type of formal letter or card written to an organization or an individual for the participation or presence in an event or an occasion. Invitation letters can come from anyone and it depends on the purpose that they are writing. When sending an invitation letter, it can be done in person, over the phone, online or in the post.

The common structure of the invitation letter consist of;

- a. Date of the letter,
- b. Invitee and his/her address,
- c. Salutation or greeting,
- d. Body of letter ( the kind of event, purpose of event, place, date and time of the occasion),
- e. R.S.V.P,
- f. Closing, and
- g. The host's name.

#### 2. The expression of invitation

Invitation is a request (spoken or written) to participate or be present or take part in something. If you want invite someone and respond to it, you may say the following expressions.

##### a. Inviting someone

Here are some expressions, as follow.

1. Shall we...?
2. Can you come to...?
3. Would you like to come?
4. I'd very much like you to come.

5. Would you like to...?

**b. Accepting an invitation**

Here are some expressions, as follow.

1. Yes, I will
2. Yes, certainly I will come
3. Absolutely, count me
4. I would, very much
5. Yes, I'd like nothing better.

**c. Declining an invitation**

Here are some expressions, as follow.

1. I'm terribly sorry. I don't think I can
2. I'm very sorry, I can't
3. Thank you very much, but...
4. I'm very sorry, I don't think I can
5. I'd like to, but...

**LISTENING**

**Task 1**

**Listen to your teacher and fill the blank spaces with appropriate answers in the box.**







Hak Cipta Dilindungi Undang-Undang:  
 1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak mengukikan kepentingan yang wajar UIN Sutha Jambi  
 2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

PJ PARTY  
 22 Yew street, Cambridge, Ontario  
 Tel: 416-223-8900

March 7, 2021  
 Dear costumerv

Our records show that you have been (1)... of Pj party Inc. since our (2)... last year. We would like to thank you for your bussiness by inviting you to our (3)... spring Extravaganza this Saturday.

Saturday's sales event is by (4)...All of our stock, including pajamas and bedding (5)... down from 50-80% off. Doors open at 9:00 a.m. sharp. Complimentary coffee and donuts (6) ... public admission (7) ...at noon.

Sincerely,

Linda Lane  
 Store Manager  
[pjpartyinc@shoponline.com](mailto:pjpartyinc@shoponline.com)

\*All sales are final. No exchanges.

Enclosure: Gift Certificate #345 (not redeemable for cash)

## SPEAKING

### Task 2

**Study the dialog below and practice with your partner.**

Diana : Shinta, I am going to have a party tonight. I want to invite you to come to my home?

Shinta : I'd love to! By the way, what are you celebrating?

Diana : I won the acience olympics last week.

Shinta : Congratulation, Wow, you're very clever.

Diana : Not at all. You just have to study harder. Will you come to my party?

Toni : I'am sorry, I can't. My parents are going to go to the hospital. I may be late getting to your party, is that all right?

Diana : yes, it's all right as long as you are allowed by your parents.

Shinta : I have to call my father to ask his permission.

### Task 3

**Act it out the dialog below and try to answer the questions.**

Tyo : Adi, are you doing anything tonight?  
 Adi : Not really. Why?  
 Tyo : We're going to watch Pelangi Band Concert Tonight. Would you like to join us?  
 Adi : Who's going?  
 Tyo : Fajar, Surya, Lintang, Dhimas, and I. come on, it will be fun!  
 Adi : What time is the show?  
 Tyo : The ticket said after 9 o'clock  
 Adi : Wow, I think that's very lste, I don't think my parents will allow me to go to the concert.  
 Tyo : This is Saturday night. Are you sure you don't want to go with us?  
 Adi : No, I'd better not to go there. Have fun you all!  
 Tyo : Alright, then. I'll tell you about the concert the day after tomorrow at school.  
 Adi : Okay. See you

### Question:

1. Who are involved in the dialog above
2. Where is Adi going tonight?
3. Whom are going to the concert with tyo?
4. What will Tyo and his friends do tonight?
5. When will the concert begin?

## READING

### Task 4

Read the following invitation below. Pay attention to the information provided in the invitation.

Contents	The Parts of the Letter
Please join us for an ANNUAL HOLIDAY PARTY	Event purpose
On Sunday, March 9, 2021 at 3 p.m. At Brown Longue, 212 street, Brown suite, Altington, washington.	Date, Hour, place
Hosted by Loyola Publishing	Name og Host
Please R.S.V.P by february 26, 2021 to stephanie at Anastacy at stephanie @yahoo.com or call (242) 555-0177	Reply instruction

## Writing

### Task 5

Make three invitations letters or cards from the situations given below,.  
Make them in the form of formal invitation cards or letters. Present the invitation letters you have made in front of the class. Tell to the class what the invitation letter talk about.

Situation :

1. You are going to perform a music recital next week. Send an invitation to your friends to come to your recital.
2. You want to have a birthday party. Invitiyi your close friends to your party. Make a warm greeting but formal invitation card.

Your school is going to make a fund-raising bazaar. The money will be used to buy many books to add the school's library collection. Create an interesting invitation to invite people to come and donate.



## APPENDIX 4

### PRE-TEST AND POST-TEST

#### GENERAL INSTRUCTIONS

- a. Write your name in the top right corner
  - b. Read each question carefully.
  - c. Do the questions that you think are easy.
  - d. Review your work before handing it over to the teacher.
- 

1. What is the difference between formal invitations and informal invitations? Explain!
2. In making formal invitations we must pay attention to the structure of the formal invitations, please state and explain the structure of the formal invitations is?
3. You want to have a birthday party, invite your close friends to come to your party. Make a warm greeting but formal invitations card!
4. Rani is walking around her house, suddenly passing by Lisa who is doing sports then Lisa greets Rani, at the same time inviting Rani to come at the opening of her new café, what expression does Lisa use and how does Rani responds when she accepts and when she refuses!
5. In making formal invitations, what is the language of formal invitations that is good and correct, explain!
6. Pay attention to the following statements
  1. The guests should wear a Balinese costume.
  2. Putra Apriawan is the director of Persada group
  3. The guests should meet Putra Apriawan on December 5, 2023
  4. Mr. And Mrs. Komang will welcome each of the guests personally
  5. The guest will receive the program of the party upon their arrival.
  6. They will celebrate 3<sup>rd</sup> anniversary of Persada Group.

The correct statements based on the text are shown by number...

Dear Betty,

I'm writing to you concerning of my last day in Jogja. I just got back from Borobudur, the wonderful temple I've ever seen. The weather is fine. We are now staying in a hotel. It's not far from Malioboro. We are treated well here. It has many excellent staff who serve the customers. We plan to go around Malioboro after the children take a short nap. We want to enjoy having "lesehan" there. It is a kind of a restaurant but we sit on the ground. Many kinds of local handicrafts are sold along Malioboro street. Both domestic and foreign tourists are interested in them. I want to buy some as souvenirs. Don't worry, I'll also buy you the most interesting one.

Love

Dara

7. The text gives us information about ....
8. Who is the letter from ?

**The following text is for question number 7 and 8.**

We would hereby like to invite you to attend the inauguration ceremony of our business located at the Millenium Plaza, Andheri (East) on 12 September, 2022 at 9.30 a.m. it would be an honor to have you as our loyal customer in our other business We are hoping that we continue to receive from others.

We have been in this business for quite some time now and we have always managed to stay on of our competitors. This would not have been possible without your support to our business. We have prepared something for you as our patrons as way of saying Thank you.

Please come early so that we can find a comfortable seat for you. Your presence will be acknowledged as our loyal customers and you are definitely on the list. Please let us know if you will attend the event. We are looking forward to your presence and business collaborations.

9. What is the main idea of paragraph 1!
10. Make a paragraph invitation letters or cards from the situation:



You want to have a birthday party. Invite your close friends to come to your party. Make a warm greeting but formal invitation card.

@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Sulthhan Thaha Saifuddin Jambi



Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

**APPENDIX 5**  
**SCORE PRETEST-POSTTEST**  
**EKSPERIMEN CLASS**

**PRE-TEST**

No	Nama	Item Soal										Jumlah
		1	2	3	4	5	6	7	8	9	10	
1	A	8	3	8	1	6	8	8	8	3	3	56
2	B	3	6	8	3	6	8	8	6	6	6	60
3	C	6	6	3	3	6	10	6	6	3	3	52
4	D	3	10	8	1	3	10	8	8	6	8	65
5	E	8	6	10	3	6	8	8	6	8	6	69
6	F	6	6	8	3	3	10	6	8	3	3	56
7	G	8	6	10	1	6	1	8	8	6	3	57
8	H	1	3	8	1	6	8	8	6	3	10	54
9	I	3	3	3	10	3	8	10	8	3	8	59
10	J	8	10	8	1	6	8	6	8	6	3	64
11	K	8	10	8	3	6	8	8	8	3	8	70
12	L	6	8	3	1	10	10	8	10	3	6	65
13	M	6	3	10	3	3	8	6	10	10	3	62
14	O	1	8	3	3	3	10	8	8	3	8	55
15	P	10	10	8	1	10	8	6	6	10	10	79
16	Q	1	8	3	1	3	8	6	8	3	6	47
17	R	10	3	8	10	3	8	10	8	6	8	74
18	S	8	3	8	1	6	10	10	6	3	3	58
19	T	3	3	10	3	3	8	6	8	3	8	55
20	U	3	3	3	1	3	10	8	10	3	6	50
21	V	1	8	8	3	3	10	8	6	6	10	63
22	X	1	3	10	1	6	8	6	10	3	3	51
23	Y	3	10	8	3	3	10	8	6	6	6	63
24	Z	3	10	3	10	6	8	8	8	3	3	62
25	AA	6	8	3	10	3	10	8	8	3	8	67
26	BB	6	3	3	3	10	8	6	6	6	6	57
27	CC	8	8	3	3	10	8	8	10	3	3	64
28	DD	3	10	8	1	6	6	8	10	3	6	61
Rata-rata												60.5357

### POST-TEST

No	Nama	Item Soal										Jumlah
		1	2	3	4	5	6	7	8	9	10	
1	A	10	6	10	3	6	6	6	10	8	10	75
2	B	3	10	5	10	6	8	10	8	10	8	78
3	C	8	10	8	3	10	6	10	10	6	10	81
4	D	10	6	3	10	6	10	3	6	8	10	72
5	E	8	3	10	10	10	6	10	6	10	10	83
6	F	10	3	10	8	10	6	10	10	10	10	87
7	G	8	6	8	10	6	8	3	10	8	10	77
8	H	10	10	6	8	10	6	8	10	6	10	84
9	I	6	3	10	8	10	6	10	3	8	10	74
10	J	8	6	3	10	10	3	10	10	10	3	73
11	K	6	6	10	10	10	10	10	10	6	6	84
12	L	10	8	6	10	6	10	6	10	6	10	82
13	M	6	6	8	10	6	10	6	8	8	8	76
14	O	10	3	6	8	6	8	3	3	3	8	58
15	P	10	6	10	6	10	6	10	6	10	6	80
16	Q	6	8	3	10	3	10	10	6	6	10	72
17	R	6	8	10	8	10	8	6	3	6	10	75
18	S	10	10	3	10	8	10	8	10	8	10	87
19	T	6	3	1	10	8	10	10	10	10	10	78
20	U	10	8	10	1	6	8	1	10	3	8	65
21	V	1	3	3	3	6	10	6	10	6	10	58
22	X	10	8	3	10	10	10	3	10	10	3	77
23	Y	6	6	10	10	10	10	1	3	6	8	70
24	Z	10	8	10	10	6	10	8	10	8	8	88
25	AA	3	6	8	10	8	3	3	10	8	10	69
26	BB	6	8	10	8	10	10	3	3	10	8	76
27	CC	8	6	8	10	10	8	10	6	6	10	82
28	DD	10	8	10	10	8	10	6	10	10	6	88
Rata-rata												76.75

@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Suthan Thaha Saifuddin Jambi



UNIVERSITAS ISLAM NEGERI  
SUTHAN THAHA SAIFUDDIN  
J A M B I

- Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak mengizinkan kepentingan yang wajar UIN Sutha Jambi
  2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

## CONTROL CLASS

### PRE-TEST

No	Nama	Item Soal										Jumlah
		1	2	3	4	5	6	7	8	9	10	
1	A	1	6	6	6	10	6	6	1	1	3	46
2	B	6	8	8	8	6	10	1	6	10	10	73
3	C	6	6	6	10	1	6	6	8	8	3	60
4	D	6	6	8	8	3	3	8	3	6	6	57
5	E	1	3	6	3	6	3	6	6	8	8	50
6	F	1	6	1	6	10	6	8	3	3	1	45
7	G	6	8	8	8	1	3	8	6	1	6	55
8	H	6	3	6	1	3	10	6	10	1	8	54
9	I	1	6	1	10	1	3	6	3	6	3	40
10	J	6	3	6	6	1	8	6	8	8	6	58
11	K	1	1	6	1	3	3	8	6	6	8	43
12	L	6	6	8	1	1	10	6	10	6	6	60
13	M	3	8	10	10	1	3	1	1	8	1	46
14	O	3	8	6	6	10	1	3	10	6	3	56
15	P	1	8	6	10	8	3	8	3	3	1	51
16	Q	3	1	10	3	8	3	8	1	6	1	44
17	R	1	6	6	10	3	3	10	3	3	6	51
18	S	3	1	6	10	1	3	6	3	6	8	47
19	T	1	6	8	3	8	3	8	3	6	6	52
20	U	3	8	6	1	8	6	1	6	8	3	50
21	V	1	6	8	6	8	10	10	3	8	8	68
22	X	3	6	6	3	6	10	6	8	6	1	55
23	Y	6	1	6	10	3	8	8	3	1	3	49
24	Z	3	3	8	6	8	10	6	8	3	8	63
25	AA	3	8	10	8	3	8	3	1	8	3	55
26	BB	1	6	6	1	8	10	8	1	6	1	48
27	CC	1	3	1	8	6	8	3	10	8	8	56
28	DD	3	3	8	3	3	10	3	8	3	6	50
Rata-rata											52.92	

@ Hak cipta milik UIN Suftha Jambi

State Islamic University of Sufthan Thaha Saifuddin Jambi



UNIVERSITAS ISLAMKERINCI  
SULTHAN THAHA SAIFUDDIN  
J A M B I

- Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak mengizinkan kepentingan yang wajar UIN Suftha Jambi
  2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suftha Jambi

### POST-TEST

No	Nama	Item Soal										Jumlah
		1	2	3	4	5	6	7	8	9	10	
1	A	6	8	8	10	8	6	10	10	6	10	82
2	B	6	3	6	10	6	10	6	3	10	8	68
3	C	6	6	8	6	8	10	6	10	6	10	76
4	D	6	8	6	6	6	6	8	10	6	6	68
5	E	10	6	6	10	8	8	10	8	10	8	84
6	F	3	3	8	6	3	6	10	6	10	6	61
7	G	6	8	10	3	6	8	3	8	8	6	66
8	H	8	8	10	6	6	6	3	8	3	8	66
9	I	6	8	3	1	3	10	10	10	10	10	71
10	J	8	3	10	6	3	8	10	10	8	8	74
11	K	6	8	6	3	6	6	3	8	8	6	60
12	L	8	3	8	6	8	3	10	10	8	10	74
13	M	6	8	6	6	3	6	8	3	8	6	60
14	O	8	3	6	10	3	8	10	10	8	6	72
15	P	6	3	8	6	3	8	8	3	8	8	61
16	Q	3	8	6	3	6	6	3	10	3	6	54
17	R	8	6	3	8	6	1	10	10	8	10	70
18	S	6	3	6	3	10	3	3	8	6	10	58
19	T	3	3	6	6	10	6	10	6	8	6	64
20	U	8	3	8	10	10	6	8	3	8	8	72
21	V	6	10	10	8	6	10	3	6	10	6	75
22	X	8	8	3	1	10	10	8	10	6	8	72
23	Y	3	3	3	3	3	3	6	10	8	8	50
24	Z	6	6	6	3	6	8	3	8	6	8	60
25	AA	8	8	3	6	6	3	6	3	8	6	57
26	BB	6	6	10	6	8	10	6	8	3	8	71
27	CC	3	6	8	3	6	10	8	3	8	8	63
28	DD	8	3	6	10	8	6	6	6	3	6	62
Rata-rata												66.82

@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Suthan Thaha Saifuddin Jambi



UNIVERSITAS ISLAM NEGERI  
SUTHAN THAHA SAIFUDDIN  
J A M B I

Hak Cipta Dilindungi Undang-Undang:

1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak mengizinkan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi



## APPENDIX 6 DOCUMENTATION



@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Suthan Thaha Saifuddin Jambi

- Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak mengikis kepentingan yang wajar UIN Sutha Jambi
  2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi



- Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak mengizinkan kepentingan yang wajar UIN Sutha Jambi
  2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi






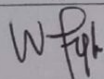
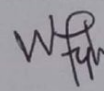



KEMENTERIAN AGAMA  
UIN SULTHAN THAHA SAIFUDDIN JAMBI  
FAKULTAS TARBIYAH DAN KEGURUAN

CONSULTATION CARD OF THESIS

de Dokumen	Kode Formulir	Berlaku tgl	No. Resi	Tgl.Revisi	Halaman
08-PP-05-01	In.08-FM-PP-05-02		R-0	-	

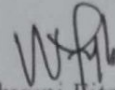
me : Siti Marlina  
 dent ID : 205180057  
 visor I : Wahyuni Fitria, M.Pd  
 le : The Effect of RICOSRE for Critical Thinking on Eleventh  
 Graders at Islamic Senior Secondary School Al-Jauharen  
 jor : Jambi City.  
 English Education Study Program

No	Date	Material Consultation	Signature
1	October 05, 2022	Submission Proposal	
2	October 06, 2022	Revise Chapter I, add an explanation about reading in background.	
3	October 07, 2022	ACC to Seminar	
4	October 26, 2022	Conducted Proposal Seminar	
6	October 28, 2022	ACC to research	
7	February 07, 2023	Submission Thesis	
8	February 09, 2023	Revise Abstract, Population and sample, Move to Validity test and reliability to Chapter	

	III, "t" test' add paired sample t-test and independent sample t-test, add the explanation of reliability test, Discussion elaborate more, repair to conclusions.	
February 16, 2023	ACC to thesis.	

Jambi, 01 May, 2023

Advisor I



Wahyuni Ritria, M. Pd

NIP.198606052015032004

@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Suthan Thaha Saifuddin Jambi



UNIVERSITAS ISLAM NEGERI  
SULTHAN THAHA SAIFUDDIN  
J A M B I

- Hak Cipta Dilindungi Undang-Undang:
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
  2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

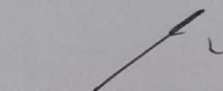

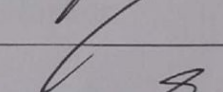
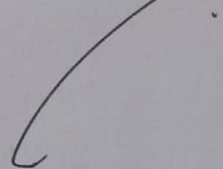
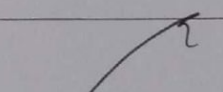
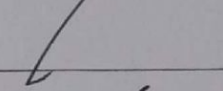


**KEMENTRIAN AGAMA**  
**UIN SULTHAN THAHA SAIFUDDIN JAMBI**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

**CONSULTATION CARD OF THESIS**

No. Dokumen	Kode Formulir	Berlaku tgl	No. Resi	Tgl.Revisi	Halaman
18-PP-05-01	In.08-FM-PP-05-02		R-0	-	

Nama : Siti Marlina  
 NIM / Student ID : 205180057  
 Pembimbing II : Aryawira Pratama, M.Pd  
 Judul : The Effect of RICOSRE for Critical Thinking on Eleventh Graders at Islamic Senior Secondary School Al-Jauharen  
 Lokasi : Jambi City.  
 Program : English Education Study Program

Date	Material Consultation	Signature
25-Juli-2022	Test validity reliability questions,	
15-Agustus-2022	Submission Proposal	
19-Agustus-2022	Revision Chapter I, add journal citation in background	
26-Agustus-2022	Revision chapter I,II. Add definition about critical thinking, add definition about RICOSRE ,add journal citation in previous research, clarify the Hypothesis	
02-September-2022	Revision chapter I,III, Clarify the previous research, change data collection.	
22-September-2022	Revision chapter III, add explain about treatment, add source in sample, change the sampling method.	
29-September-2022	Add RPP, and questions.	

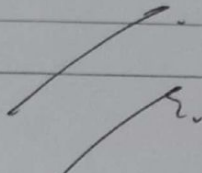
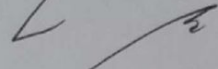
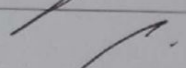

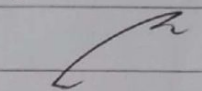
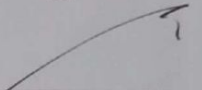
@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Sulthan Thaha Saifuddin Jambi



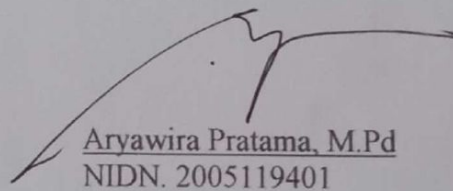
Hak Cipta Dilindungi Undang-Undang:

- Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber asli:
  - Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - Pengutipan tidak mengizinkan kepentingan yang wajar UIN Sutha Jambi
- Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

17- October=2022	ACC to seminar	
26-October-2022	Conducted proposal seminar	
28-October-2022	Revision of seminar results ACC to research	
19-Januari-2023	Revision chapter III,IV,V. add explain the test questions, change the formula to SPSS, add SPSS result to validity, complete the explanation of the hypothesis, add explanation in about hypothesis in discussion	
02-Februari-2023	Submissions of thesis	
03-Februari-2023	ACC to thesis, repair official note abstract, keyword, statement of originality.	

Jambi 01 May,2023

Advisor II

  
Aryawira Pratama, M.Pd  
NIDN. 2005119401

@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Suthan Thaha Saifuddin Jambi



Hak Cipta Dilindungi Undang-Undang:  
 1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak mengizinkan kepentingan yang wajar UIN Sutha Jambi  
 2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi



## CURRICULUM VITAE

Name : Siti Marlina  
Date of Birth : 20 January 1998  
Address : DS. Peninjauan, Kec. Maro Sebo Ulu,  
Kab. Batanghari, Jambi  
Gender : Female  
E-Mail : sitimarlinasalman@gmail.com  
Phone : 082362534098



### Education Background

No.	Education	Graduate Year
	SDN 94/1 Peninjauan	2011
	SMP.S Pondok Pesantren Zulhijjah	2014
	SMA.S Pondok Pesantren Zulhijjah	2017
	S1 UIN STS Jambi	2023

@ Hak cipta milik UIN Suftha Jambi

State Islamic University of Sufthan Thaha Saifuddin Jambi



Hak Cipta Dilindungi Undang-Undang:  
1. Dilarang mengutip sebagian dan atau seluruh karya tulis ini tanpa mencantumkan da menyebutkan sumber asli:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suftha Jambi  
2. Dilarang memperbanyak sebagian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suftha Jambi