

*Appendix 1***List of Theses**

No.	Name	Year	Topic	Title
1	Rahmawati	2016	Grammar	An Analysis of Gerund and To Infinitive in the Articles of <i>The Jakarta Post</i>
2	Murtajiah	2016	Grammar	The Students' Ability in Identifying Part of Speech of Short Story at Antasari State Institute for Islamic Studies Banjarmasin
3	Hasanah	2016	Grammar	The Students Ability in Using Articles and Zero Articles at the Second Semester of English Department of IAIN Antasari Banjarmasin in Academic Year 2015/2016
4	Masriadi	2017	Grammar	An Analysis of English Department Students' Errors in Using Adjective Order at UIN Antasari Banjarmasin
5	Herlianti	2015	Teaching	The Implementation of 2013 Curriculum in Developing English Lesson Plan at State Junior High School 1 Martapura Academic Year 2014/2015
6	Zafirah	2016	Teaching	The Implementation of Teachers' Techniques in Teaching Vocabulary of Action

				Verb at the Eighth Grade of MTsN Kelayan Banjarmasin Academic Year 2016/2017
7	Ahmad Munadi	2017	Teaching	The Appropriateness of Indicators and Evaluations in Lesson Plan of Students' Teacher in PPL I
8	Anisa	2018	Teaching	The Effectiveness of Using Word Wall Media Toward Vocabulary Mastery of the Seventh Grade Students
9	Muhammad Ilhamsyah	2015	Literature	The Analysis of Word Formation Processes Used in Nicholas Sparks' Novel "The Last Song"
10	Isma Norazizah	2017	Literature	An Analysis of Figurative Language on Selected Poems by Wheeler Wilcox, Thomas Hardy and John Donne

*Appendix 2 - Table Data from Thesis 2***Table 4.1 Students' score**

No	Students	Students' Correct Answer	Students' Score
1	Student A	48	69
2	Student B	62	89
3	Student C	45	64
4	Student D	58	83
5	Student E	56	80
6	Student F	52	74
7	Student G	55	79
8	Student H	64	91
9	Student I	66	94
10	Student J	60	86
11	Student K	51	73
12	Student L	60	86
13	Student M	59	84
14	Student N	60	86
15	Student O	65	93
16	Student P	41	59
17	Student Q	69	99
18	Student R	27	39
19	Student S	64	91
20	Student T	59	84
21	Student U	61	87
22	Student V	58	83
23	Student W	61	87
24	Student X	62	89
25	Student Y	62	89
26	Student Z	63	90
27	Student AA	59	84

28	Student BB	45	64
29	Student CC	47	67
30	Student DD	59	84
31	Student EE	69	99
32	Student FF	59	84
33	Student GG	53	76
34	Student HH	62	89
35	Student II	69	99
36	Student JJ	53	76
37	Student KK	61	87
38	Student LL	47	67
39	Student MM	51	73
40	Student NN	59	84
41	Student OO	69	99
42	Student PP	48	69
43	Student QQ	51	73
44	Student RR	69	99
45	Student SS	65	93
46	Student TT	63	90
47	Student UU	21	30
48	Student VV	43	61
49	Student WW	67	96
50	Student XX	56	80
51	Student YY	68	97
52	Student ZZ	46	66
53	Student AAA	51	73
54	Student BBB	69	99
55	Student CCC	56	80
	Total	3123	4461
	Mean Score	57	81

Table 4.2 Students' Ability in Identifying Part of Speech in Short Story

No	Score	Category	Number of student	Percentage
1	80-100	Excellent	33	60 %
2	70-<80	Good	11	20%
3	60-<70	Fair	7	13%
4	50-<60	Poor	1	2%
5	0-<50	Very Poor	3	5%
			55	100%

Appendix 3 - Table Data from Thesis 3

Table 4.6 Sample the second semester students's ability test result in using articles and zero articles at English Department of IAIN Antasari Banjarmasin

No	Sample	Correct Answer	Score
1	A	20	62,5
2	B	20	62,5
3	C	21	65,6
4	D	24	71,8
5	E	26	81,2
6	F	23	71,8
7	G	21	65,6
8	H	20	62,5
9	I	21	65,6
10	J	21	65,6
11	K	21	65,6
12	L	27	84,3
13	M	16	50
14	N	17	53,1
15	O	15	46,8
16	P	19	59,3
17	Q	18	56,2
18	R	24	75
19	S	11	34,3
20	T	15	46,8
21	U	16	50
22	V	12	37,5
23	W	8	25
24	X	19	59,3
25	Y	15	46,8

26	Z	18	56,2
27	ZA	18	56,2
28	ZB	18	56,2
29	ZC	14	43,7
30	ZD	17	53,1
Total			1730,1

Table 4.7 Sample of the frequency Distribution of the students second semester test Result and the Classification.

No.	Score	Category	F	%
1.	0-49	Very Poor	6	20%
2.	50-59	Poor	12	40%
3.	60-69	Fair	7	23,33%
4.	70-79	Good	3	10%
5.	80-100	Excellent	2	6,66%
Total			30	100%

*Appendix 4 - Table Data from Thesis 4***Table 4.1. The Frequency of Written Test Result**

No	Students	Score of Matching	Score of Multiple choices	Score of Rearranging word	Total Score
1	Student A	13	6	15	34
2	Student B	19	21	20	60
3	Student C	17	24	30	71
4	Student D	13	12	0	25
5	Student E	14	15	10	39
6	Student F	16	15	10	41
7	Student G	15	20	15	50
8	Student H	17	9	0	26
9	Student I	15	21	0	36
10	Student J	16	24	0	40
11	Student K	18	18	25	61
12	Student L	19	21	20	60
13	Student M	12	24	5	41
14	Student N	20	15	5	40
15	Student O	19	15	10	44
16	Student P	16	18	15	49
17	Student Q	16	18	25	59
18	Student R	16	18	30	64
19	Student S	18	21	30	69
20	Student T	17	21	30	68
21	Student U	17	18	30	65
22	Student V	17	21	30	68
23	Student W	18	12	0	30
24	Student X	17	24	20	61
25	Student Y	17	12	20	49

26	Student Z	18	21	20	59
27	Student AA	18	18	25	61
28	Student BB	18	18	25	61
29	Student CC	18	21	15	54
30	Student DD	19	12	10	41
	Total	503	533	490	1526
	Mean score	17	18	16	51

Table 4.3. Description of students' errors and percentages in Multiple choices

No	Type of test		F	P (%)
	Number of test			
II	Multiple Choice	1. The house is A. large and white B. white and large C. large white	22	73%
		4. My father buys a A. New cheap European car B. Cheap new European car C. Cheap European new car	20	67%
		5. I buy a pair of boots. A. Reddish leather riding B. Reddish riding leather C. Riding reddish leather	22	73%
		6. We went for a two-week cruise on a ocean liner. A. incredible brand-new, huge Italian B. incredible, huge, brand-new Italian C. Italian incredible, brand-new,	19	63%

		huge		
		7. I bought a pair of boots. A. new, nice, red rain B. nice new red rain C. red nice new rain	20	67%
		8. I was surprised to receive a puppy for my birthday. A. little, cute, eight-week-old golden retriever B. cute eight-week-old little golden retriever C. cute little eight-week-old golden retriever	22	73%
		13. They live in mansion. A. red old enormous B. enormous red old C. enormous old red	22	73%
		14. Which is the correct order? A. an exciting French new band B. a new French exciting band C. an exciting new French band	21	70%
		15. Which is the correct order? A. a Japanese serving small bowl B. a small Japanese serving bowl C. a serving small Japanese bowl	20	67%

Appendix 5 - Table Data from Thesis 5

Table 4.1 Description of Lesson Plan Research on April, 29th 2015

No	Components of Lesson Plan	Score of Research Result			Note
		1	2	3	
A.	Subject Identity	N	NC	C	
1.	Education unity, class, semester, Program/ competence program, subject or theme of subject, and meeting.			√	The subject identity in lesson planning is complete.
B.	Indicator Formula	NA	AA	A	
1.	Appropriate with SKL, KI and KD.			√	Based on lesson planning, the indicator formula is appropriate with SKL, KI and KD.
2.	Appropriate with using operational verb with competence.			√	The indicator formula is appropriate with using operational verb with competence. Such as: <i>menunjukkan, mengidentifikasi, menyatakan</i> , etc.
3.	Appropriate with attitude aspect, knowledge, and skill.			√	The indicator formula can show attitude aspect, knowledge, and skill that will be achieved.
C.	Formula of Lesson Goal	NA	AA	A	

1.	Appropriate with process and study result that wanted.			√	The formula of lesson goal in lesson planning is appropriate with process and study result in the classroom.
2.	Appropriate with based competence.			√	The formula of lesson goal is appropriate with syllabus, lesson plan, and the implementation in the classroom.
D.	Selection of Material	NA	AA	A	
1.	Appropriate with lesson goal.			√	She's So Nice is the theme of the material in this meeting. It is appropriate with lesson goal.
2.	Appropriate with students characteristic.			√	The content of material is easy to understand. So, it is appropriate with students characteristic.
3.	Appropriate with time allocation.			√	The English teacher can explain all materials that are in lesson planning.
E.	Selection of Source Study	NA	AA	A	
1.	Appropriate with KI and KD.			√	The source study that used by the english teacher is appropriate with KI and KD.
2.	Appropriate with lesson material and scientific			√	The text book that used by the English teacher is

	approach.				appropriate with lesson material and scientific approach.
3.	Appropriate with students characteristic.			√	The source study can be learned by students easily.
F.	Selection of Media	NA	AA	A	
1.	Appropriate with lesson goal.			√	The English teacher uses picture as media. It is appropriate with lesson goal.
2.	Appropriate with lesson material and scientific approach.			√	Based on the lesson material, the picture that used by the English teacher is very appropriate to describe something. English teacher also can invite students to observe, ask, experiment, associate, and communicate the learning through the picture.
3.	Appropriate with students characteristic.			√	For the Junior High School, the picture is one of the funny media in learning.
G.	Lesson Model	NA	AA	A	
1.	Appropriate with lesson goal.			√	The lesson model that used by the English teacher is discovery learning. It is appropriate with lesson

					goal.
2.	Appropriate with scientific approach.			√	The discovery learning that used by the English teacher is one of the learning models that are appropriate with scientific approach.
H.	Lesson Scenario	NA	AA	A	
1.	Present pre activity (opening), while activity (main activity), and closing activity clearly.			√	The English teacher starts the lesson with opening. After that, main activity, and the last closing activity.
2.	Appropriate with scientific approach		√		In networking, some students are not too active.
3.	The presentation is appropriate with systematic material.			√	The presentation of lesson scenario is appropriate with systematic material.
4.	Appropriate with time allocation with material.		√		In group working, students need many times to fix their tasks. It also for the English teacher, to check students' task in front of the class.
I.	Assessment	NA	AA	A	
1.	Appropriate with technique and form of authentic assessment.			√	The assessment that used by the English teacher is appropriate with technique and form of authentic assessment.

2.	Appropriate with indicator and competence achievement.			√	The assessment is appropriate with indicator and competence achievement.
3.	Appropriate key answer and question item.			√	The assessment form is appropriate with key answer and question item.
4.	Appropriate score guidance score with question.			√	The English teacher uses rubric in assessing it is appropriate with guidance score with question.

In the research result is written N = Nothing, NA = Not Complete, C = Complete, NA = Not Appropriate, AA = A part of Appropriate, and A = Appropriate.

Appendix 6 - Table Data from Thesis 7

Table 4.1 appropriate between indicators and evaluation

Name	Indicators (knowledge aspect)	Evaluation	appropriate		Note
			yes	no	
AA	-16 indicators	1. To understand the announcement, pay attention to the following clues 2. Read the announcement 3. Answer the following questions based on the text.			
AB	-4 indicators	1. Read the passage. Then choose the correct answer to the questions that follow the reading passage. 2. Read the passage. Then choose the correct answers to the question that follow the reading passage. 3. Circle the right one. Is it true (T) or false (F).			
AC	- 6 indicators	1. Read the text then answer the question below using simple present tense !			
AD	- 4 indicators	1. Fill the blanks with			

		use expression of sympathy			
AE	- 1 indicator	1. Read the narrative text then answer the question.			
AF	- 1 indicator	1. (Evaluated while the process of teaching and learning)			
AG	- 2 indicators	1. Read the text about Tornado then answer the question			
AH	- 2 indicators	1. Read the descriptive text then answer comprehension question.			
AI	- 2 indicators	1. Arrange this procedure text correctly. - How to make sambal goreng.			
AJ	- 3 indicators	1. read the following text and then answer the following questions. 2. answer the following question by referring to the text "visiting niagara falls."			

Appendix 7 - Table Data from Thesis 9

Table 3.1. The total of word formation used in “The Last Song”

No	Type of Word Formation	Total	Percentage (%)
1	Derivation	1066	49,49
2	Compounding	346	16,06
3	Clipping	25	1,16
4	Backformation	7	0,32
5	Blending	17	0,79
6	Acronym	8	0,37
7	Alphabetism	12	0,56
8	Conversion	90	4,18
9	Coinage	30	1,39
10	Borrowing	382	17,73
11	Loan Translation	2	0,09
12	Internal Modification	128	5,94
13	Suppletion	6	0,28
14	Onomatopoeia	27	1,25
15	Reduplication	8	0,37
TOTAL		2154	100%

Table 3.2. The subcategories of Derivation

No	Subcategory	Total
1.	Prefix	86
2.	Suffix	880
3.	Circumfix	100
Total		1066

Appendix 8 - Table Data from Thesis 10

Table 3.1 Personification and Methapor in “Solitude” by Wheeler Wilcox

The Poem	Figurative Language
Solitude	
Laugh, and the world laughs with you; Weep, and you weep alone.	
<i>For the sad old earth must borrow its mirth,</i>	Personification
But has trouble enough of its own.	
<i>Sing, and the hills will answer;</i>	Personification
Sigh, it is lost on the air.	
<i>The echoes bound to a joyful sound,</i>	Personification
But shrink from voicing care.	
Rejoice, and men will seek you; Grieve, and they turn and go.	
They want full measure of all your pleasure, But they do not need your woe.	
Be glad, and your friends are many; Be sad, and you lose them all.	
<i>There are none to decline your nectared wine,</i>	Methapor
<i>But alone you must drink life's gall</i>	Methapor
Feast, and your halls are crowded; Fast, and the world goes by.	
Succeed and give, and it helps you live, But no man can help you die.	

<p>There is room in the halls of pleasure For a long and lordly train, But one by one we must all file on Through the narrow aisles of pain.</p>	
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SURAT KETERANGAN

Nomor: 1294/Un.14/III.1.t/08/2018

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Rifki Fathurrahman
N I M : 1401240835
Jurusan/Prodi : TBI
Alamat : KOMP. ARRAHIM RAYA RT.26 RW.02 NO.5,
KEBUN BUNGA BANJARMASIN TIMUR
KALIMANTAN SELATAN 70235

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**STUDENTS CRITICAL THINKING IN WRITING FINDING AND
DISCUSSION CHAPTER ON THESIS AT ENGLISH EDUCATION
DEPARTMENT OF UIN ANTASARI BANJARMASIN**

Pada Hari/Tanggal : Jum'at, 31 Agustus 2018

Tempat : Lokal 1.01

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 31 Agustus 2018

Ketua



Mahmudah, M.Pd.I

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SURAT RISET

Nomor: B-663/Un.14/III.1.t/12/2018

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Rifki Fathurrahman
 Nomor Induk Mahasiswa : 1401240835
 Semester : IX (Sembilan)
 Alamat : Komp. Arrahim Raya RT.26 RW.02 NO.5 Kel.
 Kebun Bunga Kec. Banjarmasin Timur
 Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka
 pengumpulan data untuk penyusunan Skripsi
 Sarjana dengan Judul :

**STUDENTS CRITICAL THINKING IN WRITING FINDING AND DISCUSSION CHAPTER
ON THESIS AT ENGLISH EDUCATION DEPARTMENT OF UIN ANTASARI
BANJARMASIN**

Tempat yang dituju : JURUSAN TBI FAKULTAS TARBIYAH DAN
 KEGURUAN UIN ANTASARI BANJARMASIN
 Barang yang dibawa : Seperangkat alat riset
 Lamanya Riset : 2 (Dua) bulan
 Dari tanggal : 5 Desember 2018
 Sampai dengan tanggal : 5 Februari 2019

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.



Dekan Bidang Akademik dan
Kelembagaan,

Mo Haidi Huda, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

Rifki Fathurrahman
NIM. 1401240835



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17 Juni 2019

Nomor : 1180/Un.14/III.1.t/06/2019
Lamp : -
Hal : Perubahan Judul Skripsi

Kepada Yth.
Sdr (i) Rifki Fathurrahman
NIM. 1401240835
Mahasiswa Jurusan TBI

di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**STUDENTS CRITICAL THINKING IN WRITING FINDING AND
DISCUSSION CHAPTER ON THESIS AT ENGLISH EDUCATION
DEPARTMENT OF UIN ANTASARI BANJARMASIN**

Berubah menjadi:

**STUDENTS WEAKNESSES IN ORGANIZE THE ELEMENTS OF
FINDINGS AND DISCUSSION CHAPTER ON THESIS BASED ON
CRITICAL THINKING AT ENGLISH EDUCATION DEPARTMENT OF
UIN ANTASARI BANJARMASIN**

Menunjuk :

1. Dr. Nida Mufidah, M.Pd sebagai Dosen Pembimbing Konten dan Metodologi.
2. Sovia Rahmaniah, S.Pd, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.



Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.



M. Nida Mufidah, M.Pd
Wakil Dekan Bidang Akademik

M. Nida Mufidah, M.Pd.I
08212015032004

Bimbingan ke-	Tanggal	Catatan Pembimbing Konten dan Metode Penelitian	Tanda Tangan
2/6		<p>Revised as my notes —</p> <ol style="list-style-type: none"> 1. Perbaiki for analysis of each table of these. 2. Every table of these finding should be written with explanation. 3. Nama peneliti pada tabel tidak perlu ditulis, cukup ditulis pada lampiran (appendix). 4. Setiap table diberi nomor. dan di bawah tabel ada penjelas 5. Please, take previous study on journal, what finding? <hr/> <p>Pengekikan nomor, lihat kertas yg berlipat, dirapatkan.</p>	  23/5.05

CURRICULUM VITAE

I. Personal Detail	
Name	Rifki Fathurrahman
Place and Date of Birth	Banjarmasin, February 3 rd , 1995
Gender	Male
Marital Status	Single
Religion	Islam
Nationality	Indonesia
Parents	Syahran and Hamdanah
Siblings	QamariahAnnor, Muhammad Furqan, and Ahmad Mubarak
II. Formal Educational background	
2002 - 2008	State Islamic Elementary School of PandakDaun (MIN PandakDaun)
2008 - 2011	State Islamic Junior High School of TambakBitin (MTsNTambakBitin)
2011 - 2014	State Islamic Senior High School of Negara (MAN Negara)
2014 - 2019	English Education Department of Faculty Tarbiyah and Teacher Training of Antasari State Islamic University Banjarmasin
III. Organization Experience	
2014 - 2016	Member of English Students Association (ESA) Antasari of UIN Antasari Banjarmasin