

**STUDENTS' WEAKNESSES IN ORGANIZING THE
ELEMENTS OFFINDINGS AND DISCUSSION CHAPTER ON
THESIS BASED ONCRITICAL THINKING**

By

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ANTASARI STATE ISLAMIC UNIVERSITY

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**STUDENTS' WEAKNESSES IN ORGANIZING THE ELEMENTS OF
FINDINGS AND DISCUSSION CHAPTER ON THESISBASED ON
CRITICAL THINKING**

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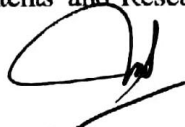
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STATEMENT OF AUTHENTICITY

I, the undersigned, Rifki Fathurrahman, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publication cited in this world have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, June 25th 2019

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ABSTRACT

Rifki Fathurrahman. 2019. Students' Weaknesses in Organizing the Elements of Findings and Discussion Chapter on Thesis Based on Critical Thinking. Thesis. English Education Department, Faculty of Tarbiyah and Teachers Training. Advisors: (I) Dr.Hj. Nida Mufidah, M.Pd., (II) Sovia Rahmaniah, S.Pd, M.Pd.

Keywords: Students Weaknesses, Findings, Discussion, Critical Thinking

The problem formulation of this research was: What are students' weaknesses in organizing the elements of findings and discussion chapter on thesis based on critical thinking at English Education Department of UIN Antasari Banjarmasin.

The subject of this research was the findings and discussion chapter on thesis taken from English Education Department's library. The object of this research was the author's ability in organizing the elements and their critical thinking level in writing the findings and discussion chapter on thesis.

To collect the data, the researcher used the technique of document analysis. Data analysis in this research was divided into four activities: data collection, data reduction, data display, and drawing conclusion. Then, all the data were analysed descriptively, qualitatively, and concluded inductively.

The results of this research showed that students in writing the finding and discussion chapter on thesis used 3 moves that were presenting metatextual information, presenting results/findings, and commenting on results. But they did not include every element in presenting metatextual information, presenting results/findings, or commenting on results. In presenting metatextual information, students needed more attention to explicitly link, provide background information, and refer back to methodology points. In presenting results, most of students were more focused to provide evidence and highlight the data without paying attention in presenting procedures and restating hypotheses or research questions. In commenting on results, Students needed more attention to interpret their results and make claims about their meaning and significance, make comparisons with previous studies and may comment on the strengths, limitations or generalizability of results.

ABSTRAK

Rifki Fathurrahman. 2019. Kelemahan Siswa Dalam Menyusun Elemen Bab Temuan dan Pembahasan Menurut Teori Berpikir Kritis. Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. Penasihat: (I) Dr. Hj. Nida Mufidah, M.Pd., (II) Sovia Rahmaniah, S.Pd, M.Pd.

Kata kunci: KelemahanSiswa, Temuan, Pembahasan, BerpikirKritis

Rumusan masalah dari penelitian ini adalah: Apa saja kelemahan siswa dalam menyusun elemen bab temuan dan pembahasan menurut teori berpikir kritis didalam skripsi jurusan Pendidikan Bahasa Inggris UIN Antasari Banjarmasin.

Subjek penelitian ini adalah bab temuan dan pembahasan pada skripsi yang diambil dari perpustakaan jurusan Pendidikan Bahasa Inggris. Objek penelitian ini adalah kemampuan siswa dalam menyusun elemen bab temuan dan pembahasan dan kemampuan berpikir kritisnya.

Untuk pengumpulan data, peneliti menggunakan teknik analisis dokumen. Analisis data dalam penelitian ini dibagi menjadi empat kegiatan: pengumpulan data, reduksi data, tampilan data, dan penarikan kesimpulan. Kemudian, semua data dianalisis secara deskriptif, kualitatif, dan disimpulkan secara induktif.

Hasil penelitian ini menyatakan bahwa siswa dalam menulis bab temuan dan pembahasan pada skripsi menggunakan 3 langkah yaitu penyajian informasi metatekstual, penyajian temuan, dan mengomentari hasil temuan. Namun mereka tidak memasukkan setiap elemen dalam penyajian informasi metatekstual, penyajian temuan, maupun mengomentari hasil temuan. Dalam menyajikan informasi metatekstual, siswa perlu perhatian lebih untuk menghubungkan informasi secara eksplisit, menyajikan latar belakang informasi, dan merujuk kembali ke poin metodologi. Dalam menyajikan temuan, kebanyakan siswa lebih berfokus pada penyajian data dan menyoroiti data tanpa menyajikan prosedur, mengemukakan kembali hipotesis maupun rumusan masalah. Dalam mengomentari hasil temuan, siswa perlu perhatian lebih untuk menginterpretasi hasil dan membuat pernyataan yang berhubungan, membandingkan dengan penelitian terdahulu, dan mengomentari kelebihan, kekurangan, maupun generalisasi hasil temuan.

MOTTO

“Life is to learn. So, learn from the life”

(Rifki Fathurrahman)

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“For indeed, with hardship [will be] ease.”

DEDICATION

This thesis is dedicated to:

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Finally, the researcher hopes that this research will be useful for the next researchers. The researcher admits that this research paper is not perfect it. Therefore, suggestion will be expected to make it better.

Banjarmasin, June 25th 2019



Rifki Fathurrahman

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