

**STUDENTS' CRITICAL THINKING DISPOSITIONS THROUGH
CONTEXTUAL TEACHING AND LEARNING IN ENGLISH
CLASS**

THESIS

**By
NURSYIFA AHYANA**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2024 AD / 1445 AH**

**STUDENTS' CRITICAL THINKING DISPOSITIONS THROUGH
CONTEXTUAL TEACHING AND LEARNING IN ENGLISH
CLASS**

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By
Nursyifa Ahyana
200101030415

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION STUDY PROGRAM
BANJARMASIN
2024 AD / 1445 AH**

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I, the undersigned, Nursyifa Ahyana, declare that this undergraduate thesis is my original work, gathered and utilized specially 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 publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 21st May, 2024
The writer,



Nursyifa Ahyana



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UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

SURAT BUKTI BEBAS PLAGIASI

Nomor: B-335/Un.14/III.1.f/PP.00.9/05/2024

Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Nursyifa Ahyana
NIM : 200101030415
Program : S-1
Program Studi : Tadris Bahasa Inggris

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Afifah Linda Sari

APPROVAL

Title : Students' Critical Thinking Disposition through Contextual Teaching and Learning in English Class
Name : Nursyifa Ahyana
SRN : 200101030415
Faculty : Faculty of Tarbiyah and Teacher Training
Program : Undergraduate Study (S-1)
Department : English Education Department
Academic Year : 2023/2024
Place/Date of Birth : Anjir Serapat, 21 Maret 2002
Address : Jl. Trans Kalimantan KM 8 RT 02 Anjir Serapat Baru, kec. Kapuas Timur, Kab. Kapuas, Prov. Kalimantan Tengah

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin


Banjarmasin, 21st May 2024
Advisor



Dr. Ridha Fadillah, S.Pd, M.Ed
NIP.197411082005011006

Acknowledge by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin




Afifah Linda Sari, S.S., M.Pd
NIP.198711102015032004

VALIDATION

Title: Students' Critical Thinking Disposition through Contextual Teaching and Learning in English Class


Name Nursyifa Ahyana. SRN 200101030415 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Wednesday

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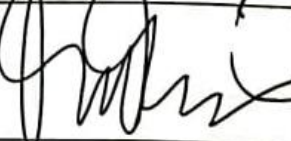
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Dean Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Dr. H. Hamdan, M. Pd
NIP. 196604051993031005

THE BOARD OF EXAMINERS:

No.	Name	Tanda Tangan
1	Dr. Ridha Fadillah, S. Pd, M.Ed (Chairperson)	1 
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ABSTRACT

Nursyifa Ahyana. 200101030415. Students' Critical Thinking Disposition through Contextual Teaching and Learning in English Class. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Ridha Fadillah S.Pd., M.Ed

Keywords: critical thinking disposition scale, contextual teaching and learning activities, English class

In the world of education, critical thinking is very important to create, develop and maintain. Contextual teaching and learning directly or indirectly is very often found in the educational environment. This research aims to describe the Critical Thinking disposition scale of students when they learn English using Contextual Teaching and Learning. Apart from that, this research also aims to determine the activities of teachers and students in using contextual learning for students' critical thinking dispositions in learning English. This research uses descriptive qualitative. Data was taken at al-Mumtaza Islamic Middle School. Data was collected using observation sheets and interview guidelines and analyzed using data condensation analysis, data condensation, and drawing verification conclusions. The results of the research show that there are 7 critical thinking disposition scales that emerge when teachers use contextual teaching and learning approach methods in English classes, namely: (1) truth seeking, (2) open-mindedness, (3) analytical, (4) systematicity, (5) self-confidence, (6) curiosity, and (7) maturity. Most students meet the critical thinking disposition scale. Apart from that, there are 8 activities carried out by teachers and students in the classroom. Namely (1) the teacher presents material in contextual problems (related to everyday life), (2) Students listen to the teacher's explanation of the material and assignment instructions, (3) The teacher gives students the opportunity to discuss, (4) Students ask the teacher questions. about the material and how to do the assignment, (5) The teacher divides students into several groups for assignments related to real life, (6) Students do their assignments well, (7) The teacher helps students in completing assignments, (8) The teacher discusses group work in English class.

ABSTRAK

Nursyifa Ahyana. 200101030415. *Students' Critical Thinking Disposition through Contextual Teaching and Learning in English Class*. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: Dr. Ridha Fadillah S.Pd., M.Ed

Kata kunci: Skala disposisi berpikir kritis, aktivitas-aktivitas *contextual teaching and learning*, kelas Bahasa Inggris

Dalam dunia pendidikan, berpikir kritis sangat penting untuk diciptakan, dikembangkan dan dipelihara. *Contextual teaching and learning* secara langsung maupun tidak langsung sangat banyak dijumpai di lingkungan pendidikan. Penelitian ini bertujuan untuk mendeskripsikan skala disposisi Berpikir Kritis siswa ketika mereka belajar bahasa Inggris dengan menggunakan pembelajaran kontekstual. Selain itu, penelitian ini juga bertujuan untuk mengetahui aktivitas Guru dan siswa dalam menggunakan Pembelajaran Kontekstual untuk Disposisi Berpikir Kritis Siswa dalam Pembelajaran Bahasa Inggris. Penelitian ini menggunakan deskriptif kualitatif. Data diambil di SMP Islam al-Mumtaza. Data dikumpulkan dengan menggunakan lembar observasi dan pedoman wawancara dan dianalisis menggunakan analisis kondensasi data, penyajian data, dan penarikan kesimpulan verifikasi. Hasil penelitian menunjukkan bahwa ada 7 skala disposisi berpikir kritis yang muncul ketika guru menggunakan metode pendekatan belajar mengajar kontekstual di kelas bahasa Inggris, yaitu: (1) pencarian kebenaran, (2) keterbukaan pikiran, (3) analitik, (4) sistematisitas, (5) rasa percaya diri, (6) rasa ingin tahu, dan (7) kedewasaan. Sebagian besar siswa memenuhi skala disposisi berpikir kritis. Selain itu, terdapat 8 kegiatan yang dilakukan oleh guru dan siswa di dalam kelas. Yaitu (1) guru menyajikan materi dalam permasalahan kontekstual (berkaitan dengan kehidupan sehari-hari), (2) Siswa mendengarkan penjelasan materi dan petunjuk tugas dari guru, (3) Guru memberikan kesempatan kepada siswa untuk berdiskusi, (4) Siswa bertanya kepada guru tentang materi dan cara mengerjakan tugas, (5) Guru membagi siswa menjadi beberapa kelompok untuk tugas yang berhubungan dengan kehidupan nyata, (6) Siswa mengerjakan tugasnya dengan baik, (7) Guru membantu siswa dalam menyelesaikan tugas, (8) Guru mendiskusikan kerja kelompok di kelas bahasa Inggris.

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

Banjarmasin, Dzulhijjah, 3rd 1445 A.H
June 11th 2024 A.D



Writer

TRANSLITERATION

No	Page	Surah/Verse	Translation	
			English	Indonesia
1		Al-Alaq verse 1	Read it, with (mentioning) the name of your Lord who created	Bacalah, dengan (menyebut) nama Tuhanmu yang menciptakan
2		Al-Alaq verse 2	He created man from a clot of blood	Dia telah menciptakan manusia dari segumpal darah
3		Al-Alaq verse 3	Read it, and your Lord is the Most Glorious	Bacalah, dan Tuhanmulah yang Maha mulia
4		Al-Alaq verse 4	Who teaches (humans) with a pen	Yang mengajar (manusia) dengan pena
5		Al-Alaq verse 5	He taught man what he did not know	Dia mengajarkan manusia apa yang tidak diketahuinya

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