

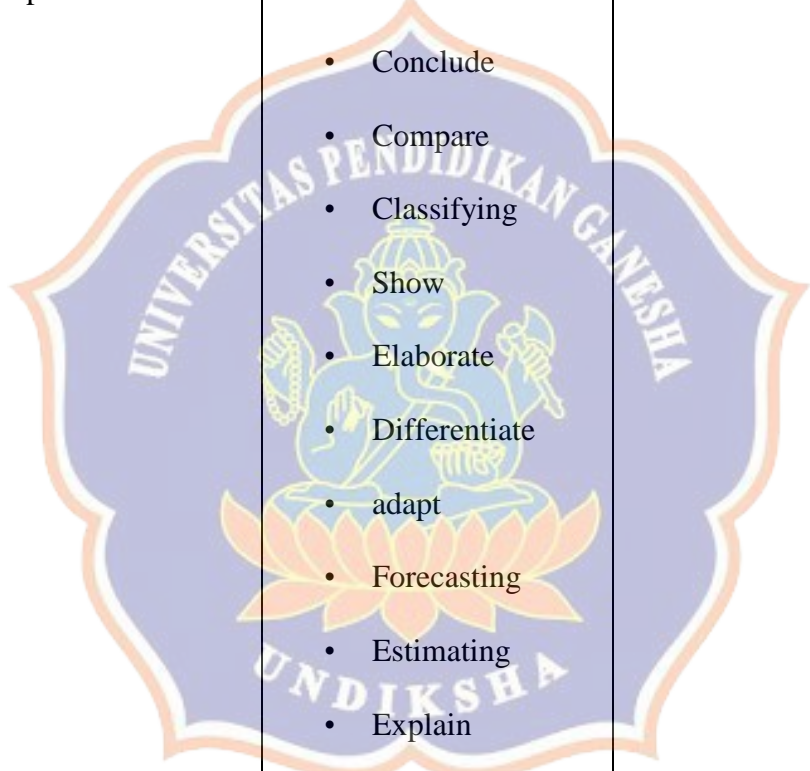
**Appendix 1.**

**Indicator of Critical Thinking Ability and Processes**

**a. Indicator of the characteristics of critical thinking ability (*Adopted from Facione (2011) and Ennis' (1985) characteristics.*)**

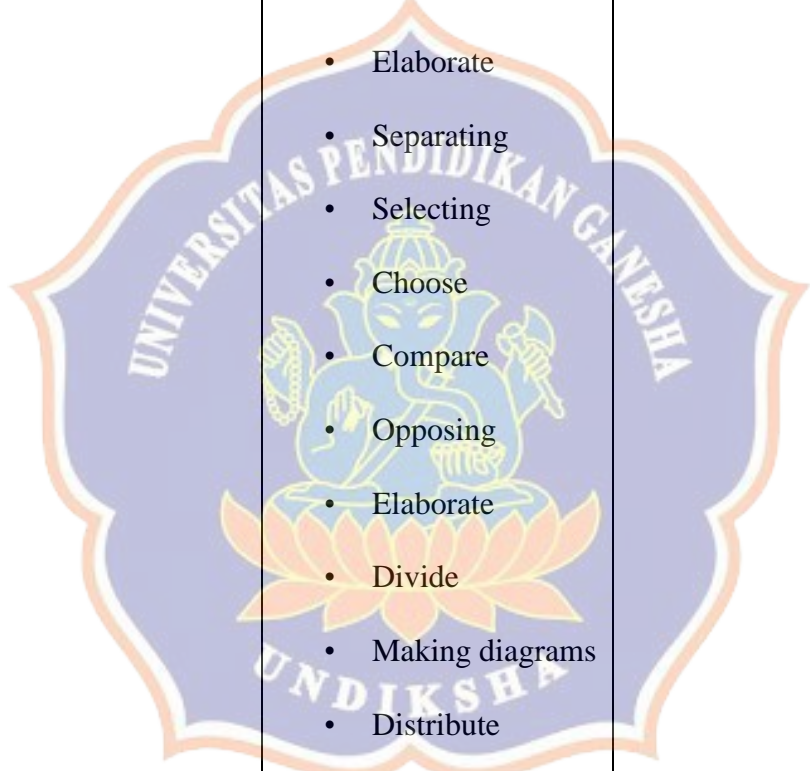
No	Critical Thinking Ability	Description	Operational Verbs	Example
1.	Interpretation	Interpretation is the ability of categorization, decoding significance of the data, events, judgments, conventions, beliefs, rules, procedures, or criteria. Recognizing a problem and	<b>C2 (Understanding)</b> <ul style="list-style-type: none"> <li>• Explain</li> <li>• Decipher</li> <li>• Interpret</li> <li>• Tells</li> <li>• Displays</li> </ul>	1. "Explaining the social function, structure text, and linguistic elements of a personal letter"  2. "Students can interpret the meaning of a personal letter"

		describing the problem is the example of interpretation.	<ul style="list-style-type: none"><li>• Give an example</li><li>• Summarize</li><li>• Conclude</li><li>• Compare</li><li>• Classifying</li><li>• Show</li><li>• Elaborate</li><li>• Differentiate</li><li>• adapt</li><li>• Forecasting</li><li>• Estimating</li><li>• Explain</li><li>• Replaces</li><li>• Draw</li></ul>	a
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			<p>conclusion</p> <ul style="list-style-type: none"> <li>• Summarize</li> <li>• Develop</li> <li>• Prove it</li> <li>• Etc.</li> </ul>	
2.	Analyzing	<p>The ability of analyzing is to examining ideas, detecting arguments, and analyzing arguments as sub-skills of analysis. The example is analysing the similarity and the differences between two objects.</p>	<p><b>C4 (Analyze)</b></p> <ul style="list-style-type: none"> <li>• Differentiate</li> <li>• Organizing</li> <li>• Distribute</li> <li>• Diagnose</li> <li>• Detailing</li> <li>• Study</li> <li>• Detecting</li> </ul>	<p>1. "By analyzing the contents of personal letters and official letters, students can find out the difference between the two"</p> <p>2) "By comparing some example of procedure text, the students find the differences of the generic structure of the texts."</p>

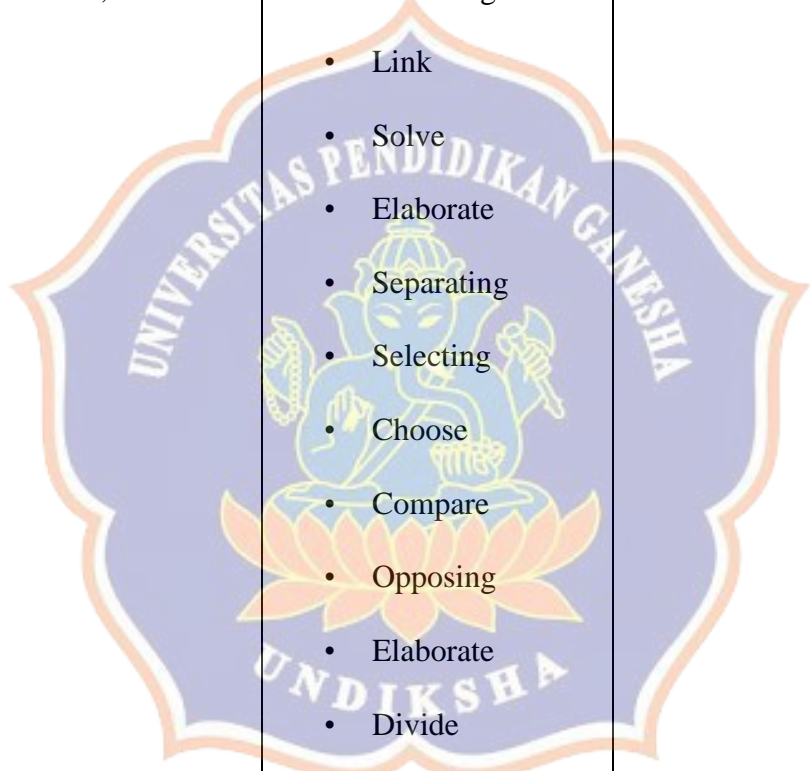
			<ul style="list-style-type: none"><li>• Link</li><li>• Solve</li><li>• Elaborate</li><li>• Separating</li><li>• Selecting</li><li>• Choose</li><li>• Compare</li><li>• Opposing</li><li>• Elaborate</li><li>• Divide</li><li>• Making diagrams</li><li>• Distribute</li><li>• Analyze</li><li>• Sifting through</li></ul>	
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			<ul style="list-style-type: none"> <li>• Receive opinions</li> <li>• Etc.</li> </ul>	
3.	Evaluating	Evaluating is the ability to know the credibility of claims and to assess the logical strengths and weaknesses of something.	<b>C5 (Evaluating)</b> <ul style="list-style-type: none"> <li>• Checking</li> <li>• criticize</li> <li>• Prove it</li> <li>• Maintain</li> <li>• Validate</li> <li>• Support</li> <li>• Projecting</li> <li>• Compare</li> <li>• Conclude</li> <li>• criticize</li> <li>• Assess</li> </ul>	<ol style="list-style-type: none"> <li>1. "By comparing several texts about animals, students can find differences from each animal"</li> <li>2. "by doing pair assessment, the students will criticize their friends' assignment by giving a comment."</li> </ol>

			<ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Giving advice</li> <li>• Giving an argument</li> <li>• Interpret</li> <li>• Recommend</li> <li>• Deciding</li> <li>• Etc.</li> </ul>	
4.	Making Inference	Making inference is the ability to identify the elements needed to draw reasonable conclusions, to form conjectures or hypotheses, to consider relevant information, and then to deduce the	<b>C4 (Analyze)</b> <ul style="list-style-type: none"> <li>• Differentiate</li> <li>• Organizing</li> <li>• Distribute</li> <li>• Diagnose</li> <li>• Detailing</li> </ul>	<ol style="list-style-type: none"> <li>1. “Analyze structure text, social function, and linguistics elements of “official letter”</li> <li>2. “Compare the structure text, social function, and linguistics elements of some official letters”</li> </ol>

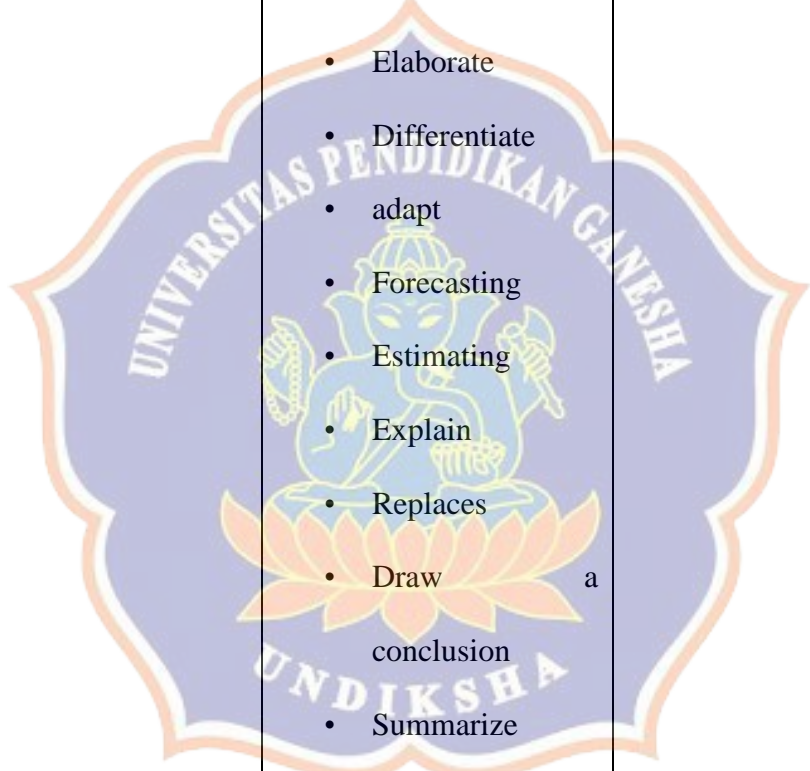
		consequences from the selected relevant information, data or facts.	<ul style="list-style-type: none"><li>• Study</li><li>• Detecting</li><li>• Link</li><li>• Solve</li><li>• Elaborate</li><li>• Separating</li><li>• Selecting</li><li>• Choose</li><li>• Compare</li><li>• Opposing</li><li>• Elaborate</li><li>• Divide</li><li>• Making diagrams</li><li>• Distribute</li></ul>	
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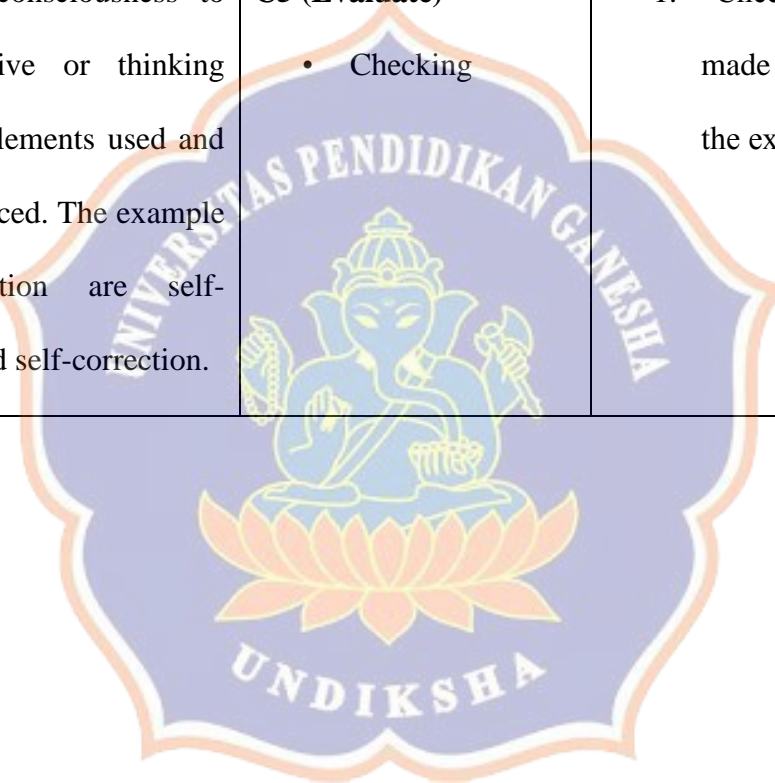
			<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Sifting through</li> <li>• Receive opinions</li> <li>• Etc.</li> </ul>	
5.	Explaining	It is the ability to explained the result of the reasoning that we got to justify it in terms of the evidential, conceptual, methodological, and contextual considerations or bases upon which the results are based. The example of explanation are stating results, justifying procedures, and presenting	<b>C2 (Understanding)</b> <ul style="list-style-type: none"> <li>• Explain</li> <li>• Decipher</li> <li>• Interpret</li> <li>• Tells</li> <li>• Displays</li> <li>• Give an example</li> <li>• Summarize</li> <li>• Conclude</li> <li>• Compare</li> </ul>	<ol style="list-style-type: none"> <li>1. “Tell the structure text, social function, and linguistics elements of official letter”</li> <li>2. “By explaining the structure text of official letter, the students can create their own official letter.”</li> </ol>



		arguments.	<ul style="list-style-type: none"><li>• Classifying</li><li>• Show</li><li>• Elaborate</li><li>• Differentiate</li><li>• adapt</li><li>• Forecasting</li><li>• Estimating</li><li>• Explain</li><li>• Replaces</li><li>• Draw a conclusion</li><li>• Summarize</li><li>• Develop</li><li>• Prove it</li></ul>	
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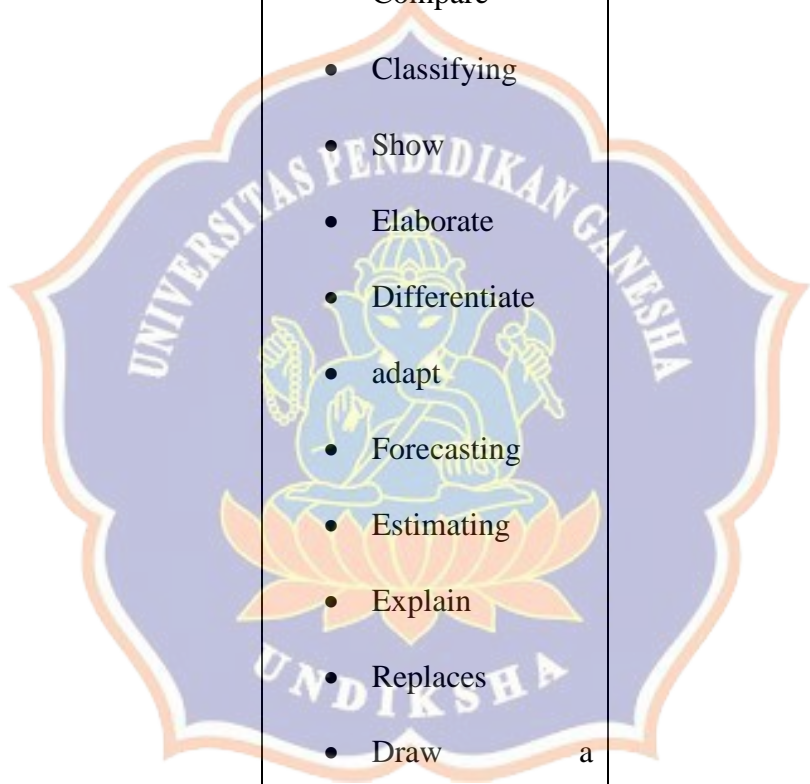
			<ul style="list-style-type: none"> <li>• Etc.</li> </ul>	
6.	Self-regulation	It means self-consciousness to monitor cognitive or thinking activities, the elements used and the results deduced. The examples of self-regulation are self-examination and self-correction.	<b>C5 (Evaluate)</b> <ul style="list-style-type: none"> <li>• Checking</li> </ul>	1. "Checking your own official letter that you made before, then find out the differences of the example."



**b. The steps of critical thinking processes (Adopted from Changwong, Sukkamart, and Sisan (2018), Facione (2011), and Anderson & Krathwohl (2011))**

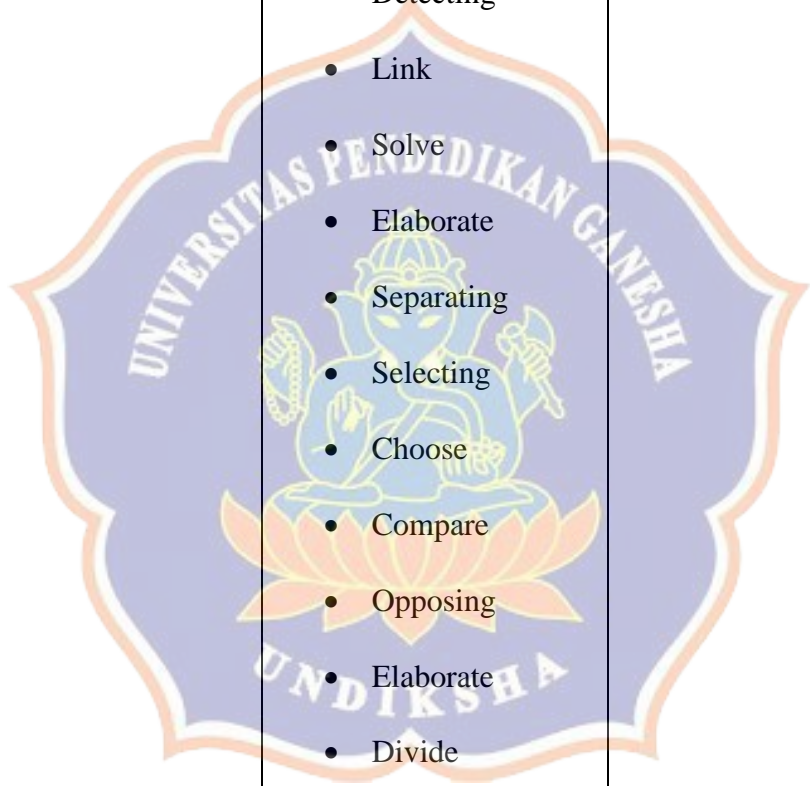
No	Critical Thinking Process	Description	Operational Verbs	The Integration in Lesson Plan
1.	Describing	Describing indicate what you talking about is clear.	<b>C2 (Understanding)</b> <ul style="list-style-type: none"> <li>• Explain</li> <li>• Decipher</li> <li>• Interpret</li> <li>• Tells</li> <li>• Displays</li> <li>• Give an example</li> <li>• Summarize</li> </ul>	1) "Students describe pictures of animals on the slide"  2) "students tells about their experience into the short story"

			<ul style="list-style-type: none"><li>• Conclude</li><li>• Compare</li><li>• Classifying</li><li>• Show</li><li>• Elaborate</li><li>• Differentiate</li><li>• adapt</li><li>• Forecasting</li><li>• Estimating</li><li>• Explain</li><li>• Replaces</li><li>• Draw</li></ul> <p>a conclusion</p>	
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			<ul style="list-style-type: none"> <li>• Summarize</li> <li>• Develop</li> <li>• Prove it</li> <li>• Etc.</li> </ul>	
2.	Reflecting	Reflecting to compare point of view with the other.	<b>C2 &amp; C5</b> <ul style="list-style-type: none"> <li>• Comparing</li> </ul>	1) “Students compare the similarities and the differences between official letter and private letter”
3.	Analyze	Analyzing is comparing existing elements with the subject or topic being discussed to find out then explaining how something is.	<b>C4 (Analyze)</b> <ul style="list-style-type: none"> <li>• Differentiate</li> <li>• Organizing</li> <li>• Distribute</li> <li>• Diagnose</li> <li>• Detailing</li> </ul>	1) “Students are analyzing the expression that use in the official letter” 2) “students are differentiating the language features of procedure text”

			<ul style="list-style-type: none"><li>• Study</li><li>• Detecting</li><li>• Link</li><li>• Solve</li><li>• Elaborate</li><li>• Separating</li><li>• Selecting</li><li>• Choose</li><li>• Compare</li><li>• Opposing</li><li>• Elaborate</li><li>• Divide</li><li>• Making</li></ul>	
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			<p>diagrams</p> <ul style="list-style-type: none"> <li>• Distribute</li> <li>• Analyze</li> <li>• Sifting through</li> <li>• Receive opinions</li> <li>• Etc.</li> </ul>	
4.	Critiquing	Critiquing is the step where you identify what is the weaknesses in the arguments.	<p><b>C5 (Evaluate)</b></p> <ul style="list-style-type: none"> <li>• Critiquing</li> <li>• Evaluate</li> </ul>	1) "after the students know the language feature of procedure text, the students evaluate the expression that use in each language feature of procedure text."
5.	Reasoning	Reasoning is determined what is the cause and what are the consequences to get a logical thought that will be supported	<p><b>C2, C3 &amp; C5</b></p> <ul style="list-style-type: none"> <li>• Proving</li> </ul>	1) "students discuss the answers with friends by including evidence that supports their answers."

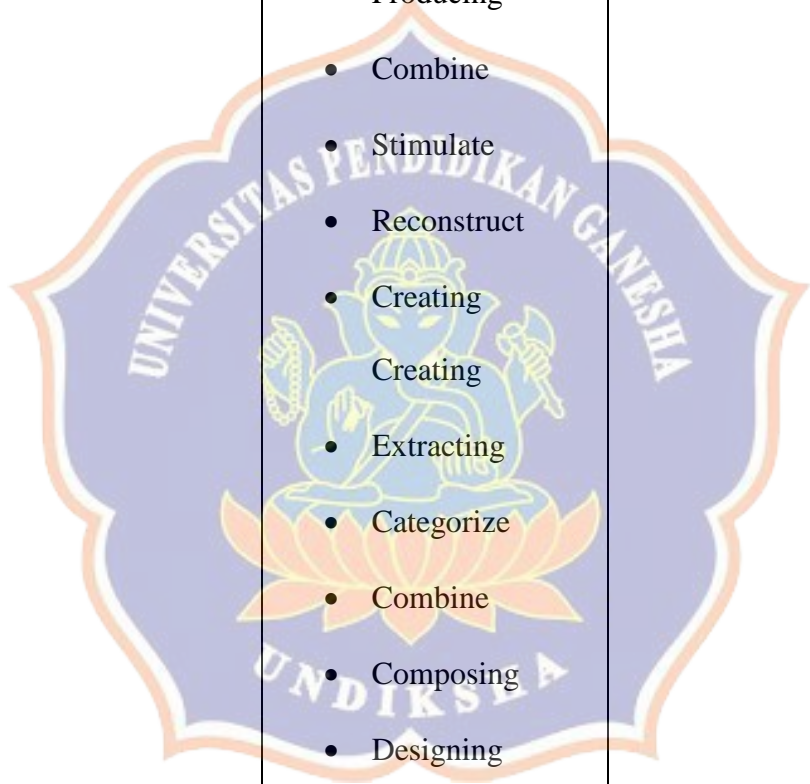
		by evidence from arguments.		
6.	Evaluate	Evaluating is determining the success, value and truth of an argument.	<b>C5 (Evaluating)</b> <ul style="list-style-type: none"> <li>• Checking</li> <li>• criticize</li> <li>• Prove it</li> <li>• Maintain</li> <li>• Validate</li> <li>• Support</li> <li>• Projecting</li> <li>• Compare</li> <li>• Conclude</li> <li>• criticize</li> <li>• Assess</li> </ul>	<ol style="list-style-type: none"> <li>1) “students compare the answer with the evidence that they found in the text.”</li> <li>2) “Students evaluate the expression of generic structure of procedure text that they found by find out the other sources.”</li> </ol>



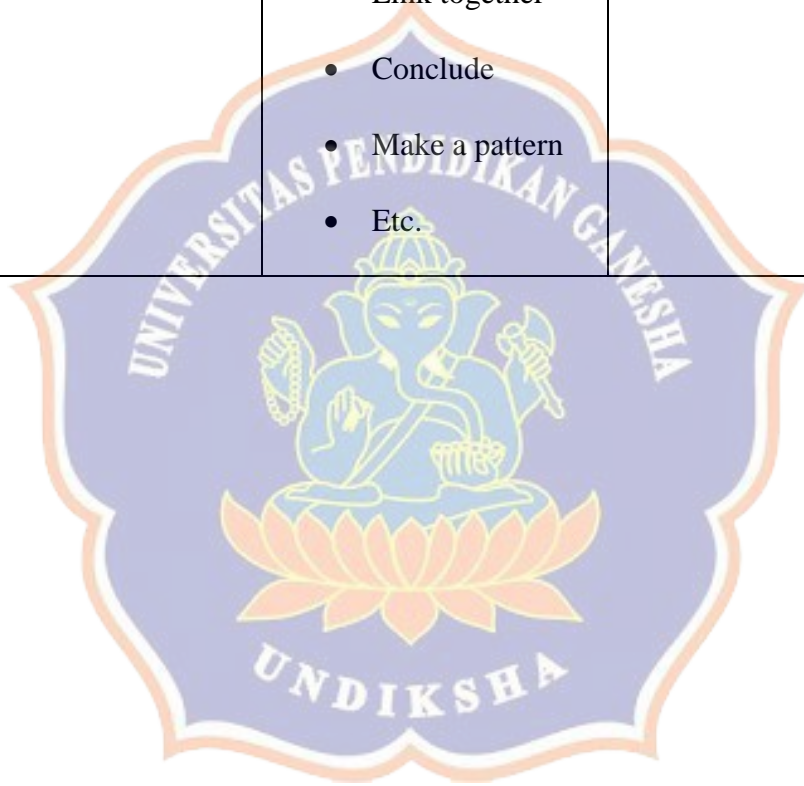
			<ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Giving advice</li> <li>• Giving an argument</li> <li>• Interpret</li> <li>• Recommend</li> <li>• Deciding</li> <li>• Etc.</li> </ul>	
7.	Identify	Identify the problem to find out what is the real question we are facing.	<b>C1 (Remembering)</b> <ul style="list-style-type: none"> <li>• Identifying</li> </ul>	1) “Students identify the language feature of official letter”
8.	Define	Define the context of what are the facts that frame this problem.	<b>C2 (Understanding)</b> <ul style="list-style-type: none"> <li>• Explain</li> <li>• Decipher</li> </ul>	1) “students explain the social function of procedure text”

			<ul style="list-style-type: none"> <li>• Interpret</li> </ul>	
9.	Enumerate	Enumerate is determine whether the options make sense.		
10.	List	List reason explicitly to know why is this the best course of action.	<b>C1 (Remembering)</b> <ul style="list-style-type: none"> <li>• Compile a list</li> </ul>	1) "students compile a list of the generic structure of procedure text"
11.	Self-correct	Self-correct is the way to make sure that the action that we chose already clear and make sure about what did we miss.	<b>C5 (Evaluating)</b> <ul style="list-style-type: none"> <li>• Checking</li> </ul>	1) "students do a pair assessment with their classmates to check each other's answers"
12.	Create	Create is an activity that involves the process of	<b>C6 (Creating)</b> <ul style="list-style-type: none"> <li>• Build</li> </ul>	1) "students create a procedure text with their own theme."

		<p>forming several elements into a coherent or functional state.</p>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Producing</li> <li>• Combine</li> <li>• Stimulate</li> <li>• Reconstruct</li> <li>• Creating</li> <li>• Creating</li> <li>• Extracting</li> <li>• Categorize</li> <li>• Combine</li> <li>• Composing</li> <li>• Designing</li> <li>• Creating Design</li> </ul>	<p>2) “students produce their own private letter.”</p>
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			<ul style="list-style-type: none"><li>• Rearrange</li><li>• Link together</li><li>• Conclude</li><li>• Make a pattern</li><li>• Etc.</li></ul>	
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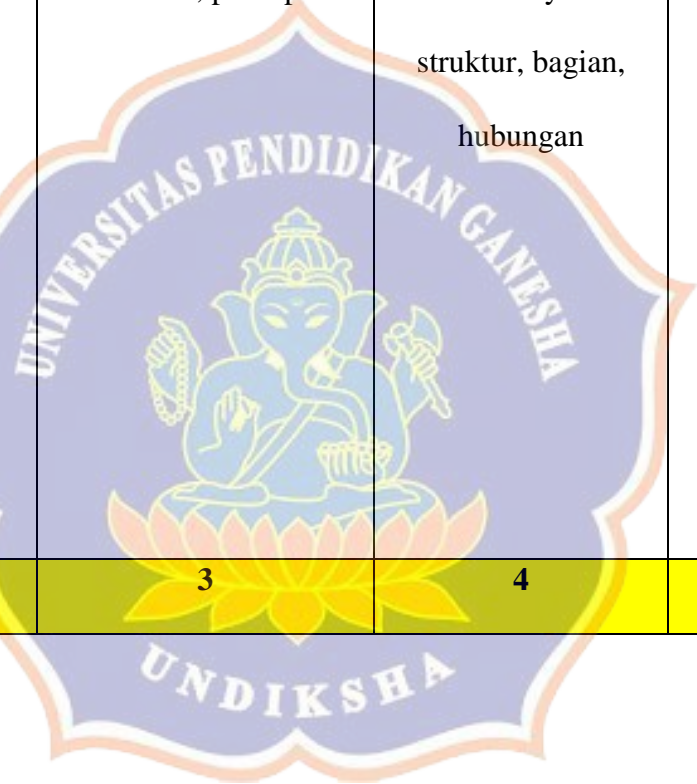
**Appendix 2.**

**KATA KERJA OPERASIONAL (KKO) EDISI  
REVISI TEORI BLOOM**

**RANAH KOGNITIF**

<b>MENGINGAT (C1)</b>	<b>MEMAHAMI (C2)</b>	<b>MENERAPKAN (C3)</b>	<b>MENGANALISIS (C4)</b>	<b>MENGEVALUASI (C5)</b>	<b>MENCIPTAKAN (C6)</b>
Mengetahui ..... Misalnya: istilah, fakta, aturan, urutan, metoda	Menerjemahkan, Menafsirkan, Memperkirakan, Menentukan ... Misalnya: metode,	Memecahkan masalah, Membuat bagan/grafik, Menggunakan .. misalnya: metoda,	Mengenali kesalahan Memberikan .... misalnya: fakta-fakta, Menganalisis	Menilai berdasarkan norma internal .... misalnya: hasil karya, mutu karangan, dll.	Menghasilkan ... misalnya: klasifikasi, karangan, teori Menyusun ....

	<p>prosedur Memahami ..... misalnya:  konsep, kaidah, prinsip, kaitan antara, fakta, isi pokok.</p> <p>Mengartikan Menginterpretasikan ... misalnya: tabel, grafik, bagan</p>	<p>prosedur, konsep, kaidah, prinsip</p>	<p>... misalnya: struktur, bagian, hubungan</p>		<p>misalnya: laporan, rencana, skema, program, proposal</p>
1	2	3	4	5	6



Menemukenali (identifikasi)	Menjelaskan	Melaksanakan	Mendiferensiasika n	Mengecek	Membangun
Mengingat kembali	Mengartikan	Mengimplementasika n Menggunakan	Mengorganisasika n Mengatribusikan	Mengkritik	Merencanakan
Membaca	Menginterpretasikan	Mengonsepan	Mendiagnosis	Membuktikan	Memproduksi
Menyebutkan	Menceritakan	Menampilkan	Memerinci	Mempertahankan	Mengkombinasika n Merancang
Melafalkan/melafazka n Menuliskan	Memberi contoh	Menentukan	Mendemonstrasikan	Memvalidasi	Merekonstruksi
Menghafal	Merangkum	Memproseskan	Menelaah	Mendukung	Membuat
Menyusun daftar	Menyimpulkan	Menghitung	Mendeteksi	Memproyeksikan	Menciptakan
Menggarisbawah i Menjodohkan	Membandingkan	Menghitung	Mengaitkan	Memperbandingkan	Mengabstraksi
Memilih	Mengklasifikasikan	Melakukan	Mengaitkan	Mengkritik	Mengkategorikan
Memberi definisi	Menunjukkan	Membuktikan	Memecahkan	Menilai	Mengkombinasika n Mengarang
Menyatakan	Menguraikan	Menghasilkan	Menguraikan	Mengevaluasi	Merancang
	Membedakan	Memperagakan	Memisahkan	Memberi saran	Menciptakan
	Menyadur Meramalkan	Melengkapi	Memilih	Memberi argumen-	Menciptakan

dll	Memperkirakan Menerangkan Menggantikan  Menarik kesimpulan Meringkas Mengembangkan Membuktikan Dll.	Menyesuaikan Menemukan Dll	Membandingkan Mempertentangkan Menguraikan Membagi Membuat diagram Mendistribusikan Menganalisis Memilah-milah Menerima pendapat Dll.	tasi Menafsirkan Merekomendasi Memutuskan Dll.	Mendesain Menyusun kembali Merangkaikan Menyimpulkan Membuat pola Dll.
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**RANAH AFEKTIF**

<p><b>MENERIMA</b></p> <p>Menunjukkan .....</p> <p>Misalnya: kesadaran, kemauan, perhatian.</p> <p>Mengakui ... , misalnya: perbedaan, kepentingan</p>	<p><b>MERESPON</b></p> <p>Mematuhi ..... mis.: peraturan, tuntutan, perintah.</p> <p>Berperan aktif... , mis: di laboratorium, dalam diskusi, dalam kelompok, dalam organisasi, dalam kegiatan.</p>	<p><b>MENGHARGAI</b></p> <p>Menerima suatu nilai, menyukai, menyepakati.</p> <p>Menghargai..... misal: karya seni, sumbangan ilmu, pendapat, gagasan dan saran</p>	<p><b>MENGORGANISASIKAN</b></p> <p>Membentuk sistem nilai. Menangkap relasi antar nilai. Bertanggung jawab.</p> <p>Mengintegrasikan nilai.</p>	<p><b>KARAKTERISASI MENURUT NILAI</b></p> <p>Menunjukkan....mis.: kepercayaan diri, disiplin pribadi, kesadaran moral.</p> <p>Mempertimbangkan .</p> <p>Melibatkan diri.</p>
<p><b>A1</b></p>	<p><b>A2</b></p>	<p><b>A3</b></p>	<p><b>A4</b></p>	<p><b>A5</b></p>

Menanyakan Memilih Mengikuti Menjawab Melanjutkan Memberi Menyatakan Menempatkan Dll.	Melaksanakan Membantu Menawarkan diri Menyambut Menolong Mendatangi Melaporkan Menyumbangkan Menyesuaikan diri Berlatih Menampilkan Membawakan Mendiskusikan Menyatakan setuju Mempraktekkan Dll.	Menunjukkan Melaksanakan Menyatakan pendapat Mengambil prakarsa Mengikuti Memilih Ikut serta Menggabungkan diri Mengundang Mengusulkan Membedakan Membimbing Membenarkan Menolak Mengajak Dll.	Merumuskan Berpegang pada Mengintegrasikan Menghubungkan Mengaitkan Menyusun Mengubah Melengkapi Menyempurnakan Menyesuaikan Menyamakan Mengatur Memperbandingkan Mempertahankan Memodifikasi Mengorganisasi Mengkoordinir Merangkai Dll.	Bertindak Menyatakan Memperhatikan Melayani Membuktikan Menunjukkan Bertahan Mempertimbangkan Mempersoalkan Dll.
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## RANAH PSIKOMOTOR

<p><b>MENIRU</b></p> <p>Menafsirkan rangsangan (stimulus). Kepekaan terhadap rangsangan</p>	<p><b>MANIPULASI</b></p> <p>Menyiapkan diri secara fisik</p>	<p><b>PRESI</b></p> <p><b>SI</b></p> <p>Berkonsentrasi untuk menghasilkan ketepatan</p>	<p><b>ARTIKULASI</b></p> <p>Mengkaikan berbagai ketrampilan. Bekerja berdasarkan pola</p>	<p><b>NATURALISASI</b></p> <p>Menghasilkan karya cipta. Melakukan sesuatu dengan ketepatan tinggi</p>
<p><b>P1</b></p>	<p><b>P2</b></p>	<p><b>P3</b></p>	<p><b>P4</b></p>	<p><b>P5</b></p>

Menyalin	Membuat kembali	Menunjukkan	Membangun	Mendesain
Mengikuti	Membangun	Melengkapi	Mengatasi	Menentukan
Mereplikasi	Melakukan,	Menunjukkan,	Menggabungkan	Mengelola
Mengulangi	Melaksanakan,	Menyempurnaka	Koordinat,	Menciptaka
Mematuhi	Menerapkan	n Mengkalibrasi	Mengintegrasika	n
Membedakan	Mengawali	Mengendalikan	n Beradaptasi	Membangun
Mempersiapka	Bereaksi	Mempraktekkan	Mengembangkan	Membuat
n Menirukan	Mempersiapkan	Memainkan	Merumuskan,	Mencipta
Menunjukkan	Memprakarsai	Mengerjakan	Memodifikasi	menghasilkan karya
dll	Menanggapi	Membuat	Memasang	Mengoperasika
	Mempertunjukka	Mencoba'	Membongkar	n Melakukan
	n Menggunakan	Memosisika	Merangkaikan	Melaksananaka
	Menerapkan	n dll	Menggabungkan	n Mengerjakan
	Dll.		Mempolakan	Menggunakan

			Dll.	Memainkan Mengatasi Menyelesaikan \dll.
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### Appendix 3.

#### Result of Document Analysis

#### Observation checklist of the characteristics of critical thinking ability and processes on the Core Competency and Indicator

Teacher : I Gusti Ayu Mahadi Dwijayanti, S.Pd.

School : SMPN 1 Sidemen

Grade : VIII

Code :

CC&I = Core Competency & Indicator

##### a. Critical thinking ability

No	Critical Thinking Ability	Checklist				Note
		CC&I1	CC&I2	CC&I3	CC&I4	
1.	Interpretation		✓			<b>CC&amp;I2</b> : Interpretation appears in the core competencies and indicators in the second lesson plan, namely by implementing and interpreting answers with information provided orally.
2.	Analyzing			✓	✓	<b>CC &amp; I3:</b> analyzing appears in the indicators of competency achievement in the third lesson plan that is analyzing by identifying expressions that indicate what is happening. <b>CC &amp; I4:</b> in the fourth lesson plan, analyzing appears on the indicator that is the indicator "identify".
3.	Evaluating	✓				<b>CC&amp;I1</b> : Evaluating in the first lesson plan appears on the

						indicator of competency achievement, namely "remembering" the sentence read.
4.	Making Inference		✓			<b>CC&amp;I2</b> : Making inference appears in the indicators of the second lesson plan "answering questions using information provided verbally".
5.	Explaining	✓				<b>CC&amp;I1</b> : Explaining appears in the first lesson plan on indicators of competency achievement, namely the operational verb "reiterate".
6.	Self-regulation	✓				<b>CC&amp;I1</b> : Self-regulation in the first lesson plan is shown in the competency achievement indicator which is "remembering sentences that have been read and reiterating in the group".

**b. Critical thinking processes**

No	Critical Thinking Process	Checklist				Note
		CC&I 1	CC&I 2	CC&I 3	CC&I 4	
1.	Describing		✓			<b>CC&amp;I2</b> : the process of describe appears in the second lesson plan in the competency achievement indicator section that is "describing the comparison of the number and nature of different people".
2.	Reflecting		✓			<b>CC&amp;I2</b> : the process of reflect appears in the second lesson plan in the indicator section that is "comparing the number of traits of people with correct speech and word stress".
3.	Analyze					
4.	Critiquing					
5.	Reasoning		✓			<b>CC&amp;I2</b> : Reasoning appears in the indicator section in the second lesson plan, which is "answering questions using

						information provided verbally".
6.	Evaluate					
7.	Identify	✓		✓	✓	<p><b>CC &amp; I1:</b> Identify appears on the competency achievement indicator in the first lesson plan with the operational verb "identify".</p> <p><b>CC &amp; I3 :</b> process identify appears on the competency achievement indicator in the third lesson plan, which is "identifying the phrases that indicate what is happening".</p> <p><b>CC &amp; I4 :</b> in the fourth lesson plan, the process identify appears in the indicator section which is "identifying phrases" and "identifying habits".</p>
8.	Define					
9.	Enumerate					
10.	List					
11.	Self-correct					
12.	Create	✓	✓	✓	✓	<p><b>CC &amp; I1:</b> Creat appears in the core competencies and indicators in the first lesson plan with operational verbs "composing" and "completing".</p> <p><b>CC &amp; I2:</b> the process creator in the second lesson plan is shown in the core competency section, which is the operational verb "compile" and in the indicator part that is "making".</p> <p><b>CC &amp; I3:</b> in the third lesson plan, process creators are shown on core competencies and indicators with operational verbs "composing".</p> <p><b>CC &amp; I4:</b> the process creator in the fourth lesson plan is shown in the core competency section with the operational verb "compile" and in the indicator part that is "making".</p>



## Observation checklist of the characteristics of critical thinking ability and processes on the Teaching Learning Activities

Teacher : I Gusti Ayu Mahadi Dwijayanti, S.Pd.

School : SMPN 1 Sidemen

Grade : VIII

Code :

TLA = Teaching Learning Activities

### a. Critical thinking ability

No	Critical Thinking Ability	Checklist				Note
		TLA1	TLA2	TLA3	TLA4	
1.	Interpretation	✓		✓		<p><b>TLA1:</b> In TLA1, interpretation is demonstrated by the activity of interpreting experience by telling stories.</p> <p><b>TLA3:</b> interpretation activities appear at the core of the activity where students are asked to read the sentences back.</p>
2.	Analyzing			✓	✓	<p><b>TLA3:</b> analyzing activities in the third lesson plan indicated by the activities:</p> <ul style="list-style-type: none"> <li>• See the answers written on the board by the teacher and look for different patterns in the sentence.</li> <li>• Guess activities by paying attention to friends who are demonstrating verbs.</li> <li>• Changing sentences read by friends into the pattern of sentences requested.</li> </ul> <p><b>TLA4:</b> analyzing activity in the fourth lesson plan appears at the core part of the activity, namely:</p> <ul style="list-style-type: none"> <li>• Students are given several pictures, then students are</li> </ul>

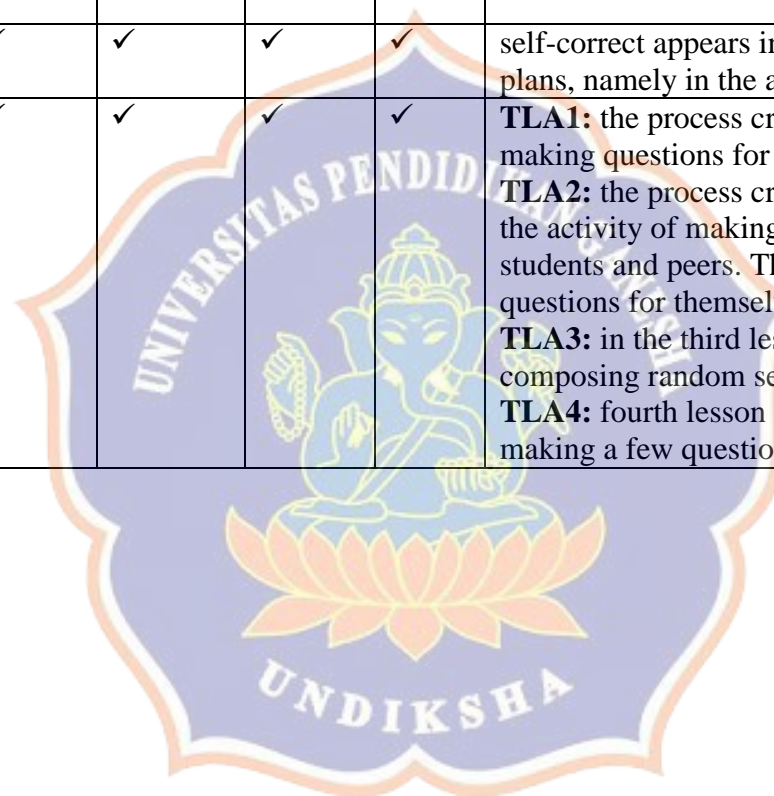
						asked to look for verbs in the pictures. <ul style="list-style-type: none"> <li>Students make a number of questions and answer based on the pictures they get.</li> </ul>
3.	Evaluating					
4.	Making Inference				✓	<b>TLA4:</b> making inference appears in the activity of answering questions made based on verbs shown from an image.
5.	Explaining	✓			✓	<b>TLA1:</b> Explaining appears in group discussion activities where students together arrange sentences to be the beginning of a story. <b>TLA4:</b> explaining appears in the fourth lesson plan, namely the question and answer about activities that are usually done at home.
6.	Self-regulation	✓	✓	✓	✓	Self-regulation that appears in <b>TLA1, TLA2, TLA3</b> and <b>TLA4</b> is seen in the closing activities section, namely the reflection of learning activities and the benefits obtained by students.

**b. Critical thinking processes**

No	Critical Thinking Process	Checklist				Note
		TLA1	TLA2	TLA3	TLA4	
1.	Describing		✓			<b>TLA2:</b> describe activities appearing in the second lesson plan at the core part of the activity: <ul style="list-style-type: none"> <li>Describe group members using <i>degrees of comparison</i>.</li> <li>Describe orally in front of the class about the group.</li> </ul>
2.	Reflecting		✓			<b>TLA2:</b> reflect appears in the second lesson plan, which is the activity of making sentences that contain a comparison of

						students with their peers.
3.	Analyze			✓	✓	<p><b>TLA3:</b> analyzing activities in the third lesson plan indicated by the activities:</p> <ul style="list-style-type: none"> <li>• See the answers written on the board by the teacher and look for different patterns in the sentence.</li> <li>• Guess activities by paying attention to friends who are demonstrating verbs.</li> <li>• Changing sentences read by friends into the pattern of sentences requested.</li> </ul> <p><b>TLA4:</b> analyzing activity in the fourth lesson plan appears at the core part of the activity, namely:</p> <ul style="list-style-type: none"> <li>• Students are given several pictures, then students are asked to look for verbs in the pictures.</li> <li>• Students make a number of questions and answer based on the pictures they get</li> </ul>
4.	Critiquing				✓	<p><b>TLA4:</b> critiquing activities appear on the activity of making questions and answering based on the pictures provided.</p>
5.	Reasoning			✓		<p><b>TLA3:</b> reasoning appears in the third lesson plan, which is in the activities:</p> <ul style="list-style-type: none"> <li>• Guess what activities are being demonstrated by friends in front of the class.</li> <li>• Changing sentences heard from friends into the pattern of sentences requested.</li> </ul>
6.	Evaluate	✓				<p><b>TLA 1:</b> process evaluate to TLA1 appears in the closing section with the activity of providing feedback for the learning process.</p>
7.	Identify				✓	<p><b>TLA4:</b> identify appears in the fourth lesson plan in the activity of identifying the verb from the given image.</p>

8.	Define				✓	<b>TLA4:</b> define appears in the fourth lesson plan in the question and answer session with friends about activities that are usually done at home.
9.	Enumerate					
10.	List					
11.	Self-correct	✓	✓	✓	✓	self-correct appears in the closing part of the four lesson plans, namely in the activity of reflecting learning activities.
12.	Create	✓	✓	✓	✓	<b>TLA1:</b> the process creator in TLA1 appears in the activity of making questions for stories created in groups. <b>TLA2:</b> the process creat in the second lesson plan is shown by the activity of making sentences that contain a comparison of students and peers. The second activity is students making questions for themselves and their classmates. <b>TLA3:</b> in the third lesson plan, creat appears in the activity of composing random sentences. <b>TLA4:</b> fourth lesson plan, creat appeared in the activity of making a few questions about the image obtained.



## Observation checklist of the characteristics of critical thinking ability and processes on the Assessment

Teacher : I Gusti Ayu Mahadi Dwijayanti, S.Pd.  
 School : SMPN 1 Sidemen  
 Grade : VIII  
 Code :  
 A = Assessment

### a. Critical thinking ability

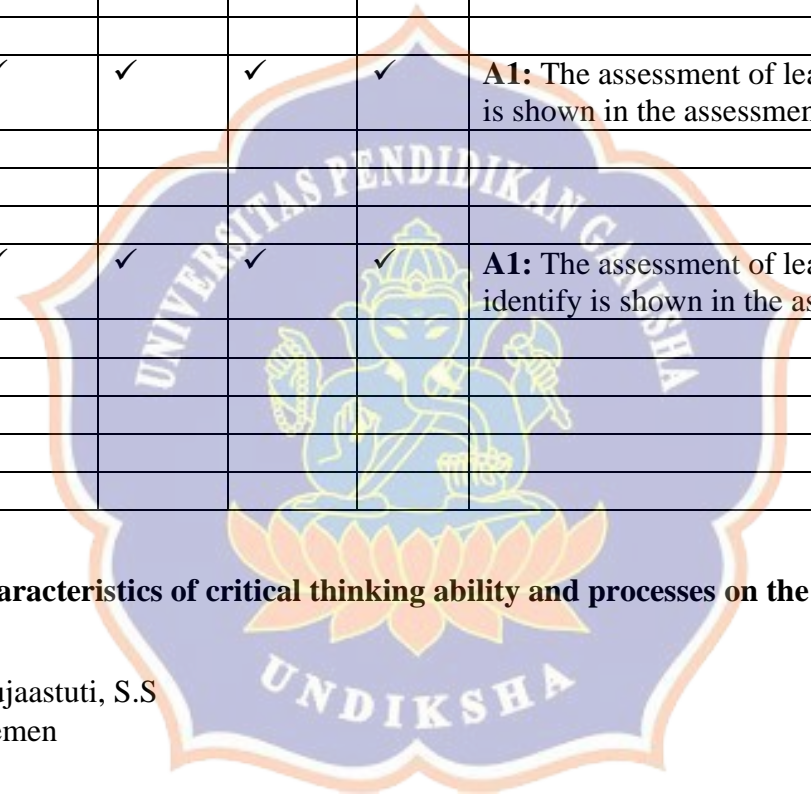
No	Critical Thinking Ability	Checklist				Note
		A1	A2	A3	A4	
1.	Interpretation	✓	✓	✓	✓	<b>A1:</b> The assessment of learning outcomes for interpretation is demonstrated by communicative assessment and also in the assessment of skills, which is the way of teaching from students when interpreting learning outcomes.
2.	Analyzing	✓	✓	✓	✓	<b>A1:</b> assessment of learning outcomes for process analyzing is shown in knowledge assessment.
3.	Evaluating					
4.	Making Inference					
5.	Explaining					
6.	Self-regulation					

**b. Critical thinking processes**

No	Critical Thinking Process	Checklist				Note
		A1	A2	A3	A4	
1.	Describe					
2.	Reflecting					
3.	Analyze	✓	✓	✓	✓	<b>A1:</b> The assessment of learning outcomes for process analyze is shown in the assessment of knowledge.
4.	Critiquing					
5.	Reasoning					
6.	Evaluate					
7.	Identify	✓	✓	✓	✓	<b>A1:</b> The assessment of learning outcomes for the process identify is shown in the assessment of knowledge.
8.	Define					
9.	Enumerate					
10.	List					
11.	Self-correct					
12.	Create					

**Observation checklist of the characteristics of critical thinking ability and processes on the Core Competency and Indicator**

Teacher : Dewa Ayu Pujaastuti, S.S  
 School : SMPN 2 Sidemen  
 Grade : VIII  
 Code :  
 CC&I = Core Competency & Indicator



**c. Critical thinking ability**

No	Critical Thinking Ability	Checklist				Note
		CC&I	CC&I	CC&I	CC&I	
7.	Interpretation	✓	✓	✓	✓	CC&I1, CC&I2, CC&I3, and CC&I4 appear "interpretation" in the core competency with the same operational verb for the four namely "applying". And the indicator that appears is "using".
8.	Analyzing					
9.	Evaluating					
10.	Making Inference					
11.	Explaining					
12.	Self-regulation					

**d. Critical thinking processes**

No	Critical Thinking Process	Checklist				
		CC&I 1	CC&I 2	CC&I 3	CC&I 4	
13.	Describing					
14.	Reflecting					
15.	Analyze					
16.	Critiquing					
17.	Reasoning					
18.	Evaluate					
19.	Identify					

20.	Define					
21.	Enumerate					
22.	List					
23.	Self-correct					
24.	Create	✓	✓	✓	✓	Creat appears on CC&I1, CC&I2, CC&I3, and CC&I4 with the same operational verb "to compose".





## Observation checklist of the characteristics of critical thinking ability and processes on the Teaching Learning Activities

Teacher : Dewa Ayu Pujaastuti, S.S

School : SMPN 2 Sidemen

Grade : VIII

Code :

TLA = Teaching Learning Activities

### c. Critical thinking ability

No	Critical Thinking Ability	Checklist				Note
		TLA1	TLA2	TLA3	TLA4	
7.	Interpretation	✓	✓	✓	✓	<p>Interpretation appears in <b>TLA1, TLA2 and TLA3</b>, namely in the building of knowledge of the field by reading vocabulary and expressions politely and confidently and asking the purpose of each word and phrase that is not yet understood.</p> <p><b>TLA4</b> : in the fourth lesson plan, interpretation appears in the activities:</p> <ul style="list-style-type: none"> <li>• Answering questions based on expressions used by teachers with confidence.</li> <li>• Answering situational questions based on expressions used by the teacher.</li> </ul>
8.	Analyzing	✓	✓	✓		<p><b>TLA1</b>: analyzing appears in TLA1, namely by activities:</p> <ul style="list-style-type: none"> <li>• Observing conversations related to expressions asking for attention, checking understanding and asking / giving opinions.</li> <li>• Identify vocabulary from expressions in conversations</li> </ul>

					<p>in the text.</p> <ul style="list-style-type: none"> <li>• Observe some of the text given by the teacher and determine the context of the situation of the conversation in the text.</li> <li>• Students analyze the expressions used by friends.</li> </ul> <p><b>TLA2:</b> analyzing appears in TLA2, namely by activities:</p> <ul style="list-style-type: none"> <li>• Observe conversations related to expressions of ability and will.</li> <li>• Determine the context of the situation for the conversation in the text.</li> <li>• Students analyze the expressions used by friends.</li> </ul> <p><b>TLA3:</b> in TLA3, analyzing appears in the activity:</p> <ul style="list-style-type: none"> <li>• Observe conversations related to expressions suggesting suggestions and necessity.</li> <li>• Determine the context of the situation in the conversation in the text about suggestions and imperatives.</li> <li>• Students analyze the expressions used by friends.</li> </ul>
9.	Evaluating				
10.	Making Inference				
11.	Explaining			✓	<p><b>TLA4:</b> explaining appears in TLA4, namely the activity of providing answers to situational questions related to the expression used by the teacher.</p>
12.	Self-regulation	✓	✓		<p><b>TLA1:</b> self-regulation in TLA1 is shown in the closing part of the activity by checking students' understanding of the learning topics that have been taught.</p> <p><b>TLA2:</b> in the second lesson plan, self regulation appears in the activity:</p>

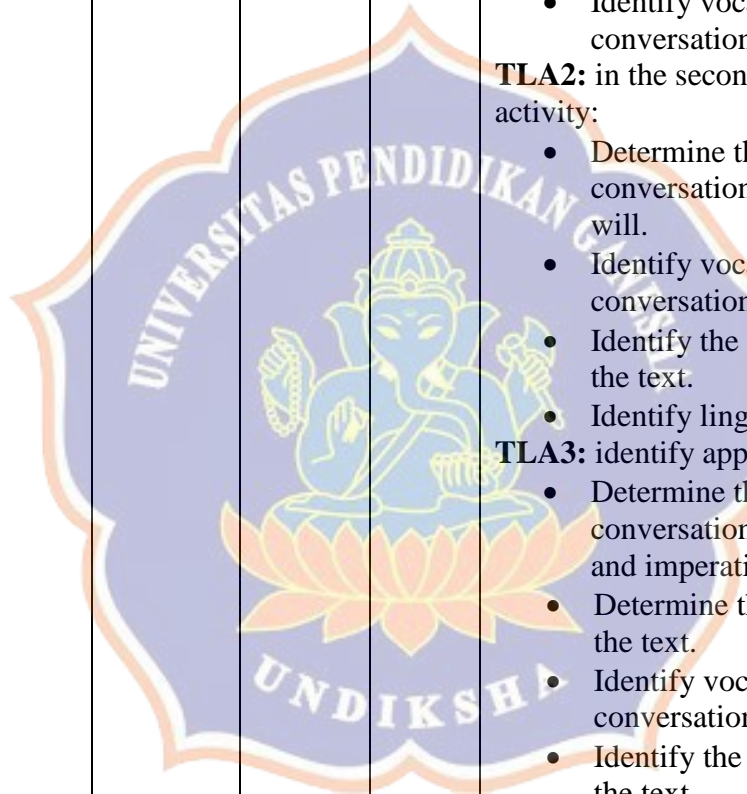
						<ul style="list-style-type: none"> <li>• Consult with the teacher about the draft written</li> <li>• Consult with the teacher and get feedback from the teacher.</li> </ul>
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**d. Critical thinking processes**

No	Critical Thinking Process	Checklist				Note
		TLA1	TLA2	TLA3	TLA4	
13.	Describing					
14.	Reflecting	✓	✓	✓	✓	<p><b>TLA1:</b> process reflect appears in TLA1 in the closing part of the question and answer activity about the lessons learned.</p> <p><b>TLA2 &amp; TLA3:</b> the second and third reflect lesson plans appear in the activity of comparing and analyzing expressions used by the teacher.</p> <p><b>TLA4:</b> reflect activity that appears in the fourth lesson plan, where students compare and analyze the expressions used by their friends.</p>
15.	Analyze	✓	✓	✓		<p><b>TLA1:</b> analyzing appears in TLA1, namely by activities:</p> <ul style="list-style-type: none"> <li>• Observing conversations related to expressions asking for attention, checking understanding and asking / giving opinions.</li> <li>• Identify vocabulary from expressions in conversations in the text.</li> <li>• Observe some of the text given by the teacher and determine the context of the situation of the conversation in the text.</li> <li>• Students analyze the expressions used by friends.</li> </ul>

						<p><b>TLA2:</b> analyzing appears in TLA2, namely by activities:</p> <ul style="list-style-type: none"> <li>• Observe conversations related to expressions of ability and will.</li> <li>• Determine the context of the situation for the conversation in the text.</li> <li>• Students analyze the expressions used by friends.</li> </ul> <p><b>TLA3:</b> in TLA3, analyzing appears in the activity:</p> <ul style="list-style-type: none"> <li>• Observe conversations related to expressions suggesting suggestions and necessity.</li> <li>• Determine the context of the situation in the conversation in the text about suggestions and imperatives.</li> <li>• Students analyze the expressions used by friends.</li> </ul>
16.	Critiquing					
17.	Reasoning	✓				<p><b>TLA1:</b> process reasoning appears in the first lesson plan in the activity of determining the topic of conversation in conversation in the text.</p>
18.	Evaluate	✓			✓	<p><b>TLA1:</b> in the first lesson plan, evaluate appears in the closing activity section, namely by gathering learning activities that have been obtained.</p> <p><b>TLA4:</b> evaluate appears in the third lesson plan, which is on the activity:</p> <ul style="list-style-type: none"> <li>• Students deduce the sentence patterns used for expressions to express necessity and advice.</li> <li>• Students make conclusions and correct phrases made by their friends.</li> </ul>
19.	Identify	✓	✓	✓	✓	<p><b>TLA1:</b> identify appears in the first lesson plan for the activity:</p>

					<ul style="list-style-type: none"> <li>• Determine the topic of conversation in the conversation in the text about expressions asking for attention, checking understanding and asking / giving opinions.</li> <li>• Identify vocabulary from expressions that exist in conversations in the text.</li> </ul> <p><b>TLA2:</b> in the second lesson plan, identify appears in the activity:</p> <ul style="list-style-type: none"> <li>• Determine the topic of conversation in the conversation in the text about expressing ability and will.</li> <li>• Identify vocabulary from expressions that exist in conversations in the text.</li> <li>• Identify the structure of the text by labeling parts of the text.</li> <li>• Identify linguistic characteristics in the text.</li> </ul> <p><b>TLA3:</b> identify appears in TLA3 with activities:</p> <ul style="list-style-type: none"> <li>• Determine the topic of conversation in the conversation in the text about expressing suggestions and imperatives.</li> <li>• Determine the context of the conversation situation in the text.</li> <li>• Identify vocabulary from expressions that exist in conversations in the text.</li> <li>• Identify the structure of the text by labeling parts of the text.</li> <li>• Identify linguistic characteristics in the text.</li> </ul> <p><b>TLA4:</b> the identify activity on TLA4 appears in the activity:</p>
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						<ul style="list-style-type: none"> <li>Observe the characteristics of expressions for asking, inviting and asking for permission used by the teacher.</li> </ul>
20.	Define					
21.	Enumerate					
22.	List	✓	✓	✓		the process list appears on <b>TLA1, TLA2 and TLA3</b> with the same activity that is students make vocabulary lists and expressions that have not been or have been carefully understood and work together
23.	Self-correct	✓	✓	✓		self-correct appears in <b>TLA1, TLA2 and TLA3</b> with the same activity which is revising and editing the text created and in consultation with the teacher.
24.	Create	✓	✓	✓	✓	<p>Process creates in <b>TLA1, TLA2 and TLA3</b> are shown with the following activities:</p> <ul style="list-style-type: none"> <li>Arrange the text into a correct sequence of conversations and in context.</li> <li>Writing a conversation with a related topic.</li> </ul> <p><b>TLA4:</b> in TLA4, creat appears in the activity:</p> <ul style="list-style-type: none"> <li>Composing text used to solicit and give opinions.</li> </ul>

**Observation checklist of the characteristics of critical thinking ability and processes on the Assessment**

Teacher : Dewa Ayu Pujaastuti, S.S  
 School : SMPN 2 Sidemen  
 Grade : VIII  
 Code :  
 A = Assessment

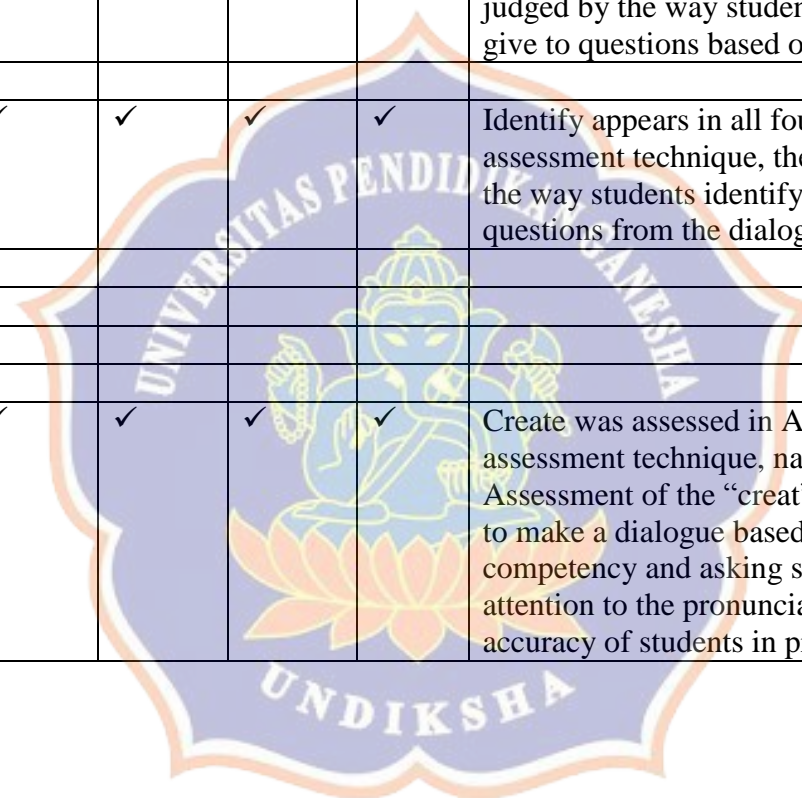
**c. Critical thinking ability**

No	Critical Thinking Ability	Checklist				Note
		A1	A2	A3	A4	
7.	Interpretation	✓	✓	✓	✓	Interpretation on A1, A2, A3 and A4 appears with the same grading technique, namely the written test. Students are presented with a dialogue then students answer based on the dialogue provided.
8.	Analyzing	✓	✓	✓	✓	Analyzing appears in A1, A2, A3 and A4 with the same grading technique that is written test, analyzing is shown by asking students to look for answers from a dialogue.
9.	Evaluating					
10.	Making Inference	✓	✓	✓	✓	In A1, A2, A3 and A4, making inference appears with the same grading technique, namely the written test. Making inference is assessed from the reasons made by students in answering questions about a given dialogue.
11.	Explaining					
12.	Self-regulation					

**d. Critical thinking processes**

No	Critical Thinking Process	Checklist				Note
		A1	A2	A3	A4	
13.	Describing					
14.	Reflecting					
15.	Analyze	✓	✓	✓	✓	Analyze appears in A1, A2, A3 and A4 with the same grading technique that is written test, analyze is shown by asking

						students to look for answers from a dialogue.
16.	Critiquing					
17.	Reasoning	✓	✓	✓	✓	Reasoning appears on A1, A2, A3 and A4 with the same grading technique, namely the written test. Reasoning is judged by the way students give reasons to the answers they give to questions based on a dialogue.
18.	Evaluate					
19.	Identify	✓	✓	✓	✓	Identify appears in all four lesson plans with the same assessment technique, the written test. Identify is assessed by the way students identify a dialogue in order to answer the questions from the dialogue.
20.	Define					
21.	Enumerate					
22.	List					
23.	Self-correct					
24.	Create	✓	✓	✓	✓	Create was assessed in A1, A2, A3 and A4 with the same assessment technique, namely by written test and practice. Assessment of the “creat” process is done by asking students to make a dialogue based on the material on each core competency and asking students to practice by paying attention to the pronunciation, intonation, fluency and accuracy of students in practice.





## Observation checklist of the characteristics of critical thinking ability and processes on the Core Competency and Indicator

Teacher : Ni Wayan Rusmini, S.Pd

School : SMPN 3 Sidemen

Grade : VIII

Code :

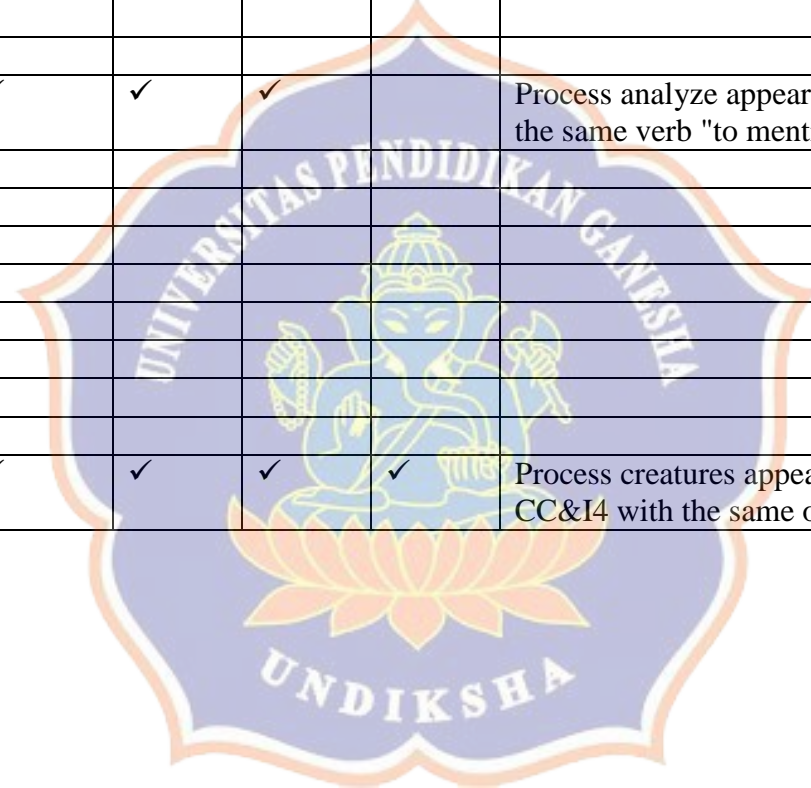
CC&I = Core Competency & Indicator

### e. Critical thinking ability

No	Critical Thinking Ability	Checklist				Note
		CC&I	CC&I	CC&I	CC&I	
1.	Interpretation	✓	✓	✓	✓	Interpretation appears in CC&I1, CC&I2, CC&I3 and CC&I4 with the same operational verb "applying" to core competency and "using" the indicator.
2.	Analyzing	✓	✓	✓		Analyzing appears in CC&I1, CC&I2, CC&I3 with the same operational verb "to mention".
3.	Evaluating					
4.	Making Inference					
5.	Explaining					
6.	Self-regulation					

**f. Critical thinking processes**

No	Critical Thinking Process	Checklist				
		CC&I 1	CC&I 2	CC&I 3	CC&I 4	
25.	Describing					
26.	Reflecting					
27.	Analyze	✓	✓	✓		Process analyze appears in CC&I1, CC&I2 and CC&I3 with the same verb "to mention".
28.	Critiquing					
29.	Reasoning					
30.	Evaluate					
31.	Identify					
32.	Define					
33.	Enumerate					
34.	List					
35.	Self-correct					
36.	Create	✓	✓	✓	✓	Process creatures appear in CC&I1, CC&I2, CC&I3 and CC&I4 with the same operational verb "composing"



## Observation checklist of the characteristics of critical thinking ability and processes on the Teaching Learning Activities

Teacher : Ni Wayan Rusmini, S.Pd

School : SMPN 3 Sidemen

Grade : VIII

Code :

TLA = Teaching Learning Activities

### e. Critical thinking ability

No	Critical Thinking Ability	Checklist				Note
		TLA1	TLA2	TLA3	TLA4	
13.	Interpretation	✓	✓	✓	✓	<p><b>TLA1:</b> interpretation appears in TLA1, namely in activities:</p> <ul style="list-style-type: none"> <li>• Apply "can" capital that has been learned.</li> <li>• Retell the results of the work of friends who have previously been presented.</li> </ul> <p><b>TLA2:</b> interpretation appears in TLA2, namely in activities:</p> <ul style="list-style-type: none"> <li>• Students apply the "will" capital they have learned.</li> <li>• Students present the results of their work.</li> </ul> <p><b>TLA3:</b> interpretation appears in TLA3 with activities:</p> <ul style="list-style-type: none"> <li>• Students arrange a dialogue about asking and giving information related to the ability and willingness as a group.</li> <li>• Students present dialogues made in front of the class.</li> <li>• Students retell the dialogue that their friend has presented.</li> </ul> <p><b>TLA4:</b> interpretation appears in TLA4 with activities:</p>

						<ul style="list-style-type: none"> <li>Students convey expressions of asking and giving information about people's whereabouts.</li> </ul>
14.	Analyzing	✓	✓	✓	✓	<p><b>TLA1:</b> analyzing appears in TLA1 with activities:</p> <ul style="list-style-type: none"> <li>Students look for further information related to difficult vocabulary and expressions used in dialogs about abilities.</li> <li>Listen to a friend's presentation and compare the results of his own work with the work of a friend, then retell what has been presented by a friend.</li> </ul> <p><b>TLA2:</b> analyzing appears in TLA2 with activities:</p> <ul style="list-style-type: none"> <li>Students look for further information related to difficult vocabulary and expressions used in dialogue about will.</li> <li>Listen to a friend's presentation and compare the results of his own work with the work of a friend, then retell what has been presented by a friend.</li> </ul> <p><b>TLA3:</b> analyzing appears in TLA3, which is the activity of students listening to friends who are presenting their work in order to provide input or additional for their friends.</p> <p><b>TLA4:</b> analyzing appears in TLA4 namely in activities:</p> <ul style="list-style-type: none"> <li>Students observe examples of text conversations about asking and giving information related to the whereabouts of people.</li> <li>Students look for conversational texts related to people's presence.</li> </ul>
15.	Evaluating			✓		<p>Evaluating appears in TLA3 with activities:</p> <ul style="list-style-type: none"> <li>Students listen to friends who are presenting then provide input or additional to friends.</li> </ul>

						<ul style="list-style-type: none"> <li>Students make a summary or summary of lessons that have been learned.</li> </ul>
16.	Making Inference	✓		✓		<p><b>TLA1:</b> making inference appears in TLA1, namely by stimulating students with questions about the learning topic to be learned, namely about the ability</p> <p><b>TLA3:</b> making inferences appear in TLA3, namely by providing input or additional activities for a friend's presentation.</p>
17.	Explaining	✓				Explaining appears in TLA1, namely the activities of students answering teacher questions related to the learning topic to be learned.
18.	Self-regulation	✓	✓	✓	✓	<p>Self-regulation appears in TLA1, TLA2 and TLA3 with the same activity where students get an explanation of some additional vocabulary from the teacher.</p> <p><b>TLA4:</b> self-regulation appears in TLA4, where students are asked questions about learning that has been learned to find out whether or not students understand the lessons learned.</p>

#### f. Critical thinking processes

No	Critical Thinking Process	Checklist				Note
		TLA1	TLA2	TLA3	TLA4	
25.	Describing					
26.	Reflecting	✓	✓		✓	<p>Reflect appears in TLA1 and TLA2 with the same activity where students listen to friends' presentations and then compare with their own work.</p> <p><b>TLA4:</b> process reflect appears in TLA4 with students</p>

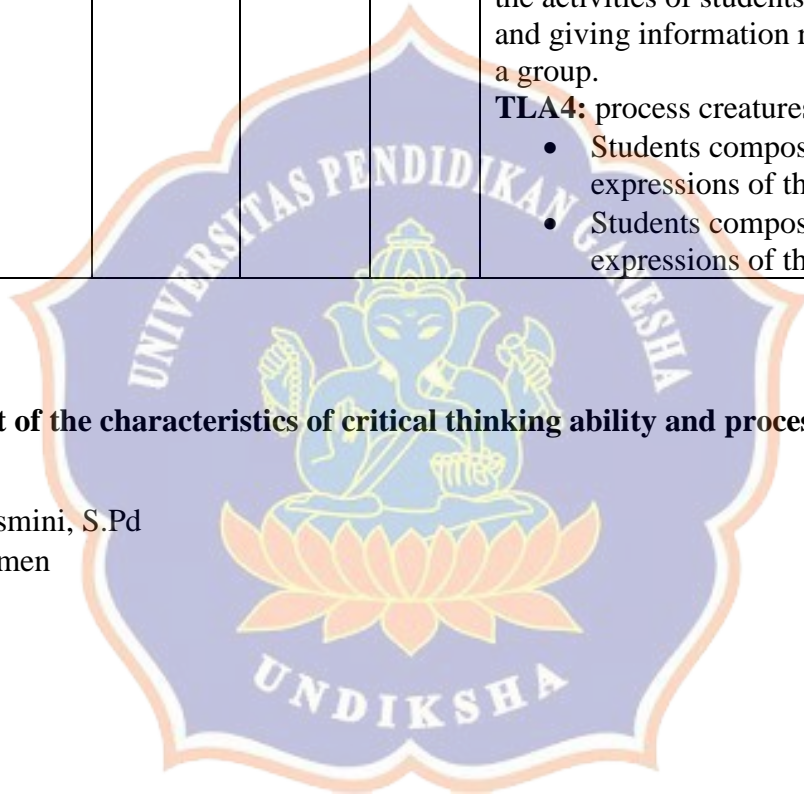
						comparing conversation texts that contain the whereabouts of people.
27.	Analyze	✓	✓	✓	✓	<p><b>TLA1:</b> analyze appears in TLA1 with activities:</p> <ul style="list-style-type: none"> <li>• Students look for further information related to difficult vocabulary and expressions used in dialogs about abilities.</li> <li>• Listen to a friend's presentation and compare the results of his own work with the work of a friend, then retell what has been presented by a friend.</li> </ul> <p><b>TLA2:</b> analyze appears in TLA2 with activities:</p> <ul style="list-style-type: none"> <li>• Students look for further information related to difficult vocabulary and expressions used in dialogue about will.</li> <li>• Listen to a friend's presentation and compare the results of his own work with the work of a friend, then retell what has been presented by a friend.</li> </ul> <p><b>TLA3:</b> analyze appears in TLA3, which is the activity of students listening to friends who are presenting their work in order to provide input or additional for their friends.</p> <p><b>TLA4:</b> analyze appears in TLA4 namely in activities:</p> <ul style="list-style-type: none"> <li>• Students observe examples of text conversations about asking and giving information related to the whereabouts of people.</li> <li>• Students look for conversational texts related to people's presence.</li> </ul>
28.	Critiquing			✓	✓	<p><b>TLA3:</b> critiquing appears in TLA3, which is the activity of students giving input or additional to friends who have presented the results of their work.</p>

						<b>TLA4:</b> critiquing appears in TLA4, which is the activity of students asking questions related to the topic of learning being studied.
29.	Reasoning					
30.	Evaluate					
31.	Identify	✓	✓	✓	✓	Identify appears in TLA1 and TLA2 with the same activities which are: <ul style="list-style-type: none"> <li>• Students look for information related to difficult vocabulary and expressions used in dialogs about abilities in TLA1 and volition in TLA2.</li> <li>• Students make questions and answers using capital "can" based on the words that have been provided and determine the appropriate capital to be filled in missing sentences.</li> </ul>
32.	Define					
33.	Enumerate					
34.	List	✓	✓			List appear in TLA1 and TLA2 with the same activity where students make lists of difficult vocabularies and expressions found.
35.	Self-correct					
36.	Create	✓	✓	✓	✓	<b>TLA1:</b> process creat appears in TLA1 with the students' activities creating questions and answers using modal "can" based on the words that have been provided and determining the appropriate capital to be filled into missing sentences. <b>TLA2:</b> process creator appears in TLA2 with the following activities: <ul style="list-style-type: none"> <li>• Students arrange random dialogues</li> <li>• The teacher gives individual assignments to students</li> </ul>

					<p>related to conducting class interviews about "can" and "can't do". And arrange in the form of short passage.</p> <p><b>TLA3:</b> process creatures appear in TLA3, which is through the activities of students composing a dialogue about asking and giving information related to the ability and willingness as a group.</p> <p><b>TLA4:</b> process creatures appear in TLA4, with activities:</p> <ul style="list-style-type: none"> <li>• Students compose conversation texts that contain expressions of the existence of people in groups.</li> <li>• Students compose conversation texts that contain expressions of the existence of animals in groups.</li> </ul>
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**Observation checklist of the characteristics of critical thinking ability and processes on the Assessment**

Teacher : Ni Wayan Rusmini, S.Pd  
 School : SMPN 3 Sidemen  
 Grade : VIII  
 Code :  
 A = Assessment





**e. Critical thinking ability**

No	Critical Thinking Ability	Checklist				Note
		A1	A2	A3	A4	
13.	Interpretation					
14.	Analyzing	✓	✓	✓	✓	Assessments for analyzing in A1, A2 and A3 appear with the same assessment technique, namely the written test and with the instrument form, namely multiple choice. Rating for analyzing appears to assess the first indicator with the verb "find". A4: analyzing appears on A4 in the form of an instrument that is a written test and its example is "identify and underline the expression to show the existence of people, things and people".
15.	Evaluating					
16.	Making Inference					
17.	Explaining					
18.	Self-regulation					

**f. Critical thinking processes**

No	Critical Thinking Process	Checklist				Note
		A1	A2	A3	A4	
25.	Describing					
26.	Reflecting					
27.	Analyze	✓	✓	✓	✓	Assessments for analyze in A1, A2 and A3 appear with the same assessment technique, namely the written test and with

						<p>the instrument form, namely multiple choice. Rating for analyze appears to assess the first indicator with the verb "find".</p> <p><b>A4:</b> analyze appears on A4 in the form of an instrument that is a written test and its example is "identify and underline the expression to show the existence of people, things and people".</p>
28.	Critiquing					
29.	Reasoning					
30.	Evaluate					
31.	Identify	✓	✓	✓	✓	<p>Assessment for "identify" appears in A1, A2 and A3 with the same assessment technique, namely the written test in the form of an instrument that is multiple choice.</p> <p><b>A4:</b> assessment for "identify" on A4 appears in the form of an instrument that is a written test by asking students to identify and underline the expression to show the existence of people, things and people.</p>
32.	Define					
33.	Enumerate					
34.	List					
35.	Self-correct					
36.	Create	✓	✓	✓	✓	<p>The assessment for process creators in A1, A2 and A3 comes up with the same assessment technique that is assessing the results of student work that is compiling a short and simple dialogue.</p> <p><b>A4:</b> assessment for process creators appears in A4 with assessment techniques namely written tests. Process creator is assessed from the results of student work that is compiling a</p>

						simple written text about saying and responding to the act of giving and asking for information related to the presence of people, objects, animals according to the context of its use.
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## Appendix 4.

### Result of the interviews.

a. Result of an interview with English teacher at SMPN 1 Sidemen

- RPP 1 (KD 3.10)

1. Karakteristik dari “Critical Thinking Ability” yang saya temukan dalam indicator pencapaian kompetensi pada RPP KD 3.10 yaitu kemampuan dalam evaluating, explaining dan self-regulation. Sedangkan untuk karakteristik dari “Critical Thinking Processes” yaitu identify.

Apa alasan ibu menaruh karakteristik tersebut? Tetapi, di dalam penilaian hasil belajar, kenapa evaluating dan identify tidak muncul?

Materi yang dibahas pada KD 3.10 adalah tentang recount text. Sebelum siswa mampu membuat cerita tentang pengalamannya sendiri, terlebih dahulu siswa diminta untuk melengkapi potongan cerita secara berkelompok. Pada indikator KD tersebut siswa diharapkan mampu mengevaluasi kalimat yang didapat dan mampu merangkainya menjadi paragraph padu. Hal ini dilakukan untuk melatih nalar siswa menentukan urutan dari sebuah peristiwa dengan baik. Selanjutnya siswa diharapkan mampu menjelaskan kelanjutan dari penggalan peristiwa yang didapat. Hal ini dilakukan agar nantinya siswa mampu menghubungkan suatu informasi yang didapat dengan pengalaman dan pengetahuan siswa secara mandiri.

Identifikasi dimunculkan di akhir pembelajaran melalui karangan siswa tentang paragraph yang telah dibuat yang nantinya akan dibahas kembali pada pertemuan berikutnya untuk dihubungkan dengan pengalaman yang dimiliki sendiri oleh siswa.

- RPP 2 (KD 3.9)

1. Karakteristik dari “Critical Thinking Ability” yang saya temukan dalam indicator pencapaian kompetensi pada RPP KD 3.9 yaitu kemampuan dalam interpretation dan making inference. Sedangkan untuk karakteristik dari “Critical Thinking Processes” yaitu describing, reflecting, reasoning dan creat.

Apa alasan ibu menaruh karakteristik tersebut?

Pada RPP 3.9 tentang degree of comparison, siswa diharapkan untuk mampu membandingkan dirinya dengan teman sekelasnya. Hal ini dilakukan agar siswa memiliki objek nyata yang bisa digunakan untuk menginterpretasikan ciri-ciri fisik dan sifat dari temannya. Interpretasi sangat penting untuk siswa sehingga siswa nantinya mampu menafsirkan dan menyimpulkan informasi tertentu dengan baik dan benar. Karakteristik proses berpikir kritis yang dimunculkan pada KD 3.9 sesuai dengan materinya yaitu mampu membandingkan objek tertentu dengan

cara mendeskripsikan dan membandingkan dengan dirinya sendiri, mampu bertanya berdasarkan informasi yang didapat dan membuat kalimat sederhana sesuai materi yang dibahas. Hal ini dilakukan untuk menumbuhkan keaktifan siswa dan keantusiasan siswa di dalam kegiatan proses belajar mengajar. Seluruh siswa diharapkan berperan aktif di dalam pembelajaran.

- RPP 3 (KD 3.8)

1. Karakteristik dari “Critical Thinking Ability” yang saya temukan dalam indicator pencapaian kompetensi pada RPP KD 3.8 yaitu kemampuan dalam analyzing. Sedangkan untuk karakteristik dari “Critical Thinking Processes” yaitu identify dan creat.
2. Di dalam langkah-langkah pembelajaran, karakteristik dari “critical thinking ability” yang saya temukan yaitu interpretation, analyzing dan self-regulation. Sedangkan untuk “critical thinking process” yaitu analyze, reasoning, self correct dan creat.

Apa alasan ibu menaruh karakteristik tersebut dalam indicator pencapaian kompetensi dan dalam langkah-langkah pembelajaran?

1. Pada RPP 3.8 siswa sudah menguasai beberapa kosa kata tentang kata kerja sehingga dengan peragaan langsung siswa diharapkan sudah mampu menganalisis kegiatan yang sedang dilakukan oleh model. Setiap pembelajaran, siswa dilatih untuk berpikir kritis dengan mengidentifikasi setiap informasi baru yang didapat sehingga mampu merubah informasi tersebut menjadi kalimat yang sesuai dengan tujuan pembelajaran yang diharapkan

2. Di dalam proses pembelajarannya, siswa diharapkan mampu menafsirkan kalimat yang diberikan dan menemukan pola kalimat yang sama dengan mengganti beberapa bagian kalimat sampai nantinya siswa mampu mengganti keseluruhan kalimat dengan pola yang sama. Misalnya di awal diminta untuk mengganti subjek dan objeknya saja, setelahnya baru diminta untuk membuat kalimat yang berbeda dengan pola yang sama. Hal ini dilakukan untuk membantu siswa yang memiliki kemampuan menengah kebawah agar tetap mampu memakai kemampuan berpikir kritisnya dengan bantuan guru. Di dalam proses berpikir kritis, menganalisis digunakan sebagai langkah dasar untuk mengaktifkan daya nalar siswa yang dibantu dengan pemberian alasan yang logis sehingga tidak menyebabkan keambiguan di pikiran siswa. Siswa dilatih untuk mampu mengoreksi sendiri kalimat temannya sehingga siswa nantinya mampu mengetahui dan menggunakan kalimat *present continuous tense* dengan baik.

- RPP 4 (KD 3.7)
  1. Karakteristik dari “Critical Thinking Ability” yang saya temukan dalam indicator pencapaian kompetensi pada RPP KD 3.7 yaitu kemampuan dalam analyzing. Sedangkan untuk karakteristik dari “Critical Thinking Processes” yaitu identify dan creat.
  2. Di dalam langkah-langkah pembelajaran, karakteristik dari “critical thinking ability” yang saya temukan yaitu analyzing, making inference, explaining dan self-regulation. Sedangkan untuk “critical thinking process” yaitu analyze, critiquing, identify, define, self-correct dan creat.

Apa alasan ibu menaruh karakteristik tersebut dalam indicator pencapaian kompetensi dan dalam langkah-langkah pembelajaran?

- |  |
|--|
| <p>1. Pada RPP 3.7 merupakan penyegaran kembali tentang simple present tense. Jadi siswa diperkenalkan dengan kata kerja baru dibantu oleh gambar. Sehingga siswa diminta untuk menganalisis gambar yang diberikan. Hal ini dilakukan untuk membangkitkan rasa ingin tahu siswa sehingga siswa lebih antusias dalam belajar. Di dalam proses pembelajaran, guru berusaha untuk membuat siswa aktif sehingga pemberian gambar diharapkan mampu merangsang siswa untuk secara aktif mengidentifikasi informasi baru yang didapat sehingga nantinya siswa mampu mengembangkan informasi tersebut untuk membuat kalimat dan percakapan yang relevan dengan kegiatan siswa sehari-hari.</p>   |
| <p>2. Di dalam langkah-langkah pembelajaran, indikator tersebut dikembangkan agar pada akhirnya siswa mampu mengkomunikasikan materi yang didapat dengan baik. Jadi selain menganalisis materi yang didapat, siswa dapat menyimpulkan sendiri kosa kata baru yang didapat melalui gambar dan mengaitkannya dengan kehidupan siswa sehari-hari, serta mampu menggunakan informasi baru yang didapat untuk melakukan percakapan sederhana secara mandiri. Kesemua karakteristik yang dimunculkan untuk membantu siswa belajar secara aktif dan menyenangkan dan menumbuhkan kepercayaan diri siswa di dalam berkomunikasi sehingga dimulai dari mengidentifikasi informasi baru sampai akhirnya tanpa siswa sadari mampu mengkomunikasikan informasi secara langsung dengan kalimat sederhana.</p> |

b. Result of the interview with English teacher at SMP Negeri 2 Sidemen

- RPP 1 (KD 3.1)
  1. Karakteristik dari “Critical Thinking Ability” yang saya temukan dalam indicator pencapaian kompetensi pada RPP KD 3.1 yaitu kemampuan dalam interpretation, analyzing dan explaining. Sedangkan untuk

karakteristik dari “Critical Thinking Processes” yaitu analyze, identify dan creat.

2. Di dalam langkah-langkah pembelajaran, karakteristik dari “critical thinking ability” yang saya temukan yaitu interpretation, analyzing, explaining dan self-regulation. Sedangkan untuk “critical thinking process” yaitu reflecting, analyze, reasoning, evaluate, identify, list, self correct dan creat.

Apa alasan ibu menaruh karakteristik tersebut dalam indicator pencapaian kompetensi dan dalam langkah-langkah pembelajaran?

1. Pada RPP 1 (KD 3.1) dengan materi pokok: Fuctional Text (getting attention, praising, clarifying, asking for and giving opinion) siswa diharapkan mampu menafsirkan, menganalisa, dan memaparkan cara memberi perhatian, menghargai, mengecek pemahaman, dan meminta/memberi pendapat.

Untuk indicator proses siswa bisa menganalisa, mengidentifikasi dan membuat sebuah fuctional teks tentang ungkapan memberi perhatian, menghargai, mengecek pemahaman dan meminta/memberi pendapat.

2. Dalam langkah-langkah pembelajaran siswa pertama-tama harus bisa menginterpretasi atau menafsirkan yang mana merupakan ungkapan memuji, menghargai, mengecek pemahaman, memberi dan meminta pendapat pada sebuah percakapan. Kemudian siswa harus bisa menganalisa dan memaparkan yang mana ungkapan yang dimaksud.

Pada langkah-langkah pembelajaran siswa melalui proses diharapkan bisa merefleksikan, menganalisa, memberi alasan, menggunakan ungkapan memberi perhatian, menghargai, mengecek pemahaman, meminta dan memberi pendapat. Terakhir siswa bisa membuat teks lisan sederhana dan teks tulis sederhana tentang ungkapan memberi perhatian, menghargai, mengecek pemahaman, memberi dan meminta pendapat.

- RPP 2 (KD 3.2)

1. Karakteristik dari “Critical Thinking Ability” yang saya temukan dalam indicator pencapaian kompetensi pada RPP KD 3.2 yaitu kemampuan dalam interpretation, analyzing dan explaining. Sedangkan untuk karakteristik dari “Critical Thinking Processes” yaitu analyze, identify dan creat.

2. Di dalam langkah-langkah pembelajaran, karakteristik dari “critical thinking ability” yang saya temukan yaitu interpretation, analyzing dan self-regulation. Sedangkan untuk “critical thinking process” yaitu reflecting, analyze, identify, list, self correct dan creat.

Apa alasan ibu menaruh karakteristik tersebut dalam indicator pencapaian kompetensi dan dalam langkah-langkah pembelajaran?

1. Pada RPP 2 (KD 3.2) dengan topic *Ability and Willingness* siswa diharapkan bisa memahami, menganalisa dan menjelaskan kosakata dalam ungkapan kemampuan dan kemauan.

Untuk proses siswa mulai dengan menganalisa kosakata tentang ungkapan kemampuan dan kemauan. Kemudian mengidentifikasi ungkapan dalam suatu percakapan dan bisa membuat dan membedakan ungkapan kemampuan dan kemauan.

2. Dalam langkah-langkah pembelajaran siswa mulai dengan memahami, menganalisa kosakata yang terkait, dan bisa menyimpulkan fungsi dan tujuan dari masing-masing ungkapan.

Untuk proses pembelajaran siswa mulai dengan menganalisa semua kosakata, membuat daftar kosakata, membacakan kosakata di depan siswa yang lain, membuat pertanyaan dan menjawab pertanyaan dari siswa yang lain. Siswa juga bisa membedakan ungkapan kemampuan dan kemauan. Terakhir siswa bisa menyusun ungkapan kemampuan dan kemauan.

- RPP 3 (KD 3.3)

1. Karakteristik dari “Critical Thinking Ability” yang saya temukan dalam indicator pencapaian kompetensi pada RPP KD 3.3 yaitu kemampuan dalam interpretation, analyzing dan explaining. Sedangkan untuk karakteristik dari “Critical Thinking Processes” yaitu analyze, identify dan creat.
2. Di dalam langkah-langkah pembelajaran, karakteristik dari “critical thinking ability” yang saya temukan yaitu interpretation dan analyzing. Sedangkan untuk “critical thinking process” yaitu reflecting, analyze, identify, list, self correct dan creat.

Apa alasan ibu menaruh karakteristik tersebut dalam indicator pencapaian kompetensi dan dalam langkah-langkah pembelajaran?



1. Pada RPP 3 (KD 3.3) dengan topic *Suggestion and Obligation* siswa diharapkan mampu menganalisa dan menjelaskan ungkapan keharusan/kewajiban dan memberi saran.

Untuk proses siswa diharapkan bisa menganalisa, mengidentifikasi dan membuat ungkapan keharusan/kewajiban dan memberi saran.

2. Dalam langkah-langkah pembelajaran siswa bisa memahami ungkapan yang merupakan keharusan/kewajiban dan cara memberi saran. Dan dalam prosesnya siswa bisa merefleksikan, menganalisa, mengidentifikasi, membuat daftar kosakata tentang ungkapan keharusan/kewajiban dan memberi saran. Terakhir siswa bisa membuat ungkapan tersebut dalam percakapan sehari-hari.

- RPP 4 (KD 3.4)

1. Karakteristik dari “Critical Thinking Ability” yang saya temukan dalam indicator pencapaian kompetensi pada RPP KD 3.4 yaitu kemampuan dalam interpretation, analyzing dan explaining. Sedangkan untuk karakteristik dari “Critical Thinking Processes” yaitu analyze, identify dan creat.

2. Di dalam langkah-langkah pembelajaran, karakteristik dari “critical thinking ability” yang saya temukan yaitu interpretation dan explaining. Sedangkan untuk “critical thinking process” yaitu reflecting, evaluate, identify dan creat.

Apa alasan ibu menaruh karakteristik tersebut dalam indicator pencapaian kompetensi dan dalam langkah-langkah pembelajaran?

1. Pada RPP 4 (KD 3.4) dengan topic *Instruction, invitation, permission* siswa diharapkan bisa menganalisa dan menjelaskan ungkapan menyuruh, mengajak, dan meminta ijin.

Untuk prosesnya siswa diharapkan mampu menganalisa, mengidentifikasi, dan membuat ungkapan menyuruh, mengajak, dan memberi ijin.

2. Dalam langkah-langkah pembelajaran siswa bisa memahami dan menjelaskan yang mana ungkapan menyuruh, mengajak, meminta dan meminta ijin.

Untuk prosesnya siswa bisa merefleksikan, menyimpulkan dan mengoreksi dan membuat ungkapan menyuruh, mengajak seseorang dan meminta ijin dalam percakapan sehari-hari.

c. Result of the interview with English teacher at SMP Negeri 3 Sidemen

- RPP 1 (KD 3.6)

1. Karakteristik dari “Critical Thinking Ability” yang saya temukan dalam indicator pencapaian kompetensi pada RPP KD 3.2 pertemuan 1 yaitu kemampuan dalam interpretation dan analyzing. Sedangkan untuk karakteristik dari “Critical Thinking Processes” yaitu analyze, identify dan creat.
2. Di dalam langkah-langkah pembelajaran, karakteristik dari “critical thinking ability” yang saya temukan yaitu interpretation, analyzing, evaluating, making inference, explaining dan self-regulation. Sedangkan untuk “critical thinking process” yaitu reflecting, analyze, critiquing, identify dan creat.

Apa alasan ibu menaruh karakteristik tersebut dalam indicator pencapaian kompetensi dan dalam langkah-langkah pembelajaran? Tetapi, kenapa dalam penilaian pembelajaran karakteristik reflecting tidak muncul?

- RPP 2 (KD 3.2 pertemuan 1)

3. Karakteristik dari “Critical Thinking Ability” yang saya temukan dalam indicator pencapaian kompetensi pada RPP KD 3.2 pertemuan 1 yaitu kemampuan dalam interpretation dan analyzing. Sedangkan untuk karakteristik dari “Critical Thinking Processes” yaitu analyze, identify dan creat.
4. Di dalam langkah-langkah pembelajaran, karakteristik dari “critical thinking ability” yang saya temukan yaitu interpretation, analyzing, making inference, explaining dan self-regulation. Sedangkan untuk “critical thinking process” yaitu reflecting, analyze, identify, list dan creat.

Apa alasan ibu menaruh karakteristik tersebut dalam indicator pencapaian kompetensi dan dalam langkah-langkah pembelajaran?

- RPP 3 (KD 3.2 pertemuan 2)

1. Karakteristik dari “Critical Thinking Ability” yang saya temukan dalam indicator pencapaian kompetensi pada RPP KD 3.2 pertemuan 2 yaitu kemampuan dalam interpretation dan analyzing. Sedangkan untuk karakteristik dari “Critical Thinking Processes” yaitu analyze, identify dan creat.
2. Di dalam langkah-langkah pembelajaran, karakteristik dari “critical thinking ability” yang saya temukan yaitu interpretation, analyzing dan self-regulation. Sedangkan untuk “critical thinking process” yaitu reflecting, analyze, identify, list dan creat.

Apa alasan ibu menaruh karakteristik tersebut dalam indicator pencapaian kompetensi dan dalam langkah-langkah pembelajaran?

- RPP 4 (KD 3.2 pertemuan 3)
- 1. Karakteristik dari “Critical Thinking Ability” yang saya temukan dalam indicator pencapaian kompetensi pada RPP KD 3.2 pertemuan 3 yaitu kemampuan dalam interpretation dan analyzing. Sedangkan untuk karakteristik dari “Critical Thinking Processes” yaitu analyze, identify dan creat.
- 2. Di dalam langkah-langkah pembelajaran, karakteristik dari “critical thinking ability” yang saya temukan yaitu interpretation, analyzing, evaluating, making inference dan self-regulation. Sedangkan untuk “critical thinking process” yaitu analyze, critiquing, evaluate, identify, self-correct dan creat.

Apa alasan ibu menaruh karakteristik tersebut dalam indicator pencapaian kompetensi dan dalam langkah-langkah pembelajaran?

#### **The Answer**

1. Penempatan critical thinking ability dan critical thinking process dalam indicator pencapaian kompetensi dan dalam langkah - langkah pembelajaran bertujuan untuk mengarahkan proses pembelajaran pada tehnik – tehnik berpikir kritis dan bagaimana proses tehnik berpikir tersebut.  
Pada penilaian pembelajaran dilakukan dengan merespon tindakan memberi dan meminta informasi terkait keberadaan orang dengan tindakan hal yang diminta dan menyusun teks tulis sederhana
2. Penempatan critical thinking ability dan critical thinking process dalam indicator pencapaian kompetensi dan dalam langkah - langkah pembelajaran bertujuan untuk menggali kemampuan siswa dalam berpikir melalui tanya jawab
3. Penempatan critical thinking ability dan critical thinking process dalam indicator pencapaian kompetensi dan dalam langkah - langkah pembelajaran bertujuan agar siswa dapat Menyebutkan dan menggunakan fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional memberi dan meminta informasi terkait kemauan melakukan suatu tindakan sesuai dengan konteks penggunaannya dengan benar
4. Penempatan critical thinking ability dan critical thinking process dalam indicator pencapaian kompetensi dan dalam langkah - langkah pembelajaran bertujuan agar siswa dapat Menyusun dan mengemukakan teks interaksi transaksional.