



**DOUBLE ENTRY JOURNAL FOR ASSESSING LEARNERS'
CRITICAL THINKING IN READING CLASS
OF ELEVENTH GRADERS OF MA MU'ALLIMAT NU KUDUS
IN ACADEMIC YEAR 2015/2016**

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MOTTO AND DEDICATION

Motto :

- “You don’t have to be perfect to be the best, all you have to do is try to be perfect”
- “Late is better than never”
- “The opinion of each makes people blind to the truth”
- “Be the person who you want to be”

Dedication :

This research is dedicated to :

- Her beloved parents (Mr. Sholihan and Mrs. Chalimah)
- Her sisters (Muna and Putri) and her brother (Azka)
- Helmy Nur Faiz who gives great support
- All of her friends (Wahab, Bowo, Icha, Ajeng, Shofii, Zunan, Ulya, Iqlil, Shara, Elin and the others) who always support her every time

ADVISOR'S APPROVAL

This is to certify that Sarjana *Skripsi* of Amanatul Firdausiyah (NIM 201232060) has been approved by the skripsi advisors for further approval by the Examining Commitee.

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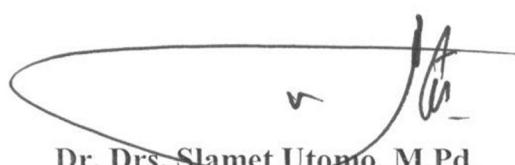


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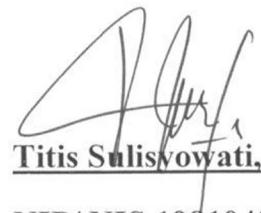
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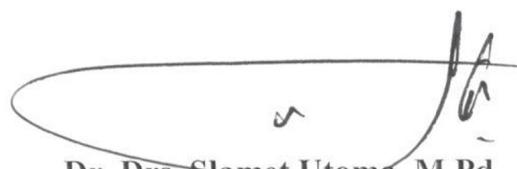
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The writer hopes that this research is useful for the readers, teachers, and the next researcher.

Kudus, August 18th 2016

The writer,

Amanatul Firdausiyah

ABSTRACT

Firdausiyah, Amanatul. 2016. *Double Entry Journal For Assessing Learners' Critical Thinking in Teaching Reading of Eleventh Graders of MA Mu'allimat NU Kudus in Academic Year 2015/2016. Skripsi*. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Titis Sulistyowati, S.S., M.Pd, (ii) Nuraeningsih, S.Pd., M.Pd.

Key words: Assessment, Teaching Reading, Double Entry Journal, and Critical Thinking

Assessment is one of important thing that has important role in education. By assessment process, teacher can find out how far students understand the material which has been taught by the teacher. Teacher also can use the result of assessment to analyze which material that should be explained again and which instruments that should be repaired. Critical thinking is one of important item to be assessed. Critical thinking is how to students' think about certain issue. Double Entry Journal is one of technique assessment to assess students' critical thinking which is different with other. Because the student divided their pages into two with a vertical line down the center. On the left side, they will read the question which is made by the teacher. In the right column, they will write their personal responses or answer the question in the left.

This research is aimed to know how Double Entry Journal assesses learners' critical thinking of second grade of MA Mu'allimat NU Kudus and students respond to Double Entry Journal in assessing their critical thinking.

This research is Qualitative research. The data were collected are the students' result in answering the question in Double Entry Journal, students' answer in filling the questionnaire, and the result of observation sheet. The instruments which were used are classroom observation, Double Entry Journal sheet, questionnaire, and documentation. The object of this research was students of XI IPS 1 of MA Mu'allimat NU Kudus.

The result of this research can be seen from result of observation, how students' fill double entry journal and questionnaire. The students of XI IPS 1 of MA Mu'allimat NU Kudus were rare to give their opinion; they just used one side of view to give their opinion. Many of them are also difficult to understand the question which must be filled by them. They cannot connect their answer with other context yet, and they just never give the other people's opinion in their own opinion. From the questionnaire result, we can see that they were interested in using double entry journal. For them, double entry journal was easy to use. The result can be concluded that the students' critical thinking of XI IPS 1 of MA Mu'allimat NU Kudus was low, but they were interested in using Double Entry Journal.

In this research, the researcher suggests the English teachers use Double Entry Journal as an assessment technique to assess students' critical thinking and a media improve their writing.

ABSTRAK

Firdausiyah, Amanatul. 2016. *Double Entry Journal Untuk Menilai Berpikir Kritis Peserta didik Kelas Sebelas MA Mu'allimat NU Kudus Tahun Akademik 2015/2016. Skripsi.* Pendidikan Bahasa Inggris Departemen, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Titis Sulistyowati, S.S., M.Pd, (ii) Nuraeningsih, S.Pd., M.Pd.

Kata kunci: Penilaian, *Double Entry Journal*, dan Berpikir Kritis

Penilaian adalah salah satu hal penting yang memiliki peran penting dalam pendidikan. Dengan proses penilaian, guru dapat mengetahui sejauh mana siswa memahami materi yang telah diajarkan oleh guru. Guru juga dapat menggunakan hasil penilaian untuk menganalisis bahan yang harus dijelaskan lagi dan instrumen mana yang harus diperbaiki. Berpikir kritis merupakan salah satu item yang harus dinilai oleh guru. Berpikir kritis adalah cara siswa menanggapi sebuah topic tertentu. *Double Entry Journal* adalah salah satu penilaian teknik untuk menilai pemikiran kritis siswa yang berbeda dengan lainnya. Siswa membagi halaman mereka menjadi dua dengan garis vertikal di tengahnya. Di sisi kiri, mereka akan membaca pertanyaan yang dibuat oleh guru. Dalam sisi kanan, mereka akan menulis tanggapan pribadi mereka atau menjawab pertanyaan di sebelah kiri.

Penelitian ini bertujuan untuk mengetahui bagaimana *Double Entry Journal* menilai berpikir kritis peserta didik kelas sebelas MA Mu'allimat NU Kudus dan tanggapan siswa mengenai *Double Entry Journal* untuk menilai berpikir kritis mereka.

Penelitian ini merupakan penelitian kualitatif. Data dikumpulkan adalah hasil menjawab pertanyaan di *Double Entry Journal*, jawaban siswa dalam mengisi kuesioner, dan hasil lembar observasi. Instrumen yang digunakan adalah observasi kelas, *Double Entry Journal*, kuesioner, dan dokumentasi. Objek penelitian ini adalah siswa XI IPS 1 dari MA Mu'allimat NU Kudus.

Hasil penelitian ini dapat dilihat dari hasil observasi, jawaban murid di *Double Entry Journal* dan kuesioner. Siswa XI IPS 1 MA Mu'allimat NU Kudus yang jarang memberikan pendapat mereka; mereka hanya digunakan satu sisi pandang untuk memberikan pendapat mereka. Banyak dari mereka juga sulit untuk memahami pertanyaan yang harus diisi oleh mereka. Mereka belum dapat menghubungkan jawaban mereka dengan konteks lain, dan mereka tidak pernah memberikan pendapat orang lain dalam pendapat mereka sendiri. Dari hasil kuesioner, kita dapat melihat bahwa mereka tertarik menggunakan *Double Entry Journal*. Bagi mereka, *Double Entry Journal* mudah digunakan. Hasilnya dapat disimpulkan bahwa berpikir kritis siswa XI IPS 1 dari MA Mu'allimat NU Kudus rendah, tapi mereka tertarik menggunakan Double Entry Journal.

Dalam penelitian ini, peneliti menyarankan para guru bahasa Inggris menggunakan *Double Entry Journal* sebagai teknik penilaian untuk menilai pemikiran kritis siswa dan meningkatkan kemampuan menulis mereka.

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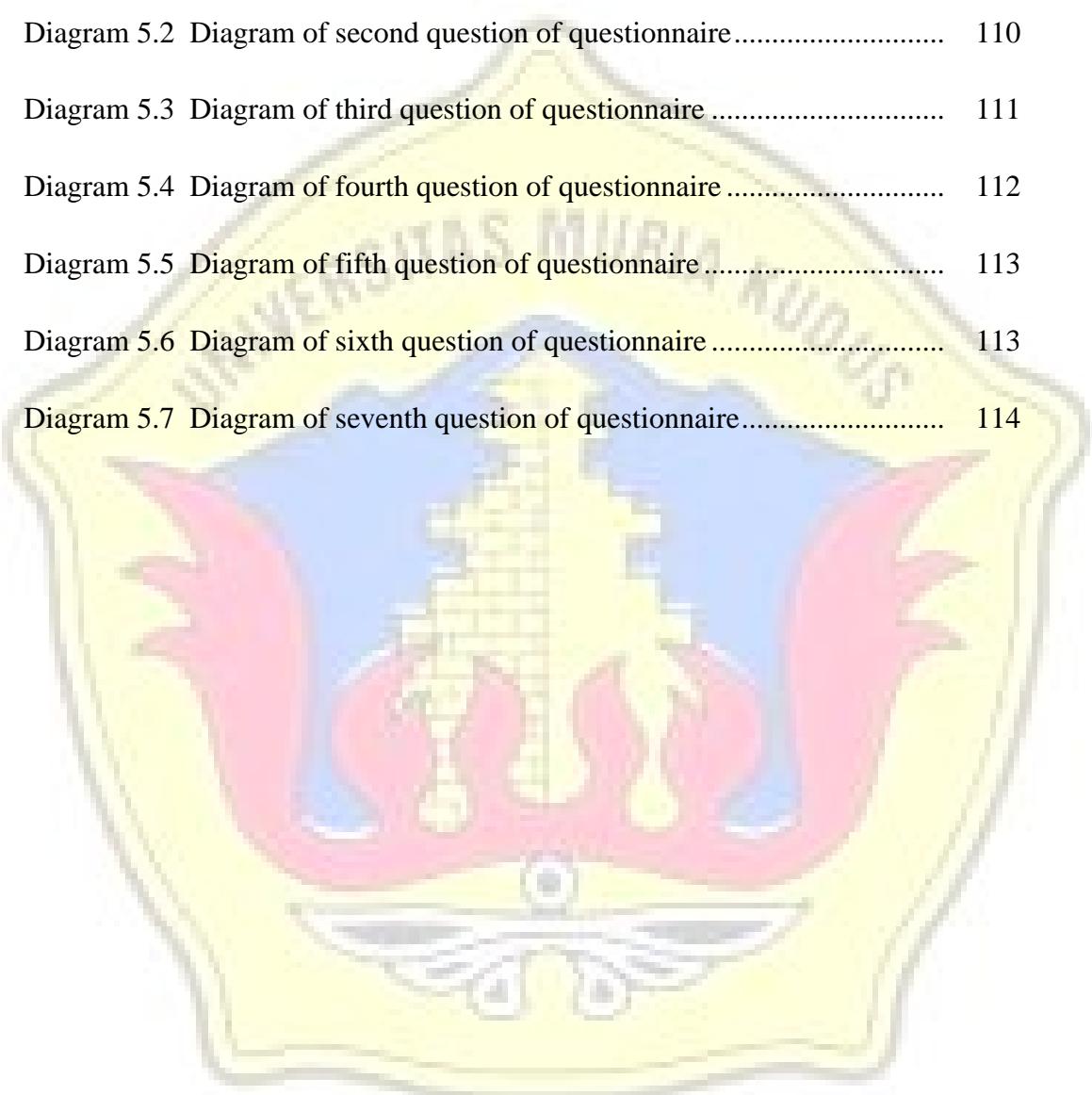
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