AN ANALYSIS OF STUDENT'S MOTIVATION, STUDENT'S ENGAGEMENT AND STUDENTS CRITICAL THINKING IN READING ACTIVITY THROUGH DEEP LEARNING APPROACH AT SMPN 2 BUKITTINGGI

A THESIS

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Thesis entitle **"An Analysis of Deep Learning in Reading To Develop Student's Critical Thinking At SMPN 2 Bukittinggi"** written by **Riza Syahfitri (2322114)** has been accepted and approved to be examined in the presenting of the thesis examination.

This approval is guaranteed and used appropriately.

Bukittinggi, 27 july 2026

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ABSTRACT

Riza Syahfitri, 2322114. ***An Analysis of Students' Motivation, Students' Engagement, and Students' Critical Thinking in Reading Activity through Deep Learning Approach at SMPN 2 Bukittinggi*****. English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sjech M. Djamil Djambek Bukittinggi, 2026.**

This study investigated the implementation of the Deep Learning approach in English reading activities to foster students' motivation and engagement and to identify the aspect of critical thinking that was most developed. The study was conducted because students had limited opportunities to participate actively in meaningful reading activities, resulting in low motivation, limited engagement, and insufficient development of higher-order thinking skills. Therefore, this study aimed to examine how Deep Learning was implemented in reading activities and how it contributed to the development of students' critical thinking.

This study employed a mixed-methods approach using a convergent parallel design. The participants were two English teachers and ninth-grade students at SMP Negeri 2 Bukittinggi. Qualitative data were collected through classroom observations, semi-structured interviews, and documentation, while quantitative data were obtained through a reading test based on Krathwohl's Revised Bloom's Taxonomy (C4–C6). Qualitative data were analyzed using the interactive model of Miles, Huberman, and Saldaña, whereas quantitative data were analyzed using descriptive statistics with SPSS version 25.

The findings revealed that the implementation of Deep Learning successfully promoted students' motivation and engagement through meaningful reading activities, collaborative discussions, questioning, and active participation during classroom learning. Students showed greater interest, confidence, and involvement in constructing understanding from reading texts. Furthermore, the quantitative findings indicated that evaluating (C5) was the most developed aspect of critical thinking (M = 4.65), followed by creating (C6) (M = 3.53) and analyzing (C4) (M = 3.05). Overall, the Deep Learning approach created meaningful reading experiences that enhanced students' motivation and engagement while supporting the development of critical thinking skills.

Keywords: Deep Learning, Motivation, Engagement, Critical Thinking, Reading, Mixed Methods.

ABSTRAK

Riza Syahfitri, 2322114. ***Analisis Motivasi, Keterlibatan, dan Berpikir Kritis Siswa dalam Aktivitas Membaca melalui Pendekatan Deep Learning di SMPN 2 Bukittinggi*****. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, 2026.**

Penelitian ini bertujuan untuk menganalisis implementasi pendekatan Deep Learning dalam aktivitas membaca bahasa Inggris untuk menumbuhkan motivasi dan keterlibatan siswa serta mengidentifikasi aspek berpikir kritis yang paling berkembang. Penelitian ini dilatarbelakangi oleh masih terbatasnya kesempatan siswa untuk berpartisipasi secara aktif dalam kegiatan membaca yang bermakna sehingga motivasi, keterlibatan, dan kemampuan berpikir kritis siswa belum berkembang secara optimal. Oleh karena itu, penelitian ini bertujuan untuk mengkaji bagaimana Deep Learning diimplementasikan dalam aktivitas membaca dan bagaimana implementasinya berkontribusi terhadap perkembangan berpikir kritis siswa.

Penelitian ini menggunakan pendekatan mixed methods dengan desain convergent parallel. Partisipan penelitian terdiri atas dua guru bahasa Inggris dan siswa kelas IX SMP Negeri 2 Bukittinggi. Data kualitatif dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan dokumentasi, sedangkan data kuantitatif diperoleh melalui tes membaca berdasarkan Taksonomi Bloom Revisi Krathwohl (C4–C6). Data kualitatif dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña, sedangkan data kuantitatif dianalisis menggunakan statistik deskriptif dengan bantuan SPSS versi 25.

Hasil penelitian menunjukkan bahwa implementasi Deep Learning mampu meningkatkan motivasi dan keterlibatan siswa melalui aktivitas membaca yang bermakna, diskusi kolaboratif, kegiatan bertanya, serta partisipasi aktif selama proses pembelajaran. Siswa menunjukkan minat, kepercayaan diri, dan keterlibatan yang lebih baik dalam membangun pemahaman terhadap teks bacaan. Selain itu, hasil kuantitatif menunjukkan bahwa aspek evaluating (C5) merupakan aspek berpikir kritis yang paling berkembang (M = 4,65), diikuti oleh creating (C6) (M = 3,53) dan analyzing (C4) (M = 3,05). Secara keseluruhan, pendekatan Deep Learning mampu menciptakan pengalaman belajar membaca yang bermakna sehingga mendukung peningkatan motivasi, keterlibatan, dan kemampuan berpikir kritis siswa.

Kata Kunci: Deep Learning, Motivasi, Keterlibatan, Berpikir Kritis, Membaca, Mixed Methods.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Since the beginning of the 21st century, the development of curriculum in Indonesia has made several changes to improve the quality of education. Starting from the Competency-Based Curriculum (KBK) in 2004, followed by the School Based Curriculum (KTSP) in 2006, the 2013 Curriculum, and most recently the Merdeka Curriculum, each reform has aimed to better prepare students for future challenges by emphasizing the development of competencies rather than memorization. These curriculum changes reflect a shift in educational orientation from content mastery to the development of student's thinking skills, character, and ability to apply knowledge in real-life contexts. In line with global educational trends, 21st century education encourages learning processes that enable students to actively engage, solve problems, and adapt to changing situations, which requires learning approaches that go beyond routine and surface-level learning.

In the context of 21st century learning, students are expected to develop higher order thinking skills to face academic and real-world challenges. One of the most essential skills required in this era is critical thinking. According to Facione (2011), critical thinking involves the ability to analyse information, evaluate ideas, and make reasoned decisions. Also based on Ennis (2011) states that critical thinking is

reflective and reasonable thinking that focuses on deciding what to believe or do. These abilities are crucial for students, as they help learners not only understand information but also process it meaningfully, question assumptions, and construct new understanding. Therefore, learning activities should provide students with opportunities to practise analysing problems, evaluating information, and expressing ideas, rather than merely recalling facts or following instructions.

In educational contexts, critical thinking is closely related to higher-order thinking skills (HOTS). These skills are reflected in the three upper levels of Bloom's Revised Taxonomy, as revised by Krathwohl (2002), These abilities are reflected in the higher levels of Bloom's Revised Taxonomy, particularly analyzing (C4), evaluating (C5), and creating (C6). In this framework, critical thinking is not limited to remembering facts (C1) or understanding information (C1), but involves deeper cognitive processes that allow students to question that compare (C4), interpret (C5), and generate ideas (C6). For junior high school students, the development of critical thinking through HOTS does not require complex or abstract reasoning. According to Piaget's theory of cognitive development (1972), students at this level are entering the early stage of formal operational thinking, where they begin to think logically but still need guidance and concrete contexts to support their understanding. Therefore, critical thinking at this stage focuses on simple analysis, basic evaluation with reasons, and guided creation, such as

expressing opinions, solving contextual problems, or producing simple ideas in English. In line with Anderson and Krathwohl's Revised Bloom's Taxonomy (2002), higher-order thinking skills can be developed gradually by adjusting learning tasks to student's cognitive levels. In English learning, integrating HOTS is essential because students are expected not only to understand meaning, but also to use language appropriately and communicate ideas effectively. Thus, HOTS-based learning supports the development of student's critical thinking skills in ways that are appropriate to their developmental stage.

In the context of English as a Foreign Language (EFL), learning should not only aim to improve students' language proficiency but also encourage them to become motivated and actively engaged in the learning process. Reading activities, in particular, require students to show interest, participate actively, and interact meaningfully with learning materials to construct understanding. According to Manalo (2020), deep learning emphasizes meaningful learning experiences that foster students' motivation and engagement through relevant, reflective, and enjoyable learning activities. When students are motivated to learn and actively participate in reading tasks, they are more willing to explore ideas, discuss meanings, ask questions, and connect new information with their prior knowledge. These learning experiences not only support deeper comprehension of reading texts but also create conditions that may contribute to the development of higher-order thinking skills, including

critical thinking. Therefore, English reading instruction should provide learning environments that promote students' motivation and engagement as essential dimensions of deep learning.

English reading instruction in junior high schools is expected to provide learning experiences that foster students' motivation and engagement throughout the learning process. Students should be encouraged to participate actively, express their ideas, collaborate with their peers, and interact meaningfully with reading texts rather than merely receiving information from the teacher. Through the implementation of Deep Learning, reading activities should be designed to be meaningful, mindful, and joyful so that students develop intrinsic motivation and remain actively engaged in constructing understanding. When students are motivated and engaged, they are more likely to participate in discussions, ask questions, reflect on what they have learned, and connect new knowledge with their previous experiences. Such learning conditions not only improve students' reading comprehension but also provide a strong foundation for developing higher-order thinking skills, including critical thinking. However, preliminary observations and interviews conducted at SMP Negeri 2 Bukittinggi indicate that these expected learning conditions have not yet been fully achieved.

English reading instruction in junior high schools should provide learning experiences that foster students' motivation and engagement

throughout the learning process. Students are expected to show interest in reading activities, participate actively in classroom discussions, collaborate with their peers, and interact meaningfully with reading texts rather than merely receiving information from the teacher. Through learning experiences that reflect the principles of Deep Learning, students should be encouraged to connect new knowledge with their prior experiences, ask questions, share ideas, and construct understanding actively. These meaningful learning experiences help students develop stronger motivation to learn and sustain their engagement during reading activities. As students become more motivated and engaged, they are more likely to comprehend texts more deeply and gradually develop higher-order thinking skills, including critical thinking. However, preliminary observations and interviews conducted at SMP Negeri 2 Bukittinggi indicate that these expected learning conditions have not yet been fully achieved. Many students still demonstrate low motivation and limited engagement during English reading activities, highlighting a gap between the principles of Deep Learning and their implementation in the classroom. Therefore, it is necessary to investigate how Deep Learning is implemented to foster students' motivation and engagement in reading activities while also examining how these learning experiences contribute to the development of students' critical thinking skills.

SMP N2 Bukittinggi is one of the schools that applied *Deep Learning* approach on the 2024/2025 academic year. Based on the

preliminary research conduct through two interview activities with teacher and vice principal for curriculum in SMP N2 Bukittinggi. First interview with vice principal for curriculum on 18th august, 2025 that discussed about overview of deep learning and the general problems, second interview with English teacher of 9th grade on 5th October, 2025. The researcher found several problems related to teaching English by using deep learning approach on student's critical thinking at SMP N2 Bukittinggi. The findings indicate a noticeable gap between the expected benefits of deep learning described in the literature and the actual classroom practices observed at the school.

First, based on preliminary observations, English lessons at SMPN 2 Bukittinggi are still conducted through teacher-guided learning activities, where students mostly listen to explanations, take notes, and complete teacher-directed tasks. In this learning environment, students have limited opportunities to actively participate, express their ideas, collaborate with their peers, or interact meaningfully with reading materials. As a result, students' motivation to engage in reading activities remains limited, as they tend to become passive recipients of information rather than active participants in the learning process. This finding is supported by information from the vice principal for curriculum, who stated that most English learning activities still focus on note-taking and translation, providing relatively few opportunities for students to participate actively in classroom learning.based on an interview with the

English teacher regarding how English was usually taught before the implementation of the Deep Learning approach, she explained:“Usually I asked the students some questions in Indonesian, such as ‘*kalau bertemu dengan seseorang biasa menggunakan ungkapan apa?*’ They said, ‘*Hai, selamat pagi*.’ Then I asked, ‘*pernahkah kalian menggunakan ungkapan bahasa Inggris?*’ Some of them say ‘*pernah’* and some *‘tidak pernah*.’ After that, I asked the students to watch a video. After watching, I asked them to tell what expression was used in the video.” In addition, when students were given simple reading texts, they were generally asked to identify expressions or explicit information without being encouraged to discuss the text, share their opinions, or connect the content with their own experiences. A preliminary interview with several students also revealed that they were able to answer factual questions but rarely participated actively when asked to explain their reasoning or express their own ideas. Many students tended to provide short responses and waited for the teacher's guidance before answering. These findings indicate that students' motivation and engagement during reading activities have not yet been optimally fostered through classroom instruction. From these findings, it can be concluded that English reading instruction is still dominated by teacher-directed activities, limiting students' opportunities to become motivated and actively engaged in the learning process. Ideally, Deep Learning should encourage students to participate actively, interact meaningfully with texts, and take responsibility for their own learning.

When students' motivation and engagement are not sufficiently developed, opportunities to cultivate higher-order thinking skills, including critical thinking, also become limited.

Second, the reading activities experienced by students tend to be repetitive and provide limited opportunities for meaningful participation. Students are frequently asked to memorise vocabulary, complete written exercises, or answer routine comprehension questions, which may reduce their interest and motivation to participate actively in learning. This condition is supported by an interview with the English teacher, who explained, *"Hafal kosakata, latihan tertulis atau lisan,"* and added, *"Kalau untuk kelas tujuh, saya keliling kelas untuk tanya jawab dengan mereka."* These activities indicate that classroom learning is still largely centred on practice and repetition rather than encouraging students to explore ideas, discuss texts, or interact meaningfully with reading materials. Preliminary interviews with several students also revealed that they were generally able to answer routine questions but were less confident when asked to explain their ideas or opinions. As a result, students' motivation and engagement during reading activities remain limited. Ideally, Deep Learning should provide varied, meaningful, and challenging reading experiences that encourage students to participate actively and sustain their interest throughout the learning process. However, the repetitive nature of current classroom activities limits opportunities to foster students' motivation and engagement, which may

also hinder the development of higher-order thinking skills, including critical thinking.

Third, students have limited exposure to varied learning media and reading materials during English lessons. Most learning activities rely heavily on textbooks and teacher explanations, providing few opportunities for students to explore authentic reading materials or engage with different types of texts. This condition may reduce students' interest and engagement in reading activities, as learning experiences become less meaningful and less interactive. The English teacher explained that some students, particularly those from higher-achieving classes such as VIII.1 and IX.1, were more confident in expressing their ideas, while others tended to remain passive and believed that they “cannot speak English.” Students with greater exposure to English demonstrated better participation and understanding during reading activities, whereas those with limited exposure often depended on textbook examples and teacher guidance. These findings indicate that unequal exposure to learning resources influences students' motivation and engagement in reading. Ideally, Deep Learning should provide students with diverse learning media and meaningful reading experiences that encourage active participation, sustain motivation, and gradually support the development of higher-order thinking skills, including critical thinking.

From these findings, it can be concluded that most students are still

at the levels of remembering (C1) and understanding (C2), while only a few have begun to reach analysing (C4) and evaluating (C5). Ideally, reading activities should provide opportunities to engage with various texts that encourage students to question information, compare ideas, and construct meaning. However, limited exposure to diverse learning resources restricts these opportunities. Consequently, students' critical thinking skills in reading remain underdeveloped, as they are not sufficiently exposed to learning experiences that promote deeper analysis and evaluation.

Fourth, students have not yet experienced reading activities that consistently foster their motivation and engagement through the implementation of Deep Learning. In many classroom situations, students still rely heavily on teacher guidance and have limited opportunities to participate actively, express their ideas, or take responsibility for their own learning. As a result, meaningful engagement during reading activities has not been fully developed. Based on an interview with the English teacher, efforts have been made to create more active learning experiences. She stated, *"Yes, I have tried. There are some challenges like the schedule, mood swing, vocabularies."* This finding indicates that the teacher recognizes the importance of engaging students in learning but continues to face challenges in implementing Deep Learning consistently. Preliminary interviews with students also showed that many students were still hesitant to participate in discussions, explain their ideas, or respond

confidently during reading activities. These conditions suggest that students need more consistent opportunities to develop their motivation and engagement through meaningful learning experiences. Strengthening these two dimensions is expected to create more active participation in reading activities and provide a stronger foundation for the development of higher-order thinking skills, including critical thinking.

Fifth, preliminary data also revealed differences in students' reading performance across different text types, particularly in recount texts. Based on students' reading scores, many students achieved lower results in recount texts than in descriptive or narrative texts. This finding indicates that students experience greater difficulty when reading recount texts, which require them to understand the sequence of events, identify cause-and-effect relationships, and construct meaning from past experiences presented in the text. During preliminary reading activities, students generally performed well when identifying explicit information in descriptive and narrative texts. However, when working with recount texts, many students struggled to explain the chronological sequence of events, interpret the writer's message, make inferences, and express their own opinions. Some students also tended to copy sentences directly from the text instead of providing responses in their own words, indicating that their comprehension remained at a surface level.

These findings suggest that students' limited motivation and engagement during reading activities may influence their ability to process more complex reading tasks. When students are not actively involved in constructing meaning or interacting with texts, they are less likely to analyse information, evaluate ideas, and develop deeper understanding. Consequently, their critical thinking skills are not yet optimally developed, particularly when reading recount texts that demand higher levels of comprehension and interpretation. Therefore, more meaningful learning experiences through the implementation of Deep Learning are needed to foster students' motivation and engagement during reading activities while simultaneously supporting the development of their critical thinking skills.

Based on the problems above, this study aims to investigate how Deep Learning is implemented to foster students' motivation and engagement in reading activities at SMP Negeri 2 Bukittinggi. Furthermore, this study also seeks to identify which aspect of students' critical thinking is most developed through the implementation of Deep Learning in reading activities. It is expected that the findings of this study will contribute to a better understanding of how Deep Learning can create meaningful reading experiences that enhance students' motivation, engagement, and critical thinking skills.

As a result of these interconnected conditions, students' motivation and engagement during English reading activities have not yet been

optimally fostered. Teacher-guided instruction, repetitive learning activities, limited exposure to diverse reading materials, and challenges in implementing meaningful learning experiences reduce students' opportunities to participate actively, interact with texts, and take responsibility for their own learning. When students are not sufficiently motivated or engaged, they are less likely to construct meaning, analyse information, discuss ideas, or reflect critically on what they read. Consequently, the development of students' critical thinking skills in reading also remains limited, as they seldom have opportunities to analyse, evaluate, and generate ideas based on written texts, which correspond to the higher levels of Bloom's Revised Taxonomy (C4–C6). These findings highlight the need for a more effective implementation of Deep Learning that not only promotes students' motivation and engagement but also creates meaningful learning experiences that gradually support the development of critical thinking skills.

Given that English reading instruction at SMP Negeri 2 Bukittinggi still reflects the problems described above, this study aims to investigate how Deep Learning is implemented to foster students' motivation and engagement in reading activities. Furthermore, this study seeks to identify which aspect of students' critical thinking is most developed through the implementation of Deep Learning. By examining these two aspects together, the study is expected to provide a clearer understanding of how Deep Learning can transform reading instruction from a teacher-centred

approach into a more meaningful, active, and student-centred learning process that strengthens students' motivation, engagement, and ultimately their critical thinking skills.

B. Identification of the Problems

Based on the background and preliminary findings from observation and interview, several key problems can be identified regarding an analysis of deep learning on student’s critical thinking in learning English at SMP N2 Bukittinggi:

1. Students' motivation during English reading activities has not yet been optimally fostered through the implementation of Deep Learning.
2. Students' engagement in English reading activities remains limited, as classroom instruction is still largely dominated by teacher-guided and repetitive learning practices.
3. Students have limited opportunities to participate actively in meaningful reading activities due to the limited use of varied learning media and authentic reading materials.
4. The implementation of Deep Learning in English reading instruction has not yet been carried out consistently to promote students' motivation and engagement throughout the learning process.
5. Students' critical thinking skills in reading, particularly in analysing, evaluating, and generating ideas from texts, have not yet developed optimally.

C. Research Questions

This study seeks to answer the following questions

1. How were student's motivation and student's engagement in reading activities through deep learning?
2. What aspect of critical thinking were most developed through deep learning in reading skill?

D. Research Objectives

The objectives of this research are:

1. To Examine Student's Motivation and Student's Engagement In Reading Activities Through Deep Learning
2. To analyse and measure aspect of critical thinking are most develop through deep learning in reading

E. Significance of the Study

The researcher hopes that the result of this research will be useful for:

1. For Teachers

   The findings can serve as a reference for designing and applying deeper learning strategies in English classes. By understanding how these strategies influence student's critical thinking, teachers can improve their instructional practices, select more challenging and meaningful activities, and create a more student-centred learning environment.

2. For Students

   This research may offer a richer learning experience that increases

their motivation and engagement, helps them practise analysing, evaluating, and creating ideas in English, and ultimately strengthens their critical thinking skills.

3. For the School

   The study can become a basis for developing policies, programs, and professional development activities that support innovative teaching methods and improve the overall quality of English instruction.

4. For the Future

   The results can contribute to the broader discussion of how deeper learning approaches can be implemented in Indonesian schools to prepare students with the higher-order thinking skills needed for continued study, work, and civic life.

F. Definition of Key Terms

To provide conceptual clarity and avoid ambiguity, the following key terms used in this study are defined operationally:

1. Deep Learning**:** in this study, deeper learning refers to an instructional approach that actively engages students with content so that they gain a thorough understanding and can apply their knowledge in new and meaningful situations. It includes strategies such as project-based learning, inquiry-based instruction, collaborative group work, dialogic learning, authentic assessments, and structured reflection activities.

2. Critical Thinking: in this study means the student's ability to analyse, evaluate, and create ideas based on evidence and reasoning. It involves questioning assumptions, considering multiple perspectives, and making reasoned judgments in English learning.
3. Higher-Order Thinking Skills (HOTS): in this study refer to the three highest levels of the Revised Bloom's Taxonomy proposed by Anderson and Krathwohl (2001), namely analyzing (C4), evaluating (C5), and creating (C6). These levels require students not only to remember and understand information but also to examine relationships, make judgments, and produce new ideas.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Theory

1. Deep Learning

a. Definition of Deep Learning in Education

The concept of deep learning in contemporary education refers to a learning process that emphasizes deep understanding, higher order thinking skills, and the ability to apply knowledge in real-life contexts (Alexander, Mercer & Wegerif, 2020). Deep learning goes beyond memorizing facts or mastering basic skills, it requires students to connect ideas, analyse information, evaluate arguments, and create new solutions. Learning is viewed as a constructive and reflective process in which students actively build meaning through experience, discussion, and social interaction. A key approach within deeper learning is dialogic learning, which focuses on classroom dialogue as a tool for exploration and knowledge building. Alexander, Mercer & Wegerif (2020) highlight that dialogue is not only a medium of communication but a cognitive tool that enables students to share ideas, challenge assumptions, and develop reasoning. Through open dialogue, learners practice listening actively, considering different perspectives, and strengthening their arguments with evidence, all of which foster critical engagement and collective meaning

making.

Research on student learning (Marton & Säljö, 1976; Entwistle & Ramsden, 1983) shows differences among deep learning, surface, and strategic approaches to studying. A deep learning approach involves an intention to seek meaning, relate ideas in real life situation, look the concepts and principles, use evidence, and monitor understanding step by step processes which produce qualitatively better learning outcomes. In contrast, a surface learning approach is characterised by rote memorisation, fragmented information, and minimal engagement with content, while a strategic approach combines interest in content with organised study habits and caution to assessment demands. Entwistle (1998, 2000) shows that teaching and assessment practices significantly influence which approach students adopt. For example, assessment methods that emphasise understanding, application, and problem solving tend to encourage deep learning, while those focusing on reproduction of facts promote surface learning (Thomas & Bain, 1984; Scouller, 1998).

The deep learning approach in education is a teaching strategy that emphasizes a thorough understanding of concepts rather than rote memorization or procedural practice. This approach encourages students to explore content more deeply, connect various ideas, and develop a reflective mindset for solving

problems. It typically integrates inquiry-based learning, problem solving, and reflective discussions to strengthen student's conceptual comprehension while simultaneously fostering their critical thinking skills. Critical thinking is a key competence for the 21st century, as it enables students to analyze problems, evaluate information objectively, and make rational decisions based on evidence. When students only memorize formulation or language structures without understanding the underlying principles, they struggle to apply them in more complex contexts. Therefore, a teaching strategy that guides students to think more deeply and systematically is essential. Previous studies have demonstrated that approaches focusing on deep understanding are more effective in enhancing conceptual mastery and analytical abilities than conventional methods. In the context of Indonesia's current curriculum, which emphasizes problem-solving and critical thinking, the deep learning approach has great potential to strengthen student's critical thinking skills and prepare them to face real world challenges

b. Deep Learning in English Education

Deep learning in English education emphasizes the development of student's ability to understand, connect, and apply linguistic knowledge meaningfully in real communicative situations. It moves beyond memorizing grammar rules or

vocabulary lists and focuses on cultivating higher-order thinking, reflection, and creativity in language use. In English classrooms, this approach encourages learners to explore the meaning behind texts, relate language forms to authentic contexts, and express ideas critically and creatively. According to Oktavianus and Rido (2025), deep learning in English language teaching is grounded in the theories of Marton and Säljö, Entwistle, and Biggs, which collectively highlight comprehension, meaningful engagement, and the application of knowledge across contexts. Through deep learning, English lessons become student-centred, inquiry-driven, and oriented toward real-world communication rather than rote performance. Learners are expected to engage in reflective tasks, problem-solving discussions, and project-based activities that foster critical thinking and communicative competence. This approach aligns with 21st century educational goals that prepare students not only to use English accurately but also to think independently, collaborate effectively, and adapt their linguistic skills to diverse social and professional contexts.

Deep learning in English education highlights the importance of meaningful, reflective, and student-centred learning experiences that go beyond rote memorization and emphasize higher-order thinking skills. It seeks to help students construct knowledge actively, make meaningful connections, and apply their

understanding in authentic communication. As discussed by Salsabila and Astuti (2025), deep learning represents a human-centred educational philosophy that engages learners intellectually, emotionally, and socially. In the context of English learning, it focuses on developing communicative competence through activities that promote critical thinking, collaboration, and creativity. Teachers act as facilitators who design learning that is mindful, meaningful, and joyful helping students relate classroom knowledge to real-life contexts while maintaining a positive and engaging atmosphere.

Drawing from the Naskah Akademik Pembelajaran Mendalam (2025), deep learning is positioned as a key component of Indonesia's educational reform that supports more personalized and transformative learning. It encourages students to be fully aware and present in their learning process (mindful), to engage with content that connects to their prior knowledge and experiences (meaningful), and to enjoy learning in an emotionally supportive environment (joyful). Within English education, these principles guide teachers to create collaborative and inquiry-based lessons that foster both language proficiency and social-emotional growth. This perspective aligns with constructivist theories by Vygotsky (1978) and experiential learning principles, emphasizing that knowledge is best developed through interaction, reflection,

and application. Hence, deep learning in English education not only builds linguistic competence but also nurtures confidence, empathy, and the ability to think critically and creatively in diverse communicative situations.

According to Jiang (2022) “deep learning in English language education is usually driven by language learning motivation, aims to acquire an in-depth understanding of language knowledge, and attain comprehensive language application skills, complex problem-solving skills in an authentic context, language knowledge transfer and application, critical thinking and higher-order thinking, etc”. This process can be understood through four interconnected dimensions they are motivation, engagement, learning strategies, and directional competence, which together support advanced language mastery and critical thinking. Deep learning fosters critical thinking by encouraging students to evaluate information, reflect on their learning, and use language analytically rather than only memorizing vocabulary or grammar. While students often demonstrate strong motivation, their ability to apply language knowledge and solve problems remains limited. Among the four dimensions, the strategic use of deep learning strategies has the strongest impact on overall achievement.

In this study, the concept of deep learning is not only viewed as a general approach but is specifically framed through

Manalo's model, which identifies four interconnected dimensions: motivation, engagement, learning strategies, and directional competence. These dimensions describe how students internalize and transfer knowledge: they begin with meaningful motivation, participate actively through engagement, apply high-order cognitive and metacognitive strategies, and finally develop directional competence to use what they learn in new situations.

The theoretical model of deep learning proposed by Manalo (2020) this model provides a clear structure for understanding and analysing the implementation of deep learning in English classrooms. In practice, it means that students are not simply exposed to activities such as projects or discussions, but are guided to (1) feel motivated by relevant and challenging tasks, (2) engage actively in inquiry, collaboration, and reflection, (3) use strategies such as analysis, summarising, and self-monitoring to deepen comprehension, and (4) exercise directional competence by applying English for problem solving, argumentation, and creative expression.

By adopting this model, the present study links theory with classroom practice. It allows the researcher to observe how each dimension appears in English lessons and how together they contribute to the growth of student's critical thinking skills. Thus, the framework does not repeat what has been explained earlier

about deep learning and critical thinking, but integrates them into a single, explicit reference point that will guide both data collection and analysis in the following chapters.

c. Dimensions of Deep Learning in English Learning

Deep learning is considered a learning approach that emphasizes meaningful understanding, active involvement, and the ability to apply knowledge beyond the classroom context. Manalo (2020) explains that deep learning involves the processes of metacognition, understanding, and transfer of learning, where students are encouraged to construct knowledge rather than only memorize information. Furthermore, the concept of deep learning is reflected through meaningful, mindful, and joyful learning experiences, which encourage students to actively participate, reflect on their learning process, and develop a deeper understanding of knowledge (Manalo, 2020; Idris et al., 2025).

Based on these principles, deep learning can be understood through several interconnected dimensions that describe how students experience and demonstrate deeper learning processes. In this study, four dimensions are synthesized to represent the implementation of deep learning in English learning activities, namely motivation, engagement, learning strategies, and directional competence.

First, motivation is an important dimension of deep

learning because meaningful learning experiences can encourage students' willingness to participate and develop positive attitudes toward learning. Manalo (2020) highlights that meaningful and joyful learning experiences support students' involvement by making learning more relevant and connected to their understanding. This idea is also supported by Susantini et al. (2019), who explain that appropriate learning approaches can influence students' self-efficacy and learning attitudes. Therefore, motivation in deep learning refers to students' willingness, interest, and positive responses toward participating in learning activities.

Second, engagement represents students' active involvement during the learning process. According to Manalo (2020), deep learning requires students to actively participate in constructing knowledge through meaningful learning experiences. This perspective is also consistent with Fullan and Langworthy (2014), who emphasize that new pedagogies for deep learning require students to become active participants through collaboration, communication, creativity, and problem-solving. In addition, the National Research Council (2012) explains that deeper learning develops transferable competencies through active participation and meaningful learning experiences. Therefore, engagement refers to students' participation, interaction, collaboration, and involvement during learning activities.

Third, learning strategies are related to how students process, organize, and apply knowledge during learning. Manalo (2020) emphasizes that deep learning involves metacognitive processes, where students are able to monitor and regulate their understanding. Similarly, Jiang (2022) explains that deep learning in English language education involves strategies that promote meaningful understanding through active processing of information and deeper comprehension. Thus, learning strategies in this study refer to students' ability to use effective approaches, such as identifying important information, organizing ideas, and reflecting on their understanding.

Fourth, directional competence refers to students' ability to take responsibility for their own learning process by applying knowledge, seeking solutions, and becoming more independent learners. Although the term directional competence is used specifically in this study, its concept is related to deeper learning competencies described by the National Research Council (2012) and Hewlett Foundation (2013), which emphasize students' ability to apply knowledge, solve problems, and develop transferable skills. Manalo (2020) also highlights the importance of transfer of learning, where students are able to apply their knowledge in different situations. Therefore, directional competence represents students' initiative, independence, and ability to manage their

learning process.

Although the synthesized framework of Deep Learning consists of four dimensions, namely motivation, engagement, learning strategies, and directional competence, this study focuses only on students' motivation and engagement. These two dimensions were selected because they are considered the most observable aspects of the implementation of Deep Learning in classroom reading activities. Motivation reflects students' willingness, interest, and enthusiasm to participate in learning, while engagement refers to their active involvement in reading tasks, classroom discussions, and interactions with learning materials.

Motivation and engagement are regarded as essential foundations for meaningful learning. Students who are motivated and actively engaged are more likely to participate in learning activities, construct understanding, and interact critically with reading texts. Therefore, examining these two dimensions provides a clearer understanding of how Deep Learning is implemented in reading instruction. Meanwhile, learning strategies and directional competence are acknowledged as important dimensions of the synthesized framework; however, they are beyond the scope of this study. Accordingly, this research examines the implementation of

Deep Learning through students' motivation and engagement while investigating how these learning experiences contribute to the development of students' critical thinking in reading activities.

d. Holistic Characteristics of Deep Learning

Deep learning in education can be understood as a holistic learning approach that creates meaningful, mindful, and joyful experiences to foster student's critical thinking, creativity, and problem-solving abilities. Instead of focusing on rote memorization, it emphasizes deep understanding, integration of knowledge, and creative application through active participation and social interaction. This perspective is closely related to constructivist views, where knowledge is actively built by students through interaction, reflection, and collaboration, as well as humanistic principles that highlight the importance of a supportive climate encouraging curiosity, independence, and self-actualization.

Experts also describe the holistic nature of deep learning from different side. The Hewlett Foundation (2013) points out that deep learning produces a combination of competencies such as mastery of content, critical thinking, collaboration, communication, self-directed learning, and academic mindset, which together show that learning involves both cognitive and personal growth. In the same way, the National Research Council (2012) classifies deep

learning into three broad domains they are cognitive, interpersonal, and intrapersonal that reflect how students do not only develop their knowledge but also learn to work productively with others and manage themselves effectively. Supporting these ideas, Fullan and Langworthy (2014) identify six global competencies of deep learning namely character, citizenship, collaboration, communication, creativity, and critical thinking as essential outcomes of deep learning, which further underline its holistic scope that goes beyond academics. In practice, these holistic characteristics can be realized through strategies such as project-based, collaborative, and inquiry-based learning, where students are challenged to analyze, evaluate, and apply concepts in authentic contexts. Although this approach shows strong potential for developing higher-order thinking skills, it may face challenges such as teacher readiness, curriculum flexibility, and student preparedness for reflective learning. Therefore, successful implementation requires teacher professional development, adaptable curriculum design, and adequate resources so that students can fully benefit from deeper learning and become critical, creative, and responsible learners for the 21st century.

e. Progression from Surface to Deep Learning

The difference between surface and deep learning was first introduced by Marton and Säljö (1976), who found that students

approach learning tasks in different ways depending on their motivation and perception of the task. A surface approach is usually characterized by memorization, minimal effort, and the intention to meet only the immediate requirements of assessment, which often results in fragmented and short-term understanding. In contrast, a deep approach reflects intrinsic motivation, where learners aim to understand meaning, relate new information to prior knowledge, and apply concepts across different contexts. Building on this framework, Biggs and Tang (2011) explain that the progression from surface to deep learning is shaped by the learning environment, including curriculum design, teaching strategies, and assessment methods. Deep learning can also be viewed as a multi-layered process in which each layer builds increasingly abstract representations of knowledge, reflecting how students move from surface understanding to deeper conceptual mastery. In educational practice, this layered progression is seen when learners connect ideas, identify relationships, and apply knowledge in new situations. Such characteristics align with the goals of 21st century education, which aim to cultivate learners who can think critically, solve complex problems, and transfer learning across contexts. This shows that promoting a shift from surface to deep learning is essential for preparing students with the competencies required in modern education.

2. Student's Motivation in Deep Learning

Motivation is one of the essential dimensions of Deep Learning because it encourages students to participate actively, persist in learning tasks, and construct meaningful understanding. In educational settings, motivation is regarded as an internal force that influences students' willingness to initiate, sustain, and achieve learning goals. Students with strong motivation are more likely to invest effort, overcome learning difficulties, and participate actively throughout the learning process.

According to Deci and Ryan (2000), motivation is closely related to the fulfilment of three basic psychological needs: autonomy, competence, and relatedness. When students are provided with opportunities to make learning choices, feel capable of completing learning tasks, and experience supportive interactions with teachers and peers, they are more likely to develop intrinsic motivation. This intrinsic motivation encourages students to learn because they value and enjoy the learning process rather than merely seeking external rewards.

In the context of Deep Learning, Dong (2026) explains that learning motivation plays a significant role in supporting deeper cognitive processing. Drawing upon Self-Determination Theory and Cognitive Load Theory, the study argues that motivated students are

more willing to invest cognitive effort in understanding concepts, integrating new knowledge with prior experiences, and engaging in meaningful learning activities. Furthermore, the study emphasizes that supportive learning environments strengthen students' motivation, which subsequently promotes active engagement and contributes to the achievement of Deep Learning outcomes.

Similarly, Dzulkurnain et al. (2025) highlight that the implementation of Deep Learning should create meaningful, contextual, and student-centred learning experiences that encourage students' motivation to participate actively in classroom activities. The study found that when students are involved in authentic learning experiences that relate to their real-life contexts, they demonstrate greater enthusiasm, persistence, and willingness to explore new knowledge. These conditions indicate that motivation is not only a psychological factor but also an essential element in facilitating successful Deep Learning implementation.

Based on these perspectives, it can be synthesized that students' motivation in Deep Learning refers to their willingness, enthusiasm, and persistence to participate actively in meaningful learning experiences. Motivation encourages students to construct understanding, interact with learning materials, and maintain their learning efforts despite challenges. In reading activities, motivated

students are more likely to read attentively, ask questions, explore textual meanings, connect information with prior knowledge, and participate actively in classroom discussions. Therefore, students' motivation is considered one of the key dimensions for examining how Deep Learning is implemented in reading instruction and how it creates learning experiences that support the development of critical thinking skills.

3. Student's Engagement in Deep Learning

Student engagement is widely recognized as one of the key elements that determines the success of the learning process. It reflects the extent to which students actively participate in learning activities, invest effort in completing learning tasks, and interact meaningfully with teachers, peers, and learning materials. Students who are actively engaged are more likely to maintain their attention, persist in overcoming learning challenges, and achieve deeper understanding than those who participate only passively.

Fredricks, Blumenfeld, and Paris (2004) define student engagement as a multidimensional construct consisting of behavioral, emotional, and cognitive engagement. Behavioral engagement refers to students' active participation in classroom activities, emotional engagement relates to students' interest, enjoyment, and positive feelings toward learning, while cognitive engagement reflects students'

willingness to invest mental effort in understanding concepts and solving problems. These three dimensions demonstrate that engagement is not limited to students' physical presence in the classroom but also involves their emotional commitment and cognitive investment throughout the learning process.

Similarly, Bond et al. (2020) describe student engagement as students' active involvement in learning through interactions with teachers, classmates, learning resources, and classroom activities. Their systematic review emphasizes that engaged students are more attentive, participate more actively, collaborate effectively with others, and demonstrate greater persistence in completing learning tasks. Consequently, student engagement is regarded as an important factor in creating meaningful learning experiences and improving learning outcomes.

Within the context of Deep Learning, engagement becomes one of the essential dimensions that enables students to construct meaningful understanding. Manalo (2020) explains that Deep Learning emphasizes meaningful, mindful, and joyful learning experiences in which students actively participate in constructing knowledge rather than passively receiving information from teachers. Through these learning experiences, students are encouraged to ask questions, exchange ideas, collaborate with peers, reflect on their learning, and

connect new knowledge with their previous experiences. Therefore, engagement is considered a central component of Deep Learning because meaningful learning cannot occur without students' active participation.

Supporting this perspective, Dong (2026) argues that student engagement serves as an important mechanism linking learning motivation with Deep Learning outcomes. The study explains that students who are actively engaged tend to invest greater cognitive effort in understanding concepts, integrating new information with prior knowledge, and maintaining their attention during learning activities. Such active engagement promotes deeper cognitive processing and enables students to develop more meaningful understanding instead of relying on memorization alone. Therefore, engagement contributes significantly to the successful implementation of Deep Learning by encouraging students to participate continuously in meaningful learning experiences.

Dzulkurnain et al. (2025) emphasize that Deep Learning should create contextual, student-centred learning environments that encourage students to become active participants in the learning process. Through authentic learning activities that relate to students' real-life experiences, learners are encouraged to collaborate, communicate, explore ideas, and engage meaningfully with learning

materials. The study suggests that when students are actively involved in authentic learning experiences, they demonstrate higher levels of participation, responsibility, and persistence, all of which contribute to more effective Deep Learning.

Based on these perspectives, it can be synthesized that students' engagement in Deep Learning refers to students' active, emotional, and cognitive involvement throughout meaningful learning experiences. Engagement is reflected in students' willingness to participate actively in classroom discussions, collaborate with peers, interact with learning materials, maintain attention during learning activities, and invest effort in constructing understanding. In reading activities, engaged students are more likely to interact critically with texts by asking questions, discussing ideas, interpreting meanings, connecting information with prior knowledge, and reflecting on what they have learned. Therefore, students' engagement is considered one of the key dimensions for examining the implementation of Deep Learning in reading activities because it creates meaningful learning experiences that also support the development of students' critical thinking skills.

4. Reading Acivities in Deep Learning

Deep learning in reading emphasizes students’ active involvement in constructing meaning from texts rather than simply memorizing or identifying information. In this approach, learners are encouraged to

engage deeply with reading materials by connecting new information with their prior knowledge, reflecting on ideas, and interpreting the meaning of the text independently. Through deep learning, reading is not limited to understanding surface-level information, but extends to analysing ideas, evaluating content, and forming personal interpretations. Students are guided to develop their own understanding of the text, which helps them build a more meaningful and structured knowledge framework (Wang, X. (2023)).

Furthermore, the implementation of deep learning strategies in reading activities has been shown to improve students' reading comprehension and overall learning outcomes. When students adopt a deep approach, they tend to focus on understanding the author's message, relating it to their own experiences, and making sense of the text as a whole. This process supports the development of higher-order thinking skills, particularly critical thinking, as students are required to analyse information, make inferences, and evaluate ideas presented in the text. In addition, deep learning encourages students to become independent learners who take responsibility for their own understanding. By engaging in meaningful reading activities, students develop confidence, motivation, and the ability to think critically about what they read. As a result, deep learning not only enhances reading skills but also plays a significant role in fostering students' critical thinking abilities.

Critical thinking is shaped not only by students' cognitive abilities

but also by the learning environment and the nature of classroom activities. Learning contexts that promote active engagement, reflection, and meaningful interaction enable students to use and develop their critical thinking skills more effectively (Manalo et al., 2013). In reading activities, critical thinking can develop when students are encouraged to move beyond recalling information and are guided to interpret, question, and reflect on the content of texts. When students actively engage with texts by analysing ideas and considering different perspectives, they demonstrate deeper levels of understanding, which aligns with the principles of deep learning.

Moreover, meaningful learning experiences play a crucial role in strengthening students' reasoning abilities. Students who are supported to connect new information with their prior knowledge and express their own viewpoints tend to show better analytical and evaluative thinking. In the context of reading, this involves guiding students to construct meaning, make inferences, and evaluate information presented in the text. Therefore, the development of critical thinking requires learning conditions that consistently support deep engagement. Through structured reading activities that encourage interpretation, analysis, and evaluation, students can gradually develop higher-order thinking skills and become more independent in constructing meaning from texts (Manalo et al., 2013).

Reading activities are an essential component of English language learning because they enable students to construct meaning from written

texts, develop language proficiency, and expand their knowledge. According to Grabe (2009), reading is a complex cognitive process in which readers actively construct meaning by integrating textual information with their prior knowledge and experiences. Similarly, Nunan (2003) states that reading activities involve more than recognizing words or understanding individual sentences; they require learners to interpret ideas, identify relationships among information, and build overall comprehension of a text. Therefore, effective reading activities should encourage students to become active readers who interact meaningfully with texts rather than passively receiving information.

Within the context of Deep Learning, reading activities should be designed to promote meaningful, mindful, and joyful learning experiences. Rather than focusing only on recalling information or answering literal comprehension questions, students are encouraged to engage actively with reading texts by asking questions, discussing ideas, interpreting meanings, connecting new information with their prior knowledge, and reflecting on what they have learned. Such activities help students construct knowledge independently and develop a deeper understanding of the texts they read.

Manalo (2020) explains that Deep Learning emphasizes meaningful learning experiences in which students actively participate in constructing knowledge through interaction, reflection, and authentic learning tasks. In reading instruction, this means that students are expected

not only to understand the content of a text but also to analyse ideas, relate information to real-life experiences, evaluate different perspectives, and communicate their own understanding. Through these processes, reading becomes an active and meaningful learning experience rather than a routine classroom activity.

Meaningful reading activities also play an important role in fostering students' motivation and engagement. When reading tasks are relevant to students' experiences, encourage collaboration, and provide opportunities for discussion and reflection, students are more likely to show interest, participate actively, and persist in completing learning activities. Motivated and engaged students tend to interact more deeply with reading materials, ask meaningful questions, express their opinions confidently, and explore ideas beyond the explicit information presented in the text.

Furthermore, meaningful engagement in reading activities provides opportunities for students to develop higher-order thinking skills. Students who actively construct meaning from texts are more likely to analyse information, evaluate arguments, make inferences, and generate new ideas based on textual evidence. Therefore, reading activities implemented through the principles of Deep Learning not only foster students' motivation and engagement but also create learning experiences that support the development of critical thinking skills.

Based on these perspectives, reading activities in this study refer to meaningful learning experiences in which students actively interact with reading texts through participation, discussion, questioning, reflection, and knowledge construction. These activities are expected to foster students' motivation and engagement during the learning process while simultaneously providing opportunities for the development of critical thinking skills in reading.

5. Critical Thinking

a. Definition and Theoretical Perspective of Critical thinking

Critical thinking in the context of deep learning is defined as the capacity to analyze, evaluate, and integrate information in a rational and reflective manner (create). The book emphasizes that critical thinking cannot be separated from dialogic processes and deep engagement. Critical thinking grows when students are involved in open ended questioning, reflective discussion, and argument evaluation that challenge them to assess evidence, differentiate facts from opinions, and make decisions. This concept is particularly relevant to research on deep learning in English language education. In the context of English as a Foreign Language (EFL), deep learning encourages students not only to memorize vocabulary or grammar but to use English to explore ideas, solve problems, and articulate arguments. Through reflective dialogue, learners can practice expressing opinions, responding to

peers, and connecting language learning to real-life experiences skills that are essential for developing critical thinking.

Critical thinking is widely defined as a set of intellectual skills such as reasoning, analysis, problem solving, reading comprehension, scientific thinking, creative thinking, accurate judgement and decision making (Paul, 1991; Demirel, 1999; Lipman, 2003). It involves a deliberate and reflective process that goes beyond impulsive or random thinking (Fisher, 2001). Dewey's early work emphasized critical thinking as an active rather than passive process of evaluating information and evidence before drawing conclusions, while Ennis (1993) formulated a set of explicit actions for individuals to approach issues logically, impartially, and self-critically. According to Demirel (1999), critical thinking consists of five basic dimensions they are applicability, adequacy, communication, awareness of one's own thinking, and organizing the issues under consideration. Typical behaviours of a critical thinker include searching for clear expression of problems, identifying causes, using reliable sources, considering a situation thoroughly, being broad-minded, delaying judgement when evidence is insufficient, and analyzing complex issues systematically. These theoretical perspectives show that critical thinking is not only a skill but also a disposition that must be cultivated throughout schooling, beginning in primary education

and continuing into high school, so that students are prepared to make reasoned and evidence-based decisions in real-life situations (Sarigoz, 2012).

Critical thinking has been defined as the intellectually disciplined process of actively and skilfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (Scriven & Paul, 2007). It is closely linked to metacognition is the ability to think about and understand your own thinking process, or "thinking about thinking" (Flavell, 1979; Tempelaar, 2006), and enables students to address social, scientific, and practical problems effectively (Shakirova, 2007). Research shows that critical thinking is a learned skill requiring explicit instruction and practice rather than a natural trait (Snyder & Snyder, 2008). Effective teaching strategies include actively engaging students in project-based or collaborative activities, emphasizing the process of learning over mere content transmission, using higher-order questioning techniques, and designing assessments that require application and evaluation rather than rote recall (Ennis, 1993; Duplass & Ziedler, 2002). Barriers such as lack of teacher training, limited instructional resources, entrenched preconceptions, and time constraints often impede critical thinking instruction

(Broadbear, 2003). Students develop both the cognitive and dispositional components of critical thinking and become more adept at solving real-world problems (Ladyshewsky, 2006; Kumar & Natarajan, 2007).

Critical thinking is considered a higher order thinking skill that involves not only reasoning and problem solving but also reflective judgment, creativity, and the ability to evaluate arguments systematically. Scholars such as Facione (1990) describe critical thinking as purposeful, self-regulatory judgment that results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, or contextual considerations upon which that judgment is based. Similarly, Ennis (1993) emphasizes both cognitive skills and affective dispositions, noting that a critical thinker must be open-minded, seek clarity, use reliable sources, and remain self-reflective. Paul and Elder (2002) highlight universal intellectual standards such as clarity, accuracy, precision, relevance, depth, breadth, logic, and fairness that can guide individuals in evaluating information and arguments. In the context of education, critical thinking is not merely a cognitive ability but also a habit of mind that must be nurtured through deliberate practice, scaffolding, and classroom dialogue. Thus, theoretical perspectives converge in portraying critical thinking as a combination of skills, standards,

and dispositions that are essential for learners to navigate the challenges of the twenty-first century.

Critical thinking is one of the essential 21st century skills that supports students in solving problems, making decisions, and engaging in reflective reasoning. According to Fisher (2001), critical thinking provides direction for thinking and decision-making by enabling individuals to conceptualize, analyze, and evaluate information obtained through observation, reasoning, or communication. This aligns with Johnson's (2002) definition of critical thinking as a mental process of formulating or solving problems, making decisions, and finding answers through interpretation, analysis, evaluation, and inference. Similarly, Trilling and Fadel (2009) describe critical thinking as the ability to analyse, interpret, evaluate, summarize, and synthesize information to reach logical conclusions. Zubaidah et al. (2018) emphasize that critical thinking is a higher-order thinking skill that guides beliefs and actions, allowing individuals to reflect and examine issues from multiple perspectives. These theories highlight that critical thinking is not merely a cognitive process but also a lifelong habit of self-assessment and evidence-based reasoning.

b. Critical Thinking in Education and English Language Learning

To operationalize critical thinking in English language education, Sari and Prasetyo (2021) identified seven core

indicators of critical thinking that can be developed and measured in EFL classrooms:

1) Summarizing problems, questions, or issues.
2) Considering context and assumptions surrounding a text or problem.
3) Communicating personal perspectives or hypotheses clearly.
4) Analyzing supporting data and evidence to validate arguments.
5) Incorporating alternative viewpoints and positions.
6) Assessing conclusions, implications, and consequences critically.
7) Communicating ideas effectively in spoken or written form.

Building on this view, international scholars also highlight critical thinking as a structured and teachable process. Facione (1990), through the Delphi Report, defines critical thinking as purposeful and self-regulatory judgment that involves interpretation, analysis, evaluation, and inference, along with explaining the reasons behind those judgments. This definition shows that critical thinking is not only about producing answers but about using disciplined reasoning to reach justified conclusions. Similarly, Halpern (2014) stresses that critical thinking is both a skill and a disposition that can be explicitly taught in classrooms. She points out that learners need to be guided to analyze arguments, evaluate evidence, and solve problems

systematically so that they can apply these skills in different contexts. These perspectives complement the ideas of Sari and Prasetyo (2021) by providing a broader understanding that critical thinking combines cognitive processes and positive learning habits, making it highly relevant for education and especially for English language learning.

c. Critical Thinking for Junior High School

Critical thinking is a key skill that needs to be developed in junior high school students as part of 21st century learning. At this level, students are expected not only to understand information but also to begin analysing meaning, evaluating ideas, and expressing simple opinions in a guided manner. However, the development of critical thinking skills must be adjusted to student's cognitive readiness and developmental characteristics. Therefore, an understanding of student's cognitive development and appropriate cognitive levels is essential in designing learning activities that foster critical thinking.

From a developmental perspective, Piaget's theory of cognitive development provides an important foundation for understanding how junior high school students think. According to Piaget, students at the junior high school level are generally in a transitional stage from the concrete operational stage to the formal operational stage. At this stage, students begin to develop abstract

thinking, but their reasoning is still strongly supported by concrete examples and structured guidance. As a result, critical thinking at the junior high school level does not involve complex or fully abstract reasoning, but rather focuses on basic analysis, simple evaluation supported by reasons, and guided idea creation. To clarify how students' cognitive characteristics differ across educational levels and to position junior high school students within this developmental framework, Piaget's stages of cognitive development are summarized in the following table.

Table 2. 1 Indicators Of Level Critical Thinking, Source Of Cognitive Development Stages Across Educational Levels (Adapted From Piaget, 1952; Piaget, 1972; Slavin, 2018)

Level of Education	Piaget's Cognitive Stage	Analysing (C4)	Evaluating (C5)	Creating (C6)
Elementary School (SD)	Concrete Operational Stage (7–11 years)	Students are able to identify simple information, classify objects, and compare ideas based on concrete examples or real situations.	Students can give simple judgments or opinions based on clear reasons, such as choosing correct answers or expressing likes and dislikes.	Students can create simple products or ideas with guidance, such as short sentences, simple drawings, or basic responses related to familiar contexts.
Junior High School (SMP)	Transition from Concrete to Early Formal Operational Stage (11–15 years)	Students are able to analyse simple texts, identify main ideas, compare information, and recognise relationships between ideas with guidance.	Students can evaluate ideas by giving basic reasons, agreeing or disagreeing with opinions, and selecting appropriate expressions in contextual situations.	Students are able to produce simple texts, short dialogues, or ideas based on models and guided tasks, showing emerging creativity.

Senior High School (SMA)	Formal Operational Stage (15 years and above)	Students are able to analyse abstract ideas, interpret complex texts, identify implicit meanings, and examine relationships between concepts independently.	Students can evaluate arguments critically, justify opinions with evidence, and make reasoned decisions in academic or real-life contexts.	Students are able to create original texts, solutions, or ideas independently by integrating knowledge, reasoning, and creativity.

Based on Piaget's cognitive development theory, junior high school students are cognitively ready to engage in higher-order thinking, although at a basic and guided level. This indicates that the development of critical thinking at this level should focus on how students process information rather than on the complexity of the tasks. Therefore, a clear cognitive framework is needed to describe the types of thinking processes that students are expected to perform when developing critical thinking skills.

In this regard, Krathwohl's Revised Bloom's Taxonomy provides a systematic framework for understanding different levels of cognitive processes in learning. Unlike the original Bloom's Taxonomy, the revised version emphasizes active cognitive processes expressed through action verbs. It categorizes thinking skills into six levels: remembering, understanding, applying, analysing, evaluating, and creating. Among these levels, analysing (C4), evaluating (C5), and creating (C6) are classified as higher-order thinking skills and are closely associated with the development of critical thinking. In Taxonomy Bloom's, analyzing

involves breaking information into parts and identifying relationships or patterns. Evaluating refers to making judgments based on criteria or reasons, while creating involves generating new ideas or products by combining existing knowledge. These higher-order cognitive processes enable students to move beyond surface-level understanding and engage in deeper thinking. However, for junior high school students, these processes are applied in simpler and more structured ways, in line with their cognitive development stage as explained by Piaget.

Table 2. 2 Cognitive Level By Krathwohl's Revised Bloom's Taxonomy (2002)

Cognitive Level	Description of Cognitive Process	Examples of Student Thinking
C1 – Remembering	Recalling facts, terms, or basic concepts	Listing vocabulary, recalling expressions
C2 – Understanding	Explaining ideas or concepts	Paraphrasing a text, explaining meaning
C3 – Applying	Using information in familiar situations	Using expressions in simple dialogues
C4 – Analysing	Breaking information into parts and identifying relationships	Comparing expressions, identifying text purposes
C5 – Evaluating	Making judgments based on reasons or criteria	Choosing appropriate expressions and giving reasons
C6 – Creating	Producing new ideas or products	Writing short dialogues or expressing opinions

The development of critical thinking skills at the junior high school level should be designed by considering both students' cognitive readiness and the cognitive processes expected in learning activities. Therefore, integrating Piaget's theory of cognitive development with Krathwohl's Revised Bloom's

Taxonomy provides a comprehensive framework for formulating appropriate critical thinking indicators for junior high school students.

From Piaget's perspective, junior high school students are generally in a transitional phase from the concrete operational stage to the formal operational stage. At this stage, students begin to think more logically and systematically, but their reasoning still requires concrete examples, contextual situations, and structured guidance. As a result, critical thinking development at this level should not demand highly abstract or complex reasoning, but should focus on guided analysis, simple evaluation with reasons, and basic creation based on familiar contexts. Meanwhile, Krathwohl's Revised Bloom's Taxonomy offers a clear classification of cognitive processes, particularly at the higher-order levels of analysing (C4), evaluating (C5), and creating (C6). These levels represent the core components of critical thinking, as they require students to examine information, make judgments, and generate ideas. When aligned with Piaget's theory, these cognitive processes can be adapted to match the developmental characteristics of junior high school students.

Therefore, critical thinking indicators for junior high school students can be formulated by combining Piaget's view of cognitive readiness with Krathwohl's levels of higher-order

thinking. This integration ensures that students are challenged to think critically while still being supported according to their developmental stage.

Table 2. 3 Integrated Critical Thinking Indicators for Junior High School Students Based on Piaget (1952) and Krathwohl (2002)

Cognitive Aspect (Krathwohl)	Cognitive Readiness (Piaget)	Critical Thinking Indicators for SMP Students
Analysing (C4)	Transitional stage toward formal operational thinking; thinking supported by concrete examples	Identifying main ideas and supporting details; comparing language expressions; analysing simple texts such as (cause and effect) or situations in English
Evaluating (C5)	Beginning to reason logically with guidance and clear criteria	Giving simple judgments with reasons; choosing appropriate language use based on context; evaluating peers' ideas with teacher guidance
Creating (C6)	Able to combine ideas based on familiar patterns and examples	Producing short dialogues or texts; expressing simple opinions; creating responses or solutions to contextual problems in English

Table 2.3 presents an integration of critical thinking (CT) indicators suitable for junior high school students by combining insights from Piaget's cognitive development theory and Krathwohl's revised Bloom's taxonomy.

1. Piaget (1952) emphasizes that students around ages 12–15 are in the formal operational stage, which allows them to think logically about abstract concepts, analyze relationships, and consider hypothetical situations. This informs the design of CT indicators that are developmentally appropriate for middle school learners.

2. Krathwohl (2002) provides a framework of cognitive levels C4–C6 (Analyze, Evaluate, Create) that correspond to higher-order thinking skills. By mapping Piaget's developmental stages onto Krathwohl's levels, educators can identify which critical thinking skills are achievable and measurable for junior high students.

The table thus serves as a guideline for designing assessment instruments and learning activities that promote higher-order thinking, ensuring that tasks are both challenging and appropriate for the students' cognitive abilities.

Although critical thinking indicators can be clearly defined, applying them in junior high EFL classrooms is not always straightforward. Students' limited vocabulary and grammar often make it difficult for them to express complex reasoning in English (Atkinson, 1997). In addition, traditional teacher-centred approaches and cultural norms may reduce opportunities for students to ask questions or discuss ideas openly (Stapleton, 2011; Liu & Stapleton, 2014). Teachers themselves may face challenges due to limited training or resources to design activities that truly promote higher-order thinking.

Using these indicators, this study can systematically observe and measure how deep learning in English classes contributes to student's higher-order thinking, particularly critical thinking. The indicators provide a practical framework for

evaluating student's ability to think critically when engaging with English texts. Critical thinking can be effectively developed through strategies tailored to junior high students, such as critical reading of short texts and project-based learning. Critical reading helps students analyze, summarize, question, and reflect on texts, while project-based learning engages them in collaborative tasks that require planning, problem-solving, and thoughtful decision-making (Nasrollahi, 2015).

In summary, critical thinking in junior high school involves logical reasoning, evidence-based evaluation, and clear communication. By integrating appropriate strategies and support, teachers can create learning experiences that actively foster these essential higher-order thinking skills in English classrooms.

d. Critical Thinking Measurement

Measuring critical thinking is an important aspect of educational research because it allows teachers and researchers to determine whether students are developing higher-order cognitive skills and to identify areas that need improvement. Without clear measurement, critical thinking may remain as an abstract goal rather than a concrete learning outcome. Various instruments have been designed for this purpose, ranging from standardized tests such as the Watson Glaser Critical Thinking Appraisal to performance-based assessments that evaluate student's reasoning

in authentic tasks. Each instrument reflects a different aspect of critical thinking, but all share the aim of making the construct observable and assessable.

In addition to the Watson Glaser Critical Thinking Appraisal, other instruments have also been widely used to assess critical thinking skills in educational settings. One of the most established tools is the California Critical Thinking Skills Test (CCTST), developed by Facione (1990). This test is usually administered in multiple-choice format and measures five core skills: analysis, evaluation, inference, inductive reasoning, and deductive reasoning. Students are presented with short passages or scenarios, and they must select the best judgment or conclusion based on evidence, which makes the test suitable for assessing general reasoning abilities. Another important tool is the Cornell Critical Thinking Test (Ennis & Millman, 1985), designed for high school and college students. It evaluates the ability to recognize logical fallacies, distinguish between strong and weak arguments, and judge the credibility of sources. Typically, the test presents arguments or statements, and students must decide whether the reasoning is sound, making it effective for both logic and argumentation analysis. A more recent instrument, the Halpern Critical Thinking Assessment (HCTA) (Halpern, 2012), combines multiple choice questions with open-ended tasks. In this

assessment, students are given everyday scenarios for example, evaluating media claims or solving social problems and they must provide written responses as well as select answers. This dual format allows researchers to measure not only recognition of correct reasoning but also the ability to generate and justify arguments, which is highly relevant to authentic classroom contexts. these instruments demonstrate that critical thinking can be measured through different approaches: standardized multiple-choice tests for general reasoning (CCTST), logical analysis of arguments (Cornell), and authentic problem-solving tasks with both recognition and production elements (HCTA). The choice of instrument depends on the research focus, the age of learners, and the context in which critical thinking skills are being developed.

Student's critical thinking skills in this study are measured using the higher levels of Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001), specifically C4-C6, which cover analyzing, evaluating, and creating. These levels represent the core of critical thinking and guide the design of the text-based tasks and higher order thinking questions used in the classroom. To provide more detailed indicators, the study also refers to Ennis (1996), who highlights the ability to evaluate arguments, draw conclusions, and propose logical solutions, as well as Paul and Elder (2006), who describe critical thinking as involving elements of thought such as

goals, assumptions, and perspectives that can be examined in student's responses. Based on these theories, students complete reading tasks and answer HOTS questions that require them to analyze information, judge the strength of arguments, and create new ideas or interpretations. Their answers are then assessed with a rubric using a four-point scale to determine the extent to which the implementation of deep learning supports the development of their critical thinking skills.

The use of Bloom's Revised Taxonomy, particularly at the higher-order levels of C4 (analyzing), C5 (evaluating), and C6 (creating), is highly relevant for measuring critical thinking in educational settings. These three domains align closely with the core components of critical thinking, which involve the ability to break down information into parts, judge its credibility or value, and generate new ideas or solutions. Anderson and Krathwohl (2001) emphasize that these levels go beyond remembering and understanding, as they require learners to apply reasoning, make judgments, and construct original outcomes. In the context of English language learning, tasks that engage students in analyzing texts, evaluating arguments, or creating new compositions provide clear opportunities to observe their critical thinking in action. Therefore, Bloom's higher-order categories offer a practical and theoretically grounded framework for assessing critical thinking,

making them suitable for this study.

The selection of Bloom's Revised Taxonomy at the higher-order levels of C4 (analyzing), C5 (evaluating), and C6 (creating) is particularly relevant for measuring critical thinking in English as a Foreign Language (EFL) learning. At the level of analysis, students are expected to examine and compare information from texts, identify main ideas, and distinguish facts from opinions, which reflects their ability to interpret language critically. At the evaluation stage, learners make judgments about the quality or credibility of arguments, such as assessing the strength of an essay or determining whether a source is reliable, thereby practicing reasoned decision-making in English. Finally, at the creation level, students generate new ideas or products, for example writing their own argumentative essays, designing dialogues, or producing projects that require original language use. These tasks demonstrate not only language proficiency but also the higher-order reasoning processes that are central to critical thinking. Thus, Bloom's higher-order categories provide a framework that integrates cognitive skills with communicative competence, making them especially suitable for assessing critical thinking in EFL contexts.

e. Rubric Measurement of Critical Thinking

In order to evaluate student's critical thinking performance,

this study applies an analytic rubric as the main measurement tool. A rubric is chosen because it provides clear criteria that align with the higher-order levels of Bloom's Revised Taxonomy, namely C4 (analyzing), C5 (evaluating), and C6 (creating). Through the rubric, student's responses can be assessed consistently and objectively across different tasks. Since the focus of this research is on English as a Foreign Language (EFL) learning, particularly in reading activities, the rubric is adapted to measure how students analyze textual information, evaluate arguments or evidence, and create new conclusions or interpretations from reading passages. This approach allows critical thinking to be observed directly in classroom practices and ensures that the measurement reflects both cognitive and language skills.

To measure student's critical thinking in reading task, this study uses a narrative text that is appropriate for 9^{th} grade or as theirs level. The steps of assessment are designed according to Bloom's Revised Taxonomy at the higher-order levels of analyzing (C4), evaluating (C5), and creating (C6). First, students read a short narrative story, such as a fable or folk tale. Based on the text, they answer an analyzing question like "What is the main conflict in the story and how is it solved?" This question checks whether students can identify key ideas and relationships in the plot. Second, students are asked to evaluate the character's actions or

the message of the story. For example, the question “Do you think the main character made the right decision? Why or why not?” requires them to give a judgment supported by logical reasons. Third, students demonstrate the creating level by producing their own idea or conclusion from the story. An example is “What new ending would you suggest for this story, and why?” which allows them to generate original responses that go beyond the text. The students’ answers to these tasks are then assessed using the rubric, with scores ranging from 1 (poor) to 4 (excellent) depending on the quality of their analysis, evaluation, and creation. As this rubric table of measurement critical thinking.

The rubric that will be used in this study will be adopted from Bloom’s Revised Taxonomy Theory (Anderson & Krathwohl, 2001), which identifies analyzing (C4), evaluating (C5), and creating (C6) as the core indicators of higher-order thinking. In order to make the assessment more suitable for the context of English reading tasks, the rubric format and scoring scale will be adapted from Brookhart’s Analytic Rubric Model (Brookhart, 2013), which provides four performance levels with descriptive criteria to ensure consistent and objective evaluation. Therefore, the rubric that will be developed in this study will represent a combination of theoretical and practical considerations aligned with both cognitive and assessment frameworks.

Table 2. 4 Rubric measurement of critical thinking

Level	C4 – Analyzing	C5 – Evaluating	C6 – Creating
4 (Excellent)	Clearly identifies main ideas and differences between opinions; can tell what is fact and what is opinion.	Gives strong and logical judgments about the author's argument with clear reasons and evidence from the text.	Produces original and complete ideas or conclusions based on the text, using simple and understandable English.
3 (Good)	Identifies most main ideas and some differences; minor mistakes in distinguishing fact and opinion.	Gives judgments that are mostly logical but with limited support.	Produces new ideas or conclusions, though they are general or only partly developed.
2 (Fair)	Identifies some main ideas but misses key differences; has trouble distinguishing fact and opinion.	Gives weak judgments or vague reasoning.	Produces ideas or conclusions that are vague, incomplete, or loosely related to the text.
1 (Poor)	Cannot identify main ideas; just copies from the text.	Gives no meaningful judgment; only repeats information from the text.	Cannot produce new ideas; just restates what is in the text.

Source: Adapted from Brookhart, S. M. (2013). How to create and use rubrics for formative assessment and grading. ASCD.

test based on text is administered to students using questions that correspond to Bloom's Taxonomy indicators C4 (Analyzing), C5 (Evaluating), and C6 (Creating) for junior high school. Each student's answer is assessed and given a score from 1 to 4 according to the rubric. A score of 1 is given if the answer is very simple or only copies the text, 2 for minimal analysis, 3 for sufficiently clear and logical analysis, and 4 for complete, detailed,

and creative answers. Each indicator is scored separately, and the maximum total score is 12.

The final score will convert into a percentage by dividing the total score by the maximum possible score (24) and multiplying by 100. This conversion follows a general rubric scoring principle (Brookhart, 2013), allowing the researcher to interpret students' performance in percentage form.

{Final Score (%)} = {(Total Score/24) (100)}

The scoring and interpretation system of this study will be based on the Analytic Rubric Assessment Theory proposed by Brookhart (2013), which provides clear scoring criteria and performance levels to ensure consistency and objectivity in evaluating students' work. Each critical thinking indicator (C4, C5, and C6) will be scored on a scale of 1 to 4 according to the rubric descriptors. The total score will then be converted into a percentage to determine student's overall critical thinking level. The interpretation of results into categories such as Excellent, Good, Fair, and Poor will follow the Educational Assessment framework by Nitko and Brookhart (2014), which recommends descriptive performance levels for qualitative interpretation of student's learning outcomes.

In this study, the reading for example, if a student receives

C4 = 6, C5 = 4, and C6 = 6, the total score is 16. The final score is calculated as (16 ÷ 24) × 100 = 66.6, which can be rounded to 67%. Using this scoring system, the researcher can measure student's critical thinking skills in English reading, starting from analyzing the text, evaluating the arguments, to creating their own conclusions or solutions based on the reading passage.

After calculating the final scores, the results can be interpreted to understand students' critical thinking levels in reading English texts. Higher scores indicate that students are able to analyze information accurately (C4), evaluate arguments logically (C5), and create well-developed responses (C6). Conversely, lower scores suggest that students may still rely on simple or copied answers and need further guidance to develop higher-order thinking skills.

The interpretation can also be presented in categories based on the percentage of the total score.

Table 2. 5 Score Range of Critical Thinking

Score Range	Level	Description
85–100%	Excellent	Students clearly identify main ideas, differences of opinion, and distinguish fact from opinion; give strong and logical judgments; produce new ideas or conclusions based on the text using simple and understandable English.
70–84%	Good	Students identify most main ideas and some differences; judgments are mostly logical but with limited support; produce new ideas or conclusions, though they may be general or partly developed.

55–69%	Fair	Students identify some main ideas but miss key differences; have trouble distinguishing fact and opinion; give weak judgments; produce vague or incomplete ideas or conclusions.
Below 55%	Poor	Students cannot identify main ideas; copy text without analysis; give no meaningful judgment; cannot produce new ideas or conclusions.

In this study, the researcher aims not only to assess student's overall critical thinking skills in English reading but also to identify which aspects of critical thinking analyzing (C4), evaluating (C5), or creating (C6) are more prominent. By examining these individual indicators, the study seeks to determine student's strengths and weaknesses in higher-order thinking skills. Each student's response is scored based on the rubric from 1 to 4 for each indicator. This allows the researcher to compare the three aspects directly and identify which area students demonstrate most strongly and which aspect may require additional guidance or instructional support.

The assessment of students' critical thinking skills in this study is based on Bloom's Taxonomy of Educational Objectives, particularly the cognitive domain levels of Analyzing (C4), Evaluating (C5), and Creating (C6) (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956). These levels are considered higher-order thinking skills (HOTS) and are widely recognized as essential indicators for evaluating students' ability to analyze information, evaluate arguments, and produce creative solutions. In addition, the concept of critical thinking is further supported by the works of

Ennis (1996) and Facione (1990), who emphasize that critical thinking involves the ability to reason logically, make judgments based on evidence, and develop well-founded conclusions. By combining Bloom's cognitive framework with these critical thinking principles, this study provides a structured approach to measure and interpret student's higher-order thinking skills in English reading comprehension.

The scoring of student's responses in this study uses a 4-point rubric system to assess higher-order thinking skills (C4–C6). This approach is based on the practical assessment strategies described by Tomlinson (2014) and Popham (2009), who recommend using descriptive rubrics to differentiate levels of student performance in a clear and systematic way. The rubric provides qualitative criteria for each score: 1 indicates minimal or copied responses, 2 indicates partial understanding with limited analysis, 3 indicates sufficient and logical responses, and 4 represents complete, detailed, and creative answers. By applying this rubric, the researcher can objectively measure student's abilities to analyze, evaluate, and create based on reading texts, while also allowing for comparison of individual performance across the three critical thinking indicators. The calculation of the most prominent aspect of critical thinking was carried out through descriptive quantitative analysis by determining the mean score

and converting it into a percentage (Sugiyono, 2018; Sudijono, 2011). Each indicator (C4, C5, C6) was averaged across all students and then converted into a percentage of the maximum possible score. This procedure allowed the researcher to compare the relative strength of each aspect based on the analytic rubric adapted from Brookhart (2013). Calculation of the most prominent aspect of critical thinking is conducted as follows:

1) Score each indicator for every student: Each student's answer is evaluated for C4 (Analyzing), C5 (Evaluating), and C6 (Creating) using the 1–4 rubric. For example, one student might receive C4 = 6, C5 = 4, and C6 = 6.
2) Calculate the total score per indicator across all students: The scores for 20 students are summed separately for each indicator. Suppose the total scores are:

a. Total C4 = 85
b. Total C5 = 76
c. Total C6 = 90

3) Determine the average score for each indicator: Divide the total score of each indicator by the number of students (20):

a. Average C4 = 75/20 = 3.75
b. Average C5 = 66/20 = 3.30
c. Average C6 = 70/20 = 3.90

4) Convert the averages into percentages: To make comparison

easier, each average is converted to a percentage of the maximum possible score (4):

a. Percentage C4 = (3.75/4) (100) = 93.75%
b. Percentage C5 = (3.30/4) (100) = 82.50%
c. Percentage C6 = (3.90/4) (100) = 97.50%

Based on these calculations, the results show that C6 (Creating) is the most prominent aspect of student's critical thinking, with an average percentage of approximately 97.50%. C4 (Analyzing) follows closely at 93.75%, indicating that students are relatively competent in analyzing information from the reading text. Meanwhile, C5 (Evaluating) is the weakest aspect, with a percentage of 82.50%, suggesting that students need more practice in critically evaluating arguments and supporting their opinions with logical reasoning or evidence. By interpreting the data this way, the researcher can not only measure overall performance but also identify specific areas of strength and weakness in student's critical thinking, which can guide targeted instructional strategies in English learning.

B. Relevant Studies

Several studies have explored how deep learning approaches can be systematically implemented in English language learning to enhance student's critical thinking abilities.

First case study Rosa Dewi and colleagues conducted classroom

action research using the Deep Dialogue Critical Thinking (DDCT) model in a Civics Education class at a primary Islamic school. The research design involved two cycles of implementation with observation, reflection, and revision at each stage. Through structured phases of community building, concept discovery, cooperative learning, and reflective dialogue, students were encouraged to articulate arguments, question assumptions, and analyze social issues. The results showed notable improvements in student's ability to express opinions, evaluate information, and respect multiple perspectives, reflecting the motivation, engagement, and strategic reasoning dimensions of deep learning. While the study demonstrates the potential of dialogic approaches to cultivate critical thinking, it focused on Civics Education and did not explore English language learning. This leaves a gap for investigating how similar deep learning frameworks can be adapted to promote critical thinking in English as a Foreign Language (EFL) contexts.

Second case study Trinova and colleagues employed a quasi-experimental design with pre-test and post-test measures to examine the effects of Problem-Based Learning (PBL) and 21st century skills integration the 4Cs (critical thinking, creativity, collaboration, and communication) in Islamic Education at a junior high school. Students were organized into collaborative groups to discuss real-life problems and present solutions, allowing them to connect classroom content with authentic situations. Findings indicated significant gains in analytical

thinking, problem solving, and cooperative learning behaviours, all of which align with the active engagement and knowledge integration emphasized in deep learning. However, the research did not explicitly apply deep learning theory nor target English instruction, highlighting the need to explore how PBL and 4C principles can be explicitly framed within a deep learning approach to develop critical thinking in junior high school EFL classrooms.

Third case study a study by Madsen, Thorvaldsen, and Sollied (2021) explored how digital learning environments influence student's capacity for deep learning and critical thinking in teacher education. Through qualitative interviews with educators from Norway and New Zealand, the study found that the rapid integration of technology in education has both benefits and challenges. While digital tools provide greater access to information, they often lead students to rely on surface learning strategies, such as copying and pasting information, instead of engaging in reflective and analytical thinking. The researchers emphasized that 21st century learning requires not only digital literacy but also the integration of higher-order thinking skills such as creativity, communication, collaboration, and critical thinking (the 4Cs). They concluded that teachers must design learning experiences that connect digital competence with these cognitive and social skills to foster meaningful learning in modern education.

A study conducted by Al-Mubaid, Abukmail, and Bettayeb (2016)

examined how deep learning activities can be used to enhance student's critical thinking in educational settings. The study focused on identifying learning activities that encourage higher-order cognitive processes rather than surface-level learning. Through the implementation of structured tasks such as producing multiple solutions, analyzing different methods, identifying errors, and summarizing key concepts, the researchers found that students were more actively engaged in deep and reflective thinking. The findings revealed that when learners are challenged to revisit problems and justify their reasoning, they demonstrate improved analytical skills and a deeper understanding of learning materials. The study concluded that integrating deep thinking strategies into classroom instruction plays a significant role in promoting critical thinking and achieving higher-quality learning outcomes, and these strategies can be adapted across disciplines and educational levels.

Fifth case study a study by Taqiyya, Utami, Samsuri, and Siswanto (2025) analyzed the role of deep learning strategies in promoting meaningful and sustainable education in the 21st century. Using a qualitative literature review, the research identified that effective deep learning strategies are built upon three key principles: meaningful, mindful, and joyful learning. These principles encourage students to actively construct knowledge, connect concepts to real-life contexts, and experience learning with awareness and enjoyment. The study introduced a four-stage model context exploration, concept elaboration, reflection,

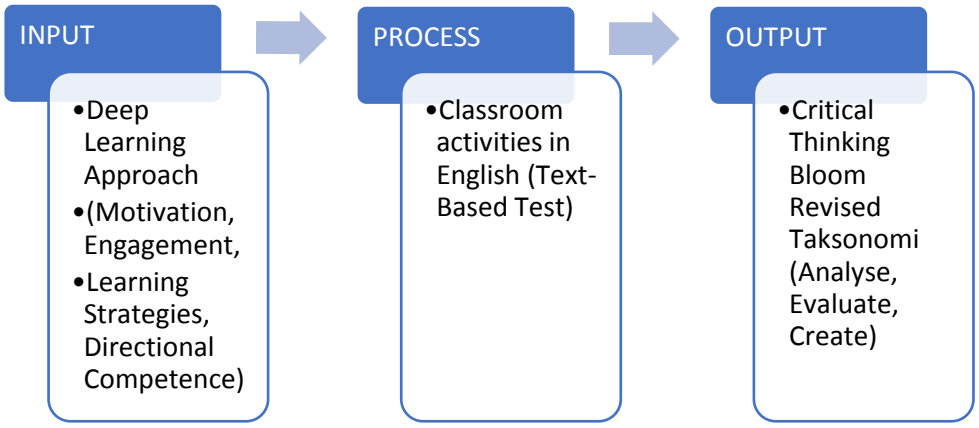
and action which guides students through a continuous cycle of inquiry, analysis, and application. Findings showed that these strategies not only improve student's critical thinking, creativity, and collaboration skills but also contribute to the development of inclusive and sustainable education systems. By integrating technology, project-based learning, and reflective assessment, deep learning supports the growth of lifelong learners who are capable of addressing social, economic, and environmental challenges in a globalized world.

A review of five previous studies reveals that deep learning has been applied in diverse educational contexts, yet its systematic implementation in English language learning at the junior high school level remains underexplored. Studies by Rosa Dewi et al. (2023) and Trinova et al. (2020) demonstrated that dialogic and problem-based approaches can enhance students' reasoning, collaboration, and problem-solving abilities. Although these studies reflect the essence of deep learning, they focused on Civics and Islamic Education rather than English subjects. Similarly, Madsen et al. (2021) confirmed that deep learning plays a significant role in promoting critical thinking and higher-order cognitive processes. However, their studies were conducted within digital learning and teacher education contexts, which differ from English as a Foreign Language (EFL) instruction in secondary schools. A study by Al-Mubaid, Abukmail, and Bettayeb (2016) demonstrated that deep thinking activities can effectively enhance student's critical thinking and higher-

order reasoning skills. However, the study was conducted in higher education contexts and was not specifically focused on English language learning at the junior high school level. Besides that, Taqiyya et al. (2025) contributed a conceptual framework emphasizing meaningful, mindful, and joyful learning as the foundation of deep learning strategies. Yet, this study remained theoretical and did not examine the actual implementation of these principles in classroom English learning.

Therefore, the present research differs from previous works by focusing specifically on the application of deep learning in English language classes at SMP N 2 Bukittinggi. Rather than merely describing or theorizing about deep learning, this study aims to analyze how it is practiced by teachers and experienced by students in the classroom. In addition, this research investigates which dimensions of deep learning (motivation, engagement, learning strategies, and directional competence) are most prominently developed and contribute most significantly to student's critical thinking skills. By identifying the dominant aspects of deep learning in the EFL context, this study not only fills the existing research gap but also offers a more comprehensive understanding of how deep learning can effectively foster critical thinking and improve the quality of English language learning in junior high schools.

C. Theoretical Framework



The theoretical framework of this study is based on the integration of deep learning and critical thinking in the context of English language learning. Deep learning follows the implementation model proposed by Manalo, which highlights four main dimensions: motivation, engagement, learning strategies, and directional competence. These dimensions guide students to participate actively in the learning process, connect new knowledge with prior understanding, and apply what they have learned to different situations. In this study, deep learning serves as the input, providing the approach and classroom practices that encourage meaningful understanding and reflective thinking. The process involves text-based English learning activities in which students read passages and respond to higher order thinking questions. These questions are designed according to Bloom's Revised Taxonomy at the levels of analyzing, evaluating, and creating, allowing students to compare information, draw conclusions, and construct new ideas from the text. The output of this process is the development of student's critical thinking skills, which can be measured through their performance on the text-based tasks. This framework shows

how the implementation of deep learning supports the growth of critical thinking by creating a learning environment where students are motivated, engaged, and able to use effective strategies while applying their understanding of English to challenging tasks.

CHAPTER III

RESEARCH METHOD

A. Type of Research

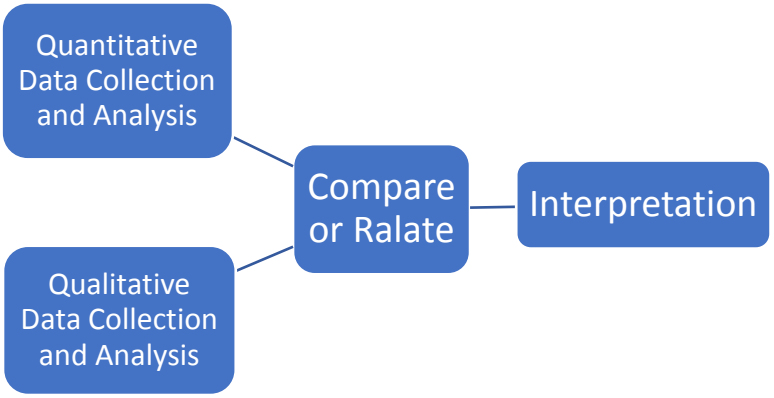
This study employed a mixed methods research design. According to Creswell (2014), "a mixed methods research design is a procedure for collecting, analyzing, and 'mixing' both quantitative and qualitative methods in a single study or a series of studies to understand a research problem" (p. 534). The use of this design allowed the researcher to combine the strengths of both quantitative and qualitative approaches in order to obtain a more comprehensive understanding of the research problem. In conducting this study, the researcher used a Convergent Parallel Design as part of the mixed-methods approach (Creswell, 2014).

This design was one of the main types of mixed-methods research which was suitable for a thesis on the use of deep learning on students' critical thinking in the English subject. According to Creswell and Plano Clark (2018), it meant that the researcher collected both quantitative and qualitative data at the same time, analyzed them separately, and then combined the results to get a complete understanding of the problem. The main purpose of this design was to provide a deeper and more balanced explanation by linking numerical findings with detailed descriptions. This method was useful when one type of data alone could not fully explain the issue being studied. By combining the two kinds of data, the researcher was able to increase the accuracy of the results, reduce bias, and produce

more reliable conclusions.

Moreover, this design was suitable for the study because it allowed the researcher to support and deepen the quantitative findings with qualitative data. It balanced numerical and descriptive results, covering both measurable and contextual aspects of deep learning. Through this integration, the study aimed to provide a clear understanding of how deep learning helped develop students' critical thinking in English language learning at SMP N 2 Bukittinggi.

In this design, both quantitative and qualitative data were collected during the same phase of the research process. Each type of data was analysed separately using appropriate procedures. The quantitative data were analysed statistically, while the qualitative data were nanalyze thematically. After completing both analyses, the researcher compares or relates the results of the two datasets. The final step is to integrated and interpreted the findings to provide a more holistic understanding of the phenomenon under study. This process enables the researcher to identify whether the quantitative results confirm, extend, or contrast with the qualitative findings, thereby producing stronger conclusions. To illustrate, the following diagram adapted from Creswell (2014, p. 534) presents the workflow of the Convergent Parallel Design:



B. Research Setting

The research was conducted at SMPN 2 Bukittinggi, a junior high school in Bukittinggi, West Sumatra. This school was chosen because it had started to use deep learning principles in its English lessons, even though the program had not yet been officially applied. Teachers at SMPN 2 Bukittinggi included learning activities that helped students think critically, solve problems, and take part in meaningful discussions, which reflected the main ideas of deep learning. The researcher also chose this school because of previous field practice experience there, which made it easier to understand the school environment, teaching methods, and classroom activities, as well as to observe how deep learning was used and how it helped improve students' critical thinking in learning English.

C. Informants

The informants in this study were two English teachers and the 8th grade students of SMPN 2 Bukittinggi. Although there were six English teachers in the school, the teacher who taught classes VIII.1, IX.1, IX.2, IX.3, and IX.5 was selected as the main informant because this teacher

was the most relevant since she applied deep learning strategies, such as Inquiry-Based Learning (IBL), Project-Based Learning (PjBL), and group discussions, which emphasized active participation and critical thinking. The teacher's teaching approach reflected a student-centred model, moving away from traditional memorization and teacher-centred practices.

The student informants came from five classes: VIII.1, IX.1, IX.2, IX.3, and IX.5. They were involved in classroom activities where deep learning was implemented, making them appropriate sources of data for this study. Among these classes, VIII.1 was specifically chosen for the administration of the critical thinking test. This class represented the school's high-achieving or "unggul" class, whose students had been grouped based on their academic performance since their promotion to Grade VIII. Their advanced learning background made them suitable participants for examining higher-order thinking skills.

D. Sampling Technique

The sampling technique used in this study was selected using convenience sampling. This technique was applied because the participants were chosen based on their availability, willingness to participate, and accessibility during the research process. Two of English teacher were selected because they had already applied deep learning in her English classes, while students from VIII.1 5 were chosen because they had experienced learning activities using deep learning strategies. This technique ensured that the participants were the most relevant to

provide meaningful information about how deep learning was implemented and how it supported students' critical thinking in English learning.

E. Instrument and Technique of Data Collection

This study employed a mixed methods design in the form of a convergent parallel design (Creswell, 2014). In this design, both qualitative and quantitative data were collected simultaneously and then compared to provide a more complete understanding of how deep learning supported students' critical thinking in English learning.

For the qualitative part, this research used a case study approach, with the researcher herself as the main instrument, as is common in qualitative inquiry (Creswell, 2012). The case under study was the implementation of deep learning in English classes at SMPN 2 Bukittinggi, focusing on both the English teacher and the students. Three techniques were used to gather qualitative data.

1. Interview was the main qualitative instrument used in this study. Semi-structured interviews were conducted with the English teacher and selected students to obtain detailed information related to the first research question, namely how were student's motivation and student's engagement in reading activities through deep learning implemented. The interview protocol consisted of open-ended questions that allowed participants to share their experiences freely while keeping the

discussion aligned with the research focus. The questions explored how the teacher planned and applied deep learning strategies in English classes, such as Inquiry-Based Learning (IBL), Project-Based Learning (PjBL), collaborative group work, and dialogic learning. They also investigated how students engaged in these activities and how such strategies encouraged them to analyze, evaluate, and create ideas during English lessons. The interviews were conducted face-to-face, recorded with participants' consent, and carefully transcribed for qualitative analysis. The indicators :

Indicator	Brief Description
Motivation	Students' willingness, interest, and enthusiasm to participate in reading activities and complete learning tasks.
Engagement	Students' active participation in reading activities through discussion, interaction, collaboration, and classroom involvement.
Learning Strategies	Students' ability to use effective strategies to understand, organize, and reflect on information from reading texts.
Directional Competence	Students' ability to apply their learning independently, solve problems, and transfer knowledge to new situations.

2. Observation was used to examine how deep learning was implemented in real classroom practice and to support the interview results. The researcher observed English learning activities in classes IX.1, IX.2, IX.3, and IX.5, focusing on how the teacher applied deep learning strategies such as project-based learning, inquiry-based learning, and collaborative discussions, as well as how students responded to these

approaches. The observation emphasized teacher methods, classroom interactions, and student participation during activities that encouraged analysis, evaluation, and idea creation. Observation sheets and field notes were used to systematically record classroom behaviours, interactions, and the learning atmosphere.

3. For the quantitative research, the study used a reading comprehension test based on critical thinking indicators as the main instrument to answer the first research question. This test was given to students of class IX.1, which was categorized as the high-achieving class, to measure their higher-order thinking skills. The test consisted of reading tasks designed to assess three levels of Bloom's Taxonomy: C4 (analyzing), C5 (evaluating), and C6 (creating) (Anderson & Krathwohl, 2001). These levels were selected because they represented higher cognitive processes that aligned with critical thinking. The test items required students to analyze texts, evaluate information, and generate conclusions or creative responses. The results provided quantitative evidence of students' critical thinking abilities, which were then compared with the qualitative data in line with the convergent parallel design.

F. Validity and Reability of Instruments

To ensure the validity and reliability of the research instruments

used in this study, the researcher took several steps. To ensure the validity of the research instruments in this mixed methods study, different strategies were applied for the qualitative and quantitative parts.

1. Qualitative

    a. Validity of the Instruments

        In the qualitative part of this study, the researcher established the validity of the instruments by applying credibility validity, which was strengthened through three main procedures: expert judgment, triangulation, and member checking. Validity in qualitative research refers to the degree to which the instruments measure what they are intended to measure and how accurately they represent the real phenomena being studied. The following steps were undertaken to ensure the validity of the qualitative instruments:

        1) First, the researcher developed interview and observation guidelines based on the four dimensions of deep learning proposed by Manalo (2020), namely motivation, engagement, learning strategies, and directional competence. These dimensions provided clear theoretical indicators for designing the instruments to capture how teachers implemented deep learning principles and how students responded to them in classroom contexts.
        2) Second, to ensure content validity, the instruments were

examined by three experts in English education. Each validator reviewed the instruments using a validation sheet that included several criteria, such as the relevance of each item to the research objectives, the clarity of the language, and the theoretical alignment with the deep learning framework. The experts provided written feedback and suggestions to improve the accuracy, clarity, and suitability of the instruments for qualitative data collection.

3) Third, based on the feedback from the three experts, the researcher made several revisions to the instruments. Some interview questions were reformulated to encourage deeper and more reflective responses from participants, while several observation indicators were refined to make them more specific, observable, and aligned with the core dimensions of deep learning. After the revisions, the three experts agreed that the instruments were valid, relevant, and appropriate to be used in the actual study, indicating that they had strong content validity.
4) Fourth, during the data collection process, validity was further reinforced through triangulation and member checking. Triangulation was conducted by combining multiple data collection techniques, including interviews, classroom observations, and document analysis, as well as

by comparing data from different sources such as teachers, students, and classroom documents like lesson plans and students' work. Meanwhile, member checking was carried out by summarizing the interview results and presenting them back to participants to confirm whether the researcher's interpretations were accurate and reflected their actual views and experiences.

Through these systematic procedures expert judgment by three validators, triangulation of data, and member checking the researcher ensured that the qualitative instruments and findings were credible, trustworthy, and valid representations of the real implementation of deep learning and its impact on students' critical thinking in English learning.

b. Reliability of the Instruments

Reliability refers to the consistency and stability of an instrument when it is used under different conditions or at different times. In qualitative research, reliability is often referred to as dependability, which ensures that the research process is logical, consistent, and clearly documented. In this study, the reliability of the qualitative instruments was ensured through triangulation as the main strategy.

1) First, the researcher applied triangulation of techniques by combining several methods of data collection, including

interviews, classroom observations, and document analysis. This method was intended to ensure that the findings were consistent and not dependent on a single data source or technique. By comparing the information obtained through different methods, the researcher verified patterns and strengthened the consistency of data across various contexts.

2) Second, the researcher conducted triangulation of sources by collecting information from different participants and materials, such as teachers, students, and teaching documents (lesson plans, students' work, and observation notes). The consistency of information obtained from multiple sources enhanced the dependability of the data and minimized bias or one-sided interpretation.
3) Third, the researcher used triangulation of time by conducting observations and interviews at different classroom sessions and times. This approach was aimed at confirming whether similar patterns appeared consistently across multiple situations, which supported the reliability of the qualitative data.

Through the consistent application of triangulation of techniques, sources, and time, the researcher ensured that the qualitative instruments produced dependable and stable data.

This strategy helped ensure that the procedures used in this study could generate similar results if applied in another comparable setting.

2. Quantitative

To ensure the accuracy and consistency of the instrument, both validity and reliability testing were carried out. Validity refers to the degree to which an instrument measures what it is intended to measure (Cohen, Manion, & Morrison, 2018). In this study, content validity was established through expert judgment, in which two experts in English education reviewed the reading tasks, the rubric, and the alignment of the questions with HOTS indicators. Their suggestions were used to refine the items so that they accurately represented the construct of critical thinking in reading comprehension.

In addition, construct validity was examined using the Pearson Product Moment correlation in SPSS 25 to check whether each item score significantly correlated with the total test score. An item was considered valid if the correlation coefficient (r) was greater than the critical *r*-table value at the significance level of 0.05 (Sugiyono, 2017). Items that did not meet the criteria were revised or removed.

For the quantitative part, reliability was established through statistical and practical measures.

In the quantitative part of this study, the instrument that was used was a critical reading test consisting of several reading tasks that

were designed to measure students' higher-order thinking skills (HOTS). The questions were developed based on Bloom's Revised Taxonomy, particularly focusing on the domains of analyzing (C4), evaluating (C5), and creating (C6) (Anderson & Krathwohl, 2001). These levels were chosen because they represent critical thinking abilities, which are essential in deep reading comprehension.

The test items were presented in the form of short reading passages followed by open-ended questions that required students to analyze arguments, evaluate information, and draw conclusions. To assess students' performance more fairly, the researcher used an analytic scoring rubric with a four-point scale (1–4), where score 1 indicated very low achievement and score 4 indicated excellent performance. The rubric was adapted from Brookhart (2013), who emphasized that performance assessment using rubrics allowed teachers to evaluate complex skills such as reasoning, interpretation, and problem-solving in reading tasks.

Reliability, on the other hand, refers to the consistency and stability of the measurement results (Gay, Mills, & Airasian, 2012). To determine the reliability of the test, Cronbach's Alpha coefficient was calculated through SPSS 25. A Cronbach's Alpha value of 0.70 or higher was generally considered acceptable, indicating that the instrument had good internal consistency (Fraenkel, Wallen, & Hyun, 2012). The use of rubrics with a four-point scale further supported

consistency in scoring, since clear descriptors minimized subjective judgment among raters. Therefore, by conducting both validity and reliability tests, the instrument that was used in this study was expected to be an appropriate tool to measure students' critical thinking skills through reading tasks. This process ensured that the data collected in the quantitative phase were accurate, dependable, and suitable for further analysis.

Through these procedures, both the qualitative and quantitative instruments were strengthened in terms of reliability, making them dependable tools for investigating how deep learning supported the development of students' critical thinking in English learning..

G. Trustworthiness of Data

In the qualitative phase of this study, the researcher ensured the trustworthiness of the data to guarantee that the findings were accurate, credible, and dependable. According to Lincoln and Guba (1985), trustworthiness in qualitative research includes four key components: credibility, transferability, dependability, and confirmability. These components were applied to maintain the quality and authenticity of the qualitative findings.

1. Credibility refers to the degree of confidence in the truth of the data and its interpretation. To ensure credibility, this study used triangulation, member checking, and prolonged engagement. Triangulation was conducted by collecting data from various sources

such as teachers and students, through multiple techniques including interviews, observations, and document analysis. Member checking was also conducted by asking participants to verify the accuracy of the researcher's interpretation of their responses. This helped ensure that the data truly represented the participants' experiences and perspectives.

2. Transferability relates to the extent to which the research findings can be applied to other contexts or settings. To achieve this, the researcher provided thick and detailed descriptions of the research setting, participants, and procedures, enabling readers to determine whether the findings were relevant and applicable in similar contexts.
3. Dependability focuses on the consistency of the research process. It was ensured by maintaining an audit trail that documented all research procedures, instruments, and decision-making steps throughout the study. This allowed the research process to be examined and replicated by other researchers under similar conditions.
4. Confirmability emphasizes objectivity, ensuring that the results of the study were shaped by the participants' views rather than the researcher's personal bias or assumptions. To maintain confirmability, the researcher kept all evidence such as interview transcripts, observation notes, and related documents to support the interpretations and conclusions.

By applying these four strategies credibility, transferability,

dependability, and confirmability, the researcher ensured that the qualitative data in this study were trustworthy and reliable. These procedures strengthened the validity of the qualitative findings so that they could meaningfully support and complement the quantitative results in this mixed-method research..

H. Technique of Data Analysis

In this research, the process of data analysis was adjusted to the mixed-method design, which involved both qualitative and quantitative approaches. Each set of data was analysed using techniques appropriate to its nature, and the findings from both were later compared and connected to obtain a comprehensive understanding of the research focus.

1. Qualitative Data Analysis

The qualitative data of this study came from interviews, classroom observations, and relevant documents related to the implementation of deep learning and the development of students' critical thinking skills. The analysis process followed the framework proposed by Gay, Mills, and Airasian (2012), which consisted of several key stages: organizing the data, reducing the data, displaying the data, and drawing conclusions.

In the first stage, all collected data such as interview transcripts and observation notes were organized systematically (organizing the data). The researcher then read and reviewed the information repeatedly to become familiar with the content. Next, the data were coded and categorized based on recurring ideas, concepts, or issues that appeared during the process

(reducing the data). These codes were then developed into themes that represented essential findings about teachers' practices and students' critical thinking development. Afterward, the themes were presented in a descriptive narrative form to make the findings clearer and easier to interpret (displaying the data). The final stage involved drawing conclusions and verifying the findings by continuously revisiting the data until consistent patterns and meanings emerged. This ongoing interaction between data and interpretation ensured that the results reflected the participants' genuine perspectives and classroom realities.

2. Quantitative Data Analysis

The quantitative data of this study were obtained from students' results on the critical reading test. This study used students' scores on a text-based critical thinking test administered during the English learning process. The procedure of quantitative data analysis followed the framework proposed by Creswell (2014), who stated that quantitative research involved analyzing numerical data through descriptive and inferential statistical techniques in order to describe variables and test research hypotheses. In the descriptive analysis stage, the researcher calculated the mean, percentage, and standard deviation to summarize students' performance and to describe their overall level of critical thinking skills.

The results of this analysis provided an overview of how well students performed in analyzing, evaluating, and creating ideas based on

text-based learning tasks. Furthermore, inferential statistical analysis was applied to test the research hypothesis and to examine whether the implementation of deep learning had a significant effect on the improvement of students' critical thinking skills. All statistical computations in this study were carried out using the Statistical Package for the Social Sciences (SPSS) version 25 to ensure accuracy, reliability, and objectivity in data processing. By applying these two types of analyses, qualitative and quantitative, the researcher sought to gain a deeper and more balanced understanding of how deep learning strategies were implemented and how they contributed to students' critical thinking development in English learning.

CHAPER IV

FINDINGS AND DISCUSSION

A. Data Description

This chapter presents the findings and discussion of the study entitled "An Analysis of Deep Learning on Students' Critical Thinking in English Subject at SMP Negeri 2 Bukittinggi". The findings are organized according to the research questions. The first research question is addressed through qualitative data obtained from teacher interviews and classroom observations to describe how deep learning was implemented in the English classroom. The second research question is answered using quantitative data obtained from the students' reading test to identify the aspect of critical thinking that was most developed through the implementation of deep learning.

1. The Implementation of Deep Learning to Foster Students' Critical Thinking in English Reading

   a. Motivation

Table 4. 1 Interview Students (Motivation Indicators)

Questions	answer
1. What motivates you to learn English?	(S1)*Saya termotivasi belajar bahasa Inggris agar dapat pergi ke luar negeri, melanjutkan kuliah atau bekerja di luar negeri, serta memperoleh prestasi yang lebih baik.* (S2) *Saya termotivasi belajar bahasa Inggris agar dapat masuk ke universitas yang saya*

	inginkan, seperti UGM, ITB, atau UI. Saya memilih jalur bahasa Inggris karena biaya yang dibutuhkan biasanya lebih terjangkau.
2. Can you give examples when you felt most interested in the classroom?	(S1)*Saya paling tertarik belajar ketika guru menggunakan media visual, seperti video atau film berbahasa Inggris, karena membuat saya lebih mudah memahami materi.* (S2)*Saya merasa tertarik belajar ketika guru mengajar dengan cara yang menyenangkan. Ketertarikan saya terhadap pembelajaran sangat dipengaruhi oleh cara guru mengajar.*

Table 4.1 presents the interview results related to the motivation dimension of deep learning from two students. The findings indicate that both students had clear personal goals for learning English, although their motivations were directed toward different future aspirations.

Student 1 explained that the motivation to learn English was closely related to future opportunities. The student stated that learning English would support the goal of studying or working abroad and achieving better academic performance. This response shows that the student viewed English as an important skill for accessing broader educational and career opportunities. The student's motivation was therefore future-oriented and associated with long-term personal achievement.Similarly, Student 2 also demonstrated strong

motivation to learn English. However, the student's motivation was specifically focused on continuing higher education by gaining admission to a preferred university, such as Universitas Gadjah Mada (UGM), Institut Teknologi Bandung (ITB), or Universitas Indonesia (UI). In addition, the student mentioned that choosing the English pathway was considered more affordable in terms of educational costs. This indicates that the student's motivation was influenced by both academic aspirations and practical considerations.The interview also explored situations that increased students' interest during classroom learning. Student 1 reported feeling most interested when the teacher used visual media, such as English videos or films, because these learning resources made the lesson easier to understand and more engaging. In contrast, Student 2 emphasized that interest in learning depended largely on the teacher's teaching method. The student explained that enjoyable and interactive teaching created a more positive learning atmosphere and increased enthusiasm to participate in classroom activities. Overall, the interview findings reveal that both students possessed positive learning motivation toward English. Their motivation was driven by clear educational and career goals, while their classroom interest was strengthened through engaging instructional strategies, particularly the use of

visual media and enjoyable teaching approaches.

To strengthen the interview findings, classroom observations were conducted during three English learning sessions using an observation checklist based on the motivation indicator of deep learning. The observations focused on students' participation, enthusiasm, attention during learning activities, willingness to respond to the teacher's questions, and engagement in completing classroom tasks. These observations were intended to examine whether the students' motivation expressed during the interviews was consistently reflected in their actual classroom behavior. Therefore, the observation findings provide supporting evidence for understanding how students' learning motivation was demonstrated throughout the teaching and learning process.

Table 4. 2 Interview with Teacher (Student's Motivation Indicator)

Questions	Answer
3. How do you motivate students to understand the lesson and complete learning tasks?	(T1)*Guru mengaitkan materi dengan kehidupan sehari-hari, memberikan latihan, membimbing siswa saat mengalami kesulitan, dan memberi kesempatan menggunakan kamus agar siswa menemukan jawaban sendiri.* (T2)*Guru mengaitkan materi dengan kehidupan nyata, memberikan asesmen diagnostik, menjelaskan materi secara bertahap, serta menerapkan peer teaching agar siswa saling membantu memahami materi sebelum mengerjakan tugas.*

Questions	Answer
4. How do you encourage students to take initiative during English learning activities?	(T1)*Guru menggunakan situasi kehidupan sehari-hari dan media pembelajaran yang dekat dengan pengalaman siswa sehingga mereka terdorong untuk aktif belajar.* (T2)*Guru memulai pembelajaran dengan kegiatan listening, kemudian mengembangkan ke reading, speaking, dan writing sehingga rasa ingin tahu dan keaktifan siswa meningkat*

Table 4.2 presents the interview results related to students' motivation in the implementation of Deep Learning based on interviews with two English teachers. The findings show that both teachers motivated students by connecting learning materials with real-life situations, providing appropriate guidance, encouraging independent learning, and creating learning activities that stimulated students' curiosity and initiative.

Teacher 1 explained that students were encouraged to understand the material and complete tasks by relating the lesson to daily life, providing practice activities, guiding students when they faced difficulties, and allowing them to use dictionaries to find answers independently. These practices encouraged students to become more confident, independent, and willing to complete learning tasks. Teacher 2 explained that diagnostic assessment, peer teaching, and gradual learning

activities increased students' curiosity, confidence, and willingness to participate actively in the learning process.The teacher also developed students' initiative by beginning lessons with listening activities and gradually extending them to reading, speaking, and writing activities to increase students' curiosity and active participation. Overall, the interview findings indicate that both teachers promoted students' motivation by encouraging independent learning, stimulating curiosity, relating lessons to authentic contexts, and providing learning experiences that strengthened students' confidence and willingness to participate in English learning activities.

The interview findings provide an overview of teachers' perspectives on how students' motivation was fostered during English learning activities. To examine whether these motivational practices were reflected in students' classroom behaviour, the interview results were supported by classroom observation data. The observation findings were used to identify students' willingness to participate, complete learning tasks, and demonstrate initiative throughout the learning process.

Table 4. 3 Observation checklist (Motivation Indicators)

	INDICATORS	OBSERVABLE BEHAVIOUR	Meeting 1		Meeting 2		Meeting 3	
			YES	NO	YES	NO	YES	NO
1	Motivation	Student asks questions	✓		✓		✓	
2		Student shows nhusiasm during activities	✓		✓		✓	
3		Student paricipates voluntarily	✓		✓		✓	
4		Student attempt to find the meaning of unfamilliar words independently		✓		✓	✓	
5		Student completely reading tasks without waiting for direct teacher instruction		✓		✓	✓	

The observation findings across the three classroom meetings supported the interview results regarding students' motivation during English learning activities. Based on the observation checklist, students demonstrated gradual improvement in their learning motivation throughout the implementation of Deep Learning. Five observable behaviours were identified, namely asking questions, showing enthusiasm during learning activities, participating voluntarily, attempting to find the meaning of unfamiliar words independently, and completing reading tasks without waiting for direct teacher instruction. These behaviours showed positive development across the three meetings, indicating that students became more motivated to participate in the learning process.

Regarding students' willingness to ask questions, the observations showed that students actively asked questions when they encountered unfamiliar vocabulary or unclear explanations during the lessons. In the first meeting, only several students asked questions related to new vocabulary and the learning materials. During the second meeting, more students began asking for clarification about the differences between *hope* and *wish*. By the third meeting, students demonstrated greater confidence in asking questions about reading texts and classroom activities, indicating increased curiosity and willingness to learn.

Students also showed enthusiasm throughout the learning activities. Across the three meetings, they paid attention to the teacher's explanations, participated in classroom activities, and showed interest in completing the assigned tasks. Their enthusiasm became more visible during group discussions and interactive learning activities, where many students responded positively to the teacher's instructions and participated actively in the learning process.

Voluntary participation was consistently observed during the three meetings. Students willingly answered questions, shared their opinions during discussions, and volunteered to complete classroom activities without being appointed by the teacher. As the

lessons progressed, more students became confident in expressing their ideas and participating in learning activities.

Regarding students' initiative to find the meaning of unfamiliar words independently, the observations showed gradual improvement across the three meetings. During the first and second meetings, most students still depended on the teacher or their classmates when they encountered unfamiliar vocabulary. However, by the third meeting, more students attempted to use dictionaries or infer word meanings from the context before asking for assistance. This behaviour reflects increased learning motivation, as students demonstrated greater curiosity and initiative in understanding the reading materials.

Students also demonstrated improvement in completing reading tasks independently. During the first and second meetings, several students tended to wait for additional explanations or direct instructions from the teacher before beginning the assigned activities. By the third meeting, more students started completing the reading tasks independently after reading the instructions and attempted to solve the tasks before seeking help. This finding indicates that students became more confident, responsible, and motivated to complete learning tasks independently.

Overall, the observation findings confirm the interview results, indicating that students' motivation gradually improved throughout the implementation of Deep Learning. Students became more willing to ask questions, showed greater enthusiasm during classroom activities, participated voluntarily, demonstrated initiative in solving learning difficulties, and completed reading tasks more independently. These findings suggest that the implementation of Deep Learning contributed to fostering students' motivation in English reading activities.

b. Engagement

Table 4. 4 Interview Students (Engagement Indicator)

Queston	**Answer**
3. How do you usually participate in English learning?	(S1)*Saya biasanya aktif mengajukan pertanyaan kepada guru ketika ada materi yang belum saya pahami agar lebih mengerti pelajaran.* (S2)*Saya biasanya langsung bertanya kepada guru jika ada materi yang belum saya pahami*.
4. How do you interact with your teacher and classmates in classroom activities?	(S1)*Saya berinteraksi dengan guru secara sopan menggunakan campuran bahasa Indonesia dan bahasa Inggris sesuai dengan situasi di kelas.* (S2)*Saya berinteraksi menggunakan bahasa Indonesia dan bahasa Inggris. Saya menggunakan bahasa Inggris saat presentasi, bertanya kepada guru, atau ketika materi pembelajaran mengharuskan menggunakan bahasa Inggris, seperti saat*

Queston	Answer
	memperkenalkan diri.

Table 4.4 presents the interview results related to the engagement dimension of deep learning from two students. The findings show that both students actively participated in English learning by asking questions whenever they encountered difficulties in understanding the lesson.

Student 1 stated that active participation was demonstrated by asking the teacher questions to gain a better understanding of the material. Similarly, Student 2 explained that the student usually asked the teacher directly whenever there was material that was difficult to understand. These responses indicate that both students were actively involved in the learning process by seeking clarification.Regarding classroom interaction, Student 1 explained that communication with the teacher and classmates was carried out politely using a combination of Indonesian and English according to the classroom situation. Likewise, Student 2 reported using both languages, with English mainly used during presentations, questioning sessions, or activities that required English communication.Overall, the interview findings indicate that both students showed active engagement in English learning through classroom participation and positive interaction with the teacher and classmates.

The interview findings provide an overview of students' perceived engagement during English learning activities. To obtain a more comprehensive understanding of students' actual engagement in the classroom, these findings were further supported by classroom observations. The observation data helped identify how students' participation and interaction were demonstrated during the learning process.

Table 4. 5 Interview with Teacher (Engagement Indicator)

Questions	Answer
1. How do you engage students in English reading activities?	(T1)*Sebelum memasuki materi, guru mengajak siswa mengingat pengetahuan awal melalui pertanyaan, kemudian menjelaskan materi secara bertahap dan diakhiri dengan asesmen.* (T2)*Guru memulai pembelajaran dengan menggali pengetahuan awal siswa melalui pertanyaan, kemudian menjelaskan materi secara bertahap dan menutup pembelajaran dengan asesmen.*
2. How do you engage students according to the learning materials and students' needs?	(T1)*Strategi disesuaikan dengan karakteristik materi, kebutuhan siswa, dan kemampuan setiap kelas*. (T2)*Strategi disesuaikan dengan materi yang diajarkan serta kebutuhan dan kemampuan siswa di setiap kelas, seperti menentukan apakah pembelajaran lebih menekankan listening, reading, writing, atau speaking.*

Table 4.5 presents the interview results related to the students' engagement dimension of Deep Learning based on interviews with two English teachers. The findings show that both teachers encouraged students' engagement by activating

their prior knowledge, involving them in classroom questioning, and adjusting learning activities according to the lesson objectives, students' needs, and classroom conditions.

Teacher 1 explained that the lesson began by activating students' prior knowledge through questioning, followed by a gradual explanation of the material and concluded with an assessment. These practices encouraged students to participate actively in the learning process and engage meaningfully with the lesson. Teacher 2 stated that the lesson started by exploring students' prior knowledge through questions before presenting the material step by step and ending with an assessment. The teacher also explained that the learning strategy was adapted to the learning objectives by determining whether the lesson focused on listening, reading, writing, or speaking based on the material and students' abilities. This approach provided opportunities for students to become actively engaged in learning activities based on the lesson objectives and their learning needs.

The interview findings indicate that both teachers promoted students' engagement by activating prior knowledge, encouraging classroom participation, and adapting learning activities to students' needs and the lesson objectives. These practices created opportunities for students to participate

actively throughout the learning process.

The interview findings provide information about how teachers promoted students' engagement during English learning activities. To examine how these engagement practices were implemented in the classroom, the interview results were supported by classroom observation data. The observation findings were used to identify the consistency between the teachers' explanations and students' actual participation during English learning activities.

Table 4. 6 observation checklist (Engagement Indicators)

	INDICATORS	OBSERVABLE BEHAVIOUR	Meeting 1		Meeting 2		Meeting 3	
			YES	NO	YES	NO	YES	NO
6	Engagement	Student contributes group/peers discussion	✓		✓		✓	
7		Student responds to teacher question	✓		✓		✓	
8		Student collaborates with group/peers during tasks	✓		✓		✓	
9		Student takes notes of important information from the text		✓		✓	✓	
10		Student summarizing the material that the teacher has written on the blackboard	✓		✓		✓	

The observation findings across the three classroom meetings supported the interview results regarding students' engagement in English learning activities. Based on the observation checklist, students consistently demonstrated active engagement throughout the learning process. Five observable behaviours were identified: contributing to group or peer discussions, responding to teacher questions, collaborating with

group members during learning tasks, taking notes of important information, and summarizing the learning materials. These behaviours were observed across the three meetings, indicating that students maintained active participation during the implementation of Deep Learning.

Regarding students' participation in group or peer discussions, the observations showed that students actively exchanged ideas and shared their understanding with their classmates during each meeting. In the first meeting, students participated in discussing regular and irregular adjectives by comparing examples and answering questions together. During the second meeting, they became more confident in discussing the differences between *hope* and *wish* while completing group activities. By the third meeting, students were able to express their opinions more actively and contributed more confidently during classroom discussions.

Students also consistently responded to the teacher's questions throughout the three meetings. At the beginning of each lesson, students answered questions related to their prior knowledge before learning new materials. As the lessons progressed, more students volunteered to answer questions, explain their ideas, and respond to follow-up questions from the teacher.

This behaviour indicates that students were actively involved in classroom interactions rather than passively listening to the lesson.

Collaboration among students was also consistently observed during learning activities. Students worked together to complete reading tasks, exchanged ideas, discussed answers, and supported one another in solving learning problems. Their collaboration became more effective across the three meetings as students communicated more confidently and shared responsibilities within their groups.

Regarding students' ability to take notes of important information, the observation showed gradual improvement throughout the learning process. In the first meeting, most students tended to copy almost all of the teacher's explanations into their notebooks. In the second meeting, some students began selecting only the important points and highlighting key information related to the lesson. By the third meeting, more students recorded only essential information, demonstrating that they were actively processing the learning materials instead of copying them mechanically.

Students' ability to summarize the learning materials also developed across the three meetings. In the first meeting, students summarized the lesson collaboratively after the teacher's

explanation. During the second meeting, they identified the main points of the lesson through group discussion before writing their summaries. By the third meeting, many students were able to summarize the material more independently and used their summaries to complete classroom exercises and support further discussion. This behaviour reflects students' active engagement in organizing and constructing their understanding of the lesson.

Overall, the observation findings confirm the interview results, showing that students demonstrated active engagement throughout the implementation of Deep Learning. They actively participated in classroom discussions, responded to teacher questions, collaborated with peers, interacted with learning materials by taking meaningful notes, and organized their understanding through summarizing activities. These findings indicate that the implementation of Deep Learning encouraged students to become more actively involved in English reading activities.

2. The Aspects of Students' Critical Thinking Developed through Deep Learning in English Reading

   a. Reading Test

Table 4. 7 Reading Test Result

NO	NAMA	C4		C5		C6	
		Q1	Q2	Q3	Q4	Q5	Q6
1	TRA	2	1	2	2	2	1
2	YHA	1	1	3	2	1	1
3	KSA	2	1	3	2	3	1
4	AFG	1	1	2	1	1	2
5	AAH	1	1	3	1	2	1
6	BCA	1	1	1	2	1	2
7	HUR	1	1	1	2	1	2
8	SWA	1	1	3	2	1	2
9	MN	1	2	2	2	1	2
10	FAR	1	1	2	2	1	2
11	ODS	1	3	3	2	2	3
12	ANN	2	3	4	2	3	3
13	MF	3	2	4	2	2	3
14	KDJ	2	2	3	2	1	2
15	MR	2	1	3	2	2	2
16	FAA	2	1	3	2	2	2
17	IPJ	2	1	3	3	2	1
18	MSA	1	2	2	1	-	-
19	BZR	3	3	4	4	3	2
20	RAF	1	1	3	1	1	1
Total/Q		31	30	54	39	29	35
TOTALITY		61		93		64	

Table 4.7 presents the results of the students' critical thinking test, which consisted of six essay questions representing three levels of

higher-order thinking skills based on the revised Bloom's Taxonomy. Questions 1 and 2 measured analysing (C4), Questions 3 and 4 measured evaluating (C5), and Questions 5 and 6 measured creating (C6).

The results show that the total score for analysing (C4) was 61, obtained from Questions 1 and 2, with individual item totals of 31 and 30, respectively. The total score for evaluating (C5) was 93, consisting of 54 points for Question 3 and 39 points for Question 4. Meanwhile, the total score for creating (C6) was 64, with 29 points for Question 5 and 35 points for Question 6. One student did not complete Questions 5 and 6; therefore, the scores for the creating aspect were based on 19 valid responses.Among the three aspects of critical thinking, evaluating (C5) obtained the highest total score, indicating that students performed better in tasks requiring them to make judgments, select appropriate answers, and provide reasons based on the given situations. The creating (C6) aspect ranked second, while analysing (C4) obtained the lowest total score. These findings suggest that although students were able to demonstrate higher-order thinking skills in all three aspects, their performance was strongest in evaluating tasks and relatively weaker in analysing tasks. The results indicate that students demonstrated varying levels of critical thinking across the three cognitive aspects. The quantitative findings provide an overview of students' critical thinking performance after the implementation of

deep learning in English reading and serve as the basis for further analysis using descriptive statistics.

Table 4. 8 Descriptive Critical Thinking Result

Descriptives

			Statistic	Std. Error
total	Mean		1,84	0,127
	95% Confidence Interval for Mean	Lower Bound	1,57	
		Upper Bound	2,11	
	5% Trimmed Mean		1,81	
	Median		1,70	
	Variance		0,323	
	Std. Deviation		0,568	
	Minimum		1	
	Maximum		3	
	Range		2	
	Interquartile Range		1	
	Skewness		0,896	0,512
	Kurtosis		0,450	0,992

The descriptive statistics were conducted to provide an overview of the distribution of students' critical thinking scores before further analysis. The results show that the mean score was 1.84 (SD = 0.57), indicating that the average level of students' critical thinking was relatively moderate. The 95% confidence interval for the mean ranged from 1.57 to 2.11, suggesting that the population mean is likely to fall within this interval.

The median score was 1.70, which is slightly lower than the mean, while the 5% trimmed mean was 1.81, indicating that extreme values had little influence on the overall average. The minimum score was 1, and the maximum score was 3, resulting in a range of 2 and an

interquartile range of 1, which suggests a moderate spread of the data. The variance was 0.323, with a standard deviation of 0.568, indicating that the students' scores were moderately dispersed around the mean. In terms of data distribution, the skewness value was 0.896, indicating a slightly positive (right-skewed) distribution, where a greater number of students obtained lower scores while fewer students achieved higher scores. The kurtosis value was 0.450, suggesting that the distribution was relatively close to a normal distribution without extreme peakedness or flatness. These descriptive statistics indicate that students' critical thinking scores were moderately distributed, with slight positive skewness and no evidence of substantial variability or extreme outliers.

B. Data Interpretation

1. Students' Motivation and Engagement in Reading Activities Through the Implementation of Deep Learning

The first research question of this study aims to explore how students' motivation and engagement in reading activities were fostered through the implementation of Deep Learning. The interpretation of the findings was developed by integrating the classroom observation and interview data obtained from both teachers and students. Rather than describing each data source separately, this section interprets how the classroom practices reflected the implementation of Deep Learning based

on two key dimensions, namely students' motivation and students' engagement. These two dimensions provide a comprehensive understanding of how Deep Learning encouraged students to participate actively, demonstrate interest in learning, and become more involved in reading activities.

Overall, the qualitative findings indicate that the implementation of Deep Learning fostered students' motivation and engagement throughout the English reading lessons. The observation data showed that teachers created meaningful learning experiences by activating students' prior knowledge, encouraging classroom discussions, providing collaborative learning activities, and relating learning materials to students' real-life experiences. These classroom practices were supported by the interview findings, in which both teachers explained that they intentionally designed learning activities to stimulate students' curiosity, encourage active participation, and develop students' confidence in completing reading tasks independently. The consistency between the observation and interview findings indicates that the implementation of Deep Learning not only promoted students' willingness to learn but also increased their active involvement in English reading activities. These findings provide the basis for understanding how the implementation of Deep Learning created a supportive learning environment that encouraged students to participate meaningfully in the reading process.

a. Motivation

The interview and observation findings indicate that students' motivation gradually developed during the implementation of Deep Learning in English reading activities. Based on the interview data, both teachers consistently encouraged students' motivation by connecting learning materials with real-life situations, providing guidance when students encountered difficulties, encouraging independent learning, and creating learning activities that stimulated students' curiosity and initiative. The teachers also attempted to increase students' confidence by allowing them to explore answers independently and participate actively in various classroom activities.

These findings were supported by the classroom observations. Throughout the three meetings, students demonstrated increasing motivation through several observable behaviours. Students became more willing to ask questions when they encountered unfamiliar vocabulary or unclear explanations, showed enthusiasm during learning activities, and participated voluntarily in classroom discussions and tasks. In addition, students gradually demonstrated greater initiative by attempting to find the meaning of unfamiliar words independently and completing reading tasks without waiting for direct instructions from the teacher. Compared with the first and second meetings, these behaviours became more evident during the

third meeting, indicating that students were becoming more confident and independent in managing their learning.

Overall, the findings suggest that the implementation of Deep Learning created learning experiences that encouraged students to become more motivated in reading activities. Rather than depending entirely on the teacher, students gradually showed greater curiosity, confidence, initiative, and willingness to participate actively throughout the learning process. These findings indicate that students' motivation was reflected not only in their interest and enthusiasm but also in their increasing independence and responsibility in completing learning tasks.

b. Engagement

The interview and observation findings indicate that students demonstrated active engagement throughout the implementation of Deep Learning in English reading activities. Based on the interview results, both teachers promoted students' engagement by activating their prior knowledge through classroom questioning, encouraging active participation during learning activities, and adapting instructional activities to students' needs, learning objectives, and classroom conditions. The teachers also involved students in various learning activities that required interaction, discussion, and active participation during the learning process.

These findings were supported by the classroom observations conducted across the three meetings. Students consistently demonstrated active engagement by contributing to group discussions, responding to the teacher's questions, and collaborating with their peers during learning activities. They actively exchanged ideas, discussed answers, and participated in classroom interactions, showing that they were involved in the learning process rather than passively receiving information.

In addition to classroom participation, students also demonstrated engagement through their interaction with the learning materials. Throughout the observations, students gradually improved their ability to take notes of important information instead of copying all of the teacher's explanations. They also became more capable of summarizing the main ideas of the lesson, both collaboratively and independently. These behaviours indicate that students actively processed, organized, and constructed their understanding of the learning materials during reading activities.

Overall, the findings suggest that the implementation of Deep Learning encouraged students to become actively engaged throughout the learning process. Their engagement was reflected not only in classroom participation and collaboration but also in their active interaction with the learning materials. As the learning activities progressed, students became more involved in discussions, responded

more confidently to teacher questions, collaborated effectively with their peers, and demonstrated greater responsibility in organizing and understanding the information they learned.

2. What spect of critical thinking e most develop through deep learning in reading skill

To answer the second research question, namely *"What aspects of critical thinking are most developed through Deep Learning in Reading?"*, a critical thinking test was administered to the students. The test was designed based on the critical thinking indicators adapted from the integration of Krathwohl's Revised Bloom's Taxonomy and Piaget's cognitive development theory, focusing on three higher-order thinking skills: analyzing (C4), evaluating (C5), and creating (C6). The purpose of the test was to identify which aspect of critical thinking was most developed among the students after participating in English learning activities through the implementation of Deep Learning. The students' responses were scored using a predetermined rubric, and the results are presented in the following table.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q1	9,74	7,316	0,709	0,765
q2	9,84	7,029	0,690	0,766
q3	8,58	6,813	0,632	0,781
q4	9,32	8,117	0,497	0,808

q5	9,63	7,246	0,655	0,775
q6	9,47	8,596	0,342	0,837

Table 4. 9 Descriptive Statistic

Table 4.8 presents the item-total statistics of the critical thinking test used to measure students' higher-order thinking skills in reading activities. The analysis shows that all six items have positive corrected item-total correlation values, ranging from 0.342 to 0.709**.** These results indicate that each item contributes positively to the overall measurement of students' critical thinking skills. Items with higher corrected item-total correlations demonstrate a stronger relationship with the overall construct being measured, whereas lower values indicate that an item contributes less consistently but still remains part of the instrument.Among the six items**,** Question 1 obtained the highest corrected item-total correlation **(**r = 0.709), followed by Question 2 (r = 0.690)**,** Question 5 (r = 0.655)**,** and Question 3 (r = 0.632). These findings suggest that these items were the most consistent in measuring students' critical thinking skills. In contrast, Question 4 (r = 0.497) and Question 6 (r = 0.342) showed relatively lower correlations, indicating that students' responses to these items were more varied. Nevertheless, both items still contributed positively to the overall assessment because their corrected item-total correlation values remained above the commonly accepted minimum criterion of 0.30.

The differences among the corrected item-total correlation values can also be interpreted from the perspective of Krathwohl's Revised Bloom's Taxonomy (2002). The first four questions mainly measured students' ability to analyze and evaluate information (C4–C5), which are cognitive processes generally more attainable for junior high school students. These tasks required students to identify information, compare ideas, interpret meaning, and provide simple justifications based on the reading text. Consequently, students tended to respond more consistently to these questions, resulting in higher item-total correlation values.

On the other hand, the sixth question produced the lowest corrected item-total correlation **(**r = 0.342). This finding may indicate that the question measured a more complex cognitive process, particularly the creating level (C6) of Bloom's Revised Taxonomy. At this level, students are expected to generate new ideas, construct original responses, or propose solutions based on the information they have read. Such tasks require not only comprehension and analysis but also creativity and independent reasoning. As a result, students demonstrated greater variation in their responses because creating represents the highest level of cognitive processing and is generally more challenging than analyzing or evaluating.

These findings are also consistent with the theoretical framework presented in Chapter II, which explains that junior high

school students are in a transitional stage from concrete operational thinking to early formal operational thinking. At this developmental stage, students are generally more capable of performing analyzing (C4) and evaluating (C5) tasks than creating (C6) **t**asks, as higher-order creative thinking still requires considerable teacher guidance and structured learning experiences. Therefore, the variation in item performance reflects not only the quality of the instrument but also the different levels of cognitive demand represented in each question.

Overall, the item-total statistics indicate that the critical thinking test demonstrates satisfactory internal consistency in measuring higher-order thinking skills. Furthermore, the variation in the corrected item-total correlation values reflects the progressive cognitive levels of Bloom's Revised Taxonomy, ranging from analyzing and evaluating to creating, thereby supporting the use of the instrument to assess students' critical thinking skills in English reading activities.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
c4	20	2,00	6,00	3,0500	1,19097
c5	20	3,00	8,00	4,6500	1,26803
c6	19	2,00	6,00	3,5263	1,07333
Valid N (listwise)	19				

Table 4. 10 aspect develop

Table 4.9 shows that the three aspects of critical thinking developed at different levels. Among the three cognitive aspects,

evaluating (C5) obtained the highest mean score (M = 4.65), followed by creating (C6) with a mean score of 3.53, while analyzing (C4) obtained the lowest mean score (M = 3.05). These findings indicate that the students demonstrated stronger performance in evaluating information than in analyzing or creating ideas during the reading activities.The high achievement in the evaluating aspect suggests that the implementation of Deep Learning encouraged students to make judgments, provide reasons, and determine appropriate responses based on the information presented in the reading texts. During classroom observations, students were frequently encouraged to answer open-ended questions, explain the reasons for their answers, participate in group discussions, and justify their opinions. Similarly, the teacher interviews revealed that both teachers consistently required students to explain the reasons behind their answers instead of simply providing correct responses. Teacher 1 emphasized the use of open-ended questioning, while Teacher 2 encouraged students to analyze problems, identify errors, and discuss alternative solutions before reaching conclusions. These classroom practices provided students with repeated opportunities to evaluate information critically, which may explain why the evaluating aspect obtained the highest mean score.

These findings are consistent with Krathwohl's Revised Bloom's Taxonomy (2002), which defines evaluating (C5) as the

ability to make judgments based on specific criteria, evidence, and logical reasoning. Students at this level are expected to compare ideas, justify opinions, assess the appropriateness of information, and provide reasons to support their conclusions. The classroom activities observed in this study reflect these cognitive processes because students were not only asked to identify information but also to explain and defend their responses through discussion and teacher questioning.

The findings also support Piaget's theory of cognitive development, which explains that junior high school students are generally in the transition from the concrete operational stage to the early formal operational stage. At this stage, students begin to develop logical reasoning and are capable of making simple judgments when sufficient guidance and concrete examples are provided. The teachers' continuous scaffolding through questioning, classroom discussion, and contextual learning activities enabled students to practice evaluating information in structured situations. Consequently, the evaluating aspect appeared to develop more strongly than the other higher-order thinking skills.

Furthermore, the findings align with Manalo's Deep Learning framework, which emphasizes that deep learning occurs when students actively engage in meaningful learning experiences that require reflection, reasoning, and knowledge construction rather than memorization. The observation and interview findings demonstrated

that the teachers implemented learning activities that encouraged active participation, collaborative discussion, questioning, and reasoning. These learning experiences required students to evaluate ideas, compare alternative answers, and justify their opinions, thereby strengthening the evaluating dimension of critical thinking.

Although creating (C6) obtained the second highest mean score (M = 3.53), students still experienced greater difficulty when required to generate original ideas or construct new responses independently. Tasks at the creating level required students to integrate information from the reading texts, formulate their own opinions, and propose appropriate solutions.

Meanwhile, analyzing (C4) obtained the lowest mean score (M = 3.05). Although students were able to identify information from the reading texts, classroom observations indicated that many students still depended on teacher explanations when interpreting unfamiliar vocabulary and identifying relationships between ideas. They rarely attempted to summarize the texts independently or determine important information without teacher guidance. This finding suggests that students' analytical skills had begun to develop but had not yet become fully independent.

Overall, the quantitative findings indicate that evaluating (C5) was the most developed aspect of students' critical thinking through the implementation of Deep Learning in reading. This result is supported

by the qualitative findings from classroom observations and interviews, which demonstrated that teachers consistently encouraged students to explain their reasoning, discuss alternative ideas, and justify their answers. Therefore, the integration of meaningful questioning, collaborative discussion, and contextual learning activities contributed significantly to the development of students' evaluative thinking. However, the lower performance in analyzing and creating indicates that these aspects still require continuous instructional support to enable students to become more independent and comprehensive critical thinkers.

C. Discussion

The discussion of this study is based on the findings obtained from classroom observations, interviews, and the critical thinking test. The discussion aims to explain the meaning of the findings by relating them to the theoretical framework presented in Chapter II and previous studies. Rather than merely restating the findings, this section explains why the findings occurred and how they answer the research questions concerning the implementation of Deep Learning in reading and the aspects of critical thinking developed through its implementation.

1. The Student’s Motivation and Student’s Engagement in Reading Activities Through Deep Lerning Implemented

   The findings of this study indicate that the implementation of Deep Learning in English reading at SMP Negeri 2 Bukittinggi

successfully created a more active and student-centered learning environment. The observation and interview findings showed that students actively participated in discussions, asked questions, collaborated with their peers, and expressed their ideas during reading activities. At the same time, teachers acted as facilitators by encouraging students to construct understanding through questioning, collaboration, and contextual learning rather than relying on memorization. These findings are consistent with Manalo (2020), who argues that Deep Learning promotes meaningful learning through active participation, reflection, collaboration, and self-regulated learning.

Among the four dimensions of Deep Learning, motivation emerged as the strongest. Students demonstrated curiosity, enthusiasm, and active participation throughout the learning process. The interview findings also revealed that students were motivated by both personal goals and engaging classroom activities.

a. Motivation, According to Manalo (2020), deep learning involves meaningful, mindful, and joyful learning experiences that can increase students' engagement and motivation during the learning process. The findings of this study indicate that students' motivation was supported through learning activities that provided opportunities for participation, questioning, and active involvement. This is consistent with the concept of

meaningful learning, where students become more motivated when they can connect learning materials with their own understanding and experiences. Furthermore, Deci and Ryan's (1985) Self-Determination Theory explains that students' motivation can develop when learning environments support students' autonomy, competence, and engagement. Therefore, the implementation of deep learning can encourage students to participate more actively and develop positive attitudes toward English reading activities.

b. Engagement, According to Manalo (2020), deep learning emphasizes meaningful, mindful, and joyful learning experiences that encourage students to actively engage in the learning process. The findings of this study support this perspective, showing that students' engagement was developed through active participation, interaction, and collaboration during English learning activities. Through deep learning implementation, students were encouraged to communicate their ideas, participate in discussions, and work together with their peers, which helped them become more involved in constructing their understanding. Therefore, the findings indicate that deep learning creates a learning environment that supports students' active engagement by providing meaningful learning experiences and opportunities for interaction during

the learning process.

2. The Most Developed Aspect of Critical Thinking Through Deep Learning in Reading

The findings indicate that evaluating (C5) was the most developed aspect of students' critical thinking through the implementation of Deep Learning in reading activities. According to Krathwohl's Revised Bloom's Taxonomy (2002), higher-order thinking skills consist of analyzing (C4), evaluating (C5), and creating (C6). Analyzing refers to the ability to identify relationships among ideas, distinguish relevant information, and examine the structure of a text. Evaluating involves making judgments, assessing information, and justifying opinions based on evidence, while creating requires learners to generate new ideas or produce original responses based on their understanding.

The higher achievement in evaluating indicates that students were more capable of judging information, explaining their reasoning, and supporting their opinions during reading activities. This finding is consistent with Manalo's (2020) concept of deep learning, which emphasizes meaningful understanding through reflection, reasoning, and knowledge application. The use of contextual questions and discussions provided students with opportunities to evaluate information and develop logical arguments.

Meanwhile, the lower achievement in analyzing and creating suggests that these skills still required further development. Students experienced more difficulty when they needed to independently identify complex relationships within texts (C4) or produce original ideas beyond the information provided (C6). This finding is supported by Piaget's (1952) theory, which explains that junior high school students are still developing abstract thinking abilities and may require guidance when performing complex cognitive processes. Therefore, Deep Learning implementation was more effective in supporting students' evaluative thinking, while continuous practice and scaffolding are needed to strengthen analytical and creative thinking skills.

CHAPTER V

CONCLSION, IMPLICATION, AND SUGGESTION

A. Conclusion

The first finding of this study indicates that the implementation of Deep Learning in English reading activities at SMP Negeri 2 Bukittinggi successfully fostered students' motivation and engagement. The findings revealed that students became more motivated to participate in learning by asking questions, showing enthusiasm during classroom activities, participating voluntarily, attempting to understand unfamiliar vocabulary independently, and completing reading tasks with greater confidence. At the same time, students demonstrated active engagement by contributing to classroom discussions, responding to teacher questions, collaborating with their peers, taking meaningful notes, and summarizing the main ideas of the learning materials. These findings suggest that the implementation of Deep Learning created a meaningful and student-centered learning environment that encouraged students to participate actively and take greater responsibility for their learning during English reading activities. Therefore, the implementation of Deep Learning effectively supported the development of students' motivation and engagement, providing a strong foundation for more meaningful learning experiences and the subsequent development of students' critical thinking skills.

The second finding reveals that the implementation of Deep Learning

contributed to the development of students' critical thinking in English reading. The classroom activities encouraged students to analyse information, express their opinions, justify their answers, and evaluate ideas through discussion, collaboration, and contextual reading tasks. Although students still required teacher guidance in several learning situations, they gradually demonstrated greater confidence and higher-order thinking throughout the learning process. Therefore, this study concludes that Deep Learning provides meaningful learning experiences that support the development of students' critical thinking in English reading at the junior high school level.

B. Implication

The findings of this study imply that the implementation of Deep Learning can support the development of students' critical thinking skills in English reading. Meaningful learning activities, collaborative discussions, and open-ended questioning encouraged students to participate actively and develop their ability to evaluate information. However, the findings also indicate that students still require guidance to improve their analytical and creative thinking as well as their learning independence. Therefore, teachers should continue implementing student-centered learning activities that gradually develop higher-order thinking skills.

C. Suggestions

1. For English Teachers

   English teachers are encouraged to continue implementing Deep Learning by providing meaningful reading activities, encouraging

classroom discussion, and using open-ended questions that promote students' critical thinking. Teachers should also provide more opportunities for students to learn independently and develop their analytical and creative thinking skills.

2. For Students

Students are expected to participate more actively in classroom activities, develop independent learning habits, and practice analyzing, evaluating, and expressing their own ideas during English learning.

3. For Future Researchers

Future researchers are recommended to conduct similar studies with larger samples or different educational levels. They may also investigate the implementation of Deep Learning in other English skills, such as speaking, writing, or listening, to obtain broader findings.

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APPENDICES

APPENDIX 1 Preliminary Study Data

A. First Interview with Vice Principal for Curriculum

ASPECT	DESCRIPTION	FINDINGS
Date & Participant	The interview was conducted on August 18, 2025, with the Vice Principal for Curriculum at SMPN 2 Bukittinggi.	• 1 participant (Vice Principal for Curriculum) • Conducted in a semi-structured format
Purpose	To find out how the Deep Learning approach has been applied in the school as part of the Merdeka Curriculum.	• To know the school's understanding and practice of Deep Learning.
Summary of Interview	The Vice Principal said that the school did not yet have a written rule about using Deep Learning, but the idea had already been applied through the Merdeka Curriculum. Learning activities were designed to be meaningful, mindful, and joyful, even though there were still some challenges. The teaching process in several subjects was still teacher-centred, the use of learning media was limited, and teachers needed to develop more creative and student-centred strategies.	• Deep Learning indirectly applied through Merdeka Curriculum. • Learning focuses on meaningful, mindful, and joyful learning. • Challenges: teacher-centred classes, limited learning media, low innovation.
Conclusion	The result of the interview showed that the school has started to apply Deep Learning principles, but the teachers still need to improve their skills and creativity to make learning more active and student-centred.	• School aligned with Deep Learning ideas. • Need for teacher training and more innovative learning.

B. Second Interview with English Teacher of 9th Grade

No	Indicator / Focus Area	Interview Question Indicator	Aspect Explored	Teacher's Response Summary	Critical Thinking Level (Bloom)	Purpose / Descriptive Finding
1	Teacher's Teaching Experience	How long have you been teaching at SMPN 2 Bukittinggi?	Teaching background	The teacher has been teaching at SMPN 2 Bukittinggi for approximately 2 years.	–	To identify teacher's teaching context and experience
2	Implementation of Deep Learning	Have you implemented Deep Learning in English teaching?	Learning approach	Deep Learning has been formally applied only in the current semester; previously, learning activities already had some elements of deep learning but not maximally.	–	To identify the starting point of Deep Learning implementation
3	Teaching Methods Used	How do you usually implement Deep Learning in class?	Learning model	Deep Learning is implemented through Project-Based Learning (PBL), discussion, or inquiry-based learning depending on the material.	C4–C6 (Potential)	To identify learning models that support critical thinking
4	Conventional Teaching Practice	How did you usually teach English before Deep Learning?	Teaching strategy	The teacher begins lessons with questions, activates students' prior knowledge, uses videos, and asks students to identify expressions used in the video.	C2–C4	To describe pre-deep learning instructional practices
5	Learning Activities	What activities do you give to help students understand the lesson?	Classroom activities	Students are given vocabulary memorization, written and oral exercises; for Grade 7, the teacher often walks around asking and answering questions.	C2–C3	To identify dominant learning activities before Deep Learning

6	Students' Analytical Ability	Are students able to analyze or evaluate information in English learning?	Students' cognitive ability	Some students (especially in class 8.1 and 9.1) are able to analyze and evaluate, while others struggle and feel they cannot use English.	C4–C5	To identify students' analytical and evaluative skills
7	Students' Creative Expression	Have students expressed their own ideas during learning?	Creative thinking	Students who studied English earlier (elementary school or courses) are more confident in expressing ideas; others tend to copy examples.	C6	To identify students' creative thinking ability
8	Example of Creative Output	Can you give an example of students expressing ideas?	Learning product	In descriptive text material, students in class 8.1 produce more original sentences, while others mostly copy given examples.	C6	To provide concrete evidence of creative thinking
9	Critical Thinking Development Effort	Have you tried to improve students' critical thinking?	Teacher's effort	The teacher has tried to encourage critical thinking through tasks such as video projects (e.g., procedure text).	C4–C6	To identify teacher's effort in fostering critical thinking
10	Challenges in Developing CT	What challenges do you face?	Learning constraints	Challenges include limited time, students' mood swings, and lack of vocabulary.	–	To identify obstacles in implementing critical thinking activities

C. Documentation Evidence

- ❖ Interview with vice principal for curriculum (Mam. Yessi) 18 august, 20225



APPENDIX 2 Research Guidline

Indicator	Aspect	Descriptive	Source
Deep Learning	Motivation	Student's interest, curiosity, and willingness to engage in learning	Manalo, E. (2020). *Deeper learning, metacognition, and transfer of learning: Practices, processes, and products*. Routledge.
	Engagement	Active participation, interaction with peers and teacher	
	Learning Strategies	Use of effective methods to understand and remember content	
	Directional Competence	Ability to set goals, plan, and apply knowledge independently	
Critical Thinking	Analysis (C4)	Identify main ideas, differences in opinions, distinguish fact vs opinion	Adapted from Krathwohl, D. R. (2002). *A revision of Bloom's taxonomy: An overview*. *Theory Into Practice*, *41*(4), 212–218. And Piaget, J. (1952). *The origins of intelligence in children*. International Universities Press.
	Evaluation (C5)	Make judgments, assess arguments, support opinions with evidence	
	Creation (C6)	Generate new ideas, solutions, or procedures based on learning	

APPENDIX 3 Interview Guidline

INTERVIEW GUIDELINE WITH TEACHER & STUDENTS

Before revisan

No	Focus / Aspect	Indicators	Interview Questions	Respondent	Purpose	Source
1	Motivation	Student's learning interest and curiosity	1. What motivates you to learn English in class? 2. Can you give examples of when you felt most interested?	Students	To explore student's motivation in English learning.	Adapted from Manalo, E. (2020). *Deeper learning, metacognition, and transfer of learning: Practices, processes, and products.* Routledge
2	Engagement	Active participation, interaction with peers and teacher	1. How do you usually participate in English lessons? 2. How do you interact with your teacher and classmates?	Students	To examine student's engagement and active participation.	
3	Learning Strategies	Use of effective methods to understand and remember content	1. What strategies do you use to help understand English materials? 2. Can you give examples of strategies that help you learn better?	Teacher	To find out how teachers implement deep learning strategies.	
4	Directional Competence	Student autonomy in thinking and learning	1. How do you encourage students to solve problems independently? 2. Can you provide examples where students took initiative in learning?	Teacher	To identify how students are directed to think critically and independently.	
5	Critical Thinking (C4–C6)	Higher-order thinking observed in students	1. Do students often analyze, evaluate, or create during your lessons? 2. Can you give examples of students' critical thinking or creative responses?	Teacher	To examine the level of students' critical thinking as observed by the teacher.	Adapted from Krathwohl, D. R. (2002). *A revision of Bloom's taxonomy: An overview*. *Theory Into Practice, 41*(4), 212–218.

APPENDIX 4 Observation Guidline

After revisian

No	Focus / Aspect	Indicators	Interview Questions	Respondent
1	Motivation	Student's learning interest and curiosity	1. What motivates you to learn English in English learning? 2. Can you give examples of when you felt most interested in classroom activity?	Students
2	Engagement	Active participation, interaction with peers and teacher	1. How do you usually participate in English learning? 2. How do you interact with your teacher and classmates in classroom activity?	Students
3	Learning Strategies	Use of effective methods to understand and remember content	1. What strategies do you use to help students understand English materials? 2. How do you adjust your learning strategy to the material so that students understand in English learning?	Teacher
4	Directional Competence	Student autonomy in thinking and learning	1. How do you encourage students to solve understanding the material and completing task? 2. What are the examples that you do to make students took initiative in English learning?	Teacher
5	Critical Thinking (C4–C6)	Higher-order thinking observed in students	1. what kind of test that provide high order thinking skill in English learning? 2. How do you explore student's critical thinking skills	Teacher

Before revisian

No	Focus / Aspect	Indicator	Observable Behaviour	Purpose
1	Motivation	Student's interest, curiosity, and willingness to engage	- Student asks questions or seeks clarification. - Student shows enthusiasm or attention during activities. - Student participates voluntarily.	To observe students' motivation and engagement in English learning.
2	Engagement	Active participation and interaction	- Student contributes to group discussions. - Student responds to teacher questions. - Student collaborates with peers during tasks.	To assess student's active participation and engagement in classroom activities.
3	Learning Strategies	Use of effective strategies to understand content	- Student uses note-taking, summarizing, or questioning strategies. - Student applies strategies during tasks or problem-solving. - Student adapts strategies when needed.	To evaluate student's use of learning strategies and self-regulation.
4	Directional Competence	Student autonomy in learning	- Student plans or organizes tasks independently. - Student sets personal goals or steps for completing activities. - Student applies knowledge to solve problems without constant guidance.	To observe student's ability to work autonomously and goal-oriented learning.
5	Critical Thinking (C4–C6)	Higher-order thinking skills	- Student analyses texts or tasks (identifies main ideas, differences of opinion). - Student evaluates information, arguments, or ideas. - Student creates new ideas, solutions, or alternative procedures.	To assess the level of student's critical thinking during English lessons.

Rating Scale Observation

1 = Tidak terlihat, 2 = Kadang terlihat, 3 = Sering terlihat, 4 = Selalu terlihat

After revisian

Observable Behaviour	YES	NO	FIELD NOTES
1. Student asks questions 2. Student shows enthusiasm during activities. 3. Student participates voluntarily.			
4. Student contributes group/peers discussions. 5. Student responds to teacher questions. 6. Student collaborates with group/peers during tasks.			
7. Student takes notes of important information from the text. 8. Student summarizing the material that the teacher has written on the blackboard			
9. Student attempt to find the meaning of unfamilliar words independently 10. Student completely reading tast without waiting for direct teacher instruction			

APPENDIX 5 Critical Thinking Test and Scoring Rubric

Cognitive Level	Description of Cognitive Process	Examples of Student Thinking	QUESTIONS
C4 – Analysing	Breaking information into parts and identifying relationships	Comparing expressions, identifying text purposes	1 & 2
C5 – Evaluating	Making judgments based on reasons or criteria	Choosing appropriate expressions and giving reasons	3&4
C6 – Creating	Producing new ideas or products	Writing short dialogues or expressing opinions	5&6

Table cognitive level by *Krathwohl's Revised Bloom's Taxonomy (2002)*

Level	C4 – Analyzing	C5 – Evaluating	C6 – Creating
4 (Excellent)	Clearly identifies main ideas and differences between opinions; can tell what is fact and what is opinion.	Gives strong and logical judgments about the author's argument with clear reasons and evidence from the text.	Produces original and complete ideas or conclusions based on the text, using simple and understandable English.
3 (Good)	Identifies most main ideas and some differences; minor mistakes in distinguishing fact and opinion.	Gives judgments that are mostly logical but with limited support.	Produces new ideas or conclusions, though they are general or only partly developed.
2 (Fair)	Identifies some main ideas but misses key differences; has trouble distinguishing fact and opinion.	Gives weak judgments or vague reasoning.	Produces ideas or conclusions that are vague, incomplete, or loosely related to the text.
1 (Poor)	Cannot identify main ideas; just copies from the text.	Gives no meaningful judgment; only repeats information from the text.	Cannot produce new ideas; just restates what is in the text.

Table Rubric (Scale of measurement of critical thinking), *Adapted Brookhart (2013)*

Reading test before revisian

CRITICAL THINKING TEST SMPN 2 BUKITTINGGI

NAME :

CLASS :

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. Why did the writer say that teamwork was important during the camping activity?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what would you do to help your friends during the windy situation?
6. Imagine your class will have another camping activity. What new activity would you suggest to make the camping experience better?

~GOOD LUCK~

Reading test after revisian

LEMBAR INSTRUMENT

CRITICAL THINKING TEST SMPN 2 BUKITTINGGI

NAME :

CLASS :

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

APPENDIX 6 Pemetaan Capaian Pembelajaran (Cp), Tujuan Pembelajaran (Tp), Dan Alur Tujuan Pembelajaran (Atp)

PEMETAAN CAPAIAN PEMBELAJARAN (CP), TUJUAN PEMBELAJARAN (TP), DAN ALUR TUJUAN PEMBELAJARAN (ATP)

SEKOLAH : **SMPN 2 BUKITTINGGI**
KELAS : **IX**
MATA PELAJARAN : **BAHASA INGGRIS**
FASE : **D**

CAPAIAN PEMBELAJARAN

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan, dan visual dalam berbagai jenis teks untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam serta dalam situasi formal dan informal. Peserta didik memahami tujuan dan target pembaca/pemirsa ketika memproduksi teks lisan, tulisan, dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam untuk berdiskusi dan menyampaikan keinginan/perasaan/pendapat. Pada fase ini, pemahaman peserta didik terhadap teks lisan, tulisan, dan visual semakin berkembang dan keterampilan melakukan inferensi mulai tampak ketika memahami informasi tersirat

SEBARAN MATERI

KELAS IX	
SEMESTER 1	**SEMESTER 2**
Preferences *-global issues* - Like … better than - Prefer … to - Would rather … than **Narrative** (fable) • Definition, Function & Structure of Narrative • Simple Past Tense • Past Continuous Tense • Conjunctions (when-while) **Procedure Text** (Manual & Recipe) • Vocabulary: tools, ingredients • Language features: - Action verbs - Imperatives - Adverbs of frequency **Label Text** (Authentic-Optional)	**Narrative** (Legend/Folktale) • Simple Past Tense (+Passive) • Past Continuous Tense (+Passive) **Advertisement** **Report Text** *-global phenomenon* • Vocabulary: terms • Language Features: - Present Perfect Tense - Passive Voice (simple present-past-future)

APPENDIX 7 Capaian Pembelajaran Mata Pelajaran Bahasa Inggris Fase D Umumnya Untuk Kelas Vii, Viii, Dan Ix

CAPAIAN PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS FASE D UMUMNYA UNTUK KELAS VII, VIII, DAN IX

Elemen Menyimak – Berbicara
Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana. *By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.*
Elemen Membaca – Memirsa
Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks. *By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or*

interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.
Elemen Menulis – Mempresentasikan
Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. *By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.*

APPENDIX 8 Pemit Letter From FTIK

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-0651/Un.26.1/PP.07/05/2026 Bukittinggi, 21 Mei 2026
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**RIZA SYAHFITRI**
NIM	:	**2322114**
Semester	:	8
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***AN ANALYSIS OF DEEP LEARNING IN READING TO DEVELOP STUDENT'S CRITICAL THINKING AT SMPN 2 BUKITTINGGI***
Lokasi Penelitian	:	SMPN 2 Bukittinggi
Waktu	:	Mei 2026 s.d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

Dr. JUNAIDI, M.Pd
NIP 197706162003121003

APPENDIX 9 Permit Letter from Kesbangpol



PEMERINTAH KOTA BUKITTINGGI
BADAN KESATUAN BANGSA DAN POLITIK
Jl. Jend. Sudirman No. 27 – 29 Bukittinggi Telp. (0752) 23976

SURAT KETERANGAN PENELITIAN
Nomor : 070.1/738/KB-BKPol/2026

Dasar :
1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Republik Indonesia Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di lingkungan Kementerian Dalam Negeri dan Pemerintahan Daerah;
4. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian.

Menimbang :
a. Bahwa sesuai surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Sjech M . Djamil Djambek Bukittinggi , Nomor: B-0651/Un.26.1/PP.07/05/2026, Tanggal 21 Mei 2026, Perihal Surat Izin Penelitian ;
b. Bahwa untuk tertib administrasi dan pengendalian pelaksanaan penelitian serta pengembangan perlu diterbitkan Surat Keterangan Penelitian;
c. Bahwa sesuai konsideran huruf a dan b serta hasil Verifikasi Badan Kesatuan Bangsa dan Politik Kota Bukittinggi, berkas persyaratan administrasi Surat Keterangan Penelitian telah memenuhi syarat.

Kepala Badan Kesatuan Bangsa dan Politik Kota Bukittinggi, memberikan surat keterangan penelitian kepada :

Nama	:	**RIZA SYAHFITRI**
Tempat/Tanggal Lahir	:	Tebing Tinggi / 13 November 2004
Pekerjaan	:	Mahasiswa
Alamat	:	Koto Kociak, VII Koto Talago, Kec.Guguak, Kab. Lima Puluh Kota
Nomor Identitas	:	1276045311040001
Judul Penelitian	:	An Analysis Of Deep Learning In Reading To Develop Student's Critical Thinking At SMPN 2 Bukittinggi
Jadwal Penelitian	:	10 Juni 2026 s/d 19 Juni 2026
Anggota Penelitian	:	-
Tempat Penelitian	:	SMPN 2 Bukittinggi

Demikian surat keterangan penelitian ini dibuat untuk dipergunakan seperlunya.

Bukittinggi, 10 Juni 2026
Kepala Badan Kesatuan Bangsa dan Politik
a.n. Kepala Bidang Kesatuan Bangsa,

HENDRI, S.PD
Penata Tk.I - III/d
NIP. 19860726200901 1001

Tembusan :
1. Wali Kota Bukittinggi (Sebagai Laporan);
2. Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Sjech M . Djamil Djambek Bukittinggi;
3. Kepala Dinas Pendidikan dan Kebudayaan Kota Bukittinggi
4. Kepala SMPN 2 Bukittinggi.

APPENDIX 10 Validation Sheet

PERMOHONAN VALIDASI

Kepada Yth.

Di Tempat

Assalamu'alaikum Wr. Wb

Saya yang bertanda tangan dibawah ini:

Nama : Riza Syahfitri

NIM : 2322114

Fakultas/Prodi : FTIK/PBI

Judul : AN ANALYSIS OF DEEP LEARNING IN READING TO DEVELOP STUDENT'S CRITICAL THINKING AT SMPN 2 BUKITTINGGI

Pembimbing :Dr.Absharini Kardena,M.Pd

Dengan ini bermaksud untuk mengajukan permohonan kepada Bapak/Ibu, sekiranya Bapak/Ibu berkenan untuk melakukan validasi mengenai instrument penelitian yang saya susun.

Demikianlah surat permohonan ini diajukan kepada Bapak/Ibu, sekiranya Bapak/Ibu dapat mengabulkannya, atas pertimbangan Bapak/Ibu saya ucapkan terimakasih.

Bukittinggi, April 2026

Mengetahui,
Ketua Prodi,

Dr. Widya Syafitri, M. Pd
NIP. 198007262015032002

Pemohon,

Riza Syahfitri
NIM. 2322114

Validator 1

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : LENA SASTRI

Jabatan : Dosen Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama **Riza Syahfitri (2322114)** dengan judul **"AN ANALYSIS OF DEEP LEARNING IN READING TO DEVELOP STUDENT'S CRITICAL THINKING AT SMPN 2 BUKITTINGGI"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam penyusunan skripsi.

Demikian surat pernyataan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, Mei 2026

Validator

Lena Sastri,M.Pd

NIP. 198702052022032001

LEMBAR VALIDASI INSTRUMEN

Komentar dan Saran:

Perbaiki sesuai saran!

.....

.....

.....

.....

Kesimpulan:

Berdasarkan penilaian tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

4. Valid untuk diuji coba tanpa revisi
5. Valid untuk dicoba dengan revisi sesuai saran
6. Tidak/belum valid untuk dicobakan

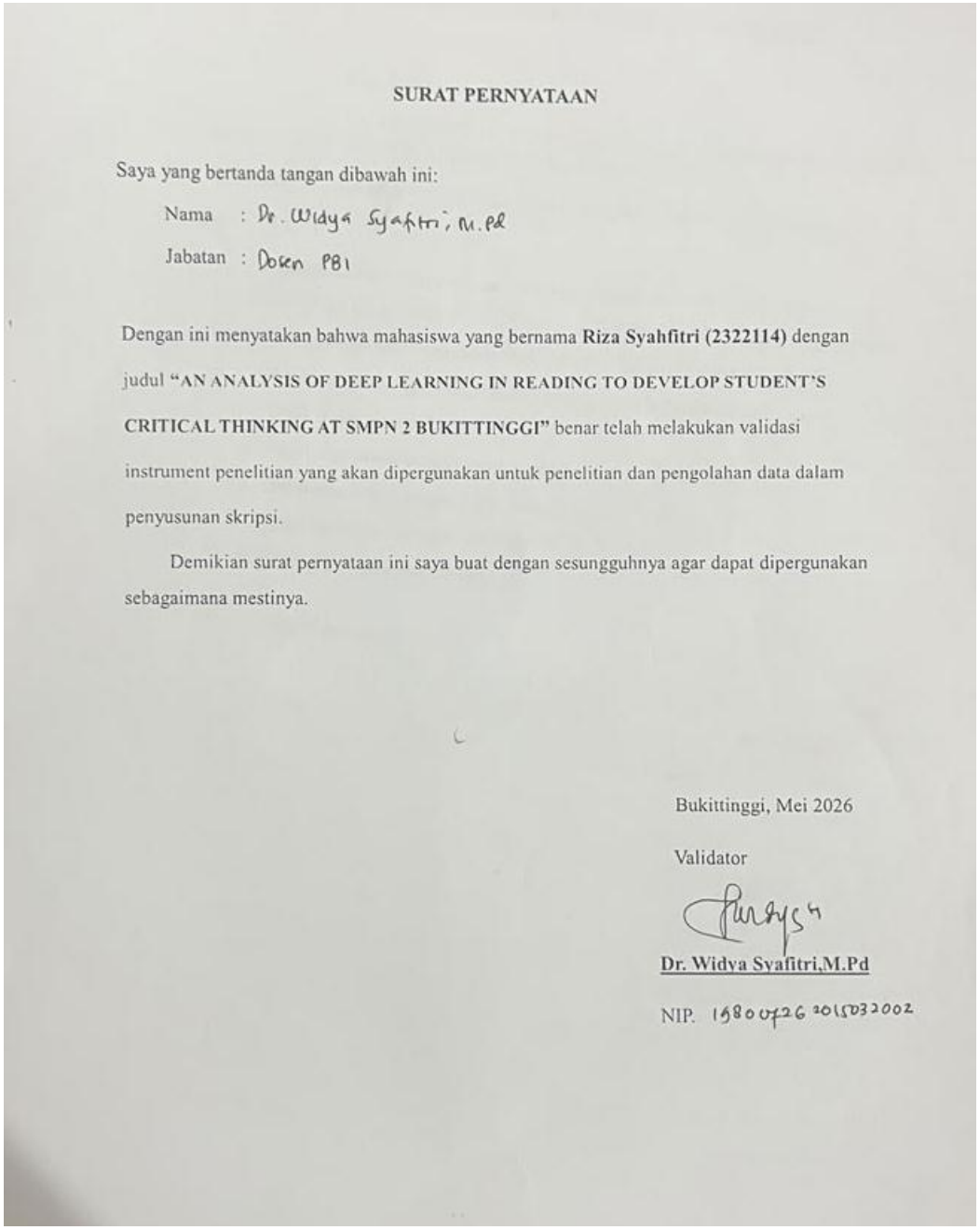
Bukittinggi, 21 Mei 2026

Validator

Lena Sastri,M.Pd

NIP. 198705052022032001

Validator 2



SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Dr. Widya Syafitri, M.Pd

Jabatan : Dosen PBI

Dengan ini menyatakan bahwa mahasiswa yang bernama **Riza Syahfitri (2322114)** dengan judul **"AN ANALYSIS OF DEEP LEARNING IN READING TO DEVELOP STUDENT'S CRITICAL THINKING AT SMPN 2 BUKITTINGGI"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam penyusunan skripsi.

Demikian surat pernyataan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, Mei 2026

Validator

Dr. Widya Syafitri,M.Pd

NIP. 19800726 201503 2002

LEMBAR VALIDASI INSTRUMEN

Komentar dan Saran:

.....

.....

.....

.....

Kesimpulan:

Berdasarkan penilaian tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

4. Valid untuk diuji coba tanpa revisi
5. Valid untuk dicoba dengan revisi sesuai saran
6. Tidak/belum valid untuk dicobakan

Bukittinggi, Mei 2026

Validator

Dr. Widya Syafitri,M.Pd

NIP. 198007262015032002

Validator 3

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Muthia Rahman, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama **Riza Syahfitri (2322114)** dengan judul **"AN ANALYSIS OF DEEP LEARNING IN READING TO DEVELOP STUDENT'S CRITICAL THINKING AT SMPN 2 BUKITTINGGI"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam penyusunan skripsi.

Demikian surat pernyataan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, Mei 2026

Validator

Muthia

Muthia Rahman, M. Pd

NIDN . 2104058502

LEMBAR VALIDASI INSTRUMEN

Komentar dan Saran:

Perbaiki tabel observation checklist

Kesimpulan:

Berdasarkan penilaian tersebut, mohon validator untuk memberikan kesimpulan dengan melingkari salah satu nomor sesuai dengan pendapat validator.

7. Valid untuk diuji coba tanpa revisi
8. Valid untuk dicoba dengan revisi sesuai saran
9. Tidak/belum valid untuk dicobakan

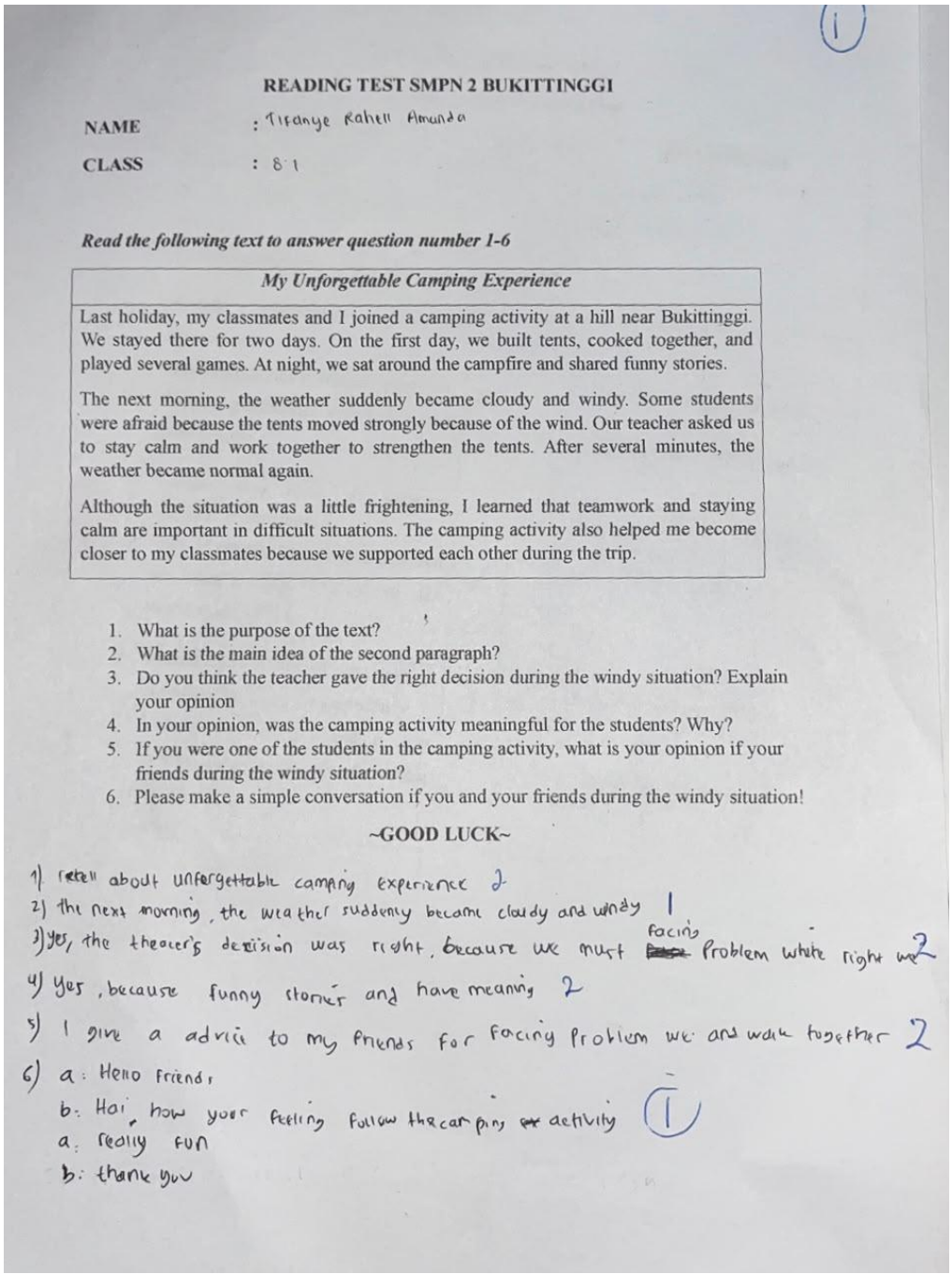
Bukittinggi, Mei 2026

Validator

Muthia Rahman, M. Pd

NIPN . 2104058502

APPENDIX 11 Reading Test Result



READING TEST SMPN 2 BUKITTINGGI

NAME : Tifanye Rahell Amanda

CLASS : 8.1

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

1) ~~retell~~ about unforgettable camping experience 2
2) the next morning, the weather suddenly became cloudy and windy 1
3) yes, the theacer's decision was right, because we must ~~face~~ facing Problem while right we 2
4) yes, because funny stories and have meaning 2
5) I give a advice to my friends for facing problem we are walk together 2
6) a: Hello friend,
   b: Hai, how your feeling follow the camping ~~or~~ activity (1)
   a: really fun
   b: thank you

(2)

READING TEST SMPN 2 BUKITTINGGI

NAME : Yusuf Hamdi A.

CLASS : 8.1

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

Answer

1. I learned thal teamwork and staying alm are important in difficult situations. 21
2. The next morning, the weather sddenly became cloudy and windy

3. The teacher's desioon was right because the teacher asked us to tay calm 3

4. Yes, Because ~~Have~~ ~~He~~ I learned that teamwork 1

5. I give advice to my ~~watching~~ friend for facmg problem we and was together 2

6. A. How was you filling is the 1
   B. Yes,

3

READING TEST SMPN 2 BUKITTINGGI

NAME : Khaira Syifa Anindia

CLASS : VIII . 1

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

1. Tell about unforgettable camping experience. 2
2. The nex morning, the weather suddenly became cloudy and windy. 1
3. Yes, the teacher ~~give~~ desicion was right, because in facing problem we must always be calm. 3
4. Yes, because in the activity give ~~first~~ experience for the student. 2
5. I ~~was~~ give an advice to my friend for facing problem we ~~at~~ to stay ~~el~~calm and work together. 3
6. A : Hallo ~~everyone~~ BuBu
   B : Hallo
   A : How was your example?
   B : the exam really hard.

1

4

READING TEST SMPN 2 BUKITTINGGI

NAME : Alfaatih Giovani

CLASS : VIII.1

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

1. I learned that teamwork and staying calm are important in difficul situations 1
2. the next morning the weather suddenly became clovdy and windy 1
3. some student were afraid because the ~~tenet~~ tents moved strongly becarse of th wind. our teachear asked us to ~~sta~~ stay calm and work together to strengthen the tents 1
4. because I learned that team work 1
5. I will stay come 1
6. A: HeIO
   A: How are you today
   b. I am not Good
   b. ~~becavse~~ because my ~~feat~~ feet is sick

2

READING TEST SMPN 2 BUKITTINGGI

NAME : Andre Al Habsyi

CLASS : VIII.1

5

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

Answer

1. I learned that teamwork and staying calm are imporant in difficult situations. 1
2. The next morning, the weather suddenly became cloudy and windy. 1
3. ~~The~~ ~~theatre~~ the teacher's desicion was right because The teacher asked us to stay calm. 2
4. Yes because I learned that team work 1
5. I give a advice to my friend for facing problem we and way together. 2
6. A : How was you felling is the camping
   B : yes, my felling is good. 1

READING TEST SMPN 2 BUKITTINGGI

NAME : Bunga Citra Akhira

CLASS : 8.1

6

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

1. To tell about past activity 1
2. Our teacher asked us to stay calm and work together to strengthen the tents 1
3. The teacher's desicion was right 1
4. Because they were together in a long camping 2
5. I give advice 1
6. Bunga : Hei Haourah stay here
   Haaura : Yes Bunga, I understand 2

READING TEST SMPN 2 BUKITTINGGI

NAME : Haaura Unko Ramadhani

CLASS : VIII. 1

7

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

1. To tell about past activity. 1
2. our teacher asked us to stay calm and work together to strengthen the tents. 1
3. The teacher's decision was right, Because 1
4. Because they were together. 1
5. I give resolution. 1
6. Haaura : hy Bunggah, stay here.
   Bunggah : yes Haaura, I understand. 2

READING TEST SMPN 2 BUKITTINGGI

8

NAME : Syuuran Widi Alpiano

CLASS : 8.1 VIII. 1

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

Answer :

1. to tell classmates an 1gained a camping activity. 1 3
2. The next morning. 1
3. yes, because ~~tea~~ The teacher's decision was right, ~~at as~~ asked us to stay ~~clam~~ calm and work together to strengthen the tens. 3
4. yes, Camping activity realy meaningful for the students, Because there we re together. 2
5. stay calm, dont panic 1
6. X : Hi Y

   Y : Hi X

   X : what there weather deanger, because I want go to Home you.

   Y : yes, weather there deanger, before your stay calm the home.

(2)

READING TEST SMPN 2 BUKITTINGGI

9

NAME : Muhammad Nazif

CLASS : VIII. I

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

1. Clossmates and I joined a camping 1
2. ~~windy~~ weather is dark 2
3. the teacher's decision ~~is~~ was right, because teacher asked us to stay 2
4. Yes, because facing many in problem 2
5. dont stay 1
6. A = ~~Your stay here~~ Hey, Your are stay here
   B = Yes ~~friends~~, friends, because ~~danger~~
   A = ~~fine, I~~ understond because weather danger
   B = fine, I understond

2

READING TEST SMPN 2 BUKITTINGGI

NAME : Fakhri Athailah Ransa

CLASS : VIII-1

10

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

1. My classmates and I joined a camping 1
2. ~~of the~~ ~~was~~ the weather suddenly 1
3. The teacher's desicion was right, Because some Students were affaid 2
4. Yes, because many in Problem 2
5. I Hepping 1
6. A= ~~May, Pli's~~ ~~Do~~ ~~stay calm~~ May, you, Pli's Stay here
   B= Yes, I Stay here
   A= ~~Pli's~~ Because Donserous Weather
   B= Yes, I understand 2

READING TEST SMPN 2 BUKITTINGGI

11

NAME : Ozora Permana Sianturi

CLASS : 8.1

Read the following text to answer question number 1-6

My Unforgettable Camping Experience

Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories.

The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again.

Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

1. to tell about past activity 1
2. the weather bacame worst 3
3. i think yes, because we can't be panic in windy situation 3
4. yes, bacouse they were together a long the camping 2
5. I will ask my friend to stay calm 2
6. Sunoo : Ozora, stay calm
   Ozora : I don't want, I want to go home 3
   Sunoo : but, we can't go home, we have to stay here
   Ozora : okay Sunoo...

READING TEST SMPN 2 BUKITTINGGI

12

NAME : Adilla Nurlah Nasution

CLASS : VIII . 1

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

Answer :

1. To retell about the writer activity in the post. 2
2. The weather became worst 3
3. I think yes. because we can't be panic and stay focus to strengthen the tents. 4
4. Yes, because the camping activity was fun and happully 2
5. I will ask my friend to go home together because I can't facing the windy situation anymore 3
6. Yeonjun : Wow. the weather became worst
   Dilla : Yaps
   Dilla : I can't facing the windy situation anymore, let's go back to home 3
   Yeonjun : Okayy ♥

READING TEST SMPN 2 BUKITTINGGI

NAME : Muhammad Fathur

CLASS : VIII.1

13

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

1. to tell the reader the activity at camping 3
2. the activity in the next morning 2
3. yes, because the teacher asked us to stay calm, when the student is Not ~~dont~~ Calm. the situations is messy 4
4. the camping its so meaning, because in the camping we bui~~l~~t chemistry 2
5. please stay calm, dont panic 2
6. a: hi B
   b: hallo a
   a: why you stay playing at the ground? the weathers is dangerous
   b: sorry. I will stay at here with you 3

READING TEST SMPN 2 BUKITTINGGI

NAME : Kesya Durratul Jannah

CLASS : VIII 1

14

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

Jawaban :

1. the purpose of the Unforgettable Camping Experience 2
2. ~~The~~ Bad wheather 2
3. Yes, The teacher's ~~desi~~ desicion was right, because teacher's asked us to stay calm and work together to strengthen the tents. 3
4. Yes, because have the meaningful abaut family 2
5. I gave advice to my friends during the windy situation 1
6. a: Hi, Friends, Please asked us to stay calm
   b: Hi, Friends, Why ? 2
   a: because dangerous wheather
   b: OK, thank You friends

READING TEST SMPN 2 BUKITTINGGI

NAME : muhammad rayhan

CLASS : VIII.1

15

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

Jawaban
1. Teling camping experience 2
2. the next morning, the weather suddenly became cloudy and windy
3. yes, the teachers ~~dis~~ was give right dicision because her asked to us stay calm and work together ~~while~~ while
4. Face a problem 3
4. because, have work together valve. 2
5. I give a advice to my my friend for Facing ~~the~~ the
6. situation with calm and ~~much~~ easy 2
   rayhan: ~~he~~ hai Fahem
   Fahem: hai
   rayhun: Please stay here because the ~~we~~ weather is dangerous. 2
   Fahem: okey rayhan thank for ~~thatinfor~~ information.

READING TEST SMPN 2 BUKITTINGGI

NAME : Faheem Azka Maldi

CLASS : VIII . 1

16

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

1. telling camping experience 2
2. Next morning, the weather suddenly became cloudy and windy
3. Yes, the teacher was give right decision because her asked to us stay calm and work together while Facing a problem 3
4. Because, ~~we to~~ have work together /give 2
5. I give a advice to my friend for Facing the situation with calm and easy 2
6. Faheem : Hi Rayhan!
   Rayhan : Hi ! 2
   Faheem : please stay here because the weather is dangerous
   Rayhan : Okey Faheem, thanks for information

READING TEST SMPN 2 BUKITTINGGI

NAME : [illegible] Putra Jefri.

CLASS : 8.7

17

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

Answer!

1. telling about experience. the student camping activity 2
2. the weather is so strong and windy and moving their tent. 1
3. In my opinion, the teacher gave right desicion, because she telling us for work together for making the tent is strong strengthen. 3
4. yes, it was, because the student learned experience more learned teamwork and staying calm in difficult situations. 3
5. I will do something like helping for strenging the tent for us 2
6. Bro, the situasion is windy, lets do something help for us safety

READING TEST SMPN 2 BUKITTINGGI

NAME : Muhammad Sayyid Al Fatih 18

CLASS : VIII.L

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

Answer :

1. Telling story 1
2. Bad wheather 2
3. Yes, I think so. Because the teacher asked the students were afraid to stay calm and work together to strengthen the tents 2
4. Yes, because the students 1
5. —
6. —

READING TEST SMPN 2 BUKITTINGGI

NAME : Bintang Jul Rahmat

CLASS : VIII. I

19

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion
4. In your opinion, was the camping activity meaningful for the students? Why?
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation?
6. Please make a simple conversation if you and your friends during the windy situation!

~GOOD LUCK~

1. Telling the writer's experience when ~~doing~~ they did a camping activity with the writers ~~their~~ classmates at a hill near Buuittinggi 3
2. Conflict : when the writers and his/her classmates face a problem. The problem is the weather at their location suddenly became cloudy and windy 3
3. ~~I think~~ In my opinion, the teacher should have given an intruction to the students for finding the right place to survive during the ~~wind~~ strong wind phenomenom 4
4. Yes, the camping activity ~~was~~ meaningfull for the students, but at the same time, the camping activity have a ~~high risk~~ big chance to make their life became dangerous. 4
5. Make them stay calm and did a fast discussion with the teacher about how to ~~safe~~ save all the students. 3
6. Me : Everyone ~~Pleas~~ please stay calm and hold ~~on~~ the trees / we should find the right ~~and~~ place for staying ! 2
   I shall run and find the place and safest ~~which~~ you all holding on the trees

READING TEST SMPN 2 BUKITTINGGI

20

NAME : Rafif Adya F.

CLASS : VIII.2

Read the following text to answer question number 1-6

My Unforgettable Camping Experience
Last holiday, my classmates and I joined a camping activity at a hill near Bukittinggi. We stayed there for two days. On the first day, we built tents, cooked together, and played several games. At night, we sat around the campfire and shared funny stories. The next morning, the weather suddenly became cloudy and windy. Some students were afraid because the tents moved strongly because of the wind. Our teacher asked us to stay calm and work together to strengthen the tents. After several minutes, the weather became normal again. Although the situation was a little frightening, I learned that teamwork and staying calm are important in difficult situations. The camping activity also helped me become closer to my classmates because we supported each other during the trip.

1. What is the purpose of the text? I learned team work and staying calm are important in difficult situations 1
2. What is the main idea of the second paragraph? some student were afraid because our teacher asked us 1
3. Do you think the teacher gave the right decision during the windy situation? Explain your opinion Yes, the teacher asked us to stay calm and work together 3
4. In your opinion, was the camping activity meaningful for the students? Why? the camping activity also helped me 1
5. If you were one of the students in the camping activity, what is your opinion if your friends during the windy situation? Yes. I learned that teamwork and staying calm 1
6. Please make a simple conversation if you and your friends during the windy situation! the camping activity also helped me become closer to my classmeer because we supported each other during the trip 1

~GOOD LUCK~

APPENDIX 12 Documentation Evidence

Interview with Students



Interview With Teacher 1



Interview with Teacher 2



Reading Test Students

