

**THE EFFECTIVENESS OF TEAM-BASED LEARNING IN VARIATION
OF NON-TRADITIONAL WRITING TASK TO IMPROVE THE
STUDENTS CRITICAL THINKING IN WRITING SKILL
(PRE-EXPERIMENTAL RESEARCH AT SMK NEGERI SEKAR -
BOJONONEGORO, EAST JAVA IN THE ACADEMIC YEAR OF
2018/2019)**

SKRIPSI

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FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2019**

LEGITIMATION

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CHAPTER I

INTRODUCTION

The introduction covers the background of the study, the problem of the study, objective of the study, the significance of the study and definitions of the key terms.

A. Background Of The Study

Language is the way of people sharing codes to communicate their ideas for growing the understanding toward a topic. There are many ways to make a communication one of them is written form that was writing. Writing lesson in language courses gives more emphasis on how to write free writing or essays. Such a lesson is based on the general model of the processes involved in writing (Hayes & Flower, 1980). According to the theory of writing expertise (Hayes & Flower, 1986) they states the distinguishes among three basic writing processes: planning, translating plans into text, and reviewing. Planning includes the components of generating ideas, organization, and goal setting. Reviewing includes reading and editing as its components while translating plans into text is a process of converting conceptual content into a linguistic form.

Such knowledge and skill are not necessarily applicable in writing physics teaching materials. Although both are essentially essay writing, the

one in language courses has different demands and emphases compared to writing physics teaching materials or other natural sciences (Sinaga, Suhandi & Liliana, 2015). Writing is a part of teachers' and scientists' job to help them in memorizing, making reports, planning and regulating, encouraging critical thinking skills, self-reflection over conceptual mastery, and communicating (Barrass, 2000). Reading, writing, speaking, and listening are the basic modes of communication for developing learners' knowledge and understanding of science (Prain, 2007; Wellington & Osborne, 2001). It is impossible to do science, to understand science, and to communicate about science without language (Hand, Norton-Meier, Staker, & Bintz, 2009).

Furthermore, it is caused the time for the educational world using CLT learning system. By using critical thinking will effects to the students' language ability where that concept language as the main tool used in communication and merge to their culture in daily life. In the CLT concept, the teacher is only a facilitator and learners are as the main component in the learning process. It has been widely believed that writing, among the four language skills, is the most difficult skill. This is because it involves several components which should be considered while a learner is writing, for example, contents, rhetorics, vocabularies, grammatical structures, and writing mechanics such as punctuation and capitalization (Hartfiel, et al., 1985: 102). It caused writing is the most difficult course to learn, because of that reason the researcher has to seek the ways concept in teaching writing effectively with improving the learners motoric.

Writing allows learners to use various learning strategies and results in a visible product, it assists learning (Sevgi Kingir, 2013) in line with Emig (1977) writing is a unique form of learning in that it requires enactive (action-based), iconic (image-based), and symbolic (language-based) ways to represent the knowledge. It needs the ways in order to make that product better and proper to the reader that signed from the quality of the written. According to Emig (1977), writing is a unique form of learning in that it requires enactive (action-based), iconic (image-based), and symbolic (language-based) ways to represent the knowledge. Based on that statement the researcher can use (e.g, pictures) as the prototype to efforts the tree unique forms.

Prayogo (1997) stated that journal writing could provide an opportunity for the learners to express themselves through written forms. It has the same aim to journal writing, the non-traditional writing task also given to the learners in improving their idea by using pictures, keywords, and things around them. Shortly, they will be easier to express their ideas into a written form using what familiar and they face in daily life. The main aim of non-traditional writing task is to make the learners absorb the course content and improve their ideas, vocabulary, practicing the course content given by the teachers effectively to maintain high-level learning.

A number of studies have shown that children could be taught strategies to improve learning of fictional and informational texts (Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989). Such we know that language used everyday for interacting while at once there will be things to learn in implement language. Furthermore, writing also obtain the learners' information exchange tool by using appropriate systematics to avoid misunderstanding. Generally, learning strategies contain the steps have to take in order learning process more effective, easily controlled, use short times in explanation but give sense and positive effects for the learners. The writing learning strategies can be improved dan taught suits to the district and the school's culture.

Because of using content area literacy strategies, learners increase their abilities to internalize content of courses and develop conceptual understanding about subject matters (Stephens & Brown, 2000). The strategy was an important step in conveying the content. With learning strategies the learners easy in understanding course content given by critical thinking concept. Teachers can increase their effectiveness in reaching more learners by integrating content literacy strategies into their regular classroom instruction (Stephens & Brown, 2000, p. 9). Sometimes teachers found obstruction in explaining the course content that was the leisurely ability of the learners to comprehend what the teachers' explained. By using

appropriate strategies the teacher able to minimize the learners' shortage in comprehending the content and TBL (Team-Based Learning) was examined.

Over the last three decades, there has been a great emphasis on using writing in science non-traditionally in addition to its traditional role (Keys, 1999). Traditional writing refers to using writing in science lessons for the purposes of communication and evaluation. This form of writing is compatible with the knowledge-telling model (Bereiter & Scardamalia, 1987). Communicating what a student knows to the teacher, giving short responses to teacher-generated questions, and taking notes from the board emphasize knowledge transmission and generally results in rote memorization rather than meaningful learning (Yore et al., 2003) shown that traditional writing task only focused on memorizing and evaluating. The system will make the learners disposed of think to memorize about they wrote.

On the other hand, non-traditional writing refers to using writing in science as a mode of learning through a number of diversified writing tasks, which align with the knowledge-transforming model (Bereiter & Scardamalia, 1987). In the non-traditional writing task, the most priority for the learner is writing a paragraph of a kind based on the instruction given using three aspects (action, imagine, and symbolic) for showing the content inside their mind accurately into written form.

In the learning process the teacher needs innovation in order to make the learners feel enjoy and in the end they can express what they have in their mind. In another side, this study uses critical thinking is because when the teacher using traditional writing task, Learners only focus on the textbook and writing only by using dictation method and make them passive. The effects of writing and perceiving the role of writing activities on students, learning science when students deal multiple writing assignmen (Hand *et al.*, 2007) defined it will be different when the teacher use Non-Traditional writing task because the learners will be more active in the learning process with concerned on the use of writing in science (use of the learners' imagination for something) in expressing their idea to write a topic without always concerns on the book. They can directly write what they have in mind.

Team-Based Learning (TBL) probably relies on small-group interaction more heavily than any other commonly-used strategy instructional in post-secondary education (Michaelsen, Peterson & Sweet, 2009). TBL is a way in learning method that collaborates diverse of students character namely low, medium, .and high capacity. TBL is designed to provide students with both conceptual and procedural knowledge (e.g., Krathwohl, 2002), the conclusion is TBL teach the learners how to learn with collaborating the individual's idea in a group for creating a new idea. In the TBL however, the learners have to skillfully place themselves then prepare to work individually, in a team, and the most important is to manage self from the beginning to the end.

Then, this research proves that critical thinking is also an important goal of education within the schooling sector as a new skill. It is embedded in the Melbourne Declaration (Educational Goals for Young Australians) (MCEETYA, 2008) which describes successful learners as those who are “able to think deeply and logically and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines” (Lloyd, 2010).

According to Lloyd (2010) defined that the need for a definition is deemed to be of importance because “critical thinking” is used so frequently and so broadly as to have lost the precision needed to apply it to measurable or demonstrable outcomes. The critical thinking skills can be used to promote the learners' idea as fast as possible because there are some problems that face by the learners when learning writing skills such as; how to use punctuation, grammar, vocabulary, and so on. The most universal step in learning writing skills is the teacher as the main component. It can be seen from the way used in the learning process, the learners more focus to the book when teacher explaining. Therefore the critical thinking proper to be researched and improved because of the result of critical thinking able to have a role for the learners better with accuracy level to what they write, explain, and think proper to the object they discuss.

In this case, writing aims to motivate learners creatively in making an essay based on the observation about a character or thing. Critical thinking expected the learners able to show their courage expressiveness by relating

their ideas spontaneity. Spontaneous is mean does not too think whether their ideas *true* or *false*. Exactly, with the amounts of mistakes they made will make them know and aware. In the end, they able to improve themselves better and finally they have a characteristic as a competitor in reaching the best potential possibilities in learning writing. Critical thinking is the way that can be used to show the students speaking ability but serve in another form, that is writing form by using argumentative writing. Recognizing opposing arguments and making counter argument belong to elements of argumentative writing. Because argument deals with probabilities, they must be qualified to readers (Hillocks, 2001).

Based on the information from one of student the writer interviewed, the writer can decide the problems of the research, there are many deficiency that faced as long learning process. The obstacles in learning writing skills are placed on the basic skill of language such as; students usually write a passage by diction, because of their limitation of their vocabulary students mostly get misunderstanding towards the words from the teacher teacher or recorded audio. The ability of the students also limited on the sentence not on the passage section. Actually, making use of writing in science is an opportunity to show students how and why they learn (Hand, Pran, Lawrence and Yore, 1999). Based on the argumentation define that student have to know the reason why they learn writing. Students have to know the elements of writing skills to make their learning easier.

Another problem is most of class activity in writing. In the learning process, the teacher only focuses on discussing material and sentence correction. It is shown that automatically students will be passive in learning writing. The most meaningful of writing tests was to discuss and explain a picture to seek the picture's meaning. In addition, sometimes they write about procedure text material. The big mistake of the writing skills when the student says that they never thought to make a paragraph. According to (Bunel, 2009; Prain & Hand, 1996) argued that the type of non-traditional writing activity consists of five basic components, there are; topic, activity, purpose, addressee and the method of text production.

Critical thinking expected can be a trigger for the learners' courage in promoting thinking quickly. Otherwise, exactly must be many of the students have any creativity in producing good writing but sometimes they often think too much to compare between true or false instead make them difficult improving their writing ability. Teacher, accordingly, need to provide suitable materials to enhance critical thinking (Sepriana, 2010). Others factor is sometimes, they feel afraid or judged by the teacher when they do mistakes then they choose to be silent only although exactly know about the course content the teachers mean. The suitable materials and method will help the students to show their best in learning writing.

B. Research Problem

The research problem of the study such as:

1. How effective the Team-Based Learning towards the students critical thinking in writing skill.

C. Objective Of The Study

The objective of the study such as:

1. To know the Team-Based Learning is effective towards the students critical thinking in writing skill.

D. Significance of the study

1 Practical significance

In the practical significance, the writer use Team-Based Learning methods (TBL), where this method considered as most important for the learners to be more critically thinking for learning. In the practical surely the learners have competition sense because they must show their ideas as fast as possible. That method can be used to make the learning process easier, effective, and explore the learners' ability to elaborate the things around them.

2. Theoretical significance

Theoretically, since English is considered a foreign language, surely there are so many obstructions faced by the learners also the teachers in learning English moreover their words limitation make them difficult to comprehend the materials. The method can be used by another teacher to make the same method but they can improve and repair the method that appropriates to the learners' need.

3. Pedagogical significance

The pedagogical significance of the study is to make both of the teachers and the learners to be critical in the learning process in the class by using a simple object as the figure. They can naturally express their idea in the written form.

2 Definition Of The Key Terms

1. Writing skills

According to Emig (1977) that writing is a unique form of learning in that it requires enactive (action-based), iconic (image-based), and symbolic (language-based) ways to represent the knowledge. Writing is a part of teachers' and scientists' job to help them in memorizing, making reports, planning and regulating, encouraging critical thinking skills, self-reflection over conceptual mastery, and communicating. Writing is also a part of science, although many prospective scientists and pre-service teachers do not receive formal training in writing (Barrass, 2000). This is because writing involves great integrated activities and processes such as cognitive effort, attentional control, and self-regulation to make it become coherent and meaningful (Graham & Harris, 2003).

According to the definition by the experts, it can be concluded that writing a complex skills that need full attention. Writing is a course that contain combination of tree aspects. The students should know the aspects of learning writing such; cognitive aspect, affective aspect and

motoric aspect. It is important to know for help them in learning writing. Writing is not a skill for write something only but it is need a whole components. They need pay attention begin from the first sentence to the end.

2. Traditional and non-traditional writing task

Non-traditional writing refers to the use of writing in science as a mode of learning through a number of various writing tasks, which is in line with the knowledge-transforming model (Bereiter & Scardamalia, 1987). In another definition, non-traditional writing task can be defined as a language forms and communication tools. Drawing and sketching is on of communication tools that make student thinking visible, play a critical role in developing students' creative abilities (McGrath & Brown, 2005), and facilitate students' construction of ideas and concepts (Dym, Agogino, Eris, Frey, & Leifer, 2005). In addition, the studies generally showed that writing for authentic audiences in a variety of formats increased student engagement and satisfaction in learning process (Hand, Yang, & Bruxwoort, 2007; McDermott & Kuhn, 2011; Wallace, 2007).

Based on the definition above, the non-traditional writng task can be defined as a method of writing that used as a way to explain a material with a different way. It can be used for promote the students attention while learning because writing is potential to be a boring course. Teacher gives various tasks that makes all the students directly active and participate in the writing class. Non-traditional writing task is effective

way of learning process and it can be used to make the class more comfortable and enjoy for the students.

3. Team-Based Learning (TBL)

TBL is designed to provide students with both conceptual and procedural knowledge (Krathwohl, 2002). In another side, Team-Based Learning (TBL) probably relies on small-group interaction more heavily than any other commonly-used strategy instructional in post-secondary education (Michaelsen, Peterson & Sweet, 2009). In team teaching, effective learning occurs with the active participation of the learners. This approach helps students to develop intellectual, social and personal features and also pay attention to their previous learning experience (Diamond. I, 2016).

Team-Based Learning (TBL) can be identified as a method for improving the students teammate. The most important of TBL is make the class work in organization way when each member has their own job during work in team. By using team work students can knowing that team work is the most effective way for breaking the problems and earning the way out. Moreover, it can help them for fastly work, they can combine their ideas for solving the cases. Team-Based Learning helps the students for sharing their intellectual experiences and pay attention to their previous learning experiences. Work in team is no only work with other people but is also about how the students can manage their members.

CHAPTER II

LITERATURE REVIEW

This chapter consists of theoretical review of Team-Based Learning, Critical Thinking Skills, Review of Related Literature, framework of the study

A. Theoretical review

1. Team-Based Learning (TBL)

Team-based learning (TBL) is a practice taken by educators from the world of business. TBL is organized around team activities and may be enhanced with the use of various technologies (Michaelson *at al*, 2002). Team-Based Learning transform our classroom into a more enjoyable experience for teacher and students alike (See Michaelson, Knight and Fink, 2004; Michaelson, Parmelee, McMahon and Levine, 2007; Michaelson, Sweet and Parmelee, 2008; Sweet and Michaelson, 2012; Sibley and Ostafichuh, 2013.) therefore, teacher demanded make a class situation enjoy for them. Sometimes the obstruction faced by students is they feel under pressure.

Thompson *at al.*, (2007) defined that Team-based learning is based on small group interaction. In fact, this method allows a single teacher to manage multiple small groups simultaneously in a large class. By define students into some small groups can control them easier, how the way they finish their assessments, their team work mostly important in this method. Inside Team-Based Learning, students actively connect

themselves to the others as a chance to implement learning concepts to solve the authentic problems. Fink (2002), states that TBL provides opportunities for both developing teamwork capabilities and enhancing active learning. based on Michaelsen (2004) that the form of TBL here students are given preparatory work on which they are tested and the majority spent working in teams on an application of their knowledge to a problem relevant to their learning.

To extend practice results inside the effective improving, self-managed learning teams, TBL be a more powerful practice for solving improvement the relation and learning than only with interaction between teacher and students. These outcomes are possible only because, once developed the team provide a powerful intellectual and social foundation for dealing with genuinely challenging problems (McLnerney & Fink, 2003). Team-Based Learning (TBL) courses produce both deep learning and a wide variety of develop a deep understanding of the concepts, a sense of responsibility to and for their teammates, a genuine appreciation of the power of team interaction, ethical decision making and even improve work performance (McCormack & Garvan, 2014). These statement explained that team work is just not only about work in the team, but it has deeper because each students or member of the team has the responsibilities.

1. The use of Team-Based Learning

Michaelsen & Sweet (2008) states that they are, however, achievable when the four essential elements of TBL are implemented successfully:

- a. Teams: groups of students must be properly formed and managed.
- b. Accountability: students must be accountable for the quality of their individual and group work.
- c. Feedback: instructors must provide frequent and timely feedback to students.
- d. Assignment design: group questions must promote learning and team developments.

When these four elements are implemented in a course, the stage is set for student groups to evolve into cohesive learning teams (Michaelsen & Sweet, 2008).

In addition, there also has four foundational practices of Team-Based Learning (TBL) are essential for implementing:

- a. Strategically forming permanent teams
- b. Ensuring students familiarity with course content by utilizing a readiness assurance process
- c. Developing the students Critical Thinking Skills by using carefully-designed in class activities and assignments

- d. Creating and administering a peer assessment and feedback system.

According to (Michaelson *et al.*, 2004; Michaelson *et al.*, 2007; Michaelson *et al.*, 2008; Sweet & Michaelson, 2012).

2. Non-Traditional Writing Task

Fulwiter (1997) emphasized that writing about a topic provides with more learning than verbalizing it. Therefore, main content of Non-traditional writing task is used to make writing activity into science learning. Based on the research by Bereiter & Scardamalia (1987), explained that Traditional writing refers to using writing in science lessons for the purposes of communication and evaluation. This form of writing is compatible with the knowledge-telling model.

The more writing strategies the students use and revise what they have written, the more they benefit from that class (Kief, Rylaarsdam, and Bergh, 2006). Revision is the way needed to do in order to make the students know where they do mistakes in writing. Then, students can improve their writing skills as consistent.

- a. The significance of Non-Traditional Writing Task

Traditional give a significant opportunity for the students, a framework of five elements to guide learning from writing in science: writing type, writing purpose, audience, topic, and method of text production:

1) Writing type

Writing type refers to using various kinds of writing (e.g., letter, newspaper, powerpoint presentation, and brochure) to support student learning.

2) Writing purpose

Writing purpose is related to a diverse range of purposes (e.g., reviewing, clarifying, and persuading) to encourage students in developing conceptual understanding.

3) Audience

Audience is about writing for a wide range of readers (e.g., peers, younger or older peers) to make students clarify their conceptual understanding considering the characteristics of the audience.

4) Writing topic

Writing topic is the instructional content about which the writing is composed.

3. Critical thinking skill

Thinking is a natural process, but left to itself, it is often biased, distorted, partial, uninformed, and potentially prejudiced; excellence in thought must be cultivated (Scriven and Paul, 2004). Critical thinking is, very simply stated, the ability to analyze and evaluate information (Robert *at al*, 2006). Critical thinking is the objective analysis of facts to form a judgment. The subject is complex, and several

different definitions exist, which generally include the rational, skeptical, unbiased analysis, or evaluation of factual evidence. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities as well as a commitment to overcome native egocentrism and sociocentrism (Wikipedia).

Critical thinking has become a very important educational goal over the last decades. Students need to have “good thinking” skills by using reasoning and logic focusing on what to believe or do based on the mechanism such as concluding conceptual and argument analysis for problem solving and decision making (Pithers & Soden, 2001). Inside the critical thinking demanded thinking critically towards question given by the teacher while learners directly giving a response (e.g, picture) to that picture then learners identify and mentions the characteristics fits the teachers' desire. The teacher, for example, wants to examine how far learners ability towards grammatical of the text the students' made based on the picture suits to the grammatical content explained before.

Styron (2014) state that critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or

generated by observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

4. Critical Thinking in Writing

Critical Thinking Skills do not stand alone as these skills tail namely language skills. Writing as a complex of language skills is the most suitable as media for implementing critical thinking skills. Becoming critical thinking is characterized by effective communication (Paul & Elder, 2008) defined that language explained more random linguistic component as crucial part can be improved by speaking and writing. Argumentative is used as best mode that can be implemented towards student critical thinking. Facione (2015: 3) critical thinking is how thinking has a goal for giving evidence of the cases, interpreting what happened, and solving the problem.

Logical thinking skill is one of the high thinking skill that educates student active because of analyzing, evaluating, and creating skill (Conklin, 2012: 21). Such gains in language proficiency were demonstrated in a study of freshman English reading and listening classes in Taiwan (Yang & Gamble, 2013). They focused on teaching four critical thinking skills: metacognition or 'knowing about knowing,' logically evaluating information sources, problem solving, and selecting appropriate strategies or solutions. Critical thinking is an important and necessary skill because it is required in the workplace, it can help you deal with mental and spiritual questions, and it can be used to evaluate

people, policies, and institutions, thereby avoiding social problems (Hatcher and Spencer, 2005).

B. Previous of the Study

Previous of the study is concluded the research of the expert related to this research.

The first, a study from Sinaga & Shelly (2016) with title "*Enhancing critical thinking skills and writing skills trough variation in non traditional writing task*" show that the impacts of different treatments with variations in writing types, authentic audiences, and text production stages and domains, between the experimental and control classes have significantly different impacts on conceptual understanding. Then, this research also show that there was a correlation between students' writing quality and conceptual understanding. The better students' conceptual understanding will make the writing product better. The research has also shown that variations in writing tasks had significantly different impacts on increased critical thinking skills, or the difference was categorized as high. There was a linear correlation between writing quality and increased critical thinking skills.

In the end the research show that there is a strong correlation between writing quality and conceptual understanding and there is a weak correlation between writing quality and critical thinking skills. On the other findings, this research show the significance correlation

between each skills which successfully increased critical thinking skills, conceptual mastery, and quality of writing with significant differences in terms of levels of increases.

The second, a research from Kingir S. (2013) by title "*Using Non-traditional Writing as a Tool in Learning Chemistry*" investigate about the effect of using non-traditional writing task and audiences on 9th grade students understanding of mixture. The result show the way to obtained of this study are encouraging for using diversified types of non-traditional writing tasks in larger and different contexts at all levels of education to examine its effect on self-regulation and metacognition as well as conceptual understanding. Then, the research also help the teacher and professor to convince chemistry toward non-traditional writing activities are valuable for the students learning chemistry.

The third, a study by Rezaee *et al.*, (2015) about "*Team-based Learning: A new approach toward improving education*" can be summarized that there are two methods used by the researcher, there was lecture method and Team-Based Learning implementation. The strategy is the teacher use lecture method to explain the content in the first week. Then, continue to the next week since tree weeks to implement the Team-Based Learning method.

The result of this study is not possible to divide into two groups TBL and lecture, and use the same curriculum for them. Thus, it is recommended that future studies compare these two methods in the peer

group with similar educational issues so that conditions are controlled better and provide a more realistic comparison.

The fourth, a study from Rohmawati. N Indah (2017) that discuss about "*Critical thinking, writing performance and topic familiarity of Indonesian EFL Learners*" show that this research used to seek the way out for writing prompt and rubric critical thinking can be triggered by surrounding topics. with starting from a topic, critical thinking supported by familiarity topic and writing performance. In this research, the finding also establish a sequence model give the best pattern and can be used as framework for prediciting the students successful in critical thinking skills.

Sample of the research was 121 students, consists of 48 males and 73 females. The methodology of the research was correlation design involving path analysis. This method used to invertigate critical thinking skills explained by students in argumentative writing form. By using cross-sectional, means while assessment doing for knowing the familiarity topic and of initiated by students and teacher; writing performance in students and teacher initiated topic and critical thinking skills in students and teacher initiated topic.

The result is initiated topic by teacher is higher than ITS. Then, this path also indicate will be a good model for predicting critical thinking skills. The relation each path is strong. Writing performance be the important element inside CTS.

The fifth, a study from Michaelson *et al.*, (2014) that discuss about “*Team-Based Learning practices and principles*” on comparison with cooperative learning and problem-based learning show that the research studied about the comparison between TBL vs PBL and CL is based on the amount and strategies in the forming of groups.

In the TBL students actively connect themselves to others as their chance in implementing learning concept for solving the authentic problems. In this study was defined into 4 fundamental practices of TBL are essential for implementing, they are; strategically forming permanent teams, ensuring students familiarity with course content by utilizing a readiness assurance process, developing the students CTS by using carefully-designed in class activities and assignments, and creating and administering a peer assessment and feedback system.

The result of the study state that team-based learning, cooperative learning, and problem-based learning all have a common goal of optimizing student learning, helping students develop higher-order thinking skills, and improving learning process and products. Each of these methods has strong advocates. They also each have a strong body of evidence to support them. These methods all require engaged students, group work, and observable products of learning.

Based on the previous of the study above, the writer can take a conclusion that Team-Based Learning is an important method for teacher in their learning activity because in this research TBL influence the

students learning activity more interest. Team-based learning is a crucial things that can be used for teacher in teaching writing. In this research, in the previous research there was the obstacles faced by the the researchers in implementing team-based learning, critical thinking, and writing skills. Then, in this study, the writer will optimize for fostering the team-based learning situation in improving the students critical thinking in writing skills.

C. Framework of the Study

Based on the observation, critical thinking skills will be the main focus of the research. It is caused the most problems of the students are the basic of writing skills such as; vocabulary, sentence forming, tenses, grammatical and dictation. In addition, students need refreshing while learning they need enjoy the learning activity using Team-Based Learning method that implemented in the variation Non-traditional writing task. By working in the team, the appreciation fo the students will be more powerful than conventional learning activity.

D. Hypothesis

1. Research Hypothesis

In this research, the writer would like to find the empirical evidence whether or not the use of Team-Based Learning method is really effective in teaching writing skills to improve the students critical

thinking skills better than conventional method. This research also to find out whether there is a significant different achievement in learning writing skills between students who are taught by using Team-Based Learning and the students who asre taught by using conventional method at the tenth grade of SMK N Sekar. To accomplish this objectives, the writer proposed two hypotheses to be implemented:

Ho: There is no significant effectiveness of Team-Based Learning towards the students' critical thinking in writing of eleventh grade of SMK N Sekar.

Hi: There is a significant effectiveness of Team-Based Learning towards the students' critical thinking in writing of eleventh grade of SMK N Sekar.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the description of methodology used in conducting the research. the researcher will discussing about research plan, population and sample, data and some of data collection, techique if collecting data, technique of analysing data.

A. Research Design

The word “research method” means way of doing something and the science method is called “methodology” which is the scientific way or procedure used to solve a problem to get a certain object (Hornby, 1974: 542). While, Brown (1988) states that experimental study is a whole range of different possible studies that investigate the language behavior or groups under controlled conditions. In this research is a quantitative pre-experimental research because the objective of this study was to find out the effect of Team-Based Learning in the improvement of the students critical thinking in writing skills. The writer used team-based larning in the improvement of the students critical thinking in writing skills at the eleventh grade in a Vacational high school at Sekar, East Java, Indonesia. The result of this study was measured in a quantitative form.

B. Place and Time of the Research

This study held at SMK N sekar, Sekar, East Java for eleventh grade of OTP class during the english lesson in the academic 2018/2019.

C. Schedule of the research

The time of the research held on 30 March – 30 April 2019.

Table 3.1 Table of the schedule

Date	Activities
March, 30th 2019	Introduction of writing skill
April, 7th 2019	Introduction to the material
April, 14th 2019	Pre-test
April, 21th 2019	Descriptive text
April, 28th 2019	Post-test

D. Population and Sample of the Study

1. Population

Population is generalizing area that consists of object or subject that has quality and certain characteristics that appointed by researcher to study and then pulled the conclusion (Sugiyono, 2012: 117). The population of this research is 167 students of eleventh grade of SMK N Sekar.

2. Sample

Sample is a little group manifestly we take from population (Sukmadinata, 2008: 250). Sample is consists of a group students whole the class. Sugiyono (2012: 118) stated that sample os part from the quantity and characteristics that has been owned by population. Sample of this research is Otomasi dan Tata Kelola Perkantoran (OTP) class with 36 students that consists of 9 males and 27 females.

3. Sampling

The sampling of the reaseach is Area/ cluster random sampling by taking all of the students of eleventh OTP class as sample. According to Sugiyono (2015: 65) defined that It is used to determine sample if the object that will be studied of the data resource is very large.

E. Instruments of The Research

This research use combination the entire treatment and test (pre-test and post-test).

F. Technique of Data Collection

The collecting data can be devided into some steps, such follows:

1. Test

There are some test in collecting the data, there are:

a. Pre-test

Pre-test is done for knowing how far the students' comprehension towards the material will be given before the reseacher giving treatments.

The data that accepted from pre-test will showes the students' abilities of descriptive text in writing skill. Then, Test is some questions that are used to measure knowledge, intellegence, skill or ability from individual or group (Arikunto, 2002: 150). Based on that statement, test is important for teacher in onder have data about the students' competence.

b. Treatment

In this section, the writer will give the students the treatment for implementing the method that used in this study.

c. Post-test

In the post-test, the writer give the last assessment to see how is the students improvement in learning writing use Team-Based Learning method.

G. Technique of Data Analysing

In this case, the writer analyzed the result of the test after using Team-Based Learning in variation of non-tradition writing task to improve the students critical thinking in writing skills. There were several steps that writer did in using the t-test. Those were as follow:

1. Formulating the null and alternative hypothesis

Null Hypothesis (Ho): There is no signifikan effectiveness of Team-Based Learning towards the students' critical thinking in writing of eleventh grade of SMK N Sekar.

Alternative Hypothesis (Ha): There is signifikan effectiveness of Team-Based Learning towards the students' critical thinking in writing of eleventh grade of SMK N Sekar.

2. Using the appropriate formula for analyzing the data

The writer analyzed the data by comparing the mean scores of the pre-test and the post-test. Then, t-test formula was used to know whether the difference between the two means were significant or not.

a) Validity and Reliability

The validity and reliability of the data should be know, it is done before the treatment is given at experimental class. The formulas are:

1) Validity

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where:

R_{xy} : coefficient of correlation between variable X and

Variable Y

N: amount of mark

$\sum xy$: the amount of multiplication x and y

x^2 : square from x

y^2 : square y

2) Reliability

$$r_{11} = \left(\frac{n}{n-1}\right) \left(1 - \frac{\sum s_1^2}{s^2}\right)$$

where:

r_{11} : Instrument reliability index

N: The total of instrument

s_i^2 : The number of variance.....

s^2 : Variance of total score that is taken subject of tryout

b) Normality and Homogeneity

The normality and homogeneity of the data should also be known, it is done before testing the hypothesis. The formulas are:

1) Normality test

$$\text{Uji Lilifors, } z = \frac{x_i - \bar{x}}{s} \text{ where: } s = \frac{(x - \bar{x})^2}{n-1}$$

$$L = \max |F(z_i) - S(z_i)| \text{ where:}$$

$$z_i: \text{ standard score for } z_i = \frac{x_i - \bar{x}}{s}$$

S = standard of deviation sample

\bar{x} = average of sample

2) Homogeneity test

$$\text{Uji F: } \frac{s_1^2}{s_2^2} \text{ where:}$$

s_1^2 = variant from the pre-test

s_2^2 = variant from the post-test

3) T-Test

The test assesses whether the means of pre-test and post-test are statistically different from each other. This analysis is appropriate whenever you want to compare the means of pre-test and post-test. The formula of T-test is

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}} \left[\frac{n_1+n_2}{n_1 \times n_2} \right]$$

where:

\bar{x}_1 : the average of sample 1

\bar{x}_2 : the average of sample 2

s_1 : simpangan baku sample 1

s_2 : simpangan baku sample 2

s_1^2 : variance of sample 1

s_2^2 : variance of sample 2

Compare the t-value with the t-table to determine if the calculated of t-value is significant. If the t-value is higher than the t-table, mean that the null hypothesis rejected.

