The Influence of Using Twitter on Students' Critical Thinking

Thesis

Submitted in Partial Fulfilment of the Requirements for Degree
of Bachelor of Education in English Education

By:

Shofiyatun Nimah

1803046081

ENGLISH EDUCATION DEPARTMENT

EDUCATION AND TEACHER TRAINING FACULTY

UNIVERSITAS ISLAM NEGERI WALISONGO

SEMARANG

2022

THESIS STATEMENT

I am the student with the following identify:

Name   : Shofiyatun Ni'mah

Student number   : 1803046081

Department   : English Education

certify that this thesis entitled**: The Influence of Using Twitter on Students' Critical Thinking** is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions for findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 19 December 2022

Shofiyatun Ni'mah

Student Number: 1803046081

i

RATIFICATION

Thesis with following identity:

Title	:	The Influence of Using Twitter on Students' Critical Thinking
Name	:	Shofiyatun Ni'mah
Student Number	:	1803046081
Department	:	English Education Department

Had been ratified by the board of examiner of Education and Teacher Training Faculty of Universitas Islam Negeri Walisongo Semarang and can be received as one of any requirements for graining the Bachelor Degree in English Education Department.

Semarang, 2nd January 2023

THE BOARD OF EXAMINERS

Chairperson,

Dr. Hj. Siti Tarwiyah, S.S., M.Hum.
NIP.19721108 199903 2 001

Secretary,

Daviq Rizal, M.Pd.
NIP. 19771025 200701 1 015

Examiner I,

Dr. H. M Nafi Annury, M.Pd
NIP.19780719 200501 1 007

Examiner II

Agus Mutohar, M.A PhD
NIP. 19840801 201903 1 007

Advisor,

Dr. Hj. Siti Tarwiyah, S.S., M.Hum.
NIP.197211081999032001

ADVISOR NOTE

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu'alaikum wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title	:	**The Influence of Using Twitter on Students' Critical Thinking and Reading Skill**
Name of Student	:	Shofiyatun Ni'mah
Student Number	:	1803046081
Department	:	English Education

I state that the thesis is ready to be submitted to the Islamic Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqasyah session.

Wassalamu'alaikum wr. wb.

Advisor

Dr. Siti Tarwiyah, M. Hum
NIP. 197211081999032001

iii

ABSTRACT

Title	:	The Influence of Using Twitter on Students' Critical Thinking
Writer	:	Shofiyatun Ni'mah
Student Number	:	1803046081

This study aims to find out more about the influence between the use of Twitter on critical thinking. How is the influence of using twitter on students" critical thinking. To empirically test the influence of Twitter use on students' critical thinking and to describe the influence of Twitter use on students' critical thinking. This research uses quantitative and qualitative methods. For the quantitative method using the questionnaire and test, while for the qualitative using observation. The population in this study are 30 students who use Twitter in the Semarang area. The results of the research data analysis show that the correlation value between critical thinking and Twitter use is 0.562. This can be interpreted that Twitter users who often use Twitter are likely to have high critical thinking, and vice versa. Furthermore, the significance level of the coefficient can be seen in the table above which has a sig value. (2-tailed) between critical thinking (X) and twitter use (Y) is 0.0010.005, which means there is a significant correlation between critical thinking and twitter use variables, it can be concluded that the hypothesis can be accepted. Based on the results of data analysis that has been carried out by researchers, the conclusion is critical thinking has a significant influence with Twitter use with a value of 0.001 0.005. In addition, critical thinking and Twitter use have a strong correlation and a positive correlation direction with a correlation value of 0.562. Meaning, the more often you use Twitter, the higher your critical thinking will be and the researcher concluded that the influence of using Twitter on students" critical thinking is effective and can be used as another method for learning.

Keyword: twitter use, critical thinking

MOTTO

"Everything will be good, just do it"

"Do anything yourself as long as you can still do it"

(Shofiyatun Ni'mah)

DEDICATION

Praise is given to Allah SWT who has blessed the researcher, so that the researcher could finish this thesis.

This thesis is dedicated to all teachers everywhere. To help them find other ways to teach. This thesis is also dedicated to the researcher's beloved family, especially the parents of researchers Masykur Abdul Majid and Masruroh who always support researchers with everything they have including unending love.

ACKNOWLEDGEMENT

Thanks to the Almighty God Allah SWT, because of his mercies and blessings the writer is able to finish this thesis. Sholawat and salam always be delivered to the honorable prophet our prophet Muhammad SAW, his families, his relatives and his companions, who has guided us from the darkness into the lightness era. The writer also feels grateful and thankful because she is able to finish this thesis entitled ―The Influence of Using Twitter on Students' Critical Thinking. This study is a partial requirements in accomplishing degree of bachelor of English Language Department at Walisongo State Islamic University Semarang.

The writer also realizes that she will never finish this study without some support, advice, pray, and help from these individuals person. For those reason, she will give the deepest appreciations to:
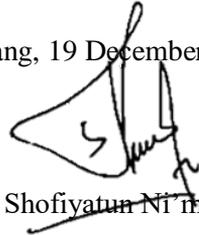
1. Dr. KH. Ahmad Ismail, M.Ag., M. Hum as the Dean of the Faculty of Education and Teacher Training of Walisongo State Islamic University.
2. Sayyidatul Fadhilah, M.Pd. as the head of English Education Department.
3. Dra.Mustikawati Dewi, M.Pd. as the secretary of English Education Department.
4. Dr. Siti Tarwiyah, SS. M. Hum. as the advisor who always

guide the writer in finishing this study, giving correction, and encouragement for the writer since the beginning till the final draft of the writer's thesis.

5. All lectures of English Education Department Walisongo State Islamic University.

6. The writer's parents Masykur Abdul Majid and Masruroh who always support the writer materially and immaterially with prayer, love and guidance.

7. My beloved Brother Muhammad Ghozali Hasbullah who always support the writer materially and immaterially.

8. The writer's all families (the writer beloved brothers, sister, aunty, uncle, etc.) who supports the writer with their love and pray.

9. The writer's partner Muhammad Faliqul Ilmi who has support the writer with his patient and his love.

10. The writer's lovely friend from Squad (Ummul Khasanah, Wafidhatul Azizah, Elma Triyani, Muhammad Iffan Aufa, Vera NurLAuza Aminah and Chilyatus Saichat) who always give support, motivates, and help the writer in finishing the study.

11. The writer's friends all PBI B 2018 members.

12. The writer's best friend (Faridhatul Maghfiroh) who stay there when the writer needs.

13. The last but not least, I wanna thank me, I wanna thank me for

believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, I wanna thank me for just being me at all times.

<div style="text-align: right;">

Semarang, 19 December 2022

Shofiyatun Ni'mah
Student Number: 1803046081

</div>

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDICES

CHAPTER I

This chapter discusses the background, research question, objectives, pedagogical significance, and limitations of the study.

A. BACKGROUND OF RESEARCH

The rapid development of information and communication technology has allowed using the computer device only by using a computer device that has internet access. Any information needed can be obtained at any time. This progress has also contributed to changes in teaching and learning methods which are no longer limited to the content of textbooks or what a teacher conveys in class (Chuah, 2013).

Talking about progress technology cannot be separated from media social. One of the most interesting developments of social media is the creation of a variety of content offered to its users (Gultom et al., 2020).

Social media continues to change the way people live in various aspects. Today, various social media platforms affect communication, knowledge exchange, information delivery, commerce, education, and all aspects of life (Rieger & Klimmt, 2019). With the spread of various social networking sites on the Internet, researchers from various fields began to direct attention to and explain further the importance and impact of social media on

various aspects of life including social and educational aspects (Muftah, 2022).

According to Ziveria (in Gultom et al., 2020), Social media is a medium for social interaction, using very easy and scalable communication techniques. Social media is the use of web and mobile-based technologies to turn communication into interactive dialogue.

While Meike and Young (in Sari, 2017) define the word social media as a convergence between personal communication in the sense of sharing between individuals (to be shared one-to-one) and public media to share with anyone without any individual boundaries.

Social media has dominated almost all aspects of human life today. Almost everyone has social media accounts or even more than one. These developments also affect the world of education. Social media is no longer just a medium of interaction but has turned into a means of learning (Gultom et al., 2020).

Twitter, one of the social media tools, has occupied an important position in both academic and non-academic environments, opening up new spaces for teaching and learning. Teachers leverage Twitter for professional development and use it to expand their learning network. As a space where teachers can network, learn, and engage in clashes of ideas, teachers nationally

and internationally can participate in Twitter chats and join the Twitter community. Twitter has been used as a quasi-learning management system, primarily for back channeling, daily communications, virtual office hours, outside-class chat sessions, note-taking, and pop quizzes, as well as sending reminders and expanding class communities. Twitter makes it possible to continuously share content and build lasting dialogue with other educators.

Research on language learning and Twitter also investigates how language teachers can use Twitter to develop students' core language skills and competencies. The coverage area in this study is broad and includes skills and competencies such as writing, grammar, specialized vocabulary, pronunciation, pragmatics, and cultural competencies. These studies have yielded particularly interesting results on how Twitter can be used to help draw students' attention to certain features in language, helping them increase their linguistic and cultural competence and awareness (Hattem & Lomicka, 2016).

Google Consumer Behavior data in Kemp 2018 (in Pujasari Supratman, 2018) states that 50% of the total 256.4 million Indonesian population are users Internet. Half of, the born are Generation Z or the generation born between 2000-2010. This fact at the same time brings Indonesia to occupy the sixth position with the most internet users in the world.

Students have an interest in new things. Students immediately flocked to create accounts on cooler social media applications. Talking through social media or messenger has its excitement. In addition, students have limited pocket money, if they have to chat in cafes, meet face-to-face or just call for hours, they have to spend more money for this. By using social media or these messengers they will be more efficient in terms of their time and money (Gultom et al., 2020)

Even though there are more gadget users from Generation Z, 50% of them use it for entertainment, 20% for chatting, 16% for status updates, and 13% for learning. Unfortunately, the frequency and duration of using gadgets and social media are not matched by an increase in student achievement, especially in learning languages. Several things cause the low ability of students in learning languages, namely: (1) laziness to read; (2) the reading text is too long; (3) too many terms or words that are not understood; (4) did not understand the meaning of the question; (5) difficult to determine keywords in the text (Gultom et al., 2020)

Laziness to read is a major factor. This feeling of laziness can arise due to ignorance or low critical thinking skills. The inability to understand the text in depth is automatically influenced by the weakness of students' critical thinking skills.

According to Ennis (in Amir, 2015) that critical thinking is logical or reasonable thinking that focuses on making decisions about what a person believes and does. critical thinking skills are needed in learning, especially in developing intensive reading skills as contained in the 2013 National Curriculum, namely Core Competence 3 (K.I.3), namely: "Understanding, applying, analyzing factual, conceptual, procedural knowledge based on their curiosity about science. , technology, arts, culture, and humanities with insight into humanity, nationality, state, and civilization related to phenomena and events, as well as applying procedural knowledge in specific fields of study according to their talents and interests to solve problems.

Based on the background described above, this study aims to find out more about the influence between the use of Twitter on critical thinking.

previous research conducted by Rachman (2018) where the results show that the benefits of smartphones for students are that smartphones can access the internet and social media which can broaden their horizons and knowledge and make it easier to find assignments, in addition to being an additional source of lessons that are not understood at school, and as a means of communication.

Meanwhile, Husna (2019) shows that there is a relationship between students' critical thinking skills with reading interest and

students' reading abilities, students who have critical thinking skills tend to have good reading skills.

In addition, the result of research from Gultom et al. (2020) shows that social media has transformed into one of the learning media that can present and fulfill students' needs for information and reading materials. Easy access to social media without being bound by space and time, and cheaper prices when compared to conventional learning such as books make social media the choice of students. research conducted by Rachman (2018) also shows that social media does not only have a negative effect. However, it also has a positive effect on increasing motivation, critical thinking skills, and creative thinking skills depending on its use.

The difference between this research and previous research is that this research was conducted on Twitter with the variable critical thinking (X) and as an independent variable affecting Twitter using variable (Y) as the dependent variable.

Based on the explanation above, it tries to prove the results of the effect of using Twitter on critical thinking skills. Thus the title of this research is "**The Influence of Using Twitter on Students' Critical Thinking**".

B. RESEARCH QUESTIONS

Based on the description of the background above, the research problem can be formulated as follows:

1. How is the influence of using Twitter on students' critical thinking?
2. What is the influence of using Twitter on students' critical thinking?

C. RESEARCH OBJECTIVES

By the background and the formulation of the problem, the purpose of this research is to:

1. To empirically test the influence of Twitter use on students' critical thinking.
2. To describe the influence of Twitter use on students' critical thinking.

D. PEDAGOGICAL SIGNIFICANCES

1. Theoretical benefits
   a. The results of this study are expected to be useful in increasing literacy and developing knowledge in the field of education
   b. The results of this study are expected to add a reference source for further research, especially related to Twitter and critical thinking.

2. practical benefits
   a. For teachers or instructors

      The benefit of this research for teachers or instructors is to add other media references to teach English, especially to improve students' reading skills.

   b. For student

      The benefits of this research can also be felt by the individual students. Through this research, it is hoped that it can provide knowledge to students that learning is not only done through books.

   c. For Researchers

      For the researchers themselves, this research is very useful in experiences and lessons regarding the scientific description of the use of Twitter and critical thinking, especially problems related to reading skills.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. PREVIOUS RESEARCH

Research about using media social as a learning media is not a new research. There are many previous research which discuss about the influence of using media as a learning media in some fields. Therefore, the researcher takes several previous researches related to using media social as a learning media.

The first previous research comes from Budiman (2016), in his research entitled "Kemampuan Berpikir Kritis dan Minat Baca dengan Kemampuan Membaca Kritis Siswa Kelas Tinggi SD Negeri Di Kabupaten Bogor", shows that reading interest has a positive and significant relationship with students' critical reading ability. The higher the students' critical thinking ability, the higher their critical reading ability.

The second previous research comes from Ken Changwong, Aukkapong Sukkamart, and Boonchan Sisan (2018) in their research entitled "Critical Thinking Skill Development: Analysis of a New Learning Management Model for Thai High School" concluded that students who master the ability to think critically and insightfully will perform better academically in their current high school setting,

and will also be better prepared for the rigors and enhanced academic expectations in college.

The third previous research comes from Tiomas Redia Gultom, Yumna Rasyid, and Zainal Rafli (2020) in their research entitled "Hubungan Penggunaan Media social dan Berpikir Kritis terhadap Keterampilan Membaca Intensif Siswa Kelas X SMA Budi Mulia" from this study, it was found that the use of social media had a positive effect so that it had a significant effect on increasing intensive reading skills in Budi Mulia High School students in Jakarta and Bogor.

The next previous research comes from Nida Husna (2019) in her research entitled "Developing Students' Critical Thinking through an Integrated Extensive Reading Program". From the results of this study, it was found that there was an increase in a positive and significant relationship with the subject's ability to use critical thinking after the ER. The ER program turned out to be an interesting challenge for all students and from which they developed their critical thinking skill.

And the last previous research comes from Tahar Rachman (2018) in his research entitled "Pengaruh Penggunaan Smartphone Terhadap Hasil Belajar Murid SDN 209 INPRES GARANTIGA Kecamatan Simbang Kabupaten

Marod" it can be concluded that the effect of smartphone use on learning outcomes using product moment correlation, namely that there is a significant positive relationship between smartphone use and student learning outcomes for class V SDN 209 Inpres Garantiga with a strong category on student learning outcomes.

In the next section, the researcher will describe the similarities and differences between this study and previous research. The similarities and differences between this study and previous research in tabular form are as follows:

Table 1.1: Similarities and Differences in Previous Research

No	Name	Research Title	Similarities	Differences
1	Budiman	Kemampuan Berpikir Kritis dan Minat Baca dengan Kemampuan Membaca Kritis Siswa Kelas Tinggi	1. Researching critical thinking skills	1. The population in this study is students; who follow

No	Name	Research Title	Similarities	Differences
		SD Negeri Di Kabupaten Bogor		colle menfess.
2	Ken Changwong, Aukkapong Sukkamart, Boonchan Sisan	Critical Thinking Skill Development: Analysis of a New Learning Management Model for Thai High School	1. Researching critical thinking variables	1. Data collection using quantitative and qualitative methods
3	Tiomas Redia Gultom, Yumna Rasyid, Zainal Rafli	Hubungan Penggunaan Media social dan Berpikir Kritis terhadap Keterampilan Membaca Intensif Siswa Kelas X SMA Budi Mulia	1. Researching critical thinking 2. Type of correlational research with a quantitative approach	1. The focus of this research is social media, especially Twitter

No	Name	Research Title	Similarities	Differences
4	Nida Husna	Developing Students' Critical Thinking through an Integrated Extensive Reading Program	1. Researching critical thinking variables	1. The population in this study is students' who follow colle menfess.
5	Tahar Rachman	Pengaruh Penggunaan Smartphone Terhadap Hasil Belajar Murid SDN 209 INPRES GARANTIGA Kecamatan Simbang Kabupaten Marod	1. This research is the same as using gadgets for learning 2. Using a quantitative approach	1. This study uses critical thinking and Twitter use as a variable.

Through the table above, it can be seen that there are similarities and differences between this study and the four previous studies. The similarities and differences between this study and previous research can be explained through the following statements:

1. Similarities

    The first research has similarities in the subject matter, namely research on critical thinking skills.

    In the second and fourth studies, some similarities lie in the research variables, namely the critical thinking variable.

    In the third study, there are similarities in the subject matter, namely examines critical thinking. This research has the same type of research, namely correlational with a quantitative approach.

    In the fifth study, the similarities with this research are found in the tools used, namely gadgets for learning and quantitative research methods.

2. Differences

    The first and fourth studies have the same difference which lies in the population, where the population used is students' who follow colle menfess.

The second study has a difference in the method of data collection, this study uses a quantitative and qualitative method.

The third study has differences with previous research, namely in the independent variable, this study uses social media, especially Twitter.

The fifth study has a difference in the number of variables used, this study uses critical thinking as variable independent and Twitter use as dependent variable.

B. THEORETICAL REVIEW

The theoretical review below contains an explanation of the research title in detail and references related to the title of this research.

1. Twitter as a Media Social

Social media has many forms, among which the most popular are microblogging (Twitter), Facebook, and blogs. Twitter is a website that is a service of microblog, which is a form of a blog that limits the size of each post, which provides facilities for users to be able to write messages in Twitter updates containing only 140 characters (Cuhartati, 2021). According to Zarela (in Setyani et al. 2013), Twitter is one of the easiest social networks to use, because it only takes a short time but the information conveyed can immediately spread widely.

Twitter is a website owned and operated by Twitter Inc., which was formed in 2006 by Jack Dorsey. Twitter is based in San Brunomor, California near San Francisco, where the site was first created. Twitter has interesting and different content from other social media, such as:

Home at home, we can see tweets sent by people who are our friends. The main page is also known as the timeline. The timeline creates a series of tweets that are organized according to the time of the tweet.

Tweet is messages or information written in the shoutbox functions the same as status updates on Facebook. The difference for Twitter only includes 140 characters of letters.

On this page, everyone will see your profile or personal data and tweets that have been sent it is called profile

Followers are other users who want to make us friends. If another user becomes a follower of someone's account, then the tweet of the person being followed will go to the main page.

Following are the opposite of a follower, following is an account of someone who follows another user's account so that the tweets sent by the person being followed enter the main page.

Replay used to create a new tweet to directly reply to a tweet addressed to us.

Retweets means to use someone else's tweet as your tweet but generally, the creator of that tweet is first retained. Retweets are used when we agree or agree with the content of the tweet being retweeted.

Mentions usually, this content is a reply to a conversation so that fellow users can immediately mark the person they want to talk to.

Favorite usually, certain tweets will be marked as favorites so they are not lost by the next page.

Direct messages can also be referred to as Personal Chat because of the direct messaging between users without any other user being able to see the message except the user to whom the message was sent.

Hashtags are written in front of certain topics so that other users can search for similar topics written by other people.

On Twitter users can group their followers into one group or list making it easier to see the overall names they follow it is called List.

Trending Topic is broadly speaking, a trending topic is a topic that is being discussed by many users at the same

time. Then specifically, a word, phrase, or one marked with a hashtag (#).

Social Media can be used as a learning resource for students' motivation. There is an effect of using Social Media as a learning resource on students' critical thinking skills. Social media also has a positive effect on increasing motivation, critical thinking skills, and creative thinking skills depending on its use (Yilmaz, 2018).

2. **Critical Thinking**

Critical thinking is thinking relatively and productively, namely the concept of thinking that does not only involve imaginative abilities, and also does not just guess the right answer, but involves evaluation and evidence (Budiman, 2016).

According to Richard Paul, critical thinking is a method of thinking about certain problems or substances by improving the quality of thinking through skilled handling by applying several intellectual standards (Fisher, 2011).

Based on Robert H. Ennis (2011) critical thinking is thinking reflectively and sensibly by focusing on decision-making. Critical thinking is an active and skillful evaluation and interpretation of communication, observation, and argumentation (Fisher, 2011).

Critical thinking is the use of individual cognitive skills or strategies that can improve the learning objectives to be achieved. These skills are to produce thoughts that are purposeful, reasoned, and goal-directed in solving problems, formulating conclusions, and making decisions, so that someone uses the skills they have wisely and effectively for certain contexts and certain types of tasks (Halpern, 2014: 25)

The skill of investigating various assumptive knowledge and beliefs based on the evidence that supports it and then making conclusions (Fisher, 2011).

Critical thinking can significantly improve problem-solving and decision-making skills. Some of the benefits of critical thinking include; a clear understanding of the problem, more accurate conclusions, and various explanations and solutions that are more appropriate (Kallet, 2014).

Based on the explanations of these experts, it is known that critical thinking skills are an attitude of discipline as well as one's ability to solve problems. Critical thinking is one of the important skills to be developed, practiced, studied, and integrated into learning. It aims so that students can think objectively, neutrally, and logically in doing various things.

Robert H. Ennis (in Fridanianti et al. 2018) has 6 basic elements in critical thinking, namely, Focus, Reason, Inference, Situation, Clarity, and Overview.

Another factor that affects critical thinking skills is reading interest. The higher a person's interest in reading, the more he reads and the more he sharpens his brain for critical thinking (budiman, 2016)

3. **The influence of Twitter use on students' critical thinking.**

Twitter is a social media that is being widely used by the public. Twitter is used as a communication tool by many people, they use Twitter not only as a communication tool but also as a tool to exchange information, exchange ideas, and so on. Twitter makes users read the texts on Twitter. With so the reading interest of Twitter users is increasing (RIMA ROMANSI RAMBITAN, 2013)

This is understandable because critical thinking is a scientific process in learning that involves the ability to uncover, capture, analyze, draw conclusions, and benefit from the process. A student with critical thinking is expected to be able to mobilize the potential of his thinking and reasoning in the learning process so that he can benefit from his cognitive, affective and psychomotor knowledge.

By having critical thinking skills and high interest in reading together, it is hoped that students will also have high critical reading skills so that in the next stage children are more careful and critical in responding to various events, phenomena or problems, especially in an era that is completely open like now. This, where the flow of information is very difficult to stem so that children can read and witness positive and negative events that occur in all parts of the world quickly (budiman, 2016).

According to Gultom et al., (2020) research, it is explained that the use of social media has a positive effect so that it has a significant influence on improving reading skills.

In Budiman (2016) research explained that critical thinking skills have a positive and significant relationship with critical reading skills.

C. HYPOTHESIS

Based on the formulation of the problem, objectives, and basis above, the hypotheses proposed in this study are as follows:

H01 : There is no significant influence between the use of Twitter with students' critical thinking

H1 : there is a significant influence between the use of Twitter on students' critical thinking

CHAPTER III
RESEARCH METHOD

A. RESEARCH DESIGN

This research is correlational research. Correlational research is a type of research that aims to determine whether there is a relationship between one variable and one or more other variables and to measure how big the level of relationship between these variables is (Kurnia Illahi & Akmal, 2018: 175). In this study, the researcher wanted to see the relationship between using Twitter and several factors that influence it, namely critical thinking.

This study uses a quantitative and qualitative approach. The quantitative approach is a study with a focus on proving existing hypotheses through data collection with measurable instruments so that generalizable conclusions can be obtained (Anshori, 2019). Meanwhile, qualitative research uses the observation method, namely the activity of recording a symptom with the help of instruments and recording it for scientific or other purposes (Morris 1973: 906). In this study, observations were made, namely recording, namely efforts to record events using field notes, category systems, and other methods.

This research conducted on a sample in the population in an application, namely Twitter to test existing hypotheses using research instruments that have been determined.

B. RESEARCH VARIABLE

    a. Independent Variable (X)

The independent variable is often considered a stimulus variable and a predictor of the independent variable. Independent variables are variables that cause changes to the dependent variable or have an influence on the dependent variable (Sugiyono, 2018: 4). In this study using the independent variable, namely students' critical thinking (X). Lattice of this isntrument, indicator and the instrument on this variables can be seen in appendix 2.

    b. Dependent Variable (Y)

The dependent variable is often thought of as a consequence, outcome, and outcome variable. According to (Sugiyono, 2018: 4) the dependent variable is the variable that is affected or is a result variable caused by the independent variable. The dependent variable in this study is the use of Twitter on students' critical thinking. Lattice of this

isntrument, indicator and the instrument on this variables can be seen in appendix 1.

C. PLACE AND TIME OF RESEARCH

1. Research Place

    The place where this research conducted on social media, namely Twitter.

2. Research Time

    The time when this research conducted in December 2022.

D. POPULATION AND SAMPLE

1. Population

    The population is a generalization area consisting of a set of research objects with the same quality and characteristics that have been determined by a researcher to be studied until conclusions are found (Sugiyono, 2018: 61). The population in this study are all users of Twitter media. The population of this study is students' who follow Colle Menfess and englishfess in the Semarang area.

2. Samples

    The sample is part of the total population based on existing provisions with the same characteristics so that it can describe the population studied (Sugiyono, 2018: 62). According to Gay and Diehl (1992) correlation research of at

least 30 population elements. This study uses a probability sampling technique in which all members of the population have the same opportunity to become the research sample.

E. RESEARCH PROCEDURE

The procedure to be carried out in this study consists of several stages, the following are the stages of the process carried out:

   a. Preparation Phase
      1. Arrange the lattice of instrument
      2. Develop test instruments in the form of attitude tests and multiple choice questions
      3. Testing the instrument test
      4. Analyzing the results of the test questions in the form of tests of validity, reliability, level of difficulty, and discriminating power.
   b. Implementation Stage
      The research was carried out on Twitter users in December 2022
   c. Data Analysis Stages
      1. Collect research data
      2. Analysis of research data using SPSS 25 FOR WINDOWS

F. METHOD OF COLLECTING DATA

Data collection techniques used to collect the information needed in this study are:

a. Questionnaire

The questionnaire is a method of collecting data by giving a set of questions to respondents to answer. Questionnaires can be in the form of closed or open questions. This technique is carried out by using a list of closed questions to make it easier for researchers to analyze the data. The survey was conducted by distributing questionnaires to the Generation Z respondents who use Twitter. The scale used is the Likert scale. The Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. In this study, the specific social phenomena defined by researchers are called research variables. With this scale, the variables will be measured and translated into variable indicators and indicators of the variables will become the starting point for instrument items in the form of questions or statements.

On the Likert scale, it is done by calculating the response of approval or disapproval of certain objects. This means that the questions prepared by the researcher have a positive or negative category. The answers to each item using a Likert scale have a gradation from very positive to

very negative. Meanwhile, for the purposes of quantitative analysis score as follows:

    a. Strongly agree (SS) given a score of 5

    b. Agree (S) is given a score of 4

    c. Moderately Agree (CS) is given a score of 3

    d. Disagree (TS) is given a score of 2

    e. Strongly Disagree (STS) was given a score of 1

b. Test

This study uses data collection techniques through tests. The data needed in this study is the score of the results of Twitter usage of Twitter users. This test aims to find out the results of using Twitter in answering the questions given. The test given is in the form of a multiple choice test with a total of 14 questions.

c. Observation

Observation is an activity to get the information needed to present a real picture of an event to answer research questions, to help understand human behavior, and for evaluation that is measuring certain aspects of doing feedback on these measurements(Sujarweni, 2019)

G. METHOD OF ANALYZING DATA

In this study, 2 data analyzes were carried out, namely item analysis and correlation test data analysis. The analysis of the items was carried out by testing the validity, reliability, level of

difficulty and discriminating power. In the data analysis, the scores were taken from questionnaires and tests. The analysis used is quantitative analysis. Data processing was carried out using SPSS with correlation tests (Pearson product moment). Following are the data analysis steps:

1. Item analysis
    a. Validity Test

    Validity is a benchmark to show the level of truth and feasibility of an instrument in research (Riyanto & Hatmawan, 2020). A valid instrument is an instrument that can function properly as the purpose of the instrument was made (Sugiyono, 2018: 312). The function and purpose of a valid instrument is so that it can be used to measure something you want to measure in research (Riyanto & Hatmawan, 2020: 63). An instrument in research that is said to be valid must also be adapted to the circumstances of the research conducted (Danim, 2003: 235). So it is necessary to test the validity of an instrument in a study. A high level of validity of an instrument indicates that the instrument has a high degree of accuracy and correctness for use in collecting data for a particular study.

    This trial will later be carried out on a total of 30 sample members (Sugiyono, 2018: 197). Validity

test was performed using the Scale Corrected Item-Total Correlation. This value is the Item Validity value to assess whether the values are valid or not. Calculation of the level of validity in this study using the help of SPSS software with the basis of the following formula:

$$r_{xy} = \frac{n\Sigma x_i y_i - (\Sigma x_i)(\Sigma y_i)}{\sqrt{(n\Sigma x_i^2 - (x_i)^2)(n\Sigma y_i^2 - (y_i)^2)}}$$

r_{xy} : correlation coefficient

X : total score for item X

Y : total score for item Y

n : number of samples

As for the basis for decision making in the validity test, namely (1) if the value of r hitung > r table product moment then the questionnaire items are declared valid; (2) if the value of r hitung < r table product moment then the questionnaire items are declared invalid.

b. Reliability Test

The reliability of a measuring instrument is the level of consistency of a measuring instrument in

measuring what is being measured (Riyanto & Hatmawan, 2020: 75). Instrument reliability is the determination of an instrument on the measurement results even though it has been done repeatedly (Danim, 2003: 240). An instrument is said to be reliable if the instrument can be used repeatedly and get results with the same conclusions (Sugiyono, 2018: 204). A reliable instrument will have the same results even if it is carried out with different objects, carried out by the same researcher at different times, carried out by two or more different researchers at the same time with different testing models, and has internal consistency in the question items. Contained therein (Mamik, 2015: 193). Calculation of the level of validity in this study used the help of the Alfa Cronbach technique SPSS software on the basis of the following formula:

$$ri = \frac{k}{(k-1)}\{1 - \frac{\Sigma s_i^2}{s_t^2}\}$$

K : the mean squared between subjects

Σs_t^2 : mean squared error

s_t^2 : total variance

According to Burhan in (Drs. A. M. Dadang, 2020: 63) the rules for testing reliability using Alpha Cronbach are as follows:

1) If the Cronbach alpha value is <0.60, then the instrument is declared to have poor reliability.
2) If the value of Cronbach alpha is 0.60 to 0.85, then the instrument is declared reliable.
3) If the Cronbach alpha value is > 0.85, then the instrument is declared to have very good reliability.

c. Difficulty Level

The difficulty level of the test shows how difficult or easy the test items are. A good question is one that is neither too easy nor too difficult. Problems that are too easy do not stimulate students to increase their efforts to solve them. Conversely, questions that are too difficult will cause students to feel unable to do it because they are beyond the reach of students. According to Wahyuni (2012) the following is the formula for the level of difficulty:

$$I = \frac{B}{N}$$

Description:

I = difficulty index for each item

B = the number of respondents who answered each item correctly

N = the number of respondents who gave answers to the questions in question

The criterion used is the smaller the index obtained, the more difficult the problem is. Conversely, the greater the index obtained, the easier the problem is. The criteria for the question difficulty index are:

0-31.0   = difficult category questions

0.31-0.70   = medium category questions

0.71-1.0   = easy category questions

d. Discriminating Power

The discriminating power of items test aims to measure the extent to which a question item can distinguish smart students and students who are less clever based on certain criteria. To calculate the differentiating power of each item can use the following formula:

$$DB = \frac{XSA - XSB}{Score\ Maximum\ Item}$$

DB   : Discriminating power of test items

XSA   : Mean score of "upper group"

XSB   : Mean score of "bottom group"

The category of discriminating power of test items:

Table 3.1: The Category of Discriminating Power of
Test Item

Range	Categories
$0 \le DP \le 0,20$	Not good
$0,21 \le DP \le 0,40$	Enough
$0,41 \le DP \le 0,70$	Good
$0,71 \le DP \le 1,00$	Very good

2. Test assumptions

    a. Normality test

        The data normality test aims to determine whether the confounding variable or the value of the residuals is normally distributed or not (Duli, 2019). The normality test in this study will use the Shapiro Wilk test which is carried out with the help of SPSS software where if the data obtained has a significance of less than 0.05 then the data is said to be not normally distributed, on the contrary, if the significance is more than 0.05 then the data is said to be normally distributed (Sahab, 2019).

b. Linearity Test

The linearity test is a test of whether the relationship between variables is linear or not (Duli, 2019). The linearity test can be said to be very important because it relates to the bias of the overall analysis results (Keith, 2015). The linearity test in this study used the linearity test method through the SPSS program with a significance level of 0.05. Research data can be said to be linear if it has a significant value for linearity less than 0.05 and a significant value for linearity deviations of more than 0.05 (Prof. Dr. A. Muri Yusuf, 2016).

3. Hypothesis Test

This study using hypothesis test was carried out by calculating a simple correlation between variables using Pearson's product-moment correlation analysis. Pearson's product-moment correlation test needs to be done to find out in advance whether there is a relationship between one independent variable and one dependent variable (Kusprayogi & Nashori, 2016: 19). Pearson's product-moment correlation test is also a prerequisite before the multiple correlation test is performed. This Pearson product-moment correlation test can be done if the variable data to be studied is in

the form of an interval or ratio and the data source of the two variables is the same (Sugiyono, 2014:228). Then the Pearson product-moment correlation test is carried out with the following simple formula:

$$r_{xy} = \frac{\Sigma xy}{\sqrt{\Sigma x^2 y^2}}$$

Description:

r_{xy} : Correlation between variable x and y

x : $(x_i - \tilde{x})$

y : $(y_i - \tilde{y})$

Then the basis for decision making in the product moment correlation test can be seen through the significance value of sig. (2-talied) of 0.05. If a correlation between variables has a significance value of sig. (2-tailed) is less than 0.05, it can be concluded that there is a correlation between variables. Meanwhile, if the significance value of sig. (2-tailed) is smaller than 0.05, so it can be concluded that there is no correlation between variables.

CHAPTER IV

FINDING AND DISCUSSION

This chapter will discuss the overall results of the research conducted. There are the results of the research starting from the results of the analysis, the assumption test, the results of the proposed hypothesis test, and the analysis and interpretation of research data.

A. RESEARCH FINDING

4.1 Item Analysis

1. The Result of Validity Test

   Validity is a measure that shows the level of validity or validity of an instrument. An instrument that is valid or valid has high validity, conversely, an instrument that is less valid means it has low validity.

   The question is said to be valid if rhitung < rtable, while the question is said to be invalid if rhitung > rtable. The following is the result of a try out validity test that has been carried out on each scale used in this study:

a. The result of the critical thinking scale validity trial

Table 4.1: results of testing the validity of the
critical thinking scale

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
X1.1	19.8000	9.269	.370	.156	.763
X1.2	19.9333	9.375	.573	.587	.706
X1.3	19.8667	9.223	.563	.452	.706
X1.4	20.0000	9.862	.424	.310	.740
X1.5	20.0667	8.892	.573	.524	.701
X1.6	19.8333	8.626	.531	.404	.713

Through the analysis that has been obtained from the SPSS program, the calculated r hitung is known. Then it is compared with the r table at DF=N-2 at a probability level of 0.05. DF value in this study where the number of samples (30)-2 = 28. In r table DF 28 the probability of 0.05 is 0.361

Table 4.2: table r

Table "r" yang digunakan pada Uji Instrumen

(UJI VALIDITAS)

DF	5%	1%	DF	5%	1%
1	0,997	1.000	24	0.388	0.496
2	0.950	0.990	25	0.381	0.487
3	0.878	0.959	26	0.374	0.478
4	0.811	0.917	27	0.367	0.470
5	0.754	0.874	28	0.361	0.463
6	0.707	0.834	29	0.355	0.456
7	0.666	0.798	30	0.349	0.449
8	0.632	0.765	35	0.325	0.418
9	0.602	0.735	40	0.304	0.393
10	0.576	0.708	45	0.288	0.372
11	0.553	0.684	50	0.278	0.354
12	0.532	0.661	60	0.250	0.325
13	0.514	0.641	70	0.232	0.302
14	0.497	0.623	80	0.217	0.283
15	0.482	0.606	90	0.205	0.267
16	0.468	0.590	100	0.195	0.254
17	0.456	0.575	125	0.174	0.223
18	0.444	0.561	150	0.159	0.208
19	0.433	0.549	200	0.138	0.181
20	0.423	0.537	300	0.113	0.148
21	0.413	0.526	400	0.098	0.128
22	0.404	0.515	500	0.008	0.115
23	0.396	0.505	1000	0.062	0.081

The summary of the conclusions from the critical thinking variable validity test can be seen in the following table:

Table 4.3: conclusions on the validity test of critical thinking variables

Critical Thinking Variable Validity Test Results			
NO.	rhitung	rtabel 5%(28)	Criteria
1	0.370	0.361	Valid
2	0.573	0.361	Valid
3	0.563	0.361	Valid
4	0.424	0.361	Valid
5	0.573	0.361	Valid
6	0.531	0.361	Valid

Based on the comparison between the r hitung and r table values, it can be concluded that all items for the critical thinking variable (X) are valid.

b. The results of the use of twitter scale validity trial

Table 4.4: results of testing the validity of the
Twitter scale

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Y1	52.30	66.631	.517	.	.904
Y2	52.77	63.840	.659	.	.898
Y3	52.67	64.989	.477	.	.907
Y4	52.77	66.461	.481	.	.906
Y5	52.23	65.013	.653	.	.899
Y6	52.50	63.362	.767	.	.894
Y7	52.27	64.133	.769	.	.895
Y8	52.23	66.806	.549	.	.903
Y9	52.23	66.806	.584	.	.901
Y10	52.93	62.685	.660	.	.898
Y11	52.93	66.892	.529	.	.903
Y12	52.37	66.033	.611	.	.900
Y13	52.47	64.257	.598	.	.901
Y14	52.27	64.133	.769	.	.895

The summary of the conclusions from the use of twitter
variable validity test can be seen in the following table:

Table 4.5: conclusions on the validity test of the use of twitter variables

Hasil Uji Validitas Variabel the use of twitter			
NO.	rhitung	rtabel 5%(28)	criteria
1	0.517	0.361	Valid
2	0.659	0.361	Valid
3	0.477	0.361	Valid
4	0.481	0.361	Valid
5	0.653	0.361	Valid
6	0.767	0.361	Valid
7	0.769	0.361	Valid
8	0.549	0.361	Valid
9	0.584	0.361	Valid
10	0.660	0.361	Valid
11	0.529	0.361	Valid
12	0.611	0.361	Valid
13	0.598	0.361	Valid
14	0.769	0.361	Valid

Based on the comparison between the r hitung and r table values, it can be concluded that all items for the use of twitter variable (Y) are valid.

2. The Result of Reliability test

In addition to the level of validity of the items, it is also necessary to test the level of reliability. Valid items are not necessarily reliable, so good items must have reliable criteria. The following are the results of the try out validity tests that have been carried out on each scale used in this study:

    a.   The results of the critical thinking scale reliability test

Table 4.6: the results of the critical thinking scale reliability test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.757	.766	6

    b.   The results of the use of twitter scale reliability test

Table 4.7: The results of the reading skill scale reliability test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.907	.910	14

Based on the results of the reliability test try out that has been carried out, it can be seen that the three research scales have sufficient reliability values with Cronbach alpha coefficients between 0.60 to 0.85. So it can be concluded that the instrument tested by the researcher can be accepted for its reliability

3. The Result of Difficulty Level

After the instruments are valid and reliable, the researcher analyzed the level of difficulty. A difficulty test was carriedout to find out which question is classified as easy, medium, and difficult. The researcher used SPSS Version 25 to analyze the level of difficulty. The results of the difficulty test is as follows:

Table 4.8: the result of the difficulty test on critical thinking

No	Item	Rtable	categories
1	X1.1	0.67	Medium

No	Item	Rtable	categories
2	X1.2	0.53	Medium
3	X1.3	0.47	Medium
4	X1.4	0.73	Easy
5	X1.5	0.63	Medium
6	X1.6	0.60	Medium

Based on the results of the difficulty test can be seen in the table above that there are 5 questions with a medium level and 1 questions with an easy level of difficulty. The researcher used the questions with an easy level of difficulty in the instruments of the test.

The following table shows the number of questions that fall into the categories of easy and difficult questions:

Table 4.9: number of question of difficulty test on critical thinking

Number of questions	Question category	
	Medium	Easy
6	5	1
presentase	83.3%	16.6%

4. The Result of discriminating power

   After the researcher analysis the validity, reliability, and level of difficulty, the researcher must analyze of discriminating power of the items test. The result of the discrimination of test items in SPSS then matched with the table of discriminating power ranges that is in table 3.1.

   Here is the result of the discriminating power of test items:

   a. The result of discriminating power on critical thinking

Table 4.10: the result of discriminating power on critical thinking

No	Item	Rtabel	Categories
1	X1.1	0.370	Enough
2	X1.2	0.573	Good
3	X1.3	0.563	Good
4	X1.4	0.424	Good
5	X1.5	0.573	Good
6	X1.6	0.531	Good

   Based on the results, there is the items test which is very good, good, enough, and not. Supranata (2009)

   Stated on Zainal Arifin (2017) that the minimum of Rtable of items in discriminating power is more than 0, 30.

4.2. Test Assumption

1. Normality Test Results

The following are the results of the normality test using the Shapiro-Wilk test on data that has been collected:

Table 4.11: Normality Test Results with Shapiro Wilk

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CRITICAL THINKING	.172	30	.024	.933	30	.060
TWITTER USE	.101	30	.200*	.971	30	.564

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the output table above, it is known that the sig. for critical thinking is 0.060 and for twitter use of 0.564, because of the sig. values for the groups are > 0.05, as a basis for decision-making in the Shapiro-Wilk normality test it can be concluded that the data is normally distributed.

2. Linearity test results

The following are the results of the linearity test on data from each variable using the test for linearity method with the help of the SPSS program:

Table 4.12: Results of the linearity test for the variable
use of Twitter and critical thinking

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
TWITTER USE * CRITICAL THINKING	Between Groups	(Combined)	437.455	5	87.491	1.274	.307
		Linearity	64.237	1	64.237	.935	.343
		Deviation from Linearity	373.218	4	93.304	1.359	.278
	Within Groups		1648.012	24	68.667		
	Total		2085.467	29			

From table 4.12 the output above, the Derivation from Linearity sig value is obtained. is 0.278 greater than 0.05. it can be concluded that there is a significant linear relationship between the critical thinking variable (X) and the twitter use variable (Y).

4.3. Hypothesis result

The hypothesis in this research is that there is an influence between Twitter use and critical thinking. The following table shows the results of the correlation test between critical thinking and Twitter use:

Table 4.13: Pearson Product Moment Correlation Test

Results between critical thinking and Twitter use

Correlations

		CRITICAL THINKING (X1)	TWITTER USE (Y)
CRITICAL THINKING (X1)	Pearson Correlation	1	.562**
	Sig. (2-tailed)		.001
	N	30	30
TWITTER USE (Y)	Pearson Correlation	.562**	1
	Sig. (2-tailed)	.001	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Based on table 4.13 above, testing the hypothesis using the Pearson Product Moment correlation obtained a correlation coefficient of 0.562, meaning that the variables critical thinking and twitter use have a strong correlation and have a positive relationship direction. A positive correlation shows a unidirectional relationship, so if critical thinking is high it means it is in the same direction as the high use of Twitter.

Furthermore, the significance level of the coefficient can be seen in the table above which has a sig value. (2-tailed) between critical thinking (X) and twitter use (Y) is 0.001<0.005, which means there is a significant correlation

between critical thinking and twitter use variables, it can be concluded that the hypothesis can be accepted.

This study also uses observational studies to obtain data about the influence of using Twitter on students' critical thinking. Based on observational data, researchers found that the effect of using Twitter on students' critical thinking was the use of comment sessions in a post and posting a tweet. Freedom of opinion, giving advice and criticism according to manners, not insulting someone's posts, being able to understand the contents of posts, and posting useful things are tendencies that characterize people with critical thinking skills. Based on research in the field, the results of observations can be seen in appendix 8.

Based on the data in appendix 8, the researcher concludes that Twitter users can comment well, can convey suggestions and criticisms, don't insult someone's posts and can understand the contents of posts. Twitter users tend to provide relevant answers to questions in tweets, rarely looking out of context. This is reinforced by the screenshots in appendix 8.

From the data in appendix 8 the researcher concluded that the influence of using Twitter on students' critical thinking is effective and can be used as another method for learning. In addition, Twitter users will not feel bored

because many topics are discussed in the Twitter application. So, students are able to learn many things, especially learning English. This is supported by comments and tweets on base englishfess (appendix 8).

B. DISCUSSION

Based on the results of research and hypothesis testing that has been done, it shows that there is influence between Twitter uses on critical thinking. Based on the results of research that has been carried out by researchers in the results of research data analysis which states that there is influence between Twitter use and Critical Thinking. The results of the research data analysis show that the correlation value between critical thinking and Twitter use is 0.562. This can be interpreted that Twitter users who often use Twitter are likely to have high critical thinking, and vice versa.

This result is in line with the results of a study conducted by Kinasih et al., (2019) shows that there is a significant effect of using social media as a learning resource on critical thinking.

Based on the data in appendix 8, the researcher concludes that Twitter users can comment well, can convey suggestions and criticisms, don't insult someone's posts and can understand the contents of posts. From the data in appendix 8 the researcher concluded that the influence of using Twitter on

students' critical thinking is effective and can be used as another method for learning.

These results are consistent with research conducted by Gultom, et al (2020) which states that the use of social media has a positive effect so that it has a significant influence on critical thinking.

CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the results of data analysis that has been carried out by researchers, the conclusion is critical thinking has a significant influence with Twitter use with a value of 0.001 <0.005. In addition, critical thinking and Twitter use have a strong correlation and a positive correlation direction with a correlation value of 0.562. Meaning, the more often you use Twitter, the higher your critical thinking will be and the researcher concluded that the influence of using Twitter on students' critical thinking is effective and can be used as another method for learning.

B. SUGGESTION

Based on the research results that have been carried out by researchers, some suggestions can be obtained as follows:

1. For Twitter users
   It is expected that users can use Twitter as well as possible, many things can be extracted from Twitter.
2. For teachers and instructors

It is hoped that teachers and instructors can further
explore other social media so that learning is not just
fixated on books.

3. For further researchers

    It is hoped that future researchers who are interested in the
    same topic can expand references and be able to see other
    factors related to critical thinking and reading skills with
    Twitter. It is also expected to be able to conduct research
    in a place with a wider subject.

REFERENCES

Anshori, M. (2019). Metodologi Penelitian Kuantitatif : Edisi 1. Surabaya: Airlangga University Press.

Amir, M. F. (2015). Proses Berpikir Kritis Siswa Sekolah Dasar Dalam Memecahkan Masalah Berbentuk Soal Cerita Matematika Berdasarkan Gaya Belajar. *Jurnal Math Educator Nusantara*, *01*(02), 159–170. http://ojs.unpkediri.ac.id/index.php/matematika/article/download/235/150

budiman. (2016). Kemampuan Berpikir Kritis Dan Minat Baca Dengan Kemampuan Membaca Kritis Siswa Kelas Tinggi Sd Negeri Di Kabupaten Bogor. *Jurnal Pendidikan Dasar*, *Volume 7 E*, 10–27.

Chuah, K. M. (2013). Aplikasi media sosial dalam pembelajaran Bahasa Inggeris: Persepsi pelajar universiti. *Issues in Language Studies*, *2*(1), 56–63. https://doi.org/10.33736/ils.1680.2013

Cuhartati. (2021). *Analisis Perkembangan Kompetensi Sosial Emosional Siswa Melalui Model Pembelajaran Kolaboratif Berbasis Aplikasi Twitter Pada Materi Hidrokarbon*.

Gultom, T. R., Rasyid, Y., & Rafli, Z. (2020). Hubungan Penggunaan Media Sosial dan Berpikir Kritis terhadap Keterampilan

Membaca Intensif Siswa Kelas X SMA Budi Mulia. *Stilistika: Jurnal Pendidikan Bahasa Dan Sastra*, *13*(2), 127. https://doi.org/10.30651/st.v13i2.4518

Harras K.A. (1995). Membaca minat baca masyarakat kita dalam jurnal mimbar bahasa dan seni. *No.XXII 1995*, *1*(1), 56.

Harsono, A. S. R., Fuady, A., & Saddhono, K. (2012). Pengaruh Strategi Know Want to Learn (KWL) dan Minat Membaca Terhadap Kemampuan Membaca Intensif Siswa SMP Negeri di Temanggung. *Jurnal Penelitian Bahasa, Sastra Indonesia, Dan Pengajarannya*, *1*(3), 53–64.

Hattem, D., & Lomicka, L. (2016). What the Tweets say: A critical analysis of Twitter research in language learning from 2009 to 2016. *E-Learning and Digital Media*, *13*(1–2), 5–23. https://doi.org/10.1177/2042753016672350

Husna, N. (2019). Developing students' critical thinking through an integrated extensive reading program. *Teflin Journal*, *30*(2), 212–230. https://doi.org/10.15639/teflinjournal.v30i2/212-230

Kinasih, H. A., Studi, P., Guru, P., & Dasar, S. (2019). *Fakultas keguruan dan ilmu pendidikan universitas nusantara pgri 2019*.

Muftah, M. (2022). Impact of social media on learning English language during the COVID-19 pandemic. *PSU Research*

Review. https://doi.org/10.1108/prr-10-2021-0060

Pujasari Supratman, L. (2018). Penggunaan Media Sosial oleh Digital Native. *Jurnal Ilmu Komunikasi*, *15*(1), 1–14.

Rachman, T. (2018). Pengaruh Penggunaan Smartphone Terhadap Hasil Belajar Murid SDN 209 INPRES GARANTIGA Kecamaatan Simbang Kabupaten Marod. *Angewandte Chemie International Edition, 6(11), 951–952.*, 10–27.

Rieger, D., & Klimmt, C. (2019). The daily dose of digital inspiration: A multi-method exploration of meaningful communication in social media. *New Media and Society*, *21*(1), 97–118. https://doi.org/10.1177/1461444818788323

RIMA ROMANSI RAMBITAN. (2013). Penggunaan twitter dalam belajar kosakata bahasa inggris. *Penggunaan Twitter Dalam Belajar Kosakata Bahasa Inggris*, 1–14. https://media.neliti.com/media/publications/79662-ID-penggunaan-twitter-dalam-belajar-kosakat.pdf

Sari, M. P. (2017). Kkbi 2021. *Jurnal Ilmiah Mahasiswa Fakultas Ilmu Sosial & Ilmu Politik*, *4*(2), 7.

Setyani, N. I., Sri Hastjarjo, & Nora Nailul Amal. (2013). Penggunaan Media Sosial Sebagai Sarana Komunikasi bagi Komunitas. *Komunikasi*, 1–17.

https://abdulkaharkimia.files.wordpress.com/2013/12/jurnal-novia-ika.pdf

Yilmaz. (2018). No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title. اسيوط مجلة البيئة للدراسات, العدد الحا(3), 1–13. http://dx.doi.org/10.1186/s13662-017-1121-6%0Ahttps://doi.org/10.1007/s41980-018-0101-2%0Ahttps://doi.org/10.1016/j.cnsns.2018.04.019%0Ahttps://doi.org/10.1016/j.cam.2017.10.014%0Ahttp://dx.doi.org/10.1016/j.apm.2011.07.041%0Ahttp://arxiv.org/abs/1502.020

APPENDICES

APPENDIX 1: Instrument the Use of Twitter

Lattice of Instrument

No	Indicator	ITEM NUMBER	Total
1	Twitter as the focus and main source of reading and information	P1, P2, P3, P6, P7, P8, P9, P10, P11, P14.	10
2	Twitter as a way of life	P4, P5, P12, P13	4
TOTAL			14

The Instrument

Code	ITEMS-Parameter	SS	S	RR	TS	STS
P1	In a day I access Twitter 1-10 times					
P2	Being active on Twitter gives me a lot of benefits					
P3	I feel restless when I don't bring my smartphone					
P4	I feel happy when I can exist on Twitter					
P5	I'm happy that my post received a positive response					

P6	I'm happy because social media makes it easy					
P7	I get angry when people criticize me openly on social media					
P8	I use social media because its reach is wide, not limited by space and time					
P9	I can access anything I want					
P10	Twitter helps me to self-actualize					
P11	My data or documents are not lost, they can be used again at any time					
P12	Twitter makes me curious					
P13	Twitter is part of my lifestyle					
P14	Twitter provides a variety of choices or content according to needs					

APPENDIX 2: Instrument Critical Thinking

VARIABLE	INDICATOR	DESCRIPTOR	INSTRUMENT
CRITICAL THINKING	1. ANALYZE	a. Differentiating	 DO NOT USE THE TOILET WHILE THE TRAIN IS STANDING IN THE STATION 1. To whom is the text aimed? A. Crews of a train B. Passengers who are on board C. Ticket counter officers D. People who are at the railway station

VARIABLE	INDICATOR	DESCRIPTOR	INSTRUMENT
		b. Organizing	Visit beautiful Bali Enjoy Bali's beautiful beaches! Visit the art city of Ubud! Stay in Asia's finest hotels! Buy beautiful souvenirs! See Mount Agung! …and much more. We've got it all! Come and see the art shops, the temples, and the exotic dances. Come and try our restaurants. 2. It can be concluded from the text that…

VARIABLE	INDICATOR	DESCRIPTOR	INSTRUMENT
			A. People can buy lovely souvenirs on the beach of Bali
			B. If someone is interested in Bali, she/he should call Citra tour
			C. The people can see some beautiful beaches and Europe's finest hotel in Bali

VARIABLE	INDICATOR	DESCRIPTOR	INSTRUMENT
			D. There are many art shops, ancient temples, and modern dances on Bali's island 3. What will the readers probably do after reading the advertisement? A. He/she will contact Citra tour for more

VARIABLE	INDICATOR	DESCRIPTOR	INSTRUMENT
			information
			B. He/she will get another tour service reference
			C. He/she will save money to prepare to visit Bali
			D. He/she will consider visiting Bali using the Citra tour

VARIABLE	INDICATOR	DESCRIPTOR	INSTRUMENT
		c. Attributing	Hi, mom Jenita and I have just arrived in Bali in good condition. Guess what! Now, we together stay in a cozy hotel. The room is not big but lovely. The wall is cream so we feel warm inside. The curtains are arranged beautifully. The room is also completed with nice furniture, too. It has a sofa and a big TV set. Anyway, don't worry about us again, okay?

VARIABLE	INDICATOR	DESCRIPTOR	INSTRUMENT
			We always love you, mom. Your beloved daughter, Mirna 4. Based on the text above, what is the feeling of the writer's mother for her daughter's safety? A. Affirmative B. Delighted C. Pleasant D. Anxious

VARIABLE	INDICATOR	DESCRIPTOR	INSTRUMENT
	2. EVALUATION	a. Checking	5. What is true about the hotel? A. It is full-size B. It is small and uncomfortable C. It has small rooms but beautiful D. The rooms of the hotel are so chilly inside

VARIABLE	INDICATOR	DESCRIPTOR	INSTRUMENT
		b. Critiquing	To: Sandra You won the English speech contest impressively. All contestants and audiences had high regard for your talent in conveying English speech and your perfect performance. Congratulations on your big success! Truthfully, you are astounding. Love Nabila 6. What did all contestants and

VARIABLE	INDICATOR	DESCRIPTOR	INSTRUMENT
			audiences think highly of Sandra?
			A. Her talent in conveying English speech and perfect performance
			B. Her imperfect performance in the English speech contest
			C. Her success in conducting the

VARIABLE	INDICATOR	DESCRIPTOR	INSTRUMENT
			English contest.
			D. Her respect for the audiences of the contest.

APPENDIX 3: SPSS Results of Critical Thinking Scale Reliability Test

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excludedᵃ	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.757	.766	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
X1.1	19.8000	9.269	.370	.156	.763
X1.2	19.9333	9.375	.573	.587	.706
X1.3	19.8667	9.223	.563	.452	.706
X1.4	20.0000	9.862	.424	.310	.740
X1.5	20.0667	8.892	.573	.524	.701
X1.6	19.8333	8.626	.531	.404	.713

APPENDIX 4: SPSS Results of Twitter Use Scale Reliability Test

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.907	.910	14

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Y1	52.30	66.631	.517	.	.904
Y2	52.77	63.840	.659	.	.898
Y3	52.67	64.989	.477	.	.907
Y4	52.77	66.461	.481	.	.906
Y5	52.23	65.013	.653	.	.899
Y6	52.50	63.362	.767	.	.894

Y7	52.27	64.133	.769	.	.895
Y8	52.23	66.806	.549	.	.903
Y9	52.23	66.806	.584	.	.901
Y10	52.93	62.685	.660	.	.898
Y11	52.93	66.892	.529	.	.903
Y12	52.37	66.033	.611	.	.900
Y13	52.47	64.257	.598	.	.901
Y14	52.27	64.133	.769	.	.895

APPENDIX 5: Research Scale after Try Out

Kuesioner Penelitian

Assalamualaikum wr. wb, perkenalkan saya Shofiyatun Nimah mahasiswi Univeritas Islam Negeri Walisongo Semarang Program Studi S1 Pendidikan Bahasa Inggris 2018. Izinkan saya untuk melakukan survei kepada responden terkait penggunaan Aplikasi Twitter untuk kepentingan Tugas Akhir.

Penelitian saya dengan judul The Influence of Using Twitter on Students' Critical Thinking and Reading Skill, bertujuan untuk mengidentifikasi pengaruh antara penggunaan aplikasi terhadap berfikir kritis dan keahlian membaca siswa.

Metode penilaian kuesioner akan menerapkan Skala Likert dan Tes Pilihan Ganda. Untuk Skala Likert tesponden dapat memilih skala antara 1-5 sebagai penilaian terhadap pernyataan yang diberikan. Keterangan skala sebagai berikut :
Skala 1 = Sangat Tidak Setuju (STS)
Skala 2 = Tidak Setuju (TS)
Skala 3 = Ragu-Ragu (RG)
Skala 4 = Setuju (S)
Skala 5 = Sangat Setuju (SS)

Adapun untuk Pilihan Ganda responden dapat membaca soal dan menjawab pertanyaan dengan memilih huruf A, B, C, dan D dengan benar.

Diharapkan ketersediaan teman-teman untuk mengisi kuesioner tersebut. Atas perhatian dan ketersediaannya saya ucapkan terimakasih, wassalamualaikum wr. wb.

Login ke Google untuk menyimpan progres.
Pelajari lebih lanjut

Halaman 1 dari 4

Berikutnya   Kosongkan formulir

Identitas Responden

Isilah beberapa pertanyaan di bawah ini sesuai dengan kriteria diri Anda!

Nama *

Jawaban Anda

Akun Twitter *

Jawaban Anda

Umur *

◯ kurang dari 15 tahun

◯ 15-20 tahun

◯ lebih dari 20 tahun

Lama penggunaan Twitter   *
Seberapa lama Anda menggunakan
Twitter (sejak pertama kali membuat
akun yang dicantumkan!)

◯ kurang dari 1 tahun

◯ 1-2 tahun

◯ lebih dari 2 tahun

Halaman 2 dari 4

| Kembali | Berikutnya | Kosongkan formulir |

18

Identitas Responden

Isilah beberapa pertanyaan di bawah ini sesuai dengan kriteria diri Anda!

Nama *

Jawaban Anda

Akun Twitter *

Jawaban Anda

Umur *

◯ kurang dari 15 tahun

◯ 15-20 tahun

◯ lebih dari 20 tahun

Lama penggunaan Twitter   *
Seberapa lama Anda menggunakan Twitter (sejak pertama kali membuat akun yang dicantumkan!)

◯ kurang dari 1 tahun

◯ 1-2 tahun

◯ lebih dari 2 tahun

Halaman 2 dari 4

| Kembali | Berikutnya | Kosongkan formulir |

I feel happy when I can exist on Twitter *

Sangat Tidak Setuju

1 ○

2 ○

3 ○

4 ○

5 ○

Sangat Setuju

I'm happy that my post received a positive response *

Sangat Tidak Setuju

1 ○

2 ○

3 ○

4 ○

5 ○

Sangat Setuju

I use social media because its reach is *
wide, not limited by space and time

Sangat Tidak Setuju

1 ○

2 ○

3 ○

4 ○

5 ○

Sangat Setuju

I can access anything I want *

Sangat Tidak Setuju

1 ○

2 ○

3 ○

4 ○

5 ○

Sangat Setuju

Twitter helps me to self-actualize *

Sangat Tidak Setuju

1 ○

2 ○

3 ○

4 ○

5 ○

Sangat Setuju

My data or documents are not lost, they   *
can be used again at any time

Sangat Tidak Setuju

1 ○

2 ○

3 ○

4 ○

5 ○

Sangat Setuju

Twitter makes me curious *

Sangat Tidak Setuju

1 ○

2 ○

3 ○

4 ○

5 ○

Sangat Setuju

Twitter is part of my lifestyle *

Sangat Tidak Setuju

1 ○

2 ○

3 ○

4 ○

5 ○

Sangat Setuju

23

Twitter provides a variety of choices or content according to needs *

Sangat Tidak Setuju

1 ◯

2 ◯

3 ◯

4 ◯

5 ◯

Sangat Setuju

Halaman 3 dari 4

Kembali   Berikutnya   Kosongkan formulir

24

Pilihan Ganda

Pilihlah jawaban yang benar!

Variable Critical Thinking (X1) *

1. To whom is the text aimed?

○ A. Crews of a train

○ B. Passengers who are on board

○ C. Ticket counter officers

○ D. People who are at the railway station

25

Visit beautiful Bali   *

Enjoy Bali's beautiful beaches! Visit the art city of Ubud! Stay in Asia's finest hotels! Buy beautiful souvenirs! See Mount Agung! ...and much more. We've got it all! Come and see the art shops, the temples, and the exotic dances. Come and try our restaurants.

Citra Tour contact: +6289545768989

2. It can be concluded from the text that...

○ A. People can buy lovely souvenirs on the beach of Bali

○ B. If someone is interested in Bali, she/he should call Citra tour

○ C. The people can see some beautiful beaches and Europe's finest hotel in Bali

○ D. There are many art shops, ancient temples, and modern dances on Bali's island

3. What will the readers probably do after *
reading the advertisement?

○ A. He/she will contact Citra tour for
more information

○ B. He/she will get another tour service
reference

○ C. He/she will save money to prepare to
visit Bali

○ D. He/she will consider visiting Bali
using the Citra tour

Hi, mom *

Jenita and I have just arrived in Bali in good condition. Guess what! Now, we together stay in a cozy hotel. The room is not big but lovely. The wall is cream so we feel warm inside. The curtains are arranged beautifully. The room is also completed with nice furniture, too. It has a sofa and a big TV set. Anyway, don't worry about us again, okay?

We always love you, mom.

Your beloved daughter,

Mirna

4. Based on the text above, what is the feeling of the writer's mother for her daughter's safety?

○ A. Affirmative

○ B. Delighted

○ C. Pleasant

○ D. Anxious

5. What is true about the hotel? *

○ A. It is full-size

○ B. It is small and uncomfortable

○ C. It has small rooms but beautiful

○ D. The rooms of the hotel are so chilly inside

To: Sandra   *

You won the English speech contest impressively. All contestants and audiences had high regard for your talent in conveying English speech and your perfect performance. Congratulations on your big success! Truthfully, you are astounding.

Love

Nabila

6. What did all contestants and audiences think highly of Sandra?

O   A. Her talent in conveying English speech and perfect performance

O   B. Her imperfect performance in the English speech contest

O   C. Her success in conducting the English contest.

O   D. Her respect for the audiences of the contest.

Variable Reading Skill (X2) *

Last summer, we decided to spend our vacation at the beach because the weather was very hot in the mountains. The travel agent said that traveling by bus was the cheapest way, but we went by plane because it was faster. We wanted to have more time to spend at the beach. The weather was beautiful and we had a great time.

1. We decided to go to the beach because —-.

○ A. It was cheaper than going to the mountains.

○ B. the travel agent said that it was the cheapest

○ C. of the hot weather in the mountains

○ D. we wanted to spend time at the beach

2. The bus was the —- way to travel. *

○ A. best

○ B. easiest

○ C. cheapest

○ D. slowest

31

Dear Melissa,   *

I hope you are well. Guess what! I am having a big party next week at my house and I am inviting all my close friends. The theme of the party is going to be Harry Potter, so all must dress accordingly. You would make a great witch! I need to let everyone know by Wednesday since I am throwing the party next Saturday. Sam is going to decorate the house and my mother is going to bake a cake and make lots of food. There is going to be music and dancing as well. John is going to be the DJ. You can stay over at my house. It's going to be great! I hope to see you then.

Love,

Sarah

3. What kind of organization is it?

○ A. It is a slumber party

○ B. It is a costume party

○ C. It is about making a cake

○ D. It is a dance party

32

Opera refers to a dramatic art form,   *
originating in Europe, in which the
emotional content is conveyed to the
audience as much through vocal and
instrumental music as it is through the
lyrics. By contrast, in musical theater an
actor's dramatic performance is primary,
and the music plays a lesser role. The
drama in opera is presented using the
primary elements of theater such as
scenery, costumes, and acting. However,
the words of the opera, or libretto, are
sung rather than spoken. The singers are
accompanied by a musical ensemble
ranging from a small instrumental
ensemble to a full symphonic orchestra.

4. We can understand from the reading
that —-.

○ A. people are captivated more by opera
than musical theatre

○ B. drama in opera is more important
than the music

○ C. orchestras in operas can vary
considerably in size

○ D. musical theatre relies above all on
music

33

5. It is pointed out in the reading that   *
opera —-.

○ A. has developed under the influence of
musical theatre

○ B. is a drama sung with the
accompaniment of an orchestra

○ C. is not a high-budget production

○ D. is often performed in Europe

6. It is stated in the reading that —-. *

○ A. acting and costumes are secondary
to music in musical theatre

○ B. many people find musical theatre
more captivating than opera

○ C. music in musical theatre is not as
important as it is in opera

○ D. an opera requires a huge orchestra as
well as a large choir

Dolphins are regarded as the friendliest   * creatures in the sea and stories of them helping drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that their society is more complex than people previously imagined. They look after other dolphins when they are ill, care for pregnant mothers, and protect the weakest in the community, as we do. Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing words. Could any of these mammals be more intelligent than man? Certainly, the most common argument in favor of man's superiority over them that we can kill them more easily than they can kill us is the least satisfactory. On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.

7. The fact that the writer of the passage thinks that we can kill dolphins more easily than they can kill us —-.

○ A. means that they are better adapted to their environment than we are

○ B. shows that dolphins have a very sophisticated form of communication

○ C. proves that dolphins are not the most intelligent species at sea

○ D. does not mean that we are superior to them

35

Naval architects never claim that a ship *
is unsinkable, but the sinking of the
passenger-and-car ferry Estonia in the
Baltic surely should have never
happened. It was well-designed and
carefully maintained. It carried the proper
number of lifeboats. It had been
thoroughly inspected on the day of its
fatal voyage. Yet hours later, Estonia
rolled over and sank in a cold, stormy
night. It went down so quickly that most
of those on board, caught in their dark,
flooding cabins, had no chance to save
themselves: Of those who managed to
scramble overboard, only 139 survived.
The rest died of hypothermia before the
rescuers could pluck them from the cold
sea. The final death toll amounted to 912
souls. However, there were an
unpleasant number of questions about
why Estonia sank and why so many
survivors were men in the prime of life,
while most of the dead were women,
children, and the elderly.
8. One can understand from the reading
that —-.

○ A. the lifesaving equipment did not work
well and lifeboats could not be lowered

○ B. design faults and incompetent crew
contributed to the sinking of the Estonia
ferry

○ C. 139 people managed to leave the
vessel but died in freezing water

○ D. most victims were trapped inside the
boat as they were in their cabins

Kembali   Kirim   Kosongkan

36

APPENDIX 6: SPSS Results of Normality and Linearity Tests

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CRITICAL THINKING	.172	30	.024	.933	30	.060
TWITTER USE	.101	30	.200*	.971	30	.564

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

UJI LINIERITAS SKALA CRITICAL THINKING DAN TWITTER USE

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
CRITICAL THINKING * TWITTER USE	30	100.0%	0	0.0%	30	100.0%

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
TWITTER USE * CRITICAL THINKING	Between Groups	(Combined)	437.455	5	87.491	1.274	.307
		Linearity	64.237	1	64.237	.935	.343
		Deviation from Linearity	373.218	4	93.304	1.359	.278
	Within Groups		1648.012	24	68.667		
	Total		2085.467	29			

Report

TWITTER USE

CRITICAL THINKING	Mean	N	Std. Deviation
17	54.00	1	.
33	58.50	2	16.263
50	61.33	6	5.645
66	51.00	10	9.752
83	53.71	7	7.135
100	55.25	4	4.573
Total	54.87	30	8.480

Measures of Association

	R	R Squared	Eta	Eta Squared
TWITTER USE * CRITICAL THINKING	-.176	.031	.458	.210

APPENDIX 7: SPSS Results of Hypothesis Testing

Correlations

		CRITICAL THINKING (X1)	TWITTER USE (Y)
CRITICAL THINKING (X1)	Pearson Correlation	1	.562**
	Sig. (2-tailed)		.001
	N	30	30
TWITTER USE (Y)	Pearson Correlation	.562**	1
	Sig. (2-tailed)	.001	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 8: The data result for critical thinking in comment section

← **Tweet**

COLLE OPFOLL | CEK PINNED ‼ ... · 16 Dec 22
🤖 Automated

[cm] guys, gimana sih caranya biar suka dan hobi membaca? Buat kalian yg hobinya membaca boleh diceritain gak awal mula kalian suka baca itu gimana? Atau ada tips n trick apa gitu biar suka baca 🙁
TIA

Bu, bukain Bu. Jojo udah openminded, Bu.

ıl 6,252   💬 17   ↻ 8   ♡ 68   ⤴

Sum
@bumercon

Replying to @collegemenfess
Kalau aku dlu coba baca buku yg seru nder kyk laskar pelangi, trus kepaksa pas skripsi yg mengharuskan baca atau enggak coba baca di portal mojok.co banyak bacaan informatif seru dan lucu

Translate Tweet

Tweet your reply   📷

41

←   **Tweet**

COLLE OPFOLL | CEK PINNED ‼ ... · 16 Dec 22   ⋮
🔊 Automated

[cm] guys, gimana sih caranya biar suka dan hobi membaca? Buat kalian yg hobinya membaca boleh diceritain gak awal mula kalian suka baca itu gimana? Atau ada tips n trick apa gitu biar suka baca 🙁 TIA

Bu, bukain Bu. Jojo udah openminded, Bu.

ıl. 6,250   💬 17   ⟲ 8   ♡ 68   ⤝

a;   ⋮
@or9il

Replying to @collegemenfess

coba baca buku yg kamu tertarik dulu. kalo gaada, coba ke perpus terus cari bacaan yg menurut kamu bagus, atau pinjem 1 buku asal ambil aja deh. aku dulu awalnya jg karena baca buku yg menurutku topiknya seru, sama lurking di perpus trs asal comot gitu yg berujung nemu hidden gem

Translate Tweet

10:17 · 16 Dec 22

Tweet your reply   📷

42

← Tweet

COLLE OPFOLL | CEK PINNED ‼️ ... · 16 Dec 22 ⋮
🤖 Automated

[cm] guys, gimana sih caranya biar suka dan hobi membaca? Buat kalian yg hobinya membaca boleh diceritain gak awal mula kalian suka baca itu gimana? Atau ada tips n trick apa gitu biar suka baca 😣 TIA

Bu, bukain Bu. Jojo udah openminded, Bu.

ıl 6,252   💬 17   ⟲ 8   ♡ 68   ⤴

Awl ⋮
@KawananPenembak

Replying to @collegemenfess

dulu baca cuma sekedar baca aja karena pernah liat penulisnya atau karyanya banyak dibahas jadi penasaran. terus makin kesini karena algoritma internet jadi sering terpapar konten yang bahas buku rasa penasaran makin bertambah jadi baca macem2 buku.

Translate Tweet

18:33 · 16 Dec 22

132 Views

💬   ⟲   ♡   ⤴

Awl @KawananPenembak · 16 Dec 22 ⋮
Replying to @KawananPenembak and @collegemenfess

yang penting baca sesuai mood aja gausah terlalu dipaksa nanti juga terbiasa sendiri. gaperlu berpatok sama membaca, bisa cari hobi lain kaya nonton film atau dokumenter yutub. stlh nonton dan tertarik pasti rasa penasaran itu muncul jadi pengen cari referensi sesuai yg ditonton

ıl 99   💬   ⟲   ♡   ⤴
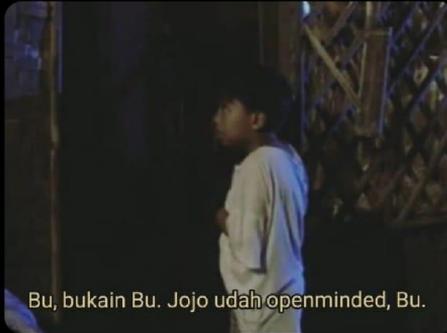
·

Tweet your reply   📷

43

Tweet

COLLE OPFOLL | CEK PINNED ‼️ ... · 16 Dec 22

🤖 Automated

[cm] guys, gimana sih caranya biar suka dan hobi membaca? Buat kalian yg hobinya membaca boleh diceritain gak awal mula kalian suka baca itu gimana? Atau ada tips n trick apa gitu biar suka baca 😞 TIA

Bu, bukain Bu. Jojo udah openminded, Bu.

📊 6,255   💬 17   🔁 8   ♡ 68   ⦠

.

@ametarasuairi

Replying to @collegemenfess

Pertama" lu harus temuin buku yg bener" bikin lu berkesan atau topik yg bikin lu penasaran, menurut gw dari situ bibitnya

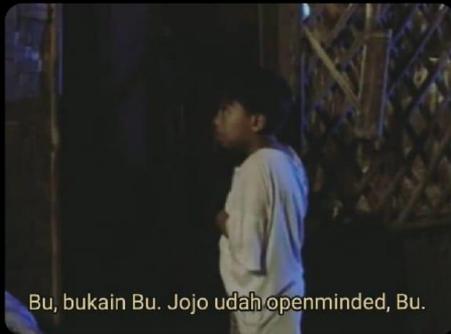Translate Tweet

18:38 · 16 Dec 22

27 Views
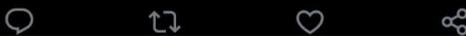
Tweet your reply

COLLE OPFOLL | CEK PINNED ‼️ ... · 16 Dec 22

🤖 Automated

[cm] guys, gimana sih caranya biar suka dan hobi membaca? Buat kalian yg hobinya membaca boleh diceritain gak awal mula kalian suka baca itu gimana? Atau ada tips n trick apa gitu biar suka baca 😣 TIA

Bu, bukain Bu. Jojo udah openminded, Bu.
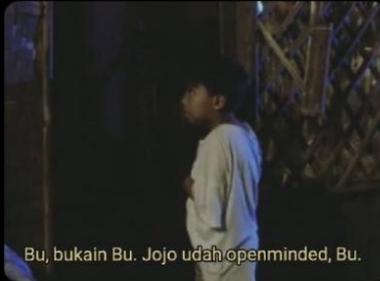
📊 6,255   💬 17   🔁 8   ♡ 68   ⋖°

affahiyah
@HestiPr15317757

Replying to @collegemenfess

Aku dulu awal' baca wp nderr terus lama' jadii suka bacanya dibuku novel,setelah beberapa kali baca novel aku tertarik nyoba baca buku karya ilmiah. Aku juga bacanya sesuai mood nder

Translate Tweet

19:10 · 16 Dec 22

48 Views

💬   🔁   ♡   ⋖°
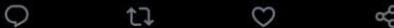
affahiyah @HestiPr15317757 · 16 Dec 22
Replying to @HestiPr15317757 and @collegemenfess
Pas kamu gabut nderr coba bacaa wp atau novel

📊 32   💬   🔁   ♡   ⋖°

Tweet your reply   📷

← Tweet

COLLE OPFOLL | CEK PINNED ‼ ... · 16 Dec 22 ⋮
🝏 Automated

[cm] guys, gimana sih caranya biar suka dan hobi membaca? Buat kalian yg hobinya membaca boleh diceritain gak awal mula kalian suka baca itu gimana? Atau ada tips n trick apa gitu biar suka baca 🙁 TIA

Bu, bukain Bu. Jojo udah openminded, Bu.
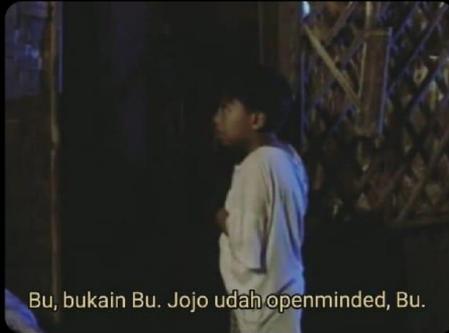
ıllı 6,257   💬 17   ↻ 8   ♡ 68   ⤙

sunpooch | k ia   ⋮
@kikiichocolate

Replying to @collegemenfess

Awal mula suka baca, dulu pas sma dituntut untuk baca novel terus dijadika resensi, selama tiga tahun itu. Jadi ya sampe sekarang jadi suka baca

Translate Tweet

18:42 · 16 Dec 22

39 Views

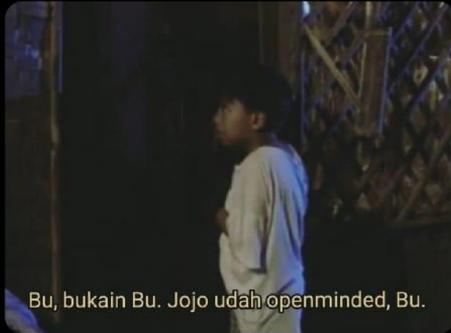Tweet your reply   📷

46

COLLE OPFOLL | CEK PINNED ‼️ ... · 16 Dec 22 ⋮
🤖 Automated

[cm] guys, gimana sih caranya biar suka dan hobi membaca? Buat kalian yg hobinya membaca boleh diceritain gak awal mula kalian suka baca itu gimana? Atau ada tips n trick apa gitu biar suka baca 😣 TIA

Bu, bukain Bu. Jojo udah openminded, Bu.
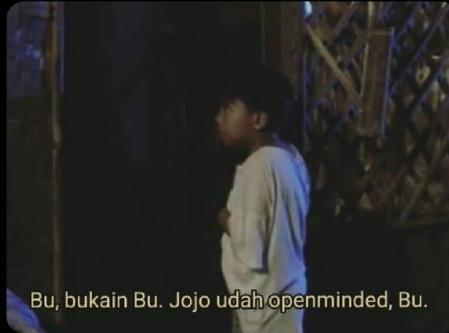
📊 6,257   💬 17   🔁 8   ♡ 68   ⤴

Bila 🐤 ⋮
@PokoknyaNabilla

Replying to @collegemenfess

Cari buku yang kamu sekiranya tertarik, nder. Terus luangin waktu sebentar aja setiap hari buat baca, tapi harus konsisten.

Translate Tweet

19:05 · 16 Dec 22

22 Views

Tweet your reply

COLLE OPFOLL | CEK PINNED ‼️ ... · 19 Sep 22

🤖 Automated

[cm] caranya ningkatin minat membaca tuh gimana sih? belum 5 menit baca dah bosen aja😖 hikd... thank you in advanced buat yg sdh reply🙏

📊   💬 13   🔁 6   ❤️ 29   ↗️

SyA
@jaeminmyaddict

Replying to @collegemenfess

baca saat kamu lagi senggang. jadi biasakan isi waktu luang dengan membaca. jangan paksakan buat melakukan banyak perubahan minat membaca, nanti lama-lama bosan. jalanin aja santai.

Translate Tweet

23:36 · 19 Sep 22

Tweet your reply

COLLE OPFOLL | CEK PINNED ‼️ ... · 19 Sep 22 ⋮
🤖 Automated

[cm] caranya ningkatin minat membaca tuh gimana sih? belum 5 menit baca dah bosen aja😴 hikd... thank you in advanced buat yg sdh reply🙏

📊   💬 13   🔁 6   🤍 29   ⤴️

Botol Minum🦩 ⋮
@rahmatdaily

Kamu harus tau dulu apa yang bikin kamu gk betah baca lama lama, habis itu cari solusinya. Intinya harus enjoy sih, percuma kalo dipaksain, bakal susah nyerap informasinya.

Translate Tweet

23:34 · 19 Sep 22

Tweet your reply

COLLE OPFOLL | CEK PINNED ‼️ ... · 19 Sep 22 ⋮
🔁 Automated

[cm] caranya ningkatin minat membaca tuh gimana sih? belum 5 menit baca dah bosen aja😫 hikd... thank you in advanced buat yg sdh reply🙏

📊   💬 13   🔁 6   ❤️ 29   ⤴️

NVMCAROLINE ⋮
@clawlesssscat

Replying to @collegemenfess

Jangan ikutin list bacaan orang lain, baca yg km minat dr awal, yg bkin km penasaran, apapun itu konteksnya, jangan baca yg tebel dulu gapapa kok wkwk jgn menyiksa diri sndiri, nnt ga ada 'fun' nya

Translate Tweet

23:46 · 19 Sep 22

Tweet your reply 📷

50

COLLE OPFOLL | CEK PINNED ‼️ ... · 19 Sep 22 ⋮
Automated

[cm] caranya ningkatin minat membaca tuh gimana sih? belum 5 menit baca dah bosen aja🙂 hikd... thank you in advanced buat yg sdh reply🙏

Hampir jam lima pagi.

Aku kembali ke kamarku, isi kepalaku dipenuhi suara jangkrik dan dengung tembakan. Di tempat tidur bagian bawah ranjang susunku, Audrey mendengkur pulas, suara dengkurannya membuatku ingin tidur pulas juga. Tapi kemudian aku naik ke ranjang atas, duduk menyilangkan kaki, dan menatap ke luar jendela. Pukul lima sudah lewat. Lalu pukul enam. Tepat pukul tujuh, Nenek terlihat keluar dan aku mengamatinya turun dan naik di terasnya, sekali-sekali menoleh memandang ke arah rumah kami di bukit. Kemudian terlihat Nenek dan Kakek masuk ke mobil mereka serta melaju ke jalan raya.

Sementara mobil itu menghilang dari pandanganku, aku turun dari ranjang dan menyantap semangkuk sereal yang diseduh dengan air. Di luar aku disambut kambing kepunyaan Luke, Kamikaze namanya, dia mengunyah kausku waktu aku berjalan ke arah lumbung. Aku melewati mobil-mobilan gokart yang dibangun Richard dari mesin pemotong rumput tua. Aku menyapa babi-babi di kandang, mengisi penuh palungan makanan mereka, dan membawa kuda-kuda milik Kakek ke rerumputan yang masih segar.

Setelah menyelesaikan tugas aku memanjat gerbong kereta untuk bisa melihat pemandangan yang luas di lembah. Dengan mudahnya aku terbawa angan-angan seakan-akan gerbong itu bergerak, melaju cepat menjauh, dan dalam sekejap lembah ini bisa lenyap dari pandanganku. Aku bisa berjam-jam lamanya menghabiskan waktu untuk berfantasi, tetapi hari ini angan-angan itu tidak mau bergulir. Aku menengok ke arah barat, memalingkan pandanganku dari padang rumput, dan menatap puncak bukit.

Sang Putri selalu terlihat paling terang pada musim sem...

📊   💬 13   🔁 6   ♡ 29   ⟨⟩

Ka   ⋮
@Heiokaa

Replying to @collegemenfess

kalo aku kayaknya cintai dulu bukunya. walaupun gak tau sebagian besar isi bukunya tentang apa, harus cinta dulu ke bukunya
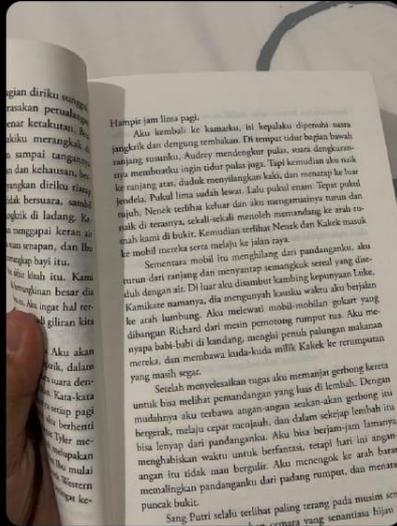
Translate Tweet

Tweet your reply 📷

COLLE OPFOLL | CEK PINNED ‼️ ... · 19 Sep 22

🤖 Automated

[cm] caranya ningkatin minat membaca tuh gimana sih? belum 5 menit baca dah bosen aja😣 hikd... thank you in advanced buat yg sdh reply🙏

📊   💬 13   🔁 6   ♡ 29   ⤴️

🐦 **bruh.**
@lvngrldn

Replying to @collegemenfess

pernah dikasih tauuu, jangan ngasih beban ke diri sendiri untuk wajiiiib selesein suatu buku, kalau bosen yauda gausah

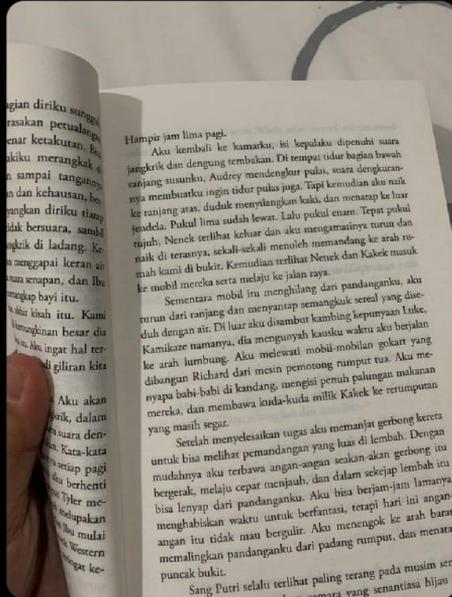Tweet your reply   📷

← Tweet

COLLE OPFOLL | CEK PINNED ‼️ ... · 19 Sep 22 ⋮
💀 Automated

[cm] caranya ningkatin minat membaca tuh gimana sih? belum 5 menit baca dah bosen aja🙂 hikd... thank you in advanced buat yg sdh reply🙏

📊   💬 13   🔁 6   ♡ 29   ↗

🌙 bruh. ⋮
@lvngrldn

Replying to @collegemenfess

pernah dikasih tauuu, jangan ngasih beban ke diri sendiri untuk wajiiiib selesein suatu buku, kalau bosen yauda gausah dilanjutin, jangan bikin kegiatan baca jadi sesuatu yg bikin boseen. buku kan supeeer banyak, jadi cari ulang sampai ketemu yang menariiik.

Translate Tweet

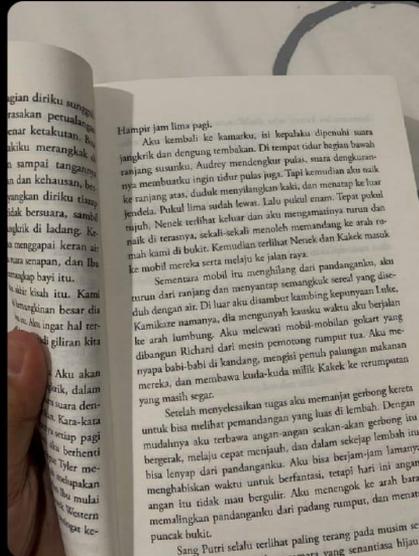23:34 · 19 Sep 22

Tweet your reply   📷

54

← Tweet

COLLE OPFOLL | CEK PINNED ‼ ... · 19 Sep 22 ⋮
🤖 Automated

[cm] caranya ningkatin minat membaca tuh gimana sih? belum 5 menit baca dah bosen aja😭 hikd... thank you in advanced buat yg sdh reply🙏

📊   💬 13   ↻ 6   ♡ 29   ↗

sla ⋮
@siatj_

Replying to @collegemenfess

Cari buku yg topik bahasannya emang diminati. Kalo suka novel genre nya apa. Kalo suka non fiksi bisa tentang isu atau self development atau gimana. Pokoknya apa yg menjadi hobimu itu tuangkan ke buku.
Kalo udah minat dan penasaran sama bukunya. Pasti bakal betah baca

Translate Tweet

Tweet your reply 📷

55

COLLE OPFOLL | CEK PINNED ‼️ ... · 19 Sep 22 ⋮
🤖 Automated

[cm] caranya ningkatin minat membaca tuh gimana sih? belum 5 menit baca dah bosen aja😳 hikd... thank you in advanced buat yg sdh reply🙏
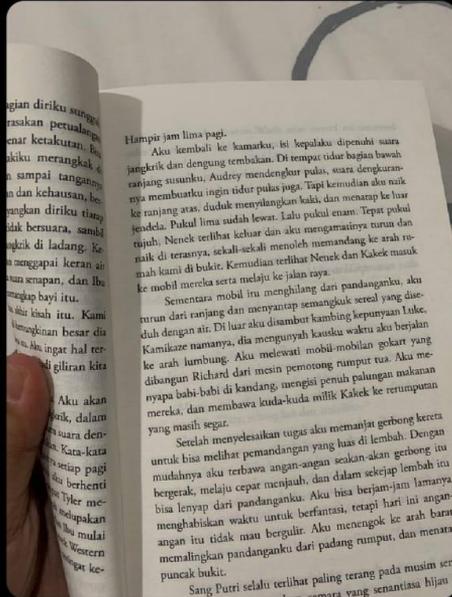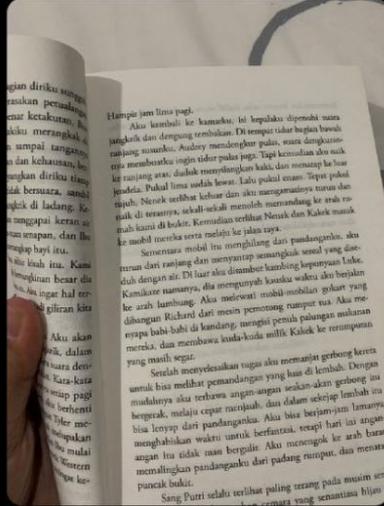

📊   💬 13   ↻ 6   ♡ 29   ⤴

.Sherly.   ⋮
@micuutomuz

Replying to @collegemenfess

Klo aku, pertama pilih bacaan yg menarik, yg bikin penasaran lanjutannya. Klo udah nemu part yg bikin penasaran, berjam² jg kuat 😅

Dulu aku baca novel the davinci code yg tebelnya kek kamus bisa tamat modal penasaran 😅

Translate Tweet

23:39 · 19 Sep 22

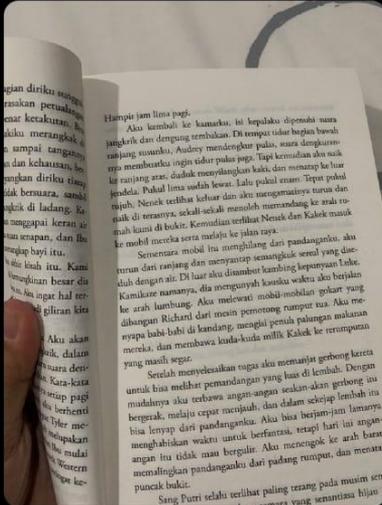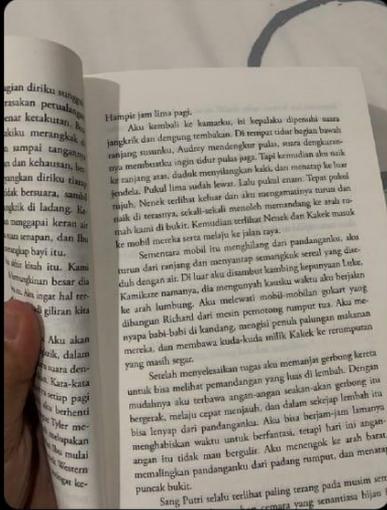Tweet your reply   📷

56

COLLE OPFOLL | CEK PINNED ‼️ ... · 19 Sep 22 ⋮

🤖 Automated

[cm] caranya ningkatin minat membaca tuh gimana sih? belum 5 menit baca dah bosen aja🙂 hikd...
thank you in advanced buat yg sdh reply🙏

📊   💬 13   🔁 6   ♡ 29   ↗
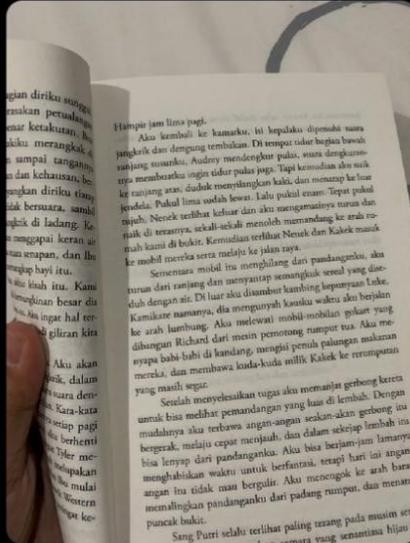
rian   ⋮
@recehuntukrian

Replying to @collegemenfess

Jauhin hp kalo engga nyalaiin do not distrub, soalnya kadang notif suka ganggu kalo lg baca buku. Niatnya cuman bales satu chat eh keterusan scroll-scroll yang lain.

Translate Tweet

23:32 · 19 Sep 22

Tweet your reply   📷

57

COLLE OPFOLL | CEK PINNED ‼️
@collegemenfess
🦝 Automated

[cm] menurut kalian kalau aku mau ngembangin minat membaca based on kurikulum merdeka itu nanti kan bikin kaya storybook atau textbook dll, nah kira^2 itu nanti isinya gimana ya

Translate Tweet

4:45 · 25 Nov 22

3 Likes

eh @KodokApiii · 25 Nov 22
Replying to @collegemenfess

Tergantung tujuan penyusunan nggak sih nder. Mengembangkan minat membacanya itu sbg apa, sebagai modul ajar atau sebagai buku suplemen? Fiksi atau non fiksi. Untuk fase berapa. Bakal beda2 isinya itu

1   1

58

← **Tweet**

COLLE OPFOLL | CEK PINNED ‼️ ... · 27 Nov 22 ⋮
🤖 Automated

[cm] guys tulung berikan aku tips utk membaca jurnal dengan cepat tapi tetep efektif:" any tips yg selama ini kalian terapkan dalam membaca jurnal. makasih yaaa<3

ılıl   💬 2   ⇄   ♡ 2   ⤺

caa 🐙   ⋮
@monocromc

Replying to @collegemenfess

kalau akuu, baca judul dulu (ofc) terus baca abstraksnya. kalo sekiranya sreg sama yang mau ku cari, baru aku langsung ke kesimpulan/hasil nya gitu. kalau suda yakin, baru aku baca intro and disscuss nya xixixi. agak memusingkan emg 😌🙏

Translate Tweet

14:12 · 27 Nov 22

💬   ⇄   ♡   ⤺

caa 🐙 @monocromc · 27 Nov 22   ⋮
Replying to @monocromc and @collegemenfess

ini kalau di ppt dosenku gini dulu

Reading a Scientific Paper - In Brief

1. Read the Abstract
2. Skim the Introduction
3. Skip the Methods for now
4. Read Results
5. Read Introduction
6. Read Discussion
7. Read Methods - If the methods has a high risk of bias, find a different article.

ılıl   💬   ⇄   ♡   ⤺

Tweet your reply   📷

59

COLLE OPFOLL | CEK PINNED ‼️ · 05 Dec 22

🕶️ Automated

[cm] bagi tips biar bisa rajin membaca dong, kak😔 aku tiap baca buku, jurnal, atau artikel gitu bawaannya males banget kenapa ya..

ılıl   💬 3   ↻   ♡ 3   ⤴

afi🔥
@fairnloveyouu

Replying to @collegemenfess

mulai dari bacaan yg emang kamu suka/ tertarik/penasaran.
kaya tiba2 kepikiran kenapa bisa ada sendok. cari jurnal sejarah sendok
ntar kalo emang udah biasa nyari tau hal2 receh pasti kebawa rajin baca2

Translate Tweet

15:21 · 05 Dec 22

COLLE OPFOLL | CEK PINNED ‼️ · 05 Dec 22

🔘 Automated

[cm] bagi tips biar bisa rajin membaca dong, kak😔 aku tiap baca buku, jurnal, atau artikel gitu bawaannya males banget kenapa ya..

📊   💬 3   🔁   ♡ 3   ⤳

أروم   **Arrum Yoanita Sari**
@ArrumYoanita

Replying to @collegemenfess

Tips nya harus DIPAKSAKAN

17:05 · 13 Dec 22

💬   🔁   ♡   ⤳

COLLE OPFOLL | CEK PINNED ‼ ... · 15 Nov 22

Automated

Spill buku yang menurutmu, "Mahasiswa kudu beli atau minimal baca buku ini." Lebih ke motivasi aja ya. Yang bindo aja ya, aku masih pemula kalo membaca hehehehe. Gabut di kosan soalnya heheh. [Cm]

2   7

nama boleh kosong
@Ruuangsambat

Replying to @collegemenfess

Buku "berbicara ada seninya" biar pinter ngomong, soalnya penting bgt keknya skill ngomong di kuliahan. Kamu punya ide, pinter, kreatif di otak tapi ngomongnya aaaa uuu aaa uuu, ya sama aja 0😭

Translate Tweet

16:02 · 15 Nov 22

62

COLLE OPFOLL | CEK PINNED ‼️ · 05 Dec 22

🕶️ Automated

[cm] bagi tips biar bisa rajin membaca dong, kak😔 aku tiap baca buku, jurnal, atau artikel gitu bawaannya males banget kenapa ya..

📊   💬 3   🔁   ♡ 3   🔗

jj's alter ego
@z4hee

Replying to @collegemenfess

Aku juga gitu nder, tapi mungkin salah satu caranya cari bacaan/topik yang menurut kamu menarik, soalnya aku kadang gak sengaja baca buku dsb yang menurut ku menarik itu bakal tiba-tiba ku telaah sampai habis, mulai aj dari pembahasnya yang ringan dan menarik, nanti terbiasa kok

Translate Tweet

15:31 · 05 Dec 22

63

ON – ENGLISHFESS
@englishfess_

Kira-kira kalau mau tes kemampuan membaca eng! Anak SMA bagusnya cara tes kayak gimana ya, bingung😭

Translate Tweet

21:17 · 05 Aug 22

1 Retweet **4** Likes

milkyway 🪐 @meelkiwei · 05 Aug 22
Replying to @englishfess_
1. Cek Pronunciation
2. Tanya ttg kontennya (main idea / using 5W1H)

64

ON – ENGLISHFESS
@englishfess_

Tips membaca puisi dalam bahasa inggris. Jujur aku masih rada medok hehe. Eng!

Translate Tweet

12:08 · 10 May 22

1 Retweet **3** Likes

nat | **Open Joki Tugas** @whosisdiz · 10 May 22
Replying to @englishfess_
kalo aku sambi ngehayal aja lgi di teater😭

ON – ENGLISHFESS @englishfess_ · 29 Aug 22

engask!
Gais kasih aku rekomendasi platform berita Indonesia yg disajikan dalam bahasa Inggris ya! Aku mau belajar dari membaca berita. Thanks.

4   7   18

``léa
@twistedlea

Replying to @englishfess_
nih @nuicemedia

21:24 · 29 Aug 22

APPENDIX 9: Respondent Data

TWITTER USE														JUMLAH	CRITICAL THINKING						JUMLAH	READING SKILL								JUMLAH
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14		Q1	Q2	Q3	Q4	Q5	Q6		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	
4	4	4	4	4	4	3	4	5	4	4	4	4	4	56	17	17	0	17	17	17	83	13	13	13	13	13	13	13	13	100
4	5	5	4	5	5	4	5	5	4	3	5	5	5	64	17	0	17	17	17	17	83	13	0	13	0	13	13	13	0	63
4	4	4	4	5	4	3	4	4	4	3	3	4	4	54	17	0	0	17	17	17	66	13	13	13	0	0	0	13	0	50
5	3	4	5	5	4	2	3	4	3	2	3	3	4	50	17	17	17	17	17	17	100	0	13	13	0	13	13	13	0	63
5	5	4	4	4	4	3	4	4	4	4	5	5	5	60	17	17	17	17	17	17	100	13	13	13	13	13	0	13	13	88
4	3	4	5	4	4	3	3	5	4	3	5	3	5	56	0	17	17	17	17	17	83	13	13	13	13	13	13	0	13	88
4	3	4	4	4	4	4	4	3	3	4	4	4	4	53	17	17	17	17	17	17	100	13	13	13	13	13	13	13	13	100
4	5	5	4	4	5	4	5	5	5	4	3	3	5	61	17	17	0	0	17	17	66	13	13	13	13	0	13	13	0	75
5	3	3	4	5	5	4	5	5	4	4	5	5	5	62	17	0	0	17	0	17	50	13	13	13	0	0	0	13	13	63
5	3	5	5	5	3	2	5	5	4	4	5	5	4	60	0	17	0	17	17	17	66	0	0	13	0	13	0	13	13	50
5	3	3	5	4	4	4	5	3	2	5	4	2	4	53	17	17	17	17	0	17	83	13	13	13	13	13	0	0	0	63
5	4	2	4	4	4	3	4	4	3	3	4	4	4	52	17	17	0	0	17	17	66	13	0	13	0	13	0	13	13	63
4	4	3	2	3	4	2	4	4	4	4	2	3	4	47	17	0	0	17	0	0	33	13	13	13	0	13	0	13	13	75
5	3	3	4	5	4	4	4	4	4	3	4	4	4	55	17	0	0	17	17	17	50	13	13	13	13	0	13	13	0	75
4	5	5	3	5	4	4	4	3	3	4	5	4	3	56	17	0	0	0	17	17	50	13	13	13	0	0	0	0	0	38
5	5	5	5	5	5	5	5	5	5	5	5	5	5	70	17	0	17	17	17	17	83	13	13	13	13	13	13	13	13	100
5	5	1	1	1	1	3	5	4	5	1	1	1	1	35	17	0	0	0	0	17	33	0	0	0	0	0	13	0	0	13
1	5	2	5	2	5	5	3	5	4	5	4	5	3	54	0	0	0	17	17	0	33	13	13	0	0	0	13	13	13	63
4	4	3	3	5	4	3	3	4	4	4	3	4	4	52	0	17	0	17	0	17	50	13	13	13	0	0	0	0	0	38
3	3	5	5	5	5	3	5	5	2	3	4	3	3	54	0	17	0	0	17	17	50	0	13	13	0	13	13	13	0	63
5	5	5	5	5	4	4	5	5	4	4	4	5	4	64	17	17	17	17	0	17	83	13	13	13	13	13	13	0	13	88
2	3	2	3	4	3	3	3	3	4	4	4	3	2	43	17	17	0	0	17	17	66	13	13	0	0	13	0	0	13	50
4	4	2	4	5	5	2	4	4	4	5	4	5	5	57	17	0	0	17	17	17	66	13	13	0	13	13	13	13	13	88
5	5	4	4	5	3	2	5	3	3	5	4	4	5	57	0	17	0	17	17	17	66	13	0	13	13	13	13	13	0	75
5	5	5	5	5	3	5	5	4	5	4	4	5	5	65	0	0	17	0	17	17	50	13	13	13	0	13	0	13	0	63
4	4	5	4	4	5	5	5	5	4	5	4	4	5	63	0	17	17	17	17	17	83	13	13	0	13	13	0	13	13	75
5	4	4	4	5	4	4	5	5	4	3	5	4	4	61	0	17	17	17	17	17	83	13	13	13	0	13	0	13	13	75
1	3	5	3	5	4	3	5	5	4	5	5	2	4	54	17	0	17	0	17	0	50	0	13	13	0	13	13	13	13	75
5	4	5	4	5	5	5	5	5	4	5	4	5	5	66	17	17	17	17	17	17	100	13	13	13	13	13	0	13	13	88
2	5	5	3	4	4	1	5	5	4	3	3	3	4	51	17	0	0	17	17	17	66	0	13	13	13	13	13	0	0	63

CURRICULUM VITAE

A. Personal Identity

1.	Name	:	Shofiyatun Ni'mah
2.	Place and Date Birth	:	Jepara, 28 December 1998
3	Address	:	Bangsri RT03/RW09, Bangsri, Jepara
4.	Telephone	:	089-532-744-9636
5.	E-mail	:	Shofiyatunnimah3@gmail.com

B. Educational Background

1. Formal Education

   a. Walisongo Islamic State University Semarang
   (2018-now)

   b. Senior High School of MA Salafiyah Kajen Pati
   (2014-2017)

   c. Junior High School of MTsN 1 Jepara
   (2011-2014)

   d. Primary School of MI Hasyim Asy'ari Bangsri
   (2004-2011)

   e. Kindergarten of TK Trbiyatul Athfal 1 Wedelan
   2002-2004)

2. Non-formal Education

   a. Islamic Boarding School of At-Thohiriyyah Bawu
   (2011-2014)

   b. Islamic Boarding School of PP. RIMA Al-Amin
   (2014-2017)