

**THE INTEGRATION OF CRITICAL AND CREATIVE THINKING IN  
ENGLISH ASSESSMENT OF VOCATIONAL HIGH SCHOOL**



*Mencerdaskan dan  
Memantabatkan Bangsa*

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***A Skripsi in Partial Fulfillment of the Requirements for the Degree of Sarjana  
Pendidikan***

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI JAKARTA  
2023**

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## ABSTRACT

**Desya Putri Ramadina.** 2023. *The Integration of Critical and Creative Thinking in English Assessment of Vocational High School.* Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

This study aimed to describe the aspects of critical and creative thinking skills in the English assessment tasks of Vocational High School. This study used a descriptive qualitative with deductive content analysis research method in analyzing 36 English assessment tasks in X grades of three State Vocational High Schools in East Jakarta. To measure the integration of critical and creative thinking in English assessment, this study used six indicators of critical thinking including interpretation, analysis, evaluation, inference, explanation, and self-regulation, and four indicators of creative thinking including fluency, flexibility, originality, and elaboration. The results of this study found that the English assessment tasks of tenth-grade Vocational High Schools analyzed contained six aspects of critical thinking skills —*interpretation, analysis, evaluation, inference, explanation, and self-regulation*— and three aspects of creative thinking skills —*fluency, flexibility, and originality*—. However, the *elaboration* aspect of creative thinking is not integrated in the assessment analyzed. The dominant aspect of critical thinking skills integrated is interpretation. Meanwhile, the dominant aspect of creative thinking skills is fluency.

**Keywords:** *Critical Thinking, Creative Thinking, Assessment*

## ABSTRAK

**Desya Putri Ramadina.** 2023. *The Integration of Critical and Creative Thinking in English Assessment of Vocational High School*. Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk mendeskripsikan aspek-aspek kemampuan berpikir kritis dan kreatif dalam tugas penilaian bahasa Inggris Sekolah Menengah Kejuruan. Penelitian ini menggunakan metode penelitian kualitatif deskriptif dengan analisis isi deduktif dalam menganalisis 36 tugas penilaian bahasa Inggris di kelas X dari tiga sekolah menengah kejuruan negeri di Jakarta Timur. Untuk mengukur integrasi berpikir kritis dan kreatif dalam penilaian bahasa Inggris, penelitian ini menggunakan enam indikator berpikir kritis meliputi: interpretasi, analisis, evaluasi, inferensi, penjelasan, pengaturan diri, dan empat indikator berpikir kreatif meliputi: kelancaran, fleksibilitas, orisinalitas, dan elaborasi. Hasil penelitian ini menemukan bahwa tugas penilaian bahasa Inggris kelas sepuluh SMK yang dianalisis mengandung enam aspek kemampuan berpikir kritis —*interpretasi, analisis, evaluasi, inferensi, penjelasan, dan pengaturan diri*— dan tiga aspek kemampuan berpikir kreatif —*kelancaran, fleksibilitas and orisinalitas*—. Namun, aspek elaborasi dari kemampuan berpikir kreatif tidak terintegrasi dalam penilaian yang dianalisis. Aspek dominan dari kemampuan berpikir kritis yang terintegrasi adalah interpretasi. Sementara untuk aspek dominan dari keterampilan berpikir kreatif adalah kelancaran.

**Kata Kunci:** *Berpikir Kritis, Berpikir Kreatif, Penilaian*

## ACKNOWLEDGEMENT

All praise and gratitude to Allah SWT, prayers, and greetings may be poured out to His Majesty the Prophet Muhammad SAW and his family, and friends of Muslims. By His grace, the researcher can complete the thesis entitled “*The Integration of Critical and Creative Thinking in English Assessment of Vocational High School*”

I would like to express my gratitude and respect to the following people for their help and support me in completing this thesis:

1. My parents, Neni Lestiani and Sirojudin, and my sister, Denia Ameilia S.I.Kom, which is the best support system of my life. Thank you for all the support, attention, and affection during my educational journey.
2. My thesis advisors, Dr. Hanip Pujiati and Dr. Sri Sulastini, M.A, for the guidance, feedback, and patience which greatly helped the researcher in correcting shortcomings and errors during completing this thesis.
3. My thesis examiners, Imas Wahyu Agustina, M.Pd. and Dr. Sri Sumarni, M.Pd, for the feedback and guidance during the thesis defense and has helped me improve my thesis and has helped me revise my thesis.
4. All lecturers of the English language education study program for the knowledge and learning experiences that have been given to the researcher throughout the bachelor education journey.
5. To Sri, Zahra, April, and Insan who always help, support, listen, and give input to each other while working on this thesis.
6. Friends of *PKM*, who always support and motivate each other.
7. *ELESP* seniors, Vikasari Kamalia, S.Pd and Rizki Sukmatanti, S. Pd, who have been willing to help and provide feedback on the researcher's thesis.
8. Friends of the class of 2019 who always help and support each other during the bachelor education journey.

The researcher realizes that this thesis is not very perfect, but the researcher hopes that the results of this research can be useful. Lastly, I would like to thank you for the contribution and support given by all parties.

Jakarta, August 08, 2023

Desya Putri Ramadina

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