APPENDICES

1. pre-observation permit

UNIVERSITAS MUHAMMADIYAH TANGERANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
BERDASARKAN SK MENTERI PENDIDIKAN NASIONAL RI. NO. 109/D/0/2009

Jl. Perintis Kemerdekaan I/33 Cikokol - Kota Tangerang Tlp/Fax : (021) 553 9532 Website: fkip-umt.ac.id

Nomor : 2122/REK/III.3.AU/FKIP/F/2024
Lampiran : -
Perihal : Permohonan Izin Observasi Awal

Kepada Yth.
Pimpinan
UNIVERSITAS MUHAMMADIYAH TANGERANG
Di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka observasi awal untuk membuat proposal penelitian tugas akhir/skripsi dimohonkan untuk memberi ijin kepada mahasiswa,

Nama : **DZIHNI KHAIRINA TAMAMI**
NIM : 2088203056
Program Studi : Pendidikan Bahasa Inggris

agar dapat mengadakan Observasi Awal untuk proposal penelitian tugas akhir/skripsi yang berjudul:

"THE CORRELATION BETWEEN UNIVERSITY STUDENTS'
PERCEPTION ON CHAT-GPT PLATFORM AND THEIR
CRITICAL THINKING"

Demikian surat permohonan observasi awal ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Nasrun Minallah Wafathun Qaarib.
Wassalamu'alaikum Wr. Wb.

Tangerang, 10 Juni 2024
Wakil Dekan I,

Dr. Ikhfi Imaniah, M.Pd
NBM. 109 4923

2. Data collection permit

UNIVERSITAS MUHAMMADIYAH TANGERANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
BERDASARKAN SK MENTERI PENDIDIKAN NASIONAL RI. NO. 109/D/0/2009

Jl. Perintis Kemerdekaan I/33 Cikokol - Kota Tangerang Tlp/Fax : (021) 553 9532 Website: fkip-umt.ac.id

Nomor : 2123/REK/III.3.AU/FKIP/F/2024
Lampiran : -
Perihal : Permohonan Izin Penelitian (Pengambilan Data)

Kepada
Yth. **Bapak/Ibu Kepala Sekolah**
UNIVERSITAS MUHAMMADIYAH TANGERANG
Di Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penelitian untuk menyelesaikan tugas akhir/skripsi dimohonkan untuk memberi ijin kepada mahasiswa,

 Nama : **DZIHNI KHAIRINA TAMAMI**
 NIM : 2088203056
 Program Studi : Pendidikan Bahasa Inggris

agar dapat mengadakan Penelitian Pengambilan Data untuk tugas akhir/skripsi yang berjudul:

 "*UNIVERSITAS MUHAMMADIYAH TANGERANG*"

Demikian surat permohonan penelitian ini disampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

Nasrun Minallah Wafathun Qaarib.
Wassalamu'alaikum Wr. Wb.

Tangerang, 10 Juni 2024
Wakil Dekan I,

Dr. Ikhfi Imaniah, M.Pd
NBM. 109 4923

3. advisor designation

UNIVERSITAS MUHAMMADIYAH TANGERANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
BERDASARKAN SK MENTERI PENDIDIKAN NASIONAL RI NO. 109/D/0/2009

Jl. Perintis Kemerdekaan 1/33 Cikokol - Kota Tangerang Tlp/Fax : (021) 553 9532 Website: fkip-umt.ac.id

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH TANGERANG
NOMOR 001/KEP/FKIP/IX/2023

Tentang

PENGANGKATAN DOSEN PEMBIMBING PENULISAN SKRIPSI
TAHUN AKADEMIK 2023/2024

Bismillahirrahmaanirrahiim,

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Tangerang, setelah:

Menimbang	:	1.	Bahwa untuk kelancaran penulisan skripsi yang akan dilakukan oleh mahasiswa, perlu ditunjuk Dosen Pembimbing Skripsi I dan II.
		2.	Bahwa untuk keperluan dimaksud dipandang perlu ditetapkan dengan keputusan Dekan.
Mengingat	:	1.	Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional;
		2.	Undang-Undang Nomor 12 Tahun 2012 Tentang Perguruan Tinggi;
		3.	Peraturan Pemerintah Nomor 4 Tahun 2014 Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		4.	Peraturan Pemerintah Nomor 57 Tahun 2021 Tentang Standar Nasional Pendidikan;
		5.	Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi;
		6.	Pedoman PP Muhammadiyah Nomor 01/PTM/I.0/B/2012 Tentang Majlis Pendidikan Tinggi;
		7.	Pedoman PP Muhammadiyah Nomor 02/PED/I.0/B/2012 Tentang Perguruan Tinggi Muhammadiyah;
		8.	Ketentuan Majlis Dikti PP Muhammadiyah Nomor 178/KET/I.3/D/2012 Tentang Penjabaran Pedoman PP Muhammadiyah.
Memperhatikan	:	1.	Kualitas Sumber Daya Manusia di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Tangerang.
		2.	Hasil rapat pimpinan Fakultas dan Program Studi pada tanggal 6 Juni 2023.

MEMUTUSKAN

| Menetapkan | : |
| Pertama | : Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Tangerang nomor 001/KEP/FKIP/IX/2023 Tentang Pengangkatan Dosen Pembimbing Penulisan Skripsi Tahun Akademik 2023/2024. |

UNIVERSITAS MUHAMMADIYAH TANGERANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
BERDASARKAN SK MENTERI PENDIDIKAN NASIONAL RI NO. 199/D/9/2009

Jl. Perintis Kemerdekaan I/33 Cikokol - Kota Tangerang Tlp/Fax : (021) 553 9532 Website: fkip-umt.ac.id

Kedua : Menunjuk dan menugaskan kepada:
1. Nama : M. Abduh Al-Manar, M.Pd.
   NBM : 122 8292
   Sebagai Dosen Pembimbing I
2. Nama : Abdul Rohim, M.Pd.
   NBM : 121 4344
   Sebagai Dosen Pembimbing II
Untuk membimbing penulisan skripsi mahasiswa:

Nama : DZIHNI KHAIRINA TAMAMI
NIM : 2088203056
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : THE CORRELATION BETWEEN UNIVERSITY STUDENTS' PERCEPTION ON CHAT-GPT PLATFORM AND THEIR CRICITAL THINKING

Ketiga : Dosen Pembimbing I dan Pembimbing II bertugas membimbing penulisan skripsi sesuai dengan kaidah penelitian dan pedoman penulisan skripsi Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Tangerang.

Keempat : Biaya yang dikeluarkan adanya keputusan ini dibebankan pada anggaran penulisan skripsi Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Tangerang Tahun Akademik 2023/2024.

Kelima : Keputusan ini berlaku sejak tanggal ditetapkan sampai ada keputusan lain yang merubahnya, dengan ketentuan akan diadakan perbaikan apabila dikemudian hari terdapat kekeliruan didalamnya.

Demikianlah surat keputusan ini dibuat untuk dilaksanakan dengan sebaik-baiknya.

Ditetapkan di : Tangerang
Pada Tanggal : 19 Safar 1445 H
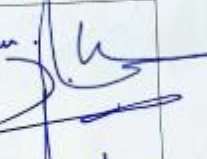4 September 2023 M

Dekan Fakultas Keguruan dan Ilmu Pendidikan,
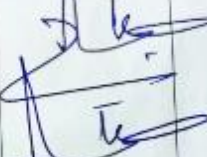
Sumiyani, M.Pd.
NBM. 819886

4. guidance appointment notes

UNIVERSITAS MUHAMMADIYAH TANGERANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JURNAL BIMBINGAN SKRIPSI

JUDUL SKRIPSI : The Correlation between University Students' Perception on CHAT- GPT Platform and their Critical thinking

Nama Mahasiswa : Dzihni khairina Tamami

NPM : 122 8292

Dosen Pembimbing : M. Abduh Al- Manar, M. pd.

NO.	Tanggal	Materi Bimbingan	Kesimpulan Bimbingan	Tanda Tangan Pembimbing
1	13/10 23	chapter I	Do pro - observation	
2.	20/10 23	chapter	Add more data for your pro-obsn.	
3.	27/10 23	chapter I	Revise the title variable.	
4.	3/11 23	chapter I	ACC = Read grand theory of perception	

fkip

NO.	Tanggal	Materi Bimbingan	Kesimpulan Bimbingan	Tanda Tangan Pembimbing
5.	10/10 23	chapter 2	Seat for mots Relevant Study.	
6.	1/12 23	chapter 2 Acc.	Go to chapter 3. Adjust for Questionnaire. "Adopted" from persona Rosa	
7.	8/12 23	chapter 3	➝ Bug the article!	
8.	15/12 23	chapter 3 Acc.	finish the instrument with us. San -	
9.	8/3 24	chapter 4&5	See for notes	
10	5/3 24	chapter 4.	Discussion & Conclusion result	
11	17/5 24	chapter 4	- Resume chapter iv, to window theory. ➝ Interpretation ➝ further research suggestion.	

UNIVERSITAS MUHAMMADIYAH TANGERANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JURNAL BIMBINGAN SKRIPSI

JUDUL SKRIPSI : The correlation between university students' Perception on ChatGPT Platform and their Critical thinking

Nama Mahasiswa : Dzihni Khairina Tamami

NPM : 122 8292

Dosen Pembimbing : M. Abduh Al-Manar, M. Pd.

NO.	Tanggal	Materi Bimbingan	Kesimpulan Bimbingan	Tanda Tangan Pembimbing
12.	28/5 24	chapter iv	See the notes from the paper	
13.	7/6 24	chapter iv - v	Good on your presentation!	

UNIVERSITAS MUHAMMADIYAH TANGERANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

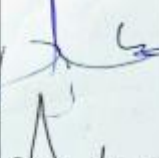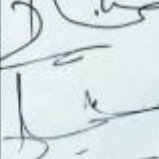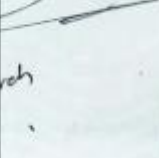**JURNAL BIMBINGAN SKRIPSI**

JUDUL SKRIPSI: The Correlation between University Students' Perception on Chat-GPT Platform and their Critical thinking

Nama Mahasiswa : Dzihni khairina Tamami

NPM : 1214344

Dosen Pembimbing : Abdul Rohim, M.Pd.

NO.	Tanggal	Materi Bimbingan	Kesimpulan Bimbingan	Tanda Tangan Pembimbing
1	2 Okt	Pendahuluan	Siap Bab I	
2	13 Okt	Bab 1	Revisi	
3	19 Okt	Bab 1	Lanjut chapter II	
4	27 Oct	chapter II	Revisi	
5	02 Nov	Chapter II	Lanjut III	
6	09 Nov	chapter II	Revisi	
7	30 Nov	Chapter III	Instrument Quest dan Test	
8	14 Des	chapter I-II	Ujian Proposal acc	
9	15 Feb	Chapter IV	Form lengkap deskripsi data	
10	06 Mart	chapte IV	masih deskripsi data	

fkip

NO.	Tanggal	Materi Bimbingan	Kesimpulan Bimbingan	Tanda Tangan Pembimbing
11	10/06 2024	Chapter 1 - V	Acc Sidang Skripi dan lengkapi Barkas Semua terkait Sidang Skripi	

5. instrument validation

Aspect	Criteria	Scale				
		1	2	3	4	5
Content validity	The instrument used is in accordance with the student's perception					
	The instrument used in accordance with the student's critical thinking.					
	The instrument used in accordance with the indicators				✔	

Likert Scale

Scale	Description
1	Not very Relevant
2	Not Relevant
3	Neutral
4	Relevant
5	Very Relevant

In accordance with Likert Scale, I as Professional Validator, hereby states that the instrument is *) **Valid/Not Valid** to be used in the research.

Tangerang, 20 December 2023
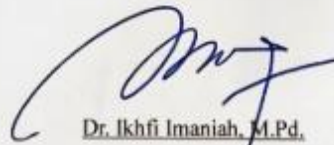
Validator

Dr. Ikhfi Imaniah, M.Pd.

NBM: 1094923

Validity of Research Instrument Approval

Aspect	Criteria	Scale				
		1	2	3	4	5
Content validity	The instrument used is in accordance with the student's perception					
	The instrument used in accordance with the student's critical thinking.					
	The instrument used in accordance with the indicators				✓	

Likert Scale

Scale	Description
1	Not very Relevant
2	Not Relevant
3	Neutral
4	Relevant
5	Very Relevant

In accordance with Likert Scale, I as Professional Validator, hereby states that the instrument is *) **Valid/Not Valid** to be used in the research.

Tangerang, 20 December 2023

Validator

Dr. Ikhfi Imaniah, M.Pd.

NBM: 1094923

6. mini-thesis proposal seminar approval sheet

APPROVAL SHEET

Name   : Dzihni Khairina Tamami

Student ID Number   : 2088203056

Study Program   : English Education Study Program

Thesis Title   : THE CORRELATION BETWEEN UNIVERSITY
                                STUDENTS' PERCEPTION ON CHAT-GPT
                                PLATFORM AND THEIR CRITICAL THINKING

This research proposal has been approved by the advisor team to follow the mini-thesis seminar.

Tangerang, 5 January 2024

Advisor Team: Signature

Advisor I

M. Abduh Al-Manar, M.Pd.
NBM. 122 8292

Advisor II

Abdul Rohim, M.Pd.
NBM. 121 4344

Head of English Education Study Program

Yudhie Indra Gunawan, M.Pd
NBM. 114 6134

7. record of approval

BERITA ACARA
PELAKSANAAN SEMINAR PROPOSAL SKRIPSI

Pada hari ini, Selasa tanggal 16 Januari 2024 pukul 09.45 bertempat di Fakultas Keguruan dan Ilmu Pendidikan Universitas, telah diselenggarakan Seminar Proposal Skripsi terhadap mahasiswa:

Nama	:	**Dzihni Khairina Tamami**
NIM	:	**2088203056**
Program Studi	:	**S1 – Pendidikan Bahasa Inggris**
Judul Proposal Skripsi	:	**THE CORRELATION BETWEEN UNIVERSITY STUDENTS' PERCEPTION ON CHAT-GPT PLATFORM AND THEIR CRITICAL THINKING**

Dengan tim penguji:

1. Dr. Ikhfi Imaniah, M.Pd.   (Penguji 1)
2. M. Abduh Al-Manar, M.Pd.   (Penguji 2)

Tim penguji memutuskan proposal skripsi mahasiswa yang bersangkutan dinyatakan:

[✓] Diterima dan siap dilaksanakan penelitian
[   ] Diterima dengan revisi, tanpa perlu seminar ulang
[   ] Diterima dengan revisi dan wajib melaksanakan seminar ulang
[   ] Tidak diterima

catatan:

Ujian berjalan dengan lancar dan mahasiswa dapat menjawab pertanyaan dengan baik.

Demikianlah berita acara pelaksanaan seminar proposal skripsi ini dibuat, untuk dipergunakan sebagaimana mestinya.

Tim Penguji,

Penguji 1

Dr. Ikhfi Imaniah, M.Pd.
NBM. 1094923

Penguji 2

M. Abduh Al-Manar, M.Pd.
NBM. 122 8292

Mengetahui,
Ketua Program Studi

Yudhie Indra Gunawan, M.Pd
NBM. 1146134

8. critical thinking test questions

Critical thinking assessment adapted from (Glaser & Watson, 2015) **&** (Imaniah, 2022)

INFERENCE

Statement 1 :
Although it is agreed that China is rapidly modernizing its army, there is some doubt surrounding the exact amount it is spending. The research institute 'PIPPI', submits that the annual Chinese defense spending has risen from almost $31 billion in 2000 to over $120 billion in 2010. This figure is almost double the official figure published by the Chinese government, who fail to include other areas such as research and development in the official figure each year. In 2010, the United States government spent around $400 billion on military defense. Based on the current level of military growth, statistics suggest that China's defense spending could overtake America's by 2030. In addition to military spending, China's army continues to enjoy the largest number of people within the ranks of its army than any other country.

1. Inference 1: The official figures published by the Chinese government in relation to their military spending are thought to be misleading.

   o True
   o Probably True
   o More Information Required
   o Probably False
   o False

2. Inference 2: It is known that the Chinese government leaves areas such as 'research' and 'development from their official figures, however, this would also suggest that other areas of spending are also omitted from the official figure.

   o True
   o Probably True
   o More Information Required
   o Probably False
   o False

3. Inference 3: The Chinese government omits several key areas from its official spending figures, in areas such as military spending, agriculture, human rights and law.

   o True
   o Probably True
   o More Information Required

- o Probably False
- o False

4. Inference 5: In 2010 the United States of America spent less on its military defenses than the Chinese government.

   - o True
   - o Probably True
   - o More Information Required
   - o Probably False
   - o False

Statement 2 :

Turkey is a surprising addition to the list of rapidly developing economies; with a GDP increase of 8.5% in the year 2011 alone. However, such rapid growth leaves worries regarding possible side-effects. For instance, in 2011 Turkey's rate of inflation was well above that of its peers. Secondly, there is increasing concern regarding Turkey's growing dependency on foreign capital. A large portion of the Turkish banking system is part-owned by banks within the Eurozone. As the single currency falters, such a dependency raises questions about the stability of Turkish growth.

5. Inference 1: There are concerns that Turkey's development is at risk of faltering in the years after 2011.

   - o True
   - o Probably True
   - o More Information Required
   - o Probably False
   - o False

6. Inference 2: As Turkish banks are part-owned by those in the Eurozone, they may suffer if the European banks face financial difficulty.

   - o True
   - o Probably True
   - o More Information Required
   - o Probably False
   - o False

7. Inference 4: Turkish banks are part owned by European banks as this provides greater economic links with the Eurozone, helping their ascension into the European Union.

   - o True
   - o Probably True

o   More Information Required
   o   Probably False
   o   False

8. Inference 5: The Turkish economy was surprisingly stagnant in 2011.

   o   True
   o   Probably True
   o   More Information Required
   o   Probably False
   o   False

ASSUMPTION

Statement 1 :
Monarchic nations, i.e. those with royal families, differ from republican nations in several ways. An example of this difference is that citizens of monarchic nations pay more tax than citizens of republican nations.

9. Assumption 1: The governments of monarchic nations are responsible for setting tax rates on their citizens.

   o   Assumption Made
   o   Assumption Not Made

10. Assumption 2: Republican nations do not have a royal family.

   o   Assumption Made
   o   Assumption Not Made

11. Assumption 3: The only types of nation are monarchic and republican.

o   Assumption Made
o   Assumption Not Made

12. Assumption 4: A monarchic nation cannot be a republican nation.

o   Assumption Made
o   Assumption Not Made

Statement 2 :
Chilean students were right in 2012 to stage protests demanding that university education in Chile should be made free.

13. Assumption 1: Some Universities outside of Chile are free.

o Assumption Made
o Assumption Not Made

14. Assumption 2: Staging protests will influence the costs of Chilean university education.

o Assumption Made
o Assumption Not Made

15. Assumption 3: Chilean students cannot afford to pay fees for university education.

o Assumption Made
o Assumption Not Made

16. Assumption 4: Chilean students want to attend university.

o Assumption Made
o Assumption Not Made

DEDUCTION

Statement 1 :
Sarah owns a new company. New companies are more likely to fail than well-established companies. Therefore:

17. Conclusion One: Sarah's company will fail.

o Conclusion Follows
o Conclusion Does Not Follow

18. Conclusion two: Well-established companies are more likely to succeed than new companies.

o Conclusion Follows
o Conclusion Does Not Follow

19. Conclusion three: Sarah's company is more likely to fail than a well-established company.

o Conclusion Follows
o Conclusion Does Not Follow

Statement 2: Statistics have shown that companies selling baked goods, such as cakes and pastries, are more likely to be successful if they are advertised as French or Belgian. Therefore:

20. Conclusion One: French and Belgian products are more expensive.

    o   Conclusion Follows
    o   Conclusion Does Not Follow

21. Conclusion Two: French and Belgian baked goods must taste better.

    o   Conclusion Follows
    o   Conclusion Does Not Follow

22. Conclusion Three: It is a sound business model to advertise baked goods as "French" or "Belgian" as this is more likely to result in successful sales.

    o   Conclusion Follows
    o   Conclusion Does Not Follow

Statement 3:
May 2012 had the highest level of rainfall on record for the preceding fifty years. Predictions of rainfall are rarely accurate. Therefore:

23. Conclusion One: It rained more than expected in May 2012.

    o   Conclusion Follows
    o   Conclusion Does Not Follow

24. Conclusion Two: The rainfall in May 2012 was greater than in May 2011.

    o   Conclusion Follows
    o   Conclusion Does Not Follow

INTERPRETING INFORMATION

Statement 1 :
The British National Library has the largest collection of publicly-owned books in the United Kingdom. Therefore:

25. Conclusion One: There might be a larger collection of books in the United Kingdom.

    o   Conclusion Follows
    o   Conclusion Does Not Follow

26. Conclusion Two: There might be a larger collection of publicly-owned books in the United Kingdom.

- o Conclusion Follows
- o Conclusion Does Not Follow

27. Conclusion Three: The British National Library is in the United Kingdom

- o Conclusion Follows
- o Conclusion Does Not Follow

Statement 2 :
People with a master's degree in business administration (MBA) earn an income on average 70% higher than people with just an undergraduate degree. MBA students from top business schools earn an income on average 50% higher than the average income of people with MBAS.

28. Conclusion One: If a person obtains an MBA, their income will increase.

- o Conclusion Follows
- o Conclusion Does Not Follow

29. Conclusion Two: If a person obtains an MBA from a top business school, their income will be higher than that of the average MBA graduate.

- o Conclusion Follows
- o Conclusion Does Not Follow

Statement 3:
Hannah has been a solicitor for three years. She works for a law firm in central London and has hopes of being promoted. To be promoted in Hannah's firm, employees must have at least four years' experience practising as a solicitor. Therefore:

30. Conclusion One: Hannah cannot be promoted because she doesn't have enough experience.

- o Conclusion Follows
- o Conclusion Does Not Follow

31. Conclusion Two: We cannot know whether Hannah can be promoted or not.

- o Conclusion Follows
- o Conclusion Does Not Follow

32. Conclusion Three: In 3 years time, assuming that Hannah has not been promoted, she will be over qualified for her current position.

- ○ Conclusion Follows
- ○ Conclusion Does Not Follow

ARGUMENTS

Statement 1 :
Should university-level education be free to all students?

33. Argument One: No. Too much education can lead to over-qualification, and therefore unemployment.

- ○ Strong Argument
- ○ Weak Argument

34. Argument Two: Yes, having a highly qualified workforce ensures high levels of employee productivity in organisations.

- ○ Strong Argument
- ○ Weak Argument

35. Argument Three: No, research has shown that students that are not required to pay tuition fees; tend to slack off more and learn less during their degree.

- ○ Strong Argument
- ○ Weak Argument

Statement 2 :
Should employers allow all staff the option of flexi-time working hours?

36. Argument One: Yes, giving staff greater flexibility will improve their work-life balance, and therefore their productivity.

- ○ Strong Argument
- ○ Weak Argument

37. Argument Two: Yes, organisations that value their staff are on average more productive and show lower staff turnover.

- ○ Strong Argument
- ○ Weak Argument

38. Argument Three: No, flexi time leads to employees working fewer hours. Working fewer hours will decrease an employee's exposure to the

workplace, making career progression harder and leading to a less experienced workforce.

- o Strong Argument
- o Weak Argument

Statement 3 :
Should governments implement a minimum wage, outlining a minimum amount an employee is to be paid per hour?

39. Argument One: Yes, the existence of minimum wages is a key part of a civilised society.

- o Strong Argument
- o Weak Argument

40. Argument Two: Yes, countries that do not have a minimum wage are often impoverished and dysfunctional.

- o Strong Argument
- o Weak Argument

9. perception questionnaires

STUDENTS PERCEPTION QUESTIONNAIRE adapted from (Buabbas et al., 2023)

STATEMENT	SA	A	N	D	SD
CHATGPT play a huge role in current education.					
CHATGPT will replace some features in education.					
I understand basic CHATGPT priciples					
I am comfortable in using ChatGPT					
I am comfortable with another students using ChatGPT in their studies					
I understand and aware of ChatGPT limitation					
ChatGPT will benefit me as a student.					
ChatGPT will benefit my career in an education field					
Students should use ChatGPT to find information					
I will be confident in using ChatGPT to look for answers of questions given by lecturer					
I will be confident in letting ChatGPT to create an essay answer for me.					
I will possess the knowledge needed to work with ChatGPT in my education					
I think ChatGPT will have a positive impact on my critical thinking.					
incorporating ChatGPT in education would ease the learning process					
Using ChatGPT in my education will not make me lazy to think and					

come up with an answer myself		
Using ChatGPT to find an answer or information is time-saving.		
ChatGPT will replace my future role as an educator.		

10. Data result Tabulation

Student's code	Student's Perception																
	Selection						Organization							Interpretation			
	No.1	No.3	No.4	No.5	No.6	No.15	No.9	No.10	No.11	No.12	No.14	No.16	No.2	No.7	No.8	No.13	No.17
1	5	3	3	2	4	4	2	2	2	4	5	5	4	5	4	3	2
2	5	3	4	3	5	5	5	3	3	4	4	5	3	5	5	4	1
3	3	4	2	3	4	2	3	3	3	4	4	4	3	4	3	4	4
4	4	4	4	3	4	1	2	3	3	3	3	4	4	3	3	3	3
5	5	4	4	5	3	5	4	4	4	5	3	5	4	4	4	4	4
6	4	3	2	4	3	4	3	3	3	2	3	4	4	5	4	3	2
7	4	4	4	1	2	4	5	4	4	4	4	5	4	5	5	3	3
8	5	5	5	3	5	3	5	3	3	4	5	5	3	5	5	3	1
9	3	3	3	3	4	4	3	3	2	4	5	3	2	4	4	4	1
10	4	3	3	3	4	4	4	3	2	3	4	4	3	4	3	2	1
11	5	4	3	3	3	4	3	3	2	4	3	3	4	4	4	3	3
12	5	4	1	4	5	2	5	5	5	3	4	5	3	5	5	1	2
13	5	5	1	5	4	5	3	5	5	5	3	5	4	5	5	5	1
14	4	3	3	3	3	4	4	3	3	3	4	4	2	3	3	4	2
15	4	3	4	3	4	3	3	4	3	4	4	4	3	4	3	4	2
16	4	3	3	4	5	2	4	3	3	4	4	5	4	4	3	3	4
17	4	4	2	3	5	3	1	4	2	5	3	2	3	4	3	4	1
18	4	3	1	3	5	5	5	3	2	3	3	4	3	5	4	5	2
19	5	4	3	2	5	5	2	1	2	3	4	5	3	4	5	3	1
20	2	2	3	3	2	3	3	4	5	4	3	2	2	3	3	3	5
Average per-Items	4,16	3,58	2,89	3,21	3,95	3,58	3,53	3,37	3,11	3,74	3,68	4,11	3,21	4,21	3,89	3,42	2,26
Average per-Component	3,56						3,59							3,40			

Average Student's Perception	Critical Thinking Score	Total student perception

97

3,47	30	59
3,94	22	67
3,35	28	57
3,18	19	54
4,18	26	71
3,29	22	56
3,82	24	65
4,00	25	68
3,24	19	55
3,18	30	54
3,41	27	58
3,76	18	64
4,18	26	71
3,24	24	55
3,47	17	59
3,65	23	62
3,12	30	53
3,53	16	60
3,35	29	57
3,06	20	52
3,52	23,75	
0,35	4,53	

AUTOBIOGRAPHY

Dzihni Khairina Tamami was born in Tangerang, Banten, on September 28 2001. She is the second of four children of the couple Zuhrotul Tamami and Mamas Siti Masukah.

Dzihni's educational history began at SD Permata Insani Islamic School, where she completed her basic education in 2013. While in elementary school, Dzihni took part in various extracurriculars ranging from traditional dance, English clubs, and also participated in the Mathematics and Natural Sciences Olympiad. After graduating from elementary school, Dzihni continued her education at Permata Insani Islamic School Middle School, where she graduated in 2016. During middle school, Dzihni became very interested in the cultures of foreign countries and because of that, she liked learning English.

In 2019, Dzihni graduated from SMAN 4 Tangerang with a specialization in Mathematics and Natural Sciences. High school was a period where Dzihni experienced a lot of growth and exploration, both in academic and non-academic fields. She actively participates in activities regarding culture, art, and language, such as writing monologue scripts, lyrics and being active in the Japanese language club.

Dzihni's working experience was being an English teacher at AYATRA Islamic Middle School. Dzihni also often takes part in informal teaching activities in the local area, she usually teaches basic English to local children.