

**ASSESSING STUDENT'S CRITICAL THINKING IN ESSAY WRITING
(A Descriptive Quantitative Study of The Fifth Semester Students TBI at
IAIN Bengkulu Academic Year 2018/2019)**

THESIS

**Submitted as a Partial Requirements for Sarjana Degree in English
Education Program**



By:

DESTRI HASTIARI

SRN :1516230130

STUDY PROGRAM OF ENGLISH EDUCATION

DEPARTMENT OF TADRIS

TARBIYAH AND TADRIS FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) BENGKULU 2020



**KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI BENGKULU
FAKULTAS TARBIYAH DAN TADRIS**

Jl. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax. (0736) 51771 Bengkulu

ADVISORS SHEET

Subject : Thesis of Destri Hastiari
SRN : 1516230130

To: The Dean of Islamic Education and Tadris Faculty

IAIN Bengkulu

In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

Name : Destri Hastiari

NIM : 1516230130

Title : **Assessing Student's Critical Thinking in Essay Writing**

Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalmu'alaikum Wr.Wb

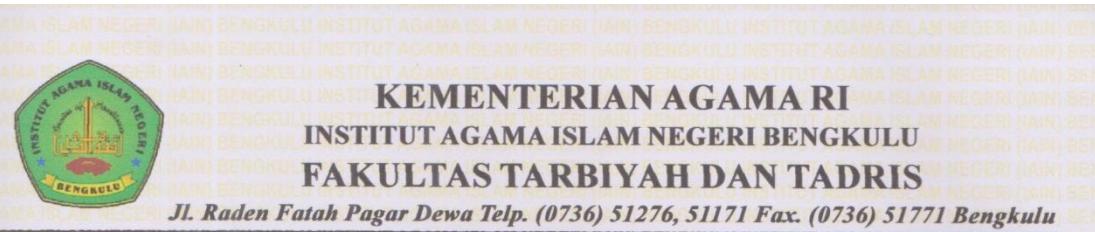
First Advisor,

Dr. Zubaedi, M.Ag, M.Pd
NIP.196903081996031005

Bengkulu,.....

Second Advisor,

Feny Martina, M.Pd
NIP.198703242015032002

**RATIFICATION**

This is certify the *Sarjana* thesis entitled " **Assessing Students' Critical**

Thinking in Essay Writing" by **Destri Hastiari** has been approved by the Board

of Thesis Examiners as the requirement for the degree of *Sarjana* in English

Education Program.

Chairman

Dr. Alfauzan Amin, M.Ag.
NIP.197011052002121002

Secretary

Ixsir Eliva, M.Pd.
NIP.199103292018012002

Examiner I

Risnawati, M.Pd.
NIP.197405231999032002

Examiner II

Feny Martina, M.Pd.
NIP. 198703242015032002

Bengkulu, February 2020

Approved by the Dean of Islamic and Tadris Faculty

Dr. Zubaedi, M.Ag., M.Pd.

NIP. 19690308 199603 1 00 5



MOTTO

**“Allah mencintai pekerjaan yang apabila bekerja ia
menyelesaikannya dengan baik”.**

(HR. Thabranī)

“Work hard, Pray hard”

Bekerja Keraslah, Berdo'a!

-The writer-

DEDICATION

Alhamdulillahirabbil'alamin, After going through a long stage in the recovery process at IAIN Bengkulu. I can complete the final assignment in the form of this thesis by threatening the help of Allah SWT . This thesis I present to:

1. My beloved father (Jhon Iskair) and my dear mother (Sumiati). What I got today, has not been able to pay for all the goodness, sweat and tears for me.
2. My sister (Lesti Hastika), my brother (Fran Kanero), my younger (Aryanta Izzi Daullah), and my brother in law (Riski Afnan Hutomo). there is no most valuable time in life besides spending time with you.
3. My cousin (Ertika Syahputri) and my niece (Fitania Azzahra), all siblings and extended families that I cannot mention one by one . Thank you.
4. My beloved love at Engglish study program, especially all my friends in academic year 2015, my closed friends: Intan Hartama, Bella Angshana, Anastasya Inayah and Nurma Susila. who always pray, support, and comfort me when I feel sad.
5. My future Whitehorse Prince. I'm still waiting. But I know you pray for me. And when the time comes, I believe God give me the best. Can't wait to see you...
6. My beloved almamater IAIN Bengkulu.



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS**

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171. 51276 Fax. 51171 Bengkulu

Destri Hastiarti (2019). *Assessing Students' Critical Thinking in Essay Writing (A Descriptive Quantitative Study of The Fifth Semester Students TBI at IAIN Bengkulu Academic Year 2018/2019)*. Tarbiyah and Tadris English Study Program, Faculty of Tarbiyah and Tadris Islamic Bengkulu.

Author: H. Destri Hastiarti, M.Pd.
 Name : Destri Hastiarti
 NIM : 1516230130
 Study Program : English Study Program
 Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled entitled “Assessing Students’ Critical Thinking in Essay Writing (A Descriptive Quantitative Study of The Fifth Semester Students TBI at IAIN Bengkulu Academic Year 2018/2019)” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2019

Stated by ,



ABSTRACT

Destri Hastiarti (2019). *Assessing Students' Critical Thinking in Essay Writing (A Descriptive Quantitative Study of The Fifth Semester Students TBI at IAIN Bengkulu Academic Year 2018/2019).* Thesis. English Education Study Program, Tarbiyah and Tadris Faculty, State of Institute Islamic Bengkulu.

Advisor I: Dr. Zubaedi, M.Ag.,M.Pd **Advisor II: Feny Martina, M.Pd**

This research was conducted in the fifth semester of TBI IAIN Bengkulu. The problem discussed in this study is to assess the way students think critically. The ability to think critically is very important for students to gain since it could assist them in solving problems. Critical thinking requires looking at an issue from several standpoints before reaching a final decision. One of the ways to teach critical thinking is through writing, especially argumentative writing. All the processes in writing an argumentative essay require the writer to think Critically. Regarding the importance of critical thinking in writing argumentative essays, students are the most appropriate subjects in this study. This study uses a quantitative descriptive method with research subjects of 30 English students with data collection instruments in the form of writing tests and interviews. Based on the result of the test, a part of the students' score had reached the criteria of success set, showed there were three (3) students in critical thinking categorized into excellent, fourteen (14) students in critical thinking categorized into very good, there were nine (9) students in critical thinking categorized into good, and there were four (4) into poor. In conclusion, students' critical thinking skills have been well applied in argumentative essay writing.

Key Words: *Critical thinking, Argumentative essay, University students.*

ABSTRAK

Destri Hastiarti (2019). Assessing Students' Critical Thinking in Essay Writing (A Descriptive Quantitative Study of The Fifth Semester Students TBI at IAIN Bengkulu Academic Year 2018/2019) Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu.

Pembimbing I: Dr.Zubaedi, M.Ag.,M.Pd Pembimbing II: Feny Martina, M.Pd

Penelitian ini dilakukan di semester lima TBI IAIN Bengkulu. Masalah yang dibahas dalam penelitian ini adalah menilai cara berpikir kritis siswa. Kemampuan berpikir kritis sangat penting bagi siswa karena bisa membantu mereka dalam memecahkan masalah. Berpikir kritis memerlukan melihat masalah dari beberapa sudut pandang sebelum mencapai keputusan akhir. Salah satu cara untuk mengajarkan berpikir kritis adalah melalui menulis terutama menulis argumentatif. Semua proses dalam menulis sebuah esai argumentatif mengharuskan penulis untuk berpikir kritis. Mengenai pentingnya berpikir kritis dalam menulis esai argumentatif, mahasiswa adalah subyek yang paling tepat dalam studi ini. Penelitian ini menggunakan metode deskriptif kuantitatif dengan subjek penelitian 30 mahasiswa bahasa inggris dengan instrument pengambilan data berupa tes menulis dan wawancara. Berdasarkan hasil tes, sebagian dari skor siswa telah mencapai kriteria keberhasilan yang ditetapkan, menunjukkan ada tiga (3) siswa dalam berpikir kritis dikategorikan menjadi sangat baik, empat belas (14) siswa dalam berpikir kritis dikategorikan sangat baik. , ada sembilan (9) siswa yang berpikir kritis dikategorikan baik, dan ada empat (4) rendah. Kesimpulannya, kemampuan berpikir kritis siswa telah diterapkan dengan baik dalam penulisan esai argumentatif.

Kata Kunci : Berpikir Kritis, Argumentative essay, Mahasiswa.

ACKNOWLEDGMENT

Assalamu'alaikum warahmatullahi wabarakatuh

Alhamdulillahirobil'alamin, all praises be to Allah SWT, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled Assessing Students' Critical Thinking in Essay Writing (A Descriptive Quantitative Study of The Fifth Semester Students TBI at IAIN Bengkulu Academic Year 2018/2019). Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Sirajuddin, M., M.Ag., MH, as Chancellor of the State Islamic Institute of Bengkulu.
2. Dr. Zubaedi, M.Ag., M.Pd, as Dean of the Tarbiyah Faculty and Tadris of the State Islamic Institute of Bengkulu.
3. Feny Martina, M.Pd as the head of English Education Study Program.
4. Dr. Zubaedi, M.Ag., M.Pd as the first consultant for his guidance, precious advices, and motivation for the researcher.
5. Feny Martina, M.Pd as the second consultant for her precious advices, corrections and help to revise the mistake during the entire process of writing this thesis.
6. All lecturer with employees of Education and Language Faculty.
7. Valisneria Utami,M.Ed and Perti Rosanda,M.A. as the Lecturer at Fifth TBI at IAIN Bengkulu.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Wassalaumu'alaikum warahmatullahi wabarakatuh

Bengkulu, 2019
The researcher

Destri Hastiari
1516230130

CHAPTER I

INTRODUCTION

A. Background of Study

In the modern era, students are required to have extraordinary knowledge and higher order thinking skills, which are called critical thinking skills. Critical thinking is one of the important goals of education. It is an ability that is essential for life and functions effectively in all aspects of life. Based on Hashemi, Critical thinking is a high-level thinking skill and plays a role in moral, social, mental, cognitive, and scientific development.¹ According to Liliyasi, Critical thinking skills are basic assets or intellectual capital that are very important for everyone and are a fundamental part of human maturity². So, the ability to think critically can be used by students to express the opinions of others who are the same or different.

In the learning process, the classroom environment must be far more active. In this way, critical thinking is created. Because higher-order thinking skills are increasingly needed to reach knowledge-based students, it is the teacher's responsibility to help their students acquire

¹ Hashemi, Naderi, E., Shariatmadari, A., Naraghi, M.S., and Mehrabi, M., Science Production In Iranian Educational System By The Use Of CriticalThinking. *International Journal of Instruction*. 2004, 3 (5), 121-124

² Liliyasi, Model Pembelajaran IPA untuk Meningkatkan Keterampilan Berpikir Tingkat Tinggi Calon Guru Sebagai Kecenderungan Baru pada Era Globalisasi. *Jurnal Pengajaran MIPA*. 2001, 2 (1), 55-66

critical thinking skills when learning English³. Therefore, during this case, one of the most important problems for becoming skilled in education is critical thinking

The reason why students need to develop critical thinking skills lies under the fact that students who cannot practice in critical thinking skills lose the chance of adapting into the global workplace, broadening their horizons and becoming part of the international community as creative and questioning individuals⁴. The English language took the role of the lingua franca and is used globally by non-native speakers of English for intercultural communication. Based on Vdovina, Critical thinking skills are indispensable when practicing such intellectual traits as empathy and tolerance thus getting ready for communication multicultural contexts⁵. Thus, students can use the potential of the mind optimally to become careful readers as creative writers in broaden their horizons and empathiz with their environment through thinking critically.

Based on some levels of writing, the most appropriate level for foster critical thinking is argumentative essay writing. Argumentative essay is an essay in which the researcher uses some reasons to espouse

³ Liaw, Moelong, Content-Based Reading and Writing for Critical Thinking Skills in an EFL. *Journal Studies in English Language and Education*, 2007, 6(1), 45-87.

⁴ Kuleksi, G., & Kumlu, E,Developing Critical Thinking Skillss In English Languange Teaching Classes Through Novels. *International Journal of Language Academy*, 2015, 3(2), 70-90.

⁵ Vdovina, E, Developing Critical Thinking in the English Language classroom: A Lesson Plan. *ELTA Journal*, 2013, 1(1), 54-68

their opinion about the problem that they agree or disagree⁶. In argumentative essays, the writers must expand reasons to espouse their point of view, and also state the problem of opposing reasons as evidence of the false ones. It aims to make a judgment for all problems because it shows that the author is reasonable and open-minded. All processes in constructing argumentative essays require writers to think critically.

Regarding the importance of critical thinking in argumentative essays, students are the most appropriate subjects of this study. As stated by Murtadho, the most appropriate language skills that can be developed by students through critical thinking are writing skills because writing consists of several problems that arise, data about the problem and analysis or evaluation that directs the problem into effective solutions⁷.

So, This study attempts to know the students in critical thinking through Argumentative essay writing. This test asks students to form a statement of their position, including clarification, Argument, Summing up the position of their reasons for taking that position and the last a title. Regarding students' critical thinking skills in relation to

⁶ Oshima., & David Y, GO and COME revisited: What serves as a reference point? In Proceedings of BLS, *South African Journal of Education*, 2006,32 (6), 45-34

⁷Murtandho, F, *Berfikir Kritis dan Strategi Metakognisi: Alternatif Sarana Pengoptimalan Latihan Argumentasi*. 2nd International Seminar on Quality and Affordable Education (ISQAE 2013)

their writing skills, the problem was found at the same opportunity as the researcher attending the writing. In the fourth semester of TBI IAIN Bengkulu Academic students in 2018/2019.

Regarding students' critical thinking skills in relation to their writing skills, the problem was found on the same occasion when the researcher made observation in one of the English department at IAIN Bengkulu. At that time, the problem was found when students took the midterm test. They were instructed to write essays based on the topic given by their lecturers at that time. Topics must be developed and written according to argumentative essays. So, before writing, students had to determine in advance what the topic of the argumentative essay. Then students did asked to developed the contents of the texts. However, some students did only able to write 5-7 sentences. Thus, researcher was find some problems, what are the factors students unable to think critically⁸.

In addition to critical thinking ability and its relation to the craft of writing, some studies have revealed and found that the critical thinking ability has some relationships with the language proficiency and has some effects to the writing ability (Rosyati Abdul Rashid and Rosna Awang Hasyim, 2008; Nader Assadi, Hanief Davatgar, and Parinaz Jafari, 2013; M M Grosser and Mirna Nel, 2013; Samaneh

⁸ Observation in English Department IAIN Bengkulu, observed on March 17th 2019

Khodabakhsh, Shahrokh, and Morteza Khodabandehlou, 2013; see their overview on the related previous studies in Chapter II). However, although those previous studies above have revealed that writing ability is influenced by critical thinking ability, there was no any inspection that specifically focused on investigating critical thinking ability in relation to writing ability.

Based on the explanations above, to find out and reveal the further information and empirical evidence about the problems, particularly the critical thinking ability have relation to writing ability, this study was conducted. Writing skills are material available in the fourth semester Students of TBI IAIN Bengkulu Academic Year 2018/2019 and the curriculum in academic writing.

The researcher was used Argumentative Essay Test. This modified assessment is expected to be used to test students' critical thinking skills through essay tests. The format of this assessment is based on various considerations, including the form of test questions that are often used by educators in Indonesia⁹. It is hoped that the format can then be used to assess students' critical thinking through essay tests on learning. So, the researcher choosed the title “ Assessing Student's Critical Thinking In Writing Essay (Study at the Fifth Semester Students of PBI IAIN Bengkulu Academic Year 2018/2019)”

⁹ Siti, Zubaidah., *Berpikir Kritis: Kemampuan Berpikir Tingkat Tinggi yang Dapat Dikembangkan melalui Pembelajaran Sains*. Makalah Disampaikan pada Seminar Nasional Sains 2010 dengan Tema “Optimalisasi Sains untuk Memberdayakan Manusia” di Pascasarjana Universitas Negeri Surabaya, 16 Januari 2010.

B. Identification Problem

From the background of the research, the researcher determines the statement of the problem as follow :

1. There are several things needed to consider as students want to write effectively, such as the organization of ideas and information, the vocabulary, the grammatical patterns, and the sentence structure of their writing, but some students in fourth semester students of TBI of IAIN Bengkulu awareness of those conditions as they were writing.
2. To write well and effectively, students must have adequate knowledge about their written material, which can be obtained through reading activities as well as critical thinking about what they write, students in the fourth semester in English Department IAIN Bengkulu found they are still confused to develop their writing, due to lack of ability to critical thinking.

C. Limitation of the Problem

The problem of this study is limited to critical thinking ability in relation writing ability of the fourth semester students of TBI IAIN Bengkulu Academic Year 2018/2019

D. Research Question

Based on the identification of problem above, the formulations of research question is how is students ability in critical thinking viewed from argumentative essay ?

E. Significant of study

The result of this study is expected to provide some significance to the following persons:

1. Students

The results of this study will provide students, especially fourth semester students from the English department of IAIN Bengkulu academic 2018/2019 year of reflection and information in terms of their critical thinking skills in writing their essays.

2. Teachers

The results of this study will be useful for teachers, especially teachers in the universities where the authors do this research, as a consideration and concern for designing courses that can facilitate their students to explain more about critical thinking through writing.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Critical Thinking Ability

Critical thinking is one of the most important skills in thinking which must be owned by students because critical thinking will make someone easier to process and use information found to solve any problem. In general, critical thinking is a mental activity to evaluate certain things by using rational, systematic, and reflective reasons with an emphasis on making decisions about what to believe and do. Critical thinking is a reasonable reflective thinking focused on deciding what to believe or do¹⁰ Skills associated with critical thinking can be learned and transferred from one to other disciplines. This definition of critical thinking incorporates critical thinking skills and critical thinking disposition

Talking about critical thinking, in islam Allah tells us to think and understand something. This shows how important thinking is, it is recommended in Al -Quran Surat Al-'Ankabut Ayat 35

وَلَقَدْ تَرَكَنَا مِنْهَا آيَةً بَيِّنَةً لِّلَّفَ�ِيمْ يَعْقِلُونَ

And indeed we leave from it a tangible sign for intelligent people.

¹⁰ E Robert, Ennis., & Eric, Weir., *The Ennis-Weir Critical Tinking Essay Test.* Pacific Grove, CA: Critical Thinking Press and Software. 1985

Next, Critical thinking is disciplined, self-directed thinking which exemplifies the perfections of thinking appropriate to a particular mode or domain of thought¹¹ Furthermore, Critical thinking in education, defined critical thinking as “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends.¹² In other words, to think critically one should logically consider the matter found investigating as well as making interpretation, and evaluating the weakness and the strength of the matters found.

To sum up, based on the definition and explanation above, critical thinking may be regarded as an art or ability as well as an activity employing mind to think of, to criticize, to analyze, to disciplined and to evaluate people or things carefully, not only the bad side but the positive side of them as well. Besides, it is conducted through a series of processes started from investigating ideas to making a judgement of the strength of the meaning of the ideas.

¹¹ Paul, R., and Linda, E.,The Miniature Guide to Critical Thinking: Concepts and Tools”. www.criticalthinking.org 2014

¹² Dewey, J, Experience and Education. In J. A. Boydston (Ed.), The Later Works of John Dewey 1925-1953”, *International Journal of Language Academy*, 2003, 8 (7), 271-292.

B. Components of Critical Thinking

Component of Critical Thinking is Cognitive. Cognitive skill is a mental activity to obtain knowledge.¹³ which resulted some consensus related to critical thinking), the critical thinking cognitively encompasses some skills and sub skills which are acknowledged by the Delphi experts presented in Table 2.1 as follows:

Table 2.1

Consensus List of Critical Thinking Cognitive Skills and Sub Skills¹⁴

No	Skills	Sub Skills	Example
1.	Interpretation	Categorization	To make recognition of a problem and its character; to make a decision to classify information, to create a report of things happened; to make a classification of data, findings, or opinions.
		Decoding significate	To make a detection and description of someone's question purposes; to make an appreciation of a certain gesture in a socialsituation provided; to

¹³ Solso, R. L., Maclin, O.H., & Maclin, M.K, Psikologi Kognitif. Jakarta:Erlangga. 2007

¹⁴ Peter. A. Facione, *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction*, Millbrae: The California Academic Press. 1990

			apprehend the use of irony or rhetorical questions in debate; to create an interpretation of data presented
		Clarifying meaning	To paraphrase of someone's statement; to look for a useful example which can help explain a problem to someone else; to create a clarity of an ambiguity by providing its distinction.
2.	Analysis	Examining ideas	To make the identification of a phrase or expression which can lead someone's opinion; to find out and determine the similarity and difference of particular views; to determine the systematic ways of a complicated assignment; to create a view of abstract concept
		Identifying arguments	To determine the plausibility of a claim given in a paragraph or passage..
		Analyzing arguments	To determine and create the identification of the author's major claims and their reasons of an argumentative passage.

3	Evaluation	Assessing claims	To create recognition of the credibility factors of an event witness; to determine the plausibility of action in a certain situation; to determine the truth and falsity of a claim provided
		Assessing arguments	To make an evaluation or judgment whether or not a conclusion of an argument follows its premises
4	Inference	Querying evidence	To make a judgment of the background of information that can help support one's opinion; to make a plan of a discovery that can provide the information availability
		Conjecturing alternatives	To create and propose a set of options related to a problem solving; to determine and scheme the difficulties and advantages of certain priorities in a decision making
		Drawing conclusions	To make inferences to test an empirical hypothesis
5	Explanation	Stating results	To convey, state, or write someone's reasons of the views provided, matters, research findings, judgments, and so on.

		Justifying procedures	. To explain someone's choice of a particular statistical test for purposes data analysis; to design a graphic display which represents the quantitative information used as evidence
		Presenting arguments	To write a paper in which one argues for a given position or policy
6		Self-examination	To examine a view of a controversial issue with sensitivity to the possible influences of personal bias or interest
		Self-correction	To make a revision of factual deficiency in a work

Next, the inventories differ in labeling the skills composing critical thinking, analysis, evaluation and inference are the skills that are common to the inventories presented by critical thinking theorists. Finally, breaking down the abstract concept of critical thinking into identifiable skills helps theorists, educators and practitioners to teach these skills and assess students' progress.

C. Critical Thinking Process

The critical thinking process stems from the activities of thinking itself. They are Investigation, Interpretation, and Judgment¹⁵.

a) Investigation

Investigation is to probe the evidence or data related to the issue or the matter arises. Investigation which is the activity to get any evidence related to the matters arise.

b) Interpretation

Interpretation is to make a decision of the meaning of the evidence.

c) Judgment

Judgment is to determine the conclusion about the issue or the matter arises.

The critical thinking process respectively encompasses the activity of investigation which is the activity to get any information relating to the problem that occurs. The activity of interpretation or the activity to determine the meaning of the evidence obtained from the investigation conducted and the activity judgment, that is, the activity of evaluating the issue by making a conclusion based on the interpretation and investigation conducted previously. All of the three activities are conducted gradually and respectively started from investigation to judgment. The thinking process is preceded by

¹⁵ Vincent Ryan Ruggiero, *Beyond Feelings: A Guide to Critical Thinking*. New York: The McGraw-Hill Companies, Inc. 2004, p. 21.

investigation which leads to the last product of thinking process conclusion or judgment¹⁶.

Based on the explanation above, there are at least three activities which are included in critical thinking process, namely investigation, interpretation, and judgment. In the case, the investigation is an activity, basically comes first, which aims to find the evidence or information about the issue or matters arise. Next, it goes on to the subsequent step or meaning of the evidence or information from the investigation conducted beforehand. The last one is judgment, that is, making inferences or drawing conclusion from the data or evidence as well as the information that have been obtained in the previous activities, investigation an interpretation about the issue.

D. Benefit of Critical Thinking

Through thinking critically, one may make precise consideration towards one's works, and one may obtain several benefits that will facilitate not only in terms of the academic performance but also in terms of dealing with the real life problems. A number of benefits can be obtained as follows¹⁷:

- a. The work can be conducted accurately and carefully;

¹⁶ Washburn, Phil. *The Vocabulary of Critical Thinking*. New York: Oxford University Press, Inc., 2010.

¹⁷ Cottrell, Stella. *Critical Thinking Skills: Developing Effective Analysis and Argument*. New York: Palgrave Macmillan, 2005.

- b. The ability to determine something which is relevant in writing (noting) can be more accurate and specific.
- c. The ability to conduct the problem solving and project management can be done accurately.
- d. It can raise a feeling of confidence of successful outcome in complex problems and projects.
- e. The work and academic attainment can be better improved.

Meanwhile, critical thinking may be beneficial in terms of¹⁸:

- a. Bringing a clear and accurate formulation of vital questions and problems
- b. Having an effective interpretation of ideas and information.
- c. Making reasonable conclusions and solutions which are in accordance with relevant criteria and standards.
- d. Thinking inclusively or open minded.
- e. Having an effective communication with others in coping with complex.

Based on the explanations above, critical thinking may be considered as the ability which is important for every individual and particularly for students since it helps them do their tasks effectively and accurately, for instance as they are writing, they may find themselves easily develop their ideas since they can think the ideas inclusively, also they may find themselves will be able to keep in

¹⁸ Paul, Richard and Linda Elder, The Miniature Guide to Critical Thinking: Concepts and Tools". www.criticalthinking.org, 2014.

touch with others effectively to deal with any problems. All of these tasks can be facilitated as they have the adequate critical thinking ability.

E. Criteria of Critical Thinking

As a standard criteria of Critical Thinking, there are 6 basic elements in critical thinking, abbreviated as FRISCO¹⁹:

a) Focus

The focus is more han a thesis statement and/ or listing of subordinate points.²⁰ This feature axamines whether the subject/issue of the paper is clear and the position/ opinion is explicitly announced in the opening and maintained throught the paper . multiple positions are foucused only if there is an umbrella statement. In the opening of the paper, the writer must indicate the intent to support one or more posiitons/opinion and preview major poinst of support. The paper will close with an effective conclusion. This assumenes at least a forty-minute writing period.

Degree to which main idea/theme or point of view is clear and maintainde :

- 1) Unclear, absent, insufficient lenght to ascertain
- 2) Confusing attempted main point unclear or shifts.

¹⁹ Ennis, R. H. *Critical Thinking Assessment*.The Ohio State University. 32, (3). 2001(Online)(<http://www3.qcc.cuny.edu/WikiFiles/file/Ennis%20Critical%20Thinking%20Assessment.pdf>), diakses tanggal 23 Maret 2015.

²⁰ *Ibid.*, p. 8

- 3) Underpromise, overdeliver, overpromise, underdeliver:
infer: two = positin w/o unifying statement.
- 4) Bare bones: position clear: main point previewed.
- 5) Position clear, generally previewed.
- 6) All main points are specified and maintained

b) Reason

This feature incorporates the strength of three different types of reasoning, the recognition of alternatives viewpoints, and the degree of clarity.²¹

The three types of reasoning are generalizing, best explantion inferring, and value judging, often interdependent in the same paper.

a) Generalizations

Generalizations are inferred from the supporting examples or evidence. When papers draw inferences beyond the data, the small group or sample must be typical of larger group. Personal examples and anecdotes are acceptable provided they represent the widespread experience of others. Good warranted generalization are usually agreed upon by experts and promoted as acceptable interpretations of supporting reasons or fact

b) Best explanation

²¹

²¹ *Ibid.*, p. 8-9

Best explanation differing is solid if it is plausible and consistent with the facts. The conclusions should help to account for the facts or reasons, and they should be better than alternatives explanations of the same facts or reasons. If a best explanation conclusion is asserted, alternative explanations must be refuted.

c) Value statement

Value statements are statements that place value on the way something was, is, or could be. We might, for example, judge that "x was wrong for killing y." Here we evaluate a past action. This judgment is deduced from the acceptable principle that it is wrong to kill another human being. Another way in which value judgment can be supported is by specific example and situation. The judgment that drugs are bad might be supported by precise and vivid personal examples of a family member's deterioration because of drugs.

In this section, we also judge the sufficiency of supporting reasons. The sufficiency of supporting reasons depend upon its amount, significance and thoroughness. Support scores for longer papers will depend on the proportion of reasons or subpoints developed by more specific detail and reasons and evenness or balance of

support for key points. Obviously, shorter papers will have fewer opportunities to develop reasons or to support points.

Degree to which conclusion supported by reasons/evidence, alternatives addressed, and argument clear.

1. Conclusion unsupported, no reasoning attempted, insufficient
2. Conclusions minimally supported, alternatives unmentioned, muddled confused
3. Some insufficient support, alternatives prejudicially mentioned, key terms undefined
4. Moderate support, alternatives mentioned fairly, some vagueness
5. Conclusions well supported, alternatives well recognized; clear
6. Strong supported, alternatives thoroughly addressed. Clear

c. Integration

The purpose of this rating is to provide a general evaluation of how clearly the paper achieves the assigned task²². The holistic rating assumes that the effectiveness of the paper depends upon the skill with which the students orchestrates the fundamental features to complete the

²² *Ibid.*, p. 10

assignment. The judgment is limited to the combination of the features and does not include contributions of other factors such as humor or originality. It reflects the view that the paper is a total work, that the whole is greater than the sum of the parts.

This “focused” holistic judgment is not the reader is reaction to the work as art, it is the reader is reaction to the work as craft how adequately the work achieves the purpose. To arrive at the judgment, raters read the paper through from beginning to end thinking. “Does this paper develop the assignment clearly and coherently and in standard english ?”

1. Doesn't present most features, insufficient
2. Attempts address assignment, conclusion
3. Partly developed, one features not developed
4. Essentials present
5. Features present, but not all equal
6. All features evident and equally well developed

d) Supporting reasons

This feature focuses on the quality and detail of the or subpoints. Supporting reasons are usually more specific than conclusions.²³ The quality of support depend on its specificity, accuracy and credible.

²³ *Ibid.*, p. 11-13

Specificity is usually achieved through the use of concrete details, example, and reasons.

Accuracy or credibility of support is judged by deciding whether sources are credible and whether the reasons, examples, and details are factual or plausible.

Degree to which supporting reasons and evidence are clear, believable, and from credible sources :

1. No support, no credible sources, unbelievable vague, confusing
2. Attempted, dubious sources, inaccurate, vague
3. Some sources and/ or reasons/ evidence dubious, some vagueness
4. Some sources credible: reasons/ evidence generally believable, sometimes second level, specific
5. Most sources credible: most reasons/evidence believable, often at second level, specific
6. All sources credible: all reasons: all reasons/evidence believable, second level/beyond spec.

e) Conversation

Evaluations of the paper is use of conventions should take into account the following : how seriously the errors interfere with communication : the number of errors in relation to how much was written (three errors in three sentences is a lot

different from three errors in three paragraphs) and the kinds of errors are listed following the scale.

The evalution of conventions takes into account the papers proximity to a final draft in the writing process. For example, if a student has had three weeks to do assignment with multiple drafts, more stringent criteria may be used in assigning a convention score than for an in class writing assignment.

Use of conventions of standard english :

- 1) Many errors, unreadable, confused meaning, problems with sentence construction, insufficient lenght to ascertain maintenance
- 2) Many major errors, confusion
- 3) Some major errors, many minor, sentence construction below mastery
- 4) Developed, few major errors, some minor, meaning unimpaired, mastery of sentence construction
- 5) A few minor errors, but no more than one major error
- 6) No major errors, one or two minor errors

f) Organization

This feature examines whether the composition exhibits a clear structure or plan of development (beginning, middle, end) and whether the points are logically related to each

other.²⁴ Organization has a “vertical” dimension (coherence) indicated by the use of paragraphing and transitions to signal the relation of the support to the position. Organization also has a “horizontal” dimension (cohesion) evidenced by the connection of one sentence to the text. The writer may employ varied methods to achieve coherence and cohesion, e.g repetition, pronouns, synonyms, parallel structure, connectives and transitions.

Fully developed papers will use paragraphs and transitions to signal the plan or text structure. Less developed papers will fail to use paragraphing or will use it inappropriately. These papers may also use few cohesive ties or transitions to cue the logical relationships. Some less developed papers may have digressions, or the train of thought may resemble free associations or stream of consciousness.

Position papers may be organized by announcing the subject/issue and the position in the paper is opening followed by the presentation of support and its elaboration. The methods of development may include simple enumeration, cause to effect, part to whole, and most important to least important. The most development papers will end with summary/concluding statement.

²⁴ *Ibid.*, p. 12-13

Degree to which logical flow of ideas and explicitness of the plan are clear and connected :

1. No plan, insufficient length to ascertain maintenance
2. Attempted plan is noticeable
3. Not knowledgeable in paragraphing
4. Some cohesion and coherence from relating to topic, plan is clear
5. Most points connected, coherent, cohesive, using various methods
6. All points connected, signified with transitions/ other cohesive devices.

In conclusion, the FRISCO model presented above is only one of the many models of critical thinking proposed by some experts that can be used as one of the alternatives to structure the critical thinking assessment. This model is given here to provide the overview of the scheme of the critical thinking test used in this study.

F. Assessment of Integrated Critical Thinking Essay Tests

Critical thinking skills are one of the personal life skills that need to be developed through the educational process. In the context of classroom learning, critical thinking skills can be integrated with the

application of various learning models²⁵. Various research results show that critical thinking skills can be trained in various ways.

The tests to measure critical thinking skills, can be divided²⁶ :

1) Specific Test

Test Specific is to a topic and general tests (for all topics). Specific tests of critical thinking for a topic measure only one topic or subject

2) General Test

General test is critical thinking tests use content from various fields or are general in nature.

There are many publications that present critical thinking assessments, most of which are in multiple choice tests. The test has advantages in terms of efficiency and cost, but is currently considered to be less comprehensive. The preparation of good multiple choice tests takes a lot of time and requires a series of revisions, trials, and a series of revisions.

Next, the assessment developed for critical thinking skills should be in the form of open-ended tests compared to multiple-choice tests, because the open-ended tests were stated to be more comprehensive.

²⁵ Zubaidah, S. Berpikir Kritis: Kemampuan Berpikir Tingkat Tinggi yang Dapat Dikembangkan melalui Pembelajaran Sains. Makalah Disampaikan pada Seminar Nasional Sains 2010 dengan Tema “Optimalisasi Sains untuk Memberdayakan Manusia” di Pascasarjana Universitas Negeri Surabaya, 16 Januari 2010.

²⁶ Ennis, R. H. Critical Thinking Assessment. The Ohio State University. 32, (3). 2001 (Online)(<http://www3.qcc.cuny.edu/WikiFiles/file/Ennis%20Critical%20Thinking%20Assessment.pdf>), diakses tanggal 23 Maret 2015.

Following are some types of critical thinking assessments in the form of *open ended* tests¹³

1. Multiple choice test with written explanation.

Multiple choice test items can be written to assess various levels of learning outcomes, from basic recall to application, analysis, and evaluation²⁷. Because students are choosing from a set of potential answers, however, there are obvious limits on what can be tested with multiple choice items. For example, they are not an effective way to test students' ability to organize thoughts or articulate explanations or creative ideas.

Susie Science has discovered a mutant form of insulin that lacks a signal peptide. What will be the final cellular destination of the mutant insulin?	
Answer	A. Cytosol
Distractor	B. Endoplasmic reticulum
Distractor	C. Extracellular space
Distractor	D. Golgi apparatus
Distractor	E. Peroxisome
Distractor	F. Plasma membrane

2. Critical thinking essay test

Critical thinking essay test is a type of context one in which someone is trying to defend a point, and which the defense usually preceded and succeeded by other

²⁷ Brame, C, *Writing good multiple choice test questions*”. Retrieved [todaysdate] from (<https://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/>). Pdf, diakses pada tanggal 10 Agustus 2019

argumentation on the point or aspects of it²⁸. Example :

Critical thinking essay test from The ennis weir

3. Performance tests (performance assessment)

Perfomance tests needs to be done in various contexts to determine the level of achievement of certain abilities.

For example, to assess students' ability to perform acid-base titration it is necessary to observe the preparation of tools and materials used.

The research is more likely to be in the essay test format.

Because essay forms encourage students to show responses or answers rather than just choosing answers²⁹.

Furthermore. The essay tests are an effective way to assess complex learning outcomes that cannot be assessed in the form of other common tests. In fact, some complex thought processes can only be assessed through essay tests.

Critical thinking essay tests are divided three types, namely, high structure, medium structure and minimum structure³⁰. The critical thinking essay test for students can be described as follows

a. High structure

²⁸ Ennis, R. H. 1985. "The Ennis Weir Critical Thinking Essay Test", Midwest Publications.p1

²⁹ Reiner, CM, Bothell, TW, Sudweeks, RR, dan Wood, B. 2002. *Preparing Effective Essay Questions: A Self-directed Workbook for Educators*. (Online) (<https://testing.byu.edu/handbooks/WritingEffectiveEssayQuestions.pdf>, Diakses tanggal 23 Maret 2015).

³⁰ Ennis, R. H. 2001. *Critical Thinking Assessment*.The Ohio State University. 32, (3). (Online)(<http://www3.qcc.cuny.edu/WikiFiles/file/Ennis%20Critical%20Thinking%20Assessment.pdf>), diakses tanggal 23 Maret 2015.

An example of a high structure essay test is Ennis-Weir critical Thinking Essay Test. In essay high structure tests, an argumentative topic (a letter to the editor) is indicated with a numbered paragraph, most of which are still wrong. Then students are asked to assess the truth of each paragraph and the overall topic, and to maintain their judgment.

b. Medium structure

The medium structure essay test is a more simplified test of high structure, namely by providing an argumentative topic and asking students to respond in the form of arguments to the topic and maintain the response without determining the organization of response. An example of a medium structure essay test is the College Board AP test. Scoring rubrics for medium structure essay tests can use holistic or analytic scoring. The holistic scoring rubric is faster and cheaper, while the analytic scoring rubric provides more and more useful information for a particular purpose.

c. Minimum structure

The minimum structure essay test which is the simplest form because it consists of a question that must be answered or a problem that must be addressed. An example of a minimum

structure essay test is Illinois Critical Thinking Essay Test³¹. At the Illinois Critical Thinking Essay Test students are asked to find solutions about regulations regarding music videos and maintain the solution..

One thing to consider in developing critical thinking assessments is to pay attention to the definition of critical thinking referred to. The critical thinking assessment must show what will be clearly assessed. In the critical thinking assessment proposal in this paper, it is more inclined to the definition of critical thinking, namely "critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do³², and some aspects of critical thinking according to Ennis such as previously explained.

The critical thinking assessment in this study was adapted from the Illinois Critical Thinking Essay Test developed by Marguerite Finken and Robert H. Ennis. The assessment is intended for students at the high school level.

G. Argumentative Essay Writing

An essay is a short piece of writing that discusses, describes or analyses a topic There are four types of essay that the students have to learn. According Baker et. al divide them into expository essay, narrative

³¹ Finken dan Ennis. 1993. *Illinois Critical Thinking Essay Test*. Illinois Critical Thinking Project. Departement of Educational Policy Studies University of Illinois. (*online*) (<http://www.criticalthinking.net/IllCTEssayTestFinken-Ennis12-1993LowR.pdf>), diakses tanggal 24 Maret 2015.

³² Ennis, R.H.Critical Thinking. New York: Prentice Hall.1995

essay, argumentative essay, and persuasive essay³³. Argumentative essay is one of the essays which persuades the reader to the writer's point of view. The writer can either be serious or funny, but always tries to convince the reader of the validity of his or her opinion. As Johnston declares that Argumentation is a key requirement of the essay, which is the most common genre that students have to write³⁴. Wu cited in Wingate argues that argumentative essay is the most common genre that college students have to write³⁵.

Argumentative essay consists of three parts. They are introductory paragraph, body paragraph, and concluding paragraph. In introductory paragraph, there is a state of argument from the writer. Then, in body paragraph, it may have 3 body paragraphs which consist of recognizing the opposition, building up the case, and stating most powerful argument by the writer using some facts. The last is concluding paragraph which contains about summarizing and restating the arguments from the writer's point of view. The challenging tasks of English lecturers face nowadays is making their students write different genre of essays with a good quality of writing. In making a good essay, the students have to take note of what makes their writing become good to be read³⁶. From the explanation

³³ Baker et. Al, Essay Write – Overview. Retrieved from <https://owl.english.purdue.edu/owl/resource/685/01/>. 2011

³⁴ Johnston, I, Essays and arguments: A handbook for writing argumentative and interpretative essays. Retrieved from <http://records.viu.ca/~johnstoi/arguments/argument1.htm> 2000

³⁵ Wingate, U, Argument! Helping students understand what essay writing is about. Journals of English for Academic Purposes, 2012 11(12), 145-154.

³⁶ Liska Zelvia, The Use of Cohesive Devices in Students' Argumentative Essays. *Journal of Linguistics and Language Teaching*, 2008, 4 (1) 35

above, it can be seen that argumentative essay has to be learned by the students. In addition, this kind of essay has been introduced since they are in Senior High School. So, they have already recognized to write several topics of argumentative essay because they have learned it before.

H. Previous Study

The following are the previous studies related to the variables of the present study comprising critical thinking ability and writing ability. First, a study which entitles The Relationship between Critical Thinking and Language Proficiency of Malaysian Undergraduates was conducted by Rosyati Abdul Rashid and Rosna Awang Hasyim. The study was conducted to find out the critical thinking ability of Malaysian undergraduates and its relationship with their language proficiency. It was carried out in Universiti Utara Malaysia of which total of the participants were 280 undergraduates taken from the university. The instruments used in the study comprised a demographic questionnaire and a test. The demographic questionnaire was intended to gain and to collect the undergraduates' language proficiency data—encompassing speaking, reading, writing, and grammar—which derived from Sijil Pelajaran Malaysia (SPM) and Malaysian University English language Test (MUET); whereas the test (the translated Bahasa Malaysia version of the Cornell Critical Thinking Test Level X) was used to find out the undergraduates' critical thinking. The data analysis of the study used Pearson product moment correlation. Based on the findings of the study, it

was found that there was a significant correlation between the undergraduates' critical thinking ability and their language proficiency³⁷.

The next study of which title is The Effect of Critical Thinking on Enhancing Writing among Iranian EFL Learners was conducted by Nader Assadi, Hanief Davatgar, and Parinaz Jafari. It was carried out to find out whether critical thinking has effects on learners' writing. In addition, it was conducted in private English language institute in Tabriz, Iran. There were 60 students, whose proficiency level was intermediate, as the participants of the study. The method used in the study was experimental study. The participants of the study were equally divided randomly into two groups, i.e. the first group was the control group and another one was the experiment group. In the experimental group, the participants got some treatments associated with the successful critical thinking strategies over three weeks instructions, whereas the control group did not receive any treatment like in the experimental group. The study concluded that critical thinking instruction had effects on learners' writing; in this case, it showed that the participants from the experimental group had the higher scores in post test than the control group³⁸.

In addition, The Relationship between the Critical Thinking Skills and the Academic Language Proficiency of Prospective Teachers was the

³⁷Rosyati Abdul Rashid and Rosna Awang Hasyim, The Relationship between Critical Thinking and Language Proficiency of Malaysian Undergraduates, *Edu-COM 2008 International Conference*, 2008, pp. 373—384.

³⁸Nader Assadi, Hanief Davatgar, and Parinaz Jafari, The Effect of Critical Thinking on Enhancing Writing among Iranian EFL Learners, *International Journal of Scientific and Engineering Research*, 4, 2013

next related previous study conducted by M M Grosser and Mirna Nel. It was carried out at a South African university of which participants was 89 first year students studying in Bachelor of Education (BEd) degree. The study used a correlation design. The instruments used were tests, one was the test to measure the participants' critical thinking, i.e. Watson Glaser Critical Thinking Appraisal, and another one was to find out their academic language proficiency, i.e. Test of Academic Literacy Levels (TALL). The data was analyzed using Pearson product moment correlation which mentioned that there was a significant correlation between academic language proficiency and critical thinking as a general competency³⁹.

Furthermore, a study under the title The Impact of Critical Thinking Tasks on Paragraph Writing Ability of Iranian EFL Learners was conducted by Samaneh Khodabakhsh, Shahrokh, and Morteza Khodabandehlou. It was conducted in Kish language school in Tehran, Iran. The total participants of the study were 60 students who studied English in the school. The instruments used were tests comprising Oxford Placement Test (OPT), the Cornell Critical Thinking test form X, and a test of written English. They were divided into two groups, i.e. control and experimental groups, determined randomly based on the result of the tests covering English proficiency, paragraph writing ability, and critical thinking. The experimental group had a treatment involving some critical thinking tasks while they were learning paragraph writing tasks;

³⁹ M M Grosser and Mirna Nel, The Relationship between the Critical Thinking Skills and the Academic Language Proficiency of Prospective Teachers, *South African Journal of Education*, 33, 2013, pp. 1—17.

meanwhile, the participants from the control group only learned paragraph writing based on a handout taken from a certain book. After the participants received a post test, then the data of the study were analyzed using descriptive statistical methods (mean and standard deviation), inferential statistics (t-test), and analysis of covariance (ANCOVA). The findings of the study mentioned that the participants who received techniques of critical thinking while they were learning paragraph writing over the instructions attained a greater improvement in their writing abilities; it was shown from the experimental group who outperformed the control group in terms of writing ability⁴⁰

In comparison with the related previous studies discussed and reviewed above, this study has the position and similarity or difference from those related previous studies above portrayed in Figure 2.2 as follows:



Figure 2.2 above shows the similarity between the previous studies and this study. The darker the color, the more similar the previous study with this study. In this case, this study is more specific and detail than other investigations conducted by other researchers. First, although Grosser and Nel and Rashid and Hasyim carried out the studies with similar design to this study (the correlational design), the inspection in their studies are

⁴⁰ Samaneh Khodabakhsh, Shahrokh Jahandar, and Morteza Khodabandehlou, The Impact of Critical Thinking Tasks on Paragraph Writing Ability of Iranian EFL Learners, *Indian Journal of Fundamental and Applied Life Sciences*, 3, 2013, pp. 639—648.

broader than this study. They investigated critical thinking in relation to the language proficiency as a general competency in a unity. On the other hand, this study is conducted to find out critical thinking ability in relation to one of the parts of the language proficiency, i.e. writing skill. Next, in comparison with the study conducted by Assadi, Davatgar, and Jafari and another one which is conducted by Khodabakhsh, Jahandar, and Khodabandehlou, although those studies investigated the same variables, i.e. critical thinking and writing, they applied different design from this study. Their studies' designs are categorized as an experimental design since those studies are intended to find out the impact or influence of critical thinking toward the writing skill. By any considerations of the reviews of the related previous studies above, it can be considered that this study is not a replica of the previous studies, instead it is an expansion as well as a more specific research focusing on critical thinking ability of this study.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study is a descriptive-quantitative method, and it present the data with a content analysis method. According to Sugiyono, quantitative is a scientific method because it has fulfilled the rules, such as concrete/empirical, objective, measurable, rational and systematic.⁴¹ Meanwhile, Nazir in Simanjuntak says that descriptive method is a method of research that makes the description of the situation of event or occurrence. Furthermore, according to Riffe and Fico in Seth Myers' thesis, quantitative content analysis is the systematic and replicable examination of symbol of communication , which have been assigned numeric values according to valid measurements rules, and the analysis of relationships involving those values using statistical methods, in order to describe the communication, draw inferences about its meaning, or infer from the communication to its context, both of production and consumption.⁴²

Thus, based on the definition above, the researcher concluded that this thesis using deductive quantitative with content analysis method. Which one this method explain about scientific method that absolutely rational and systematic and also the data numerical, because this is not as

⁴¹ Prof.Dr.Sugiyono.2007. *METODE PENELITIAN PENDIDIKAN (pendekatan kuantitatif, kualitatif, dan R&D.* Bandung:ALFABETA. P.13

⁴² Seth Myers, "A Quantitative Content Analysis of Errors and Inaccuracies in Missouri Newspaper Information Graphics", Thesis, University of Missouri-Columbia,2009, P.32

experiment, certainly this is using content analysis that will investigate about analysis to result findings that focus on analyzing content of a certain content of communication means, in this case Critical Thinking. This method was used to Assessing Critical Thinking in Essay writing at the fifth semester TBI IAIN Bengkulu in academic year 2018/2019

B. Object the Research

The aspect of this research was of fifth semester students IAIN Bengkulu in academic year 2018/2019. They was asked to write argumentative essay as the requeires students to write and think critcically. The researcher used simple random sampling technique. It mean, the research was take sample from the population of student in english department for each student. Absolutely the sample was representatif each from A class until D class of student. the researcher was taken student from attending list that has random number

The number of sample was taken by formulation of arikunto. he said that if the number of population is more than 100, it can be taken 15% oe 20-25% or more⁴³. in this research, the researcher took 25% of the total population. The total number at fifth semester students of IAIN Bengkulu were 121 students. the number of population and sample can be as the following table :

⁴³ Suharmi Arikuntoro. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta, Rineka Cipta, 2000, P.134

Table 3.1:
Fifth semester TBI IAIN Bengkulu in academic year 2018/2019

No.	Class	Population	Sample
1	The Class A	20	6 Students
2	The Class B	34	8 Students
3	The Class C	28	8 Students
4	The Class D	39	8 Students
Total Number		121	30 Students

C. Research Instruments

Instrument is one of important point that the researcher used it to know the score or capability of students. The researcher used a argumentative essay test. It is used to investigate the way students' think critically in essay writing test at the fifth semester TBI IAIN Bengkulu in academic year 2018/2019 and investigate the factors that cause students' critical thinking in essay writing. Instructions in the test, read and thinking about this question. On the preliminary paper, note the position and reasons for taking that position. in other words, decide how students will compile the essay. Plan to do these things: students mention and explain the position in the first paragraph. Students give reasons for taking the position, and students can consider the opposite point of view. And then students summarize their position in the closing paragraph. Finally students give their essay a title

The second instrument is interview. To dig more information from students, the researcher was interviewed the students one by one in order to know more detail information about the students' critical thinking in essay writing at the fifth semester TBI IAIN Bengkulu in academic year 2018/2019. The researcher was designed some questions that related to the research questions. During the interview, the researcher was recorded all important information.

The third instrument is documentation. All reading activities in the classroom will be documented through photograph. The researcher also files all documents used in this research to prove the authenticity of the data.

D. Data Collecting Technique

The researcher will do some activities in collecting the data in this research. The procedures can be: First, the researcher distributes the questions to the students, and asks them to answer the questions. Second, the researcher explain the rules of doing the test. Third, after the students answer the questions, the researcher corrects and evaluates, the last step was calculation of the students score and writing the report of the research.

E. Data Validity

Due to determine the trustworthiness of data, the researcher needs a technique of rechecking the data in order to get a high rate of credibility.

In this researcher, the researcher used "Analytic Discussion Validity"⁴⁴. In this case the researcher had discussion about the data analysis with Valisneria Utami,M.Ed and Perti Rosanda,M.A. Lecturer of Writing Academic in TBI IAIN Bengkulu. This technique was conducted by exploring the contemporary findings of the research with them. Then, after the technique analysis had been correct, the researcher continued to complete the research.

F. Data Analysis

In analyzing the data, the researcher was apply analytic percentage at the end of research to know, the researcher was helped by some experts in giving the score of students essay test in order to get best outcome.

Table 3.3

The Criteria and Scoring Sheet for Critical Thinking Essay test by Marguerite Finken and Robert Ennis (1993)

Variabel	Sub-variabel	Indicators	Scors
Focus	Degree to which main idea/theme or point of view is clear and maintainde	a) Unclear: absent: insufficient lenght to ascertain maintenance b) Confusing attempted main point unclear or shifts c) Underpromise, overdeliver,overpromise, underdeliver: infer: two = positin w/o unifying statement d) Bare bones: position clear: main point	1 2 3 4 5

⁴⁴ Lexy J. Moleong. Ibid,P. 179

		<p>previewed</p> <p>e) Position clear, generally previewed</p> <p>f) All main points are specified and maintained</p>	6
Supporting reasons	Degree to which supporting reasons and evidence are clear, believable, and from credible sources	<p>a) No support, no credible sources, unbelievable vague, confusing</p> <p>b) Attempted, dubious sources, inaccurate, vague</p> <p>c) Some sources and/ or reasons/ evidence dubious, some vagueness</p> <p>d) Some sources credible: reasons/ evidence generally believable, sometimes second level, specific</p> <p>e) Most sources credible: most reasons/evidence believable, often at second level, spesific</p> <p>f) All sources credible: all reasons: all reasons/evidence believable, second level/beyond spec.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
Reasoning	Degree to which conclusion suported by reasons/evidence, alternatives addressed, and argument clear.	<p>a) Conclusion unsupported, no reaoning attempted, insufficient</p> <p>b) Conclusions minimally supported, alternatives</p>	<p>1</p> <p>2</p>

		<p>unmentioned, muddled confused</p> <p>c) Some insufficient support, alternatives prejudicially mentioned, key terms undefined</p> <p>d) Moderate support, alternatives mentioned fairly, some vagueness</p> <p>e) Conclusions well supported, alternatives well recognized; clear</p> <p>f) Strong supported, alternatives thoroughly addresssed. Clear</p>	<p>3</p> <p>4</p> <p>5</p> <p>6</p>
Organization	Degree to which logical flow of ideas and explicitness of the plan are clear and connected	<p>a) No plan, insufficient lenght to ascertain maintenance</p> <p>b) Attempted plan is noticeable</p> <p>c) Not knowledge able in paragraphing</p> <p>d) Some cohesion and coherence from relating to topic, plan is clear</p> <p>e) Most points connected, coherent, cohesive, using various methods</p> <p>f) All points connected, signated with transitions/ other cohesive devices</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
Conventions	Use of conventions of standard english	<p>a) Many errors, unreadable, confused</p>	1

		<p>meaning, problems with sentence construction, insufficient length to ascertain maintenance</p> <p>b) Many major errors, confusion</p> <p>c) Some major errors, many minor, sentence construction below mastery</p> <p>d) Developed, few major errors, some minor, meaning unimpaired, mastery of sentence construction</p> <p>e) A few minor errors, but no more than one major error</p> <p>f) No major errors, one or two minor errors</p>	<p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
Integration		<p>a) Doesn't present most features, insufficient</p> <p>b) Attempts address assignment, conclusion</p> <p>c) Partly developed, one feature not developed</p> <p>d) Essentials present</p> <p>e) Features present, but not all equal</p> <p>f) All features evident and equally well developed</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>

The average or mean score of the student score for the test will be obtained by using a formula below from Heaton (1997:176)⁴⁵

$$m = \frac{\sum f_x}{N}$$

m : The average the main score

N : Total number of the student

$\sum f_x$: The total of obtain score

To get the percentage the researcher use the formulation as below⁴⁶

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: The Students' Writing Skill Score

F: Total Correct Answer of the Students

N: Total Number of the items

To assess the students' critical thinking in essay writing, it was used the following description aspects of assessment:⁴⁷

- 1) Focus
- 2) Reasoning
- 3) Integration
- 4) Supporting reasons

⁴⁵ Heaton, J.B. Writing English Language Test. Singapore: Longman Group Limited. 1993

⁴⁶ Rosma Hartiny Sam's. *Model Penelitian Tindakan Kelas: Teknik Bermain Konstruktif untuk Peningkatan Hasil Belajar Matematika*, Teras, Yogyakarta, 2010, P. 94

⁴⁷ Ennis, R. H. *Critical Thinking Assessment*. The Ohio State University. 32, (3). 2001(Online)(<http://www3.qcc.cuny.edu/WikiFiles/file/Ennis%20Critical%20Thinking%20Assessment.pdf>), diakses tanggal 23 Maret 2015

5) Conventions

6) Organization

Score will distribution the table in below

Table 3.4

Score distribution and percentage

Score Range	Criteria	Students Number (f)	Percentage (p)
		N	100%

At the time of this research the researcher calculation all score and found the total score. And calculation the ability third semester students of TBI IAIN Bengkulu Academic year 2018/2019 in critical thinking in essay writing by using standard taken from Marguerite Finken and Robert Ennis (1993).

A = 90-100 (excellent)

B = 80-90 (very good)

C = 70-80 (good)

D = 60-70 (poor)

E = below 60 (very poor)

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the result and the discussion of described on critical thinking students in essay writing at 5th Semester Students TBI at IAIN Bengkulu Academic Year 2018/2019. The data of this study was collected and described to get average, criteria, frequency, and percentage score. The result of this study was described into five categories. The first category described about students' in critical thinking viewed from focus. Second, category described about students' in critical thinking viewed from reasoning. Third, category described about students' in critical thinking viewed from integration. Fourth, category described about students' in critical thinking viewed from conventions. Finally, category described about students' in critical thinking viewed from organizations

A. Result of Students' Ability in Critical Thinking

1. The Ability of Students in Critical Thinking Viewed from Focus

Researcher found that many students were able to find out the topic given because this topic was very closely related to their daily life in campus, so the main ideas that were put forward were very clear. For example respondent 2 : "Studying in college and organization is a busy life that is impossible to separate from student life. Studying in college and organizations are the right place to forge skills or expertise in accordance with the interests and talents of students. Studying in

college and organizations are equally important, because studying in college provides knowledge that will be very beneficial for career achievement when graduated college, while organizations.”

From researched of instruments so that result the ability student' in critical thinking from the focus viewed as below:

Table 4.1
Frequency of the Ability Students' in Critical Thinking Viewed from Focus

X	F	fx
17	3	51
20	3	60
20,5	2	41
21	4	84
22	2	44
22,5	1	22,5
23	2	46
24	1	24
25	3	75
26	4	104
27	1	27
27,5	2	55
28	2	56
$\sum fx = 689,5$		
$N = 30$		

Average of Focus

$$\begin{aligned}
 m &= \frac{\sum fx}{N} \\
 &= \frac{689,5}{30} \\
 &= 22,98
 \end{aligned}$$

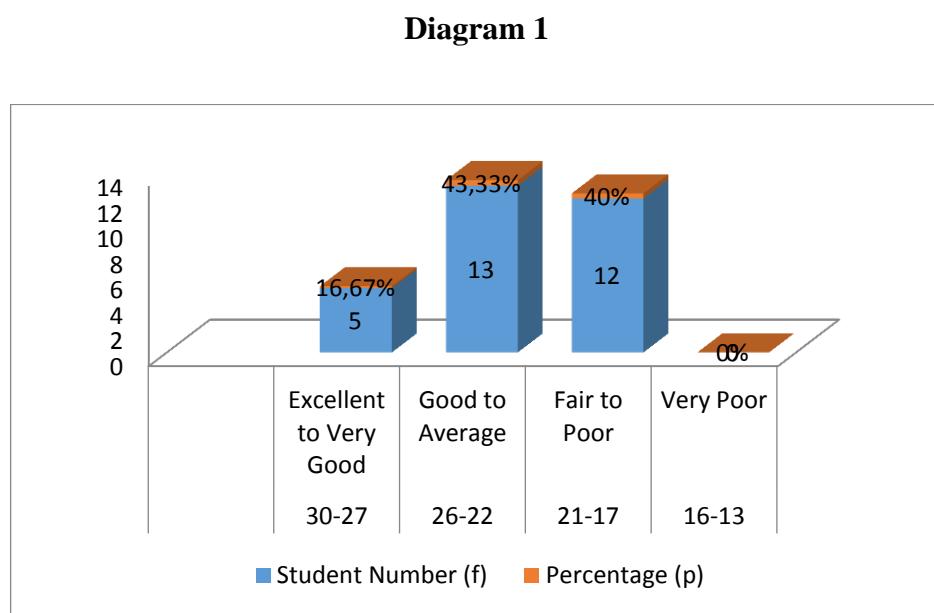
m : the average the main score

Σfx : the total of obtain score

N: total number of students

Table 5
The Ability Studentn' of Focus

Score Range	Criteria	Student Number (f)	Percentage (p)
30-27	Excellent to Very Good	5	16,67 %
26-22	Good to Average	13	43,33 %
21-17	Fair to Poor	12	40 %
16-13	Very Poor	0	0%
Average Score = 22,98		30 (N)	100%



The Ability students' of Focus

The table 4 shows the frequency of the ability critical thinking of students in argumentative essay writing from focus, while in the table 5 and diagram 1 showed the ability critical thinking of students in argumentative essay writing from focus. there were five students critical thinking or (16,67%) categorized as excellent to very good, thirteen student critical thinking or (43,33%) categorized as good to average, twelve student critical thinking or (40%) categorized as fair to poor, and no students that was very poor categorized. the total score of all students was 689,5 and the average score students critical thinking of students in argumentative essay writing from focus was good to average (22,98)

2. The Ability of Students in Critical Thinking Viewed from Reasoning

The researcher found here there were some students who did not show the clarity of the argument from the topic. Students do not give perspective as a pro and contra, so the facts revealed are less supportive and less evidence. For example responden 12 : "The first reason is better employment opportunities, college graduates will be better than those without a degree. Better job opportunities make it possible to get more income from college when you graduate and prepare for the world of work. Because work is needed at this time in running life

From researched of instruments so that result the ability student' in critical thinking from the reasoning viewed as below:

Table 6

**Frequency of the Ability Students' in Critical Thinking Viewed
from Reasoning**

x	f	fx
14	2	28
14,5	4	58
15	4	60
16	2	32
17	6	102
18	2	36
18,5	3	55,5
19	4	76
20	3	60
$\sum fx = 507,5$		
$N = 30$		

Average of Reasoning

$$m = \frac{\sum fx}{N}$$

N

$$= \underline{507,5} = 16,91$$

30

m : the average the main score

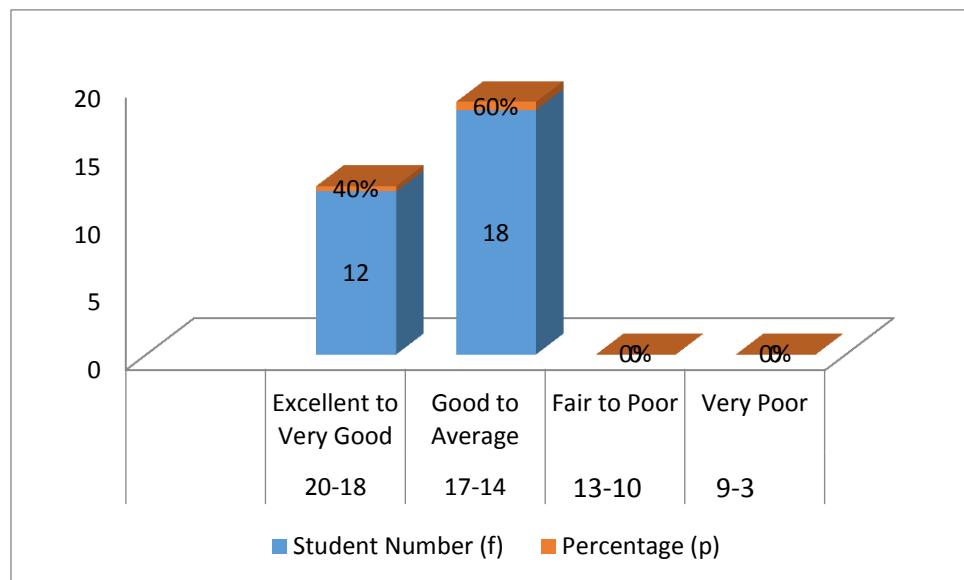
Σfx : the total of obtain score

N: total number of student

Table 7
The Ability Students' of Reasoning

Score Range	Criteria	Student Number (f)	Percentage (p)
20-18	Excellent to Very Good	12	40%
17-14	Good to Average	18	60%
13-10	Fair to Poor	0	0 %
9-3	Very Poor	0	0 %
Average Score = 18,91		30 (N)	100%

Diagram 2
The Ability Students' of Reasoning



The table 6 shows the frequency of the ability critical thinking of students in argumentative essay writing from focus, while in the table 7 and diagram 2 showed the ability critical thinking of students in argumentative essay writing from focus. there were twelve students critical thinking or (40%) categorized as excellent to very good, eighteen students critical thinking or (60%) categorized as good to average, and no students critical thinking categorized as fair to poor, and very poor categorized. the total score of all students was 507,5 and the average score students critical thinking of students in argumentative essay writing from reasoning was excellent to very good (18,91)

3. The Ability of Students in Critical Thinking Viewed from Integration

The researcher found here, general evaluation of the clarity and correctness of the writing all according to the topic given.

From research of instruments so that result the ability student' in critical thinking from the integration viewed as below:

Table 8

**Frequency of the Ability Students' in Critical Thinking Viewed from
Integration**

x	f	Fx
14	4	56
15	2	30
17	5	85
18	6	108
18,5	2	37
19	6	114
20	5	100
$\sum fx = 530$		
$N = 30$		

Average of Integration

$$m = \frac{\sum fx}{N}$$

m : the average the main score

$$N$$

Σfx : the total of obtain score

$$= \underline{530}$$

N: total number of student

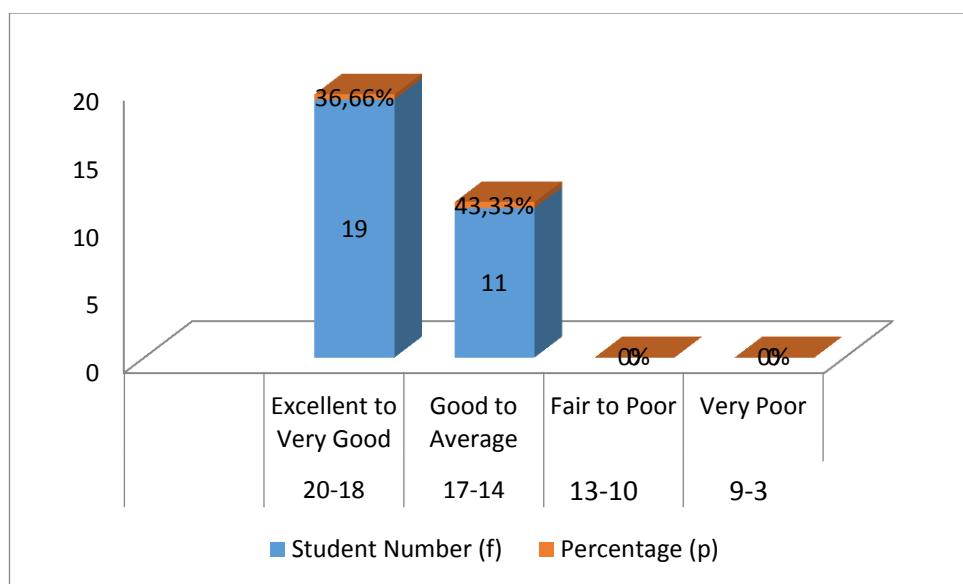
$$30$$

$$= 17,66$$

Table 9
The Ability Students' of Integration

Score Range	Criteria	Student Number (f)	Percentage (p)
20-18	Excellent to Very Good	19	36,66%
17-14	Good to Average	11	43,33%
13-10	Fair to Poor	0	0%
9-3	Very Poor	0	0%
Average Score = 17,66		30 (N)	100%

Diagram 3
The Ability Students' of Integration



The table 8 shows the frequency of the ability critical thinking of students in argumentative essay writing from integration, while in the table 9 and diagram 3 showed the ability critical thinking of students in argumentative essay writing from integration. there were nineteen students critical thinking or (36,66%) categorized as excellent to very good, eleven students critical thinking or (43,33%) categorized as good to average, and no students critical thinking categorized as fair to poor, and very poor categorized. the total score of all students was 530 and the average score students critical thinking of students in argumentative essay writing from integration was good to average (17,66)

4. The Ability of Students in Critical Thinking Viewed from Conventions

The researcher found here, the construction of sentence that used by students' had effective although in simple construction and the language that used by students from internet. For example : many student misrepresent a organization, many students interpret by associating with it can make a name, for or will be known to many. There may be students who go into orgaizations for that reason.

From researched of instruments so that result the ability student' in critical thinking from the conventions viewed as below

Table 10**Frequency of the Ability Students' in Critical Thinking Viewed from Conventions**

x	f	fx
13	5	65
14	2	28
15	5	75
16	1	16
17	5	85
18,5	1	18,5
19	4	76
20	3	60
20,5	1	20,5
21	1	21
22	1	22
24	1	24
$\sum fx = 511$		
$N = 30$		

Average of Conventions

$$m = \frac{\sum fx}{N}$$

m : the average the main score

Σfx : the total of obtain score

N: total number of student

$$= \underline{511}$$

30

$$= 17,03$$

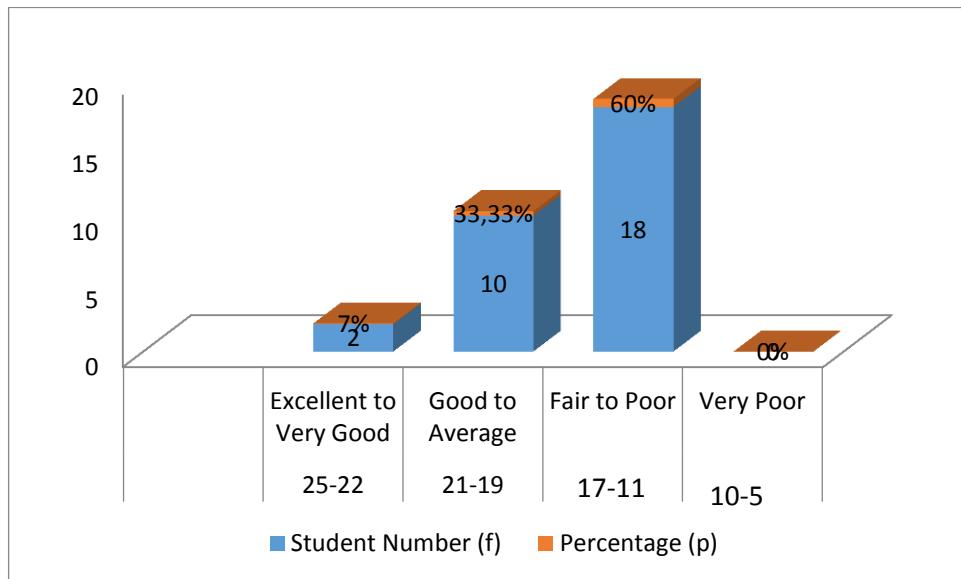
Table 11

The Ability Students' of Conventions

Score Range	Criteria	Student Number (f)	Percentage (p)
25-22	Excellent to Very Good	2	7%
21-19	Good to Average	10	33,33%
17-11	Fair to Poor	18	60%
10-5	Very Poor	0	0%
Average Score = 17,03		30 (N)	100%

Diagram 4

The Ability students' of conventios



The table 10 shows the frequency of the ability critical thinking of students in argumentative essay writing from conventions, while in the table 11 and diagram 4 showed the ability critical thinking of students in argumentative essay writing from conventions. . there were two students critical thinking or (7%) categorized as excellent to very good, ten students critical thinking or (33,33%) categorized as good to average,eighteen students critical thinking or (60%) categorized as fair to poor, and no students that was very poor categorized. the total score of all students was 511 and the average score students critical thinking of students in argumentative essay writing from conventions was fair to poor (17,03)

5. The Ability of Students in Critical Thinking Viewed from Organizations

From researched of instruments so that result the ability student' in critical thinking from the organizations viewed as below:

Table 12

Frequency of the Ability Students' in Critical Thinking Viewed from Organizations.

x	f	fx
3	10	30
3,5	1	3,5
4	12	48
4,5	1	4,5
5	6	30
$\sum fx = 116$		
$N = 30$		

Average of Organizations

$$m = \frac{\sum fx}{N}$$

m : the average the main score

$$= \frac{116}{30}$$

Σfx : the total of obtain score

$$= \frac{116}{30}$$

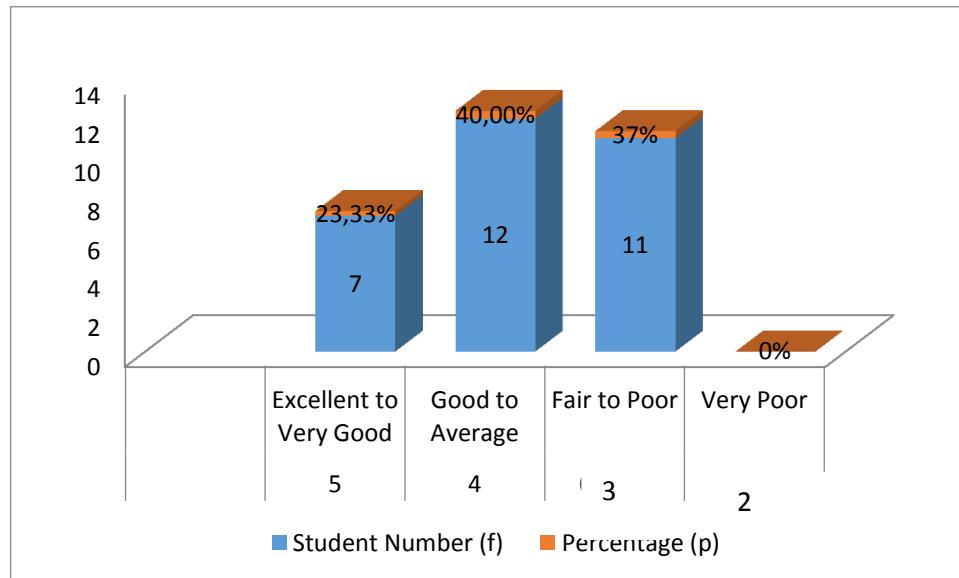
N: total number of student

$$= 3,66$$

Table 13
The Ability Students' of Organizations

Score Range	Criteria	Student Number (f)	Percentage (p)
5	Excellent to Very Good	7	23,33%
4	Good to Average	12	40,00%
3	Fair to Poor	11	37%
2	Very Poor	0	0%
Average Score = 3,86		30 (N)	100%

Diagram 5
The Ability Students' of Organizations



The table 11 shows the frequency of the ability critical thinking of students in argumentative essay writing from organizations, while in the table 12 and diagram 6 showed the ability critical thinking of students in argumentative essay writing from organizations. There were seven students critical thinking or (23,33%) categorized as excellent to very good, twelve students critical thinking or (40,00%) categorized as good to average, eleven students critical thinking or (37%) categorized as fair to poor, and no students that was very poor categorized. The total score of all students was 116 and the average score students critical thinking of students in argumentative essay writing from organizations categorized as good to average (3,86).

6. The Average Ability of Students in Critical Thinking Viewed from all Aspect

The average score students critical thinking of in argumentative essay writing from focus was good to average (22,98), the average score students critical thinking of students in argumentative essay writing from reasoning was excellent to very good (18,91), the average score students critical thinking of students in argumentative essay writing from integration was good to average (17,66), the average score students critical thinking of students in argumentative essay writing from conventions was fair to poor (17,03) and the average score students critical thinking of students in argumentative essay writing from organizations categorized as good to average (3,86).

The students ability of students in critical thinking from all aspect there were three (3) students in critical thinking categorized into excellent, there were fourteen (14) students in critical thinking categorized into very good, there were nine (9) students in critical thinking categorized into good, and there were four (4) into poor. The average total score of all aspect was good (78,43).

B. Discussion

The analysis was done by calculating the students data in every aspect to analyze the students ability in critical thinking in each aspect. The students score in all aspect were finally analyzed to get information on the students ability in critical thinking viewed focus, reasoning, integration, convenstions, and organization.

1. The Students' Ability in Critical Thinking Viewed from Focus

From table 4, table 5 and diagram 1, they were analyzed that there were five students critical thinking categorized as excellent to very good, thirteen student critical thinking categorized as good to average, twelve student critical thinking categorized as fair to poor, and no students that was very poor categorized.

The researcher found here the critical thinking students adequate range although there were some students did not do it and there were students do not provide clarity of the main ideas. But, researcher found that many students were able to find out the topic given because this topic

was very closely related to their daily life in campus, so the main ideas that were put forward were very clear.

2. The Students' Ability in Critical Thinking Viewed from Reasoning

From table 6, table 7 and diagram 2, they were analyzed that there were twelve students critical thinking categorized as excellent to very good, eighteen student critical thinking categorized as good to average, and no students critical thinking categorized as fair to poor, and very poor categorized. From the finding the researcher can conclude that ability of students critical thinking viewed from the reasoning was excellent to very good.

The researcher found here there were some students who did not show the clarity of the argument from the topic. Students do not give perspective as a pro and contra, so the facts revealed are less supportive and less evidence.

3. The students' Ability in Critical Thinking Viewed from Integrations

From table 8, table 9 and diagram 3, they were analyzed that there were nineteen students critical thinking categorized as excellent to very good, eleven student critical thinking categorized as good to average, and no students critical thinking categorized as fair to poor, and very poor categorized. From the finding the researcher can conclude that ability of

students critical thinking viewed from the integrations was good to average.

The researcher found here, general evaluation of the clarity and correctness of the writing all according to the topic given.

4. The Students' Ability in Critical Thinking Viewed from Conversations

From table 10, table 11 and diagram 4, there were two students critical thinking categorized as excellent to very good, ten students critical thinking categorized as good to average ,eighteen students critical thinking categorized as fair to poor, and no students that was very poor categorized.

The researcher can conclude that ability of students critical thinking viewed from the from conventions was fair to poor. The researcher found here, the construction of sentence that used by students' had effective although in simple construction and the language that used by students from internet.

5. The Students' Ability in Critical Thinking Viewed from Organizations

From table 12, table 13 and diagram 5,there were seven students critical thinking categorized as excellent to, twelve students critical thinking categorized as good to average, eleven students critical thinking categorized as very good fair to poor, and no students that was very poor categorized. From the finding the reseacher can conclude

that ability of students critical thinking viewed from the organizations was good to average.

The ideas of critical thinking students clearly base on the context.

6. The Average Ability of Students in Critical Thinking Viewed from all Aspect

Table 14
Students' Average Score

Aspect	Students' average score	category
Focus	22,98	Good to average
Reasoning	18,91	Excelent to very good
Integrations	17,63	Good to average
Conventions	17,03	Fair to poor
Organization	3,86	Good to average

The ability of fifth semester students in critical thinking essay writing, their score 78,43 is categorized good. It based on calculation all aspect and sees the score range from Reid (1993;237) as below

A = 90-100 (excellent)

B = 80-90 (very good)

C = 70 – 80 (good)

D = 60-70 (poor)

E = Below 60 (very poor)

7. The Result of Interview

After get data from the test, the researcher conducted interviewed with several students in the Academic writing class to ensure the answers from the test that the researcher had given before.

The researcher found that the difficulty students could not think critically was the information and knowledge they got. so it is difficult to express the language they want to write or convey. then learning in the class less encourages critical thinking skills

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The ability of critical thinking students in essay writing viewed from focus was good to average. The researcher found here the critical thinking students adequate range although there were some students did not do it and there were students do not provide clarity of the main ideas. But, researcher found that many students were able to find out the topic given because this topic was very closely related to their daily life in campus, so the main ideas that were put forward were very clear. The ability of students critical thinking of students in argumentative essay writing from reasoning was excellent to very good. The researcher found here there were some students who did not show the clarity of the argument from the topic. Students do not give perspective as a pro and contra, so the facts revealed are less supportive and less evidence. The ability of students critical thinking of students in argumentative essay writing from integration was good to average. The researcher found here, general evaluation of the clarity and correctness of the writing all according to the topic given. The ability of students in argumentative essay writing from conventions was fair to poor. The researcher found here, the construction of sentence that used by students' had effective

although in simple construction and the language that used by students from internet. The ability of students critical thinking of students in argumentative essay writing from organizations categorized as good to average. The ideas of critical thinking students clearly base on the context.

B. Sugestion

"Critical thinking can be learned, can be predicted, and can be taught. Critical thinking has been known to be very important for one's life. Critical thinking can be trained in various ways. Various studied show that critical thinking can be integrated in learning. To see success in efforts to empower critical thinking skills need to be measured or assessed. Various assessment methods have been developed by experts, but their use in learning varies greatly. In this paper, a rubric of critical thinking has been presented which is expected to be an alternative assessment of the critical thinking skills of an integrated essay test

REFERENCES

- Brame, C. (2013). *Writing good multiple choice test questions* [todaysdate]. Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/>
- Baker et. al. (2011). *Essay Write – Overview*. Retrieved from <https://owl.english.purdue.edu/owl/resource/685/01/>
- Cottrell, Stella. (2005). *Critical Thinking Skills: Developing Effective Analysis and Argument*. New York: Palgrave Macmillan
- Dewey, J. (2003). Experience and Education. In J. A. Boydston (Ed.), The Later Works of John Dewey 1925-1953”, *International Journal of Language Academy*, 8 (7), 271-292
- Ennis, R., & Weir, E. (1985). *The Ennis-Weir Critical Tinking Essay Test*. Pacific Grove, CA: Critical Thinking Press and Software.
- Ennis, R. H. (2001) *Critical Thinking Assessment*. (Online). Retrieved from <http://www3.qcc.cuny.edu/WikiFiles/file/Ennis%20Critical%20Thinkin20Assessment.pdf>
- Ennis, R.H. (1995) *Critical Thinking*. New York: Prentice Hall
- Finken., & Ennis. (1993). *Illinois Critical Thinking Essay Test*. Retrieved from <http://www.criticalthinking.net/IICTEssayTestFinkenEnnis121993Lo.pdf>
- Hashemi, S.A., Naderi, E., Shariatmadari, A., Naraghi, M.S., and Mehrabi, M., (2010). Science Production In Iranian Educational System By The Use Of Critical Thinking. *International Journal of Instruction*. 3 (5), 121-124
- Heaton, J.B. (1993). *Writing English Language Test*. Singapore: Longman Group Limited.
- Jack R. Fraenkel., Norman, E., Wallen., and Hellen H. Hyun., (2012) *How to Design and Evaluate Research in Education Eighth Edition*, USA, McGraw Hill

- Johnston, I. (2000). *Essays and arguments: A handbook for writing argumentative and interpretative essays*. Retrieved from <http://records.viu.ca/~johnstoi/arguments/argument1.htm>
- Kuleksi, G., & Kumlu, E. (2015). Developing Critical Thinking Skillss In English Languange Teaching Classes Through Novels. *International Journal of Language Academy*, 3(2), 70-90
- Lexy, J. Moleong., (2012) *Metode Penelitian Kuantitatif*, Bandung, Rosdakarya
- Liaw, M. L. (2007). Content-Based Reading and Writing for Critical Thinking Skills in an EFL. *Journal Studies in English Language and Education*, 6(1), 45-87
- Liliasari. (2001) Model Pembelajaran IPA untuk Meningkatkan Keterampilan Berpikir Tingkat Tinggi Calon Guru Sebagai Kecenderungan Baru pada Era Globalisasi. *Jurnal Pengajaran MIPA*. 2 (1), 55-66
- Gay, L. (2012). Educational Research: Competencies Analysis and Applications – Third Edition. New York, Pearson
- Matthew. B. Miles., & A. Michael Huberman. (1994) *Qualitative Data Analysis: A Sourcebook Third Edition*, USA: Sage Publishing
- Grosser., & Mirna, N. (2013) The Relationship between the Critical Thinking Skills and the Academic Language Proficiency of Prospective Teachers, *South African Journal of Education*, 33(17), 1-17
- Murtadho, F. (2013). *Berpikir Kritis dan Strategi Metakognisi: Alternatif Sarana Pengoptimalan Latihan Menulis Argumentasi*. 2nd International Seminar on Quality and Affordable Education (ISQAE 2013).
- Nader, A., Hanieh D., & Parinaz J., (2013). The Effect of Critical Thinking on Enhancing Writing among Iranian EFL Learners, *International Journal of Scientific and Engineering Research*, 4 (3), 3-4

- Oshima., & David Y. (2006). GO and COME revisited: What serves as a reference point? In Proceedings of BLS, *South African Journal of Education*, 32 (6), 45-34
- Paul, R. (1990) *Critical Thinking: What Every Person Needs to Survive in A Rapidly Changing World*. California: Sonoma State University
- Paul, R., and Linda, E., (2014) The Miniature Guide to Critical Thinking: Concepts and Tools". www.criticalthinking.org
- Peter. A. Facione. (1990) Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction, Millbrae: The California Academic Press
- Reiner, CM, Bothell, TW, Sudweeks, RR, & Wood, B. (2002). *Preparing Effective Essay Questions: A Self-directed Workbook for Educators*. (Online)(<https://testing.byu.edu/handbooks/WritingEffectiveEssayQuestions.pdf>)
- Rosma Hartiny., (2010) *Model Penelitian Tindakan Kelas: Teknik Bermain Konstruktif untuk Peningkatan Hasil Belajar Matematika*, Teras, Yogyakarta.
- Rosyati, A.R., & Rosna, A. H.,(2008). The Relationship between CriticalThinking and Language Proficiency of Malaysian Undergraduates, *Edu-COM 2008 International Conference*.
- Satu, E., & Helvi, K.,(2003). The Qualitative Content Analysis Process, *Journal of Advanced Nursing*, 62(1), 107–108
- Samaneh, K., Shahrokh J., & Morteza K., (2007) The Impact of Critical Thinking Tasks on Paragraph Writing Ability of Iranian EFL Leaners, *Indian Journal of Fundamental and Applied Life Sciences*, 3 (4). 639—648.
- Solso, R. L., Maclin, O.H., & Maclin, M.K. (2007). Psikologi Kognitif. Jakarta:Erlangga
- Suharmi, A. (2000) *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta, Rineka Cipta

- Sugiyono, (2007). *Metodologi Penelitian Bisnis*, PT. Gramedia, Jakarta
- Sugiyono. (2009). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Vdovina, E. (2013). Developing Critical Thinking in the English Language classroom: A Lesson Plan. *ELTA Journal*, 1(1), 54-68
- Vincent, R., (2004) *Feelings: A Guide to Critical Thinking*. New York: The McGraw-Hill Companies, Inc.
- Washburn, P. (2010) *The Vocabulary of Critical Thinking*. New York: Oxford University Press, Inc.
- Zubaidah, S. (2010). *Berpikir Kritis: Kemampuan Berpikir Tingkat Tinggi yang Dapat Dikembangkan melalui Pembelajaran Sains*. Makalah Disampaikan pada Seminar Nasional Sains 2010 dengan Tema “Optimalisasi Sains untuk Memberdayakan Manusia” di Pascasarjana Universitas Negeri Surabaya, 16 Januari 2010.
- Wingate, U. (2012). Argument! Helping students understand what essay writing is about. *Journals of English for Academic Purposes*, 11(12), 145-154.