

**STUDENTS' CRITICAL THINKING IN THEIR  
ARGUMENTATIVE ESSAY AT FOURTH  
SEMESTER OF UIN RADEN INTAN  
LAMPUNG**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements  
for S-1 Degree**

**By**

**Dewi Khoirunnisa  
NPM : 1611040326**

**Study Program : English Education**

**Advisor : Prof. Dr. Idham Kholid, M.Ag  
Co-Advisor : Satria Adi Pradana, M.Pd**



**FACULTY OF TARBIYAH AND TEACHER TRAINING  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2020/2021**

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2020/2021**

## ABSTRACT

Critical thinking was included in one of many aspects in writing, it was needed when the writer have to defend a position, argue by using his or her own ideas, or make reason and conclude the prepositions. Writer should think of the plan, before they started to write. While writing improved one's mind to think critically, at the same time critical thinking supplied good writing. This research aimed to know how was students' critical thinking ability in their argumentative essay.

This research used descriptive quantitative research design. The sample of this research was B class at fourth semester of English Education Department, UIN Raden Intan Lampung in academic year 2020/2021 that consists of 33 students. In collecting the data, students' argumentative essay was collected to be analyzed and scored in order to know their critical thinking ability by using Marguerite and Ennis scoring sheet (1993). The percentage of six aspects was calculated based on students' critical thinking ability viewed from each aspects.

This study found that the average of students' critical thinking ability viewed from all aspects categorized as well-developed and developing. Five aspects categorized as well-developed such as focus (4,1), supporting reason (4,1), organization (4,3), conventions (4,3), integration (4,2) and one aspect categorized as developing was reasoning (3,8). From the calculation of all aspects it shown that there were 28 students categorized as well-developed in critical thinking ability and 5 students categorized as developing. In conclusion, students' critical thinking ability in their argumentative essay was well-developed.

***Keywords:*** *critical thinking, argumentative essay, writing.*

## DECLARATION

I am a student with the following identity:

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Thesis : Students' Critical Thinking in Their Argumentative  
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Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted and cited in accordance with ethical standards.

Bandar Lampung, October, 14<sup>th</sup>2021

Declared by,



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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ فَإِذَا فَرَغْتَ فَانصَبْ ﴿٧﴾

(5) For indeed, with hardship (will be) ease.

(6) Indeed, with hardship (will be) ease.

(7) So when you have finished (your duties), then stand up (for worship).<sup>1</sup>

(Q.S Al-Inshirah : 5-7)



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<sup>1</sup>Surah al-Inshirah: Peace and Solace for Troubled Hearts, Accessed on:  
<https://www.kitabalquran.com/2017/01/surah-ash-sharh-in-english.html?m=1>

## DEDICATION

This thesis is dedicated to everyone who cares and loves me in everyway. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Sobirin and Ms. Siti Badriyah for always loving, supporting, and strengthening me to finish this thesis. May Allah give them forgiveness, health, blessed, long and brilliant life.
2. My beloved brothers and sisters, Ade Hafidz Khoiruzi, Septi Handayani, Lutfi Maulidia, M. Ikhsan Fakhri and M. Rizki Alfarizi for always loving, and motivating me to finish my study.
3. My beloved grandfather Arban (Alm) may Allah grant you jannah and for my grand mother Masfu'ah may Allah blessed you.
4. My beloved cousins, hope they will grow up well and have bright future, also my uncle and aunt may Allah grant you long life.
5. My beloved good friends for always be there, supporting me to finish my study.
6. My beloved lecturers of UIN Raden Intan Lampung who helped me grow up and have contributed much for my self-development.
7. My beloved Almamater, UIN Raden Intan Lampung.
8. And the last but ever last, to my beloved husband Ridho Gusti Putra, I love you.

## CURRICULUM VITAE

Dewi Khoirunnisa was born in Jakarta on April, 21<sup>th</sup> 1997. Dewi is the first daughter of Mr. Sobirin and Ms. Siti Badriyah. She has three younger brothers and two younger sisters whose names are Ade Hafidz Khoiruzi, Septi Handayani, Lutfi Maulidia, M. Ikhsan Fakhri, and M. Rizki Alfarizi.

Dewi started her formal education at SD Tunas Harapan and graduated in 2009. She continued her study to SMP N 8 Bandar Lampung and graduated in 2012. After finishing her study at Junior High School she continued to SMA Bhakti Utama Bandar Lampung and she finished in 2015. All of those three schools that she graduated from, were in Bandar Lampung, Lampung. After that she continued her study at State Islamic University (UIN) of Raden Intan Lampung in 2016.

While being a college student, she also running her activity in organization and she has been teaching at “Alexandria English Islamic Pre-school” for one semester and now she is a teacher in “As Samba Private and Course”.

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Alhamdulillah, all praise to Allah SWT the almighty for this merciful and beneficent, for blessing me with mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled "Students' Critical Thinking in Their Argumentative Essay at Fourth Semester of UIN Raden Intan Lampung" is submitted as compulsory fulfillment of the requirements for S1 degree of English Education Program at Tarbiyah and Teacher Training Faculty of Islamic State University of Raden Intan Lampung. Therefore, gratitude and appreciation, expressed especially to:

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Writing is an ability that has purposes as a means to communicate the language in a written form through the cognitive and organizational strategies in the process. Through writing, students can convey ideas, feelings, or opinions in readable form, meanwhile writing is not simply activity which can be completed spontaneously, otherwise writing involves complex things and requires effort. Raimes said that writing is skill of express our ideas which are arranged in words, sentences, and paragraphs by using part of body which are eyes, brain, and hands<sup>1</sup>.

In university degree, essay writing is the most important part of writing levels in which the undergraduate students need to master. Oshima et al explried that writing an essay is more difficult than writing a paragraph except that an essay is longer<sup>2</sup>. Students and educator capability are the important things in teaching and learning writing aspect, the educator must be the qualified one that understand deeply about writing.

In fact, there are kinds of problem that students face in making an essay, finding difficulties in elaborating their ideas, making every sentences coherence and unity, supporting the main idea of each paragraph.

From Meslissorgou and Frantzi, they said that the obstacles of writing derive from many aspects as the foregone researches such as vocabulary, diction, grammatical features, exploring and

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<sup>1</sup>Ann Raimes, *Techniquee in Teaching Writing* (London: Oxford American English, 1983), p.3

<sup>2</sup>Alice Oshima and Ann Hogue, (4<sup>th</sup> Edition), *Writing Academic English* (Pearson Longman, 2006), p.56

generating ideas, organization and teaching process.<sup>3</sup> On the other side the lack of reading and students lack of reading also become the important external factor causes difficulties in making an essay, Raimes explried that the more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language.<sup>4</sup>

Another factor that caused difficulties in writing an essay explained by Morgan, he argues that students are going to stuck when they want to begin their writing of the first idea or topic, they are confused to write the thesis statement that can be in the first or last sentence of the paragraph, they must consider to what the audience or reader who will read their essays also the purpose of the essay, they are mostly in fear or failure while writing because of how they express their idea, feeling and experience.<sup>5</sup>

Based on the preliminary research in UIN Raden Intan Lampung, interview was conducted with the English lecturer namely, Ms. Nurul Puspita, she is an English lecturer who particularly teaches essay writing, she explained that, in general, the aspects that support students in making an essay belongs to the aspects of writing like content, organization, mechanics, structure, language used and vocabulary. She added that, students should think critically because in making an essay or in making their own writing they should elaborate ideas, develop their ideas, means that they should think critically and creatively. In the body of the essay there are some paragraphs where the students should

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<sup>3</sup> Bulqiyah, Suhaimah. et al, *Investigating writing difficulties in essay writing: Tertiary students' perspective*, English Language Teaching Educational Journal E-ISSN 2621- 6485 Vol. 4, No. 1, 2021, p. 62

<sup>4</sup> Raimes in Belkhir and Benyelles, *Identifying EFL Learners Essay Writing Difficulties and Sources: A Move towards Solution The Case of Second Year EFL Learners at Tlemcen University*. International Journal of Learning, Teaching and Educational Research Vol. 16, No. 6, p. 83

<sup>5</sup> Hasanuddin, *The Students' Writing Difficulties in Writing an Essay Based on Cognitive Process*. State University of Gorontalo, p.63

elaborate well their ideas related to the topic or the theme they have given.<sup>6</sup>

From the statement above, pointed that there are some factors support students in making an essay, and critical thinking include to one of many factors. In expressing their ideas students need to write critically, for they should have critical thinking. 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 writer uses some reasons to espouse their opinion about the problem that they agree or disagree. Critical thinking helps students to construct ideas, especially opinions and arguments in making an argumentative essay.

On the other side, Barnett et al stated that students and instructor agreed to develop students' thoughtful arguments, they should be able to imagine an audience and write effectively<sup>7</sup>. By using appropriate style and appropriate amount of detail students able to present their arguments in orderly and coherence, be careful of their own assumptions, find resources and integrate them by their own writing not only by simply quoting and paraphrasing but also by having digested material so they can present it in their own word. Document of all borrowed quotations, paraphrases and ideas also the important aspect, in order to strengthen evidences and reasons which support their arguments.

Concluded that there were some factors that affect students in making an essay, for this research conduct to know students' critical thinking level in their argumentative essay.

Warnick and Inch define critical thinking as an ability to explore a problem, question or situation, integrate all the available information about it, arrive a solution or hypothesis, and justify

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<sup>6</sup>Nurul Puspita, *Interview with the English Lecturer*(UIN Raden Intan Lampung), April, 14th 2021, unpublished.

<sup>7</sup>Sylvan Barnett et al, *Critical Thinking, Reading and Writing: A Brief Guide to Argument*. Seventh Edition. Boston, Newyork,2010. p. 3

one's position.”<sup>8</sup> which means critical thinking is an ability in exploring the problem, question or situation to deepen understanding about it, integrating all the information that related to the case or problem, seeing more possibility, connecting and building idea to arrive the solution and making the decision.

The critical thinking skill is an essential life skill among the 21st-century, skills which guides an individual to make an independent and emancipated decision.<sup>9</sup> In the recent years, teaching the critical thinking skill to students and improving their basic language skills such as reading, listening, speaking and writing have been emphasized in the preparation of educational curriculum in modern and democratic societies.

The previous research in critical thinking and argumentative essay was conducted by Hasaniyah in her thesis titled “An Analysis of The Students’ Critical Thinking in Writing Argumentative Essay”.<sup>10</sup> The population of the research was students of English teacher education program at UIN Sunan Ampel Surabaya at fourth semester, this research focused on students’ level and also the way they apply the critical thinking in their writing. She used qualitative research design on her thesis, and the Rubric of the students’ critical thinking which is adapted from PIER Macmillan Yale Education wesite to analyze students’ critical thinking level and questionnaire to know students’ ability in applying their critical thinking.

The other previous research was conducted by Anggraeny and Putra titled “Critical Thinking in Students’ Process of Writing the Argumentative Essay”<sup>11</sup> aimed to investigate the writing process

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<sup>8</sup> Raana Ramezani, et. al. “The Relationship between Critical Thinking and EFL Learners’ Speaking Ability”.( *English Language Teaching*; Vol. 9, No. 6; 2016.p.189

<sup>9</sup>Epcacan Cahit. “A review on the relationship between critical thinking skills and learning domains of Turkish Language”. (*Educational Research and Reviews*; Vol. 14(3), pp. 67-77, 10 February, 2019). p.68

<sup>10</sup>Siti Maghfirrotun Hasaniyah. “*An Analysis of The Students’ Critical Thinking in Writing Argumentative Essay*”UIN Sunan Ampel, 2017

<sup>11</sup>Eka Anggraeny et al, “Critical Thinking in Students’ Process of Writing the Argumentative Essay”

done by the sixth semester students of English Department Jambi University in writing the argumentative essay and the challenges they found in the process of writing. This research used descriptive qualitative approach by inviting five participants to write an argumentative essay and to be interviewed afterwards. The findings show that students have challenges in different aspects of key features in constructing the argument and challenges faced by students through interview conducted.

The next previous research was conducted by Amin and Kurniasih in their research journal "University Students' Critical Thinking in Writing Argumentative Essays" aimed to identify how the students use critical thinking to construct argumentative essays and to describe how critical thinking is reflected in the students' argumentative essays.<sup>12</sup> This research was descriptive qualitative research. There were two results can be seen. First, the students had reflected their critical thinking by involving the characteristics of critical thinking as proposed by Cotrell's theory. Cotrell claimed that there are some characteristics that indicate someone has applied critical thinking in writing.<sup>13</sup> The characteristic are the writer's position, the writer's reason, the writer's main reasons and key points, the writer's evidence, the writer's opposing arguments, the writer's conclusion, the essay's content, and the writer's belief. While the second point, the students used their critical thinking to construct argumentative essay very well especially in choosing the topics, organizing the arguments, and resolving problems that they experienced in constructing the essay. In conclusion, the students' critical thinking was well applied in the writing of argumentative essay.

From the previous research above, all of them have the similarity in their variables which are argumentative essay and

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<sup>12</sup>AhmadBurhanudin Amin and Esti Kurniasih. *University Students' Critical Thinking In Writing Argumentative Essays*. The State University of Surabaya; 2013. p. 1

<sup>13</sup>Cotrell inAhmadBurhanudin Amin and Esti Kurniasih. *University Students' Critical Thinking In Writing Argumentative Essays*. The State University of Surabaya; 2013. p. 4

critical thinking, yet each research above has different objective and instrument that used in collecting the data. This research aims to know students' ability in critical thinking in their argumentative essay by using descriptive quantitative research method. It indicates that this research has a different focus from those previous research. This research conduct to analyze students' critical thinking ability in students' argumentative essay because from argumentative essay it can be seen how do students' ability in critical thinking through arguments, claims, and ideas they were constructed in writing an argumentative essay.

Therefore, the research will be conducted under title "Students' Critical Thinking in Their Argumentative Essay"

## **B. Identification of the problem**

Based on the preliminary research, the problems identified by the researcher as follows:

1. There are some difficulties that faced by students comes from writing aspects such as the content, organization, mechanics, structure, language used, vocabulary, and
2. Especially, in writing an essay students are need to think critically to elaborate and develop their ideas.

## **C. Limitation of the problem**

The problem of this study was limited to critical thinking ability in relation with argumentative essay of the fourth semester students of UIN Raden Intan Lampung in Academic Year 2020/2021.

## **D. Formulation of the problem**

Based on the background of study above, this study intended to examine the question "How is students' critical thinking ability viewed from their argumentative essay?"

## **E. Objective of the Research**

The research conduct to study about students' critical thinking ability viewed from their argumentative essay at fourth semester of UIN Raden Intan Lampung in the academic year of 2020/2021.

## **F. The Significance of the Research**

The significance of the research can be described as follows:

### **1. For students**

Critical thinking is an important skill or ability in this era, the existence of critical thinking attract a lot of attention in many fields, one of them is education, hopefully after seeing this research students can motivated to increase their ability in think critically.

### **2. For Teacher**

Hopefully in the future teacher will see every possibility in several factors that related to students' writing ability and concern for designing courses that can facilitate their students to explain their ability in critical thinking through writing.

### **3. For Other Researcher**

Further this thesis will inspire other researcher in the future to gain the new ideas, moreover the other researcher might possible to conduct a research deeply about critical thinking.

## **G. Scope of the Research**

Scope of this research as follows:

### **1. Subject of the research**

The subject of this research was the students at Fourth Semester of English Education Department UIN Raden Intan Lampung Academic Year Of 2020/2021.

**2. Object of the research**

Object of the research was students' critical thinking ability viewed in their argumentative essay at Fourth Semester of English Education Department UIN Raden Intan Lampung Academic Year Of 2020/ 2021.

**3. Place of the research**

The research was conducted at UIN Raden Intan Lampung.

**4. Time of the research**

The research was conducted in the Academic Year Of 2020/ 2021.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Critical Thinking

##### 1. Definition of Critical Thinking

One of the best way to prepare the students to face the changing of the world in this 21st century and its circumstance is guiding them how to think. To teach students thinking and make them associate with the world and having self-confidence in making decision of what to believe or to do that is what we should be believe as critical thinking. Related to Moore theory that said critical thinking is thinking that critiques. It involves critiquing opinions, judgments, decisions, plans, conclusions, and reasoning in general.<sup>14</sup> Critical thinking appear when people try to evaluate information they deserve, a skill to analyze, integrate related things logically and rationally. In critical thinking people trained to make a good reasoning, consider their perspective, before they come to decision and conclusion.

On the other hand, Mason pointed out that critical thinking is ability of reasoning effectively, identify the relevance and importance facts.<sup>15</sup> Bassham et al claimed critical thinking as a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and truth claims. In order to discover and overcome personal preconceptions and biases; to formulate and present convincing reasons in support of conclusions; and to make reasonable, intelligent decisions about what to believe and

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<sup>14</sup>Moore and Parker, "*Critical Thinking: Twelfth Edition*", (Parker California StateUniversity, Chico, 2016), p.2

<sup>15</sup>Mason Mark, "Critical Thinking and Learning", (Victoria: Blackwell Publishing:2008), p.2

what to do.<sup>16</sup>Willingham defined critical thinking as mental and cognitive activities which is a subset of three sorts of thinking: reasoning, decision making and judgement and problem solving.<sup>17</sup>

From all the experts similiar statements above, it can be concluded that critical thinking is cognitive process or activity to require valid information. Critical thinking is thinking precisely and systematically and following the rule of scientific approaches and logic such as identification, analysis, evaluation and claiming the valid information. Those processes should be done as approaches to knowledge and perceived wisdom or valid information.

## 2. The Component Critical Thinking

Component of Critical Thinking is Cognitive. Cognitive skill is a mental activity to obtain knowledge.<sup>18</sup>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:

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<sup>16</sup>Bassham et. Al, “*Critical thinking-a student's introduction (4th ed)*”,.New York: McGraw-Hill, 2011, .1

<sup>17</sup>Raana Ramezani, et. al. “*The Relationship between Critical Thinking and EFL Learners’ Speaking Ability*”.( English Language Teaching; Vol. 9, No. 6; 2016. Published by Canadian Center of Science and Education. ). p.189

<sup>18</sup> Solso in Destri Hastiari, “Assessing Student’s Critical Thinking in Essay Writing” IAIN Bengkulu, 2020. P.10

**Table 1 Consensus List of Critical Thinking Cognitive Skills and Sub Skills<sup>19</sup>**

No.	Skill	Sub Skill	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 Significance	To make a detection and description of someone's question purposes; to make an appreciation of a certain gesture in a social situation provided; to 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

<sup>19</sup> Peter. A. Facione, *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction*, Millbrae: The California Academic Press.1990

			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
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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.

### 3. Critical Thinking Process

The critical thinking process stems from the activities of thinking itself. They are Investigation, Interpretation, and Judgment.<sup>20</sup>

#### 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

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<sup>20</sup> Vincent Ryan Ruggiero, Beyond Feelings: A Guide to Critical Thinking. New York: The McGraw-Hill Companies, Inc.2012, p. 21

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 investigation which leads to the last product of thinking process conclusion or judgment.<sup>21</sup>

Based on the explanation above, three are at least there activities which are included in critical thinking process, namely investigayion, intepretation, and judgment. in the case, the investigation is an activity, basically comes first, which aims to finds the evidence or information about the issue or matters arise. next, it goes on to the subsquent 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.

#### 4. Criteria of Critical Thinking

As a standard criteria of Critical Thinking, there are 6 basic elements in critical thinking, abbreviated as FRISCO.<sup>22</sup>

##### a. Focus

The focus is more than a thesis statement and/ or listing of subordinate points.<sup>23</sup> This feature axamines whether the subject/issue of the paper is clear and the position/ opinion is explicitly announced in the opening and maintained through the paper .multiple positions are focused only if there is an umbrella statement. In the opening of the paper, the writer must indicate the intent

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<sup>21</sup> Washburn, Phil. *The Vocabulary of Critical Thinking*. New York: Oxford University Press, Inc., 2010.

<sup>22</sup> 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>)

<sup>23</sup> Ibid., p. 8

to support one or more positions /opinion and preview major points of support. The paper will close with an effective conclusion. This assumes at least a forty-minute writing period.

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

- 1) Unclear, absent, insufficient length to ascertain
- 2) Confusing attempted main point unclear or shifts.
- 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.<sup>24</sup>

The three types of reasoning are generalizing, best explanation 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 other. Good warranted generalizations are usually agreed upon by experts and promoted as acceptable interpretations of supporting reasons or fact.

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<sup>24</sup> Ibid., p. 8-9

b. Best explanation

Best explanation inferring 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 alternative 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 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 judgement 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 depends 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, short 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 undelined.
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 task<sup>25</sup>. 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 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 reaction to the work as art, it is the reader 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, insult
2. Attempts address assignment, conclusion

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<sup>25</sup> Ibid., p. 10

3. Partly developed, one features not develop
4. Essentials present
5. Features present, but not all equal
6. All features evident and equally well developed

**d. Supporting reason**

This feature focuses on the quality and detail of the or subpoints. Supporting reasons are usually more specific than conclusions.<sup>26</sup> The quality of support depend on its specificity, accuracy and credible.

**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. Conventions**

Evaluations of the paper is use of conventions should take into account the following : how seriously the errors

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<sup>26</sup> Ibid., p. 11-13

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 evaluation 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 length 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.<sup>27</sup> 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

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<sup>27</sup> Ibid., p. 12-13

“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 paraphrasing 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.

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 knowledge able 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, signated 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.

## 5. 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 models<sup>28</sup>.

Various research results show that critical thinking skills can be trained in various ways.

The tests to measure critical thinking skills, can be divided<sup>29</sup>:

### 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

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<sup>28</sup> Zubaidah, S. "Berpikir Kritis: Kemampuan Berpikir Tingkat Tinggi yang Dapat Dikembangkan melalui Pembelajaran Sains" Universitas Negeri Surabaya, 16 Januari 2010.

<sup>29</sup> 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>)

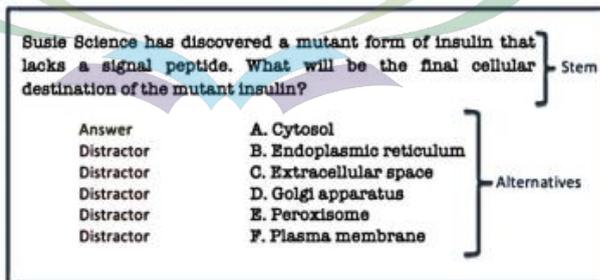
and requires a series of revisions, trials, and a series of revisions.

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.

Following are some types of critical thinking assessments in the form of open ended tests<sup>30</sup>:

### 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 evaluation.<sup>31</sup> 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.



<sup>30</sup> Brame, C, Writing good multiple choice test questions|. Retrieved [today's date] from (<https://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/>.)Pdf.

<sup>31</sup> Ibid.

## 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 denfense usually preceded and succeeded by otherargumentation on the point or aspects of it.<sup>32</sup>

Example : Critical thinking essay test from The Ennis Weir.

## 3. Performance tests (performance assessment)

Performance 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 answers<sup>33</sup>

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 structure<sup>34</sup>. The critical thinking essay test for students can be described as follows:

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<sup>32</sup> Ennis, R. H. 1985. *"The Ennis Weir Critical Thinking Essay Test"*, Midwest Publications.p1

<sup>33</sup> 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>)

<sup>34</sup> Ennis, R. H. 2001. *Critical Thinking Assessment.*The Ohio State University. 32, (3).

**a. High structure**

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 Test<sup>35</sup>. At the Illinois Critical

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(Online)(<http://www3.qcc.cuny.edu/WikiFiles/file/Ennis%20Critical%20Thinking%20As%20Assessment.pdf>)

<sup>35</sup> Finken dan Ennis. *Illinois Critical Thinking Essay Test. Illinois Critical Thinking Project*. Departement of Educational Policy Studies University of Illinois.(online)

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 do"<sup>36</sup>, and some aspects of critical thinking according to Ennis such as previously explained.

The critical thinking assessment in this study will be 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.

## 6. The Role of Thinking in Writing

Writing is a kind of thinking.<sup>37</sup> When the writer have to defend a position in writing, to argue using his or her own ideas, or to reason to a conclusion drawing only on relevant material, not planning is a bad idea. Most writers make at least sketchy plans before starting to write – a few headings, a few keywords, some arrows, perhaps, linking ideas, and a conclusion. Writer should think of the plan. As part of the

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(<http://www.criticalthinking.net/IIICTEssayTestFinken-Ennis12-1993LowR.pdf>)

<sup>36</sup> Ennis, R.H. Critical Thinking. New York: Prentice Hall. 1995

<sup>37</sup> Warbuton, "The Basic of Essay Writing", (London and Newyork: Routledge, 2006),p.8

writing, though, not as something separate from the writing process<sup>38</sup>

Moreover, Langan also pointed that writing makes a person to be stronger. Writing reasoned paragraphs needs mental discipline and shut attention to the set of logical rules. It will train one's mind to think clearly and influence the part of life on solving problem. While through writing will improve critical, critical thinking is very important to supply good writing.<sup>39</sup> To sum up, writing is vital to enhance thinking skill like critical thinking and creative thinking. In similarity, critical thinking skill is additionally crucial in composing writing. It is caused each process of writing needs several thinking skill, Therefore, while not having the ability to think and write critically, the writers cannot create a piece of fine writing.

## **B. Writing**

### **a. Definition of Writing**

Wilkins defined writing as an psychological activity of the language user to put information in the writing text.<sup>40</sup> Writing included one of language skills which is a productive skill learnt by students, students were taught to express their ideas and feeling in written form. It is the skill of the writer to communicate and transfer information to readers. Meanwhile, Linse stated writing as combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and

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<sup>38</sup>Ibid, p.9

<sup>39</sup>Langan, J. (2007). *“College writing skills”*. (New York: McGraw-Hill companies)

<sup>40</sup>Wilkins in Apriska Parancana Putri. *“The Influence of Using Cartoon Films Towards Students’ Ability in Writing Narrative Text at The Eight Grade of SMPN 25 Bandar Lampung in the Academic Year 2018/2019”* p. 11

comprehensible to readers.<sup>41</sup> From the statements above can be concluded that writing is language skill which combine process and productive skill that can be used to present thought, ideas in a form of written language.

### **b. Process of Writing**

Writing is kind of activity that need several steps to be done, it is not simple activity which only need one step but the writer requires several steps needed to do this activity.

Dietch proposed the stages of writing into 4 steps as follow:<sup>42</sup>

#### **a. Prewriting**

This is the first step of writing where the writer produces some ideas and decides the purpose and the reader of the writing.

#### **b. Drafting**

Drafting is primarily a stage of discovery and exploration. This step requires a transformation idea of the writer into sentences in half organized process. The function of this activity is developing writer's idea, expanding and creating idea connection.

#### **c. Revision**

Revision is activity that consists of deleting, expanding and clarifying the ideas. This activity can be done during in every process of writing.

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<sup>41</sup>Linse in Siti Maghfirotn Hasaniyah. *"An Analysis of The Students' Critical Thinking in Writing Argumentative Essay"* UIN Sunan Ampel, 2017. p. 39

<sup>42</sup>Dietch in Muspitarini, *"The Relationship Between Students' Critical Thinking, Grammar Knowledge and Writing Ability of Analytical Exposition Text"*, UIN Syarif Hidayatullah, Jakarta, 2019

#### d. Editing or Proofreading

This step requires examining the ideas, details, words, grammar and punctuation. Here, the emphasis of this step is on accuracy, correctness and clarity.

Another opinion proposed by Harmer which states that there are some processes of writing, they are;<sup>43</sup>

##### 1. Planning

Experienced writers plan what they are going to write. Some of writers making a detail notes before writing, they have to think about the issues, the purpose of their writing since it will influence the reader. What kind of information they choose to include and obviously the language used.

##### 2. Drafting

We can refer to the first version of writing as a draft. As the writing process into editing, several drafts may be produced on the way to the final version.

##### 3. Editing (reflecting and revising)

In this step the writer read what they have written, to see where it works and where it does not. Perhaps some ideas are written in ambiguously and confusingly. They may write some ideas which not support the previous ideas before.

##### 4. Final Version

This is the final step, the step where writers have edited their draft, making the change they

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<sup>43</sup>Harmer in Yuni Fitriana, "An Analysis of Student's Problem in Writing Spoof Text at Eleventh Grade of SMK PGRI 4 Bandar Lampung in the Academic year of 2020/2021" Perpustakaan UIN Raden Intan Lampung, 2021, p.9

consider to be necessary, and they produce the final version.

## C. Essay Writing

### a. Definition of Essay Writing

An essay is a piece of writing several paragraphs long.<sup>44</sup> It has three main parts, the first is introduction which is an introductory paragraph where general statement to attract readers' attention and thesis statement to state the main idea of the essay placed. The second part is body, this part consist of one or more paragraphs, each paragraphs consist of one topic sentence and some supporting sentences, sometimes concluding sentences but not always necessary. The last is conclusion or concluding paragraph, more like a summary or review of the main ideas which discussed in the body of the essay.

The topic of an essay is too complex to discuss in one paragraph, therefor essay devided into several paragraphs. Setiawan argued that essay writing is the expectation of the reader to write and extend a topic more extensively or complex, it must convey it into essay form, in which a kind of writing that consists of more than one paragraph.<sup>45</sup>

This chart bellow shows the differences between paragraph and essay writing.

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<sup>44</sup>Alice Oshima et. Al. *Writing Academic English (Fourth Edition)*, Pearson Longman, California: 2006. p. 56

<sup>45</sup>Setiawan in Siti Maghfirotn Hasaniyah. "An Analysis of The Students' Critical Thinking in Writing Argumentative Essay" UIN Sunan Ampel, 2017. p. 39

**Table 2**  
**The Concept of Map Paragraph and Essay**

<b>Paragraph</b>	<b>Essay</b>
Topic sentence	<b>Introduction</b> General statements Thesis statement
Supporting sentence	<b>Body</b> <b>A. Topic sentence</b> - Supporting sentence - Supporting sentence - Supporting sentence - Concluding sentence
Supporting sentence	<b>B. Topic sentence</b> - Supporting sentence - Supporting sentence - Supporting sentence - Concluding sentence
Supporting sentence	<b>C. Topic sentence</b> - Supporting sentence - Supporting sentence - Supporting sentence - Concluding sentence
Concluding sentence	<b>Conclusion</b> Restatement or summary of the main points; final comment

*Source: Oshima and Hogue "writing academic English" fourth edition, p.57*

Students elaborate their ideas and arguments in paragraph to support the topic sentence. A good essay closed by the conclusion paragraph, in this part students make the concluding sentence of each paragraph, review of main points discussed in every paragraphs.

## D. Argumentative Essay

### a) Definitions of Argumentative Essay

Argumentative essay is other types of essay writing and it is concerned with the reasoning ability of the writer to present an issue logically with an overriding view.<sup>46</sup> In this kind of writing, the authors are not only gives information but also present an argument with the PROS (supporting ideas) and CONS (opposing ideas) of an argumentative issue.<sup>47</sup> The argumentative essay is also called a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.<sup>48</sup> According to the meanings above, it is stated that argumentative essay is an essay that requires the writer or the author to convey their thinking in deep understanding and extensive knowledge by considering the evidence or supporting ideas to make the reader believe about the writers' argument. Therefore, in producing a good argumentative essay the author must have extensive knowledge, good ideas, deep thought and opinion about what they want to write.

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<sup>46</sup>V.A.Alabi-Babatund in Siti Maghfirotn Hasaniyah. *“An Analysis of The Students’ Critical Thinking in Writing Argumentative Essay”*UIN Sunan Ampel, 2017. P. 42

<sup>47</sup>OyaOzagain Siti Maghfirotn Hasaniyah. *“An Analysis of The Students’ Critical Thinking in Writing Argumentative Essay”*UIN Sunan Ampel, 2017. P. 42

<sup>48</sup>Jack Baker et al in Siti Maghfirotn Hasaniyah. *“An Analysis of The Students’ Critical Thinking in Writing Argumentative Essay”*UIN Sunan Ampel, 2017. P. 42

## b) The Criteria of A Good Essay Argumentation

Generally, essay should have four components.<sup>49</sup> Those are a statement of the issue, a statement of one's position on that issue, arguments that support one's position and rebuttals of arguments that support contrary position. According Chris Endy there are three specific qualities in writing good argumentation in essay. Those are Precision in argument and use of terms, grounding in evidence, clarity and concision in prose.<sup>50</sup>

Meanwhile, Oshima in her book writing academic series, explained that an argumentative essay contains these five elements keys:<sup>51</sup>

1. An explanation of the issue
2. A clear thesis statement
3. A summary of the opposing arguments
4. Rebuttals to the opposing arguments
5. Your own arguments

On the other side, Moore in his book titled Critical Thinking, mentioned that an argumentative essay generally has four components:<sup>52</sup>

1. A statement of the issue

Ideally, an essay begin with an introduction to the issue that demonstrates an important or interesting issue. Even when the writer is not excited to the issue, it is still good to try to make the reader interested. The writer's statement of the issue should be fair, don't try

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<sup>49</sup>B.N. Moore & R. Parker, "*Critical Thinking-9 th edition*" 2008, p.87

<sup>50</sup>C. Endy, "*How to Write an Argumentative Essay*", (The Center: JFK Library Palmer Wing, Room 2097, 2011)

<sup>51</sup>Alice Oshima and Ann Hogue, (4<sup>th</sup> Edition), *Writing Academic English* (Pearson Longman, 2006), p.146

<sup>52</sup>Moore and Parker, "*Critical Thinking: Eleventh Edition*", (Parker California State University, Chico, 2015), p. 81

to state the issue as if the writer position is the only correct one.

2. A statement of one's position on that issue

Writer position On the issue should be clear, when the writer have stated the issue bravely and clearly, it should be a simple matter to identify writer position.

3. Arguments that support one's position

The writers argument support their position should be as brief as the can make, but it is more important to be clear than to be brief. However, this is the heart of the essay, the reasons that was disclosed should be clearly relevant, and the should be either clearly reliable or backed up by further arguments.

4. Rebuttals of arguments that support contrary positions.

If there are any other arguments for the other side of the issue, the writer should admit it and offer some reasons to believe that the argument is unconvulsive. You can do this either by attacking the generally given premise or by trying to show that the premise does not actually support the opposite conclusion. More on these topics, letter.

## c) The Generic Structure of Argumentative Essay

**Table 3**  
**Organization of Argumentative Essay**

<b>Point-by-Point Pattern</b>
<p><b>I. Introduction</b></p> <p style="padding-left: 40px;">Explanation of the issue, including a summary of the other side's arguments</p> <p style="padding-left: 40px;">Thesis statement</p> <p><b>II. Body</b></p> <p style="padding-left: 40px;">A. Statement of the other side's first argument and rebuttal with your own counterargument</p> <p style="padding-left: 40px;">B. Statement of the other side's second argument and rebuttal with your own counterargument</p> <p style="padding-left: 40px;">C. Statement of the other side's third argument and rebuttal with your own counterargument</p> <p><b>III. Conclusion</b> – may include summary of your point of you.</p>

*Source: Oshima and Hogue "writing academic English" fourth edition, p.146*

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