

to identify many of these flaws. Challenged thinkers may develop an initial awareness of thinking as involving concepts, assumptions, inferences, implications, points of view, etc., and as involving standards for the assessment of thinking: clarity, accuracy, precision, relevance, logicalness, etc., though they have only an initial grasp of these standards and what it would take to internalize them. Challenged thinkers also develop some understanding of the role of self-deception in thinking, though their understanding is limited. At this stage the thinker develops some reflective awareness of how thinking operates for good or ill.

Skill in Thinking: Most challenged thinkers have very limited skills in thinking. However like unreflective thinkers, they may have developed a variety of skills in thinking without being aware of them and these skills may (ironically) serve as barriers to development. At this stage thinkers with some implicit critical thinking abilities may more easily deceive themselves into believing that their thinking is better than it actually is, making it more difficult to recognize the problems inherent in poor thinking. To accept the challenge at this level requires that thinkers gain insight into the fact that whatever intellectual skills they have are inconsistently applied across the domains of their lives.

of recognizing not only that there are standards for the assessment of thinking: clarity, accuracy, precision, relevance, logicalness, etc., but also that one needs to internalize them and thus begin using them deliberately in thinking. They have a beginning understanding of the role of egocentric thinking in human life.

Skill in Thinking: Beginning thinkers are able to appreciate a critique of their powers of thought. Beginning thinkers have enough skill in thinking to begin to monitor their own thoughts, though as “beginners” they are sporadic in that monitoring. They are beginning to recognize egocentric thinking in themselves and others.

Relevant Intellectual Traits: The key intellectual trait required at this stage is some degree of intellectual humility in beginning to recognize the problems inherent in thinking. In addition, thinkers must have some degree of intellectual confidence in reason, a trait which provides the impetus to take up the challenge and begin the process of active development as critical thinkers, despite limited understanding of what it means to do high quality reasoning.

Some Implications for Instruction: Once we have persuaded most of our students that much of their thinking left to itself is flawed and that they, like all of us, are capable of improving as thinkers, we must teach in such a way as to help them to see that we all need to regularly practice good thinking to become good thinkers. Here we can use

thinkers recognize the need for systematical critical thinking and deep internalization into habits. They clearly recognize the natural tendency of the human mind to engage in egocentric thinking and self-deception.

Skill in Thinking: Practicing thinkers have enough skill in thinking to critique their own plan for systematic practice, and to construct a realistic critique of their powers of thought. Furthermore, practicing thinkers have enough skill to begin to regularly monitor their own thoughts. Thus they can effectively articulate the strengths and weaknesses in their thinking. Practicing thinkers can often recognize their own egocentric thinking as well as egocentric thinking on the part of others. Furthermore practicing thinkers actively monitor their thinking to eliminate egocentric thinking, although they are often unsuccessful.

Relevant Intellectual Traits: The key intellectual trait required to move to this stage is intellectual perseverance. This characteristic provides the impetus for developing a realistic plan for systematic practice (with a view to taking greater command of one's thinking). Furthermore, thinkers at this stage have the intellectual humility required to realize that thinking in all the domains of their lives must be subject to scrutiny, as they begin to approach the improvement of their thinking in a systematic way.

Principal Challenge: To begin to develop depth of understanding not only of the need for systematic practice in thinking, but also insight into deep levels of problems in thought: consistent recognition, for example, of egocentric and sociocentric thought in one's thinking, ability to identify areas of significant ignorance and prejudice, and ability to actually develop new fundamental habits of thought based on deep values to which one has committed oneself.

Knowledge of Thinking: Advanced thinkers are actively and successfully engaged in systematically monitoring the role in their thinking of concepts, assumptions, inferences, implications, points of view, etc., and hence have excellent knowledge of that enterprise. Advanced thinkers are also knowledgeable of what it takes to regularly assess their thinking for clarity, accuracy, precision, relevance, logicalness, etc. Advanced thinkers value the deep and systematic internalization of critical thinking into their daily habits. Advanced thinkers have keen insight into the role of egocentrism and sociocentrism in thinking, as well as the relationship between thoughts, feelings and desires.

Skill in Thinking: Advanced thinkers regularly critique their own plan for systematic practice, and improve it thereby. Practicing thinkers regularly monitor their own thoughts. They insightfully articulate the strengths and weaknesses in their thinking. They possess outstanding

knowledge of the qualities of their thinking. Advanced thinkers are consistently able to identify when their thinking is driven by their native egocentrism; and they effectively use a number of strategies to reduce the power of their egocentric thoughts.

Relevant Intellectual Traits: The key intellectual trait required at this stage is a high degree of intellectual humility in recognizing egocentric and sociocentric thought in one's life as well as areas of significant ignorance and prejudice. In addition the thinker at this level needs: a) the intellectual insight and perseverance to actually develop new fundamental habits of thought based on deep values to which one has committed oneself, b) the intellectual integrity to recognize areas of inconsistency and contradiction in one's life, c) the intellectual empathy necessary to put oneself in the place of others in order to genuinely understand them, d) the intellectual courage to face and fairly address ideas, beliefs, or viewpoints toward which one has strong negative emotions, e) the fair-mindedness necessary to approach all viewpoints without prejudice, without reference to one's own feelings or vested interests. In the advanced thinker these traits are emerging, but may not be manifested at the highest level or in the deepest dimensions of thought.

of their thinking is outstanding. Although, as humans they know they will always be fallible (because they must always battle their egocentrism, to some extent), they consistently perform effectively in every domain of their lives.

Relevant Intellectual Traits: Naturally inherent in master thinkers are all the essential intellectual characteristics, deeply integrated. Accomplished thinkers have a high degree of intellectual humility, intellectual integrity, intellectual perseverance, intellectual courage, intellectual empathy, intellectual autonomy, intellectual responsibility and fair-mindedness. Egocentric and sociocentric thought is quite uncommon in the accomplished thinker, especially with respect to matters of importance. There is a high degree of integration of basic values, beliefs, desires, emotions, and action.

Some implications for Instruction: For the foreseeable future the vast majority of our students will never become accomplished thinkers any more than most high school basketball players will develop the skills or abilities of a professional basketball player or student writers the writing skills of a published novelist. Nevertheless, it is important that they learn what it would be to become an accomplished thinker. It is important that they see it as a real possibility, if practicing skills of thinking becomes a characteristic of how they use their minds day to day.

State Islamic University SunanAmpel Surabaya 2015". A thesis is in English Education Department of Faculty of Education and Teacher Training. She is the student from SunanAmpel State Islamic University Surabaya in 2015. The result of the study is the students' ability in their critical thinking developed by the activity which created by the writer. Shortly, it is meant the writer assumed the students in the reading class have less critical thinking ability before. So that case, this writer tried to make the students engaged to think critically in reading class.

This study concerned on how the students' critical thinking level in their writing of argumentative essay and their ability when writes the argumentative essay using their own ideas or their own knowledge. The case study is in the fourth semester where the argumentative essay tough by the teacher. This study is on descriptive qualitative method to observe the factual case in reality. For technical collecting data the researcher used instrument to get the data they are questionnaire, and documentation that gave to 40students as the sample from 87 students as population of fourth semester students of essay class that toke from class A until C randomly.