CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents and describes the result of this study. The data obtained from the study document, questionnaire, and interview will be analyzed and elaborated to answer the research problems mentioned in chapter I. The results are the students' ability in writing argumentative essay, the final written work of argumentative essay, and the students' achievement in argumentative class.

A. FINDINGS

To find the data the researcher does documentation and questionnaire. To gain the objectives of the research, the researcher choose those process before the researcher analyzes the data systematically, accurately in data finding and discus in discussion part before gains the conclusion.

After the researcher gets the data, the researcher analyzes in finding and describe in that data in order to draw conclusion in discussion combining with research's theory. In this subtitle, something that will be presented is the research findings. As an initiation, the result of examining students taking students' critical thinking level in argumentative class will be presented first. Then, the second finding dealing with the way the students explore their critical thinking in their written work or argumentative essay will be presented as the following. This written work clarifies their skill in thinking.

1. The Students' Ability of Critical Thinking in Writing Their Argumentative Essay

Examining the ability of students' critical thinking level becomes the first focus of this research. As mentioned in the previous chapter, to answer this question, it was used a questionnaire as test to know the level of students' critical thinking. There were eighteen questions in the test. The questions related into the theory which explains six levels. Those questions divided into six parts aimed to test their level. Each part consists of three questions.

This test showed that all the participants or test takers, 87 students who were divided in three classes; argumentative class A, B, and C. Each class consists of 27-30 students. The researcher took forty students as sample of questionnaire test and 20 students as sample of their final written work in writing argumentative essay. In this occasion the researcher tried to observe the class which was existed in the last semester. It was semester 4 while this year the students' have been in 5th semesters. The teacher was Miss DiahKamilasari, M.Pd. For the next step, the researcher tried to find about the finding of study at 17 -29 June 2016 and 7th November - 30 December 2016.

Those classes had moderate critical thinking level. It is shown from the fact that this class focus on their thinking in showing their argument. Argument concerned with the reasoning ability of the writer to

present an issue logically with an overriding view. The underlined sentence shows that the students' has to think logically to explain their issue on their written work. Logically thinking includes of critical thinking which need to think deeper about the issue around. Each activity which needs to think or to respond about the issue or the information, it is called critical thinking. It needs to analyze, to evaluate, to critic or to suggest is called critical thinking.

The researcher focuses on the students' ability of critical thinking level. Shortly, based on the fact said that thestudents' in the argumentative class included of the fifth level. It is practicing thinker. Here are the details of the students result:

The Students' Ability in Critical Thinking Level

No			Level				
	Selalu	Sering	Terkadang	Jarang	Pernah	TdkPerna h	0
	Accomplished Thinker (Level 6)	Advanced Thinker (Level 5)	Practicing Thinker (Level 4)	Beginning Thinker (Level 3)	The Challenge Thinker (Level 2)	The Unreflective Thinker (Level 1)	Left Blank
1	3	6	12	14	5	-	-
2	-	4	6	13	13	4	-
3	-	3	3	25	9	-	-
4	-	5	12	16	6	1	-
5	3	2	9	15	10	1	-
6	-	1	5	15	15	3	1

¹V.A.Alabi-Babatunde. *The Use of English in Higher Education*. 175.

7	7	15	9	3	2	2	2
8	4	15	17	2	2	-	-
9	8	18	7	7	-	-	-
10	2	9	24	5	-	-	-
11	10	19	10	1	-	-	-
12	11	14	8	1	1	1	-
13	9	10	13	7	1	-	-
14	6	14	14	5	1	-	-
15	5	21	10	3	-	-	1
16	2	17	15	6		-	-
17	2	17	16	2	-	3	-
18	4	17	19	5	-	-	-
Total Score	76	207	209	145	65	15	4

 Table 4.1The Students' Ability in Critical Thinking Level

From the table shown above, there are 4 students choose to leave the answer. One of students said that they did not answer the question because of they are doubt of their skill. Essentially, this is common for the students answer their skill. The strengths of believe will be challenged in this test. Nevertheless, their critical thinking is only known by themselves. How is low or how is deeper their thinking in assumingsomething can be felt by

themselves. Hence, the researcher can show their critical thinking and help them to solve their difficulties in solving their assumptions about around.

Additionally before describing the table above, total score of the critical thinking level can be described by the following diagram:

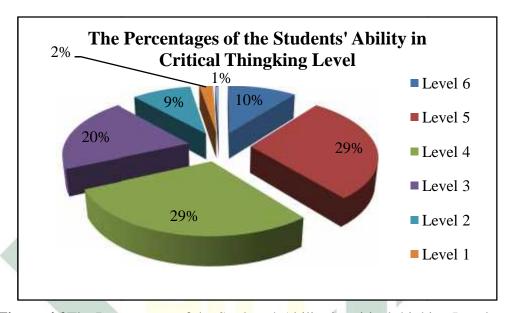


Figure 4.2The Percentages of the Students' Ability in critical thinking Level

In this research, the researcher uses the level of critical thinking by six levels. Those are the unreflective thinker (level 1), the challenge thinker (level 2), the beginning thinker (level 3), the practicing thinker (level 4), the advanced thinker (level 5), and the accomplished thinker (level 6). Here are details as following:

a. The Unreflective Thinker Level

The unreflective thinker student was the first level in critical thinking. In the conducted test, students' level of this thinker could be seen from their ability to answer questions. The students largely unaware

of the determining role that thinking is playing in their lives and lacks the ability to explicitly assess their thinking and improve it thereby.

The table above said that the students which have score in unreflective thinker level are 15. Presently, the diagram above is shown that 2% students includes unreflective thinker. It can be seen from the diagram and the table that the students in this level are in the lowest position. It means there are many students have higher level in critical thinking. Most of students are in the higher level of critical thinking.

In question 2, 4, 5, 6, 7, 12, 17, they answered never. Question 2 is asking about how they believe in their skill of critical thinking in writing argumentative essay. 4 from 40 students need much helping from another students' to write the argumentative essay. They need their friends' written work as a model for writing their argumentative essay.

Then, question 4 is asking about the students' writing. 1 from 40 students answers difficult in revising the written work. This student confesses that let write the argumentative essay naturally. The mistake is not the one problem. The student is lazy to revise and reanalyze the written twice. As a consequence, this student let the written has mistaken.

Further, question 5 is also asking about the students' writing. But it is focusing on how they write the information which comes from internet or another source on their paper. 1 from 40 students answers always write it directly. It means they never think the fact of information. It is one of aspect in critical thinking for thinking about assumptions which come to us. The brain will analyze it depend on the brain process the assumptions.

Question 6 is asking the way the students develop their written work. 3 from 40 students' answer always use their instinct for developing their writing. The writing is only described by their speculation. There are not sources or another opinion from the book or internet. There is not thinking in this writing. They think simply and assume that their thinking about something is true. And they write it whatever they think. It will make the writing is invalid or the reader can be doubt of their writing.

Then, question 7 is asking about mistake of their written work.

2 from 40 students answer never care of those mistake. It means they let their writing in mistake. It will affect the value of their writing. The mistakes can break their writing to be bad news for the reader. Caused is there are many assumptions which is not alike with the fact. Hence, their skill in critical thinking is less. The common students which have the critical thinking will revise and evaluate their argument in the writing if there are any mistakes. In this case, they let their writing in the mistake.

Further question 12 is talking about rethinking their idea on the paper once more if they know the weakness of the idea. 1 from 40

students answers never thinking it twice for exploring the idea on the paper. It means the critical thinking is not processing well in life. The weakness of idea should not be the written work. We should handle this weakness and look for something else to make the idea correct and perfect. The critical thinking skill is visible when someone looks for the correct information or considers the information to be their one perfect argument. Whereas, this case never think the argument will make one wrong assumption to another reader.

Question 17 is asking their skill in making different idea of their friends' ideas. 3 from 40 student answers never have this desire to write their idea. It means they have low critical thinking. The Cause is individual thinking will has different answer. If they think in the same line with their friends' ideas, shortly they will always in the same story and in the same topic with another. Besides, we have another chance to make it different. Someone in the good critical thinking will use their thinking to think hard get the brilliant idea. It is common for them to think deeper about something happen around. If someone in the low ideas will assume everything is common and common for everything happen around their life.

b. The Challenge Thinker

The challenge thinker has higher level than unreflective thinker level. Commonly, in this level the students become initially aware of the determining role that thinking is playing in their lives and Aware of the fact that problems in their thinking are causing them serious and significant problems.

The table above said that the score of the students' critical thinking level which has the challenge thinker level are 65. Presently, based on the diagram above is shown that 9% students includes the challenge thinker level. It can be seen from the diagram and the table that the students in this level are in the second position from the lowest level.

In question 1 into 8 and 12 into 14, the students answer ever doing right and often doing mistake of their writing. Question 1 is asking about the features of writing argumentative essay. 5 from 40 student choose to say often do not understand the features of writing argumentative essay. It means there is still critical thinking skill which they use when they write the argumentative essay. One step to have higher level in thinking. The doubt feeling proves still has less of critical thinking in their writing.

Then, question 2 is asking the students about their belief in their skill of critical thinking in writing argumentative essay. 13 from 40 students answer often need the example of their friends' writing to write their written work. It means there is doubt in showing their skill in writing. It proves when they said that they need the model to write their essay. They should use their skill and believe their skill in writing their essay. But in fact, they often need the model of the other writing.

Further, question 3 is asking the students the difficulties of developing their writing into some paragraphs. 9 from 40 students choose to answer often feel difficult in developing their writing into some paragraphs. Two of students said that they are confused when they write their writing. Most of those students are difficult in developing their writing. Thus, their writing often disconnected between one paragraphs to another paragraph.

Question 4 is asking about revising the mistake in their writing.
6 from 40 students answer often leave their writing in many mistakes. It
means they still do not care of their writing and the effects of it. This
proves their critical thinking do not assess their argument well in their
life. Though in this level, the students will aware of the problem of their
life, but they still let it in the mistakes.

Question 5 is asking about their behavior in writing their argumentative essay. 10 from 40 students answer often write their writing which they get from internet or their environment directly in their paper. It means they are unaware of their life. It common for the

students in this level is still unaware of their problem in their life. But in this case, they understand well the problem.

Then, question 6 is asking about developing their writing. 15 from 40 students answer often use their instinct for developing their writing. It means they are still low of critical thinking because actually the students still has the skill in consider the mistake or the fact of their writing. Their instinct is not best answer for developing the writing. Because the best writing is need some sources or some fact for making their writing in the real one.

Further question 7 is about their feeling of the mistakes in their writing. 2 from 40 students answer ever dislike the mistakes happen in their writing. It proves that they are still in the same weakness of thinking. They know the fact but they let it happen.

Question 8 is asking about the reasons of their argument in their writing. 2 from 40 students answer ever have accurate reasons for their argument in the written work. It means only once or twice they have accurate reasons for their writing. It proves that they are still unaware of the mistakes because they should know the way to get the real facts. In this case, they let their writing in many weaknesses.

Then question 12 is asking about re-thinking their idea for writing their written work. 1 form 40 students answer ever re-thinking the idea if knowing the weakness of it. It means only once or twice the

student expects to have good idea. Most of the idea is still in the weakness. This student is less of re-thinking their idea.

Question 13 is asking about clarifying the idea. 1 from 40 students said that ever clarify the idea form any sources in book or internet. It means most of the idea in the writing has no accurate reasons because this student let the reasons in their way only. The writing will doubt the reader. The writing ideas will much mistake if there is no real sources. The good writing is the writing which has many sources and many facts inside.

Further, question 14 is asking about evaluate the idea. 1 from 40 students answer ever evaluates the idea when they will write it on the paper. It means the student is really let the idea happen as usual or such the instinct. Shortly, this student aware of the idea but let the ideas in the mistake.

c. The Beginning Thinker

The students in the beginning thinker level is actively taking up the challenge to begin to take explicit command of their thinking across multiple domains of their lives and recognize that they have basic problems in their thinking and make initial attempts to better understand how they can take charge of and improve it.

The table above said that the score of the students' critical thinking level which has the beginning thinker level are 145. Presently,

based on the diagram above is shown that 20% students includes the beginning thinker level. It can be seen from the diagram and the table that the students in this level are in the second position from the highest level.

In question 1 into 18 the students answer sometime doing mistake and seldom doing right of their writing. Question 1 is asking about features of argumentative essay. 14 from 40 students answer sometime do not understand the features of argumentative essay. It means sometime they are confused to write systematically their argumentative essay. They sometime write their writing in the wrong way. This is possible for them to put the conclusion or main points in the wrong position.

Question 2 asking the students about the way they write their writing. 13 from 40 students answer sometime they need the model of their friends' writing to write their writing. It means they do not have critical thinking in build their writing. Generally, the students in this level need someone to develop their writing.

Then question 3 is asking the students about developing their essay. 25 from 40 students answer sometime they are difficult in developing their written work because of their skill in critical thinking. From the question before, they need helping from another friend. This is

in line with this case which the students are confused when they have to develop their ideas to be some paragraphs.

Question 4 is asking about revising their mistakes in their written work. 16 from 40 students answer sometime they are difficult in revising the mistakes in their argumentative essay. Sometime the arguments have more mistakes than the correct one. It caused is they have known their writing need the fact, but they do not have enough skill in developing the written work.

Further, question 5 is asking the students about the information which they get. 15 from 40 students' answer they are sometime write the information which they get in their writing directly. It means they sometime do not consider the fact of the information or the value of the information. It can be the wrong information which can make their writing to be disconnected.

Question 6 is asking the students about their thinking in developing their writing. 15 from 40 students' answer sometime they write their argument in their thinking directly. It is same in line with the question 5 which the students sometime do not thinking or consider the fact or the important of the information for their writing.

Then question 7 asking the students about their mistakes in the written work. 3 from 40 students' answer they are seldom dislike the mistakes in their writing. It means they seldom observe their writing.

Most of their writing is in the mistakes. They let it in the mistakes while they know how to correct their writing correctly.

Question 8 is asking about the accurate reasons of their ideas in the written work. 2 from 40 students answer seldom have the accurate reasons for the ideas which they write in their argumentative essay. It means they let their ideas become invalid or in mistakes. Most of their writing have no accurate reasons because of they have not enough skill in thinking. They let the mistake happen in their writing.

Then question 9 is asking about the way they process the information which they get. 7 from 40 students answer seldom look for the fact of the information while they know the information is different with their thinking. It means they more choose to be calm than they look for the fact. The causes are they have not enough critical thinking skill to answer the differences.

Question 10 is asking about the critical answer for the information which they get. 5 from 40 students answer seldom observe the information which they get. It means they seldom critic the information while they know the information can be tight or can be wrong. It can be has many meanings.

Then question 11 is asking about considering the ideas in their writing. 1 from 40 students answer seldom considers the idea before write it on the paper. The student haswritten their idea directly. Shortly,

this student has not enough critical thinking skill for process an idea which thought in their thinking.

Question 12 is asking about the students' weakness ideas in their argumentative essay. 1 from 40 students answer seldom re-thinking of the ideas while know the weakness of the idea. It means the student do not observe the fact of the idea or consider the idea before they write it on the paper. Surely, it will affect the fact of the writing because the writing is the weakness one.

Question 13 is asking the students about the ideas and the sources of their arguments in their written work. 7 from 40 students answer they seldom clarify their idea with the book, internet or any sources from internet. It means they write their ideas directly. This is in line with the question before that they let the mistakes happen in their writing because of their critical thinking is not good enough for thinking the weakness or the effects of the argument in their writing.

Then, question 14 is asking about evaluating the idea. 5 from 40 students answer seldom evaluate their idea in their argumentative essay. Surely it will make their writing to be in doubt. Thus, their writing has mistaken. It is such a grammatical, facts, features or etc.

In question 15 the students are asked about the ideas for their written work. In this case,3 from 40 students answer they are seldom thinking deeper about the idea which they will write in their essay. It

means they write whatever they think in their thinking for the idea. The idea should good and interested for the reader. But these students let a drop of idea write in their paper.

The next question, the students are asked about analyzing the information which the write in their essay. 6 from 40 students answer seldom analyze the information they get before they write it in their writing. It proves they do not think the information good or not. The important one is the information will they write as same as they believe. In this case, those students let the written work in the mistakes.

Question 17 is asking about the point of view of their ideas. 2 from 40 students answer seldom like the different point of view. It means nothing special in their writing. The ideas almost in the same line with their friends whereas their thinking is not same with the other. If they have skill in good critical thinking level they will know how to think differently with their friends. It is important because the ideas of the writing will be more perfect.

The last question is asking the students about the integrating the idea from any sources. 5 from 40 students answer seldom integrating their idea with their belief which has trust and relevance sources. It proves they seldom think that their idea is really perfect if integrating the fact with any sources. It proves that they have not enough skill in thinking.

d. The Practicing Thinker

The students in this level have a sense of the habits they need to develop to take charge of their thinking and they recognize that problems exist in their thinking and need to attack these problems globally and systematically.

The table above said that the score of the students' critical thinking level which has the practicing thinker level are 209. Presently, based on the diagram above is shown that 29% students include the practicing thinker level. It can be seen from the diagram and the table that the students in this level are in the highest position.

In question 1 into 18, the students'answer sometime doing right and seldom doing mistake of their writing. Question 1 is asking about the features of argumentative essay. 12 from 40 students answer seldom do not understand the features of argumentative essay. It means they seldom write the argumentative essay in the bad way. They begin to understand the features. In this case, the students will easy in writing their argument in their writing with this understanding.

In the second question is asking about the way they write their argumentative essay. 6 from 40 student's answer they are seldom need the model of their friends' essay for writing their written work. It means they have more skill in writing their argumentative essay. Most of their

writing uses their own understanding. Surely, they begin to write their idea by themselves and believe of their skill.

Question 3 is asking their writing about developing their written work. 3 from 40 students answer seldom feel difficult in developing their writing essay. It proves they have more skill in writing their argument to be some paragraphs. Although they still have mistaken in their writing, but their critical thinking skill is good enough for making their writing to be good for reader.

Then, question 4 is asking about revising their mistakes in their writing. 12 from 40 students answer seldom feel difficult in revising their writing. It proves they have good skill in critic their own writing and make it more systematic and correct in many sides. Shortly, it means they have little mistakes in their writing.

In the next question is asking about the way the information they get from internet or their environment write in their essay. 9 from 40 students answer seldom write the information they get from the internet or their environment directly in their essay. One more good critical thinking is shown with this character. They are seldom in writing it and seldom doing the mistake. They are aware of the mistake written in their essay.

In question 6 is asking about the way the students developing their writing. 5 from 40 students answer the students are seldom

developing their writing with their instinct. Most of their arguments write with their thinking and also the fact of their argument. It means they are still aware of their mistakes in their writing although there are still mistakes inside.

Further, question 7 is asking about the mistakes of their writing. 9 from 40 students answer sometime dislike the mistakes happen in their argumentative essay. It means they still observe their mistakes in the writing in order to make it perfect. The little mistake is common for this thinker because they are sometime like the good ideas in their written work.

In question 8, it asked about the accurate of their writing. 17 from 40 students answer sometime they have accurate reasons of their ideas which they write in the written work. It proves that most of students aware of the fact in their thinking. The fact of the argument will be the one reason of the valid writing. One of the students confessed that they sometime think about the accurate ideas. They make the writing to be more acceptable and do not have any negative issues. Though, it is good for this thinker but better they make the writing to perfect or correct in any cases.

The next question is asking about the respond of the different information which they get. 7 from 40 students answer sometime they look for the accurate information from the books or others when they

have different thought of it. Thus, they are aware of the fact of their ideas when they know if their thinking about the information is different with what I thought. It means they prove that their skill in thinking is attacking the problem in the good way. They will do better than do the mistake one.

Then, question 10 is asking about their respond of the information which they get. 24 from 40 students answer sometime they critic the information which they get from environment or etc. it proves that most of students sometime use their thinking in considering the correct information for taking it as their ideas in essay. This also proves that they have skill in their thinking to process the information although there is still much information which they left.

The next question is asking about how the students' attitude in considering the ideas before they write it in their essay. 10 from 40 students answer sometime they consider their ideas before they write it in their argumentative essay. It means they still have skill in critic their own written work. The considering thinking need more time in looking for the fact, condition and also the situation around. It can be influencing by the environment or their belief of the issue. This thinker begins to decide the fact of the information which they get.

Then, question 12 is asking about the way the students thinking their idea. 8 from 40 students choose to answer sometime. They

sometime re-think their ideas to write it in their essay when they know the weakness of the idea. This is in line with the fact that this thinker begin to attack the problem although they do little action for that. Shortly they realize their idea need to be revised or to be observed. But the mistakes is still seen in this written because they are not 100% rethink the ideas.

Question 13 is asking about clarifying the ideas in their written work. 13 from 40 students answer sometime they clarify their ideas from the book or any sources in internet or etc. they did because they begin aware of the mistakes happen in their writing. It proves they have skill in thinking to fix their problem with this activity. They more care of the mistake of their idea than think to leave it with many mistakes.

The next question is asking about evaluate the ideas. 14 students from 40 students answer sometime they evaluate the idea which they will write on their paper. It means they think the consequences of the ideas. Shortly they have no doubt to continue their ideas to be one writing hand.

The question 15 is asking about the way the students thinking their ideas. In this case, 10 from 40 students answer sometime they think deeper about the ideas which they want to write in their essay. This thinker proves that they realize the mistakes may happen. To prevent the

mistakes, they use their thinking to process and observe the ideas before they write it in their paper.

The next question is asking about the students' ideas. 15 from 40 students answer sometime they analyze the information which they get before write it in their paper. It means they still aware of the mistakes and prevent misunderstanding from their writing. Shortly, they assume that their writing needs to be analyzed deeper to know the mistakes or the error ideas in their writing.

The question 17 is asking about the students' point of view. 16 from 40 students answer sometime they like write the different point of view with their friends' writing. It proves they have skill in thinking. They want to create different ideas that make them to be the goo done. Though most of their writing still in common ideas, but it is not meant they have no skill in thinking differently with their friends.

The last question is asking the students about the integrating the idea from any sources. 19 from 40 students answer sometime integrating their idea with their belief which has trust and relevance sources. It proves they sometime think that their idea is really perfect if integrating the fact with any sources. It proves that they still have enough skill in thinking. Although it is less of perfect but they are still trying to be good writer.

e. The Advanced Thinker

The advanced thinker level is in the second highest position of critical thinking level. The students in this level are actively analyze their thinking in all the significant domains of their lives and they have significant insight into problems at deeper levels of thought and have good general command over their egocentric nature.

The table above said that the score of the students' critical thinking level which has the advanced thinker level are 207. Presently, based on the diagram above is shown that 29% students include the advanced thinker level. It can be seen from the diagram and the table that the students in this level are in the highest position. It is the same position with the fourth level. It is the practicing thinker. It means there are many students in the good level. Although it is not a highest level, the level still includes the good level. It is the second level from the highest level.

In question 1 into 18, the students answer often doing right and ever doing mistake. Shortly, it explains most of students have good argument in their written work than doing mistakes in their writing. It is doing by their own thinking to solve the problems. In question 1 is asking about their understanding while they write an essay. 6 from 40 students choose to answer ever have difficulties in understanding the features of argumentative essay. In this case, they understand the

problems, but once or twice they do mistake in their writing because of their misunderstanding of the features.

Question 2 is asking about the students' skill in writing their essay. 4 from 40 students answer ever need their friends' writing as a model for their writing. It happens once or twice they need this help. They often do not need their friends' writing because they often use their own thinking to understand something in life. They use their own command and their egocentric nature to solve it.

Then, question 3 is asking about the difficulties in developing their writing. 3 from 40 students are ever difficult developing their writing into some paragraphs. It is in line with the question before that they have little mistake in understanding their own skill in writing. So that they still need help from another. It not always happens, but they often need help for it.

In the next question is asking about the students' difficulties in revising the mistakes around their writing. 5 from 40 students answer ever have these difficulties in revising their own writing. Not all their writing has agreed well by them. Thus, they once or twice doing the mistake because they do not success understand something in the simple problem. They have the skill to critic their own writing but they are ever difficult in revising it.

In fifth question is asking them about the way their information in their writing wrote on that paper. 2 from 40 students answer ever write the information they get from the internet or environment or etc. for writing their argument in the essay. it happens because of their skill decide to write it directly. It may mistake, but it will be fine for them. They have the mistake but it is not much as their correct one.

In question 6 is asking about the way they use their instinct for developing their own writing. 1 from 40 students' answer they are ever doing their writing or developing their writing with their instinct. The result this student get mistake in their writing. It happens because they have good command in their thinking but this is not good enough for doing it by their thinking continuously.

Further, question 7 is asking about the mistake itself. 15 from 40 students answer that the students are often dislike the mistake happens in their writing. They are doing the right one, but once or twice the mistake is shown when they misunderstand about something in their writing. It is command because their skill in writing comes form their own thinking.

In the next question is asking about the accurate reasons for writing their argument in the essay. 15 from 40 students answer often have the accurate reasons to protect them from the mistake and the doubt ideas inside their writing. It means they have enough skill in

realizing their mistake but it may some mistakes still happen because they have to think it by their belief before they write it on their paper.

Question 9 is asking about their belief about the information which they get. 18 from 40 students answer often look for something about the fact of the information which they think it is different with their knowledge about it. It proves they have the their own thinking and realize the mistakes so that they clarify the idea for making their belief sure about the information. They often prevent something mistake happen in their writing. But the mistake is not much as they thinking. They still have many facts of their writing.

Then question 10 is asking about their critical skill in responding the information. 9 from 40 students' answer they often like to critic the information which they get. It means they have their thinking in assessing something. They prevent the negative issue come in their thinking so that they think it more time for making sure that the information is true or false for around.

Question 11 is asking about their considering the ideas. 19 from 40 students' answer they are often considering the ideas before they write it on the essay. It means they ever do the mistake because not considering the ideas. It happens because they have their belief. They think it by their own thinking. Sometime the result istrue or in the fact

but sometime it is opposite with their thinking to make their writing in correct one.

Then, question 12 is asking about re-thinking their ideas before write it on their paper when they know that their ideas have weaknesses. 14 from 40 students' answer they often re-think their ideas if they know the idea has weakness. The mistakes may happen it their writing, but it is not much as usual. They have enough skill in critiquing their own writing. Besides they know the ideas in mistakes have weakness. They will re-think it and revise the mistake.

The next question is asking about their thinking in clarifying their ideas. 10 from 40 students answer they often clarify the ideas with any sources from the book or internet to make their ideas in the perfect one. It means very little mistake happen from their writing because they still try to fix the problem with clarifying the data in their thinking but the mistake also ever shown in their writing when they are misunderstood about something.

The question 14 is asking them about evaluating the ideas. 14 from 40 students answer often evaluate their ideas before write it on their essay. It means they realize their critical thinking skill need more focus for making the ideas surely same with the fact. They ever do mistake for it because they belief the information is true for them. But in

the fact, the idea is false. It happens because they have good command and good egocentric nature for solving the problem happen in their life.

The question 15 is asking about thinking deeper about the ideas which they will write on the paper. 21 from 40 students answer they have pretension in making the ideas in their thinking. It means they have the skill in thinking the ideas more complete. They often think it to make it perfect. But they ever do not do it in the writing. It means they still do mistake inside their writing.

In question 16 is asking about their attitude from the information before they write it on their paper. 17 from 40 students' answer they often analyze the information which they get before they write it in their essay. It means they often observe the fact of the information before write it. They prevent the mistake with analyzing the data inside their thinking. They assume that what they think is still not good enough so that they analyze the idea for making it in the correct one.

Then question 17 is asking about the different point of view idea. 17 from 40 students' answer they often think to make their idea different with another friends' point of view. It means they have enough skill in critiquing the information before write it. They think it deeper to make their ideas has different point of view. It is good for them to have different idea.

The last question is asking them about the integrating information they get. 17 from 40 students answer often they integrate their idea and their own idea with the price they belief and support with the relevant trust sources. It means they begin to master their thinking in making their sentence in the paragraphs to be perfect. Shortly this thinking will often integrate it to be one idea that has many different opinions with another. For that, they will have the accurate reasons because they often think the idea deeper than another.

f. The Accomplished Thinker

The accomplished thinker level is the highest level of others. They begin to have systematically taken charge of their thinking and have continually monitoring, revising, and re-thinking strategies for continual improvement of their thinking and have deeply internalized the basic skills of thought, so that critical thinking is, for them, both conscious and highly.

The table above said that the score of the students' critical thinking level which has the accomplished thinker level are 76. Presently, based on the diagram above is shown that 10% students include the accomplished thinker level. It can be seen from the diagram and the table that the students in this level are in the third position from the lowest level.

In question 1, 5, 7 into 18, the students answer always doing right and never doing the mistake one. It means they are really makes their writing perfect in many sides. It can be the fact of the argument and the grammatical or etc. in question 1 is asking about the understanding of the features of the students' writing. 3 from 40 students answer they never do not understand the features of argumentative essay. It means the always understand the features and never confused to write their ideas in their writing systematically.

In question 5, it is asking them about the way their information in their writing wrote on that paper. 3 from 40 students they never write the information which they get directly from internet, any sources or etc. in their paper. Surely, it is common for this thinker to prevent mistake in their writing. They care and aware of everything they do.

Then question 7 is asking about the mistake which they do in their writing. 7 from 40 students answer they always dislike the mistakes in their writing. Surely, they will not leave mistakes or misinterpret happen in their writing. They are good in revising, analyzing, evaluating or observing the information is good. Hence, they will always expect their writing to be the good one.

The next question is asking about their accuracy of their reasons in the essay. 4 from 40 students answer they always have the accurate reasons in their ideas. Surely, they are aware of their ideas in

their writing. This thinker always considers the ideas which the will write. Usually, their ideas in the writing have the fact or the explanation detail.

The question 9 is asking about the way the students write the information they have to the essay. 8 from 40 students' answer they always look for the fact from the internet, books or another sources when they have different thinking about the information they know. It proves they never leave the information of ideas with the mistake. They look for the fact with any sources and compare that information. They use the cited sources for this case.

In question 10, it is asking about the students' critical thinking about the information in their writing. 2 from 40 students' answer they always like to critic the information which they get. They consider the strengths and also the weakness of the information they get. Surely, this will they think deeply directly how the information can be believed with them.

The next question is asking about considering the idea. 10 from 40 students answer they always consider the ideas before they write it on the paper. This thinker is always care of the fact of idea how the ideas can be the perfect one and can be trusted by them. They never leave the ideas with have weakness wrote in their writing. They always synthesize, analyze, and observe the information.

The question 12 is asking about re-thinking the ideas which has a doubt about it. 11 from 40 students answer that they always rethinking the idea when they know the idea has weakness. One of the student argued that they like to think deeply about the idea which they will write because it will affect their writing. When they leave it with the common thinking, they will have bad writing, if they think it deeply, their writing will be good and perfect.

In question 13,is asking about clarifying the idea which they will write. 9 from 40 students' answer they always clarify their ideas with some books, internet or any sources before write it in their writing. Surely, they will clarify their idea because their thinking commonly uses this activity to analyze the information.

Then question 14 is asking about evaluating their idea. 6 from 40 students answer they always evaluate their idea before they write it on their paper. It proves that they aware of the weakness or mistakes happen in their writing. They will observe and revise the ideas before write it. They prevent the mistake happen in their writing.

Question 15 is asking about the way they write their ideas in the argumentative essay. 5 from 40 students answer they always think deeply the ideas before they write it on their paper. Surely, it will think deeply by them because they really aware of their writing. They are regularly, effectively, and insightfully critique their own use of thinking in their lives and improve it thereby. Hence, they will not leave the mistake happen in their writing.

Further, question 16 is asking about the ideas wrote in their writing argumentative essay. 2 from 40 students answer they analyze their ideas before they write it on their paper. Surely they analyze their ideas before write it, they think it deeply and make their writing systematically correct. The perfect writing always becomes their purpose.

The next question is asking about the way they write their ideas in their paper. 2 from 40 students answer they always write different ideas with their friends' point of view. It is common for this thinker to leave the same idea with their friends. The way they think the ideas is different. They think it deeply and deeper than another. Surely it will make their ideas different and they will prevent the same idea. Their systematic thinking will build the ideas with the clear and detail accurate reasons.

The last question is asking about the way they write the ideas in their writing. 4 from 40 students' answer they integrate their ideas with the trusted value and support it with any relevant sources which they believed. There is a high degree of integration of basic values, beliefs, desires, emotions, and action. Shortly, they will always integrate their ideas with any sources.

Shortly based on the data which the researcher got from the student ability in writing argumentative essay, most of them have good thinker. Those are in the fourth level (practicing thinker) and fifth level (advanced thinker) in thinking.

2. The Students'Final Written Work of Argumentative Essay and their Critical Thinking Level

The students commonly use their own thinking and belief to write their argumentative essay. The ideas in their writing become the first focus to find out the level of their critical thinking. They write their writing with their own skill in thinking. This skill is the one focus how they trust the ideas in their thinking and how they consider the weakness and also the strength of their writing in essay.

In this case, the researcher used rubric to assess the students' writing. The rubric has six criteria or the characters of their writing and also six categorizations. The six categorizations are the introduction (Background or history, define the problem, thesis statement), the main points (Body paragraphs, refutation), the conclusion, the organization, the work cited, and the last the mechanics (Sentence structure, punctuation, and capitalization). Then, six criteria describe the level of the students. The first criteria into sixth criteria describe level 1 or the unreflective thinker into level 6 or the accomplished thinker.

Finally, the researcher took 20 students' final written work from 87 students as a sample. For instance, those samples will describe all the students in the argumentative class. Further, the researcher will find the total score of the students' level in their writing argumentative essay by using the rubric below. Here is the rubric which the researcher used for assessing the students writing argumentative essay.



Rubric of The Students' Critical Thinking in Writing Argumentative Essay

FEATURES	6	5	4	3	2	1	Score
INTRODUCTION	Well-developed	Begin to	Begin to develop	Introductory	Introductory	Thesis and/or	
Background or	introductory	develop	introductory	paragraph	states the thesis	problem is	
history, define the	paragraph	introductory	paragraph	contains some	but does not	vague or	
problem, thesis	contains detailed	paragraph	contains detailed	background	adequately of	Unclear.	
Statement	background, a	contains	background, but	information and	the problem.	Background	
	clear explanation	detailed	lack of	states the	The problem is	details are a	
	or definition of	background,	explanation or	problem, but	stated but lacks	seemingly	
	the problem and	explanation or	definition of the	does not explain	detail	random	
	a thesis	definition of the	problem and a	using details.		collection of	
	statement	problem and	thesis statement	States the thesis		information,	
		states the thesis		of the paper		unclear, or not	
		of the paper				related	
		well				to the topic.	
MAIN POINTS	Three or more	Three or more	Three or more	Three or more	Three or more	Less than three	
Body paragraphs,	points are well	points begin to	main points	main points are	main points, but	main points,	
Refutation	developed with	develop with	begin to develop	present but may	all lack	with poor	
	supporting	supporting \	with supporting	lack detail or the	development	development of	
	details and the	details and the	details and also	weakness of	and also the	ideas. The	
	wea <mark>kne</mark> ss of	weakness of	the weakness of	ideas are	weakness of	weakness of	
	idea <mark>s a</mark> nd also	ideas but the	ideas but the	presented and	ideas are not	ideas is not	
	reas <mark>oning are</mark>	reasoning are	reasoning are not	development in	presented.	presented	
	pres <mark>ent</mark> ed well.	not presented	presented.	one or two.	Refutation	Refutation	
	Re <mark>futation</mark>	well.	Refutation	Refutation	paragraph(s)	missing or	
	paragraph(s)	Refutations	paragraph(s)	paragraph(s)	missing and/or	vague.	
	acknowledges	paragraph(s)	acknowledges the	acknowledges the	vague.		
	the opposing	acknowledges	opposing view	opposing view			
	view and	the opposing	but lack of	but doesn't			

	summarize their	view but may	summarizes their	summarize		
	main points	lack of	main points.	points.		
	well.	summarize their				
		main points.				
CONCLUSION	Conclusion	Conclusion	Conclusion may	Conclusion lack	Conclusion	Conclusion
	summarizes the	summarizes the	lack summarizes	of summarizes	summarizes	does not
	main topics	main topics	the main topics.	main topics.	main topics, but	adequately
	without	without	Some	Some	is repetitive. No	summarize the
	repeating	repeating	suggestions for	suggestions for	suggestions for	main points. No
	previous	previous	change are	change are	change and/or	suggestions for
	sentences; the	sentences. The	evident and the	evident. But the	opinions are	change or
	opinions and	opinion and	implication of	implication of	included. The	opinions are
	suggestions for	suggestions are	main arguments	main arguments	implication of	included. The
	change are	presented well	presented in one	are not presented	main arguments	implication of
	logical and well	but it is not	or two sentences		are not	main arguments
	thought out. The	clear enough.	in the paragraph.		presented	are also not
	implication of	The implication				presented
	main arguments	of main				
	are also	a <mark>rgume</mark> nts are				
	presented well	often presented				
ORGANIZATION	L <mark>ogi</mark> cal,	Overall, the	The paper is	Progression of	Arrangement of	Arrangement of
	co <mark>mp</mark> elling	pap <mark>er i</mark> s	logically	ideas in essay is	essay is unclear	essay is unclear
	prog <mark>res</mark> sion of	logi <mark>call</mark> y	developed. There	awkward, yet	and illogical.	and illogical.
	idea <mark>s in essa</mark> y,	devel <mark>op</mark> ed.	are three or four	moves the reader	The writing	The writing is
	clear structure	Progression of	sentences	through the text	lacks a clear	unclear sense of
	which enhances	ideas in essay	progress ideas in	without too much	sense of	direction. Ideas,
	and showcases	makes sense	essay make	confusion. The	direction. Ideas,	details or events
	the central idea	and moves the	senses and move	writer sometimes	details or events	seem strung

	on thoma on d	mandam angile:	the meeden eestler	lunges shood to s	gaam atmin =	to gother in a
	or theme and	reader easily	the reader easily	lunges ahead too	seem strung	together in a
	moves the reader	through the text.	through the text.	quickly or spends	together in a	loose or random
	through the text.	Strong	But not equally	too much time on	loose or random	fashion; there is
	Organization	transitions exist	throughout the	details that do not	fashion; there is	no identifiable
	flows so	throughout and	essay.	matter.	no identifiable	internal
	smoothly the	add to the		Transitions	internal	structure and
	reader hardly	essay's		appear	structure and	readers have
	thinks about it.	coherence		sporadically, but	readers have	trouble
	Effective,			not equally	trouble	following the
	mature, graceful			throughout the	following the	writer's line of
	transitions exist			essay.	writer's line of	thought. Many
	throughout the			·	thought. Few,	of sentences
	essay.				forced	forced
					transitions in	transitions in
					the essay or no	the essay or no
					transitions are	transitions are
					present.	present.
WORKS CITED	Source material	Source material	Source material	Source material	Source material	The sources are
	is smoothly	is used. All	is used. All	is used, but	is used. All	not accurately
	integrated into	sources are	sources are	integration may	sources lack of	documented.
	the text. All	accurately	accurately	be awkward. All	integrated. All	Format is
	sources are	documented.	documented, but	sources are	sources are	incorrect for all
	accurately	But a few are	some are not in	accurately	accurately	sources. Some
	documented in	not in desired	the desired	documented, and	documented,	concepts or
	the desired	format. Some	format. Some	many are not in	and but many	terms are not
	format both in	sources may	sources lack	the desired	format of	presented to
	the text and on	lack credibility	credibility and	format or lack	sources	support the
	the Works Cited	and some	some concepts or	credibility. Some	incorrect. Some	arguments

	~		1			
	page. Some	concepts or	terms are	concepts or terms	concepts or	
	concepts or	terms are may	presented but	are not presented	terms are not	
	terms are well	lack presented	lack of	to support the	presented to	
	presented to	to support the	supporting the	arguments	support the	
	support the	arguments	arguments		arguments	
	arguments					
MECHANICS	Sentence	Sentence	Sentence	Work contains	Work contains	Work contains
Sentence Structure	structure is	structure is	structure is	structural	multiple	multiple
Punctuation &	correct.	generally	generally correct.	weaknesses and	incorrect	incorrect
Capitalization	Punctuation and	correct. A few	Some awkward	grammatical	sentence	sentence
	capitalization are	awkward	sentences do	errors. There are	structures.	structures.
	correct.	sentences do	appear. There are	three or four	There are some	There are many
		appear. There	one or two errors	errors in	errors in	errors in
		are one or two	in punctuation	punctuation	punctuation	punctuation
		errors in	and/or	and/or	and/or	and/or
		punctuation	capitalization.	capitalization.	capitalization.	capitalization.
		and/or				
		capitalization.				
4			Total Score			
					· · · · · · · · · · · · · · · · · · ·	

Table 4.3 The Rubric of the Students' Critical Thinking Level

Besides, the researcher decided kind of thinker with the most level or score which they get. For example, one student has score 2, 2, 3, 3, 3, 3, for instance the student will include the level 3 or the beginning thinker. On the other hand, if the student has score balance between one and another levels, they will get the higher thinker. For example one student has score 2, 2, 2, 3, 3, 3, shortly the student will include level 3 or the beginning thinker. In this case, the researcher will describe detail the students' writing argumentative essay based on the table and the diagram bellow.

The Students' Critical Thinking Level in Writing Argumentative Essay

No	Name	Intro ducti on	Main Points	Conclusion	Organiz ation	Work Cited	Mechanics	Kind of Thinker
1	AbdWafi	4	5	4	5	4	4	Practicing Thinker
2	AinunJariy ah	5	5	4	4	5	5	Advanced Thinker
3	Ajeng. I. Haryani	5	4	4	5	5	5	Advanced Thinker
4	AuliaRahm awati	4	6	6	6	6	5	Accomplished Thinker
5	Daris S. Zashro	3	3	2	2	3	3	Beginning Thinker
6	Dilla Aziza M.R.	1	1	2	1	2	2	The Challenge Thinker
7	Farah U. Jannah	6	5	5	6	5	6	Accomplished Thinker
8	Fikry A. Wicaksono	3	2	2	3	2	3	Beginning Thinker
9	Fuad H. ArRozi	5	5	4	5	4	4	Advanced Thinker
10	Husna Atiya	5	4	4	4	4	5	Practicing Thinker
11	Khoirin N. Islamiah	5	5	5	4	5	3	Advanced Thinker
12	Maria U.	4	4	5	4	5	4	Practicing

	Mustofa							Thinker
13	Mina	4	4	5	4	5	4	Practicing
	Setyowati							Thinker
14	Nadiyya	4	5	5	5	4	5	Advanced
17	Zulfa	7		3	3	7	3	Thinker
15	Nazelya	6	6	6	6	6	5	Accomplished
13	P.K.	U	U	U	U	U	3	Thinker
16	Nindy P.	3	3	2	3	3	3	Beginning
10	Oktaviara	3	3	2	3	3	3	Thinker
17	Nisa A.	3	2	2	2	2	2	The Challenge
1 /	Pratiwi	3	2		2	2	2	Thinker
	Putri A.							Drootioina
18	Ainunning	1	1	2	1	1	2	Practicing Thinker
	sih							Tilliker
19	RiskaLailil	1	1	2	2	2	1	The Challenge
19	U.	1	1	2	2	2	1	Thinker
	Riyan							The
20	Febriansya	4	4	4	4	4	5	Unreflective
	h							Thinker

Table 4.4The Students' Critical Thinking Level in Writing Argumentative Essay

The table above cannot describe the number of critical thinking level which the students have. The researcher will make it clear with the following graphic. It caused is this research aim to find the students' critical thinking level in their writing argumentative essay. Shortlyfrom the table shown above, the number of students' score of their critical thinking level in writing argumentative essay can be described by the following graphic:

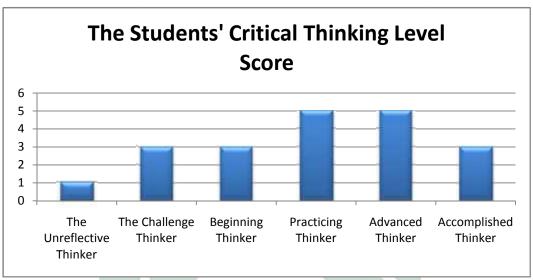


Figure 4.5 The Students' Critical Thinking Level Score

According to the **figure 4.5** above most of the students have good thinker. Sometime, people will say difficult or confused when their ideas become different with their writing. But in this case, most of them are good in expressing their ideas into written work. Before describing details, the researcher tried to explain more with the diagram below. Here is the percentages of the students' critical thinking in writing essay.

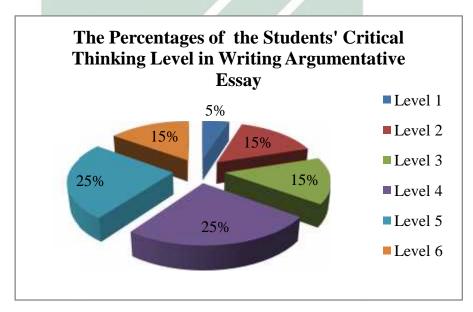


Figure 4.6ThePercentages of the Students' Critical Thinking Level

In this research, there are six levels which the researcher used in this rubric. Those are the unreflective thinker (Level 1), the challenge thinker (level 2), the beginning thinker (level 3), practicing thinker (level 4), the advanced thinker (level 5), and the accomplished thinker (6). Here are the details of the rubric score of the students' critical thinking level.

a. The Unreflective Thinker

These thinkers usually may have developed a variety of skills in thinking without being aware of them (issues, any information, any words which they get). In this case, these thinkers leave the mistakes happen in their writing and never think deeply about something around them. Besides, their writing always different with what they think because their ideas is not as well as they write in their paper. They have no idea how to write it, they are confused when they have to write anything in their mind. For instance, these thinkers are prejudices and misconceptions often undermine the quality of thought of the unreflective thinker.

From the diagram and the graphic above, there is 5% student in the class which has the unreflective thinker. The number of the students in this level is one student. Because this thinker has the lowest level, the researcher tried to find out the reason of the problem. The student answered that the ideas in their writing cannot expressed well in the writing. The student is difficult in connect the words in their brain. Hence, the student is also difficult deliver the

ideas into writing. Most of the writing is mistakes. But this student has no choice and just did what the teacher asked.

b. The Challenge Thinker

Most of these 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.

From the diagram and the graphic above, there is 15% student in the class which has the challenge thinker. The number of the students in this level is three students. They have their own thinking in thinking the issues, assumption, or another thing around them. This thinking is limited, they choose their ideas and the act of something based on their knowledge trust it. They develop their ideas in their written work using their instinct. Whatever they think about something, they will write it although it will make their writing in mistakes. These tinkers commonly leave the mistake and unaware of that mistakes because they are sure with their thinking.

c. Beginning Thinker

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.

From the diagram and the graphic above, there is 15% student in the class which has the challenge thinker. The number of the students in this level is three students. The students begin to write their thinking and consider the way their thinking think about something. The writing stated the ideas but it does not explain details why it happens. It means, they express the idea without reasons. Surely, the fact of the ideas is difficult to read by reader because it states the argument without any information of it. But in this case, the students can called as good thinker because they begin to develop their ideas in their writing.

d. Practicing Thinker

Practicing thinkers have enough skill in thinking to critique their own plan for systematic practice. These thinkers also 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.

From the diagram and the graphic above, there is 25% student in the class which has the challenge thinker. The number of the students in this level is five students. The students which have this thinker are same as the fifth thinker level. Most of them have power to critique their thinking. Although sometime it will far of the correct one. Besides, their writing is good. They develop their ideas well in the essay. There are three or four argumentsonly which have no explanation. The paper is logically developed. There is three or four sentences progress the ideas in essay makes sense and moves the reader easily through the text. But it is still not good enough.

e. Advanced Thinker

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.

From the diagram and the graphic above, there is 25% student in the class which has the challenge thinker. The number of the students in this level is five students. It has same number of students with the fourth level. Most of student has good thinker in express their ideas into writing essay. In this case, commonly the students can consider the weakness and also the strengths of their ideas. It proves by their writing which has opposing view with another source. They support their writing with the thesis statement.

Overall, the paper is logically developed. Progression of ideas in essay makes sense and moves the reader easily through the text. Strong transitions exist throughout and add to the essay's coherence. But there are Three or more points begin to develop with supporting details and the weakness of ideas but the reasoning are not presented well. Refutation paragraphs acknowledge the opposing view but may lack of summarizing their main points.

f. Accomplished Thinker

Accomplished thinkers regularly, effectively, and insightfully critique their own use of thinking in their lives, and improve it thereby. Accomplished thinkers consistently monitor their own thoughts. They effectively and insightfully articulate the strengths and weaknesses inherent in their thinking. Their knowledge of the qualities 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.

From the diagram and the graphic above, there is 15% student in the class which has the challenge thinker. The number of the students in this level is three students. Further, the students in this level can be trusted the fact or the validity or their argument. Their argument is logically and insightfully enough. It proves they support their ideas with thesis statement and opposing view form another sources. The writing is perfectly good in thinking.

The paper is logical, compelling progression of ideas in essay, clear structure which enhances and showcases the central idea or theme and moves the reader through the text. Organization flows so smoothly the reader hardly thinks about it.

Shortly based on the data above, most of the students in argumentative class has good thinker. It is in fourth and fifth level. Those are Practicing thinker and advanced thinker.

3. The Students' Achievement in Argumentative Class

In this case, the researcher uses the documentation for collect the achievement from the argumentative class. There are 87 students in argumentative class. Each class may have 27 - 30 students. In this class, the students trained to have good skill in writing with their own ability. Their experiences and their insight must be readily trained by the teacher in their written work. The ideas in their argument will be assessed.

The research uses the documentation for collecting the data. It is such students' achievement and the students' final written work of argumentative essay. In this case, the researcher will explain detail about the achievement which has collected from the argumentative class.

Here is the students' achievement which will explore by the following table.

The Students' Achievement Score

				Score o	f Level			
		A+/A	A-	B/B-	C+/C	C-	D/D-	The
No	Name		/B+			/D+	Æ	Final
		Level	Level	Level	Level	Level	Level	Score
		6	5	4	3	2	1	
1	AbdWafi		A-					82,00
2	Adib H. Rahman						Е	1,00
3	Ahmad H.				C+			65,00
	Nidhommudin							
4	Ahmad M. Khumaini		A-					84,00
5	AinunJariyah	A+						98,00
6	AnisaArdillah	A						89,00
7	Anna Miftahul	A						88,00
8	AnniFaizah	A		_ /	200			86,00
9	AnnisaWahyu K	A	/		1//			89,00
10	ArimaAzwati	A						87,00
11	AuliaHindasah	A+						92,00
12	AuliaRahmawati	A+		A STATE OF THE STA				96,00
13	Aulia S. Dewi	A+						93,00
14	Daris S. Zahro		B+					77,00
15	DesyPrahesti	A+						94,00
16	DewiNuryastuti		B+					80,00
17	DhiniWulandari	A+						93,00
18	Dian E. Safitri	A						86,00
19	Dian N. Rahma	A						89,00
20	DillaAzizah M.R.	A+						91,00
21	Dina Diandani	A						89,00
22	Dita E. Puspitasari		A-					81,00
23	Eka D. Nilasari	A						87,00
24	Elvia N. Putri		B+					77,00
25	EndangRahayu	A+						93,00
26	FadilahNovitasari	A						88,00

27	Fajar K. Alwiyono	A+					93,00
28	Farah U. Jannah	A					87,00
29	FarhatulFitriyah		B+				77,00
30	Fatiha H. Fitra		A-				84,00
31	Fikry A. Wicaksono		B+				76,00
32	Fuad H. ArRozi	A	D 1				89,00
33	HabibatulKarimah	7.1	A-				81,00
34	Hafni I. Lailika	A	/ \ -				87,00
35	Himmatul A.L. Lubna	П	A-				84,00
36	HusnaAtiya	A	A-				88,00
37	Iin P. Sari	Λ	B+				77,00
38	IkahamatulMasrukhah		B+				80,00
39	Ilvi F. Ilmiyah	A	DT				88,00
40	KarimaFajarwati	A+					94,00
41	KhoirinN.Islamiah	A+					92,00
42	LetiziaNuzulla	AT	B+				79,00
43	LinaAlfiyani				1		· '
43	•	٨	A-				83,00
45	MardiyatulMaula	A					89,00
45	MariyaSi'arifah MascumLifa'aini	A+	D.				96,00
46		Λ .	B+			\rightarrow	79,00
	MiftakhulUlah	A+					96,00
48	Mina Setyowati	A	D .				88,00
49	Moh. I. Dwi		B+	D	4		80,00
50	Moh. Iqbal		Δ.	B-			68,00
	Moh. S. Islam	A	A-				81,00
52	Mohammad A. Alfian	A	D .				90,00
53	Mohammad A.		B+				79,00
<i>5</i> 4	Noermanik Noermanik				C .		(2.00
54	Muchammad H. Basri				C+		62,00
55	MustofaDimyati		D .	3/	С		59,00
56	Nafisah H. Ulul AH	Α.	B+				80,00
57	NazelyaPuspita K.	A+		D			95,00
58	Nida'anAkhsanah	A		B-			66,00
59	Nihlatul I. Mala	A					87,00
60	Nikmatussholikah	A+					92,00
61	NindyPutri O.	A	D				90,00
62	Nisa A. Pratiwi	•	B+				80,00
63	Nona A. Sholihah	A+					92,00
64	Nur A. Rosida		A-				81,00
65	NurAfifah		A-				82,00
66	NurAnisa					Е	1,00
67	NurilIlmi		B+				78,00
68	Nuril K. Nisa	A+					91,00
69	NurulAsyirofah		B+				77,00
70	Nurul D. Oktaviana		B+				77,00

71	Okna P. Armadana		A-				85,00
72	Puput T. Hardiyanto	A+					91,00
73	Putra W. Arizka		B+				76,00
74	Putri A. Ainunningsih		A-				81,00
75	Riska L. Ula		A-				84,00
76	RiyanFebriyansyah		A-				85,00
77	RiyanaOktavianingrum			B-			70,00
78	Rosa Amaliya	A+					92,00
79	Rosyidah H. Ningsih		B+				77,00
80	Shelvia A. Fitri	- 2	A-				82,00
81	Shofi A. Hidayah	1	A-				84,00
82	SitiAsma'iyah		A-				83,00
83	Syaiful H. Kusbiantoro					E	1,00
84	UlfiyatuRochmah		A-				83,00
85	ViraFaridatut D.	A+					92,00
86	Yunika Tri Karunia A		A-				84,00
87	ZaidatusSholihah	10.011	A-				85,00
	Score	40	38	3	3	2	

Table 4.7The Students' Achievement Score

The table above is shown that those students have good achievement in thinking. Most of them have good position in thinker level. Based on the table, there are six levels which explain their achievement. The good achievement clarifies they have good skill in their writing. It means they have good ideas in writing their argumentative essay. It also proves that their thinker in the good level.

Additionally, before describing the table above deeply, the score of the students' achievement level can be described by the following diagram:

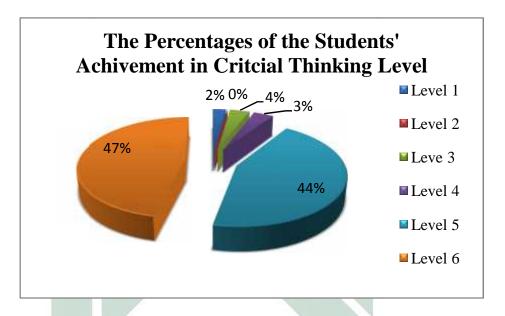


Figure 4.8The Percentages of the Students' Achievement in Critical
Thinking Level

In this research, the researcher uses the level of critical thinking by six levels. Those are the unreflective thinker (level 1), the challenge thinker (level 2), the beginning thinker (level 3), the practicing thinker (level 4), the advanced thinker (level 5), and the accomplished thinker (level 6). Here are details as following:

a. The Unreflective Thinker (Level 1)

In this level, teacher is sure that the students have no motivation in joining the class. It can be seen from their present and also their habit and their attitude in the class. They have many absents in the class. This case also influences their score of achievement. Besides, they do not do their final work or any written works in their present.

Further, the students which have this level only 2% or for about 2 students have no desire in following the activity in the argumentative class. They have one present, and never do the assignment or the duty from the teacher. Thus, the teacher do not know how to train the students if the student itself almost never joining the activity or the order which the teacher ask in the class.

b. The Challenge Thinker (Level 2)

In this level, the teacher challenged the students with their own thinking. There is no power in making the students smarter than before. But they should to be trained to be good writer or to be good in exploring their argument in their writing argumentative essay.

The students in this level may ironically serve as barriers to development and have very limited skills in thinking. 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.

Then, no percentage and no score are in this level. It means students have no skill in this level position. There are not score in this level, and also there are no students have this score. Most of them are in the good score or in the good thinking. Some of them are in the first position and some of them are in the second or third position. This case, the teacher succeeds to make their writing good. They have skill in thinking and sometime far of the mistake.

c. The Beginning Thinker (Level 3)

In this level the student have the basic of critical thinking. They should think critically although the result is still not good enough. This case, the teacher must has persuaded most of these students that much of their thinking left to itself is flawed and that they are capable of improving as thinkers. The teacher can use sporting analogies and analogies from other skill areas.

The percentage of this level position is 4% and the students which have this score are 3 students. They have good writing but it is still not good enough because they need help from the other.

d. The Practicing Thinker (Level 4)

In this level position, students have mistaken in exploring their ideas. It may have lack in thinking it with the result they have acknowledges ideas inside their writing. Their development of writing is still poor and still far o the good one. But they have expectation, desired in following and learning in the class.

The teachers must teach in such a way that students come to understand the power in knowing that whenever humans reason, they have no choice but to use certain predictable structures of thought

The percentage of this class is 3% and the total students which have this level position are three students. Most of them are in the good level position. This position is the better level for these students because these students begin to use their thinking in critical

thinking. They use it although the result is far of the good one. They have the argument for those ideas, but they have not enough good ideas.

e. The Advanced Thinker (Level 5)

The students in this level regularly critique their own plan for systematic practice, and improve it thereby. They insightfully articulate the strengths and weaknesses in their thinking. They begin to develop depth of understanding the need for systematic practice in thinking, and insight into deep levels of problems in thought such consistent recognition.

In this case, the students that have this thinking level are 38 students and the percentage from this level is 44%. It means some of them believe of their thinking in assess their argument and compare with some trusted sources. They consider the weakness and also the strength of their ideas regularly in their writing.

f. The Accomplished Thinker (Level 6)

In this level the students think deeply for the foreseeable future, the vast majority of them will never become accomplished thinkers. They see it as a real possibility, if practicing skills of thinking becomes a characteristic of how they use their minds day to day.

This thinker usually has good statement in every chance which the teacher gave. Their motivation in the class is higher than

others. It can be seen when the teacher ask them to discuss or write the ideas in the paper. It will be clear when the teacher ask them their opinion directly. Because their motivation and their desire are high, so usually they never leave the class without good understanding of the information which the teacher gave.

In this case, the students which have this level are 40 students and the percentage of this level position is 47%. It means some of those students have good motivation and also high expectation in the class. They follow the class and has desire to have good idea and good writer. Some of them are never doing mistakes.

Shortly based on the students' achievement above, we can know that the students have good thinker. They are in the fifth level (Advanced thinker) and the sixth level (Accomplished thinker).

B. DISCUSSION

In this session, the researcher presents a discussion based on the findings of the study in the previous session. Then, those findings are related to theories in some sources, this discussion deals with the research question mentioned in chapter I. It is "What is the students' critical thinking level when they write their writing argumentative essay of fourth semester students of English Teacher Training Department at SunanAmpel State Islamic University?".

Critical thinking is the intelligently self-controlled process of actively and skillfully conceptualizing, applying, analyzing, synthesizing,

and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.² Shortly every single one has their own ideas in thinking something around. They have this skill basically, but the more details or clear their arguments will prove their level in thinking.

The researcher chooses the argumentative essay as the one focus of critical thinking level because 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.³ Shortly, the argumentative essay of the students should use their critical thinking to express their ideas in their writing.

The researcher uses the six level of critical thinking which developed by Critical Thinking community. They are Linda Elder with Richard Paul. They defined critical thinking as the ability and disposition to improve one's thinking by systematically subjecting it to intellectual self-assessment. Hence, they divide the critical thinking into six level. those are the unreflective thinker (level 1), the challenge thinker (level 2), beginning thinker (level 3), practicing thinker (level 4), advanced thinker (level 5), and accomplished thinker (level 6). On this view they argued that persons are

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²H. Masduqi, 2006. *Critical Thinking and Meaning*. TEFLIN Journal, Vol. 22, No 2. Retrieved: 2 July 2011. P.186

³Jack Baker-Allen Brizee, Elizabeth Angeli. "Argumentative Essay" (https://owl.english.purdue.edu.Accessed on October 3rd 2013).

⁴Linda E. & Richard P., *Critical Thinking: Concepts and Tools*, (The Foundation for Critical Thinking, 2006), 4th Edition.

critical thinkers, in the fullest sense of the term, only if they display this ability and disposition in all, or most, of the dimensions of their lives.

Based on the findings of the students' critical thinking level in their ability in writing argumentative essay, final written work of argumentative essay, and achievement of argumentative class, the students' level are in the good level or they have well enough the critical thinking in their cognitive process in thinking. The researcher will define the details about those findings in three cases. Those are the students' critical thinking ability, the students' argumentative essay, and the students' achievement.

Firstly, the students' behavior in writing argumentative essay affects their critical thinking level. Based on S.P Norris in the Article of Synthesis of research on Critical Thinking stated that Critical thinking is not widespread. The way students in measuring ability in recognizing assumptions or evaluation do not score well. They frequently make simple judgmental errors on simple problem⁵. Thus, they frequently use the judgmental of something information which they get, the more they have this critical thinking.

From the data, the researcher found that there are two kinds of critical thinking level which the students have. Those are practicing thinker (level 4) and advanced thinker (level 5). It proves by the diagram and the table above that 29% in advanced thinker and practicing thinker, 20% in beginning thinker, 10% in accomplished thinker, 9% in the challenge

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⁵S.P. Norris, 1985. Synthesis of Research on Critical Thinking.Published by Association for Supervvision and curriculum development.

thinker, and 1% in unreflective thinker. It is in line with Linda Elder with Richard Paul argued that persons are critical thinkers, in the fullest sense of the term, only if they display this ability and disposition in all, or most, of the dimensions of their lives. For instance, the students will have the higher critical thinking if they really apply this thinking deeply.

Secondly, the researcher tried to find the level of critical thinking from their writing of argumentative essay. It is in line with Alabi that 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. Generally, essay should have four components. 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.

The good argumentative essay is the essay which has clear argument, the fact of the argument, the simple argument. It is in line with Chris Endythat 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.⁹

In this case, the students in argumentative class also have well enough critical thinking in expressing their ideas in their argumentative.

⁶Linda E. & Richard P., Critical Thinking: Concepts and Tools, (The Foundation for Critical Thinking, 2006), 4th Edition.

⁷V.A.Alabi-Babatunde. *The Use of English in Higher Education*. 175.

⁸B.N. Moore & R. Parker, 2008. Critical Thinking-9th edition..p.87.

⁹C. Endy, 2011. How to Write an Argumentative Essay. The Center: JFK Library Palmer Wing, Room 2097.

It proved by the data findings that 25% students in practicing and advanced thinker, 15% student in the challenge thinker, beginning thinker, and accomplished thinker, and 5% student in the unreflective thinker. Overbaugh and Schultz argued that the critical thinking also means assembling, design, develop, formulate, and construct. Such as judging and evaluating, creating an idea or opinion involves synthesizing information, judging the information that has been collected and forming an opinion based on that evidence.

Hence, the criteria of Overbaugh and Schultz be the one focus in analyze the students' writing because their argument or their ideas in their writing assessed by the rubric which also have those criteria.

The last finding is the students' achievement in argumentative class. Based on the data, this subject is training the students to have good argument in writing their essay. It means most of the students should have good critical thinking in writing their essay.

The academic achievement also influences their development of critical thinking whether it becomes better or stays in their first skill. It is in line with D. Brookfield that challenges the use of standardized assessments of critical thinking adult learning influenced by the differences of student's critical thinking in learning. ¹¹ Stephen also stated that learning to think critically is an irreducibly social process. It happens best when people enlist the help of other people to see our ideas

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¹⁰Overbaugh, R.C., & Schultz, L. (2013). Bloom's Taxonomy.

¹¹J. Willey, & Sons, Inc. 2002. Assessing Adult Learning. Printed in the United States of America.

and actions in new ways.¹² Their process in learning determines their critical thinking level.

In the table and diagram of data finding, the students also have good level in build their cognitive skill. It proves there is 47% student in accomplished thinker, 44% student in advanced thinker, 4% student in beginning thinker, 3% student in practicing thinker, 2% student in the unreflective thinker, and 0% student in the challenge thinker. For instance, critical thinking is an educational idea. ¹³ It needs to be taught and learn by the students.

In the end of the discussion above, based on the three cases, the students' critical thinking level in argumentative class is in the fifth level or advanced thinker and fourth level or practicing thinker. It proved by those findings that the highest score in the students' ability in writing argumentative essay is practicing and advanced thinker, the highest score in the students' argumentative essay is also practicing and advanced thinker, and the last the highest score of the students' achievement in argumentative class is advanced and accomplished thinker. Hence, the critical thinking level in argumentative class is practicing and advanced thinker level.

Thus, from the students critical thinking level can be concluded that the critical thinking level can develop well if the students really

¹³S.P. Norris, 1985. Synthesis of Research on Critical Thinking. Published by Association for Supervvision and curriculum development.

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¹² Norris, Stephen P., Phillips, and Linda M, "Explanations of reading comprehension:schema theory and critical Thinking theory". Teachers College Record. v89 n2Win 1987, 281-306.

apply their ability in thinking. Though, the learning process which focuses in developing the students' critical thinking is helpful. But, it also needs help from the teachers, parents, environment and another source which can engage their critical thinking. It can be from learning autodidact or with educational school.

