

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

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

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

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

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 be good and interesting 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 they 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.

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% re-think 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 good one. 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.

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 in 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.

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 they 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 re-thinking 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.

Rubric of The Students' Critical Thinking in Writing Argumentative Essay

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

	summarize their main points well.	view but may lack of summarize their main points.	summarizes their main points.	summarize points.			
CONCLUSION	Conclusion summarizes the main topics without repeating previous sentences; the opinions and suggestions for change are logical and well thought out. The implication of main arguments are also presented well	Conclusion summarizes the main topics without repeating previous sentences. The opinion and suggestions are presented well but it is not clear enough. The implication of main arguments are often presented	Conclusion may lack summarizes the main topics. Some suggestions for change are evident and the implication of main arguments presented in one or two sentences in the paragraph.	Conclusion lack of summarizes main topics. Some suggestions for change are evident. But the implication of main arguments are not presented	Conclusion summarizes main topics, but is repetitive. No suggestions for change and/or opinions are included. The implication of main arguments are not presented	Conclusion does not adequately summarize the main points. No suggestions for change or opinions are included. The implication of main arguments are also not presented	
ORGANIZATION	Logical, compelling progression of ideas in essay, clear structure which enhances and showcases the central idea	Overall, the paper is logically developed. Progression of ideas in essay makes sense and moves the	The paper is logically developed. There are three or four sentences progress ideas in essay make senses and move	Progression of ideas in essay is awkward, yet moves the reader through the text without too much confusion. The writer sometimes	Arrangement of essay is unclear and illogical. The writing lacks a clear sense of direction. Ideas, details or events	Arrangement of essay is unclear and illogical. The writing is unclear sense of direction. Ideas, details or events seem strung	

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

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

Table 4.3 The Rubric of the Students' Critical Thinking Level

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

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					89,00
33	HabibatulKarimah		A-				81,00
34	Hafni I. Lailika	A					87,00
35	Himmatul A.L. Lubna		A-				84,00
36	HusnaAtiya	A					88,00
37	Iin P. Sari		B+				77,00
38	IkahamatulMasrukah		B+				80,00
39	Ilvi F. Ilmiyah	A					88,00
40	KarimaFajarwati	A+					94,00
41	KhoirinN.Islamiah	A+					92,00
42	LetiziaNuzulla		B+				79,00
43	LinaAlfiyani		A-				83,00
44	MardiyatulMaula	A					89,00
45	MariyaSi'arifah	A+					96,00
46	MascumLifa'aini		B+				79,00
47	MiftakhulUlah	A+					96,00
48	Mina Setyowati	A					88,00
49	Moh. I. Dwi		B+				80,00
50	Moh. Iqbal			B-			68,00
51	Moh. S. Islam		A-				81,00
52	Mohammad A. Alfian	A					90,00
53	Mohammad A. Noermanik		B+				79,00
54	Muchammad H. Basri				C+		62,00
55	MustofaDimiyati				C		59,00
56	Nafisah H. Ulul AH		B+				80,00
57	NazelyaPuspita K.	A+					95,00
58	Nida'anAkhsanah			B-			66,00
59	Nihlatul I. Mala	A					87,00
60	Nikmatussholikhah	A+					92,00
61	NindyPutri O.	A					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					E	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

