

# THE EFFECTIVE IMPLICATIONS OF STUDENTS' CRITICAL THINKING TOWARDS THEIR ACADEMIC WRITING ABILITY FOR THE SAKE OF DEVELOPING THEIR ENGLISH THESIS PROPOSAL

**Mazrul Aziz**

*Bengkulu University*

*E-mail: mazrulazizma@gmail.com*

**Abstract:** This research is aimed at finding out the correlation between students' critical thinking and their academic writing ability. The goal of this research is to see whether students critical thinking correlate to their academic writing ability and how far the effective implications Influence their ability in developing their thesis proposals. The scientific notion as proposed by Ennis, Robert H. 2006 ; Critical Thinking is the basic theory supporting this research. Therefore, method utilized in this research is both quantitative and qualitative method. Quantitative method is used herein to find out the correlation between CT and AW. Whereas the Qualitative approach is herein to analyze the results of correlational studies for the purpose in a sense to analyze how far the effective implications of critical thinking can best help students develop their Academic writing ability in designing their English thesis proposal at S1 English Department study program. There are randomly 12 students chosen here as the sample of object population in the research. Two test instruments are applied here for the sake of collecting two types of data, namely: students' critical thinking test and students' academic writing test. This research concludes following remarks: (1) there is a positive correlation between Students' Critical Thinking (SCT) and Students' Academic Writing Ability by having correlation coefficient 0. 58. (2) as proved that the hypothesis of the research is accepted. The score of T statistic 11. 28 at the level of significant 0. 95. The results of this research will certainly contribute the better ways of teaching strategy in Academic Writing class. In addition, this study also provides new findings concerning the essence of critical thinking to increase students ability in academic writing especially in designing their thesis proposal.

**Keywords:** *Critical Thinking, Academic Writing, Correlational Study*

Academic Writing course is one of the most important courses in the curriculum of English S1 Education Program which aims to prepare students theoretically and practically so enable them to carry out and design their thesis research properly and scientifically with optimum results. In the syllabus Academic Writing course it also contains how to guide, design a thesis proposal or a thesis research so that students can complete their thesis from their research proposal until the finalization of writing of a thesis.

The ability to write as an indicator of the ability to give reasonable reasons of a research topic, so that the results of a thesis research truly achieves optimum results that requires guidance and exercises. As we can see this is not as easy writing such making short stories or other free essays because CT (Critical Thinking) is very closely related to writing a presentation of a scientific focus of illustrations. Besides that, the role of cohesion and coherent in the structure of the writing organization must be solid. Thus students are finally expected to be able to carry out the management of thesis writing in logical argumentation and the final hope is to enable students design their own research independently.

Academic Writing course material also explains what and how to write chapter 1 through the final chapter of reading source references as well as writing and exposing the statement of the problem, hypothesis and determining objectives of the research as well as the significance of the research and the final results of their research. In general, a creative student at the same time has a higher "critical thinking" and supports his ability to write a better scientific writing. Critical thinking reveals that the ability of a student to scientifically and logically bring a research proposed to be reasonable and logical

From the teaching experience, lots of phenomena are often found during the teaching and learning process takes place in a classroom where CT (Critical Thinking) of each student is

different from each other and there is even a tendency that students' CT skills in order to support the reasoning ability of a student in AW (academic writing). Critical thinking has a positive effect on the ability of students to write and solve problems that will be proposed in research with a logical title

The conclusion is that the ability to think critically and logically is very closely related to the ability of students in an academic writing, and this is what is supposed to be proven in this study. In this study several objectives that can be formulated. Firstly is to prove the correlation between CT (Critical Thinking) and their ability in Academic Writing, secondly to find out the extent of the correlation between CT (Critical Thinking) and AW (Academic Writing) volume that has occurred when students think, design when a student submit a seminar proposal for the sake of their thesis.

This research also includes how to prove the logical correlation between CT and AW in 10 (ten) components to be tested as follows according to Irvin, L. Lennie (2009) in "What Is "Academic Writing"". Several benefits of the results of this study such as to create a positive influence of critical thinking on language teaching that CT (Critical Thinking) really contributes to a logical scientific mindset in preparing proposals and completing students' thesis assignments. In addition, it also improves the ability of students to interpret scientific articles in Reading Comprehension skills, especially references to scientific sources. "(Juniardi and Irmawanti: 2012). Indeed, CT is designed to improve the pattern of understanding between language relations and reasoning that enhances the formation of sharper analytical abilities, criticizes, studies and justifies (defends) ideas and interprets and deduces reading resources to reach a comprehensive conclusion

This research is very useful for lecturers who teach Academic Writing courses even supervisors and examiners starting from the proposal period till the Final Examination of a thesis. Correlation results will explain where a lecturer must make an effective strategy that must be formulated to make a better syllabus of Academic Writing course for students to have a more appropriate materials in accordance with critical needs in thinking a research thesis

Critical Thinking makes sense to increase the ability to analyze more sharply in "common sense". In the sense that a student can write and reason his ideas logically with CT reasoning such as how to formulate a research problem, interpret a text related to making a hypothesis, statement of problems and objectives of research

## **Literature Review**

Juniardi (2015) explained that critical thinking: "has given great contributions and influences in the world of education, especially in language teaching. The students' ability in illustrating and reasoning argumentative descriptions in logical words in good arrangement of sentences will also achieve how the quality of the logical writing in AW (academic writing) achieved by a student.

According to Ennis (1985, 45), Critical thinking in language teaching already started since 1985. Furthermore, Critical Thinking is a reflection of reasonable thinking that results from a decision that can be trusted as worth of accuracy". Based on this, students can convince an idea and believe in a reason with scientific and logical ideas. Besides this, at the same time there is a critical thinking process going on during a design of thesis proposal. There are several benefits of critical thinking in language teaching that CT (Critical Thinking) is very instrumental in having an influence on the ability of students in translating scientific articles and also affects the ability of reading comprehension. "(Juniardi and Irmawanti: 2012). Instructions in CT must be designed to achieve an understanding of language relations with logic that must lead to the ability to analyze, criticize, review and justify (defend) ideas that are logical (inductive) and deductive, and to reach actual conclusions

The minimum competencies expected for the right conclusions according to the CT strategy is that a student should be able to distinguish between facts from opinions, beliefs of a science and inductive and deductive reasoning skills, including understanding in formal or informal forms between language and thought. CT is also important to empower students to think logically / rationally by linking a hypothesis with actual facts of data and empirical evidence.

Based on the description above CT will lead to one logical thinking formation that provides a focus on cognitive processes and empowers someone to think more precisely critically and logically.

According to Ennis (1985, 45), "Critical Thinking is a reflection of reasonable thinking that results from a decision that can be trusted or worthy of accuracy". Based on this, students can convince an idea and believe in a study or reason with scientific logic. Besides this, at the same time there is a critical thinking process.

There are several benefits of critical thinking in language teaching that CT (Critical Thinking) is very instrumental in having an influence on the ability of students in translating scientific articles and also affects the ability of Reading Comprehension. "(Juniardi and Irmawanti: 2012). Instructions in CT must be designed to achieve an understanding of language relations with logic that must lead to the ability to analyze, criticize, review and justify (defend) ideas that are logical (inductive) and deductive, and to reach actual conclusions that are assessment in a temporary manner based on conclusions drawn from unclear and clear statements from the science or beliefs that were visualized. The minimum competencies expected for the right conclusions according to the CT strategy should be able to distinguish between facts from opinions, beliefs of a science and inductive and deductive reasoning skills, including mistaken understanding in formal or informal forms between language and thought. CT is also important to empower students to think logically / rationally by linking a hypothesis with actual facts of data and empirical evidence. Limited description will focus on evaluating or interpreting; CT is a formula that uses criteria to produce opinions about the claimed science. Take for example a normative statement, an investigation method, a policy decision, an alternative position on a public issue or an object of special concern. CT is also defined as an important element in general cognitive processes, for example problem solving, decision making. Based on the description above CT will lead to one logical thinking formation. Besides that CT provides a focus on cognitive processes that empower someone to think more precisely more critically and logically.

In other words, the connective process is also involved in Academic Writing. In writing an academic context requires students to think intelligently with a framework or scientific discipline. And to be able to read academic discourse according to Arcoudis and Tran (2007) in Kaur 2015 which says Academic writing is a form of logical thinking process for students in learning especially foreign languages.

In other words , Irvin (2010) said Academic Writing is always in the form of evaluation (evaluation) that tells students to demonstrate their knowledge and show their skills in the discipline of skills, thought, interpretation, in the presentation. Irvin (2010; Pg: 15) Characteristic of The Critical Essay, the meaning is not to criticize but to use logical thinking in assessing a writing. So Critical Thinking here is more analytic and interpretative. From the above description it is clear that in writing an article in Academic Writing students must be 'critical'.

Brian Paltridge (2002) asserts that the process in writing a thesis is the most difficult thing for students of non English Speaking countries , in the sense for students in which English as a foreign language with limited vocabulary as well as limited foreign language proficiency in CT, the genre of knowledge and social knowledge. Huyen (2007) explains in Kaur (2015) the important things of a CT form, especially in the ability of students to maintain arguments and synthesize ideas for writing in English in the EAP (English for Academic Purpose) academic goals and design academic goals to achieve optimal quality academic writing.

The conclusion is a student's success in CT (Critical thinking) will greatly affect the ability of Academic Writing based on analytical and critical abilities. The successful ability indicates that someone must have a reasonable argument for creative thinking ideas .

Irvin, L. Lennie (2005) conducted a research on writing and examined structured components in academic writing that are assessed in academic writing and the relations towards reading.

## **Methodology**

There are two forms of diagnosis, namely diagnosis of Critical thinking by Robert Ennis's theory for Academic Writing with the theory of Irvin L Lenny. This study uses quantitative methods with Correlation-Coefficient design research that is examining by diagnosing the ability of

students in CT (Critical Thinking) and then taking the average value that will be correlated with the average test results on AW (Academic Writing)

Below are the models of criteria evaluated in Academic Writing by Irvin, L Lennie that will be utilized in this study as follows:

1. TRP (Title of Research Proposal) 2. RS (Rationale of Research) 3. SP (Statement of Problems) 4. OR (Objectives of the Research) 5. SR (Significance of the Research) 6. LR (Limitation of Research) 7 TSD (Topic Sentence Development), 8. PI (Presentation of Ideas) 9. AP (Appropriate Paragraphing) 10. DC (Discourse Control)

On the other hand, in order to test the ability of students, CT is used a benchmark for the diagnosis of Critical Thinking by Robert Ennis 2006. Student's Topic of Research identifies the problem evidence in order to draw a conclusion as well as to synthesize evidence in order to draw a conclusion of emotional responses.

Then to test AW (Academic Writing), a table with the following criteria is used in to see the average score of **Academic Writing** by Irvin L Lenny (2005)

1. TRP Title of the Research in order to see if the title is appropriately designed or not  
2. Rationale of the Research proposal in order to see the frame work  
3. SP Statement of the Research is accurate or not  
4. OR Objectives of the Research proposal is clearly focused on or not  
5. SR Significance of the Research  
6. LR Limitation of the Research proposal  
7. CCD Coherence & Cohesive Development)  
8. ACI (adequately connected ideas),  
9. AP (Appropriate Paragraphing): topic sentence, supporting & concluding sentences  
10. DC (Discourse Control)

After getting the average value of these two tables, we find the correlation between CT and AW with the Coefficient Correlation Formula

Finally , the descriptive analysis is conducted to see how far the best implication of CT towards AW for the sake of enhancing students' ability to complete their thesis in such a way.

### **Research Findings and Discuitions**

This research concludes following remarks: (1) there is a positive correlation between Students' Critical Thinking (SCT) and Students' Academic Writing Ability by having correlation coefficient 0. 58. (2) as proved that the hypothesis of the research is accepted. The score of T statistic 11. 28 at the level of significant 0. 95. The results of this research will certainly contribute the better ways of teaching strategy in Academic Writing class. In addition, this study also provides new findings concerning the essence of critical thinking to increase students ability in academic writing especially in designing their thesis proposal.

### **Conclusion and Suggestion**

Judging from the illustration and long explanations mentioned above we can significantly draw a conclusion that critical thniking is obvioulsy a great contribution to increase students' ability in designing and writing their tesis proposal in such a good way of reasoning and supporting ideas in their thesis accomplishment.

Indeed, for some weak critical thinking of arguments, absolutely the further expansion and development of thesis statement as well as thesis objective show very limited creativity. As a result , a student who has a creative critical thinking comprehensively indicates a very creative development in reasoning logical arguments to increase the writing ability

## References

- Barnet, Sylvian and Hugo Bedau, 2013, *Critical Thinking, Reading, and Writing*. Sydney, Sydney University Publication Inc.
- Chaffee, John, 2000. *Thinking Critically: Sixth Edition*. New York: Houghto Miflin Company.
- Condon, William and Diane Kelly-Riley. Assessing and Teaching What We Value: The Relationship between College-Level Writing and Critical Thinking Abilities. *Assessing Writing* Volume 9, Issue 1, 2004, Pages 56-75 <https://doi.org/10.1016/j.asw.2004.01.003>
- Crawford Allan, E. Wendy Saul, et, al. 2005. *Teaching and Learning Strategies for the Thinking Classroom*. New York: The International Debate Education Association.
- Ennis, Robert H. 2006 "A Logical Basis for Measuring Critical Thinking Skills." *Educational Leadership* 43 (October 2006): 45-48.
- Ennis, Robert H. 2006. *Critical Thinking*. New York: Prentice Hill Inc.
- Green, Charles S., III and Hadley G. Klug, *Teaching Sociology*, Vol. 18, No. 4 (Oct., 2009), pp.462-471 Published by: American Sociological Association
- Irvin, L. Lennie. What Is "Academic Writing? Writing spaces: readings on writing. Volume 1/edited by Charles Lowe in Pavel Zemliansky. (2005)
- Juniardi, Yudi. 2015. *Research On Language Teaching: From Theory To Practice*. Serang: Untirta Press.
- Juniardi, Yudi and Irmawanty, 2012. Student's Critical Thinking And Their Reading Comprehension Ability: Proceeding The Ninth International Conference on English Studies: 37-40
- Kaur, Manjet Mehar Singh International Graduate Student's Academic Writing Practices in Malaysia: Challenges and Solution. *Journal of International Students* Volume 5, Issue 1 (2015), pp. 12-22
- L. Hamp-Lyons, 1992 Rubric Academic Writing. 1 may 2015. [http://academics.smcvt.edu/cbauer-ramazani/IEP/acad\\_skills/rubric\\_acad\\_writing.htm](http://academics.smcvt.edu/cbauer-ramazani/IEP/acad_skills/rubric_acad_writing.htm)