

THE CORRELATION BETWEEN CRITICAL THINKING AND WRITING SKILL OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT UIN SULTAN SYARIF KASIM RIAU

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BY

NABILAH RACHMADHANI

SIN. 11714202497

UIN SUSKA RIAU

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU**

PEKANBARU

1443 H/2022 M

**THE CORRELATION BETWEEN CRITICAL THINKING AND
WRITING SKILL OF ENGLISH EDUCATION DEPARTMENT
STUDENTS AT UIN SULTAN SYARIF KASIM RIAU**



BY

NABILAH RACHMADHANI

SIN. 11714202497

Thesis

Submitted in partial fulfillment of the Requirements
For Bachelor Degree of English Education
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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Pekanbaru, Jumadil Akhir 1st 1443 H
January, 03rd 2022 M

Approved by,

Head of Department of
English Education

Supervisor


Dr. Faurina Anastasia, S. S. M. Hum
NIP. 198106112008012017


Muhammad Taufik Ihsan, S.Pd, S.Kom, M.Pd
NIK. 130117005

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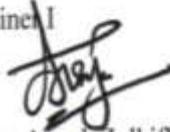
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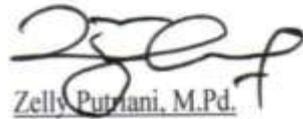
Examination Committee

Examiner I



Dr. Nur Aisyah Zulkifli, M.Pd.
NIP. 19850619 200912 2 008

Examiner II



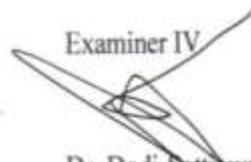
Zelly Putriani, M.Pd.
NIK. 130117078

Examiner III



Drs. H. Sutarno, M.Ag.
NIP. 19630511 199203 1 001

Examiner IV



Dr. Dodi Setiawan, M.Pd.
NIK. 130117072



The Dean
Faculty of Education and Teacher Training



Dr. H. Kadar, M.Ag.
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Lampiran Surat :
Nomor : Nomor 25/2021
Tanggal : 10 September 2021

SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : Nabilah Rachmadhani
NIM : 11714202497
Tempat/Tgl. Lahir : Pekanbaru, 17 Desember 1999
Fakultas/Pascasarjana : Tarbiyah dan Keguruan
Prodi : Pendidikan bahasa Inggris
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NIM: 11714202497

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UIN SUSKA RIAU

Pekanbaru, Desember 2nd,2021
Researcher,

NABILAH RACHMADHANI
SIN. 11714202497

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ABSTRACT

Nabilah Rachmadhani (2021): The Correlation Between Critical Thinking and Writing Skill of English Education Department Students at UIN Sultan Syarif Kasim Riau

This research aims to find out the correlation between critical thinking and writing skill of semester IV students at English Education Department at UIN Sultan Syarif Kasim Riau. The data analysis technique used was quantitative analysis. The population in this research were semester IV students of English Education Department of State Islamic University of Sultan Syarif Kasim Riau academic year 2020/2021. The students were grouped into 4 classes. The research population were 110 students. The samples of this research were 27 students selected through purposive sampling. To achieve the research purposes, the critical thinking test by Collegiate Assessment of Academic Proficiency (2008) was conducted to measure the students' critical thinking. Then, the researcher asked the students to write about certain topic and their writings were assessed by two rater by following the assessment regulation in writing assessment rubric. The data were analyzed by using product moment correlation inferential analysis through SPSS 23.0. The researcher found that sig. t was 0,012 smaller than the significance alpha 0,05 (sig.t < 0,05) which means that the H_a is accepted. In other words, there is significant correlation between students' critical thinking and their writing skill. The author also found that 22.75% of semester IV students' writing skill at English Education Department at UIN Sultan Syarif Kasim Riau are influenced by critical thinking skill while the 77.25% others are affected by other factors.

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ABSTRAK

Nabilah Rachmadhani (2021): Hubungan Antara Berpikir Kritis dan Keterampilan Menulis mahasiswa Jurusan Pendidikan Bahasa Inggris UIN Sultan Syarif Kasim Riau

Penelitian ini bertujuan untuk mencari hubungan antara berpikir kritis dan keterampilan menulis siswa semester IV mahasiswa Program Studi Pendidikan Bahasa Inggris di UIN Sultan Syarif Kasim Riau. Teknik Analisis Data menggunakan analisis kuantitatif. Populasi dalam penelitian ini adalah mahasiswa semester IV Jurusan Pendidikan Bahasa Inggris UIN Suska Riau tahun ajaran 2020/2021. Siswa dibagi menjadi 4 kelas, dengan populasi 110 Mahasiswa. Sampel penelitian ini adalah 27 mahasiswa yang dipilih secara purposive sampling. Untuk mencapai tujuan penelitian ini, tes berpikir kritis oleh Collegiate Assesment of Academic Proficiency (2008) dilakukan untuk mengukur berpikir kritis siswa. Kemudian, peneliti meminta siswa untuk menulis tentang topik tertentu dan tulisan mereka dinilai oleh dua penilai dengan mengikuti aturan penilaian dalam rubrik penilaian menulis. Dengan menggunakan analisis inferensial korelasi product moment melalui SPSS 23.0 dalam menganalisis data, peneliti menemukan bahwa sig. t adalah 0,012, lebih kecil dari alpha signifikan 0,05 (sig.t < 0,05). Artinya H_0 diterima, atau ada hubungan yang signifikan antara berpikir kritis siswa dengan keterampilan menulis siswa. Penulis juga menemukan bahwa 22.75% kemampuan menulis mahasiswa semester empat jurusan pendidikan bahasa Inggris di UIN Sultan Syarif Kasim Riau dipengaruhi oleh berpikir kritis. Sedangkan 77.25% lainnya dipengaruhi oleh faktor lain.

ملخص

نبيلة رحمداني، (2021): العلاقة بين مهارة التفكير النقدي ومهارة الكتابة لدى طلاب قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو

يهدف هذا البحث إلى معرفة العلاقة بين التفكير النقدي ومهارة الكتابة، ومعرفة تأثير التفكير النقدي على مهارة الكتابة لدى طلاب الفصل الدراسي الرابع في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. تقنية تحليل البيانات باستخدام التحليل الكمي. المجتمع في هذا البحث طلاب الفصل الدراسي الرابع في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو للعام الدراسي 2021/2020. ينقسم الطلاب إلى 4 فصول، ويبلغ عددهم 110 طالبًا. والعينة في هذا البحث 27 طالبًا تم اختيارهم بطريقة أخذ العينة الهادفة. لتحقيق أهداف هذا البحث، تم إجراء التقييم الجماعي للكفاءة الأكاديمية (2008) لقياس التفكير النقدي لدى الطلاب. بعد ذلك، طالت الباحثة من الطلاب الكتابة عن موضوع معين وتم تقييم كتاباتهم من قبل مقيمين من خلال اتباع قواعد التسجيل في نموذج تقييم الكتابة. باستخدام التحليل الاستنتاجي لارتباط ضرب العزوم من خلال برنامج الإحصاء للعلوم الاجتماعية 23 في تحليل البيانات، وجدت الباحثة أن t سي.ج. هو 0,012 أقل من ألفا معنوي 0,05 (سي.ج. $t > 0,05$). هذا يعني أن الفرضية البديلة مقبولة، أو أن هناك علاقة هامة بين التفكير النقدي لدى الطلاب ومهارة الكتابة لديهم. وجدت الباحثة أيضا أن نسبة 22,75% من مهارة الكتابة لدى طلاب الفصل الرابع في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو تتأثر بالتفكير النقدي. في حين أن النسبة 77,25% الأخرى تتأثر بعوامل أخرى.

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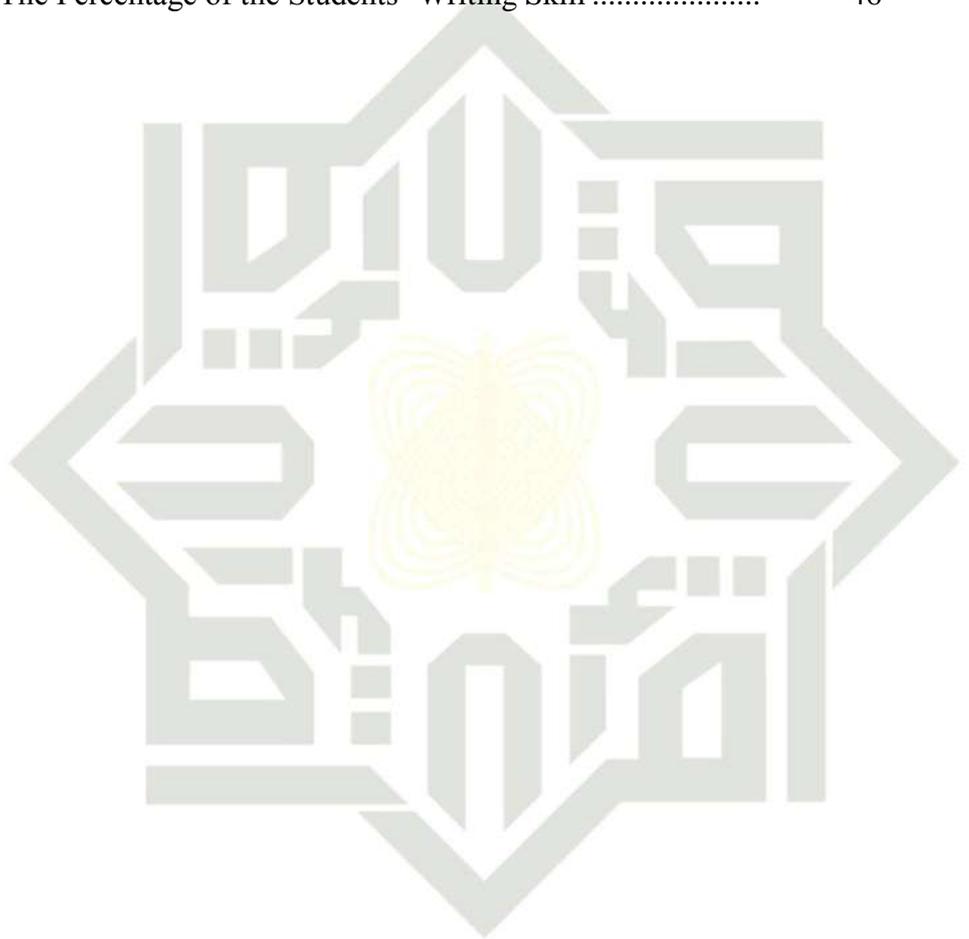
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CHAPTER I INTRODUCTION

A Background of the Problem

In educational context, according to Gibbons and Cummins (2002), writing is one of the important skills which have to be mastered by the students. Writing English is not a simple matter because when one is writing, they demonstrate not only their competence or their ability in grammar of English, but also their knowledge in the acceptable English rhetoric or the communicative aspects of writing in English. (Saddler, Moran, Graham and Harris, 2004) wisely remarks that, a good writing is not only a hard work; it is an extremely complex and challenging mental task. It means that to understand and to master the writing need a hard work and mental readiness as the helping to take a part in the world of writing.

Sturm and Koppenhaver (2000) also inform that composing for writing involves a complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription. Therefore, writing is not an easy activity and mastering writing is not easy too.

According to Harmer (2007) stated that writing may become a challenging skill for students to learn. It is due to the fact that writing is different from other language skills. It is not the skill that students may acquire naturally. The students are required to have some instructions in order that they may be able to write. In addition, they also need to pay attention to

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several things that they can write effectively. In this case, Hedge (1990) points out that to write effectively, the ideas and information of the writing should be developed in a good organization; errors in writing should be minimized, hence the accuracy is emphasized so that the meaning of the writing is clear; vocabulary, grammatical pattern, and sentence structure used should be considered as well.

Writing is a long term activity. Generally, when people start to build the topic, they actually faced by some problems. Byrne (1995) said that there are three problems raised; first, psychological problems, that writing is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. Second, linguistic problems, that in writing we have to compensate for the absence of the features, keep the channel of communication open through our own effort and to ensure both through our choice of sentence structure and by the way our sentence are linked together and sequenced, that the text we produce can be interpreted on its own. Last, a cognitive problem, that writing is learned through a process of instruction. It means that we have to master the written form of the language and to learn certain structures which are important for effective communication in writing.

According to Husin and Nurbayani (2017) there are two factors why the EFL students faced the trouble in writing; internal and external factors, in which internal factor dealt with their low English writing proficiency, meanwhile external factor referred to their inadequate quality in studying the



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writing skills As a result, their writing ability was unsatisfied. Hamied and Emilia (2016) pointed out that the EFL students' writing control related to the structures and linguistic features in essay writing was still limited, especially in developing of critical thinking.

In writing, student seems to have problem to understand the writing method and the concept of the writing. Students also do not write very often. As Bakir (2013) mentioned the most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of great value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach.

Furthermore, the other thing that should be paid attention related to the craft of writing is it is the skill that may not stand alone or in other words it requires as well as goes hand in hand with other language skills, particularly the reading skill. According to Harmer (1996) People who want to write well, they should enrich their knowledge and it can be achieved through reading activity. Therefore, in this case, if students are learning to write, they are also required to have some acceptable knowledge by reading any subjects that may facilitate their writing activity.

However, the ability to read may not be enough for them since they should also have the ability to judge or determine the materials or subjects which are appropriate or have some advantages to their writing. Thus, to deal with this problem, the students should also facilitate themselves with the



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ability to think critically of what they want to write so that the ideas of their writing may be effectively conveyed and interpreted by everyone who reads their writing because they can give solid evidence which makes sense and understandable to the readers. As Langan (2001) states, If you want to communicate effectively with readers, you must provide solid evidence for any point you make. In addition, critical thinking is necessary for students because it will reveal how they use their mind and hand which work in a harmony that facilitate them to create a good writing.

Nowadays, critical thinking is one of the major concepts under consideration in education. According to Ritdamaya and Suhandi (2016) said that critical thinking as abilities that can create powerful thinkers and problem solvers. Good critical thinking will make individuals show fewer mistakes in doing tasks while less skilled individuals will make more mistakes. Critical thinking play an important role in analyzing arguments, problems based on the credibility of data and information sources, giving an assessment of thoughts, problem correctly, being able to solve problems logically in various situations and making decisions based on consideration of relevant evidence and facts. According to Elder and Paul (2014) said that critical thinking is claimed to be important in the acquisition of language skills particularly writing and reading; two indispensable language skills that can help undergraduates secure their academic success. Critical thinking is needed to build a logical argument for writing process.

Writing is the result of the thinking process. In writing, critical thinking is a needed for writing an essay. There are four main types of essays:



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narrative, descriptive, expository, and argumentative. Each has a unique purpose. Some tell a story, some are descriptive, and others attempt to alter opinions and to convince or persuade the reader. Writing an essay is the presentation of a problem in an essay or writing based on the writer's personal point of view in the form of an argument. These personal views must be logical and can be well understood. The arguments presented in the essay must be supported by logical facts. That is why think critically is needed so much to develop good reason in writing an essay. As Elder and Paul (2014) said, critical thinking gives influence to the parts of our writing. People who think critically should be able to make interesting writing not only clear writing, it means that they should have more skillful in their English essay writing. They will be able to construct logical assumptions and accurate conclusions.

Based on informal interview with the fourth semester students of English Education Study Program at UIN Sultan Syarif Kasim Riau students, they felt difficult to develop the topic and often got stuck in the middle of writing. It happened because the students felt bored and stressed in composing their writing, students also confuse to express idea and argument in their writing. To make good writing they need to analyze information and write their writing based on the data and actual information, so their argument will be supported by the logical fact. Based on this phenomena, it indicates that the student still have problem in developing their writing skill. Since the level of thinking ability is one of the factors influenced writing skill, it also could be the factor impeding the students writing skill. Furthermore, most of the



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students never test their thinking skills, especially critical thinking, since they did not know specifically the importance of critical thinking. They were also not aware that critical thinking could influence their writing skill.

Based on the explanations above, to find out and reveal the further information and empirical evidence about the problems, particularly the critical thinking in relation to writing skill, this study is conduct entitled **The Correlation Between Critical Thinking and Writing Skill of English Education Department Students at UIN Sultan Syarif Kasim Riau.**

B. The Problem of the Research

1. Identification of the Problem

Based on the background of the problem, it is clear that most of students at fourth semester of English education department still have problem with their writing. To make this research clear, the problem was identified as follows:

- a. Students' critical thinking on writing needs to be enhanced more
- b. Students have lack interest in writing.
- c. Students do not understand the writing method and concept of writing

2. Limitation of Problem

The focus of this research problem is the correlation of critical thinking and writing skill. This research also focus on the influence of students' critical thinking level on writing skill.

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3. Formulation of Problem

- a. How is the students' critical thinking level at the fourth semester students of English education department?
- b. How is the students' writing skill at the fourth semester students of English education department?
- c. Is there any significant correlation between students' critical thinking and writing skill of the fourth semester students of English education department?

C. The Objectives and Significance of the Research

1. The Objectives of the Research

The objectives in this study are:

- a. To find out the students' critical thinking level at the fourth semester students of English education department.
- b. To find out the writing skill of the fourth semester students of English education department
- c. To find out if there is a significant correlation of critical thinking on writing skill of the fourth semester students of English education department.

2. Significance of the Research

- a. Hopefully this research is able to benefit the researcher as a novice researcher, especially in learning how to conduct of research.
- b. These research findings are also hopefully useful and valuable, especially for teachers and students of fourth semester English

education department UIN Suska Riau to be considerations in their teaching and learning process in the future.

- c. The research findings are expected to give information to those concerned in the world of teaching and learning English as a foreign language.

D. The Definition of the Terms.

In order to avoid misunderstanding and misinterpretation about the title of this research, it would be better for the researcher to describe the following terms.

1. Correlation

According to Creswell (2012) Correlation research is a statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary consistently. In this research, correlation means the relationship between students' critical thinking and their writing skill at the fourth semester of the English education department.

2. Critical thinking

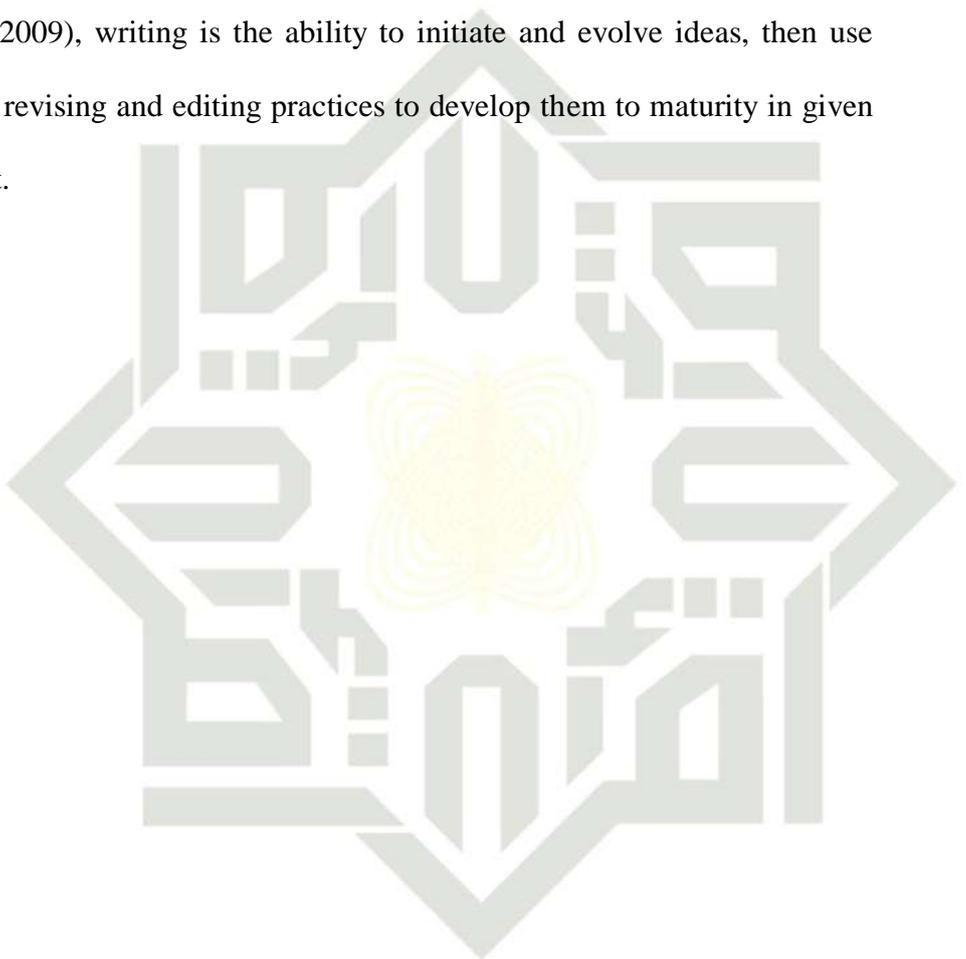
Critical thinking is an ability as well as an activity employing the mind to think of, to criticize, to analyze, to evaluate, to extend arguments, people or things carefully, not only the bad side but the positive side of them as well. Besides, it is conducted through a series of processes starting from investigating ideas to making a judgment of the strength of the meaning of the ideas. Furthermore, Ruggiero (1981) explains that critical thinking is the mental process involving the activity to investigate ideas as well as to find out the meaning of the ideas and to judge the power of the meaning of the ideas whether or not it is defensible.

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3. Writing

Many experts who define the term of writing. According to Nation (2009), writing is an activity that can practically be prepared for by work in the further skills of listening, speaking and reading. While according to Yeon (2009), writing is the ability to initiate and evolve ideas, then use certain revising and editing practices to develop them to maturity in given context.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A The Theoretical Framework

1. Writing

a. The Nature of Writing

Writing is one of the four major language skills. It is commonly considered as the active or productive language skill. Through writing, people can convey their ideas to someone else. According to Browne (2007), writing is a complex activity involving many skills to determine ideas and to transfer the ideas onto a piece of a paper clearly and comprehensibly for the readers.

Meanwhile, Ploeger (2000) states that writing is an activity intended to observe the knowledge and feeling of a writer about something, which, then the result is communicated to his/her audience/readers. On the other hand, Langan (2008) asserts that writing is a skill that can be learned and developed through practices.

Based on the explanations above, it may be concluded that writing is an activity that involves a series of steps to transfer thought or ideas to paper. When the writers are writing, they try to convey the things in their mind to readers through the writing that they write. Also, writing is a skill that can be learned and developed through practice which mean the more often the learners practice to write, the better they will be able to write.

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b. Essay Writing

An essay is included in a written work. However, when they are still in the primary school level until high school, students are more familiar with essays as a form of essay questions in exams or tests. Meanwhile, when he was at the university level, there were more essays known as a form of written work.

To understand it, here are some descriptions of the meaning of the essay. In language, "essay" comes from French, which means trying. According to Dalman (2011) An essay is a writing that describes the opinion of the author about a certain subject that is tried to judge. This understanding leads to the content of the essay discussion, where the essay discusses a subject or problem. It is different with Wijayanti who collects opinions from teachers and students about essays.

The opinions of students and teachers about essays have in common. First, an essay is an essay or written form (meaning more than one paragraph). Second, the essay tells about events that are known / understood about something that happened in society or the environment (thus, it contains facts or experiences). Third, the essay contains the author's opinion / views on the matter being discussed (meaning that it contains arguments and is subjective) (Wijayanti et al.2012).

Furthermore, essays can easily be viewed as an attempt to produce views on a topic in a short form and in the best possible way

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of telling, the most important thing is not what is discussed, but how to talk about it (Widyamartaya et al. 2004). This opinion emphasizes the discussion of the content of an essay.

c. The Component of Writing

There are several components of writing by Hughes (2003):

1) Grammar

Grammar has an important role in producing good writing. in grammar, students should master the rules for verbs, agreement, articles, pronouns and etc.

2) Vocabulary

Set of words in writing. Without having many vocabularies, it will be hard and difficult to write. The key to create a good writing is mastering many vocabularies. They can apply vocabulary in context to avoid misunderstanding in writing.

3) Mechanic

Mechanics must pay attention to spelling (spelling), punctuation (punctuation) and capitalization (marking of upper and lower case letters)

4) Style

Style talks about how the author gives a certain sense of writing through the selection of structures or lexical items

5) Form

Form is the organization of the content. Organization requires the writer to know about the paragraph, topic and supports.

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2. Critical Thinking

a. The Nature of Critical Thinking

Critical thinking is a multi-step process. It can be defined as an active and intellectual process where the individual will observe, analyze and reflect on new knowledge and integrate it into their current understanding. Critical thinking can be applied in a variety of learning platforms such as reading, written work and discussions.

Critical thinking is ability as well as an activity employing mind to think of, to criticize, to analyze, to evaluate, to extend arguments, people or things carefully, not only the bad side but the positive side of them as well. Besides, it is conducted through a series of processes started from investigating ideas to making a judgment of the strength of the meaning of the ideas.

Critical thinking may be considered as a complex activity since it involves many aspects to consider. Besides, it has recently become one of the foremost subject matters of many experts to discuss and explore. Regarding to this condition, a number of proposals related to the definitions of critical thinking are suggested by some experts.

First, according to Cottrell (2005), critical thinking is defined as: "A cognitive activity, associated with using the mind". From this, it can be considered that critical thinking is an activity in which one involves one's mind to cope with the matters found. Meanwhile, Paul and Elder (2014) reveal that critical thinking is the art associated with the ability to analyze or to evaluate thought.

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Ruggiero (2004) explains that critical thinking is the mental process involving the activity to investigate ideas as well as to find out the meaning of the ideas and to judge the power of the meaning of the ideas whether or not it is defensible. In other words, to think critically one should logically consider the matter found by investigating as well as making interpretation, and evaluating the weakness and the strength of the matters found.

According to Paul (2004), critical thinking is the art of thinking about thinking with a view to improving it. Critical thinkers seek to improve thinking, in three interrelated phases. They analyze thinking. They assess thinking. And they up-grade thinking (as a result).

To sum up, based on the definitions and explanations above, critical thinking may be regarded as an art or ability as well as an activity employing mind to think of, to criticize, to analyze, and to evaluate people or things carefully, not only the bad side but the positive side of them as well. Besides, it is conducted through a series of processes started from investigating ideas to making a judgment of the strength of the meaning of the ideas.

b. Critical Thinking Process

The critical thinking process stems from the activities of thinking itself. As Ruggiero (2004) reveals that there are some activities of thinking which are described in Table II.1 as follows:

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Table II.1
The Activity of Thinking

No	Activity	Definition
1.	Investigation	To probe the evidence or data related to the issue or the matter arises.
2.	Interpretation	To make a decision of the meaning of the evidence.
3.	Judgment	To determine the conclusion about the issue or the matter arises.

Based on Table II.1 above, the critical thinking process respectively encompasses *the activity of investigation* which is the activity to get any evidence related to the matters arise, *the activity of interpretation* or the activity to determine the meaning of the evidence obtained from the investigation conducted, and *the activity of judgment*, that is, the activity of evaluating the issue by making a conclusion based on the interpretation and investigation conducted previously. All of the three activities are conducted gradually and respectively started from investigation to judgment.

Based on the explanations above, there are at least three activities which are included in critical thinking process, namely investigation, interpretation, and judgment. In this case, the investigation is an activity, basically comes first, which aims to find the evidence or information about the issues or matters arise. Next, it goes on to the subsequent step or activity, i.e. interpretation which means to interpret or determine the meaning of the evidence or information from the investigation conducted beforehand. The last one is judgment, that is, making inferences or drawing conclusions from the data or evidence as well as the information

that have been obtained in the previous activities, i.e. investigation and interpretation about the issue.

c. **Kinds of Critical Thinking Abilities**

Critical thinking involves many levels of thinking. As Anderson and Krathwhol (2001) states that critical thinking covers the lower and higher order thinking, which, in this case, the lower order thinking consists of the activities of memorizing, summarizing, labeling, observing, and sorting; meanwhile, higher order thinking encompasses the activities of applying, synthesis, drawing inferences, comparison or contrast, justification, analysis, evaluation, moral reasoning, and using deductive and inductive reasoning.

From Anderson and Krathwhol' statement above, critical thinking is described in a broader sense involving all levels of thinking in which in terms of cognitive process it relates to many activities or levels in the revised Bloom's Taxonomy which is presented in Table II.2 as follows:

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Table II.2
The Revised Bloom's Taxonomy

No	Structure	Description
1.	Remember	To recall or recognize knowledge which is relevant, particularly taken from long term memory. Other terms used beside <i>remember</i> are <i>recall</i> and <i>recognize</i> .
2.	Understand	To consider and decide the meaning of oral or written messages received. Other variant terms of this level are <i>interpret</i> , <i>exemplify</i> , <i>classify</i> , <i>summarize</i> , <i>infer</i> , <i>compare</i> , and <i>explain</i> .
3.	Apply	To conduct something in a certain situation. Other terms used, having the same sense as <i>apply</i> , are <i>execute</i> and <i>implement</i> .
4.	Analyze	To divide things in an organized way and then observing the relationship between them. Other terms used other than <i>analyze</i> are <i>differentiate</i> , <i>organize</i> , and <i>attribute</i> .
5.	Evaluate	To judge something in accordance with criteria and standards. In the same sense, instead of <i>evaluate</i> , the terms <i>check</i> and <i>critique</i> may be used.
6.	Create	To produce a new original product through unifying some elements of something. Other similar terms to <i>create</i> are <i>generate</i> , <i>plan</i> , and <i>produce</i> .

Bloomfield classified level of thinking into two levels, low-order thinking and high order thinking. One of those levels of thinking is critical thinking; it is in the area of the high order thinking level of Bloom cognitive taxonomy. Moreover, how to think is important, since the changing of the time which requires of people to be smart in both of learning and real life setting. Critical thinking is one of skill that encourages human cognition to be what future needs. It is the skill of how to consider things in attentive perspective.

Thus, critical thinking is important skill not only for learning but it is also needed in real life setting such as employment and social behavior. Critical thinkers are claimed having intelligence, for being critical is not an

attribute that people have from birth. She/he need to be reflective or careful in every decision making as it is product of education and training.

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d. **The Characteristics of Critical Thinkers**

To do problem solving or getting the valid information from enormous information. The writer needs thinking skill to help him/her to think logically for earning the truth or precise answers. Critical thinking becomes the right answer to face any given situation which had the huge information provided for the writer.

Paul & Elder (2008) who are the leading researchers on the critical thinking also mentioned some characteristics of the critical thinkers in following bellows: Find out the crucial question and problems, and clearly formulating them;

- a) Collect and evaluating relevant information, using abstract ideas to interpret it effectively;
- b) After finding well-reasonable conclusion and solution, testing them against relevant criteria and standards;
- c) Having open minded thought by recognizing and assessing to assumption, implication and consequences
- d) Then, find out the solution of the complex problems thought effective discussion with others.

It can be concluded that the writer need to look logically what comes next or could happen in the next. Then, it is time to look at

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implication and consequences of the reason of the correct conclusion. Implication is what a writer has done based on the interpretation with logic arguments that was an evaluation of certain ideas. The consequence has to do with action with what a writer had done the interpretation. It can be drawn a conclusion that a good critical thinker must have the ability to evaluate information, examine and analyze the evidence as well as think open mindedly. Then Hunter (2009) added that a cultivated critical thinker could be expresses in words as “reasonable person”. This certain person always attempts to evaluate and criticize information, issue and evidence before making decision, judgment as well as conclusion.

Critical thinking is not only needed in academic context, but also the higher level of study or professional area, the more refined thinking is needed. The better thinking skill is, the more able the writer face the complex problems or project with confidence of successful outcome. It is a part of realistic self-appraisal. Many people invoke their critical thinking skill in many activities such as study, watching television, using internet, or to work. In professional area, Critical thinking are useful to problem-solving and to project management, bringing greater precision and accuracy to different parts of a task. Because critical thinking involves the developments of a range of ancillary skills such as observation, reasoning, decision-making, analysis, judgment and persuasion (Cottrel, 2005).

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3. The Correlation of Critical Thinking and Writing Skill

In writing activity, critical thinking is very important. Critical thinking helps student to build logical argument in writing process. By using critical thinking in their writing, the ideas in their writing may be effectively conveyed and interpreted by everyone who reads their writing because the students can give solid evidence which make sense and understandable for their readers.

The connection between critical thinking and writing is mentioned by many researchers. Burhanuddin (2013) indicates that the students who successfully used critical thinking in constructing their argumentative essay make an orderly good organization of argumentative essay and presenting the reasons very well. In experimental study by Khodabaksh (2013) found that students who received technique of critical thinking while they were learning paragraph writing over the instructions attained a greater improvement in their writing abilities. Assadi (2013) found that students with critical thinking have higher score in their writing. Saputra (2018) found out that students' critical thinking give dominant effect through writing achievement.

Oktarina (2018) found that students with high critical thinking skill can provide a strong evidence to support their idea and make a rational reason about the problem. It can be said that the higher critical thinking skill level the students have, the easier they make an argumentative writing. It means students with high critical thinking skill can gather their

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ideas more easily than students with low critical thinking skill. It can be assumed that critical thinking skill is crucial in composing writing. It is because each process of writing requires some thinking skills. Therefore, without being able to think and also write critically, the writers cannot produce a piece of good writing.

Nikou, Boyadi, and Amirikar (2015) in their research also found the existence of a significant positive link between critical thinking skill and the quality of argumentative writing. It can be said that the students with good critical thinking skill, they will have good writing skill as well, particularly in argumentative writing and the students with lack of the critical thinking skill usually have poor argumentative writing skill since critical thinking skill enables students to develop the idea critically and creatively.

Helix (2015) showed a large significant positive link between critical thinking and writing of students in Florida State University; in writing activities for college students of Florida State University, students' level of critical thinking skill affect students' ability in writing.

In this case, the other factors maybe give more dominant effect through it. It also means that the students with good understanding and using their critical thinking effectively certify will have good achievement in writing and the students with bad understanding and using their critical thinking ineffectively certify will have bad achievement in writing.

Thinking is the natural ability of human being. In term of

education, critical thinking has place in teaching and learning process. Through thinking critically, students will understand to the lesson easier to the essence of learning materials. In writing subject for instance, critical thinking can be sign of system thinking that students use systematically based on making reasoning, judgment and conclusion toward a particular thing in their text.

B. Relevant Research

Relevant research is carried out to avoid plagiarism. The researcher divides into two contexts, in Indonesia context and abroad context. There are several previous research results that are relevant or related to research conducted by researcher, as follows: In aboard context, The first research conducted by Nader Assadi, Hanief Davatgar, and Parinaz Jafari. Which entitled *The Effect of Critical Thinking on Enhancing Writing among Iranian EFL Learners*. It was carried out to find out whether critical thinking has effects on learners' writing. In addition, it was conducted in private English language institute in Tabriz, Iran. The method used in the study was experimental study The study concluded that critical thinking instruction had effects on learners' writing; in this case, it showed that the participants from the experimental group had the higher scores in post test than the control group.

Furthermore, a study under the title *The Impact of Critical Thinking Tasks on Paragraph Writing Ability of Iranian EFL Learners* was conducted by Samaneh Khodabakhsh, Shahrokh, and Morteza Khodabandehlou. It was

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conducted in Kish language school in Tehran, Iran. The findings of the study mentioned that the participants who received techniques of critical thinking while they were learning paragraph writing over the instructions attained a greater improvement in their writing abilities; it was shown from the experimental group who out performed the control group in terms of writing ability.

Another related study which entitles *The Relationship between Critical Thinking and Language Proficiency of Malaysian Undergraduates* was conducted by Rosyati Abdul Rashid and Rosna Awang Hasyim. The study was conducted to find out the critical thinking ability of Malaysian undergraduates and its relationship with their language proficiency. It was carried out in University Utara Malaysia of which total of the participants were 280 undergraduates taken from the university. Based on the findings of the study, it was found that there was a significant correlation between the undergraduates' critical thinking ability and their language proficiency.

Then, in Indonesia context, a study was done by Ahmad Burhanuddin Amin and Esti Kurniasih, this research was conducted in 2013, at English Education, Languages and Arts Faculty, University of Surabaya, entitled *University Students' Critical Thinking In Writing Argumentative Essay*. The findings of this research show that the students' critical thinking was well applied in the writing of argumentative essay. It considered that the writer had successfully used critical thinking in constructing their argumentative essay by using an orderly good organization of argumentative essay and presenting the reasons verywell.

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A study under the title *The Correlation Between Critical Thinking And Writing Achievement Of The Fifth Semester Students Of English Education Study Program Of Uin Raden Fatah Palembang* by Andi Jaya Saputra. This research was conducted in 2018, at English Education Study Program students at UIN Raden Fatah Palembang. Based on the finding, it can be concluded that the students' critical thinking give dominant effect through writing achievement. In this case, the other factors maybe give more dominant effect through it. It also means that the students with good understanding and using their critical thinking effectively certify will have good achievement in writing and the students with bad understanding and using their critical thinking ineffectively certify will have bad achievement in writing.

In conclusion, the difference between this research and previous study above is the main idea and the correspondents. If assadi et all investigated the effect of critical thinking on enhancing writing, Khodabakhsh et al also investigated the impact of critical thinking task on paragraph writing ability, then this study will investigate about the correlation between students' critical thinking and writing skill. The other three studies are from different country. The first study was conducted in Surabaya, Indonesia. The last study was conducted in Palembang while this study conducted in Riau.

C. Operational Concept

The operational concept was used to clarify the theories used in theoretical framework in order to avoid misinterpretation and misunderstanding of this research. Syafii (2017) said that operational concept

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is the conclusion of the related theoretical concept on all of the variables that should be practically and empirically in an academic a research paper.

1. Variable x

Students' critical thinking served as an independent variable. It was symbolized by "X" variable. This indicator from critical thinking was develop from The Collegiate Assessment of Academic Proficiency (CAAP) in Saputra (2018), there are some indicators for critical thinking:

- a. The students are able to analyze the argument
- b. The students are able to evaluate the argument
- c. The students are able to extend the argument

2. Variable Y

Writing skill served as dependent variable. It was symbolized by "Y" variable. Based on Brown (2007) stated there are indicators of writing as follow:

- a. Content
- b. Organization
- c. Grammar
- d. Vocabulary
- e. Mechanics

D. Research Assumption and Hypothesis**1. The Assumption**

Based on the theories and explanations above, the writer assumes that the higher level the students' critical thinking, the better the students' writing skill.

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2. Hypothesis

This study proposes some hypotheses as follows:

- a. Null hypothesis (Ho): there is no any significant correlation between students' critical thinking and writing skill of the fourth semester students of English Education Department of UIN Sultan Syarif Kasim Riau academic year 2020/2021.
- b. Alternative hypothesis (Ha): there is any significant correlation between students' critical thinking and writing skill of the fourth semester students of English Education Department of UIN Sultan Syarif Kasim Riau academic year 2020/2021

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CHAPTER III

RESEARCH METHOD

A Research Design

The design of this research is correlational design. This research is descriptive correlational design because researcher wants to describe the variables and the relationship that occur naturally between among them.

Correlation is a research to discover or to measure the relationship between two or more than two variable. Cresswell (2008) states that correlational research design are procedures in quantitative research in which investigators measure the degree of association (relationship) between two or more variables or sets of scores. In other hand, Pallant (2010) says that correlation is utilized when you wish to describe the strength and direction of the relationship between two variables (usually continuous).

There are two variables investigated in this study. First, independent variable is the students' critical thinking which is symbolized by "X". Second, the dependent variable is the writing skill which is symbolized by "Y". The research design can be presented as follow:

Table III.1
Research Design

$X \rightarrow Y$

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B. Location and Time of the Research

This research was conducted on May until July 2021 at UIN Sultan Syarif Kasim Riau.

C. Subject and Object of the Research

The subject of this research was the fourth semester students of English education department of UIN Sultan Syarif Kasim Riau in the academic year 2020/2021, and the object of this study was the students' critical thinking and writing skill at fourth semester students of English education department of UIN Sultan Syarif Kasim Riau.

D. Population and Sample of the Research

1. Population of the Research

According to (Creswell, 2008), A population is a group of individuals that have same characteristic. The population of this study was all the students in the fourth semester of English Education Department of UIN Sultan Syarif Kasim Riau, academic year 2020/2021.

**Table III.2
Population of Fourth Semester Students of
English Education Department**

Class	Number of students
A	28
B	28
C	27
D	27
Total	110



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2. Sample of the Research

According to Arikunto (2006), if the population more than 100, the sample is taken between 10-15% up to 20-25% as the sample. Hence, the writer took D class, consist of 27 students or 25% of total population.

In this research, the researcher uses purposive sampling. According to Gay, Mills, and Airasian, (2012) states that Purposive Sampling, also referred to as judgment sampling, is the process of selecting a sample that is believed to be representative of a given population. In other words, the researcher selects the sample using his experience and knowledge of the group to be sampled.

The researcher chose the D class on the basis of experience and needs, which in that class had students who were responsive. Students in this class tend to be more welcome, open, and ready to accept and conduct a series of research than other classes.

Technique of Collecting Data

1. Test

1) Critical Thinking Test

The critical thinking test used in this research is Collegiate Assessment of Academic Proficiency (CAAP) test that developed by ACT, inc. The CAAP Critical Thinking Test is a 32-item, 40-minute test that measures students' skills in analyzing, evaluating, and extending arguments structure. It is multiple-choice test with four

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answer options. An argument is defined as a sequence of statements that includes a claim that one of the statements, the conclusion, follows from the other statements. The critical thinking test consists of four passages that are representative of the kinds of issues commonly encountered in the courses. The critical thinking test consists of four passages that are representative of the kinds of issues commonly encountered in the courses. For more information about test instructions, the researcher shows the blue print test as follows:

Table III.3
Blue Print of Critical Thinking Test

No.	Indicator	Test Number in the instrument	Total of test item
1	Analysis of elements of Argument	2,3,4,7,8,9,10,11,13,14,17,19,20,21,25, 26,29,31	18
2	Evaluations of an argument	6,12,16,18,23,24,27,28,32	9
3	Extensions of an argument	1,5,15,22,30	5
Total			32

(Source: ACT CAAP technical handbook)

2) Writing test

According to Brown (2003) test is a way to measuring someone's ability, knowledge and performance in a given domain. So in order to measure students' skill in writing, the writer distributed the writing test to the sample. This test was used to measure the students' skill in writing. In this test, respondents or students were asked to write an essay

To measure students' writing skill, the researcher will use scoring rubric for writing that adapted by Brown (2007) which involves five

aspect of writing such as, content, organization, grammar, vocabulary and mechanics.

2. Validity

To know whether the data valid or not the researcher used content validity. According to Brown (2004) if all test item cover all of learning objectives (indicators) the test is content valid. Content validity was used because the test given was based on materials that the students learned. The test used to the students' critical thinking should be valid and reliable. Creswell (2012) said that validity is development of sound evidence to demonstrate that the test interpretation. Test should be valid at all, a test must be reliable as a measuring instrument Hughes in Furwana (2019)

The researcher was used SPSS 23.0 program for Windows to analyze the data. The researcher compared r value to r_t . the r_t at the significant level of 5% is 0.381 ($d = N - 2 = 25$). The r value of each item should be higher than the r_t to be considered as a valid question. If the value of r on the analysis of less than r table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected. In the following table is the result of the instrument validity:

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Table III.4
The Validity of Students' Critical Thinking Test

Items	Rtabel	RValue	Result
Item 1	.381	.492	Valid
Item 2	.381	.515	Valid
Item 3	.381	.524	Valid
Item 4	.381	.506	Valid
Item 5	.381	.457	Valid
Item 6	.381	.444	Valid
Item 7	.381	.424	Valid
Item 8	.381	.402	Valid
Item 9	.381	.599	Valid
Item 10	.381	.487	Valid
Item 11	.381	.515	Valid
Item 12	.381	.507	Valid
Item 13	.381	.599	Valid
Item 14	.381	.421	Valid
Item 15	.381	.539	Valid
Item 16	.381	.419	Valid
Item 17	.381	.442	Valid
Item 18	.381	.446	Valid
Item 19	.381	.472	Valid
Item 20	.381	.581	Valid
Item 21	.381	.446	Valid
Item 22	.381	.603	Valid
Item 23	.381	.500	Valid
Item 24	.381	.433	Valid
Item 25	.381	.490	Valid
Item 26	.381	.433	Valid
Item 27	.381	.425	Valid
Item 28	.381	.581	Valid
Item 29	.381	.431	Valid
Item 30	.381	.437	Valid
Item 31	.381	.587	Valid
Item 32	.381	.454	Valid

3. Reliability

A test must be reliable as a measuring instrument. Reliability is a necessary characteristic of any good test. Brown (2004) states that a reliable test is consistent and dependable. If you give the same students or matched students on two different occasions. According to Cohen et al (2007) The table below was the categories of reliability test used in determining the level of reliability of the test.

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Table III. 5
The level of Acceptable Reliability

Reliability	Validity
>0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Marginally/Minimally
<0.60	Unacceptably reliability

In this research, the researcher was used software SPSS 23.0 version to calculate the reliability of test, and analyze data about the result of test. With this tool the researcher to find out whether the critical thinking test was reliable or not. The result of critical thinking test reliability is as follows:

Table III. 6
The Reliability of Critical Thinking Test

Cronbach's Alpha	N of Items
,895	32

F. Technique of Analyzing Data

This research aims to find out the correlation between students' critical thinking and their writing skill. Pearson product moment was used to analyze the data. Pearson product moment correlation aims to describe the strength and direction between two variables (Pallant, 2011). The technique is used because both data are interval. This research was analyze by using SPSS 23.0 program.

Critical thinking is one of the variables measured in this research. This variable is measured through testing students' critical thinking. The test of critical thinking that is created by CAAP critical thinking test (2010) with 32 questions to measure critical thinking skill area (such as *analyzing an*

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argument, evaluating an argument and extending an argument) and Bloom's taxonomy of cognitive domain which is revised by Anderson and Krathwhol (2001) that classified low-order thinking to high-order thinking. To know the students critical thinking, the researcher used the technique analysis of qualitative description with percentage and also to find out the level of the students critical thinking, the researcher uses category of measurement:

Table III.7
Category of Measurement of Critical Thinking

No	Score	Category
1	41-80	High critical thinking
2	0-40	low critical thinking

Source: ACT CAAP Guide to Successful General Education OutcomesAssessment (2010)

Next, Calculate the student's average score with $M = \frac{\sum Fx}{N}$

M =Mean

$\sum Fx$ =Total Score

N =Total Respondent

$$M = \frac{\sum f}{n}$$

For writing skill, researcher use independent essay test to find out the students' writing skill. The writing skill of the fourth semester students of English Education Department is determined from the students' responses in the test of essay writing which were rated by two raters. To measure students' writing skill, the researcher will be use scoring rubric for writing that developed by Hughey, et al. (1983) which involves five aspect of writing such as, content, organization, vocabulary, language use, and mechanic.

To find out the correlation between students'critical thinking and

writing skill, the researcher used the formula of Product Moment by Pearson as follow:

$$R_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

R_{XY} : Total coefficient of correlation

$\sum X$: Total value of score X

$\sum Y$: Total value of score Y

$\sum XY$: Multiplication result between score X and Y

N : Number of student

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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This research was conducted to find out whether there is a significant correlation between students' critical thinking and their writing of fourth semester students of English education department of UIN Suska Riau or not.

Based on what has been discussed, presented and analyzed in the previous chapters, the researcher concluded that:

1. The mean score of students' critical thinking of fourth semester students of English education department of UIN Suska Riau is 55.15. It is categorized as **“High Critical Thinking”** level.
2. The mean score of students' writing skill fourth semester students of English education department of UIN Suska Riau is 77.37. It is categorized as **“Good”** level.
3. There is a significant correlation between students' critical thinking and their writing skill of fourth semester students of English education department of UIN Suska Riau at the **“Strong Enough”** level (.477).

B. Suggestion

Based on the finding, the researcher would like to propose several suggestions, as follows:

1. For the students, the student should develop their critical thinking skill more, reading, writing and discussion are some ways to develop the

critical thinking skill. Those activities could help student in generating ideas, organize them into good pararghaph and improve their critical thinking skill.

2. For the lecturer, researcher suggest to the lecture to give more exercise for developing students's critical thinking ability. For example, exercise in how analyze the problem or how to solve the problem and how to make a better decision because it is an important skill which is needed whether in the world of education, work, place or social life.
3. For future researchers, future researcher may be interested in conducting a research in the same scope, they should be aware of the choosing on what the instruments of critical thinking. Based on the experience during conduct the research, the more appropriate type of critical thinking test and the more relevant with Indonesian context culture will get more real picture. The result of this research should be useful for other researchers. Theoretically, they can use it as a comparison with other studies in educational research. Practically, they can use the information to do further research about aspects that might contribute of writing skill.

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Appendix 1

Rencana Pembelajaran Semester (RPS)

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	FAKULTAS TARBIYAH DAN KEGURUAN
	PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Fakultas	: Tarbiyah dan Keguruan
Program Studi	: Pendidikan Bahasa Inggris
Mata Kuliah & Kode	: Academic Writing
Jumlah SKS	: 2 SKS
Semester	: 4 (Empat)

I. DESKRIPSI MATA KULIAH

The course gives learning experiences in designed for non-native English writers who need to gain proficiency in Academic English. Students write essays in response to assigned readings from a range of college-level texts. The course covers how to state and develop a central idea of an essay, organize paragraphs into logical sequence, and integrate the ideas of others into a paper that expresses the writer's own analysis as developed through multiple drafts. The course also introduces students to critical reading and writing to promote the study of language conventions used to construct academic writing. Evaluation is based on the sum total of scores on individual assignments, mid semester and final tests.

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II. STANDARISASI KOMPETENSI MATA KULIAH

- Upon the completion of the course students are expected to have:
1. write essays in response to assigned readings from a range of college-level texts. The course covers how to state and develop a central idea of an essay, organize paragraphs into logical sequence, and integrate the ideas of others into a paper that expresses the writer's own analysis as developed through multiple drafts.
 2. introduces students to critical reading and writing to promote the study of language conventions used to construct academic

III. POKOK BAHASAN DAN RINCIAN POKOK BAHASAN

Minggu Ke	Pokok Bahasan	Rincian Pokok Bahasan	Waktu
1	Introduction	- Introduction to the syllabus - Identifying text types - Free Writing	100'
2	Types of Text	- Revising students' free writing - Types of text: narration, description, and exposition	100'
3	Generating and Develop ideas	- Generate ideas - Develop ideas	100'
4	Organize ideas	- organize paragraphs into logical sequence	100'
5		Quiz	100'
6	Integrate ideas	- Integrate the ideas of others into a paper that expresses the writer's own analysis as developed through multiple drafts	100'
7	Critical thinking	- Introduces students to critical reading - Identify ideas based on critical reading	100'
8	Construct Academic Writing	- Promote writing to the study of language conventions used to construct academic writing.	100'
9		Mid Semester Test	100'
10 - 11	Academic Writing Task 1	- Students' writing	200'

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12 -13	Academic Writing Task 2	- Students' writing	200'
14 - 15	Academic Writing Task 3	- Students' writing	200'
16	Final Examination		100'

IV. REFERENSI/ SUMBER BAHAN

A. Wajib :

- Bailey, S. (2011). *Academic writing: a handbook for international students*. Oxon, UK: Routledge
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B. Anjuran :

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V. EVALUASI

No	Komponen Evaluasi	Bobot (%)
1	<i>Writing Portfolio (class assignments)</i>	15 %
2	<i>Tugas-tugas (home assignments)</i>	15 %
3	Ujian Tengah Semester	30 %
4	Ujian Semester	40 %
Jumlah		100%

Note:

1. To sit for the final test, students are required to attend at least 75% of the activities in the classroom. **Grades will ONLY be awarded to the students who complete the four assessment components.**
2. **Late writing submission will still be accepted, but there will be a 10% reduction in mark per day.**
3. **All kinds of plagiarism will not be tolerated.**



Appendix 2

Instrument of the Research

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CAAP

Collegiate Assessment of Academic Proficiency

Critical Thinking Questions Booklet

UIN SUSKA RIAU

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ACT[®]

CRITICAL THINKING TEST

40 Minutes—32 Questions

DIRECTIONS: There are four passages in this test. Each passage is followed by several questions. After reading a passage, choose the best answer to each question by intersecting the corresponding answer option. You may refer to the passages as often as necessary.



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2. Dilarang menggunakan dan memperbanyak sebagian atau seluruhnya tanpa izin UIN Suska Riau.

Keepit, Givit, and Wait are discussing whether to make regular voluntary donations to charitable organizations.

Keepit: I ought not contribute to charities. What should I do? My contribution would never be a part of a million-dollar budget. But that same money would be very noticeable if kept in my own family budget; that's where it makes the biggest difference, and hence does the most substantial

Good. In any case, our first moral obligation is always to be to the being of our own families. My family would be present my favoring strangers over them. Given my level of income, any money of mine that is not needed for their present well-being should be saved for the future.

Wait: People have a right to have their most basic needs satisfied. Rights entail obligations. So anyone who has more than enough money to satisfy his or her basic needs has a constant moral obligation to help satisfy the most basic needs of others. Hence we are each morally obliged to contribute to charities, and to refuse to contribute to anything that is not morally worthy.

Wait: I haven't decided what to do yet. I agree that we should contribute; still, it is not morally obligatory for us. Our money comes from wages we earn by our labor, utilizing our own abilities. And so long as we don't use the money to harm others, they are morally entitled to put earned wages to whatever use they choose. People who contribute hard-earned money to charities deserve praise. But no one should be blamed for not contributing such money.

Keepit: Some people are not as lucky as you: their abilities are fewer, or their legitimate needs are greater. For example, some people are born with serious physical or mental disabilities; others require expensive medical treatments. Why should they suffer for such accidents of fate? When our economic system provides you with luxuries while failing to meet their most basic needs, you are getting more than your fair share. I'm not saying that money should be taken from you by force, but I am saying that you have a constant moral obligation to help right such wrongs.

Wait: Your principles go too far. Suppose we do have a constant moral obligation of the kind you describe. Then even if people act morally, they will find themselves with a continuing obligation to keep giving until they can just barely satisfy their own most basic needs. Be honest. We are all planning to buy season football tickets, which are not basic needs. Do you think we are obliged to forgo the tickets and give the money to charity instead?

Keepit: The economic system may treat some people unfairly, but that does not mean that I am obliged to help them at the expense of my own family.

The wealthiest 5 percent own 35 percent of the country's wealth, so obviously they have more money than they can use for their own families. And if they

would contribute just a tenth of that wealth, charities would have all the money they need. Thus, there is no need for ordinary people like us to contribute, and hence no obligation.

1. Keepit's stated principles entail that:
 - A. people who have no families have no moral obligations.
 - B. Keepit is not morally obligated to contribute earned wages to charities.
 - C. every action is either praiseworthy or blameworthy.
 - D. it is fair to pay people on the basis of their abilities as well as their labor.

2. Wait states that so long as people don't use the money to harm others, they are morally entitled to put earned wages to whatever use they choose. In making this statement, Wait is:
 - F. trying to establish that Wait, Keepit, and Givit are not morally obligated to contribute to charities.
 - G. trying to establish that it is good to contribute to charities.
 - H. trying to establish that charities should receive money from sources other than earned wages.
 - J. contradicting Wait's own claim that those who contribute hard-earned money to charities deserve praise.

3. Givit's argument assumes, although it does not explicitly state, that:
 - I. Keepit, Givit, and Wait each have more than enough money to satisfy their most basic needs.
 - II. contributing to charities is a way to help some people satisfy their most basic needs.
 - III. if people refuse to contribute to charities voluntarily, governments should force them to contribute.
 - A. I only
 - B. II only
 - C. III only
 - D. I and II only



4. Keepit states that the truly wealthy have more money than they can use for their own families. Which of the following is NOT true of Keepit's statement?

1. It is consistent with Keepit's claim that charities need more money than ordinary people to contribute to charity.
 2. It is consistent with Keepit's claim that charities have all the money they need if the truly wealthy would contribute one-tenth of their wealth.
 3. It supports Givit's claim that we each have a moral obligation to contribute to charities.
 4. It is part of Keepit's attempt to refute Givit.
- Which of the following, if true, would most substantially weaken Keepit's argument for not contributing?
- A. Keepit does not really want to contribute.
 - B. If Keepit were to contribute, the contribution would go entirely to a needy family who otherwise would not have received assistance.
 - C. Rights entail responsibilities.
 - D. The wealthiest 5% own much more than 35% of the country's wealth.
 - E. Keepit's argument for the conclusion that there is no need for ordinary people to contribute to charity is subject to a reasonable objection on the grounds that:
 1. the wealthy must spend some of their money on their own families.
 2. it may not be possible to induce the wealthiest 5% to contribute one-tenth of their wealth to charity.
 3. Keepit assumes that the wealthy have not earned their wealth.
 4. the conclusion is not relevant to Keepit's main point.

1. Diarahkan ke arah yang benar. 2. Diarahkan ke arah yang benar. 3. Diarahkan ke arah yang benar. 4. Diarahkan ke arah yang benar.

7. Which of the following best explains why Wait's reference to the season football tickets is relevant to a logical evaluation of Givit's argument?
 - A. It implies that Givit is a hypocrite.
 - B. It illustrates a possible consequence of Givit's position concerning the extent of the obligation to help those in need.
 - C. It demonstrates an inconsistency in Givit's position concerning one's obligations to one's family.
 - D. It indicates that Givit overestimates the willingness of others to join with him in rendering substantial charitable aid.
8. Keepit and Wait clearly agree, while Givit clearly denies, that:
 - F. Keepit should not be blamed for refusing to contribute.
 - G. contributing to charities is an ineffective way to help those in need.
 - H. the first moral obligation is to one's own family.
 - J. the present economic system is fair.



The college at which Professor Burke teaches regularly asks students to evaluate faculty teaching performance. The announced purpose of these evaluations is to give information to faculty about their strengths and weaknesses as teachers, and to allow those who make decisions about salary increases and promotions to reward the better teachers. Professor Burke, who never does very well on those evaluations, recently wrote the following letter of objection to the college president:

"It has become common practice in many colleges and universities for students to write formal evaluations of professors and submit these to those who make salary and promotion decisions. Of course we do that here as well. This practice is supposed to provide valuable evidence both to faculty members and to decision makers regarding how well the faculty are teaching their courses. Despite all that, I believe this practice has many undesirable consequences that it ought to be abandoned. I grant that those who advocate the use of student opinion surveys as a way of evaluating teaching have laudable goals. However, they have overlooked the disastrous effects which inevitably flow from this practice.

In order for students to learn effectively, two conditions must be met: Students must be informed when they are in error, and they must be challenged to stretch their minds as far as possible. But this requires faculty members to be frank in criticizing student work. It also requires faculty members to set high standards that challenge all students to develop fully. Should a faculty member come to fear that being critical toward student work will result in loss of salary raises and denial of promotions, that faculty member is not likely to make critical comments when they are needed.

Should a faculty member come to fear that maintaining high academic standards will also result in loss of raises and denial of promotions, that faculty member is not likely to set high standards. These things are exactly what happens when student evaluations are used by colleges to help make salary and promotion decisions. These things are happening here.

It doesn't take long for a faculty member to discover that many students react negatively to criticism, and that most students feel quite put upon when they are expected really to strive in a course outside of their major fields. True, some students do respond positively to a challenge, and many take criticism well, but what about those who don't? By not being critical and by having low standards, a faculty member can keep every student happy. By being critical and setting high standards, a faculty member runs the risk of making only a few students happy. There is no payoff for the faculty member in alienating a significant number of those who will be filling out the course evaluation form at the end of the term, when the results of those forms will be considered in future decisions about the faculty member's career advancement. Several of my colleagues have deliberately lowered their standards in order to curry student favor on these evaluations, and I note they have done far better than I in getting raises in recent years.

Because of these factors, student evaluation of college faculty represents an important pressure to lower academic standards. Such erosion in standards of achievement tends, of course, to promote a general climate of mediocrity in which no one expects of any student anything more than average performance. Students who have the ability to do better than average lose out from this process by not being encouraged to become all they can be. And society simply cannot afford to continue to allow this weakening of our educational system when the crying need is for ever larger numbers of well-trained, well-educated citizens.

Thus, for the benefit of students and society alike, we must stop using student opinion surveys to evaluate college faculty performance for salary and promotion decisions. It would be far better to ask certain selected faculty members to write evaluations of the teaching performance of other faculty members, based on classroom visits. This would avoid the difficulties described above and give us expert, objective opinions about teaching performance, which could be used as evidence for making salary and promotion decisions.

I urge you to take whatever action is necessary to bring about these changes on our campus."

9. Which of the following is a conclusion which Professor Burke *argues for* in this passage?
 - A. There is a crying need for large numbers of well-trained, well-educated citizens in our society.
 - B. Some of Burke's fellow faculty members lowered their standards in order to get better student evaluations of their teaching.
 - C. The practice of using student evaluations of teaching performance as evidence for faculty salary decisions has very undesirable consequences.
 - D. If a faculty member fears that maintaining high standards will result in loss of salary raises, that faculty member will not be likely to maintain high standards.
10. From what is said in this passage, we can see Professor Burke explicitly assumes without argument that:
 - F. students today are less academically ambitious and more critical of their instructors than students used to be.
 - G. effective student learning requires that students be told of their mistakes.
 - H. administrators believe all the negative comments made by students about faculty teaching.
 - J. students lack the background necessary for making accurate judgments regarding faculty knowledge of course subject matter.



1. Burke aims that a faculty member can keep every student happy by not being critical and by having low standards, while that faculty member can make only a few good students happy by being critical and having high standards. What's the *immediate* point of these statements?

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1. Burke aims that a faculty member is critical and has high standards, that benefits only a few good students. Unfortunately, there are more weak than good students attending the college where Burke teaches. Using student evaluations for making salary and promotion decisions leads to desirable results. There is no reward for the critical faculty member with high standards in a school that uses student evaluations in salary and promotion decisions.

He mentions some colleagues who lowered their standards and subsequently received higher raises than Burke. In order to make the overall argument as logical as possible, what does Burke need to establish with respect to these cases?

1. That these teachers are not as good at teaching as Burke
2. That the higher raises were due in part to the lowering of academic standards mentioned
3. That the higher raises were not merely some sort of accidental quirk in the salary system
4. That the standards maintained by these faculty before they lowered their standards were unreasonably high

Although the passage does not explicitly say so, Burke is apparently assuming that:

- A. students generally feel that faculty criticism of their work is unfairly harsh.
- B. students who react negatively to criticism and challenge will not give a favorable rating to the teaching of demanding instructors.
- C. most faculty members at Burke's college have lowered their standards in response to pressures created by student evaluation of instruction.
- D. being willing to criticize student work when needed and maintaining high academic standards are the two most important aspects of good teaching.

14. Given what Burke says in the passage, which of the following statements would Burke most likely agree with?

- F. Student evaluations of faculty performance provide useful information for decision making about faculty salaries and promotions.
- G. All students desire their college courses to be less demanding than reasonable faculty members do.
- H. There are disadvantages associated with the use of student evaluations as evidence in salary and promotion decisions.
- J. There is a real danger that students will deliberately use evaluations of faculty performance to lower academic standards.

15. Which one of the following, if known to be true, would do the most to undermine Burke's argument in favor of having faculty, rather than students, evaluate teaching performance?

- A. Faculty are generally reluctant to have other faculty members visit their classrooms.
- B. Most faculty members who would do the evaluating believe in upholding reasonably high academic standards.
- C. Most faculty members who would do the evaluating believe that it is possible to be too highly critical of student work.
- D. Because of personal relationships between faculty members, those who would do the evaluating could not be good judges of teaching performance.

16. In a school that uses student evaluation of instruction as evidence in salary and promotion decisions, according to Burke, the following three items are related to one another:

- I. Faculty members fear that being critical of student work will have bad career consequences for the faculty member.
- II. Faculty members experience negative student reaction to criticism of student work.
- III. Undesirable educational practices are promoted at the institution.

Which of the following represents the most satisfactory summary of the logical relations between I, II, and III as Burke sees them?

- F. I and II cause III.
- G. I promotes II, and II causes III.
- H. II causes I which then results in III.
- J. III causes II which in turn results in I.



9. Which of the following, if true, would do the most to strengthen Gray's overall argument and weaken Green's argument?

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
1. That disqualify themselves from cases in which they have a financial interest.
 II. That disqualify themselves from cases in which they have a personal relationship with the victim.
 III. That influence juries to convict defendants whom the judges know to be guilty.
10. If attorneys accept cases, then they should do their best to win them.
 II. Attorneys should always act ethically.
 III. Our legal system, as presently constituted, is a true adversary system.
 IV. People generally act from self-interest.
11. The author's remark (lines 59–60) that “the vast majority of criminal defendants in this country are guilty” is relevant to this argument because it:
 I. expresses a lack of confidence in police and prosecutors.
 II. suggests that defense attorneys will frequently become convinced of their clients' guilt.
 III. supports the claim that our present legal system was intentionally adopted as a true adversary system.
- A. I only
 B. II only
 C. III only
 D. I, II, and III

22. Which of the following, if true, would do the most to strengthen Gray's overall argument and weaken Green's argument?
- F. Some innocent clients have an attorney who believes that the client is guilty.
 G. Attorneys very often judge a client to be innocent when in fact the client is guilty.
 H. Police and prosecutors do their jobs effectively on the whole.
 J. Most attorneys would concur with Gray's advice.
23. Which of the following claims does Brown make *without* offering supporting argumentation?
- A. Silver has a duty to withdraw from the case.
 B. Silver would have to act dishonestly if she were to follow Green's advice.
 C. Silver wants to behave honestly.
 D. A judge would be legally bound to remove Silver from the case if she admitted to the judge that she was not trying her best to acquit her client.
24. Green's two questions, about insincere compliments and lying to one's enemies (lines 53–55), are relevant to establishing the correctness of Green's conclusions to the extent that the questions:
- F. suggest that Brown is a hypocrite.
 G. indicate that lying is only one kind of dishonesty.
 H. show that Brown's argument contradicts itself.
 J. imply that dishonesty may sometimes be morally permissible when its consequences are beneficial.



Senator Support proposed a bill in the Senate that would forbid TV stations from broadcasting commercials directed at children under thirteen years of age. In the bill, Support argued:

Research has shown that advertising aimed at young children takes unfair advantage of their undeveloped reasoning abilities and encourages bad thinking. Commercials aimed at young children should be banned. My bill would do that.

Research has shown that young children are often unable to discriminate good arguments from subtly bad ones. The arguments in TV commercials are, of course, predominantly bad, the main argument being, in essence, “Look at this image. If you like the image, buy this product.” Children like my young son aren’t sophisticated enough to know that this is a bad argument. Advertisers are taking advantage of children’s ignorance, and that is utterly despicable.

Furthermore, TV ads encourage bad thinking in bits. As you know, young children are impressionable, but we are showing them bad arguments like those in TV commercials. So they are bound to start thinking badly. A cereal commercial, for instance, will direct children to look at the characters and images associated with the cereal rather than at the ingredients. More generally, commercials encourage children to evaluate a product on the basis of images associated with the product rather than on the basis of the product’s ingredients and utility.

I am sure that Senator Oppose will object to this bill, but I hope you will find her arguments unconvincing.

After Senator Support’s speech, Senator Oppose stood to present an opposing position:

I can’t approve of Senator Support’s attempt to shield young children from advertising. His bill is vague, poorly supported, and unrealistic.

It is vague because it provides no clear and explicit criteria for distinguishing ads aimed at young children from ads aimed at teenagers. Without any specific criteria, regulators won’t be able to decide what to forbid. Consequently, the bill would be unenforceable.

As if this were not enough, the bill is also poorly supported by evidence and argument. On the one hand, there is no scientific evidence to support the contention that ads encourage bad thinking. Indeed there are no studies which show that commercials have any harmful effects on children. On the other hand, none of Senator Support’s arguments are satisfactory. First, commercials don’t take unfair advantage of children since children can, to a large extent, distinguish good arguments from poor

ones. Second, commercials don’t encourage bad thinking because they rarely involve bad arguments. There’s nothing wrong, for example, with, “Here’s an image. If you like the image, buy this product.” I suspect that many senators have acted on the basis of such arguments. So Senator Support’s arguments are not just inconclusive, they’re wrong.

To conclude, I would like to point out some of the implications of the bill that make it politically unrealistic. First, of course, child advertising would stop. But then so would child programming, since commercial stations would have no child-based income. Children would then not know what to do with their time, so parents would become angry with us. For economic reasons, manufacturers and retailers would also be upset with us. Considering that the bill is also vague and poorly supported by evidence or argument, I don’t think it’s worth enduring the anger of so many interests

25. In his speech, Senator Support’s main conclusion is that:
 - A. commercials aimed at young children should be banned.
 - B. it is unfair to aim commercials at people who can’t reason well.
 - C. commercials with bad arguments encourage children to think badly.
 - D. the bill is politically, socially, and economically unrealistic.
26. When Senator Support says (lines 17–19) that taking advantage of ignorance “is utterly despicable,” he is probably:
 - F. condemning ignorance.
 - G. concluding that his son is ignorant.
 - H. concluding that all children are ignorant.
 - J. appealing to the emotions of the audience.
27. Suppose Senator Support’s reasons for his belief that advertising has a detrimental effect on children are wrong. Would that show that advertising has *no* detrimental effects on children?
 - A. Yes, because bad reasons often yield incorrect conclusions.
 - B. Yes, because advertising has not been proven to have a detrimental effect on children.
 - C. No, because good reasons may support contrasting conclusions.
 - D. No, because reasons can be wrong when the conclusion is correct.

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28. What should Senator Support probably need to assume in order to apply his arguments to the proposal that *all* commercials should be banned?
- If all commercials are banned, then bad arguments will not appear on TV.
 - Commercials often encourage people to buy luxuries other than necessities.
 - Commercials are irritating interruptions in viewing, and they irritate everyone, not just children.
 - People of all age groups are impressionable and unable to discriminate good arguments from subtly bad ones.
29. According to the passage, which of the following is the reason why Senator Oppose thinks that the bill would be unenforceable?
- The bill is too vague.
 - Powerful interest groups would be upset.
 - The bill would, in effect, ban child advertising.
 - Commercials contain relatively few bad arguments.
30. Senator Oppose says that without child programming, children would not know what to do with their time. Which of the arguments below would probably be the most effective reply to this statement?
- At any point in time, every child is doing something, be it eating, sleeping, thinking, or something else. So children would always be doing something with their time, even without TV.
 - If Senator Oppose is considering teenagers as children, she is wrong. If Oppose is excluding teenagers, she is contradicting herself.
 - Children are assuming that children do not value their time. Based on my experience with children, I know that assumption is false.
 - Children are assuming that children do not value their time. Based on my experience with children, I know that assumption is false.

31. In mentioning that no studies show that commercials damage children (lines 49–51), Senator Oppose seems to assume, but does not say, that:
- commercials are valuable for purposes of entertainment.
 - if commercials have known harmful effects, they should be banned.
 - if commercials have no known harmful effects, they should not be banned.
 - if commercials are not banned, then they have no known harmful effects.
32. What conclusion follows necessarily from these two premises?
- If the bill passes, child advertising will stop.
 - Once child advertising stops, commercial stations won't be able to make a profit from child programming.
- If the bill passes, commercial stations will not show child programming.
 - If child advertising stops, it will be because the bill passed.
 - Passing the bill would be a disaster for child programming.
 - If the bill passes, then child programming would be unprofitable for commercial stations.

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY GO BACK AND CHECK YOUR WORK.

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Correct Answers for Sample Critical Thinking Test Questions

Sample Passage 1
Charitable Donations Debate

Question #	Correct Answer	Content Category
1	B	Extending an Argument
2	F	Analyzing an Argument
3	D	Analyzing an Argument
4	H	Analyzing an Argument
5	B	Extending an Argument
6	G	Evaluating an Argument
7	B	Analyzing an Argument
8	F	Analyzing an Argument

Sample Passage 2
Faculty Evaluations

Question #	Correct Answer	Content Category
9	C	Analyzing an Argument
10	G	Analyzing an Argument
11	D	Analyzing an Argument
12	G	Evaluating an Argument
13	B	Analyzing an Argument
14	H	Analyzing an Argument
15	D	Extending an Argument
16	H	Evaluating an Argument

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Sample passage 3
Moral obligation

Question #	Correct Answer	Content Category
17	C	Analyzing an Argument
18	H	Evaluating an Argument
19	B	Analyzing an Argument
20	F	Analyzing an Argument
21	B	Analyzing an Argument
22	F	Extending an Argument
23	D	Evaluating an Argument
24	J	Evaluating an Argument

Sample passage 4
Commercial and children

Question #	Correct Answer	Content Category
25	A	Analyzing an Argument
26	J	Analyzing an Argument
27	D	Evaluating an Argument
28	J	Evaluating an Argument
29	A	Analyzing an Argument
30	J	Extending an Argument
31	C	Analyzing an Argument
32	J	Evaluating an Argument

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Appendix 3

Category measurement of writing skill

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Table of Specification Writing Scoring Rubric

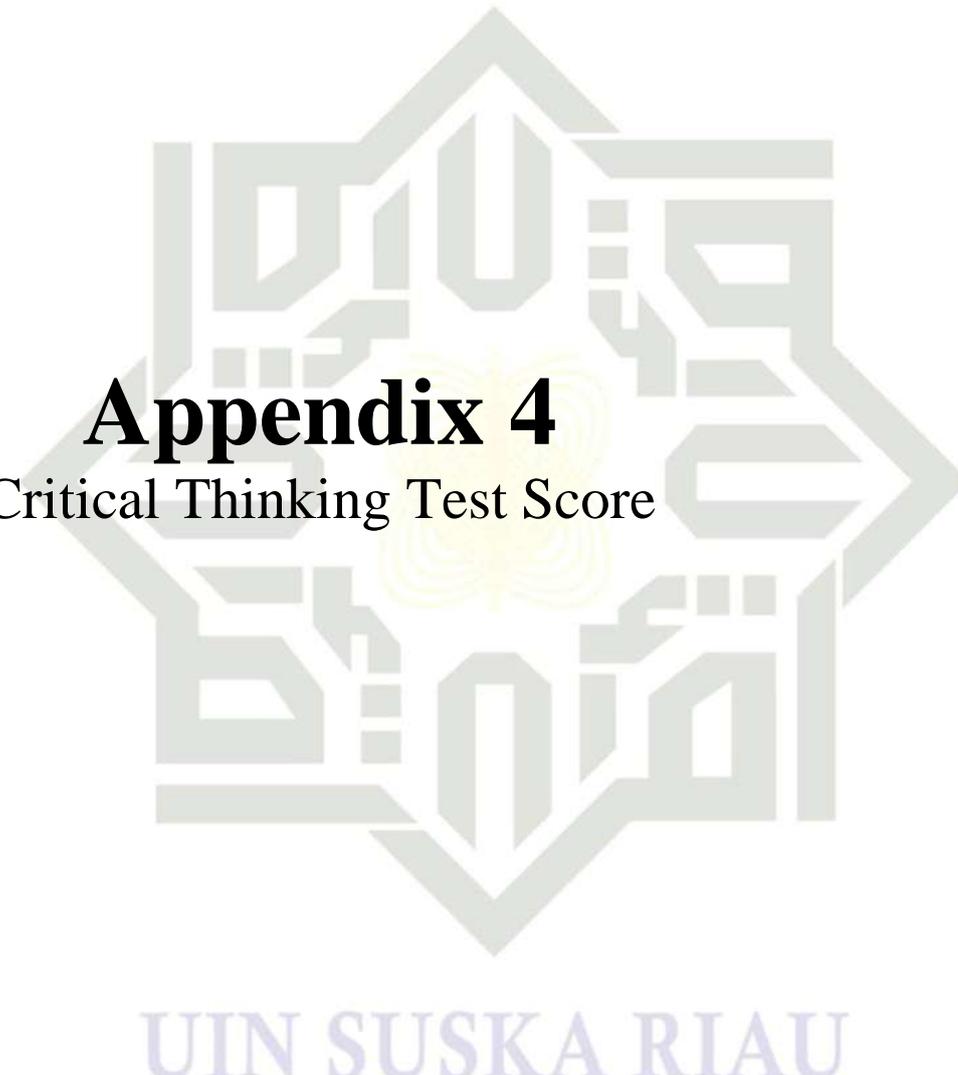
Aspect	Score	Level	Criteria
Content	30-27	Excellent to very good	<ul style="list-style-type: none"> • Knowledgeable • Substantive • Thorough development of thesis • Relevant to assigned topic
	26-22	Good to average	<ul style="list-style-type: none"> • Some knowledge of subject • Adequate range • Limited development of thesis • Mostly relevant to topic, but lacks detail
	21-17	Fair to poor	<ul style="list-style-type: none"> • Limited knowledge of subject • Little substance • Inadequate development of topic
	16-13	Very poor	<ul style="list-style-type: none"> • Does not show knowledge of subject • Non-substantive • Not pertinent • OR not enough to evaluate
Organization	20-18	Excellent to very good	<ul style="list-style-type: none"> • Fluent expression • Ideas clearly stated/supported • Succinct • Well organized • Logical sequencing • Cohesive
	17-14	Good to average	<ul style="list-style-type: none"> • Somewhat choppy • Loosely organized ideas but main ideas stand out • Limited support • Logical but incomplete sequencing
	13-10	Fair to poor	<ul style="list-style-type: none"> • Non-fluent • Ideas confused or disconnected • Lacks logical sequencing and development
	9-7	Very poor	<ul style="list-style-type: none"> • Does not communicate • No organization • OR not enough to evaluate
Vocabulary	20-18	Excellent to very good	<ul style="list-style-type: none"> • Sophisticated range • Effective word/idiom choice and usage • Word form mastery • Appropriate register
	17-14	Good to average	<ul style="list-style-type: none"> • Adequate range • Occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>
	13-10	Fair to poor	<ul style="list-style-type: none"> • Limited range • Frequent errors of word/idiom form, choice, usage • <i>Meaning confused or obscured</i>
	9-7	Very poor	<ul style="list-style-type: none"> • Essentially translation

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Language Use	25-22	Excellent to very good	<ul style="list-style-type: none"> • Little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
	21-18	Good to average	<ul style="list-style-type: none"> • Effective complex constructions • View errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	17-11	Fair to poor	<ul style="list-style-type: none"> • Effective but simple constructions • Minor problems in complex constructions • Several errors of agreement, tense, number, word order/function, articles, pronouns, preposition <i>but meaning seldom obscured</i>
	10-5	VERY POOR	<ul style="list-style-type: none"> • Major problems in simple/complex construction • Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and /or fragments, run-ons, deletions • Meaning confused or obscured
Mechanics	5	EXCELLENT TO VERY GOOD	<ul style="list-style-type: none"> • Virtually no mastery of sentence construction rules • Dominated by errors • Does not communicate • OR not enough to evaluate
	4	GOOD TO AVERAGE	<ul style="list-style-type: none"> • Demonstrates mastery of conventions • View errors of spelling, punctuation, capitalization, paragraphing
	3	FAIR TO POOR	<ul style="list-style-type: none"> • Occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
	2	VERY POOR	<ul style="list-style-type: none"> • Frequent errors of spelling, punctuation, capitalization, paragraphing • Pure hand writing • <i>Meaning confused or obscured</i>
			<ul style="list-style-type: none"> • No mastery of conventions • Dominated by errors of spelling, punctuation, capitalization, paragraphing • Hand writing illegible • OR not enough to evaluate

Adopted from Weigle, (2002).



Appendix 4

Critical Thinking Test Score

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o	participant	ITEM NO																																TOTAL			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32				
1	S01	1	1	1	1	0	1	1	0	1	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	15
2	S02	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1	0	0	1	1	1	0	0	1	0	0	1	1	1	1	1	0	0	0	0	12	
3	S03	0	0	1	0	0	1	1	1	0	0	0	0	1	1	1	0	0	1	1	1	0	1	1	1	0	0	0	1	1	1	0	1	0	1	16	
4	S04	1	0	0	1	0	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1	0	0	1	1	1	0	0	0	1	0	0	0	0	0	14	
5	S05	1	0	1	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	0	21		
6	S06	1	0	1	1	0	1	0	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	24		
7	S07	0	1	0	1	0	1	1	0	1	0	0	0	0	1	1	1	1	0	0	1	1	0	0	1	1	0	1	0	0	1	1	0	0	16		
8	S08	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	0	0	1	0	0	1	0	0	20		
9	S09	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	28		
10	S10	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	27		
11	S11	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	28		
12	S12	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29		
13	S13	0	1	1	1	1	0	0	1	0	1	0	0	1	1	1	1	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	14	
14	S14	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	28	
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16	S16	1	1	1	0	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	0	1	0	1	0	22	
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19	S19	1	0	0	0	1	0	0	0	1	1	0	0	0	1	0	1	1	1	0	1	1	0	0	1	0	1	0	1	1	0	0	1	0	1	15	
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Students' critical thinking score

No	Name	Score
1	Student 1	38
2	Student 2	30
3	Student 3	40
4	Student 4	35
5	Student 5	53
6	Student 6	60
7	Student 7	40
8	Student 8	50
9	Student 9	40
10	Student 10	70
11	Student 11	68
12	Student 12	70
13	Student 13	73
14	Student 14	55
15	Student 15	73
16	Student 16	55
17	Student 17	75
18	Student 18	75
19	Student 19	38
20	Student 20	63
21	Student 21	75
22	Student 22	75
23	Student 23	60
24	Student 24	20
25	Student 25	75
26	Student 26	50
27	Student 27	23
	Total	1485
	Mean	55

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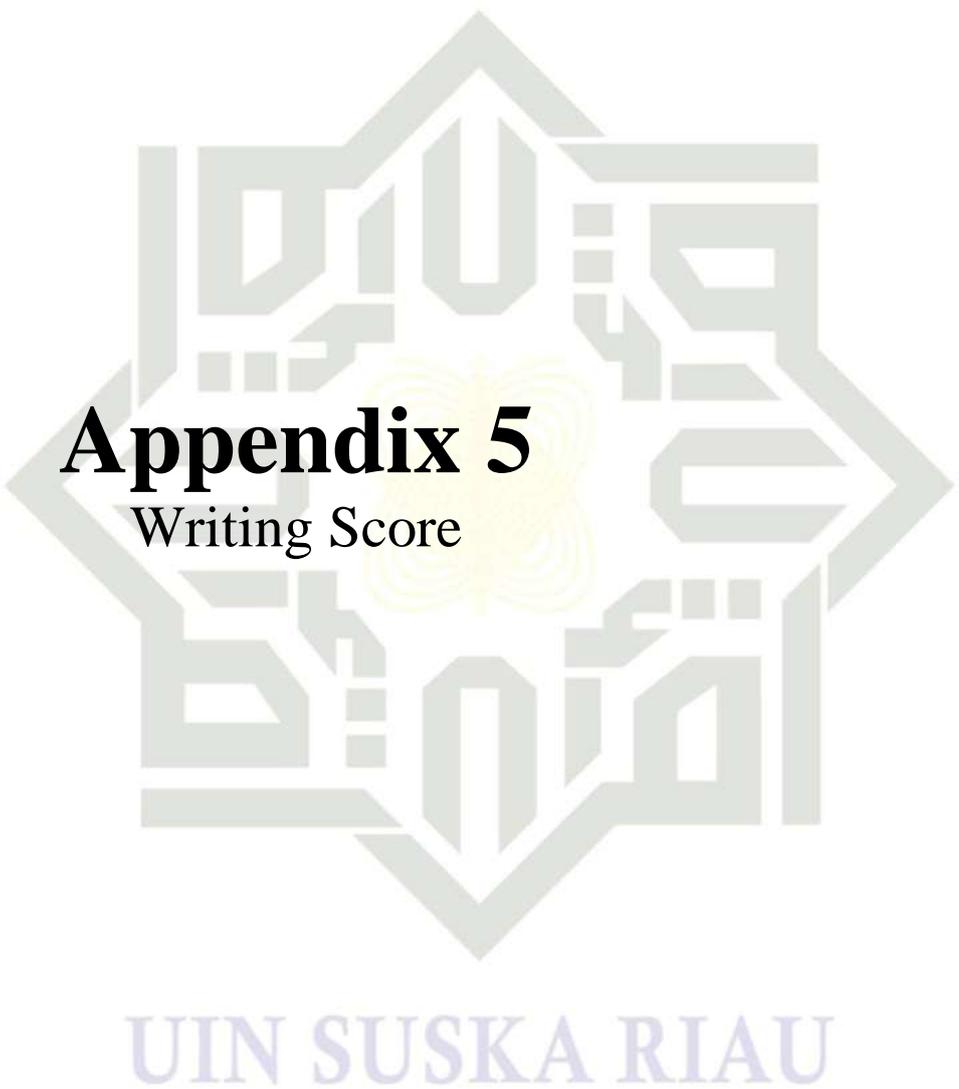
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Appendix 5

Writing Score

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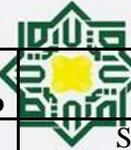
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No	Name	Content	Organization	Vocabulary	LanguageUse	Mechanics	Overall
1	Student 1	26	18	15	15	3	77
2	Student 2	23	14	14	15	4	70
3	Student 3	22	14	17	15	3	71
4	Student 4	22	14	14	14	3	67
5	Student 5	25	12	15	15	4	71
6	Student 6	22	13	15	12	3	65
7	Student 7	26	18	15	15	5	79
8	Student 8	23	18	15	14	3	73
9	Student 9	22	14	12	15	5	68
10	Student 10	26	18	15	15	5	79
11	Student 11	26	18	15	15	4	78
12	Student 12	25	18	17	14	4	78
13	Student 13	22	15	14	14	3	68
14	Student 14	28	20	18	15	5	86
15	Student 15	26	14	14	17	4	75
16	Student 16	26	15	15	19	5	80
17	Student 17	26	16	17	19	5	83
18	Student 18	29	19	18	23	5	94
19	Student 19	26	14	15	17	4	76
20	Student 20	27	18	19	21	4	89
21	Student 21	27	28	14	19	4	92
22	Student 22	27	19	19	22	4	91
23	Student 23	27	18	17	22	5	89
24	Student 24	26	14	17	19	4	80
25	Student 25	26	14	14	16	2	72
26	Student 26	26	14	17	19	4	80
27	Student 27	26	14	14	17	4	75

Rater,

MuhammadFajriHamdy,M.Pd

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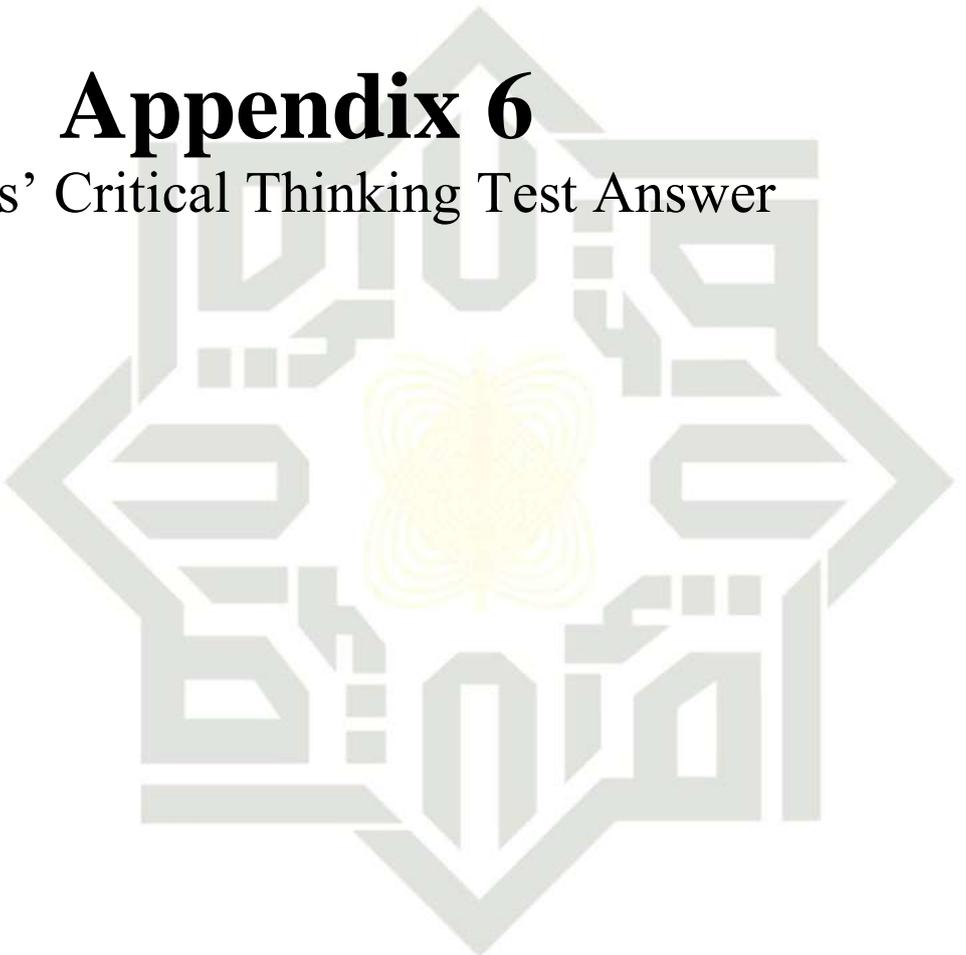
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Appendix 6

Students' Critical Thinking Test Answer



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CAAP CRITICAL THINKING TEST

collegiate assessment of academic proficiency (caap) critical thinking test consist of 32 items that measures skill at analyzing, evaluating and extending arguments.

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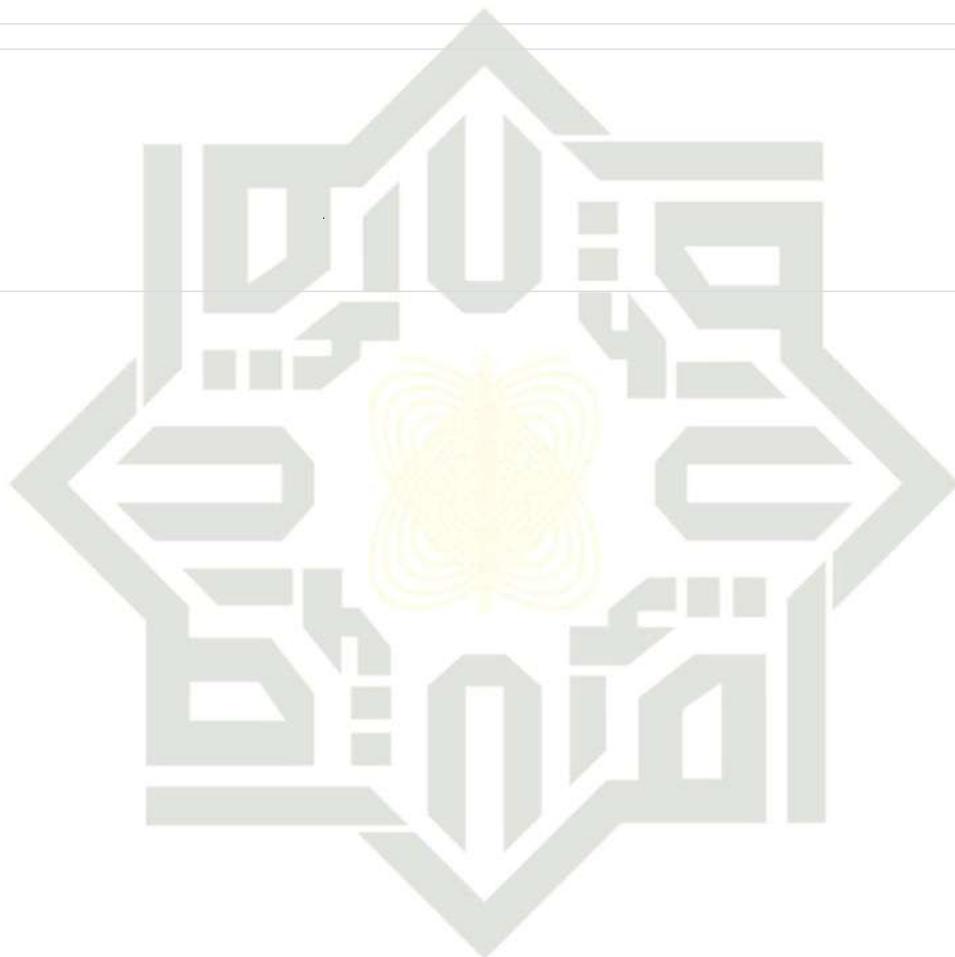
The caap for passages in this test. Each passage is followed by several questions. After reading a passage, choose the best answer to each question by intersecting the corresponding answer option. You may refer to the passages as often as necessary.

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Passage 1
Keepit

Keepit, Givit, and Wait are discussing whether to make regular voluntary donations to charitable organizations.

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KEEPIT: I ought not contribute to charities. What good would it do? My contribution would never be a part of a million-dollar budget. But that same amount of money would be very noticeable if it were in my own family budget; that's where it makes the biggest difference, and hence does the most good. In any case, our first moral obligation is always to the well-being of our own families. My family would rightly resent my favoring strangers over them. Given my level of income, any money of mine that is not needed for their present well-being should be saved for their future.

IVIT: People have a right to have their most basic needs satisfied. Rights entail obligations. So anyone who has more than enough money to satisfy his or her own basic needs has a constant moral obligation to help meet the most basic needs of others. Hence we are each morally obliged to contribute to charities, and to refuse is blame worthy.

WAIT: I haven't decided what to do yet. I agree that it is good to contribute; still, it is not morally necessary for us. Our money comes from wages we earn by our own labor, utilizing our own abilities. And since as people don't use the money to harm others, they are morally entitled to put earned wages to whatever use they choose. People who contribute hard-earned money to charities deserve praise. But no one should be blamed for not contributing such money.

IVIT: Some people are not as lucky as you: their abilities are fewer, or their legitimate needs are greater. For example, some people are born with serious physical or mental disabilities; others require expensive medical treatments. Why should they suffer for such accidents of fate? When our economic system provides you with more than you need while failing to meet their most basic needs, you are getting more than your fair share. I'm not saying that money should be taken from you by force, but I am saying that you have a constant moral obligation to help right such wrongs.

WAIT: Your principles go too far. Suppose we do have a constant moral obligation of the kind you describe. Then even if people act morally, they will find themselves with a continuing obligation to keep giving until they can just barely satisfy their own most basic needs. Be honest. We are all planning to buy season football tickets, which are not basic needs. Do you think we are obliged to forgo the tickets and give the money to charity instead?

KEEPIT: The economic system may treat some people unfairly, but that does not mean that I am obliged to help them at the expense of my own family. The wealthiest 5 percent own 35 percent of the country's wealth, so obviously they have more money than they can use for their own families. And if they would contribute just a tenth of that wealth, charities would have all the money they need. Thus, there is no need for ordinary people like us to contribute, and hence no obligation.



Keepit's stated principles entail that: *

- A. people who have no families have no moral obligations.
- B. Keepit is not morally obligated to contribute earned wages to charities.
- C. every action is either praiseworthy or blameworthy.
- D. it is fair to pay people on the basis of their abilities as well as their labor.

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Wait states that so long as people don't use the money to harm others, they are morally entitled to put earned wages to whatever use they choose. In making this statement, Wait is:

- A. trying to establish that Wait, Keepit, and Givit are not morally obligated to contribute to charities.
- B. trying to establish that it is good to contribute to charities.
- C. trying to establish that charities should receive money from sources other than earned wages.
- D. contradicting Wait's own claim that those who contribute hard-earned money to charities deserve praise.

3. Givit's argument assumes, although it does not explicitly state, that: I. Keepit, Givit, and Wait each have more than enough money to satisfy their most basic needs. II. contributing to charities is a way to help some people satisfy their most basic needs. III. if people refuse to contribute to charities voluntarily, governments should force them to contribute. *

- A. I only
- B. II only
- C. III only
- D. I and II only



Keepit states that the truly wealthy have more money than they can use for their own families. Which of the following is NOT true of Keepit's statement? *

- a. part of Keepit's attempt to establish that there is no need for ordinary people to contribute to charity.
- b. consistent with Keepit's claim that charities would have all the money they need if the truly wealthy would contribute one-tenth of their wealth.
- c. support Givit's claim that we each have a moral obligation to contribute to charities.
- d. part of Keepit's attempt to refute Givit.

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Which of the following, if true, would most substantially weaken Keepit's argument for not contributing? *

- a. Keepit does not really want to contribute.
- b. If Keepit were to contribute, the contribution would go entirely to a needy family who otherwise would not have received assistance.
- c. Rights entail responsibilities.
- d. The wealthiest 5% own much more than 35% of the country's wealth.

UIN SUSKA RIAU



7. Which of the following best explains why Wait's reference to the season football tickets is relevant to a logical evaluation of Givit's argument? *

- A It implies that Givit is a hypocrite.
- B It illustrates a possible consequence of Givit's position concerning the extent of the obligation to help those in need.
- C It demonstrates an inconsistency in Givit's position concerning one's obligations to one's family.
- D It indicates that Givit overestimates the willingness of others to join with him in rendering substantial charitable aid.

8. Keepit and Wait clearly agree, while Givit clearly denies, that: *

- A Keepit should not be blamed for refusing to contribute.
- B contributing to charities is an ineffective way to help those in need.
- C the first moral obligation is to one's own family.
- D the present economic system is fair.

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PASSAGE II

The college at which Professor Burke teaches regularly asks students to evaluate faculty teaching performance. The announced purpose of these evaluations is to give information to faculty about their strengths and weaknesses as teachers, and to allow those who make decisions about salary increases and promotions to reward the better teachers. Professor Burke, who never does very well on those evaluations, recently wrote the following letter of objection to the college president:

It has become common practice in many colleges and universities for students to write formal evaluations of professors and submit these to those who make salary and promotion decisions. Of course we do not do this as well. This practice is supposed to provide valuable evidence both to faculty members and to administrators regarding how well the faculty are teaching their courses. Despite all that, I believe this has so many undesirable consequences that it ought to be abandoned. I grant that those who use the use of student opinion surveys as a way of evaluating teaching have laudable goals. However, they have overlooked the disastrous effects which inevitably flow from this practice.

In order for students to learn effectively, two requirements must be met: Students must be informed when they are in error, and they must be challenged to stretch their minds as far as possible. But this requires faculty members to be frank in criticizing student work. It also requires faculty members to set high standards so as to challenge all students to develop fully. Should a faculty member come to fear that being critical toward student work will result in loss of salary raises and denial of promotions, that faculty member is not likely to make critical comments when they are needed. Should a faculty member come to fear that maintaining high academic standards will also result in loss of raises and denial of promotions, that faculty member is not likely to set high standards. These things are exactly what happens when student evaluations are used by colleges to help make salary and promotion decisions. These things are happening

and it does not take long for faculty member to discover that many students react negatively to criticism, and that most students feel quite put upon when they are expected really to strive in a course outside of their major fields. True, so the students do respond positively to a challenge, and many take criticism well, but what about those who don't? By not being critical and by having low standards, a faculty member can keep every student happy. By being critical and setting high standards, a faculty member runs the risk of making only a few students happy. There is no payoff for the faculty member in alienating a significant number of those who will be filling out the course evaluation form at the end of the term, when the results of those forms will be considered in future decisions about the faculty member's career advancement. Several of my colleagues have deliberately lowered their standards in order to curry student favor on these evaluations, and I note they have done far better than I in getting raises in recent years.

Because of these factors, student evaluation of college faculty represents an important pressure to lower academic standards. Such erosion in standards of achievement tends, of course, to promote a general climate of mediocrity in which no one expects of any student anything more than average performance. Students who have the ability to do better than average lose out from this process by not being encouraged to become all they can be. And society simply cannot afford to continue to allow this weakening of our educational system when the crying need is for ever larger numbers of well-trained, well-educated citizens.

Thus, for the benefit of students and society alike, we must stop using student opinion surveys to evaluate college faculty performance for salary and promotion decisions. It would be far better to ask certain members to write evaluations of the teaching performance of other faculty members, based on classroom visits. This would avoid the difficulties described

2. above and give expert, objective opinions about teaching performance, which could be used as evidence for making salary and promotion decisions.

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9. Which of the following is a conclusion which Professor Burke argues for in this passage? *

- A. There is a crying need for large numbers of well-trained, well-educated citizens in our society.
- B. Some of Burke's fellow faculty members lowered their standards in order to get better student evaluations of their teaching.
- C. The practice of using student evaluations of teaching performance evidence for faculty salary decisions has very undesirable consequences
- D. If faculty member fears maintaining high standards will result in loss of salary raises, that faculty member will not be likely to maintain high standards

10. From what is said in this passage, we can see Professor Burke explicitly assumes without argument that

- A. students today are less academically ambitious and more critical of their instructors than students used to be
- B. effective student learning requires that students be told of their mistakes.
- C. administrators believe all the negative comments made by students about faculty teaching.
- D. students lack the background necessary for making accurate judgments regarding faculty knowledge of course subject matter.

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11. Burke claims that a faculty member can keep every student happy by not being critical and by having low standards, while that faculty member can make only a few good students happy by being critical and having high standards. What's the immediate point of these remarks? *

- A When a faculty member is critical and has high standards, that benefits only a few good students.
- B Unfortunately, there are more weak than good students attending the college where Burke teaches.
- C Using student evaluations for making salary and promotion decisions leads to desirable results.
- D There is no reward for the critical faculty member with high standards in a school that uses student evaluations in salary and promotion decisions.

Burke mentions some colleagues who lowered their standards and subsequently received higher raises than Burke. In order to make the overall argument as logical as possible, what does Burke need to show with respect to these cases? *

- A That these teachers are not as good at teaching as Burke
- B That the higher raises were due in part to the lowering of academic standards mentioned
- C That the higher raises were not merely some sort of accidental quirk in the salary system
- D That the standards maintained by these faculty before they lowered their standards were unreasonably high



Although the passage does not explicitly say so, Burke is apparently assuming that: *

A. Students generally feel that faculty criticism of their work is unfairly harsh.

B. Students who react negatively to criticism and challenge will not give a favorable rating to the teaching and demanding instructors.

C. Most faculty members at Burke's college have lowered their standards in response to pressures created by student evaluation of instruction.

D. Being willing to criticize student work when needed and maintaining high academic standards are the two most important aspects of good teaching.

Given what Burke says in the passage, which of the following statements would Burke most likely agree

A. Student evaluations of faculty performance provide useful information for decision making about faculty salaries and promotions.

B. All students desire their college courses to be less demanding than reasonable faculty members

C. There are disadvantages associated with the use of student evaluations as evidence in salary and promotion decisions.

D. There is a real danger that students will deliberately use evaluations of faculty performance to lower academic standards.



Which one of the following, if known to be true, would do the most to undermine Burke's argument in favor of having faculty, rather than students, evaluate teaching performance? *

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 - a. Faculty are generally reluctant to have other faculty members visit their classrooms.
 - b. Most faculty members who would do the evaluating believe in upholding reasonably high academic standards.
 - c. Most faculty members who would do the evaluating believe that it is possible to be too highly critical of student work.
 - d. Because of personal relationships between faculty members, those who would do the evaluating could not be good judges of teaching performance.

A school that uses student evaluation of instruction as evidence in salary and promotion decisions, according to Burke, the following three items are related to one another: I. Faculty members fear that being critical of student work will have bad career consequences for the faculty member. II. Faculty members experience negative student reaction to criticism of student work. III. Undesirable educational practices are promoted at the institution. Which of the following represents the most satisfactory summary of the logical relations between I, II, and III as Burke sees them? *

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 - a. I and II cause III.
 - b. I promotes II, and II causes III.
 - c. II causes I which then results in III.
 - d. III causes II which in turn results in I.



PASSAGE III

Silver is an attorney specializing in criminal defense. In a conversation with her friends Brown, Green, and Gray, she mentioned that she has recently become utterly convinced of the guilt of one of her clients, a client who has not yet gone to trial but insists on pleading not guilty. Brown, Green, and Gray are discussing Silver's moral obligations in such a case.

BROWN: If I were Silver, I would withdraw from the case. If she continued to serve as the client's attorney, she would have a moral obligation to her client, based on the implicit promise involved in the client relationship, to do her best to win an acquittal. But that obligation would conflict with an opposing moral obligation she has to her fellow citizens, and shares with them: the obligation not to hinder the conviction of persons one strongly believes to be guilty. She cannot cancel that obligation to her fellow citizens, but she can cancel the obligation to her client—by withdrawing from the case. Moreover, to defend the client, she would have to argue contrary to her beliefs, which is dishonest. But dishonesty is wrong. So it is her duty to withdraw.

GREEN: And what good will that do? Any defendant can always easily get another attorney who will keep the case and fight for an acquittal. Suppose the new attorney wins an acquittal, and Silver's client then goes on to commit more crimes. Part of the responsibility for those crimes would rest with Silver, since she can prevent them by keeping the case and seeing to it that her client is convicted and punished, as all criminals should be. For example, she could subtly highlight inconsistencies in her client's story, and refrain from producing misleading evidence of innocence. She could intentionally be less aggressive than usual in her examination, and give less than her best effort in her closing arguments to the jury. After all, no one can ever have an obligation to protect criminals from the just consequences of their actions. Her highest obligation is to the public good, the general welfare of people. It is not enough for Silver to wash her hands of the case and thereby make it someone else's problem. In order to fully protect the general welfare, she must see to it that her client is convicted.

BROWN: But that would be dishonest—perhaps even more dishonest than defending a client whom she knows to be guilty. If Silver did what you suggest, she would have to mislead both her client and the judge about her true aims in the case. For if she admitted to her client what she was trying to do, the client would fight her for self-interest; and if she admitted to the judge what she was trying to do, the judge would be legally bound to remove her from the case.

GREEN: Don't you sometimes pay compliments that are insincere? Wouldn't you lie to an enemy in order to protect the lives of your friends? But I am not even advising Silver to tell a lie—just to keep the truth about her intentions to herself.

GRAY: I agree with Green that Silver should not withdraw. After all, the vast majority of criminal defendants in this country are guilty—if they weren't, there would have to be something very wrong with our police or prosecutors. If defense attorneys withdrew every time they became convinced of their clients' guilt, the legal system would become a shambles. And many defendants wouldn't even be able to find attorneys willing to keep their cases. But I also agree with Brown that Silver has a duty to give her client her best effort to win acquittal if she remains. That is because human history shows by direct examination that, of the various systems tried, the best criminal justice system is one that works as a true adversary system, where each side strives skillfully to present a persuasive and successful case. Such a system tends ultimately to produce correct decisions more consistently than any other, and hence, best serves the general welfare; that is why we adopted an adversary system in the first place. When one side



10. By using a parallel argument adapted to the case of judges, Green could argue equally well from his stated principles that judges should: I. not disqualify themselves from cases in which they have a financial interest. II.

not disqualify themselves from cases in which they have a personal relationship with the

11. In an attempt to influence juries to convict defendants whom the judges know to be guilty. *

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- A I only
 B II only
 C I and II only
 D I, II, and III

12. Brown and Green evidently disagree about which of the following principles? *

- A If attorneys accept cases, then they should do their best to win them.
 B Attorneys should always act ethically.
 C Our legal system, as presently constituted, is a true adversary system.
 D People generally act from self-interest.



Gray's remark (lines 59–60) that “the vast majority of criminal defendants in this country are guilty” is irrelevant to his argument because it: I. expresses a lack of confidence in police and prosecutors. II. suggests that defense attorneys will frequently become convinced of their clients’ guilt. III. supports the claim that our present legal system was intentionally adopted as a true adversary system. *

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Which of the following, if true, would do the most to strengthen Gray’s overall argument and weaken his argument? *

- A Some innocent clients have an attorney who believes that the client is guilty.
- B Attorneys very often judge a client to be innocent when in fact the client is guilty.
- C Police and prosecutors do their jobs effectively on the whole.
- D Most attorneys would concur with Gray’s advice.

23. Which of the following claims does Brown make without offering supporting argumentation? *

- A. Silver has a duty to withdraw from the case.
- B. Silver would have to act dishonestly if she were to follow Green’s advice.
- C. Silver wants to behave honestly.
- D. A judge would be legally bound to remove Silver from the case if she admitted to the judge that she was not trying her best to acquit her client.



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21. Green's two questions, about insincere compliments and lying to one's enemies (lines 53–55), are relevant to establishing the correctness of Green's conclusions to the extent that the questions: *

- A suggest that Brown is a hypocrite.
- B indicate that lying is only one kind of dishonesty.
- C show that Brown's argument contradicts itself.
- D imply that dishonesty may sometimes be morally permissible when its consequences are beneficial.

PASSAGE IV

Senator Support proposed a bill in the Senate that would forbid TV stations from broadcasting commercials directed at children under thirteen years of age. In support of the bill, Senator Support argued :

That advertising aimed at young children takes unfair advantage of their undeveloped reasoning abilities and encourages bad thinking. Commercials aimed at young children should be banned. My bill would

Research has shown that young children are often unable to discriminate good arguments from subtly bad ones. The arguments in TV commercials are, of course, predominantly bad, the main argument being, in essence, "Look at this image. If you like the image, buy this product." Children like my young son aren't sophisticated enough to know that this is a bad argument. Advertisers are taking advantage of children's ignorance, and that is utterly despicable.

Furthermore, TV ads encourage bad thinking habits. As you know, young children are impressionable, but we are showing them bad arguments like those in TV commercials. So they are bound to start thinking badly. A cereal commercial, for instance, will direct children to look at the characters and images associated with the cereal rather than at the ingredients. More generally, commercials encourage children to evaluate a product on the basis images associated with the product rather than on the basis of the product rather than on the basis of the product's ingredients and utility

I am sure that Senator Oppose will object to this bill, but I hope you will find her arguments unconvincing. After Senator Support's speech, Senator Oppose stood to defend an opposing position:

I can't approve of Senator Support's attempt to shield young children from advertising. His bill is vague, poorly supported, and unrealistic.

It is vague because it provides no clear and explicit criteria for distinguishing ads aimed at young children from ads aimed at teenagers. Without any specific criteria, regulators won't be able to decide what to forbid.

Consequently, the bill would be unenforceable.

As if this were not enough, the bill is also poorly supported by evidence and argument. On the one hand, there is no scientific evidence to support the contention that ads encourage bad thinking. Indeed there are no studies which show that commercials have any harmful effects on children. On the other hand, none of Senator Support's arguments are satisfactory. First, commercials don't take unfair advantage of children since children can, to a large extent, distinguish good arguments from poor ones. Second, commercials don't encourage bad thinking because they rarely involve bad arguments. There is nothing wrong, for example, with, "Here's an image. If you like the image, buy this product." I suspect that many senators have acted on the basis of such arguments. So Senator Support's arguments are not just inconclusive, they're wrong.

So to conclude, I would like to point out some of the implications of the bill that make it politically unrealistic. First, of course, child advertising would stop. But then so would child programming, since commercial stations would have no child-based income. Children would then not know what to do with their time, so parents would become angry with us. For economic reasons, manufacturers and retailers would also be upset with us. Considering that the bill is also vague and poorly supported by evidence or argument, I don't think it's worth enduring the anger of so many interests.

In his speech, Senator Support's main conclusion is that: *

- A commercials aimed at young children should be banned.
- B it is unfair to aim commercials at people who can't reason well.
- C commercials with bad arguments encourage children to think badly.
- D the bill is politically, socially, and economically unrealistic.

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46. When Senator Support says (lines 17–19) that taking advantage of ignorance “is utterly despicable,” he is probably: *

- A. condemning ignorance.
- B. concluding that his son is ignorant.
- C. concluding that all children are ignorant.
- D. appealing to the emotions of the audience.

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47. Suppose Senator Support’s reasons for his belief that advertising has a detrimental effect on children are wrong. Would that show that advertising has no detrimental effects on children? *

- A. Yes, because bad reasons often yield incorrect conclusions.
- B. Yes, because advertising has not been proven to have a detrimental effect on children.
- C. No, because good reasons may support contrasting conclusions.
- D. No, because reasons can be wrong when the conclusion is correct.



13. What would Senator Support probably need to assume in order to apply his arguments to the proposal that all commercials should be banned? *

- A If all commercials are banned, then bad arguments will not appear on TV.
- B Commercials often encourage people to buy luxuries rather than necessities.
- C Commercials are irritating interruptions in viewing, and they irritate everyone, not just children.
- D People of all age groups are impressionable and unable to discriminate good arguments from subtly bad ones.

According to the passage, which of the following is the main reason why Senator Oppose thinks that the bill would be unenforceable? *

- A The bill is too vague.
- B Powerful interest groups would be upset.
- C The bill would, in effect, ban child advertising.
- D Commercials contain relatively few bad arguments.



Senator Oppose says that without child programming, children would not know what to do with their time. Which of the arguments below would probably be the most effective reply to this statement? *

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A At any point in time, every child is doing something, be it eating, sleeping, thinking, or something else. So children would always be doing something with their time, even without TV.

B If Senator Oppose is considering teenagers as children, she is wrong. If Oppose is excluding teenagers, she is contradicting herself.

C You are assuming that children do not value their time. Based on my experience with children, I know that assumption is false.

D You are assuming that children do not value their time. Based on my experience with children, I know that assumption is false.

E In mentioning that no studies show that commercials damage children (lines 49–51), Senator Oppose is to assume, but does not say, that: *

A commercials are valuable for purposes of entertainment.

B if commercials have known harmful effects, they should be banned.

C if commercials have no known harmful effects, they should not be banned.

D if commercials are not banned, then they have no known harmful effects.



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32. What conclusion follows necessarily from these two premises? I. If the bill passes, child advertising will stop. II. Once child advertising stops, commercial stations won't be able to make profit from child programming *

- A. If the bill passes, commercial stations will not show child programming.
- B. If child advertising stops, it will be because the bill passed.
- C. Passing the bill would be a disaster for child programming.
- D. If the bill passes, the child programming would be unprofitable for commercial stations.

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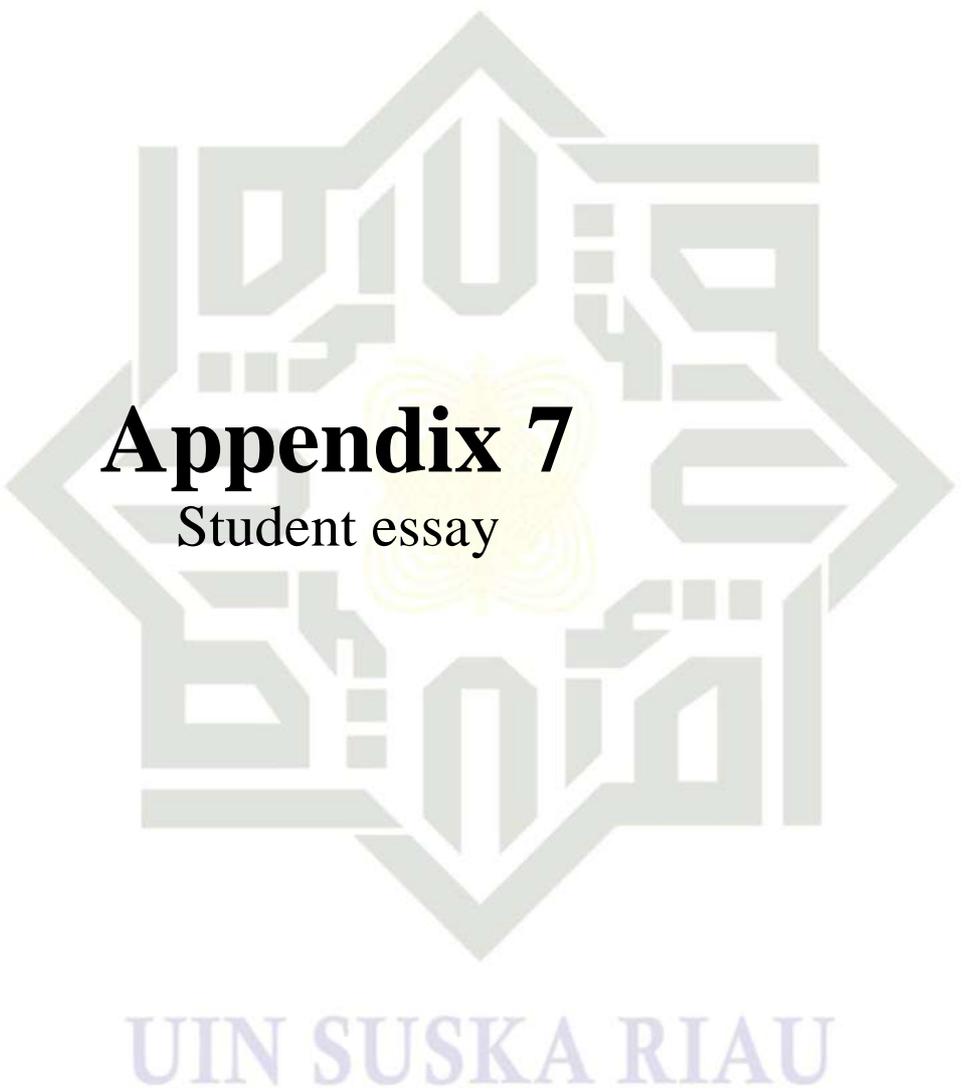
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Appendix 7

Student essay

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 SIN : 11910423045
 C : 4D English Education Department

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A few months ago, when holiday semester. I helped my parent works. Sometimes I helped my father works at garden. My father is farmer, and we have coconut garden. But the garden was so far from home. We had to walk about an hour to arrive. If we use a boat it will get there faster. After we arrive in the garden, we will take a break for a minute. Next, we will start to work. I helped my father cut the root and cleaned the garden. We in the garden was all day, from 08.00 am until 04.00 pm.

When I wasn't followed my father went to garden, I will helped my mother at home. Like cleaning houses and sewing. My mother is a tailor at home, and I also can sewing but I was still beginner. It's like my mother cut the cloth I will sew it. Before EID we will have many orders, and also when celebrate wedding, celebrate school etc. but, in that time we have a little order because many people couldn't arrange a party (wedding party) and the students also couldn't arrange the celebrate.

When the day of EID. My family couldn't get together and celebrate EID together, like the years before. Because my brother couldn't back home, it's caused by Covid-19. So, we had to celebrate the EID separately. My brother works at Batam, and every year at EID he will back home, but for this year he was not back home. And it's really made our sad.

The years EID is very deserted, many people couldn't visit her family, like the years before at EID. But Alhamdulillah we still could to prayer EID at the mosque, but we should to take a health protocol used a mask, social distance and cleaned hand. We just forbidden to arrange the party but for prayer we still could. For example, the pray Friday and tarawih. In my village pray Friday was not forbidden. Forbidden just for a party and assembled (we should social distance).

There was so many impacts during covid-19. For examples: the price of coconut was cheap, so decreased income. Student learning was not effective



because their used online not face to face and many people couldn't arrange the party and also many people couldn't back home at EID.

In this time at my village, covid-19 was not bad as before. And the students can go to school, maybe not every day, it just for a few day in a week. And the people can arrange party, but we still to take a health protocol (use a mask). I hope covid-19 will pass, so we can do activity like usual. And the students can going the school, the people can back home at EID this years.



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Appendix 8

Recommendation Letter

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Hal : *Pembimbing Skripsi*

Pekanbaru, 10 Februari 2020

Kepada
Yth. M. Taufik Ikhsan, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarokatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NABILAH RACHMADHANI
NIM : 11714202497
Jurusan : Pendidikan Bahasa Inggris
Judul : The effect of using folktales to develop students's critical thinking skill at second grade of Islamic Junior High school Syafaaturrasul Teluk Kuantan
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an. Dekan

Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag
NIP. 19660924 199503 1 002

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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Nabilah Rachmadhani
 Nomor Induk Mahasiswa : 11714202497
 Hari/Tanggal Ujian : Kamis, 08 april 2021
 Judul Proposal Ujian : The Correlation Between Students' Critical Thinking And Writing Skill Of Fourth Semester Student Of English Education Department Of UIN Sultan Syarif Kasim Riau
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Cut Raudatul Miski, M.Pd	PENGUJI I		
2.	Riri Fauzana, M.Sc	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I



Dr. H. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004

Pekanbaru, 27 April 2021
 Peserta Ujian Proposal

Nabilah Rachmadhani
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FACULTY OF EDUCATION AND TEACHER TRAINING
 Alamat : J. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**LAMPIRAN BERITA ACARA
 UJIAN PROPOSAL**

Nama
 Nomor Induk Mahasiswa
 Hari/ Tanggal
 Judul Proposal Penelitian

Mabilah Ramadhani / 11719202497
 11719202497
 Kamis / 8 April 2021

NO	URAIAN PERBAIKAN
	<ul style="list-style-type: none"> - Revise problem - Revise the indicator & instrument - Change the identification of problem.

Penguji I

Cut Pusdherah Misyri, M.Pd.

Pekanbaru, 8 April 2021
 Penguji II

HM PAUZAMA, S.Pd, M.Sc

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

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Fax. (0781) 561547 Web www.fk.uinsuska.ac.id, E-mail: eflak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/12380/2021
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 13 September 2021

Kepada
Yth. Ketua Jurusan
Pendidikan Bahasa Inggris
Fakultas Tarbiyah Dan Keguruan
UIN Suska Riau
di
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : NABILAH RACHMADHANI
NIM : 11714202497
Semester/Tahun : IX (Sembilan)/ 2021
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

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SURAT KETERANGAN

Pekanbaru, 16 September 2021

Assalamu 'alaikum Warahmatullah Wabarakatuh.

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama : NABILAH RACHMADHANI
NIM : 11714202497
Pendidikan : SI Pendidikan Bahasa Inggris
Judul Penelitian : The Correlation between Students' Critical thinking and Writing Skill of Fourth Semester Student Of English Education Department Of Uin Sultan Syarif Kasim Riau

Nama yang bersangkutan di atas di izinkan melakukan penelitian di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut. Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris


Dr. Faurina Masri M. Hum
NIP. 198106112008012017



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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Fax. (0781) 561647 Web: www.rik.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/12842/2021
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 21 September 2021 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : NABILAH RACHMADHANI
NIM : 11714202497
Semester/Tahun : IX (Sembilan)/ 2021
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : *The Correlation Between Students' Critical Thinking and Writing Skill of Fourth Semester Student of English Education Department of UIN Suska Riau*

Lokasi Penelitian : Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Waktu Penelitian : 3 Bulan (21 September 2021 s.d 21 Desember 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



D. H. Kadar, M.Ag. A
NIP. 19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

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Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/44148
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU, Nomor : Un.04/F.II.PP.00.9/12842/2021 Tanggal 21 September 2021, dengan ini memberikan rekomendasi kepada:

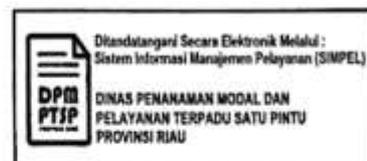
- | | |
|----------------------|---|
| 1. Nama | : NABILAH RACHMADHANI |
| 2. NIM / KTP | : 117142024970 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE CORRELATION BETWEEN STUDENTS CRITICAL THINKING AND WRITING SKILL OF THE FOURTH SEMESTER STUDENT OF ENGLISH EDUCATION DEPARTMENT OF UIN SULTAN SYARIF KASIM RIAU |
| 7. Lokasi Penelitian | : JURUSAN PENDIDIKAN BAHASA INGGRIS, FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 5 Oktober 2021



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
3. DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU di Pekanbaru
4. Yang Bersangkutan



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Telepon (0761) 562051; Faksimili (0761) 562052 ;
Web: www.uin-suska.ac.id, E-mail: rektor@uin-suska.ac.id

Nomor : B-2864/Un.04/B.I/TL.00/10/2021
Sifat : Biasa
Lamp :
Hal : Izin Riset

Pekanbaru, 18 Oktober 2021

Kepada Yth.
Dekan Fakultas _____
Kabag _____
UIN Suska Riau

Pekanbaru

Assalamualaikum Wr. Wb.

Dengan hormat, menindaklanjuti surat nomor : 503/DPMPSTP/NON IZIN-RISET/44148 tanggal 5 Oktober 2021 hal Mohon izin Riset dan Pengambilan Data Tugas Akhir/Skripsi, maka kami minta kepada Saudara agar dapat membantu Penelitian nama tersebut di bawah ini :

Nama : Nabilah Rachmadhani
NIM : 117142024970
Program Studi : Pendidikan Bahasa Inggris

Untuk dapat melaksanakan Penelitian dan Pengambilan Data guna mendapatkan Data dan Informasi yang terkait dengan Judul Penelitian: "The Correlation Between Students Critical Thinking And Writing Skill Of The Fourth Semester Student Of English Education Department Of UIN Sultan Syarif Kasim Riau" pada unit kerja saudara.

Demikianlah kami sampaikan atas kerjasamanya diucapkan terimakasih.



Dr. H. Ahmad Supardi, M.A
NIP. 19660803 199302 1 0014

Tembusan:
Yth. Rektor UIN Suska Riau

Bag-Akd.392/eh/su/10/2021



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Alamat : J. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 20253 P.O. BOX 1004 Telp. (0781) 7077307 Fax. (0781) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : M. Taufik Ihsan, S.Pd, M.Kom, M.Pd
 - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Nabilah Rachmadhani
4. Nomor Induk Mahasiswa : 11714202497
5. Kegiatan : Bimbingan Skripsi

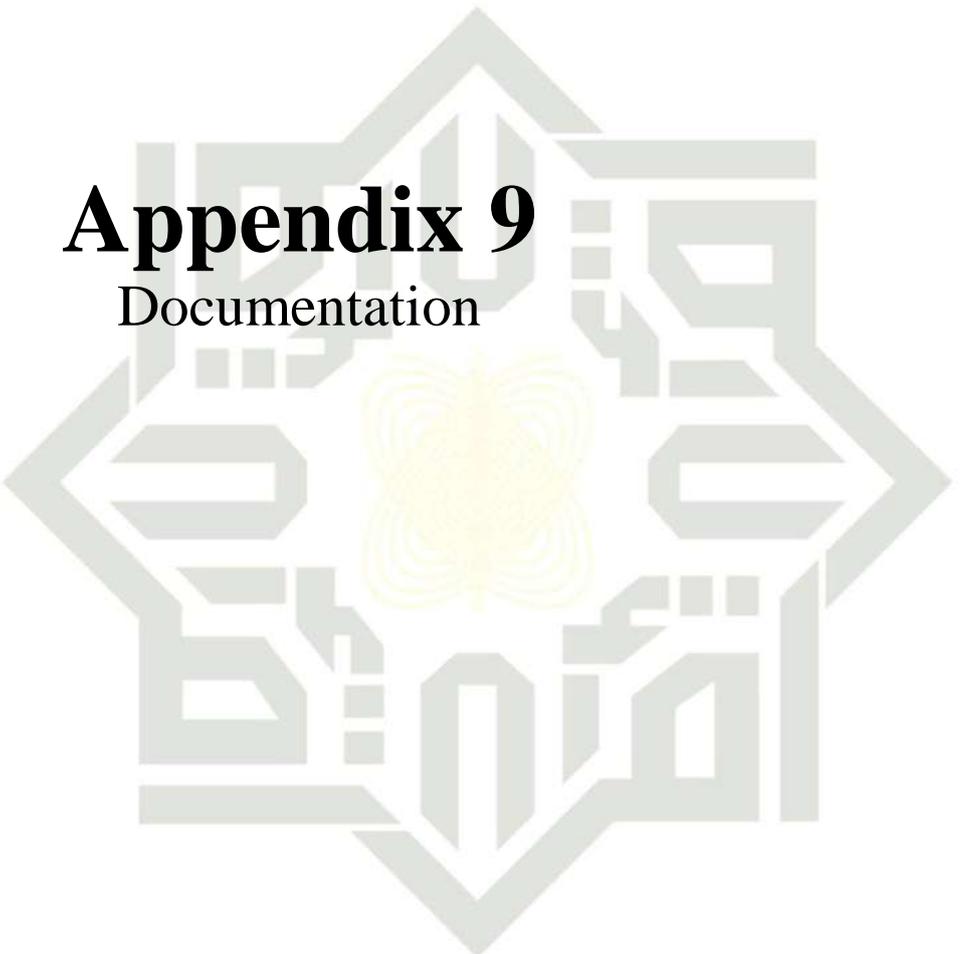
No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	2 Februari 2021	Revising chapter I-III		
2	8 Februari 2021	Revising chapter I-III		
3	15 Februari 2021	Approved for seminar proposal		
4	17 Juni 2021	Instrument		
5	29 Juni 2021	Revising chapter IV and V		
6	15 November 2021	Approved for Munaqasyah Examination		

Pekanbaru, 15 November 2021
Pembimbing

M. Taufik Ihsan, S.Pd, S.Kom, M.Pd
NIP. 130117005

Appendix 9

Documentation

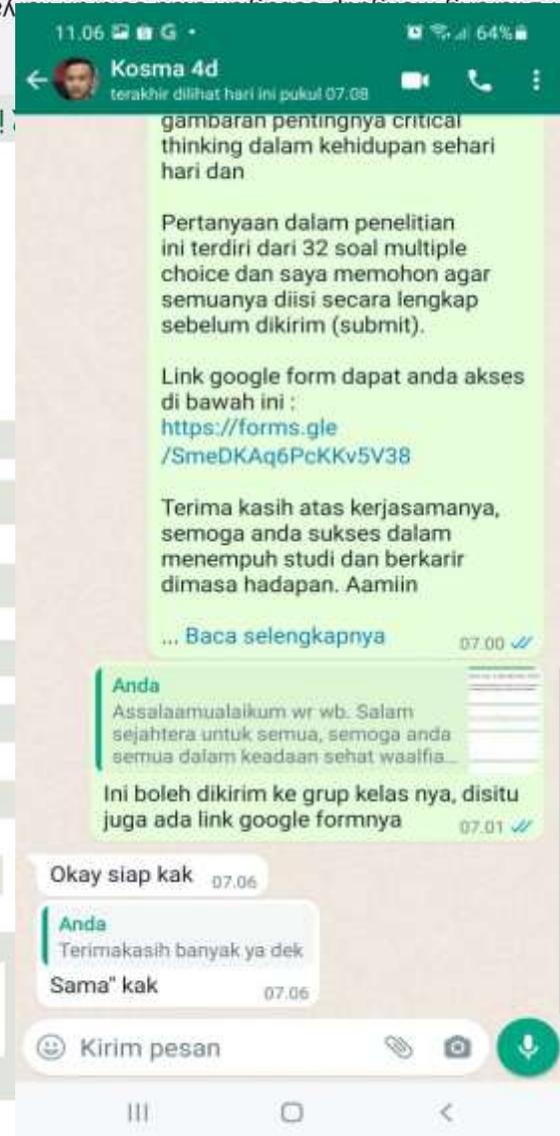
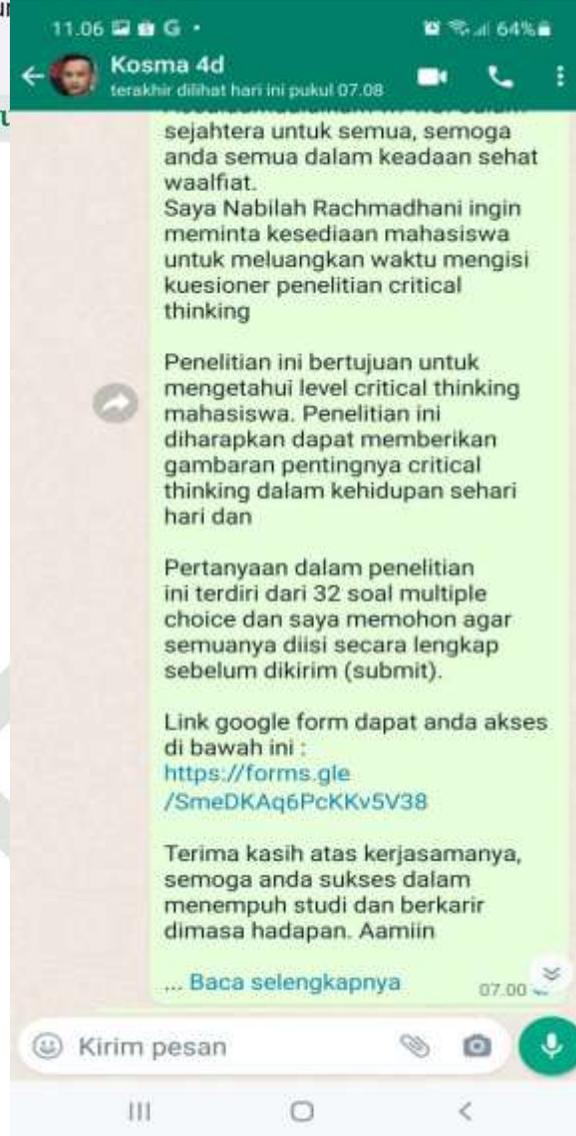
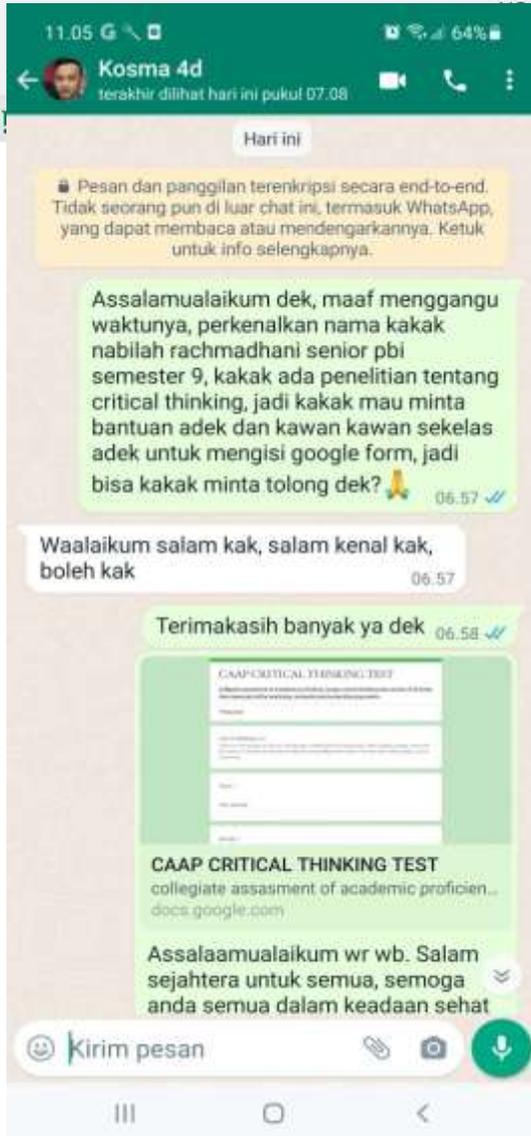


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2. Dilarang mengutip materi ini untuk kepentingan akademik dan publikasi.
3. Dilarang mengutip materi ini untuk kepentingan komersial dan publikasi.
4. Dilarang mengutip materi ini untuk kepentingan politik dan publikasi.
5. Dilarang mengutip materi ini untuk kepentingan agama dan publikasi.
6. Dilarang mengutip materi ini untuk kepentingan budaya dan publikasi.
7. Dilarang mengutip materi ini untuk kepentingan seni dan publikasi.
8. Dilarang mengutip materi ini untuk kepentingan olahraga dan publikasi.
9. Dilarang mengutip materi ini untuk kepentingan kesehatan dan publikasi.
10. Dilarang mengutip materi ini untuk kepentingan lingkungan dan publikasi.
11. Dilarang mengutip materi ini untuk kepentingan sosial dan publikasi.
12. Dilarang mengutip materi ini untuk kepentingan ekonomi dan publikasi.
13. Dilarang mengutip materi ini untuk kepentingan hukum dan publikasi.
14. Dilarang mengutip materi ini untuk kepentingan teknologi dan publikasi.
15. Dilarang mengutip materi ini untuk kepentingan pendidikan dan publikasi.
16. Dilarang mengutip materi ini untuk kepentingan penelitian dan publikasi.
17. Dilarang mengutip materi ini untuk kepentingan pengembangan dan publikasi.
18. Dilarang mengutip materi ini untuk kepentingan inovasi dan publikasi.
19. Dilarang mengutip materi ini untuk kepentingan kreativitas dan publikasi.
20. Dilarang mengutip materi ini untuk kepentingan keberagaman dan publikasi.
21. Dilarang mengutip materi ini untuk kepentingan keadilan dan publikasi.
22. Dilarang mengutip materi ini untuk kepentingan kesetaraan dan publikasi.
23. Dilarang mengutip materi ini untuk kepentingan keberlanjutan dan publikasi.
24. Dilarang mengutip materi ini untuk kepentingan ketahanan dan publikasi.
25. Dilarang mengutip materi ini untuk kepentingan ketangguhan dan publikasi.
26. Dilarang mengutip materi ini untuk kepentingan ketahanan pangan dan publikasi.
27. Dilarang mengutip materi ini untuk kepentingan ketahanan energi dan publikasi.
28. Dilarang mengutip materi ini untuk kepentingan ketahanan air dan publikasi.
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30. Dilarang mengutip materi ini untuk kepentingan ketahanan sosial dan publikasi.
31. Dilarang mengutip materi ini untuk kepentingan ketahanan budaya dan publikasi.
32. Dilarang mengutip materi ini untuk kepentingan ketahanan ekonomi dan publikasi.
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37. Dilarang mengutip materi ini untuk kepentingan ketahanan pengembangan dan publikasi.
38. Dilarang mengutip materi ini untuk kepentingan ketahanan inovasi dan publikasi.
39. Dilarang mengutip materi ini untuk kepentingan ketahanan kreativitas dan publikasi.
40. Dilarang mengutip materi ini untuk kepentingan ketahanan keberagaman dan publikasi.
41. Dilarang mengutip materi ini untuk kepentingan ketahanan keadilan dan publikasi.
42. Dilarang mengutip materi ini untuk kepentingan ketahanan kesetaraan dan publikasi.
43. Dilarang mengutip materi ini untuk kepentingan ketahanan keberlanjutan dan publikasi.
44. Dilarang mengutip materi ini untuk kepentingan ketahanan ketahanan dan publikasi.
45. Dilarang mengutip materi ini untuk kepentingan ketahanan ketahanan dan publikasi.
46. Dilarang mengutip materi ini untuk kepentingan ketahanan ketahanan dan publikasi.
47. Dilarang mengutip materi ini untuk kepentingan ketahanan ketahanan dan publikasi.
48. Dilarang mengutip materi ini untuk kepentingan ketahanan ketahanan dan publikasi.
49. Dilarang mengutip materi ini untuk kepentingan ketahanan ketahanan dan publikasi.
50. Dilarang mengutip materi ini untuk kepentingan ketahanan ketahanan dan publikasi.



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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.





CURRICULUM VITAE

Nabilah Rachmadhani is the first child of Mr. Zefriyan and Mrs. Yonelsy Hayana. She was born in Pekanbaru, Desember 17th, 1999. She live at Jln Saudara. She graduated from SDN 006 Pasar Taluk, in 2011. In 2014, she finished her study at SMPIT Al-Ihsan Boarding School, Kubang Raya. Then she continued her study at MA Syafa'aturrasul, Teluk Kuantan and graduated in 2017. In 2017, She was accepted to become one of the students in English Education Department, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. She followed the final examination of her thesis which entitled: "The Correlation Between critical thinking and writing skill of English education department student at UIN Sultan Syarif Kasim Riau" on January 19th 2021. She passed her final examination and got Bachelor Degree of Education.

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