

STUDENTS' PERCEPTION OF CRITICAL THINKING CONCEPTS IN WRITING CLASS

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ABSTRAK

Berpikir kritis telah menjadi tujuan pendidikan yang sangat penting dan merupakan salah satu dari 4 kompetensi yang harus dimiliki, terlebih lagi keterampilan di abad 21 telah banyak dibicarakan dalam dunia pendidikan. Karena berpikir kritis penting dalam dunia pendidikan, maka integrasi berpikir kritis dalam tulisan menarik para ahli untuk mengungkapkan pandangannya. Hubungan antara menulis dan berpikir kritis berfokus pada pemecahan masalah. Siswa akan diberikan masalah di alam sekitarnya dan membuka pikirannya. Proses menulis melibatkan pemikiran kritis. Siswa belajar berpikir dengan mengumpulkan ide dan komposisi karena berpikir kritis adalah untuk meningkatkan kemampuan berpikir siswa yang mendorong siswa untuk menerima atau menolak ide yang mereka tulis. Oleh karena itu, penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap konsep berpikir kritis di kelas menulis. Peneliti menggunakan studi kasus kualitatif sebagai metode penelitian. Partisipan penelitian ini adalah lima siswa SMA di Bogor. Penelitian ini menggunakan observasi, catatan lapangan, dan wawancara sebagai instrumen penelitian untuk pengumpulan data. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif dan siswa mempersepsikan bahwa berpikir kritis dapat meningkatkan keterampilan menulis siswa.

Kata Kunci: Berpikir Kritis, Persepsi, Menulis

ABSTRACT

Critical thinking has become a very important educational goal and is one of the 4 competencies that must be possessed, moreover, skills in the 21st century have been widely discussed in the world of education. Since critical thinking is important in the world of education, the integration of critical thinking in writing attracts experts to express their views. The relationship between writing and critical thinking focuses on problem-solving. Students will be given problems in their natural surroundings and open their minds. The writing process involves critical thinking. Students learn to think by collecting ideas and composition because critical thinking is to improve students' thinking skills which encourage students to accept or reject the ideas they write. Therefore, this research aims to find out the students' perceptions toward critical thinking concepts in writing class. The researcher used a qualitative case study as a research method. The participants of this study are five students from senior high schools in Bogor. The research used observation, field notes, and interviews as research instruments for data collection. The result of this research showed that students had positive perceptions and students perceived that critical thinking can improve students' writing skills.

Keywords: Critical Thinking, Perception, Writing

INTRODUCTION

English is currently one of the most important foreign languages in the world. The role of English is very important both in mastering communication technology and direct interaction. Therefore, English must be actively

mastered not only in spoken discourse but also in written discourse. In connection with the importance of mastering foreign languages, German philosopher Johann Wolfgang von said, "Those who know nothing about foreign language, they nothing about their own." This adage implies how important it is for foreign

language education, apart from mother tongue and national language (Handayani, 2016). Likewise, in Indonesia, English is one of the important subjects in the Indonesian education curriculum that is taught from elementary school to university level. The aim of teaching and learning English in Indonesian schools is to lead students to have better understanding and language skills.

There are four language skills studied by English learners i.e. listening, speaking, reading, and writing. One of the four language skills that are considered very complex, difficult, and challenging to master is writing skill (Graham & Harris, 2005). This is supported by Ariana (2010) explaining that the most difficult aspect for language teachers is writing since language learners have less experience with written expressions, and there are many different registers of written language depending on the function of the written word. One of the solutions to this problem is by relating writing and critical thinking which focuses on problem-solving in which students will be given problems from their natural surroundings to open their minds (Bean cited in Mohammed AlKhoudayr, 2015).

Critical thinking is a thinking skill to solve problems or make decisions about the problems at hand. This skill is necessary for everyone to be able to solve problems and make decisions about problems faced in real life. Besides, critical thinking skills include the ability to distinguish truth or lies, fact or opinion, or fiction and non-fiction, and also to analyze and evaluate information (Arnyana, 2019, and Sabu & Vernandes, 2019). Thus, critical thinking is very important for writers if the writers face certain statements of facts and opinions. They have to analyze them first, compare them with existing information, and make conclusions. The more critical the writers are, the more quality their writing will be.

Bean in Mohammed AlKhoudayr (2015) suggests the relationship between writing and critical thinking which focuses on problem-solving. Students will be given problems in their natural surroundings and open their minds. The writing process involves critical thinking. Students learn to think by collecting ideas and composition because critical thinking is to improve students' thinking skills which encourage students to accept or reject the ideas they write. As a result, students learn what and how to analyze, evaluate, make decisions by using their experiences in promoting their writing skills.

METHOD

The researcher uses a qualitative case study. A case study is a detailed study of a specific subject, such as a particular person, group, place, event, organization, or phenomenon. Case studies are usually used in social research, education, business, etc, (McCombes, 2019). The main objective of this study was to determine students' perceptions of critical thinking in the writing class. Considering the objective, this research is descriptive qualitative research because this research tries to describe the behavior of the studied subject using words and sentences.

This research will take data from senior high school students. The participant chosen will be taken from five students with different characters and abilities. They can be attractive, full of spirit, hyperactive, and shy. The data collection was conducted by employing instruments used through observation, field notes, and interviews. The data was collected in two observational meetings. One week later, the interviews were given to five students. Researchers observed teachers in online classes. This observation aims to see and analyze how the teacher's activities in applying FRISCO critical thinking in the ongoing English class and the researchers made field notes on the ongoing activities. Field notes are widely recommended in qualitative research as a means of documenting contextual information needed (Phillippi & Lauderdale, 2018). However, although recommended, there are no guidelines for field note collection in the literature to guide researchers. So, previous research becomes a reference for field notes in this study. Interviews were also conducted with five students one week after the observation, to get a more detailed picture of the perception of FRISCO's critical thinking concepts.

FINDING AND DISCUSSION

Based on the first observation, the researcher found that the teacher had applied 4 of the 6 elements of FRISCO critical thinking by Ennis (Hapsari, 2016) and its indicators through their teaching of the writing class. Different from the first observation, based on this second observation the researcher found that teachers had applied 5 of the 6 elements of FRISCO critical thinking by Ennis in Hapsari (2016) and its indicators through their teaching of the writing class.

The researcher has conducted the first interviews through video calls regarding

students' perceptions of the concept of critical thinking. There are two questions in this section and each of them is answered by 5 students. In the first interview, the researcher found that the perceptions of the five respondents regarding the above questions vary. In the first question, the results of the researcher's analysis, the perceptions of the students above can be concluded, namely, critical thinking is like problem-solving, realistic, there are reasons for the consequences and solving problems well. In the second question, the researcher found that the perceptions of the five respondents on this question agree that the answer is important. Like the perception that R1 said in the importance of critical thinking related to writing, namely thinking long in compiling what will be written so that what is written is not far from the topic or a problem. This statement is supported by Ennis (1996) in Nuraida (2019), namely, critical thinking is a thinking process that aims to make rational decisions directed at deciding whether to believe in doing something.

The second interview was regarding students' perceptions of the concept of critical thinking. There are two questions in this section and each of them is answered by 5 students. In the first question, the perception of 4 of the 5 respondents above stated that they could and 1 respondent did not. 4 out of 5 respondents answered that critical thinking can improve writing skills such as before writing students will think about what aspects they will write, reflect on critical ideas, and look for materials to be written. In the second question, the perceptions of the five respondents on this question agree that the answer is important. The five respondents perceive that the teacher's role in implementing critical thinking in the writing class is very important such as asking to write and presenting opinions related to the lessons being taught, asking questions related to ongoing learning materials, asking students to re-explain the material, or text being taught, and asking students meaning related to the video displayed by the teacher. From the students' perceptions above, it can be concluded that the teacher encourages the development of student's critical thinking skills by allowing students to play an active role and provide freedom of opinion during the learning process.

Based on observation results, the researcher found that in applying FRISCO critical thinking in the writing class the teacher was good. The teacher applies 5 of the 6 elements of FRISCO critical thinking. The researcher also found that the teacher did not implement the 6th

element of student critical thinking, namely Overview because it was not possible to do it online given the limited time.

The results of the researchers' observations on the learning process were very good, students were very enthusiastic and enjoyed the teaching and learning process. This is felt by researchers where students look confident when asked to read sample texts, pronounce difficult words, and actively participate in providing opinions and answers to questions posed by teachers in online classes.

The observation result supported by perception from the interview that in some questions below:

Q1: What do you know about critical thinking?

R1: *Such as problem-solving, detail, realistic about the existing situation, and measuring something.*

R2: *Critical thinking such as more detail, more directed to something, there is a reason for the effect.*

R3: *Solve problems well.*

R4: *Critical thinking in my opinion can find things that people don't.*

R5: *Critical thinking is thinking hard.*

Q2: Is critical thinking important in the learning process?

R1: *Important. CT is used when we want to convey a point to other people so that miscommunication does not occur, then after that CT can be used in writing when we compose a text there is an introduction, content, closing, if for example not using CT the text will be messy and language not used properly. CT is also needed when we are given a problem and topic so that what is written remains on track and does not deviate far (focus). The point is to arrange what will be discussed before being said or written so that what we say or write is not outspoken or has to be thought through.*

R2: *I think it's important. When we think critically it will be easy to understand learning.*

R3: *It is important because to answer and understand the learning.*

R4: *Important. In terms of students, it means that he has more curiosity, so knowledge is absorbed more quickly than what the teacher feeds him.*

R5: *Important.*

Based on the results above of the interview of students' perceptions on the critical thinking concept, the researchers found that students already understood the concept of critical thinking as seen from their perceptions which were supported by the statement of Sarigoz (2012) namely, critical thinking means that individuals display intellectual thinking

skills such as reasoning, analysis, problem-solving, reading comprehension, scientific thinking, thinking. creative, judgmental, and make accurate decisions.

Q1: Can critical thinking improve students' writing skills?

R1: *It can. Because usually when we are going to write something we will think about aspects, for example, we want to write about education which means referring to parents, bad influences, environmental influences, so it is very necessary. Usually, a written work can be said to be good, it can cover many things but not too out of topic, CT is needed.*

R2: *In writing, we should express our critical ideas.*

R3: *It can. Writing requires looking for material and grammar requires critical thinking.*

R4: *I think it can, writing is about discussing essays, etc., maybe from us thinking critically, it can improve the quality of our writing.*

R5: *I don't think so, critical thinking is more about speaking.*

Q2: Is the teacher's role important in applying critical thinking in the writing class?

R1: *It's important. We are asked for opinions. At the beginning of the lesson, a video is usually shown and asked to give opinions. There we can explore things to write about and explain about the video. In other classes, it motivates and many questions ask us to think more.*

R2: *It's important to practice critical thinking, one of them is from the teacher. In lessons, we are also often given a written conversation or a picture. Later we are asked to guess what the conversation is about. At that time, the teacher gave an explanatory text and then was asked to re-explain what the text contained.*

R3: *Important because it is part of improving the content of the writing.*

R4: *It's important. Improving critical thinking can improve writing. The teacher often asks and asks students to write their opinions and suggestions regarding the videos or images that are shown, so students are provoked to think.*

R5: *That's important. Usually, the teacher gives a story or video and then is asked to write and explain its meaning.*

Based on the results above of the interview of students' perceptions of critical thinking concepts in writing class, the researcher found several perceptions of students in the concept of critical thinking in the writing class. Students perceive that critical thinking can improve students' writing skills, this perception is supported by a statement from Mohammed AlKhoudayr (2015) which states that the writing

process involves critical thinking. Students learn to think by collecting ideas and compositions because critical thinking is to improve students' thinking skills which encourage students to accept or reject the ideas they write.

The writer also found positive perceptions from students about the teacher's role in applying critical thinking in the writing class. The students' perception is very important and it can be concluded that the teacher encourages the development of student's critical thinking skills by allowing students to play an active role and provide freedom of opinion during the learning process. As Susanto (2015) stated in Nuraida (2019) that the effort to develop optimal critical thinking skills requires an interactive class, students are seen as thinkers rather than being taught, and the teacher acts as a facilitator, mediator, and motivator who helps students in learning not as a teacher.

CONCLUSION

The purpose of this study was to determine students' perceptions of the concept of critical thinking in the writing class. After observing the concept of critical thinking, it was found that the teacher applied 5 of the 6 elements of FRISCO critical thinking, namely (*Focus, Reason, Inference, Situation, and Clarity*). Based on the results of the study, the researchers found positive perceptions from students stating that critical thinking can improve students' writing skills because they can express their critical thinking. Likewise, with the role of the teacher, students perceive that the teacher encourages the development of student's critical thinking skills by allowing students to play an active role and provide freedom of opinion during the learning process.

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