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Dengan ini menyatakan bahwa skripsi berjudul : **'Assessing And Confirming The Correlation Between Tbi Students' Critical Thinking Skills And The Skills Of Writing English Essays'** tidak terdapat karya yang pernah diajukan oleh orang lain untuk memperoleh Gelar Kesarjanaan di suatu perguruan tinggi. Dan sepanjang pengetahuan Penulis juga tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain.

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Demikian pernyataan ini saya buat dengan sebenarnya, semoga dapat di pergunakan seperlunya.

Curup, Juni 2022

Penulis



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Hal: Pengajuan Skripsi

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Yth. Bapak Rektor IAIN Curup
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Assalamualaikum Wr. Wb

Setelah diadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat skripsi saudara **Gusti Raka Sena** yang berjudul **“Assessing And Confirming The Correlation Between Tbi Students’ Critical Thinking Skills And The Skills Of Writing English Essays”** sudah dapat diajukan dalam sidang Munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan atas perhatiannya kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

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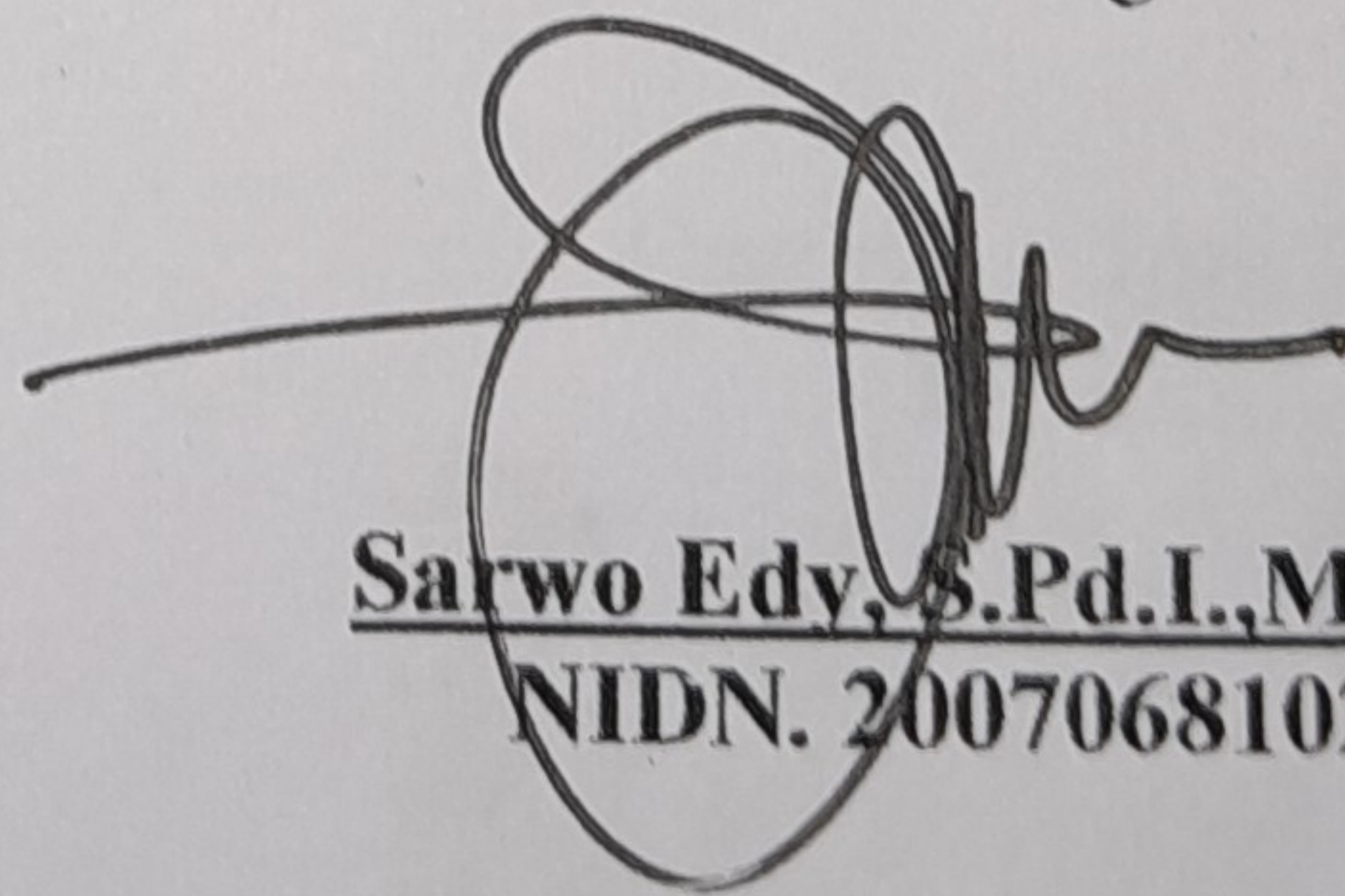
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KATA PENGANTAR

Bismillahirrahmaanirrahiim

Assalamu 'alaikum warahmatullahi wabarakatuh

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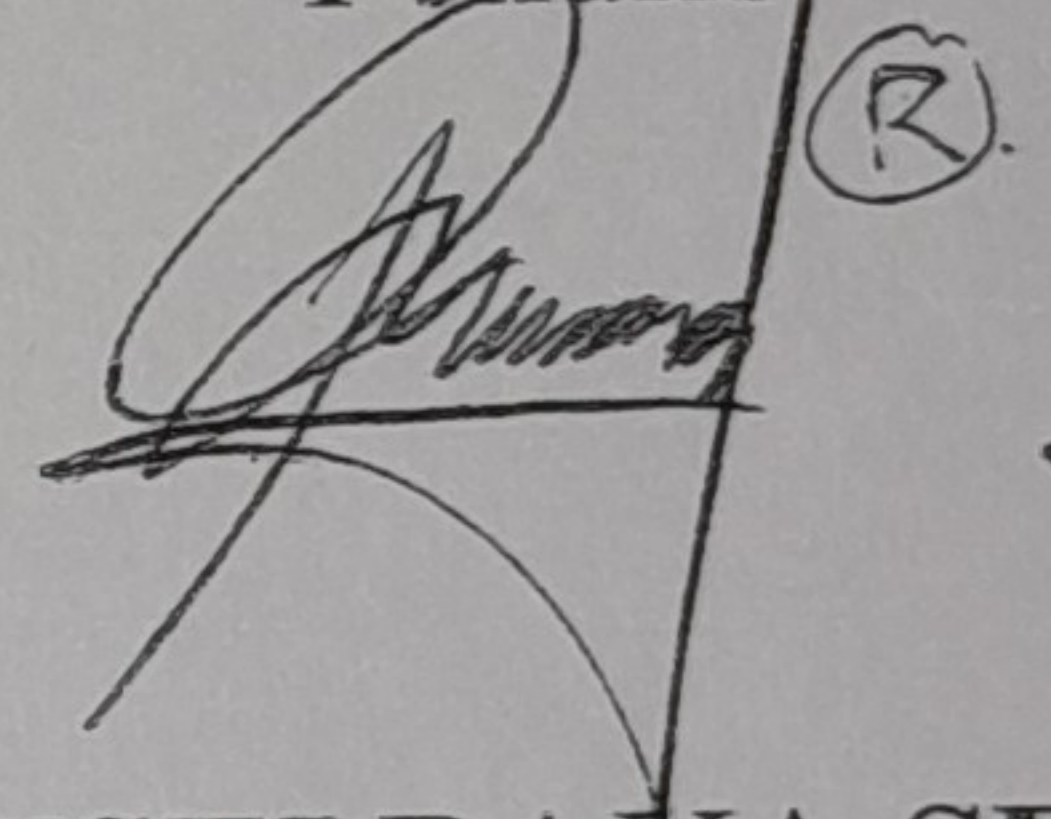
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Curup, Juni 2022

Penulis



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**THE CORRELATION BETWEEN TBI STUDENTS'
CRITICAL THINKING SKILLS AND THE SKILLS
OF WRITING ENGLISH ESSAYS**

THESIS

**This thesis is submitted to fulfill
the requirement for 'Sarjana' degree
in English Tadris Study Program**



By:

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**ASSESSING AND CONFIRMING THE CORRELATION
BETWEEN TBI STUDENTS' CRITICAL THINKING SKILLS
AND THE SKILLS OF WRITING ENGLISH ESSAYS**

THESIS

**This Thesis is Submitted as a Requirement to Receive a Bachelor's Degree
in English *Tadris* Study Program**



Written by :

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**ENGLISH TADRIS STUDY PROGRAM
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CHAPTER I

INTRODUCTION

This chapter introduces this study in terms of some features which encompass background of the study, research questions, objectives of the study, delimitation of the study, operational definitions, significances of the study, and organization of the study.

A. Background of the study

Writing in a foreign language, such as in English, is a difficult job that necessitates linguistic competence and the skills of idea management. To produce qualified written works, the writer must have good control over the use of the language system¹. In terms of idea management, the writer must learn the rules of specific genres and sub-genres in order that the writing produced can ideally express meanings as intended by the writer. Brown defines writing skills in English as the ability to generate English orthographic patterns and to use acceptable core words with appropriate word order patterns, to use various patterns and appropriate grammar rules, to use cohesive devices and to follow rhetorical forms and written discourse conventions, and to fulfill the communicative function of written texts². There are some genres of English

¹ Saman Ebadi and Masoud Rahimi, 'An Exploration into the Impact of WebQuest-Based Classroom on EFL Learners' Critical Thinking and Academic Writing Skills: A Mixed-Methods Study', *Computer Assisted Language Learning*, 31.5–6 (2018), 617–51 <<https://doi.org/10.1080/09588221.2018.1449757>>.

² H. D. Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edi (White Plains: Longman, 2001).

writing, and in general they are known as narrative, recount, definition, essay, explanation, hortatory exposition, process, debate, analysis, anecdote, parody, news story, analytical exposition, or argumentation.

Among a number of genres in English writing, some genres necessitate critical thinking skills in order for readers to enjoy each of the details presented. Critical thinking skills are described by some experts, such as Abrami in 2008³; Howard, Tang, and Austin in 2015⁴; and Ünsar and Engin in 2013⁵, as a process of thinking that makes use of one's reflective knowledge and experience. This process of thinking enables an individual to explain a problem, comprehend the relationship between a problem and other related elements, evaluate and validate facts related to a problem, draw specific and representative conclusions in order to solve the problem, and make some well-informed decisions for the next steps. According to Asay and Curry, critical thinking encompasses a scientific thinking method that involves identifying and describing a problem, collecting information to analyze the problem in depth, assessing the situation relevant to the problem, producing possible solutions to the problem, and assessing the proposed solution⁶.

Experts who research the dimension of critical thinking skills assess critical thinking skills through written language because the ability to think critically has

³ Philip C. Abrami and others, 'Instructional Interventions Affecting Critical Thinking Skills and Dispositions: A Stage 1 Meta-Analysis', *Review of Educational Research*, 78.4 (2008), 1102–34 <<https://doi.org/10.3102/0034654308326084>>.

⁴ Larry W. Howard, Thomas Li Ping Tang, and M. Jill Austin, 'Teaching Critical Thinking Skills: Ability, Motivation, Intervention, and the Pygmalion Effect', *Journal of Business Ethics*, 128.1 (2015), 133–47 <<https://doi.org/10.1007/s10551-014-2084-0>>.

⁵ A. Sinan Ünsar and Ediz Engin, 'A Case Study to Determine Critical Thinking Skills of University Students', *Procedia - Social and Behavioral Sciences*, 75 (2013), 563–69 <<https://doi.org/10.1016/j.sbspro.2013.04.061>>.

⁶ Sylvia M. Asay and Beverly M. Curry, 'Implementing and Assessing a Critical Thinking Problem Solving Project', *Journal of Teaching in Marriage & Family*, 3.3 (2003), 375–98 <https://doi.org/10.1300/j226v03n03_07>.

a theoretically strong relationship with writing skills. Experts on critical thinking skills have established some theoretical models whose measurements are made by writing in the form of essays. Since the ability to think critically is assessed by writing, these models specifically demonstrate that the ability to think critically is logically linked to writing skills. The first model is Huba and Freed's model⁷. In summary, this critical thinking model involves elements such as defining the problem, recognizing the general facts of the problem, collecting information, identifying values, creating potential solutions, considering the positive and negative consequences of solutions, selecting the most suitable solution, and deciding the optimal action in relation to the problem. Subsequently, the critical thinking model proposed by Paul and Elder is the second⁸. In summary, this model consists of identifying goals, questioning the problem, defining the problem, recognizing definitions, making conclusions, and understanding the consequences and related effects. The third model is one developed by Browne, Hough, and Schwab whose elements of critical thinking skills comprise recognition, material interpretation, proof assessment, assumption analysis, clarification of key features, and construct propositions⁹. These three models show critical thinking abilities by analyzing such abilities using rubrics of writing.

Even though the three critical thinking skill models above have clearly shown that critical thinking skills have a theoretical relationship with writing skills, the evidence in the field, however, must be checked to see how strong data

⁷ M. E. Huba and J. E. Freed, *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning* (Boston: Allyn & Bacon, 2000).

⁸ R. Paul and L. Elder, *How to Read a Paragraph: The Art of Close Reading (2nd Ed.)* (Dillon Beach, CA: Foundation for Critical Thinking, 2008).

⁹ Laurie Browne, Melissa Hough, and Keri Schwab, 'Scaffolding: A Promising Approach to Fostering Critical Thinking', *SCHOLE: A Journal of Leisure Studies and Recreation Education*, 24.1 (2009), 114–19 <<https://doi.org/10.1080/1937156x.2009.11949630>>.

from evidence in the field can confirm the theoretical relationship between critical thinking skills and writing skills. The preliminary study conducted on the *Tadris* English department (TBI) at State Islamic Institute (IAIN) of Curup, which was conducted by interviewing one of the lecturers who taught English essay writing classes in the fifth semester, triggered the researcher to conduct research on the variables of critical thinking skills and English essay writing skills. Based on the results of interview with the writing lecturer, it seemed that there was an unclear condition in terms of the relationship between students' critical thinking and his students' writing skills especially in writing English essays. When asked about the extent to which the lecturer saw the relationship between students' critical thinking skills and English essay writing skills, he answered as follows:

“To be honest, from what I observe in the context of my students, the relationship between their critical thinking and English essay writing skills is still vague. There are some students who are good at arguing their ideas and contents in their writing, but their writing products are not easy to read because they have a lot of grammatical errors, mistakes, typos, and errors of vocabulary use. As we know, writing skills must at least include the skills to use language competences such as vocabulary and grammar and the skills to formulate ideas so that the essence of coherence and cohesion in writing is well preserved. In addition, there are also conditions where some students are able to write using ideal grammar and vocabulary, but their writing content is ordinary, or there is no indication of good critical thinking skills” (Interview with an English writing lecturer on the 15th of

March 2021).

The interview transcript above becomes a contextual phenomenon among the fifth semester TBI students at IAIN Curup, where this phenomenon shows that there is a vague relationship between their critical thinking skills and their English essay writing skills. This contextual phenomenon has a gap compared to the theoretical relationship of critical thinking and writing skills as demonstrated in the three models of critical thinking skills above.

A couple of previous studies on the variables of critical thinking skills and writing skills have been conducted. For instance, Gunilla Borglin did research in nurse education on critical thought and academic writing skills¹⁰. Gamze avdar and Sue Doe looked at how to teach critical thinking skills in writing assignments in a political science course¹¹. Stephenson and Sadler-McKnight looked at how to improve critical thinking skills by using the science writing heuristic (SWH)¹². Saman Ebadi and Masoud Rahimi in Iran used a sequential explanatory mixed-methods approach to collect and analyze data on the effect of WebQuest-based classroom on EFL learners' critical thinking and academic writing skills¹³. Goode and colleagues looked at quantitative skills, analytical reasoning, and writing

¹⁰ Gunilla Borglin, 'Promoting Critical Thinking and Academic Writing Skills in Nurse Education', *Nurse Education Today*, 32.5 (2012), 611–13 <<https://doi.org/10.1016/j.nedt.2011.06.009>>.

¹¹ Gamze Çavdar and Sue Doe, 'Learning through Writing: Teaching Critical Thinking Skills in Writing Assignments', *PS - Political Science and Politics*, 45.2 (2012), 298–306 <<https://doi.org/10.1017/S1049096511002137>>.

¹² N. S. Stephenson and N. P. Sadler-Mcknight, 'Developing Critical Thinking Skills Using the Science Writing Heuristic in the Chemistry Laboratory', *Chemistry Education Research and Practice*, 17.1 (2016), 72–79 <<https://doi.org/10.1039/c5rp00102a>>.

¹³ Ebadi and Rahimi. *Op. Cit.*

¹⁴ Christopher T. Goode and others, 'Quantitative Skills, Critical Thinking, and Writing Mechanics in Blended Versus Face-to-Face Versions of a Research Methods and Statistics Course', *Teaching of Psychology*, 45.2 (2018), 124–31 <<https://doi.org/10.1177/0098628318762873>>.

mechanics¹⁴. However, those studies are different from the context brought in the present research wherein the present research works on the variables of critical thinking skills and English writing skills in the contexts of English education field and Indonesian students especially those of the fifth semester from a *Tadris* English department at IAIN Curup in Bengkulu Province.

The gap between theory and field phenomena and the contextual differences found from previous studies drive the researcher to re-examine such an existing theoretical relationship between the two variables, namely critical thinking skills and English essay writing skills in the context of TBI students at IAIN Curup. However, before such a relationship can be examined statistically, the researcher has to assess the fifth semester TBI students' critical thinking in prior. Hence, this study is oriented towards two sets of pursuance, namely assessing the fifth semester TBI students' critical thinking skills and finding out the relationship between their critical thinking skills and their English essay writing skills. Officially, this study is entitled "**Assessing and Confirming the Correlation between TBI Students' Critical Thinking Skills and the Skills of Writing English Essays**". This study is expected to provide data regarding the profile of students' critical thinking skills and the relationship between their critical thinking skills and the skills in writing English essay in the context of TBI students at IAIN Curup.

B. Hypotheses

Based on the possible theoretical relatedness between critical thinking skills and English writing skills (see chapter II for detailed reviews of theories), this study formulates the following paired hypotheses.

H₁: There is a correlation between critical thinking skills and English essay writing skills.

H₀: There is no correlation between critical thinking skills and English essay writing skills

C. Research Questions

According to the two sets of this study's orientations previously presented in the background section, therefore the following research questions are formulated to be answered statistically.

1. How are the fifth semester TBI students' critical thinking skills?
2. Is there any statistical correlation between TBI students' critical thinking skills and their English essay writing skills?

D. Objectives of the Study

The study questions displayed above demonstrate two sets of pursuance which refer to the objectives of this study. To be mentioned, the objectives of this study are first to assess the fifth semester TBI students' critical thinking skills, and second to find out the statistical correlation between the fifth semester TBI students' critical thinking skills and their skills in writing English essays. The second purpose is critical because it can provide the data as regards the extent to

which the evident data in the context of TBI students confirm the existing theoretical relationship between the two variables examined in this study.

E. Delimitation of the Study

This study is delimited to two variables, namely critical thinking skills and English essay writing skills. With this scope limitation, this study works on assessing the fifth semester TBI students' critical thinking skills and finding out the correlation between their critical thinking skills and their English essay writing skills.

F. Operational Definitions

This study is oriented towards two variables, namely critical thinking skills and English essay writing skill. Concerning the first variable, critical thinking skills, this variable is theoretically defined as the willingness of individuals to take control over their own thinking and establish acceptable criteria and expectations for evaluating their own thinking¹⁵. Huba and Freed added that critical thinking skills entail some elements such as identifying the problem, understanding general facts of the problem, gathering information, identifying values, generating possible solutions and considering the positive and negative effects of solutions, selecting the most appropriate solution, and determining the ideal action with respect to the solution¹⁶. In the context of this study, critical thinking skills are brought into the context of the efforts of the fifth semester TBI students at IAIN

¹⁵ Paul and Elder.

¹⁶ Huba and Freed. Op. Cit.

Curup to make use of and control over their thinking in processing English written

text so that the foregoing represents their critical thinking skill in writing English texts especially essays.

The second variable of this study is English essay writing skills. To be defined, the basic form of this variable is English writing skill. This variable is theoretically defined as an intellectual activity of finding ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people¹⁷. Subsequently, an essay is defined as a short piece of writing that outlines the writer's point of view or plot¹⁸. Therefore, English essay writing skill refers to one's intellectual activity of finding ideas and thinking about the ways to express his/her viewpoints or plots into a number paragraphs in the form of an essay format. Contextually, English essay writing skill in this study refers to the abilities of the fifth semester TBI students at IAIN Curup to find ideas and think about the ways to express their viewpoints or plots into a number paragraphs in the form of essay formats.

G. Significances of the Study

This study is significantly contributive to several parties including English writing lecturers, English students at universities, and English departments (in the context of this study, *Tadris* English department).

1. English Writing Lecturers

¹⁷ David Nunan, *Practical English Language Teaching: Teacher's Textbook* (New York: Mc Graw Hill Companies, 2003).

¹⁸ Peter Levrai and Averil Bolster, 'A Framework to Support Group Essay Writing in English for Academic Purposes: A Case Study from an English-Medium Instruction Context', *Assessment and Evaluation in Higher Education*, 44.2 (2019), 186–202 <<https://doi.org/10.1080/02602938.2018.1487024>>.

This study presents main data concerning the correlation between critical thinking skills and English essay writing skills. This kind of information will be useful for English writing lecturers in order that they consciously take account of the elements of critical thinking skills in efforts to teach and help their students improve English essay writing skills. In so doing, English lecturers can make efforts to explicitly teach students critical thinking skills as part of interventions in English writing classes.

2. English Students

That this study presents a set of information regarding the essence of critical thinking skills in terms of English writing skills to a great extent emphasizes that English students have to always be aware of improving their critical thinking skills. The elements of critical thinking skills brought by this study can be learning resources for English students to learn and to enhance their critical thinking skills.

3. English Departments

The relatedness between critical thinking skills and English writing skills addressed in this study will also serve as a set of reference for English curricular development in English departments (*Tadris* English department in this study's context). English departments can consider making policies to embed the elements of critical thinking skills in the courses of English writing or reading.

H. Organization of the Study

The organization of this study entails five chapters. The first chapter presents an introduction of the study. This chapter has some elements such as background of the study, research questions, objectives of the study, delimitation of the study, operational definition, significances of the study, and organization of the study. The second chapter contains literature review. This chapter provides theoretical reviews on critical thinking skills, cultivating critical thinking skills, measuring critical thinking skills, the definition of writing, essay, indicators of writing skills, theoretical relationship between critical thinking skills and writing skills, and previously related findings. The third chapter presents the contents about the study's method. This chapter possesses some elements such as kinds of the study, population and samples, technique of collecting data, instruments, validity and reliability of the instruments, and technique of data analysis. The fourth chapter presents two elements, namely results and discussion. Lastly, the fifth chapter presents conclusion and suggestions.

CHAPTER II

LITERATURE REVIEW

This chapter presents the reviews of various theories. The reviews cover some elements concerning critical thinking skills, cultivating critical thinking skills, measuring critical thinking skills, the definition of writing, essay, indicators of writing skills, theoretical relationship between critical thinking skills and writing skills, and previously related findings.

A. Critical Thinking Skills

Critical thinking, according to one of the most generally recognized and cited concepts, is the willingness of individuals to take control over their own thinking and establish acceptable criteria and expectations for evaluating their own thinking¹⁹. Critical thinking has three dimensions based on the theory suggested by Paul and Elder. Those dimensions range from the aspect of thinking (reasoning), intellectual standards, and intellectual characteristics. In order to learn how to improve ones' thinking, Paul and Elder argue that people must master two critical aspects of thinking (elements of thought and intellectual

¹⁹ Linda Elder and Richard Paul, 'Close Reading, Substantive Writing and Critical Thinking: Foundational Skills Essential to the Educated Mind', *Gifted Education International*, 25.3 (2009), 286–95 <<https://doi.org/10.1177/026142940902500310>>.

standards). People should be able to define the 'sections' (elements) of their

thinking and assess the use of certain parts of thinking using intellectual criteria, in particular. Intellectual characteristics may be established over time²⁰.

When looking for facts, critical thinking skills are crucial, but many young people today have had little opportunity to learn these skills and lack of experiences with these thinking habits. A large proportion of students lack the most basic critical thinking skills needed to balance topic significance with relevant information sources²¹. Giving students the cognitive skills they need to make good choices should be a priority in the classroom. Students who are unable to cope with the vast array of choices open to them would further lose access to the information's structure. When it comes to assessing the quality of today's vast and varied sources of knowledge, analysis, synthesis, and assessment are all necessary skills. Since the search process is not linear, finding appropriate, reliable, and timely information can be daunting and frustrating. Thus, the foregoing calls for critical thinking skills to help students make it easier in learning.

B. Cultivating Critical Thinking Skills

Critical thinking skills should be taught to pupils, and this premise has been widely accepted. Hands-on teaching in independent classes is the most powerful way to improve the skills of critical thinking. In similar vein, Abrami and colleagues who conducted a meta-analysis of 117 participants in terms of critical

²⁰ *Ibid.*

²¹ Petrie J.A.C. van der Zanden and others, 'Fostering Critical Thinking Skills in Secondary Education to Prepare Students for University: Teacher Perceptions and Practices', *Research in Post-Compulsory Education*, 25.4 (2020), 394–419 <<https://doi.org/10.1080/13596748.2020.1846313>>.

thinking instruction proposed that critical thinking instructions can be a great way to cultivate students' critical thinking²². Scholars in the field of English as a Foreign Language (EFL) pay special attention to the growth of critical thinking skills in language programs. Recent research in the EFL classroom has found that different exercises, models, or strategies used as instructional interventions can improve students' critical thinking. Gao, Gao, and Yang, for example, suggested a cognition-based interactive teaching approach for reading academic English and found that it was successful in developing critical thinking and reading skills²³. Subsequently Tous, Tahriri, and Haghghi investigated the impact of debate on students' ability to learn to read in a foreign language, and their results revealed that debate is an important intervention for improving students' reading comprehension and critical thinking²⁴.

C. Measuring Critical Thinking Skills

Thus far, several researchers have adopted a few critical thinking models, and the model rubrics have been used to test students' critical thinking abilities. The first is Huba and Freed's model²⁵. Briefly, the breadth of this model includes several elements such as identifying the problem, understanding general facts of the problem, gathering information, identifying values, generating possible

²² Abrami and others. *Op. Cit.*

²³ Zhao Gao, Shan Gao, and Qi Yang, 'Cognition-Based Interactive Phases and Strategies in Teaching Academic Reading', *Journal of Electronic Science and Technology*, 15.1 (2017), 33–40 <<https://doi.org/10.11989/JEST.1674-862X.6062116>>.

²⁴ Maryam Danaye Tous, Abdorreza Tahriri, and Sara Haghghi, 'The Effect of Instructing Critical Thinking through Debate on Male and Female EFL Learners' Reading Comprehension', *Journal of the Scholarship of Teaching and Learning*, 15.4 (2015), 21–40 <<https://doi.org/10.14434/josotl.v15i4.13191>>.

²⁵ Huba and Freed. *Op. Cit.*

solutions and considering the positive and negative effects of solutions, selecting the most appropriate solution, and determining the ideal action with respect to the solution. Asay and Curry suggested using this model based on a comprehensive rubric that can be used to test logical thinking skills in relation to problem-solving abilities in their research²⁶. The critical thinking paradigm of Paul and Elder is the second. Identifying goals, questioning the problem, defining the problem, recognizing the definition, making conclusions, and understanding the consequences and related effects are a few of the elements of this model²⁷. This model is structured to test students' writing skills and reading comprehension, Leist, Woolwine, and Bays suggested using it to assess students' critical thinking skills in terms of both literary receptive and productive abilities²⁸. As the third model, Stakeholder recognition, material interpretation, proof assessment, assumption analysis, clarification of key features, and construct propositions are all facets of the Browne, Hough, and Schwab's model of critical thinking skills²⁹. They use a scaffolding approach to promote students' critical thinking skills, and they use this model together.

However, the critical thinking skill models above seem to be quite difficult to be employed as a test because the result of measurement will be qualitative and subjective in nature. To cope with the foregoing, Honey proposes some indicators of critical thinking skills which could be deployed to assess ones' critical thinking skills in language skills including reading skill³⁰. The indicators proposed by

²⁶ Asay and Curry. Op. Cit.

²⁷ Paul and Elder.

²⁸ Cathy W. Leist, Mark A. Woolwine, and Cathy L. Bays, 'The Effects of Using a Critical Thinking Scoring Rubric to Assess Undergraduate Students' Reading Skills', *Journal of College Reading and Learning*, 43.1 (2012), 31–58 <<https://doi.org/10.1080/10790195.2012.10850361>>.

²⁹ Browne, Hough, and Schwab. Op. Cit.

³⁰ P. Honey, 'Critical Thinking Questionnaire', 2005 <<http://www.peterhoney.com>>.

Honey contain the skills of analysis, inference, evaluation, inductive reasoning and deductive reasoning. Honey further developed a critical thinking skills quantitative questionnaire by using these indicators. Table 1 below provides some details of the critical thinking skills indicators.

Table 1
Critical Thinking Skills Indicators According to Honey

| No | Indicators of Critical Thinking Skills | Description |
|----|--|---|
| 1 | Analysis | The ability to identify, classify, compare, and contrast various sets of information. |
| 2 | Inference | The ability to absorb unstated information and the ability to draw a set of conclusions from a bundle of information. |
| 3 | Evaluation | The ability to consider the value or essence of information. |
| 4 | Inductive reasoning | The ability to think in detail from specific domains to generate general domains. |
| 5 | Deductive reasoning | The ability to think in detail from general domains to specific domains. |

D. The Definition of Writing

Several experts are trying to explain writing activity through the definitions of writing that they provide as the result of their studies. Celce-Murcia defines writing as one of the ways to communicate involving an interactive process between a writer and a reader through a text³¹. Meanwhile, Nunan believes that writing is an intellectual activity of finding ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people³².

³¹ Celce-Murcia Marine, *Teaching English as a Second or Foreign Language* (United State of America: Inc. Thomson Learning, 2001).

³² Nunan. Op. Cit.

Also, Brown states that writing is the written products of thinking, drafting, and revising requiring specialized skills on generating the ideas, organizing them coherently, using discourse markers and rhetorical conventions coherently into a written text, revising the text from clearer meaning and editing text for appropriate grammar and producing the final product³³. Based on some definitions above, it could be summed up that writing is an intellectual activity as one of the ways to communicate resulting written product of thinking, drafting, and revising words and ideas that requiring specialized skills and aiming at inventing, expressing, and organizing ideas into a clear and readable piece of writing.

E. Essay

An essay is a short piece of writing that outlines the writer's point of view or plot³⁴. Essays can be both formal and informal. Formal essays are academic in nature and deal with serious subjects. Informal essays are more personal and frequently include humor. Literary and non-literary essays are the two types of essays. Expository, descriptive, narrative, and argumentative essays are the four types of literary essays.

1. Expository Essay

Expository essays are the first type. To expose something means to reveal or lay it bare, or to discover something in such a way that others are

³³ Brown. *Op. Cit.*

³⁴ Qi Fang, 'The Features of Rhetorical Patterns in English Expository Essays by Chinese EFL English Majors and the Pedagogical Issues of Teaching L2 Writing at the Tertiary Level in China', *Asian Englishes*, 12.1 (2009), 74–100 <<https://doi.org/10.1080/13488678.2009.10801249>>.

aware of it. Expository comes from the word exposition, which is a noun that means "to expose." An expository essay is a type of writing that aims to clarify something for readers by explaining, illustrating, clarifying, or explicating it³⁵. As a result, it may be an inquiry, review, or even a debate to clarify a concept. In an expository essay, the writer expresses his personal opinions to the audience in order to illustrate a concept, theme, or issue. This essay is presented using examples, meanings, similarities, and contrasts.

The five main types of expository essays are as follows. The first is a descriptive essay: A descriptive essay uses sensory information to explain something, a location, an experience, or a circumstance. The second type of essay is a process essay, which describes or illustrates a method of creating or doing something. The third type of essay is a comparative essay, which compares and contrasts two items. The fourth type of essay is a cause and effect essay, which investigates the origins of a problem and then the consequences of that problem on other people. The fifth type of essay is the problem/solution essay, which introduces a problem and its solution to the audience³⁶.

2. Descriptive Essay

The descriptive essay is the second type. As the name suggests, a concise description of a subject or the qualities and characteristics of something or someone is provided in this form of essay. It allows for creative freedom and makes use of the five senses to construct pictures in readers' minds. A

³⁵ Fang. Op. Cit.

³⁶ Fang. Op. Cit.

descriptive essay is a piece of writing that provides a vivid, thorough explanation of something—usually a location or object, but it may also be something more abstract, such as an emotion. Like the narrative essay, this type of essay is more artistic than most academic writing³⁷.

Descriptive essays assess a student's ability to use words in a unique and imaginative way to conjure up a vivid picture in the reader's mind of something they are describing. In high school and composition courses, they are often assigned as writing exercises. Finding ways to bring one's subject to life for the reader is the secret to writing a successful descriptive essay. In contrast to more formal essay forms, one is not restricted to presenting a literal definition. To construct a memorable description, a writer of a descriptive essay employs figurative words, sensory descriptions, and strong word choices.

3. Narrative Essay

The narrative essay is the third type. The narrative essay is nonfiction, but it uses sensory details to tell a plot. The author not only tells a plot, but he also makes a point by giving reasons. A narrative essay is a type of essay in which the entire narrative revolves around a single theme, or focal point³⁸. All of the events, happenings, and characters in the story revolve around a single theme. In terms of structure, a narrative essay is similar to a simple five-paragraph essay. It is only distinguishable from the fact that it is a story with

³⁷ Mark D. Shermis, Aleksandr Shneyderman, and Yigal Attali, 'How Important Is Content in the Ratings of Essay Assessments?', *Assessment in Education: Principles, Policy and Practice*, 15.1 (2008), 91–105 <<https://doi.org/10.1080/09695940701876219>>.

³⁸ Lauren L. Foxworth, Linda H. Mason, and Charles A. Hughes, 'Improving Narrative Writing Skills of Secondary Students with Disabilities Using Strategy Instruction', *Exceptionality*, 25.4 (2017), 217–34 <<https://doi.org/10.1080/09362835.2016.1196452>>.

characters, events, and dialogues.

A narrative essay has a specific structure, a specific theme, and a specific feature to discover. It is based on the theme developed by the author prior to writing the essay. A short story, on the other hand, differs from a narrative essay in that it does not have a fixed structure and does not revolve around a pre-determined motif. A short story almost often leaves readers at a critical juncture, wanting to know more. A narrative essay, on the other hand, ends when the readers are fully fulfilled. They don't want to learn or explore something new.

Character, theme, and dialogue are all required elements in a narrative essay³⁹. Characters play a crucial role in a narrative essay. Even if the essay is autobiographical, the person writing it is a character with other characters that act, behave, and do the same things as all the other characters in stories and novels. A theme or motif is central to a narrative essay. This theme or motif is introduced in the thesis argument, which is divided into three sections. These three distinct evidences are then expanded upon in body paragraphs by characters. The dialogue between characters is captured using dialogue. Dialogue is the third essential element in a narrative essay; without it, the characters lose their worth and liveliness.

4. Persuasive Essay

Persuasive essays are the fourth type. The author of this form of essay

attempts to convince his readers to follow his opinion or point of view on a

³⁹ Ibid.

⁴⁰ Seyyed Abdolmajid Tabatabaee Lotfi, Seyyed Amir Hossein Sarkeshikian, and Elaheh Saleh, 'A Cross-Cultural Study of the Use of Metadiscourse Markers in Argumentative Essays by Iranian and Chinese EFL Students', *Cogent Arts and Humanities*, 6.1 (2019) <<https://doi.org/10.1080/23311983.2019.1601540>>.

subject by offering sound reasoning⁴⁰. A great deal of study is needed to assert and defend an idea. A convincing essay is another name for it. Writing a convincing article is similar to making an argument in front of a jury. The writer takes a position on an issue—either "for" or "against"—and constructs the most compelling argument possible to persuade the reader. It is the writer's role in a persuasive essay to persuade the reader to support a particular point of view or take a specific action. Good analysis, knowledge of the reader's prejudices, and a strong understanding of both sides of the issue are all required in persuasive essays. A good convincing essay shows not only why the writer's point of view is right, but also why the opposing viewpoint is wrong⁴¹. Advertising, newspaper editorials, websites, and political speeches are all examples of persuasive prose. “The school board is debating whether or not to prohibit mobile phone use in school,” for example, is a popular convincing writing assignment and test prompt. Write an article persuading the board to support your viewpoint.” The main goal of persuasive writing, as shown in this prompt, is to “persuade” or “convince” an audience (the school board) to think or behave in a certain way.

Subsequently, non-literary essays may be of the same styles as literary essays, but they can be written in any style. If the writer wishes to educate, convince, illustrate, or entertain, the role of an essay is determined by the subject matter. In reality, the essay improves the writer's and readers' analytical and intellectual abilities. It assesses and measures a writer's writing abilities, as

⁴¹ Cristina Vögelin and others, ‘Organisational Quality of ESL Argumentative Essays and Its Influence on Pre-Service Teachers’ Judgments’, *Cogent Education*, 7.1 (2020) <<https://doi.org/10.1080/2331186X.2020.1760188>>.

well as organizes his or her thoughts in order to react personally or objectively to an issue. A writer presents his case in a more nuanced way in an essay. It also encourages students to develop concepts and skills like analysis, contrast, clarity, exposition, conciseness, and persuasion.

F. Indicators of Writing Skills

Writing skill has some indicators. The indicators represent the constructs that demonstrate one's ability to write properly. The indicators are also useful for teachers or raters to see the extent to which one has been able to write well in English. According to Brown, the categories or indicators of writing skills are content, organization, discourse, syntax, vocabulary, and mechanics⁴².

1. Content includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.
2. Organization includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.
3. Discourse includes topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation.
4. Syntax includes various modifications of sentences, clauses, and phrases.
5. Vocabulary includes words, word parts, and their modifications.

⁴² Brown. Op. Cit

6. Mechanics includes spelling, punctuation, and citation of references, neatness and appearance.

Similar to the above indicators of writing Jacob and others have also developed a rubric for scoring English writing skill. The rubric contains some constructs or indicators which can be directly adopted by teachers or raters. The following table displays the rubric of scoring English writing skill.

Table 2
Indicators for Scoring Writing Developed by Jacobs and Colleagues⁴³

⁴³ H. L. Jacobs and others, *Testing ESL Composition: A Practical Approach* (Rowley: Newbury House Publishers, Inc.: Newbury House Publishers, Inc., 1981).

| SCORE | LEVEL | CRITERIA |
|--------------|-------|---|
| CONTENT | 30-27 | EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic |
| | 26-22 | GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail |
| | 21-17 | FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas |
| | 16-13 | VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate |
| ORGANIZATION | 20-18 | EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive |
| | 17-14 | GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing |
| | 13-10 | FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development |
| | 9-7 | VERY POOR: does not communicate, no organization, not enough to evaluate |
| VOCABULARY | 20-18 | EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register |
| | 17-14 | GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured |
| | 13-10 | FAIR TO POOR: limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured |
| | 9-7 | VERY POOR: essentially translation, little knowledge of English vocabulary |
| LANGUAGE USE | 25-22 | EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition |
| | 21-18 | GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured |
| | 17-11 | FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured. |
| | 10-5 | VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate |
| MECHANICS | 5 | EXCELLENT TO VERY GOOD: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing |
| | 4 | GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured |
| | 3 | FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured |
| | 2 | VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate |

G. Theoretical Relationship between Critical Thinking Skills and Writing Skills

Critical thinking skills have only recently attracted the attention of researchers. In various contexts, research on the relationship between critical

thinking skills and writing capacity has been executed. According to Goatly, one reason why writing improved critical thinking skills was the presence of writing modes that arouse learners' thinking, such as persuasive or argumentative writing⁴⁴. Wade also called for the use of writing assignments to improve critical thinking skills, arguing that the instructor should "encourage the production of dialectic reasoning by requiring students to argue both [or more] sides of a problem" by requiring students to argue both [or more] sides of an issue⁴⁵.

Similarly, Stapleton looked at instances of critical thinking skills in Japanese university students' writings⁴⁶. He analyzed the writings of 45 Japanese undergraduate students in response to two samples, one on a familiar topic and the other on an unfamiliar one. Two raters scored the essays blindly, qualitatively analyzing the written products to find instances of critical thinking skills behavior. He discovered that university-level academic writing in English necessitated critical thinking skills. The findings also indicated that familiarity with the subject can influence the quality of critical thinking, as familiar topics tend to produce better critical thinking. In addition.

The above studies confirm with one another and clearly demonstrate that their theoretical relationship between critical thinking skills and writing skill. Therefore, the current research formulates the following hypothesis

H₁: There is a correlation between critical thinking skills and English essay writing skills.

⁴⁴ A. Goatly, *Critical Reading and Writing* (London: Routledge, 2000).

⁴⁵ Carole Wade, 'Using Writing to Develop and Assess Critical Thinking', *Teaching of Psychology*, 22.1 (1995), 24–28 <https://doi.org/10.1207/s15328023top2201_8>.

⁴⁶ Paul Stapleton, 'Critical Thinking in Japanese L2 Writing: Rethinking Tired Constructs', *ELT Journal*, 56.3 (2002), 250–57 <<https://doi.org/10.1093/elt/56.3.250>>.

H₀: There is no correlation between critical thinking skills and English essay writing skills.

H. Previously Related Findings

Over the last ten years, there have been several studies that work on critical thinking skills and English writing skills. First, Gunilla Borglin did research in nurse education on critical thought and academic writing skills. While academic skills, such as writing and critical thinking, are an important part of university education, research shows that many students leave without having successfully mastered these skills⁴⁷. Second, a study by Gamze avdar and Sue Doe looked at how to teach critical thinking skills in writing assignments. In a lower-division political science course, they used a two-part (staged) writing assignment with postscript as a strategy for enhancing critical thinking. Their study emphasized that instructors may inspire students to rethink ideas, critically analyze assumptions, and make meaningful changes to their writing by using well-designed writing assignments⁴⁸.

Third, in the chemistry lab, Stephenson and Sadler-McKnight looked at how to improve critical thinking skills by using the science writing heuristic (SWH). The California Critical Thinking Skills Test (CCTST) was used to assess the critical thinking abilities of first-year general chemistry students who were taught using the SWH method and first-year general chemistry students who were taught using the conventional (TRAD) method. To evaluate discrepancies in critical

⁴⁷ Borglin. Op. Cit.

⁴⁸ Cavdar and Doe. Op. Cit.

thinking between the two groups, a quasi-experimental pretest-posttest design with matched groups was used. In comparison to their conventional peers, students in the SWH community had substantially higher overall critical thinking ratings. The findings show that the SWH approach is more effective than the conventional approach in developing students' critical thinking skills⁴⁹.

Fourth, in the field of English as a foreign language learning, Ebadi and Rahimi used a sequential explanatory mixed-methods approach to collect and analyze data on the effect of WebQuest-based classroom on EFL learners' critical thinking and academic writing skills. The study included two intact classes, each with ten EFL students, who were enrolled in an IELTS course at a language institute in Sanandaj, Iran. Critical Thinking Skills in California The participants' critical thinking skills were assessed using Test Form B, their academic writing skills were assessed using IELTS Academic Writing Task 1 and Task 2, a semi-structured interview was conducted to assess their perceptions of the impact of the WebQuest-based classroom on critical thinking and academic writing skills was assessed using the researcher/instructor journals, and their perceptions of the impact of the WebQuest-based classroom on critical thinking and academic writing skills were assessed using the researcher/instructor journals. The quantitative data was analyzed using one-way MANOVA and one-way MANCOVA. The findings showed that both WebQuest-based and face-to-face classrooms improved learners' critical thinking and academic writing skills, with the former outperforming the latter in both post- and delayed post-tests (i.e. short and long term effects) and requiring fewer sessions to cover the necessary content.

⁴⁹ Stephenson and Sadler-Mcknight. *Op. Cit.*

Furthermore, thematic analysis, which was used to analyze the qualitative results, revealed a number of themes that addressed the learners' positive impressions of the WebQuest-based classroom's effects⁵⁰.

Fifth, in a study comparing blended (BL) and face-to-face (FTF) variants of research methods and statistics courses, Goode and colleagues looked at quantitative skills, analytical reasoning, and writing mechanics. Students were randomly allocated to either a 50/50 BL or a 100 percent FTF variant of a research methods and statistics in psychology course in their study. Students who took the BL version of the course performed significantly worse on measures of quantitative mastery of statistical principles than students who took the FTF version; however, the difference was minor. They found no major differences in the expression of critical thought by writing or writing mechanics between BL and FTF. Regardless of the type of teaching, the greatest disparity in performance was found among instructors. They address these findings in the context of expanding online and blended learning, particularly when it comes to teaching psychological statistics, research methods, and critical thinking⁵¹.

The above studies have contributed to the fields where the studies were conducted. However, the above studies are different in some ways from the present study. If viewed, the first study was undertaken in the field of nurse education; the second study was executed in the political science course; and the third study was conducted by engaging chemistry students. Even though the variables studied are similar to the present research, namely critical thinking skills, the context of those studies is different from that of the present research

⁵⁰ Ebadi and Rahimi. Op. Cit.

⁵¹ Goode and others. Op. Cit.

that is in the field of English education especially in English writing courses. Subsequently, the fourth study above has many similarities to the present research in terms of the variables and the field. However, the fourth study was conducted in Iran, whereas the present research is conducted in Indonesia especially in Curup-Bengkulu in the specific contexts of TBI students at IAIN Curup. Lastly, the fifth study was conducted in the course of research method classes, in that it is different from the current research that works on the courses of English writing classes.

CHAPTER III

METHOD OF THE STUDY

This chapter casts light on some elements concerning kind of the study, population and samples, technique of collecting data, instruments, validity and reliability of the instruments, and technique of data analysis.

A. Kind of the study

This study used a correlational method. The correlational method, according to Fraenkel and others, is a method for explaining the intensity of the relationship between two or more events or characteristics⁵². It is a step up from the descriptive form of description. Unlike the experimental approach, which looks at whether or not a given control condition has a predicted effect; this method focuses on the relationship that can be seen by the coefficient of correlation. To put it another way, a correlational analysis is a research method that aims to predict the degree or relationship between two or more variables without attempting to influence the variables. Furthermore, according to Ary, the correlational approach is beneficial since the stronger two events are linked (related, or associated); the better we can predict one from the other⁵³.

A correlational analysis can produce three different outcomes, according to Gall and others: a positive correlation, a negative correlation, or no correlation⁵⁴. To begin with, positive correlation means that when one variable increases or decreases, the others will also increase or decrease. A good positive correlation is

⁵² Jack R Fraenkel, Norman E Wallen, and Helen H Hyun, *How to Design and Evaluate Research in Education* (1221 Avenue of the Americas, New York, NY 10020: McGraw-Hill Companies, Inc, 2012) <<https://doi.org/10.1017/CBO9781107415324.004>>.

⁵³ Donald Ary and others, *Introduction to Research in Education, Measurement*, 8th edn (USA: Wadsworth, Cengage Learning, 2010), iv <<https://doi.org/10.1017/CBO9781107415324.004>>.

⁵⁴ Meredith D Gall, Joyce P Gall, and Walter R Borg, *Educational Research: An Introduction*, 7th edn (USA: Allyn and Bacon, 2003).

shown by a correlation coefficient close to +1.00. Negative correlation is when one variable increases while the others decreases, it is said that the variables have a negative correlation. A strong negative correlation is shown by a correlation coefficient close to -1.00. Subsequently, it is no connection. No correlation happens when the variables are uncorrelated, and there is no linear relationship between them, it is said that there is no correlation. There is no correlation when the correlation coefficient is 0.

As previously mentioned, a correlational approach is one that is used to predict the relationship between two or more variables. There were two correlational variables in this study. They comprised an independent variable (X) and a dependent variable (Y). The independent variable was the one used to predict and influence the outcome. The dependent variable, on the other hand, was the variable that would be expected or influenced by the independent variable. The following are the variables used in this study:

1. Independent variable

The independent variable of this study was critical thinking skills of the fifth semester TBI students at IAIN Curup.

2. Dependent variable

The dependent variable of this study was English writing skills of the fifth semester TBI students at IAIN Curup.

B. Population and Samples

1. Population

Population is defined by Fraenkel as the entire group of organisms (animal or human) that will be represented by the study participants⁵⁵. The population for this study was all fifth-semester English students in the English *Tadris* department at State Islamic Institute of Curup in the academic year 2021/2022. They were 65 English students, from classes A, B, and C, who have completed several levels of English writing courses, including an English essay writing course. The data of population can be seen in table 3. To meet the study ethic, the students' names written in table 3 were saved confidential by labeling their names using initials.

Table 3
Population of the Study

| No | Initials | Class |
|----|----------------|--------|
| 1 | AL | TBI 3A |
| 2 | AR | TBI 3A |
| 3 | AP | TBI 3A |
| 4 | AA | TBI 3A |
| 5 | AMK | TBI 3A |
| 6 | DAS | TBI 3A |
| 7 | DM | TBI 3A |
| 8 | DPR | TBI 3A |
| 9 | LT | TBI 3A |
| 10 | LH | TBI 3A |
| 11 | MAH | TBI 3A |
| 12 | OS | TBI 3A |
| 13 | RO | TBI 3A |
| 14 | RA | TBI 3A |
| | RAN | TBI 3A |

| | | |
|--|---|--|
| 5 Frae nkel , Wall en, and Hyu n. <u>Op.</u> <u>Cit.</u> | 5 | |
|--|---|--|

| | | |
|----|-----|--------|
| 15 | | |
| 16 | RM | TBI 3A |
| 17 | RI | TBI 3A |
| 18 | SDS | TBI 3A |
| 19 | WP | TBI 3A |
| 20 | DR | TBI 3A |
| 21 | RV | TBI 3A |
| 22 | AW | TBI 3B |
| 23 | AR | TBI 3B |
| 24 | BHP | TBI 3B |
| 25 | EA | TBI 3B |
| 26 | ETT | TBI 3B |
| 27 | FRG | TBI 3B |
| 28 | HR | TBI 3B |
| 29 | IW | TBI 3B |
| 30 | IFU | TBI 3B |
| 31 | KRZ | TBI 3B |
| 32 | MA | TBI 3B |
| 33 | MS | TBI 3B |
| 34 | MR | TBI 3B |
| 35 | RS | TBI 3B |
| 36 | RNA | TBI 3B |
| 37 | SO | TBI 3B |
| 38 | SM | TBI 3B |
| 39 | WD | TBI 3B |
| 40 | ZG | TBI 3B |
| 41 | MS | TBI 3B |
| 42 | AN | TBI 3B |
| 43 | RM | TBI 3B |
| 44 | ADM | TBI 3B |
| 45 | MAY | TBI 3B |

| | | |
|----|------|--------|
| 46 | AK | TBI 3C |
| 47 | AYH | TBI 3C |
| 48 | CR | TBI 3C |
| 49 | EA | TBI 3C |
| 50 | FDE | TBI 3C |
| 51 | MA | TBI 3C |
| 52 | NI | TBI 3C |
| 53 | PPY | TBI 3C |
| 54 | PR | TBI 3C |
| 55 | RFC | TBI 3C |
| 56 | RAS | TBI 3C |
| 57 | RAP | TBI 3C |
| 58 | SAPA | TBI 3C |
| 59 | SPS | TBI 3C |
| 60 | SM | TBI 3C |
| 61 | UM | TBI 3C |
| 62 | UP | TBI 3C |
| 63 | WE | TBI 3C |
| 64 | RSR | TBI 3C |
| 65 | UM | TBI 3C |

2. Samples

According to Ary, sample refers to the portion of the population that is being studied⁵⁶. In this study, the researcher used a conventional sampling technique to select the sample members. This sampling technique worked on choosing any individual from the population who would voluntarily fill in the given instruments (in this study, critical thinking questionnaire and English

⁵⁶ Ary and others, iv. Op. Cit.

essay writing test). The researcher had no authority over the population to force all of them to fill in the given instruments. During the processes of data collection, there were a number of students who did not want to be engaged as to write English essays as instructed in the Essay test. Therefore, the use of a convenient sampling technique was the best choice. According to the application of the conventional sampling technique, there were 40 students who could be officially incorporated as the sample. Their demography can be seen in table 4.

Table 4
Sample of the Study

| No | Initials | Class |
|-----------|-----------------|--------------|
| 1 | AL | TBI 3A |
| 2 | AR | TBI 3A |
| 3 | AP | TBI 3A |
| 4 | AA | TBI 3A |
| 5 | DM | TBI 3A |
| 6 | DPR | TBI 3A |
| 7 | MAH | TBI 3A |
| 8 | OS | TBI 3A |
| 9 | RO | TBI 3A |
| 10 | RA | TBI 3A |
| 11 | RAN | TBI 3A |
| 12 | RM | TBI 3A |
| 13 | RI | TBI 3A |
| 14 | SDS | TBI 3A |
| 15 | WP | TBI 3A |
| 16 | DR | TBI 3A |
| | | TBI 3A |

| | | |
|----|-----|--------|
| 17 | RV | |
| 18 | BHP | TBI 3B |
| 19 | EA | TBI 3B |
| 20 | HR | TBI 3B |
| 21 | IW | TBI 3B |
| 22 | IFU | TBI 3B |
| 23 | KRZ | TBI 3B |
| 24 | MA | TBI 3B |
| 25 | MS | TBI 3B |
| 26 | RNA | TBI 3B |
| 27 | SO | TBI 3B |
| 28 | SM | TBI 3B |
| 29 | WD | TBI 3B |
| 30 | ZG | TBI 3B |
| 31 | MS | TBI 3B |
| 32 | ADM | TBI 3B |
| 33 | AYH | TBI 3C |
| 34 | CR | TBI 3C |
| 35 | EA | TBI 3C |
| 36 | FDE | TBI 3C |
| 37 | PPY | TBI 3C |
| 38 | PR | TBI 3C |
| 39 | RFC | TBI 3C |
| 40 | UM | TBI 3C |

C. Technique of Collecting Data

The data in this study were collected using two techniques, namely questionnaire and test. The first technique was the use of questionnaire to measure the fifth semester TBI students' critical thinking skills. The questionnaire adopted

⁵⁷ Honey.

the already constructed, valid, and reliable scale developed by Honey⁵⁷ as the critical thinking expert. The questionnaire subsumed five indicators, namely analysis, inference, evaluation, inductive reasoning, and deductive reasoning. The second technique was a test in the form of an English essay test in which the scoring rubric adopted one already developed by Jacobs and colleagues⁵⁸. The rubric consisted of some elements of essay, namely content, organization, vocabulary, language use, and mechanics. The researcher used those elements or indicators to construct an English essay writing test.

D. Instruments

In conjunction with the elaborations contained in the previous section, techniques of collecting data, there were two sets of instruments used in this study. They were the critical thinking questionnaire and English essay writing test.

1. Critical thinking skill questionnaire

The critical thinking questionnaire was developed by Honey⁵⁹. This questionnaire assessed the ability of students to apply critical thinking in terms of some skills such as analysis, inference, evaluation, inductive reasoning, and deductive reasoning. This questionnaire consisted of five levels of critical thinking skills which became the indicators as presented in the following table 5.

⁵⁸ Jacobs and others. Op. Cit.

⁵⁹ Honey. Ibid.

Table 5
The Blueprint of Critical Thinking Skills Questionnaire Developed by Honey⁶⁰

| No | Indicators of Critical Thinking Skills | Descriptions | Items |
|----|--|---|--|
| 1 | Analysis | The ability to identify, classify, compare, and contrast various sets of information. | <ol style="list-style-type: none"> 1. I make notes on the important elements of people's arguments or propositions (e.g. the topic, issues, thesis and main points). 2. I distinguish between facts and opinions. 3. I search for parallels and similarities between different issues. 4. I solicit input from other people to broaden my understanding of a subject. 5. I analyze propositions to see if the logic is sound. 6. I distinguish major points from minor points. |
| 2 | Inference | The ability to absorb unstated information and the ability to draw a set of conclusions from a bundle of information. | <ol style="list-style-type: none"> 7. I put material I have read or seen into my own words to help me understand it. 8. I summarize what I have heard or read to ensure I have understood properly. 9. I draw conclusions from data I have analyzed in order to decide whether to accept or reject a proposition or argument. 10. I look for what isn't there rather than concentrate solely on what is there. 11. I reach my own conclusions rather than let myself be swayed by the opinions of others. |
| 3 | Evaluation | The ability to consider the value or essence of information. | <ol style="list-style-type: none"> 12. I test the assumptions underpinning an argument or proposition. |

| | | | |
|--|--|--|-----------------------------------|
| | | | ⁶⁰ Honey. <u>Ibid.</u> |
|--|--|--|-----------------------------------|

| | | | |
|---|---------------------|---|--|
| | | | <p>13. I double-check facts for accuracy.</p> <p>14. I use a set of criteria against which to evaluate the strength of the argument or proposition.</p> <p>15. I assess the credibility of the person presenting the material I am evaluating.</p> <p>16. I play devil's advocate in order to improve my grasp of an argument or proposition.</p> <p>17. I evaluate the evidence for an argument or proposition to see if it is strong enough to warrant belief.</p> <p>18. I consider new information to see whether I need to re-evaluate a previous conclusion.</p> |
| 4 | Inductive reasoning | The ability to think in detail from specific domains to generate general domains. | <p>19. I check other people's understanding of issues.</p> <p>20. I break down material so that I can see how ideas are ordered and raised.</p> <p>21. I explore statements for ambiguity to ensure I do not misconstrue their meaning.</p> <p>22. I challenge proposals and arguments that appear to lack rigor.</p> <p>23. I ask questions to reinforce my understanding of the issue.</p> <p>24. I research a subject to enhance my understanding.</p> |
| 5 | Deductive reasoning | The ability to think in detail from general domains to specific domains. | <p>25. I state my reasons for accepting or rejecting arguments and propositions.</p> <p>26. I set aside emotive language to avoid being swayed by bias or opinionated statements.</p> <p>27. I weigh up the reliability of people's opinions.</p> <p>28. I establish the assumptions that an argument rests upon.</p> |

| | | | |
|--|--|--|--|
| | | | <p>29. I set aside my prejudices to evaluate arguments in a dispassionate, objective way.</p> <p>30. I establish the underlying purpose of an argument or proposition.</p> |
|--|--|--|--|

The following table 6 is the form of critical thinking questionnaire based on the above blueprint.

Table 6
Honey's Critical Thinking Skills Questionnaire

| Direction: Here are 30 statements exploring things you might or might not do when critically thinking about a subject. Simply read each description and click on the box to indicate how often you do it. | | | | | | | |
|--|--|--|--------------|---------------|------------------|--------------|---------------|
| No | English Items | Indonesian Items | Never | Rarely | Sometimes | Often | Always |
| 1 | I make notes on the important elements of people's arguments or propositions (e.g. the topic, issues, thesis and main points). | Saya mencatat elemen-elemen penting dari argumen atau ajuan orang lain (Misal: topik, isu, tesis, dan poin utama). | | | | | |
| 2 | I distinguish between facts and opinions. | Saya memperbedakan fakta dengan pendapat. | | | | | |
| 3 | I search for parallels and similarities between different issues. | Saya mencari aspek paralel dan kesamaan antara isu-isu yang berbeda. | | | | | |
| 4 | I solicit input from other people to broaden my | Saya mencari masukan dari orang lain untuk memperluas pemahaman saya | | | | | |

| | | | | | | | |
|----|--|---|--|--|--|--|--|
| | understanding of a subject. | terhadap sebuah subjek. | | | | | |
| 5 | I analyze propositions to see if the logic is sound. | Saya menganalisa pendapat-pendapat yang diajukan untuk melihat keakuratan logikanya. | | | | | |
| 6 | I distinguish major points from minor points. | Saya membedakan ide-ide besar dari ide-ide kecil. | | | | | |
| 7 | I put material I have read or seen into my own words to help me understand it. | Saya memproses informasi yang saya baca atau lihat menggunakan bahasa saya sendiri untuk membantu saya memahaminya. | | | | | |
| 8 | I summarize what I have heard or read to ensure I have understood properly. | Saya merangkum apa yang saya dengar atau baca untuk memastikan bahwa saya memahaminya dengan baik. | | | | | |
| 9 | I draw conclusions from data I have analyzed in order to decide whether to accept or reject a proposition or argument. | Saya menyimpulkan data yang saya sudah analisa agar bisa menentukan apakah saya harus terima atau tolak pendapat atau argumen terkait data itu. | | | | | |
| 10 | I look for what isn't there rather than concentrate solely on what is there. | Saya mencari hal yang tak terungkap dari pada hanya mengikuti saja apa yang tertera. | | | | | |
| 11 | I reach my own conclusions | Saya membuat simpulan sendiri dari pada | | | | | |

| | | | | | | | |
|----|---|--|--|--|--|--|--|
| | rather than let myself be swayed by the opinions of others. | membiarkan saya terbawa opini orang lain. | | | | | |
| 12 | I test the assumptions underpinning an argument or proposition. | Saya menguji asumsi-asumsi yang mendasari sebuah argumen atau pendapat. | | | | | |
| 13 | I double-check facts for accuracy. | Saya mengecek dua kali fakta demi keakuratan. | | | | | |
| 14 | I use a set of criteria against which to evaluate the strength of the argument or proposition. | Saya menggunakan berbagai kriteria yang berlawanan untuk mengevaluasi kekuatan dari suatu argumen atau pendapat. | | | | | |
| 15 | I assess the credibility of the person presenting the material I am evaluating. | Saya mengukur kredibilitas seseorang yang menyampaikan suatu materi yang saya evaluasi. | | | | | |
| 16 | I play devil's advocate in order to improve my grasp of an argument or proposition. | Saya mempertimbangkan ide yang berlawanan dari suatu argumen atau pendapat agar saya bisa meningkatkan pemahaman saya terkait argumen atau pendapat itu. | | | | | |
| 17 | I evaluate the evidence for an argument or proposition to see if it is strong enough to warrant belief. | Saya mengevaluasi bukti dari suatu argumen atau pendapat untuk melihat seberapa kuat argumen atau pendapat itu untuk bisa diterima. | | | | | |
| 18 | I consider new information to see whether I | Saya mempertimbangkan informasi baru | | | | | |

| | | | | | | | |
|----|--|---|--|--|--|--|--|
| | need to re-evaluate a previous conclusion. | untuk melihat apakah saya butuh mengevaluasi kembali simpulan yang sudah saya buat sebelumnya. | | | | | |
| 19 | I check other people's understanding of issues. | Saya memeriksa pemahaman orang lain tentang berbagai isu. | | | | | |
| 20 | I break down material so that I can see how ideas are ordered and raised. | Saya merincikan suatu materi sehingga saya mampu melihat bagaimana ide-ide bisa disusun dan diajukan. | | | | | |
| 21 | I explore statements for ambiguity to ensure I do not misconstrue their meaning. | Saya mengeksplorasi ujaran-ujaran ambigu untuk memastikan bahwa saya tidak salah paham tentang maknanya. | | | | | |
| 22 | I challenge proposals and arguments that appear to lack rigor. | Saya mempertanyakan pendapat yang diajukan atau argumen yang diangkat untuk memperlemah pendapat atau argumen tersebut. | | | | | |
| 23 | I ask questions to reinforce my understanding of the issue. | Saya membuat berbagai pertanyaan untuk memperkuat pemahaman saya tentang berbagai isu. | | | | | |
| 24 | I research a subject to enhance my understanding. | Saya teliti suatu subjek untuk meningkatkan pemahaman saya tentang subjek tersebut. | | | | | |
| 25 | I state my reasons for | Saya utarakan pemikiran saya | | | | | |

| | | | | | | | |
|----|---|--|--|--|--|--|--|
| | accepting or rejecting arguments and propositions. | untuk menerima atau menolak berbagai argumen dan pendapat. | | | | | |
| 26 | I set aside emotive language to avoid being swayed by bias or opinionated statements. | Saya tidak menggunakan bahasa emosional untuk menghindari agar saya tidak terbawa oleh bias atau pendapat-pendapat orang lain. | | | | | |
| 27 | I weigh up the reliability of people's opinions. | Saya menimbang reliabilitas atau konsistensi pendapat-pendapat orang lain. | | | | | |
| 28 | I establish the assumptions that an argument rests upon. | Saya membangun asumsi dari suatu argumen yang didasarkan. | | | | | |
| 29 | I set aside my prejudices to evaluate arguments in a dispassionate, objective way. | Saya kesampingkan prasangka-prasangka demi mengevaluasi argumen secara objektif. | | | | | |
| 30 | I establish the underlying purpose of an argument or proposition. | Saya memperkuat tujuan dasar dari suatu argumen atau pendapat yang saya ajukan. | | | | | |

2. English Essay Test

The second instrument of this study was the English essay test which was used to assess students' English writing skills. The English essay test was developed in the form of prompt instructing the test takers to write out a non-literary essay. Non-literary essays might be of the same styles as literary essays, but they could be written in any style. It meant that the test takers could

freely use their own rhetoric and generic styles, e.g. to educate, convince, illustrate, or perhaps entertain the targeted readers. The role of an essay was determined by the subject matter. The researcher chose a non-literary style because by using this type of essay the test takers or the sample of this study could freely convey their ideas in a written form as extensively and as critically in thinking as possible. The following table 7 is the format of English essay test.

Table 7
English Essay Test

| | |
|-----------------|---|
| Prompt : | Write out an English essay which tells your great success in life! |
| Rules : | The test taker has to provide five paragraphs. The number of words is not more than 1,500 words. The time given to complete this test is 60 minutes. The test taker is not allowed to make use of English dictionary or other aids during the process of writing out the essay. |

The results of English essay test were assessed using the already-made rubric as suggested by Jacobs and colleagues⁶¹. Table 8 displays rubric.

⁶¹ Jacobs and others. Op. Cit.

Table 8
The Rubric of Scoring English Essay

| SCORE | LEVEL | CRITERIA |
|---------------------|-------|---|
| CONTENT | 30-27 | EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic |
| | 26-22 | GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail |
| | 21-17 | FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas |
| | 16-13 | VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate |
| ORGANIZATION | 20-18 | EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive |
| | 17-14 | GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing |
| | 13-10 | FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development |
| | 9-7 | VERY POOR: does not communicate, no organization, not enough to evaluate |
| VOCABULARY | 20-18 | EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register |
| | 17-14 | GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured |
| | 13-10 | FAIR TO POOR: limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured |
| | 9-7 | VERY POOR: essentially translation, little knowledge of English vocabulary |
| LANGUAGE USE | 25-22 | EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition |
| | 21-18 | GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured |
| | 17-11 | FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured. |
| | 10-5 | VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate |
| MECHANICS | 5 | EXCELLENT TO VERY GOOD: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing |
| | 4 | GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured |
| | 3 | FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured |
| | 2 | VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate |

The essay test was evaluated by one rater, the researcher's senior colleague, who was sufficiently experienced in teaching English essays. She was a master's degree in English education from Universitas Negeri Malang. She is currently a lecturer in one of the private universities in Malang, East Java.

E. Validity and Reliability of the Instruments

1. Validity

Because the critical thinking questionnaire used in this study was one adopted from a previous study, the instrument was already valid. The critical thinking questionnaire was already validated by Naeni with the score of validity calculation of each item higher than 0.7 as the minimum score of item validity⁶². Regarding the rubric of English essay test, the rubric represented indicators of a performance test. Therefore the validation only took a phase of content validity. In this case, the researcher consulted an English writing lecturer to give his perspective on the use of Jacobs and colleagues'⁶³ rubric as to assess the respondents' English essays. The English writing lecturer had put his agreement on the feasibility of this rubric to be adopted. It meant that the rubric had reached a content validity.

2. Reliability of Tests

⁶² J. Naeni, 'The Effect of Collaborative Learning on Critical Thinking of Iranian EFL Learners' (Islamic Azad University, Central Tehran branch, Tehran, Iran, 2005).

⁶³ Jacobs and others. Op. Cit.

According to Sugiyono, reliability refers to the consistency of scores obtained by the same people when they are retested with the same test or with different sets of equivalent items on different occasions⁶⁴. In a similar vein, Fraenkel defined reliability as the consistency of scores obtained for each individual from one administration of an instrument to the next, as well as from one set of items to the next⁶⁵. The reliability of critical thinking questionnaire adopted in this study had been tested by Naeni⁶⁶. According to Naeni, the cronbach alpha calculation of critical thinking questionnaire reached the score of $\alpha = .86$. It meant that the questionnaire was valid. Concerning Jacobs and colleagues'⁶⁷ rubric as to assess the respondents' English essays; because it was a performance test, the reliability was acquired from the expert judgment technique. According to the English writing lecturer who validated the content of this rubric, the rubric was definitely reliable because many researchers in the EFL education context had already used this rubric to assess students' English essays.

F. Technique of Data Analysis

After collected, the data were then analyzed to reveal the extent of the fifth semester TBI students' critical thinking skills and to prove whether there was a positive correlation between their critical thinking skills and English writing skills. To analyze their critical thinking skills, the computation was done based on

⁶⁴ Ibid.

⁶⁵ Fraenkel, Wallen, and Hyun. Op. Cit.

⁶⁶ Naeni.

⁶⁷ Jacobs and others. Op. Cit.

⁶⁸ Honey. Ibid.

a Likert-scale questionnaire as suggested by Honey⁶⁸. Furthermore, to prove the correlation between critical thinking skills and English writing skills, the following procedures were undertaken.

1. Pre-Requirement Test

In this study, before testing the correlational hypotheses, the researcher had to find the normality the sample data first.

a. Normality Test

Normality test is one of the pre-requirement tests before entering linear regression analysis or a correlational analysis. This normality test was necessary to be done because the result would determine which formula of correlation to be used. Principally, if the data are normal, the correlational formula is The Pearson Product Moment Formula. Otherwise, if the data are not normal, the correlational formula is Spearman's rank correlation coefficient. To check the normality data, the researcher computed it using a Microsoft Excel program by making use of Lilliefors formula. If the computation revealed the score of $L_o < L_{table}$, it meant that the data were in normal distribution.

2. Hypothesis Testing

The researcher used Pearson's Product Moment Correlation Coefficient formula, which was computerized using the Microsoft Excel program, to test the hypothesis if there was a positive correlation between the fifth semester TBI students' critical thinking skills and English writing skills. The following table 9 shows how the calculation result was interpreted.

Table 9
The Interpretation of r Value

| r value | Interpretation |
|----------------|---------------------------|
| 0.800 – 1.00 | very strong |
| 0.600 – 0.79 | Strong |
| 0.400 – 0.599 | Medium |
| 0.200 – 0.399 | Low |
| 0.000 – 0.199 | very low (no correlation) |

RESULTS AND DISCUSSION

This chapter provides the data presented according the two study objectives, namely 1) the descriptive data regarding the fifth semester TBI students' critical thinking skills and 2) the correlational data between their critical thinking skills and their English essay writing skills. Also, sufficient contents of discussion are given following the study results. It is worth noting that, in order to meet the study ethic, the researcher did not write out the students' real names because they were made confidential. Thus, the researcher labeled them by codes such as student 1, student 2, student 3, and so on.

A. Results of the Study

1. Fifth Semester TBI Students' Critical Thinking Skills

The data of critical thinking skills were collected by using 30 items of critical thinking skill questionnaire with the Likert-scale patter from Never (1), Rarely (2), Sometimes (3), Often (4), to Always (5). The likert-scale score of each item was further converted to the ordinal scale of 30 as the maximum score (because the maximum number of the questionnaire item was 30 items), so that further correlational computation could be done in the same ordinal dimension. Table 9 displays the computation of raw data for the fifth semester TBI students' critical thinking skills.

Table 9
Raw Data of Fifth Semester TBI Students' Critical Thinking Skills

| N | Items | | | | | | | | | | | | | | | <i>The table is continued to the next display</i> |
|------------|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| Student 1 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 3 | 5 | 4 | 3 | |
| Student 2 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 5 | |
| Student3 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | |
| Student 4 | 5 | 3 | 4 | 3 | 5 | 3 | 5 | 2 | 4 | 2 | 5 | 2 | 4 | 2 | 3 | |
| Student 5 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 5 | |
| Student 6 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 3 | 5 | 5 | 4 | 4 | 5 | 2 | |
| Student 7 | 3 | 2 | 3 | 2 | 2 | 3 | 4 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 5 | |
| Student 8 | 3 | 2 | 5 | 3 | 3 | 5 | 5 | 3 | 5 | 2 | 5 | 5 | 3 | 5 | 3 | |
| Student 9 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 5 | |
| Student 10 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | |
| Student 11 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 3 | 5 | 5 | 4 | 4 | 2 | 2 | |
| Student 12 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 5 | |
| Student 13 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 5 | |
| Student 14 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 5 | |
| Student 15 | 3 | 5 | 3 | 2 | 5 | 3 | 4 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | |
| Student 16 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | |
| Student 17 | 5 | 3 | 4 | 3 | 5 | 3 | 5 | 2 | 4 | 2 | 5 | 5 | 4 | 3 | 3 | |
| Student 18 | 5 | 3 | 4 | 3 | 5 | 3 | 5 | 2 | 4 | 2 | 5 | 5 | 4 | 3 | 3 | |
| Student 19 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 5 | |
| Student 20 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | |
| Student 21 | 3 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | |
| Student 22 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | |
| Student 23 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | |
| Student 24 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 2 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | |
| Student 25 | 3 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 5 | |

| | | | | | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Student 26 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 |
| Student 27 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 |
| Student 28 | 5 | 3 | 4 | 3 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 5 |
| Student 29 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 |
| Student 30 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 |
| Student 31 | 5 | 3 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 |
| Student 32 | 4 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 |
| Student 33 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 5 |
| Student 34 | 3 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 5 |
| Student 35 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 5 |
| Student 36 | 3 | 2 | 3 | 2 | 2 | 3 | 4 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 5 |
| Student 37 | 5 | 4 | 5 | 5 | 3 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 4 |
| Student 38 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 5 |
| Student 39 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 |
| Student 40 | 5 | 3 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 |

| N | Items | | | | | | | | | | | | | | | Sum | Score |
|----|-------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-------|
| | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | |
| S1 | 4 | 5 | 3 | 5 | 4 | 5 | 5 | 5 | 2 | 5 | 5 | 4 | 3 | 5 | 5 | 130 | 26 |
| S2 | 3 | 3 | 4 | 3 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 3 | 120 | 24 |
| S3 | 5 | 2 | 2 | 5 | 5 | 4 | 4 | 5 | 2 | 4 | 5 | 4 | 4 | 4 | 4 | 130 | 26 |
| S4 | 1 | 3 | 2 | 3 | 2 | 4 | 2 | 3 | 4 | 4 | 4 | 2 | 3 | 3 | 3 | 95 | 19 |
| S5 | 3 | 3 | 4 | 3 | 3 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 120 | 24 |
| S6 | 3 | 3 | 3 | 5 | 5 | 4 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 120 | 24 |
| S7 | 3 | 3 | 4 | 3 | 1 | 2 | 3 | 1 | 4 | 1 | 3 | 2 | 5 | 2 | 3 | 80 | 16 |
| S8 | 3 | 2 | 2 | 2 | 2 | 4 | 4 | 4 | 2 | 4 | 5 | 5 | 4 | 2 | 3 | 105 | 21 |
| S9 | 1 | 3 | 2 | 3 | 1 | 4 | 3 | 2 | 1 | 5 | 1 | 4 | 2 | 3 | 2 | 68 | 13.6 |

| | | | | | | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|------|
| S10 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 4 | 4 | 2 | 4 | 2 | 2 | 2 | 56 | 11.2 |
| S11 | 2 | 3 | 2 | 3 | 2 | 4 | 5 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 90 | 18 |
| S12 | 1 | 3 | 2 | 3 | 1 | 4 | 3 | 2 | 4 | 5 | 4 | 4 | 3 | 5 | 5 | 80 | 16 |
| S13 | 1 | 3 | 2 | 3 | 1 | 4 | 3 | 2 | 1 | 5 | 1 | 2 | 2 | 2 | 2 | 65 | 13 |
| S14 | 3 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 4 | 3 | 120 | 24 |
| S15 | 3 | 3 | 2 | 3 | 2 | 4 | 2 | 3 | 2 | 5 | 3 | 2 | 2 | 3 | 4 | 86 | 17.2 |
| S16 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 5 | 5 | 2 | 2 | 2 | 1 | 2 | 55 | 11 |
| S17 | 4 | 3 | 2 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 5 | 5 | 3 | 3 | 5 | 110 | 22 |
| S18 | 4 | 3 | 2 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 5 | 5 | 3 | 4 | 5 | 111 | 22.2 |
| S19 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 5 | 4 | 5 | 3 | 5 | 5 | 4 | 3 | 112 | 22.4 |
| S20 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 4 | 4 | 2 | 55 | 11 |
| S21 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 145 | 29 |
| S22 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 4 | 4 | 2 | 4 | 2 | 2 | 2 | 56 | 11.2 |
| S23 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 3 | 140 | 28 |
| S24 | 4 | 3 | 4 | 5 | 5 | 4 | 4 | 3 | 4 | 4 | 5 | 5 | 3 | 4 | 5 | 125 | 25 |
| S25 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 5 | 4 | 5 | 3 | 5 | 5 | 4 | 3 | 111 | 22.2 |
| S26 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | 4 | 2 | 4 | 2 | 2 | 1 | 2 | 3 | 60 | 12 |
| S27 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 4 | 4 | 2 | 4 | 2 | 2 | 2 | 56 | 11.2 |
| S28 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 140 | 28 |
| S29 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 4 | 4 | 2 | 55 | 11 |
| S30 | 5 | 5 | 2 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 140 | 28 |
| S31 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 145 | 29 |
| S32 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 140 | 28 |
| S33 | 1 | 3 | 2 | 3 | 1 | 4 | 3 | 2 | 1 | 5 | 1 | 4 | 2 | 5 | 5 | 73 | 14.6 |
| S34 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 5 | 4 | 5 | 3 | 5 | 5 | 4 | 3 | 111 | 22.2 |
| S35 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 5 | 4 | 5 | 3 | 5 | 5 | 4 | 3 | 112 | 22.4 |
| S36 | 3 | 3 | 4 | 3 | 1 | 2 | 3 | 1 | 4 | 1 | 3 | 2 | 5 | 2 | 3 | 80 | 16 |

| | | | | | | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|------|
| S37 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 140 | 28 |
| S38 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 5 | 4 | 5 | 3 | 5 | 5 | 4 | 3 | 112 | 22.4 |
| S39 | 2 | 2 | 3 | 1 | 4 | 3 | 2 | 2 | 4 | 3 | 2 | 4 | 2 | 1 | 2 | 59 | 11.8 |
| S40 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 145 | 29 |

According to table 9, on the first item **“I make notes on the important elements of people's arguments or propositions (e.g. the topic, issues, thesis and main points)”**, 8 students chose “never”; no student chose “rarely”; 11 students chose “sometimes”; 10 students chose “often”; and 11 students chose “always”. On the second item **“I distinguish between facts and opinions”**, 4 students chose “never”; 3 students chose “rarely”; 14 students chose “sometimes”; 14 students chose “often”; and 5 students chose “always”. On the third item **“I search for parallels and similarities between different issues”**, 12 students chose “never”; no student chose “rarely”; 14 students chose “sometimes”; 6 students chose “often”; and 8 students chose “always”. On the fourth item **“I solicit input from other people to broaden my understanding of a subject”**, 8 students chose “never”; 7 students chose “rarely”; 7 students chose “sometimes”; 11 students chose “often”; and 7 students chose “always”. On the fifth item **“I analyze propositions to see if the logic is sound”**, 8 students chose “never”; 6 students chose “rarely”; 2 students chose “sometimes”; 3 students chose “often”; and 21 students chose “always”.

Corresponding to the sixth item **“I distinguish major points from minor points”**, 12 students chose “never”; no student chose “rarely”; 8 students chose “sometimes”; 12 students chose “often”; and 8 students chose

“always”. On the seventh item **“I put material I have read or seen into my own words to help me understand it”**, no student chose “never”; 14 students chose “rarely”; no student chose “sometimes”; 12 students chose “often”; and 14 students chose “always”. On the eighth item **“I summarize what I have heard or read to ensure I have understood properly”**, 4 students chose “never”; 15 students chose “rarely”; 11 students chose “sometimes”; 2 students chose “often”; and 8 students chose “always”. On the ninth item **“I draw conclusions from data I have analyzed in order to decide whether to accept or reject a proposition or argument”**, 8 students chose “never”; 2 students chose “rarely”; 8 students chose “sometimes”; 16 students chose “often”; and 6 students chose “always”. On the tenth item **“I look for what isn't there rather than concentrate solely on what is there”**, no student chose “never”; 18 students chose “rarely”; 9 students chose “sometimes”; 3 students chose “often”; and 10 students chose “always”.

Regarding the eleventh item **“I reach my own conclusions rather than let myself be swayed by the opinions of others”**, 8 students chose “never”; 15 students chose “rarely”; no student chose “sometimes”; 1 student chose “often”; and 6 students chose “always”. On the twelfth item **“I test the assumptions underpinning an argument or proposition”**, 4 students chose “never”; 12 students chose “rarely”; 1 student chose “sometimes”; 11 students chose “often”; and 12 students chose “always”. On the thirteenth item **“I double-check facts for accuracy”**, 8 students chose “never”; 1 student chose “rarely”; 7 students chose “sometimes”; 19 students chose “often”; and 15 students chose “always”. On the fourteenth item **“I use a set of criteria**

against which to evaluate the strength of the argument or proposition”, 8 students chose “never”; 7 students chose “rarely”; 12 students chose “sometimes”; 2 students chose “often”; and 11 students chose “always”. On the fifteenth item **“I assess the credibility of the person presenting the material I am evaluating”,** no student chose “never”; 11 students chose “rarely”; 6 students chose “sometimes”; 3 students chose “often”; and 20 students chose “always”.

As regards the sixteenth item **“I play devil's advocate in order to improve my grasp of an argument or proposition”,** 5 students chose “never”; 8 students chose “rarely”; 14 students chose “sometimes”; 4 students chose “often”; and 9 students chose “always”. On the seventeenth item **“I evaluate the evidence for an argument or proposition to see if it is strong enough to warrant belief”,** 6 students chose “never”; 3 students chose “rarely”; 22 students chose “sometimes”; no student chose “often”; and 9 students chose “always”. On the eighteenth item **“I consider new information to see whether I need to re-evaluate a previous conclusion”,** 6 students chose “never”; 12 students chose “rarely”; 4 students chose “sometimes”; 11 students chose “often”; and 7 students chose “always”. On the nineteenth item **“I check other people's understanding of issues”,** 8 students chose “never”; 1 student chose “rarely”; 18 students chose “sometimes”; 3 students chose “often”; and 10 students chose “always”. On the twentieth item **“I break down material so that I can see how ideas are ordered and raised”,** 6 students chose “never”; 10 students chose “rarely”; 9 students chose “sometimes”; 4 students chose “often”; and 11 students chose “always”.

Concerning the twenty-first item **“I explore statements for ambiguity to ensure I do not misconstrue their meaning”**, no student chose “never”; 2 students chose “rarely”; 14 students chose “sometimes”; 14 students chose “often”; and 10 students chose “always”. On the twenty-second item **“I challenge proposals and arguments that appear to lack rigor”**, no student chose “never”; 10 students chose “rarely”; 11 students chose “sometimes”; 5 students chose “often”; and 14 students chose “always”. On the twenty-third item **“I ask questions to reinforce my understanding of the issue”**, 2 students chose “never”; 11 students chose “rarely”; 7 students chose “sometimes”; 4 students chose “often”; and 16 students chose “always”. On the twenty-fourth item **“I research a subject to enhance my understanding”**, 3 students chose “never”; 8 students chose “rarely”; 2 students chose “sometimes”; 17 students chose “often”; and 10 students chose “always”. On the twenty-fifth item **“I state my reasons for accepting or rejecting arguments and propositions”**, 2 students chose “never”; 1 student chose “rarely”; 3 students chose “sometimes”; 13 students chose “often”; and 21 students chose “always”.

In respect of the twenty-sixth item **“I set aside emotive language to avoid being swayed by bias or opinionated statements”**, 3 students chose “never”; 9 student chose “rarely”; 9 students chose “sometimes”; 3 students chose “often”; and 16 students chose “always”. On the twenty-seventh item **“I weigh up the reliability of people’s opinions”**, no student chose “never”; 10 students chose “rarely”; no student chose “sometimes”; 10 students chose “often”; and 20 students chose “always”. On the twenty-eighth item **“I**

establish the assumptions that an argument rests upon”, 1 student chose “never”; 10 students chose “rarely”; 6 students chose “sometimes”; 8 students chose “often”; and 15 students chose “always”. On the twenty-ninth item **“I set aside my prejudices to evaluate arguments in a dispassionate, objective way”**, 2 students chose “never”; 9 students chose “rarely”; 4 students chose “sometimes”; 13 students chose “often”; and 12 students chose “always”. On the thirtieth item **“I establish the underlying purpose of an argument or proposition”**, no student chose “never”; 9 students chose “rarely”; 14 students chose “sometimes”; 3 students chose “often”; and 14 students chose “always”.

The data displayed in table 9 had to be converted to the scale of 30 as the maximum number (because the total number of the questionnaire items was 30 items) so that the researcher could gain the ordinal numbers to represent the degrees of the fifth semester TBI students’ critical thinking skills. Based on the conversion, the raw data in table 9 could be transformed into descriptive data as presented in table 10 with the frequency distribution as shown in table 11.

Table 10
Descriptive Data of Fifth Semester TBI Students’ Critical Thinking Skills

| No | Domains | Scores |
|----|--|-----------------------------|
| 1 | Mean | 20.265 |
| 2 | Standard Deviation | 6.293079 |
| 3 | Max | 29 |
| 4 | Min | 11 |
| 5 | Range | 18 |
| 6 | Median | 22.2 |
| 7 | Mode | 28 |
| 8 | N | 40 |
| 9 | Class | $6.322043 = 7$ |
| 10 | Interval | $2.847181 = 3$ |
| 11 | The Percentage of all students’ critical thinking skills | $20.265/30/100\% = 67.55\%$ |

Table 11
Frequency Distribution of Fifth Semester TBI Students' Critical Thinking Skills

| Category | Class Interval | | Frequency | Class Boundaries | Midpoint | Percentage |
|-----------|----------------|----|-----------|------------------|----------|------------|
| Very poor | 10 | 12 | 8 | 9.5-12.5 | 11 | 20% |
| Poor | 13 | 15 | 3 | 12.5-15.5 | 14 | 8% |
| Moderate | 16 | 18 | 5 | 15.5-18.5 | 17 | 13% |
| Moderate | 19 | 21 | 2 | 18.5-21.5 | 20 | 5% |
| Moderate | 22 | 24 | 11 | 21.5-24.5 | 23 | 28% |
| Good | 25 | 27 | 3 | 24.5-27.5 | 26 | 8% |
| Very good | 28 | 30 | 8 | 27.5-30.5 | 29 | 20% |
| | Σ | | 40 | | | 100% |

Data depiction of the above table of frequency distribution can also be viewed from the following histogram in figure 1 and polygon in figure 2.

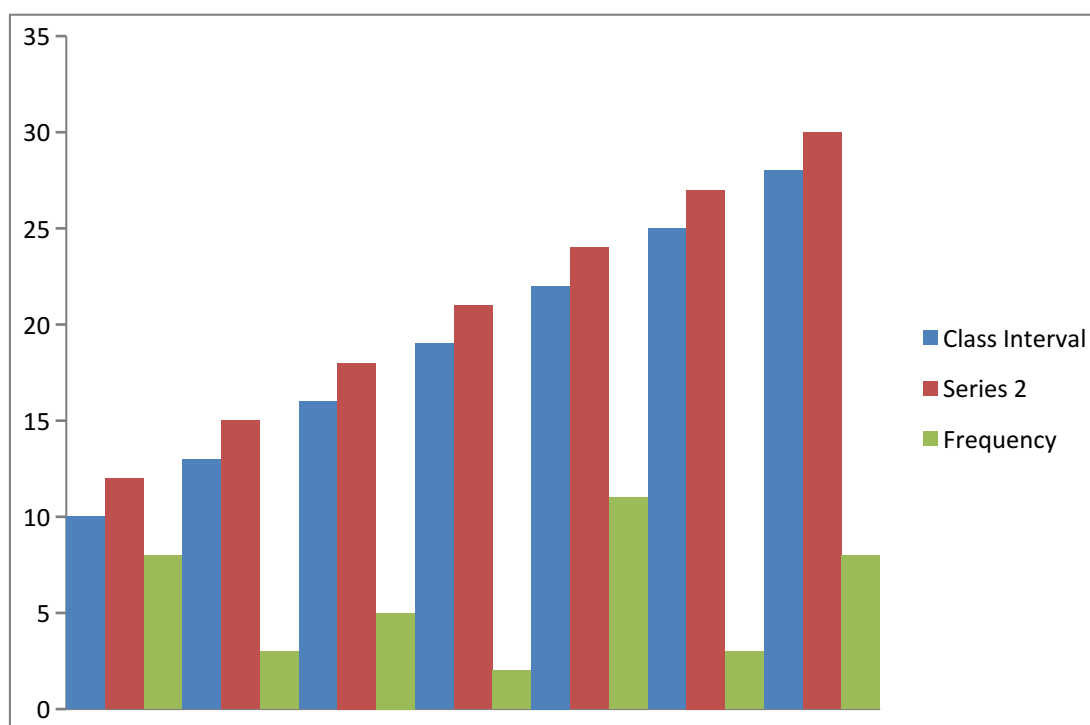


Figure 1
Histogram of Fifth Semester TBI Students' Critical Thinking Skills

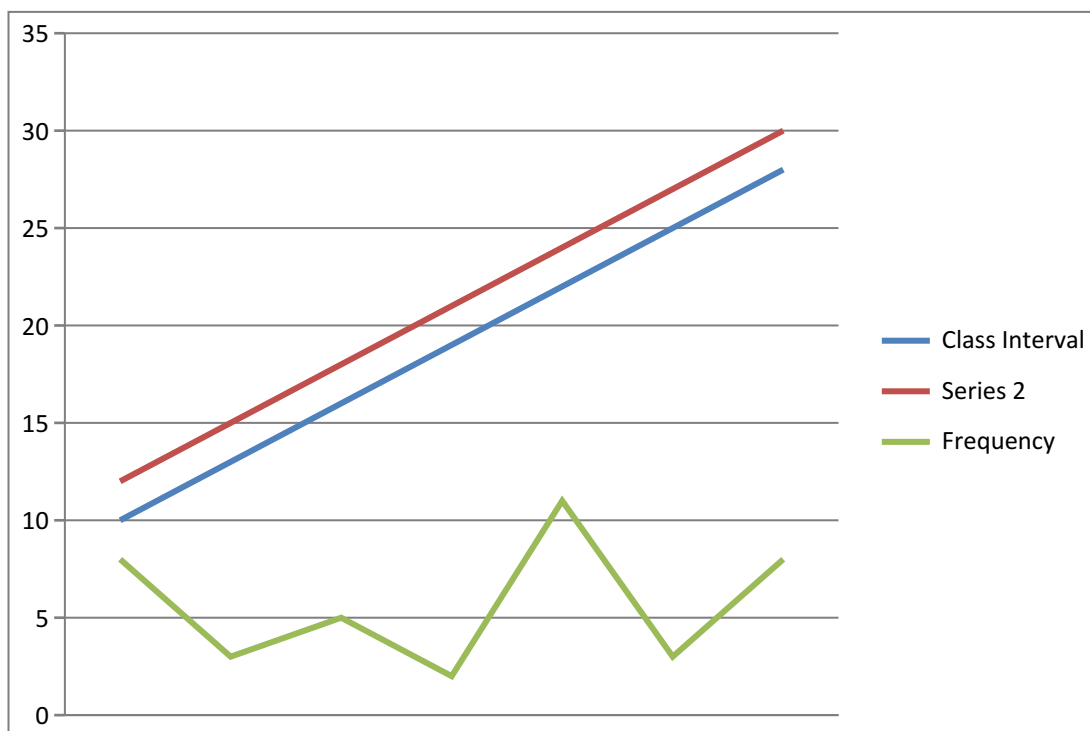


Figure 2
Polygon of Fifth Semester TBI Students' Critical Thinking Skills

As displayed in the descriptive data, table of frequency distribution, histogram, and polygon, among the sample of 40 fifth semester TBI students, it could be seen that 8 students had very good critical thinking skills; 3 students had good critical thinking skills; 18 students had moderate critical thinking skills; 3 students had poor critical thinking skills; and 8 students had very poor critical thinking skills. The average of the total score after making conversion to ordinal number was 20.265. The median was 22.2, and the mode was 28. Subsequently, the standard deviation was 6.293079227.

Based on the computation of the fifth semester TBI students' overall critical thinking skills, it could be concluded that their critical thinking skills were classified into a moderate level (67.55%).

2. The Correlation between Fifth Semester TBI Students' Critical Thinking Skills and Their English essay writing skills

Before statistically analyzing the correlation between the fifth semester TBI students' critical thinking skills and their English essay writing skills, firstly in this section, the researcher has to present the data depicting demographic information associated with the fifth semester TBI students' scores of essay test. Secondly, the researcher has to present the descriptive data concerning the result of normality computation as the bridge before proceeding to compute the correlation between the two variables. The normality statistical test result will determine if the study has to use the formula of Pearson Product Moment Coefficient (if the data are normal), or the study has to adopt the alternative formula, namely Spearman's Rank Coefficient (if the data were not normal).

a. Demographic Data of The Fifth Semester TBI Students' English essay writing skills

The data of the fifth semester TBI students' English essay writing skills were garnered from a non-literary English essay test with the topic "the great success in life". According to the rubric, the maximum number if a student could write a perfect essay is 100. It means that the grading scale used 100 as the maximum score. The raw data concerning the 40 students' essay drafts alongside the comments and notes from the essay rater can be seen in the appendix. Concerning the results of students' essay analysis

conducted by the essay rater, the data can be seen in table 12, and the descriptive data can be seen in table 13.

Table 12
The Scoring Results of the Fifth Semester TBI Students' Essays According to the Essay Rater

| N | Content | Organization | Vocabulary | Language Use | Mechanic | Score |
|-------------------|----------------|---------------------|-------------------|---------------------|-----------------|--------------|
| Student 1 | 25 | 14 | 14 | 19 | 3 | 75 |
| Student 2 | 20 | 16 | 14 | 20 | 4 | 74 |
| Student3 | 19 | 14 | 15 | 18 | 4 | 70 |
| Student 4 | 16 | 10 | 11 | 15 | 3 | 55 |
| Student 5 | 13 | 9 | 9 | 11 | 3 | 45 |
| Student 6 | 16 | 10 | 11 | 15 | 3 | 55 |
| Student 7 | 26 | 20 | 19 | 21 | 4 | 90 |
| Student 8 | 12 | 10 | 9 | 11 | 3 | 45 |
| Student 9 | 19 | 16 | 17 | 19 | 4 | 75 |
| Student 10 | 19 | 15 | 14 | 18 | 4 | 70 |
| Student 11 | 15 | 13 | 14 | 15 | 3 | 60 |
| Student 12 | 14 | 14 | 13 | 16 | 3 | 60 |
| Student 13 | 12 | 8 | 10 | 12 | 3 | 45 |
| Student 14 | 16 | 10 | 11 | 15 | 3 | 55 |
| Student 15 | 15 | 11 | 12 | 14 | 3 | 55 |
| Student 16 | 17 | 13 | 14 | 17 | 4 | 65 |
| Student 17 | 16 | 14 | 15 | 16 | 4 | 65 |
| Student 18 | 18 | 13 | 14 | 16 | 4 | 65 |
| Student 19 | 24 | 16 | 17 | 18 | 5 | 80 |
| Student 20 | 19 | 15 | 14 | 18 | 4 | 70 |
| Student 21 | 18 | 16 | 13 | 19 | 4 | 70 |
| Student 22 | 18 | 17 | 12 | 19 | 4 | 70 |
| Student 23 | 19 | 15 | 14 | 18 | 4 | 70 |
| Student 24 | 24 | 20 | 17 | 20 | 4 | 85 |
| Student 25 | 25 | 20 | 20 | 21 | 4 | 90 |
| Student 26 | 19 | 15 | 14 | 18 | 4 | 70 |
| Student 27 | 22 | 19 | 17 | 18 | 4 | 80 |
| Student 28 | 13 | 9 | 9 | 11 | 3 | 45 |
| Student 29 | 25 | 20 | 20 | 21 | 4 | 90 |
| Student 30 | 18 | 13 | 14 | 16 | 4 | 65 |
| Student 31 | 15 | 11 | 12 | 14 | 3 | 55 |
| Student 32 | 12 | 8 | 10 | 12 | 3 | 45 |
| Student 33 | 18 | 17 | 12 | 19 | 4 | 70 |

| | | | | | | |
|-------------------|----|----|----|----|---|----|
| Student 34 | 15 | 13 | 14 | 15 | 3 | 60 |
| Student 35 | 25 | 20 | 20 | 21 | 4 | 90 |
| Student 36 | 25 | 20 | 20 | 21 | 4 | 90 |
| Student 37 | 15 | 11 | 12 | 14 | 3 | 55 |
| Student 38 | 14 | 9 | 11 | 13 | 3 | 50 |
| Student 39 | 18 | 13 | 14 | 16 | 4 | 65 |
| Student 40 | 17 | 14 | 14 | 16 | 4 | 65 |

Table 13
Descriptive Data of Fifth Semester TBI Students' English essay writing skills

| No | Domain | Score |
|-----------|--|-------------------|
| 1 | Mean | 66.35 |
| 2 | Standard Deviation | 13.66550964 |
| 3 | Max | 90 |
| 4 | Min | 45 |
| 5 | Range | 45 |
| 6 | Median | 65 |
| 7 | Mode | 70 |
| 8 | N | 40 |
| 9 | Class | $6.322043291 = 7$ |
| 10 | Interval | $7.117951891 = 8$ |
| 11 | The Percentage of all students' English essay writing skills | 66.35% |

According to tables 12 and 13, with the maximum score of 100 if an essay was written perfectly, the highest score got from students' data of English essay writing skills was 90, and the lowest score was 45. The data distribution is presented in table 14.

Table 14
The Frequency Distribution of Fifth Semester TBI Students' English essay writing skills

| Category | Class Interval | | Frequency | Class Boundaries | Midpoint | Percentage |
|-----------------|-----------------------|----|------------------|-------------------------|-----------------|-------------------|
| Very poor | 45 | 52 | 6 | 44.5-51.5 | 46 | 15% |
| Poor | 53 | 60 | 9 | 51.5-58.5 | 54 | 23% |
| Moderate | 61 | 68 | 6 | 58.5-65.5 | 62 | 15% |
| Moderate | 69 | 76 | 11 | 65.5-72.5 | 70 | 28% |

| | | | | | | |
|-----------|----------|-----|----|-----------|----|------|
| Moderate | 77 | 84 | 2 | 72.5-79.5 | 78 | 5% |
| Good | 85 | 92 | 6 | 79.5-86.5 | 86 | 15% |
| Very good | 93 | 100 | 0 | 86.5-93.5 | 94 | 0% |
| | Σ | | 40 | | | 100% |

A comprehensive depiction of data as displayed by the table of distribution can also be viewed in the following histogram in figure 3 and the polygon in figure 4.

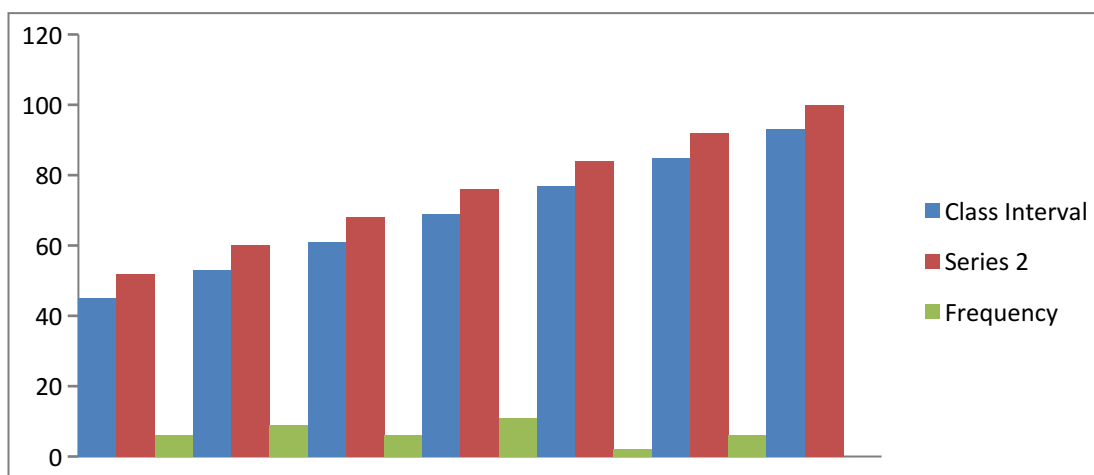


Figure 3
Histogram of Fifth Semester TBI Students' English essay writing skills

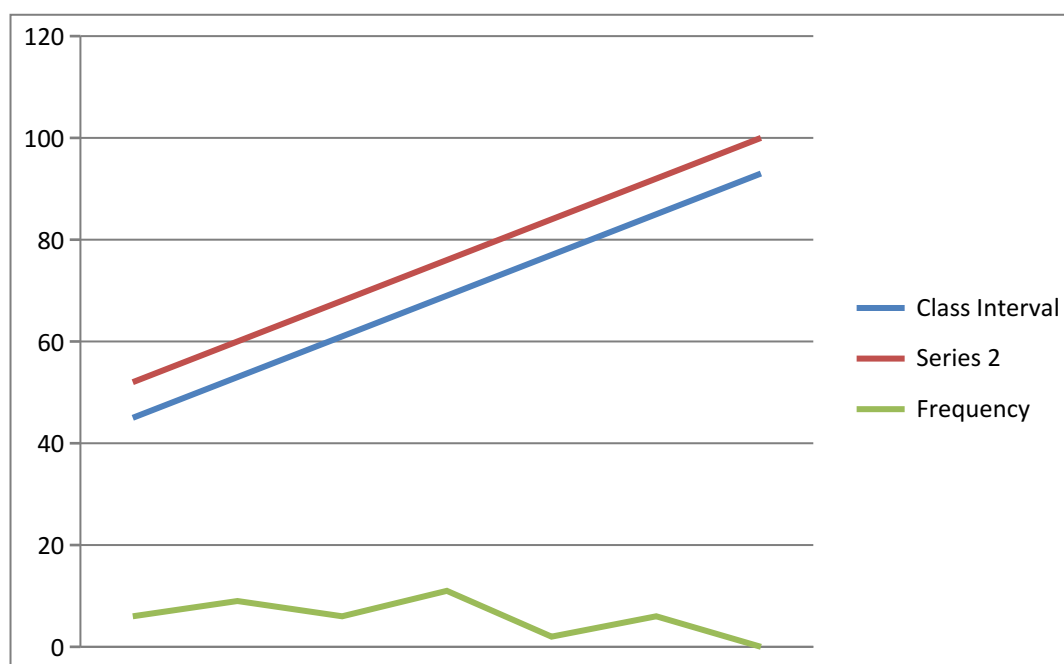


Figure 4

Polygon of Fifth Semester TBI Students' English essay writing skills

As displayed in the descriptive data, table of frequency distribution, histogram, and polygon, among the sample of 40 fifth semester TBI students, it could be seen that no student had a very good English writing skill; 6 students had good English writing skill; 19 students had moderate English essay writing skills; 9 students had poor English essay writing skills; and 6 students had very poor English essay writing skills. The average of the total score was 66.35. The median was 65, and the mode was 70. Subsequently, the standard deviation was 13.66550964.

Based on the computation of the fifth semester TBI students' overall English essay writing skills, it could be concluded that their English essay writing skills were classified into a moderate level with the percentage of 66.35%.

b. Normality Data of The Fifth Semester TBI Students' Critical Thinking Skills

The data of first results regarding the fifth semester TBI students' critical thinking, which have been presented in the first sub-section of this study's result, were computed to test if the data were normally distributed or not. The computation of normality test for habits of watching English movies can be seen in tables 15 and 16.

Table 15
Demographic Description of Normality Test for Critical Thinking Skills

| | |
|-------------|---------|
| Mean | 20.2900 |
|-------------|---------|

| | |
|---------------------------|--------|
| Standard Deviation | 6.2858 |
| Max | 29 |
| Min | 11 |
| Range | 18 |
| Median | 22.2 |
| Mode | 28 |

Table 16
Normality Data Computation of Fifth Semester TBI Students' Critical Thinking Skills

| N | X | Z | F(z) | S(z) | F(z)-S(z) |
|----------|----------|----------|-------------|-------------|------------------|
| 1 | 11 | -1.4779 | 0.0697 | 0.0250 | 0.0447 |
| 2 | 11 | -1.4779 | 0.0697 | 0.0500 | 0.0197 |
| 3 | 11 | -1.4779 | 0.0697 | 0.0750 | 0.0053 |
| 4 | 11.2 | -1.4461 | 0.0741 | 0.1000 | 0.0259 |
| 5 | 11.2 | -1.4461 | 0.0741 | 0.1250 | 0.0509 |
| 6 | 11.2 | -1.4461 | 0.0741 | 0.1500 | 0.0759 |
| 7 | 11.8 | -1.3507 | 0.0884 | 0.175 | 0.0866 |
| 8 | 12 | -1.3188 | 0.0936 | 0.2000 | 0.1064 |
| 9 | 13 | -1.1598 | 0.1231 | 0.2250 | 0.1019 |
| 10 | 13.6 | -1.0643 | 0.1436 | 0.2500 | 0.1064 |
| 11 | 14.6 | -0.9052 | 0.1827 | 0.2750 | 0.0923 |
| 12 | 16 | -0.6825 | 0.2475 | 0.3000 | 0.0525 |
| 13 | 16 | -0.6825 | 0.2475 | 0.3250 | 0.0775 |
| 14 | 16 | -0.6825 | 0.2475 | 0.35 | 0.1025 |
| 15 | 17.2 | -0.4916 | 0.3115 | 0.3750 | 0.0635 |
| 16 | 19 | -0.2052 | 0.4187 | 0.4000 | 0.0187 |
| 17 | 19 | -0.2052 | 0.4187 | 0.4250 | 0.0063 |
| 18 | 21 | 0.1130 | 0.5450 | 0.4500 | 0.0950 |
| 19 | 22 | 0.2720 | 0.6072 | 0.4750 | 0.1322 |
| 20 | 22.2 | 0.3039 | 0.6194 | 0.5000 | 0.1194 |
| 21 | 22.2 | 0.3039 | 0.6194 | 0.525 | 0.0944 |
| 22 | 22.2 | 0.3039 | 0.6194 | 0.5500 | 0.0694 |
| 23 | 22.4 | 0.3357 | 0.6314 | 0.5750 | 0.0564 |
| 24 | 22.4 | 0.3357 | 0.6314 | 0.6000 | 0.0314 |
| 25 | 22.4 | 0.3357 | 0.6314 | 0.6250 | 0.0064 |
| 26 | 24 | 0.5902 | 0.7225 | 0.6500 | 0.0725 |
| 27 | 24 | 0.5902 | 0.7225 | 0.6750 | 0.0475 |
| 28 | 24 | 0.5902 | 0.7225 | 0.7 | 0.0225 |
| 29 | 24 | 0.5902 | 0.7225 | 0.7250 | 0.0025 |
| 30 | 25 | 0.7493 | 0.7732 | 0.7500 | 0.0232 |

| | | | | | |
|--|----|--------|--------|--------|---------------|
| 31 | 26 | 0.9084 | 0.8182 | 0.7750 | 0.0432 |
| 32 | 26 | 0.9084 | 0.8182 | 0.8000 | 0.0182 |
| 33 | 28 | 1.2266 | 0.8900 | 0.8250 | 0.0650 |
| 34 | 28 | 1.2266 | 0.8900 | 0.8500 | 0.0400 |
| 35 | 28 | 1.2266 | 0.8900 | 0.8750 | 0.0150 |
| 36 | 28 | 1.2266 | 0.8900 | 0.9000 | 0.0100 |
| 37 | 28 | 1.2266 | 0.8900 | 0.9250 | 0.0350 |
| 38 | 29 | 1.3857 | 0.9171 | 0.9500 | 0.0329 |
| 39 | 29 | 1.3857 | 0.9171 | 0.9750 | 0.0579 |
| 40 | 29 | 1.3857 | 0.9171 | 1 | 0.0829 |
| L Count = | | | | | 0.1322 |
| L Table at 0.05 confidential level | | | | | 0.1386 |
| Conclusion: Because L Count is lower than L table (0.1322<0.1386), the data are normally distributed | | | | | |

According to tables 15 and 16, it could be concluded that L Count was lower than L table ($0.1322 < 0.1386$), the data of fifth semester TBI Students' critical thinking skills were normally distributed.

c. Normality Data of The Fifth Semester TBI Students' English essay writing skills

The computation of normality test for the fifth semester TBI students' English essay writing skills can be seen in tables 17 and 18.

Table 17
Demographic Description of Normality Test for English essay writing skills

| | |
|---------------------------|---------|
| Mean | 66.3500 |
| Standard Deviation | 13.6655 |
| Max | 90 |
| Min | 45 |
| Range | 45 |
| Median | 65 |
| Mode | 70 |

Table 18
Normality Data Computation of TBI Students' English essay writing skills

| N | X | Z | F(z) | S(z) | F(z)-S(z) |
|----------|----------|----------|-------------|-------------|------------------|
| 1 | 45 | -1.5623 | 0.0591 | 0.0250 | 0.0341 |
| 2 | 45 | -1.5623 | 0.0591 | 0.0500 | 0.0091 |
| 3 | 45 | -1.5623 | 0.0591 | 0.0750 | 0.0159 |
| 4 | 45 | -1.5623 | 0.0591 | 0.1000 | 0.0409 |
| 5 | 45 | -1.5623 | 0.0591 | 0.1250 | 0.0659 |
| 6 | 50 | -1.1964 | 0.1158 | 0.1500 | 0.0342 |
| 7 | 55 | -0.8306 | 0.2031 | 0.175 | 0.0281 |
| 8 | 55 | -0.8306 | 0.2031 | 0.2000 | 0.0031 |
| 9 | 55 | -0.8306 | 0.2031 | 0.2250 | 0.0219 |
| 10 | 55 | -0.8306 | 0.2031 | 0.2500 | 0.0469 |
| 11 | 55 | -0.8306 | 0.2031 | 0.2750 | 0.0719 |
| 12 | 55 | -0.8306 | 0.2031 | 0.3000 | 0.0969 |
| 13 | 60 | -0.4647 | 0.3211 | 0.3250 | 0.0039 |
| 14 | 60 | -0.4647 | 0.3211 | 0.35 | 0.0289 |
| 15 | 60 | -0.4647 | 0.3211 | 0.3750 | 0.0539 |
| 16 | 65 | -0.0988 | 0.4607 | 0.4000 | 0.0607 |
| 17 | 65 | -0.0988 | 0.4607 | 0.4250 | 0.0357 |
| 18 | 65 | -0.0988 | 0.4607 | 0.4500 | 0.0107 |
| 19 | 65 | -0.0988 | 0.4607 | 0.4750 | 0.0143 |
| 20 | 65 | -0.0988 | 0.4607 | 0.5000 | 0.0393 |
| 21 | 65 | -0.0988 | 0.4607 | 0.525 | 0.0643 |
| 22 | 70 | 0.2671 | 0.6053 | 0.5500 | 0.0553 |
| 23 | 70 | 0.2671 | 0.6053 | 0.5750 | 0.0303 |
| 24 | 70 | 0.2671 | 0.6053 | 0.6000 | 0.0053 |
| 25 | 70 | 0.2671 | 0.6053 | 0.6250 | 0.0197 |
| 26 | 70 | 0.2671 | 0.6053 | 0.6500 | 0.0447 |
| 27 | 70 | 0.2671 | 0.6053 | 0.6750 | 0.0697 |
| 28 | 70 | 0.2671 | 0.6053 | 0.7 | 0.0947 |
| 29 | 70 | 0.2671 | 0.6053 | 0.7250 | 0.1197 |
| 30 | 74 | 0.5598 | 0.7122 | 0.7500 | 0.0378 |
| 31 | 75 | 0.6330 | 0.7366 | 0.7750 | 0.0384 |
| 32 | 75 | 0.6330 | 0.7366 | 0.8000 | 0.0634 |
| 33 | 80 | 0.9989 | 0.8411 | 0.8250 | 0.0161 |
| 34 | 80 | 0.9989 | 0.8411 | 0.8500 | 0.0089 |
| 35 | 85 | 1.3647 | 0.9138 | 0.8750 | 0.0388 |
| 36 | 90 | 1.7306 | 0.9582 | 0.9000 | 0.0582 |
| 37 | 90 | 1.7306 | 0.9582 | 0.9250 | 0.0332 |

| | | | | | |
|--|----|--------|--------|--------|---------------|
| 38 | 90 | 1.7306 | 0.9582 | 0.9500 | 0.0082 |
| 39 | 90 | 1.7306 | 0.9582 | 0.9750 | 0.0168 |
| 40 | 90 | 1.7306 | 0.9582 | 1 | 0.0418 |
| L Count = | | | | | 0.1197 |
| L Table at 0.05 confidential level | | | | | 0.1386 |
| Conclusion: Because L Count is lower than L table (0.1197<0.1386), the data are normally distributed | | | | | |

According to tables 17 and 18, it could be concluded that L Count was lower than L table ($0.1197 < 0.1386$), the data of fifth semester TBI Students' English essay writing skills were normally distributed.

d. The Correlation between the Fifth Semester TBI Students' Critical Thinking Skills and their English essay writing skills

Because the data of the fifth semester TBI students' critical thinking skills and their English essay writing skills were normally distributed, the researcher further used the Pearson's Product Moment Correlation Coefficient as the formula to test the working hypotheses to see the correlation between the two variables: Critical thinking skills and English writing skill.

Based on reviews of literature and the rationale elaborated in this study, there was a pair of hypotheses. H_1 : There is a correlation between critical thinking skills and English essay writing skills. H_0 : There is no correlation between critical thinking skills and English essay writing skills. The correlation was tested by employing the formula of Pearson Product Moment. The researcher utilized Microsoft Office Excel Program as a tool

for doing calculation in an accurate way. The computation results can be seen in the following presentation as displayed in table 19.

Table 19
The Correlation between Critical Thinking Skills and English essay writing skills

| No | X | Y | X1 after scoring (with 100 as the maximum score) | Y after scoring (with 100 as the maximum score) | XY | X ² | Y ² |
|----|------|----|--|---|----------|----------------|----------------|
| 1 | 26 | 75 | 87 | 75 | 6500 | 7511.111 | 5625 |
| 2 | 24 | 74 | 80 | 74 | 5920 | 6400 | 5476 |
| 3 | 26 | 70 | 87 | 70 | 6066.667 | 7511.111 | 4900 |
| 4 | 19 | 55 | 63 | 55 | 3483.333 | 4011.111 | 3025 |
| 5 | 24 | 45 | 80 | 45 | 3600 | 6400 | 2025 |
| 6 | 24 | 55 | 80 | 55 | 4400 | 6400 | 3025 |
| 7 | 16 | 90 | 53 | 90 | 4800 | 2844.444 | 8100 |
| 8 | 21 | 45 | 70 | 45 | 3150 | 4900 | 2025 |
| 9 | 13.6 | 75 | 45 | 75 | 3400 | 2055.111 | 5625 |
| 10 | 11.2 | 70 | 37 | 70 | 2613.333 | 1393.778 | 4900 |
| 11 | 18 | 60 | 60 | 60 | 3600 | 3600 | 3600 |
| 12 | 16 | 60 | 53 | 60 | 3200 | 2844.444 | 3600 |
| 13 | 13 | 45 | 43 | 45 | 1950 | 1877.778 | 2025 |
| 14 | 24 | 55 | 80 | 55 | 4400 | 6400 | 3025 |
| 15 | 17.2 | 55 | 57 | 55 | 3153.333 | 3287.111 | 3025 |
| 16 | 11 | 65 | 37 | 65 | 2383.333 | 1344.444 | 4225 |
| 17 | 22 | 65 | 73 | 65 | 4766.667 | 5377.778 | 4225 |
| 18 | 22.2 | 65 | 74 | 65 | 4810 | 5476 | 4225 |
| 19 | 22.4 | 80 | 75 | 80 | 5973.333 | 5575.111 | 6400 |
| 20 | 11 | 70 | 37 | 70 | 2566.667 | 1344.444 | 4900 |
| 21 | 29 | 70 | 97 | 70 | 6766.667 | 9344.444 | 4900 |
| 22 | 11.2 | 70 | 37 | 70 | 2613.333 | 1393.778 | 4900 |
| 23 | 28 | 70 | 93 | 70 | 6533.333 | 8711.111 | 4900 |
| 24 | 25 | 85 | 83 | 85 | 7083.333 | 6944.444 | 7225 |
| 25 | 22.2 | 90 | 74 | 90 | 6660 | 5476 | 8100 |
| 26 | 12 | 70 | 40 | 70 | 2800 | 1600 | 4900 |
| 27 | 11.2 | 80 | 37 | 80 | 2986.667 | 1393.778 | 6400 |

| | | | | | | | |
|--|----------|---------------|------|------|----------|---------------------------|------|
| 28 | 28 | 45 | 93 | 45 | 4200 | 8711.111 | 2025 |
| 29 | 11 | 90 | 37 | 90 | 3300 | 1344.444 | 8100 |
| 30 | 28 | 65 | 93 | 65 | 6066.667 | 8711.111 | 4225 |
| 31 | 29 | 55 | 97 | 55 | 5316.667 | 9344.444 | 3025 |
| 32 | 28 | 45 | 93 | 45 | 4200 | 8711.111 | 2025 |
| 33 | 14.6 | 70 | 49 | 70 | 3406.667 | 2368.444 | 4900 |
| 34 | 22.2 | 60 | 74 | 60 | 4440 | 5476 | 3600 |
| 35 | 22.4 | 90 | 75 | 90 | 6720 | 5575.111 | 8100 |
| 36 | 16 | 90 | 53 | 90 | 4800 | 2844.444 | 8100 |
| 37 | 28 | 55 | 93 | 55 | 5133.333 | 8711.111 | 3025 |
| 38 | 22.4 | 50 | 75 | 50 | 3733.333 | 5575.111 | 2500 |
| 39 | 11.8 | 65 | 39 | 65 | 2556.667 | 1547.111 | 4225 |
| 40 | 29 | 65 | 97 | 65 | 6283.333 | 9344.444 | 4225 |
| | | Σ | 2702 | 2654 | | | |
| The Interpretation of r Value | | | | | | | |
| N | 40 | | | | | | |
| ΣX^2 | 199681.3 | 0.800 – 1.00 | | | | very strong | |
| $(\Sigma X)^2$ | 7300804 | 0.600 – 0.79 | | | | strong | |
| ΣY^2 | 183376 | 0.400 – 0.599 | | | | medium | |
| $(\Sigma Y)^2$ | 7043716 | 0.200 – 0.399 | | | | low | |
| $\Sigma X\Sigma Y$ | 7171108 | 0.000 – 0.199 | | | | very low (no correlation) | |
| ΣXY | 176336.7 | | | | | | |
| r_{xy} | 0.26307 | | | | | | |
| r_{table} | 0.2573 | | | | | | |
| Interpretation: Because r_{xy} (0.26307) is higher than r_{table} (0.2573), it can be concluded that there is a positive correlation between the fifth semester TBI students' critical thinking skills and their English essay writing skills. | | | | | | | |

Based on the above calculation, it could be understood that r_{xy} (0.26307) was higher than r_{table} (0.2573). It meant that there was a positive correlation between the fifth semester TBI students' critical thinking skills and their English essay writing skills. However, the positive correlation was identical to a low category because r_{xy} (0.26307) was in the range of (0.200 – 0.399). Even though the level of correlation was low, the empiric data indicated a positive correlation between critical thinking skills and English writing skill. It meant

that this study proved that the H_1 was accepted. This study approved H_1 : There is a correlation between critical thinking skills and English essay writing skills.

B. Discussion of the Study

This quantitative study was initiated by the possible theoretical correlation between critical thinking skills and English essay writing skills, in which such a theoretical correlation became the bases to formulate paired hypotheses of this study. The hypotheses of this study read: H_1 : there is a correlation between critical thinking skills and English essay writing skills, and H_0 : there is no correlation between critical thinking skills and English essay writing skills. The hypotheses were further scientifically examined by garnering the data in the context of this study's respondents to confirm if the formulated hypothesis one could be accepted, or otherwise, the hypothesis null would be accepted.

To be discussed, the hypothesis one of this study was formulated due to several theories from previous studies which demonstrated that there is a possibility for the correlation between critical thinking skills and English essay writing skills. Experts on critical thinking skills have established some theoretical models whose measurements are made by writing in the form of essays. The foregoing clearly shows the possible relatedness between the two variables addressed in this study. Since the ability to think critically is assessed by writing, these models specifically demonstrate that the ability to think critically is logically linked to writing skills. The first model is Huba and Freed's model⁶⁹. In summary, this critical thinking model involves elements such as defining the problem,

⁶⁹ Huba and Freed.

recognizing the general facts of the problem, collecting information, identifying values, creating potential solutions, considering the positive and negative consequences of solutions, selecting the most suitable solution, and deciding the optimal action in relation to the problem. Subsequently, the critical thinking model proposed by Paul and Elder is the second⁷⁰. In summary, this model consists of identifying goals, questioning the problem, defining the problem, recognizing definitions, making conclusions, and understanding the consequences and related effects. The third model is one developed by Browne, Hough, and Schwab whose elements of critical thinking skills comprise recognition, material interpretation, proof assessment, assumption analysis, clarification of key features, and construct propositions⁷¹. These three models show critical thinking skills by analyzing such skills using the rubrics of writing. The possible theoretical correlation as such has given the researcher of this study strong theoretical input to formulate the aforementioned paired hypotheses.

The present study continuously split the study objectives into two, namely assessing the fifth semester TBI students' critical thinking skills and confirming the correlation between their critical thinking skills and their English essay writing skills. After data analysis had been done, first, this study revealed that the fifth semester TBI students had a moderate level of critical thinking skills. Among the sample of 40 fifth semester TBI students, it could be seen that 8 students had very good critical thinking skills; 3 students had good critical thinking skills; 18 students had moderate critical thinking skills; 3 students had poor critical thinking skills; and 8 students had very poor critical thinking skills. The average of the

⁷⁰ Paul and Elder.

⁷¹ Browne, Hough, and Schwab.

total score after making conversion to ordinal number was 20.265. The median was 22.2, and the mode was 28. Subsequently, the standard deviation was 6.293079227. Based on the computation of the fifth semester TBI students' overall critical thinking skills, it could be concluded that their critical thinking skills were classified into a moderate level (67.55%).

Grounded in Honey's critical thinking model⁷² which became the basis of this study's critical thinking instrument. The moderate level of the fifth semester TBI students' critical thinking skills demonstrated that they had sufficient abilities to recognize, categorize, compare, and contrast various sets of data (analysis); they had adequate abilities to absorb unspoken information and to draw a set of conclusions from a collection of data (inference); they had sufficient abilities to evaluate the worth or essence of information (evaluation); they had adequate abilities to generate general domains by thinking in detail about specific domains (inductive reasoning); and they had sufficient abilities to think in detail about a wide range of topics, from general to specific (deductive reasoning).

Aside from the context of English essay writing skills, a couple of previous studies have also demonstrate similar results in which their participants had moderate critical thinking skills. For example, Latigo⁷³ conducted a study with 218 selected students from Malapatan National High School in Malapatan, South Cotabato, Philippines to determine the relationship between inquiry-based activities and critical thinking skills. According to the findings of this study, students engaged in the least amount of inquiry-based activities. Inquiry-based

⁷² Honey. *Ibid.*

⁷³ Latigo, 'Inquiry-Based Activities and Critical Thinking Skills of High School Students', *MSU GenSan Graduate Education Research*, 2015.

activities and critical thinking skills have a significant relationship. Their participants had a moderate level of critical thinking skills, according to the critical thinking scores. Another study has been conducted by Kurniasari⁷⁴ who developed a learning model for Indonesian language learning in which the model was oriented towards the improvement of students' critical thinking skills. Based on her demographic data during the conduction of need analysis before her model was developed, her student participants had a moderate level of critical thinking skills.

Learning from the two studies above and the data of the current study which indicated that the student respondents had a moderate level of critical thinking skills, it can be understood that reaching a high level of critical thinking skills is not something easy. There should be serious efforts made by the students themselves and the supporting environment such as teachers or lecturers (if the context if the context is university students). Previous studies have also addressed several efforts which can be made to help students enhance their critical thinking skills. Petrie J. A. C. van der Zanden, Eddie Denessen, Antonius H. N. Cillessen and Paulien C. Meijer⁷⁵ in their study have emphasized that one of the efficient efforts that can be made to improve students' critical thinking skills is by promoting teachers to deliberately teach students some thinking strategies and skills. The foregoing way is considered crucial because thinking skills cannot simply develop naturally, but it should be trained. Teachers could be the

⁷⁴ Y.B. Kurniasari, 'Pengaruh Model Pembelajaran Critical Thinking Skills Terhadap Kemampuan Berpikir Kritis Siswa', *Core.Ac.Uk* (Universitas Santa Dharma, 2020).

⁷⁵ van der Zanden and others.

⁷⁶ Dona Whiley and others, 'Enhancing Critical Thinking Skills in First Year Environmental Management Students: A Tale of Curriculum Design, Application and Reflection', *Journal of Geography in Higher Education*, 41.2 (2017), 166–81 <<https://doi.org/10.1080/03098265.2017.1290590>>.

Bradd Witt, R. M. Colvin, Rodolfo Sapiains Arrue and Julius Kotir⁷⁶ further delineated that, to help students improve critical thinking skills, the used learning curriculum should be developed by embedding the dimensions of critical thinking skills.

The second data of the present study presented the correlation between the fifth semester TBI students' critical thinking skills and English essay writing skills. Before computing the statistical correlation of the two variables, the researcher had investigated the demographic description of the students' English essay writing skills whose data were garnered from English essay test. Their writing skills were categorized as moderate. Among the sample of 40 fifth semester TBI students, it could be seen that no student had a very good English essay writing skill; 6 students had good English essay writing skills; 19 students had moderate English essay writing skills; 9 students had poor English essay writing skills; and 6 students had very poor English essay writing skills. The average of the total score was 66.35. The median was 65, and the mode was 70. Subsequently, the standard deviation was 13.66550964. Based on the computation of the fifth semester TBI students' overall English essay writing skills, it could be concluded that their English essay writing skills were classified into a moderate level with the percentage of 66.35%. According Jacobs and colleagues' theory⁷⁷ which has been adopted as the foundation of English essay test rubric of this study, it could be interpreted that the student respondents in this study had adequate writing abilities in terms of content, organization, vocabulary, language use, and mechanic.

⁷⁷ Jacobs and others. Op. Cit.

Subsequently, the statistical correlation indicated that there was a positive correlation between the fifth semester TBI students' critical thinking skills and English essay writing skills. Based on the statistical calculation, it could be understood that r_{xy} (0.26307) was higher than r_{table} (0.2573). It meant that there was a positive correlation between the fifth semester TBI students' critical thinking skills and their English essay writing skills. However, the positive correlation was identical to a low category because r_{xy} (0.26307) was in the range of (0.200 – 0.399). Even though the level of correlation was low, the empiric data indicated a positive correlation between critical thinking skills and English essay writing skill. It meant that this study proved that the H_1 was accepted. This study approved H_1 : There is a correlation between critical thinking skills and English essay writing skills. Previous studies have supported the current research results. For example, the studies conducted by Sinaga and Feranie⁷⁸ and Beniche and Larouz⁷⁹ have demonstrated that there is an interrelationship between critical thinking skills and writing skills.

The present study has successfully demonstrated a positive correlation between critical thinking skills and English essay writing skills in the context of the fifth semester TBI students of IAIN Curup. This positive correlation lays with it some implication which can be reflected as vicarious learning for the readers of this thesis. First, knowing the correlation between critical thinking skills and English essay writing skills, it means that the higher one's critical thinking skills

⁷⁸ Parlindungan Sinaga and Shelly Feranie, 'Enhancing Critical Thinking Skills and Writing Skills through the Variation in Non-Traditional Writing Task', *International Journal of Instruction*, 10.2 (2017), 69–84 <<https://doi.org/10.12973/IJI.2017.1025A>>.

⁷⁹ M Benieche and M Larouz, 'Examining the Relationship between Critical Thinking Skills and Argumentative Writing Skills in Moroccan Preparatory Classes of Higher Engineering Schools (CPGE)', *International Journal of Linguistics, Literature, and Translation*, 2021 <<https://doi.org/10.32996/ijllt>>.

are, the better his English essay writing skills will be. Therefore, as explained by Murthado,⁸⁰ critical thinking skills should be trained and rehearsed. Another way to help improve critical thinking skills is by learning three domains of metacognitive skills because metacognitive skills are the core of critical thinking skills. Learning from Teng⁸¹ if metacognitive skills are grounded in the context of critical thinking skills, three domains of metacognitive skills as such subsume declarative knowledge (e.g. knowledge about what to think), strategic knowledge (e.g. knowledge about how to think effectively), and conditional knowledge (e.g. knowledge about when to use thinking strategies according to the oriented purposes). Second, it can be learned from the correlational pattern of critical thinking skills and English essay writing skills that one should make use of his effective thinking skills while writing an essay draft (or a paper) so that the flow of ideas will be attractive when his work is read by readers. It is true because the dimension of writing skill itself, according to Mehran Rajae Pitenoe and Ahmad Modaberi⁸² are of two dimensions, namely idea organization (the thinking dimension) and good language use (the linguistic dimension).

CHAPTER V

⁸⁰ Fathiaty Murtadho, 'Metacognitive and Critical Thinking Practices in Developing EFL Students' Argumentative Writing Skills', *Indonesian Journal of Applied Linguistics*, 10.3 (2021), 656–66 <<https://doi.org/10.17509/ijal.v10i3.31752>>.

⁸¹ Feng Teng, 'Tertiary-Level Students' English Writing Performance and Metacognitive Awareness: A Group Metacognitive Support Perspective', *Scandinavian Journal of Educational Research*, 64.4 (2020), 551–68 <<https://doi.org/10.1080/00313831.2019.1595712>>.

⁸² Mehran Rajae Pitenoe and Ahmad Modaberi, 'The Effect of Cognitive and Metacognitive Writing Strategies on Content of the Iranian Intermediate Efl Learners' Writing',

Journal of Language Teaching and Research, 8.3 (2017), 594–600
<<https://doi.org/10.17507/jltr.0803.19>>.

CONCLUSION AND SUGGESTIONS

This chapter provides conclusion which is drawn from the data of this study. Also, following the conclusion, suggestions are given to several related parties.

A. Conclusion

Based on two objectives of this study, namely assessing the fifth semester TBI students' critical thinking skills and confirming the correlation between their critical thinking skills and English essay writing skills, there are two sets of conclusive information which can be drawn.

First, fifth semester TBI students have a moderate level of critical thinking skills. Among the sample of 40 fifth semester TBI students, 8 students have very good critical thinking skills; 3 students have good critical thinking skills; 18 students have moderate critical thinking skills; 3 students have poor critical thinking skills; and 8 students have very poor critical thinking skills. The average of the total score after making conversion to ordinal number is 20.265. The median is 22.2, and the mode is 28. Subsequently, the standard deviation is 6.293079227. Based on the computation of the fifth semester TBI students' overall critical thinking skills, their critical thinking skills are classified into a moderate level (67.55%).

Second, as to compute the statistical correlation, the demographic data of writing skills should be revealed in prior. Concerning the students' English essay writing skills, this study has revealed that their writing skills are categorized as moderate. Among the sample of 40 fifth semester TBI students,

no student has a very good English essay writing skill; 6 students have good English essay writing skills; 19 students have moderate English essay writing skills; 9 students have poor English essay writing skills; and 6 students have very poor English essay writing skills. The average of the total score is 66.35. The median is 65, and the mode is 70. Subsequently, the standard deviation is 13.66550964. To sum up, their English essay writing skills are classified into a moderate level with the percentage of 66.35%. Subsequently, the statistical correlation has indicated that there is a positive correlation between the fifth semester TBI students' critical thinking skills and English essay writing skills. The calculation has demonstrated that r_{xy} (0.26307) is higher than r_{table} (0.2573). However, the positive correlation is identical to a low category because r_{xy} (0.26307) is in the range of (0.200 – 0.399). Even though the level of correlation is low, the empiric data has indicated a positive correlation between critical thinking skills and English essay writing skill in the context of the fifth semester TBI students. It means that this study has successfully proven to accept the hypothesis one (H1) which reads “There is a correlation between critical thinking skills and English essay writing skills”.

B. Suggestions

This study offers some suggestions for several parties, namely English writing lecturers, English students, English department, and future's researchers.

1. English writing lecturers

This study presents main data concerning the correlation between critical thinking skills and English essay writing skills. This kind of information will be useful for English writing lecturers in order that they consciously take account of the elements of critical thinking skills in efforts to teach and help their students improve English essay writing skills. In so doing, English lecturers can make efforts to explicitly teach students critical thinking skills as part of interventions in English writing classes.

2. English students

That this study presents a set of information regarding the essence of critical thinking skills in terms of English essay writing skills to a great extent emphasizes that English students have to always be aware of improving their critical thinking skills. The elements of critical thinking skills brought by this study can be learning resources for English students to learn and to enhance their critical thinking skills.

3. English departments

The relatedness between critical thinking skills and English essay writing skills addressed in this study will also serve as a set of reference for English curricular development in English departments (*Tadris* English department in this study's context). English departments can consider making policies to embed the elements of critical thinking skills in the courses of English writing or reading.

4. Future's Researchers

The results of this study can be a bridge for future's researcher to design a more complex multiple-correlation study whose parts of variables incorporate critical thinking skills and English essay writing skills, which will be combined by other additional variables.

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APPENDIXES

A. The Blueprint of Critical Thinking Skills Questionnaire

| No | Indicators of Critical Thinking Skills | Descriptions | Items |
|----|--|---|---|
| 1 | Analysis | The ability to identify, classify, compare, and contrast various sets of information. | 31. I make notes on the important elements of people's arguments or propositions (e.g. the topic, issues, thesis and main points). 32. I distinguish between facts and opinions. 33. I search for parallels and similarities between different issues. 34. I solicit input from other people to broaden my understanding of a subject. 35. I analyze propositions to see if the logic is sound. 36. I distinguish major points from minor points. |
| 2 | Inference | The ability to absorb unstated information and the ability to draw a set of conclusions from a bundle of information. | 37. I put material I have read or seen into my own words to help me understand it. 38. I summarize what I have heard or read to ensure I have understood properly. 39. I draw conclusions from data I have analyzed in order to decide whether to accept or reject a proposition or argument. 40. I look for what isn't there rather than concentrate solely on what is there. 41. I reach my own conclusions rather than let myself be swayed by the opinions of others. |
| 3 | Evaluation | The ability to consider the value or essence of information. | 42. I test the assumptions underpinning an argument or proposition. |

| | | | |
|---|---------------------|---|--|
| | | | <p>43. I double-check facts for accuracy.</p> <p>44. I use a set of criteria against which to evaluate the strength of the argument or proposition.</p> <p>45. I assess the credibility of the person presenting the material I am evaluating.</p> <p>46. I play devil's advocate in order to improve my grasp of an argument or proposition.</p> <p>47. I evaluate the evidence for an argument or proposition to see if it is strong enough to warrant belief.</p> <p>48. I consider new information to see whether I need to re-evaluate a previous conclusion.</p> |
| 4 | Inductive reasoning | The ability to think in detail from specific domains to generate general domains. | <p>49. I check other people's understanding of issues.</p> <p>50. I break down material so that I can see how ideas are ordered and raised.</p> <p>51. I explore statements for ambiguity to ensure I do not misconstrue their meaning.</p> <p>52. I challenge proposals and arguments that appear to lack rigor.</p> <p>53. I ask questions to reinforce my understanding of the issue.</p> <p>54. I research a subject to enhance my understanding.</p> |
| 5 | Deductive reasoning | The ability to think in detail from general domains to specific domains. | <p>55. I state my reasons for accepting or rejecting arguments and propositions.</p> <p>56. I set aside emotive language to avoid being swayed by bias or opinionated statements.</p> <p>57. I weigh up the reliability of people's opinions.</p> <p>58. I establish the assumptions that an argument rests upon.</p> |

| | | | |
|--|--|--|---|
| | | | 59. I set aside my prejudices to evaluate arguments in a dispassionate, objective way. 60. I establish the underlying purpose of an argument or proposition. |
|--|--|--|---|

B. Critical Thinking Skills Questionnaire

Direction: Here are 30 statements exploring things you might or might not do when critically thinking about a subject. Simply read each description and click on the box to indicate how often you do it.

| No | English Items | Indonesian Items | Never | Rarely | Sometimes | Often | Always |
|----|--|--|-------|--------|-----------|-------|--------|
| 1 | I make notes on the important elements of people's arguments or propositions (e.g. the topic, issues, thesis and main points). | Saya mencatat elemen-elemen penting dari argumen atau ajuan orang lain (Misal: topik, isu, tesis, dan poin utama). | | | | | |
| 2 | I distinguish between facts and opinions. | Saya memperbedakan fakta dengan pendapat. | | | | | |
| 3 | I search for parallels and similarities between different issues. | Saya mencari aspek paralel dan kesamaan antara isu-isu yang berbeda. | | | | | |
| 4 | I solicit input from other people to broaden my understanding of a subject. | Saya mencari masukan dari orang lain untuk memperluas pemahaman saya terhadap sebuah subjek. | | | | | |
| 5 | I analyze propositions to see if the logic is sound. | Saya menganalisa pendapat-pendapat yang diajukan untuk melihat | | | | | |

| | | | | | | | |
|----|--|---|--|--|--|--|--|
| | | keakuratan logikanya. | | | | | |
| 6 | I distinguish major points from minor points. | Saya membedakan ide-ide besar dari ide-ide kecil. | | | | | |
| 7 | I put material I have read or seen into my own words to help me understand it. | Saya memproses informasi yang saya baca atau lihat menggunakan bahasa saya sendiri untuk membantu saya memahaminya. | | | | | |
| 8 | I summarize what I have heard or read to ensure I have understood properly. | Saya merangkum apa yang saya dengar atau baca untuk memastikan bahwa saya memahaminya dengan baik. | | | | | |
| 9 | I draw conclusions from data I have analyzed in order to decide whether to accept or reject a proposition or argument. | Saya menyimpulkan data yang saya sudah analisa agar bisa menentukan apakah saya harus terima atau tolak pendapat atau argumen terkait data itu. | | | | | |
| 10 | I look for what isn't there rather than concentrate solely on what is there. | Saya mencari hal yang tak terungkap dari pada hanya mengikuti saja apa yang tertera. | | | | | |
| 11 | I reach my own conclusions rather than let myself be swayed by the opinions of others. | Saya membuat simpulan sendiri dari pada membiarkan saya terbawa opini orang lain. | | | | | |

| | | | | | | | |
|----|---|--|--|--|--|--|--|
| 12 | I test the assumptions underpinning an argument or proposition. | Saya menguji asumsi-asumsi yang mendasari sebuah argumen atau pendapat. | | | | | |
| 13 | I double-check facts for accuracy. | Saya mengecek dua kali fakta demi keakuratan. | | | | | |
| 14 | I use a set of criteria against which to evaluate the strength of the argument or proposition. | Saya menggunakan berbagai kriteria yang berlawanan untuk mengevaluasi kekuatan dari suatu argumen atau pendapat. | | | | | |
| 15 | I assess the credibility of the person presenting the material I am evaluating. | Saya mengukur kredibilitas seseorang yang menyampaikan suatu materi yang saya evaluasi. | | | | | |
| 16 | I play devil's advocate in order to improve my grasp of an argument or proposition. | Saya mempertimbangkan ide yang berlawanan dari suatu argumen atau pendapat agar saya bisa meningkatkan pemahaman saya terkait argumen atau pendapat itu. | | | | | |
| 17 | I evaluate the evidence for an argument or proposition to see if it is strong enough to warrant belief. | Saya mengevaluasi bukti dari suatu argumen atau pendapat untuk melihat seberapa kuat argumen atau pendapat itu untuk bisa diterima. | | | | | |
| 18 | I consider new information to see whether I need to re-evaluate a previous conclusion. | Saya mempertimbangkan informasi baru untuk melihat apakah saya butuh mengevaluasi kembali simpulan | | | | | |

| | | | | | | | |
|----|--|---|--|--|--|--|--|
| | | yang sudah saya buat sebelumnya. | | | | | |
| 19 | I check other people's understanding of issues. | Saya memeriksa pemahaman orang lain tentang berbagai isu. | | | | | |
| 20 | I break down material so that I can see how ideas are ordered and raised. | Saya merincikan suatu materi sehingga saya mampu melihat bagaimana ide-ide bisa disusun dan diajukan. | | | | | |
| 21 | I explore statements for ambiguity to ensure I do not misconstrue their meaning. | Saya mengeksplorasi ujaran-ujaran ambigu untuk memastikan bahwa saya tidak salah paham tentang maknanya. | | | | | |
| 22 | I challenge proposals and arguments that appear to lack rigor. | Saya mempertanyakan pendapat yang diajukan atau argumen yang diangkat untuk memperlemah pendapat atau argumen tersebut. | | | | | |
| 23 | I ask questions to reinforce my understanding of the issue. | Saya membuat berbagai pertanyaan untuk memperkuat pemahaman saya tentang berbagai isu. | | | | | |
| 24 | I research a subject to enhance my understanding. | Saya teliti suatu subjek untuk meningkatkan pemahaman saya tentang subjek tersebut. | | | | | |
| 25 | I state my reasons for accepting or rejecting arguments and propositions. | Saya utarakan pemikiran saya untuk menerima atau menolak berbagai argumen dan pendapat. | | | | | |

| | | | | | | | |
|----|---|--|--|--|--|--|--|
| 26 | I set aside emotive language to avoid being swayed by bias or opinionated statements. | Saya tidak menggunakan bahasa emosional untuk menghindari agar saya tidak terbawa oleh bias atau pendapat-pendapat orang lain. | | | | | |
| 27 | I weigh up the reliability of people's opinions. | Saya menimbang reliabilitas atau konsistensi pendapat-pendapat orang lain. | | | | | |
| 28 | I establish the assumptions that an argument rests upon. | Saya membangun asumsi dari suatu argumen yang didasarkan. | | | | | |
| 29 | I set aside my prejudices to evaluate arguments in a dispassionate, objective way. | Saya kesampingkan prasangka-prasangka demi mengevaluasi argumen secara objektif. | | | | | |
| 30 | I establish the underlying purpose of an argument or proposition. | Saya memperkuat tujuan dasar dari suatu argumen atau pendapat yang saya ajukan. | | | | | |

C. The Prompt of English Essay Test

| | |
|---------------|---|
| Prompt | : Write out an English essay which tells your great success in life! |
| Rules | : The test taker has to provide five paragraphs. The number of words is not more than 1,500 words. The time given to complete this test is 60 minutes. The test taker is not allowed to make use of English dictionary or other aids during the process of writing out the essay. |

D. The Rubric of Scoring English Essay

| SCORE | LEVEL | CRITERIA |
|--------------|-------|---|
| CONTENT | 30-27 | EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic |
| | 26-22 | GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail |
| | 21-17 | FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas |
| | 16-13 | VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate |
| ORGANIZATION | 20-18 | EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive |
| | 17-14 | GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing |
| | 13-10 | FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development |
| | 9-7 | VERY POOR: does not communicate, no organization, not enough to evaluate |
| VOCABULARY | 20-18 | EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register |
| | 17-14 | GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured |
| | 13-10 | FAIR TO POOR: limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured |
| | 9-7 | VERY POOR: essentially translation, little knowledge of English vocabulary |
| LANGUAGE USE | 25-22 | EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition |
| | 21-18 | GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured |
| | 17-11 | FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured. |
| | 10-5 | VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate |
| MECHANICS | 5 | EXCELLENT TO VERY GOOD: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing |
| | 4 | GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured |
| | 3 | FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured |
| | 2 | VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate |

E. Judgement Expert: Validator's Comments for the Questionnaire of Critical Thinking Skills and English Essay Writing Test

| | |
|-----------------|---|
| Prompt : | Write out an English essay which tells your great success in life! |
| Rules : | The test taker has to provide five paragraphs. The number of words is not more than 1,500 words. The time given to complete this test is 60 minutes. The test taker is not allowed to make use of English dictionary or other aids during the process of writing out the essay. |

| SCORE | LEVEL | CRITERIA |
|---------------------|-------|---|
| CONTENT | 30-27 | EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic |
| | 26-22 | GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail |
| | 21-17 | FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas |
| | 16-13 | VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate |
| ORGANIZATION | 20-18 | EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive |
| | 17-14 | GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing |
| | 13-10 | FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development |
| | 9-7 | VERY POOR: does not communicate, no organization, not enough to evaluate |
| VOCABULARY | 20-18 | EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register |
| | 17-14 | GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured |
| | 13-10 | FAIR TO POOR: limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured |
| | 9-7 | VERY POOR: essentially translation, little knowledge of English vocabulary |
| LANGUAGE USE | 25-22 | EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition |
| | 21-18 | GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured |
| | 17-11 | FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured. |
| | 10-5 | VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate |
| MECHANICS | 5 | EXCELLENT TO VERY GOOD: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing |
| | 4 | GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured |
| | 3 | FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured |
| | 2 | VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate |

Catatan validator: 1) Komponen dasar dari essay prompt sudah bagus dan layak. Rubrik yang diadopsi juga bagus dan sudah sering digunakan dalam mengukur essay oleh akademisi ELT. Jadi, secara konten rubric ini valid. 2) Terkait dengan draf kuesioner berfikir kritis yang dikirim ke validator, kuesioner yang diadopsi tersebut bagus, dan Honey adalah expert di bidang keterampilan berfikir kritis. Jadi kuesioner itu sangat layak digunakan.

Validator

(Rahmawati Kusumaningrum, M. Pd)

F. Raw Data and Data Computation of Fifth Semester TBI Students' Critical Thinking Skills

| N | Items | | | | | | | | | | | | | | | <i>The table is continued to the next display</i> |
|------------|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| Student 1 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 3 | 5 | 4 | 3 | |
| Student 2 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 5 | |
| Student3 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | |
| Student 4 | 5 | 3 | 4 | 3 | 5 | 3 | 5 | 2 | 4 | 2 | 5 | 2 | 4 | 2 | 3 | |
| Student 5 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 5 | |
| Student 6 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 3 | 5 | 5 | 4 | 4 | 5 | 2 | |
| Student 7 | 3 | 2 | 3 | 2 | 2 | 3 | 4 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 5 | |
| Student 8 | 3 | 2 | 5 | 3 | 3 | 5 | 5 | 3 | 5 | 2 | 5 | 5 | 3 | 5 | 3 | |
| Student 9 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 5 | |
| Student 10 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | |
| Student 11 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 3 | 5 | 5 | 4 | 4 | 2 | 2 | |
| Student 12 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 5 | |
| Student 13 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 5 | |
| Student 14 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 5 | |
| Student 15 | 3 | 5 | 3 | 2 | 5 | 3 | 4 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | |
| Student 16 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | |
| Student 17 | 5 | 3 | 4 | 3 | 5 | 3 | 5 | 2 | 4 | 2 | 5 | 5 | 4 | 3 | 3 | |
| Student 18 | 5 | 3 | 4 | 3 | 5 | 3 | 5 | 2 | 4 | 2 | 5 | 5 | 4 | 3 | 3 | |
| Student 19 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 5 | |
| Student 20 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | |
| Student 21 | 3 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | |
| Student 22 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | |

| | | | | | | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|
| Student 23 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | |
| Student 24 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 2 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | |
| Student 25 | 3 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 5 | |
| Student 26 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | |
| Student 27 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | |
| Student 28 | 5 | 3 | 4 | 3 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | |
| Student 29 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | |
| Student 30 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | |
| Student 31 | 5 | 3 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | |
| Student 32 | 4 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | |
| Student 33 | 3 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 5 | |
| Student 34 | 3 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 5 | |
| Student 35 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 5 | |
| Student 36 | 3 | 2 | 3 | 2 | 2 | 3 | 4 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 5 | |
| Student 37 | 5 | 4 | 5 | 5 | 3 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | |
| Student 38 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 5 | |
| Student 39 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | |
| Student 40 | 5 | 3 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | |

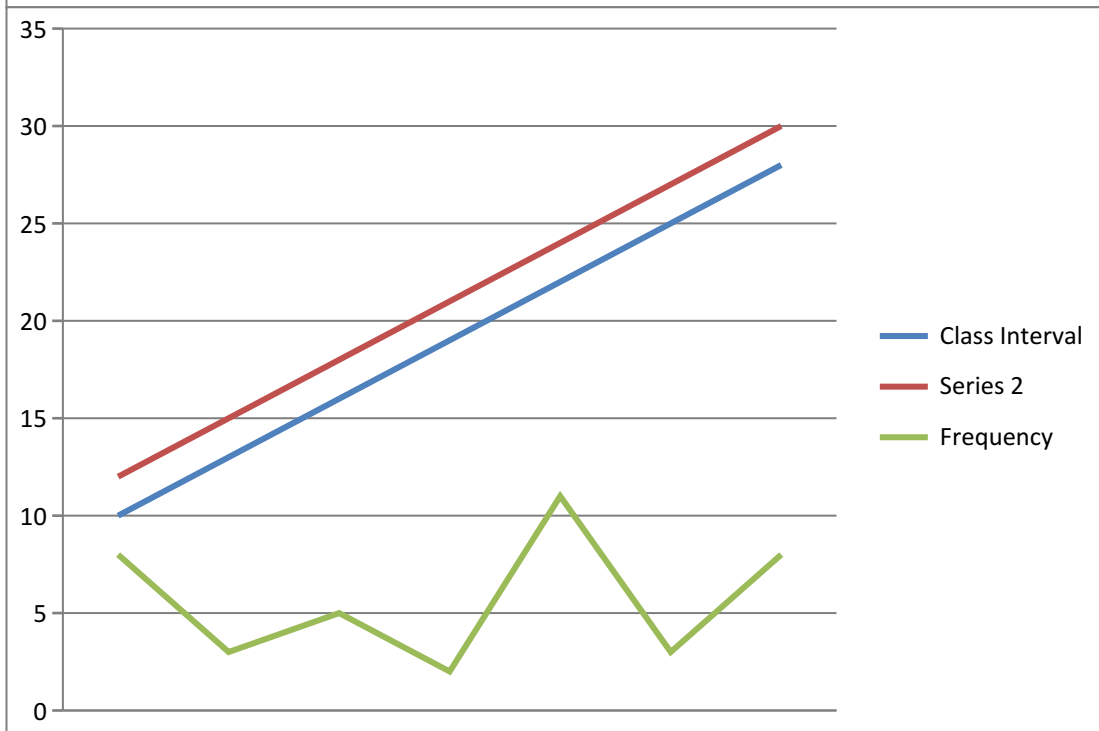
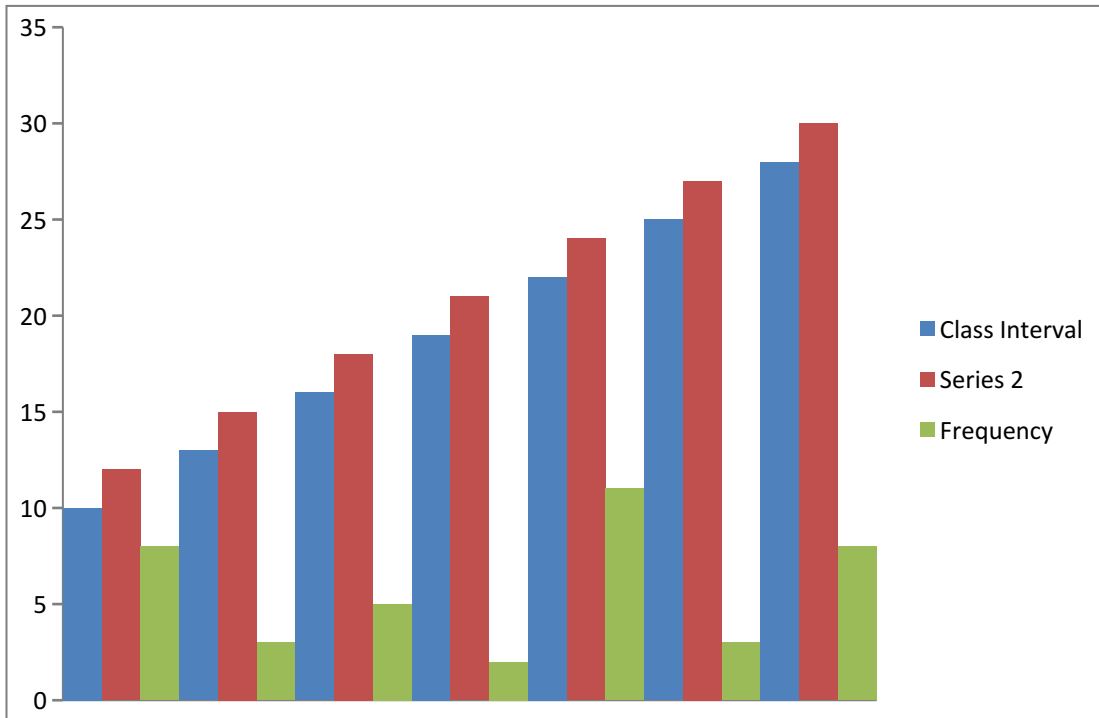
| N | Items | | | | | | | | | | | | | | | Sum | Score |
|----|-------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-------|
| | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | |
| S1 | 4 | 5 | 3 | 5 | 4 | 5 | 5 | 5 | 2 | 5 | 5 | 4 | 3 | 5 | 5 | 130 | 26 |
| S2 | 3 | 3 | 4 | 3 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 3 | 120 | 24 |
| S3 | 5 | 2 | 2 | 5 | 5 | 4 | 4 | 5 | 2 | 4 | 5 | 4 | 4 | 4 | 4 | 130 | 26 |
| S4 | 1 | 3 | 2 | 3 | 2 | 4 | 2 | 3 | 4 | 4 | 4 | 2 | 3 | 3 | 3 | 95 | 19 |
| S5 | 3 | 3 | 4 | 3 | 3 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 120 | 24 |
| S6 | 3 | 3 | 3 | 5 | 5 | 4 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 120 | 24 |
| S7 | 3 | 3 | 4 | 3 | 1 | 2 | 3 | 1 | 4 | 1 | 3 | 2 | 5 | 2 | 3 | 80 | 16 |

| | | | | | | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|------|
| S8 | 3 | 2 | 2 | 2 | 2 | 4 | 4 | 4 | 2 | 4 | 5 | 5 | 4 | 2 | 3 | 105 | 21 |
| S9 | 1 | 3 | 2 | 3 | 1 | 4 | 3 | 2 | 1 | 5 | 1 | 4 | 2 | 3 | 2 | 68 | 13.6 |
| S10 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 4 | 4 | 2 | 4 | 2 | 2 | 2 | 56 | 11.2 |
| S11 | 2 | 3 | 2 | 3 | 2 | 4 | 5 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 90 | 18 |
| S12 | 1 | 3 | 2 | 3 | 1 | 4 | 3 | 2 | 4 | 5 | 4 | 4 | 3 | 5 | 5 | 80 | 16 |
| S13 | 1 | 3 | 2 | 3 | 1 | 4 | 3 | 2 | 1 | 5 | 1 | 2 | 2 | 2 | 2 | 65 | 13 |
| S14 | 3 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 4 | 3 | 120 | 24 |
| S15 | 3 | 3 | 2 | 3 | 2 | 4 | 2 | 3 | 2 | 5 | 3 | 2 | 2 | 3 | 4 | 86 | 17.2 |
| S16 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 5 | 5 | 2 | 2 | 2 | 1 | 2 | 55 | 11 |
| S17 | 4 | 3 | 2 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 5 | 5 | 3 | 3 | 5 | 110 | 22 |
| S18 | 4 | 3 | 2 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 5 | 5 | 3 | 4 | 5 | 111 | 22.2 |
| S19 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 5 | 4 | 5 | 3 | 5 | 5 | 4 | 3 | 112 | 22.4 |
| S20 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 4 | 4 | 2 | 55 | 11 |
| S21 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 145 | 29 |
| S22 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 4 | 4 | 2 | 4 | 2 | 2 | 2 | 56 | 11.2 |
| S23 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 3 | 140 | 28 |
| S24 | 4 | 3 | 4 | 5 | 5 | 4 | 4 | 3 | 4 | 4 | 5 | 5 | 3 | 4 | 5 | 125 | 25 |
| S25 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 5 | 4 | 5 | 3 | 5 | 5 | 4 | 3 | 111 | 22.2 |
| S26 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | 4 | 2 | 4 | 2 | 2 | 1 | 2 | 3 | 60 | 12 |
| S27 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 4 | 4 | 2 | 4 | 2 | 2 | 2 | 56 | 11.2 |
| S28 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 140 | 28 |
| S29 | 2 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 4 | 4 | 2 | 55 | 11 |
| S30 | 5 | 5 | 2 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 140 | 28 |
| S31 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 145 | 29 |
| S32 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 140 | 28 |
| S33 | 1 | 3 | 2 | 3 | 1 | 4 | 3 | 2 | 1 | 5 | 1 | 4 | 2 | 5 | 5 | 73 | 14.6 |
| S34 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 5 | 4 | 5 | 3 | 5 | 5 | 4 | 3 | 111 | 22.2 |

| | | | | | | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|------|
| S35 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 5 | 4 | 5 | 3 | 5 | 5 | 4 | 3 | 112 | 22.4 |
| S36 | 3 | 3 | 4 | 3 | 1 | 2 | 3 | 1 | 4 | 1 | 3 | 2 | 5 | 2 | 3 | 80 | 16 |
| S37 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 140 | 28 |
| S38 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 5 | 4 | 5 | 3 | 5 | 5 | 4 | 3 | 112 | 22.4 |
| S39 | 2 | 2 | 3 | 1 | 4 | 3 | 2 | 2 | 4 | 3 | 2 | 4 | 2 | 1 | 2 | 59 | 11.8 |
| S40 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 145 | 29 |

| No | Domains | Scores |
|----|--|-----------------------------|
| 1 | Mean | 20.265 |
| 2 | Standard Deviation | 6.293079 |
| 3 | Max | 29 |
| 4 | Min | 11 |
| 5 | Range | 18 |
| 6 | Median | 22.2 |
| 7 | Mode | 28 |
| 8 | N | 40 |
| 9 | Class | $6.322043 = 7$ |
| 10 | Interval | $2.847181 = 3$ |
| 11 | The Percentage of all students' critical thinking skills | $20.265/30/100\% = 67.55\%$ |

| Category | Class Interval | | Frequency | Class Boundaries | Midpoint | Percentage |
|-----------|----------------|----|-----------|------------------|----------|------------|
| Very poor | 10 | 12 | 8 | 9.5-12.5 | 11 | 20% |
| Poor | 13 | 15 | 3 | 12.5-15.5 | 14 | 8% |
| Moderate | 16 | 18 | 5 | 15.5-18.5 | 17 | 13% |
| Moderate | 19 | 21 | 2 | 18.5-21.5 | 20 | 5% |
| Moderate | 22 | 24 | 11 | 21.5-24.5 | 23 | 28% |
| Good | 25 | 27 | 3 | 24.5-27.5 | 26 | 8% |
| Very good | 28 | 30 | 8 | 27.5-30.5 | 29 | 20% |
| | Σ | | 40 | | | 100% |



G. Essay Rater's Notes and Comments on the Students' English Essays

Student 1

My Success

Success is an achievement of the things that most people want. Success does not mean getting a lot of money but it can also be a small **thing, small** things here have various kinds, such as things related to daily activities, achievement in a lesson, giving something to **others and** so on. It is this little thing that can make every person happy, that's called success. In this case someone must have had success, including myself. The success that I achieved was the achievement of a course that made me **remember all my life.**

The success that I have achieved is in speaking 1 course at second semester. The lecturer who teaches speaking is Mr. Sarwo. He is one of the most famous killers in English **Departement**. Then seeing him directly, students felt reluctant and afraid. This made me, including my friends, afraid to study with him. In addition, we new students think speaking is a fairly difficult course. The difficulty of speaking course gave my friends and me each experience. There were challenges and struggles that we experienced during that semester. *(note: if the main idea of this paragraph is "The success that I have achieved is in speaking 1 course at second semester", the supporting details should be about your success story in speaking 1 for this paragraph)*

There were many things that we went through during this speaking course. It is a fairly heavy struggle in my opinion. Besides the challenges and threats that we continue **to received** from lecturers in speaking. One of them that I have never forgotten was that I was insulted because my speaking **skills were** poor and the vocabulary was lacking and my vocabulary was also considered outdated. Then after the statement, my friends and I were also scolded if they could not speak according to his wishes. **Beside** we scolded and also ridiculed then laughed by classmates if the speaking was a lot wrong. Even when we started giving material we were asked

about the previous material and if we could not answer we were warned to move to another department. This makes my friends who feel down including me and some who want to **move departement**. (note: if the main idea of this paragraph is “*There were many things that we went through during this speaking course*”, the supporting details should really explore the “many things” as you previously emphasize)

Seeing **the** many challenges and struggles we experienced, **M**aking me motivated myself to be even better. **Besides that**, I was also motivated by our seniors, who in my opinion had the same abilities as we had at the time, but they were able and could pass it. This made me improve myself by learning harder at home. **Besides that**, I **repeat** the speaking material every time, and also **memorize** some new and updated vocabularies. With this series of activities, I understood and was able to speak well at that time. (note: the main idea and the supporting details of this paragraph have been well-connected)

There were **the** various challenges and struggles. Arriving at the time of our final speaking exam we were outside the campus. This also made me a little anxious because we were seen by many people and also there were some seniors who came to take part in the exam. During the exam, the material that was asked was also not sequential and sometimes beyond our expectations. **At time my turn**, it made me nervous in answering, but I had to answer and issue what was on my mind. After that, we arrived at the announcement of the score after one semester that we passed. At that time I didn't expect that I finally got a gold ticket, it **was signifies** getting the best score or A value . This made me very happy and I thought this was the success I achieved from some of my previous struggles. (note: the main idea and the supporting details of this paragraph have been well-connected)

From the events that I experienced I **can concluded**, success is very challenging things that we can pass for each process. **futhermore**, success which initially makes us sad and down, it finally makes us happy if we struggle. Moreover, the success that I achieved earlier motivated me in the future to be better. Whatever difficulties I experience later I have to be able to pass it and get happiness even though it's only a few of the challenges and difficulties that I experience.

Note: there are a couple of grammatical mistakes in your essay. You have to revise those mistakes

Student 2

Writing Essay about Success in Life
~Succes in My life~

I come from an ordinary family. My father who always had time for family, **but still struggling** to work hard to make a living, mother also helped father in earning a living as a vegetable trader in the market to fulfill our daily needs, especially to finance my education and my younger siblings. One day, my mother and father had a great desire and hope that someday I should be able to go as high as possible to achieve success so that I can help my family and other people who live in poverty.

This is mother and father's desire **that the basis** for me to measure success in life, namely how much I have succeeded in doing, how much I have contributed to

people around me through the knowledge, skills, and achievements that I have achieved. Because the life motto that I always hold is as good as a human being, it is he who can benefit others. After I finished my **studys**, I went on to study at a university that was in Curup area, namely Sekolah Tinggi Agama Islam Negeri Curup or now a state Islamic religion institute, I was able to do and achieve some important things that I consider to be the greatest success of my life to date. In this essay, **i** want to explain the two important successes that I have achieved to make my parents proud and help people around me. (Note: the first and second paragraphs of your essay present the ideas of “introduction”. It’s not necessary to write down a long introduction in an essay. You’d better give more spaces for the body paragraphs)

The first biggest success that I have achieved is that I was able to graduate from school and finish my high school with a not so disappointing value. **although** it didn't get satisfactory results, I was proud of that. **some** people, getting high school may not be a big deal. However, personally, I have to admit that the struggle to finish my high school is not **easy. because** for this school mothers and fathers really worked hard for their children to be able to go to school, so during school I really learned to finish my school. (note: the main idea and the supporting details of this paragraph have been well-connected)

The second biggest success that I achieved was that after I graduated from school I was able to work to help my parents, so that I could slightly reduce the burden on my parents. I can help a little to pay for my two younger siblings. **then** with me working for my own money I can continue my education to a higher level by using my hard-earned money without charging my parents. **And** I can continue my **studies** at a university in Curup **with a major that I like is English** and my parents are very supportive. I hope that with my studies taking this course I can become a good English teacher **later.and** I can always follow everything my parents want, boast, and never deny everything my parents suggested. (note: the main idea and the supporting details of this paragraph have been well-connected)

These two successes that I have achieved are not a sign for me to stop, but rather an arrangement of stairs that will lead me to achieving the next success. **Because** everything I did with the blessing of the parents would surely receive blessings from Allah SWT, therefore I always remember the message from my mother that God did not judge us from the results we achieved but from what we have done, **because** keep on trying so that **you** can be better to be able to benefit all people around **you**. There are still many successes that I want to achieve, in order to improve life in the future and provision for the afterlife.

Note: there are a couple of grammatical mistakes in your essay. You have to revise those mistakes

Student 3

The **sucessfull** in my life

I have a little perfect family. My father has passed away and my mother went to work in **other** country because of this situation. My mother still works for my sisters, brother, and me, especially to finance for our educations. **Especially to finance our education. one** day my mother delivered a message to me that **someday**

should be able to get education as high as possible to achieve success in order to be able to help families and other people who live in poverty.

My mother told me some basic advices in measuring the success of life: how many things I had succeeded in doing, how much contribution I had made to people around through the knowledge, skills and presentations that I have achieved.

It's very related to my motto that I always hold in my life: to be a woman who can give her best to people who need it the most after I graduate. I was able to do and achieve some important things that I consider to be the greatest success of my life to date. **in** this essay I want to explain **the** two important successes that I have done and achieved many important successful things that make my parents proud. (Note: the first, second, and third paragraphs of your essay present the ideas of "introduction". It's not necessary to write down a long introduction in an essay. You'd better give more spaces for the body paragraphs).

the first biggest success I have **achieved completing** high school and won a number of competitions or championships . For some people finishing high school may not be a big thing. but, personally, I have to admit that the struggle to finish high school was not easy. My school had a different curriculum, and it might be difficult for most middle school students in general. Why? because this school was designated as the first school to be determined to use the K13 **curriculum** in our district. (Note: if the main idea of this paragraph is "*the first biggest success I have achieved completing high school and won a number of competitions or championships*", where are the supporting details that explore the ideas as regards "winning a number of competitions"?)

the second biggest success that I have achieved is that I can continue my studies on a campus, in the rejang lebong regency with a major that I am interested in and my parents very interested, my mother **were** very grateful. I was accepted in English Language Education Department which I took in order to be a great English teacher. (note: the number of sentences in this paragraph is fewer than 5 sentences). (note: where is the main idea of this paragraph?)

The last success that I have achieved is that I have all the things that I need to gain further achievements, especially blessings from my parent and mainly from Allah S.W.T. **therefore**, I always remember the message from my mother that Allah does not judge us from the results we have achieved but from what we have done. (Note: from the point stressed on your main idea, this is still another body paragraph of yours. Thus, where is your concluding paragraph?)

Note: there are a couple of grammatical mistakes in your essay. You have to revise those mistakes

Student 4

I was born and raised by extraordinary parents, my father is a rubber farmer, he graduated from elementary school and my mother is a housewife who usually helps my father take care of the rubber plantation. one of the events that I will not forget is when I was in middle school I left on foot because the road in my village was very bad. **But** I had a strong determination to finish my education to a high level. one day I saw my mother crying she heard talk about something more like this "what's the point in the use of school at the same time tomorrow is the same end as being a

gardener" **but I am strong my parents by learning** and must be able to be **people useful** later, and now finally I can go to college and hopefully I can make my parents happy and be able to finish on time.

The biggest success of my life **is wanting** to see my parent happy and smiling seeing me being a useful person, I **dont** want anything but wanting to see **tham proud** of having a child like me. I **dont** want to succeed if my parents **dont** exist because my success is **mine.only** that I want to see and I want success because there they are **so.for** me the greatest success is the happiness of both parents and the people closest to us.

(NOTE: I AM SORRY, THIS IS NOT AN ESSAY. You have to completely revise your work)

Student 5

THE BIGGEST **SUCCESSFUL** IN MY LIFE

I was born to a family of simple yet special. A father and a mother who **was** always there **is** free time for the family even though **it's** always busy at work. Meet daily needs especially to finance the education of us. Advice mom and dad **being** the main reason I headed over to success. My first success was finishing high school based **with** the top 10 **graduates,Personally** I am very proud of myself because it is rare among those who can survive with the distance from family and independent living with strangers in dormitories with full rules some benefits after studies high school-boarding school based. My second success was to make my own money with the result of my own sweat to enlist in **lain curup**. After college at lain curup, I achieved great things in painting. I wish I were a better person and not be arrogant by what I have today. Then the next time I passed success after the title of my proposal was received and now saddles the process. And the hope that I can have a better future than both of my parents. **So keep trying no matter what**, always be grateful and praying is the key.

(NOTE: I AM SORRY, THIS IS NOT AN ESSAY. You have to completely revise your work)

Student 6

Success is the dream of achieving that is obtained by hard work and accompanied by prayer. **A thing called success that is beneficial** to us or other people we meet. Success is for example made up of material and can also be in the form of nonmaterials. **(Note: in this paragraph, the number of sentences is fewer than is expected)**

Successful, successful new people, but only **a handful who** want to know about a mature plan, plus a great desire to achieve, **is** a means to achieve real success. The success that everyone wants may vary according to what they dream of. **(Note: in this paragraph, the number of sentences is fewer than is expected)**

For me, success is a victory, then for us we win that award. Before we achieve a thing, we certainly dream of **it and** we must achieve it. As my experience when I was in Vocational School, I wanted to be like a senior who went to **school and** the

costs were borne by the school because of the achievements he achieved. (Note: in this paragraph, the number of sentences is fewer than is expected)

When I was in 1st grade, I tried to get a scholarship so that I could ease the burden on my parents but it was not that easy to get. And when I was in 1st grade of Vocational School I participated in one of the organizations in Vocational Schools, namely PIK-R. I joined this organization along with many other friends, continued to be actively organized and did not think that I would get anything, friend, new friend and known by the teachers. (Note: in this paragraph, the number of sentences is fewer than is expected)

In 2nd grade, someone announced a scholarship and the PIK-R coach prioritized PIK-R members who would receive the scholarship. And thank God, all PIK-R members get the scholarship every 2X in one semester together with other members of the organization. The scholarship fee is paid every time to pay SPP one until two months ahead and thank God my parents no longer spend money to pay tuition fees every month. (Note: in this paragraph, the number of sentences is fewer than is expected)

And in 2nd grade, the Vocational School also PIK-R coaches get back so that PIK-R members get achievement scholarships from PIK-R members to win 2nd place at the National level and get silver trophies. Alhamdulillah, all PIK-R members get the scholarship by freeing SPP. Why did I see this success that I had achieved because since I was in the 2nd and 3rd grade I had a lot of help to ease the burden on my parents by organizing and getting scholarships. (Note: in this paragraph, the number of sentences is fewer than is expected)

Note: the ideal number of sentences for one paragraph is at least 5 sentences

Note: where is the thesis statement of your essay?

Note: there are a couple of grammatical mistakes in your essay. You have to revise those mistakes

Student 7

The story of My Life

Everyone must want success, success is not only that we can get a lot of money, but also success is something that can make happiness, not only for ourselves but also for the people around us. As Bill Gates was asked "what does success mean?" and he answered by quoting his friend "Warren Buffett always said that the measure of his success is when the people near you feel happy and love you." In addition, all of us also have different goals and priorities, which mean that various activities and attitudes will make us feel good about ourselves. In getting that success, we must have basic, the basic is hard skills and soft skills. Hard skill is a technical ability that can be obtained by self-study or through education or training and soft skill is the ability to manage yourself and others. In addition, when we have the success we want, we will get the happiness we have been waiting for.

It's like the experience when I was in the 6th grade in elementary school in Bogor, it's like other children who were eyeing junior high school favorites, I also targeted one of the junior high school favorites in Bogor, namely SMP 3 Bogor. If someone wants to be accepted as a student at SMPN 3 Bogor, it is not easy, it's because we had to get high scores and take some written tests. Before that, I always

studied hard to get high scores, but I was hampered in one of the lessons, namely mathematics, especially on the material of Least common multiple and Greatest common divisor that used the "factor tree". Even though I attended the course in school, I always got low scores, sometimes I thought, I wanted to give up. However, when my friend invited me to join her sister's course, I accepted it. Every Thursday to Sunday, I joined the course, when I told her about my problem in learning the Least common multiple and Greatest common divisor, she gave me an easy way to do that, I called it a "kotak sawah". When I applied that method, I often got a high score.

When the national examination arrived, I always studied hard to get a high score, so that I could be accepted at SMPN 3 Bogor. I always asked about some materials which I didn't understand. When the national examination finished, not only do I feel happy but also my mother, she cried because she felt happy when she saw me get the third highest Pure Ebtanas Value (NEM). What makes me happiest when I knew my math score is 9.75, and I was the student who gets the highest math scores among my friend. When my mother and I went to our home and I told my father about my NEM, especially my mathematical value, my father was very happy and it made me very touched. My father also agreed if I registered at SMPN 3 Bogor

When the day of registration until junior high school arrived, my father escorted me to several junior high schools and one of them was SMP 3 Bogor to register there. After a few days, I also took a written test at SMPN 3 Bogor, and I met three of my friends there because the majority of my friends enrolled at SMPN 20 Bogor. Then, when I saw the announcement about the students who were accepted, I was very afraid if my grades were insufficient because I knew there were many smart students taking the test, but it turned out that my guess was wrong and I was accepted in SMPN 3, even though my score was almost insufficient. This has become the greatest success in my life that has ever happened in my educational process. From my experience, we can conclude that success is not only getting something big but also getting a small thing that can make people around us happy.

Note: your essay is good, and your grammar is also good. I love reading your essay

Student 8

Success in my life

When **i** was determined to go to collage. I will tell you a little, before entering collage **i** talked a little about my plan to continue my **studies** with my father in choosing the **departmen i** would choose. And **ati** the time i **choose** PAI **departmen** but my father agreed that i would became a doctor. Because **i** wasn't interested in being a doctor, **i** refused his advice. When **i** registered **i choose** PAI and English. Because **english** is one of the **subject** i like when i was in junior high and high school and in **the i** graduated in english, until now i feel **suksesful** in achieving **studi** in **english**. **Closing** to study **english** is one of my successes.

Success **s** is the achievement of a goal. Many people consider the meaning of success when we graduate, **ati** the time of ascending office **orang atau** the time of accepting coronation **aS** a model person, the smartest person **,etc**. Success is not in that sense. Success is not the final goal with a minimum quality and justifies any means to achieve it. But **aS** a process that must be done step by step and day after

day. Success is not the end result because it is a success process, that means success will come if we have worked hard and have spent much of our energy diligently and patiently.

(NOTE: I AM SORRY, THIS IS NOT AN ESSAY. You have to completely revise your work)

Student 9

The Story of My Life

"Success" is one word that is interpreted differently by each person to their respective standards. One word that makes me rethink what success really can be called success. The problem is, often this success is judged by mainstream it is identical from the rank and position of being high, has abundant wealth and become a famous person. Talk about success certainly cannot be separated from the process, results, plans, and targets. Unfortunately, most people judge success as a result. It would be nice if we look at the whole process, from the beginning to the end, so that we are not fixated on the ending that is in front of our eyes. The biggest challenge always lies in the beginning because starting something is the hardest thing. But this is no reason not to move, right? Everything seems impossible until it's done. Always like that. However, in the end, we are amazed and do not believe when we have passed it.

For me, success is when we are able to face obstacles with the right choice. There is no success achieved without any obstacles or just getting lucky. The more obstacles that are successfully passed, the more successful the process and results of success. Although there are times when the process does not go according to plan, the only failure is obtained. But we must learn from these past experiences and are determined to be better in the future. From experience that will lead us to achieve other successes that can be far greater. **(Note: until this paragraph, you still give introduction)**

In 2013, when I was a second grade in junior high school, I was transferred by my teacher to the best class in my school, I was very surprised because I felt that my ability could not match those of my classmates. At first I felt a little depressed and afraid if I could not understand quickly the material given by the teacher like my other friends. There the competition in the lesson is very tight because all students who excel are in the best class, but with that condition, I also become motivated to study even harder, so that I will not be left behind by my other friends. If I don't understand the material being taught, I immediately ask the teacher and my friends, or I immediately rush to the library to find the material. It turns out I just realized that being friends with smart people is very funny because when I felt difficult in terms of learning they immediately want to help me. Not only that, from where I get many friends who always understand and give me enthusiasm in any case, as well as my teacher, they always guide, understand, and pay attention to us. As expected at the announcement of the semester increase in the school field, I heard my name being called forward as the second winner, I was very surprised and silent, I didn't expect that I can get second place. I feel very happy and proud because I can convey this to my parents, they also look happy with the news. This is where I feel the

greatest success in my life, because success is not only about rank and money, but also how we really want to make something we want to be real and can make people around us smile happily and proudly. (Note: merely one body paragraph is not enough, and where is your concluding paragraph?)

Note: your main grammar is good enough, and I love it. However, I still found some mistakes especially when you used present tense while you were telling something as an event taking place in the past

Student 10

Successfull in my life

Meaning of success for me is simple like **help** each other is kind of success very mean to everyone. Success as it is written in the dictionary is the achievement of something desired, planned, or attempted. Success is different for different people. When we seldom define success we think we know what we are talking about when we talk about "success". We think we know what success is, but when we reach success we often do not know we have arrived. Success has many destinations and each destination has many paths. Many people think of success as **.oney**, wealth, fame, or power. When you define success, you not only know you have achieved success when you reach your defined target, you also begin to define how to reach the target called success. Too many people allow others to define success for them. That's why so many fail to achieve success for themselves. (Note: where is the thesis statement in this paragraph?)

To be honest, the greatest accomplishment in my life is an easy topic to talk about. Every time when I recall my memories from past time, there are plenty of achievements that I had done which made me so proud of myself. For instance, the time that I studied how to walk made me proud, the time when I scored the test with full mark made me proud. **Howevertalking** about the greatest accomplishment in my life, I think **be** a good listener for **bestfriend** is the best achievement in my life. (Note: if the main idea of this paragraph is "To be honest, the greatest accomplishment in my life is an easy topic to talk about", the supporting details must elaborate about the "essay topic", and what do you mean by the "essay topic to talk about" in this context?)

I have a **bestfriend**. We have been friends since 2 years ago, we have a few things in common, but we're mostly best friends because we always have same experiences in our life. At first we didn't talk very much **if** at all, but after a while we grew on each other and stated hanging out together. Since then we have remained friends and **since** shared many things together like good laughs, jobs, and even some times that were not so good for both of us. (Note: if the main idea of this paragraph is "I have a best friend", the main idea is too general to identify its relation to your essay topic {success}. To make it more specific and to make it more related to the essay topic, you need to lengthen the main idea, for instance: "to have a best friend is kind of success in my viewpoint")

For me if **i** always **gave the spirit** when she was down because of a personal problem that means a lot. Especially to give advice and suggestions if she **need** support from other, because be a person who can be trusted by friends is a pride, not

all people can give their trust even with her childhood friend. Maybe for some people assume that this is does not mean at all but for me this is my achievement. (note: the main idea and the supporting details of this paragraph have been well-connected)

Someone who has a successful life must be able to set goals and accomplish those goals. There is a common denominator for a truly successful life, and it is to include wisdom, faith in a higher being, and peace. Wisdom is the ability to have common sense and good judgment. Faith is an understanding that we are just part of the creation of something bigger than us that is unexplainable. Success is never reached unless you have peace. (note: the main idea and the supporting details of this paragraph have NOT been well-connected)

Being able to have self knowledge, and act according to what is in the best interest for our individuality and the people who surround us is wise. The reason most of our leaders are old is because they are wiser and have more knowledge. They have lived longer lives, and they have more experience, which usually makes them have a better judgment. There is an old saying in the Spanish language: that the devil knows more for being old, than for being the devil. Success cannot be accomplished if one cannot take advice and learn from somebody else's mistakes. Wisdom is the ability to observe something and come to the conclusion of whether the results were good or bad

Note: there are a couple of grammatical mistakes in your essay. You have to revise those mistakes

Student 11

Success in my life

Success, one word that has a lot of **meaning** for humans. The meaning of each will be different if it has to be spelled out in words. If it refers to a reference, according to the Big Indonesian Dictionary, success means success or **luck.**In my opinion, the essence of real success is how much benefit we can give both in the process and **the end** result of our success. It does not matter whether the benefits that come will occur during the process to success or when that success has been achieved. (Note: where is the thesis statement?)

Besides that, it's time for us to stop measuring the success of the final results. I strongly believe that the efforts we make to achieve a goal will be comparable to the results we will get. (Note: in this paragraph, the number of sentences is fewer than is expected)

I have a very special family, parents who are very attentive to their children, although they keep working hard to earn a living to fulfill their daily needs, especially to finance our education. Once, my mother advised me that later I should be able to go to school as high as possible to achieve success so I can help my family and others. (Note: in this paragraph, the number of sentences is fewer than is expected)

The first biggest success I have achieved is successfully completing my high school with quite satisfactory **value**. For some people, high school preparation may not be a big thing. However, personally, I have to admit that the struggle to finish my

high school is not easy. (Note: in this paragraph, the number of sentences is fewer than is expected)

The second biggest success I have achieved is that I can continue my **studies** at a State Islamic Institution in Rejang Lebong with a major that I am very interested in, namely English Language Education. I hope that with my studies in English Education I can become a good teacher later. (Note: in this paragraph, the number of sentences is fewer than is expected)

Note: where is the concluding paragraph?

Note: I love your grammar. Your grammar is good. However, the number of sentences in most of your paragraphs is fewer than 5 sentences.

Student 12

Successful In My Life

Success does not only belong to people who have abundant money, but can also be measured through **asuccess** achieved, whether the achievement is material or non-material. Everyone's success is different, but success is what determines one's happiness and satisfaction after struggling and sacrificing. (Note: in this paragraph, the number of sentences is fewer than is expected)

In this essay I will share my experiences when successfully achieving success through complicated struggles and processes. In semester 2 or about **2years** ago I won an achievement scholarship. A pride for me when I succeeded in achieving that success. Because not everyone **canget** a scholarship due to limited quota. (Note: in this paragraph, the number of sentences is fewer than is expected)

My success in gaining achievement scholarships is inseparable from the support of parents, friends and long struggles, ranging from increasing IPK for 2 semesters to collecting file requirements that **arequite** large for almost 1 week. (Note: in this paragraph, the number of sentences is fewer than is expected)

Besides being successful in achieving an achievement scholarship, on the other hand I also succeeded in making my parents proud because they could ease their burden of paying tuition. It turns out that success in boasting parents is a priceless success. (Note: in this paragraph, the number of sentences is fewer than is expected)

Note: You need to explore more ideas in your essay

Note: there are a couple of grammatical mistakes in your essay. You have to revise those mistakes

Student 13

Great success in my life

In my opinion great success in life is an achievement that has been pursued so far. (Note: it's not a paragraph)

Until now, great success in my life has not been fully achieved. (Note: it's not a paragraph)

Most of the desires that have not been fulfilled, there are also many **material** successes that I want to buy the items that I have wanted from the beginning of last year, but my target next month must be fulfilled optimistically I can. (Note: in this paragraph, the number of sentences is fewer than is expected)

To be successful in education, I don't think it is **as full as there are** still many that have not been achieved. (Note: it's not a paragraph)

But to succeed in the field of sports there is one great success that I have ever achieved. (Note: in this paragraph, the number of sentences is fewer than is expected)

In this path of sports achievement I am talented in badminton games, this hobby **is decreasing** from my father and my sister also has talent in the field of sports and she once competed in the cup regency event in 2008 by winning second place in the women's singles class, and allhamdulillah that talent also **decreased** in me at that time I was still in elementary school I was able to represent the school in the popda event with the achievement of playing badminton with mixed doubles. (Note: the meaning of decrease is "berkurang", "menurun (dari kategori baik ke kategori memburuk)", tapi bukan "menurun dalam konteks keturunan atau sesuatu yang diturunkan dari pendahulu")

I think this is the time to show the skills, abilities, tenacity, and discipline that have been trained by my **trainee**.

In the live popda event, there **are** 2 teams going forward for the next stage, my team **loses** only a few points difference even though it **fails** to progress representing the provincial level but at least **me** and partner **have** struggled even though we **get** 2 plus winners but we **are** grateful because failure **is** not the beginning of everything but failure that makes us lead to success.

That was a great success that was ever achieved and valuable in my life.

(Note: I am sorry, your essay has not fulfilled the indicators of essay)

Student 14

The success of my life

Success in my opinion is being able to achieve desire with my effort, without bothering anyone to get them. Like an **alumni TBI** STAIN CURUP brother Endang Saputra **Which is** I think **has been** successful in achieving success on **its** own, an example he has come up with an organization that starts from the beginning and **usefull**. From his success I **found my time is** wasted. Therefore, I always try to get around those around especially for my family. (Note: don't stress on that you waste your time! just tell the points of your success! Our topic is to express the success). (where is the thesis statement?)

The greatest success I had ever achieved was being able to give my father birthday gift, at 15 August 2018 ago with my own effort and I **give** him a KOPIAH, to be more diligent for worship. Why I gave present to my father? Because, I am closer with him, anything my experience I always tell to my father. And he always gives solutions to the problems that I had experienced. (Note: in this paragraph, the number of sentences is fewer than is expected)

With a little gift that I gave, I hope it **will** impress in his life even with small things. And at this moment I asked my parents for support me to be able to finish my

study on time so that their effort **did was** rewarded. (Note: in this paragraph, the number of sentences is fewer than is expected)

Then I also feel successful when I can give a something but special for to my family at home with buying our family's favorite food by my **results efforts** and we can enjoy together.**We** don't miss the little things, because with that we can get closer to any condition. Because family is the most comfortable place that I have now. (Note: in this paragraph, the number of sentences is fewer than is expected)

This small success that I achieved did not stop me for **attempted** again, but it becomes an impetus to achieve great success in the future. I will try to **continued** to achieve my happiness and success. **if** there is still time I will continue to learn to reach the highest ladder in my life for my family.

Note: there are a couple of grammatical mistakes in your essay. You have to revise those mistakes. This essay has no thesis statement

Student 15

The biggest success**full** in my life

Everyone **is** definitely different opinions in interpreting success. The biggest success of my life is when **i** can make my family especially my parent happy and i was able to make my father happy, that is when i was still in senior high school **i** could achieve achievements in class and can **finished** in senior high school with a good value for me. (Note: in this paragraph, the number of sentences is fewer than is expected) (note: where is the thesis statement?)

After that, **i** was lucky because **i** could continue my study even though **i** did not continue my studies at senior high school and this **is** different from my majors. But **i** am proud of the department i **choose** because not everyone **can** afford my majors, they **think** that my majors **is** very difficult to learn but they **are** wrong, and the most important thing is that my family **always their support** me to finishing my study, so that is my biggest reason to continue my **studies** even though **first i** was not sure about my decision. (Note: where is the main idea?) (note: is this {After that, i was lucky because i could continue my study even though i did not continue my studies at senior high school and this is different from my majors} the main idea?)

The success that **i** have achieved is not a sign that **i** have stopped but that it keeps me from continue to achieve success. As a student who is studying and it is a prospective teacher i must continue to develop my knowledge and abilities so that my **student** can develop their talent and can have better achievement (Note: in this paragraph, the number of sentences is fewer than is expected)

The success of course **can not** be separated from the plan,process,results, and target. Not only to see the results that have been **achieve** but it will be better if we see the process from the beginning to the end of the target that we want to achieve before. (Note: in this paragraph, the number of sentences is fewer than is expected)

Now the target that **i** want to achieve is that **i** can complete my study on time and see my family especially my father proud of what they have been waiting for, seeing that graduation on time that is the target **i** want to achieve.

(Note: I am sorry; the basic requirement of a paragraph is that a paragraph should have at least 5 sentences. Most of your paragraphs do not fulfill the basic

requirement. You can provide fewer sentences than 5 if you write the concluding paragraph. however, if you write an introductory and body paragraphs, you have to provide 5 or more sentences for each paragraph)

Note: there are a couple of grammatical mistakes in your essay. You have to revise those mistakes

Student 16

SUCCESS IN MY LIFE

Success in my opinion **had** a very perfect family, my father who always slam the bones for the sake of my family and my mother who always keeps her children. My mom once said **if** you become successful **people do** not forget later by people who **can not** afford, do not be the guy who is arrogant because you have everything. The best people **is** the one who can deliver benefits **for** others. **when my elementary school**, I did not get a rank in class. I am very disappointed but my father said that the ranking is not important, it is paramount that you have been trying so hard to get that value. They are the words of encouragement **every** my pace towards a better future. (Note: where is the thesis statement?)

When the elementary school I attended **extracurricular drum band**. First I am happy, but I was immediately thinking **how my parents to get** money to buy clothes and other necessities. After I told my parents, my parents agree and support what I love. Every event we followed our race drum band and alhamdulillah we always got the first winner. When I became a cheerleader and we often got the best cheerleader. After I became a cheerleader I want to succeed the position as a balira, which I think it's a really cool music instruments and I most **love to** do. My parents are very happy to see his daughter fight was not in vain.

In the year 2017 I was diagnosed with cikungunyah disease, where my whole body cannot move in. **If driven** my body would ache, so I can not walk, can only sleep and sat up. My parents and my sister always help me move to the bathroom. It was a time when I could not go as usual. It feels like **the tormented because could** not help the elderly people. By the time I get to the doctor, the doctor said that if not immediately treated then I will never be able to walk again and could not control my body. On my brain then I live only vex my people and could not appease them later. (Note: I am sorry, this paragraph does not tell about success. As seen, the main idea of this paragraph is "In the year 2017 I was diagnosed with cikungunyah disease, where my whole body cannot move in". I don't find the idea of success. It can be acceptable if you explore your ideas till you're finally cured. The cure means the success of yours)

For pain I am just dumbfounded, cry and look at my hands and my feet that could not be moved. **Think how with time ahead of me?** Is this the end of my life? All of that always occurred to . Then my neighbor came down to visit and say that we should wait in passing this exam, this is the way God help you to remove your sins. God will not give trials that can not be bypassed by his servants. I immediately realized how God **is very dear** to me and God also **test my people** are very patient to take care of me.

After the remedy exhausted doctor recommend to always check up because each medicine runs out in a few days ill it came again, then the neighbor suggested

remedy the disease because he never viewed his illness with the same drank a medicine that cured the pain. Then my father purchased the medicine at home after a few days I took the medicine I can walk and I could go back to College. It turns out that this disease could not be healed in a month, a little over a year I have to keep drinking the medicine. And alhamdulillah now I have not been drinking medicine again, but I **can not** rain-shower, cold and tired.

From the above that success stories in the struggle of my hurt is not as easy as making an instant coffee process is not just pouring coffee and hot water, but the process was many months to many years. From this I understand that success comes from an effort, sincerity, patience and learning. So the conclusion of my story of success is not **the** get the better of others, rich, and has a good job, but about gaining happiness and health. Because if we are healthy, we can share our happiness to others.

Note: I am sorry; I haven't been able to see a concept of an essay from your work. I think it's kind of a story. You need to fulfill the indicators of an essay.

Note: there are a couple of grammatical mistakes in your essay. You have to revise those mistakes

Student 17

THE BIGGEST SUCCESS IN MY LIFE

Different defined success by any person, to me that success **can not** be resized for sure, what kind and how successful it was for everyone, through dreams and ideals I can embody all the despair that my conduct in my definition of success. In **childhood can** complete homework math is an achievement and being a police is a big success for me, but this experience taught that success is not merely the material. **I figure that was** born from a simple family, where I have a separate view about the success. (Note: where is the thesis statement?)

My father taught me that I should be personally tough in order to reach any hopes, He instilled the values that are important to life success **not seen** from material success but that's how we can appreciate and treat people well regardless of the aspect of social and useful for our fellow, This indirectly change my paradigm that success does not mean I have to have an abundant treasure , a high value but the biggest success in my life that is when I can give you a smile and sorrow proud of my parents for what I've accomplished , because I will not be able to replace every **drop sweat**, wrinkles that in **him face** and their bodies with all **material** , I feel that my success when I can meet them and hopes, delivers both parents **toward to** Baitullah that is the biggest success in my life, Perhaps one of the conductor material of my dreams but the material is not the main thing **that makes it the largest is a success**. (Note: I think this paragraph still tells the point of introduction)

In addition, **the biggest success for me when** I can be useful for others, whether it is sharing the science as well as **help** in the matter, as I have a satisfaction when I can do it to others , **In addition my biggest success more when** I can continue my study, a great thing for me to be able to continue their study abroad, Although sometimes dreams that sometimes has been hampered by the expense and rigors of competence to get it, but a lecturer **the who** became a role model and also

became the new favorite professors give the understanding that everyone can reach his dream with a key that is hard work and is determined to grab it. (Note: I think that I found two keys of main idea in this paragraph: 1. be useful for others, and 2. I can continue my study. If we have 2 keys of main idea, the number of paragraphs should be two paragraphs)

Big thanks to Mr. Rully Morgana because you have been a motivator for me to be able to achieve my dream of becoming the real thing, because I believe there is definitely a way every desire, the best lecturer and remained a role model for us, sir, since you are the one person that makes me more motivated again in learning. (you're welcome. I do say thank you for saying this 😊)

Note: there are a couple of grammatical mistakes in your essay. You have to revise those mistakes

Student 18

My Succes

What does succes mean? Have a good career? Have a lot of money? Have a luxury home? or other? Everyone will be different in interpreting succes. (note: is this one paragraph?)

In my opinion, succes is the result of struggle. When someone want to achieve something, they must to go trough the steps of the journey. However, one is certain that everyone has the right to succes, including me. (Note: in this paragraph, the number of sentences is fewer than is expected) (note: where is the thesis statement?)

My biggest succes for the moment when I won the third place in Hifzil Qur'an competition in Bengkulu Province. Back then, I was chosen as a delegation of IAIN Curup to take part in Hifzil Qur'an in Bengkulu Province. The competition was held at IAIN Bengkulu. The college sent 5 delegation, and one of them was me. The challenge of the competition was a training time because we were just informed a week before the competition. At first, I unable. Even my friends, too. But Our ustadz (teacher) convinced that we could. At that time, I tried to maximize the training time between my busy lectures. Then I almost gave up inasmuch as I thought that a week was not a long time to prepare everything. Beside that, I also have difficulties in recognizing and distinguishing the similiar verses. Almost every night I cried while repeating the memorization (hafalan), and it took my sleep time.

A week passed , and the competition arrived. The first time I entered the room, we presented with row of trophies for prospective winners. I really remember that I got 47 to performed, and I was very nervous. There were 62 participants and 4 judges. We felt our burden was very heavy because we brought the name of the campus, and were afraid to disappoint our teacher (ustadz). Before the performance, all participants had to take an envelope containing 4 questions. Beside that. the atmosphere was even more thrilling with sound of bells and lights, that indicating if our answer were wrong, and the change of questions.

The time for appearing arrived, and I got on stage. I din not dare look at the judges and the audiences. I just looked down and prayed, then I took a breath. The Bell rang, the beginning of the questions. The judges read out the first question, the second, the third, the fourth. Finally, I was able to answer all the questions, and all applauded giving appreciation to me. At the end was announced the winner of the

competition. I looked down deeply and prayed that one of us could carry the trophy. Jeng.jeng.jeng my name **is** listed in the third place, as well as my two friends. They got the fourth and the fifth place. We **are** very happy and touched. Finally, our hard work **is** paid off.

One message from me, do not give up before struggle, because succes will not come to people who do not want to take risks.

(Note: I am sorry that I think your writing work is kind of recount text. It has not fulfilled the indicators of an essay)

Note: there are a couple of grammatical mistakes in your essay. You have to revise those mistakes

Student 19

The biggest success of my life

The definition of success can be very diverse for each individual, considering that the achievements achieved are different. **Same with** me, my success when I was in school started with grade 3 in junior high school. Besides getting ranked locally, I often collaborated singing with my best friend when I was in the 3rd grade of junior high school until finally I could channel my hobby with this not so good voice. (note: where is the thesis statement?)

However, the ranking I have obtained does not help the value of my national exam. Therefore I did not get favorite high school, here I felt sad and almost desperate because I was too ambitious for my favorite high school. When my friends and parents encouraged me to apply to other schools, I only stayed at home. After almost a week after getting the final exam results, I fell ill. When I fell ill this, I was advised if my mother "that life must continue to run because Allah always gives what His servant needs but not what you wants".

From there I began to rise up to my mother, finally I went to the state high school high school number 5 and it turned out that the day was the last day of the students' orientation period. Thanks to my mother's prayer, I was finally accepted at the school. When I started entering the first day of school at the school I felt very bored, then the next day I always lazed to go to school until the midterm arrived. When I received the results of my report, it turned out that I was in the top 3, and I also thought "I who are lazy and still get good scored, what if being diligent and spirit about school might be better."

Starting to get the top 3 ranking, I finally got the enthusiasm for school, from class 1 to grade 3 I always got a ranking in the top 3. When at the end of grade 3, I started registering for college, because I was majoring in science so what I started was a health major. I enrolled at a number of universities in Bengkulu through a non-test route, because my report score could be categorized as good, finally I graduated at 3 health universities in the city of Bengkulu. However, the obstacles in my parents finally had to bury very deep to continue the health school.

While on vacation after the national exam, I got a call from my class teacher and he told me to come to school with my report card. It turned out that I was registered at the INSTITUTE OF AGAMA ISLAM NEGERI CURUP on the SPAN

PTKIN route, at first I was hesitant because I registered through this route on the last day of registration. But **how lucky I am** to be able to get back the chance to enter college without a test, I **feel** this **is** the biggest achievement that I **can** get in my life because I don't know the big achievements especially after this I can get it.

(Note: I am sorry that I think your writing work is kind of recount text. It has not fulfilled the indicators of an essay)

Note: there are a couple of grammatical mistakes in your essay. You have to revise those mistakes

Student 20

The Successful in My Life

Success is not only **talk** about what we **had**, but also many things that we can define as successes. In my opinion, a target that has been planned and through various processes so that we can achieve that target **has** become a success that we have achieved. There are a number of targets that I have achieved and I really appreciate my success. as well as successfully passing the international event held by UNESCO in the Youth Leadership Camp For Climate Change event. YLCCC Indonesia team received 116 applications with a total of 580 applicants, and my team was one of the teams that successfully escaped and became a participant of Youth Leadership Camp For Climate Change in Lampung (Bukit Barisan Selatan National Park). (note: where is the thesis statement?)

Initially my team sent a file to take part in the YLCCC event in Aceh (Gunung Leuser National Park) Because Youth Leader Climate Change made the camp located at 3 UNESCO Sites, in cibodas Biosphere Reseve, Gunung Leuser National Park, and Bukit Barisan Selatan National Park. We registered the second stage in Aceh, but my team had not managed to qualify to become a participant in that event. We were disappointed, but we were not desperate to try to send the file back to YLCCC event in Lampung. After **waiting** several days each of my teams got an email from the YLCCC Indonesia team that we were declared to be part of the Youth Leadership Camp For Climate Change 2017 located at world-known UNESCO Site, Bukit Barisan National Park 24-26th February 2017. We are very proud to be part of a major activity which is a program of Youth Leader Climate Change, UNESCO, UN CC: Learn, and The Climate Reality Project. This is the biggest success that I managed to achieve with my team.

In addition, I want to inform you that Bukit Barisan Selatan National Park, along with Gunung Leuser National Park and Kerinci Seblat National Park, is part of the 2.5-million-hectare Tropical Rainforest Heritage of Sumatera (TRHS) World Heritage, constituting one of the biggest conservation areas in Southeast Asia. The site holds the greatest potential for long-tem cconservation of the diverse biota of sumatera, including many endangered species. Bukit barisan selatan national patk contains frontages to the Indian Ocean, making the altitudinal range of the TRHS extend from the highest mountains on Sumatra to sea level. All three protected areas in the tRhs exhibit wide altitudinal zonation of vegetation, from lowland rainforest to montane forest, extending to sub-alpine low forest, scrub and shrub thickets and

covering an astounding diversity of ecosystem, making it very diverse in habitat and exceptional in biodiversity. Collectively, the three sites include more than 50 % of the total plant diversity of Sumatra. (note: I don't find the ideas which talk about success in this paragraph)

(Note: I am sorry that I think your writing work is kind of recount text. It has not fulfilled the indicators of an essay)

Note: there are a couple of grammatical mistakes in your essay. You have to revise those mistakes

Student 21

My Best Achievement

Success is everyone's goal. It is the target or something that we really want to get. Sometimes, we must face some cruelty or bittersweet reality to reach the goal with our struggles. It is not as easy as what people said, hard to get and needs more efforts. Reaching an achievement is like climbing the mountain. It is tiring and makes us cried. If we are not ready to face the possibility or failure, it would be ended up with a disappointment and become desparate. (note: where is the thesis statement?)

I am just a commoner with limits. I ever experienced that failure. It **was happened** when I was in Junior High School at 7th grade when my school held the drawing competition for all of **the class**. It was a great news and I was interested **to join** it at that time, so I registered myself and hoped that I would be the winner. I did not know why I was too confident declaring that. (Note: if the main idea of this paragraph is "I am just a commoner with limits", it does not represent the issue about success. our big topic is "success".)

The day of competition was begun. I prepared all of my tools, my sketch and I was ready to draw my best. I thought that my drawing was pretty good. I just focused on my project and revealed all of my efforts. I enjoyed that moment when I drew my sketch because that competition was my passion, and I did not want to miss it. This competition was held in one day and would be announced a week later. I prayed to God and just left all of decision in His bless.

Sadly, that was not my lucky day. I was not nominated in top 5. Among twenty participants, I got 9th rank. I was disappointed and sad because I felt that all of my efforts was pointless and hopeless. I thought that this announcement was disappointing and I even thought that the judges cheated me and I was drowned in my despair. My heart told me that I should not blame that fate and tried to think **positive**, so I stopped my hobby for a while to take some new to be my references.

I had been trained my drawing skill for one year and I thought that it was enough for me. I had been improved so much than my last drawing. I tried to be more careful and more **detail** in drawing something. Eventhough my skill had **been improve**, I never forgot to learn more and more. With **learn** more, I got the new style one. I was very happy at that time. I could do that. I could pass my despair.

At the second year when I was in 8th grade. I decided to join this annual competition again.

Competing with same participants just like last year and just several new participants that tried to against the winners a year ago. That was **the twice** I gave my best, and I played with my imagination to unleash in my drawing book. I did not hope anymore. In my heart I told myself that I just **doing** my passion and my hobby. I tried to forget the prizes that the winners would receive.

Unbelievable. After the week of competition, the result was announced. The chief of that event **calling** my name as the 2nd winner. At **the** first I did not believe that, I thought that they read the wrong name. But they **calling** my name again in many times. I walked forward to make sure and then I received the prize. It was my best day. I held my tears back, that was **tears** of happiness. All of my struggles and efforts were paid sweetly.

So, I tell you everyone. An achievement and success are hard to reach. We need to give and fight for the best. Fall, failure, sad, desparate and disappointment can be passed with the worth struggles, it will **be changed** the sweetest thing ever.

(Note: I am sorry that I think your writing work is kind of recount text. It has not fulfilled the indicators of an essay. However, I appreciate that you're diligent in writing this much).

Note: there are a couple of grammatical mistakes in your essay. You have to revise those mistakes

Student 22

About Success

Success, the definition of success in my opinion is an achievement that brings major changes in someone's life. I want to share a little story about achievement in my life. (Note: in this paragraph, the number of sentences is fewer than is expected)

I have been in a situation where I felt pressured by my own feelings. the circumstances around me make me feel like I have to change and adapt myself to my environment, and honestly it all hurts me. (Note: in this paragraph, the number of sentences is fewer than is expected)

But from that pain I learned that whatever the circumstances around me that adjustments that I did should not need to change who I am, because of course the changes I made with the aim of only looking for impressions in the eyes of others greatly affected me. (Note: in this paragraph, the number of sentences is fewer than is expected)

At some point I found something that made me aware and opened my eyes, I should not have to worry about anything, including how people perceive me, because everyone has a different view of seeing, and I cannot make everyone like myself. (Note: in this paragraph, the number of sentences is fewer than is expected)

Here I feel that there must be a change that I do, of course, the way of looking at things that are happening around me. whatever the circumstances, I must remain myself, because I am responsible for myself and about how other people see me, it is not important. The important thing is that I have to be kind to everyone without differentiating. Also I don't need to change myself for others for any purpose. I will

be what makes me feel comfortable in accordance with myself, because only in that way, which can make me feel light in stepping and facing my life and looking positively at everything that happens in my life. whatever I am, whoever I am, I accept myself, I must thank God for everything He has given to me. I feel the greatest strength that builds me, is that I live as myself. And I feel that keep being myself in the midst of the compulsion of change is an achievement.

"it's important to do what's best for you, whether people approve of it or not. This is your life. You know what's good for you, and remember, self love takes strength."

with that, I would like to just say that Ralph Waldo Emerson said: "To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment."

(note: where is the thesis statement?)

(Note: I am sorry that I think your writing work is kind of recount text. It has not fulfilled the indicators of an essay. However, I appreciate that your grammar is good. I love you grammar).

Student 23

Success in My Life

Success has different meanings for each individual. I think success is the fruitfulness of doing something after going through a long series of struggle combined with hard work. There are two things **relate to** success namely, success itself and failure. Both of them run complementary to one another. Failure is an important thing as a lesson to achieve success. I understand that the greatest success is the best achievement of what I have done in life. (Note: where is the thesis statement?)

I live in a simple family. I am the second of six siblings. My parents do not have a permanent job. However, they always support positive activities that we do, and they always try to give good advice to their children. Simple family life with **all the** limitations does not reduce my enthusiasm to still be able to go to school. Although there are many obstacles that I face. Achieving dreams and making parents being proud of me, it is one of my goals.

Everyone wants to be a successful person, and so do I. When I was a student I got success by always being a winner in my class even though I got the second rank. Every level of education that I took in elementary, junior and senior high school, I got a good grade. So far the biggest success that I achieve is being able to continue my study to university level, and I can be an economically independent woman since I was senior high school until now (6th semester).

My struggle to continue my study in university level was not as easy as I imagined. I had worked in the pharmacy department and boutique. I used the salaries for my daily necessities and also for the university registration. Actually, I did not want to work but I had some **reason** to work, such as financial problem and my condition asked me to work. Because my parents are not able to finance my study, it is my reason.

Until this moment, this story is what I consider to be a success in life. Being an independent individual does not mean **do not** want to get help from others. That can make me be responsible and appreciate everything that I have.

(Note: I am sorry that I think your writing work is kind of recount text. It has not fulfilled the indicators of an essay. However, I appreciate that your grammar is good. I love you grammar).

Student 24

The Greatest Success in My Life

In my view, 'success' is a word that describes someone's achievement in their lives. It is not only about how much money that we get and how famous we are in this world. More specifically, success is when someone **can beyond** their limits. As Albert Einstein said "Once we accept our limits, we go beyond them. This means that every single limit that we have, do not only accept it but we also must beyond it. Even though there are so many obstacles that are going to **be happen**, we do not have any reason to doing nothing. The greatest success in my life is, when I could transform from low self-confidence person, become a better self-confidence ones.

When I was elementary school, I often saw my friends who were really easy to express their talents in front of the class. Such as singing, dancing, reading poetry and so on. I always felt envy with them. I really wanted to show my talent in front of them once, but I could not do it. I was too nervous and shy. I was afraid that people were going to laugh at me. So, I never showed any talent that I had in elementary school.

In junior high school, I became a little bit better. I remember that was the first time I felt in love with English. My English teacher **is** really kind and easy going. She often gave us the quiz after the class was over. I tried to answer once, and she responded it well. She did not laugh or blamed me. I was so happy even though I answered it incorrectly. Day by day, my self-confidence became so better. I often answered her quiz and I also got a chance to perform a story telling in front of my friends. Besides, I also got the first rank in my class for three years.

In senior high school, I met so many students who are clever than me. They have a high self-confidence too. But, that did not break my self-confidence. I truly believe that everyone has their own talents and skills, so do I. Even though I did not get the first rank in my class, I was not disappointed because of it. I did my best efforts, and I just got the fifth and sixth rank in my class for three years. I followed some competitions to increase my self-confidence, such as following speech contest, calligraphy and BoB. I got the first champion of speech contest and the third champion of calligraphy contest. In 2015, I was the first winner of speech contest at region level, and I was failed when I went to follow it at province level. I never regreted **about I did**, because every single of it, giving me a worth lessons. I could see so many people with good abilities and made it as my motivation to be better and more excited in studying. In addition, I also could change my mindset that speaking in public is not a horrible as what I thought before.

In university level, I become to really love English, that is why I have chosen this as my department. I always keep trying to improve my skills and get more knowledges by reading. By doing those, I hope that I can be more confident to speak

in public and I can reach my ambition as an English teacher or lecturer. I want to be the best role model for my students. I also want to motivate some of them who have a problem like mine before.

Breaking my limits is one of my goals in life right now. I did it, but I feel like I still have not done it completely. So, I need to keep studying more and more and getting a lot of experiences. I am definitely happy because I got my greatest success in my life that is breaking my limit. The point **is do not** ever give up to your limits! Limitation maybe can be your obstacle, but your dream is going to **beyond it**. Reaching the dreams and getting success are not the things that we can get instantly. They need some times. So, keep studying and stay confident! :)

Note: there are a couple of grammatical mistakes in your essay. You have to revise those mistakes

Student 25

THE BIGGEST SUCCESS IN MY LIFE

Success is everyone's dream. Nobody wants to fail nor to be disappointed. So, what is the definition of success?. According to Oxford, success is accomplishment of an aim or purpose. It means that success is when someone reaches his/her purpose in their lives. However, everyone has their own definition about success, so do I. I define the success is when someone **capable** of reaching what they want to achieve, not what people want to see. Now, I would like to tell my biggest successes that I have achieved in my life so far. In this essay, there are two success moments: the first is when I joined in this department (English Department), and the second is when I joined e-Station (HMPS TBI).

My first success was started in 2016 when I officially became a student in TBI. I was so proud when this department accepted me as a new student. It would not be easy, it would be challenging, and I knew that. As people know, TBI is the one of the best departments in IAIN Curup. When I decided to join here, I knew that I should take some big risks. I also realized that I should learn more to improve and sharpen my English skill. Not everyone has the chance to join here, **therefore I was really grateful for God has given me an opportunity.**

My second big achievement is when I joined e-Station. Here, In this organization, I learn so many things that I never get in the classroom. So many experiences that I have acquired in this organization. By joining here, now I know how to manage so many people, how to work cooperatively, how to unite ideas, and build up the link. I'm so proud for being a part of this organization, and I do believe that it will help me to improve my soft skill.

All those moments have taught me to be more responsible, they also teach me how to spent my time deliberately. For example, when I was appointed as the head of education division in e-Station. Here, I learn how to manage my time, how to manage my crews, how to be productive rather than just spending my time doing nothing. This responsibility also trains me to work under pressure, it trains me to accomplish my work right on time. In the beginning I knew that it was not easy, but my crews and my colleagues always support me.

People have their own indicator about success, and they also have their way to reach it. For me, those moments have brought me to great experiences. From that

moment on, I have learnt that success is measured not only by money or wealth, but also by our contributions and good deeds to others.

Note: your essay is good, and your grammar is good as well. I love reading your essay

Student 26

A point of my success for Father and Mother

Success ? Maybe many of us wonder what success really is. **Success is a goal or dream that we want has been achieved with the effort and hard work that is lived in life.** Around us, success is only seen from how much wealth, work, high position and so on. We often hear, for example, that there are people who say "wow, their children have been successful, they have become doctors at famous hospitals".

Many of us might also ask whether success is only seen from wealth? position? work? Or something else that can show success. If it is only seen from one side it means success is only owned by people - rich people, famous and have good jobs. Then what about ordinary people, having ordinary jobs and simple lives?

Success cannot be seen from assets, high positions, jobs and so on related to that. A person can say he is successful without possessing much wealth, high position and great job but because he achieves something that has long been desired. I have achieved that success even though I am currently an active student at IAIN Curup. You certainly think how can I declare that I am successful. (Note: until this paragraph, I still grasp that the first three paragraphs of yours are oriented towards introduction. Don't provide too long introduction!) (note: where is the thesis statement?)

I can state this because I have succeeded in making my father and mother proud and smiling because of my academic and non-academic education achievements. I was ranked 4th in the national junior high school exam from one school, I dedicate all of that to my parents. It takes hard work and effort to achieve it all.

I have to study and practice all the time because I want to show good grades and non-academic achievements that they can be proud of. My desire is to be a child that my parents can be proud of. And that desire has been reached. The success that I get may be too ordinary because I only make my parents proud and smile. However, do you know that it is very difficult to make our parents smile and be proud of what we do. Not all children can make their parents proud of them. Therefore what I do is the greatest achievement in my life and I am very happy for the achievements that I have gained. Maybe I will get my success again when I get my degree as an education graduate.

So, can success still only be seen from wealth, position, and work? The answer is no. Success can be seen from the simplest things. **Not always people who have a lot of wealth and high position can be said to be successful because maybe there are those who want something and something that he hasn't achieved until now.** Therefore we do not need to feel inferior because some say we have not been successful. They do not know the achievement of what we have done before and everyone sees success in a different way

Note: I am sorry that your writing work has not yet fulfilled the indicators of an essay. However, I appreciate that your grammar is good. I love your grammar.

Student 27

My First Trip to Bukit Kaba

Achievement comes in many ways and forms. Everyone has their own views regarding this particular matter. The way I see it, an achievement is something that one succeeded to reach after going through struggle and suffering in the process. It does not have to be a big thing; it could be a small thing in which we fight against the odds to accomplish it. Every achievement we have won is a reminder: that we have fought hard, bled, and survived the inevitable; that everything we have accomplished is a battle scar which we wear with proud and pride, and that we will never forget them. Not one bit. (Note: where is the thesis statement?)

I, too, have my own achievements, though I am just going to share one of them: an achievement I just recently accomplished. A big one. It was all started about one week ago, when a few of my fellow English students and I were planning to go somewhere for a vacation. I thought “yeah, why the hell not?”. There were several options of destinations yet we still had not decided which one to visit, until one friend pointed out that we should go hiking and camping on Bukit Kaba. This idea thrilled me out: I have never climbed a single hill, let alone a mountain. At one point, I was so excited: who doesn’t? It is my first time anyway. On the other hand, it worried me: what if I could not make it to the top? But my friends assured me that I would get to the peak of the mountain, just like everyone else did. They also convinced me that I can take a rest whenever I feel too exhausted to continue and not to be ashamed of it because they will wait for me regardless. Good people, they are. And it settled: we will camp on Bukit Kaba.

The day finally came for us to execute our plan. We went to each other’s houses first to grab everything we need. Later, we headed to a shop where we rented a tent and a small stove. I had to leave my identity card for insurance. After we made our preparation, we went to a friend’s house. There, we took another tent and prepared ourselves one more time. We left our motorcycles in his house. Off we go!

We had to walk to the checkpoint post right below the mountain. It was quite a walk. It was pretty far up the road and it is safe to say that we have wasted some of our stamina doing this long walk. We could have gone with our motorcycles but we did not want to spend more money for the cost it takes to keep our vehicles there. After half an hour of tiring walk we eventually reached the post. There, we made sure our water supply is enough.

Before we climbed the mountain, we prayed first. Our oldest friend led the prayers. The first thing we encountered was a group of staircase-like path so steep all the way up. This alone had made me so exhausted that I had to ask them to stop and drank some water to restore my strength. We stopped so many times; mostly because I asked them to. They kept convincing me. Everytime we stopped, we told jokes and funny stories to each other so we would not feel so tired. And we kept encouraging ourselves. Not to mention photographs. We took plenty of them in our way up, in every chance we got.

We came across many climbers. One thing I learned here is that you will and have to be friendly. Because in a place in situation like this, you need everyone. You will need every help you can get. So, hospitality plays a vital role in this part. We ran across many people, mostly those in our ages. We took rests together, said hi to each other, and joking around to keep boosting our stamina.

About some time later we finally made it up to the top. I was really grateful that I could be here, surrounded by smiling faces and laughters. But we had to climb further one more time to find another spot for this one was full. It was a tough climb but it didn't really matter because the views were so fascinating: we could see smoky craters below us and we also got to see the city far down there. And the wind was so refreshing as well.

We managed to get to our camp site. It was a great place with beautiful views: the cities on one side and Bukit Barisan mountain on the other. We set our tent up, took out our things off our bags and started preparing our meals. I enjoyed the cold, refreshing wind as well as the views. We were so grateful that in that day because the odds were in our favor: The sun was shining bright, the sky was crystal clear, and not even rain dared to poured itself to the ground; considering it had been raining for days before our journey. What a lucky day for us all.

At night, we gathered around campfire while singing songs and playing guitar, drinking our hot coffees and milks and telling stories. There was no signal here so no one was busy with their cellphones, at least not for video games and else. Instead we actively used our phones to take as many pictures as we could. We must photographed every moments. Everything was precious from the beginning to the end of our trip here. We slept so tight in our tents as if all of our burdens were lifted in an instant.

The next morning, after a simple, delicious meal we preaped ourselves to go home. We took our last pictures in this camp site. And we did not forget to make sure we did not leave a single trash there. Then we began our trip one more time. This time, we did not go through the woods where we came from; but instead we went whrough another safer but longer path: a very long ashpalt road through the forest. Everything we saw in our way was trees, noticably the bamboo ones. We also came across some kind of orange, edible fruit. This fruit was small. My friends called it "ceri hutan" or forest cherry, or something like that. It was more than enought to moistened our thirsty throats considering all of our water supplies were run out.

We finally reached the checkpoint post at mid day. We took a rest for a moment while two of our friends headed back home with a ride by his friend and then got back with their own motorcycles. There were two of them but enought to get us home. We first stopped at our friend's house. There, I took a nap because I was so exhausted yet very satisfied. After that we enjoyed our meals. Later, we went to the shop to returned all of the stuff we rented and picked up my identity card as well. We all headed back home safely. That was the end of our Bukit Kaba trip.

It was one of my greatest achievements and definitely on of the most memorable one, too. I can't believe that I had ever doubted myself. That was the proof that I am capable in doing such thing. So many memories and stories we got form this journey. It teached us about hospitality, cooperation, and unity. This is not a kind of moment you will always get easily. You will **ahve** to go through pain and struggle to achieve. Therefore, I value this experience so high. I **can not** wait for another trip!

Note:

- I love the way you explore your ideas into writing.
- I love your grammar. You have successfully written your work with very good grammar
- I love your enthusiasm to write this much. I really appreciate it, and I am proud of you
- However, I am so sorry that I enjoyed reading your work as a recount text.

Student 28

The Greatest Success of my Life

At that time I watched a film. I forgot the title of the film, I just remember the story in the film. **Filmed** tells a student who works while attending school. He always learns when going to school and before going to bed. He works after school until evening. From there I understood his struggle to reach his dream. I started studying because I was not smart and had a low IQ. I understand that the film illustrates **that it is successful**, needs to be smart and has great expertise and effort. Then I was moved to pursue my dream. By starting to learn anything and seek as **much** experience as possible. In the film he achieved his success when he got **what he wanted to be a doctor** and had a happy family. And I think the biggest success of my life is when **we** get what **we** want. **Have** a permanent job and can create jobs to help others. (where is the thesis statement?)

Little by little I study and make my success come true. **One of the successes of my first life was to see a happy smile on my mother's face when I graduated. I wish I graduated and graduated on time.** Then I can work and always be close to her. I want to ease the burden. I want to make **it** happy. That is the number one in my life that I must achieve first. After that I want to be a lecturer and entrepreneur. I want to be a lecturer so that I can teach and share the knowledge I get and I have enough time with my family. After 5 years of teaching I want to improve the quality of children in my village by providing courses that are relatively inexpensive. In addition to being an entrepreneur besides lecturers so that I can create jobs and be able to help others. (I think that the content of your elaboration is about the future's ambition but not yet about the success that you have achieved as intended by our topic)

After my success was achieved I wanted to reward my mother and family. And I will continue to learn and develop whatever I have done.

Note: one paragraph to represent the body of essay is not adequate.

Student 29

Financial management

Success is when someone succeeds in achieving the desired goal or target. Success is usually described by people who succeed in wealth, fame and intelligence as well as getting scholarships. When I searched Google most of them told me about

their success on scholarships. Unlike the case with me, my success that I managed to achieve was success in managing finances.

A spender like **me managing** finances is very difficult, so when I was in junior high school, I was appointed to be the treasurer of the class, but I refused because I was a wasteful person and a hobby of shopping for anything or foods, and at that time I felt that I did not deserve the position and still lacked responsibility in myself. therefore, I **reject** it.

During junior high school **its be** habits, because I had the principle that "what I want I have to get". In the third year, I was reappointed to become treasurer, and finally I accepted it. Initially troublesome, because it was very difficult to collect money from friends who had various reasons not to pay, but after a while it became commonplace and easy to overcome, so every election of my treasurer was always appointed and accepted.

Until now I have remained a treasurer both at work and in the class. In this semester, being a treasurer was more burdensome than before, because more expenses were made so it was very difficult to collect. There are some unpleasant things to be a treasurer, one of which is the presence of several irresponsible individuals when taking items without paying and I have to replace them with my money. I was also told by them, that I was fussy but it was okay because I had to do it because it was my duty.

Being a treasurer and getting a job can change my view of money. For some things I can manage my finances as well as other people's finances, and better value the value of money for not buying things that are not needed.

Note: it's a good essay

Student 30

My greatest success in life

At the age of 20 **i was graduate** from the senior high school and let me make the long story short. After graduate i had one year to prepare my next study on the university. So i have so much time to prepare **it one** month pass i was lazy at that one month wasted for nothing, and i am thinking about finding a job. So i talk to my father about the job that he or my family can provide it. (Where is the thesis statement?)

my father said that i should ask my uncle. So i asked him that if there anything i **could helped** him to **eas** his job then he give me **some job** at the angkringan. The best two month **th** i wasted by working there is the best i met new friend and a lot of reunion from my friend, they visited that angkringan so often **becouse** angkringan is still **nee** and fresh in **curup**.

I get **a** income from that what makes me happy and the most successful day of my life **is i give** my first and third payment for my family, my mother my father was **realy** proud and happy for what i am that time, i know **its** not **a** big money **becouse im** on process to growing up and learn to make money.

i give them all my payment it just like 10% a month of my father incomes but he was so proud for me and i fell so happy about it so i consider this the greatest success of my life, i love them so much **ill** give the world for them.

Note: ideally, one paragraph needs to be minimally built up from 5 sentences.

Student 31

"The greatest success of my life"

I want to **itroduce** myself before i talk about success in life. i'am putri sanda monica, **i'am** twenty years old, **i'am** a student , and now **i six** semester in **university curup** and i choose english education in iain curup. Today i want to share my opinion or my story about the greatest success of my life. (where is the thesis statement?)

When we talk about success in **my self**, i have opinion about it. The biggest pride of my life is when i dare to go through and decide something to try to run a process. In my opinion, when we are firm and consistent in doing something it becomes a success for me. Why did i say that? because in life, success is not only about what you get, but about what you run and you are consistent with what **your choose**. When you dare to be a much better person, in my opinion you have succeeded yourself.

success is not just about getting something, but when we dare to go **trough** a process, that is as difficult as that, that is my own success. I have dared to decide to be a better person, change what i really have to change, starting from attitude, appearance that should and strengthen worship, and for success in getting something or giving it to the most important person, it might not be for me. I just try to make **my self** successful first and then i achieved another success that was bigger and i could share it for my dear ones. Now, i have not feel successful, because there are still many things i have to do to achieve it. Maybe that is my opinion and short story about the greatest success in my life, thank you.

Note: the overall contents of your essay still indicate the mere essence of introduction as regards "success" in your viewpoint. You need to explore more ideas to provide adequate body-paragraphs that address the things or events that you consider as the success you have ever attained. In addition, you also need to end your essay with a concluding paragraph.

Student 32

"The greatest success of my life "

When I talk about success in myself, the biggest pride in my life is when I dare to go through difficult times, **at** this time I have not been able to have success because of the very difficult life that I lived for years with physical inadequacy that allows me to always despair with everything. I would like to boast of my dearest people around me with my **college I** would love to be someone useful in the future. I have never felt the name of work looking for money that I did from my age of 5 years to 21 years. I only spent my parents' money **and** I also sought knowledge with achievements such as singing competitions, dancing and achievement when I was in junior high school and High school maybe that's my success so far has not yet

reached the target, but I will try my best to boast of my parents and people around me.

Note: I am sorry, this is just one paragraph. An essay should ideally be written within 5 paragraphs with the criteria comprised of introduction, body paragraphs, and conclusion.

Student 33

When i was in junior high school, There was an announcement about class meeting activities, one of them was painting because i really love **to draw then** i decided to follow that activity. I still had 4 days to prepare what i had to draw. (where is the thesis statement?)

The first day i did some research **what was** easy to draw, interesting and had a deep meaning, so i found 3 things to choose, There were a comedian legend Charlie Chaplin, Indonesian Pressident, and about social critic hero.

The second day i tried to draw to decided which one was the best, fortunately the theme of the painting was "great person that impresses you". There for without any furter i choose Indonesian pressident. I tried to draw something unusual but still had a deep meaning. So i draw a charicature. It was fun to draw and good for the theme i thought.

The third day i got several messages from the teacher that i had to work harder to become a winner to deputize my school in province. I thought **alot** but i tried to keep calm and do what i had prepared. (Note: An ideal paragraph needs to be built up from at least 5 sentences)

The final days were coming, i went to the room and started drawing, but unfortunately i forgot to bring my colour pencils, i **can't** think something else to solve this problem, so i just coloured it with a black colour. But it looked better than before, then i finished drawing, the next day they announced that i was a winner , not the second or thirth but i got the first place. I was so happy and i became in love with drawing for more.

(Note: where is the concluding paragraph?)

Student 34

The highest achievement

my The highest achievement was when I was in the middle school class chosen to represent the school in a special karate race (kummite) at the provincial **level I** could call this my highest achievement at that time making my parents cry because my achievements that I had never imagined before were when I got silver medal for school and especially my parents, this is the best impression for me who actually has a sense of laziness in learning but has a high curiosity about martial arts. (Where is the thesis statement?)

it is difficult indeed to undergo this thing that often happens to injuries that I experienced even in this o2sn race I have a serious injury to my jaw bone, this made my parents decide that I would no longer pursue this martial arts field.

which later I turned to dance around because in my area an unmarried girl must be able to dance because at the wedding ceremony the bride will be required to dance before the traditional procession starts, **and** the O2S race was my last race and the race I was most proud of in life. (the body paragraphs are still inadequate)

(Where is the concluding paragraph?)

(an ideal essay needs to be developed from about 5 paragraphs)

Student 35

The biggest success in my life

“PASSING TRAIN FAILURE, TOWARDS SUCCESS”

Success is spending the majority of my time focused on work or tasks that are fulfilling, maximizing my potential and helping other people in a meaningful way while providing the freedom, lifestyle, and experience. Success is something that humans always want to achieve. No human wants to fail in his life. Likewise, I never expect failure in my life. Every person must have experienced success in his life. However, wealth, position, career, and social status are often the main measures of one's success. In fact, someone can just make a simple measure of success. Students, for example, not cheating on an exam is a success. For an employee, being able to complete each of his tasks well is also a success. Even though it is not the greatest success, it is from this small success that makes us learn to achieve the greatest success in life. But, in this life, I believe that the real meaning of success is the same as like the Prophet said, "The best people are those who benefit others".

There are three points **that** the biggest success in my life. When graduated from junior high school, I failed to enter my favorite school, and finally, I had to move to school under the Ministry of Religion, namely the Madrasah Aliyah. It was not the best school, but from this school, I **founded** the essence of the learning process. It was in religion-based schools that I discovered the truth that had been conveyed by a genius, Einstein, that "Science without religion is blind and religion without knowledge is lame". I have learned that Allah SWT always provide **de** good goals even if we prepare them out of the way. Thankful for studying at an Islamic school this is the starting point of my success in life.

After I graduated from Madrasah Aliyah. I registered for a Bidik Misi scholarship, but I failed. That failure certainly made me sad. But, from this failure, I **become** motivated again to keep trying. Born from a simple family made me not easily discouraged, because I believed failure as the first step of success. After going through these failures, I finally decided to work first while collecting money to pay the next education. I tried to be a teacher of recitation in one of the landfill sites because **it based** on my knowledge from Madrasah Aliyah. It sounded as simple, but this is where my greatest success was first where I could be useful to others. After I got my first salary, I gave it to my parents. This is the second point the greatest success of my life.

The third point of my biggest success was Alhamdulillah, I could pay all the **fees college** by using my own money. It was surprising to me because I never imagined to pay it. Although it took a long time to complete the fees, **I always thankful**. Finally, I decided to choose English as my department. Not without

reason, because I believed this department will help me achieve my goal to become an overseas ambassador. Furthermore, I always believe with myself to learn more and never **useless** time, although I was ever late to **continued** my education, It will be a chance for me to learn from the past.

Perhaps it was the greatest success of my life to date, finally, I realize that every good effort we make will produce something good. Failure is not a breaker to achieve success, but rather a series of trains that will deliver us to success. My failure to get a Bidik Misi scholarship made me a stronger and more independent person. As one form of gratitude for the success and gifts God has given, I will always try to be someone who is beneficial to others, especially for my parents. I promise to make my parents proud of my next achievement. Getting a scholarship to continue your master degree and become an overseas ambassador is my dream.

Student 36

The Biggest Success in My Life Build Yourself To Be Useful For Others

Everyone has a different opinion about the definition of success. there are some experts who define success according to them like Brian Tracy said "Success is the ability to live your life the way you want to live it, doing what you most enjoy, surrounded by people who you admire and respect.", or **according** Earl Nightingale "Success is the progressive realization of a worthy ideal"and more. and now I will tell you the definition of success in my opinion in this essay.

I was born in a family that is not rich. My mother and father were only traders who even had to fulfill their daily needs. I had felt how hard the life of my parents, that's why I was used **to not complaining** to parents even though sometimes what I want to complain about was school either spp, or money to buy books. When I was in senior high school I really felt how I had to save money and how I had to be able to manage the **money that given** by my parents so that it was enough. And so as not to burden the minds of parents with book money or LKS. I told this story, not because I want to complain about my circumstance but instead I want to say I was very grateful for my current situation. Because of that situation I could appreciate life and appreciate money.

Regarding the greatest success of my life, I have motivational sentences which I make the foundation in life, namely "the best of human beings that are beneficial for others". This foundation that I make the principle of life. Although, the fact that I have not had great benefits for other people, especially the family at this time. But, at least there are little things I can do for others. For example, if in the family how do we position ourselves as a child, if our parents need help then we help them not with grumbling but carry it out sincerely. Then what about friends? There are actually so many things we can do. For example when a friend can't understand the learning material but **i'm** understand about that, so my own initiative will help my friend who doesn't understand it until he/she **understand** about it. Without any other purpose or the purpose especially of getting a reward.

I would tell a little about my experience so that I could understand success in my opinion as that. When I was in senior high school like a glimpse of my story above there was no achievement that was too proud that I could share. I was just an

ordinary student like the others, who only excel at academic achievement. But there was a word of my friends that made me very proud of myself that the sentence was "what you did made me inspired". The words that made me feel that my life was useful for others. Even though what I was a trivial thing like my story above. When senior high school I really had to be able to manage my money well. So at that time, what I was doing was saving my money **that given** by my parents, to buy books and so on. Then what I am not snacking, I did not snack outside but I replaced it with rice from the house with a simple side dish from the rest of the night. This was also what my friends see, I didn't know if what I did can be useful for my other friends. because of that, the culture of bringing rice from home was the habit of our class, we could all save on pocket money or it could also save money. When one of my friends said that what I was **doing** very beneficial for her, that's where I felt I had succeeded as a creature just by doing a small favor if it could benefit others. So, I would feel happy.

The final **word**, what I can write in my essay this time about the greatest success of my life. Where I write this essay according to the thoughts and facts of my life. Maybe a little motivation for friends who read this essay, to be useful for others don't think with something big but start with small things as I have explained above. For the permission of Allah, whatever we do, even though what we do is very small, but when we do is a good thing and certainly useful for others, So Allah will immediately respond to the actions that we do. And also we will feel a more peaceful life.

Student 37

My Biggest Success

Definition of success is if you get **a** something what **do** you want, in your life. Succes **same like** a dream for me, when I was child I usually said about succes with my parents and my friends. when they have **a** some questions about my dream, I usually answer 'I want to be succes'. But exactly **I a** little confuse **what is** definition of success. (where is the thesis statement?)

On this time, I want to say about my biggest success in my life. And then, for me definition of success is if you will make your dreams came true, but we **should strong** because the way is not good every time. For example, in my life the biggest success is when I was 19 years old, I got a hidayah from Allah, Allah has **maked** my heart **be** good before, actually I **have** bad characters for examples a bit arrogant and intropet. But now, Alhamdulillah my characters was changed. At the time of subuh is the key why my character was changed, pray subuh **make me will be** patient person and a bit humble. Then, good for you try do that, if you have bad habits.

And then, another my biggest succes when I was graduated in senior high school. I can continue my education in IAIN curup, I so excited in here. I hope I can finished my education in 2020, in here I have many friends and met new family in my cost. I hope my education be better and **Allah always beside me**.

(Where is the concluding paragraph?)

(an ideal essay needs to be built up from at least 5 paragraphs)

(an ideal paragraph needs to be built up from at least 5 sentences)

Student 38

The Greatest Success of My Life

I am from the unpretentious family that can be said mediocre. I never wanted was born in the family that is used to it. However, can not I reject destiny that had been on set god to myself. There is one thing that I never knowing it, even I never're grateful that my father. My dad never complained or refuse to meet the my demand. Although he sometimes can't afford. However, as its running time, I began to accept this state of affairs. The definition of success in life is how I can receive what I have in destiny right god for me without complaining but still trying to be able to change what ever I complained about. (where is the thesis statement?)

Everyone would complain, even often to myself. Success for me, trying to without complaining. Success for me, trying to accept, and understand the meaning of all the administration god to me. Success for me is able to grateful to any favours. (the content of this paragraph still sounds like an introduction)

The most important thing in this life is how even if life is still there, then life will keep running. Do your best, always show what you want to show. Success doesn't have to be all about the material, there is a successful invisible but we can feel. (it still sounds like the introduction of an essay)

(Where are the body paragraphs?)

(Where is the concluding paragraph?)

(an ideal essay needs to be built up from at least 5 paragraphs)

(an ideal paragraph needs to be built up from at least 5 sentences)

Student 39

Essay The Biggest Success Of My Life

Before I explain what my biggest success is, there are a definition of success. 1.Maya Angelou, success is if someone likes herself,likes what she does and lokes how she does her work. 2.Brian Tracy, success is the ability to live a tour that you want to live it, doing what you admire and respect. 3.Zig Ziglar, success is getting lots of things that money can buy and all things that money cannot buy. You can buy a bed but you can't buy a good sleep. (where is the thesis statement?)

So many definitionn about success,and many people agrument that success is not about how rich you are,how much your car,how big your house,and what your position is. Some opinionn talk that success is when you can help other people,have many friends and always be surrounded by people you love,and successful is when you can buy anythingss you want and have a lot of many. Several parents think the biggest success is seeing their children grow up,seeing how their children learn to walk,learn to talk, and see the first time they go to school and achieve their dreams and parents think that they can gather with family in the old days and they are surrounded by people they love,it is the greatest success and see their grandchlidren grow up.

But one thing is certain as long as we are stillbreathin, we always change opinions and the meaning of success is not the end of our journey.

And what is my biggest success ? My name is Zelvia Noprianti I am the youngest of 3 brothers. My father is a farmer, my mother is a housewife. My mother always **teach** me to live a simple life and teach me to **alway** to be a humble person. Nothing special of my life, I am **same like** girls out there who **want make it** their parents proud of herself. Now I **was worked** in Senior Hight School teaching a Teater, I am not a permanent teacher, I'm just extracurricular coach. This is one of the greatest success to my life, because I can learn to respect a money , learn how to make a money and not waste money on something that is not important. But the most important thing is that I am still surrounded by people I love, especially my parents. And now I can help others who in need also can buy my parents clothes. I am proud of myself, because i can work and make my own money

I think this is my biggest success now, as long as we are still breathing we will always **changes** our opinion about success . So success is not always about wealth, but when you can reach the goals. Success depends on yourself, make the commitment and stop thinking you can't do anything . You don't go on be afraid to get started .

Student 40

The bigges succes in my life
The struggle to find a thesis title

Success is something that everyone wants. Many **peoples** try to do various ways to achieve success. A success requires a very high effort, but **when a very high effort is often people give up** just because **it** fails. Failure is just an ordinary thing. Like the wise **worlds** “ failing is a small problem and giving up is a big problem”.
(where is the thesis statement?)

Talk about success if someday I succeed. I am successful if my research title has been accepted by the lecturer. The title of the research is very difficult to find. A lot of things I have to do to get title description starting from searching **in** the internet, **seek** the books to the library, **ask** to the senior, and also to the lecturers.
(the number of sentences is not adequate)

Starting from the phenomenon of an event that will later be appointed a title for my research. I am interested in speaking because I think this domain is suitable and easy for me to do research. I often see on TV English people speak very quickly so I sometimes did not understand what they are saying and until finally I like their speaking. (the number of sentences is not adequate)

It was very hard for me when I was left behind in searching for research titles, for this reason I am currently very busy looking for research titles. **Need** strong determination to achieve success in finding titles. Until now I am still in the process of finding a research title, I hope to find it.

Success is not the end of everything to be proud of, but enough to know that we are able to achieve it. The most important **thing when successful** is a process that is very difficult to do. The process and sacrifice **and** need time and hard work to achieve success are the most dominant things when running a dream, that is in my opinion if I later succeed.

Ideally, a sentence needs to be built up from at least 5 sentences

| |
|--|
| |
|--|

Essay Rater

(Rahmawati Kusumaningrum, M. Pd)

H. Essay Rater's Analysis Results and Raw Data of the Fifth Semester TBI students' English Essay Writing Skills

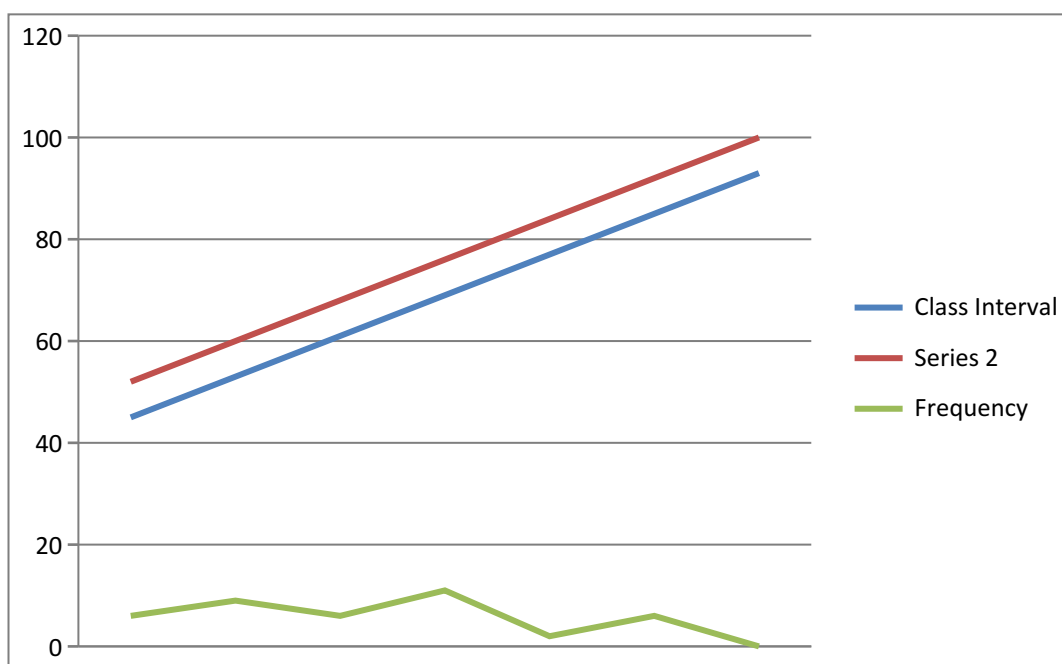
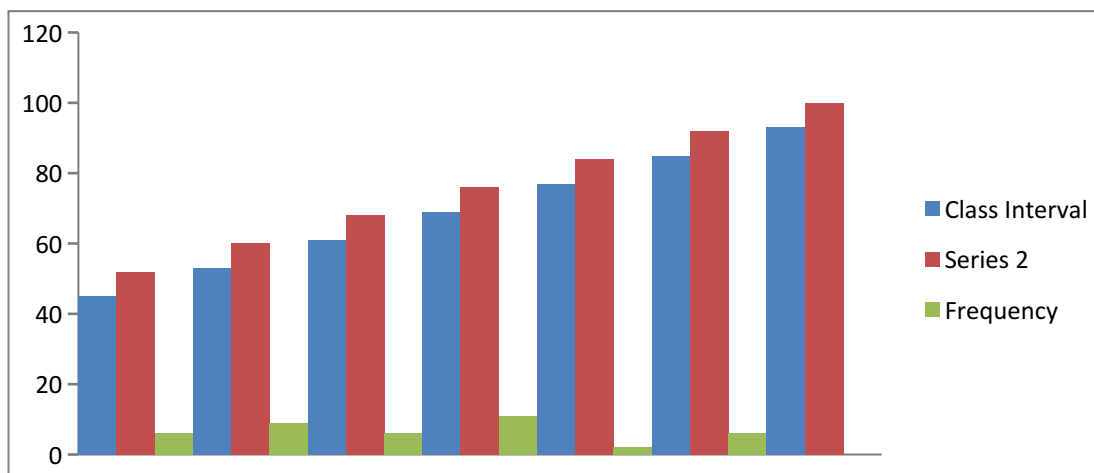
| N | Content | Organization | Vocabulary | Language Use | Mechanic | Score |
|------------|---------|--------------|------------|--------------|----------|-------|
| Student 1 | 25 | 14 | 14 | 19 | 3 | 75 |
| Student 2 | 20 | 16 | 14 | 20 | 4 | 74 |
| Student3 | 19 | 14 | 15 | 18 | 4 | 70 |
| Student 4 | 16 | 10 | 11 | 15 | 3 | 55 |
| Student 5 | 13 | 9 | 9 | 11 | 3 | 45 |
| Student 6 | 16 | 10 | 11 | 15 | 3 | 55 |
| Student 7 | 26 | 20 | 19 | 21 | 4 | 90 |
| Student 8 | 12 | 10 | 9 | 11 | 3 | 45 |
| Student 9 | 19 | 16 | 17 | 19 | 4 | 75 |
| Student 10 | 19 | 15 | 14 | 18 | 4 | 70 |
| Student 11 | 15 | 13 | 14 | 15 | 3 | 60 |
| Student 12 | 14 | 14 | 13 | 16 | 3 | 60 |
| Student 13 | 12 | 8 | 10 | 12 | 3 | 45 |
| Student 14 | 16 | 10 | 11 | 15 | 3 | 55 |
| Student 15 | 15 | 11 | 12 | 14 | 3 | 55 |
| Student 16 | 17 | 13 | 14 | 17 | 4 | 65 |

| | | | | | | |
|-------------------|----|----|----|----|---|----|
| Student 17 | 16 | 14 | 15 | 16 | 4 | 65 |
| Student 18 | 18 | 13 | 14 | 16 | 4 | 65 |
| Student 19 | 24 | 16 | 17 | 18 | 5 | 80 |
| Student 20 | 19 | 15 | 14 | 18 | 4 | 70 |
| Student 21 | 18 | 16 | 13 | 19 | 4 | 70 |
| Student 22 | 18 | 17 | 12 | 19 | 4 | 70 |
| Student 23 | 19 | 15 | 14 | 18 | 4 | 70 |
| Student 24 | 24 | 20 | 17 | 20 | 4 | 85 |
| Student 25 | 25 | 20 | 20 | 21 | 4 | 90 |
| Student 26 | 19 | 15 | 14 | 18 | 4 | 70 |
| Student 27 | 22 | 19 | 17 | 18 | 4 | 80 |
| Student 28 | 13 | 9 | 9 | 11 | 3 | 45 |
| Student 29 | 25 | 20 | 20 | 21 | 4 | 90 |
| Student 30 | 18 | 13 | 14 | 16 | 4 | 65 |
| Student 31 | 15 | 11 | 12 | 14 | 3 | 55 |
| Student 32 | 12 | 8 | 10 | 12 | 3 | 45 |
| Student 33 | 18 | 17 | 12 | 19 | 4 | 70 |
| Student 34 | 15 | 13 | 14 | 15 | 3 | 60 |
| Student 35 | 25 | 20 | 20 | 21 | 4 | 90 |
| Student 36 | 25 | 20 | 20 | 21 | 4 | 90 |
| Student 37 | 15 | 11 | 12 | 14 | 3 | 55 |
| Student 38 | 14 | 9 | 11 | 13 | 3 | 50 |
| Student 39 | 18 | 13 | 14 | 16 | 4 | 65 |
| Student 40 | 17 | 14 | 14 | 16 | 4 | 65 |

| No | Domain | Score |
|----|--|-------------------|
| 1 | Mean | 66.35 |
| 2 | Standard Deviation | 13.66550964 |
| 3 | Max | 90 |
| 4 | Min | 45 |
| 5 | Range | 45 |
| 6 | Median | 65 |
| 7 | Mode | 70 |
| 8 | N | 40 |
| 9 | Class | $6.322043291 = 7$ |
| 10 | Interval | $7.117951891 = 8$ |
| 11 | The Percentage of all students' English essay writing skills | 66.35% |

| Category | Class Interval | | Frequency | Class Boundaries | Midpoint | Percentage |
|-----------|----------------|----|-----------|------------------|----------|------------|
| Very poor | 45 | 52 | 6 | 44.5-51.5 | 46 | 15% |
| Poor | 53 | 60 | 9 | 51.5-58.5 | 54 | 23% |

| | | | | | | |
|-----------|----------|-----|----|-----------|----|------|
| Moderate | 61 | 68 | 6 | 58.5-65.5 | 62 | 15% |
| Moderate | 69 | 76 | 11 | 65.5-72.5 | 70 | 28% |
| Moderate | 77 | 84 | 2 | 72.5-79.5 | 78 | 5% |
| Good | 85 | 92 | 6 | 79.5-86.5 | 86 | 15% |
| Very good | 93 | 100 | 0 | 86.5-93.5 | 94 | 0% |
| | Σ | | 40 | | | 100% |



I. Raw Data of Normality Test Computation for Critical Thinking Skills and English Essay Writing Skills

| | |
|---------------------------|---------|
| Mean | 20.2900 |
| Standard Deviation | 6.2858 |
| Max | 29 |
| Min | 11 |
| Range | 18 |
| Median | 22.2 |
| Mode | 28 |

| N | X | Z | F(z) | S(z) | F(z)-S(z) |
|-----------|----------|----------|-------------|-------------|------------------|
| 1 | 11 | -1.4779 | 0.0697 | 0.0250 | 0.0447 |
| 2 | 11 | -1.4779 | 0.0697 | 0.0500 | 0.0197 |
| 3 | 11 | -1.4779 | 0.0697 | 0.0750 | 0.0053 |
| 4 | 11.2 | -1.4461 | 0.0741 | 0.1000 | 0.0259 |
| 5 | 11.2 | -1.4461 | 0.0741 | 0.1250 | 0.0509 |
| 6 | 11.2 | -1.4461 | 0.0741 | 0.1500 | 0.0759 |
| 7 | 11.8 | -1.3507 | 0.0884 | 0.175 | 0.0866 |
| 8 | 12 | -1.3188 | 0.0936 | 0.2000 | 0.1064 |
| 9 | 13 | -1.1598 | 0.1231 | 0.2250 | 0.1019 |
| 10 | 13.6 | -1.0643 | 0.1436 | 0.2500 | 0.1064 |
| 11 | 14.6 | -0.9052 | 0.1827 | 0.2750 | 0.0923 |
| 12 | 16 | -0.6825 | 0.2475 | 0.3000 | 0.0525 |

| | | | | | |
|--|------|---------|--------|--------|---------------|
| 13 | 16 | -0.6825 | 0.2475 | 0.3250 | 0.0775 |
| 14 | 16 | -0.6825 | 0.2475 | 0.35 | 0.1025 |
| 15 | 17.2 | -0.4916 | 0.3115 | 0.3750 | 0.0635 |
| 16 | 19 | -0.2052 | 0.4187 | 0.4000 | 0.0187 |
| 17 | 19 | -0.2052 | 0.4187 | 0.4250 | 0.0063 |
| 18 | 21 | 0.1130 | 0.5450 | 0.4500 | 0.0950 |
| 19 | 22 | 0.2720 | 0.6072 | 0.4750 | 0.1322 |
| 20 | 22.2 | 0.3039 | 0.6194 | 0.5000 | 0.1194 |
| 21 | 22.2 | 0.3039 | 0.6194 | 0.525 | 0.0944 |
| 22 | 22.2 | 0.3039 | 0.6194 | 0.5500 | 0.0694 |
| 23 | 22.4 | 0.3357 | 0.6314 | 0.5750 | 0.0564 |
| 24 | 22.4 | 0.3357 | 0.6314 | 0.6000 | 0.0314 |
| 25 | 22.4 | 0.3357 | 0.6314 | 0.6250 | 0.0064 |
| 26 | 24 | 0.5902 | 0.7225 | 0.6500 | 0.0725 |
| 27 | 24 | 0.5902 | 0.7225 | 0.6750 | 0.0475 |
| 28 | 24 | 0.5902 | 0.7225 | 0.7 | 0.0225 |
| 29 | 24 | 0.5902 | 0.7225 | 0.7250 | 0.0025 |
| 30 | 25 | 0.7493 | 0.7732 | 0.7500 | 0.0232 |
| 31 | 26 | 0.9084 | 0.8182 | 0.7750 | 0.0432 |
| 32 | 26 | 0.9084 | 0.8182 | 0.8000 | 0.0182 |
| 33 | 28 | 1.2266 | 0.8900 | 0.8250 | 0.0650 |
| 34 | 28 | 1.2266 | 0.8900 | 0.8500 | 0.0400 |
| 35 | 28 | 1.2266 | 0.8900 | 0.8750 | 0.0150 |
| 36 | 28 | 1.2266 | 0.8900 | 0.9000 | 0.0100 |
| 37 | 28 | 1.2266 | 0.8900 | 0.9250 | 0.0350 |
| 38 | 29 | 1.3857 | 0.9171 | 0.9500 | 0.0329 |
| 39 | 29 | 1.3857 | 0.9171 | 0.9750 | 0.0579 |
| 40 | 29 | 1.3857 | 0.9171 | 1 | 0.0829 |
| L Count = | | | | | 0.1322 |
| L Table at 0.05 confidential level | | | | | 0.1386 |
| Conclusion: Because L Count is lower than L table (0.1322<0.1386), the data are normally distributed | | | | | |

| | |
|---------------------------|---------|
| Mean | 66.3500 |
| Standard Deviation | 13.6655 |
| Max | 90 |
| Min | 45 |
| Range | 45 |
| Median | 65 |
| Mode | 70 |

| N | X | Z | F(z) | S(z) | F(z)-S(z) |
|---|---|---|------|------|-----------|
|---|---|---|------|------|-----------|

| | | | | | |
|------------------|----|---------|--------|--------|---------------|
| 1 | 45 | -1.5623 | 0.0591 | 0.0250 | 0.0341 |
| 2 | 45 | -1.5623 | 0.0591 | 0.0500 | 0.0091 |
| 3 | 45 | -1.5623 | 0.0591 | 0.0750 | 0.0159 |
| 4 | 45 | -1.5623 | 0.0591 | 0.1000 | 0.0409 |
| 5 | 45 | -1.5623 | 0.0591 | 0.1250 | 0.0659 |
| 6 | 50 | -1.1964 | 0.1158 | 0.1500 | 0.0342 |
| 7 | 55 | -0.8306 | 0.2031 | 0.175 | 0.0281 |
| 8 | 55 | -0.8306 | 0.2031 | 0.2000 | 0.0031 |
| 9 | 55 | -0.8306 | 0.2031 | 0.2250 | 0.0219 |
| 10 | 55 | -0.8306 | 0.2031 | 0.2500 | 0.0469 |
| 11 | 55 | -0.8306 | 0.2031 | 0.2750 | 0.0719 |
| 12 | 55 | -0.8306 | 0.2031 | 0.3000 | 0.0969 |
| 13 | 60 | -0.4647 | 0.3211 | 0.3250 | 0.0039 |
| 14 | 60 | -0.4647 | 0.3211 | 0.35 | 0.0289 |
| 15 | 60 | -0.4647 | 0.3211 | 0.3750 | 0.0539 |
| 16 | 65 | -0.0988 | 0.4607 | 0.4000 | 0.0607 |
| 17 | 65 | -0.0988 | 0.4607 | 0.4250 | 0.0357 |
| 18 | 65 | -0.0988 | 0.4607 | 0.4500 | 0.0107 |
| 19 | 65 | -0.0988 | 0.4607 | 0.4750 | 0.0143 |
| 20 | 65 | -0.0988 | 0.4607 | 0.5000 | 0.0393 |
| 21 | 65 | -0.0988 | 0.4607 | 0.525 | 0.0643 |
| 22 | 70 | 0.2671 | 0.6053 | 0.5500 | 0.0553 |
| 23 | 70 | 0.2671 | 0.6053 | 0.5750 | 0.0303 |
| 24 | 70 | 0.2671 | 0.6053 | 0.6000 | 0.0053 |
| 25 | 70 | 0.2671 | 0.6053 | 0.6250 | 0.0197 |
| 26 | 70 | 0.2671 | 0.6053 | 0.6500 | 0.0447 |
| 27 | 70 | 0.2671 | 0.6053 | 0.6750 | 0.0697 |
| 28 | 70 | 0.2671 | 0.6053 | 0.7 | 0.0947 |
| 29 | 70 | 0.2671 | 0.6053 | 0.7250 | 0.1197 |
| 30 | 74 | 0.5598 | 0.7122 | 0.7500 | 0.0378 |
| 31 | 75 | 0.6330 | 0.7366 | 0.7750 | 0.0384 |
| 32 | 75 | 0.6330 | 0.7366 | 0.8000 | 0.0634 |
| 33 | 80 | 0.9989 | 0.8411 | 0.8250 | 0.0161 |
| 34 | 80 | 0.9989 | 0.8411 | 0.8500 | 0.0089 |
| 35 | 85 | 1.3647 | 0.9138 | 0.8750 | 0.0388 |
| 36 | 90 | 1.7306 | 0.9582 | 0.9000 | 0.0582 |
| 37 | 90 | 1.7306 | 0.9582 | 0.9250 | 0.0332 |
| 38 | 90 | 1.7306 | 0.9582 | 0.9500 | 0.0082 |
| 39 | 90 | 1.7306 | 0.9582 | 0.9750 | 0.0168 |
| 40 | 90 | 1.7306 | 0.9582 | 1 | 0.0418 |
| L Count = | | | | | 0.1197 |

| | |
|--|---------------|
| L Table at 0.05 confidential level | 0.1386 |
| Conclusion: Because L Count is lower than L table (0.1197<0.1386), the data are normally distributed | |

J. Raw Data of Correlational Computation for Critical Thinking Skills and English Essay Writing Skills

| No | X | Y | X1 after scoring (with 100 as the maximum score) | Y after scoring (with 100 as the maximum score) | XY | X ² | Y ² |
|----|------|----|--|---|----------|----------------|----------------|
| 1 | 26 | 75 | 87 | 75 | 6500 | 7511.111 | 5625 |
| 2 | 24 | 74 | 80 | 74 | 5920 | 6400 | 5476 |
| 3 | 26 | 70 | 87 | 70 | 6066.667 | 7511.111 | 4900 |
| 4 | 19 | 55 | 63 | 55 | 3483.333 | 4011.111 | 3025 |
| 5 | 24 | 45 | 80 | 45 | 3600 | 6400 | 2025 |
| 6 | 24 | 55 | 80 | 55 | 4400 | 6400 | 3025 |
| 7 | 16 | 90 | 53 | 90 | 4800 | 2844.444 | 8100 |
| 8 | 21 | 45 | 70 | 45 | 3150 | 4900 | 2025 |
| 9 | 13.6 | 75 | 45 | 75 | 3400 | 2055.111 | 5625 |
| 10 | 11.2 | 70 | 37 | 70 | 2613.333 | 1393.778 | 4900 |
| 11 | 18 | 60 | 60 | 60 | 3600 | 3600 | 3600 |
| 12 | 16 | 60 | 53 | 60 | 3200 | 2844.444 | 3600 |
| 13 | 13 | 45 | 43 | 45 | 1950 | 1877.778 | 2025 |
| 14 | 24 | 55 | 80 | 55 | 4400 | 6400 | 3025 |
| 15 | 17.2 | 55 | 57 | 55 | 3153.333 | 3287.111 | 3025 |
| 16 | 11 | 65 | 37 | 65 | 2383.333 | 1344.444 | 4225 |

| | | | | | | | |
|----|------|----------|------|------|----------|----------|------|
| 17 | 22 | 65 | 73 | 65 | 4766.667 | 5377.778 | 4225 |
| 18 | 22.2 | 65 | 74 | 65 | 4810 | 5476 | 4225 |
| 19 | 22.4 | 80 | 75 | 80 | 5973.333 | 5575.111 | 6400 |
| 20 | 11 | 70 | 37 | 70 | 2566.667 | 1344.444 | 4900 |
| 21 | 29 | 70 | 97 | 70 | 6766.667 | 9344.444 | 4900 |
| 22 | 11.2 | 70 | 37 | 70 | 2613.333 | 1393.778 | 4900 |
| 23 | 28 | 70 | 93 | 70 | 6533.333 | 8711.111 | 4900 |
| 24 | 25 | 85 | 83 | 85 | 7083.333 | 6944.444 | 7225 |
| 25 | 22.2 | 90 | 74 | 90 | 6660 | 5476 | 8100 |
| 26 | 12 | 70 | 40 | 70 | 2800 | 1600 | 4900 |
| 27 | 11.2 | 80 | 37 | 80 | 2986.667 | 1393.778 | 6400 |
| 28 | 28 | 45 | 93 | 45 | 4200 | 8711.111 | 2025 |
| 29 | 11 | 90 | 37 | 90 | 3300 | 1344.444 | 8100 |
| 30 | 28 | 65 | 93 | 65 | 6066.667 | 8711.111 | 4225 |
| 31 | 29 | 55 | 97 | 55 | 5316.667 | 9344.444 | 3025 |
| 32 | 28 | 45 | 93 | 45 | 4200 | 8711.111 | 2025 |
| 33 | 14.6 | 70 | 49 | 70 | 3406.667 | 2368.444 | 4900 |
| 34 | 22.2 | 60 | 74 | 60 | 4440 | 5476 | 3600 |
| 35 | 22.4 | 90 | 75 | 90 | 6720 | 5575.111 | 8100 |
| 36 | 16 | 90 | 53 | 90 | 4800 | 2844.444 | 8100 |
| 37 | 28 | 55 | 93 | 55 | 5133.333 | 8711.111 | 3025 |
| 38 | 22.4 | 50 | 75 | 50 | 3733.333 | 5575.111 | 2500 |
| 39 | 11.8 | 65 | 39 | 65 | 2556.667 | 1547.111 | 4225 |
| 40 | 29 | 65 | 97 | 65 | 6283.333 | 9344.444 | 4225 |
| | | Σ | 2702 | 2654 | | | |

| N | 40 | The Interpretation of r Value | |
|--------------------|----------|-------------------------------|---------------------------|
| ΣX^2 | 199681.3 | 0.800 – 1.00 | very strong |
| $(\Sigma X)^2$ | 7300804 | 0.600 – 0.79 | strong |
| ΣY^2 | 183376 | 0.400 – 0.599 | medium |
| $(\Sigma Y)^2$ | 7043716 | 0.200 – 0.399 | low |
| $\Sigma X\Sigma Y$ | 7171108 | 0.000 – 0.199 | very low (no correlation) |
| ΣXY | 176336.7 | | |
| r_{xy} | 0.26307 | | |
| r_{table} | 0.2573 | | |

Interpretation: Because r_{xy} (0.26307) is higher than r_{table} (0.2573), it can be concluded that there is a positive correlation between the fifth semester TBI students' critical thinking skills and their English essay writing skills.

ASSESSING AND CONFIRMING THE CORRELATION BETWEEN TBI STUDENTS' CRITICAL THINKING SKILLS AND THE SKILLS OF WRITING ENGLISH ESSAYS

ABSTRACT

This quantitative study aimed to assess the fifth semester TBI students' critical thinking skills and to statistically confirm the correlation between their critical thinking skills and their English essay writing skills. As the foregoing, this study tested a pair of hypotheses, which read H_1 : there is a correlation between critical thinking skills and English essay writing skills, and H_0 : there is no correlation between critical thinking skills and English essay writing skills.

This study applied a correlational study design working on two variables, i.e. critical thinking skills as the independent variable (X) and English essay writing skills as the dependent variable (Y). The population of this study entailed 65 fifth semester TBI students at IAIN Curup, and the sample was chosen by means of a convenient sampling technique. This technique worked on selecting the sample members according to the sample members' voluntary engagement realized into their willingness to fill in the given instruments. As such, there were 40 students who filled in the given instruments, and they were officially recruited as the sample. The data were collected using two techniques, namely a valid and reliable critical thinking questionnaire and an English essay test (prompt) accompanied by a valid and reliable essay rubric. Descriptive statistics and correlational-statistical analyses were operated to analyze the data.

This study found two sets of data contingent with the study's foci. First, the critical thinking assessment revealed demographic data which demonstrated that the fifth semester TBI students, on average, had a moderate level of critical thinking skills with the percentage of 67.55%. Second, as to correlate the two variables, the demographic data of English essay writing skills should be uncovered first. The fifth semester TBI students, on average, also had a moderate level of English essay writing skills with the percentage of 66.35%. Based on the two sets of variables' descriptive data, the statistical testing of hypothesis revealed that there was a positive correlation between the fifth semester TBI students' critical thinking skills and their English essay writing skills because the statistical computation indicated that r_{xy} (0.26307) was higher than r_{table} (0.2573). However, such a positive correlation was identical to a low category because r_{xy} (0.26307) was in the range of (0.200 – 0.399). Albeit being low in the correlational category, this study had successfully proven a positive correlation between the two variables. It meant that this study had successfully accepted the hypothesis one (H_1) which read "there is a correlation between critical thinking skills and English essay writing skills". After the conclusion section, this study proceeded to offer some suggestions for several related parties.

Keywords: Correlational study, critical thinking skills, English essay, English writing skills, English essay writing skills