# ANALYZING  LECTURER' STRATEGIES IN DEVELOPING STUDENTS' CRITICAL THINKING SKILL IN WRITING PROCESS

# THESIS

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



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Setelah mengadakan pemeriksaan dan bimbingan serta perbaikan maka kami berpendapat skripsi mahasiswa bernama **AHMAD SYAHRUN NIM 20551003**, yang berjudul **"ANALYSIS LECTURER STRATEGIES IN DEVELOPING STUDENTS' CRITICAL THINKING SKILL IN CREATIVE WRITING"** sudah dapat diajukan dalam sidang Munaqosah Institut Agama Islam Negeri (IAIN) Curup.

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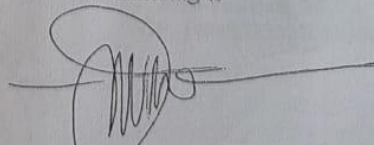
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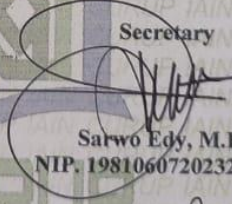
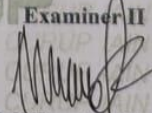Curup,     ᵗʰ July 2024

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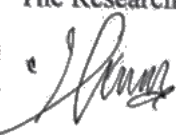
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# PREFACE

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

*Assalamua'alaikum Warahmatullahi Wabarakatuh*

Alhamdulillahirnabbil 'alamin, praise and gratitude are conveyed to Allah SWT who has bestowed His mercy and blessings upon me, enabling me to complete this Thesis properly and correctly. Salutations and blessings are continually sent to the Prophet Muhammad SAW, who has guided us from ignorance to an era filled with knowledge and technology as experienced today.

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I am aware that in the preparation of this thesis, I encountered many obstacles and challenges. However, through hard work, prayers, and the assistance of various parties in the form of support, encouragement, and motivation, this thesis could be completed. Therefore, I would like to express my gratitude to all those who have assisted in the process of preparing this thesis, especially to:

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Finally, with humility, the author hopes that this thesis will be beneficial to all those who need it. The author also acknowledges that there may still be errors and shortcomings in this thesis. The author expresses gratitude for all assistance received

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# MOTTO

**"You Have to Fight Through Some Bad Days**

**In Order to Earn the Best Days of Your Life"**


**"Reluctant to Change,**

**But Willing to Accept It When Necessary"**


**"War has been enjoined upon you while it is hateful to you.**

**But perhaps you hate a thing and it is good for you; and perhaps**

**you love a thing and it is bad for you. (Q.S Al-Baqarah: 216)"**

# ABSTRACT

Ahmad Syahrun, Student ID 20551003. "Analyzing Lecturer' Strategies in Developing Students' Critical Thinking Skills in Writing Process." Thesis of English Language Teaching Study Program, Faculty of Education, State Islamic Institute (IAIN) Curup. In the context of study in program study Tadris Bahasa Inggris, developing critical thinking skills is crucial for enhancing the quality of written works, particularly in creative writing. However, effective development of critical thinking skills requires guidance from lecturers who employ specific teaching strategies. Based on these issues, this research aims to understand lecturer strategies in developing critical thinking skills in writing process. This study employs qualitative research with a descriptive approach. Data acquisition involves interviewing a Creative Writing lecturer from the English Language Teaching Study Program at IAIN Curup in the 5th semester. Data analysis employs methods of data reduction, data display, and conclusion drawing. The findings conclude that the strategies employed by lecturers in developing critical thinking skills can be assessed through several indicators: planning, drafting, editing, and audience awareness. The strategies utilized by Creative Writing lecturers at the English Language Teaching Study Program, IAIN Curup, in applying knowledge, analysis, synthesis, and evaluation of information are relevant to the goal of enhancing students' critical thinking skills.

Keywords*: Lecturer Strategies, Developing, Critical Thinking, Creative Writing*

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# CHAPTER I

# INTRODUCTION

In this chapter, the researcher presents the brief introduction by explaining the background of the study as the reason for the research, the research question, object of the study as the purpose of the study, the significance of the study, scope and limitation and definition of key terms.

## A. Background of the Research

Creative writing is one of the important abilities that students need to develop. Creative writing is an activity that involves a critical thinking process, in which students need to be able to develop new ideas, analyze information, and construct strong arguments. Creative writing any form where writers can express their thoughts and feeling actively, this type of writing allows authors to draw on their imagination when creating stories and characters and play with language and structure. While there are no boundaries in creative writing, most pieces will contain dialogue, description, and narrative elements. [1]Based on explanation above the researcher assumed, creative writing involves using imagination, personal expression, and creative use of language to create unique and meaningful writing. Then creative writing is important for developing writers, improving the quality of writing, understanding the market, and giving credibility to works. Research in creative writing helps writers explore, create, and enhance their understanding of the art of writing, which in turn result in better and more engaging work for readers.

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[1] Henry Jenkins, (2023). "*Creative Writing: The Cultural Logic of Media Convergence,"* International Journal of Cultural Studies 7, No. 1: 33-43.

To become good creative writers, students need to have strong critical thinking. Beside of critical thinking has significance for reading and speaking. It is also significance for writing. That students were 'Not verbal; they could not describe their own emotions.' Kosinski in Elder elaborated his point by claiming that the prevailing American culture deadens individual awareness and thinking. Implicit in Konsinski's charge is the assumption that there is relationship between writing in thinking. In practice, poor writing reflects poor thinking, and what teachers often view and simply an "error' in writing, in fact, is a reflection of an error in thinking itself.[2] Based on explanation above, the researcher assumed critical thinking and creative writing had significance, because we need to have critical thinking when we write something especially in creative writing. And then, when we talk about creativity in writing we know that we should have good critical thinking because in creativity we need to think deeper. So that's why we need to think more with critical thinking in creative writing.

However, the students cannot stand independently, thus students' need other people to enhance their critical thinking in writing. Therefore, the role of the lecture is very important in facilitating the development of students' critical thinking skills. As we all know critical thinking can be developed and careful through various strategies carried out by each lecturer so that strategies can be developed critical thinking through indicators of basic skills, opinion conclusions, provide further explanation, estimates and integrate which integrates several understanding or opinions be a discussion so skills in critical

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[2] Linda, Elder. (2019). *The Miniature Guide Critical Thinking Concepts and Tools"*. http://www.criticalthinking.org/

thinking very necessary in collage to make students think deeper to find the causes and effects that occur in the process the problem in finding a solution.

In the learning process at the English Tadris Study Program of IAIN Curup, there is a creative writing course where critical thinking is involved in the learning. Researchers found that many students in the English Tadris Study Program are able to think critically and produce good writing because they use critical thinking in lessons taught by creative writing course. The strategies used by lecturers in developing critical thinking in teaching writing, especially in the creative writing course, can be seen through four steps: (a) planning, (b) drafting, (c) editing, and (d) audience awareness. To assess improvements in critical thinking skills, evaluations are conducted on four additional aspects in developing critical thinking: applying knowledge, information analysis, information synthesis, and information evaluation. Each aspect has several strategies within it.

Similar to research conducted by the study Boud and Falchikov shows that self-assessment can enhance students' metacognitive awareness and reflective abilities. Students engaged in self-assessment tend to be more critical of the quality and strength of arguments in their writing.[3] The study by J. J. C. Yeo and A. S. K. Tsui demonstrates that mind mapping can improve critical thinking skills by allowing students to organize and connect ideas more

[3] Boud, D., & Falchikov, N. (2022). *Assessment and Evaluation in Higher Education: The Role of Self-Assessment in Developing Critical Thinking. Routledge.*

effectively during the writing process.[4] Research by Hsu and Hwang found that combining discussion, self-assessment, and mind mapping yields better results in developing critical thinking skills compared to using each strategy separately.[5]

Based on previous research, many previous studies discussed critical thinking, and one of them also paid attention to teacher strategies in teaching critical thinking skills. Researcher investigated what types of strategies are used in developing students' critical thinking in English skills. However, this research aims to describe **"Analyzing Lecturer' Strategies in Developing Students' Critical Thinking in Writing Process in English Language Development at IAIN Curup".**

## B. Research Question

Based on the background of the study, the research questions that this research proposes to pursue is the follow.

1. What are lecturer strategies in developing student critical thinking skill in writing process?

## C. Objective of the Study

Based on the background of the study, the research objective that the writer wants to achieve by this study is:

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[4] Yeo, J. J. C., & Tsui, A. S. K. (2022). *Enhancing Writing Skills and Critical Thinking through Mind Mapping Techniques.* Educational Technology & Society, 25(1), 43-55. [DOI: 10.2307/43177442]

[5] Hsu, C. Y., & Hwang, G. J. (2023). *Integrating Discussion, Self-Assessment, and Mind Mapping to Enhance Critical Thinking in Writing.* Computers & Education, 188, 104620. [DOI: 10.1016/j.compedu.2022.104620]

1. To know the lecturer strategy in facilitating students' critical thinking skill in writing process.

**D. Significance of the Study**

There are significances supposed by the researcher as follows:

1. Theoretically, the results of the study are expected to be as a enrichment for the development of theory about students critical thinking through lecturer strategies in facilitating students' critical thinking, especially for future researchers are trying to focus on application of lecturer strategies for critical thinking in other English skills.

2. Practically, this research is expected to have advantages:

   a. For the writer, this research can be valuable knowledge which the author can apply when it becomes the future teacher.

   b. For the lecturer, this research can provide them opportunity to build their capacity for the better understanding of their teaching, especially for teaching critical thinking skills.

   c. For the students, this research can be useful for them in improve their critical thinking skills especially at the undergraduate.

**E. Scope and Limitation of the Study**

Despite the aim of this study is to describe the strategies used by lecturers in facilitating student critical thinking, this research is only focused on strategies used by lecturers in developing students' critical thinking in writing process the context of creative writing in the English Development at

IAIN Curup is limited to describing how lecturers apply it the strategy is only in the context of creative writing, without explaining other aspects.

This research covers lecturer strategy has influence in developing students' critical thinking in context of creative writing. This research wants to know strategies used by lecturer to improve student's critical thinking skills, therefore this research focuses on what strategies can improve student's critical thinking. Therefore how a lecturer can facilitate students' critical thinking skills, especially in creative writing.

## F. Definition of Key Terms

1. Creative Writing

   a. Creative

   In Chambers Dictionary, defines creative as 'Having the power to create, that creates, showing, pertaining to imagination, originality' and writing as 'the act of one who writers, that which is written, literary production or compassion'.[6]

   b. Creative writing

   Therefore, the term 'Creative writing' defined as having the power to create an imaginative, original literary production or composition. Creative writing is defined as "The process of writing stories or narrations that focus more on entertaining and telling a story than simply relating facts. It is a form of fiction or created work". [7]Creative writing refers to the practice of using imaginative

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[6] (Elaine Higgleton, *Chmabers Pocket Dictionary*, 2003 )
[7] (Cavallari, *Nature of Creative Writing*, August 2014)

and artistic techniques to produce original works of literature, including poetry, fiction (such as short stories and novels), non-fiction (such as memoirs and personal essays), plays, and screenplays. It involves the crafting of literary works that emphasize originality, expressiveness, and the exploration of various literary devices and techniques. Creative writing in this study essential elements and concepts that writers often consider and manipulate in their creative writing endeavors to create compelling and engaging literary pieces.

2. Critical Thinking

The Collins Dictionary defines the term 'critical' as "containing careful or analytical evaluations" while Oxford American Dictionary describes the notion as "involving then objective analysis and evaluation of an issue in order to form judgment", so critical thinking refers to the process of actively analyzing, synthesizing, or evaluating and reflecting on information gathered from observation, experiences, or communication and is focused on deciding what to believe or do. It is considered a critical thinking skill, such as applying knowledge, information analysis, synthesis, and evaluation. Critical thinking in this study focuses on critical thinking in creative writing.

3. Lecturer Strategy

In an educational context, a lecturer strategy refers to a planned approach or method employed by a lecturer or instructor to facilitate effective teaching and learning. It involves the deliberate

selection and implementation of instructional techniques, activities, and resources to engage and support students in achieving the desired learning outcomes. Lecturer strategies can vary depending on the subject matter, teaching style, and specific goal. In this study lecturer's strategy on the subject of creative writing, and the specific goal of this study in student critical thinking.

**CHAPTER II**
**REVIEW OF RELATED LITERATURE**

This chapter explains about theory that support and review the previous study related to the topic chosen by the researcher. This chapter focuses on critical thinking in creative writing classroom activity lecturer strategy theory and review of previous study.

## A. Review of Related Literature

### 1. Definition of Teaching Strategy

Teaching strategies are fundamental for English teachers to master in the process of teaching English due to the variety of available strategies. Each strategy yields different outcomes. For instance, teachers can implement various strategies in English classes to foster student interest and enhance student engagement in the learning process. Effective teaching strategies in the English teaching process will result in different levels of learner achievement. Therefore, English teachers must master effective strategies to achieve success in the learning process.

Teaching strategies constitute general plans for lessons that outline the desired learner behavior in terms of instructional goals and the necessary tactics to implement these strategies. According to Sarode, teaching strategies refer to methods employed to assist students in learning the content of the desired course and in developing goals that can be achieved in the future. [1]

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[1] Sarode, R. D. 2018. *"Teaching Strategies, Styles and Qualities of a Teacher*: A Review for Valuable Higher Education." International Journal of Current Engineering and Scientific Research 5, no. 5: 57-62.

## 2. Definition of Writing

Writing is one of four skills of English that should be mastered well in the school, university, or any other parts of writing needed. According to Nunan, writing is the cerebral process of generating ideas, considering how to communicate them, and arranging them into sentences and paragraphs that is evident to the reader. It denotes that a writer expresses his or her thoughts by taking into account a reader- known or unknown-who would understand and their meanings presented in properly formatted text. [2]In line with the previous definition, according to Ghaith's writing is a complex procedure that enables authors to investigate ideas and thoughts and develop them tangible and solid. Stated differently, author must present their views.

Another definition is delivered by Elbow in Brown said that writing is a transaction with words whereby the writers will be free from what they presently think, feel and perceive. It has meaning that writing deals with the use of words in the written form to deliver someone's ideas. The writers need to select and use appropriate words based on the situation and occasion because they cannot meet the reader directly. [3]

However, writing is extension of human language that across space and time. It is the most crucial invention in the whole of the world,

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[2] Nunan, David.2003, *Practical English Language teaching*. Singapore: Mc Graw-Hill Company
[3] Brown, H. Douglas. (2001). *Teaching by Principles*. New York: Addison Wesley Longman, Inc.

because for the hundreds decades, people use writing for transmitting the information, keeping historical record, and some activities.[4]

Moreover, Gibbons explain that writing involves writing something, producing a written product of some kind, and that product's purpose and the context in which it will be read are inextricably linked. This concept makes it clear that writing and the context and purpose of writing itself are inextricably linked. [5]

Additionally argues that writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. [6]

Drawing on the definition of multiple experts, it may be concluded that writing is a difficult procedure that requires thinking in order to covey thoughts and concepts. Arranging and conveying them in written form with words that cannot be isolated from certain context in order to make sense to the reader.

## 3. Creative Writing

Creative writing is the process of writing or creating fictional work such as short stories, poetry, drama, or novels that focus on the

[4] Hengky, Eka, Sarwo. *Using Web Bog in Teaching Writing for EFL Students*
[5] Gibbons, P, English Learners, academic Literacy, and Thinking. *Learning in the challenge zone*, Heinemann, Portsmouth NH, 2009.
[6] (Khadafi 2017)

imagination and personal expression of the writer. The main goal of creative writing is to produce original, artistic, and emotional evocative works for readers. Creative writing distinguishes itself from other types of writing, such as journalism, or academic writing, by providing freedom for the writer to use imagination, language style, and creative structure. In creative writing, the writer strives to bring characters, atmosphere, and stories to life through carefully chosen words and a unique writing style.

The understanding of creative writing can vary depending on the context. In an academic context, creative writing can also refer to programs or courses at the college level that teach techniques and skills in creative writing. Creative writing is the study of writing (including poetry, fiction, drama, and creative non-fiction) and its contexts through creative writing production and reflection on process. By writing, we mean not only books and other printed materials, but also scripted and unscripted performances, oral and recorded outputs, and the variety of forms possible in electronic, digital, and other new media. Creative writing can use any form or genre of writing as an exemplary subject of study, but the production of creative writing tends not to be informational, but imaginative interpretations of the world that invite the complex participation of the audience or reader.[7]

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[7] A. Bennett , G. Clarke, A. Motion & B. Naidoo . (2019). *Creative Writing Subject Benchmark Statement*. p.2

## 4. Critical Thinking

1. Definition Critical Thinking

Critical thinking is looking at problems from different angles, analyzing material, evaluating of information, questioning the (opinions, research, arguments, and ideas to avoid making assumptions). [8]

Moon explores the term critical thinking is from a range of perspectives: lecturers' views and students perceptions. Different lecturers and learners had different frames of references for critical thinking based on different activities.[9]

1) From lecturers' view, critical thinking is:

a) The ability to consider information from many different sources and considering conclusions which can be justified.

b) Developing argument, analyzing ideas, and synthesizing ideas.

c) Analyzing materials and identifying weaknesses and strengths.

d) Analyzing situation or problem based on facts to be able to make a judgment.

e) Understand an issue or problem in wider perspectives.

f) Evaluating one's work or situation.

2) From the students' perception, critical thinking is:

a) Reviewing the others' argument.

b) Evaluating objects.

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[8] Hughes, J. (2018). *Critical Thinking in the Language Classroom . ELI*, p.2 (Kroll 2020) (Bean 2019)

[9] Moon, J. *Critical Thinking*, 2018

c) Developing arguments.

d) Reflecting about self.

e) Engaging with others in arguments.

f) Engaging with the world

2. Indicator of Critical Thinking

Measuring one's critical thinking skills involves assessing various aspects, as outlined by Facione:

a. Explanation

This entails a student's capacity to articulate arguments logically using acquired data and facts.

b. Interpretation

Interpretation refers to the ability to comprehend and grasp the significance of a problem.

c. Analysis

This involves investigating and recognizing connections among statements, data, facts, and concepts, leading to conclusions.

d. Evaluation

Evaluation pertains to a student's skill in assessing the credibility of a statement or representation, often by examining relationships among statements, data, facts, concepts, or other elements.

e. Inference

   In inference, students can pinpoint key concepts or elements to draw conclusions.

f. Self-regulation

   Self-regulation refers to one's ability to self-monitor while applying, analyzing, and evaluating their thinking process, particularly in problem-solving.

3. Key Element of Developing Critical Thinking

   In the study "Exploring Critical Thinking in Writing," Khairuddin et al. utilized the Haase indicator to categorize four key talents that demonstrate the ability to think critically. These talents are conceptualized through various categories, reflecting how individuals process and apply newly acquired knowledge. The study assesses critical thinking in creative writing through actions such as Applying Information, Analyzing Information, Synthesizing Information, and Evaluating Information.

   1. Applying Knowledge (Writers might read a bit before they start writing. Some people might include specifics from what they've read in their work.)

   2. Information Analysis (Few authors have the ability to analyze what they have read. Some people include read material into their articles without considering its applicability.

   3. Information Synthesis Effective writers may assemble data from several sources to employ in their writing.

4. Information Evaluation (The introduction of an open information system occasionally causes readers to be oblivious of relevant information. Arguments are frequently supported by ideas that have not been fully evaluated and may ultimately be weak and flawed.[10]

Researchers employ multiple criteria to assess Khairudin e al.'s critical thinking in the realm of creative writing, encompassing actions like Applying Information, Analyzing Information, Synthesizing Information, and Evaluating Information.

## 5. Creative Writing in Relation with Critical Thinking

Critical thinking and creative writing are two essential intellectual skills that may be learned and used in both the academic and professional spheres. These two methods are intended to increase one's ability to analyze, synthesize, rate, and generate ideas from information. Critical thinking is the capacity to evaluate facts, evidence, and arguments for plausibility, coherence, and logic. It entails the capacity to ponder various points of view, identify logical errors, and settle arguments using relevant facts. When making decisions and solving problems, critical thinking emphasizes a logical and reasoned approach. On the other hand, creative writing focuses on coming on coming up with fresh, unique, and

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[10] Khairuddin, Zulaikha, Wan Faizatul Azirah Ismayatim, Othman Ismail, Noor Hanim Rahmat, and Nur Adibah Zamri, 'Exploring Critical Thinking in Writing', Proceedings of the International Conference on Sustainable Innovation Track Humanities Education and Social Sciences (ICSIHESS 2021), 626.Icsihess (2022), 67–72 <https://doi.org/10.2991/assehr.k.211227.012>

unorthodox ideas and expressing them writing. The development of stories, poetry, screenplay, as well as a more adaptable approach to form and style in numerous literary situations, are all covered by this. Creative writing fosters uniqueness, imagination, and linguistic exploration while inspiring unconventional thinking.

There have been made connection between critical thinking and creativity and their role in motivating learning by many researchers. Initially, critical thinking and creativity might seem to have little in common, or even to be mutually incompatible notions. Creativity and critical thinking together are aspect of "good" and purposeful thinking, critical thinking and creativity can be considered as two sides of the same coin. Critical thinking is associated with creativity, as it requires the ability to generate intellectual products, so good thinking also requires the individual to be attentive, tactical, and critical about of quality of those intellectual products. [11]

There are several advantages to critical thinking and creative writing together. You may examine material, spot mistakes and mental traps, and approach challenges productively by using critical thinking. In turn, creative writing cultivates the capacity to communicate ideas in an engaging, original and powerful fashion, a skill that may be used to both the creation of literature and corporate or scientific communication.

In the realm of critical thinking, creative writing is an invaluable tool that can foster a deeper understanding of complex ideas and enhance

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[11] Bailin, S., Case, R., Coombs, J. R., & Daniels, L, B. (1999). *Conceptualizing Critical Thinking*. Journal of curriculum studies, 31(3), 285-302.

one's ability to analyze and evaluate information. By engaging in creative writing exercises, individuals can cultivate their critical thinking skills while exploring a range of perspectives and ideas.

One way creative writing supported critical thinking is by encouraging the development of analytical and evaluative thinking. When crafting a story or constructing a poem, writers must carefully consider the choices they make regarding plot, character development, and language use. They must question the coherence and consistency of their ideas, ensuring that their writing effectively conveys the intended message.

This process requires critical thinking skills such as logical reasoning, problem-solving, and the ability to evaluate the strengths and weaknesses of different creative choices. The nation that creative writing may be a medium for though is very important in many ways. [12]

Students in the survey suggested a variety of necessary uses for writing: to resolves issues, to spot problems, to rethink one thing one had already puzzled out, and most important to improve ways of thinking. This insight that writing may be a tool for thinking helps students to achieve goals never achieved before. Conclusions that emerge from the analysis of the survey show that excellence in teaching creative writing as thinking need that lecturer familiarized with: varied tools for thinking through writing, like journals, blogs, online discussion, forums, dialogue journals and others. Based on that, in order to enhance students' critical thinking in

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[12] Kroll, B. *Exploring the Dynamics of Second Language Writing*. Creative Education (2020), Vol.11 No. 9.

creative writing, appropriate strategies from lecturer are needed, as well as how to successfully implement them in the classroom.

### 6. Lecturer Strategies

Writing is not simple process, it is a hard work. However, writing is an opportunity to convey writer ideas and to communicate their ideas systematically to others in a written. They found that their writing is bad ineffective. Actually, a writer requires time and some process to make an effective good writing.

According to Harmer, the process of writing has four elements. They are planning, drafting, editing, and final version.[13]

### 1. Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the idea of the process of writing. This may involve making details not.

### 2. Audience Awareness

Audience awareness is being able to imagine an audience, put yourself in their place, anticipate their needs, then meet those needs.

### 3. Drafting

Drafting is the process of putting all idea and through in a piece of paper which will be in the very rough form. This stage needs an editing for checking the text. It is assumed as the first version of a piece of writing a draft.

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[13] Jeremy, harmer. *How to Teach Writing* (Harlow: Person Education Limited), 2004, 86.

## 4. Editing

The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication. Editing involves going back over the writing and making changes to its organization, style, grammatical, and lexical correctness, and appropriateness.

## B. Review of Previous Study

In this part, the author reviews some previous studies from other researchers that has similar with this study. There are some researchers discuss about critical thinking such as "The Impact of Detailed Feedback on Students' Critical Thinking in Creative Writing" by Wang and Zhang. This study analyzes how lecturer strategies in assessing students' writing impact their critical thinking development. The research shows that detailed and structured feedback on creative writing helps students understand the strengths and weaknesses of their arguments. This feedback acts as a tool for deep reflection and more effective revisions.[14]

Another study by Martínez and López in the titled "Enhancing Critical Thinking through Mind Mapping and Brainstorming in Creative Writing Courses". This research focuses on the application of mind mapping and brainstorming strategies in the creative writing process. The study found that using these techniques in creative writing classes helps students design

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[14] Wang, L., & Zhang, X. (2023). *The Impact of Detailed Feedback on Students' Critical Thinking in Creative Writing.* Journal of Writing Studies, 25(2), 201-218. [DOI: 10.1080/19496591.2023.2175642]

and organize ideas more systematically, which in turn improves their critical thinking and the development of coherent arguments.[15]

A Study was conducted by Patel and Kumar in the titled "Case-Based Discussions and Their Impact on Critical Thinking in Creative Writing". This research explores the use of case-based discussions and case studies in creative writing classes. The results show that case-based discussions allow students to apply critical theory to their own and others' texts, deepening their understanding of argument structure and critical analysis. [16]

Other study is conducted by Nguyen and Pham in the titled "Self-Assessment and Reflection Techniques in Enhancing Critical Thinking Skills in Creative Writing. This study examines the effectiveness of self-assessment and reflection techniques in teaching creative writing. The results indicate that self-assessment integrated with reflection sessions helps students evaluate their creative process and identify areas for improvement, thereby strengthening their critical thinking skills. However, this study focuses on Analyzing lecturer strategies in developing students' critical thinking in writing process especially in creative writing course. [17]

[15] Martínez, R., & López, C. (2022). *Enhancing Critical Thinking through Mind Mapping and Brainstorming in Creative Writing Courses.* Creative Writing Studies Journal, 18(4), 330-347. [DOI: 10.1080/10277306.2022.2047301]

[16] Patel, A., & Kumar, S. (2024). *Case-Based Discussions and Their Impact on Critical Thinking in Creative Writing.* Journal of Educational Practices, 30(1), 75-92. [DOI: 10.1080/21532985.2024.2309786]

[17] Nguyen, T., & Pham, D. (2023). *Self-Assessment and Reflection Techniques in Enhancing Critical Thinking Skills in Creative Writing.* Educational Review, 35(2), 150-166. [DOI: 10.1080/00131911.2023.2169847]

# CHAPTER III

# RESEARCH METHOD

This chapter concern about the methodology and the procedure to develop the study. The research method involved these elements: kind of the research, subject of the research, technique of collecting data, instrument, and technique of data analysis.

## A. Kind of the Research

The researcher used a qualitative approach in this study and used the descriptive method to develop it. The type of research known as qualitative does not involve any numbers or calculating. It implies that the results of qualitative research are presented in written or verbal form. [1]Additionally, descriptive research entails gathering information with the goal of responding to inquiries about people's opinions by describing and analyzing the subject with realism as a result. By describing phenomena about what the study subject experiences using words and arguments, qualitative research tries to investigate, find, describe, and explain them.

Moreover, this study will adopt a qualitative approach. Qualitative research involves the exploration of social events in their natural settings and aims to provide explanations for social phenomena. Specifically, the study will employ a descriptive qualitative research method, which focuses on portraying spontaneously occurring phenomena without conducting experiments or applying artificial interventions. Essentially, the data will be

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[1] Gay, L. R & Airasian, Educational Research: Competencies for Analysis and Application (10th Edition). (Upper Saddle River, DJ: Prentice Hall, 2000), P. 175.

collected as it naturally exists in the field, without any alterations or additions by the researchers. [2]Based on this description, it is evident that this study employs a descriptive approach presented in a qualitative manner. In other words, the researcher will summarize the observed phenomenon using data gathered in the field and present it through words or descriptions rather than numerical or quantitative measurements. It is essential for researchers to refrain from modifying the data in a way that would compromise its natural state in order to maintain the authenticity of the collected information.

## B. The Subject of the Research

The researcher chose one English lecturer with purposive sampling that who implements some strategies in facilitating students' critical thinking skills in creative writing class and students at English Development of IAIN Curup as the participants and the subject of the study, especially in the fifth semester the selection of semester fifth due to the presence of creative writing class, and currently, the English Development of IAIN Curup has a specific condition where lecturers implemented critical thinking in the creative writing learning process during the fifth semester. Therefore, the subject is the most suitable from the researcher to conduct the study.

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[2] Patrik Aspers and Ugo Corte, 'What Is Qualitative in Qualitative Research', Qualitative Sociology, 42.2 (2019), 139–60 <https://doi.org/10.1007/s11133-019-9413-7>.

C.  **The Technique of Collecting Data**

In this study, researcher used techniques in data collection, namely:

1. **Interview**

The interview is one of the data collection techniques where the researcher asks open-ended questions to the respondent in order to gather their experiences and perspective without any limitations. In qualitative research, this technique is used to record the answers provided by the respondent[3] . Additionally, an in-depth interview is a focused individual interview conducted with a small number of respondents to explore their viewpoints on a specific program or situation[4]. This type of interview is valuable to researcher as it provides detailed information about respondent's opinions and behaviors related to the issue being investigated. In this study, researcher used interview to gather data on the first research question, which is about what are lecturer strategies in facilitating student critical thinking in creative writing. The interview technique adopted in this study is a semi-structured interview because the researchers want to selected questions according to what is needed. Semi-structured interview is a data collection method that involves asking participants a set of open-ended questions and following them up with probe questions to explore further their response and the topic of interest. A semi-structured interview involving, for example, two spouses can result in "The production of rich data, including observational data."

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[3] Creswell, J,W. (2012). *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed.* Cekatan Ke dua. Yogyakarta. Pustaka Pelajar

[4] Boyce, C. and Neale, P. *Conducting In-Depth Interview*, 2016

Thus, the semi-structured interview techniques is a more suitable method because this method allows for adding new questions and providing a deeper understanding related to a context that is being understood in the session. There are some benefits of conducting semi-structured interview is allows for open-ended responses from participants for more in-depth information, encourages two-way communication, and provides an opportunity so that interviewers can learn answers to question and the reasons behind the answers.

## D.  Instruments of the Research

In naturalistic inquiry, the human is the preferred instrument. He stated, "The principal research instrument is the researcher." The aforementioned explanations support the logical inference that the researcher is responsible for data collection and analysis. To collect thorough data, the researcher would also require interview and field note.

## 1.  The Interview Guide

To interview participants, researchers need an interview this guide makes it easier to gather data from an interview guide that consists of several questions. The researcher draws on concepts the key principle and strategies for writing as cried by conduct theory from Jeremy Harmer (Planning, Audience Awareness, Drafting, and Editing) and indicator of critical thinking by Haase (Applying Knowledge, Information Synthesis, Information Evaluation .[5]

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[5] Jeremy, harmer. *How to Teach writing* ( Harlow : Person Education Limited), 2004, 86.

**Table 3. 1 Interview Guidance**

| No. | Lecturer Strategy | Critical Thinking in Writing | Indicators Formulated within the Context of Creative Writing | Interview Questions (to Lecturers) |
|---|---|---|---|---|
| 1. | Planning | Applying Knowledge | Students incorporate specific information and ideas from their pre-writing reading into their writing plans. | What strategies do you use to guide students in incorporating their pre-reading into their writing plans?<br><br>How do you implement these strategies? |
|  |  | Information Analysis | Students analyze the relevance and applicability of information during the planning stage. | What strategies do you use to help students analyze the relevance of information during planning?<br><br>How do you implement these strategies? |
|  |  | Information Synthesis | Students synthesize ideas from various sources to create a cohesive writing plan. | What strategies do you use to encourage students to synthesize information from multiple sources during planning?<br><br>How do you |

| | | | | implement these strategies? |
|---|---|---|---|---|
| | | Information Evaluation | Students evaluate the potential strengths and weaknesses of their planned ideas and arguments. | What strategies do you use to assist students in evaluating the strength of their planned arguments?<br><br>How do you implement these strategies? |
| 2. | Drafting | Applying Knowledge | Students incorporate detailed knowledge and ideas from their planning into their drafts. | What strategies do you use to support students in transferring their plans into detailed drafts?<br><br>How do you implement these strategies? |
| | | Information Analysis | Students logically structure and analyze their ideas while drafting. | What strategies do you use to help students analyze and structure their ideas during drafting?<br><br>How do you implement these strategies? |
| | | Information Synthesis | Students coherently integrate ideas from multiple sources into their | What strategies do you use to guide students in synthesizing information |

| | | | | |
|---|---|---|---|---|
| | | | drafts. | from different sources into a coherent draft?<br><br>How do you implement these strategies? |
| | | Information Evaluation | Students evaluate and refine the clarity and coherence of their drafts. | What strategies do you use to encourage students to self-evaluate the clarity and coherence of their drafts?<br><br>How do you implement these strategies? |
| 3. | Editing | Applying Knowledge | Students revise drafts by applying feedback and correcting mistakes based on their knowledge. | What strategies do you use to facilitate the application of feedback during the editing process?<br><br>How do you implement these strategies? |
| | | Information Analysis | Students analyze the effectiveness and logical flow of their writing during editing. | What strategies do you use to teach students to analyze and improve the effectiveness of their writing?<br><br>How do you implement these strategies? |

| | | | | |
|---|---|---|---|---|
| | | Information Synthesis | Students integrate feedback and additional information to enhance their drafts. | What strategies do you use to support students in integrating feedback and new information during editing?<br><br>How do you implement these strategies? |
| | | Information Evaluation | Students evaluate the overall coherence and persuasiveness of their revised drafts. | What strategies do you use to help students evaluate their revisions to strengthen their arguments?<br><br>How do you implement these strategies? |
| 4. | Audience Awareness | Applying Knowledge | Students consider the audience's needs and expectations by applying relevant knowledge in their writing. | What strategies do you use to teach students to consider and apply audience needs in their writing?<br><br>How do you implement these strategies? |
| | | Information Analysis | Students analyze potential audience reactions and adapt their writing style | What strategies do you use to guide students in analyzing audience reactions and |

| | | | | |
|---|---|---|---|---|
| | | | accordingly. | adjusting their writing?<br><br>How do you implement these strategies? |
| | | Information Synthesis | Students blend insights about their audience to create engaging and persuasive content. | What strategies do you use to help students synthesize audience insights into their writing?<br><br>How do you implement these strategies? |
| | | Information Evaluation | Students assess the effectiveness of their writing in meeting audience expectations and goals. | What strategies do you use to assist students in evaluating whether their writing meets audience expectations?<br><br>How do you implement these strategies? |

## E. Data Analysis Techniques

After collecting data from both instruments, then the researcher analyzed the data. In this research, the research followed some steps by Milles and Huberman. [6]Those are defined as follow.

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[6] B Matthew Miles, Michael Huberman, *Qualitative Data Analysis* (1994), P.10

1. Data Reduction

   Data reduction encompasses the actions of choosing, concentrating, streamlining, summarizing, and altering data processes, including written materials like field notes or transcriptions. At this phase, the researcher records all pertinent occurrences and vital information that contribute to data collection while present at the research location. The researcher's notes prioritize research issues and subsequently condense them into easily understandable field notes.

2. Data Display

   Display data is a collection of information from possible data reduction researchers to draw conclusions and actions; views include many types of words, sentences, narration, tables, and graphs. Therefore, researchers use reduced data to facilitate the interpretation of the data. In this study, the data will divide into two; information about what strategies are used by lecturers in facilitating critical thinking in Creative writing learning activities and how the implementation of lecturer strategies in facilitating critical thinking in creative writing course learning activities

3. Drawing Conclusions

   The last step of data analysis involves drawing conclusions: During this step, the researcher interprets the findings and formulates a conclusion in order to addbress the research question using the gathered data.

# CHAPTER IV

## FINDING AND DISUSSION

This chapter contained about the result of the research and show discussion connected to the problem of the research. They are research finding and discussion.

### A. Finding of the Research

The findings of this study will address the issue: the strategies employed by lecturers to developing critical thinking skill in creative writing. A comprehensive analysis of these aspects will be provide in the subsequent sections. The researcher shared the findings obtained from the interviews.

**Lecturer Strategies in Developing Students Critical Thinking in Creative Writing**

The strategy to facilitate critical thinking in creative writing learning must meet four stages, namely: (a) planning, (b) drafting, (c) editing, and (d) audience awareness. There are several indicators that must be met to achieve the desired critical thinking skills. A more detailed explanation of these points will be outlined as follows.

### a. Planning

Planning is a long-term plan developed by educators to achieve desired learning objectives. In the learning planning process, the following components are included:

1) Applying Knowledge

In this stage, students are given the opportunity to engage in literacy activities before proceeding to the actual writing process. Based on an interview with an English teaching lecturer, it is as follows:

*Lecturer answers:* Discussion and Debate

> *"Class discussions play a crucial role in integrating pre-reading into writing plans. I facilitate debates on narrative choices, character motivations, and thematic explorations present in the texts we study. These discussions encourage students to articulate their thoughts and consider alternative perspectives, enriching their understanding of narrative possibilities."*

Based on the interview results above, it was found that class discussions and debates play a very important role in facilitating critical thinking skills in creative thinking learning. Class discussions and debates help integrate pre-reading before the writing process.

2) Information Analysis

At this stage, students are asked to analyze the information obtained in the previous stage according to the interview results.

Lecturer Answer: Storyboarding and Outlining

> *"I encourage students to create storyboards or detailed outlines that map out the structure of their narrative. This visual representation helps them visualize the progression of their story and identify where specific information fits into the overall arc. During this process, we discuss how each piece of information contributes to advancing the plot, developing characters, or reinforcing themes."*

Based on the interview results above, it was found that class discussions and debates play a very important role in facilitating critical thinking skills in creative thinking learning. Class discussions and debates help integrate pre-reading before the writing process.

3) Information Synthesis

In the information synthesis stage, students are encouraged to combine information from several relevant sources. Additionally, students are expected to connect new information with previously acquired knowledge.

Lecturer Answer: Concept Mapping or Mind Mapping:

> *"I introduce concept mapping or mind mapping techniques to help students visually organize and synthesize information. This visual representation allows them to see connections between different sources, ideas, and themes, facilitating the synthesis of complex information into coherent narrative structures."*

Based on the interview results above, it was found that concept mapping techniques can help students synthesize information from various sources, ideas, and themes. Creating concept maps also facilitates critical thinking skills in creative writing.

4) Information Evaluation

At the evaluation stage of learning planning, students are asked to evaluate the information previously obtained by reflecting on themselves.

Lecturer Answer: Reflection and Self-Assessment:

> *"I incorporate opportunities for students to reflect on their own writing and assess the strength of their arguments. Through self-assessment tools or reflective writing prompts, students consider how effectively they have articulated their thesis, supported their claims, and addressed potential counterarguments. This self-reflection encourages metacognitive awareness of their argumentative strategies. "*

Based on the interview results above, it was found that independently reflecting on writing and evaluating the strength of arguments through self-assessment tools for creative writing can also enhance critical thinking skills. This helps students learn the effectiveness of their writing, support their arguments, and address arising counterarguments.

**b. Drafting**

Drafting is the process of preparing or designing a manuscript to be developed into a creative work. In the drafting stage, there are also several components as follows:

1) Applying Knowledge

This is the process of applying knowledge by engaging in discussions among peers about the draft manuscripts each individual has created.

Lecturer Answer: Supporting students in transferring their writing plans into detailed drafts involves guiding them through the transition from planning and conceptualization to actual execution

*"I offer individualized feedback through one-on-one conferences where students discuss their drafts, address specific challenges, and receive personalized guidance on improving their writing. These conferences allow for deeper exploration of individual writing processes and areas needing development.*

Based on the interview results above, it was found that the strategies employed by the resource person to facilitate students in transferring plans into detailed drafts can be done through personal guidance for each student.

2) Information Analysis

In this stage, models of manuscript development and good writing structure are analyzed through the exchange of information conducted in the applying knowledge stage. Students can analyze the information to match the appropriate writing structure.

Lecturer Answer: Helping students analyze and structure their ideas during drafting is essential for developing coherent and impactful writing.

*"I provide examples of well-structured writing from various genres and styles. We analyze these models to identify how authors ornganize their ideas, develop arguments, or unfold narratives effectively. Students learn to recognize different structural techniques and apply them to their own writing."*

Based on the interview results above, it was found that the strategies employed by the resource person to facilitate students in analyzing and organizing ideas are done through the analysis of models and various structural techniques in creative writing.

3) Information Synthesis

This stage aims to guide students in synthesizing information into a systematic writing format and for information evaluation.

Lecturer Answer:

*"Guiding students in synthesizing information from different sources into a coherent draft is essential for creating well-rounded and informed writing. I incorporate reflective writing activities where students analyze their own synthesis of information. Prompts may encourage them to evaluate how well they have integrated sources, identify gaps in their synthesis, and outline strategies for improvement. This self-assessment promotes metacognitive awareness of their synthesis process and aids in refining their ability to synthesize information effectively"*

Based on the interview results above, it was found that the strategies employed by the resource person to facilitate students in synthesizing information can be done through reflective writing activities.

4) Information Evaluation

In this stage, students review their writing to improve the coherence and clarity of their sentences.

Lecturer Answer:

*I offer individualized feedback through one-on-one conferences where students discuss their drafts and receive personalized guidance on improving clarity and coherence. These conferences allow for deeper exploration of specific challenges in their writing and tailored strategies for enhancement.*

Based on the interview results above, it was found that the strategies employed by the resource person to facilitate students in evaluating the clarity and coherence of drafts can be done through providing individual guidance to discuss the drafts. This activity encourages students to explore writing challenges and strategies to overcome them.

**c. Editing**

Editing is the process of considering whether the material or writing is suitable for publication.

1) Applying Knowledge

Editing in the applying knowledge stage can be done through self-reflection or peer feedback. This can involve ideas or feedback reception.

Lecturer Answer:

> *"I organize revision workshops where students actively work onrevising their drafts based on received feedback. These workshops provide dedicated time and space for students to implement revisions with support and guidance from peers and myself. Students can collaborate, exchange ideas, and receive real-time feedback on their revisions."*

Based on the interview results above, it can be concluded that an effective strategy to facilitate the implementation of feedback in the editing process of creative writing is through the implementation of revision workshops. These workshops allow students to actively work on revising drafts based on the feedback they receive.

2) Information Analysis

Editing at this stage involves examining other relevant writings from various genres and writing styles. These examples are used as material to analyze the students' own writing.

Lecturer Answer:

*"I provide examples of effective writing from various genres and styles, including both student work and published texts. We analyze these examples together to identify what makes them effective, discussing techniques such as strong thesis statements, engaging hooks, clear organization, effective use of evidence, and impactful conclusions. Students learn by observing and discussing these models."*

Based on the interview results above, it can be concluded that an effective strategy to encourage students to analyze and enhance the effectiveness of their writing is by providing examples of effective writing from various genres and styles.

3) Information Synthesis

At this stage, students are asked to document their revision process and make decisions based on their self-reflection activities.

Lecturer Answer:

*"I incorporate reflective writing activities where students document their revision process and decision-making. Prompts may ask students to describe the changes they made in response to feedback, evaluate the impact of these revisions on their writing, and reflect on what they've learned about their own writing strengths and areas for improvement. Reflective writing promotes metacognitive awareness and helps students refine their editing skills over time.*

Based on the interview results above, it can be concluded that an effective strategy to support students in integrating feedback

and new information during editing can be achieved by incorporating reflective writing activities. This ensures that the revision process and decision-making are well-documented.

4) Information Evaluation

This process aims to encourage students to review their revision list in creative writing. Revisions may include flow, plot development, thematic consistency, and narrative structure.

Lecturer Answer:

*"I encourage students to create revision checklists specific to creative writing, addressing elements such as character arcs, plot progression, thematic consistency, and narrative structure. These checklists guide students in systematically evaluating their revisions and ensuring that each aspect of their narrative strengthens the overarching argument or message."*

Based on the interview results above, it can be concluded that an effective strategy to evaluate revisions and strengthen arguments is through the creation of a revision checklist specifically for creative writing.

**d. Audience Awareness**

Audience awareness is an evaluative measure of a text's efficacy in addressing the specific needs and interests of its intended readership.

1) Applying Knowledge

During this phase, students are prompted to actively participate in learning activities, facilitating the observation of differing perspectives among various audience segments.

Lecturer Answer:

*"I engage students in role-playing exercises where they assume the perspective of different audience members. This immersive approach helps students empathize with the audience's viewpoint and anticipate their reactions to the content. By stepping into the shoes of their readers, students gain a deeper understanding of audience needs and preferences."*

Based on the interview results above, it can be concluded that the appropriate strategy to guide students in analyzing audience reactions and adjusting their writing to audience preferences can be done by involving students in role-playing activities.

2) Information Analysis

At the information analysis phase, students are expected to exhibit empathy and the capacity to envision themselves in the position of another audience group member.

Lecturer Answer:

*"I engage students in empathy exercises where they imagine themselves as members of their target audience. This perspective-taking activity helps students anticipate how different readers might interpret and respond to their writing. Through discussions and reflections, students gain insights into varying audience reactions and adjust their writing accordingly."*

Based on the interview results above, it can be concluded that the appropriate strategy to direct students to analyze audience reactions and adjust their writing accordingly can be done through direct student involvement in empathy exercises.

3) Information Synthesis

This process requires students to critically reflect on their strategies for engaging their target readers throughout the writing process.

Lecturer Answer:

*"I incorporate reflective writing activities where students critically reflect on their strategies for engaging their audience throughout the writing process. Prompts may ask students to evaluate the effectiveness of their revisions in meeting audience expectations, challenges encountered in connecting with their audience, and lessons learned about effective audience engagement strategies. Reflective writing promotes metacognitive awareness and continuous improvement in adapting to audience insights."*

Based on the interview results above, it can be concluded that the appropriate strategy to guide students in synthesizing information about audience insights into writing can be done through critical reflective writing activities during the writing process.

4) Information Evaluation

In evaluating information at this stage, students are guided to develop a revision checklist aligned with predefined writing objectives. Utilizing this checklist, students can systematically assess and refine their drafts to enhance the overall quality of their work.

Lecturer Answer:

*"I encourage students to create revision checklists or criteria specific to their intended audience. These checklists may include questions such as: • Does the writing address topics of interest to the audience? • Is the language appropriate for*

*the audience's level of understanding?* • *Are cultural references and perspectives accurately represented and accessible to the audience? Students use these checklists to evaluate their drafts and make revisions that better align with audience expectations."*

Based on the interview results above, it can be concluded that the appropriate strategy to direct students to evaluate their writing to meet audience expectations can be done by creating a revision checklist that includes specific criteria related to the target audience.

## B. Discussion

In this part, the researcher discusses about "The lecturer strategies in developing students' critical thinking skill in creative writing. There are point that researcher gained from the interview.

Based on the interview, it was found that lecturer employ four strategies to develop students' critical thinking skills in Tadris Bahasa Inggris at IAIN Curup in the context of creative writing. According to James Harmer, the four strategies used in writing are planning, drafting, editing, and audience awareness. Furthermore, Haase outlines several components essential for developing critical thinking, which include applying knowledge, information analysis, information evaluation.

**Planning,** based on the result of the interview with the creative writing lecturers in the Tadris Bahasa Inggris Study program, it was found that during the planning stage, class discussions and debates play a crucial role in integrating pre-reading activities into writing planning and expressing their ideas to enrich their understanding on narrative works. Additionally, the

process of creating storyboards can help visualize story development. Information analysis in the planning stage functions to examine the role of each piece of information advancing the plot, developing characters, and strengthening the theme.

Furthermore, information synthesis is conducted through the creation of concept maps. This strategy is employed to facilitate students in organizing information visually. Thus students can see the connections obtained from various sources, ideas, and themes to form a coherent narrative work. Lastly, information evaluation is carried out by allowing students the freedom to reflect and conduct self-assessment on the argument they have presented. This way, students can independently determine the effectiveness of their writing, provide support for their writing, provide support for their arguments, and address potential counter arguments.

The discussion on the planning stages is supported by the theory put forth by Harmer, who argues that planning is a crucial initial step before undertaking any action.[1] In the context of learning to write, the planning stage holds significant importance as it involves the development of ideas and the structure of writing in a focused and systematic manner. In other words, effective planning can provide students with clear guidance to produce high-quality work. This planning process operates optimally when students are proficient in critical thinking.

The above statement is also supported by the research conducted by Martinez and Lopez titled "Enhancing Critical Thinking through Mind

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[1] Jeremy, harmer. *How to Teach Writing* (Harlow: Person Education Limited), 2004, 86.

Mapping and Brainstorming." This research focuses on the application of mind mapping and brainstorming in the creative writing process. The study found that using these strategies in creative writing classes helps students design and organize ideas more systematically, which in turn improves their critical thinking and development of coherent arguments.[2]

The above statement is also supported by the research conducted by Patel and Kumar titled "Case-Based Discussions and Their Impact on Critical Thinking in Creative Writing." This research explores the use of case-based discussions and case studies in creative writing classes. The results show that case-based discussions allow students to apply critical theory to their own and others' texts, deepening their understanding of argument structure and critical analysis.[3]

Strategies to enhance students' critical thinking abilities in this context can be assessed based on Haase's theory, which includes several indicators such as applying knowledge, information analysis, information synthesis, and information evaluation. The TBI lecturer at IAIN Curup has adopted principles from these four indicators in efforts to enhance students' critical thinking skills in creative writing.

**Drafting,** based on the interview with lecturers from TBI study Program at IAIN Curup, it was revealed that encouraging students to translate their writing

[2] Martínez, R., & López, C. (2022). *Enhancing Critical Thinking through Mind Mapping and Brainstorming in Creative Writing Courses.* Creative Writing Studies Journal, 18(4), 330-347. [DOI: 10.1080/10277306.2022.2047301]

[3] Patel, A., & Kumar, S. (2024). *Case-Based Discussions and Their Impact on Critical Thinking in Creative Writing*. Journal of Educational Practices, 30(1), 75-92. [DOI: 10.1080/21532985.2024.2309786]

plans into detailed drafts can be accomplished by implementing these plans and concepts into actual writing. This process should involve draft discussions and personalized guidance to enhance the quality of writing. Furthermore, through analysis of information and effective organizing of ideas are crucial to ensuring the logical, orderly, and consistent development of the writing. This analysis can be conducted by examining writing models to identify how other writers effectively structure ideas, develop thoughts, and create their creative works.

Based on such analysis, students can comprehend various structural techniques that can subsequently be applied in their writing. Moreover, during the information synthesis phases of drafting strategy, students are guided to integrate information from diverse sources into a structured draft. This synthesis can be achieved through the information their gather personally. Providing guidance or instructions can assist students in evaluating the effectiveness of their source integration, identifying errors in their synthesis, and outlining strategies for improvement. Through self-assessment, students are guided to cultivate personal awareness of the process and enhance their skills in synthesizing information effectively.

Finally, during the information evaluation stage of the drafting strategy, discussions on drafts and guidance activities can improve the clarity and coherence of the writing. Additionally, such activities enable students to identify challenges and devise strategies for improvement.

The discussion on the drafting process above is also supported by the theory presented by Harmer, who argues that this process is the initial step in

organizing ideas and thoughts into rough written form. [4]This stage aims to capture all ideas into a manuscript without focusing on writing details initially. Once the drafting process is complete, the next step is editing to review and refine the manuscript. According to Harmer, drafting can be considered as the initial version of a piece of writing that undergoes further revision and refinement before reaching its final version. This drafting process can proceed effectively if students possess competent critical thinking skills.

Strategies to enhance students' critical thinking skills can be assessed based on Haase's theory, which includes indicators such as applying knowledge, information analysis, information synthesis, and information evaluation. The TBI lecturer at IAIN Curup employs principles from these four indicators to enhance students' critical thinking skills in creative writing.

The above statement is also supported by the research conducted by Wang and Zhang titled "The Impact of Detail Feedback on Students' Critical Thinking in Creative Writing." This study analyzes how lecturer strategies in assessing students' writing impact their critical thinking development. The research shows that detailed and structured feedback on creative writing helps students understand the strengths and weaknesses of their arguments. This feedback acts as a tool for deep reflection and more effective revision.[5]

**Editing,** the third strategy that lecturer can employ to develop student critical thinking in creative writing is the editing process. Based on interviews

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[4] Jeremy, harmer. *How to Teach Writing* (Harlow: Person Education Limited), 2004, 86.

[5] Wang, L., & Zhang, X. (2023). *The Impact of Detailed Feedback on Students' Critical Thinking in Creative Writing.* Journal of Writing Studies, 25(2), 201-218. [DOI: 10.1080/19496591.2023.2175642]

with lecturers from the TBI program, editing commences with the application of knowledge through revision guided by feedback and received guidance. Workshops provide dedicated time and space for students to rectify errors with support from both lecturers and peers. Students collaborate, exchange ideas, and receive feedback on their enhancements. Following this, information analysis ensues by identifying examples of writings across various genres and styles, encompassing both student work and published texts. This endeavor seeks to comprehend the elements that render writing effective and discuss suitable writing techniques. Subsequently, the information synthesis process involves documenting the revision process and the decisions made therein. Students are guided to delineate the revisions undertaken, evaluate their impact, and autonomously assess their strengths and improvements. This process enhances students' metacognitive awareness and fosters regular improvement in their editing skills.

During the information evaluation phase, students are instructed to construct a revision checklist specifically tailored for creative writing. This checklist includes components such as character development, plot progression, consistent themes, and correct narrative structure. The purpose of this specialized checklist is to steer students through a structured evaluation process and ensure that each narrative aspect reinforces the intended ideas or messages holistically.

Based on the theory proposed by Harmer, editing is an essential step in improving the quality of writing before it is published or read by the public. The editing process involves reviewing the text to make necessary changes in

terms of structure, writing style, grammar and vocabulary corrections, and ensuring content appropriateness. [6]Through this process, students can ensure that their writing becomes clearer, more cohesive, and of higher quality before presenting it to readers. Effective editing can be facilitated when students possess strong critical thinking skills. These skills can be enhanced by applying Haase's theory, which includes several indicators such as applying knowledge, information analysis, information synthesis, and information evaluation. The strategies employed by the TBI Lecturers at IAIN Curup to enhance students' critical thinking skills in creative writing have utilized principles from these four indicators.

The above statement is also supported by the research conducted by Nguyen and Pham titled "Self-Assessment and Reflection Techniques in Enhancing Critical Thinking Skill in Creative Writing." This study examines the effectiveness of self-assessment and reflection techniques in teaching creative writing. The results indicate that self-assessment integrated with reflection sessions helps students evaluate their creative process and identify areas for improvement, thereby strengthening their critical thinking skills. [7]

**Audience Awareness,** the final strategy in enhancing creative writing skills among students, as identified through interviews with lecturers from Tadris Bahasa Inggris study program, involves audience awareness. It was found that that to effectively apply knowledge in this area, students actively

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[6] Jeremy, harmer. *How to Teach Writing* (Harlow: Person Education Limited), 2004, 86.

[7] Nguyen, T., & Pham, D. (2023). *Self-Assessment and Reflection Techniques in Enhancing Critical Thinking Skills in Creative Writing*. Educational Review, 35(2), 150-166. [DOI: 10.1080/00131911.2023.2169847]

engage in role-playing games. This approach aims to assist students in adopting perspective from diverse audience viewpoints. Additionally, such activities cultivate empathy among students toward varied audience perspectives. By assuming the roles of readers, students gain a broader understanding of audience requirements.

Furthermore, in the information analysis process, students participate in empathy exercise by envisioning themselves as part of the target audience. This practice aids students in comprehending potential reader interpretations and responses to their writings. Thus, students become adept at understanding diverse audience reactions. This awareness can be leveraged to adjust their writings in accordance with audience expectations. Further, in the information synthesis stage, students are assigned reflective writing activities that function as a basis for refining strategies involving the audience in the writing process. Students receive guidance to assess the effectiveness of revisions in meeting audience expectations.

Moreover, these activities are conducted to analyze the challenges encountered in establishing connections with the audience and to gain insight into effective audience engagement strategies. The reflective writing activities also aim to cultivate metacognitive awareness and long-term improvements based on audience awareness. In the information evaluation stage a revision checklist is developed focusing on the target audience. This checklist includes various questions related to pertinent aspect of writing. It serves as a toll for evaluating drafts and revising writings according to audience expectations.

The stages of audience awareness discussed earlier are supported by the theory put forth by Harmer. He argues that audience awareness is the ability to imagine the audience, place oneself in the position of the reader, understand, and meet the needs of the audience. [8]Audience awareness can improve one's ability to adjust communication to be more effective and relevant for the readers. This audience awareness process can run well if students have competent critical thinking skills. A good strategy for enhancing students' critical thinking skills can be assessed based on Haase's theory, which includes several indicators: applying knowledge, information analysis, information synthesis, and information evaluation. The strategy used by TBI IAIN Curup lecturers to improve students' critical thinking skills in creative writing has employed the principles of these four indicators.

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[8] Jeremy, harmer. *How to Teach Writing* (Harlow: Person Education Limited), 2004, 86.

# CHAPTER V

## CONCLUSSION AND SUGGESTION

The conclusion and suggestion section follows the chapter's investigation and description of the data it produced., by responding to the research questions and providing some advice for the people concerned, the researcher provides a summary of the findings in this chapter.

## A. Conclusion

This study aims to identify two main issues: understanding the strategies employed by lecturers to develop students' critical thinking skills. Based on these objectives, the conclusions can be outlined as follows.

The strategies used by lecturers to develop critical thinking skills can be seen through four steps: (a) planning, (b) drafting, (c) editing, and (d) audience awareness. To assess improvements in critical thinking skills, evaluation is conducted on four additional aspects: applying knowledge, information analysis, information synthesis, and information evaluation.

Based on the research findings, the strategies used by Creative Writing lecturers in the TBI Study Program at IAIN Curup in the application of knowledge, information analysis, information synthesis, and information evaluation are aligned with the objectives of improving students' critical thinking skills as explained in the theory. This is evident in the application of strategies that focus on the students' role in learning, starting from the stages of planning, analysis, synthesis, and evaluation of information. The active role of students in direct engagement in learning can enhance their critical thinking skills effectively and efficiently. Several strategies observed in this

study include discussion, storyboarding and outlining, mind mapping, reflection and self-assessment, empathy exercises, reflective writing activities, and revision checklists.

## B. Suggestion

To further enhance the development of critical thinking in creative writing, several suggestions have been proposed by researchers. Firstly, institutions should invest in continuous professional development programs for lecturers to keep them updated with the latest pedagogical strategies and technological tools that can aid in teaching critical thinking skills. Secondly, the creative writing curriculum should be regularly reviewed and updated to include more activities that promote critical thinking, such as case studies, role-playing, and simulations. Thirdly, encouraging more collaborative learning opportunities where students can work in groups to analyze texts, share ideas, and critique each other's work is crucial for developing critical thinking. Additionally, lecturers should integrate established critical thinking frameworks, such as Bloom's Taxonomy or Paul-Elder's Critical Thinking Model, into their teaching to provide a structured approach to developing these skills. Diversifying assessment methods to include not just written assignments but also oral presentations, portfolios, and digital storytelling will allow students to demonstrate their critical thinking abilities in various formats. Finally, fostering a classroom culture that values effort and resilience, encouraging students to view challenges as opportunities for growth rather than obstacles, can significantly enhance their willingness to engage in critical thinking activities.

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# APPENDICES

# Appendixes 1 SK Pembimbing

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI CURUP**
**FAKULTAS TARBIYAH**
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail admin@iaincurup.ac.id

Nomor : **A46** Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

| | | | |
|---|---|---|---|
| Menimbang | : | a. | Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud . |
| | | b. | Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II . |
| Mengingat | : | 1. | Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional , |
| | | 2. | Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup, |
| | | 3. | Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup; |
| | | 4. | Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi; |
| | | 5. | Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026. |
| | | 6. | Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup |
| | | 7. | Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. |
| Memperhatikan | : | 1. | Permohonan Saudara Ahmad Syahrun tanggal 29 April 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi |
| | | 2. | Berita Acara Seminar Proposal Pada Hari Rabu, 06 Maret 2024 |

**MEMUTUSKAN:**

| | | | | |
|---|---|---|---|---|
| Menetapkan | | | | |
| Pertama | : | 1. | **Dr. Eka Apriani, M.Pd** | 19900403 201503 2 005 |
| | | 2. | **Sarwo Edy, M.Pd** | 19810607 202321 1 011 |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

NAMA : **Ahmad Syahrun**
NIM : **20551003**
JUDUL SKRIPSI : **Analyzing Lecturers Strategies in Develoving Students' Critical Thinking Skill in Creative Writing**

| | | |
|---|---|---|
| Kedua | : | Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi . |
| Ketiga | : | Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ; |
| Keempat | : | Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ; |
| Kelima | : | Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ; |
| Keenam | : | Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; |
| Ketujuh | : | Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ; |

Ditetapkan di Curup,
Pada tanggal 29 April 2024
Dekan,

**Sutarto**

Tembusan :
1. Rektor
2. Bendahara IAIN Curup,
3. Kabag Akademik, kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan.

**Appendixes 2 Permohonan Izin Penelitian**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

**IAIN CURUP**

| | | |
|---|---|---|
| Nomor | : 496 /In.34/FT/PP.00.9/05/2024 | 2 Mei 2024 |
| Lampiran | : Proposal dan Instrumen | |
| Hal | : Permohonan Izin Penelitian | |

Kepada Yth. **Rektor IAIN Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

| | |
|---|---|
| Nama | : Ahmad Syahrun |
| NIM | : 20551003 |
| Fakultas/Prodi | : Tarbiyah / TBI |
| Judul Skripsi | : Lecturers Strategy in Facilitating Students' Critical Thingking Skill in Creative wriiting |
| Waktu Penelitian | : 2 Mei 2024  s.d 2 Agustus 2024 |
| Lokasi Penelitian | : IAIN Curup |

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;
1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

**Appendixes 3 Transkip Interview**

| No | Lecturer Strategy | Critical Thinking in Writing | Indicators Formulated within the Context of Creative Writing | Lecturer |
|---|---|---|---|---|
| 1 | Planning | Applying Knowledge | Students incorporate specific information and ideas from their pre-writing reading into their writing plans. | *Discussion and Debate: Class discussions play a crucial role in integrating pre-reading into writing plans. I facilitate debates on narrative choices, character motivations, and thematic explorations present in the texts we study. These discussions encourage students to articulate their thoughts and consider alternative perspectives, enrichingj their understanding of narrative possibilities.* |
| | | Information Analysis | Students analyze the relevance and applicability of information during the planning stage. | *Storyboarding and Outlining: I encourage students to create storyboards or detailed outlines that map out the structure of their narrative. This visual representation helps them visualize the progression of their story and identify where specific information fits into the overall arc. During this process, we discuss how each piece of information contributes to advancing the plot, developing characters, or reinforcing themes.* |
| | | Information Synthesis | Students synthesize ideas from various sources to create a cohesive writing plan. | *Concept Mapping or Mind Mapping: I introduce concept mapping or mind mapping techniques to help students visually organize and synthesize* |

| | | | | *information. This visual representation allows them to see connections between different sources, ideas, and themes, facilitating the synthesis of complex information into coherent narrative structures.* |
|---|---|---|---|---|
| | | Information Evaluation | Students evaluate the potential strengths and weaknesses of their planned ideas and arguments. | *Reflection and Self-Assessment: I incorporate opportunities for students to reflect on their own writing and assess the strength of their arguments. Through self-assessment tools or reflective writing prompts, students consider how effectively they have articulated their thesis, supported their claims, and addressed potential counterarguments. This self-reflection encourages metacognitive awareness of their argumentative strategies.* |
| 2 | Drafting | Applying Knowledge | Students incorporate detailed knowledge and ideas from their planning into their drafts. | *Supporting students in transferring their writing plans into detailed drafts involves guiding them through the transition from planning and conceptualization to actual execution. I offer individualized feedback through one-on-one conferences where students discuss their drafts, address specific challenges, and receive personalized guidance on improving their writing. These conferences allow for deeper exploration of individual writing* |

| | | | | |
|---|---|---|---|---|
| | | | | *processes and areas needing development.* |
| | | Information Analysis | Students logically structure and analyze their ideas while drafting. | *Helping students analyze and structure their ideas during drafting is essential for developing coherent and impactful writing. I provide examples of well-structured writing from various genres and styles. We analyze these models to identify how authors organize their ideas, develop arguments, or unfold narratives effectively. Students learn to recognize different structural techniques and apply them to their own writing.* |
| | | Information Synthesis | Students coherently integrate ideas from multiple sources into their drafts. | *Guiding students in synthesizing information from different sources into a coherent draft is essential for creating well-rounded and informed writing. I incorporate reflective writing activities where students analyze their own synthesis of information. Prompts may encourage them to evaluate how well they have integrated sources, identify gaps in their synthesis, and outline strategies for improvement. This self-assessment promotes metacognitive awareness of their synthesis process and aids in refining their ability to synthesize information effectively.* |
| | | Information | Students evaluate and | *I offer individualized* |

| | | Evaluation | refine the clarity and coherence of their drafts. | *feedback through one-on-one conferences where students discuss their drafts and receive personalized guidance on improving clarity and coherence. These conferences allow for deeper exploration of specific challenges in their writing and tailored strategies for enhancement.* |
|---|---|---|---|---|
| 3 | Editing | Applying Knowledge | Students revise drafts by applying feedback and correcting mistakes based on their knowledge. | *I organize revision workshops where students actively work on revising their drafts based on received feedback. These workshops provide dedicated time and space for students to implement revisions with support and guidance from peers and myself. Students can collaborate, exchange ideas, and receive real-time feedback on their revisions.* |
| | | Information Analysis | Students analyze the effectiveness and logical flow of their writing during editing. | *I provide examples of effective writing from various genres and styles, including both student work and published texts. We analyze these examples together to identify what makes them effective, discussing techniques such as strong thesis statements, engaging hooks, clear organization, effective use of evidence, and impactful conclusions. Students learn by observing and discussing these models.* |

| | | Information Synthesis | Students integrate feedback and additional information to enhance their drafts. | *I incorporate reflective writing activities where students document their revision process and decision-making. Prompts may ask students to describe the changes they made in response to feedback, evaluate the impact of these revisions on their writing, and reflect on what they've learned about their own writing strengths and areas for improvement. Reflective writing promotes metacognitive awareness and helps students refine their editing skills over time.* |
|---|---|---|---|---|
| | | Information Evaluation | Students evaluate the overall coherence and persuasiveness of their revised drafts. | *I encourage students to create revision checklists specific to creative writing, addressing elements such as character arcs, plot progression, thematic consistency, and narrative structure. These checklists guide students in systematically evaluating their revisions and ensuring that each aspect of their narrative strengthens the overarching argument or message.* |
| 4 | Audience Awareness | Applying Knowledge | Students consider the audience's needs and expectations by applying relevant knowledge in their writing. | *I engage students in role-playing exercises where they assume the perspective of different audience members. This immersive approach helps students empathize with the audience's viewpoint and anticipate their* |

| | | | | reactions to the content. By stepping into the shoes of their readers, students gain a deeper understanding of audience needs and preferences. |
|---|---|---|---|---|
| | | Information Analysis | Students analyze potential audience reactions and adapt their writing style accordingly. | I engage students in empathy exercises where they imagine themselves as members of their target audience. This perspective-taking activity helps students anticipate how different readers might interpret and respond to their writing. Through discussions and reflections, students gain insights into varying audience reactions and adjust their writing accordingly. |
| | | Information Synthesis | Students blend insights about their audience to create engaging and persuasive content. | I incorporate reflective writing activities where students critically reflect on their strategies for engaging their audience throughout the writing process. Prompts may ask students to evaluate the effectiveness of their revisions in meeting audience expectations, challenges encountered in connecting with their audience, and lessons learned about effective audience engagement strategies. Reflective writing promotes metacognitive awareness and continuous improvement in adapting to audience insights. |
| | | Information Evaluation | Students assess the effectiveness of their | I encourage students to create revision checklists |

| | | | writing in meeting audience expectations and goals. | *or criteria specific to their intended audience. These checklists may include questions such as: ● Does the writing address topics of interest to the audience? ● Is the language jappropriate for the audience's level of understanding? ● Are cultural references and perspectives accurately represented and accessible to the audience? Students use these checklists to evaluate their drafts and make revisions that better align with audience expectation.* |
|---|---|---|---|---|

**Appendixes 4 Blue Print : Analyzing Lecturer Strategies in Developing Students' Critical Thinking in Creative Writing**

**HASIL VALIDASI KONTEN**

**Table 3.2**
**Interview Guidance**

| Theory | Indicator | Sub Indicator | Questions |
|---|---|---|---|
| Planning | Applying Knowledge | 1. Writers might read a bit before they start writing.<br>2. Some people might include specifics from what they've read in their work. | 1. How do you encourage your students to read before they start their writing projects?<br>2. What strategies do you recommend for students to integrate specifics from their readings into their own writing effectively? |
| Drafting | Information Analysis | 1. Few authors have the ability to analyze what they have read.<br>2. Some people include read material into their articles without considering its applicability. | 1. In what ways do you help your students develop their ability to analyze texts they have read?<br>2. How do you address the issue of students incorporating material from their readings without considering its applicability? |
| Editing | Information Synthesis | 1. Writers may assemble data from several sources to employ in their writing. | 1. What methods do you teach for assembling data from multiple sources for use |

| | | | in creative writing? |
|---|---|---|---|
| Audience Awareness | Information Evaluation | 1. Open information system occasionally causes readers to be oblivious of relevant information.<br>2. Arguments are frequently supported by ideas that have not been fully evaluated and may ultimately be weak and flawed. | 1. How do you guide students to discern relevant information in an open information system?<br>2. What techniques do you suggest for ensuring that arguments in writing are supported by thoroughly evaluated ideas? |

Dari blueprint interview tentang "lecturer strategies in facilitating student critical thinking in creative writing", menurut validator ada kekeliruan dari penulis skripsi tentang memposisikan keterhubunan dua teori agar bias dirumuskan menjadi dikator. Di kolom pertama adalah indicator dari lecturer strategies. Di kolom ke dua adalah indicator dari critical thinking in writing. Idealnya, cara menemukan keterhubundan kedua indicator ini adalah dengan menemukan tiap indikator lecturer strategi dengan tiap indikator critical thining. Misal indicator lecturer strategi pada "planning" harus dibenturkan satu persatu dengan indicator critical thinking pada ("Applying Knowledge, Information Analysis, Information Synthesis, dan Information Evaluation"), indicator lecturer strategi pada fase drafting harus dibenturkan satu satu juga dengan indicator critical thinking pada ("Applying Knowledge, Information Analysis, Information Synthesis, dan

Information Evaluation"). Begitu seterusnya. Terkait dengan nuansa creative writing, notion ini bias dimasukkan ketika penulis merumuskan pernyataan indicator setelah menggabungkan aspek lecturer strategi dan aspek critical thinking in writing. Setelah item indicator dibuat, barulah dirumuskan pertanyaan pertanyaan. Lebih detailnya silahkan peneliti gunakan blueprint yang validator buatkan ini:

| No | Lecturer Strategy | Critical Thinking in Writing | Indicators Formulated within the Context of Creative Writing | Interview Questions (to Lecturers) | Pertanyaan Wawancara (untuk Dosen) |
|---|---|---|---|---|---|
| 1 | Planning | Applying Knowledge | Students incorporate specific information and ideas from their pre-writing reading into their writing plans. | What strategies do you use to guide students in incorporating their pre-reading into their writing plans? How do you implement these strategies? | Apa strategi yang Bapak/Ibu gunakan untuk membimbing mahasiswa dalam mengintegrasikan bacaan awal mereka ke dalam rencana penulisan mereka? Bagaimana Bapak/Ibu menerapkan strategi tersebut? |
| | | Information Analysis | Students analyze the relevance and applicability of information during the planning stage. | What strategies do you use to help students analyze the relevance of information during planning? How do you | Apa strategi yang Bapak/Ibu gunakan untuk membantu mahasiswa menganalisis relevansi informasi selama perencanaan? Bagaimana Bapak/Ibu |

| | | | | implement these strategies? | menerapkan strategi tersebut? |
|---|---|---|---|---|---|
| | | Information Synthesis | Students synthesize ideas from various sources to create a cohesive writing plan. | What strategies do you use to encourage students to synthesize information from multiple sources during planning?<br><br>How do you implement these strategies? | Apa strategi yang Bapak/Ibu gunakan untuk mendorong mahasiswa untuk mensintesis informasi dari berbagai sumber selama perencanaan?<br><br>Bagaimana Bapak/Ibu menerapkan strategi tersebut? |
| | | Information Evaluation | Students evaluate the potential strengths and weaknesses of their planned ideas and arguments. | What strategies do you use to assist students in evaluating the strength of their planned arguments?<br><br>How do you implement these strategies? | Apa strategi yang Bapak/Ibu gunakan untuk membantu mahasiswa dalam mengevaluasi kekuatan argumen yang direncanakan?<br><br>Bagaimana Bapak/Ibu menerapkan strategi tersebut? |
| 2 | Drafting | Applying Knowledge | Students incorporate detailed knowledge and ideas from their planning into their drafts. | What strategies do you use to support students in transferring their plans into detailed drafts?<br><br>How do you implement these | Apa strategi yang Bapak/Ibu gunakan untuk mendukung mahasiswa dalam mentransfer rencana mereka ke dalam draft yang rinci?<br><br>Bagaimana Bapak/Ibu menerapkan |

| | | | | strategies? | strategi tersebut? |
|---|---|---|---|---|---|
| | | Information Analysis | Students logically structure and analyze their ideas while drafting. | What strategies do you use to help students analyze and structure their ideas during drafting?<br><br>How do you implement these strategies? | Apa strategi yang Bapak/Ibu gunakan untuk membantu mahasiswa menganalisis dan menyusun ide mereka selama pembuatan draft?<br><br>Bagaimana Bapak/Ibu menerapkan strategi tersebut? |
| | | Information Synthesis | Students coherently integrate ideas from multiple sources into their drafts. | What strategies do you use to guide students in synthesizing information from different sources into a coherent draft?<br><br>How do you implement these strategies? | Apa strategi yang Bapak/Ibu gunakan untuk membimbing mahasiswa dalam mensintesis informasi dari berbagai sumber ke dalam draft yang koheren?<br><br>Bagaimana Bapak/Ibu menerapkan strategi tersebut? |
| | | Information Evaluation | Students evaluate and refine the clarity and coherence of their drafts. | What strategies do you use to encourage students to self-evaluate the clarity and coherence of their drafts?<br><br>How do you implement these strategies? | Apa strategi yang Bapak/Ibu gunakan untuk mendorong mahasiswa untuk mengevaluasi sendiri kejelasan dan koherensi draft mereka?<br><br>Bagaimana Bapak/Ibu menerapkan strategi tersebut? |

| 3 | Editing | Applying Knowledge | Students revise drafts by applying feedback and correcting mistakes based on their knowledge. | What strategies do you use to facilitate the application of feedback during the editing process?<br><br>How do you implement these strategies? | Apa strategi yang Bapak/Ibu gunakan untuk memfasilitasi penerapan umpan balik selama proses penyuntingan?<br><br>Bagaimana Bapak/Ibu menerapkan strategi tersebut? |
|---|---|---|---|---|---|
| | | Information Analysis | Students analyze the effectiveness and logical flow of their writing during editing. | What strategies do you use to teach students to analyze and improve the effectiveness of their writing?<br><br>How do you implement these strategies? | Apa strategi yang Bapak/Ibu gunakan untuk menganalisis dan meningkatkan efektivitas tulisan mereka?<br><br>Bagaimana Bapak/Ibu menerapkan strategi tersebut? |
| | | Information Synthesis | Students integrate feedback and additional information to enhance their drafts. | What strategies do you use to support students in integrating feedback and new information during editing?<br><br>How do you implement these strategies? | Apa strategi yang Bapak/Ibu gunakan untuk mendukung mahasiswa dalam mengintegrasikan umpan balik dan informasi baru selama penyuntingan? Bagaimana Bapak/Ibu menerapkan strategi tersebut? |
| | | Information Evaluation | Students evaluate the overall | What strategies do you use to | Apa strategi yang Bapak/Ibu gunakan untuk |

| | | | coherence and persuasiveness of their revised drafts. | help students evaluate their revisions to strengthen their arguments?<br><br>How do you implement these strategies? | membantu mahasiswa mengevaluasi revisi mereka untuk memperkuat argumen mereka?<br><br>Bagaimana Bapak/Ibu menerapkan strategi tersebut? |
|---|---|---|---|---|---|
| 4 | Audience Awareness | Applying Knowledge | Students consider the audience's needs and expectations by applying relevant knowledge in their writing. | What strategies do you use to teach students to consider and apply audience needs in their writing?<br><br>How do you implement these strategies? | Apa strategi yang Bapak/Ibu gunakan untuk mengajarkan mahasiswa untuk mempertimbangkan dan menerapkan kebutuhan audiens dalam tulisan mereka?<br><br>Bagaimana Bapak/Ibu menerapkan strategi tersebut? |
| | | Information Analysis | Students analyze potential audience reactions and adapt their writing style accordingly. | What strategies do you use to guide students in analyzing audience reactions and adjusting their writing?<br><br>How do you implement these strategies? | Apa strategi yang Bapak/Ibu gunakan untuk membimbing mahasiswa dalam menganalisis reaksi audiens dan menyesuaikan tulisan mereka?<br><br>Bagaimana Bapak/Ibu menerapkan strategi tersebut? |
| | | Information n | Students blend insights | What strategies do | Apa strategi yang Bapak/Ibu |

| | | Synthesis | about their audience to create engaging and persuasive content. | you use to help students synthesize audience insights into their writing? How do you implement these strategies? | gunakan untuk mensintesis wawasan audiens ke dalam tulisan mereka? Bagaimana Bapak/Ibu menerapkan strategi tersebut? |
|---|---|---|---|---|---|
| | | Information Evaluation | Students assess the effectiveness of their writing in meeting audience expectations and goals. | What strategies do you use to assist students in evaluating whether their writing meets audience expectations? How do you implement these strategies? | Apa strategi yang Bapak/Ibu gunakan untuk membantu mahasiswa mengevaluasi apakah tulisan mereka memenuhi harapan audiens? Bagaimana Bapak/Ibu menerapkan strategi tersebut? |

Untuk perumusan pembenturan teori, idealnya dilakukan dengan cara yang sama dengan tabel sebelumnya. Silahkan peneliti gunakan saja contoh yang validator buat ini

| No | Lecturer Strategy | Critical Thinking in Writing | Indicators of the implementation of lecturer strategies to develop students' critical thinking in creative writing class |
|---|---|---|---|
| 1 | Planning | Applying Knowledge | Students are guided to incorporate specific information and ideas from their pre-writing reading into their writing plans. |
| | | Information Analysis | Students are taught to analyze the relevance and applicability of information |

| | | | during the planning stage. |
|---|---|---|---|
| | | Information Synthesis | Students are encouraged to synthesize ideas from various sources to create a cohesive writing plan. |
| | | Information Evaluation | Students are assisted in evaluating the potential strengths and weaknesses of their planned ideas and arguments. |
| 2 | Drafting | Applying Knowledge | Students are supported in incorporating detailed knowledge and ideas from their planning into their drafts. |
| | | Information Analysis | Students are guided to logically structure and analyze their ideas while drafting. |
| | | Information Synthesis | Students are assisted in coherently integrating ideas from multiple sources into their drafts. |
| | | Information Evaluation | Students are encouraged to evaluate and refine the clarity and coherence of their drafts. |
| 3 | Editing | Applying Knowledge | Students are facilitated to revise drafts by applying feedback and correcting mistakes based on their knowledge. |
| | | Information Analysis | Students are taught to analyze the effectiveness and logical flow of their writing during editing. |
| | | Information Synthesis | Students are supported in integrating feedback and additional information to enhance their drafts. |
| | | Information Evaluation | Students are assisted in evaluating the overall coherence and persuasiveness of their revised drafts. |
| 4 | Audience Awareness | Applying Knowledge | Students are guided to consider the audience's needs and expectations by applying relevant knowledge in their writing. |
| | | Information Analysis | Students are taught to analyze potential audience reactions and adapt their writing style accordingly. |
| | | Information Synthesis | Students are encouraged to blend insights about their audience to create engaging and persuasive content. |
| | | Information Evaluation | Students are assisted in assessing the effectiveness of their writing in meeting audience expectations and goals. |

Menurut validator, jika peneliti gunakan table blueprint yang didesainkan oleh validator ini, insyaAllah sasaran jawaban untuk tiap rumusan masalah dapat terpenuhi. Silahkan peneliti gunakan table blueprint tersebut

Curup, 17 Juni 2024

Validator


Ruly Morganna, M.Pd