

**THESIS**

**GRADUATE STUDENTS' CRITICAL THINKING ON  
THEIR ANALYTICAL PAPERS**

**(A Quantitative Research of English Education Department Student at  
Muhammadiyah University of Makassar)**



**MASTER OF ENGLISH EDUCATION  
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UNIVERSITAS MUHAMMADIYAH MAKASSAR**

**2023**

# THESIS

## GRADUATE STUDENTS' CRITICAL THINKING ON THEIR ANALYTICAL PAPERS

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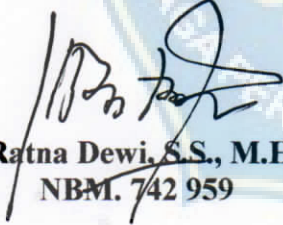
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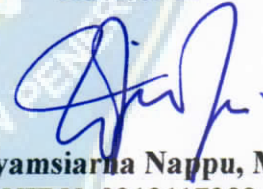
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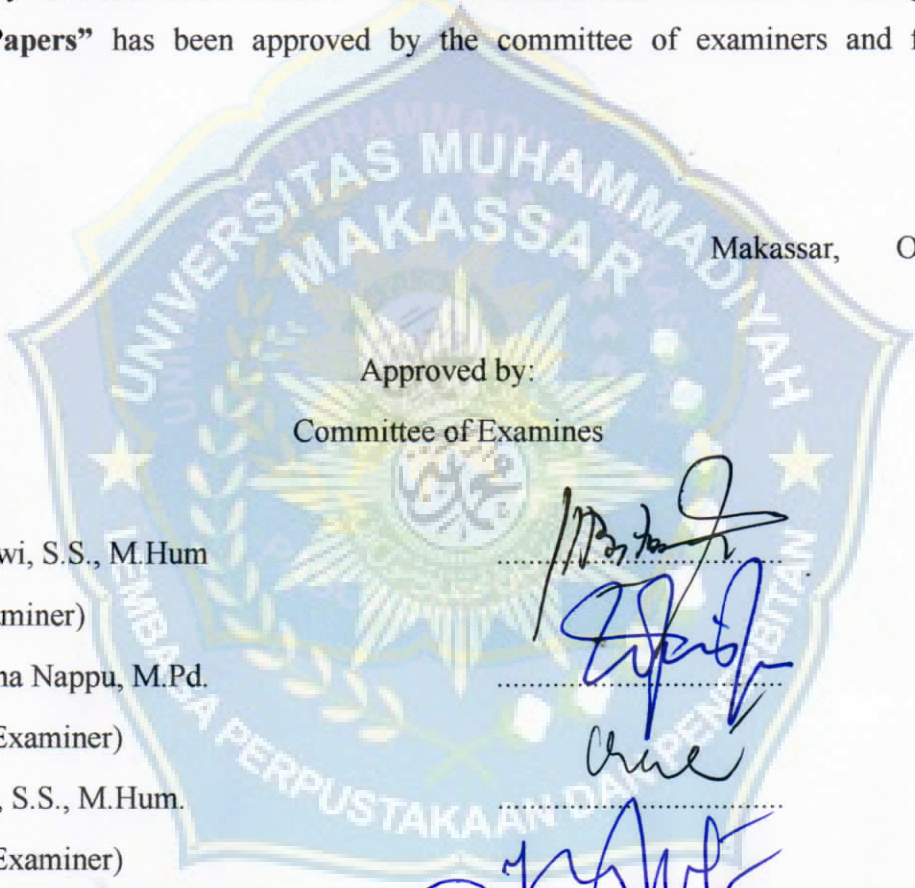
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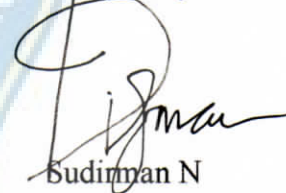
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**In the name of Allah SWT, Most Gracious, Most Merciful**

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Billahi Fi Sabillil Haq fastabiqul khaerat, Wassalamu'alaikum wr wb.

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Sudirman N

## ABSTRACT

*Sudirman N, 2023. Graduate Students' Critical Thinking on Their Analytical Papers. Guided by Ratna Dewi as the first consultant and Syamsiarna Nappu as the second consultant.*

The research aimed to find out the ability of the graduate student in writing analytical papers and to find out critical thinking which expressed graduate student on their analytical paper. The ability of graduate student have in writing analytical papers refers to Whitakers' pattern (2009). The critical thinking are express by graduate students on their analytical paper refers to Faciones' The Holistic Critical Thinking Scoring Rubric.

This research used a Descriptive Quantitative Method. The sample of this research were graduate students thesis from the Graduate Program of English Language Education at Muhammadiyah University of Makassar at second semester of 2022 – 2023 academic year. The total were 14 master's theses. The total sample were fourteen graduate students papers. The procedure of this research was collected by analysing the graduate students' papers by using a rubric.

The results of research found that 1) The ability graduate student have in writing analytical papers was good which the students wrote hook, bridge and thesis in introduction . Topic sentences are clear and some connection to the thesis, the supporting consistently develop the main idea, and transitions show connection between ideas . There are restate thesis and summarised in conclusion. 2) The critical thinking are express by graduate student in their analytical which identified based on the Faciones' The Holistic Critical Thinking Scoring Rubric which focuses on six cognitive abilities (interpretation, analysis, inference, evaluation, explanation and self-regulation ).

Therefore, it can be concluded that graduate students' critical thinking analytical papers of Graduate Program of English Language Education at Muhammadiyah University of Makassar at second semester of 2022 – 2023 academic year suitable Whitakers' Pattern (2009) as a standart in writing analytical paper, and Facione' critical thinking skill (2011) as a standart in critical thinking skill. The graduate students needs to pay more attention on the way to write analytical paper, and apply every part appropriately based on the Whitakers' Pattern (2009) and express critical thinking is Facione' critical thinking skill (2011).

**Key Words:** critical thinking , Whitakers' pattern, analytical paper, Facione' critical thinking skill.

## ABSTRAK

*Sudirman N, 2023. Berpikir Kritis Mahasiswa Pascasarjana dalam Makalah Analitis. Dibimbing oleh Ratna Dewi sebagai konsultan pertama dan Syamsiarna Nappu sebagai konsultan kedua.*

Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa pascasarjana dalam menulis makalah analitis dan untuk mengetahui pemikiran kritis yang diekspresikan oleh mahasiswa pascasarjana dalam makalah analitis mereka. Kemampuan yang dimiliki mahasiswa pascasarjana dalam menulis makalah analitis mengacu pada pola Whitakers (2009). Pemikiran kritis yang diekspresikan oleh mahasiswa pascasarjana dalam makalah analitis mereka mengacu pada The Holistic Critical Thinking Scoring Rubric dari Faciones.

Penelitian ini menggunakan Metode Kuantitatif Deskriptif. Sampel penelitian ini adalah tesis mahasiswa pascasarjana dari Program Pascasarjana Pendidikan Bahasa Inggris di Universitas Muhammadiyah Makassar pada semester kedua tahun akademik 2022 - 2023. Jumlah keseluruhannya adalah 14 tesis magister. Total sampel adalah empat belas tesis mahasiswa pascasarjana. Prosedur penelitian ini dikumpulkan dengan menganalisis makalah mahasiswa pascasarjana dengan menggunakan rubrik.

Hasil penelitian menemukan bahwa 1) Kemampuan mahasiswa pascasarjana dalam menulis makalah analitis sudah baik dimana mahasiswa menulis hook, bridge dan tesis pada bagian pendahuluan. Kalimat topik jelas dan ada hubungannya dengan tesis, pendukung secara konsisten mengembangkan ide utama, dan transisi menunjukkan hubungan antar ide. Terdapat pernyataan ulang tesis dan dirangkum dalam kesimpulan. 2) Berpikir kritis yang diungkapkan oleh mahasiswa pascasarjana dalam analisis mereka yang diidentifikasi berdasarkan Faciones' The Holistic Critical Thinking Scoring Rubric yang berfokus pada enam kemampuan kognitif (interpretasi, analisis, inferensi, evaluasi, penjelasan, dan pengaturan diri).

Oleh karena itu, dapat disimpulkan bahwa makalah analitis berpikir kritis mahasiswa pascasarjana Program Pascasarjana Pendidikan Bahasa Inggris di Universitas Muhammadiyah Makassar pada semester kedua tahun akademik 2022 - 2023 sesuai dengan Pola Whitakers (2009) sebagai standar dalam menulis makalah analitis, dan keterampilan berpikir kritis Facione (2011) sebagai standar keterampilan berpikir kritis. Mahasiswa pascasarjana perlu lebih memperhatikan cara menulis makalah analitis, dan menerapkan setiap bagian dengan tepat berdasarkan Pola Whitakers (2009) dan mengekspresikan pemikiran kritis adalah keterampilan berpikir kritis Facione (2011).

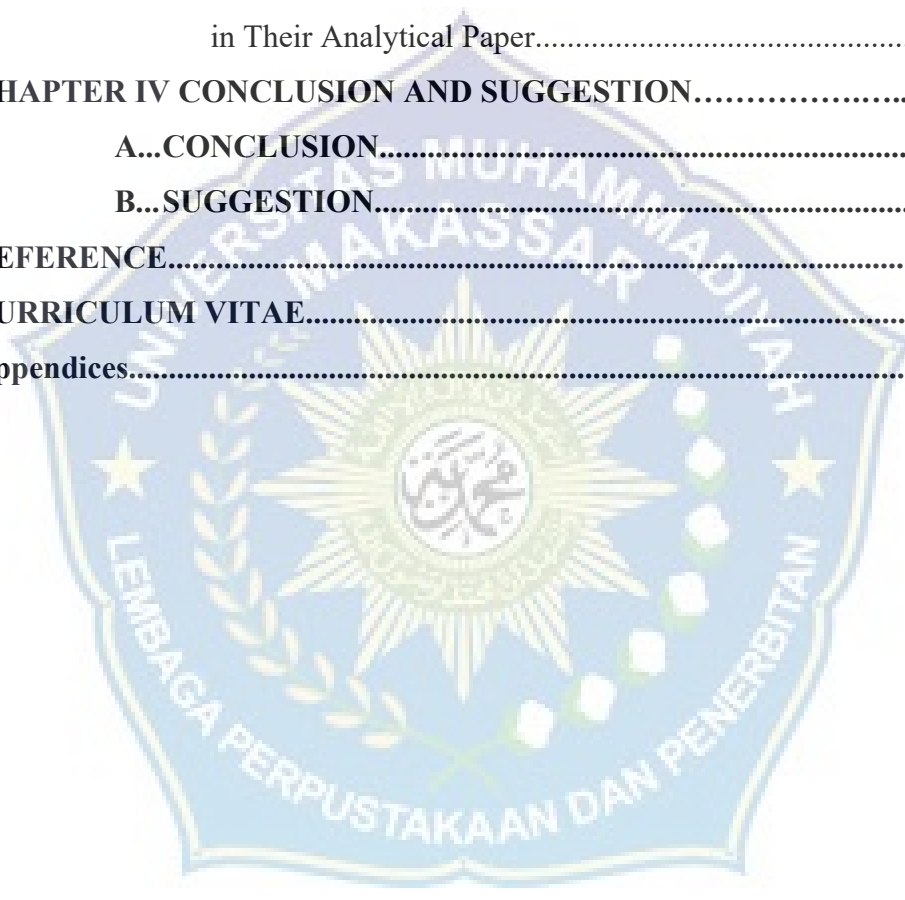
**Kata Kunci:** berpikir kritis, pola Whitakers, makalah analitis, keterampilan berpikir kritis Facione



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# CHAPTER I INTRODUCTION

## A. Background

Thinking is an indispensable requirement in writing. Any idea expressed in writing comes from a thinking process. The writer divides the subtitle into topic sentences which support the idea in the subtitle is a result of thinking. Likewise supporting sentences which inform, elaborate, exemplify, compare, similarize the topic sentence are a result thinking. Not only that, all the things explained should attract the readers' attention, should connect each other are the results of thinking.

In the previous ten years, there has been researches on critical thinking abilities. Paul & Elder (2020) stated that critical thinking is the practice of critically assessing and evaluating ideas with the goal of strengthening them. Self-directed, self-disciplined, self-monitored and self-corrective thinking are all characteristics of critical thinking. Further Gerald (2021) stated critical thinking is the disciplined mental activity of analyzing claims or arguments that might inform the formation of opinions and decision-making. Furthermore Alsaleh (2020) stated that Critical thinking is a human cognitive process that permits the use of a particular set of cognitive abilities; there is considerable debate about which abilities should be taught to foster such thinking. While O'Reilly et al (2022), critical thinking as a mental process used to make decisions and solve problems that include analysis, evaluation, inference, and reasoning to make informed and rational judgments. From some expert opinions about

critical thinking, some important things are related, namely critical thinking is one of the thinking skills needed to think logically and systematically that is able to solve problems effectively so as to produce interpretations, analyses, evaluations, and conclusions based on tangible evidence.

Related to the meaning of critical thinking above, critical thinking is able to finding the students' analytical paper. It is one type of academic text that is used to practice by graduate students. Lundberg (2020), stated analytical paper contains an introduction, a body and a conclusion. Similarly, Sarikas (2019) stated that an analytic paper is a paper that presents an analyses towards a problem by using evidence to support an argument.

Some researchers have investigated this topic in relation to the involvement of thinking in the students' analytical paper. Marni et all (2019) investigated 3 critical thinking patterns of students, which were oriented towards analytical thinking. The students investigated in this research analyse various phenomena by revealing evidence and reasons to draw logical conclusions. These three patterns contain elements of inference, interpretation, analysis, and evaluation as elements of critical thinking. The first pattern is Inference –Evaluation. In this first pattern, students built their critical thinking by investigating the problem by providing valid evidence ( inference element ), then they described the relationship between the available evidence and describing certain effects or consequences of the existing problem ( interpretation element ) and the last they generalized and drew conclusions of ( evaluation element ). The second pattern is Analysis-

Evaluation. In this pattern, the students started their writing by doing an analysis towards the problem and ended with a generalization, while the closing section contained an evaluation by analysing errors and drawing conclusions. In this second pattern, there are 2 elements of critical thinking, they are analysis and evaluation element. The third pattern is Interpretation –Evaluation. This pattern shows that the elements of interpretation and evaluation are dominant. The power of critical thinking can be seen from the way students rank critical elements in their writing according to the development of ideas through sharp analysis, reason and strong evidence to draw conclusions.

The next previous research is Abror, (2021) that focuses on the use of critical thinking in writing paper. He stated that critical thinking is reflected in students' paper writing consisting of argument, research evidence, data, and conclusions. Student implemented critical thinking by choosing a good topic for their paper writing. Most of them had some considerations and went through a series of steps to be convinced that their chosen topics were relevant to their interests. Moreover, the students also implemented critical thinking while they were synthesizing and paraphrasing their sources and putting them as a new whole in their paper. At last, the students were thinking critically while figuring out and deciding on the best solutions to the issues they encountered while writing their paper

Aulia (2021) in her research said that several papers written by students have shown the components of focus, supporting reasons, reasoning, and organization as criteria for critical thinking. The focus component was used to



test students to write essays with subjects, topics, and issues clearly and consistently in discussing these issues and topics in the entire essay section. In the final part of the essay, the conclusion is effectively stated. In the supporting reasons section, students focus the essay explanation on the detailed reasons of the topic that has been explained at the beginning of the paragraph. Furthermore, the reasoning component asks students to provide informative explanations about the topics discussed and provide alternative thoughts and points of view. Whereas in the organizational component they have arranged the paragraphs of the essay in a structured, systematic, and connected to each other.

Sharadgah Sa'di and Ahmad ( 2019 ) in their research assessing EFL College Students' Critical Thinking Skills through Essay Writing. This study found a significantly substantial association between Critical Thinking and the ability to write an essay. It seems that students' writing skills improve and vice versa depending on how proficient they are in Critical Thinking. Increased Critical Thinking Students in the five skills of "interpretation, analysis, assessment, inference, and explanation" were seen in the participant writings after analysis.

Some researchers have conducted research related to critical thinking in various aspects, especially in the completion of papers, but no research has been conducted on topics related to critical thinking in completing analytical papers, especially by students, this study focused to analyse the students'critical thinking expressed in their analytical paper.

## **B. Research Question**

In this research, the researcher formulated the research questions based on the background mentioned previously as follows:

1. What ability do the graduate student have in writing analytical paper ?
2. What critical thinking are expressed by graduate student on their analytical paper ?

## **C. Research Objectives**

The objectives of this research are:

1. To find out the ability do the graduate student have in writing analytical paper.
2. To identify the critical thinking are express by graduate student on their analytical paper.

## **D. Significance of the Research**

The significance of this research are :

1. Theoritically

The result of the research theoritically is expected to be useful information and positive cotributions especially in teaching writing of critical thinking analytical paper , mainly for those at Graduate Program of English Language Education in Muhammadiyah University of Makassar, in carrying out the learning process, lecturers and students.

2. Practically

In practice, the research is expected to be used as guidelines in writing critical thinking analytical paper that are adapted from the Whitakers' pattern.

#### **E. Research Scope**

The scope of this research focuses on identifying the ability of graduate students in writing analytical paper and the critical thinking are express by graduate student in their analytical paper.

#### **F. Operational Definition**

##### Critical Thinking

- Critical thinking is one of the thinking skills needed to think logically and systematically through the process of interpretations, analysis, evaluations and conclusions.

##### Analytical Papers

- Papers that examine a particular topic from different perspectives, there are hooks in the introduction to interest the reader, there is evidence of claims and supporting information about the content of the paper.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Verses of Al-Quran and Hadith

Good Muslims never stop adding knowledge. This teaching is stated in Ali Imran ( 3 ) : 191.

الَّذِينَ يَذْكُرُونَ ۖ قِيَامًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِي خَلْقِ  
السَّمَوَاتِ وَالْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَذَا بَاطِلًا سُبْحَانَكَ فَقِنَا عَذَابَ النَّارِ ۚ

Meaning:

Those who remember God standing, sitting or lying down, and they think of the creation of heaven and earth (saying), "O our Lord, thou hast not created all this in vain; Most holy of You, protect us from the doom of hell."

Purpose :

The Koran as a perfect guide, it should provide ample room to search for terms related to intelligence. Intelligence cannot be separated from discussions of reason (ta'qilun). Qowim, (2018) stated a critic human being is characterized, he always thinks (yatafakkarun) in order to achieve goodness and truth. In addition, intelligent humans will ponder and permeate every second of life that will continue to roll (yatadabbarun). Intelligent man will easily absorb and understand every knowledge he learns (yatafaqqahun). In addition to optimizing physical things, an intelligent human being does not forget to remember his God, he will always dhikr (yatadzakkarun).

To clarify the understanding of the Critical thinking mentioned above, it is necessary to understand the Following hadist

تفكروا .. الخلق ولا تفكروا .. الخالق فإنكم - تقدرتون قدره ۝

Means:

"Think of the creation of Allah Almighty and do not youthinking about the dzat of Allah Almighty" (HR Abu Nu'aim of IbnAbbas).

The hadith explains that thinking is adeeds that lead the culprit to think more concrete than the thing asbtrak with editors think it'sbetterabout the creation of Allah Almighty because it will thicken faith in AllahSWT. This is more concrete than thinking about His dzat that is not will be able to man to think about and imagine it.

## **B. Critical Thinking**

Butterworth (2017) states critical thinking is thinking further openly, actively and informingly which includes analysis (interpretation), evaluating, making arguments and informative and evaluative judgments about claims and arguments. Critical thinking is a skill that requires students to produce concise academic texts and authorship. Furthermore, Susilo (2021) efforts to apply the ability to think critically are carried out by integrating it into the paper/essay writing identified as being able to activate higher-order thinking skills.

For more details, Butterworth explained the critical thinking describing as follows :

The Basics of Critical Thinking is Claim/Assertion/Statement.

## 1. Claims

Butterworth (2017) stated that the Basics of Critical Thinking is Claim/Assertions/Statement. He stated that Claim is a truth of speech or writing and even a thought. While (Epstein, 2016) stated claim is a declarative sentence used to state something is true or false, but it does not apply to both. From the two opinions, it can be concluded that a claim is a series of rationale that is expressly stated either orally or in writing in the form of thoughts which critically convey information or opinions.

The characteristics of claims by Butterworth (2017)

- Claims use declarative language rather than imperatives or interrogatives (commands).
- Claims express facts or views when they use the phrases
- Claims make predictions that may or may not come true since they are made in the future or have not yet been confirmed.
- Claims are hypotheses that have been tested or are at least likely to be true.
- Claims may be recommendations or proposals that take the shape of a query but are rhetorical questions rather than true inquiries.

## 2. Judging Claim

When finding a claim, it requires thought, either factual or just prediction. When a claim is false, it does not mean that we should respond with blind acceptance of everything from reading and listening, because

sometimes it is a false statement with the intention to deceive, or it may be due to carelessness or ignorance. Claims do require judgment because they may be too simple or exaggerated.

Some things related to claims according to Butterworth (2013):

a. Justification

A person has the right to hold a conviction in making a claim, to have a compelling reason or evidence to support it. In the absence of such a reason the claim is unwarranted and unjustified). Judging is a great way to respond to claims and is at the core of the discipline of critical thinking in the form of 'evaluation'.

b. Standard

a high standard is required on true claims whereas on false claims it is much lower. In critical thinking, when assessing a true (guaranteed) claim, it is necessary to qualify the assessment by stating what standards are applied. The selection of the right qualifications in the assessment of claims and their justification is one of the critical skills in critical thinking.

c. Complex claims

Complex claims are claims that consist of several claims and have interrelationships and relationships between the parts.

d. Strong and weak claims

A strong claim is one that says a lot very clearly or unequivocally. however if the claim is very strong, it is easier to

challenge, or doubt, because there are more, potentially to find faults. whereas weak claims say less but qualify what is says, obviously weak claims require less to justify it and will be easier to maintain.

#### **e. Generalization**

Generalizations are claims that apply very broadly and sometimes universally.

### **3. Argument**

An argument is a complex claim consisting of two or more claims, one of them is a conclusion; the other is the reason for the conclusions used to organize and express a certain type of reasoning. A good argument is one in which a conclusion follows from the reason, or is justified by the reason. According Woods stated argument is a presentation of justifications or supporting data used to strengthen or convince a position. Arguments are social exchanges in which two or more people speak in a succession of acts.

According to Barker, (2013), An academic argument is made up of three elements, A claim that arguing, a reason to support that claim and reasoning and evidence to link the reason to the claim

Some characteristic of arguments in a wide sense by (Woods J, 2013):

- Include two or more disputants
- Take Place in Real Time Normally, one disputant will say something, followed by their opponent's response, and so on.



#### **4. Identifying Arguments**

Identifying Arguments is to specify some part of the text is an argument. Furthermore, marking conclusions or reasons are marked by indicators such as 'therefore', 'so', 'since,' and 'because.

The key processes outlined by Lau J(2011) for identifying arguments are:

- a. Recognize the target passage's underlying assumptions and conclusions.
- b. Cut out the filler and concentrate on the important points. Remove anything that has no bearing on the primary points or the main argument.
- c. To make the main concepts clearer and easier to understand, reformulate and simplify them.
- d. Recognize the argument's logical framework.

#### **5. Analysing arguments**

Before responding critically to an argument, evaluating it or by challenging it with a counter-argument, one must have a clear and accurate interpretation, or analysis, of what the reason of them.

#### **6. Complex arguments**

each case has one conclusion, but in some arguments there may be more than one conclusion. One or more reasons can lead to intermediate conclusions, then lead to the main conclusions . Intermediate conclusions along with their supporting reasons form sub-

arguments. There may be two or more sub-arguments in the larger argument.

## **7. Conclusion**

Arguments that are quite short and straightforward, the conclusions are often difficult to identify. But longer and more complex arguments, can be very easy. The conclusion of an argument is often marked with the word 'so' or the conclusion can be followed by 'because'. When analyzing a text as an argument, we need which interpretation gives us the best or most persuasive argument. Sometimes conclusions are not expressed in one point alone, but are broken down, or repeated, or expressed in more than one point in the text. A diffuse conclusion is a conclusion that is propagated through arguments. Identifying conclusions like this is by collecting or summarizing them.

## **8. Reasons**

Reasons as premise consisting of a claim that is a conclusion, the conclusion follows from certain premises. So, good argument is one in which the premise is correct and the conclusion follows. There are two ways in which a claim can be understood as a reason: as a reason to draw conclusions, or as an explanation.

## **9. Assumption**

An assumption or presumption is a belief or claim that can be accepted as true, even if it has not been proven or justified. Calling a claim or belief an assumption means that it is questionable, open to

challenge, or requires justification. Some assumptions reveal deep-rooted beliefs or attitudes.

Experts agree that critical thinking to be purposeful, self-regulatory judgment.(Facione, 2020). This leads to interpretation, analysis, assessment, inference, and explication of the criteriological, philosophical, methodological, or context-based factors that the decision is based on. Critical Thinking is vital as a research tool. Critical Thinking is a liberating force in education as a result, and a potent tool in both civic and personal life. Despite not Critical Thinking, which stands for "good thinking," is a pervasive and self-correcting human. A critical thinker should always be curious, knowledgeable, and being reasonable, adaptable, and fair-minded in judgment, sincere in acknowledging one's own prejudices, cautious in making decisions, and ready to rethink, be clear on topics, organized in difficult situations, and diligent in .

Based on the explanation above, it is needed The critical thinking construct for this instrument development project was adopted from the Facione (2020) . Facione state definition of critical thinking, which focuses on six cognitive abilities (interpretation, analysis, inference, evaluation, explanation and self-regulation ).

Facione, ( 2020) in full explained that core Critical Thinking Skill are :

Interpretation : To comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria.

Analysis : To identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions.

Inference : To identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to reduce the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation.

Evaluation : To assess the credibility of statements or other representations that are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions, or other forms of representation.

Explanation : To state and to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one's results were based; and to present one's reasoning in the form of cogent arguments.

Disposition : follows where evidential, conceptual, methodological, criteriological, and contextual considerations lead.

### **C. Analytical Paper**

Whitaker (2009) stated that an analytical paper is a paper that investigates the causes of a problem and then examines its effects and then evaluates the effectiveness and assesses ways to solve the problem under study as well as finding connections between different ideas, or analyzing the arguments of others.

Based on the opinion of the authors above, analytical papers have several criteria to be good analytical papers. Some of the criteria that must be followed in compiling a good analytical papers are to choose interesting facts from the readings, quotations are chosen for some analysis, give reasons, evidence for reasoning, Focus on problems, and developing only one important idea. Whereas the content of the paper requires reasoning and critical thinking which includes a deep understanding of language, making statements as claims, and making connections to those claims and measuring them. All these things are done for the aims of the analytical paper.

Analytical paper is a paper that aims to give a different point of view from different sources of a particular topic. The author does not need to convince the reader that what is written is true and that other sources are wrong, but presents several different opinions and can draw logical conclusions. Although the point of view is controversial, it must remain objective and so the writer still be able to contribute to the discussion of a topic.

Through analytical paper, it allows student to make a positive contribution to the problems that occur in the community, among others, by applying critical thinking in writing analytical papers. Through the writing of analytical papers, students can at least provide answers to increasingly complex problems in society. By examining, analyzing, or criticizing a problem in an analytic paper, critical thinking efforts are needed to propose alternative suggestions. Critical thinking is necessary to respond to everything. That's why when it comes to writing analytical papers, there are some binding rules as guidelines for getting good paper results.

The writers need a set of activities to produce a good analytical paper. Several steps that are considered by the writer in writing an analytical paper, such as the fact that writers need many references the comprehensiveness of point of view proposed. It is highly recommended not to take or use commercial websites or personal blogs as the basis or source of their research papers. Writers should also apply the proper formatting style, as formatting style is a standardized approach to creating an academic

paper. The selection of interesting and acute topics, logical structure, new perspectives, and relevant statements also play an important role in producing a good-quality analytical paper.

Whitaker (2009) gave some characteristics are necessary for analytical paper.

### **1. Analytical paper introduction**

There are three primary purposes in introduction for ensure that readers are informed. The first it gives them background information about the topic. Second, succinctly and clearly outline the issue. The aims and structure of the paper are established by the problem description. Finally, describe earlier research on the subject. Mention their connections to the approaches and the facets of the selected theme that they address.

#### **a. Hook**

The introduction guides your reader into the paper by introducing the topic. It should begin with a hook that catches the reader's interest. A good introduction hooks the reader by elucidating the topic's impact; what scholars now know, what we do not know, and why that matters; and how the research contributes to an ongoing research conversation or starts a new conversation (Grant & Pollock, 2011). This hook could be a quote, an analogy, a question, etc. After getting the reader's attention, the introduction should give some background information on the topic. The ideas within the introduction should be general enough for the reader to

understand the main claim and gradually become more specific to lead into the thesis statement.

Futhermore Whitaker ( 2009 ) stated that introduction should do the following things:

Get the audience's attention right away.

- A short anecdote that introduces the subject
- Start the topic out with a startling fact or remark
- Introduce the issue with a quotation from a well-known figure or authority
- succinct and interesting historical overview of the subject
- The significance statement of the subject
- Contradiction: A different viewpoint on the same subject
- Don't be monotonous. To grab the readers' attention, use the opening sentence, also known as the hook sentence.

Provide any background information or definitions of any terms that are required.

- Provide readers the background information, definitions, or historical context they need to grasp the issue and thesis.
- present facts or data to demonstrate the issue.
- If at all possible, stay away from dictionary and encyclopedia definitions and clarify what the key terms in the work signify.



- Utilize sources to convey background information; do not use them to express an opinion or an answer to the research topic.

The hook is a component of the introduction. The hook serves as an attention-getting statement that will encourage readers to read the entire essay. The term "hook" also refers to the thesis statement of an essay. A hook can be written in a variety of ways. One frequent technique to write a hook is to ask a question. The second technique to build a hook is to leverage a interesting remark. The third technique for writing a hook is to use a scenario. Sometimes a writer may utilize a well-known statement as a hook. The final method for creating a hook that works is by employing a statistic .(Mubarak & Rudianto, 2021)

#### **b. Bridge / Transition**

Transition are vital devices for essay, paper, or other literary compositions that carry the reader from one idea to the next idea. Transitions are to connect two sentences become a sentence, two independent clauses or two sentences. One of the ways to make a good writing is by using transition which are connectors between paragraphs. Create powerful links between sentences and paragraphs to improve the flow of information across the whole text. Rutten (2012) states that transition words also called conjunctive adverbs connect two independent clause or two sentences. It means that transition words are conjunctive adverbs to follow the reader easily to

understand between one sentence and other to connect idea. Transition words are related to types of particular transition words are related to the logic of the connection between the sentences or paragraph (Oshima & Hogue, 2007). Futhermore Schorr said that “without transitions, writing will be firm and boring”, for example, the reader will not be able to follow the paragraph easily. Sometimes, when writing a paragraph, transitions is needed to connect sentences or link one idea to the relationship between parts of the essay, students must learn to use them appropriately so the reader understands the text in the way the author had intended.

The thesis statement and hook are then linked together using connecting details. This connecting information serves as a bridge between the two sides, linking them together. Three to five phrases are typically written by the author to assist the reader feel connected to the topic. These phrases may serve as samples or as background information on the subject. The thesis statement, which concludes the essay, aims to explain what will be disclosed in its main body. According to Folse et al. (2002), there are essentially two types of thesis statements: expressed and implicit.(Mubarak & Rudianto, 2021)

### **c. Thesis**

The thesis statement clearly communicates the essay's primary idea or argument, places boundaries on the subject, and may also

provide information about how the essay will be structured. The thesis serves as a road map for the entire essay, outlining what want to say and the key points will use to back it up.

Whitakers ( 2009 ) stated that identify thesis statement (often the last sentence)

- Address the research question in a concise, direct manner.
- Ensure that the paper's aim and point of view are both apparent.
- Don't compose a thesis statement that is verbose, complex, or lengthy (especially do not try to include all of your main points).

## **2. Analytical paper Body**

The body of the essay supports the main points presented in the thesis. Each idea is explained in one or more paragraphs and is then reinforced by relevant examples. These specifics may be supported by research and personal experience.

One or more paragraphs make up the essay's body. A topic sentence and many supporting sentences are found in each body paragraph. It might or might not have a final sentence. The thesis statement is supported by each body paragraph(Oshima & Hogue, 2007).Each body paragraph only makes one point that contributes to the argument. Most body sentences will include:

### **a. Topic Sentence**

The topic sentence is main idea of the paragraph, its usually the first sentence of the paragraph, and it is the most general sentences of the paragraph (Zemach, D & Rumisek, 2003).

Completely, Whitaker (2009) stated that topic sentences are :

- The topic sentences introduces the main idea of the paragraph, clarifies the notion, and connects it to the thesis statement.
- The topic sentence makes a connection to the sentence previous paragraph.
- The topic sentence has a point of view; it is not a statement of fact.
- The topic sentence is a concept rather than a quote from a source.
- Topic sentence will be supported by each sentence in the paragraph.

#### **b. Support Sentences**

The supporting sentences are sentences that talk about or explain the topic sentence. They are more detailed ideas that follow the topic sentences (Zemach, D & Rumisek, 2003)

Furthermore , Whitaker, (2009) stated that supporting sentences are :

- The topic sentence is supported by supporting points, specific details, and explanations.
- Supporting points are the ideas that support the main point of the paragraph. These can be expressed in your own words and then backed up with specifics.
- Specific details are very important to show the readers that ideas are valid.the details are relevant to point. it is not including source

information that does not actually support the support sentences. In a paragraph, use several examples or sources.

- Clear and comprehensive explanations are crucial because readers want explanations of everything. The explanation not just repeat the source material, but rather interpret and analyze , and the explanation not simply repeat the thesis or topic sentence, but rather explain how the source material supports those ideas.

**c. Transitions**

Transitions connect paragraphs to each other and to the thesis. They are used within and between paragraphs to help the paper flow from one topic to the next. These transitions can be one or two words (“first,” “next,” “in addition,” etc.) or one or two sentences that bring the reader to the next main point.

Transition are words that connect the steps in a paragraph . Transitions words and phrases show the relationship between ideas and paragraph, they are not used between every sentences but are used often enough to make the order clear (Zemach, D & Rumisek, 2003) . Meanwhile according to Schorr, "writing without transitions will be firm and boring," for instance, the reader won't be able to easily follow the paragraph. Students must learn how to utilize transitions effectively so that the reader comprehends the text as the author intended. Transitions are sometimes required while writing a

paragraph to connect phrases or link one topic to the relationship between parts of the essay.

### **3.Analytical Paper Conclusion**

The conclusion brings together all the main points of the essay. It refers back to the thesis statement and leaves readers with a final thought and sense of closure by resolving any ideas brought up in the essay. It may also address the implications of the argument.

The importance of a conclusions. The conclusion is a the final paragraph of the essay. A good concluding paragraph contain : summarises the main point of the essay, restate the thesis ( using the different word ). Make a final comment about the essays' main ideas, may emphasise and action that you would like reader to take.(Zemach, D & Rumisek, 2003).

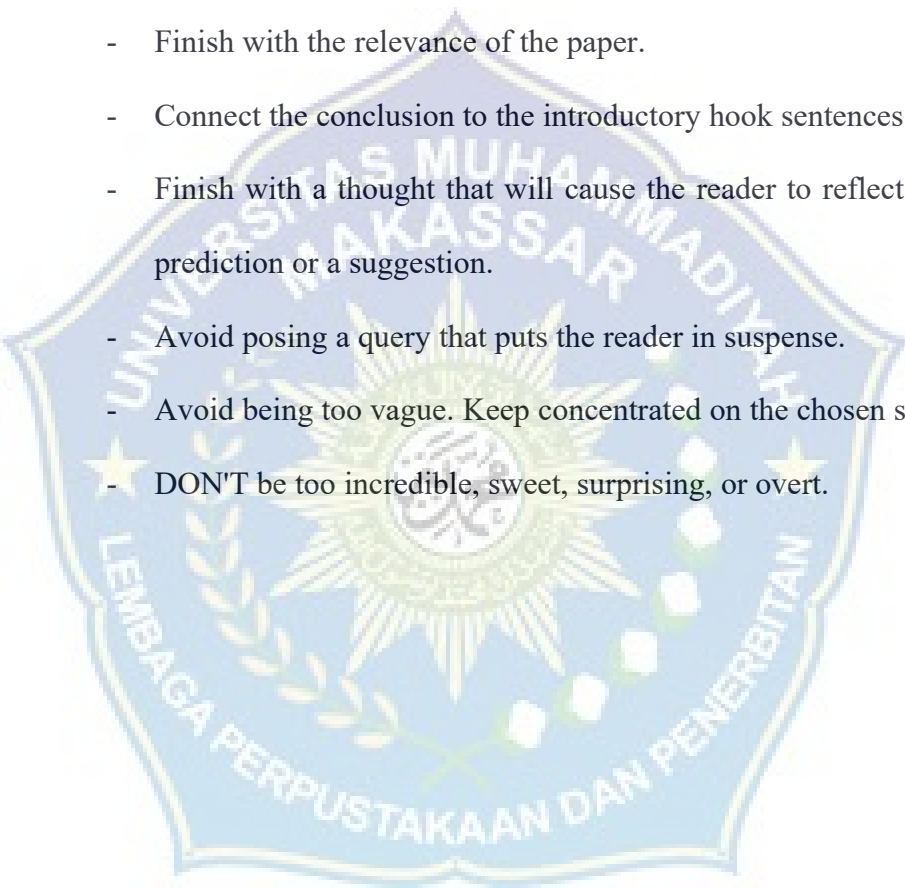
Furthermore Whitaker, (2009) stated that Conclusion usually does these things:

- Connect to the last sentence of the previous paragraph
- Summarize the paper's results
- Remind the audience of the essay's important points and conclude argument.
- Reiterate the thesis using new language.
- Quickly summarize paper's main points.
- The conclusion should not include any new information,
- Display the importance of the findings

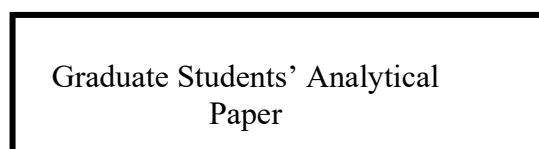
- Explain the significance of the paper. What does it mean? What does it solve? What does it say about topic? What does it show about the future of topic? What should the readers take away from paper?

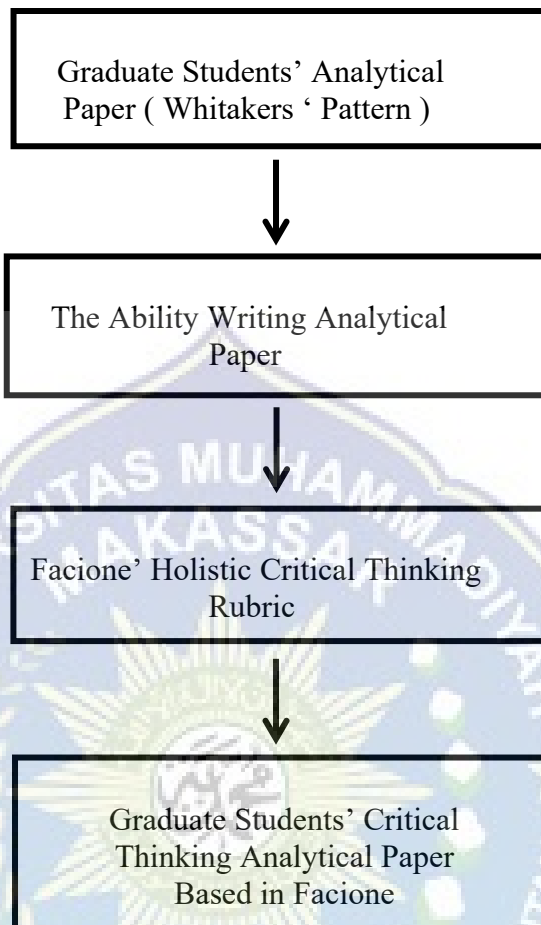
Finish with a memorable, impactful closing sentence.

- Finish with the relevance of the paper.
- Connect the conclusion to the introductory hook sentences.
- Finish with a thought that will cause the reader to reflect, such as a prediction or a suggestion.
- Avoid posing a query that puts the reader in suspense.
- Avoid being too vague. Keep concentrated on the chosen subject.
- DON'T be too incredible, sweet, surprising, or overt.



#### **D. Conceptual Framework**





**Figure 2.1** Conceptual Framework



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study used a quantitative descriptive research. Sugyono (2005: 21) states that a descriptive quantitative method is used to describe a research result based on quantitative data.

#### **B. Population and Sample**

The samples are similar with the number of population or in other word it was used a total sampling technique in defining the samples. The samples would be the graduate students of English Education Department, at second semester of 2022 – 2023 academic year. The total were 14 master's theses.

#### **C. Research Variable**

The variable of this research was graduate students' ability in writing analytical paper and the critical thinking on their Analytical Papers were shown through:

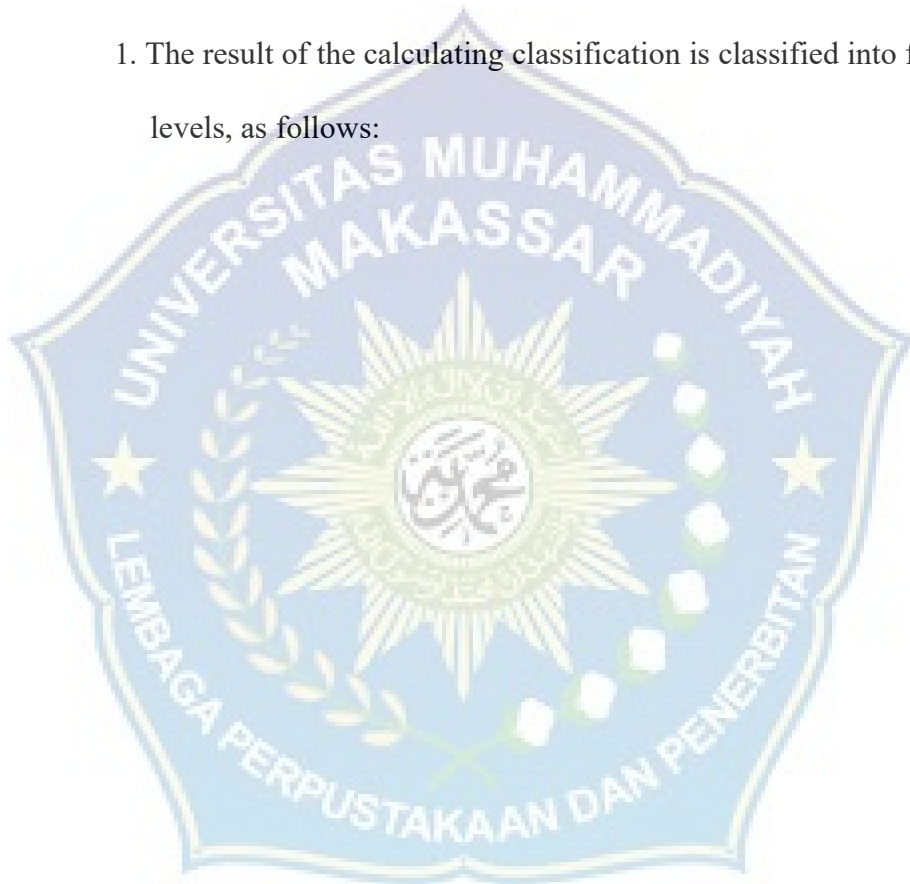
- The ways graduate students write analytical paper which is complemented by an important part of the analytical paper ( introduction, body and conclusion ), and the ways graduate students expressed critical thinking on analytical paper by used critical thinking skill.
- The completeness of the previous research to depict the research trend on this topic.

#### **D. Technique of Data Collection**

The data were taken from the Graduate students' analytical paper produced in Topics of Research Interest Course at second semester of academic year 2022 – 2023

#### **E. Data Analysis**

1. The result of the calculating classification is classified into four levels, as follows:



**Table 3 1 The classification of the students' score**

No	Score	Classification	Introduction		
			Hook	Bridge	Thesis
1	4	Excellent	Students wrote their hook by a creative and appropriate hook that clearly relates to the topic.	Students wrote their bridge by sentences make a smooth from the hook to the thesis	Students wrote their thesis is very clear and well developed and supported throughout with concrete details and appropriate commentary
	3	Good	Students wrote their introduction by a hook that relates to the topic.	Students wrote their bridge by sentences make a transition from the hook to the thesis with a few mistakes	Students wrote their thesis is very clear and well developed and supported throughout the essay
	2	Fair	Students wrote their introduction by a hook that not clear how it is related to the topic.	Students wrote their bridge by sentences attempt but do not succeed in a clear connection of hook and thesis	Students wrote their thesis is somewhat clear and supported with concrete details and commentary
	1	Bad	Students didn't write in their introduction.	Students didn't write transition in their bridge	Students wrote their thesis unclear and unsupported

No	Score	Classification	Body		
			Topic sentences	Supporting Sentences	Transition
1	4	Excellent	Students wrote their topic sentences by topic sentences are	Students wrote their supporting sentences by three or more	Students wrote their transition by develop, relate,

			clear ,succinct and connected to the thesis.	supporting detail consistently develop the main idea	and connect ideas
	3	Good	Students wrote their topic sentences by topic sentences are clear and some connection to the thesis	Students wrote their supporting sentences by two supporting development of main idea	Students wrote their transitions by show connection between ideas.
	2	Fair	Students wrote their topic sentences by topic sentences are fairly clear , connection to the thesis is not as obvious as it should be.	Students wrote their supporting sentences by one supporting development of main idea	Students wrote their transitions but effect is not clear.
	1	Bad	Students wrote their topic sentences by unclear topic sentence.	Students didn't write supporting detailed included	Students didn't write transition in their paper

No	Score	Classification	Conclusion	
			Summary	Significance
1	4	Excellent	Students wrote their summary with Excellent summary of thesis argument with concluding ideas that impact reader information	Students wrote significance to topic of major importance and specifically related to the field of study. Topic has significant theoretical and practical importance to the field of study and demonstrates a high level of innovative thinking.
	3	Good	Students wrote their summary with good summary and clear concluding ideas introduces no new information	Students wrote significance to topic is important and add to the body of literature in the field of study. Topic demonstrates a moderate level on innovative thinking.
	2	Fair	Students wrote summary with basic summary	Students wrote significance Topic is some

			and introduces no new information	importance . Topic will somewhat add to the body of literature in the field of study. Topic demonstrates some innovative thinking.
	1	Bad	Students wrote lack summary	Students wrote Significance to topic is little importance . Topic has little theoretical or practical importance to the field of study. Topic demonstrates no innovative thinking.

2. The researcher used the following formula to know the percentages of number of students who got score at each level.

$$P = \frac{F}{N} \times 100\%$$

Where: P = percentage

N = number of students

F = frequency

Sudjana (2001: 138)

**Table 3 2** The Holistic Critical Thinking Scoring Rubric - HCTSR  
 A Tool for Developing and Evaluating Critical Thinking (Facione et al., 2011)

	Levels of performance			
	Strong (4)	Acceptable (3)	Unacceptable (2)	Weak (1)
Interpretation	Accurately interprets evidence, statements, graphics, questions, etc.	Accurately interprets evidence, statements, graphics, questions, etc.	Misinterprets evidence, statements, graphics, questions, etc.	Offers biased interpretations of evidence, statements, graphics, questions, information or the points of view of others.
Evaluation	Identifies the most important arguments (reasons and claims) pro and con.	Identifies relevant arguments (reasons and claims) pro and con.	Fails to identify strong, relevant counter-arguments.	Fails to identify or hastily dismisses strong, relevant counter-arguments.
Analysis	Thoughtfully analyzes and evaluates major alternative points of view.	Offers analyses and evaluations of obvious alternative points of view	Ignores or superficially evaluates obvious alternative points of view	Ignores or superficially evaluates obvious alternative points of view.
Inference	Draws warranted, judicious, non-fallacious conclusions.	Draws warranted, non-fallacious conclusions.	Draws unwarranted or fallacious conclusions	Argues using fallacious or irrelevant reasons, and unwarranted claims.
Explanation	Justifies key results and procedures, explains assumptions and reasons.	Justifies some results or procedures, explains reasons.	Justifies few results or procedures, seldom explains reasons.	Regardless of the evidence or reasons, maintains or defends views based on self-interest or

				preconceptions.
Disposition	Fair-mindedly follows where evidence and reasons lead.	Fair-mindedly follows where evidence and reasons lead	Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.	Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

Tabel 3.3 Analytical Paper Rubric ( Adaptive from Facione et al.( 2011) and (Reynders et al., 2020) )

**Analytical Paper Introduction Rubric**

	Levels of performance			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Hook	a creative, appropriate hook that clearly relates to the topic and appropriate, creative tag	a hook that relates to the topic; uses a standard tag	a hook it's not clear how it is related to the topic; has some mistakes in the tag	No a hook OR an incomplete quotation and tag
Bridge/Transition	Sentences make a smooth, thoughtful transition from the hook to the thesis	Sentences make a transition from the hook to the thesis with a few mistakes	Sentences attempt but do not succeed in a clear connection of hook and thesis	No transition sentences
Thesis	Thesis is very clear and well developed. main points are introduced clearly. Theme is supported throughout with	Thesis is very clear and well developed. main points are introduced clearly.	Thesis is somewhat clear and somewhat supported with concrete details and commentary	Thesis unclear and unsupported

	concrete details and appropriate commentary	Theme is supported throughout the essay		
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**Analytical Paper Body Rubric**

	Levels of performance			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Topic sentence	Topic sentences are clear , succinct and connected to the thesis with key words	Topic sentences are clear and some connection to the thesis	Topic sentences are fairly clear , connection to the thesis is not as obvious as it should be.	The topic sentence is unclear and merely begin to give details instead of providing a topic.
Supporting details	Three or more supporting detail consistently develop the main idea	Two or more supporting development of main idea	One or more supporting development of main idea	No supporting Detailed included
Organization/ Transitions	The supporting sentences are in a clear, organized order; purposeful of transitions develop, relate, and connect ideas	Most of the details are in a clear, organized order; transitions show connection between ideas.	Some transitions are include, but effect is not clear.	There is no clear order, transitions are missing or misused.



### Analytical Paper Conclusion Rubric

	Levels of performance			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Restate Thesis	Restate thesis and main point, Does not introduce any new ideas and reads like the ending of an essay with a unique or creative comment / ending	Restate thesis and main point, Does not introduce any new ideas, and reads like the ending of an essay	Restate thesis and main point, Does not introduce any new ideas	Does not Restate thesis and main point,
Summarise Argument	- Excellent summary of thesis argument with concluding ideas that impact reader information	- good summary of topic argument with clear concluding ideas introduces no new information	- basic summary of topic with some final concluding ideas introduces no new information	- lack summary of topic
Significance	- Topic of major importance and specifically related to the field of study. Topic has significant theoretical and practical importance to the field of study. Topic	- Topic is important and add to the body of literature in the field of study. Topic has moderate theoretical and practical importance to the field of study. Topic	- Topic is of some importance . Topic will somewhat add to the body of literature in the field of study. Topic demonstrates some innovative thinking..	- Topic is of little importance. Topic has little theoretical or practical importance to the field of study. Topic demonstrates no innovative thinking. Topic does not directly

	demonstrates a high level of innovative thinking.	demonstrates a moderate level on innovative thinking.		relate to planning, implementing, and evaluating a program.
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## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter provides a description of the research findings and discussion about graduate students' critical thinking on their analytical papers.

#### A. Findings

The findings explain the ability do graduate student have in writing analytical paper and the critical thinking are express by graduate student in their analytical.

##### 1. The ability of graduate students writing analytical paper.

###### 1.1 Introduction.

Graduate students' ability in terms of introductions refers to the way students write the introduction of their thesis by following Whitaker' pattern. Whitaker' introduction pattern contains a hook, following by background information, ended by a thesis statement.

The frequency of the students' scores in writing introduction is identified based on the numbers of students got score in each level and category. It is desribed in Table 4.1.

Table 4.1, The Frequency of the Students' Scores in Writing Introduction.

Score	Criteria	Score Frequency	Percentage
4	Excellent	2	14.29 %
3	Good	10	71.43 %
2	Fair	1	7.14 %
1	Bad	1	7.14 %
	Total	14	100%

Table 4.1 shows that 2 of the 14 students (14.29 %) get score 4 which is categorized as excellent, 10 students (71.43 %) get score 3 which are categorized as good, 1 student(7.14 %) gets score 2 which is categorized as fair, and 1 student(7.14 %) gets score 1 which is categorized as bad.

#### 1.1.1 Hook .

The ability of Graduate students in term hook are , appropriate hook that clearly relates to the topic and creative tag, uses a standard tag. Sometimes a hook it's not clear how it is related to the topic, has some mistakes in the tag, even no a hook or an incomplete quotation and tag.

Table 4.2, The Frequency of the Students' Scores in Writing Hook.

Score	Criteria	Score Frequency	Percentage
4	Excellent	5	35.71 %
3	Good	5	35.71 %
2	Fair	3	21.43 %
1	Bad	1	7.15 %
	Total	14	100%

Table 4.2 shows that 5 of the 14 students (35.71 %) get score 4 which is categorized as excellent, 5 students (35.71 %) get score 3 which are categorized as good, 3 student (28.58 %) gets score 2 which is categorized as fair, and 1 student ( 7.15 %) gets score 1 which is categorized as bad.

There are 5 students who got *excellent*. One of the students was represented by S-14. The student wrote a paper entitled “Teacher Strategies in Improving English Achievement”. He got the audience's attention by writing hook *I am so excited to learn English*, then he supported it with facts to make their reasoning strong.

The other student who got excellent was represented by S-03. She was wrote a thesis entitled “Application of brain based learning in improving students' vocabulary achievement in speaking”. She wrote a hook “the human brain as an amazing matching machine for get the audience's attention right away.

There are 5 students who got *good*. One of the students was represented by S-07. The student wrote a paper entitled “Assessing Students' Vocabulary and Grammar”. He got the audience's attention by writing hook *Assessing learning is teachers' daily activity*, he wrote a hook that relates to the topic.

There are 3 students who got *fair*. One of the students was represented by S-04. The student wrote a paper entitled “Teaching

Speaking Based On Students' Learning Style ". He got the audience's attention by writing hook *Assessing learning is teachers' daily activity*, he wrote hook not clear

There is 1 student who got *bad*. The student was represented by S-12. The student wrote a paper entitled "Diagnostic Assessment in English Language Teaching".

### 1.1.2 Bridge

The ability of Graduate students in term Bridge are wrote sentences make a smooth or thoughtful transition from the hook to the thesis or with a few mistakes. Sometimes Sentences attempt but do not succeed in a clear connection of hook and thesis, even no transition sentences

Table 4.3, The Frequency of the Students' Scores in Writing Bridge

Score	Criteria	Score Frequency	Percentage
4	Excellent	2	14.29 %
3	Good	9	64.28 %
2	Fair	2	14.29 %
1	Bad	1	7.14 %
Total		14	100%

Table 4.3 shows that 2 of the 14 students (14.29 %) get score 4 which is categorized as excellent, 9 students (64.29 %) get score 3 which are categorized as good, 3 student (21.42 %) gets score 2 which is categorized as fair, and no student ( 0 %) gets score 1 which is categorized as bad.

There are 2 students who got *excellent*. One of the students was represented by S-14. The student wrote a paper entitled “Teacher Strategies in Improving English Achievement”. He wrote sentences make a smooth, thoughtful transition from the hook to the thesis.

There are 9 students who got *good*. One of the students was represented by S-10. The student wrote a paper entitled “Pronunciation Exercises In Teaching English”. She wrote sentences make a transition from the hook to the thesis with a few mistakes.

There are 2 students who got *fair*. One of the students was represented by S-12. The student wrote a paper entitled “Teaching Speaking Based On Students’ Learning Style”. She wrote bridge with sentences attempt but no succeed in a clear connection of hook and thesis.

There is 1 student who got *bad*. The student was represented by S-12. The student wrote a paper entitled “Diagnostic Assessment in English Language Teaching”. She wrote bridge no transition sentences.

### **1.1.3 Thesis .**

The ability of Graduate students in term of thesis is very clear and well developed, main points are introduced clearly. The theme is supported throughout with concrete details and

appropriate commentary. Just a little students wrote thesis is somewhat clear and somewhat supported with concrete details and commentary.

Table 4.4, The Frequency of the Students' Scores in Writing Thesis.

Score	Criteria	Score Frequency	Percentage
4	Excellent	2	14.29 %
3	Good	11	78.57 %
2	Fair	1	7.14 %
1	Bad	-	-
	Total	14	100%

Table 4.4 shows that 2 of the 14 students (14.29 %) get score 4 which is categorized as excellent, 11 students (78.57 %) get score 3 which are categorized as good, 1 student (7.14%) gets score 2 which is categorized as fair, and no student ( 0 %) gets score 1 which is categorized as bad.

There are 2 students who got *excellent*. They are students represented by S-14 and S-03. Both of them wrote thesis is very clear and well developed, main points are introduced clearly. Theme is supported throughout with concrete details and appropriate commentary.

There are 11 students who got *good*. One of the students was represented by S-10. The student wrote a paper entitled “Rhetorical pattern in Abstract Section”. She wrote thesis is very clear and well developed. main points are introduced clearly. Theme is supported throughout the essay.



Only 1 student who got *fair*. The student was represented by S-12. The student wrote a paper entitled “Diagnostic Assessment in English Language Teaching”. She wrote thesis with somewhat clear and somewhat supported with concrete details and commentary.

## 1.2 Body.

Graduate students’ ability in the analytical body refers to Whitaker’ pattern. Whitaker’ pattern contains the topic sentence which is the main idea of a paragraph, has a point of view and supported by each sentence in the paragraph. In supporting points that support the main point of the paragraph, there are specific details for clear explanations, including evidence for claims, and at the end of the sentence in each paragraph there is transitioning to the next paragraph.

### 1.2.1 Topic Sentences.

The graduate students ability in terms of topic sentences, the students wrote topic sentences are clear , succinct and connected to the thesis with key words.

Table 4.5, The Frequency of the Students’ Scores in Writing Topic Sentences.

Score	Criteria	Score Frequency	Percentage
4	Excellent	3	21.43 %
3	Good	11	78.57 %
2	Fair	-	-
1	Bad	-	-
	Total	14	100%

Table 4.5 shows that 3 of the 14 students (21,43 %) get score 4 which is categorized as excellent, 11 students (78,57 %) get score 3 which are categorized as good, no student gets score 2 and 1 which is categorized as fair and bad.

There are 3 students who got *excellent*. One of the students was represented by S-02. The student wrote a paper entitled “CTL Approach in Improving Student Motivation ”. She wrote the topic sentences are clear , succinct and connected to the thesis with key words.

There are 11 students who got *good*. One of the students was represented by S-09. The student wrote a paper entitled “The Relationship between Students’ Motivation, Value of writing, Self- beliefs Writing and Students’ Outcomes ”. He wrote the topic sentences are clear and some connection to the thesis.

### 1.2.2 Supporting Details.

The graduate students ability in terms of supporting details. The students wrote three or more supporting detail consistently develop the main idea.

Table 4.6, The Frequency of the Students’ Scores in Writing Supporting details.

Score	Criteria	Score Frequency	Percentage
4	Excellent	3	21.43 %
3	Good	11	78.57 %
2	Fair	-	-
1	Bad	-	-
	Total	14	100%

Table 4.6 shows that 3 of the 14 students (21.43 %) get score 4 which is categorized as excellent, 11 students (78.57 %) get score 3 which are categorized as good, no student gets score 2 and 1 which is categorized as fair and bad.

There are 3 students who got *excellent*. One of the students was represented by S-14. The student wrote a paper entitled “ Teacher Strategies in Improving English Achievement .” She wrote Three or more supporting detail consistently develop the main idea.

There are 11 students who got *good*. One of the students was represented by S-01. The student wrote a paper entitled “ Combining assessment for learning to improve student grades in English”. He wrote two or more supporting development of main idea.

### 1.2.3 Transitions.

The graduate students ability in terms of transitions. The supporting sentences are in a clear, organized order; purposeful of transitions , and connect ideas, using transition and key words are effectively, so that sentences in paragraphs flow logically ideas .

Table 4.7, The Frequency of the Students’ Scores in Writing Transition.

Score	Criteria	Score Frequency	Percentage
4	Excellent	2	14.29 %
3	Good	8	57.14 %
2	Fair	4	28.57 %
1	Bad	-	-
	Total	14	100%

Table 4.7 shows that 2 of the 14 students (14.29 %) get score 4 which is categorized as excellent, 8 students (57.14 %) get score 3 which are categorized as good, 4 student gets score 2 which is categorized as fair, and no student get score 1.

There are 2 students who got *excellent*. One of the students was represented by S-14. The student wrote a paper entitled “Teacher Strategies in Improving English Achievement .” She wrote supporting sentences are in a clear, organized order; purposeful of transitions develop, relate, and connect ideas.

The other student who got excellent was represented by S-03. She was wrote a thesis entitled “Application of brain based learning in improving students' vocabulary achievement in speaking”. She wrote paragraphs flow logically ideas and cohesive. Transition and key words are effectively used.

There are 8 students who got *good*. One of the students was represented by S-01. The student wrote a paper entitled “Teaching Speaking Based On Students’ Learning Style”. He wrote most of the details are in a clear, organized order; transitions show connection between ideas.

There are 3 students who got *fair*. One of the students was represented by S-04. The student wrote a paper entitled “Teaching Speaking Based On Students’ Learning Style ”. In his body paper he wrote Some transitions are include, but effect is not clear.

### 1.3 Conclusion.

Graduate students' critical thinking in conclusion refers to the way students write the conclusion of their paper by following Whitaker' pattern. Whitaker' pattern contains conclusion should not include any new information, arguments, or evidence and reiterate the thesis using new language, connect to the last sentence of the previous paragraph. There is explanation the significance of the paper. Connect the conclusion to the introductory hook sentences and finish with a memorable, impactful closing sentence.

#### 1.3.1 Restate Thesis.

The graduate students' ability in terms of restate thesis. The student wrote restate thesis and main point not introduce any new ideas, the ending of paper with a unique or creative comment / ending.

Table 4.8, The Frequency of the Students' Scores in Writing Restate thesis.

Score	Criteria	Score Frequency	Percentage
4	Excellent	6	42.85 %
3	Good	4	28.57 %
2	Fair	2	14.29 %
1	Bad	2	14.29 %
	Total	14	100%

Table 4.8 shows that 6 of the 14 students (42.85 %) get score 4 which is categorized as excellent, 4 students (28.57 %) get score 3 which are categorized as good, 2 student ( 14.29 %)

gets score 2 which are categorized as fair and 2 students ( 14.29 %) which is categorized as bad.

There are 6 students who got *excellent*. Most of them wrote Restate thesis and main point, not introduce any new ideas, and reads like the ending of an essay with a unique or creative comment / ending.

There are 4 students who got *good*. One of the students was represented by S-04. The student wrote a paper entitled “Teaching Speaking Based On Students’ Learning Style ”. He wrote Rrestate thesis and main point, not introduce any new ideas, and reads like the ending of an essay but not unique or creative comment / ending.

There are 2 students who got *fair*. The students was represented by S-11. The student wrote a paper entitled “Teacher’s Competence in Developing Classroom English Materials Using Information Communication Technology at SMPN 49 Makassar ”. He wrote Restate thesis and main point, not introduce any new ideas.

There are 2 students who got *bad*. One of the students was represented by S-05. The student wrote a paper entitled “An Analysis Of English Course Syllabus Based On Learning Need And Learning Material At Vacational School”. The others student was represented by S-13. The student wrote a

paper entitled “Rhetorical patternin Abstract Section of Undergraduate students’ thesis at Unismuh Makassar. “ Both of them didn’t not Restate thesis and main point,

### 1.3.2 Summarise Argument.

The graduate students’ ability in terms of summarise argument. The student wrote summarise argument with excellent summary of thesis argument with concluding ideas that impact reader information. Some student wrote good or basic summary of topic argument with clear concluding ideas introduces no new information. Even there was lack summary of topic.

Table 4.9, The Frequency of the Students’ Scores in Writing summarize argument

Score	Criteria	Score Frequency	Percentage
4	Excellent	6	42.85 %
3	Good	5	35.72 %
2	Fair	1	7.14 %
1	Bad	2	14.29 %
	Total	14	100%

Table 4.9 shows that 6 of the 14 students (42.85 %) get score 4 which is categorized as excellent, 5 students (35.72 %) get score 3 which are categorized as good, 1 student ( 7.14 %) gets score 2 which are categorized as fair and 2 students ( 14.29 %) which is categorized as bad.

There are 6 students who got *excellent*. Most of them wrote summarize argument with excellent summary of

thesis argument with concluding ideas that impact reader information.

There are 5 students who got *good*. One of the students was represented by S-04. The student wrote a paper entitled “Teachers' Literacy in Assessing Students' Writing in Pesantren Mizanul 'Ulum Sanrobone Takalar Regency ”. He wrote good summary of topic argument with clear concluding ideas introduces no new information.

The students who got *fair only one*. The students was represented by S-11. The student wrote a paper entitled “Teacher’s Competence in Developing Classroom English Materials Using Information Communication Technology at SMPN 49 Makassar”. He wrote basic summary of topic with some final concluding ideas introduces no new information.

There are 2 students who got *bad*. The students was represented by S-05. The student wrote a paper entitled “An Analysis Of English Course Syllabus Based On Learning Need And Learning Material At Vacation School ”. The others student was represented by S-13 wrote a paper entitled “Rhetorical patternin Abstract Section of Undergraduate students’ thesis at UNISMUH Makassar “. Both of them wrote - lack summary of topic.



## 2. The Critical thinking are expressed by Graduate students in their Analytical Paper.

### 2.1 Introduction

The Critical thinking are expressed by Graduate students in introduction refers to the way students expressed critical thinking in analytical paper by following Facione' critical thinking skill. . Facione' critical thinking skill focused on five cognitive skills (interpretation, analysis, inference evaluation, explanation and Disposition )

#### 2.1.1 Hook

The Critical thinking are expressed by Graduate students in hook refers to the way students expressed critical thinking in hook by following Facione' critical thinking skill. . Facione' critical thinking skill focused on six cognitive skills (interpretation, analysis, inference evaluation, explanation and Disposition ).

Table 4.10, The Frequency of the Gradate Students' Critical Thinking Scores in Hook.

Score	Criteria	Score Frequency	Percentage
4	Excellent	1	7.14 %
3	Good	7	50 %
2	Fair	5	35.72 %
1	Bad	1	7.14 %
	Total	14	100%

Table 4.10 shows that 1 of the 14 students (7.14 %) get score 4 which is categorized as excellent, 7 students (50 %) get score 3 which are categorized as good, 5 students (35.2 %) gets score 2

which are categorized as fair and 1 students ( 7.14 %) which is categorized as bad.

The students who expressed critical thinking in their hook was represented by S-03. She was wrote a analytical paper entitled “Application of brain based learning in improving students' vocabulary achievement in speaking”. She wrote a hook “the human brain as an amazing matching machine for get the audience's attention right away.

### 2.1.2 Bridge

The Critical thinking are expressed by Graduate students in bridge refers to the way students expressed critical thinking in bridge by following Facione’ critical thinking skill. . Facione’ critical thinking skill focused on six cognitive skills (interpretation, analysis, inference evaluation, explanation and Disposition ).

Table 4.11, The Frequency of graduate Students’ Critical Thinking Scores in Bridge.

Score	Criteria	Score Frequency	Percentage
4	Excellent	2	14.28 %
3	Good	7	50 %
2	Fair	4	28.58 %
1	Bad	1	7.14 %
	Total	14	100%

Table 4.11 shows that 2 of the 14 students (14.28 %) get score 4 which is categorized as excellent, 7 students (50 %) get score 3 which are categorized as good, 4 students (28.58 %) gets

score 2 which are categorized as fair and 1 students ( 7.14 %) which is categorized as bad.

The student who expressed critical thinking in their bridge was represented by S-07. She was wrote a analytical paper entitled “Assessing Students’ Vocabulary and Grammar “. She wrote bridge /Sentences make a smooth, thoughtful transition from the hook “Assessing learning is teachers’ daily activity “, to the thesis “ modifications teaching to measure students’ knowledge in the classroom “ ( Analysis skill ).

### 2.1.3 Thesis

The Critical thinking are expressed by Graduate students in thesis refers to the way students expressed critical thinking thesis by following Facione’ critical thinking skill. . Facione’ critical thinking skill focused on six cognitive skills (interpretation, analysis, inference evaluation, explanation and Disposition )

Table 4.12, The Frequency of Graduate Students’ Critical Thinking Scores in Thesis

Score	Criteria	Score Frequency	Percentage
4	Excellent	3	21.42 %
3	Good	7	50 %
2	Fair	4	28.58 %
1	Bad	-	-
	Total	14	100%

Table 4.12 shows that 3 of the 14 students (21.42 %) get score 4 which is categorized as excellent, 7 students (50 %)

get score 3 which are categorized as good, 4 students (28.58 %) gets score 2 which are categorized as fair and 0 students ( 0 %) which is categorized as bad.

The student who expressed critical thinking in their thesis was represented by S-02. She wrote an analytical paper entitled “ Contextual teaching and learning (CTL) approach in increase students’ motivation “. She wrote an analytical paper “CTL is a learning concept that helps teachers connect the subject matter they teach to students’ real situations and encourages students to make connections between the knowledge that students have and apply it to their daily life.

## **2.2 Body**

The Critical thinking are expressed by Graduate students in introduction refers to the way students expressed critical thinking on analytical paper by following Facione’ critical thinking skill. Facione’ critical thinking skill focused on five cognitive skills (interpretation, analysis, inference evaluation, explanation and Disposition )

### **2.2.1 Topic Sentences**

The Critical thinking are expressed by Graduate students in topic sentences refers to the way students expressed critical thinking thesis by following Facione’ critical thinking

skill. The student expressed their critical thinking used analysis skill.

Table 4.13, The Frequency of the Graduate Students' Critical Thinking Scores in Topic Sentences

Score	Criteria	Score Frequency	Percentage
4	Excellent	1	7.14 %
3	Good	7	50 %
2	Fair	4	28.58 %
1	Bad	2	14.28 %
	Total	14	100%

Table 4.13 shows that 1 of the 14 students (7.14 %) get score 4 which is categorized as excellent, 7 students (50 %) get score 3 which are categorized as good, 4 students (28.58 %) gets score 2 which are categorized as fair and 2 students (14.28 %) which is categorized as bad.

The student who expressed critical thinking in their topic sentences was represented by S-14. She wrote a analytical paper entitled "Teacher Strategies in Improving English Achievement ". In first paragraph of body, she wrote topic sentences "Teaching strategy is necessary for the teaching and learning process " She analyzed the argument that learning strategies is need for teacher as point of view which was reinforced by Darmansyah's article (2010).

### 2.2.2 Supporting Sentences

The Critical thinking are expressed by Graduate students in supporting sentences refers to the way students expressed critical thinking thesis by following Facione' critical thinking skill. The student expressed their critical thinking used analysis and evaluation skill

Table 4.14, The Frequency of the Graduate Students' Critical Thinking Scores in supporting sentences

Score	Criteria	Score Frequency	Percentage
4	Excellent	2	14.28 %
3	Good	6	42.85 %
2	Fair	5	35.71 %
1	Bad	1	7.14 %
	Total	14	100%

Table 4.14 shows that 2 of the 14 students (14.28 %) get score 4 which is categorized as excellent, 6 students (42.85 %) get score 3 which are categorized as good, 5 students (35.2 %) gets score 2 which are categorized as fair and 1 students ( 7.14 %) which is categorized as bad.

The student who expressed critical thinking in their supporting sentences was represented by S-04. She was wrote analytical paper entitled "Teaching Speaking Based On Students' Learning Style ". She wrote topic sentences " learning styles from different perspectives ", She wrote first supporting details was Bichler' perspektif (Shahtalebi & Javadi, 2014: 246) state learning styles as individualistic approaches. The second supporting details was perspective of Keefein Tuan

(2011:286) portrays learning styles as both a learner characteristic and an instructional strategy. The third supporting details was perspective learning style from Reid (1995: 5-6) state learning styles as how learner perceive, interact with, and respond to the learning environment". All supporting details supported topic sentences ( Analysis skill ).

### 2.3 Conclusion

The Critical thinking are expressed by Graduate students in introduction refers to the way students expressed critical thinking on analytical paper by following Facione' critical thinking skill. Facione' critical thinking skill focused on five cognitive skills (interpretation, analysis, inference evaluation, explanation and Disposition )

#### 2.3.1 Summary

The Critical thinking are expressed by Graduate students in summary refers to the way students expressed critical thinking thesis by following Facione' critical thinking skill. The student expressed their critical thinking used Inference skill.

Table 4.15, The Frequency of Graduate Students' Critical Thinking Scores in summary.

Score	Criteria	Score Frequency	Percentage
4	Excellent	1	7.14 %
3	Good	6	42.85 %
2	Fair	5	35.71 %
1	Bad	2	14.24 %
	Total	14	100%

Table 4.15 shows that 1 of the 14 students (7.14 %) get score 4 which is categorized as excellent, 6 students (42.85 %) get score 3 which are categorized as good, 5 students (35.71%) gets score 2 which are categorized as fair and 2 students ( 14.28 %) which is categorized as bad.

The student who expressed critical thinking in their summary was represented by S-12. She was wrote analytical paper entitled “ Diagnostic Assessment in English Language Teaching “. She identified and analyzied the advantages of Using Diagnostic Assessment, she demonstrates confident and clear ability to make predictions, drawing inferences, and analyzing implications ( Inference Skill ). She drawing inferences that One of the main advantages of a diagnostic assessment is it allows the teacher and student to highlight and address knowledge gaps.

### 2.3.2 Significance

The Critical thinking are expressed by Graduate students in significance refers to the way students expressed critical thinking thesis by following Facione’ critical thinking skill. The student expressed their critical thinking used Inference skill.



Table 4.16, The Frequency of the Graduate Students' Critical Thinking Scores in Significance.

Score	Criteria	Score Frequency	Percentage
4	Excellent	2	14.28 %
3	Good	7	50 %
2	Fair	5	35.71 %
1	Bad	-	-
Total		14	100%

Table 4.16 shows that 2 of the 14 students (14.28 %) get score 4 which is categorized as excellent, 7 students (50 %) get score 3 which are categorized as good, 5 students (35.71 %) gets score 2 which are categorized as fair and 0 students ( 0 %) which is categorized as bad.

The student who expressed critical thinking in their significance was represented by S-12. She was wrote analytical paper entitled “Diagnostic Assessment in English Language Teaching “. She identified and analyzied that A diagnostic assessment is a form of pre-assessment where teachers can evaluate students' strengths, weaknesses, knowledge and skills before their instruction, so significance before teaching..

## B. Discussions

In this section, the researcher discusses the findings based on the result.

### 1. The Ability of Graduate students writing analytical papers

#### 1.1 Introduction.

Graduate students' ability in terms of introductions refers to the way students write the introduction of their thesis by following Whitaker' pattern. Whitaker' introduction pattern contains a hook,

following by background information, ended by a thesis statement.

### 1.1.1 Hook

The mean scores of graduate students' ability got by students in writing hook was excellent. From the five students who got excellent, one of the students is represented by S-03. She wrote a thesis entitled "Application of brain based learning in improving students' vocabulary achievement in speaking". She wrote a hook "the human brain as an amazing matching machine" (Levy, 2011) for get the audience's attention right away. S-03 introduced the issue with a quotation from a well-known figure or authority.

The other student who got excellent was represented by S-02. She was wrote a thesis entitled "CTL (Contextual teaching and learning) approach in increasing student motivation ". She wrote succinct and interesting historical overview of the subject for get the audience's attention. The CTL (Contextual teaching and learning) learning approach is a fairly old concept ( Jhon Dewey ).

The other student who got excellent was represented by S-14. She wrote a thesis entitled "Teacher Strategies in Improving English Achievement ". Her She wote short

anecdote to introduces the subject to get the audience's attention hook is “I am so excited to learn English”.

Some students got good in writing hook. From the five students who got good, one of the students is represented by S-07. She wrote a thesis entitled “Assessing Students’ Vocabulary and Grammar”. She get the audience's attention with the topic out with a startling fact or remark. She wrote a hook that relates to the topic “Assessing learning is teachers’ daily activity. As a result of this approach, teachers can utilize the assessment to develop the learning process in the future. She supported her explanation on the importance of ways that teachers can effectively assess their students in the EFL by referring to Therova, 2021.

The other student who got good was represented by S-13. She was wrote a thesis entitled “Rhetorical pattern in Abstract Section“. She start the topic out with a startling fact or remark for get the audience's attention. She wrote rhetoric is an activity to attract people's attention through the ability to speak, especially speaking in public.

The students got score 1 which is categorized as bad in hook 1 student. The students which represented by S-12 got score 1 which is categorized as bad. She didn’t write a

hook in introduction. The first paragraph of his paper is part of the body of the analytical paper.

The other students got score 2 in hook which is categorized as excellent 3 students. The students which represented by S-08 got score 2 which is categorized as low. She wrote a hook in introduction but it is not clear. In the hook “Education is an important thing for a nation to develop a better human resource “, it is not related to the topic.

Most of students wrote hook introduction in first paragraph for get the audience's attention. This is same with Lingard, (2015) stated introduction must do hook element and ideally if the element appear in the first paragraph or second. The same thing by Foss (2018) stated that interesting hook can captures the reader's attention and indicates why a paper is interesting, relevant and important. A good introduction hooks the reader by elucidating the topic's impact (Grant & Pollock, 2011).

### **1.1.2. Bridge**

There are two graduate students who got excellent in bridge. The Student is represented by S-03 was wrote a thesis entitled “Application of brain based learning in improving students' vocabulary achievement in speaking “. She wrote bridge with sentences make a smooth, thoughtful transition

from the hook to the paper. From the hook “ The human brain as an amazing matching machine”. Then she explained some of the advantages of the brain, she supported her paper by referring to article of Yagcioglu, (2014) in his journal on "The advantage of brain-based learning in ELT classes and then relates the present state, with the sentence " Currently, there is a learning model that uses the concept of the brain". She used the "currently" transition.

The one student who got excellent was represented by S-14. She was wrote a thesis entitled “Teacher Strategies in Improving English Achievement “. Like S-03, she wrote bridge with sentences make a smooth, thoughtful transition from the hook to the paper too. From the hook “I am so excited to learn English “,then she explained some reasons, why she interest in English, undoubtedly all because the teacher delivered each material in an interesting method. She used the " Undoubtedly " transition.

There are nine graduate students who got good in bridge. From the nine students who got good, one of the students is represented by S-05. She wrote a thesis entitled “An Analysis Of English Course Syllabus Based On Learning Need And Learning Material At Vacation School ”. She wrote bridge in introduction use some

transitions such as currently, meanwhile, in fact, accordingly, for instance. After hook, she wrote sentences “ Meanwhile the fresh graduate students of Vocational High School are expected to master the skills of their expertise”.

The different research conducted by The other researcher Dewi Kartika (2018) in the thesis title The Use of Transition Signals in Writing Essay at the Fifth Semester Students of English Department in Muhammadiyah University of Makassar. The study's findings indicate that students utilize transitions to add emphasis, contrast and compare ideas, give examples of causes and effects, introduce temporal order and sequence, and summarize. To put it another way, transitions for introducing temporal order and sequence were most frequently employed, whereas those for proving cause and effect were less frequently used.

The students which represented by S-12 got score 1 in bridge which is categorized as bad. The student S-12 didn't write bridge in introduction. Some paragraph in the first of her paper was part of the body of the paper, this proves that the first, second and third paragraphs only discuss expert opinions of the topic in the her paper.

The students which represented by S-04 and S-07 got score 2 in bridge which is categorized as low. Both of them

wrote bridge, no succeed in a clear connection of hook and thesis.

This researcher used descriptive qualitative method and aimed to identify type of transition signals and analyzes the appropriateness of the use those transition signals in students discussion text.

### **1.1.3.Thesis**

There are two graduate students who got excellent in thesis. The Student is represented by S-14 wrote a thesis entitled “Teacher Strategies in Improving English Achievement “. Her paper is very clear and well developed main points are introduced clearly with referring to Fayambo ( 2015). Her thesis stated joyful learning strategy is kind of way to create an affective environment to learn, deliver learning material, and make learning process easier.

There are eleven graduate students who got good in thesis. From the eleven students who got good, one of the students is represented by S-07 wrote a thesis entitled “Assessing Students’ Vocabulary and Grammar “. She wrote thesis that teacher needs modifications to measure students’ knowledge in the classroom. She developed main points are introduced clearly with referring to Therova ( 2021) . Some of sentences which he wrote in the thesis introduction

supported each other's themes so that they were supported with concrete details and commentary.

The students which represented by S-12 got score 2 which is categorized as fair in thesis. The student wrote a paper entitled “Diagnostic Assessment in English Language Teaching”. In her paper, some sentences in first paragraph somewhat clear and somewhat supported with concrete details and commentary.

## **1.2 The Ability of Graduate students writing Body**

### **1.2.1 Topic Sentences**

From the three students who got excellent, one of the students is represented by S-02. She wrote a thesis entitled “CTL (Contextual teaching and learning) approach in increasing student motivation “. She wrote topic sentences in first paragraph in body was “ The CTL approach is a learning concept that helps teachers relate the material taught to students' real-world situations. This is clearly a topic sentence introducing the main idea of the paragraph.

The other students who got excellent is represented by S-14. She wrote a thesis in body paragraph “English is an important instrument for communication, education and the search for information technology in the modernization era.



The student S-14 wrote a topic sentence that was point of view, it is not a statement of fact but point of view of her.

The mean scores of graduate students' critical thinking got by students in writing topic sentences was *good*. From the eleven students who got good, one of the students represented by S-08. She wrote a thesis entitled "The Implementation of Project Based Learning to Increase Students' Skill in Writing Poetry". The student S-08 wrote a topic sentence "Writing is a language skill that is used to communicate indirectly", and it is a concept rather than a quote from a source. She wrote it with referring to Ak Gift (1997).

### **1.2.2 Supporting Details**

There are three students who got excellent. From the three students who got excellent, one of them student represented by S-02. She wrote topic sentences "The CTL approach is a learning concept that helps teachers relate the material taught to students' real-world situations. Then she wrote Supporting detail was "Contextual teaching and learning approach is a learning strategy that emphasizes the process of full student involvement to be able to find the material learned and connect with real life situations so as to encourage students to apply it in their lives. The supporting

detail was support the main point of the paragraph. Se wrote three or more supporting detail consistently develop the main idea too.

The mean scores of graduate students' critical thinking got by students in writing supporting details was *good*. From the eleven students who got good, one of the students represented by S-07, she wrote topic sentences was “ The vocabulary is useful to identify and understand the whole sentence “, then she wrote two or more supporting development of main idea. One of them is “ To understand the content of reading and writing in English because they lack vocabulary or even do not know what vocabulary they should say and use. she referring to Therova, (2022) that states Considering that academic vocabulary is regarded as a key element of academic writing style and that written assignment is one of the main forms of assessment.

### **1.2.3 Transition**

The student who got excellent in transition was represented by S-14. She was wrote a thesis entitled “Teacher Strategies in Improving English Achievement “. She referring to Zaim et al., (2019) for strong of her paper body. She wrote transition and key words are effectively used in transition part. At the end of the paragraph S-14

briefly mentions the learning strategy used by the teacher and in the next paragraph give explanation in detail for it, so that the paragraphs flow logically.

There are eight students who got good. From the eight students who got good, one of them student represented by S-06. She wrote a thesis entitled “ Teachers' Literacy in Assessing Students' Writing in Pesantren Mizanul 'Ulum Sanrobone Takalar Regency “. In the first paragraph she wrote about teachers' assessment literacy, and in the next paragraph was writing and reading were the two most important skills assessed, and the next paragraphst about assessment techniques. It show paragraphs have a few awkward areas but Ideas are well connected with transition and key words.

In general, in writing body papers, most of students got good score in topic,supporting and transition. This is different from the research conducted by Aulia & Kuzairi ( 2021) which examines critical thinking skills in essays on the components of focus, supporting reasons, reasoning, and the organization in the body essay. Students' critical thinking skills in essay writing are still very lacking. She said that students need to learn and practice more to become

actived and critical learners and be able to present good arguments.

There are four students who got score 2 which is categorized as fair in transition, one of the students is represented by S-05. She wrote a thesis entitled “An Analysis of English Course Syllabus Based on Learning Need and Learning Material at Vacational School “. The student S-05 wrote the body paragraphs have some awkward word spots that affect the flow. Transitions between paragraphs and key words are few and far between and do little to connect ideas. There are 3 paragraphs in her paper, the first and second paragraphs are introductions, while the third paragraph which is the body paragraph has no use of transition words such as - Currently, Meanwhile, In fact, accordingly, For instance, Finally, Thus, On the contrary, in conclusion, not only. So make essay logically flow.

### **1.3 The Ability of Graduate students writing Conclusion**

#### **1.3.1 Restate Thesis**

From the six students who got excellent in restate thesis, one of the students is represented by S-10. She wrote a thesis entitled “Pronunciation Exercises In Teaching English “. She wrote restate thesis and main point not introduce any new ideas but she give comment in a unique . In restate she

stated the reasons that we mispronounce words is that we replace certain sounds with other sounds that are easier to say.

There are two students who got score 1 which is categorized as bad in transition, one of the students is represented by S-05. She wrote a thesis entitled “An Analysis of English Course Syllabus Based on Learning Need and Learning Material at Vacation School “. She wrote 4 paragraphs in his paper, but from of them there is no restate in the conclusion. In the last paragraph she still displays expert opinion on the topics discussed in his paper, it contain in the body of paper.

Similarly, the students is represented by S-05 who wrote thesis entitled “Rhetorical pattern in Abstract Section “. She wrote several paragraphs in her thesis there is no restate. This is evidenced by the discussion in the last paragraph still discussing the classification of rhetoric from the point of view of experts. This is still part of the content of the thesis, not the conclusion.

### **1.3.2 Summarise argument**

There are six students who got excellent in summarise argument, one of the students is represented by S-03. She wrote a thesis entitled “Application of brain

based learning in improving students' vocabulary achievement in speaking “.She summarise that Brain Based Learning helps students in memorizing and understanding vocabulary. When using the brain optimally, the brain will work effectively as well as basic brain functions such as understanding and remembering new information. It containt excellent summary of thesis argument with concluding ideas that impact reader information.

There are 5 student was good. One of them was student represented by S-12 , she wrote paper entittle “ Diagnostic Assessment in English Language Teaching “. She wrote summarise argument in good summary of topic argument “advantages and disadvantages in using Diagnostic Assessment”. The summarise argument impact reader information.

In this case, the writer of some students had stated the importance of critical thinking analytical paper. They also supported the claim by stating evidence and reasoning. The other researcher concluded that a highly significant correlation existed between CT and essay-writing skills. It appears that the more proficient the students are in CT, the better they are at writing skills and vice vers.(A. Sharadgah

et al., 2019). In this study, the researcher focus on critical thinking in analytical paper.

Based on the explanation of the discussion above, applying critical thinking skills to analytical papers requires skill. Some students who researched papers in this study have not been able to achieve score of 4 which indicating that critical thinking is visible in their paper. Among the factors that that make students have difficulty in applying critical thinking skills in writing analytical papers is that students tend to have insufficient knowledge of introduction writing, especially hook, bridge and thesis. Likewise, in writing body papers, including writing topic sentences, supporting and transition. . Besides, some students are not optimal in compiling conclusions, especially in writing restate and summarize arguments. Similarly, research conducted by Aulia & Kuzairi, (2021) said that among the factors that make students experience difficulties in writing factors that make students have difficulty in applying critical thinking skills in writing essays is that students tend to lack have insufficient background information and knowledge background information and knowledge on the topic they choose. Besides In addition, students are not maximized in

compiling exposure, explanation, opinion, or reasoning the details needed in the essay.

Overall, students' critical thinking in writing analytical papers, both in introduction, body and conclusion is good. the same thing was revealed by research conducted by Syazali (2020) which said that the average ability of S-1 PGSD FKIP students at Mataram University in compiling papers was in the sufficient category, but their competence in assessing was still low when viewed from the results of comparative analysis, and the effect size test which had a strong effect category.

There are two students who got score 1 which is categorized as bad in summarise argument, one of the students is represented by S-05. She didn't write summary of topic. In last paragraph, she still discussed about Choosing appropriate material in teaching English language in vacational school in detail. This still includes part of the content of the paper, not the conclusion. The one students who got score 1 which is categorized as bad in summarise argument is S-13. She did not write restate nor did summarise argument in her paper. This is evidenced by the discussion in the last paragraph still discussing the



classification of rhetoric in detail. This is still part of the content of the thesis, not the conclusion.

The students who got score 2 which is categorized as fair in summarise argument. The students is represented by S-11. She wrote a thesis entitled “Teacher’s Competence in Developing Classroom English Materials Using Information Communication Technology at SMPN 49 Makassar “. She wrote basic summary of topic with some final concluding ideas in her paper.

## **2. The Critical Thinking expressed by Graduate Students in their Analytical Papers.**

### **2.1 Introduction**

The Critical Thinking expressed by Graduate Students in their introduction refers to the way students write the introduction by following Facione’ pattern. Facione’ critical thinking pattern focused on six cognitive skills (interpretation, analysis, inference evaluation, inference, explanation and disposition ).

#### **2.1.1 Hook**

The student who expressed critical thinking in their hook was represented by S-03. She was wrote an analytical paper entitled “Application of brain based learning in improving students' vocabulary achievement in speaking”. The hook written by S-03 is “the human brain as an amazing matching machine as a hook function that is to atract the readers attention, similarize

students' brain with machine. She identified the salient arguments (reasons and claims)" *The human brain* " from Brain Based Learning perspectives with a clear explanation of each perspective ( evaluation skill ). She Thoughtfully analyzed all points of view of Yagcioglu and Rulam. Yagcioglu (2014) in his journal about "The Advantages of Brain Based Learning in ELT Classes". In this journal, he states that Brain Based Learning is an effective and useful learning model for students in language learning. other hand, she state and to justify conceptual of the human brain as an amazing matching machine as considerations to present form of cogent arguments ( explanation skill ). Rulam (2018) who states that foreign language teachers who want to update, refresh, and mature their teaching should apply learning principles of Brain Based Learning. They are present a thorough evaluation of similarities and differences ( Analysis skill ).

### **2.1.2 Bridge**

The student who expressed critical thinking in their bridge was represented by S-07. She was wrote a thesis entitled "Assessing Students' Vocabulary and Grammar ". She wrote bridge /Sentences make a smooth, thoughtful transition from the hook "Assessing learning is teachers' daily activity ", to the thesis " modifications teaching to measure students' knowledge in the classroom ". with perspektif by Hindeme et.al (2021) that state

Importance of assessment in learning and identifies ways that teachers can effectively assess their students. She Accurately identified important arguments and assumptions in the evidence ( Analysis skill ). She also assessed the credibility of statements from other representations ( Therova Dana 2022 ) that are accounts or descriptions of a person's perception to assessed the logical strength of the actual or intended inferential ( Evaluation skill )

### 2.1.3 Thesis

The student who expressed critical thinking in their hook was represented by S-02. She was wrote a thesis entitled “ Contextual teaching and learning (CTL) approach in increase students' motivation “. She wrote thesis “CTL is a learning concept that helps teachers connect the subject matter they teach to students' real situations and encourages students to make connections between the knowledge that students have and apply it to their daily live. Before wrote the thesis she identified the salient arguments (reasons and claims) from Sanjaya (2006:255) says that contextual teaching and learning approach is a learning strategy multiple perspectives with a clear explanation of each perspective. The second from Trianto (2007: 105), Contextual Teaching and Learning approach has seven main components, namely constructivism, inquiry, questioning, learning community, modeling, reflection and authentic with a clear explanation of each perspective.( evaluation skill ). She

identified elements needed from Trianto ( 2007 ) explained that Contextual Teaching and Learning approach has seven main components, namely constructivism, inquiry, questioning, learning community, modeling, reflection and authentic to draw reasonable conclusions ( Inference skill )

## **2.2 Body**

The Critical Thinking expressed by Graduate Students in their body paper refers to the way students write the introduction by following Facione' pattern. Facione' critical thinking pattern focused on six cognitive skills (interpretation, analysis, inference evaluation, inference, explanation and disposition ).

### **2.2.1 Topic Sentences**

The student who expressed critical thinking in their topic sentences was represented by S-14. She wrote a thesis entitled "Teacher Strategies in Improving English Achievement ". In first paragraph of body, she wrote topic sentences "Teaching strategy is necessary for the teaching and learning process " She analyzed the argument that learning strategies is need for teacher as point of view which was reinforced by Darmansyah's article (2010), and the second paragraph she wrote topic sentences " teaching strategies as a foreign language " was reinforced by Takac, 2008; Mehrgan, 2013; Daddi & Haq 2014; Lubis, 2017. In the third

papragraph she analysed the teaching strategy is the chosen way to deliver the subject matter in a particular learning environment. Was reinforced by Dick & Carey (1996), Garlach & Ely (1980), (O'Malley and Chamot, 1990; Cohen, 1990; Oxford, 1990). She identified the intended and actual inferential relationships among statements or opinion to express belief, judgment, information or opinions and thoughtfully analyzed all points of view to present a thorough evaluation of similarities and differences ( Analysis skill ).

### **2.2.2 Supporting Sentences**

The student who expressed critical thinking in their supporting detail was represented by S-04. She wrote a thesis entitled “Teaching Speaking Based On Students’ Learning Style “. She wrote topic sentences “ learning styles from different perspectives “, She wrote first supporting details was Bichler’ perspektif (Shahtalebi & Javadi, 2014: 246) state learning styles as individualistic approaches. The second supporting details was perspective of Keefein Tuan (2011:286) portrays learning styles as both a learner characteristic and an instructional strategy. The third supporting details was perspective learning style from Reid (1995: 5-6) state learning styles as how learner sperceive, interactwith, and respond to the learning environment”. All

supporting details supported topic sentences. The S-04 Thoughtfully analyzed all points of view to present a thorough evaluation of similarities and differences ( Analysis skill ).

## **2.3 Conclusion**

The Critical Thinking expressed by Graduate Students in their body paper refers to the way students write the introduction by following Facione' pattern. Facione' critical thinking pattern focused on six cognitive skills (interpretation, analysis, inference evaluation, inference, explanation and disposition ).

### **2.3.1 Summarised Argument**

The student who expressed critical thinking in their summarised argument was represented by S-14. She wrote a thesis entitled "Teacher Strategies in Improving English Achievement ". She identified and analyzed point of view of learning strategy from Gerlach & Ely (1980) that stated that the learning strategy is the chosen way to deliver the subject matter in a particular learning environment, and point of view of learning strategy from Dick & Carey (1996) argues that learning strategies are not only limited to activity procedures, but also include learning materials or packages. Based on explanation, she demonstrates clear ability to make predictions and drawing inferences that the learning strategy consists of all components of the subject matter and procedures that will be used to help

students achieve certain learning objectives. She identified and secure elements “ English learning process is needed certain strategies in delivering the goal of learning “to draw reasonable conclusions ( Inference Skill ). She made stronger her conclusion by referring Burdo & Byrd (1999) that suggest several strategies that teachers can choose in learning

### 2.3.2 Significance

The student who expressed critical thinking in their supporting detail was represented by S-12. She wrote a thesis entitled “ Diagnostic Assessment in English Language Teaching “. She identified “ the advantages and disadvantages of Using Diagnostic Assessment” as secure elements needed to draw reasonable conclusions. She considered relevant information deep about the advantages and disadvantages of Using Diagnostic Assessment. Next, she demonstrates a clear ability to make predictions, drawing inferences, and analyzing implications ( Inference skill ) with drawing inferences that one of the main advantages of a diagnostic assessment is it allows the teacher and student to highlight and address knowledge gaps. She also stated "One of the main advantages of a diagnostic assessment is it allows the teacher and student to highlight and address knowledge gaps " in terms of the contextual

considerations upon to present one's reasoning in the form of cogent argument ( explanation skill ).





## CHAPTER V

### CONCLUSION AND SUGGESTION

Conclusions and suggestions are presented in this chapter. The research findings and discussions served as the foundation for the conclusions. The conclusion served as the basis for suggestions.

#### A. Conclusion

Based on the findings and discussions in the previous chapter, the writer would like to draw some inferences as follows.

1. Overall graduate students' critical thinking in their analytical papers ( introduction , body and conclusion ) was good. It can be proved by the student wrote a hook for get the audience's attention right away with a quotation from a well-known figure or authority. One of student write the *hook I am so excited to learn English*, then he supported it with facts to make their reasoning strong. The other student wrote succinct and interesting historical overview of the CTL (Contextual teaching and learning) for get the audience's attention, and short anecdote to introduces the subject to get the audience's attention. In writing body papers, graduate student analyzed the argument that learning strategies is need for teacher as point of view which was reinforced by Darmansyah's article (2010), They identified the intended and actual inferential relationships among statements or opinion to express belief, judgment, information or opinions and thoughtfully analyzed all points of view to

present a thorough evaluation of similarities and differences ( Analysis skill ). Likewise, in writing conclusions in papers, graduate students are generally classified as good. In the restate section they wrote restate thesis and main point not introduce any new ideas, and reads like the ending of an essay. In the summarize argument section they wrote good summary of topic argument with clear concluding ideas introduces no new information.

2. The Critical Thinking are expressed by Graduate Students in Their Analytical Paper. There are 6 skills in critical thinking that can be applied by students to express critical thinking in their analytical papers. In hook one of graduate students used evaluation, explanation and Analysis skill. One of them expressed Critical Thinking with wrote that human brain as an amazing matchig machine for get the audience's attention right away. It included in its skill. In bridge, graduate students used analysis and evaluation skill. The others student expressed Critical Thinking by wrote that application of brain based learning in improving students' vocabulary achievement in speaking. It included in analysis and evaluation skill. In thesis, graduate students used evaluation and inference skill. The student expressed Critical Thinking in his paper that Teacher Strategies in Improving English Achievement. In body analytical paper graduate students used analysis skill. The student analyzed the argument that learning strategies is need for teacher to improving learning outcomes. In summarised argument graduate

students used inference skill. The student identified and secure elements English learning process is needed certain strategies in delivering the goal of learning.

## B. Suggestion

Related to the researcher's conclusions, some suggestions can be conveyed as follow :

1. Graduate students should pay attention to writing analytical papers by understanding and applying each part in analytical papers based on several characteristics by Whitaker pattern.
2. Graduate students should pay attention to express critical thinking analytical papers by understanding and applying some skills of critical thinking based on critical thinking skills by Facione.
3. Supervisors or lecturers associated with analytical papers need to continue to guide students to apply important parts in accordance with the characteristics of analytical papers based on the characteristics presented by Whitaker (2010), and the critical thinking skills by Facione ( 2011 )
4. Other researchers can use this research as a reference in researching critical thinking in other papers.

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## CURRICULUM VITAE



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Appendix 1 Graduate Students' Ability in Writig Introduction Table

Number of Students	Introduction			Student score	Divided	Result	Rounded
	Hook	Bridge	Thesis				
Student 01	3	3	3	9	3	3	3
Student 02	4	3	3	10	3	3.33	3
Student 03	4	4	4	12	3	4	4
Student 04	2	2	3	7	3	2.33	2
Student 05	4	3	3	10	3	3.33	3
Student 06	3	3	3	9	3	3	3
Student 07	3	2	3	8	3	2.66	3
Student 08	2	3	3	8	3	3	3
Student 09	3	3	3	9	3	3	3
Student 10	4	3	3	10	3	3.33	3
Student 11	2	3	3	8	3	2.66	3
Student 12	1	1	2	4	3	1.33	1
Student 13	3	3	3	9	3	3	3
Student 14	4	4	4	12	3	4	4



Appendix 2 Graduate Students' Ability in Writig Body Table

Number of Students	Body			Student score	Divided	Result	Rounded
	Topic sentence	Supporting details	Transitions				
Student 01	3	3	2	8	3	2.66	3
Student 02	4	4	3	11	3	3.66	4
Student 03	4	4	4	12	3	4	4
Student 04	3	3	3	9	3	3	3
Student 05	3	3	2	8	3	2.66	3
Student 06	3	3	3	9	3	3	3
Student 07	3	3	3	9	3	3	3
Student 08	3	3	3	9	3	3	3
Student 09	3	3	3	9	3	3	3
Student 10	3	3	3	9	3	3	3
Student 11	3	3	2	8	3	2.66	3
Student 12	3	3	2	8	3	2.66	3
Student 13	3	3	3	9	3	3	3
Student 14	4	4	4	12	3	4	4

Appendix 3 Graduate Students' Ability in Writig Conclusion Table

Number of Students	Conclusion		Student score	Divided	Result	Rounded
	Restate	Summarize				
Student 01	3	3	6	2	3	3
Student 02	4	4	8	2	4	4
Student 03	4	4	8	2	4	4
Student 04	3	3	6	2	3	3
Student 05	1	1	2	2	1	1
Student 06	3	3	6	2	3	3
Student 07	4	4	8	2	4	4
Student 08	3	3	6	2	3	3
Student 09	4	4	8	2	4	4
Student 10	4	4	8	2	4	4
Student 11	2	2	4	2	2	2
Student 12	2	3	5	2	2.5	3
Student 13	1	1	2	2	1	1
Student 14	4	4	8	2	4	4

Appendix 4 Graduate Students' Ability in Analytical Paper Table

Number of Students	Analytical Paper			Student score	Divided	Result	Rounded
	Introduction	Body	Conclusion				
Student 01	3	3	3	9	3	3	3
Student 02	3	4	4	11	3	2.66	3
Student 03	4	4	4	12	3	4	4
Student 04	2	3	3	8	3	2.66	3
Student 05	3	3	1	7	3	2.33	2
Student 06	3	3	3	9	3	3	3
Student 07	3	3	4	10	3	3.33	3
Student 08	3	3	3	9	3	3	3
Student 09	3	3	4	10	3	3.33	3
Student 10	3	3	4	10	3	3.33	3
Student 11	3	3	2	8	3	2.66	3
Student 12	1	3	3	7	3	2.33	2
Student 13	3	3	1	7	3	2.33	2
Student 14	4	4	4	12	3	4	4

Appendix 5 Graduate Students' Critical Thinking in Introduction Table

NUMBER OF STUDENTS	INTRODUCTION																		STUDENT SCORE	DIVIDED	RESULT	ROUNDED
	HOOK						BRIDGE						THESIS									
	I	E	A	I	E	D	I	E	A	I	E	D	I	E	A	I	E	D				
1	3	3	2	2	2	2	2	3	2	2	3	2	3	3	2	2	2	2	42	18	2.33	2
2	3	3	2	3	3	3	2	3	3	3	3	3	4	3	3	3	4	4	55	18	3.05	3
3	4	4	3	4	3	4	4	4	3	4	3	4	4	4	3	4	3	4	66	18	3.66	4
4	2	2	2	3	2	2	2	3	2	2	2	2	2	2	2	3	2	2	39	18	2.16	2
5	3	3	2	2	2	2	3	3	2	2	3	2	3	3	2	2	3	2	42	18	2.44	2
6	2	3	2	3	2	2	2	3	2	3	2	2	3	3	2	3	2	2	43	18	2.38	2
7	3	3	3	3	3	3	3	4	3	4	3	4	3	3	2	3	3	3	56	18	3.11	3
8	2	2	2	2	2	3	2	2	2	2	2	2	3	2	2	2	2	3	39	18	2.16	2
9	3	3	2	3	3	2	3	3	2	3	3	2	3	3	2	3	3	2	48	18	2.66	3
10	3	3	2	3	3	3	3	3	2	3	3	2	3	3	2	3	3	3	50	18	2.77	3
11	3	3	2	2	3	3	3	3	2	2	3	3	3	3	2	2	3	3	48	18	2.66	3
12	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	24	18	1.33	1
13	3	3	2	2	3	2	3	3	2	2	3	2	3	3	2	2	3	2	45	18	2.5	3
14	3	4	3	3	3	4	4	3	3	3	3	4	4	4	3	4	3	4	62	18	3.44	3

I = interpretation, E = evaluation, A = analysis, I = Inference, E = explanation, D = Disposition

Appendix 6 Graduate Students' Critical Thinking on hook Table

NUMBER OF STUDENTS	INTRODUCTION						STUDENT SCORE	DIVIDED	RESULT	ROUNDED
	HOOK									
	I	E	A	I	E	D				
1	3	3	2	2	2	2	14	6	2.33	2
2	3	3	2	3	3	3	17	6	2.83	3
3	4	4	3	4	3	4	22	6	3.66	4
4	2	2	2	3	2	2	13	6	2.16	2
5	3	3	2	2	2	2	14	6	2.33	2
6	2	3	2	3	2	2	14	6	2.33	2
7	3	3	3	3	3	3	18	6	3	3
8	2	2	2	2	2	3	13	6	2.16	2
9	3	3	2	3	3	2	16	6	2.66	3
10	3	3	2	3	3	3	17	6	2.83	3
11	3	3	2	2	3	3	16	6	2.66	3
12	1	1	1	1	1	1	6	6	1	1
13	3	3	2	2	3	2	15	6	2.5	3
14	3	4	3	3	3	4	20	6	3.33	3

I = interpretation, E = evaluation, A = analysis, I = Inference, E = explanation , D = Disposition

Appendix 7 Graduate Students' Critical Thinking on Bridge Table

NUMBER OF STUDENTS	INTRODUCTION BRIGDE						STUDENT SCORE	DIVIDED	RESULT	ROUNDED
	I	E	A	I	E	D				
1	2	3	2	2	3	2	14	6	2.33	2
2	2	3	3	3	3	3	17	6	2.83	3
3	4	4	3	4	3	4	22	6	3.66	4
4	2	3	2	2	2	2	13	6	2.16	2
5	3	3	2	2	3	2	15	6	2.5	3
6	2	3	2	3	2	2	14	6	2.33	2
7	3	4	3	4	3	4	21	6	3.5	4
8	2	2	2	2	2	3	13	6	2.16	2
9	3	3	2	3	3	2	16	6	2.66	3
10	3	3	2	3	3	2	16	6	2.66	3
11	3	3	2	2	3	3	16	6	2.66	3
12	1	1	1	1	1	1	6	6	1	1
13	3	3	2	2	3	2	15	6	2.5	3
14	4	3	3	3	3	4	20	6	3.33	3

I = interpretation, E = evaluation, A = analysis, I = Inference, E = explanation , D = Disposition

Appendix 8 Graduate Students' Critical Thinking on Thesis Table

NUMBER OF STUDENTS	INTRODUCTION THESIS						STUDENT SCORE	DIVIDED	RESULT	ROUNDED
	I	E	A	I	E	D				
1	3	3	2	2	2	2	14	6	2.33	2
2	3	3	2	3	3	3	21	6	3.5	4
3	4	4	3	4	3	4	22	6	3.66	4
4	2	2	2	3	2	2	13	6	2.16	2
5	3	3	2	2	2	2	15	6	2.5	3
6	2	3	2	3	2	2	15	6	2.5	3
7	3	3	3	3	3	3	17	6	2.83	3
8	2	2	2	2	2	3	13	6	2.16	2
9	3	3	2	3	3	2	16	6	2.66	3
10	3	3	2	3	3	3	17	6	2.83	3
11	3	3	2	2	3	3	16	6	2.66	3
12	1	1	1	1	1	1	12	6	2	2
13	2	3	2	2	3	2	15	6	2.5	3
14	3	4	3	4	3	4	22	6	3.66	4

I = interpretation, E = evaluation, A = analysis, I = Inference, E = explanation , D = Disposition

Appendix 9 Graduate Students' Critical Thinking in Body Paper Table

NUMBER OF STUDENTS	BODY												STUDENT SCORE	DIVIDED	RESULT	ROUNDED
	TOPIC SENTENCES						SUPPORTING SENTENCES									
	I	E	A	I	E	D	I	E	A	I	E	D				
1	3	3	2	3	3	3	2	2	2	3	3	2	29	12	2.41	2
2	3	4	3	4	3	3	2	3	3	3	3	3	34	12	2.83	3
3	3	3	3	4	3	4	4	3	3	4	3	4	44	12	3.66	4
4	1	2	1	2	1	1	3	4	3	4	3	4	26	12	2.16	2
5	2	3	2	3	2	2	2	2	2	3	3	2	29	12	2.41	2
6	2	3	2	3	2	2	3	3	3	3	3	3	28	12	2.33	2
7	3	3	3	3	3	4	2	3	3	3	3	3	35	12	2.91	3
8	3	3	2	3	3	3	2	2	2	3	3	2	26	12	2.16	2
9	3	4	3	4	3	3	3	3	3	3	3	3	32	12	2.66	3
10	4	3	3	3	4	3	2	2	2	3	3	2	33	12	2.75	3
11	2	2	2	2	2	3	2	2	2	3	3	2	32	12	2.66	3
12	2	3	2	3	2	2	2	1	1	1	1	2	12	12	1	1
13	1	1	2	1	1	2	3	3	3	2	3	3	29	12	2.41	2
14	4	4	3	4	3	3	3	3	3	4	3	4	42	12	3.5	4



Appendix 10 Graduate Students' Critical Thinking on Topic Sentences Table

NUMBER OF STUDENTS	BODY						STUDENT SCORE	DIVIDED	RESULT	ROUNDED
	TOPIC SENTENCES									
	I	E	A	I	E	D				
1	3	3	2	3	3	3	17	6	2.83	3
2	3	4	3	4	3	3	20	6	3.33	3
3	3	3	3	4	3	4	20	6	3.33	3
4	1	2	1	2	1	1	8	6	1.33	1
5	2	3	2	3	2	2	14	6	2.33	2
6	2	3	2	3	2	2	14	6	2.33	2
7	3	3	3	3	3	4	19	6	3.16	3
8	3	3	2	3	3	3	17	6	2.83	3
9	3	4	3	4	3	3	20	6	3.33	3
10	4	3	3	3	4	3	20	6	3.33	3
11	2	2	2	2	2	3	13	6	2.16	2
12	2	3	2	3	2	2	14	6	2.33	2
13	1	1	2	1	1	2	8	6	1.33	1
14	4	4	3	4	3	3	21	6	3.5	4

I = interpretation, E = evaluation, A = analysis, I = Inference, E = explanation , D = Disposition

Appendix 11 Graduate Students' Critical Thinking on Supporting Sentences Table

NUMBER OF STUDENTS	BODY						STUDENT SCORE	DIVIDED	RESULT	ROUNDED
	SUPPORTING SENTENCES									
	I	E	A	I	E	D				
1	2	2	2	3	3	2	14	6	2.33	2
2	2	3	3	3	3	3	17	6	2.83	3
3	4	3	3	4	3	4	21	6	3.5	4
4	3	4	3	4	3	4	21	6	3.5	4
5	2	2	2	3	3	2	14	6	2.33	2
6	3	3	3	3	3	3	18	6	3	3
7	2	3	3	3	3	3	17	6	2.83	3
8	2	2	2	3	3	2	14	6	2.33	2
9	3	3	3	3	3	3	18	6	3	3
10	2	2	2	3	3	2	14	6	2.33	2
11	2	2	2	3	3	2	14	6	2.33	2
12	2	1	1	1	1	2	8	6	1.33	1
13	3	3	3	2	3	3	17	6	2.83	3
14	3	3	3	4	3	4	20	6	3.33	3

I = interpretation, E = evaluation, A = analysis, I = Inference, E = explanation , D = Disposition

Appendix 12 Graduate Students' Critical Thinking on Thesis Table

NUMBER OF STUDENTS	CONCLUSION												STUDENT SCORE	DIVIDED	RESULT	ROUNDED
	SUMMARY						SIGNIFICANCE									
	I	E	A	I	E	D	I	E	A	I	E	D				
1	3	3	2	3	3	3	3	3	2	3	3	3	34	12	2.83	3
2	4	4	3	4	3	4	4	3	3	4	3	3	44	12	3.66	4
3	4	4	3	4	4	4	4	3	3	4	4	3	46	12	3.83	4
4	1	1	1	1	1	1	3	3	3	3	3	3	12	12	1	1
5	3	3	2	3	2	3	2	2	2	3	2	3	32	12	2.66	3
6	2	3	2	3	2	2	2	3	2	3	2	2	29	12	2.41	2
7	3	3	3	3	3	4	2	3	2	3	3	2	38	12	3.16	3
8	3	3	2	3	3	2	3	2	2	3	2	2	40	12	3.33	3
9	3	4	3	4	3	3	3	3	3	3	2	3	40	12	3.33	3
10	4	3	3	4	4	3	3	3	3	3	3	4	41	12	3.41	3
11	2	2	2	2	2	3	3	3	3	3	3	3	26	12	2.16	2
12	2	3	2	3	2	2	3	4	3	4	3	4	28	12	2.33	2
13	1	1	1	1	1	1	2	3	2	2	3	2	12	12	1	1
14	4	4	3	4	3	3	4	4	3	4	3	3	44	12	3.66	4

I = interpretation, E = evaluation, A = analysis, I = Inference, E = explanation , D = Disposition

Appendix 13 Graduate Students' Critical Thinking in Summary Table

NUMBER OF STUDENTS	CONCCLUSION SUMMARY						STUDENT SCORE	DIVIDED	RESULT	ROUNDED
	I	E	A	I	E	D				
1	2	3	2	3	2	2	14	6	2.33	2
2	3	3	3	4	3	4	20	6	3.33	3
3	3	3	3	4	3	4	20	6	3.33	3
4	1	1	1	1	1	1	6	6	1	1
5	3	2	2	3	2	2	14	6	2.33	2
6	2	3	2	3	2	2	14	6	2.33	2
7	3	3	3	3	3	4	19	6	3.16	3
8	2	2	2	3	3	2	14	6	2.33	2
9	3	3	3	4	3	3	19	6	3.16	3
10	3	3	3	4	3	4	20	6	3.33	3
11	2	2	2	2	2	3	13	6	2.16	2
12	4	3	3	4	3	4	21	6	3.5	4
13	1	1	1	1	1	1	6	6	1	1
14	3	3	3	4	3	4	20	6	3.33	3

I = interpretation, E = evaluation, A = analysis, I = Inference, E = explanation , D = Disposition

Appendix 14 Graduate Students' Critical Thinking in Significance Table

NUMBER OF STUDENTS	CONCCLUSION SIGNIFICANCE						STUDENT SCORE	DIVIDED	RESULT	ROUNDED
	I	E	A	I	E	D				
	1	3	3	2	3	3				
2	4	3	3	4	3	3	19	6	3.16	3
3	4	3	3	4	4	3	20	6	3.33	3
4	3	3	3	3	3	3	18	6	3	3
5	2	2	2	3	2	3	14	6	2.33	2
6	2	3	2	3	2	2	14	6	2.33	2
7	2	3	2	3	3	2	13	6	2.16	2
8	3	2	2	3	2	2	14	6	2.33	2
9	3	3	3	3	2	3	17	6	2.83	3
10	3	3	3	3	3	4	19	6	3.16	3
11	3	3	3	3	3	3	18	6	3	3
12	3	4	3	4	3	4	21	6	3.5	4
13	2	3	2	2	3	2	14	6	2.33	2
14	4	4	3	4	3	3	21	6	3.5	4

I = interpretation, E = evaluation, A = analysis, I = Inference, E = explanation , D = Disposition

Appendix 8 Graduate Students' Critical Thinking in Analytical Paper Table

Number of Students	Analytical Paper			Student score	Divided	Result	Rounded
	Introduction	Body	Conclusion				
Student 01	2	2	3	7	3	2.33	2
Student 02	3	3	4	10	3	3.33	3
Student 03	4	4	4	12	3	4	4
Student 04	2	2	1	5	3	1.66	2
Student 05	2	2	3	7	3	2.33	2
Student 06	2	2	2	6	3	2	2
Student 07	3	3	3	9	3	3	3
Student 08	2	2	3	7	3	2.33	2
Student 09	3	3	3	9	3	3	3
Student 10	3	3	3	9	3	3	3
Student 11	3	3	2	8	3	2.66	3
Student 12	1	1	2	4	3	1.33	1
Student 13	3	2	1	6	3	2	2
Student 14	4	4	4	12	3	3	4

Appendix 1 , APS = Analytical Paper Score

Samples	Introduction									Body									Conclusion					
	Hook			Brigde			Tesis			Topic Sentences			Supporting Details			Organisation OF Answers / Solution			Summary			Significance		
	R1	R2	Rata-rata	R1	R2	Rata-rata	R1	R2	Rata-rata	R1	R2	Rata-rata	R1	R2	Rata-rata	R1	R2	Rata-rata	R1	R2	Rata-rata	R1	R2	Rata-rata
1	2	2	2	2	2	2	2	1	1.5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
2	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	4	4	4	3	2	2.5	3	2	2.5	2	2	2	2	2	2	1	1	1	2	2	2	1	2	1.5
4	3	3	3	2	2	2	2	2	2	2	1	1.5	2	1	1.5	2	1	1.5	2	2	2	2	1	1.5
5	3	3	3	2	2	2	2	2	2	1	1	1	2	1	1.5	1	1	1	1	1	1	1	1	1
6	3	3	3	2	2	2	2	2	2	2	1	1.5	1	1	1	1	1	1	1	1	1	1	1	1
7	3	3	3	2	2	2	2	2	2	2	1	1.5	1	1	1	1	1	1	2	1	1.5	1	1	1
8	2	3	2.5	2	2	2	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
9	4	4	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
10	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2.5
11	3	2	2.5	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	2	1	1.5	2	2	2
13	3	3	3	2	2	2	1	1	1	1	1	1	1	1	1	2	1	1.5	1	1	1	1	1	1
14	4	4	4	3	2	2.5	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

R1 = Rater 1 ( Penilai 1 )

R2 = Rater 2 ( Penilai 2 )



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Nim                     105071101321  
Program Studi        Magister Pendidikan Bahasa Inggris

Dengan nilai.


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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 09 September 2023  
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NBM 9641591