

Analysis of Critical Thinking Ability in Trisakti University Students' Learning Writing Argumentation

Ade Siti Haryanti¹, Sholeh Hidayat¹, Dase Erwin Juansah¹

¹Universitas Sultan Ageng Tirtayasa, Banten, Indonesia

Corresponding author e-mail: ade.siti86haryanti@gmail.com

Abstract: This study aims to determine critical thinking skills in learning to write arguments in semester 2 students of the Faculty of Law, Trisakti University in Indonesian Law courses. The sample of this research was 80 students consisting of 2 classes using purposive sampling technique. Data collection techniques are by observation, tests, and interviews. The data analysis technique uses descriptive qualitative analysis. The results showed that: (1) students' critical thinking skills were 75% above the average, and 25% of the respondents' answers were below the average. The highest indicator is formulating an appropriate question from an argumentation text of 83.55% and the lowest indicator is analyzing problems from an argumentation text of 63.45%, (2) efforts to develop students' critical thinking in learning to write arguments through assignments, questions and answers as well as providing direction, (3) the obstacles faced by students in developing critical thinking in learning to write are students' difficulties in solving problems and difficulties in expressing ideas and ideas into written form. While the obstacles faced by lecturers are that lecturers have never made a special assessment regarding critical thinking, this is because lecturers do not understand the indicators of critical thinking and do not understand the appropriate methods and techniques in developing critical thinking skills in learning to write arguments.

Keywords: Argumentation, Critical Thinking, Writing

A. Introduction

Language skills consist of 4 aspects including listening, speaking, reading, and writing (Newton & Nation, 2020). These four skills have a relationship with one another, one of the language skills that has an important role in human life is writing skill. Writing is a productive activity (producing) a piece of writing based on main ideas and the ideas they have are arranged based on the right writing systematics to get a meaning. According to Dalman (2020), writing is the process of conveying thoughts, wishes, feelings in the form of meaningful symbols/signs/writing.

Furthermore, Mansyur, (2022) he argues that writing is a complex process of activity, in carrying out his writing activities requires skills to compile and organize the

contents of a text and put it in the form of written language. Thus, carrying out these writing activities requires active practice in order to familiarize students in expressing their main ideas and ideas by using the correct language structure. There are so many types of writing that must be mastered by students, one of which is writing arguments (Abbas & Herdi, 2018).

Writing arguments is the most difficult type of writing compared to other types of writing, this is because in writing arguments students must write based on clear data and facts so that their courage can be justified. According to Utama (2019) write arguments must leave from facts or based on existing evidence. A writer must research, especially formerly whether data or facts used. That true and have relevance or connection strong quality with the intent conveyed by the author. This is in line with opinion Sukino (2010) argumentation is writing that tries to convince the reader to justify the author's opinions, ideas, and beliefs. But in this case a writer cannot write or express ideas if he does not have clear sources of knowledge and information, therefore before carrying out writing activities students must carry out reading activities and think critically so that the information, they write can add information and knowledge to readers.

According to Fithriyah (2016) critical thinking is the ability of students to analyze and evaluate information to decide whether the information can be trusted so that it can be used to make valid decisions. Critical thinking skills will encourage students to come up with new ideas or thoughts in various ways. With critical thinking skills students are able to solve and solve problems based on analysis and experience and facts. This is in line with opinion Agnafia (2019) argues that critical thinking is the ability to analyze situations based on facts and evidence so that a conclusion is obtained. Critical thinking is an ability that must be possessed by students as academics, because by thinking critically students are able to develop reasoning skills based on information and knowledge, they have to solve problems in making decisions that can be accounted for.

Based on the description above, it is necessary to analyze students' critical thinking skills. Therefore, a study was carried out which aimed to determine students' critical thinking abilities in learning activities to write arguments in Semester 2 students of the Faculty of Law, Trisakti University.

B. Methods

This research is a type of descriptive research, from this study trying to describe phenomena or events systematically as they are in accordance with the conditions in the field, the data used is descriptive quantitative data. This research was conducted

on students at the Faculty of Law, Trisakti University, while the subjects of this study were semester 2 students in the Indonesian Law course, totaling 80 students from two classes. Determination of informants in this study using purposive sampling. This was done because the number of samples met the predetermined criteria, as well as the condition of adequate facilities and infrastructure so as to facilitate researchers in conducting an analysis of students' critical thinking.

Research data were collected by means of observation, essay tests, and interviews. Observations were made to see how the learning activities in the field (class). This observation was carried out in 2 meetings. The test that will be used to determine students' critical thinking skills is a description test which consists of 6 questions. The test was made based on indicators of critical thinking skills namely: (1) identifying information from argumentation texts, (2) formulating an appropriate question from argumentation texts, (3) making a decision from argumentation texts, (4) assessing opinions from argumentation texts, (5) analyze the problem of the argumentation text, and (6) evaluate the argumentation text. Observation and interview activities obtained information about the efforts made by lecturers so that students' critical thinking skills could develop properly, so that they were able to express main ideas and ideas in written form. Data on critical thinking skills test scores were analyzed according to the scoring guidelines that had been designed by the researcher. The average score of student test results will use the Benchmark Reference Assessment (PAP) with a scale of five as follows:

Table 1. Criteria for Assessment of Benchmark Reference (PAP) for Critical Thinking Ability in Trisakti University Students' Argument Writing Learning

Percentage	Category
90-100	Very high
80-89	Tall
65-79	Currently
55-64	Low

C. Results and Discussion

Based on the results of the analysis obtained data on students' critical thinking skills in learning to write arguments. Lecturers play an active role in developing and improving students' critical thinking skills by using innovative and interesting learning strategies and methods, especially in the ability to write arguments. The data obtained in measuring critical thinking skills is by means of a description test that refers to each indicator. The following is the data from the analysis of student critical thinking ability score indicators.

There are six indicators analyzed namely: the one that gets the highest score is the indicator of formulating an appropriate question from the argumentative text of 83.55% in the high category, the indicator identifying information from the argumentation text is 82.50% in the high category, the indicator make a decision from the argumentation text by 75.40% with the medium category, the indicator assessing the opinion of the argumentation text by 70.55% with the medium category, the lowest indicator is analyzing the problem of the argumentation text by 63.45%, and the indicator evaluating the text argumentation of 77.40% with the medium category. This assessment was obtained from the results of students' answers regarding critical thinking by looking at several predetermined indicators. The following is the data on the results of tests describing the ability to think critically in learning to write arguments in semester 2 students of the Faculty of Law, Trisakti University in Indonesian Law courses.

Table of frequency distribution of students' critical thinking ability test results in learning to write arguments on the scores obtained by students varies. The highest scores obtained by students ranged between 76-80 with a total of 25 students. The highest scores ranged from 91-95 obtained by 10 students, and the lowest scores ranged from 61-65 obtained by 5 students. About 25% of respondents' answers are below average, and about 75% of respondents' answers are above average.

Based on research data analysis students' critical thinking skills in learning to write arguments on indicators of formulating an appropriate question from argumentation texts of 83.55% belong to the high category. Thus, students are able to formulate a question based on argumentation text correctly. Based on the results of observations, several problems were found including students having difficulty in compiling questions, writing question sentences using sentences and punctuation correctly and lacking accuracy in reading argumentation texts so that the questions did not match the answers in the argumentation text. The indicators identify information from argumentative texts at 82.50% in the high category. Thus, students are able to identify information that is relevant to the argumentation text. Based on the results of interviews and observations, it was found that there were several reasons why students were not able to identify information.

The indicator makes a decision from the argumentative text of 75.40% in the medium category. This shows that on average students make their own decisions in dealing with problems in the text, but some students experience difficulties in making the right decisions, because based on the results of interviews and observations there are still many students who feel confused in solving an appropriate problem with the argumentation test.

Furthermore, the indicator assesses opinions from argumentation texts of 70.55% in the moderate category. This shows that on average students are able to express their opinion in assessing a problem in an argumentation text. Based on the results of interviews and observations, several problems were found, including students still having difficulty in determining the right opinion on the matter. The obstacles that many face are the indicators of analyzing problems in argumentation texts with low categories, based on the results of interviews and observations of students having difficulty in analyzing and describing problems in the argumentation text. And the evaluating indicator of the argumentation text is obtained at 77.40% in the medium category. This shows that students are able to evaluate problems from argumentation texts.

Based on the results of interviews with lecturers of Indonesian Law, data were obtained about the efforts made by lecturers in improving students' critical thinking skills in learning to write arguments. The results of the first and second observations show that learning activities are going well. In addition, the results of interviews with lecturers show that, overall, the efforts made by lecturers so that students' critical thinking skills develop by conducting learning using the discussion method. This is done because it is considered easier in learning activities. In addition, learning by conducting questions and answers between lecturers and students regarding writing that has been made by each student. This is in accordance with the opinion that Bjorklund (2022) thinking is a cognitive ability to gain knowledge that is always developing.

The development process is carried out by means of continuous questioning and answering so that it becomes an active discussion to form students' reasoning power. Komariyah et al. (2018) explains that critical thinking is the process of using active and rational thinking skills with full awareness and considering and evaluating information to make a decision. Thus, it is necessary to have question and answer activities and an active discussion as support and efforts made by lecturers in improving students' critical thinking skills.

Critical thinking skills would be better embodied in learning to write and discuss to make them more productive. Because someone who thinks critically will be able to conclude information that can be accounted for. Thus, if the learning activities in class are still not critical, then writing arguments can be used as an appropriate tool because it is based on experience and observations in students' reasoning. Based on the results of observations, there are several obstacles faced by students in critical thinking in learning to write arguments, namely, students have difficulty solving a problem, expressing ideas and thoughts in a piece of writing. This happens because the learning carried out by lecturers uses less innovative methods and the learning

time in class is quite short. Based on the results of interviews with lecturers, the obstacles faced by lecturers in developing students' critical thinking skills in learning to write arguments are difficulties in making specific assessments of students' critical thinking abilities. This happens because lecturers do not understand the proper indicators in students' critical thinking skills, so lecturers are only do learning without making a special assessment of the critical thinking ability variable.

D. Conclusion

The ability to think critically in learning to write arguments for semester 2 students of the Faculty of Law, University of Trisakti in the Indonesian Law course is overall good, the average student critical thinking ability test is 75% above the average and 25% of the respondents' answers are below the average. The highest indicator of students' critical thinking skills was formulating an appropriate question from an argumentation text of 83.55% and the lowest indicator of students' critical thinking skills was analyzing problems from an argumentation text of 63.45%.

Efforts made by lecturers so that students' critical thinking skills can develop in learning to write arguments, namely by discussing and providing guidance and direction, while the obstacles faced by students in developing critical thinking in writing arguments are students having difficulty solving problems and putting them into written form. The obstacles faced by lecturers in developing students' critical thinking in learning to write arguments, namely lecturers have never made a special assessment of critical thinking, this is because lecturers do not understand the indicators of critical thinking and do not understand the right methods and techniques in developing thinking skills. critical in learning to write arguments.

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