

ANALYSIS OF CRITICAL THINKING DEVELOPMENT THROUGH THE DEVELOPMENT OF TEACHING MATERIALS FOR WRITING CLASS AT ENGLISH DEPARTMENT OF UNISNU JEPARA**Mahalli**

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The development of teaching materials for Writing class at English Department (PBI) students of Islamic University of Nahdlatul Ulama (UNISNU) Jepara is an important aspect in developing critical, analytical and open-minded students. Unfortunately, students do not yet have an in-depth understanding of this. The research aims to discuss teaching strategies that can improve writing skills and the implications of developing critical thinking. The research design used is qualitative, with informants from 4th Semester of PBI students who are currently taking writing courses. The research results show that the selection of challenging material, a student-centered teaching approach, and structured evaluation are the main keys in developing students' critical thinking. Through a holistic and integrated approach, lecturers can help students to develop their critical thinking skills effectively, which can have a positive impact on their daily lives and academic success. The implication is that lecturers need to continue to develop students' critical thinking skills through various innovative teaching methods and providing constructive feedback.

Keywords: development of critical thinking, PBI, teaching materials, writing class.

Abstrak

Pengembangan bahan ajar untuk mata kuliah Writing bagi mahasiswa program studi Pendidikan Bahasa Inggris (PBI) Universitas Islam Nahdlatul Ulama (UNISNU) Jepara merupakan aspek penting dalam mengembangkan mahasiswa yang kritis, analitis, dan berpikiran terbuka. Sayangnya, mahasiswa belum memiliki pemahaman yang mendalam tentang hal ini. Penelitian ini bertujuan untuk membahas strategi pengajaran yang dapat meningkatkan keterampilan menulis dan implikasinya terhadap pengembangan berpikir kritis. Desain penelitian yang digunakan adalah kualitatif, dengan informan mahasiswa PBI Semester 4 yang sedang menempuh mata kuliah writing. Hasil penelitian menunjukkan bahwa pemilihan materi yang menantang, pendekatan pengajaran yang berpusat pada mahasiswa, dan evaluasi terstruktur merupakan kunci utama dalam mengembangkan berpikir kritis mahasiswa. Melalui pendekatan holistik dan terpadu, dosen dapat membantu mahasiswa mengembangkan keterampilan berpikir kritis mereka secara efektif, yang dapat berdampak positif pada kehidupan sehari-hari dan kesuksesan akademik mereka. Implikasinya, dosen perlu terus mengembangkan keterampilan berpikir kritis mahasiswa melalui berbagai metode pengajaran yang inovatif dan memberikan umpan balik yang konstruktif.

Kata kunci: bahan ajar; mata kuliah writing; pengembangan berpikir kritis, PBI

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INTRODUCTION

Analysis of the development of critical thinking through teaching materials for writing English arguments at university student level is an important aspect to provide students with deeper skills in composing and presenting arguments effectively (Thornhill-Miller et al., 2023). The curriculum has encouraged the adoption of a more holistic and interactive approach to teaching English (Supriyatno et al., 2020). In this context, developing critical thinking skills in writing English arguments is the main focus for teaching staff and teaching material developers (Jon et al., 2021).

The importance of critical thinking in writing English arguments lies not only in students' ability to produce clear and coherent writing, but also in their ability to analyze information, compose evidence-based arguments, and express opinions persuasively (Khulaifiyah et al., 2021). Thus, the teaching materials developed must be designed in such a way as to accommodate various aspects of critical thinking, such as analysis, evaluation, inference and synthesis (Zein et al., 2020).

The process of developing English argumentative writing teaching materials that focus on developing critical thinking begins with identifying student needs and characteristics (Shodieva, 2023). Each class or college may have different needs, so it is important to understand students' backgrounds, interests and ability levels as a whole (Marzuki et al., 2023). This will allow teaching materials developers to adapt materials, teaching strategies, and evaluations to suit student needs (Robinson, 2023).

Furthermore, in designing teaching materials, developers need to pay attention to learning approaches that emphasize the development of critical thinking (Renandya et al., 2023). This approach may include the use of case studies, group discussions, role plays, or collaborative projects that allow students to be actively involved in the learning process (Mardiana, 2020).

In the context of teaching English argumentative writing, the development of critical thinking can be integrated in various stages of the writing process, from planning, research, argumentation, to revision and editing (Inderawati et al., 2023). For example, in the planning stage, students can be asked to conduct an in-depth analysis of the topic they will discuss, identify the main arguments and necessary support, and formulate strategies for responding to opposing opinions (Robinson, 2023).

In addition, the use of various teaching techniques such as open questions, debates, or text analysis can also help students develop their critical thinking skills. Through group discussions or debates, students can learn to consider different points of view, evaluate evidence and arguments critically, and convey their opinions clearly and convincingly (Tajik et al., 2023).

The development of critical thinking in English writing teaching materials also requires a comprehensive assessment (Jiang, 2023). Apart from using written tests to evaluate students' ability to compose written text, formative assessments can also be carried out through lecturer observations of student participation in class discussions, the quality of the arguments presented, and their ability to respond to questions or challenges from classmates (Khadim et al., 2023).

Thus, developing English writing teaching materials that emphasize the development of critical thinking requires a holistic and integrated approach (Davies et al., 2023). Lecturers as learning facilitators need to understand the importance of integrating various teaching strategies and evaluation techniques that can effectively stimulate and develop students' critical thinking abilities (Booth Olson et al., 2023)

Research Questions

The following are Research Questions regarding the analysis of the development of critical thinking in teaching materials of writing class for PBI students:

1. How is the development of critical thinking reflected in the design of English writing teaching materials for PBI students?
2. What are effective teaching strategies in encouraging the development of students' critical thinking in the context of writing skill for PBI students?
3. How is the evaluation of students' critical thinking skills in writing carried out for PBI students?

Theoretical Framework

In analyzing the development of critical thinking in learning to write in English at PBI students, there are several relevant theoretical frameworks to consider. The following are three theoretical frameworks that can be used in this context:

Constructivism Theory

This theory states that students actively build their understanding of the world through interactions with the environment and learning experiences (Davies et al., 2023). In the context of developing critical thinking, the constructivist approach emphasizes the importance of student-centered learning, where they are given the opportunity to construct their own knowledge through exploration, reflection, and interaction (Tajik et al., 2023).

In writing subjects, the ability to develop reasoning is very important, because without going through high-level reasoning, students will not be able to abstract all events in a detailed, interesting and scientific manner. Construction theory states that this ability can only be built through practice and persistence in learning to write continuously without copying or reading other people's writing (Davies et al., 2023).

In English argumentative writing teaching materials, this approach can be implemented through the use of problem-centered learning activities, group discussions, and problem-based projects that allow students to be actively involved in the learning process (Andika et al., 2023).

Critical Theory

Critical theory highlights the importance of understanding and analyzing social, political, and cultural contexts in shaping individual thinking and actions (Skerrett, 2023). In the context of developing critical thinking in English argumentative writing teaching materials, a critical approach allows students to question assumptions, understand different perspectives, and identify the social implications of the arguments they make (Knight et al., 2023).

A student should always be critical in understanding a social reality (Skerrett, 2023). They should be able to elaborate the phenomena they face in life on campus, in society and in the work environment into a narrative that is critical, analytical, difficult to be broken by other people's opinions, because everything is developed using a critical thinking style (Booth Olson et al., 2023). By thinking critically, many answers can be made after reading a reality in the form of scientific and systematic answers (Inderawati et al., 2023).

This can be achieved through learning that centers on controversial discussions, analysis of texts and media, as well as exploration of contemporary issues relevant to students (Appleman, 2023).

By utilizing this theoretical framework, the development of teaching materials for writing English arguments for PBI students can be designed and implemented by taking into account the principles of student-centred, critical and literate learning (Appleman, 2023). In this way, students can develop their critical thinking skills and become writers who are able to compose arguments effectively in English related to the demands of needs in the current era of globalization (Knight et al., 2023).

METHODS

Research Design

This research used a qualitative approach to analyze the development of critical thinking in English writing teaching materials for PBI students. This research design involves a series of inclusive steps, starting with observations of the teaching and learning process in English classes at PBI. Next, researcher conducts in-depth interviews with English teaching staff to understand the teaching approaches used in developing students' critical thinking. In addition, researchers analyze in depth the teaching materials used in learning writing skill, with a focus on the

strategies and techniques used to develop students' critical thinking skills (Iftanti & Maunah, 2021)..

Data were analyzed using a thematic analysis approach, where patterns, themes and concepts were identified and studied thoroughly. The results of this analysis were used to develop recommendations for further development in English argumentative writing teaching materials that focus on developing critical thinking at the PBI student level.

Participants

Participants in this research consisted of PBI students at UNISNU Jepara. Students who were included in this research were selected because they have relevant knowledge and experience in the field of English education, and have a good understanding of the concepts of developing critical thinking.

Instrument

The research instrument consisted of two main themes, namely the development of critical thinking and teaching materials for Writing class, which were described into several related items. The themes were explained in Tabel 1 as follows: This research instrument was designed to collect comprehensive and relevant data related to the development of critical thinking and English argumentative writing teaching materials for PBI students.

Table 1. Research Instrument

Theme	Item
Development of Critical thinking	<ul style="list-style-type: none"> a. Understanding of critical thinking concepts b. Awareness of the importance of critical thinking in learning English c. Experience in using critical thinking strategies in learning contexts d. Perceptions of the effectiveness of developing critical thinking in improving the ability to write English arguments
Teaching Materials for Writing Argumentation in English	<ul style="list-style-type: none"> a. Diversity of teaching materials used in learning b. Teaching strategies used to develop argumentative writing skills c. Emphasis on the use of evidence and valid arguments in writing d. Use of technology and digital resources in learning

	e. Evaluation of the effectiveness of teaching materials in improving English argumentative writing skills
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To check the validity of the instrument data used, the author used triangulation techniques to view and examine the data obtained. The examination is carried out by comparing the data with other source data. In addition, researchers use different information to check the correctness of the information. Through various perspectives, results are obtained that are close to the truth.

Data Collection

Qualitative data collection methods were used to explore the development of critical thinking in English writing teaching materials for PBI students. This approach involved several comprehensive and diverse data collection techniques; observations. Interviews and document study.

Data Analysis

Qualitative data analysis were carried out holistically and in depth to understand the development of critical thinking in English argumentative writing teaching materials for PBI students. This analysis approach involved several structured and systematic steps. First, data from observations, interviews and document analysis were collected separately and then arranged in the form of neat transcripts or notes. The second step involves coding the data, where the researcher will identify the main themes, concepts, and patterns that emerge from the data that has been collected.

Once coding is complete, the third step involved thematic analysis, where the researcher identified relationships between emerging themes and formulate general patterns or conclusions that can be drawn from the data. The final step is data interpretation, where the researcher gave meaning to the findings found and construct a coherent and meaningful narrative based on the analysis.

FINDINGS AND DISCUSSION

Findings

Development of critical thinking as reflected in the design of teaching materials for writing arguments

The development of critical thinking is an important aspect in the design of teaching materials of English argumentative writing for PBI students. In the design of effective teaching materials, the development of critical thinking must be reflected in various aspects, from material selection, teaching strategies, to evaluation. One way that can be done is by including content that encourages critical analysis and evaluation in teaching materials. This can be done by presenting material that is challenging and controversial, and encouraging students to think critically about various existing perspectives. For example, in English argumentative writing teaching materials, students can be given controversial or complex topics, which require critical thinking and in-depth analysis to develop strong and proven arguments. Thus, selecting the right material can provide a stimulus for the development of students' critical thinking (Moghadam et al., 2023).

Apart from that, the development of critical thinking can also be reflected in the teaching strategies used in teaching materials. Lecturers can utilize various teaching techniques that encourage students to think critically, such as group discussions, debates, or case studies. Through discussion, students can learn to consider various points of view, evaluate evidence and arguments critically, and construct coherent and persuasive arguments.

Furthermore, evaluation is also an important part of developing critical thinking in English argumentative writing teaching materials. Assessments must be designed in such a way that they can measure students' abilities in analyzing information, evaluating arguments, and compiling evidence-based arguments (Anggraeni et al., 2023). In addition, assessments should also provide constructive and in-depth feedback to students, so that they can understand the strengths and weaknesses in the arguments they construct and improve their skills on an ongoing basis. Formative assessments, such as peer reviews or group discussions, can provide opportunities for students to receive feedback from peers and develop their abilities in critical thinking (Madjid et al., 2023).

The development of critical thinking in English argumentative writing teaching materials for PBI students must also reflect the values of the curriculum, such as an emphasis on strengthening 21st century skills, developing creativity, and project-based learning. Thus, it can make a significant contribution in preparing students to become active, critical and open-minded citizens in a complex and diverse society (Nazarov, 2022).

In the context of teaching English argumentative writing for PBI students, there are a number of effective teaching strategies in encouraging the development of students' critical thinking. These strategies are designed to activate students' thinking, encourage them to explore complex ideas, and consider multiple points of view in constructing strong, persuasive arguments. Some teaching strategies that can be implemented are; 1) Project Based Learning, in the context of English argumentative writing, lecturers can provide projects that challenge students to investigate complex and controversial issues, gather relevant evidence, and construct

persuasive arguments. (Paragae, 2023). 2) Group Discussion, 3) Text Analysis, analyzing high-quality texts is an effective way to develop students' critical thinking skills in writing English arguments, 4) Open Questions, students can use open questions to spark discussion, stimulate critical thinking, and invite students to relate the material studied to personal experiences or real-world contexts (Suprayogi & Eko, 2020)., and 5). Contextual Approach, linking learning to students' real-life context.

Through the application of these effective teaching strategies, it is hoped that it can help students develop their critical thinking skills in the context of writing English arguments. These strategies allow students to actively engage in learning, develop their abilities in analyzing information, evaluating arguments, and constructing strong, persuasive arguments. In this way, students can be prepared to become intelligent, critical and open-minded decision makers in a complex and diverse society.

Evaluation of students' critical thinking skills in writing English arguments

Evaluation of students' critical thinking skills in writing English arguments requires a comprehensive approach and in accordance with applicable curriculum principles. Thus, evaluation of students' critical thinking abilities must involve various forms of assessment that reflect students' abilities in analyzing, evaluating and compiling arguments critically (Inderawati et al., 2023).

One effective evaluation strategy is to utilize skills-based assignments or projects, in which students are asked to write challenging argumentative essays. In this assignment, students must be able to construct arguments based on evidence and logic, and be able to consider different points of view and respond critically to counter-arguments.(Hasanah et al., 2023).Apart from writing assignments, evaluation of students' critical thinking abilities can also be done through group discussions or debates (Tomlinson, 2023). Another approach that can be used to evaluate students' critical thinking abilities is through portfolio assessment. Portfolio assessment also provides an opportunity for students to show their overall development and achievements during the learning process (Marni et al., 2020).

Discussion

This discussion will explore how the development of critical thinking is reflected in the design of effective teaching materials and teaching strategies, as well as highlighting the importance of evaluation in measuring students' critical thinking abilities.

Integration of Critical Thinking Development in Teaching Material Design

The development of critical thinking in English argumentative writing teaching materials for PBI students requires deep and planned thinking. Integrating the development of critical thinking in the design of English argumentative writing teaching materials for PBI students requires selecting the right materials. The material chosen must challenge and stimulate students to think critically, and be relevant to their daily lives. For example, controversial or complex topics can spark in-depth discussions and allow students to practice their ability to critically evaluate arguments (Guo et al., 2023)

Effective teaching strategies are also key in developing students' critical thinking. Lecturers must implement a student-centered approach, where students are encouraged to actively participate in the learning process (Marni et al., 2020). Group discussions, debates, or case studies are examples of teaching strategies that can stimulate students' critical thinking (Nazarov, 2022). This helps them to practice analysis, evaluation and information synthesis skills (Anggraeni et al., 2023). In addition, debates provide opportunities for students to argue and defend their own opinions critically, as well as respond to opponents' arguments with logic and strong evidence (Madjid et al., 2023).

The implication of the answer and discussion of the first problem formulation is that English lecturers, especially in writing courses with the sub-subject of argumentative writing, should be able to apply several important aspects that need to be considered, such as material selection, teaching strategies, evaluation, and integration of curriculum values. into learning design. Students must be given the freedom to choose themes, time settings, place settings, study friends, discussion partners, writing strategies, and learning environments.

Evaluation of Students' Critical Thinking Abilities

Evaluation is an important part in developing students' critical thinking in writing English arguments at PBI students (Paragae, 2023). Evaluations must be designed in such a way that they reflect students' abilities to analyze, evaluate and construct arguments critically. One effective evaluation strategy is to utilize skills-based assignments or projects (Nazarova & Nematjonova, 2023).

Apart from that, evaluation can also be carried out through group discussions or debates. In group discussions, students are asked to present their arguments orally and interact with peers in defending or challenging these arguments (Paragae, 2023). Through discussion, students can learn to consider various points of view, evaluate evidence and arguments critically, and construct coherent and persuasive arguments (Nazarova & Nematjonova, 2023). Meanwhile, in debates, students can act as speakers who must be able to formulate strong and convincing arguments, as well as as questioners who must be able to ask critical questions and challenge their opponents' arguments (Suprayogi & Eko, 2020). Through participation in group discussions

and debates, students can develop their critical thinking skills in an interactive and in-depth context (Pun & Thomas, 2020).

It is important to use a clear and structured assessment rubric in evaluating students' critical thinking abilities. A good assessment rubric must include specific and clear criteria, and provide a detailed description of the expected level of achievement for each criterion (Inderawati et al., 2023). By using a clear assessment rubric, lecturers can provide consistent and transparent feedback to students, as well as help students understand the expectations and standards needed to develop their critical thinking (Hasanah et al., 2023).

In conclusion, the development of critical thinking in English argumentative writing teaching materials for PBI students requires a holistic and integrated approach (Tomlinson, 2023). It is important to pay attention to the selection of materials, teaching strategies, and evaluations that are in accordance with applicable curriculum principles (Nazarova & Nematjonova, 2023). By implementing a comprehensive and sustainable approach, it is hoped that we can create a learning environment that stimulates critical thinking and supports the development of students' thinking skills effectively (Anis & Anwar, 2020).

The implication of the second finding is that every lecturer should be able to carry out evaluations correctly in measuring students' critical abilities. Lecturers should also always provide academic freedom to students so that they are able to write argumentative criticism, but still within the corridor of scientific truth without abandoning scientific etiquette.

CONCLUSIONS AND SUGGESTIONS

Overall, the development of critical thinking in English argumentative writing teaching materials for PBI students requires an integrated and comprehensive approach. In this process, the selection of challenging material, student-centered teaching strategies, and ongoing evaluation are key. It is important for lecturers to pay attention to the diversity of students in the class and ensure that all students are involved in learning. By implementing teaching strategies that stimulate critical thinking, such as group discussions, debates, and skills-based assignments, students can develop their critical thinking abilities effectively. In addition, evaluations that use clear and structured assessment rubrics allow lecturers to provide constructive feedback to students and help them to continuously improve their critical thinking skills. Thus, the development of critical thinking in English argumentative writing teaching materials for PBI students becomes an integral part of student preparation to become active, critical and open-minded citizens in a complex and diverse society..

As a suggestion, lecturers need to continue to develop students' critical thinking skills through various innovative teaching methods and providing constructive feedback in the learning process. In addition, it is important for campuses and the government to continue to support

lecturer training in developing critical thinking skills, as well as providing adequate resources which trigger the development of critical thinking. In this way, we can ensure that education in Indonesia does not only focus on knowledge acquisition, but also on developing critical thinking skills that are critical for students' future success..

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