

Improving Students' Critical Thinking to Develop Variety Essays through Picture Word Inductive Model

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Teaching English as a Foreign Language for students in English Education Program sounds less difficult. However, teaching English for Academic Writing that students have to develop their original writings in the form of essays is a great challenge. Most students do not know where to start their writings, how to generate their thoughts, and even how to manage their sentence by sentence in sequence. This study was administered to enhance students' critical thinking in developing variety essays as the basic writings through Picture Word Inductive Model (PWIM). Engaged by 54 students of English Education Program in sixth semester, the study was measured quantitatively and qualitatively with mix method analysis. The PWIM was applied to inductively generate and improve students' critical thinking comprised in 2 cycles for two different essay genres which were descriptive essay, and compare and contrast essay. Findings showed that there were 41 students in first cycle and 52 students in second cycle, inductively improved their critical thinking and interestingly experienced new process of writing through the use of PWIM.

Keywords: critical thinking, essays, picture word inductive model

Pengajaran bahasa Inggris sebagai bahasa asing bagi mahasiswa Program Pendidikan Bahasa Inggris terdengar tidak terlalu sulit. Namun demikian, pengajaran bahasa Inggris untuk penulisan akademis yang mengharuskan mahasiswa untuk membangun tulisan asli mereka dalam bentuk 'essay' adalah sebuah tantangan besar. Kebanyakan mahasiswa tidak mengetahui cara memulai tulisan mereka, menuangkan pikiran mereka dalam bentuk tulisan, bahkan mereka tidak mengetahui cara menentukan urutan kalimat per kalimat dengan tepat. Penelitian ini dilaksanakan untuk mendorong cara berpikir kritis mahasiswa dalam menghasilkan berbagai jenis 'essay' sebagai penulisan dasar melalui 'Picture Word Inductive Model'. Dengan melibatkan 54 mahasiswa semester enam Program Pendidikan Bahasa Inggris, penelitian ini diukur secara kuantitatif dan kualitatif dengan metode analisis campuran. PWIM diimplementasikan secara induksi dalam menghasilkan dan meningkatkan kemampuan berpikir kritis mahasiswa yang dilakukan dalam 2 tahap untuk dua jenis 'essay' yang berbeda, yaitu 'descriptive essay' dan 'compare and contrast essay'. Hasil penelitian menunjukkan bahwa terdapat 41 mahasiswa pada siklus pertama dan 52 mahasiswa pada siklus kedua, dapat meningkatkan kemampuan berpikir kritis mereka dan mendapatkan pengalaman yang menarik dalam proses menulis melalui penggunaan PWIM.

Kata Kunci: berpikir kritis, essay, picture word inductive model

INTRODUCTION

Teaching English as a foreign language in higher education is much more challenging. In higher education, most teachers expect their learners as the centre of the learning process. Particularly, with the presence of the advanced technology, the teachers believe that the learners would be able to develop their English knowledge much easier. In other side, the learners expect the teachers to deliver more knowledge, beyond what the learners can browse from the online learning. The learners need to confirm and to assure that the knowledge they get is the reliable and valid knowledge. Once the learners get the knowledge they need, the learners would be able to result their knowledge in the form of writings as their outcomes.

Focus in English teaching in university level, the competency of the learners' writings is reflected in a form of essay. Even the learners have already learnt variety essays when they were in senior high school, the essays' writing in university level needs to be improved. The learners need to broaden their knowledge for their variety ideas in developing variety essays. The learners also have to deliver their ideas in a sequence formulation based on the essay's genres. Overall, the learners need to show their writing competence in such a conceptual and structured essay that can be easily understood by the readers.

For students of English as a Foreign Language, especially for students of English Education Program, writing good academic English is one of the most demanding tasks students face. Generating words, sentences, and paragraphs would consume so much time, since the students do not even know how to begin their words. The students might know and have so many things to write on a paper, but they just don't know how to elicit and construct their words into sentences and paragraphs. The students need to be guided so that they can produce their thoughts, outline the important one, and expand their thoughts from sentences into paragraphs.

Writing an essay is one of familiar form of the students' outcomes in university level. According to Oshima and Hogue (2007), writing an essay is not as difficult as students think. When students can develop a good paragraph, they can also develop a good essay. Cavdar and Doe (2012) stated, "We argue that through well-designed writing assignments, instructors can encourage students to reconsider concepts, critically evaluate assumptions, and undertake substantive revisions of their writing." This statement shows that through a proper writing assignment, students would be engaged in a process of high level thinking procedures which are understanding concepts, evaluating assumptions, and revising their writings. With these procedures, students are encouraged to generate and elaborate their thoughts on paper. This is what we call critical thinking development, and it is not just an ordinary outcome. Developing critical thinking on students writing would be the most important process that students should deal with and overcome their own original writing.

Based on several studies, critical thinking can be stimulated through songs (Martinez and Nino, 2012); or it can be effective in enhancing the students' critical thinking through written and audiotaped dialogue journals (Khatib et.al., 2012). Generating students' ideas and guide them to construct their good writings, somehow can be well-designed by pictures. Visual learning is proved to be one of the effective method for most students. According to Nurani and Rosyada (2017), pictures might be used as: (1) a stimulus for writing and discussion, (2)

an illustration of something being read or talked about, (3) a background to a topic, and so on. Several studies have been conducted in the use of pictures through PWIM for variety level and different English skills. The use of PWIM in improving descriptive text writing was investigated in Pontianak by Riyadi et.al. (2017). This study was engaged by 42 junior high school students and applied in two cycles. The result showed that the use of PWIM was inductively improved the students' competence in descriptive writing.

Another study of using PWIM was applied in China by Jiang (2014). This study was involved by 48 students in fourth graders and seventh graders. The findings showed that the use of PWIM and critical thinking were effectively connected and resulted a significant improvement on students' vocabulary acquisition, both in elementary level and secondary level. Previously, Jiang and Perkins (2013) collaboratively investigated the use of PWIM for vocabulary learning in the level of elementary school. This study concluded a conceptual model for conducting a systemic experimental study on PWIM.

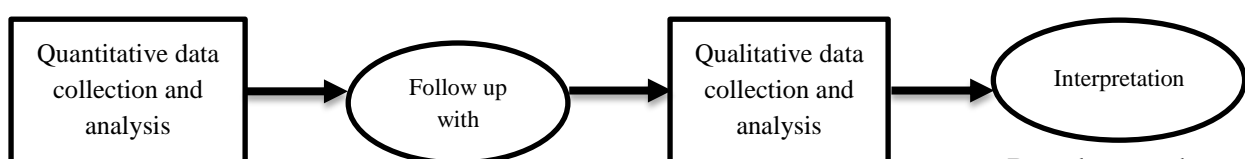
The implementation of PWIM has also been investigated in developing students' communicative competence (Nurani and Rosyada, 2017). It was engaged by 47 students of eleventh grade and comprised into two groups, the experiment group and the control group. Findings showed that the students' communicative competence was developed and reflected from the enhancement of students' comprehension which were pronunciation, fluency, grammar, and vocabulary. The students also found that PWIM was an interesting experience in learning English.

Based on the above descriptions and several investigations, the writer believes that PWIM might be effective for developing students' writing competence particularly in eliciting students' critical thinking on essay writing. The writer also believes that PWIM is a proper English teaching method for all levels and all subjects. As people says that picture means a thousand words, the use of PWIM with constructive instructions would effectively and interestingly generate the students' critical thinking in developing variety essays.

METHOD(S)

The research is a mixed method research design with explanatory design analysis where quantitative phase is explained and followed by qualitative phase. According to Creswell (2012), this design collects and presents quantitative data then follow-up by qualitative explanations. The research design can be clearly seen as follow.

Figure 1: Research Design



Based on the research design, the data was collected quantitatively by using essay writing assignments in two cycles. In each cycle, the PWIM procedures were administered in sequence, namely: (1) providing a selected picture; (2) generating words as many as the students can based on the

picture; (3) classifying words based on parts of speech; (4) constructing sentences based on the words; (5) constructing paragraph(s) based on the sentences; and (6) editing and revising paragraph(s) to become the final writing. All the students' writings were scored for their analysis and critical thinking demonstrations that comprised into three traits, namely: (1) clarity, (2) accuracy, and (3) relevance. Based on Global Scale of English (Council of Europe, 2001), each trait was scored into 1, 2, and 3; 1 for weak, 2 for acceptable, and 3 for strong. After analysing the quantitative data, the analysis was continued to qualitative analysis and interpretation.

This research was carried out in English Education Program and engaged by 54 students of sixth grade. The students were comprised into 38 female students and 26 male students. The students were assigned to two different essays in two cycles. At first cycle, the students were assigned to develop descriptive essay; and at the second cycle, the students were assigned to construct compare and contrast essay. For the basis score, this research had assigned the students to create free style writings in the first meeting. By comparing and analysing the students' score from the basis score, first cycle, and the second cycle as the quantitative phase, the analysis continued to qualitative interpretation as the qualitative phase.

FINDINGS AND DISCUSSION

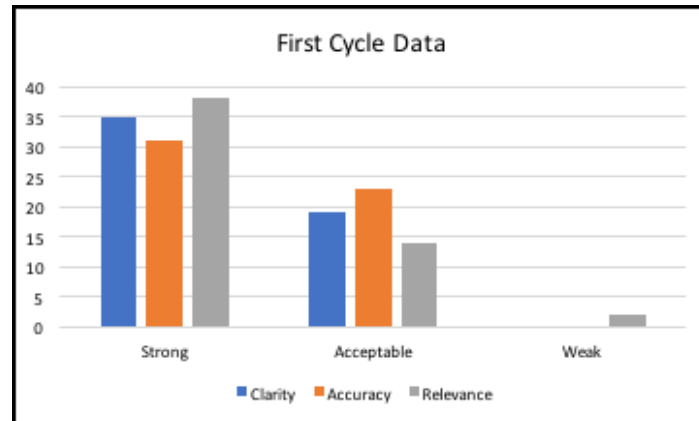
Findings

According to the data collection in the first phase, each student was assigned to two types of essay' genres which were descriptive essay and compare and contrast essay. Those essays were administered in two cycles through PWIM procedures. The PWIM procedures covered six sequence steps, namely: (1) selecting picture, (2) generating words based on the picture, (3) classifying words based on parts of speech, (4) constructing sentences due to words' bank, (5) managing sentences into good paragraph(s), and (6) editing and revising paragraph(s) into final paragraph(s). The final paragraph(s) then was examined and analysed on students' critical thinking based on global scale measurement.

The analysis on students' critical thinking was measured based on three traits, namely: (1) clarity, (2) accuracy, and (3) relevance. These three traits were defined as follow: (1) clarity for the quality of essays' clear descriptions; (2) accuracy for the quality of essays' precision; and (3) relevance for the quality of essays' appropriateness. Each trait then was scored into three levels which were 1 for weak, 2 for acceptable, and 3 for strong. Furthermore, for the progress data analysis, the scores in first cycle and second cycle were compared to the basis score. The scores of each cycle and the analysis of each progress are described in detail in the following information.

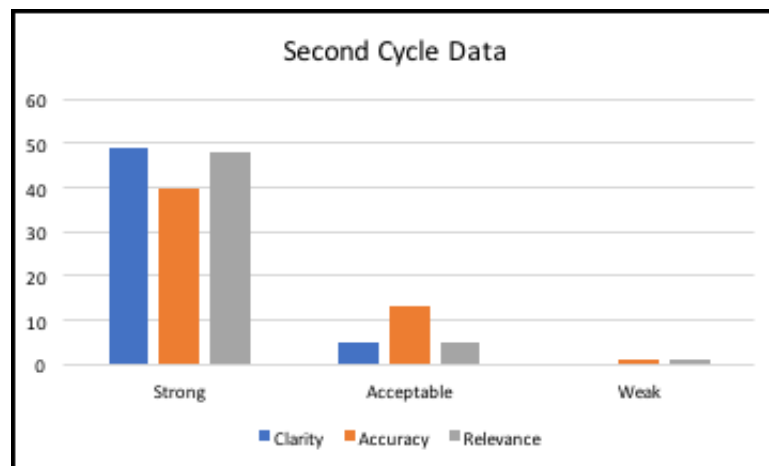
At first cycle, the students were assigned a descriptive essay through PWIM procedures. The results show that there are 35 students have strong clarity and 19 students have acceptable clarity. For accuracy, there are 31 students have strong accuracy and 23 students have acceptable accuracy. Meanwhile, there are 38 students have strong relevance, 14 students have acceptable relevance, and only 2 students have weak relevance. The data is performed as follow:

Figure 2: First Cycle Data



Continue to the next cycle, the students were assigned a compare and contrast essay through PWIM steps in sequence. The results show that there are 49 students have strong clarity and only 5 students have acceptable clarity. In accuracy, there are 40 students have strong accuracy, 13 students have acceptable accuracy, and only 1 student has weak accuracy. Meanwhile, there are 48 students with strong relevance, 5 students have acceptable relevance, and only 1 student has weak relevance. The data is presented in the following figure:

Figure 3: Second Cycle Data



The above data is the result data based on the first phase within quantitative data collection. Thoroughly, the data was examined and analysed in the second phase within qualitative interpretation in the following discussion.

Discussion

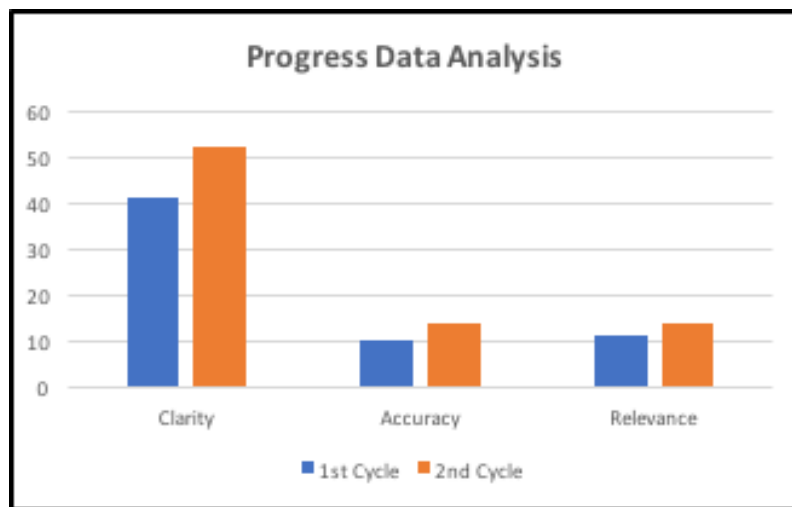
Based on the data collection in the first phase, the findings have shown that most students have strong and acceptable critical thinking written on their essays. There are 35 students with strong

clarity at first cycle and increase to 49 students at second cycle. There are 19 students with acceptable clarity at first cycle and decrease at second cycle to only 5 students who have acceptable clarity. There is no weak clarity both in the first cycle and second cycle.

For accuracy, there are 31 students with strong accuracy and increase to 40 students of strong accuracy at second cycle. There are 23 students with acceptable accuracy and decrease in second cycle to 13 students. There is only 1 student who has weak accuracy in second cycle. In item of relevance, there are 38 students who have strong relevance and increase to 48 students at second cycle. There are 14 students with acceptable relevance in the first cycle and decrease to 5 students in the second cycle. There are only 2 students with weak relevance in the first cycle and decrease to 1 student in the second cycle.

To prove the significant increase of the students' critical thinking, the above data is being examined and analysed in the follow-up analysis. Therefore, the data is formulated into percentage that indicate the students' development in three traits of the critical thinking. The data is calculated based on the basis score of the students' writings. These results are performed in the following figure:

Figure 4: Progress Data Analysis



The results show that there is 75.93% of the clarity improvement in the first cycle and 96.30% in the second cycle. It means there is 20.37% of the clarity improvement from the first cycle into second cycle. For accuracy, there is 18.52% improvement in the first cycle and 25.93% in the second cycle where there is only 7.41% of the accuracy improvement from the first cycle into second cycle. The last item is relevance that the improvement is 20.37% in the first cycle and 25.93% in the second cycle. It means there is only 5.56% of the relevance improvement from the first cycle to the second cycle.

The above data shows that there is strong clarity for most students, both in the first cycle and the second cycle. There is a significant improvement for more than 20%. It means that the students have sufficient capability to clearly describe the essay's topic through the selected picture. The students also experience an interesting learning process through the PWIM

procedures. With the use of the PWIM, the students have a simple guide to elicit their ideas, generate sentences, and construct good paragraphs as their final essay.

For other traits, the accuracy and the relevance are also strong for most students in both cycles. Although there is only less than 10% of the improvement, the students have acceptable quality for essay's precision and essay's appropriateness. The students, though, should draw their review of literature and discussion with substantial resources so that their knowledge can be broadened. Once the students upgrade their critical thinking, the students would be much easier in expressing their clear descriptions and can be called as the critical thinkers (Moon, 2008).

By comparing the data in the first cycle and the second cycle, the implementation of PWIM is said to be effective in improving students' critical thinking. The data in the second cycle increases and is higher than the data in the first cycle. It is effective for the students' clarity, accuracy, and relevance that is shown on the students' essays, both for descriptive essay and compare and contrast essay. Moreover, the writer believes that the implementation of PWIM would contribute more effectiveness when it is applied in more often in different cycles for different essays.

Though, the PWIM is not a single method to improve the students' critical thinking. As it has been mentioned in the previous studies, there are several methods and medias to elicit students' critical thinking and encourage students to form good essays' writing. The implementation of PWIM becomes one of among several choices to provide students with challenging experience in learning English both for written and spoken language.

CONCLUSIONS

Findings and discussion have shown the progress and the effectiveness of the use of PWIM on students' essays writing, both for descriptive essay and compare and contrast essay. The students' progress on their essays writing is determined on students' critical thinking traits, which are clarity, accuracy, and relevance. The progress increases from the first cycle to the second cycle, and it shows that the frequency of the PWIM implementation would affect more on students' essay writing, especially on students' critical thinking.

Though, the use of PWIM is not only effective for students' essay writing and for university level students. The use of PWIM is also believed as effective method for all levels and all skills of English language. In applied linguistics, writer believes that the PWIM can be combined with other methods and implemented in different essays. Since this research consumes so much time, this research hopefully would be furtherly continued. Both this research and further research would definitely contribute a new insight in education, moreover in Learning English as a Foreign Language, and for students in all level.

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