

**DISTINCTIVE FEATURES AMONG STUDENTS' CRITICAL THINKING
SKILLS THROUGH PARAGRAPH WRITING: A CASE STUDY OF
FEMALE AND MALE STUDENTS**

THESIS

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.) in the
English Education Program*

By

WILLY HALIM SUGIARTO
NPM. 1602050003



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATRA UTARA**

MEDAN

2020



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN SKRIPSI

Skripsi yang diajukan oleh mahasiswa di bawah ini:

Nama Mahasiswa : Willy Halim Sugiarto
NPM : 1602050003
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Distinctive Features among Students' Critical Thinking Skills through Paragraph Writing: A Case Study of Female and Male Students

Sudah layak disidangkan.

Medan, 22 Oktober 2020

Disetujui oleh:

Dosen Pembimbing,

Pirman Ginting, S.Pd., M.Hum.

Diketahui oleh:

Dekan,

Ketua Program Studi,



Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Mandra Saragih, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana bagi Mahasiswa Program Strata-1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam sidangnya yang diselenggarakan pada hari Kamis, tanggal 5 November 2020, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan, dan memutuskan bahwa:

Nama : Willy Halim Sugarto
NPM : 1602050003
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **Distinctive Features among Students' Critical Thinking Skills through Paragraph Writing: A Case Study of Female and Male Students**

Dengan diterimanya skripsi ini, sudah lulus dari Ujian Sarjana Strata-1, berhak memakai gelar Sarjana Pendidikan (S.Pd.).

Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Ketua, Sekretaris,


Dr. H. Elfrianto Nasution, S.Pd., M.Pd. **Dra. Hj. Svamsunarnita, M.Pd.**

ANGGOTA PENGUJI:

1. Mandra Saragih, S.Pd., M.Hum.
2. Fatimah Sari Siregar, S.Pd., M.Hum.
3. Pirman Ginting, S.Pd., M.Hum.

1. 

2. 

3. 

ABSTRACT

Sugiarto, Willy Halim. 1602050003. Distinctive Features among Students' Critical Thinking Skills through Paragraph Writing: A Case Study of Female and Male Students. Thesis. English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Sumatra Utara. 2020.

The study discussed about the distinctive features among male and female students' critical thinking ability that would then be discovered through paragraph writing. The objectives of this study were to: (1) discover the distinctive features among male and female students's critical thinking ability, and (2) observe how paragraph writing can determine differences in male and female students' critical thinking ability. This study applied a descriptive-qualitative method to analyze the data. The source of the data was obtained from the subject Essay Writing test results of undergraduate students of the 6th semester in the English Department Faculty of Teacher Training and Education University of Muhammadiyah Sumatra Utara, in the academic year of 2019/2020. The technique in analyzing the data was using the theory of Sugiyono (2016), that is to reduce, display, and conclude the data. There were then found out what differs male and female students' critical thinking skills through what they wrote on the test.

Keywords: *critical thinking skills, writing, undergraduate students, male and female.*

ACKNOWLEDGEMENT



Assalamualaikum Warahmatullahi Wabarakatuh

Praise be to the Lord, for His Blessings and Compassion that the researcher can finally finish this research titled *Distinctive Features among Students' Critical Thinking Skills through Paragraph Writing: A Case Study of Female and Male Students*. Never forgotten and always in our hearts, of course Prophet Muhammad peace be upon him, and that we hope for his salvation in the hereafter.

There are countless people who have been involved in the finishing of this study, and thus the researcher would like to thank:

1. Sinta Gaya and Yuserdy Sugiarto, as the researcher's mother and father respectively, for things that the researcher could not mention one by one.
2. Mr. Prof. Dr. Agussani., M.AP., the Rector of University of Muhammadiyah Sumatera Utara.
3. Mr. Dr. H. Elfrianto Nasution, S.Pd., M.Pd., the Dean of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.
4. Mr. Mandra Saragih, S.Pd., M.Hum., the Chief of English Education Department, who always keeps the researcher thinking on edge.
5. Mr. Pirman Ginting, S.Pd., M.Hum., the Secretary of English Education Department as well as the supervisor and colleague of the researcher.
6. Mr. Muhammad Arifin, S.Pd., M.Pd., as the Head of the UMSU Library, for granting the permission for the researcher to do his research at the library.

7. The lecturers that really have an impact for the researcher: the old yet wise Mr. Burhanuddin, the calm Mrs. Enny Rahayu, the cold yet caring Mrs. Tengku Winona Emelia, the visioner Mr. Muhammad Arifin, the soft yet assertive Mrs. Sri Nurabdiah Pratiwi, the late great Mr. Khairil, the ‘caught cold’ Mr. Mandra Saragih, the quiet Mr. Habib Syukri Nasution, the focused Mr. Suriya Jaya, the bold Mrs. Imelda Darmayanti Manurung, the strict Grandmaster Taslim Tanjung, the A(ceh)merican Mr. Ali Amran a.k.a W. G. Clinton, the Ummi Nadlrah Naimi, the ‘by the book’ Mr. Pirman Ginting, the dark-past-learner Mr. Faisal Rahman Dongoran, the observative Mrs. Mariani Nasution, the oblivious Mrs. Erlindawaty, the strong-willed Mrs. Sakinah, the always excited Mrs. Nur ‘Afifah, the advising Mrs. Jamila, the motherly Mrs. Dewi Juni Artha, the big brother Mr. Selamat Husni Hasibuan, the patient Mrs. Ijah Mulyani Sihotang, the funny Mrs. Rini Ekayati, the young awkward Ms. Chairunnisa, the straightforward Ms. Yayuk Hayulina Manurung, the active Mrs. Diany Syahputri, the creative Ms. Rosetta Buick, the genius Mr. Amrin Saragih, and finally the open-minded Mr. Rakhmat Wahyuddin Sagala.
8. Fellow *Sabat Noodlers*, Muhammad Aqil Fachriza and Muhammad Dwi Prayogi Hidayat.
9. Friends, comrades, brothers, and sisters that have taught the researcher various values of life: Amnur Rifai Dewirsyah, Pirman Ginting, Ismail Saleh Nasution, Syahripal Putra, Hamzah Syakbani Nasution, Linda Syahputri, Sri Wahyuni, Muamar Khadafi, Hendra Gunawan, the late great Alfian Azhari, Agus Syafrizal, Arief Hidayat, Amir Hamzah Nasution, Rizki Pratama, Zefry

Andika, Dwi Susilawati, Miftahul Khairiah, Riva'i AR Dani, Ridho Suwarno, Muhammad Shareza Hafiz, Zahir Ghufron Siregar, Andika Dharma, Heka Niat Noto, Devi Indah Sari, Dicky Ramadhan, Ahmad Hafiz Khair, Dwi Cahyo Syaputra, Muhammad Fajar Nasution, Nur'aini El-Zahari, Agus Sani, Zikri Akbar, Zikri Azizan, Muhammad Arifuddin Bone, Albariatul Khoir Hasibuan, Jalu Sastra Ramadhan, Dodi Nopendra, the twin Mikrayana-Mikrayani Ujung, Masyita Dalimunthe, Ikhsan Ahmadi Tanjung, Wazri Wardian, Siti Rodiah, Siti Winda Alfiani, Iboss Syafri, Abdul Gani, Izzi Ruhaimah, Iqbal Fauzi, Ahmad Bayu Nugroho, Arie Armanda, Wahyu Maulana, Susi Susanti, Wilza Ravanelli, Lita Anita Siregar, Syah Reza Zein, Nisa Chairani, Rispa Nirmalasyah, Rizka Elinda, Selvi Soviana, Rizki Ramadhan Tanjung, Ella Windy Silvia, Nanang Suwito, Angga Fahmi, Andre Andana, Abdul Majid Al-Faruq, Hakiki, Muhammad Paisal Amri Chaniago, the late great Ramadhansyah, Febri Pebiansyah, Tiya Mariadi, Ramayani, Annisa Safitri, Deka Reza Yantie, Ifrah Hifsy, Siska Chairani, Muhammad Rinaldi, Indah Syafitri Zalukhu, Nindia Maldi Lestari, Naiko Rasaki, Ananda Rizqie Padu Hati, Suci Mahdani Panjaitan, Helia Hafsha, Harley Agustian, Mahlian Elyana, Muhammad Adam Rizky, Wildan Lubis, Yogi Rahman Feriza Ginting, Ibnu Hakim, Nando Dermawan Sinulingga, Amanda Nastithi, Shabrina Laili Koto, Muhammad Ichsan, Andrean Syahputra Nainggolan, Muhammad Rafli Ashari, Rizka Junita, Muhammad Arizan Lubis, Ichsan Yudha Pratama, Rezky Fernanda, Indah Sriwahyuni, Khairunnisa Herdayani, Chairunnisa Yahya, Fitri Gopiana Ritonga, Ricci Novita Sari, Anggi Parlina

Hasibuan, Diah Karina Sinamo, Putri Dwi Yanna Selian, Akhirul Sa'ban Lubis, Khusnul Hafzhan, Sri Rahayu, Akbar, Ira Azzura Abdillah, Rizki Aldea, Rizki Yunida Panggabean, Ega Syah Handoyo, Julpan Siregar, Ghina Farahtika, Suci Wulan Sari, Chairunnisa Harahap, Muhammad Bayu Ramadhansyah, Robbi Nurhidayah, Nursalma Gultom, Iqbal Syah Putra, Rizki Rianda, Ari Tantra Zuhri, Wahyuliana, Rezi Ramadhan, Ahmad Maulana Al-Hakim, Alfana DanaSyah, Arif Maulana, Z. Rizky Nazhogy Batubara, Fadhla Afifah, Hasty Eviyani Hasibuan, Rika Amelia, Wirdani Fadhila Siregar, Yuhelmi, Muhammad War Gunawan, Abdi Pangestu, Cindy Rahmatullah Effendi Piliang, Juliani Fatmawati, Sella, Ikhsan Alfanda Surya, Indra Purwanto, Diki Heriadi, Muhammad Umar Mukhtar, Riska Karimayuni, Azwar Ma'ruf, Ramadhani, Muhammad Agung Wicaksono, Muhammad Hafiz, Sulaiman Tumanggor, Muhammad Rifa'il Khair Harefa, the late great Muhammad Rizki Malauddin Siregar, Arguanda Pribadi, Hastuti Sri Mulyani Siagian, Fajrin Harahap, Irfan Nofri Piliang, Haryadi Adha, Maulana Muttaqin, Muhammad Nur Hidayat, Dhiora Febriyan Simatupang, Ayu Fathimah Nurullah, Nurul Aini, Muhammad Ihsan, Surya Kholila, Armanusah Fazira Sudarmansyah Al-Munawarah, Dendy Armanda, Muhammad Rafi'il Ghani, Chai Ratu Nissah Sinulingga, Imam Sarwira, Arini Simah Bengi, Resti Arisa Lubis, Muhammad Rizky Anshori Manurung, Ahmad Yogi Ernanda Pasaribu, Ramadhan Abdiansyah, Mashud Ramadhani, Mayang Masdhalifa, Halimathus Sya'diah, Khaidir, Syafitri Anjani Siregar, Afriska Sirait, Almas Nopiyanti, Annisa Syafira Fuad, Wahyu Hidayat, Eliyani, Muhammad Taufik

Siregar, Ayunda Widanty Zulham, Renaldi Ilham, Ulvi Mardianti, Pria Rizky Pratama, Aulia Amelia Putri Damanik, Siska Anggi Pratiwi, Rahmat Hidayat, Rimalda Tiloli, Winda Silvia, Delima Putri Cahyani, Suyasni Sosari, Agus Hendra Lubis, Rahmat Veriyadna, Lusi Puspita Sari, the twin Marina Saskia-Marini Andini Rangkuti, Rizky Putra Hutagalung, Rama Dony, Feza Ihram Syahri, Nurlia Halawa, Syahrul Fahmi, Nabilah Alyani H., Fauzi Muhammad Afif Ritonga, Marlan Siregar, Andri Abdi, Maradoli Tambunan, April Dwiyanto, Nurbaiti Mawaddah, Muhammad Ali Akbar, Deta Fadila, Muhammad Ripaldi Nasution, Muhammad Andrian, Prasetyan Ramadhan, Muhammad Chandra Wibowo, Fauzannah Rambe, Harry Widodo Saragih, Tobi Bagustian Tanjung, Khadijah Hairani, Nuri Sriwidari, Retno Tri Ningsih, Sundari Miladunka, Dewi Sry Annisa, Ulfa Sahfitri, Jamilah Kumala Sari, Zahro Taini, Sri Wulandari Yansih, Raihan Ade Hasian Habibana Sinaga, Putri Widya Sari, Muwaffaq Fadhilsyah Nasution, Aprini Yanti Pasaribu, Rafiqoh Nisa, Fauzan Raihan Sumantri, Rika Santika Dewi, Dewi Syafitri Siregar, Dian Novita Sari Siregar, Zulham Afandi Saragih, Jowanda Harahap, Muhammad Hazan Ramadhany Harahap, Adam Chairivo, Ridho Jihad Harsi, Ilham Syah Putra, Muhammad Taufan Firdaus, Ridho Syaputra, Reza Edi Kusuma, Ali Akbar Payung, Andika Zulham Wahyudi, Jepindo Saragih, Sunggara, Jastin Pradana, Kevin Zulkarnain, Muhammad Aposan Manurung, Mutasya Biha, Anisa Putri Lubis, Juriah, and Sarmadianna Maulana Hutabarat.

Finally, the researcher hoped that this study will be useful be it from the academic perspective, or others. The researcher also fully realized that this research is far from perfect, and thus any positive criticism is absolutely acceptable for the improvement of this research in the future.

Wassalamualaikum Warahamatullahi Wabarakatuh

Medan, October 2020

Willy H. Sugiarto

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Critical thinking is said to be the analysis of facts to form a judgement (Glaser, 1941). Facts that we receive in our everyday lives can be analysed and interpreted into a perception or a perspective – a point of view. Thus, critical thinking is very important to form thoughts that not only describes the ability to think in accordance with the rules of logic and probability, but also the ability to apply these skills to real-life problems, which are not content-independent (Karakoc, 2016).

Critical thinking is done by humanbeing, and hence the researcher would divide the critical thinking into two divisions: male and female. The differences between male and female's way of thinking/cognitive ability can be spotted even to the point of dressing sequence. Not that many people have probably noticed this, but most women get dressed from top to bottom, while men do the vice-versa. In an article posted by Social Psychological and Personality Science in 2015, it states that wearing more formal clothing was associated with higher action identification level and greater category inclusiveness. Putting on formal clothing induced greater category inclusiveness and enhanced a global processing advantage.

This research would later see the distinctive features between the two genders' way in critical thinking, but before coming into such heavy of a topic,

the researcher would like to present a few information, facts, and studies regarding the differences between male and female inside their heads.

In an article published in the Harvard Business Review – summarizing over 20 years of research on this topic – it explains that the love of risk-taking gets even more intense in men under stress, while women who are stressed out tend to play it safe. Women are indeed bad as risk-takers compared to men, due to the anterior cingulate cortex, the part of the brain that weighs option when making decisions, is larger in women than in men. Some scientists consider this was evolution's way of making women as better caretakers and saving the tribe when gathering food and structuring social life.

Women connect with people on a much deeper level than men do. This is due to the fact that their oxytocin levels is much higher. Oxytocin itself is the love or cuddle hormone and it is released when we bond with someone socially. Some of the traits it gives of are attachment, solidifies relationships, and eases stress. This is also the very why that females are very good in supporting males emotionally.

Even though researchers have proven that female brain sized 9% smaller than their male counterpart, that does not mean that the brain cells are less. The amount of cells are the same, and since the size of females' brain are smaller, the cells are packed more densely, making no affection in cognitive ability. Scientists at the Erasmus University of Rotterdam have conducted a study to compare the female and male brain. They tested 900 people aged 22 to 37 conducting some MRI (Magnetic Resonance Imaging) scan. The results were quite shocking, as

they found out that the brain of a man is indeed bigger by 14%. At the same time, woman's brain seems to be used more efficiently. The tests have shown that women have higher scores in memory tests than men. A more recent studies conducted in Netherlands has proven that women are on average 3.75 IQ points less intelligent than men, and much worse in spatial ability tests. Spatial ability refers to the capacity to perceive the visual images accurately, construct mental representations and imaginary of visual information, understand and manipulate the spatial relations among objects – a powerful indicator of personal quality and individual differences (Khine, 2017).

School as an institution to hold educational activity should be paying attention to these differences between male and female students. The core basic of the distinctive features between male and female have already been explained above, and all of the features are mostly related to cognitive ability – critical thinking. A good implementation of education will give a good concern towards the participants of the education itself, especially in putting the right critical thinking simulation to increase each gender's cognitive level. A good distinctive features in critical thinking ability between male and female students have to be found to make a good education up and running.

Students are mostly facing problems with the generalization of the way of thinking. For example, based on the researcher's personal mini-research assignment conducted during the apprenticeship program in SMP Muhammadiyah 1, Medan, it was found that education in Indonesia at the current state is only differing students based on their achievements, like putting the top ten smartest

students from each regular class into 'one class of the exclusives', but the male and female students are still generalized in their way of thinking. Despite the very-well implementation of the Kurikulum-13 (K13), in which the students are demanded to be active in cognitive, affective, and psychomotor aspects, the students of both genders experience the same problem, especially in group activities: difficulties in conveying thoughts each other that leads to misunderstandings and/or miscommunications. Another problems caused by this generalization was the chain of the problem before. Due to the mishaps happen, students were losing motivation to think critically in various aspects such as argumentating, judging, and reasoning, and finally end-up being dependant to the smartest in the class, as the smartest was viewed as the highest critical thinker in each of the 3 classes that the researcher observed.

Problems as such were only a few of the many other problems faced by this generalization between the two genders' critical thinking ability (Verayati, 2017), and thus it will have to be separated into distinctive features. The differentiating of critical thinking ability between the two genders can be done from a very basic and simple test, in paragraph writing that is. In this paragraph writing, both genders were given a certain topic to elaborate based on their point of view. The words chosen, the sentences structured, the way each of them convey their minds into writings, how each paragraph coheres to the next ones, these were all crucial in structuring the features that differ male and female critical thinking ability.

B. Identification of the Problem

Researcher identified the problem related to the background as follows.

1. Male and female students' critical thinking ability were viewed as the exact same – generalized – and thus creating difficulties amongst both genders in academic aspects.
2. Due to the generalization between male and female's critical thinking ability, students were losing motivation to think critically in argumentating, judging, or reasoning.

C. Scope and Limitation of the Problem

The study would revolve around critical thinking, more percisely in regards of the differences between how male and female think critically through the aspect of reasoning critically in writing paragraphs, focusing on male and female undergraduate students of 6th semester in Faculty of Teacher Training and Education, University of Muhammadiyah Sumatra Utara in the Academic Year of 2019/2020, with their writings as the subject and source of the research respectively.

D. Formulation of the Problem

The limited problem was then formulated in form of questions that would later be answered in the result of the study as follows.

1. What are the distinctive features in critical thinking skills between male and female students?

2. How different is the critical thinking ability between male and female students based on the paragraph they wrote?

E. The Objectives of the Study

There were several purposes in the conduction of this study.

1. To discover the distinctive features among male and female students's critical thinking ability.
2. To find out how paragraph writing can determine differences in male and female students' critical thinking ability.

F. The Significances of the Study

Researcher hoped that the study will benefit to all levels of education practitioners in both theoritically and practically.

1. Theoritically

The result of this study is expected to be of beneficial and can be used for further references in future studies on the same field.

2. Practically
 - a. Provides references for education practitioners and future educators in increasing students' critical thinking ability based on each gender.
 - b. Promotes a new way of treating male and female students' in general, in regards of cognitive ability.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Basis

1. Critical Thinking

Previously the definition of critical thinking has been explained briefly. The followings are some more definitions regarding critical thinking from experts. According to John E. McPeck (1981), “The skill and propensity to engage in an activity with reflective scepticism.” One should not be in any blind doubt, the thinking must be involved actively in cautiousness.

Robert H. Ennis (2015) elaborates, “Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.” The researcher sees this definition as the basic of creating a curriculum: concept, apply, analyze, synthesize, and evaluate. These five points must be done thoroughly in a critical manner.

According to Peter A. Facione (2016) however, he states, “Purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based.” Facione tries to convey that a firmly-structured judgement is the critical thinking itself.

Jennifer W. Mulnix (2010) views that critical thinking “includes a commitment to using reason in the formulation of our beliefs”, implying that critical thinking will involve what we choose to believe – emotional side.

Being neutral and see things from the deductive reasoning aspect is what Willingham define about critical thinking (2007). He states, “Seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth.”

On top of all the definition, the researcher would like to conclude that critical thinking is the concept of thinking that has to be arranged in a logic and rational manner to form a firmly-structured judgement in every aspect of life.

2. Functions of Critical Thinking

Edward M. Glaser (1941) in his book titled *An Experiment in the Development of Critical Thinking* explains the overall function of critical thinking as “A persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports or refutes it and the further conclusions to which it tend.”

Hader (2005) perceives critical thinking as being useful to boost creativity and enhance the way people use and manage time. Furthermore, Reynolds (2011) considers that critical thinking resulted from an individual or group engaged will give due consideration to establish things, such as evidence through reality, context skills to isolate the problem from context, relevant criteria for making the

judgement well, applicable methods or techniques for forming the judgement, and applicable theoretical constructs for understanding the problem and the question at hand.

To think critically would mean to make beneficial of not only common sense, but vast intellectual aspects such as clarity, credibility, accuracy, precision, relevance, depth, breadth, significance, and fairness (Jones et al., 1995). From that point onward, thus critical thinking is useful for:

- a. Recognizing problems.
- b. Understanding priority and arrange it in sequence.
- c. Gathering relevant information.
- d. Recognizing explicit assumption and its values.
- e. Using the proper and correct language with understanding.
- f. Interpreting data.
- g. Recognizing whether or not two or more propositions have linked in a logical manner.
- h. Concluding without bias.
- i. Put the conclusion to test when the situation calls for it.
- j. Reconstruct paradigm based on wider experience.
- k. Giving accurate judgements about things in everyday life.

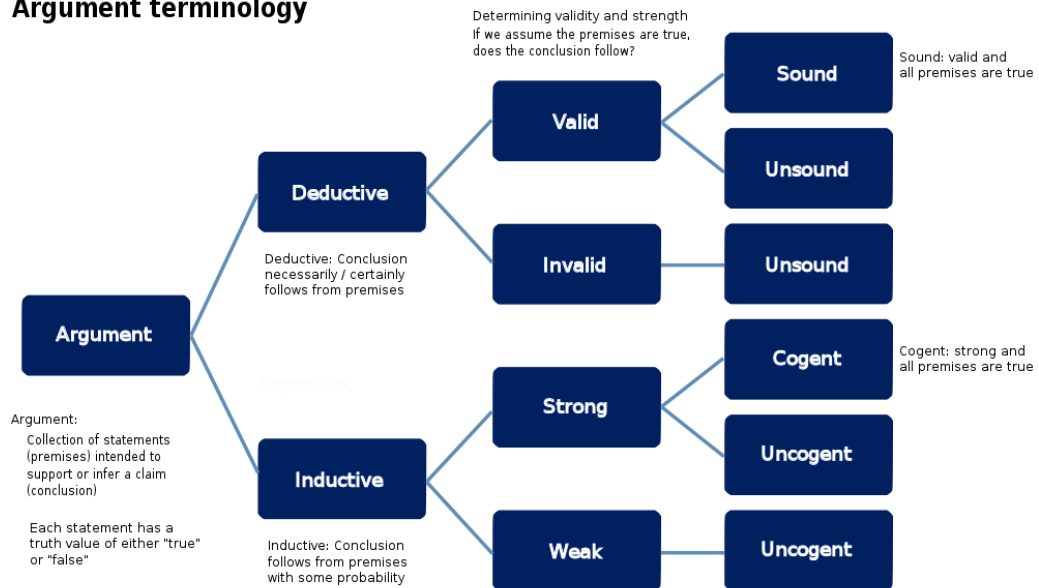
3. Characteristics of Critical Thinking

Critical thinking is marked by its characteristics that are simply logic and rational (Salmon, 2013). The ability to put logic sense in doing activity be it

communication, solving problem, finishing tasks, etc., is a crucial ability in rationality domain. Also called logical reasoning, the ability to connect two or more points/concepts in thought is implied the 'first wave' of logical thinking, in which the thinker's analysis are without bias. Kerry S. Walters in 1994 described this model in his essay *Beyond Logicism in Critical Thinking*, "A logistic approach to critical thinking conveys the message to students that thinking is legitimate only when it conforms to the procedures of informal (and, to a lesser extent, formal) logic and that the good thinker necessarily aims for styles of examination and appraisal that are analytical, abstract, universal, and objective. This model of thinking has become so entrenched in conventional academic wisdom that many educators accept it as canon."

After the 'first wave', comes the 'second wave' of critical thinking, in which many authors moved away from the logocentric mode of critical thinking that the 'first wave' privileged, especially in institutions of higher learning where scholars began to take a more inclusive view of what constituted critical thinking, but rationality and logic are still widely accepted in many circles as the primary examples of critical thinking (Walters, 1994). Walters in his essay summarizes logicism as "the unwarranted assumption that good thinking is reducible to logical thinking".

Argument terminology



Source information: Patrick J. Hurley, "A Concise Introduction to Logic, 12th Ed."

Logical reasoning itself is divided into three types. The first one is deduction, in which "is the process of reasoning from one or more statements (premises) to reach a logically certain conclusion," according to Sternberg (2009). For example:

Premise 1 : Thesis is a required assignment.

Premise 2 : Required assignment is obligated for every student.

Conclusion : Thesis is obligated for every student.

The second one is induction, one level below deduction and thus making the outcome is still probable compared to deductive outcome that is certain (Copi et al., 2006). Inductive is a method of reasoning in which premises are viewed as supporting evidence for the truth of the conclusion. For example the sentence "The sum of even integers is even."

The last one would be the abduction. Also called the retroduction, it is a form of logical inference that starts with an observation or set of observations and then seeks to find the simplest and most likely conclusion from the observations (Sober, 2013). The example of the sentence is “I see students on campus, and they seem troubled finishing the thesis, so thesis is difficult.” Compare to the deductive statement which will sound like “Thesis can be difficult for some people”, the abductive statement is way simpler and biased.

4. Critical Thinking in Writing (Education and Academic-Related Field)

Since the aim of education is to nurture the individual, to help, to realize the full potential that exists inside one (Meyer, 1976), education becomes the most basic need for people as it is the process that provides the development of human. Cotton (1991) has indicated this before, “If students are to function successfully in a highly technical society, then they must be equipped with lifelong learning and thinking skills necessary to acquire and process information in an ever changing world.” Elder & Paul (2008) would later added that students are not passive but active while they are realizing critical thinking.

Gina L. Vallis in her book titled *Reason to Write* (2010) provides an understanding about critical thinking in academic/paragraph writing, “Critical thinking and writing operate in a specific kind of relationship. While it may sound strange, critical thinking functions not to answer a question, but to answer to the way you are asking a question. Critical thinking is about the very act of inquiry. It’s about being curious about everyday things, forming questions to which we do

not yet have answers, and staying honest in trying to answer those questions. It is about taking nothing for granted. It's about regulating our own thought processes, so that we proceed in a way that is sound and ethical. Critical thinking is, in essence, about cultivating a kind of active and careful curiosity." Still on the same book, she quoted William Zinsser, "Writing and learning and thinking are the same process," and Joan Didion, "I write to discover what I think."

Critical thinking is considered important in academic fields for enabling one to analyze, evaluate, explain, and restructure thinking, thereby ensuring the act of thinking without false belief. Critical thinking discriminates information and ideas to ensure you pick and use only the most appropriate, consists words and paragraphs that deliver message powerfully and with great impact on readers (Utami, 2019). However, even with knowledge of the methods of logical inquiry and reasoning, mistakes occur, due to a thinker's inability to apply the methodology consistently, and because of overruling character traits such as egocentrism. Critical thinking includes identification of prejudice, bias, propaganda, self-deception, distortion, misinformation, etc (Lau & Chan, 2016). Even in nursing school, critical thinking has brought new upcoming development according to Boychuk Duchscher (1999).

5. Critical Thinking of Male and Female

It has been found that the female brain has much thicker cerebral cortex – the region of the brain being associated with higher scores on a variety of cognitive and general intelligence tests – than the male brain does, while male

brain has higher brain volumes that plays a big role in emotions. (Ritchie et al, 2018). According to Baron-Cohen (2003) however, basically male and female brain are distinguished by empathy (female) and system building (male).

a. Male Brain: Systemizing

Simon Baron-Cohen (2003) elaborates in his book about this, “Systemizing is the drive to analyze, explore, and construct a system. The systemizer intuitively figures out how things work, or extracts the underlying rules that govern the behavior of a system. This is done in order to understand and predict the system, or to invent a new one.”

b. Female Brain: Empathizing

Empathizing is the drive to identify other people's emotions and thoughts, and respond to them with appropriate emotions. Empathizing doesn't just mean cold calculations of what other people think and feel (or what is sometimes called mind reading). Psychopaths can do such thing as well. Empathizing occurs when we feel the right emotional reaction, emotions that are triggered by the emotions of others, and that is done to understand others, to predict their behavior, and to connect or resonate with them emotionally (Baron-Cohen, 2003).

6. Paragraph Writing and Characteristics of a Good Paragraph

First of all, when rewriting ideas, one can enjoy, understand, increase knowledge, and remember more (Clinton, 2018). By writing, one can increase his/her thinking ability, to be more critical in pouring the minds into words. Writing a paragraph is no exception. Heaton (1988) elaborates that writing skills

are complex and sometimes difficult to teach requiring mastery not only grammatical and rhetoric devices but also of conceptual and judgemental elements. Paragraph writing would then need a sharp and critical analysis in the process. Nunan (2002) states that writing is clearly a complex process, and that competent writing is often viewed as the last language skill to be mastered.

The very basic about paragraph writing would be according to Smalley & Ruetten in their book titled *Refining Compositon Skills: Rhetoric and Grammar for ESL Students Second Edition* (1986). In the book, explained all basic aspects about a paragraph. To start with, a paragraph is a gorup of sentences that forms one main idea – a topic. A topic itself is what the paragraph is about. A good paragraph will have seven to fifteen sentences.

From sentence one to seven (or fifteen), there is always one topic sentence, in which it states a controlling idea, and a few supporting sentences, which should be clear and focused on a specific aspect. In addition to the controlling idea, a topic sentence has two main functions: introducing the topic and the controlling idea itself. Making a list of ideas by using a separate sheet of paper for each topic is how aa good topic sentence is formulated.

Just being clear and focused on a specific aspect is not enough for supporting sentences to be constructed. Supporting sentences needs to back up, clarify, illustrate, explain or prove the point in the topic sentence. A concluding sentence is indeed a must to construct a full complete paragraph, as it summarizes the main idea.

Finally, a good paragraph should not be lacking in unity and coherence – both of these items are essential for making the paragraph arranged in a logical order and flow smoothly for the readers. A logical order or arrangement is the logic and/or regularity in arranging the sentences from the beginning until the last sentence.

7. Documentary Research

Documentary research is the use of outside sources, documents, to support the viewpoint or argument of an academic work. The process of documentary research often involves some or all of conceptualising, using and assessing documents. The analysis of the documents in documentary research would be either quantitative or qualitative analysis (or both).

B. Previous Related Studies

There are various studies relating to the one researcher is conducting. One of the most recent has been journalled by the Literacy Information and Computer Education Journal (LICEJ), titled *Critical Thinking, Creativity and Gender Differences for Knowledge Generation in Education*. The journal was published on March 2019 by the American University of the Middle East, Kuwait, and it was authorized by Ivanna Shubina and Atik Kulakli. The study was aiming to discover the connection between critical thinking and creativity and empirically measure the level of their development among youngsters for knowledge generation and dissemination in education. The research would later found that

there is a significant gender difference in creativity among students participated. However, the statistical analysis did not support the hypothesis of the research which stated that there was a particular connection between critical thinking and creative potential.

Another study conducted in this field has also been published in form of article titled *Critical Thinking and Gender Differences in Academic Self-regulation in Higher Education*, authorized by Fahimeh Bagheri and Afsaneh Ghanizadeh. The study was conducted in 2016, and the article was published by Journal of Applied Linguistics and Language Research. The study itself was intended to discover the connection between two subcomponents of critical thinking, inference making, and deduction, and one subcomponent of self-regulation, self-monitoring, as well as the role of gender in each of these constructs. The outcome of the research showed that among the component of self-regulation, self-monitoring and self-efficacy had the highest correlations with critical thinking, and were the positive predictors of it. The concept of critical thinking can hold true for inference-making and deduction as well.

The previous two related studies were the ones that the researcher of this thesis used mainly amongst the other journaled studies, since the two journals were providing strong references regarding differences in male and female's critical thinking used in the field of education and/or academic-related topics. The other point that linked this study with the previous two were the creativity discussion, which was useful in determining the critical thinking level in the paragraph written by the subject of this research later on.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Study

The study was conducted as a documentary research, where the researcher used additional documents to back up the research activity, with the University of Muhammadiyah Sumatera Utara as the location of the research.

B. Population and Samples of the Study

A total of 76 6th semester male and female undergraduate students of English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatra Utara in the Academic Year of 2019/2020 with their Essay Writing tests were the population of this study. Since the aim of this study was to discover the differences between male and female students' critical thinking ability, thus both of genders' students with the same ratio would have to be the samples of this study.

C. Technique of Collecting Data

The study was conducted in one cycle only. The study would then proceed after the final exam held on mid June 2020. Researcher worked on together with the Essay Writing subject's lecturer by the name of Pirman Ginting, S.Pd., M.Hum.. The exam was held online, since the COVID-19 outbreak prevented us to have a face-to-face research with the social distancing policy and so on.

Then, the results of the exam in the subject of Essay Writing under the lecturer of Mister Ginting was handed out as the data collected to the researcher for further analysis, and by the technique of random sampling to reduce the data obtained from the population, the researcher processed these samples by forming them into codes to simplify and represent the actual writing and meaning/explanation. From that point on, these codes were analyzed carefully and thoroughly to see if there were differences between male and female students' critical thinking ability. The codes along with the writings and explanations were then displayed in tables, ordered accordingly, and used to draw conclusion regarding the distinctive features between male and female's critical thinking ability.

D. Instruments of the Study

The instruments used in this study were mainly revolving around the instruments of distinctive features itself: (1) logical inquiry; (2) reasoning; (3) and the coherence of the paragraphs written by the subject of the study.

E. Technique of Analyzing Data

The data retrieved was analyzed through the using of qualitative analysis. According to Sugiyono (2016), this method would include data reduction, data display, and conclusion drawing. Thus, the steps will look like as follows.

1. Data Reduction

The way it is called, data reduction would mean that of all the data retrieved, which was a lot, would then be classified based on its closeness to each other. Data that seemed close on its own value will be classified as the same. It would be grouped, concluded, and focused on the subject matter. By doing this, it would be easier to sort the data needed.

2. Data Display

In this part, researcher presented the data in form of points that needed to look further into to find out the result desired. The differences in the way of thinking critically between male and female would be displayed in a table.

3. Conclusion Drawing

After the the data displayed in a way, it would then be analyzed deeper. There was not a single certainty by any means that the outcome will be consistent or proof that there were distinctive fatures between male and female students' critical thinking ability. The drawing of the conclusion could just possibly create even new yet unexpected results that could add to our knowledge.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

There were a total of 76 students participating in this final examination with the exact same questions, with a total of only 5 male students and the rest were female students. Since this research was to see the differences between male and female students' critical thinking skills, the ratio between the two gender would have to be the same, and in order to do that, the researcher picked 5 female students as well.

From the 5 male students, 1 male student opted to elaborate motion c, while the rest opted for motion d. This was then making the researcher, through random sampling, picked 1 female students amongst 4 fellow female students who picked motion c, and then picked 4 female students amongst 22 fellow female students who picked motion d, making the ratio the same as five to five. By analyzing the logical inquiry, reasoning and coherence of each paragraphs, each students' critical thinking is able to determine, as it was discovered that male students tended to organize what they had in mind, while female students preferred to empathize their thoughts.

B. Discussion

By using the theory of Baron-Cohen (2003) about the basic distinctive in male and female brain, big difference in the way MR (male student) and SN

(female student) think critically was discovered. Both chose motion c to elaborate.

The following is the motion.

Motion c : Some graduates prefer to travel for a year between graduation and gaining full-time employment. Discuss the advantages and disadvantages of this.

MR elaborated the command of the stem by pouring his thoughts into a systemized and organized sentences. It was proven from the the following paragraph, where MR intuitively organized his chain of thoughts regarding the disadvantages of the motion given.

Nevertheless, there are also some disadvantages involved in taking such long break. The main drawback is that student might forget some essential knowledge such as physics and mathematics which is usually needed in the university and they could lose the good study habits and discipline. Consequently, they might face some difficulties when they come back to the university. Moreover, students could be deceived by the money that he might earn. As a result, some would think that completion the university is not really necessary as long as the money is available. Those usually discontinue the learning process and end up losing the right track. (1.M.R.b)

The reasonings were fairly inconsistent. This can be seen from his statement that students with one year off would lose discipline, but then he elaborated about students having job in that one year gap. The question is, how can a student with a job could potentially lose discipline? But even so, the way he systemized it were clear, as he analyzed his own logical inquiry in the first paragraph.

The advantages of taking one year off are plenty. Firstly, students who travel away from home environment would probably develop independence and self-confidence on personal level. Secondly, living in a foreign country enables students to explore different cultures,

tradition, and view points, and this would make their mind broader in the future. (1.M.R.a)

MR started his own logical inquiry to elaborate the advantages of the motion given. The sentence was not structured in the form of a question, and he stated his thought that there were plenty of advantages in taking a one year off. He elaborated and structured his reasoning in this sentence by giving two explanations that were basically talking about independency and open-minded. But in here also we can see that MR was directly concluding that in that one year off, students were travelling to foreign countries, so this one is considered as a cognitive bias.

MR later dived into his own exploration of thoughts, resulting in his conclusion, or more likely a prediction that it was always up to each individual to choose whether or not taking a one year off or not (see 1.M.R.c on Appendix 2).

On the other hand, SN was shown empathizing to graduates who were employed in a job that did not suit their major back in their study days. This can be seen from **2.S.N.b**, in the third sentence of the paragraph.

For instance, a full time job has a full responsibility because it has longer work time. This will train discipline of the graduates. On the other hand, full-time employment does not suitable with the majors which was taken by the graduates. So, they will walk away from the knowledge they have learned in the university. (2.S.N.b)

SN stated her thoughts through emotions that can be identified from the last sentence, where she concluded that those graduates would be getting further apart from the knowledge they earned in universities once they got involved in a job that did not suitable to their insights. SN viewed the contrary to MR, by stating that getting a job would hone the discipline of the graduates.

While MR did not actually stated a fact himself, but one thing that distinguished him from SN was that he at least put one stereotype in his writings, to back up his arguments about the disadvantages of the motion. This can be seen from **1.M.R.b**, where he interestingly possessed one of the most common stereotype that once somebody know how to make money, they would lose interest in education. This is another cognitive bias, precisely in the framing bias domain.

Still using the theory of Baron-Cohen (2003) about the basic distinctive in male and female brain, here is the discussion about the 4 males and 4 females who picked motion d. The following is the motion itself.

Motion d : Some people think it's better to educate boys and girls in separate schools.

First of all, the researcher found out that across all the 8 samples, there were 3 students who agree with the motion (2 males, 1 female), and there were 5 students who disagree (2 males, 3 females). Now from this alone, this findings was already interesting in and of itself. This had proven that there are indeed distinctive features in male and female in critical thinking.

The males who tend to have a brain that systemize and organize thoughts, were tied 2 on 2, showing that both parties organized their thoughts pretty well, proven from **1.H.R.P.a**, **1.H.R.P.b**, **1.H.R.P.c**, and **3.M.Y.a**, **3.M.Y.b**, **3.M.Y.c**, **3.M.Y.d**, for the agreed ones. Both of them had shown strong arguments that could be seen by almost each of the code that were presented with some reliable

facts that organized well. Take a look at some of the examples of the strong arguments from the following examples.

Therefore, a special school for girls was established by the Indonesian heroine, Kartini, so that girls could taste the sweetness of education. Because he believes, the key of oppressing women is that they do not have the knowledge that men do. This is proven, often many women who tasted education, the women began to rebel, began to open their voices about their rights as God's creatures that are the same as men. (1.H.R.P.c)

HRP put a strong reasoning in his last paragraph, as he posed some facts regarding an all-girls school, starting from the history of establishment to the feminist activist movement. Historical backgrounds, like the movement established by Kartini, the rise of feminism, and other surrounding topics, were one of the key that made this reasoning such a strong one.

For this reason, the people upload this idea bring the many benefits and example. By making them in separate school make the case of sexual harassment decrease. Every single person should attend with their own business. For instance, let's look at the Islamic boarding school who applied this method of education. With this, youth directly not fall in dark love with other gender. Because they don't know who must they love. (3.M.Y.b)

Earlier in his writing, MY put a reasoning in the first paragraph (3.M.Y.a). The logical inquiry posed in the first sentence can be seen, and it was quickly elaborated by bringing up some of this thoughts that can be seen from the sentence, "In addition, they will improve their skills and by gaining the education." The last sentence in this first paragraph was interesting, as he tried to expose people's thought about what school their children should be enrolling into. The reasoning from the first paragraph was further strengthened in 3.M.Y.b, with the

fact that separate school has many benefits, just like what Islamic boarding school had been implementing all this time.

With this in main, the education improved by the time. In the same way, there was many Islamic boarding school proved benefits of this strategy. Such as gontor Islamic boarding school has been famous school in Indonesia, al azhar Islamic school, Darun najah etc (3.M.Y.c)

Despite the misspelling of the word “main”, which should have been “mind”, MY continued with another effort to strengthen further what he had explained in the first and second paragraph by giving the name of Islamic boarding schools that had been successful in running the system of separated gender in the school.

The other two males built strong arguments as well, as the researcher discovered from **2.Kha.a**, **4.P.R.P.a**, and **4.P.R.P.b**. Firstly, Kha considered the possibility – a problem – that kids would face in their future if they were to be separated in education, whereas PRP tried to bring the reader into his systemized thoughts. Both’s strengths were as strong as the agreed boys. Take a look at these examples.

I disagree because separate schools makes children less ready to face the world. There are some experts who think that getting children into girls school is the same as preparing children for a fear of facing the world. This is because the social life community remains heterogeneous, inevitably a girl will interact with boys. (2.Kha.a)

Disagreeing can be implicitly stated, but even so, Kha without many words, opened the logical inquiry with an explicit disagreement, and right away elaborating experts’ view on this matter. But a problem arose when he did not explicitly state who these experts were. This could potentially make readers viewd

Kha as being biased in his reasoning. But regardless, the last sentence proved that the reasoning, biased or not, was already strong, as it interconnected to each other.

Imagine, for instance, trying to learn how to value members of the opposite sex by having someone tell you how to relate and reading about the questions without having the actual experience of learning together, sharing ideas, and seeing how your behaviour is received by others. (4.P.R.P.b)

The reasoning began here, since PRP only focusing on his logical inquiry in the first paragraph (4.P.R.P.a). He tried to get readers to think about how we would then do anything about something that did not even exist around the environment. To put it simply, how would the boys and girls get to know each others, or to share ideas, developing respect, and so on, without having the actual environment that allows them to do so.

As for the ladies, the 1 female who agreed on the motion was pretty much the same as the other 3 who disagreed. Both of these 2 sides shown a similar pattern in delivering their thoughts into writings. They started getting emotional when elaborating their reasonings. **5.F.A.c**, **6.M.D.S.a**, **7.R.D.L.b**, and **8.W.H.a** were the paragraphs that really emphasized how the girls responded their logical inquiry by trying to feel what if they were in that position.

This also has an effect on the future. Every people will have a social life and job that will meet not only the same gender. Generally, various types of work involve men and women in one job forum, for instance in a company, they will work to achieve the same goal of advancing the company. They will work together in advancing the company. They will be more accustomed to interacting with different genders and will not look awkward. So they will be more comfortable and easier to complete the work. (5.F.A.c)

Being coherent to the previous paragraph (5.F.A.a and 5.F.A.b), FA elaborated further about the advantage of co-ed school that it would have an

impact on the future of children. She viewed that it was inevitable for boys and girls to be involved together in one employment, so by getting the kids used to be involved each other from school, their future would be less awkward each other.

I disagree if some people think it's better to educate boys and girls in separate schools because according to me it will limit about interaction and also not accordance with Indonesia. (6.M.D.S.a)

Interestingly, MDS started her paragraph with one complete sentence that contained not only logical inquiry, but also the reasoning was explained right away. The reasoning was not strong enough, though, as it shown her emotional side to the topic given. Additional explanation was available in her next paragraphs (see 6.M.D.S.b and 6.M.D.S.c on Appendix 3), especially in 6.M.D.S.c, where she emphasized the importance to interact socially with opposite sex to share some knowledge and impression, just like what the current implemented curriculum is doing.

When a girl enters a special school for girls, then she will interact more with women. That way, girls will be awkward if they meet the opposite sex. It's very natural to happen because indeed a child's time will be spend more at school than at home. (7.R.D.L.b)

Similar to FA, RDL spoke about the impact for the girls on social context if they were to be sent into an all-girls school. The last paragraph was an interesting one, though, as she mentioned something about sexual deviance in her reasoning (see 7.R.D.L.c). It was not a mere biased opinion, she supported this reasoning with a fact from researchers in UK. Unfortunately it was not clearly elaborated further regarding who they were, what was the name of the research institute, when it was researched, and so on.

Because they teach girls and surgical boys, female sample identifying her with mildness and compassion. The we must teach with ease and with a soft and low tone. So it didn't hurt his heart and he loved learning. (8.W.H.a)

WH stated her reasoning first about the traits of female that were mild and compassionate, and thus the way to teach them would also be different. WH being the only female who agreed on this motion, elaborated her reasoning with full empathy, proven from the word, "So it didn't hurt his heart and he loved learning."

The very basic distinctive features of male and female students' critical thinking skills is the same as the basic of how each of their brain works. Even when it is tested through paragraph writings, the basic differences are still there. Male tends to systemize their thoughts will show the same pattern when they pour it into sentences, becoming a paragraph, and eventually leads to a number of paragraphs (essay), and so on. Their critical thinking mostly revolve around facts, broad opinion, but still in a logically organized manner.

Female on the other hand, with their brain functions basically with empathy, making their writings affected by it. Most of the reasonings are filled with arguments that put their emotional thoughts first, before presenting the facts. And so far, there are no differences in the vocabularies or phrases chosen by the two genders, as the researcher viewed this as part of both genders' level of intellectuality to pick more varied vocabularies.

The level of the difference itself are not that big, since the researcher discovered that basically, the way the samples elaborated their arguments were pretty much the same, started it with logical inquiry and then put the reasonings

that were supported with facts into motion. Only a few some that would started of a bit differently, like FA and MSD, but in a nutshell, the way both genders conveyed their thoughts were the same.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted in order to find out whether or not distinctive features among male and female students' critical thinking skills exist. The main focus was how to discover these features through paragraph writing from the 6th semester students of English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatra Utara, in the academic year of 2019/2020. The result can be concluded as follows.

1. The distinctive features among male and female students' critical thinking ability are the pattern in delivering their thoughts, with male students tend to systemize and/or organize what they have in mind with facts and broad opinion, while female students tend to empathize what their thoughts, as they mostly would try to feel their thoughts as if they were really into it.
2. With theories of characteristics of a good paragraph in mind, the result shown that how male and female students wrote their paragraph were pretty much the same in pattern, with some lacking in coherence, but researcher viewed it as human error, since it did not have anything to do with theories of critical thinking in writing.

B. Suggestion

The researcher knows well that this thesis is lacking from perfection, so there will not be that much of suggestion. The first and foremost, for teachers who will be plunging into the real world of teaching, be more considerate about the students of both gender's way of thinking critically. Give them stimulus that can triggered their critical thinking within the portion of each gender as has been elaborated above. Give the male what can hone their systemizing skill, and give the female what can rise up their empathy level within the critical thinking corridor.

As for the other researcher, this research is wide open to be dissected further, as in this research, there were a lot of disciplines like psychology, neurology, education management, and so on. This research serves only the very basic/bottom knowledge regarding the distinctive features in male and female students' critical thinking ability.

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APPENDICES

Appendix 1. Items of the final test.

1. Analyze how every paragraph is constructed in the essay below (introductory, general statement & thesis statement, body: topic sentence, supporting sentences, example if any, and concluding paragraph), and the use of transition word in developing the idea!
2. Write down an opinion essay based on the topics below.
 - a. Some people believe that unpaid community service should be a compulsory part of highschool programme (for example working for a charity, improving the neighborhood, or teaching sports to younger children). Do you agree or disagree?
 - b. Some people believe that violence on television and in computer games has a damaging effect on the society. Others deny that these factors have any significant influence on people's behavior. What is your opinion?
 - c. Some graduates prefer to travel for a year between graduation and gaining full-time employment. Discuss the advantages and disadvantages of this.
 - d. Some people think it's better to educate boys and girls in separate schools.

Appendix 2. Samples who elaborated motion c.

Motion : Some graduates prefer to travel for a year between graduation and gaining full-time employment. Discuss the advantages and disadvantages of this.

Gender	Subject		Data	Code	Meaning/Explanation
	No.	Initial			
Male	1	MR	a. The advantages of taking one year off are plenty. Firstly, students who travel away from home environment would probably develop independence and self-confidence on personal level. Secondly, living in a foreign country enables students to explore different cultures, tradition, and view points, and this would make their mind broader in the future.	1.M.R.a	Here, we can see that MR started his own logical inquiry to elaborate the advantages of the motion given, even though the sentence was not structured in the form of question, as he first stated his thought that there were plenty of advantages in taking a one year off. Having done the logical inquiry, MR started elaborating and structuring his reasoning in this sentence by giving two explanations that were basically talking about independence and open-minded. But in here also we can see that MR was directly concluding that in that one year off, students were travelling to foreign countries, so this one is considered as a cognitive bias.

			<p>b. Nevertheless, there are also some disadvantages involved in taking such long break. The main drawback is that student might forget some essential knowledge such as physics and mathematics which is usually needed in the university and they could lose the good study habits and discipline. Consequently, they might face some difficulties when they come back to the university. Moreover, students could be deceived by the money that he might earn. As a result, some would think that completion the university is not really necessary as long as the money is available. Those usually discontinue the learning process and end up losing the right track.</p>	1.M.R.b	<p>MR was then in this sentence starting the inquiry by again posing his opinion that one year was a long break in his consideration.</p> <p>MR considered that physics and math are essential insights that might lost with a one year break, and such long period would potentially make students lost their study habits and discipline. But what interesting is that the opinion he possessed here was one of the most common stereotype that once somebody know how to make money, they will lose interest in education. This is a cognitive bias, precisely in the framing bias domain, but what truly matters here is that we can clearly see inconsistency in structuring thoughts here by MR. First, he stated that students with one year off will lose discipline, but then he elaborated about students having job in that one year gap. The question is, how can a student with a job could potentially lose his discipline?</p>
			<p>c. The conclusion, taking a gap year is an individual decision</p>	1.M.R.c	<p>MR closed his reasoning with a conclusion that each individual could choose the decision of taking a gap year him/herself.</p>
Female	2	SN	<p>a. Generally, people who have just</p>	2.S.N.a	<p>The logical inquiry that SN posed here</p>

			<p>graduated will look for a job after their study period is over. Some of them will choose part-time employment and the others might be choosing the full-time employment before finding the right job. For those who are serious about working will most likely choose a full-time job. That kind of choice will accustom them to entering a work place.</p>		<p>was actually quite biased itself, as she directly considered people after graduation would first and foremost look for a job, be it a part-time or a full-time.</p>
			<p>b. For instance, a full time job has a full responsibility because it has longer work time. This will train discipline of the graduates. On the other hand, full-time employment does not suitable with the majors which was taken by the graduates. So, they will walk away from the knowledge they have learned in the university.</p>	2.S.N.b	<p>SN viewed the contrary to MR, that she thought that getting a job would hone the discipline of the graduates.</p>

			<p>c. However, full-time employment has many benefits that are worth trying. When the graduates enter the workfield which is suitable with their abilities, they will be able to adapt well. People who have trained like that, can be a valuable asset.</p>	<p>2.S.N.c</p>	<p>Another logical inquiry stated by SN, trying to start the explanation about the benefits of full-time job. Valuable asset was the keypoint in this reasoning, as the explanation before would in the end lead to the graduates becoming valuable assets.</p>
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Appendix 3. Samples who elaborated motion d.

Motion : Some people think it's better to educate boys and girls in separate schools.

Gender	Subject		Data	Code	Meaning/Explanation
	No.	Initial			
Male	1	HRP	a. At school, it's common for boys and girls to be in one class, some even deliberately arranged one bench. This situation is exacerbated by the way of dressing up students who display some of their genitals, let alone supported by a beautiful and handsome face or good looking. This is a fact that happens a lot in many school, both schools labeled with Islam especially public schools, from elementary schools to tertiary institution. Even worse, most male students said that they liked being in the class because the female students were beautiful. With that, some parents feel a little uncomfortable and worried, so they send their daughters to school in separate schools or girls-only	1.H.R.P.a	The logical inquiry was opened with a statement saying that it was such a normal thing to have a co-ed school now. The reasoning itself was elaborated quite completely, in which HRP stated that his reasonings were facts. One thing that was lacking a bit here is the coherence of his paragraph, as he closed the paragraph with another logical inquiry about the benefits of separate school.

			schools. By taking a separate school, it can rise some benefits.		
			b. The first is to get maximum daughter lesson (keputrian), shape the child's personality to be more independent, make children more expressive. Because, in schools specifically women are taught many things such as sewing, cooking, and others. Otherwise it can make them reliable, and can cause a sense of comfort and make them more expressive.	1.H.R.P.b	Here, HRP explained the reasoning regarding the logical inquiry posed in the first paragraph as the last sentence. He claimed that women's lesson would be implemented maximally like sewing, cooking, etc., and that it would make the girls be more reliable and expressive.
			c. Therefore, a special school for girls was established by the Indonesian heroine, Kartini, so that girls could taste the sweetness of education. Because he believes, the key of oppressing women is that they do not have the knowledge that men do. This is proven, often many women who tasted education, the women began to rebel, began to open their voices about their rights as God's creatures that are the same as men.	1.H.R.P.c	A strong reasoning in his last paragraph, as HRP posed some facts regarding an all-girls school, starting from the history of establishment to the feminist activist movement.
2	Kha	a.	I disagree because separate schools makes children less ready to face	2.Kha.a	Without many words, K opened he logical inquiry with a strong disagreement, and

			<p>the world. There are some experts who think that getting children into girls school is the same as preparing children for a fear of facing the world. This is because the social life community remains heterogeneous, inevitably a girl will interact with boys.</p>		<p>right away elaborating experts' view on this matter.</p>
			<p>b. In my opinion, honestly I cannot if in a school not there woman or girls. Because the girls can make a boy to spirit if the girl a pretty girl.</p>	2.Kha.b	<p>The second paragraph also presented a quick logical inquiry-reasoning, but this was mostly biased, since this was purely due to the opinion of K. This paragraph also did not cohere at all with the first one.</p>
3	MY	a.	<p>Youth is an assets of Indonesian population. The government would able to educate them all clearly. The good education for youth impacts their growing up. In addition, they will improve their skills and by gaining the education. Such as going to school, courses, training, anythings those may help them all in life. Moreover, they have different gender as identity of each other. Therefore many people think to educate them in separate school.</p>	3.M.Y.a	<p>We can see the logical inquiry posed in the first sentence, and he quickly elaborated his reasonings for the inquiry posed, bringing up some of his thoughts that we can look at from the sentence, "In addition, they will improve their skills and by gaining the education." The last sentence was interesting, as he tried to expose people's thought about what school their children should be enrolling into.</p>

			<p>b. For this reason, the people upload this idea bring the many benefits and example. By making them in separate school make the case of sexual harassment decrease. Every single person should attend with their own business. For instance, let's look at the Islamic boarding school who applied this method of education. With this, youth directly not fall in dark love with other gender. Because they don't know who must they love.</p>	3.M.Y.b	The reasoning from the first paragraph was further strengthened here, with the fact that separate school has many benefits, just like what Islamic boarding school had been implementing all this time.
			<p>c. With this in mind, the education improved by the time. In the same way, there were many Islamic boarding schools that proved the benefits of this strategy. Such as Gontor Islamic boarding school has been a famous school in Indonesia, Al-Azhar Islamic school, Darun Najah etc</p>	3.M.Y.c	Another effort to strengthen further what he had explained in the second paragraph by giving the name of Islamic boarding schools that had been successful in running the system of separated gender in the school.
			<p>d. In short, making boys and girls in separate schools has many advantages. But, it's absolutely has a weakness too inside. I personally support to make our education system more modern and better than</p>	3.M.Y.d	MY concluded all the reasoning by trying not to be biased, as we can see from the statement, "But, it's absolutely has a weakness too inside," but unfortunately he did not elaborate further what was the weakness.

			before.		
	4	PRP	a. The topic of whether boys and girls should be taught in mixed schools has been a continuous issue ever since the initiation of womens right movements. Some argue that the practice of teaching most effective learning situations are a combination of learning by precept and experience.	4.P.R.P.a	This is actually a strong logical inquiry, since it was not only a mere group of words that formed a logical inquiry, but also presented with the fact of feminist movement. PRP did not go straight to the reasoning for the logical inquiry, but he first presenting people's thoughts over the subject matter.
			b. Imagine, for instance, trying to learn how to value members of the opposite sex by having someone tell you how to relate and reading about the questions without having the actual experience of learning together, sharing ideas, and seeing how your behaviour is received by others.	4.P.R.P.b	The reasoning would begin here, with him trying to get readers to think about how could we do something that did not exist around the environment, without having the actual boys or girls around each other to share ideas and respect each other's value.
Female	5	FA	a. Education is a learning process that can develop one's knowledge potential. Boys and girls have the same rights in terms of education. At this time, education is not lay a common thing where almost all children must take education. School is a place to get education. Educating boys and girls in the	5.F.A.a	Rather than opening the paragraph with logical inquiry, FA did the opening with a theory about education. Having posed some of her opinion, FA closed the paragraph with a logical inquiry that co-ed school is better than separate one.

			same school is better than school that educate boys and girls in separate school.		
			b. Let us begin, school that educate boys and girls in the same school will be better because it can teach them to be able to socialize more broadly not only to fellow genders but also with other gender. The boundaries between boys and girls can also be learned and understood together in school learning. That way the mindset of childrens will be more open because they can make friends and receive many information from different genders. So that they will be easier in term of socializing and getting knowledge or information from different circles.	5.F.A.b	The point of her reasoning here were mostly revolving around social context that happened between boys and girls.
			c. This also has an effect on the future. Every people will have a social life and job that will meet not only the same gender. Generally, various types of work involve men and women in one job forum, for instance in a company, they will work to achieve the same	5.F.A.c	Still in coherence to the previous paragraph, FA elaborated further about the advantage of co-ed school that it would have an impact on the future of children. She viewed that it was inevitable for boys and girls to be involved together in one employment, so by getting the kids used to be involved each other from school,

			goal of advancing the company. They will work together in advancing the company. They will be more accustomed to interacting with different genders and will not look awkward. So they will be more comfortable and easier to complete the work.		their future would be less awkward each other.
			d. Therefore, educating boys and girls in the same school is more effective than educating boys and girls in separate school, because it will expand the reach of child's socialization, interaction and information.	5.F.A.d	In conclusion, she again emphasized the effectiveness of co-ed school regarding social context.
6	MDS	a.	I disagree if some people think it's better to educate boys and girls in separate schools because according to me it will limit about interaction and also not accordance with Indonesia.	6.M.D.S.a	Interestingly, MDSC started her paragraph with one complete sentence that contained not only logical inquiry, but also the reasoning was explained right away.
		b.	We know that in Indonesia is Bhineka Tunggal Ika. That is about we are different but always be one (together). We can learn with all of people not seeing from gender, culture, and tribe.	6.M.D.S.b	Extending her reasoning, she had an opinion that since Indonesia had a motto of Bhinneka Tunggal Ika, we cannot divide education based on gender, culture, and tribe.
		c.	So I disagree with that motion. We	6.M.D.S.c	She emphasized the importance to interact


			also need to interaction social with the different gender so that we get the experience and the knowledge. For example, discussion with study group like K-13.		socially with opposite sex to share some knowledge and impression, just like what the current implemented curriculum was doing.
7	RDL	a.	The school that separates men and women is a homogenous school. Where in a school there are only female or male students. At least, when a parent enters their child to a homogenous school then their will reduce the interaction of other child opposite sex. In this case, of course there will be an impact for a child. That is why, I think children are better going to school at heterogeneous school, where they can get to know a lot of things.	7.R.D.L.a	A bit similar to FA, RDL began her paragraph with a meaning, and other reasonings in form of supporting sentences, but there was not a single logical inquiry until the second to last sentence, where she thought that children are better of going to co-ed school.
		b.	When a girl enters a special school for girls, then she will interact more with women. That way, girls will be awkward if they meet the opposite sex. It's very natural to happen because indeed a childs time will be spend more at school than at home.	7.R.D.L.b	Again similar to FA, RDL spoke about the impact for the girls on social context if they were to be sent into an all-girls school.
		c.	And this can also cause sexual perversion. Especially for high	7.R.D.L.c	The last paragraph was an interesting one, as she mentioned something about sexual

			school students who are already familiar with feelings toward the opposite sex. But, because they always meet with the same sex, then the possibility of sexual deviation becomes there. And has been researched by research institutions in the UK and its true.		deviance in her reasoning, but it was not just a mere biased opinion, she supported this reasoning with a fact from researchers in UK, even though it was not elaborated further regarding who were they, what was the name of the research institute, when it was researched, and so on.
8	WH	a.	Because they teach girls and surgical boys, female sample identifying her with mildness and compassion. The we must teach with ease and with a soft and low tone. So it didn't hurt his heart and he loved learning.	8.W.H.a	WH stated her reasoning first about the traits of female that were mild and compassionate, and thus the way to teach them would also be different.
		b.	Dissecting boys is identical to firmness and bandal. Therefore they must be taught by such a special method that he is able to read to lessons well. Infusing a child according to gender means lessening a child according to gender. This is because children will spend most of their time at school performing everyday activities.	8.W.H.b	Pretty much the same as the first paragraph, but she elaborated the male version. There was an additional explanation after that, but the researcher could not quite get what WH meant in the last two sentences due to some grammatical error.
		c.	Makes the children more expressive. One gender-on school	8.W.H.c	She closed her reasoning with a cognitive bias that children in a separate school will

			student, a female, will bring comfort to child.		be more expressive and comfortable.
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Appendix 4. K1

FORM K 1



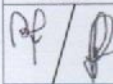
MAJELIS PENDIDIKAN TINGGI
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Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

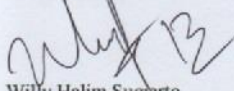
Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Willy Halim Sugiarto
 NPM : 1602050003
 Program Studi : Pendidikan Bahasa Inggris
 IPK Kumulatif : 135 SKS IPK = 3,73

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disahkan Oleh Dekan Fakultas
	Distinctive Features among Students' Critical Thinking Skills through Paragraph Writing: A Case Study of Female and Male Students	
	An Analysis of Thesis' Uselessness throughout the History of English Education Department in UMSU	
	The Uneffectiveness of Micro Teaching Subject in the 6th Semester Students	


Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 12 Mei 2020
 Hormat Pemohon,

 Willy Halim Sugiarto

Dibuat Rangkap 3 :
 - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Prodi
 - Untuk Mahasiswa yang bersangkutan

Appendix 5. K2

FORM K 2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Willy Halim Sugiarto
 NPM : 1602050003
 ProgramStudi : Pendidikan Bahasa Inggris

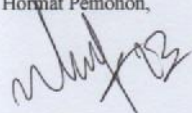
Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Distinctive Features among Students' Critical Thinking Skills through Paragraph Writing: A Case Study of Female and Male Students

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Pirman Ginting, S.Pd., M.Hum acc Pp
 Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya


Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 12 Mei 2020
 Hormat Pemohon,

 Willy Halim Sugiarto

Dibuat Rangkap 3 :
 - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Prodi
 - Untuk Mahasiswa yang bersangkutan

Appendix 6. K3

FORM K 3



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061) 6619056 Medan 20238
 Website : fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Nomor : 831/II.3/UMSU-02/F/2020
 Lamp. : --
 Hal : **Pengesahan Proposal dan Dosen Pembimbing**

Bismillahirrahmanirrahim
 Assalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :


Nama : **Willy Halim Sugiarto**
 N P M : 1602050003
 Progam Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : Distinctive Features among Students' Critical Thinking Skills through Paragraph Writing: A Case Study of Female and Male Students

Pembimbing : **Pirman Ginting, S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :

1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tanggan : **17 Mei 2021**


Medan, 24 Ramadhan 1441 H
 17 Mei 2020 M
 Wassalam
 Dekan



Dr. H. Elfrianto, S.Pd., M.Pd.

Dibuat Rangkap 4 :
 1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Dosen Pembimbing
 4. Mahasiswa yang bersangkutan
(WAJIB MENGIKUTI SEMINAR)





Appendix 7. Berita Acara Bimbingan Proposal



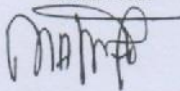
MAJELIS PENDIDIKAN TINGGI
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 Jl. Kapten Mukhtar Basri No.3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Willy Halim Sugiarto
 NPM : 1602050003
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Distinctive Features among Students' Critical Thinking Skills through Paragraph Writing: A Case Study of Female and Male Students


Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
06 Maret 2020	Chapter I: Background of Study, Formulation of Problem, The Objective of Study	
15 Mei 2020	Chapter II: Theory of Critical Thinking Skills and Writing	
16 Mei 2020	Chapter III: Research Design and Data Analysis Techniques	
17 Mei 2020	Reference	

Diketahui/Disetujui
Ketua Prodi




Mandra Saragih, S.Pd., M.Hum.

Medan, 20 Mei 2020
Dosen Pembimbing



Pirman Ginting, S.Pd., M.Hum.

Appendix 8. Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL
PRODI PENDIDIKAN BAHASA INGGRIS

Pada hari ini Senin, tanggal 8 Juni 2020, telah dilaksanakan Seminar Proposal Program Studi Pendidikan Bahasa Inggris, menerangkan bahwa:

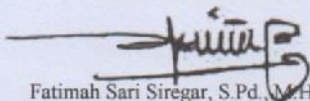
Nama Mahasiswa : Willy Halim Sugiarto
 NPM : 1602050003
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Distinctive Features among Students' Critical Thinking Skills through Paragraph Writing: A Case Study of Female and Male Students

No.	Uraian/Saran Perbaikan
1.	Explain briefly the instrument of distinctive.
2.	Revise the reference.

Medan, 8 Juni 2020


Proposal dinyatakan sah dan memenuhi syarat untuk diajukan ke skripsi.

Dosen Pembahas



Fatimah Sari Siregar, S.Pd., M.Hum.

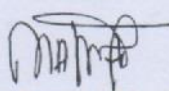
Dosen Pembimbing



Pirman Ginting, S.Pd., M.Hum.


PANITIA PELAKSANA

Ketua




Mandra Saragih, S.Pd., M.Hum.

Sekretaris



Pirman Ginting, S.Pd., M.Hum.

Appendix 9. Surat Keterangan Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa:

Nama Mahasiswa : Willy Halim Sugiarto
 NPM : 1602050003
 Program Studi : Pendidikan Bahasa Inggris

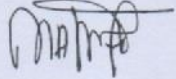
Adalah benar telah melaksanakan Seminar Proposal Skripsi pada:

Hari : Senin
 Tanggal : 8 Juni 2020
 Dengan Judul Proposal : Distinctive Features among Students' Critical Thinking Skills through Paragraph Writing: A Case Study of Female and Male Students


Demikianlah surat keterangan ini kami keluarkan/diberikan kepada mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik, kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Dikeluarkan di : Medan
 Pada Tanggal : 8 Juni 2020

Wassalam
 Ketua Program Studi
 Pendidikan Bahasa Inggris


 Mandra Saragih, S.Pd., M.Hum.

Appendix 10. Lembar Pengesahan Hasil Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

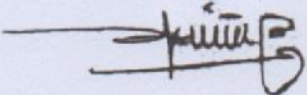

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini:

Nama Mahasiswa : Willy Halim Sugiarto
 NPM : 1602050003
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : Distinctive Features among Students' Critical Thinking Skills through Paragraph Writing: A Case Study of Female and Male Students

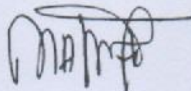
Pada hari Senin, tanggal 8 bulan Juni tahun 2020 sudah layak menjadi proposal skripsi

Medan, 8 Juni 2020


Disetujui oleh:

<p>Dosen Pembahas</p>  <p>Fatimah Sari Siregar, S.Pd., M.Hum.</p>	<p>Dosen Pembimbing</p>  <p>Pirman Ginting, S.Pd., M.Hum.</p>
--	--

Diketahui oleh
 Ketua Program Studi


 Mandra Saragih, S.Pd., M.Hum.

Appendix 11. Surat Permohonan Izin Riset



UMSU
Universitas Muhammadiyah Sumatera Utara

Bila membuat surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
 Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 1107/II.3/UMSU-02/F2020
 Lamp. : --
 Hal : **Mohon Izin Riset**

Medan, 19 Dzulqa'idah 1441 H
 11 Juli 2020 M

Kepada Yth.:
 Bapak/Ibu **Kepala Perpustakaan UMSU**
 Di
 Tempat


Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Ibu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

N a m a : **Willy Halim Sugiarto**
 NPM : 1602050003
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : Distinctive Features among Students' Critical Thinking Skills through Paragraph Writing: A Case Study of Female and Male Students

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Akhirnya selamat sejahteralah kita semuanya, Amin.
 Wassalamu'alikum Warahmatullahi Barakatuh



Dekan
Dr. H. Elfrianto S.Pd., M.Pd.
 NIDN : 0115057302

Tembusan :
 - Pertinggal

Appendix 12. Surat Keterangan Selesai Riset



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238
 Website: <http://perpustakaan.umsu.ac.id>

SURAT KETERANGAN
 Nomor: *200*/KET/IL.10-AU/UMSU-P/M/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :


Nama : Willy Halim Sugiarto
NPM : 1602050003
Univ./Fakultas : UMSU/ Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris/ S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Distinctive Features among Students' Critical Thinking Skills through Paragraph Writing: A Case Study of Female and Male Students"


Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 9 Rabiul Awal 1442 H
 26 Oktober 2020 M

Kepala UPT Perpustakaan,

 Mubandhan Arifin, S.Pd, M.Pd



Appendix 13. Berita Acara Bimbingan Skripsi









MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

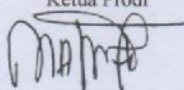
BERITA ACARA BIMBINGAN SKRIPSI

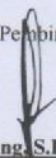
Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Program Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Willy Halim Sugiarto
 NPM : 1602050003
 Judul Skripsi : Distinctive Features among Students' Critical Thinking Skills through Paragraph Writing: A Case Study of Female and Male Students

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
10/09 - 2020	Findings	
15/09 - 2020	Discussion	
20/09 - 2020	Appendix	
07/10 - 2020	Conclusion	
15/10 - 2020	Suggestion	
21/10 - 2020	Revision is complete	

Unggul | Cerdas | Terpercaya

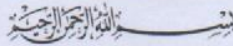
Medan,

Diketahui oleh:
 Ketua Prodi 
Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing 
Pirman Ginting, S.Pd., M.Hum.

Appendix 14. Surat Pernyataan Orisinalitas Riset

SURAT PERNYATAAN



Saya yang bertanda tangan di bawah ini:

Nama : Willy Halim Sugiarto
 NPM : 1602050003
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Distinctive Features among Students' Critical Thinking Skills through Paragraph Writing: A Case Study of Female and Male Students

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun. Dengan kata lain, penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *plagiat*.
3. Apabila poin 1 dan 2 di atas saya langgar, maka saya bersedia untuk menerima diberlakukannya pembatalan terhadap penelitian tersebut dan saya bersedia untuk mengulang kembali pengajuan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa ada paksaan dari pihak manapun, dan agar dapat digunakan sebagaimana mestinya.

Medan, Oktober 2020

Hormat saya

yang membuat pernyataan,



Willy Halim Sugiarto

Diketahui oleh:
 Ketua Program Studi Pendidikan Bahasa Inggris,

Mandra Saragih, S.Pd., M.Hum.

Appendix 15. Curriculum Vitae**CURRICULUM VITAE****1. Personal Information**

Name : Willy Halim Sugiarto
SIN : 1602050003
Place/Date of Birth : Medan/11th of August 1998
Sex : Male
Religion : Islam
Nationality : Indonesian
Adress : Jln. Pukat II D-H Sejati no. 53-D
Department of : English Education

2. Parents' Information

Father : Yuserdy Sugiarto
Mother : Sinta Gaya
Adress : Jln. Pukat II D-H Sejati no. 53-D

3. Education

2004-2010 : MIN Medan
2010-2013 : SMP YP WR. Supratman 1 Meda
2013-2016 : SMA YP WR. Supratman 1 Medan
2016-2020 : University of Muhammadiyah Sumatra Utara