

An Analysis of Supporting Arguments on Student's Critical Writing

Fazirotul Wafiya¹, As'ari², Kheryadi³

^{1,2,3}Department of English Education, Faculty of Education and Teacher Training.
Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia
Jl. Jendral Sudirman No. 30 Kota Serang, Banten 42118

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***Corresponding Author:**

Fazirotulfiya@gmail.com

Abstract: This research was aimed 1) to know the students ability in writing supporting argument on critical writing 2) to find out how the student develop their ability in writing supporting argument on critical writing. The researcher took 20 students from the 8th semester at English Education Department UIN Sultan Maulana Hasanuddin Banten. The research applied descriptive qualitative method. The Data collection technique used in this study is by document test and Interview to student at English Education Department of UIN SMH Banten. From the analyzed, the writer concluded that the student had applied the critical writing criteria correctly because 20 participants in this research introduced their original idea also had analyzed the original argument from various cited sources and they know how to develop their critical writing skill well.

INTRODUCTION

The low level of literacy interest or the ability for reading and writing is one of the problems faced by Indonesia. On 2018 survey of the World Culture Index showed that literacy in Indonesia ranked 60 out of 61 countries. Indonesia also still low in reading interest and writing. Not only in writing literature but also in writing an essay, critical writing, and scientific work (Erwin, 2020). The ability to write is needed by everyone to convey their ideas, including the student at school level up to university. Writing is a very important subject because we have to share an idea from our brain in writing form. It is not easy to choose the words and combine them into a good paragraph. Besides, we have to pay attention to the grammatical sentence. So, it is normal if

many people reluctant to write because, they assumed writing is a difficult activity even though they did not try it.

Writing is a process of compile ideas that begins from exploring and researching into drafting, revising, and editing or maybe distributing them to the world (Fulwiler, 2000). Fulwiler additionally includes that "writing is a process that declines an ideal plan, which is complex, movable, and multifaceted. As it were, writing is not a simple activity that could be done immediately in a spontaneous way, yet writing is a complex process that requires efforts." The complex process of writing requires writers to express and pour their ideas to make a connection between writers and readers. As a result, before start to write the writer needs to know the target of

writing so, the author can use a suitable topic and appropriate word.

Besides, most issues happen when the writers' statement looks clear for them but in fact, it is exactly not clear for the readers since they could not always realize the writer's purpose in their writing. Subsequently, the capacity to write effectively is progressively important since it is a way of communication, which allows individuals to interact with each other across countries and societies. Another problem will come if the writers do not have a good quality of thinking, they would discover it so hard in constructing their ideas, thoughts, or arguments into an excellent quality written form. The requirements of composing ideas, thoughts, or arguments is not a simple thing to do since the mastery of writing ability is the one that ought to build and understood properly and perfectly (Murthado, 2013).

Writing guide us figure out things out at least two ways. Otherwise, it makes our thoughts visible, allowing us to expand, contract, modify or discard them. We can hold only so many thoughts in our heads at one time; when we talk out loud and have dialogues with friends, or with ourselves, we lose much of what we say because it is not written down (Fulwiler, 2000). Moreover, we did not extend, expand, or develop our ideas fully because we did not see them.

When we can believe our thoughts, we can do something with them. Instead, the act of writing itself generates entirely new thoughts that we can then further manipulate. Writing one word, one sentence or one paragraph implies other words, sentences, and paragraphs. Writing progresses as an act of discovery; no other thinking process helps us so completely develop our mode of thought. Everyone even scientists, artists, mathematicians, lawyers, and engineers all of them think

with a pen to paper or chalk to the blackboard (Fulwiler, 2000).

On the whole, we realize that writing is an important aspect of our lives and to help ourselves in construct and convey our ideas into good writing forms we need to upgrade our way of thinking and criticize every sentence that we found. One of the ways which can develop the writing skill and mind is starting to criticize self-writing by doing critical writing. The key to develop writing is figuring out how to write critically. Without criticism, the text will have no writer's sense. Without criticism, the writer additionally has no good ways from the content by which you give life to yourself as a thinker (Martha, 2020).

Based on several levels of writing, the most compatible level to expand critical writing and thinking is making an argumentative writing. An argumentative essay is an essay in which you agree or disagree with an issue, using some reasons that support your opinion is right (Alice & Ann, 2006).

In an argumentative essay, the authors cannot provide their reasons only to help their perspective but also uncover the issues from the contrary reasons as the evidences of the false ones. This is purposed to make considerations for all the issues since it demonstrate that the authors are reasonable and open-minded. All procedures in constructing an argumentative essay require the author to write critically. Critical writing draws together with other aspects of critical thinking to present a forceful case to readers (Cotrell, 2005).

In Critical Writing you need to prove every sentence that claimed in your writing. Your opinion and speculations may require truthful detail (evidence) to support them and those supporting details may come from various kinds of sources. And to support it we need to use argumentative sentences as supporting arguments to prove our claimed.

Based on the facts above, we can assume that supporting arguments can help students develop their writing ability especially in enhance their critical writing ability. So, the researcher chooses the study entitled "An analysis of supporting arguments on students' critical writing"

THEORETICAL SUPPORT

A. Writing

Writing is process of expressing ideas, thoughts, experiences, and knowledge into a written form using letters, symbols, or numbers are made systematically. So, it can be easily understood by others. It is also progressive activity that means when the author begin to write something, he has been thinking about what he going to state and how he to state it (Alice, 1997). So, after finished the writing, author needs to read over his writing, made changes and corrections. Therefore, writing is never a one steps activity; it is a process from several steps.

Besides, not everyone can pour their ideas into well-written form. It will be easy for some students but, others who had a weak ability in writing will feel difficult to compile their ideas into writing. The writing process might be an effective strategy for teaching writing as it helps students to concentrate on the process of creating content through the various stages of creating thoughts, drafting, revising and editing.

Writing as a form of problem- solving which involves such procedures as generating ideas, finding a 'voice' which to write, planning, goal setting, monitoring and evaluating what will be write as well as what has been written and looking for language with which to express exact meaning (White & Arndt, 1991).

B. Critical Writing

Critical writing is fundamental thing in writing an assignment. It draws together with other aspects of critical thinking to present a forceful case to reader (Cottrell, 2005). At the point, when you write your assignment you are writing with a specific purpose, it is to answer the question that has been set. Most people consider critical writing as a challenge

Critical writing is an essential part of writing an assignment. Once an author writes his assignment, he is writing with an explicit purpose, that purpose is to answer the question that has been set (Wolverhampton, 2018). In part of answering an issue, an academic question, is convincing the reader that your answer is the correct one. So, to be convincing you need to persuade, and present evidence. This is will be your academic argument or your line of reasoning.

On the other hand, Reading an article that opposites to their minds and do not even hint their views, will makes society disinterested on it. Such writing which has quality of propaganda: Everyone rapidly state, "That author has not considered this point or observe this issue; why should I listen to him out?". Besides, an article that approach a topic critically, acknowledging our position even when we disagreeing with it, will catches people's attention. At the end, people wondering up about the writer's words for many times. Then, after the reader read over the whole article of the writer, they will discuss with their minds. And re-think about the author's article.

At the end, it can be summarized that critical writing is not necessarily writing about the topic in a negative way; it is basically ensuring that you have considered all sides of the argument from various sources. For example; in your reading, you are probably going to discover different authors with different views. It is the job of a critical writer to consider all of these perspectives in their essay to show their awareness to all the issues associated with their topic.

C. The Characteristic of Critical Writing

To be critical is not to be "negative" or even to "oppose this Idea." Rather, critical writing refers to a process of reflecting deeply: in writing critically, we try to shed greater light on an idea, unload its certain assumption, and assemble the thoughts more extensive view additionally constructive view. The core of critical writing is not only about your refuses with the content but your distance with the text. Accomplishing distances to the text does not expect you to put yourself as well as the writer. Rather, you may ask yourself just that you remain one step ahead in front of your reader than the original writer does. Critical writing is an involvement in an academic debate. It requires "a refusal to accept the conclusions of other writers without evaluating the arguments and evidence they provide".

Critical writing should have the purpose as clear as possible. The purpose is to convince the reader, so it is crucial to make our writing style clear so, the reader can see the point easily. For a long time ago, complicated or ineffectively punctuated sentences can make it difficult for the reader to follow your argument.

The language utilized for critical writing is commonly infrequent. It typically focuses on facts and keeps away emotional content, adjectives, and flowery language or jargon. The point is to introduce, as wide as possible, the purpose is can be understood by an intelligent general reader. Specialized language can be utilized but should not be utilized simply to sound clever.

A secret of successful writing is to anticipate the expectations and potential protests of the audience from readers for whom you are writing (Wallace, 2011). So you should build up a sense for your reader and what they anticipate. In critical writing, most of the text is dedicated to presenting a case through providing reasons, using relevant evidence, comparing and evaluating alternative arguments, weighing up conflicting evidence, and forming judgments on the basis of the evidence. Background information of general nature is used very rarely, and only essential details are usually included. Description is kept to a minimum.

The most characteristic features of critical writing are: a clear and confident refusal to accept the conclusions of other writers without evaluating the arguments and evidence that they provide, a balanced presentation of reasons why the conclusions of other writers may accepted or may need to be treated with caution, a clear presentation of your own evidence and argument, leading to your conclusion; and a recognition of the limitations in your own evidence, argument, and conclusion.

D. The Differences between Critical and Descriptive Writing

In descriptive writing you are not developing argument but setting the background within which an argument can be developed (Leicester, 2009). You are representing the situation as it stands, without presenting any analysis or discussion.

Descriptive writing is relatively simple. There are also the trap that can be easy to use many, many words from your word limit, simply providing description. In providing only description, you are presenting but not transforming information; you are reporting ideas but not taking them forward in any way. An assignment using only descriptive writing

would therefore gain few marks (Leicester, 2009).

Besides, in critical writing the authors participate in academic debate. This is more challenging and risky. Writers need to weigh up the evidence and arguments of others, and to contribute our own opinion also need to consider the quality of the evidence and argument that authors has read, identify key positive and negative aspects you can comment upon, assess their relevance and usefulness to the debate that engaging in author's assignment, and identify how best they can be woven into the argument that you are developing (Student learning development, 2009).

A much higher level of skill is clearly needed for critical writing than for descriptive writing, and this is reflected in the higher marks it is given.

And this table may show us the differences between descriptive and critical writing clearly according to Moon, cited in Cottrell 1999: 23 on Learnhigher site.

Table 2.2 Descriptive versus critical Writing

Descriptive Writing	Critical Writing
States what happened	Identifies the significance
States what something is like	Evaluates (judges the value) strengths and weaknesses
Says how to do something	Argues a case according to evidence
Explains what a theory says	Shows why something is relevant or suitable
States options	Gives reasons for the selection of each options
States links between items	Shows the relevance of links between pieces of

	information
Gives information	Draws conclusions

E. Supporting Argument

The argument is an attempt to persuade someone's something. It is prompted normally with the aid of a disagreement, confusion, or lack of expertise about something which the arguers desire to solve or light up convincingly. In the maximum widespread sense, arguments go on all the time; they are a staple aspect of many conversations, as well as the heart of any inquiry into the fact or chance of something (as in, for example, the judicial process, a scientific research project, a coverage analysis, a commercial enterprise plan, and so forth).

Arguments also can be internal for example, when we are confronted with making a tough choice (Should I marry to this man? Is it right for me to oppose capital punishment? Why do I want to buy a brand new home? Which candidate should I vote for? And so on).

The very last intention of argument is generally to attain an end which is sufficiently persuasive to convince someone of something (a direction of action, the reasons for an event, responsibility for positive acts, the probable truth of analysis, or the validity of an interpretation). Besides, it also frequently has a terrible purpose: to convince a person that something is not the case.

Supporting argument is such a complement in writing because it supports your ideas with convincing evidence that takes from many sources (Cottrell, 2005). It also will help you in delivering your writing purpose easily to the reader. Presenting too much detail can make the main argument unclear. The reader may lose enthusiasm for following the line of thinking and simply conclude that the argument is weak. Sometimes, writers

cannot include the detail and also each point of critical analysis that supports their arguments.

Supporting argument is a process of reasoning and advancing proof about an issue on which conflicting views may be held (Rottenberg&Winchell,2018).

Argument used to represent sorts of discourse that attempt to persuade readers or listeners to just accept a role on a debatable issue. In argument, in all kinds of communication, a person (the author or speaker) gives a text about something (the subject) and for someone (the audience).

METHOD

In this research, the writer use qualitative descriptive analysis. The purpose of the research is to seek and explore the information about phenomena in order to describe existed condition in the field. Qualitative used to investigate how language teaching and language learning occur in the complexity of their natural settings. They may explore the process of language teaching and learning as these happened in the classroom, the home, or the community.

Qualitative can be defined as a research method of the social science that collect the data and analyze it in the form of words (written or verbal) and it makes the data described as factual as possible.

The writer of this research takes location at English Education Department of Islamic State University of Sultan Maulana Hasanuddin Banten and took 20 students in 8th semester. The writer chooses this location because regarding to the significance of supporting arguments in critical writing, university students are the most appropriate subject of this research. Besides, no one has researched the problem in this location.

The writer had two techniques to gain this research. They are Document test and Interview.

The first, writer used a document as a test for the participant. The researcher

had invited the participant into a group on Whatsapp application then, explained them what critical writing is and asking the participant to make an essay about "The effectiveness of Online Class during Corona Pandemic". After that, the writer accumulated their essay, asked an expert on writing to analyze student's writing and describing the result of the test. Furthermore, the researcher used the document as a test because it is less time-consuming and more efficient than other research methods.

The second, the researcher uses one-on-one interview via online, which processed the data collection by asks questions to student and recorded the answers from only one participant in the study at time.

Interviews taken one week to complete and they were recorded. Student impressions were gathered through structured interviews. The researcher interview the participant to know their exact feeling after accomplish the task.

The researcher given the participants some questions to get more information from them and it will help the writer to describe the result of this research as clear as possible

RESULT AND DISCUSSION

The representative students of English education in 8th semester. The writer interviewed the students in order to obtain information to know the student's ability in write supporting argument on critical writing. Five students were selected to collect the data. Here is the result of the students' interview:

They had problems in keeping awareness of the reader when they construct critical writing and convinced the reader that their argument is reasonable and convincing. In the reality, even the students know what is critical writing and the differences about descriptive and critical in writing they cannot apply it into good written form.

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