

# The Effect of Teaching Technique and Critical Thinking towards Students' Writing Skill

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**Abstract** – Writing, which was formerly seen to be the purview of the educated, has developed into a vital skill for individuals from all backgrounds in today's global society. Writing is one of the most difficult language production activities, and both professional and amateur authors frequently complain about how difficult and complicated the process is. For students to come up with a concept, they must be able to think critically. The purpose of this research was to: determine the interactive effect of teaching technique and critical thinking towards students' writing skill. The research method used was experimental one. Sample size of 80 students consisted of 40 for experiment class from SMA Mandiri Balaraja and 40 from SMA Tunas Harapan Balaraja for control class. The sampling technique used was cluster sampling. Research instruments were used to test the results of critical thinking (30 items) and writing skill scoring that had been tested valid and reliable. The used test was two-way ANOVA analysis the result showed: (1) There is a significant effect of teaching technique towards students' writing skill at Private Senior High School in Tangerang. It is proved by the value of sig  $0,000 < 0,05$  and  $F_o = 77,449$ . (2) There is a significant effect of critical thinking towards students' writing skill at Private Senior High School in Tangerang. It is proved by the value of sig  $0,000 < 0,05$  and  $F_o = 51,791$ . (3) There are any significant interactive effects of teaching technique and critical thinking towards students' writing skill at Private Senior High School in Tangerang. It is proved by the value of sig  $0,033 < 0,05$  and  $F_o = 4,725$ . This suggests that teaching technique and critical thinking contribute to the improvement of students writing skill.

**Keyword:** Teaching Technique, Critical Thinking, Writing Skill

## I. INTRODUCTION

Language is essential to every aspect and interaction in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question/understand the world around us. We communicate effectively with our words, gestures, and tone of voice in a multitude of situation. Being able to communicate with each other, form bonds, teamwork, and its what separates humans from other animal species. Communication drives our lives and better ourselves.

The importance of communication can be often overlooked. Even with the ability to communicate with each other. Misunderstandings happen. Remember, communication is a two-way street that should be embraced and not ignored. Believe it or not, some people can be arrogant to believe they can't go to foreign countries without knowing anything of the language or culture of the people in the places they visit. The importance of language is beneficial regardless if it is done for fun or for career improvement or even just for personal travel.

Additionally, there is the psychological aspect of direct communication during your business transactions. Clients will be more likely to trust what you are saying and there will be a more intimate relationship than if you were to conduct all communication through a translator. This could be an important step in building strong and lasting business relationships that help ensure the success of your own business.

Some schools are recognizing the importance of language. They begin offering to teach a second language as early as middle school. Many schools and employers are requiring specific language requirements as part of their application process.

In Indonesia, English as a Foreign Language (EFL), it is usually learned in environments where the language of the community and the school is not English. For those reason, English is an important subject can learn at school. Without knowing proper English, student will not be able to communicate effectively n English. A person who does not poses proper English limits his or her ability to achieve their highest potential. Knowledge of the English language is important to learn to be able to communicate with others in finding and maintaining a job.

English is the fourth of the most widely spoken native language in the world, and in terms of sheer number of speakers, it is the most spoken official language in the world. It is the primary language used in international affairs. The English language has official status even in nations where it is not the primary spoken language. English is indisputably the primary language of global trade and commerce. In many countries, most tourism authorities and other officials in contact with the public speak English to interact and engage with tourists and immigrants.

When we learn a English language, there are four skills that we need to complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. And writing is the fourth of the four language skills

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Learning writing skills is important because many parts of it are the foundational skills of literacy. The writing must be purposeful and able to be used in all content areas. One key to successful writing, however, is the ability to write in multiple forms and for a variety of purposes.

Writing also belongs to an important activity in English class. School Based Curriculum as the curriculum applied in Indonesia, educational curriculum explains that the student of Senior High School not only learns about grammar and vocabulary, but also, they should reach the discourse level. It can be said that student not only focus on understanding the text taught but also focus on constructing a new text as well.

There are some reasons to make the students practice inside or outside class. They can choose their own theme or topic to be written on certain type of text. Students have more opportunity for language processing that is thinking about the language. It is stated by Harmer (2004:86) “states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning” from this explanation it can be said student will pay more attention about the topic, suitable title, choice of words (diction), etc. they will do revising again and again to get satisfying result expected.

As one of the important skills in English, writing is also considered as the most complicated language skill to be learnt than other language skill. Writing skill is more complex and difficult to teach, requiring mastery not only grammatical devises but also concept and judgment. In writing process, we always involve thinking skill and creative skill. Not only that but it is supported by tight rules. Mastery vocabulary and grammar becomes the main key to get good writing. We have to choose appropriate vocabularies to arrange word to be sentence and develop it to paragraph. Beside we have to use compatible tense, which is include in grammar, to express an event in a certain time.

As the skill which have to be mastered by student, writing is not simply speech written down on paper. Learning to write is not natural extension of learning. Writing requires systematic instruction and practice. They used to make mistake when they use simple past tense. Sometime they confused to decide regular and irregular verb when they write sentence. They usually use pattern simple present tense to make paragraph of recount text. They don't have enough self confident to make their own sentence. Because of this problem, most of students are not able to write well.

Writing, for language learners, is the most difficult skill than the other skills. In writing, one is not only dealing with generating ideas but also organizing ideas by constructing words into meaningful sentences. Moreover, the degree of difficulties in writing will be multiplied when one is writing in a foreign language. In this case is English. Richards and Renandya (2002: 303) say that “writing is the most difficult skill for foreign language learner to master, which its difficulties are not only laying in organizing and generating ideas but also in translating those ideas into readable text”. Organizing ideas is an important key in writing. Unlike speaking, writing is not limited to time and space. Knapp and Watkins (2005:15) say that “writing takes language out of the constraints and immediacy of time and arranges it hierarchically”. Therefore, in writing, one may explore her/his ideas or information and draw them into the form of written language without cutting the details during the process.

Writing, which was once considered the domain of the well-educated, has become an essential tool for people of all walks of life in today's global community (Weigle, 2002). It is one of the least understood language production tasks, which both professional and nonprofessional writers often lament that the process of writing is arduous and complex.

Base on this case, student need to have a critical thinking in order they can generate the idea.

According to Corttrel (2005), “critical thinking is a cognitive activity which means thinking in the best way and using mental processes like attention, selection, judgment, etc. It makes people more precise in the way they work and think, more accurate in relevant issues, better decision maker”

Critical thinking is based on reflective thinking that is focused on interpreting, analyzing, critiquing, synthesizing, and evaluating information, arguments and experiences with a set of reflective attitudes, skills, and abilities to guide thoughts, beliefs, and actions. However, evaluation can and should be a constructive reflection of positive and negative attributes. When we think critically, we are evaluating the outcomes of our thought processes-how good a decision is or how well a problem has been solved. Critical thinking also involves evaluating the thinking process and the reasoning that went into the conclusion we’ve arrived at or the kinds of factors considered in making a decision. Critical thinking is sometimes called directed thinking because it focuses on obtaining a desired outcome. Day dreams, night dreams, and other sorts of thinking that are not engaged in for a specific purpose are not subsumed under the critical thinking category. Neither is the type of thinking that underlies our routine habits, which, although goal directed, involve very little conscious evaluation, such as getting up in the morning, brushing our teeth, or taking a usual route to school and work. These are examples of non-directed or automatic thinking. Other examples of noncritical thinking include the rote call of information (e.g., listing the capitals) or the failure to consider evidence that might support a conclusion that you do not like.

Based on the researcher’s teaching experience, particularly in teaching writing, it is found that the great number of students had problems in English writing. First, the students had low ability in generating, organizing, and elaborating ideas, for they did not understand how to specify this. Second, the students were confused in using correct grammar. Third, the students had limited vocabulary (diction). The last, the students were poor in using mechanical convention in their composition. As the result, they were not able to construct the writing well.

All above, one of the important factors causing students’ poor writing skill is the technique used by the teacher where the teacher uses inappropriate writing teaching techniques or strategies, teaching media, and teaching materials. The writing teaching techniques or strategies in the classroom normally employed by the teacher may not work very well or be monotonous and not interesting for the students. As a result, the students have difficulty developing themselves in teaching and learning process. Hence, the role of the teacher extremely demanded as a motivator, facilitator, and educator, is most important thing to use the effective way of teaching so that the students will be well trained or well experienced, especially in writing class.

Extracting from the facts above, one of possible solutions to overcome the problem is by making use of graphic organizer technique. Ellis (2004) states “the spatial arrangement of graphic organizers allows the students to identify the missing information or absent connections in one’s strategic thinking”. It is one way of arranging concepts to organize the prior knowledge and generate a lot of ideas in which one word as a topic links to the other related word. Also, Perles (2012) asserts that “the ways in using graphic organizer technique: brainstorming, structuring, and restructuring”. Firstly, brainstorming is one of the steps of the writing process such as the students’ minds, sitting, and thinking of the topic. Then, the teacher asks the students to brainstorm the topic to get information and ideas referring to the topic. Secondly, structuring means the teacher chooses a topic and gathers ideas or information about the topic to help the students use a different graphic organizer to structure their thoughts. Lastly, restructuring means encourages the students to use an organizer after they finish their first draft in order to make sure that the information is well structured.

There are some problems in this study and it is formulated as follow:

1. Is there any effect of teaching technique towards students’ writing skill at Private Senior High School in Tangerang?
2. Is there any effect of critical thinking towards students’ writing skill at Private Senior High School in Tangerang?
3. Are there any interactive effects of teaching technique and critical thinking towards students’ writing skill at Private Senior High School in Tangerang?

## **II. METHOD**

This research was conducted at private SMA in Tangerang, namely SMA Mandiri Balaraja and SMA Tunas Harapan Balaraja. The research will be done 4 months. The object of this research was the students on Second Grade or class XI in the second semester.

The method which s used in this research is experiment research. Experimental research is the only type of research that can test hypotheses to established cause-and-effect relationship. It represents the strongest chain of reasoning about the link between variables. In experimental studies, the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variables. (L.R Gay and Peter Airasian, 2000:367). In testing hypotheses, the only type of research can be used is

experimental research. It is used to established cause and effect. The cause of dependant variable can affect to independent variable.

The research used is experimental method. It means to give the different treatments upon two students learning groups. One group was treated as experiment group, which was given treatment b using graphic organizer, while another group is given treatment by using conventional technique. For each group, then it will be divided into two based on student critical thinking; a group of students with high critical thinking and a group of students with low critical thinking.

This research has two kinds of validity, they are internal validity and external validity. Internal validity is related to the effect of treatment towards student’s writing skill, which based on the accuracy of the procedure, collected data, and summing up the conclusion. While external validity is related to whether the result of research could be generalized to another subject which do not have the similarity in condition and characteristic as well, in order to achieve the goal, hence through this research, there are some controls on the extra variables as follows:

**Table 3.1  
Research Design**

Critical Thinking	Teaching Technique		Total
	Teaching Technique (A1)	Conventional (A2)	
High (B1)	A1B1	A2B1	$\sum B1$
Low (B2)	A1B2	A2B2	$\sum B2$
Total	$\sum A1$	$\sum A2$	$\sum TOTAL$

- A1 : Group of students who have been given teaching technique.
- A2 : Group of students who have been given conventional technique.
- B1 : Group of students who have high critical thinking.
- B2 : Group of students who have low critical thinking.
- A1B1 : Students are given teaching technique with high critical thinking.
- A2B1 : Students are given conventional technique with high critical thinking.
- A1B2 : Students are given teaching technique with low critical thinking.
- A2B2 : Students are given conventional technique with low critical thinking.

The target population of this research is all students of private Senior High schools in Tangerang, possesses more than 6554 students which is divided into several parallel classes, where each class consist of more or less 30-45 students.

According to Sudjana (1992:6), sample is part of population. In this research, total sample 80 students, who are divided into two classes; one experiment class consist of 40 students, and one control class consist of 40 students as well. In each class of experiment is divided into 2 subclasses, in which there are two typical students with different critical thinking. The experiment classes are XI marketing A and XI marketing B at SMA Mandiri Balaraja meanwhile the control classes are XI marketing A and XI marketing at SMA Tunas Harapan Balaraja. In this research, there are 4 (four) sub-classes with different treatment and ability. The clustering of the sample is stated in the following.

**Table 3.2  
The Sample Cluster**

Group	Character of Subject and Kind of Treatment	Students
A	Group of students using teaching technique and high critical thinking	20
B	Group of students using teaching technique and low critical thinking	20
C	Group of students using conventional technique and high critical thinking	20
D	Group of students using conventional technique and low critical thinking	20
TOTAL		80

The sampling technique of this research is intact class based on factorial group design, with the following steps; (a) choose the location for this research, (b) choose the classes for this research, (c) choose the sample for this research by giving the previous test to determine which kind of critical thinking they have. Those who are determined will be the research object, (d) collect all student's name before giving them instrument of the research. The sample choosing of this research is taken into 2 (two) phases:

- First phase, deciding the four classes for this research. Since there are four classes taken, so two classes are set as experiment class while another two classes are set as control class.
- Second phase, taking the sample according the students numbering in this research. The subject taken are based on his/her characteristic upon critical thinking. The researcher took 50% of the students with different critical thinking treated by graphic organizer technique as experiment class, and 50% of student with different critical thinking treated with conventional technique as control class.
- This phase is conducted after giving the preferential test to the students in order to know about their critical thinking, both experiment class or control class. Then the result of the test is scored and classified according to their critical thinking. As we know, there are two kinds of critical thinking namely; high critical thinking and low critical thinking. 80 students with different critical thinking from 4 sub-classes was chosen as sample of this research. Meanwhile the students who are not part of both samples are treated equally in order to avoid the artificial condition in learning process so that students will not notice that they are being observed. Thus, we have 4 groups for this research, such as; 20 students who have high critical thinking, treated by using graphic organizer; 20 students have low critical thinking treated by using graphic organizer; 20 student who have high critical thinking, treated by using conventional technique; and 20 students who have low critical thinking treated by using conventional technique. those groups divided into four classes; 2 (two) experimental classes (teaching technique) consist of 40 students with different learning motivation and two control classes (conventional technique) consist of 40 students with different critical thinking.

### III. RESULT AND DISCUSSION

#### Description of Data

The summary of data groups A1B1, A1B2, A2B1, A2B2 are as follow:

Table 4.1 The Summary of Descriptive Statistics

Descriptive Statistics				
Dependent Variable: Writing Skill				
Teaching Technque	Critical Thinking	Mean	Std. Deviation	N
Graphic Organizer	High	71.25	6.069	20
	Low	65.30	4.692	20
	Total	68.28	6.144	40
Conventional	High	63.40	5.020	20
	Low	52.30	5.312	20
	Total	57.85	7.591	40

Total	High	67.33	6.784	40
	Low	58.80	8.234	40
	Total	63.06	8.637	80

Base on the descriptive statistics above the students’ writing skill using graphic organizer teaching technique with 20 students of high critical thinking has mean 71.25 and standard deviation 6.069. Meanwhile students’ writing skill using graphic organizer with 20 students of low critical thinking has mean 65.30, and standard deviation 4.692.

And also, the statistic shows that the students’ writing skill using conventional teaching technique with 20 students of high critical thinking has mean 63.40 and standard deviation 5.020. Meanwhile students’ writing skill using Conventional technique with 20 students of low critical thinking has mean 52.30, and standard deviation 5.312.

Table 4.2 Descriptive Statistics Refers to Research Design

B	Stat	A		Total
		A1	A2	
B1	N	20	20	40
	X	71.25	63.40	67.33
	S	6.069	5.020	6.784
B2	N	20	20	40
	X	65.30	52.30	58.80
	S	4.692	5.312	8.234
Total	N	40	40	80
	X	68.28	57.85	63.06
	S	6.144	7.591	8.637

Test Requirement of Data Analysis

Normality Data Test

One-Sample Kolmogorov-Smirnov Test		
Writing Skill		
N		80
Normal Parameters <sup>a,b</sup>	Mean	63.06
	Std. Deviation	8.637
Most Extreme Differences	Absolute	.099
	Positive	.099
	Negative	-.093
Kolmogorov-Smirnov Z		.883
Asymp. Sig. (2-tailed)		.416

Base on the table, it shows that the value of Kolmogorov-Smirnov (K-S) for the result of the data of dependent variable of writing skill is 0.883, and sig= 0,416 > 0.05. It means that the result of students’ writing skill has normal distribution.

Homogeneity Data Test

Levene's Test of Equality of Error Variances <sup>a</sup>			
Dependent Variable: Writing Skill			
F	df1	df2	Sig.
2.040	3	76	.115

As seen from the table, it shows that  $F_o = 2.040$  and  $Sig\ 0.115 > 0.05$ . It means that the whole data come from homogeneous sample. Therefore, the hypothesis are accepted. It shows that the sample comes from the population with the same variance and homogeneity.

Base on the normality and homogeneity test, it can be concluded that the requirement must be fulfilled by the research data analyzed by ANOVA. ANOVA technique has been completed.

Table 4.3 Research Hypothesis Test

Tests of Between-Subjects Effects					
Dependent Variable: WritingSkill					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3759.738 <sup>a</sup>	3	1253.246	44.655	.000
Intercept	318150.313	1	318150.313	11336.142	.000
A	2173.613	1	2173.613	77.449	.000
B	1453.512	1	1453.512	51.791	.000
A * B	132.613	1	132.613	4.725	.033
Error	2132.950	76	28.065		
Total	324043.000	80			
Corrected Total	5892.688	79			

a. R Squared = .638 (Adjusted R Squared = .624)

As the statistics result show above, it indicates that the proposed research hypothesis can be answered, and the explanation of the table is described as follow:

**First Hypothesis**

There is an Effect of Teaching Technique on Students' Writing Skill at Private Senior High School in Tangerang

Base on the table 4.9. it is achieved that the ANOVA with the value  $Sig\ 0.000 < 0.05$  and  $F_o = 77.449$  can be drawn a conclusion that the null hypothesis ( $H_o$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It means that there is an effect of teaching technique on students' writing skill at Private Senior High School in Tangerang significantly. In the other word, it can be seen different result of students' writing skill using teaching technique and conventional technique.

**Second Hypothesis**

There is an Effect of Critical Thinking on Students' Writing Skill at Private Senior High School in Tangerang

Base on the table 4.9. it is achieved that the ANOVA with the value  $Sig\ 0.000 < 0.05$  and  $F_o = 51.791$  can be drawn a conclusion that the null hypothesis ( $H_o$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It means that there is an effect of critical thinking on students' writing skill at Private Senior High School in Tangerang significantly. In the other word, it can be seen different result of students' writing skill with high critical thinking and low critical thinking.

**Third Hypothesis**

There are interactive effects of teaching technique and critical Thinking on Students' Writing Skill at Private Senior High School in Tangerang.

Based on the table 4.9 it is achieved that the ANOVA with the value  $Sig = 0.033 < 0.05$   $F_o = 4.725$  therefore can be drawn a conclusion that the null hypothesis ( $H_o$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It means that there are interactive effects of teaching technique and critical thinking on students' writing skill at Private Senior High School in Tangerang.

Meanwhile the adjusted R Square value is 0.638. It shows that students' writing skill using teaching technique with high critical thinking give significant effect of 63.8% to improve students' writing skill at Private Senior High School in Tangerang.

As there are significant interaction effects of teaching technique and critical thinking on students' writing skill. Furthermore, it is needed to do a Pos Hoc test.

Because there are significant interaction effects of teaching technique and critical thinking on students' writing skill, it is essentially needed to do a further testing called Tukey Testing.

Table 4.4  
Pos Hoc with Tukey Testing Students' Writing Skill

**Multiple Comparisons**

Dependent Variable: WritingSkill  
Tukey HSD

(I) Pos Hoc	(J) Pos Hoc	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A1B1	A1B2	5.95*	1.675	.004	1.55	10.35
	A2B1	7.85*	1.675	.000	3.45	12.25
	A2B2	18.95*	1.675	.000	14.55	23.35
A1B2	A1B1	-5.95*	1.675	.004	-10.35	-1.55
	A2B1	1.90	1.675	.670	-2.50	6.30
	A2B2	13.00*	1.675	.000	8.60	17.40
A2B1	A1B1	-7.85*	1.675	.000	-12.25	-3.45
	A1B2	-1.90	1.675	.670	-6.30	2.50
	A2B2	11.10*	1.675	.000	6.70	15.50
A2B2	A1B1	-18.95*	1.675	.000	-23.35	-14.55
	A1B2	-13.00*	1.675	.000	-17.40	-8.60
	A2B1	-11.10*	1.675	.000	-15.50	-6.70

Based on observed means.  
The error term is Mean Square(Error) = 28.065.

\*. The mean difference is significant at the 0.05 level.

**Writing Skill**

Tukey HSD

Pos Hoc	N	Subset		
		1	2	3
A2B2	20	52.30		
A2B1	20		63.40	
A1B2	20		65.30	
A1B1	20			71.25
Sig.		1.000	.670	1.000



Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = 28.065.

a. Uses Harmonic Mean Sample Size = 20.000.

b. Alpha = 0.05.

Note:

A1B1 = Students' writing skill by using teaching technique (graphic organize) with high critical thinking.

A1B2 = Students' writing skill by using teaching technique (graphic organize) with low critical thinking.

A2B1 = Students' writing skill without using teaching technique (conventional) with high critical thinking.

A2B2 = Students' writing skill without using teaching technique (conventional) with low critical thinking.

Based on the table of previous test above, there are four interaction models. Here they are:

Interaction model A1B1 and A1B2

In group A1B1 and A1B2, it can be seen that Mean Difference is 5.95, it means that the average of the group A1B1 and A1B2 is 5.95. The value is quite high and it is proved by the Sig 0.004 < 0,005 or can be told that special for the group A1, there is difference significance in writing skill between group B1 and B2.

Interaction model A1B1 and A2B1

In group A1B1 and A2B1, it can be seen that Mean Difference is 7.85, it means that the average of the group A1B1 and A2B1 is 7.85. The value is quite high and it is proved by the Sig 0.000 < 0,005 or can be told that special for the group B1, there is difference significance in writing skill between group A1 and A2.

Interaction model A1B2 and A2B2

In group A1B2 and A2B2 it can be seen that Mean Difference is 1.90, it means that the average of the group A1B1 and A2B1 is 7.85. The value is quite low and it is proved by the Sig 0.670 > 0,005 or can be told that special for the group B2, there is no difference significance in writing skill between group A1 dan A2.

Interaction model A2B1 and A2B2

In group A2B1 and A2B2, it can be seen that Mean Difference is 11.10, it means that the average of the group A2B1 and A2B2 is 11.10. The value is quite high and it is proved by the Sig 0.000 < 0,005 or can be told that special for the group A2, there is difference significance in writing skill between group B1 and B2.

#### IV. CONCLUSION AND SUGGESTIONS

##### Conclusion

The current study contributes to the teaching methodology especially in the writing skills and critical thinking at Private Senior High School in Tangerang. The result shows that there is a significant effect of teaching technique on students' writing skill at Private Senior High School in Tangerang. This is proved by the value Sig = 0.000 < 0.05 and Fo = 77.449. There is a significant effect of critical thinking on students' writing skill at Private Senior High School in Tangerang. This is proved by the value of Sig = 0.000 < 0.05 and Fo = 51.791. There are significant interaction effects of teaching technique and critical thinking towards students' writing skill at Private Senior High School in Tangerang. This is proved by the value of Sig = 0.033 < 0.05 and Fo = 4.725.

Based on the further test (Tukey test), there are four interaction models. They are: Interaction model A1B1 and A1B2. In group A1B1 and A1B2, Mean Difference is 5.95, it means that the average of the group A1B1 and A1B2 is 5.95. The value is quite high and it is proved by the Sig 0.004 < 0,005 or can be told that special for the group A1, there is difference significance in writing skill between group B1 and B2. Interaction model A1B1 and A2B1. In group A1B1 and A2B1, Mean Difference is 7.85, it means that the average of the group A1B1 and A2B1 is 7.85. The value is quite high and it is proved by the Sig 0.000 < 0,005 or can be told that special for the group B1, there is difference significance in writing skill between group A1 and A2. Interaction model A1B2 and A2B2. In group A1B2 and A2B2, Mean Difference is 1.90, it means that the average of the group A1B1 and A2B1 is 7.85. The value is quite low and it is proved by the Sig 0.670 > 0,005 or can be told that special for the group B2, there is no difference significance in writing skill between group A1 dan A2. Interaction model A2B1 and A2B2. In group A2B1 and A2B2, Mean Difference is 11.10, it means that the average of the group A2B1 and A2B2 is 11.10. The value is quite high and it is proved by the Sig 0.000 < 0,005 or can be told that special for the group A2, there is difference significance in writing skill between group B1 and B2.

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