






# Exploring the Critical Thinking in Argumentative Essay for Indonesian EFL Learners

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## Abstract

The purposes of this study are to explore critical thinking in the teaching materials of argumentative essay devised for Indonesian EFL learners. In academic writing, an argument is a line of reasoning that supports a central claim or position. The focus of the study stresses in how critical thinking is encouraged in the argumentative writing reflected in the teaching materials, writing process and teaching strategies. Additionally, this study aims to define kind of the argumentative writing modes that the inclusion of critical thinking fixes to encourage critical thinking writing. This study uses content analysis research design and applies thematic analysis for the data analysis. Ten students and five professors are recruited as the research participants. Additionally, five semester course plans in argumentative essay writing are selected as the corpus. Results show that to argue you do not just describe or list what others have said, but show what you think, and why. Critical thinking in writing presents to draw conclusions, take a clear position and support views with evidence and reasoning. Consequently, proper teaching materials that encourage critical thinking writing include paragraph, a three-paragraph essay, extended composition and a review paper that ranges from 500 to 5,000 words length. This study presents an improvement novelty that reconstruction of critical thinking perspective associates with local values and Indonesian learning styles.

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## Introduction

An argumentative essay is a type of academic writing that uses evidence, reasoning, and research to support a certain, debatable point of view on a subject. To convince the viewer, one needs to present a clear thesis, look at both sides of the argument, acknowledge counterarguments, and then give a strong rebuttal (Jiang, 2023). In an argumentative essay, critical thinking is the deliberate, methodical process of examining, assessing, and integrating facts to create a coherent, well-reasoned case as opposed to merely expressing opinions (Hurley, 2017).

An argumentative writing helps you think deeply about a subject. Your final result will be a well-thought-out analysis of the subject at hand, one that looks at it from different points of view (Jon et al., 2021). Critical thinking is a valuable skill because it lets you look at material without bias, think about other points of view,

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and come to logical conclusions (Tomlinson, 2023). You can make better choices and solve more difficult problems if you can think critically. This is useful in many situations, such as school, the workplace, and making daily decisions. To make good choices and do useful things, you need to be able to think critically (Renandya et al., 2023; Shodieva, 2023).

The teaching of English argumentative writing can incorporate the development of critical thinking abilities at several phases, including preparation, research, argumentation, review and editing, and brainstorming (Inderawati et al., 2023). During the planning stage, students can be expected to perform a comprehensive analysis of the topic under discussion, list the key points and supporting evidence, and devise strategies to counter the arguments put forth by others (Robinson, 2023). Furthermore, using a variety of teaching techniques, including as debates, open-ended questions, and textual analysis, may help students develop their critical thinking skills. Students may consider other points of view, evaluate facts and arguments critically, and present their opinions clearly and effectively through group discussions or debates (Tajik et al., 2023). The development of critical thinking skills in English argumentative writing lesson plans also requires a comprehensive assessment (Jiang, 2023). In addition to standardized examinations, teachers can use formative assessments to measure students' development by observing how they participate in class discussions, the quality of their arguments, and how they respond to criticisms and criticism from peers (Khadim et al., 2023).

Creating instructional materials for teaching students to write argumentatively in English with the goal of improving their critical thinking skills is to determine what those students need and what makes them unique (Shodieva, 2023). It is crucial to understand the students' backgrounds, interests, and competence levels because different classes or colleges may have different needs (Marzuki et al., 2023). The creators of educational materials will then be able to adjust their materials, methods of instruction, and evaluations to meet the needs of their students (Robinson, 2023). According to Renandya et al. (2023), developers should also think about learning approaches that put an emphasis on critical thinking development while making instructional products. Activities like group discussions, collaborative projects, role plays, and case studies are used to get students involved in the learning process (Mardiana, 2020). Kite et al. (2020) suggests that students may take a more active role in their own education when multimedia and digital resources are utilized.

Therefore, a comprehensive and cohesive strategy is required to develop English argumentative writing instructional materials that prioritize critical thinking development (Davies et al., 2023). In order to effectively cultivate and enhance students' critical thinking skills, instructors must acknowledge the importance of incorporating a variety of pedagogical strategies and assessment methods (Olson, 2023). This method allows students to develop critical thinking abilities that are pertinent to their daily lives in addition to the composition of English arguments (Tajik et al., 2023).

This study looks at how students who are learning English as a foreign language (EFL) think critically when they write an argumentative essay at the college level. Specifically, the following two research questions were analyzed: (1) What critical thinking aspects are developed in the teaching materials of argumentative essay? (2) How are critical thinking applied in the argumentative essay teaching materials?

## Theoretical Framework and Literature review

Previous research studies (Hurley, 2017; Itmeizeh & Hassan, 2020; Tahra & Haider, 2019) have established critical thinking as an important concept of the digital age, which is equipped with how critical thinking is taught and how argumentative essay materials are made. The world-class forum said that writing mindset is changing because of the rise of digital dependencies and cyber vulnerabilities caused by technology. Students are supposed to write in a scientific way so that they can understand different ideas in more depth than just their direct meanings. In the absence of critical thinking skills, the students become myopic and inflexible in their reasoning. They are unable to effectively adapt to unanticipated events or scenarios (Thornhill-Miller et al., 2023). They are incapable of making appropriate decisions. EFL university students can afford several opportunities to enhance their critical thinking skills via academic writing. Their results reinforce Hurley's (2016) assertion that critical thinking is the foundation of effective writing. He firmly thought that critical thinking skills provided essential support for critical writing. In the absence of critical thinking abilities, the writer was unable to analyze facts and ideas effectively in their writings (Safriyani & Khasanah, 2021).

The EFL instructors' voices revealed that writing significantly enhances students' critical thinking abilities. A process of thought or reasoning was involved in the writing. Consequently, the quality of writing was influenced by the performance of critical thinking abilities. Tahra and Haider (2019) demonstrated that the academic writing process facilitated the adjustment of EFL students to the use of their critical thinking abilities. The development of critical thinking skills among university students was primarily a collaborative endeavor among lecturing courses. This implies that the enhancement of students' critical thinking abilities at universities necessitated a high degree of collaboration among all lecturers of various disciplines.

A study by the World Economic Forum found that 52% of jobs will need advanced problem-solving skills by 2025. This makes critical thinking one of the top 10 skills of that year. Professionals that are able to think critically are 20% more productive and 40% better decision-makers, according to study, and the World Economic Forum has named critical thinking as a priority talent for the future (Robinson, 2023). Writing down your thoughts causes you to think critically. Every piece of writing requires students to plan ahead, think about who they are writing for, and revise their language and structure until they reach their goal, whether that goal is to inform or explain, share ideas, or tell a story. There should be an opening, a body, and a conclusion (or discussion in the case of scientific essays) in every critical essay (Tahura & Haider, 2019).

The curriculum at UNISNU Jepara is designed to provide students with the necessary skills to effectively compose and articulate arguments, and the examination of critical thinking development in writing materials for English arguments is a significant component of this curriculum (Thornhill-Miller et al., 2023). The cultivation of critical thinking skills in English argumentative writing is the primary focus of educators and instructional material creators (Jon et al., 2021). In order to achieve success in English-language arguments, students must employ critical thinking skills, including persuasive opinion expression, evidence-based argument composition, and information analysis (Khulafiyah et al., 2021). Consequently, instructional materials must incorporate numerous critical thinking components, such as analysis, evaluation, inference, and synthesis (Zein et al., 2020).

### *Critical Thinking Defined*

Steinberg et al. (2013) offers the following definition of critical thinking: the capacity to identify assumptions, offer clarity, focus, and maintain situational relevance. These days, "critical thinking skills" mean being able to argue with evidence. The ability to think critically is based on mental operations that include careful analysis or evaluation. Academic success is dependent on students' capacity to think critically, which drives them to examine issues and content for deeper comprehension. It is widely acknowledged by Putra et al. (2021) that students can substantially improve their academic performance by honing their critical thinking abilities. Developing one's capacity for critical thinking is, in fact, all about expanding one's mind to think conceptually, apply, analyze, synthesize, and evaluate information learned through observation. Investigative strategies might include the use of critical thinking. We take a look at every angle of conducting research in the actual world. This is achieved by comparing it to previously published works and logical facts. Also, it helps to generate and record brilliant ideas. In addition, it clarifies for the researcher which aspects of the study are most important.

For EFL students, critical thinking skills necessitate the examination and assessment of every belief and piece of information against supporting evidence before constructing arguments. Therefore, students must participate in interpretation, evaluation, observation, and argumentation to develop sound reasoning. Elder and Paul (2020) present various metrics of critical thinking competence. Critical thinkers may express challenges with clarity and precision. They have the capacity to precisely analyse issues, circumstances, or data. They are effective and relevant in making precise assessments. They accurately identify solutions based on the criteria and standards established from her assessment. As critical thinkers, they demonstrate open-mindedness in recognizing and assessing assumptions, implications, and repercussions to ascertain effective and efficient solutions.

In an argumentative essay, critical thinking entails actively and systematically studying, assessing, and synthesizing data to build a coherent, well-reasoned argument. Making an argumentative, evidence-based, and logical essay requires you to challenge assumptions, recognize biases, and respond to counter-arguments (Davies et al., 2023; Elder & Paul, 2020).

In argumentative writing, based on Elder and Paul (2020) and Davies et al. (2023) critical thinking includes:

- Evidence Analysis: determining the validity, usefulness, and trustworthiness of facts presented to back up assertions. To reason logically is to construct an argument in a coherent, well-organized fashion using sound reasoning.
- Refuting opposing ideas by actively considering, analyzing, and presenting counter-arguments.
- Finding one's own biases, logical errors, and contradictions is the goal of self-correction.
- The process of interpreting and evaluating information in order to make an informed decision and then to convince the reader of that decision.
- By going beyond surface-level description and into a more in-depth level of analysis, critical thinking guarantees that the essay's claims are thoroughly examined and proven.

### *Critical Thinking and Reflective Thinking*

Critical thinking skills, according to Iyer (2019), are the ability to transfer knowledge from one cognitive domain to another in order to gather relevant information, resolve problems effectively, and come to collaborative judgments based on relevant data. Therefore, the processes and outcomes of thinking are both included in critical thinking skills. Because of this, critical thinking skills include a variety of tasks, including

assessing the accuracy of information, deciding whether or not to believe it, and recognizing significant occurrences by applying previously learned relevant information (Yaiche, 2021). The combination of skills and dispositions is known as critical thinking skills. While the disposition relates to motivation and inclination, the skills relate to the abilities for analysis, evaluation, and inference. By completing worthwhile critical thinking exercises, the traits of critical thinking abilities become apparent. Reasoning, decision-making, and problem-solving procedures are important components of critical thinking skills (Facione et al., 2020).

Senivongse and Bennet (2023) delineates the fundamental attributes of critical thinking abilities. Attitudes, criteria, arguments, perspectives, consideration or reasoning, and procedures for applying criteria are among the characteristics. Dispositions that are associated with critical thinking skills include a skeptical attitude, open-mindedness, appreciation of honesty, respect for various data and opposing arguments, respect for clarity and diligence, seeking alternative perspectives, and evolving to more logical opinions.

Critical thinking lays on constructivism and interaction theories. Constructivist theory holds that students actively create knowledge through participating in learning activities and interacting with their environment (Davies et al., 2023). Within the context of developing critical thinking skills, the constructivist approach emphasizes student-centered learning (Tajik et al., 2023). This implies that students are free to expand their own knowledge by research, introspection, and engagement.

Interaction theory that lays in writing disciplines views that the ability to foster critical thinking is essential, as students cannot analyze events in a detailed, engaging, and scientific manner without strong reasoning skills. Construction theory asserts that this skill can only be cultivated via sustained practice and determination in independent writing, devoid of imitation or reliance on others' work (Davies et al., 2023). Your writing should demonstrate your examination of the data and source material, showcasing how you have employed that information to express your understanding and your subsequent position on the topic. Critical writing involves engaging in academic discourse and research relevant to your discipline. This method can be utilized in English argumentative writing instructional resources via problem-centered learning activities, group discussions, and problem-based projects that actively include students in the learning process (Andika et al., 2023).

Critical theory Skerrett (2023) stresses how important it is to understand and evaluate your social, political, and cultural surroundings in order to shape your ideas and actions. For example, Knight et al. (2023) say that teaching English argumentative writing with a critical method can help students question assumptions, understand different points of view, and find out what their arguments mean for society. In order to understand social truth, a learner must always take a critical stance. They should write about things that happen in campus life, society, and the workplace in a way that is critical, analytical, and not easily swayed by outside views, since everything is built using a critical thinking approach (Pu, 2021). After looking at reality through science and organized methods, critical thinking lets you come up with several answers (Inderawati et al., 2023). Appleman (2023) says that this can be done by using teaching methods that involve heated arguments, studying books and media, and looking into current events that are important to the students.

### *Critical Literacy Theory*

Critical literacy theory emphasizes the need of understanding and analyzing all types of texts, including writing, media, and popular culture. The critical literacy approach enables students to read, analyze, and evaluate arguments in texts they encounter, as well as develop responsive and critical writing, all within the context of English argumentative writing teaching materials (Skerrett, 2023). Skerrett (2023) believes that a curriculum emphasizing reading comprehension, critical thinking, and the creation of argumentative and evidence-based literature can help achieve this goal. The philosophy of critical literacy emphasizes the importance of writing critically about a current societal phenomenon while also recognizing the importance of truth, honesty, exemplary behavior, and conformance to mainstream values. This is performed while adhering to societal norms such as civility, generosity, and group agreements. Renandya et al. (2023) refer to it as ubiquitous. If state policies or leadership behavior contravene truth, values, customs, manners, and general etiquette, critical literacy is the proper tool to apply (Jon et al., 2021).

This theoretical framework facilitates the development and execution of instructional materials for the composition of English arguments at UNISNU Jepara, with a focus on student-centered, critical, and literate learning principles (Appleman, 2023). This method allows students to develop critical thinking skills and become proficient writers who can construct effective English arguments, which is consistent with the curriculum requirements and current global demands (Knight et al., 2023). The critical thinking process of an argumentative essay is outlined in Table 1 by Knight et al. (2023), which includes the following processes for constructing a persuasive academic argument.

**Table 1: Critical thinking in an argumentative essay**

No	Steps	Goal
1	A definitive thesis statement	Ideally articulated in the opening (e.g., This article contends that...).
2	Proof	Originating with academic literature, statistics, research findings, or expert opinion
3	Rational deduction	Your evidence must unambiguously support your theory; analysis of opposing arguments and acknowledge diverse viewpoints or opposing ideas.
4	Rational rebuttals to opposing arguments	Even if you do agree on some points, you should still explain why your main position is correct.
5	Precise academic terminology	Demonstrate assurance when the evidence is compelling (e.g., "The results corroborate that...", "These findings confirm that...") Exercise prudence and employ qualifying language when faced with uncertainties or limitations (e.g., "The evidence suggests that...", "A plausible explanation is...")

## Method

### *Research Design*

The study adopted a content analysis and qualitative approach (Creswell & Creswell, 2017). Qualitative research methods are chosen because they let researchers get to the heart of the situations and experiences of the students and allow for a wide range of interpretations of the things that were studied (Zhang & Wildemuth, 2009). The researchers first evaluated semester plan on writing made by English lecturers at UNISNU Jepara. The researchers talked to English teachers in-depth to find out how they taught and how that affected students' ability to think critically. Closely, the researchers looked at the argumentative writing materials that focused on the methods and strategies used to improve students' ability to think critically (Iftanti & Maunah, 2021).

The qualitative methodology employed in this investigation is anticipated to offer a comprehensive comprehension of the English language teaching and learning process, as well as the cultivation of critical thinking skills among students at UNISNU Jepara in accordance with the relevant curriculum.

### *Sampling and Participants*

Ten EFL students and five faculty members from Nahdlatul Ulama University Jepara (UNISNU) took part in the study. The students chosen to participate in this study displayed strong grasps of the ideas behind critical thinking development and pertinent expertise in the area of English instruction. Instructors from UNISNU's English study program who taught writing or used to teach writing previously also participated in the study. Participation from students allowed us to observe how the younger generation viewed the value of developing critical thinking skills within the framework of relevant curricula and how they perceived the value of studying English. The interviews with these participants provided useful information that helped create better lessons to help the students of UNISNU Jepara improve their critical thinking and argument writing abilities in English.

In-depth interviews with participants were conducted to learn more about their perspectives and experiences with the topic of how UNISNU Jepara students can develop their critical thinking skills through the use of English argumentative writing course materials

### *Tools & instruments of Data Collection*

This research used an interview guide as the instrument to collect data and protocol of document analysis to select critical thinking in the teaching materials. Four items were developed to see the development of critical thinking: (1) understanding of the concept, (2) awareness of its importance in learning English, (3) experience in using critical thinking strategies in the learning context, and (4) perceptions of its effectiveness in improving English argument writing.

Along with the interview, the core semester course plan (RPS) was also evaluated. This way, evaluation of the teaching tools that show critical thinking was defined. Additionally, the interview emphasized to show how critical thinking was used in the writing process. Table 2 depicts the themes and items utilized for the research instrument.

To check the validity of the instrument, the researchers used triangulation techniques to view and examine the data obtained. The examination was carried out by comparing the data with other source data. In addition, researchers used different information to check the correctness of the information. Through various perspectives, results obtained showed closeness with the truth.

**Table 2: Research Instrument**

Theme	Item
Development of Critical thinking	1. Understanding of critical thinking concepts
	2. Awareness of the importance of critical thinking in learning English
	3. Experience in using critical thinking strategies in learning contexts
	4. Perceptions of the effectiveness of developing critical thinking in improving the ability to write English arguments
Teaching Materials for Writing	5. Diversity of teaching materials used in learning
	6. Teaching strategies used to develop argumentative writing skills
Argumentation in English	7. Emphasis on the use of evidence and valid arguments in writing
	8. Use of technology and digital resources in learning
	9. Evaluation of the effectiveness of teaching materials in improving English argumentative writing skills

### Data Collection

Initially, data was collected separately from interviews, and content analysis of the course curriculum and related course materials, and subsequently organized into transcripts or notes. Primary themes, concepts, and patterns were identified that emerged from the collected data. A total of fifteen participants, five instructors, and ten students were interviewed to delve into the application of critical thinking materials.

Data was collated for analysis in three stages. In the first stage, semester course plan for argumentative writing was examined thoroughly. The purpose was to see the how argumentative teaching materials include critical thinking in the entire teaching materials. In the second stage, interviews with the English lecturers and students' participants were conducted. The purpose was to see how the content of writing course and critical thinking are enforced in the materials. Finally, in the third stage, instructional materials including textbooks, modules, and other learning resources underwent an in-depth study.

### Data Analysis

Using a thematic analysis approach, data was analyzed to identify and comprehensively investigate patterns, themes, and concepts. An adaptation of [Zhang and Wildemuth \(2009\)](#) content analysis was implemented to analyze the data. Several structured and systematic stages were incorporated into this analysis approach. Right at the outset thematic coding was done to identify emerging themes and formulate general patterns or conclusions. This was followed by thematic analysis where the researcher identified relationships between themes drawn from the data. Subsequently, during the data interpretation stage, the researchers contextualized the discovered findings and develop a coherent and meaningful narrative that is based on the analysis. During this process, researchers evaluated the practical implications, pertinent theories, and broad context of the discovered findings. This exhaustive qualitative analysis approach facilitated the acquisition of a profound comprehension of the development of critical thinking in the English argumentative writing teaching materials for UNISNU Jepara.

## Results

- RQ1: What critical thinking aspects are developed in the teaching materials of argumentative essay?

A more in-depth look at critical thought in an argumentative essay focuses on how the argument is presented in the structure of the argument. Results of the interviews and document analysis show that materials for teaching critical thought in an essay can be organized into five groups: (1) Description (2) Analysis (3) Evaluation in most paragraphs (4) Order and balance of the entire essay (5) Clear point or conclusion in each paragraph. The interview data revealed that an argumentative essay should explicitly explain critical thinking techniques, argumentation tactics, and the kind of instructional materials that are appropriate for the essay. For instance, Source 1 defines:

“You don't have to be strict with your work. It's possible that some sections will easily focus more on describing, others on analyzing, and still others on judging. This way of letting your writing flow can make longer tasks easier to understand while still supporting your main point.”

Furthermore, argumentative writing materials should be accompanied by a robust argument. Reasons, evidence, and judgment should be presented and defended in an argument. Source 1 continues:

Through argumentation, you demonstrate critical thinking by: (i) Drawing conclusions (ii) Taking a clear position (iii) Supporting your views with evidence and reasoning

Source 2 emphasizes that:

To argue you do not just describe or list what others have said, but show what you think, and why.

Other aspects of critical thinking inserted in the argumentative writing materials is a “thesis statement.” Source 5 clarifies:

“In academic writing, an **argument** is a line of reasoning that supports a central claim or position. The main view you defend is called your **thesis statement**. This is usually stated clearly in the introduction”.

This study ensures that argumentative writing instruction emphasizes academic argumentation. Effective arguments include a clear thesis statement, evidence, logical reasoning, counter-argument evaluation, reasoned responses, and appropriate academic language. See [table 3](#) to see the detail description.

**Table 3: Components of effective arguments in writing.**

No	Argument components	Actions to develop in writing
1	<b>A clear thesis statement</b>	Defined in the beginning (e.g., <i>This essay argues that...</i> ).
2	<b>Evidence</b>	Derived from scholarly works, statistics, research, or studies written by experts in the field
3	Logical thinking	Your evidence should clearly support your thesis
4	Examination of opposing viewpoints	Accept opposing views
5	Responses that make sense to counterarguments	You can give in on some points, but you need to explain why your main point of view still stands.
6	Use of precise academic terminology	-State convincing robust evidence (e.g., " <i>The results demonstrate that...</i> ", " <i>These findings confirm that...</i> ") -Use qualitative diction when the evidence is uncertain (e.g., " <i>The evidence suggests that...</i> ", " <i>One possible explanation is...</i> ")

Further analysis indicates that the development of critical thinking is the first aspect in the design of English argumentative writing teaching materials. We consider that in the design of effective teaching materials, the development of critical thinking must be reflected in various aspects, from material selection, teaching strategies, evaluation.

Descriptions on the results of analysis that combine suggestions are defined by utterances of Source (3), Source (4) and students perspectives:

The things that are taught should be hard, difficult, and make students think deeply about different points of view. Critical thinking skills are taught through case studies, debates, group chats, and other activities that put an emphasis on arguments

To evaluate critical thinking in argumentative essay, measures students' ability to analyze information, evaluate arguments, and compile evidence-based arguments. Evaluation gives students constructive and in-depth feedback on argument strengths and flaws through summary, synthesis, and critical analysis.

In the context of learning, the characteristics of teaching materials are indicative of the learning styles that each pupil will employ. The learning strategies are designed to provide students with critical thinking skills in contexts that are relevant and meaningful to them, thereby activating their thinking, encouraging them to investigate complex ideas, and considering multiple points of view in the preparation of strong, persuasive arguments. The following is a summary of the perspectives of eight students and four lecturers:

1. Project Based Learning
2. Group Discussion
3. Text Analysis
4. Open Questions
5. Contextual Approach

- RQ2: How are critical thinking applied in the argumentative essay teaching materials?

Regarding the implementation of the teaching materials in the classroom, all participants agree that critical thinking should be taught from the early stage of writing: paragraph, composition, extended essay varying from 1,000 to 6,000 words and systematic review paper. A paragraph will have at least three sentences composing a topic sentence and controlling idea, the body to develop the controlling idea and concluding paragraph. Source 2 clarifies:

“To give a strong foundation in argumentative essay, practices are prepared in three areas: paragraph writing, composition and long essay. Rhetoric to guide thinking flow is emphasized and writing effective sentences are delivered through grammar corrections.”

This result lists the form of the argumentative essay should cover: the following: (i) Paragraph (ii) A three-paragraph essay (iii) A 1,000-word argumentative essay (iv) A 3,000-word argumentative essay (v) A 4,000-6,000 review paper. Additionally, the basic structure of the essay includes: introductory paragraph, the body paragraph that has developing details, and concluding paragraph. In each of the paragraph, “critical thinking rhetorical patterns are emphasized in each section”, said Student 2.

The second emphasis was focused on the rhetoric where critical thinking indication can be figured out in terms of “academic English language”. In any process of teaching writing, students expect that: “they are given enough exercises on process writing,” which involves: “brainstorming, outlining, drafting, editing, revising, and publishing.”

In this context, the lecturer-participant reiterated:

Process writing is a common teaching strategy in writing, However, most of the lecturers intentionally ignore the process writing when they taught writing.

Overall, organizing the flow of an essay affects the length of an essay. All 10 students claimed that their major problems in developing an essay are threefold: order and balance, contents and rhetoric. They consider that grammar is not main problem in the recent era because of the availability of the use of AI and Grammarly software. However, three lecturers were against this opinion, who argued that:

The use of AI may help correcting the grammar; however, AI cannot polish the flow of ideas, present artificial expression, and leave the original message”.

We found that the amount of spelling and grammar mistakes is one of the biggest differences between AI and human writing. AI typically avoids spelling errors and makes very few grammatical mistakes. When AI gets grammar wrong, it's not always obvious at first glance.

Finally, the results role of developing detail strategies was found crucial in designing argumentative teaching materials. Students and lecturers identified that the proper developing details that they deem proper for their need should include: Description, Analysis, Contrast and comparison, Citation, Statistics, Summary, Paraphrase, and Synthesis. This finding is evident of the diversity of teaching materials, teaching strategies, emphasis on evidence and valid arguments, use of technology and digital resources, and evaluation of the effectiveness of teaching materials in improving English argumentative writing.

## Discussion and Conclusion

This study examines how critical thinking is incorporated into effective teaching resources and tactics, including argumentative writing materials that stress critical thinking. The data show that argumentative essay teaching resources include three-sentence paragraphs, three-paragraph essays, 500-word essays, 1,000-word essays, 3,000-word essays, and 5,000-word reviews. Critical thinking is interwoven in each essay section, with a focus on establishing specifics in the body paragraph. Writing requires AI and Grammarly editing, thus rhetoric and linguistics should follow.

This study suggests that critical thinking in English argumentative writing requires deep and planned thinking and selection on the right and proper materials. The material that varies from a short paragraph essay and extended essay containing 50 to 5,000 words are hierarchically developed that challenge and stimulate students to think critically, and be relevant to their daily lives. The results confirm [Oshima and Hogue \(2006\)](#) theory that the first start of critical thinking will be indicated in the topic sentence and controlling idea of a paragraph and the claim or thesis statement in the essay. In the long essay containing 1,000 to 5,000 words, critical thinking will appear in the introduction section, synthesis of theories, evidence and discussion ([Guo et al., 2023](#)).

Clearly, critical thinking in argumentative essay is essential in the process writing. [Guo et al. \(2023\)](#) applies a six-step process writing: brainstorming, outlining, drafting, editing, revising and publishing, each of which requires critical thinking to explore. In the brainstorming, critical thinking come to identifying critical themes to select; while outlining, an author jot down themes to elaborate in the outline; in the drafting a complete essay idea are expressed in following the outline, selecting proper and improper diction and punctuation, grammatical errors, the relevant and irrelevant sentences, facts, and contents, as well as editing the organization, content and effective and critical language before publishing.

Consequently, teaching process that encourages critical thinking is prepared. Effective teaching strategies equip critical thinking [Marni et al. \(2020\)](#) through group discussions, debates, case studies, project and deep learning ([Nazarov, 2022](#)). Developing arguments is not just listing what others say and deliver rather it selects and critically explores the counter arguments to the statements. This way, the author should compare through different point of view, evaluate the statement and judge what are the weaknesses and benefits the author will highlight to respond ([Anggraeni et al., 2023](#); [Madjid et al., 2023](#)). By implementing interactive and student-centered teaching strategies, lecturers can create a learning environment that stimulates critical thinking and supports the development of students' thinking skills ([Tomlinson, 2023](#)).

Teaching material scopes that undergo critical thinking are hierarchically developed from the easiest into the most complex. [Tomlinson \(2023\)](#) confirms that teaching materials should consider how the levels of difficulty be arranged and similar materials that support the comprehension as the procedures. These recent findings reveal that stages to include critical thinking is well-prepared from writing short paragraph, a three-

paragraph essay, a 500-word essay, a 1,000 to a 5,000 words essay. Teaching process relies on the project-based learning emphasizing the process writing that equip revising and editing to serve critical thinking properly in each stage of writing.

In argumentative essay, evaluation process is crucial to develop critical thinking in writing (Paragae, 2023). Evaluations encourage the ability to analyze, evaluate and construct arguments critically that fix to skills-based assignments or projects (Nazarova & Nematjonova, 2023). This study confirms that critical thinking in argumentative essay in project-based learning equip students to construct evidence-based, logical arguments, stand on different points of view and respond critically to counter-arguments (Anis & Anwar, 2020).

Evidently, this study finds that writing a paragraph critically is an exercise to explore critical thinking shortly, in the composition having 1,000 words, exercises to develop details are argumentative tone, and writing a 3,000 to 5,000 words essay is the actual skill to demonstrate critical thinking in writing (Paragae, 2023), consider various points of view, evaluate evidence and arguments critically, and construct coherent and persuasive arguments (Nazarova & Nematjonova, 2023), define strong and convincing arguments, and challenge opponents' arguments (Suprayogi & Eko, 2020).

This study has a novelty that critical thinking in argumentative writing is reflected in a 500 to 1,000 words length of an essay, a 3,000 and 5,000 words length as the teaching materials should be well prepared. Consequently, this study implies that an argumentative essay should be revisited its purpose and scope of areas: the critical thinking attributes to explore in the classroom and the word length of the argumentative essay. Process writing approach is crucial to support the writing competence that critical thinking is emphasized.

To sum, critical thinking in an argumentative essay is considerably planned in terms of teaching strategies, critical thinking practices and the scope of writing areas. Applying writing process: brainstorming, outlining, drafting, revising, editing and publishing allows students to train themselves in critical thinking writing and lecturers can organize the teaching materials hierarchically and procedure-based development.

The study recommends that critical thinking in English argumentative writing teaching materials should be evident in teaching strategies, materials development and develop critical writing development strategies in 300 to 5,000 words length of an essay. This study recommends that in the early step, a paragraph and composition where developing details are addressed to encourage critical thinking skills are emphasized. Accordingly, actual critical thinking process be developed through process writing and well-prepared teaching materials to serve 1,000 to 5,000 words length of an essay. This study however restricts its research methods as reflected in the content analysis design. Future research is recommended to extend the similar research into research and development design, e.g. ADDIE (analyze, design, develop, implement, and evaluate) design that is more proper to instructional design. Classroom instructors in writing course should be strongly encouraged to prepare writing scopes into paragraph, composition, extended essays having 1,000 to 3,000 words length and 5,000 words that is proper to journal article. Critical thinking strategies are included into entire sections of an essay with emphases on the developing details though statistics, citation and synthesis.

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