The Correlation between Critical Thinking and Students' Writing Descriptive Text

Siti Hamidah
English of Education Study Program, Social and Education Faculty
Universitas Potensi Utama Medan

Article Info

Corresponding Author:
Name: Siti Hamidah
Institution: UPU Medan
Email: *hsiti5151@gmail.com*

Abstract

The purpose of this research is to identify whether there is a significant correlation between critical thinking and students' writing descriptive text. And to determine whether there is a significant influence of students' critical thinking on students' writing descriptive text. This research was conducted through a non-experimental quantitative research design. The subjects of this study were the seventh-grade students at SMPS Al-Washliyah 26 consisting of 30 students. The instrument used to collect quantitative data was to provide 44 multiple choice questions as a testing of students' critical thinking and writing essays as a testing of students' abilities in writing descriptive texts. Based on the analysis of the correlation coefficient, a weak relationship was found between critical thinking and students' writing descriptive text with Pearson correlation value of .328. With p. value was higher than p. table (.076 > .05), no significant correlation was found between critical thinking and students' writing descriptive text. It means there is also no influence of critical thinking on students' writing descriptive text. This is proven based on the regression analysis which shows that r. value was less than r. table (1,840 < 2,048). Thus, it can be concluded that there is no significant correlation between critical thinking and students' writing descriptive text of the seventh-grade students in SMPS Al-Washliyah 26.

INTRODUCTION

Writing is the process of expressing the ideas, information, knowledge or experience and understand of writing to acquire the knowledge or some information to share and learning (White, 1986:10). It means, writing is an activity that has progressive to explore students' idea and experience into written.

Expressing thought in writing is not easy for most students. Because, many students can express their mind by spoken, but most of them get hard to express their mind in writing. In addition, Elbow (1973) in Brown (2001:336) says that writing is two step processes. The first process is figuring out the meaning and the second process is putting the meaning into language. It means, in writing process the students are representing what their think on a text and make it clear in the correct writing text.

So, dealing with the explanation above, one of writing text that students must important to practice is writing descriptive text. From writing descriptive text, the students can learn how to express their mind and figuring out the meaning into the text by something that they look or listen. It supported by Gerot and Wignell (1994:208) states that "descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound, etc." It also there are four indicators of descriptive text

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that students must know, they are generic structure (identification and description), grammatical features (simple present tense, adjective, action verb, figurative language), vocabulary and mechanics.

Based on the researcher's observation during internship on the seventh-grade students in SMPS Al-Washliyah 26 Medan. The researcher has found out students' problem in learning descriptive text. On the seventh-grade, the students had learned about describing a person. The students are asked to describe their family into a descriptive text. The researcher found out that there are some mistake on use grammatical features in students' writing. For example, the student wrote about his/her Mother "*My mother beautiful. She have skin white, hair black and tall...*" from those sentences, the researcher found out that the student did not understand the function of tenses and uncorrectness words in writing descriptive text. So, the correct sentence is "*My mother is beautiful. She has white skin, black hair and tall...*". Another example, the student is asked to describe the personality of his/her family, and the student wrote "*My name is Raka. I am a student. I live with my parents. My mother like cooking and my father like reading a newspaper..*" From those sentences, the student did not describe a personality of his/her family but the student desribe about the daily activity of his/her family.

So, from all that mistake and problem, the researcher concludes that in writing descriptive text, the students did not only focus to understand about grammatical features but also needed to choose the correct word to get the clear meaning that related to the topic in writing descriptive text.

Fell and Lukianova (2015) also states that the main cause of the low quality of academic writing of foreign students, especially in making essays, disertations and theses, is the low ability to think critically. Think critically or critical thinking is the ability to effectively analyze information and form a judgment. By think critically, the students can hone their writing skill to compose the clear and correct sentence of information that they get. Besides that, critical thinking also can make students more creative to develop their ideas about any topic, become broad-minded and process information properly in writing descriptive text. For all cases and explanations above, the researcher decided to make a research entitle "The Correlation between Critical Thinking and Students' Writing Descriptive Text."

In this research, several problem formulations have been studied, as follows: 1. Is there any significant correlation between critical thinking and students' writing descriptive text ?, 2. Is there any significant influence of critical thinking on students' writing descriptive text ?. The research objectives areas follows: 1. To find out if there is a significant correlation between critical thinking and students' writing descriptive text, 2.To find out if there is a significant influence of critical thinking on students' writing descriptive text.

METHOD

This study would be conducted by using correlational research. According to Fraenkel and Wallen (2009), correlational research is research which purpose to find out the relationship between two or more variables and their cause and effect. Correlational research is similar to descriptive survey in that is non experimental, consisting of only one group of individuals and two or more variables that were not manipulated or controlled by the researcher.

According to Cresswell (2012), a correlation is a statistical test to determine the tendecy of pattern for two (or more) variables or two sets of data to vary consistently. This study has two variables, X variable and Y variable. X variable is as critical thinking and Y variable is as students' writing descriptive text measured through tests. Then the correlation, and the influence between variables was analyzed through Statistical Package for Social and Science (SPSS) 20.00 based on the results of the critical thinking test and writing descriptive essay test.

According to Gay (2016) the sample for a correlational study is selected by using an acceptable sampling method and a minimally acceptable sample size is generally 30 participants. In this research,

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the researcher was take 30 students from the classes by using simple random sampling. Simple random sampling is a method conducted by taking the sample randomly from the population without further classifications (Sugiyono, 2018:82). Based on that statement, the researcher had taken the lottery method to get the 30 students from 108 students in the school as the population of the research.

The critical thinking test used in this research is Cornell Critical Thinking Test (CCTT) that developed by Robert Ennis (1985). The Cornell Critical Thinking Test series offers two levels of testing: level X for grades five through twelve and level Z for grades ten through twelve. So, in this research, the researcher was use CCTT in level X, because the sample of this research was the seventh-grade of students. Level X includes 44 items, 60 minutes, questions that evaluate student skill in Induction, Deduction, Credibility, and Identification of Assumptions. It was multiple-choice test with three answer options (YES, NO, MAYBE). Then, for writing descriptive test, the researcher was using writing essay test. The students were asking to describe people by picture. The students' writing descriptive test was measured by using the rubric for writing descriptive text from Brown (2007).

The researcher analyzes the correlation between critical thinking and students' writing descriptive through Pearson-*Product Moment Correlation*. And to identify the influence of critical thinking toward students' writing descriptive text, the researcher was using *Regression analysis* and *R-square* to show the percentage of how far critical thinking influenced students' writing descriptive text.

RESULTS AND DISCUSSION

After analyzing the data, the researcher found out the data description of critical thinking and writing descriptive text score. The data were presented minimun score, maximum score, mean score and standard deviation. Critical thinking minimum score was 43 and the maximum score was 84. Critical thinking's mean score was 58,17 and the standard deviation was 8,292. There were score distribution of critical thinking that there 0,3% students who had very high critical thinking, 86% had medium critical thinking, and 1% had low critical thinking. Meanwhile, writing descriptive test minimum score was 25 and maximum score was 92. The mean score of writing descriptive test was 60,40 and the standard deviation was 17,824. Then, the descriptive data that there were score distribution of writing descriptive text that there 2% students who had a very good writing descriptive text, 3% had good writing descriptive text, 33% had average writing descriptive text, 17% had poor writing descriptive text, and 0% had very poor writing descriptive text.

Based on the distribution data of students' critical thinking and students' writing descriptive text. The researcher did correlation and regression analysis to demonstrate the research objective that researcher has formulates, to identify there is any significant correlation between critical thinking and students' writing descriptive text, also to identify there is any significant influence of critical thinking toward students' writing descriptive text.

The Correlation between Critical Thinking and Students' Writing Descriptive Text

The researcher used Pearson Product Moment Correlation Coefficient to answer the first question. Based the correlational coefficient of the test was 0.328 in which based on Cohen, Manion, and Marrison (2015) states that correlation coefficients below 0.35 show weak relationship between variables. Moreover, from the statistical analysis, it was also shown that the p-value was 0.076 which was more than 0.05 (0.076 > 0.05). If p-value less than 0.05 it means there was a significant, but the data of this research shown that the p-value was more than 0.05. The correlation between those variables was obtained that there was not significant correlation between critical thinking and students' writing descriptive text of the seventh-grade students in SMPS Al-Washliyah 26 Medan.

The positive direction means the higher critical thinking skill level the students have, the higher their

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score of writing descriptive text. Therefore, since the data provided that there was not significant correlation between the variables, it means also there was not significant influence of critical thinking into students' writing descriptive text. But, to measure it, the further analysis was conducted in the term of finding the significant influence between the variables.

The Influence of Critical Thinking toward Students' Writing Descriptive Text

Regression analysis was used to find out if students' critical thinking skill influenced their writing descriptive text. The result indicated that the students' critical thinking skill not significantly influenced writing descriptive text with t-value (1.840) was lower than t-table (2.048) with sig. value (.076) was higher than probability (.050). It means that there was no significant influence of critical thinking toward students' writing descriptive text.

The researcher used R-square analysis to make sure how far the critical thinking influence the students' writing descriptive text in percent. R-square values range from 0 to 1. An R-square value of 0 means that the model explains of predicts 0% of the relationship between the dependent and independent variables. A value of 1 indicates that the model predicts 100% of the relationship, and a value of 0.5 indicates that the model predicts 50% and so on. Based on the result of R-square analysis of this research, it shown that the adjusted R-square was 0.076 that means critical thinking influence toward the students' writing descriptive text was 0,76% . According to the standards for a good R-square can be much higher, such as 0.4 until 0.9. So, it means 0.076 was very low correlation and low influence of critical thinking toward students' writing descriptive text of the seventh-grade students in SMPS Al-Washliyah 26 Medan.

CONCLUSION

Refering to the research findings finally the conclusions of this research can be stated as follows :1. Based on the data analysis by using Product Moment Correlation Coeficient, there was not significant correlation between critical thinking and students' writing descriptive text of the seventh-grade students in SMPS Al-Washliyah 26 Medan. 2. Based on the statical of regression analysis that there was not significant influence of students' critical thinking toward students' writing descriptive text of the seventh-grade students in SMPS Al-Washliyah 26 Medan.
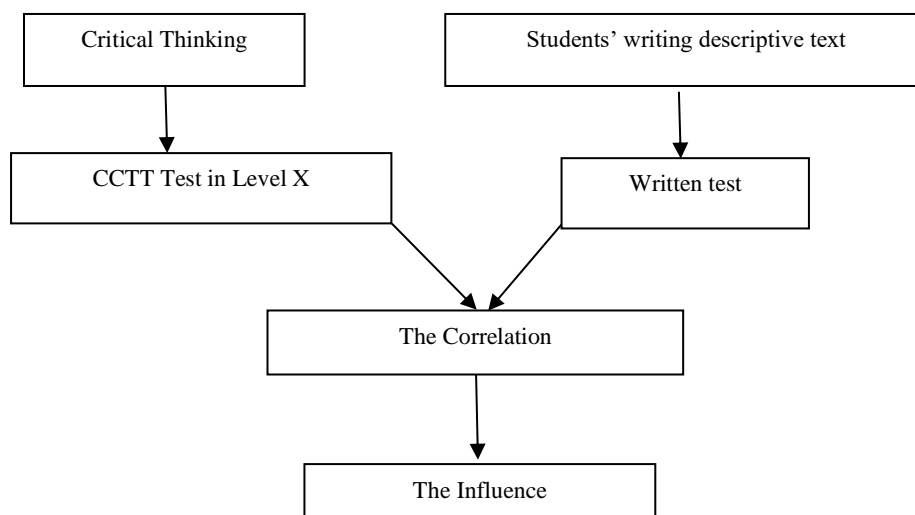
FIGURE AND TABLES

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Figure 1. Conceptual Framework of The Correlation Between Critical Thinking and
Students' Writing Descriptive Text (Siti Hamidah, 2023)

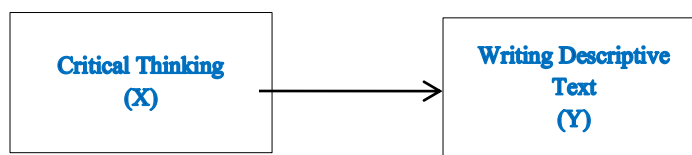Figure 2. Reasearch Design by Creswell (2012, pp. 115-116)

Class	Number of Students
VII-1	37
VII-2	34
VII-3	37
Total	108

Table 1. The Distribution of Population

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No	Content	Indicator	Test Number in The Instrument	Total Of Test Item
1	Induction	The students are able to generalize and explain the arguments	1,2,3,4,5,6,7,8,9,10 11,12,13,14	14
2	Deduction	The students are able to make decision and conclusion about the arguments	15,16,17,18,19,20, 21,22,23,24,25,26,27, 28,29	15
3	Credibility	The students are able to assess the credibility of sources of information and claims they make	30,31,32,33,34,35,36, 37,38,39,40,41	12
4	Identification of assumption	The students are able to identify assumptions, reason, examine the arguments	42,43,44	3
	Total			44

Table 2. Specification of Critical Thinking Test

No	Aspect of Writing	Definition	Percentage
1	Content	The substance of the writing, the idea expressed	20%
2	Organization	The form of content (coherence)	20%
3	Vocabulary	The selection of word that suitable with the content	20%
4	Grammar	The employment of grammatical forms and syntactic patterns	20%
5	Mechanic	The conventional devices used to clarify the meaning	20%

Table 3. Specification of Writing Descriptive Test

Level of Critical Thinking	Raw Score
High	71-100
Medium	50-70
Low	0-49

Table 4. The Classification Score of Critical Thinking Test

Aspect	Score	Performance description	Weightning
Content (C) 30% - Topic - Details	4	The topic is complete, clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% - Identification - Description	4	Identifiation is complete and descriptions are arranged with proper connectives	2x
	3	Identifiation is almost complete and descriptions are almost arranged with proper connectives	
	2	Identifiation is not complete and descriptions are arranged with few misuse proper connectives	

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	1	Identifiation is not complete and descriptions are arranged with misuse proper connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inccuaracies	2x
	3	Few grammatical or agreement inccuaracies but not effect on meaning	
	2	Numerous grammatical or agreement inccuaracies	
	1	Frequent grammatical or agreement inccuaracies	
Vocabulary (V) 15%	4	Effective choices of words and word forms	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Table 5. Rubric for Assesing Writing Descriptive Test

No	Score Range	Categories
1	81-100	Very good
2	61-80	Good
3	41-60	Average
4	21-40	Poor
5	0-20	Very Poor

Table 6. The Classification Score of Writing Descripive Test from Cohen (1994:328)

Correlations

		CT	WDT
CT	Pearson Correlation	1	,328
	Sig. (2-tailed)		,076
	N	30	30
WDT	Pearson Correlation	,328	1
	Sig. (2-tailed)	,076	
	N	30	30

Table 7. Pearson Correlation Analysis

ANOVAᵃ

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	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	994,132	1	994,132	3,387	,076[b]
	Residual	8219,068	28	293,538		
	Total	9213,200	29			

a. Dependent Variable: WDT
b. Predictors: (Constant), CT

Coefficients[a]

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,331	22,535		,858	,398
	CT	,706	,384	,328	1,840	,076

a. Dependent Variable: WDT

Table 8. Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,328[a]	,108	,076	17,133

a. Predictors: (Constant), CT

Table 9. R-square Analysis

Level of Critical Thinking	Raw Score	Number of Students	Percent (%)
High	71-100	1	0,3
Medium	50-70	26	86
Low	0-49	3	1
Total		30	100

Table 10. Score Distribution of Critical Thinking

No	Score Range	Categories	Number of Students	Percent (%)
1	81-100	Very good	6	2
2	61-80	Good	9	3
3	41-60	Average	10	33
4	21-40	Poor	5	17
5	0-20	Very Poor	0	0
	Total		30	100

Table 11. Score Distribution of Writing Descriptive Test

APPENDIX

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(B. NO)

C. MAYBE

You should have circled B "NO". If the sparrow is over the hawk, then the hawk can't be over the sparrow. It can't be true.

Name : Amanda

Class : VII-1

1. Suppose you know that
All the cars in the garage are Mr. Smith's.
All Mr. Smith's cars are Fords.
Then would this be true?
All of the cars in the garage are Fords.

A. YES
B. NO
X MAYBE

2. Suppose you know that
All John's pencils are blue.
Then would this be true?
At least some of John's pencils are not blue

A. YES
X NO
C. MAYBE

3. Suppose you know that
All the books about sailing are Bill's.
All the green books are Bill's.
Then would this be true?
At least some of the green books are about sailing

X YES
B. NO
C. MAYBE

4. Suppose you know that
None of Jane's dolls have hats.
Then would this be true?
None of the dolls that have hats are Jane's

X YES
B. NO
C. MAYBE

5. Suppose you know that
All the red books are John's
Then would this be true?
All John's books are red.

A. YES
B. NO
X MAYBE

6. Suppose you know that
All of Mary's books are about horses.
None of the books on the shelf are about horses.
Then would this be true?
At least some of Mary's books are on the shelf.

A. YES
X NO
C. MAYBE

7. Suppose you know that
All Jean's pencils are red.

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All the pencils on the table are red.
Then would this be true?
At least some of the pencils on the table
are Jean's.

A. YES
B. NO
C. MAYBE

Suppose you know that
None of Sue's books are about animals
Then would this be true?
None of the books about animals are
Sue's.

A. YES
B. NO
C. MAYBE

Suppose you know that
At least some of Kate's pencils are blue.
All the pencils in the box are blue.
Then would this be true?
At least some of Kate's pencils are in the
box.

A. YES
B. NO
C. MAYBE

10. Suppose you know that
All Z's are Y's.
All Y's are X's.
Then would this be true?
All Z's are X's.

A. YES
B. NO
C. MAYBE

11. Suppose you know that
None of the fifth grade boys are on the
football team.
John is a fifth grade boy.
Then would this be true?

John is not on the football team.

A. YES
B. NO
C. MAYBE

12. Suppose you know that
All the members of the school band have
been in Boston.
No one in Frank's class has been in
Boston.
At least some members of the school
band are in Frank's class.

A. YES
B. NO
C. MAYBE

13. Suppose you know that
All the second grade children are out on
the playground.
Then would this be true?
All the children out on the playground
are in the second grade.

A. YES
B. NO
C. MAYBE

14. Suppose you know that
None of my shirts are wool.
None of the shirts hanging up in the
closet are wool.
Then would this be true?
At least some of my shirts are hanging
up in the closet.

A. YES
B. NO
C. MAYBE

15. Suppose you know that
All of the boys in the class collect stamps.
All students who are not members of the
Stamp Club also do not collect stamps.

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Then would this be true?
At least some of the boys in the class are
not members of the Stamp Club.

A. YES
B. NO
C. MAYBE

16. Suppose you know that
All of the band members are working.
Then would this be true?
Everyone who is not working is also not in
the band.
A. YES
B. NO
C. MAYBE

17. Suppose you know that
All the people who live on Main Street were
born in Milltown.
None of the students in Room 352 live on
Main Street.
Then would this be true?
None of the students in Room 352 were
born in Milltown.
A. YES
B. NO
C. MAYBE

18. Suppose you know that
All Y's are X's.
No Z's are Y's.
Then would this be true?
No Z's are X's.

A. YES
B. NO
C. MAYBE

19. Suppose you know that
All Z's are Y's.
No X's are Y's.
All T's are Z's.
Then would this be true?

No X's are T's.

A. YES
B. NO
C. MAYBE

20. Suppose you know that
All students who do not have a star are
also not swimmers.
Frances is a swimmer.
Then would this be true?
Frances does not have a star.

A. YES
B. NO
C. MAYBE

21. Suppose you know that
All the people in the auditorium are
watching a movie.
All students in the senior play are in the
auditorium.
Esther is a student in the senior play.
Then would this be true?
Esther is not watching a movie.

A. YES
B. NO
C. MAYBE

22. Suppose you know that
All of the red pencils are broken.
Emil's pencil is not broken.
Then would this be true?
Emil's pencil is not red.

A. YES
B. NO
C. MAYBE

23. Suppose you know that
All Z's are Y's.
All Things that are not X's are also not
Y's.
Then would this be true?

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At least some Z's are not X's.

A. YES
B. NO
C. MAYBE

24. Suppose you know that
At least some of Mrs. Brown's flowers are
not roses.
At least some of the flowers in the flower
show are not roses.
Then would this be true?
At least some of Mrs. Brown's flowers
are in the flower show.

A. YES
B. NO
C. MAYBE

Suppose you know that
All the pencils in the box are yellow.
None of the broken pencils are yellow.
All Dick's pencils are in the box.
Then would this be true?
None of the broken pencils are Dick's.

A. YES
B. NO
C. MAYBE

Suppose you know that
At least some of the boys in the class
have bicycles.
All those who are not here also do not
have bicycles.
Then would this be true?
No boys in the class are here.

A. YES
B. NO
C. MAYBE

A. YES
B. NO
C. MAYBE

27. Suppose you know that
All the pets of the Greens won some prize
in the pet show.
Fido is one of the Greens' pets.
Then would this be true?
Fido won a prize in the pet show.

A. YES
B. NO
C. MAYBE

28. Suppose you know that
No animals are dogs.
Then would this be true?
No dogs are animals.

A. YES
B. NO
C. MAYBE

29. Suppose you know that
Eileen is one of the children on the
playground.
Then would this be true?
Eileen is not one of the children on the
playground.

A. YES
B. NO
C. MAYBE

30. Suppose you know that
All cats can fly.
All animals that can fly are black.
Then would this be true?
All cats are black.

A. YES
B. NO
C. MAYBE

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31. Suppose you know that
None of Bob's books are on the table, but
there are books on the table.
Then would this be true?
At least some of the books on the table
are not Bob's

A. YES
B. NO
C. MAYBE

32. Suppose you know that
All Mary's pencils are yellow.
Then would this be true?
At least some of Mary's pencils are not
yellow.

A. YES
B. NO
C. MAYBE

33. Suppose you know that
At least some of the green pencils are
Dick's.
Then would this be true?
All Dick's pencils are green.

A. YES
B. NO
C. MAYBE

34. Suppose you know that
No X's are Y's.
Then would this be true?
No Y's are X's.

A. YES
B. NO
C. MAYBE

35. Suppose you know that

All the cookies Jane made for the fair had
nuts in them.
All the cookies with nuts in them were sold.
Then would this be true?
All the cookies Jane made for the fair
were sold.

A. YES
B. NO
C. MAYBE

36. Suppose you know that
All members of the football team weigh
over 150 pounds.
Henry does not weigh over 150 pounds.
Then would this be true?
Henry is on the football team.

A. YES
B. NO
C. MAYBE

37. Suppose you know that
All the papers in the box are torn.
None of John's papers are in the box.
Then would this be true?
None of John's papers are torn.

A. YES
B. NO
C. MAYBE

38. Suppose you know that
All of the boys are singing.
Then would this be true?
All of the people who are not singing are
also not boys.

A. YES
B. NO
C. MAYBE

39. Suppose you know that
All the pencils in the box are green.

All Sue's pencils are sharp.
All the green pencils are Sue's.
Then would this be true?
At least some of the pencils in the box
are not sharp.

A. YES
B. NO
C. MAYBE

40. Suppose you know that
None of my shirts are wool.
None of the shirts hanging up in the
closet are wool.
Then would this be true?
At least some of my shirts are hanging
up in the closet.

A. YES
B. NO
C. MAYBE

41. Suppose you know that
All X's are Y's.
Then would this be true?
All things that are not Y's are also not
X's.

A. YES
B. NO
C. MAYBE

42. Suppose you know that
All of the red pencils are broken.
Emil's pencil is not broken.
Then would this be true?
Emil's pencil is not red.

A. YES
B. NO
C. MAYBE

43. Suppose you know that
At least some of Mrs. Brown's flowers
are not roses.
At least some of the flowers in the
flower show are not roses.
Then would this be true?
At least some of Mrs. Brown's flowers
are in the flower show.

A. YES
B. NO
C. MAYBE

44. Suppose you know that
All the pencils in the box are yellow.
None of the broken pencils are yellow.
All Dick's pencils are in the box.
Then would this be true?
None of the broken pencils are Dick's.

A. YES
B. NO
C. MAYBE

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Nama: Sophia Rahma Dani
KIS: 7'
65 kata

LEMBAR KERJA PESERTA DIDIK (LKPD)
DESCRIPTIVE TEXT : DESCRIBING PEOPLE (MENDESKRIPSIKAN ORANG)

Indikator :
1. Peserta didik mampu menjawab pertanyaan mengenai gambar orang yang tersedia
2. Peserta didik mampu membuat text deskripsi sederhana berdasarkan orang yang diberikan

❖ Make a pragraph of Descriptive text based on the picture !

She is Nagita Slavina She is an actrees
She is Nagita. She has back hair, she has big eyes
She has brown eyebrow and she is (he nose) white skin.
she has flat nose, she has short body. She is fat
She is Beautifull She is friendly she is Nice She is diciplined
She is Cheerful She is Generous She is Helpful
She is clever

$$score: \frac{4(3)+4(2)+3(2)+3(1,5)+3(1,5)}{40} \times 10 = \frac{370}{40} = 9,25(92)$$

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