KETERAMPILAN MENULIS KRITIS UNTUK MEMPERSIAPKAN MAHASISWA PADA PENULISAN AKADEMIK PROFESIONAL (*THE USE OF CRITICAL WRITING SKILLS TO PREPARE STUDENTS FOR PROFESSIONAL ACADEMIC WRITING*)

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Abstract

The use of critical writing skills to prepare students for professional academic writing. *Writing academic texts needs to consider critical thinking positions. Critical thinking is a way to see things proportionally and objectively. Students have good critical thinking skills to do good writing. In writing academic texts, students tend to have difficulty integrating various reference sources into a unified whole to support arguments and ideas in writing, especially in the background, tend to be disorganized and incoherent, have difficulty finding previous research that supports the problem, and choose theory as a framework. This study aims to use critical writing skills to prepare students for professional academic writing. The presentation uses a literature review approach. The database or dataset used for literature research is the Google Scholar in Perish or Publish (PoP) application. Articles that are relevant to the research objectives 31 articles. The findings show that, first, descriptive writing involves describing information and phenomena in detail without argumentation. In contrast, critical writing involves analyzing and linking various pieces of information to understand the problem or topic chosen, learning to gain multiperspective understanding. Second, to prepare students for professional academic writing, an understanding of critical writing skills is needed, namely paraphrasing, explaining, concluding, analyzing, and synthesizing in writing academic texts. Third, the need to provide real feedback from lecturers and colleagues to increase self-confidence, as well as to habituate patterns of critical writing skills.*

Keywords: *writing, critical writing, academic text, academic writing*

Abstrak

Keterampilan menulis kritis untuk mempersiapkan mahasiswa pada penulisan akademik profesional. Menulis teks akademik perlu mempertimbangkan posisi berpikir kritis. Berpikir kritis adalah cara untuk melihat sesuatu secara proporsional dan objektif. Mahasiswa dapat dikatakan memiliki pemikiran kritis yang baik sehingga mampu membuat tulisan yang baik. Dalam menulis teks akademik, mahasiswa cenderung mengalami kesulitan mengintegrasikan berbagai sumber referensi menjadi satu kesatuan yang utuh untuk mendukung argumentasi, gagasan, dalam tulisan terutama di latar belakang, cenderung tidak teratur dan tidak koheren, kesulitan menemukan penelitian sebelumnya yang mendukung masalah, dan memilih teori sebagai kerangka berpikir. Tulisan ini bermaksud untuk memahami bagaimana meningkatkan kualitas penulisan teks akademik dengan mengasah kemampuan berpikir kritis. Tujuan dari penelitian ini yakni menjelaskan pentingnya kerampilan menulis kritis untuk mempersiapkan mahasiswa dalam penulisan akademik secara professional. Pemaparan menggunakan pendekatan tinjauan literatur. Basis data atau dataset yang digunakan untuk penelitian literatur adalah aplikasi *Google Scholar* in *Perish or Publish (PoP)*. Artikel yang relevan dengan tujuan penelitian sebanyak 31 artikel. Hasil temuan menunjukkan bahwa, *pertama*, menulis deskriptif melibatkan kegiatan mendeskripsikan informasi dan fenomena secara mendetail tanpa disertai argumentasi, sedangkan penulisan kritis melibatkan analisis dan menghubungkan berbagai informasi untuk memahami masalah atau topik yang dipilih, serta belajar untuk mendapatkan pemahaman multiperspektif. *Kedua*, mempersiapkan mahasiswa untuk penulisan akademik profesional, diperlukan

pemahaman keterampilan menulis kritis, yaitu parafrase, menjelaskan, menyimpulkan, menganalisis, dan menyintesis dalam menulis teks akademik. *Ketiga*, perlunya pemberian umpan balik nyata dari dosen dan rekan untuk meningkatkan rasa percaya diri, serta pembiasan pola keterampilan menulis kritis.
Kata-kata kunci: menulis; tulisan kritis; teks akademik, penulisan akademik
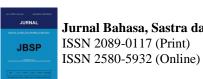
INTRODUCTION

In living academic life in college, students must be able to read and create academic texts in the form of macro and micro-genres. Macro genres include book reviews, research proposals, reports, and scientific articles. Within each macro genre, several micro-genres are found; for example, in the discussion subsection, there are micro-discussion and explanation genres (Nurwardani et al., 2016, p.1-2). In its implementation, students are also required to construct their knowledge through the ability to communicate information sources that are read into writing. Language skills emphasize writing to communicate ideas, thoughts, and feelings through written language (Hatmiati, 2018, p. 271). The purpose of writing is not only to construct sentences, but also to describe ideas clearly and accurately (Rahman et al., 2022, p. 2). Writing academic texts requires expertise that is supported by adequate knowledge. The ability to write academic texts can be an indicator that shows measure of the quality of student resources because students are not only consumers of knowledge but are also capable of producing academic thoughts in science.

Regarding learning at the tertiary level, critical thinking contributes to developing students' skills in expressing ideas, critiquing them, and expanding information and knowledge, which can then be implemented in writing skills (Aulia & Kuzairi, 2021, p. 351). The statement shows that writing academic texts requires skills in both reading and writing, which involve the ability to acquire and process information through critical thinking processes. *Critical thinking* is an intellectual process in which thinkers deliberately assess the quality of their thinking, using reflective, independent, clear, and rational thinking (Ahmatika, 2017, p. 378). Students' critical thinking principles are shown through something substantive (Paul & Elder, 2001a, p. 4). The purpose of forming students to have critical thinking skills is to guide them to think about a topic critically by selecting, receiving, and examining the information they get from credible sources. In addition, they were also asked to evaluate the facts on the topic (Nejmaoui, 2018, p. 99), consider all sides of the argument from various sources (Wafiya et al., 2021, p. 54), have ideas, and make arguments related to a problem and find a solution (Özelçi & Çalışkan, 2019, p. 501; Padmanabha, 2018, p. 46). In line with this statement, Priyatni & Nurhadi (2017, p. 283) state that critical thinking involves mental activities: analyzing, synthesizing, generalizing, applying concepts, interpreting, and evaluating.

It is important to consider critical thinking positions in writing academic texts. Critical thinking is a way to see things proportionally and objectively. Students have the good critical thinking, so they will be able to create good writing. The role of writing in building critical appraisal skills is relevant, especially for students who are expected to represent their knowledge in writing by making critical connections in the field of study and generalizing ideas to other contexts (Bailey et al., 2015p. 525).

Critical writing or critical writing is the ability to convey ideas critically through writing. The word 'critical' in academic writing can be interpreted as the ability to develop existing theories, connect one theory with existing theories from various works of literature that we read, and develop arguments supported by facts or evidence to conclude theories. *Critical writing* is an activity that develops and analyzes more than one source to develop an argument

(Leicester, 2013, no page). In this definition, there is a word that means identifying the strengths and weaknesses of the evidence obtained. It is related to critical reading, which will help the reader to consider whether the sources obtained are reliable, relevant, current, and accurate. Analyzing yourself means giving reasons why the conclusions of these different authors should be accepted or scrutinized. After evaluating and analyzing various sources, the author must explain the reasoning that leads to the author's conclusion based on the evidence (Hartanti & Damaianti, 2018, p. 1317).

Learning to write critically is a challenge for many students. Lecturer feedback often advises students to be more critical. However, it does not always explain what 'more critical' means (Ryan, 2011,p. 109) and do not use certain techniques that encourage or guide students in writing. Instead, they simply assign students to write a paragraph without providing a good model for preparing it themselves (Nisa, 2017, p. 310). Giving this understanding explicitly to students will help them build knowledge, understanding, and critical awareness (Woodhouse & Wood, 2022, p. 653). A more critical/analytical approach is needed" or "too descriptive" does not help students to improve their writing. Students need to be given more direct guidance on what they need to do to improve the application of their higher-order thinking skills (Thomas, 2011, p. 27).

In writing academic texts, students tend to have difficulty integrating various reference sources into a unified whole to support arguments and ideas in writing, especially in the background, tend to be disorganized and incoherent, have difficulty finding previous research that supports the problem, and choosing theory as a framework for thinking to preparation of research instruments. This problem is in line with Hyland (2013, p. 55) and Kellogg (2008, p. 2), who explains that in writing academic texts, students may have knowledge of a particular subject or domain but have difficulty applying it to the writing process. Students tend only to use one source to support their ideas or, even worse, do not have sources to make grounded statements (Rattray, 2012, no page); students have difficulty integrating literature sources read into their writings (Cumming et al., 2016, p. 48), lack of theoretical assumptions, weak argument construction, difficulties with using evidence to support or challenge arguments, disorganized presentation of thoughts, lack of elaboration and integration, and lack of critical judgment (Çavdar & Doe, 2012, p. 298; McMillan & Raines, 2011, p. 697) and difficulty in relevant theories and can review the theory of the approach using their language (Zuriati, 2017, p.8).

Recent research also found that even advanced students cannot synthesize, critique, or explain literature in their writing (Shahsavar & Kourepaz, 2020, p. 8) and . A few researchers focused on focus on critical reading comprehension in writing academic texts, while research and literature on critical writing guides for academic texts in higher education in Indonesian are not widely found while. This paper intends to understand how to improve the quality of academic text writing by honing critical thinking skills. This study aims use of critical writing skills to prepare students for professional academic writing.
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LITERATURE REVIEW
Critical Thinking

Critical thinking is one of the potentials that must be developed and formed in higher education. The process of critical thinking is an organized mental process and plays a role in the process of making decisions to solve problems. Critical thinking skills are the ability to discriminate, analyze, evaluate, and other thinking activities to conduct arguments and research about situations, categories, and connections of various things. Critical thinking skills tend to develop a worldview perspective and improve students' ability to direct important decisions in

learning and life, especially in an era of rapidly developing information that produces inaccurate and wrong information (Murawski, 2014, p. 26). Critical thinking skills encourage someone to think deeply about the information he gets to avoid understanding, including little persuasion, backwardness, irrational attitudes, or ideas (Ratnadewi & Yunianti, 2019). Critical thinking is not only about the perception that people can answer questions quickly and correctly but how their minds can think and process information logically, solve and solve problems, and know factual information based on its sources.

Critical thinking skills are one of the competencies that must be mastered and practiced in daily activities. This statement shows that critical thinking is a lifelong skill people need in their academic and social lives (Nour Mohammadi & Zare, 2014, p. 52). Haseli & Rezaii (2013, p. 168) explain that critical thinking must be developed to deal with 21st-century changes and solve complex social problems. Critical thinking skills are an important goal for talent development in the 21st-century and are intellectual resources that play a long-term and beneficial role for people of all ages (Liu, 2019, p. 339). Therefore, critical thinking skills play a key role in academic teaching, which requires analytical thinking to perform important functions (Watson & Glaser, 2008, p. 49)

Academic Writing

Academic texts, also called scientific texts, differ from non-academic or non-scientific texts. Certain characteristics characterize academic texts and non-academic texts. Exploring scientific characteristics in academic texts is important because academic texts are a separate dimension compared to other types of texts. Academic texts tend to require a different approach to understand their contents to the target reader (Martin & Veel, 1998, p.17).

Academic texts are characterized by standard, logical, straightforward, and objective characteristics. However, the definition of an academic text with the above characteristics needs to be revised because even a text that is not academic shows academic characteristics in certain cases. Conversely, a text which is said to be academic still shows non-academic characteristics. If so, a text (regardless of its type) has both characteristics in several aspects.

The types of texts often found as academic texts in the tertiary environment are, for example, books, book reviews, research proposals, research reports, practicum reports, and scientific articles. These types are macro genres, each containing a mixture of several micro-genres such as description, report, procedure, explanation, exposition, and discussion (Wiratno et al., 2014, p. 14). *Macro genres* are genres used for smaller subgenres contained within and covered by genres the macro.

METHOD

This method used systematic literature review approaches (SLR). The object of this research is the critical writing skills of academic texts. Taking critical writing skills in academic texts as an object of research has several reasons: First, writing academic texts requires critical thinking skills. Critical writing is of particular relevance, especially for students who are expected to be able to represent their knowledge in writing by making critical connections in the field of study and generalizing ideas to other contexts. Understanding developing critical writing skills is important when taught to students to improve the quality of writing academic texts and become successful writers. Second, the implementation of critical writing guidelines for academic texts is rarely found in research and literature in both Indonesian and English languages. The third is the need for a critical understanding of writing, aspects, and stages of critical writing of academic texts for college students.

In the inclusion and exclusion criteria stage, criteria are determined from the data found, whether the data is suitable to be used as a data source for research or not. The following are the criteria for data to be worthy of being a research data source. First, the provisions of the literature used consist of national and international journals with publication years from 2015 to 2022. Second, the data used only journal articles (review articles, research articles) and fully accessible research articles relating to critical writing and critical writing of academic texts

At the data collection stage, the keywords used were "critical writing," "critical writing of academic texts/ scientific works,"; and "writing." The database or dataset used for literature research is Google Scholar in Perish or Publish (PoP) application. At the data collection stage, the keywords used were "critical writing," which found as many as 999 articles, and "writing critically academic texts," which found as many as three articles; of these keywords relevant to the research objectives, as many as 31 articles.

In the Quality Assessment stage, the data will be based on the following questions: Was the journal paper published in 2015-2022? Does the paper discuss the concept of critical writing? Do journal papers write about developing critical writing skills for academic texts? Each paper will be given a score based on the questions above. Yes: for journal papers that correspond to questions of quality. No: for journal papers that do not match the question of quality.

RESULTS AND DISCUSSION
Difference Between Descriptive Writing and Critical Writing

Learning higher-order thinking skills (HOTS) in Indonesia is still not optimal (Fauzi & Wicaksono, 2021, p. 145). For this reason, the academic texts produced by students are predominantly descriptive, not critical. A preliminary study conducted on 25 manuscripts of articles (thesis results) of UIN Maliki Malang students showed that 80% of the manuscripts produced by students still showed the dominance of descriptive rather than critical exposure.

To assess students' thinking skills as seen through their academic papers. Bloom's taxonomy, revised in 2021 by Anderson and Krathwol, can be used. The six skills offered in this revised version of the taxonomy sort thinking skills into three levels, namely low (LOTS) which includes remembering and understanding activities; moderate (MOTS), which includes implementing and analyzing activities; and high (HOTS), which includes evaluating and creating activities (Qasrawi & Beniabdelrahman, 2020, p. 747).

Although it received sharp criticism from Marzano because it has several weaknesses (Soozandehfar & Adeli, 2017, p. 2), Bloom's taxonomy is still the main reference in learning at various levels. Referring to the six skills in Bloom's taxonomy, descriptive writing is at the level of LOTS to MOTS. At the highest level, critical writing skills involve MOTS activities towards HOTS.

In the context of research, descriptive writing is the simplest activity. Descriptive writing only describes information and phenomena in detail without being accompanied by arguments or results of studies regarding the information and phenomena. This descriptive writing activity should be part of the initial research or preliminary studies before constructing critical arguments against the results. Descriptive writing is needed to present information in the form of research settings, general description of the work, research time, details of character biographies, and historical events (Ataç, 2015, p. 620).

Although descriptive writing activity is the outcome of lower-level thinking activities, the trend of qualitative descriptive research in higher education is still the prima donna. Strong scientific arguments are rarely built through descriptive research that focuses on presenting findings as they need a critical assessment of the information or phenomena collected.

In contrast to descriptive writing, critical writing involves more complex thinking activities. In critical prewriting activities, a person is required to perform an information screening analysis to (1) consider the quality of the evidence and arguments studied; (2) identify positive and negative aspects that need to be responded to or commented on; (3) assessing its relevance and usefulness in the context of the research or study being conducted; and (4) identify ways to integrate the information that has been studied with scientific arguments developed by researchers (Ataç, 2015, p. 622).

Systematically, the activities required in critical writing activities are more complex than descriptive writing. Descriptive writing is only limited to activities (1) introducing objects; (2) presenting facts or information; (3) describing details; (4) describing an outline or general picture; (5) citing information from other authors or the results of field studies; and (6) summarize. Critical writing involves more complex activities, including (1) organizing and evaluating evidence; (2) making comparisons of facts or information; (3) analyzing the problem; (4) applying scientific argument or judgment; (5) creating a network between one knowledge and another; (6) considering various alternatives; (7) evaluate, argue; and (8) conclude (University of Hull, 2020, webpage)
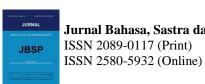
There are three main things in a critical writing activity (1) a researcher or writer needs to analyze various pieces of information to understand a problem or topic chosen for research. (2) efforts to examine to gain this understanding are wider than one perspective (multiperspective). (3) the researcher must emphasize logic in the analysis process to connect ideas and various information that has been collected and (4) researchers must offer their perspectives on the topic based on the results of critical studies and evaluations of the findings and evidence (data) that have been collected.

Scientific arguments that are formed through the process of analysis, Synthesis, and evaluation become the main indicator in critical writing activities. One simple example of applying critical writing skills, especially in citations, is to present quotations from various sources to discuss a sub-formulation of the problem in research. The presentation in question does not merely describe or quote information directly and affix several supporting quotes. However, analyzing the similarities and differences between one piece of information and another needs to be criticized. It is important to determine the relevance of citations one, two, three, and so on to the aspects discussed.

To build scientific arguments. Students often feel certain concerns as novice researchers. For this reason, it is rare for researchers to position themselves in opposition to established theories. Contradictory arguments—accompanied by strong supporting theories and facts—can be raised due to critical thinking activities. However, of course, logical considerations, adequacy of references, valid findings, and other supporting aspects must be strengthened to assess that scientific arguments contradicting previous studies can be trusted and justified.

Critical thinking and writing can help researchers to find the "novelty" aspect of research. Of course, the level of novelty or "novelty" is different. Because if a researcher needs to emphasize the novelty aspect more strongly, there will be a counterproductive effect on the progress of science and institutions. Therefore, in the scientific context, the novelty aspect can be emphasized the power of prediction as a characteristic of good science (Cohen, 2017, p.1).

The Skills Developed in Critical Writing Academic Texts

In college learning, students need to consciously use critical thinking skills in writing assignments offered to them to get the most benefit from their studies. Critical thinking skills are not only transferable to other areas of our lives. However, they are also personally

transformative, encouraging individuals to develop from passive recipients of knowledge to active participants in society.

So far, critical thinking skills have yet to be explicitly explained in learning to write academic texts. Lecturers sometimes demand that students writing academic texts use critical analysis, which makes students confused and need more certainty in understanding the critical thinking in question. This difficulty is because the lecturer needs to inform students about the application of arguments in their writings (Vyncke, 2012, p. 58) and explicitly show the meaning and appearance of critical analysis concepts in authentic texts (Wingate, 2012, p. 27).

Critical writing is a key component of critical analysis designed to present the advantages and disadvantages of certain aspects at this level and support their argument points with relevant and current literature. It helps students to apply rational thinking and logistical thinking to the literature. This uncertainty can lead to a lack of knowledge and confidence to present their arguments. In essence, students present a strong case to justify an opinion. Through critical analysis, demonstrate their ability to understand information to explain the relationship between important and less important parts of the whole.

Critical analysis is an argument based on what theory is used, the evidence, and how and how to show how they conclude. An effective assignment shows the steps in a student's thought process and how the different parts of the task are connected to form conclusions. A good assignment will end by showing critical thinking about the task and considering counterarguments. The critical analysis relates and compares information from various sources, identifies problems, archives appropriate information, and identifies relationships (Knowles & McGloin, 2007, p.36)

The difference between "just writing" and "critical writing" will depend on how explicit and focused making writing well reasoned or well thought out. It will depend on how aware of the factors that make a piece of thinking or writing reasonable, how to think through the issue, and how explicit and mindful in addressing those factors. A second factor to pay close attention to is the quality of students' thinking. Using best author judgment, the author asks themself whether what the author is saying is accurate, clear, and relevant to the issue they are addressing. Quality terms such as these are evaluative terms (Nosich, 2022, p. 2)

Aspects of critical writing skills are as follows: Paraphrasing (Paul & Elder, 2001a, p.6) explaining, inferring, analyzing, discovering (Facione, 2011, p. 5-6; Paul & Elder, 2001b, p.5), and synthesizing (Wijayati & Lestari, 2021, p.167). *First,* paraphrasing refers to retelling ideas in one's language. Shi et al. (2018, p.31) says that paraphrasing is re-contextualizing source information in one's writing with credit to the original author. Some researchers define paraphrasing as restating information by integrating linguistic features (semantic and syntactic components) such as synonym substitution, changing word forms, and rearranging sentences (Badiozaman & Fatimawati, 2014, p.50). Paraphrasing indicators, according to Sulistyaningrum (2021), are that paraphrasing sentences are not related to the original part, do not convey the same information as the original part, paraphrasing sentences are different from the original part / Change the sentence structure of the source text, but use the same idea, change active sentences into passive sentences and vice versa, and find the right synonyms to paraphrase sentences/paragraphs/essay. Akbar (2020, p.5) modified the classification of paraphrases based on Keck's taxonomy and Badiozaman's. The classification was divided into two categories, near copy, and moderate Revision, by examining the total strategy of paraphrasing used in a sentence and the similarity between the original excerpt and students' paraphrasing passages.

Second, it means to present accurately and coherently the results of one's reasoning, which means being able to give one a full view of the big picture: both to state and reason it in

terms of the evidentiary, conceptual, methodological, soteriological, and contextual considerations on which one's results are based; and to present one's reasoning in the form of a desirable argument. *Third*, inference means to identify and include the elements needed to draw reasonable conclusions; form conjectures and hypotheses; consider relevant information, and estimate the consequences that flow from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation. *Fourth,* the analysis determines the actual and inferential relationships between statements, questions, concepts, or representational forms that describe expressing judgments, experiences, reasons, information, or opinions. Paul & Elder (2001, p.5) explains that when analyzing arguments for writing, writers must understand the elements of reasoning. Figure 1 shows how to work through the author's logic of reasoning.
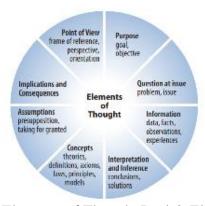

Figure 1. Elements of Thought Paul & Elder (2019)

Fifth, evaluation, namely assessing the credibility of statements or other representations which are descriptions or descriptions of a person's perceptions, experiences, situations, judgments, beliefs, or opinions; and assessing the logical strength of actual or intended inferential relationships between statements, descriptions, questions, or other forms of representation. *Sixth*, Synthesis means connecting and integrating various information that supports arguments and draws conclusions. In synthesizing, students can combine new information or knowledge with background knowledge (Reynders et al., 2020, p. 9). This ability to synthesize plays a role in formulating reasons/evidence into good and correct sentences to support arguments so that readers can understand clearly and there is no distortion of meaning.

Table 1. Skills Critical Writing of Academic Texts

Skills	Sub Skills	Indicator
Paraphrasing	Substantial revision	• Rewrite the original excerpt with lexical and grammatical changes • Borrowing of individual words • Clause structure revision • In many cases, complex noun phrases are used in synonymy constructions
Explain	Declare results	• Compose accurate statements as a result of analysis, evaluation, and inference. • Present the concepts and contextual considerations used to correct deficiencies

Skills	Sub Skills	Indicator
	Justify procedure	• Assessing the way of information is presented to reveal the subjectivity/objectivity of the author; (writing of citations and list of references) • Approve/deny the author's way • Present information.
	Present arguments	• Present the idea of accepting/rejecting certain opinions/views/dominance. • Assess the factors that influence the emergence of certain views/claims. • Reveal the weakness of a particular argument • Assess the weakness of the conclusions/arguments used to support the point of view • Displaying illustrations such as providing pictures, examples, graphs to support arguments, assumptions, writing objectives, and conclusions
Inference	Draw a conclusion,	• Determine the right conclusion. • Draw conclusions that are supported by evidence.
Analyze	Detect argument	• Determine statements that support or contradict a claim, opinion, or point of view • Show some examples of analysis • Discovery of similarities and differences between two approaches to the solution of a given problem • The main ones made in the literature and retraced the various reasons offered by other experts to support that claim • Defines unstated assumptions. • Main conclusions and various reasons are given to support or criticize it • Sketch the relationship of sentences or paragraphs to each other and to the main
Evaluate	judging argument	• Reveal the weakness of a particular argument. • Assess the weakness of the conclusions/arguments used to support the point of view. • Consider other relevant points of view (or the writing is too narrow in perspective
Synthesize	Integrate argument	• Show the reasons behind a choice, argument, or point of view • Brings together evidence and information to create a cohesive whole

Evaluation of Critical Writing Academic Text

Critical writing involves a variety of formative assessment strategies that describe student progress. Such research will help students develop as critical writers. One of these strategies is giving feedback to improve students' critical thinking habits in writing texts. It is necessary to provide tangible feedback. Feedback is an important strategy for writing, as it enhances writing skills and sustains motivation (Lee, 2015, p. 8). Involving other people/experts in providing peer assessment and feedback can help students look critically at their writing (Çelik, 2020, p. 3; Mostert & Townsend, 2018, p. 87). Based on the identity of the feedback giver can be divided into lecturer, peer, and self (F. Liu et al., 2021)

First, lecturer and teacher feedback often needs to be clarified for students needing help changing and revising their writing. Students and lecturers must conduct a question-and-answer session to clarify questions or confusion, not before writing the essay but also after, providing

an opportunity to clarify questions about feedback or assessments. So, teachers need to be prepared with this kind of feedback and understanding of student writing. Students and lecturers need to conduct a question-and-answer session to clarify questions or confusion, not writing an essay but providing an opportunity to clarify questions about feedback or assessment (Widarsih & Suherdi, 2019, p. 443). *Second,* peer feedback can offer formative feedback that identifies weaknesses and suggests solutions (Jabri & Ismail, 2021, p.590). Peer review can support students to be more critical of themselves and the quality of their final project if it is developed properly, a common activity in academic writing, and effectively enhances learners' writing performance (Huisman et al., 2018, p. 956; Kuyyogsuy, 2019, p.77). Researchers have shown that peer feedback can improve students' writing quality (Huisman et al., 2018, p. 957; Noroozi et al., 2020, p. 692; Yunus; & Miza, 2020, p. 96). Third, self-feedback is the ability to identify strengths and weaknesses and points for improvement in one's performance. The statement indicates the method or incorporation of any activity that causes writers to think about, evaluate and revise their writing (Cömert & Kutlu, 2018, p. 108). Woodhouse & Wood (2022, p. 655) explains that learning to write critically needs to have the behavior of learning to give feedback, learning to receive feedback, and developing as a critical writer. In self-feedback, rubrics can assess critical writing and lead to greater independence. The critical writing assessment rubric includes a) Thesis: The essay contains a clear and relevant thesis. b) Organization: The paragraphs are logically ordered with the essay. c) Argumentation: The essay provides good reasons for accepting the thesis; d) Critical reflection: The essay acknowledges. Objections to the thesis and provides appropriate replies. e) Clarity: The essay presents ideas and arguments with clarity and precision. f) Grammar and mechanics: The essay uses correct grammar, punctuation, and spelling, g) Style: The essay is written engagingly and interestingly that appropriately integrates elements such as vocabulary, phrasing, and voice (Mohammed, 2020, p. 61)

However, it is important to recognize that giving and receiving feedback can be a challenging, emotional, and rewarding experience, frustrating for writers. Emotional barriers can hinder students' readiness to engage with critical feedback, and novice researchers can feel anxious about providing feedback to others (Caffarella & Barnett, 2000, p. 40)

The difference between critical writing and just writing in writing academic text is reasoning. Whether the reasoning is accurate or not, relevant and irrelevant, clear or unclear, these elements depend on the awareness in one's mind. When people reason about something, they have a purpose, answer the question, and conclude. So on, the level of reasoning quality in critical thinking depends on whether their arguments are logical or illogical, interpretations and conclusions are too shallow (Just because your car does not mean it meets the standards as a "good" car: it does not mean it is reliable, or safe, or even runs). The standards of critical thinking are quality control in thinking. They are the standards that turn a person's reasoning into good reasoning.

In addition to using critical thinking skills in writing, students must provide feedback on their writing. Feedback is a fundamental element of a process approach to writing. Feedback emphasizes the process of writing and rewriting where the text is not seen as a stand-alone text but points to another text that students will write. That will help students work in depth on the potential of the text, understand the context of the writing, and offer a sense of self-confidence and the purpose of their writing.

The writer's suggestions are expected to develop guidelines for critical writing of academic texts that are more specific, such as guidelines for writing research reports and scientific articles that help students improve the quality of their writing. Second, assessment in

specific critical writing is also very much needed by educators to provide meaningful feedback to assist students in the process of mentoring academic text writing. Third, there is a relationship and critical influence with critical reading. It is necessary to understand how to read critically to write critically explicitly.

CONCLUSION

In university-level work, both descriptive and critical elements are required in academic writing. The difference between critical writing and just writing in writing academic text is reasoning. Whether the reasoning is accurate or not, relevant and irrelevant, clear or unclear, these elements depend on the awareness in one's mind. When people reason about something, they have a purpose, answer the question, and conclude. The level of reasoning quality in critical thinking depends on whether their arguments are logical or illogical, interpretations and conclusions are too. The standards of critical thinking are quality control in thinking. They are the standards that turn a person's reasoning into good reasoning.

In addition to using critical thinking skills in writing, students must also provide feedback on their writing. Feedback is a fundamental element of a process approach to writing. Feedback emphasizes the process of writing and rewriting where the text is not seen as a stand-alone text but points to another text that students will write. That will help students work in depth on the potential of the text, understand the context of the writing, and offer a sense of self-confidence and the purpose of their writing.

The writer's suggestions are expected to develop guidelines for critical writing of academic texts that are more specific, such as guidelines for writing research reports and scientific articles that help students improve the quality of their writing. *Second,* assessment in specific critical writing is also very much needed by educators to provide meaningful feedback to assist students in the process of mentoring academic text writing. *Third*, there is a relationship and critical influence with critical reading. It is necessary to understand how to read critically to write critically explicitly.

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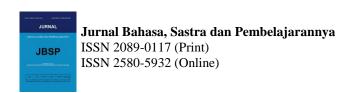
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