

How Does Process Writing Approach Promote Collaboration and Critical Thinking?: University Students' Perceptions Bagaimana Pendekatan Proses Menulis Mempromosikan Kolaborasi Dan Berpikir Kritis: Persepsi Mahasiswa

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ABSTRACT: Collaborative learning and critical thinking skills are two important skills for the students' success. Collaborative learning focuses on the building of teamwork to gain learning objectives, while critical thinking skills enable students to critically analyze information during the learning process. The current research is aimed at finding students' perceptions towards the use of process writing approach in writing paragraph to promote collaboration and critical thinking skills. Sample of the research are twenty-two students of the English Education Program of IAIN Parepare in 2023/2024 academic year who joined a paragraph writing course. The researchers use questionnaires of perception with a Likert scale of five options to collect research data. A questionnaire of students' perceptions of the use of process writing approach to promote collaborative learning consists of ten items, while a questionnaire of students' perceptions of the use of process writing approach to promote critical thinking skills involves twelve items. The research data were then statistically analyzed to find out the frequency and percentage of their responses to the questionnaire items. The study finds that most of the students perceive writing paragraph in groups help them completing their writing tasks. This indicates that process writing promote collaboration. In addition, the study also finds that most of the students perceive they follow the critical thinking skills in their paragraph writing activities. This indicates that paragraph writing in collaborative environment, promotes students' critical thinking.

KEYWORDS: Process writing approach, collaboration, critical thinking skills

INTRODUCTION

The process writing approach views writing as a recursive and dynamic process, requiring the writer to navigate through various stages. This process begins with planning and concludes with the submission of a thoroughly revised and edited text. It is not merely focused on producing a final written product but aims to help learners develop their writing skills over time. Process writing emphasizes the gradual acquisition of writing skills through a structured approach, allowing writers to focus on specific aspects of their work at each stage. This method aids students in organizing their writing tasks more effectively. Research indicates that actively engaging and supporting students in the writing process significantly enhances their writing performance (Aliyu, M. M., 2020; Hassan, A., et al., 2020; Qian, 2019; Winarti & B.Y. Cahyono, 2021; Zulfikar & Cut Tarri Aulia, 2020).

The process approach emphasizes that writing is not solely an individual activity but also a social one. A text is created through the interaction between a writer and their readers (Hyland, K., 2019; Rahmat, N. H., & Whanchit, W., 2024). Another perspective on process writing suggests that texts can also be produced through interactions among students, working in pairs or groups. In this context, students collaborate to achieve their writing goals. According to Storch (2019), collaborative writing allows students to communicate, negotiate meaning, and make decisions together throughout the writing process.

Writing activities during the process foster active learning (Coffin, 2020), where students actively engage in thinking, reasoning, analyzing, and elaborating on the subject matter with one another. This indicates that writing is most effective when done collaboratively, as students can share roles, produce well-structured texts, and complete tasks within the given timeframe. Research findings (Majed O. Abahuasain, 2020; Anggraini, R., et al., 2020) suggest that collaborative writing helps students develop their writing skills more effectively than writing individually. Furthermore, studies show that collaborative writing reduces students' writing-related stress by fostering independent learning, a sense of responsibility, and critical thinking skills (Bozatzi, A., 2021; Çocuk, H. E., & Yelken, T. Y., 2021; Murtadho, F., 2021).

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In EFL writing classrooms, collaborative learning is widely recognized as an effective approach for enhancing students' critical thinking skills. For instance, a study by Nguyen and Quyen (2019) highlighted the effectiveness of collaborative writing strategies in fostering critical thinking among students. Similarly, Majed O. Abahuasain (2020) found that collaborative assignments significantly improved students' writing skills compared to individual tasks. Furthermore, Coffin (2020) demonstrated that collaborative learning positively impacts teamwork, encourages active learning, and enhances communication and problem-solving skills.

Numerous studies have revealed that collaboration enhances students' critical thinking skills in the context of Indonesia's higher education. For instance, a study by Anggraini, R., Rozimela, Y., & Anwar, D. (2020) demonstrates that students can develop their critical thinking skills through collaborative writing activities. The interactions occurring during group tasks contribute significantly to the development of students' soft skills, including decision-making and problem-solving abilities (Huang et al., 2021). Similarly, Shinta, D. K., & Filia, F. (2020) found that collaboration fosters critical thinking in writing argumentative texts, particularly by enhancing students' abilities to remember, understand, and produce higher-level arguments. Additionally, Rezeki, Y. S., & Rahmani, E. F. (2021) highlighted that collaborative writing techniques are effective in improving both writing skills and soft skills, such as stimulating critical thinking.

In the context of higher education in Indonesia, several studies have highlighted the positive impact of collaboration on students' critical thinking skills. For instance, a study by Anggraini, Rozimela, and Anwar (2020) found that students enhance their critical thinking abilities when engaging in collaborative writing. Additionally, interactions during group tasks in collaborative learning contribute to the development of soft skills such as decision-making and problem-solving (Huang et al., 2021). Similarly, Shinta and Filia (2020) demonstrated that collaboration fosters students' critical thinking in writing argumentative texts by enhancing skills like remembering and understanding, enabling the production of higher-level arguments. Rezeki and Rahmani (2021) also showed that collaborative writing techniques effectively improve both writing abilities and soft skills by stimulating critical thinking.

While these studies underscore the benefits of collaborative learning for enhancing students' critical thinking skills, they do not specifically examine how the writing process itself facilitates collaboration and promotes critical thinking. This gap suggests the need for further exploration of the interplay between collaborative writing processes and the development of critical thinking skills.

The current study aims to explore how the process-writing approach used in crafting argumentative paragraphs enhances university students' collaboration and critical thinking skills. It focuses on students' perceptions of the implementation of this approach and its effectiveness in fostering these skills. By analyzing students' responses to questionnaires regarding their experiences with collaboration and critical thinking during writing activities, the researchers aim to uncover the benefits of incorporating the stages of process writing in improving these essential skills.

MATERIALS AND METHOD

A. Materials

1. Process Writing Approach

Process approach writing focuses on writing as a complex process. As the name suggests, it focuses on the process, which provides students with writing strategies that enable them to organize their ideas before writing (Turkben, T., 2021; Kansızoğlu, H. B., & Cömert, Ö. B., 2017). O'Donnell & Paiva (1993), divide the writing activities into several steps: thinking, planning, writing, and revising. In thinking stage a writer can do some strategies such as discussing the topic with group member, and taking notes while ideas come in mind. In planning a writer can make outlining, or mind mapping. The ideas are arranged in a logical order becomes an outline that will be followed by a writer when he/she starts writing a text. The next stage is revising the text by looking back the text that has been composed, and asking some questions concerning the content and the text structure. Hyland divide the processes shorter into generating, drafting, and revising (2019).

Process approach writing helps students in writing. It contributes to the quality of students' writing (Novia, F., & Saptarina, E., 2020). It also reduces writing anxiety and increase students' self-efficacy that enable them to get better writing score in writing test (Çocuk, H. E., & Yelken, T. Y., 2021).

2. Collaborative Learning

Collaborative learning is a strategy that suggests learners to work together. Experts claim that collaborative learning is a teaching and learning strategy in which groups of students work together to solve a problem, complete a task, or produce a product. (Kurni, M., & Saritha, K., 2021). Collaboration improves students' communication and interaction skills (Salma, N., 2020). Through interaction in teamwork, students develop their soft skills such as decision-making, flexibility, and problem-solving (Huang, et.al., 2021).

Collaboration fosters students' social connection. It helps students to socialize with one another and builds better interpersonal ties. (Ghavifekr, 2020). Collaboration also develops students' achievement quality (Qureshi, et.al., 2021) by creating active learning that enable students to take active role in learning (Bean, J. C., & Melzer, D., 2021). In addition, collaborative learning creates

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environment becomes more relaxed (Aulia, C. T., 2020); Alahdal et.al., 2019; Zulfikar, Z., 2020). Moonma, et. al., (2021) also report that collaborative writing improves students' writing skills as they practice analyzing and evaluating, two skills in critical thinking. However, in some cases, collaborative learning strategies do not work because of students' different writing styles, social loafing, and time pressure (Zulfikar & Aulia, 2020). For these reasons, teachers should carefully plan collaborative learning techniques to suit students' different characteristics and non-student factors.

3. Critical Thinking Skills

Critical thinking can be defined as the utilization of cognitive skills to gain a desired outcome (Dumitru, D., & Halpern, 2023). It is also the capacity to evaluate data objectively and to draw logical conclusion (Birt, 2023). It is a skill that students must develop throughout their academic careers to achieve success (Jannah, A.R., et.al., 2021).

Critical thinking skills provide various benefits for students. Students need to learn to be critical thinkers in their personal and professional lives (Bezanilla, M. J., et.al., 2019). Critical thinking skills help students understand and analyze information, evaluate arguments, and make informed decisions based on facts and logic. Additionally, critical thinking abilities give students the tools they need to solve problems and come up with the best solutions on their own and provide students ability to communicate easier, (Itmeizeh, M., & Hassan, A., 2020).

B. Method

The present study employed a quantitative research approach, utilizing a survey design to explore students' perceptions of using process writing to enhance collaboration and critical thinking skills. Data were collected from 28 students enrolled in a paragraph writing course during the 2023/2024 academic year. Questionnaires were administered following 16 sessions of instruction on paragraph writing.

The researchers utilized a Likert scale questionnaire to gather data on the use of the process writing approach in fostering collaboration. The questionnaire included 10 statements outlining the paragraph-writing process in a collaborative classroom setting, covering key stages such as planning, drafting, and revising (O'Donnell & Paiva, 1993). The second questionnaire comprised 12 statements that described students' writing activities, aligned with six critical thinking skills: interpretation, analysis, inference, explanation, evaluation, and self-regulation (Facione, 2000). To ensure participants carefully read and understood the content and to minimize systematic response patterns, the questionnaire included a mix of positive and negative statements (Dalal & Carter, 2014). The data were analyzed using statistical methods, including calculating the frequency and percentage of students' responses to the questionnaire items. These statistical findings were utilized to interpret the research results regarding students' perceptions of using paragraph writing to foster collaboration and critical thinking skills.

DISCUSSION

The results above demonstrate how positively students see the use of process approach in writing paragraphs of a paragraph writing course. The results showed that students responded well to every writing process they encountered in the paragraph writing course. The majority of prewriting responses show that students responded favorably to the collaborative idea-generation exercise. The majority of them agree with the statement that writing the topic phrase in a group helps them finish the work, demonstrating the same positive response. Their responses to the comments about collaborating to write the supporting sentences, the concluding sentences, and the draft revision also revealed the same good response. That most of the students choose to answer agree and completely agree, is an indicator that paragraph writing promotes collaborative learning. The results described above show that process writing approach promotes collaboration. Rahmat, N. H., & Whanchit, W. (2024) argue that process writing approach encourages students to work together as writing activities are easier when they are done in a team. This is in line with some research findings that writing collaboratively helps students develop their writing skills better than writing individually (Abahuasain, 2020; Anggraini, R., et.al., 2020; Cahyono, et.al., 2021; Moonma & Kawera, 2021; Yingling (2018).

A logical reason why process writing support collaboration is that process approach to writing require students to work following the writing processes. The process of writing is started by organizing ideas, writing drafts including the topics, and the concluding sentences, and revising the draft to be the final paragraph. Instructing students to do this process alone might produce boring, stressfull, and unenjoyable learning atmosphere. Therefore, creating collaboratIon during the writing activities will lower the students' stress (Zulfikar, Z., & Aulia, C. T., 2020). In the current study, students write their paragraphs following the process approach in a small group and each student is assigned to have a specific role, either as a writer, a reviewer, or an editor. During the process, they discuss to share what ideas to write and what things to revise. Such an environment encourages all students to be active.

In this study, students generated ideas for the topics provided by the lecturer. Generating ideas is a method that helps students find ideas related to their chosen topic. Students use a technique of mind-mapping that enable them to break down the ideas into some more specific ideas. By discussing, students decide what ideas to include and to exclude. Therefore, when students are asked to express their perceptions, most of them believed that they could easily generate their writing ideas because they did it together

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with their group partners. This finding again supports the previous study that process writing fosters students' collaboration (Rahmat, N. H., & Whanchit, W., 2024).

Writing the topic sentence of a paragraph is sometimes quite difficult. The topic sentence should be clearly stated in a clear sentence so that it can be easily understood by readers. The unclear topic sentence will make it difficult for students to develop the paragraph idea. As a result, students will get stressed and have difficulty completing their paragraphs. In this study, students discussed with their partners before they write the topic sentence of their paragraphs. The collaborative strategy helped them write the topic sentence of their paragraphs easily. Coffin (2020), reports that collaborative learning influences teamwork and makes the learning environment active, so that improves communication and problem-solving skills. This situation contributes to a relaxed learning atmosphere, that prevents students from stress as reported by Zulkifli & Aulia that doing writing tasks in a group tends to decrease anxiety (Xhafaj, D. C. P., 2020; Zulfikar & Aulia, 2020).

Dealing with writing the supporting sentences, the study also reveals that students did not experience difficulty since they wrote their paragraphs writing assignments in group. Through discussion, they communicate their ideas and analyze relevant arguments to support the topic sentence. This study proves that process writing approach is best done in a collaborative way. Chen, Y., (2018) argues that group task developed students' thinking more than individual learning.

The study also shows how students perceive doing writing tasks in group work, especially in writing the concluding sentences of their paragraphs. Students admit that they have no difficulty in writing the concluding sentences since they do the activity in the group. Similar with the previous processess, implementing process writing approach with collaboration in writing the concluding sentence is the best way to complete a writing task. Writing process approach helps students working step-by-step that helps students manage their tasks, fosters a sense of control and reduces feeling of being overwhelmed, therefore improve their writing skills (Winarti & Cahyono, B.Y., 2020).

Concerning the process of editing and revising the paragraph draft, the study reveals that students can edit and revise their draft with no difficulty. This process is done in groups, and they discuss and work together to find out some writing mistakes on their drafts. Doing this activity collaboratively helps them to use their time effectively. This finding is supported by Handayani, E.T., & Aminatun, D., (2020) that editing and revising process in a group provide benefit to develop their writing ability including revising and editing their texts.

Dealing with critical thinking skills, the findings also show that students do all the processes of critical thinking skills include interpretation, analysis, inference, evaluation, explanation, and self-regulation in their writing processes in their argumentative paragraphs. The teacher's instruction to write the genre of argumentative writing in this research is one of the efforts to promote students' critical thinking as some researchers prove that constructing argumentative writing promote critical thinking skills (Nejmaoui, Nabila, 2019; objectively and draw logical conclusion (Birt, 2023). This research findings suggest that the writing processes they follow encourage them to think critically as argued by Hyland (2019) that process writing involves cognitive process that requires critical thinking skills. Sheikhi Behdani, R., & Ratschi (2019) also state that writing process facilitates critical thinking. Therefore, the writing activities following the process writing approach is a good strategy to promote students' critical thinking skills.

Critical thinking skill is one the skills required for the students' success in academic setting and in their future career ((Bezanilla, M. J., et.al., 2019; Jannah, A.R., et.al., 2021). Critical thinking competence gives students the tools they need to solve problems and come up with the best solutions on their own and provide students ability to communicate easier, (Itmeizeh, M., & Hassan, A., 2020; Pnevmatikos. et.al., 2021). Dealing with language development, critical thinking supports language proficiency by encouraging learners to analyze, question, and evaluate language use. Therefore, students who develop strong critical thinking skills are more likely to enjoy the learning process, which further boosts their language performance (Handayani, et.al., 2019; Huang, Q, et.al., 2023). Incorporating critical thinking exercises into language instruction promotes a more positive learning environment, which improves both comprehension and student attitudes (Huang, Q, et.al, 2023; Moghadam, Z.B., et.al., 2023). Therefore, creating learning atmosphere that promotes critical thinking skills are essential to support language competency in all language skills.

RESULTS

The research findings highlight students' perceptions of using the process approach to writing as a means to foster collaboration and enhance critical thinking. These findings are presented in tables that illustrate the frequency and percentage of students' responses to questionnaire statements. The statements offer five response options: strongly disagree, disagree, undecided, agree, and strongly agree.

1. Students' Perceptions of Using Process Approach to Promote Collaboration

Table 1 shows the results of a survey with statements about writing topic sentences in groups. Respondents evaluated their agreement using a Likert scale: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD).

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Table 1 Students' Perceptions of Using Process Approach to Promote Collaboration

No	Statement	Responses									
		SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
1	Generating ideas is easy because I do it in a group.	14	64	8	36	0	0	0	0	0	0
2	I experienced difficulty to generate ideas by collaborating in a group	0	0	0	0	1	4	18	82	3	14

The data above demonstrates a clear preference for group collaboration when generating ideas, as participants overwhelmingly find it beneficial and do not associate it with difficulties. This finding suggests that students perceive collaboration is a good way to choose in doing their writing activity, This also means that writing process approach supports' collaboration.

2. Students' Perceptions about Writing Topic Sentences to Promote Collaboration

The students' responses as shown in table 2 indicate that writing topic sentences in groups was largely perceived as easy, with very minimal difficulty reported. This data is clear evidence that students prefer writing collaboratively to writing individually. This suggests that process writing promote collaboration in a classroom.

Table 2 Students Perceptions about Writing Topic Sentences to Promote Collaboration

No	Statement	Responses									
		SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
1	Writing topic sentence was easy because I do it in group,	11	50	9	41	2	9	0	0	0	0
2	I experienced difficulty to write topic sentence in group.	0	0	0	0	1	5	18	81	3	14

3. Students' Perceptions of Writing Supporting Sentences to Promote Collaborative Learning

As shown in Table 3, all students agree with the positive statement, while most disagree with the negative statement. These data suggest that students have a positive perception of writing supporting sentences collaboratively. Therefore, it can be concluded that writing paragraphs following process approach fosters students' collaboration.

Table 3 Students' Perceptions of Writing Supporting Sentences to Promote Collaboration

No	Statement	Responses									
		SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
1	Writing supporting sentences was easy because I do it in group,	11	50	11	50	0	0	0	0	0	0
2	I experienced difficulty to write supporting sentences in group.	0	0	1	4	1	4	16	73	4	19

4. Students' Perceptions of Writing Concluding Sentences to Promote Collaboration

Table 4 presents students' responses to the statement about whether writing concluding sentences in paragraphs promotes collaborative learning. The majority of students selected "Strongly Agree" (SA) and "Agree" (A) for the positive statement, and "Disagree" (DA) and "Strongly Disagree" (SDA) for the negative statement. This suggests that students believe collaborative learning aids in effectively concluding the ideas in their paragraphs.

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Table 4 Students' Perceptions of Writing Concluding Sentences to Promote Collaborative Learning

No	Statement	Responses									
		SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
1	Writing concluding sentence is easy because I do it in group	10	45	12	55	0	0	0	0	0	0
2	I experienced difficulty to write concluding sentence because I do it in group.	0	0	1	4	2	10	14	64	5	23

5. Students' perceptions about revising paragraphs to promote collaborative learning

The data in table 5 shows that the majority of students selected "Strongly Agree" (SA) and "Agree" (A) for positive statements, as well as "Disagree" (DA) and "Strongly Disagree" (SDA) for negative statements. This indicates that students are able to easily edit and revise their paragraphs. Therefore, it can be concluded that collaboration plays a significant role in helping students edit and revise their paragraphs.

Table 5 Students' perceptions about revising paragraphs to promote collaborative learning

No	Statement	Responses									
		SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
1	Editing and revising paragraphs is easy since I do it in the group.	10	45	11	50	1	5	0	0	0	0
2	I experienced difficulty editing and revising paragraphs since I did it in the group.	0	0	2	9	0	0	13	59	7	32

6. Students' Perceptions of Using Process Writing Approach to Promote Students' Critical Thinking

The questionnaire on using process approach writing to promote students' critical thinking was developed based on a model of the critical thinking process, which includes six key indicators: interpretation, explanation, analysis, evaluation, inference, and self-regulation. Each indicator is represented by two statements, one positive and one negative. The negative statement serves to confirm the positive statement. The students' responses to these statements are presented in the following tables.

a. Students' Perception of Interpretation to Promote Critical Thinking

Table 6 presents students' perceptions of the interpretation process in fostering critical thinking skills. As indicated by the table, most students agree with the statement that they analyze their writing topic before beginning to write, while disagreeing with the negative statement. Their responses suggest that writing paragraphs helps to promote critical thinking skills.

Table 6 Students' Perception of Interpretation to Promote Critical Thinking

No	Statement	Responses									
		SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
1	I try to understand the topic of the paragraph before I start writing the paragraph.	6	27,5	15	68,5	1	4	0	0	0	0
2	I immediately write the paragraph after deciding the topic of the paragraph.	0	0	0	0	1	4	16	73	5	23

b. Students' Perception of Analysis to Promote Critical Thinking Skills

Table 7 illustrates students' perceptions of analysis in promoting critical thinking skills. As shown, the majority of students selected option A for the positive statement, indicating a favorable view of the analysis process in critical thinking. Additionally, responses to the negative statement (option D) further support this trend, reinforcing the notion that students have a positive

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perception of the role of analysis. These findings suggest that writing paragraphs effectively contributes to the development of analytical skills.

Table 7 Students' Perception of Analysis to Promote Critical Thinking Skills

No	Statement	Responses									
		SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
1	I analyze several arguments that strengthen my opinion.	5	23	15	68	0	0	0	0	0	0
2	I choose one argument without comparing it with different arguments.	0	0	0	0	2	9	16	73	4	18

c. Students' Perception of Inference to Promote Critical Thinking Skills

Table 8 presents students' perceptions of how inference contributes to the development of critical thinking skills in a paragraph writing course. The data indicates that most students agree with positive statements and disagree with negative ones. This trend suggests that paragraph writing is an effective means of enhancing students' inference skills.

Table 8 Students' Perception of Inference to Promote Critical Thinking Skills

No	Statement	Responses									
		SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
1	I identify arguments that are important to form the basis for me to determine opinion.	6	27	16	73	0	0	0	0	0	0
2	I determine my opinion without going through the process of identification of arguments.	0	0	0	0	1	4,5	15	68	6	27,5

d. Students' Perception of Explanation to Promote Critical Thinking Skills

Table 9 presents students' perceptions of the explanation process in paragraph writing. As shown in the table, the majority of students selected option A (agree) in response to the positive statement and option D (disagree) in response to the negative statement. This data indicates that students perceive paragraph writing as a tool for enhancing their explanatory skills.

Table 9 Students' Perception of Explanation to Promote Critical Thinking Skills

No	Statement	Responses									
		SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
1	I explain my opinion on an issue and determine agree or disagree based on strong arguments..	6	27,5	15	68	1	4,5	0	0	0	0
2	I explain my opinion of an issue and determine agree or disagree without considering strong arguments.	0	0	1	4	0	0	14	64	7	32

e. Students' Perception of Evaluation to Promote Critical Thinking Skills

Table 10 illustrates students' perceptions of evaluation in promoting critical thinking skills. The majority of students selected option A in the positive statement, suggesting that they incorporated evaluation into their writing process. Additionally, they reinforced this response by choosing option D in the negative statement, which indicates that they assess the credibility of their arguments to support their opinions. These findings suggest that writing paragraphs effectively foster critical thinking, particularly evaluative skills.

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Table 10 Students' Perception of Evaluation to Promote Critical Thinking Skills

No	Statement	Responses									
		SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
1	I assess the credibility of arguments that I will use to support my opinion.	3	14	18	82	1	4	0	0	0	0
2	I do not assess the credibility of arguments that I will use to support my opinion.	0	0	0	0	1	4	18	82	3	14

f. Students' Perception of Self-Regulation to Promote Critical Thinking Skills

Table 11 shows that, for the positive statement, all students expressed agreement to some degree. A significant majority (73%) selected "Agree," while the remaining 27% chose "Strongly Agree." This indicates a strong consensus on the importance of revisiting arguments that support their opinions. In contrast, for the negative statement, the majority of participants rejected it, with 64% choosing "Disagree" and 32% selecting "Strongly Disagree." Only 4% agreed with the negative statement. These results suggest that most students consistently reexamine arguments to support their views.

Table 11 Students' Perception of Self-Regulation to Promote Critical Thinking Skills

No	Statement	Responses									
		SA		A		U		D		SD	
		f	%	f	%	f	%	f	%	f	%
1	I reexamine arguments that have been identified to support my opinion.	6	27	16	73	0	0	0	0	0	0
2	I do not reexamine arguments that have been identified.	0	0	1	4	0	0	14	64	7	32

CONCLUSION

The research finding reveals that students perceive process writing approach implemented in a paragraph writing course promotes collaboration. In every process of the paragraph writing, the majority of students experience the easiness of writing. This happens because they share roles in developing their paragraphs as the writer, the reviewer, and the editor. This finding support a theory that process writing approach promotes collaboration as writing individually put more burden on an individual. Writing in a pair or group help students decrease their stress, making writing activities more enjoyable. The research also finds the promotion of critical thinking skills through the implementation of process writing. The majority of students admit that they use the six critical thinking skills processes including interpretation, analysis, evaluation, inference, explanation, and self-regulation, in writing their argumentative paragraphs. Writing in stages help student manage their writing task, therefore they can easily complete their paragraphs.

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