

Teaching Writing by Integrating Culture and Critical Thinking to Enhance Multicultural Awareness

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Abstract

Designing a writing model that integrates culture and critical thinking is an important factor in achieving communicative competence and multicultural awareness. The aims of the research are to examine the effect of the writing model on students' writing ability and to explore students' perspectives on multicultural awareness. The research was conducted in the English Literature and Education Departments of Mulawarman University in Indonesia. The research design was a quantitative method utilizing pre-experimental research. Meanwhile, a survey was conducted to collect data on multicultural awareness using a questionnaire. The results of the experiment were analyzed by using a t-test, which revealed that there is a positive effect of teaching writing

using culture and critical thinking on students' writing ability.

Furthermore, the results of the survey were presented, which disclose that the students have a positive point of view on the multicultural phenomenon, in which they learn about other cultures and study together with students having different cultural backgrounds.

Keywords: *critical thinking, cultural integration, multicultural awareness, local culture, the model of teaching writing.*

Introduction

Educational institutions have responsibilities to help their graduates develop critical thinking and communicative competence. These qualified graduates will contribute to their field of discipline as professionals, not only for academic purposes, but also for society and the labour market. Lucia, Sofia, and del Pilar (2017) insist that since societies need citizens who facilitate their progress, it is a must to develop critical thinking during teaching and learning activities, which is inherent in education. In addition, the American Association of Colleges and Universities claims that critical thinking is something crucial in education that aims to prepare students for college, the workforce, and responsible citizens. Having critical thinking and communicative competence are ways to compete to obtain work opportunities and be trusted and proud in society since Indonesia has a large population but few job opportunities.

Some research presented here is to demonstrate that the variables in critical thinking and culture provide a significant contribution to teaching English as a foreign language. Meanwhile, this research not only focuses on the contribution of integrating these variables to teaching English, especially teaching writing, but also seeks to enhance multicultural awareness. This insight is very important for addressing challenges in multicultural contexts since the Indonesian

government recognizes 1,331 ethnic groups with approximately 260 million people.

The following research aims to prove that critical thinking and culture have a strong influence on shaping teaching and education. The previous research supports this research that the variables deserve to be utilized as significant factors to determine academic purposes, professional citizenship, and multicultural awareness as well. For instance, a Systematic Literature Review by Nor and Sihes (2021) searched for data on critical thinking in education and found that there were 754 publications published between the years 1944 and 2020. The results showed an increase in the number of works on critical thinking in teaching, which indicates a growing awareness of its importance and specific requirements in 21st-century learning education. Since many educators aim to prepare students to think critically as a quality sought by employers of university graduates, critical thinking was seen as a significant factor in the educational process.

However, the other research conducted by Defianty and Wilson (2021) was to investigate teachers' understanding of critical thinking as they hold the central role in promoting it. The qualitative research survey that involved 64 English language teachers found that teachers did not yet have comprehensive knowledge of critical thinking, which was reflected in their teaching practice and assessment of students' critical thinking. This condition gives inspiration for this research that critical thinking is still a challenge today, although the idea of critical thinking has been discussed for many years.

The previous research inspires designing and applying the teaching writing model and a course book incorporating critical thinking activities to achieve communicative competence, as reflected in writing results, which is crucial in education. Scriven and Paul (1987) elaborate that critical thinking is gained from observation, experience, reflection, reasoning, or communication as an intellectual, active, and skilful process to the concept, apply, analyze,

synthesize, and evaluate information. The students, as the subjects of the research, are involved in a skilful process to experience and communicate with their peers by responding to critical thinking questions. These questions are structured from low to higher order thinking level to understand, apply, analyze, evaluate, and create something. As the process of implementing the writing model, after the students discuss cultural topics and answer critical thinking questions, they write the results of the discussion in their compositions.

Moreover, it is also demanded in the global world to have multicultural perspectives and awareness to attain inclusive education. Learning about different cultures for students is intended to achieve good character, an open-minded attitude, and tolerance regardless of differences and discrimination. It is crucial to prove that framing and implementing culture in teaching EFL (English as a foreign language) is necessary to attain multicultural awareness and communication goals in language teaching. It is assumed that students who come from different places and bring different cultures must be trained and develop their perspective on multicultural phenomena in a classroom situation to pursue tolerance and awareness of cultural diversity.

Longley (2024) declares that multiculturalism assumes members of different cultures can coexist peacefully, and society is enriched by preserving, respecting, and encouraging cultural diversity. Multicultural societies are characterized by people of different races, ethnicities, and nationalities living together in the same community. In multicultural communities, people retain, pass down, celebrate, and share their unique cultural ways of life, languages, art, traditions, and behaviors. Therefore, multicultural perspectives and awareness toward others are necessary and crucial to develop in a country where the people are diverse in terms of cultural background, ways of life, and their identities.

Cultural integration is a complex process that requires patience, understanding, and respect for the diversity of merging different cultural backgrounds and

practices into a cohesive whole. In addition, successful cultural integration requires all parties involved, and it begins with a willingness to learn and appreciate different cultural perspectives (Knowledge and Science Bulletin Board System. <https://www.knbbs.com/understanding-cultural-integration-what-does-it-mean/>).

Xiao (2010) declares that people who come from a variety of linguistic and cultural backgrounds use English as an international language to share their ideas and culture. It suggests that English as a medium for communication might be used for teachers/lecturers and students to discuss a variety of cultures as part of their background. Languages have a function of preserving cultures by sharing ideas as well as getting linguistic competence. The research entitled *Mandar Culture-Based English Education* conducted by Rafiq & Munawir in 2017 described a model of English language learning based on Mandar culture. Applying Mandar cultures in English language learning can improve the English language, and the students can preserve Mandar culture and increase their critical thinking skills.

Therefore, this research is intended to frame an innovative way of teaching writing by designing and structuring materials for teaching based on culture. Sharer (2023) explains the concept of cultural integration as the process of combining different cultures into a unified whole that occurs through the sharing of customs, beliefs, and practices among different cultures. So, culturally-integrated material is materials designed in teaching-learning activities to merge and combine different cultural backgrounds and cultural issues. In this case, the materials consist of local cultures of East Kalimantan and the cultural issues of arts, traditional ceremonies, customs, beliefs, and human characteristics.

This research is expected to contribute to developing knowledge on designing the model of teaching writing by convincing the argument that the model is an innovative way to teach writing by integrating culture and critical thinking. By

applying the model, it is expected to contribute to increasing critical thinking and writing skills, as well as multicultural awareness by introducing local culture to students. It is highly expected that students have a multicultural perspective regardless of differences and discrimination.

For practical purposes, this research is expected to contribute to lecturers and students who experience the application of the models in teaching and learning. The lecturer can apply the model of teaching writing by integrating culture and critical thinking. Moreover, the students get to experience and benefit from their learning process using the new models with the expectation of their effect on students' writing ability, critical thinking, and multicultural awareness.

The determination of subjects, objects, locations, and focuses is necessary to avoid excessive data and to ensure time effectiveness. This research designs models for teaching writing by integrating cultural material, critical thinking, and writing skills of tertiary-level students. The critical thinking here means applying higher-order thinking questions, which are introduced by Anderson and Krathwohl (2001) and elaborated by using the examples of questions by Crawford, Saul, Mathews, and Makinster (2005). The range of the questions are on the level of remembering, understanding, applying, analyzing, evaluating, and creating. These higher-order thinking levels are in line with Bloom's Taxonomy cognitive domain revised, which ranges from remembering, understanding, applying, analyzing, evaluating, and creating.

This research is limited to being applied in the English Literature Department of the Faculty of Cultural Sciences and the English Education Department of the Faculty of Teacher Training and Education, especially to the students who follow writing classes and cross-cultural understanding. Besides designing and applying the model, this model is also measured and analyzed to discover its effect on students' writing ability.

The culturally-integrated materials are limited to local cultures in Kalimantan, including: Dayak Culinary, Dayak Traditional Music (Sapeq), Dayak Benuaq

Traditional Ceremony of Belian, Dayak Kenyah Traditional Ceremony of Mecaq Undat, Kutai Traditional Ceremony of Erau, Dayak Traditional Dances (Gantar Dance and Hudoq Dance), Dayak Tribe, Lamin House, Kaharingan Beliefs, Kutai Belenggang Ritual, Dayak Kenyah Death Ritual, and Dayak Kenyah Musical Instrument of Jatung Utang. The materials are the integration of Dayak and Kutai cultures, which show different cultural backgrounds and different cultural issues.

In brief, this research implemented the teaching of English writing using culturally-integrated material in reference to critical thinking skills. It offered discussion and provided critical thinking questions for cultural topics. Students' writing and critical thinking competence was reflected in students' writing results. Actually, students' writing results scores were gathered before and after the treatment to be tested to find the effectiveness. Then, students' perspective on Multicultural awareness was identified and analyzed.

Concerning the objectives of the research, there are two problems as follows:

1. What is the effect of the writing model integrating culture and critical thinking on students' writing ability?
2. How is the disclosure of students' perspectives on multicultural awareness?

Literature Review

In order to support the objective of the research, some supporting theories are necessary, as the literature review, to design a teaching model for teaching writing by integrating culture and critical thinking. The supporting theories include the model of teaching, critical thinking, and culture,

To design the model of teaching, it is crucial to compile concepts and information on what and how the teaching model is prepared and constructed. Bisht (2022) mentions a teaching model as a plan to design instructional material and to guide the instructions in the classroom that has the aim to make

instructions effective in an interactive atmosphere to improve the curriculum. Hereafter, Passi & Singh (1991) in Bisht (2022) expose a model of teaching consisting of guidelines for designing educational activities and environments that can also be utilized to shape courses of studies, instructional material, and guide instruction. Based on these ideas, the structure of the teaching model consists of course identities, materials, and teaching and learning activities. To get insight into a more detailed structure, this research utilizes Joyce, Weil, & Calhoun (2014)'s suggested model that elaborates the model of teaching, including focus (main objective), syntax (structure), principles of teacher's reaction, the social system (interaction), support system (facilities), application, and effect through experiences.

To decide on what category is appropriate for creating the model, the model of teaching by Wilson (2024) categorizes the model of teaching into three categories, which include Personal or Personalist Models, Social Learning Models, and Information Processing Models. Personal or Personalist Models acknowledge the uniqueness of each learner. Methods in this category foster the importance of individuals in creating, directing, and structuring personal meaning. Also, models in this area are often targeted to foster things like self-esteem, self-efficacy, emotional and personal understanding, and acceptance. Social Learning Models aim at building learning communities and purport to develop productive ways of interacting in a democratic setting. These models also emphasize that human learning occurs in social settings and through model behaviours and social exchanges. Information Processing Models aim at emphasizing ways of learning specific information and of acquiring and organizing data, solving problems, and developing concepts and language. It deals with intellectual development, powers of reasoning and logic, aiding students in organizing and retaining information, and in enhancing their metacognitive functions.

The model of teaching developed in this research is a model of teaching writing by integrating culture and critical thinking. This model is designed based on the framework of definition and characteristics of the teaching model, incorporating model examples, such as cooperative learning and critical thinking, as parts of social learning models and information processing models.

Moreover, the model applies teaching and learning activities that foster students' critical thinking improvement. So, it is necessary to clarify what critical thinking is. According to Ryan (2023), critical thinking is the ability to effectively analyze information and form a judgment. It is important and relevant in all disciplines to identify rational, objective, and self-aware of credible sources and strengthen our conclusions. Paul, Elder, & Barter (1997) declare that critical thinking involves systematic monitoring of critical thought that surface value ought to be analyzed and assessed further for convincing its clarity, accuracy, relevance, depth, breadth, and logicalness. In the assessment process, this research measures students' critical thinking by examining the critical thinking elements in the results of students' writing.

In addition, Elder (2007) states that a critical thinker shows some results of thinking critically, such as: exposing vital questions and problems, interpreting information effectively by using abstract ideas, producing well-reasoned conclusions and solutions, and then evaluating it based on relevant criteria and standards. They are also open-minded within alternative systems of thought, recognizing and assessing in order to obtain assumptions, implications, and practical consequences, and communicating effectively with others in figuring out solutions to complex problems. In the activities, the students are asked to find the solution by answering questions and communicating them to the class. Having critical thinking for students to engage in learning is important. Halpern (1996), Kurland (1995), and Unrau (1997) say that encouraging students to think and engage in critical thinking is the indicator of the most successful classroom. Furthermore, Crawford, Soul, Mathews, and Makinster (2005) add

that students who think critically are typically excited about their learning and make teaching enjoyable. The most difficult intellectual tasks are considered challenging and provide opportunities to use their critical thinking and engage it eagerly. It can be concluded that students could be trained to improve their critical thinking by being involved in enjoyable and challenging activities.

According to Anderson (2000), teachers could create teaching and learning objectives for students to study and build critical thinking and active learning by organizing their goals and creating categories or types of questions. In creating questions and objectives, a very low level is remembering, followed by understanding, applying, analyzing, and evaluating and a very high level is creating. At this highest level, students are able to create new ideas and make new inferences. There will be a need to work at all levels. Students tap from lower to higher levels of critical thinking, requiring simple memory or recall, developing factual knowledge, asking high-level questions, and achieving higher levels of objectives. In the model of teaching, the activities focus on developing students' critical thinking by asking high-level questions as a rehearsal to think before they write.

Culture is a material being developed in the teaching model of this course to teach English. Understanding other cultures grows awareness of differences and tolerance, as well as an interesting topic to be discussed to learn English as a foreign language. Culture constitutes human products during their life, including what they think (knowledge, ideas, values), feel (beliefs, interests), and act (attitude, behavior, arts, tradition), which are inherited by the next generation in their community (Harris, 1975; Critical Thinking Consortium, 2011). In addition, Brumann (1999) states that culture has been developed by the human race and is successively learned by each generation, containing the whole complex of traditional behavior.

Concerning the cultural issues or elements, Axelrod (1997) mentions that culture is a wide range of phenomena, including norms, values, shared

meanings, and patterns of behavior that can be learned, and it is associated with groups of people. Furthermore, Carley (1991) claims culture as the distribution of information (ideas, beliefs, concepts, symbols, technical knowledge, etc.) across the population and proposes a model for knowledge transfer based on interactions. Sharer (2023) explains the concept of cultural integration as the process of combining different cultures, ideologies, and values into a unified whole that occurs through the sharing of customs, beliefs, and practices among different cultures. It involves the mixing of different cultures and the preservation of individual cultural identities. It means the materials include a cultural combination of ideologies, values, customs, beliefs, and practices among different cultures into a unified whole to be shared to preserve cultural identities.

In reality, culture has uniqueness from one person to another based on his cultural background and community. According to Lin, Tseng, and Wang (2018), culture's characteristics are complex and could be traced from language, tradition, customs, beliefs, morals, art, lifestyle, and clothing. In addition, Mor & Ashta, (2019) mention that culture shapes the way of life of an individual, family, and environment. Furthermore, Imai, Kanero & Masuda (2016) assert that a person's cultural background determines individuals' attention, attitude, categorisation, and causal attribution. Bachrach (2014) emphasized that culture comprises attitudes, values, and norms. In brief, culture is different among individual that shapes their life in their community, including behaviour, morals, and products.

One cultural content is local culture. The local culture plays a crucial role in human life in shaping and creating the personality, characteristics, mindset, thoughts, behavior, and habits. Besides that, the local culture can be the main triggering factor that motivates someone to make a decision that is different from others (Ucar, 2016). Moreover, Fu (2018) asserts that using local cultural content in learning English enables learners and teachers to absorb the materials

and to motivate the students in lessons, activities, and tasks. Enhancing English competence is achieved by learning the language based on context and meaningfully, since the students are close to the material discussed, which is around their lifestyles. Introducing local culture to students is important to create a multicultural perspective, build tolerance, and preserve cultural identities. Moreover, the students need to understand the target and international cultures for their further improvement as part of the world.

In conclusion, based on the exploration of the possibility of similar research, no specific research is really similar to the research that focuses on local culture and critical thinking to discover the effect on writing skills and promote multicultural awareness. Some previous research combined variables of culture and teaching English; critical thinking and teaching practice; and critical thinking and writing. However, this research might have a novelty of uniqueness that combines variables of local culture, critical thinking, and writing skills altogether to enhance teaching effectiveness through an innovative teaching model and multicultural awareness.

Methods

This study was conducted at the English Language Department and English Literature Department of Mulawarman University with a total of 57 students. It applied quantitative methods of pre-experimental research to collect data on students' writing performances through the pre-test and the post-test before and after the treatment to reveal the effect of the writing model by using culture and critical thinking on the students' writing ability. The analysis is executed by using the T-test. In a pre-experiment, either a single group or multiple groups are observed after a treatment is presumed to cause a change. However, it has a weakness because it cannot be avoided that the change might be caused by other

factors, instead of the writing model itself. Actually, pre-experimental research was considered to find out students' improvement during the implementation.

The procedures of the implementation consist of five (five) steps: making groups of students that consists of 5 students in one group, finding information on particular topics about culture (the students searched for the information on cultures by using online devices), answering critical thinking questions while discussing within small groups, presenting the answers to the whole class, and doing writing assignment related to the topic discussed.

After the procedures of implementation were applied systematically, a survey using a questionnaire was conducted to collect data on multicultural awareness. A questionnaire was distributed to the students to find their perspectives on multicultural phenomena that they experienced after the treatments. There were four questions to reveal whether they enjoyed being involved and had a positive point of view on the learning conditions they experienced. Then the results were calculated and shown by using charts and percentages. They gave reasons to cross-check the answers. There were also narrations following the results to give comments on students' responses.

In fact, a new design of teaching instructional models of writing by framing an innovative way of teaching writing, integrating culture and critical thinking, was prepared and developed as the preliminary study of this research. Smaldino, Russell, Heinich, and Molenda (2005) define instructional development as the process of analyzing needs, determining what content must be mastered, establishing educational goals, designing materials to reach the objectives, and trying out and revising the program in terms of learner achievement.

Results

The results present the findings that reveal the research objectives. It is followed by a discussion part to elaborate on the relation of previous concepts and

research with the findings. It also discusses the impact of this research on teaching and learning.

1. The Model of Teaching Writing, the Implementation, and the Effect of the Writing Model on Students' Writing Ability

The model of teaching writing consists of a blueprint, syllabus (RPS), lesson plans, and a scoring rubric model. The blueprint presents cultural topics, student competence, and critical thinking questions and categories. Meanwhile, syllabi present course identities, CPM (course learning attainment), course description, CPL (graduation learning attainment), and references. The next part of the syllabi is the main part consisting of meetings, special competence, indicators, teaching materials, teaching method, model, or technique, learning experience by using higher-order level questions, and assessment. Moreover, the lesson plan presents course identities, general objective, specific objective, material/content, method/activities, assessment/evaluation, and source of material. The scoring rubric presents aspects of writing and critical thinking, level of achievement, general description, and scoring.

In this research, there are eight meetings for implementing the model of the teaching of English writing, integrating culture and critical thinking. The procedures of the implementation consist of five (five) steps: making groups of students that consist of 5 students in one group, finding information on particular topics about culture, answering critical thinking questions while discussing within small groups, presenting the answers to the whole class, and doing a writing assignment related to the topic discussed. As a result of the implementation of the model of teaching writing using culture and critical thinking on students' writing ability shows that students improve both their writing and critical thinking skills from an adequate to a quality level during the process of implementation. The level of achievement consists of exemplary (10), quality (8), adequate (6), need improvement (4), and poor work (2). There

were two raters to assess students' writing results. The proportion of agreement was 78.95% for inter-rater reliability. The following table reveals students' improvement during six meetings.

Table 1. The Students' Improvement during the Implementation

Meeting	Content	organization	unity and coherence	mechanical aspects	style and grammar	Opinion and fact	Explanation argument and reason	Logical initiation evaluation and creation	Conclusion suggestion prediction
1	6.67	5.83	5.58	5.92	5.92	6.83	4.75	5.75	6.25
2	6.83	6.33	6.08	6.58	6.92	7.25	5.75	6.17	6.58
3	7.33	6.92	6.42	6.83	7.17	7.50	6.17	6.67	7.00
4	7.92	7.50	7.42	7.17	7.42	8.00	6.92	7.33	7.25
5	9.25	8.42	8.58	8.58	7.92	9.25	7.67	8.58	8.42
6	9.50	9.08	9.17	8.67	8.00	9.42	7.83	8.92	8.92

The table and the calculation below show the result of a t-test to validate whether there is a positive effect of teaching writing using culture and critical thinking on students' writing ability. As the descriptive analysis of the sample, the summary of the pre-test and post-test might be necessary.

Table 2. The Summary of Pre-test and Post-test of Students' Writing Results

Sample 1	Pre-test
Sample 2	Post-test

	Sample 1	Sample 2
Sample size	57	57
Arithmetic mean	59.7193	74.7719
95% CI for the mean	57.3037 to 62.1349	72.7605 to 76.7833
Variance	82.8841	57.4649
Standard deviation	9.1041	7.5806
Standard error of the mean	1.2059	1.0041

Table 3. The Results of Pre-Test and Post-Test, Difference, and Square of Difference for T-Test Manual Calculation

Student Num. (1-57)	Pre-Test	Post-Test	Difference (D)	D ²
Σ	3404	4262	858	18148

Analysis by using manual calculation:

$$\bar{D} = \frac{\sum D}{N} = \frac{858}{57} = 15.05$$

$$S_D = \sqrt{\frac{N(\sum D^2) - (\sum D)^2}{N(N-1)}}$$

$$S_D = \sqrt{\frac{57(18,148) - (858)^2}{57(57-1)}}$$

$$S_D = \sqrt{\frac{1,034,436 - 736,164}{3,192}}$$

$$S_D = \sqrt{\frac{298,272}{3,192}}$$

$$S_D = \sqrt{93.44} = 9.66$$

$$\bar{S}_D = \frac{S_D}{\sqrt{N}} = \frac{9.66}{\sqrt{57}}$$

$$\bar{S}_D = \frac{9.66}{7.55} = 1.28$$

$$t = \frac{D - \mu_{Dhy}}{S_D}$$

$$t = \frac{15.05 - 0}{1.28} = 11.76$$

Table 4. Paired samples t-test Results and Differences Analyzed Using SPSS Tool 23

Mean difference	15.0526
Standard deviation of differences	9.6666
Standard error of mean difference	1.2804
95% CI of difference	12.4877 to 17.6175
Test statistic t	11.756
Degrees of Freedom (DF)	56
Two-tailed probability	P < 0.0001

Based on the results of manual calculation and using SPSS tool 23, the result of the test statistic t is 11.76. Referring to the acceptance or rejection of the hypothesis of the research, there were two hypotheses stated as the tentative answer to the research:

Ho: Teaching writing using culture and critical thinking has no effect on students' writing ability.

Ha: Teaching writing using culture and critical thinking has a positive effect on students' writing ability.

Null Hypothesis (Ho) is accepted and Alternative Hypothesis (Ha) is rejected if the value of t-calculated (test statistic t) is equal to or smaller than the value of t-table (critical value) with a confidence level is 95% or corresponding to α (significant level) = .05 (5%), and df = 56. The value of the t-table for the given two-tailed test would be +/- 2.000. The result of the t-test shows t-calculated (test statistic t) is bigger than the value of t-table (critical value), that is, $11.76 >$

+/- 2.000. In addition, the result of the T-test using SPSS tool 23 shows that the value of significance (2-tailed probability) is 0.0001 (P value), meaning that the value is lower than 5% (0.05) level of error significance. It means that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. In other words, teaching writing using culture and critical thinking has a positive effect on students' writing ability.

2. Disclosure Perspective on Multicultural Awareness

Four questions were asked for students' experiences and perspectives during the implementation process using the model of teaching writing, integrating culture and critical thinking. The following charts show students' responses to the questions asking for their opinion on multicultural awareness as the consideration for creating inclusive education. To avoid bias in the survey instrument or to maintain the consistency of students in providing their answers, this research applied questions and asked for reasons.

Inclusion 1. Do you like to learn about other cultures?
57 responses

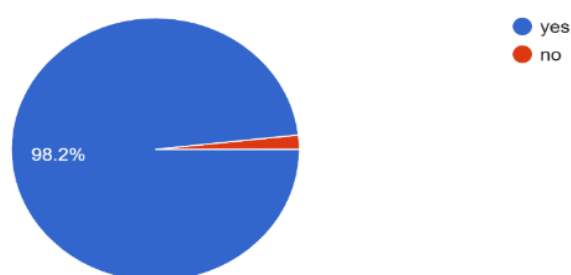


Figure 1: Chart for inclusion 1

In addition, the students provide reasons why they like to learn about other cultures as materials for learning English. Students have a curiosity in exploring other cultures. For them, learning about other cultures is interesting, exciting,

and meaningful. They could see another side of traditions and lifestyles from a different perspective. In their opinion, in Indonesia, diversity is one of its greatest icons, in which multiculturalism is found everywhere. They can learn new ways of speaking and writing. It also helps them understand English better in real-life situations.

Question no 1 asks whether they like or enjoy learning about other cultures that are different from their own cultures. Among 57 students, 98.2% of them like to learn about other cultures. They have a positive attitude to inclusive education and multicultural perspective since they accept, understand, and attend to cultural differences and diversity from their own, which belongs to the other students' cultures.

Inclusion 2. Do you think that learning about different cultures will increase your sympathy and respect for others?

57 responses

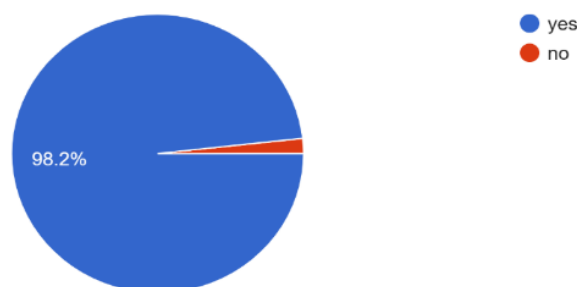


Figure 2: Chart for inclusion 2

In addition, the students provide reasons for their answers. They think learning about different cultures can increase sympathy and respect for others because they can understand other people's backgrounds, like traditions, values, and ways of life. It teaches them to become more aware of appreciating differences, open-minded, and not to judge others easily, which makes life peaceful.

Question no 2 asks their opinion on whether learning about different cultures increases their sympathy and respect for others. Among 57 students, 98.2% think that they have increased their sympathy and respect for others and their cultures that might be different from their own culture. It fosters a sense of belonging, promotes respect for diversity, and ensures that no student is excluded from learning opportunities. They show their quality to enhance multicultural awareness and inclusive education.

Inclusion 3. Do you think that differences with others is the problem for you?

57 responses

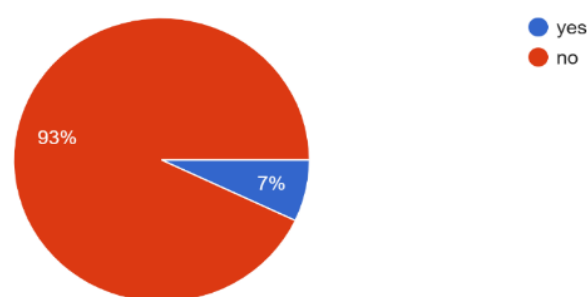


Figure 3: Chart for inclusion 3

In addition, students provide reasons that they believe every person has their own opinions, culture, and personality. Differences are a blessing. It is a sign that humans are dynamic and developing. They have taught so many things, and one of them is to be respectful. The differences give them strength, curiosity, and courage to explore more. As long as it doesn't hurt, deviate, or endanger others, all differences are not serious problems; they respect and tolerate others. Question no 3. Asks for their thoughts about coexisting with the other students who have differences in a classroom setting that might cause a problem. Among 57 students, 93% of them think that they do not have any problems. They raise their multicultural perspective toward others, regardless of differences and discrimination. They agree on inclusive education that ensures all students,

regardless of their abilities, backgrounds, or disabilities, learn together in the same classrooms.

Inclusion 4. Do you think studying together in a class with other students who have different cultures, beliefs, and principles is not a problem for you?

57 responses

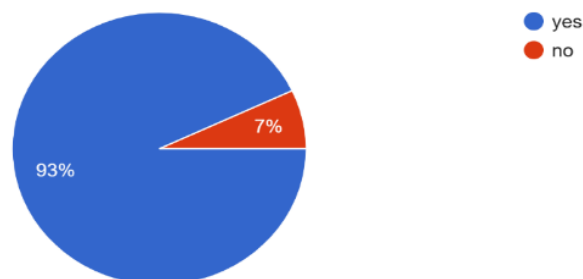


Figure 4: Chart for inclusion 4

In addition, students provide reasons that they think studying together in a class with students who have different cultures, beliefs, and principles is not a problem for them because they can respect each other and learn from their differences. It can also create a positive and supportive learning environment. They think it is a good experience because they can share ideas and learn many new things together. In fact, they have never experienced serious problems because of these differences. Instead, they usually respect and appreciate each other, which creates a positive learning environment. Studying with diverse students can help them get another perspective and teach them tolerance and cooperation.

Question no 4 asks a question to convince or cross-check for question no 3, whether studying together in a class with other students who have different cultures, beliefs, and principles is not a problem. Among 57 students, 93% state that they have no problems. They have a positive multicultural perspective toward other students who have different cultures, beliefs, and principles.

Discussion

The new model of teaching writing established by integrating cultural and critical thinking, and the implementation process in which critical thinking ability is gained and trained through asking questions about local culture that range from low-level to high-order level of thinking, improves students' critical thinking, which is reflected in their writing results. It supports Anderson (2000), who says that teachers could organize their goals and create categories or types of questions to build critical thinking and active learning. It also supports the previous research conducted by DeWaelshche entitled *Critical Thinking and Student Engagement in Korean University English Courses*, which explores the viability of higher-level questioning in student-centered activities to elevate critical thinking and increase student engagement. The students had to comprehend, apply, analyze, evaluate, and create their ideas and opinions. In these rehearsal activities, students were prompted to think, accelerate their critical thinking, and generate ideas to write about.

The next concern is the description of the teaching of English writing implemented using culture and critical thinking. The implementation was conducted by following the procedures that are designed in the new model of teaching writing using culture and critical thinking. This model was constructed based on a model of teaching stated by Passi & Singh (1991) in Bisht (2022), which consists of guidelines for designing educational activities and environments that can also be utilized to shape courses of study, instructional material, and guide instruction. By designing and following the procedures from the beginning of the process until the end, it was guaranteed to produce excellent outcomes. As Xiao (2010) suggests, design a model of instruction for English as a medium for communication by sharing ideas and culture, not only to get linguistic competence, but also to preserve cultural identity. Furthermore, Crawford, Soul, Mathews, and Makinster (2005) insist that students who train to

improve their critical thinking consider learning as enjoyable and challenging activities.

This current research offers a model of discussion and gives questions and answers not only for writing skills topics, but also for topics about culture and critical thinking questions as prompts to gather and manage ideas and information. In the discussion session, students had the opportunity to search for information by using technology, and they shared their knowledge and insight to the other students. The advanced technology today has changed people's habits; previously, they enjoyed reading books to obtain knowledge, but today, by quickly searching and finding it immediately, they can get the information they need. Students showed their active involvement and enjoyed learning. Hereafter, they discussed the questions to find the appropriate answer about the culture they had already understood. The activities prompted the students to dip their curiosity. It is in line with Ucar (2016) and Fu (2018) saying that to motivate students' language learning, teachers could utilize cultural content as materials to discuss. So, students learn English based on context and meaningfully. Based on the pre-test conducted before implementing the teaching writing model, the students are at the level of adequate and need improvement for writing and critical thinking skills. However, after the implementation, they improved to a quality level. Therefore, the new model of teaching writing using culture and critical thinking is crucial to be implemented to improve students' multicultural perspective, writing, and critical thinking skills, since it is in demand in the world nowadays. The model established is accompanied by a scoring rubric to assess students' writing performance and critical thinking. It includes the measurement of some aspects, such as: content; organization; unity & coherence; writing mechanical aspects; style & grammar; opinion & fact; explanation, argument, & reason; logical initiation, evaluation & creation; conclusion, suggestion & prediction. It has been realized that the model of teaching writing is not the only factor for improving multicultural perspective,

writing, and critical thinking. However, carefully planning and executing the implementation on the right track enables eliminating risks.

The investigation of the effect of the writing model integrating culture and critical thinking on students' writing ability was conducted during eight meetings, which used only one group of participants. Before the implementation, the experimental group was tested using a pre-test writing test, and then, after being taught using the model, the experimental group is tested by using a post-test writing test. The scores provided are compared by using a t-test. The results show that there is a significant difference between the pre-test and the post-test, or students' writing ability before and after using culturally-integrated material in reference to critical thinking skills. In other words, it is said that there is an effect of teaching a writing model, integrating culture and critical thinking, on students' writing ability. Since the pre-experimental research has limitations and weaknesses, there might be other factors to determine the effect. The researcher acknowledges the lack of control over the other variables that might threaten the result. Therefore, it is suggested that further research utilize true experimental research. However, if the research focuses on improving students' competence, pre-experimental research might be recommended.

Since the results of the implementation of the model of teaching writing show a positive effect on students' writing ability, it is suggested that the lecturers of the Writing Course apply this model for further teaching. The impact of the model could improve writing, critical thinking skills, and students' perspectives on multiculturalism. The students gain experience in how to engage with material searching of local culture, small discussion, critical thinking questions, whole-class discussion, and writing assignment. Moreover, this research contributes to developing knowledge on designing the model of teaching writing by integrating culture, critical thinking, and writing skills of tertiary-level students.

It also contributes to multicultural awareness by introducing local culture to students regardless of people's differences and discrimination.

Local cultures contribute to learning English in a meaningful context. It gives students motivation and enhances their competence. They learn something close to them. Moreover, students need to understand target and international cultures for their further improvement as part of the world. Cultural topics must be interesting for learners. As a first step, they learn English by refreshing their memory on their local cultures. Gradually, they need to improve their competence and understanding of target and International cultures to gain new insights and experiences.

Living in a multicultural country like Indonesia often leads to conflict among citizens. This research offers a way to avoid conflict through education by developing students' awareness of multiculturalism to develop inclusive education. As part of a nation, students become a precious generation that participates in achieving stability, security, and peace. Cultural diversity is a kind of blessing and cannot be avoided. It is a journey of developing civilization, heritage, and a part of a long history. To enhance a secure government and nation, it is necessary to foster a great intention for appreciating differences and respecting others. People feel insecure if they are treated differently or unfairly. The power holder must create a conducive nation for coexistence regardless of differences.

Conclusion

The results of the exploration and investigation come to the following conclusions:

The new model is crucial to be implemented to improve students' multicultural awareness, writing, and critical thinking skills, since it is in demand nowadays. The implementation of the model of teaching writing using culture and critical

thinking on students' writing ability reveals an improvement from an adequate level to a quality level for all aspects of writing and critical thinking skills. The results of the experiment disclose that there is a positive effect of teaching writing using culture and critical thinking on students' writing ability. As a result, the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted.

The students have a positive point of view on multiculturalism, in which they learn about other cultures and study together with students having different cultural backgrounds and principles. They can study coexistence in the same classroom, show sympathy and respect, as well as accept, understand, and attend to cultural differences and diversity. It is a successful attainment to develop their multicultural perspective on differences to build tolerance and acceptance. To emphasize that culture is an important element in teaching and education, for further research, it is suggested to focus on scientific inquiry, collecting data, and analyzing how and why cultural approaches impact learning outcomes.

In brief, the model of teaching writing is a different or innovative way of teaching, integrating culture and critical thinking, which aims to improve communicative competence, critical thinking, and multicultural awareness. Education policymakers could consider increasing the curriculum by combining hard skills of teaching languages and soft skills of culture and critical thinking to enhance high-quality communicative competence and a multicultural perspective. It is a step toward further teaching development to build inclusive education, regardless of differences and discrimination, to achieve effective teaching, and to support academic goals for preparing quality graduates.

Notes

- ¹ Lucia, Sofia, and Pilar 2017, p. 78-88
- ² American Association of Colleges and Universities , p. 1-2
- ³ Nor and Sihes 2021, p. 198-201
- ⁴ Devianty and Wilson 2022, p. 120-139
- ⁵ Sriven and Paul 1987.
- ⁶ Bui, Quirk, Almazan, & Valenti 2010; Alquraini & Gut 2012, cited in McManis, 2017.
- ⁷ McManis 2017.
- ⁸ Longley 2024.
- ⁹ Knowledge and Science Bulletin Board System 2023.
- ¹⁰ Xiao 2010, p. 83-87
- ¹¹ Rafiq & Munawir 2017 , p. 153-160
- ¹² Sharer 2023.
- ¹³ Anderson and Krathwohl 2001, p. 154-159
- ¹⁴ Crawford, Saul, Mathews, and Makinster 2005, p. 5-6
- ¹⁵ Bisht 2022.
- ¹⁶ Passi & Singh 2021 in Bisht 2022.
- ¹⁷ Joyce, Weil, & Calhoun 2014, p. 1-14
- ¹⁸ Wilson 2024.
- ¹⁹ Ryan 2023.
- ²⁰ Paul, Elder, & Barter 1997, p. 11-17
- ²¹ Elder 2007, p. 1-2
- ²² Halpern 1996, Kurland 1995, and Unrau 1997, p. 5-32
- ²³ Crawford, Soul, Mathews, and Makinster 2005, p. 4-7
- ²⁴ Anderson 2000, p. 154-159
- ²⁵ Harris 1975; Critical Thinking Consortium 2011.
- ²⁶ Brumann 1999, p. 1-7
- ²⁷ Axelrod 1997.
- ²⁸ Carley 1991, p. 331-354
- ²⁹ Sharer 2023.
- ³⁰ Lin, Tseng, and Wang 2018, p. 115-128
- ³¹ Mor & Ashta 2019, p.
- ³² Imai, Kanero & Masuda 2016, p. 70-77
- ³³ Bachrach 2014
- ³⁴ Ucar 2016, p. 105-140
- ³⁵ Fu 2018.
- ³⁶ Smaldino, Russell, Heinich, and Molenda 2005, p. 2-7
- ³⁷ Anderson 2000, p. 154-159
- ³⁸ DeWaelche 2015, 131-147
- ³⁹ Passi & Singh 1991 in Bisht 2022.
- ⁴⁰ Joyce, Weil, and Calhoun 2014, p. 1-14

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