

THE ANALYSIS OF STUDENTS' CRITICAL THINKING IN WRITING HORTATORY EXPOSITION TEXT

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Abstract

This study which entitles the analysis of students' critical thinking in writing hortatory exposition text focuses on elaborating the critical thinking of the second social graders students in SMAN 1 Tarik. This study also aims to find out the factors influencing the students' critical thinking. This study employs descriptive qualitative as the research design. The data which is used to be analyzed is from the students' writing hortatory exposition text. The result of this study showed that 43% of students are categorized to the developing level. While 33% students are categorized to beginning level and 23% students are in unacceptable level. The limited critical thinking standard showed in the students' writing such as clarity, relevancy, and logic. The factors of critical thinking also can be found in this study. The interview results show that the students which have better level of critical thinking, they have reading habit and update the recent information. Other finding of this study is external closures can influence the critical thinking but in this case, the researcher didn't find any students which participate in any seminars or public discourse which can develop the way of students thinking. In short, having much knowledge about recent issue helps the students to be more critical. Therefore students need to develop their critical thinking through some factors that influence the critical thinking.

Key words: Argument, Critical thinking, Hortatory exposition text, Writing

Writing is a human productive skill to communicate the thoughts into the form of ordered pattern. Compared to the other skills in learning English such as

reading, speaking and listening, writing skill is quite difficult to be learned. It can be a harder skill for the students since students should understand how to deliver their thought well. In this era, writing is connected to the higher education that will bring someone to the important place or position especially in education field. Many jobs require the candidate employee to have writing test as one of requirement such as writing essay, writing a good curriculum vitae and etc that show the important of mastering writing skill. By writing, it can be seen how the writer expresses their idea and transfer their thought well. So, it is needed for the senior high school to early learn writing skill before facing the work life. Some say that the success of the students in learning is often affected by good writing skill.

According to Darman (2014), writing is a necessary skill that students have to be trained especially for Senior High School students. It is due to the fact that writing is a medium of communication for a long distance. It is also as an indicator to show the progress of others skills. In communicating the ideas in form of written text, there are some kinds of text such as report text, analytical text, recount text, narrative text, hortatory exposition text and etc. In this case, the researcher uses a text which relates to critical thinking, namely hortatory exposition. This text prescribes the writer to give arguments under the framework of critical thinking. This kind of text becomes one of topic that should be learned by the second grade of senior high school students where the students are asked to learn how to give arguments in writing.

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In details, hortatory exposition text comprises three generic structure; thesis/ general statement, arguments, and recommendation. Thesis or general statement gives an introduction of the topic before further being explained. This gives an initial imagery to the main topics of the text. Moreover, thesis also functions to present the announcement of issue concern. Secondly, arguments are collection of statements. One of those statements can be the conclusion, and the others as the premises (Hardegree, 2010). In writing hortatory exposition text, it can have more than two arguments. If the writers are able to give numerous arguments, it can be ensured that the text has complex reasons. The last part is recommendation. It is about statement that should or should not be done based on arguments given. Critical thinking becomes the most important keypoint to create ideal hortatory exposition text. This is due to the fact that hortatory exposition text requires the writer to insert dominant reasoning in order to persuade the readers.

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knowledge or issue which is relatable to critical thinking, students should also understand the practical way to arrange the structure of critical thinking.

To understand students' critical thinking in writing, analysis of students' writing result should be done. Analyzing students' critical thinking is one of the ways to understand the extent to which students have been able to think critically that later leads to select the right steps to enhance students' critical thinking. The level of students' critical thinking analyzed can be the data for the teachers to do improvements for their students. Moreover, improving students' critical thinking can also be done by understanding students' opinion related to the writing result contributes to critical thinking. Two questions can be established based on the background of the study above and become the core of this research. The questions are:

1. How is the critical thinking of eleventh Social grade students of SMAN 1 Tarik in writing hortatory exposition text?
2. What influences the critical thinking of eleventh Social grade students of SMAN 1 Tarik in writing hortatory exposition text?

METHOD

The researcher applied descriptive research and used qualitative approach. The qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014). A descriptive qualitative study is not grounded theory, because it does not produce a theory from the data that were generated (Lambert, 2012). So the researcher should make the interpretation of the meaning of the data collected. According to definition about descriptive qualitative research above, the researcher chose to conduct descriptive qualitative research in obtaining the data in this study. The researcher had natural research on the field and obtained some data through some prepared procedures. As first research question in Chapter One is stated, the researcher wants to know how critical thinking in writing hortatory

exposition will be. Descriptive qualitative research design is compatible with exploration stage. The second research question in Chapter One requires the researcher to find out the factors which influence critical thinking in writing hortatory exposition text. The subject of the study is the second year social program students of SMAN 1 Tarik in academic year 2016/2017. There were 21 students which came from some social classes in kelas minat. Kelas minat is used because hortatory exposition text was given there. The students were observed and their writing was collected in order to obtain the data, then these data were analyzed to give a breakthrough how critical thinking of their writing was.

Some techniques were used to collect the data to be further analyzed. They were observation, students' writing and interview. According to Ary et al (2010), the scientific approach rests on two basic assumptions: (1) People can derive truth from observation, and (2) phenomena conform to lawful relationships. In qualitative research, observation is about selecting also recording of behaviors of people in their environment and obtaining information that is otherwise inaccessible (Creswell, 2014). Observation happens in natural circumstance, not in a laboratory or driven experiment. According to the theoretical framework stated above, the researcher exerted observation as a technique to collect the data. Observation checklist has been prepared by the researcher. In this study, the researcher collected the students' writing to be analyzed. Technically, the researcher asked the students to write hortatory exposition text which includes the generic structure of hortatory exposition and explore their own idea using their own word. Writing is the most important data because the researcher aims to analyze the critical thinking in writing hortatory exposition. Next step, the researcher had an interview with some students, proposing questions and clarifying all about the result that the researcher got from the observations. Purposive sampling was used to decide who would be interviewed. Three students of each level reached would be interviewed. This interview would make sure whether or not the data that are collected is appropriate. The result of interview

that was proposed to give the answer for the second research question in Chapter One in order to obtain data about how the critical thinking in writing and what factors influence are. Concerning on this research, the researcher conducted data analysis by using the analysis steps of which proposed by Miles and Huberman (1994). They proposed the way how to analyze data in qualitative way which includes data reduction, data display and conclusion drawing.

RESULT AND DISCUSSION

To find out the level of students' critical thinking in writing hortatory exposition text, the researcher adapted the rubric from Terrel L. Rhodes (2010). The rubric consists of five levels. Those were unacceptable, beginning, developing, accomplished and capstone level. It was mentioned from the lowest to the highest level.

There were five parts which were analyzed in this rubric. First, how the students identified and explained the issue. In this part, students should state the issue critically. The better explanation about the issue would be reached when students were able to give a clear, relevance and comprehensive explanation. So, the issue would be delivered well and understandable. Second, how the students collected the information. Information taken from any sources would be helpful for developing and analyzing the issue. Non critical thinker usually didn't provide any sources to support their explanation. Third, how the students recognized of the context and assumptions. Identifying contexts and assumptions before presenting point of view would be needed in order to break down the issue. Fourth, how the evaluation and the synthesis of information was. In this part, students should evaluate the information. Furthermore, students should synthesizing others point of view. It couldn't be called as critical thinking when no evaluation of information was provided. Fifth, how the conclusion and related outcomes was. Conclusion and related outcomes reflected the students' ability in delivering a good hortatory exposition text. Not only that, they should be logic and clear.

The 21 students' writings had been categorized by the researcher based on the rubric from Terrel L. Rhodes (See Table 2.2). The result showed that five students were categorized at unacceptable level, seven students were categorized at beginning level and nine students were categorized at developing level. The following figure was the percentage level achievement of the second year social students of SMAN 1 Tarik.

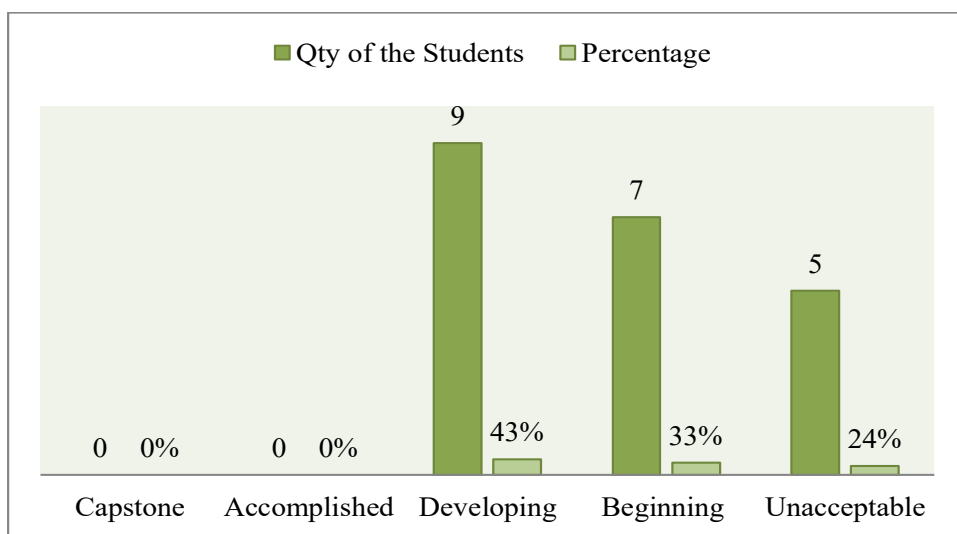


Figure 4. 1 Students' CT level in Writing Hortatory Text

According to the figure 4.1 above, it could be seen that the highest level reached was developing level for 43 %. In this level, the identification and explanation of issues was critically stated. The description of the issues still left some term undefined, ambiguities unexplored, boundaries undetermined, and/or background unknown.

To find out what factors which influence the students' critical thinking, the researcher interviewed some students using the question based on the salmon (2013) theory. Three students from each level which had reached were interviewed. The question involved students' habit or hobby relate to english, the students' learning habit, students' update towards recent issues and some question about the learning process in the class. The result showed that, the students which reached developing level have more appropriate criteria to the Salmon theory. The

first factor that influenced critical thinking was reading habit. It can be seen from the students' interview result. According to the interview script above, the students of unacceptable level, mostly did not have any hobby which could develop their English skill. It could be seen by the statement ' I don't have hobby that related to English'. It was different from the developing level which had reading habit and other activity which could develop not only their English but also the way of thinking by having reading habit.

The second interview result was about the students' criticism to the issue. In this case not all students updated the recent issue. Some of them only updated the issue if there was any internet connection. In the other hand, some students who always updated the issue got the happening issue by exploring internet, watching TV and from the social media. Updating the recent news could influence the students' critical thinking because by knowing the happening issue, it made students criticize and express their argumen. The way students argued and criticized the issue would train their critical thinking.

The last factor that influenced students critical thinking according to Salmon (2013) was participating in any events which relates to public knowledge or any course outside the class. But in this case, the writer didn't find any students who participate in any course outside the school, seminar or public discourse.it could be said that the students of SMAN 1 Tarik should try to join such event which could enrich their knowledge. By having more knowledge, students would be more critical in facing the issue.

In observation, it could be seen that the lesson included the use of critical thinking skills. It was proven where there were the students active in asking an answering the teacher. They were able to give response to the teacher question. The teacher also tried to lead the students to be critical by giving them some problem or notion to be argued. In short, the class showed critical thinking process in learning to be further analyzed. Basically, the students of the second social grade of SMAN 1 Tarik understand what is fact and opinion. If they had been had

good definition and understanding about distinguish fact and opinion, they should be able to construct good argument. In fact, some of the students had lack of understanding about strong argument. It would be the teacher's duty to give clear and better imaginary about constructing argument especially which contains of critical thinking. Students' writing text had showed the critical thinking aspects and standards. It was not too bad even though the level reached were only the three lowest levels. It could be information that the students of SMAN 1 Tarik needed more training to sharpen the way of students' thinking especially under critical thinking framework. Students' learning could be focused in constructing logic and critical argument as the key point of writing hortatory exposition text in critical way.

Based on the result of interview, the factors influencing the critical thinking construction of second grade students of SMAN 1 Tarik were merely caused by the habituation. The activities of learning with peers make the process of learning more enjoyable and less pressed. Furthermore, it was not enough to always rely on the materials which are addressed during the learning sessions. The intentions to practice independently by researching some materials through trusted websites made them more knowledgeable and always updated. Furthermore, to broaden the experience and knowledge, joining events or taking any course outside the school became one of important thing to be considered too. They should regularly join public events or others course to extend the knowledge and experience.

CONCLUSION AND SUGGESTION

According to complex analysis, research, explanation and elaborative statements from the data on Chapter Four in this study, which analyzed the students critical thinking in writing hortatory exposition text of the second graders social students in SMAN 1 Tarik 2016/2017, this study arrived at a conclusion. From the two research questions in chapter 1, it can be concluded as follows:

The level of students critical thinking in writing hortatory exposition text. According to the result of analyzing the students' writing, the highest level that students had reached was in developing level. There were 9 students categorized to developing level. Meanwhile there were seven students categorized to the beginning level and last five students were categorized to unacceptable level. Moreover, the students' writing showed some aspects of critical thinking standard. Even though not all aspects were showed up, but it was appropriate to the level they had reached. The most frequently critical thinking standard that appeared were logic, relevancy and clarity. Over all, the students' writing mostly consisted of the critical thinking elements in writing hortatory exposition text such as issue, fact, opinion and conclusion. It did not matter because it had represented that the students' writing consist of critical thinking element and standard.

The factors influencing critical thinking. According to the interview result, there were three factors that mostly influencing the critical thinking of students. Those were reading habit, criticism to the issue and the last is external closures. Based on the result, the students of SMAN 1 Tarik should enhance their critical thinking through some factors that might influence it. Not only that, the learning process also took a play in making the students better in achieving learning material. The teacher guidance also became one of way to enhance the students critical thinking.

Teaching technique and materials in critical thinking should not be monotonous and out-dated. Teachers also have to give a clear explanation to the students about constructing a good argument because some students have wrong though about making arguments. Not only that, classroom condition and situation should be noticed because it can influence the students pleasure.

Based on the interview result, the students can train their critical thinking through some ways especially through self training by updating the recent news and viral issue. By updating the happening issue, students can give comments or criticize the issue by using their own though. It helps to train their critical thinking

development. The students should utilize their gadget and social media account. Not only that, joining some public seminars can encourage students to be more critic because having more knowledge will make the students more critic on something.

For other researcher of similar subject is suggested to make a better research. It can be by developing the research methodology and assessing other data not only using the students' writing. Furthermore, analyzing critical thinking in other skill such as speaking, reading and listening can be conducted to give more knowledge of critical thinking in otherskill in education field

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