

CHAPTER I

INTRODUCTION

This chapter provides the background of the study, research questions, purposes of the study, significance of the study, scope and limitation and definition of key terms that relate to research.

1.1 Background of the Study

Writing is a human productive skill to communicate the thoughts into the form of ordered pattern. The purpose of the writer is to make the readers are able to understand what the writers mean in their thoughts. 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. The students have to focus on not only the spelling, grammatical structure, punctuation and others part of writing that need much time to be arranged well but also the ideas to be produced. Therefore, writing is one of skill which is very important skill to be mastered.

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.

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.

The students of Senior High School get hortatory exposition text in the curriculum. It is given in the second grade of Senior High School material, exactly in the *kelas minat*. Because the materials about hortatory exposition text is newly given in Senior High School, it can be concluded that the ability of the students in writing hortatory exposition text is still in novice level. However, there have been several rules or strategies to compose acceptable hortatory exposition text. The rules and

strategies cover the explanation of its generic structure and the compositions to arrange the arguments which should be delivered by the teacher.

Even if a teacher has the obligation to explain the materials about hortatory exposition text before the students compose it, students who are not yet accustomed to writing the text might find difficulties to fulfill the structure the arguments. The complex problem will come when the students are demanded to connect their critical thinking in writing hortatory exposition text. This will be the case that interesting to be analysed. Furthermore, the researcher wants to know how the critical thinking of senior high school students plays role in writing hortatory exposition text.

Furthermore, critical thinking is the way to analyze a variety of issues which is being elaborated. The range of issues which is chosen is very wide, thus, it is inevitable that students who want to criticize issues critically should have initial framework to begin with. Having the ability to understand the materials in writing hortatory exposition text is important since it will finally become a fundamental step to establish a sequence of critical thinking. Beside mastering the 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.

The reason why the researcher chooses the title of this study is because there are not many research that focus on analyzing critical thinking in Senior High School level. Some previous research examine critical thinking construction in collage level. Many of them discuss about argumentative essay.

The last reason of the researcher is based on herself experience. According to the researcher, writing hortatory exposition text is not as easy as writing other kind of text. In this kind of text, the students should play their critical thinking in giving some arguments that can compose a good hortatory exposition text. Besides thinking the logic reason, arranging into good sequence of arguments need much time and energy.

Based on the explanation above, the researcher wants to discuss about the analysis of critical thinking construction in writing hortatory exposition text at SMAN 1 Tarik in order to know how are the students' critical thinking and to find out what factors that influence the critical thinking of the students in writing hortatory exposition text.

1.2 Research Questions

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?

1.3 Purposes of the Study

According to the research questions stated above, the purposes of the study are as the followings:

1. To analyze how the critical thinking of eleventh Social grade students of SMAN 1 Tarik in writing hortatory exposition is.
2. To find out the factors which influence the critical thinking of eleventh social grade students of SMAN 1 Tarik in writing hortatory exposition text.

1.4 Significances of the Study

Since senior high school students have less tendency to think critically, moreover to arguing about an issue in context of English lesson, this study will show what factors that can influence the students' critical thinking to be developed. In short, this will benefit any individuals and students who are willing to improve their critical thinking ability.

This study will also benefit the English teachers who teach writing hortatory exposition text or other kind of argumentative text. Hopefully, it can give motivational imageries in order to create better teaching methods.

This study will benefit the other researchers who are willing to conduct other researches focusing on the critical thinking in writing especially hortatory exposition text.

1.5 Scope and Limitation of the Study

The purposes of this study are to find out how the students' critical thinking in writing hortatory exposition text are and to know what influences the students' critical thinking are. Furthermore, this study also focuses on the integrated ways to develop the students' writing skill which employs critical thinking ability. As a result, this study will be beneficial in certain area since only writing skill and critical thinking are analyzed.

1.6 Definition of Key Terms

To avoid misunderstanding and to get similar perception, the researcher provides the following definition of key terms.

1. **Writing** : An activity of expressing idea or thought in written form
2. **Hortatory Exposition**: A type of text that is used to persuade the listeners or readers that something should or should not happen or be done.
3. **Arguments** : A set of reason that support the idea to persuade others
4. **Critical Thinking** : An ability to think logically and analysis an issue about what to do and what to believe