

CHAPTER II

REVIEW OF RELATED LITERATURE

This section contains evaluative report of information found in literatures related to the selected area of this study. This section provides some theoretical bases which support this study. This chapter contains the literature review of critical thinking definition, critical thinking standard, writing hortatory exposition text, elements of critical thinking in writing hortatory exposition text and the factors influencing critical thinking.

2.1 Definition of Critical Thinking

Thinking is a human activity that is always be done although someone is sleeping. It is one of the main thing that differentiates human and animals. In this days, critical thinking becomes an issue that much talked. Every body tries to develop their critical thinking. As Bassham *et al* state that critical thinking is a skill that works in identifying, analyzing, and evaluating arguments and truth claims in terms of intellectual disposition and cognitive skill. Other goals of critical thinking is to discover and overcome personal preconceptions.

A critical thinker has a critical thinking which used not only to get an answer. They try to develop another possible answer based on analysis and information that he/she has got from a problem. In brief, critical thinking is doing a reasoning of a problem through complex step about why and how in solving the problem.

Critical thinking refers to many different activities and abilities (Salmon, 2007). The following list includes some of the important ones:

1. Analyzing what is said

Analyzing what is said becomes the fundamental basic to execute further criticisms for the topics or issues. Furthermore, it states analysis needs to be

validated. It also sets the starting point to establish the supporting idea which will become the fundamentals of the whole arguments.

2. Assessing it carefully

The information should be assessed such as the accuracy and completeness of information in order to facilitate those who argue to have supporting details, so that people would understand that the arguments formed have already fulfilled factual data.

3. Putting various pieces of information together in a coherent way

Coherence also turns out to be an important part in constructing arguments. Good coherence makes people easily understand about the issue being discussed. Moreover, it also prevents confusion towards the people who listen to our arguments. In technical term, good coherence gives good standard for the delivery of logical chain.

4. Seeking evidence when this is appropriate

Relevant information provides the clues for listeners to take the arguments more easily. It can be used to get the evidence which is appropriate to the notions being discussed

5. Questioning matters that do not make sense

Questioning might be put in important checklist when constructing arguments. However, there should be also selection in choosing which questions make sense to the fundamentals of the discussion.

6. Attempting to avoid mistakes in thinking (fallacies)

Preventing mistakes in constructing the thoughts is one of the paramount schedules here. It is essential to assess whether or not the arguments have fulfilled the standard of acceptable and reasonable arguments.

7. Making decisions and plans in light of the best available information or evidence.

Delivering the conclusion is the last stage of setting up arguments. It is as a form to provide link back, so, people will be able to recall what notions that have been delivered.

2.2 Critical Thinking Standards

Critical thinking is disciplined thinking set by clear intellectual standards. According Paul (2008), the most important of these intellectual standards are:

1. Clarity

To evaluate someones' claim, it is needed to understand clearly what he/she is saying. Some people often fail in explaining their claims clearly. In short, when thinking is easy to follow and understandable, it has clarity.

2. Precision

It demands that the words and data used should be exact. Critical thinkers also understand the importance of precise thinking in daily life. It will be helpfull when someone see everything in details. It should be specific and exact. If no more details could be added, then it has precision.

3. Accuracy

In order to get at or closer to the truth, critical thinkers should check the accuracy. They want the facts because they need the right information before they can move forward and analyze it. A true critical thinker will verify or test it first.

4. Relevance

Relevancy is needed to keep the thought on a track. The critical thinker should know how does that relate to the problem, help with the issue and etc.

5. Depth

A critical thinker will be faced to many problem that have to be solved. Before being analyzed further, the factors and the complexities of the

problem should be found. The depth of the thinking will be seen here. An answer can be clear, relevant, accurate, precision but too shallow.

6. Logic

Every thoughts that is gathered should be combination that support and make sense. If a thought and other thought have a contradictory sense, so it is unlogical.

7. Breadth

Taking look at others perspective to consider another point of view is needed. Looking at the problem from different way makes the critical thinkers better in facing the problem.

8. Significance

Focusing on the important information and questioning which facts that will be the central idea

9. Fairness

Critical thinkers should not be self-serving or one sided which have their own any vested interest. It should be representing others point of view.

2.3 Writing Hortatory Exposition Text

A hortatory exposition is a type of spoken or written text that is used to explain the listeners or readers that something should or should not happen or be done. In addition, the main purpose of Hortatory Exposition text is to influence the readers or listener to do or not to do something. In order to explain the purpose, the speaker or writer should give some arguments as the crucial reasons of the given idea.

Exposition text is included in argumentative text. As Husein (2016) stated that exposition text argues something to the readers by giving supporting statement and evidence to convince it. It is necessary for the writer or speaker to strengthen their statements in convincing the readers to act as what the exposition text recommends. This text is popular among educated people where it can be found in many scientific books, articles, magazines and etc.

The generic structure of hortatory exposition is:

1. An introductory statement. It consists of the writers' point of view (thesis), preview of the arguments that will be explained further in the next section, and a question or emotional statement to get readers attention.
2. A series of arguments to convince the audience. This part is significant to support about the thesis. The more arguments given, the stronger a hortatory exposition text because the readers will be easy to believe in an event if there are many arguments that support in it. Therefore, it needs some requirements. They are explained as follow:
 - A new paragraph is used for each argument
 - Each new paragraph begins with topic sentence
 - After topic sentence comes the details to support the arguments
 - Emotive words are used to persuade the resders to believe the writers' text.
3. Recommendation: statement of what should or should not happen or be done based on the given arguments. It contains the purpose of the text its self. It can be said succesful if the readers do or believe the recommendation which have been supported by the series of arguments in the previous section.

Language Features of Hortatory Exposition includes:

- The use of simple present
- Action verbs, e.g. value, etc.
- Connectives, e.g. first, second, etc.
- Modal auxiliaries: Should, ought to, had better

2.4 Elements of Critical Thinking in Writing an English Exposition Text

There are some critical thinking elements that relate to writing hortatory exposition text as follows:

Issue

According to Browne et al (2007), issue is a question or controversy that is being discussed. There are two kinds of issues; those are descriptive issues and perspective issues. In writing hortatory exposition text, the issue that is usually used is perspective issue. Perspective issues are questions or controversies that appear about what should to do or what is right or wrong, good or bad. This element is usually explicitly stated in thesis of exposition text.

Argument

Based on Salmon (2013), argument is a set of sentences that contain of an asseretion which followed by some evidence to make it stronger. Argument and arguing have different way in use. Argument frequently refers to a disagreement. While arguing refers to activity of disagreeing. In short, argument is a set of sentences that is commonly used to support the idea which is followed by some evidence. The sentences which contain some evidence are called as premisses. An argument can have many premisses, but it can only have one conclousion. The point of argument its self is to support the truth of the conclusion.

Fact

Fact is what actually happened. It can be known as true or false by proving it by giving evidence.

Opinion

Opinion is something that someone belives to be true but it is still debateble. It aims to personal interpretation. It can be what someone thinks about particular thing.

Conclusion

Conclusion is a judgment part of reasoning. It is used in the end of the text which usually to convince the arguments which have been stated before. Conclusion should be coherent and relate to the argument.

As Bassham *et al* state that critical thinking is a skill that works in identifying, analyzing, and evaluating arguments and truth claims in terms of intellectual disposition and cognitive skill. Benjamin S. Bloom offers six categories in thinking which is usually called as Bloom's taxonomy. The first two categories are knowledge and comprehension that are usually considered as the lower order thinking. While other four categories are application, analysis, synthesis and evaluation which are considered as the higher order thinking or critical thinking. The table of Bloom's Taxonomy as follows:

Table 2 1 Bloom's Taxonomy

Categories	Definition
Knowledge	Showing the previous information that have been learned by remembering and recalling the basic concepts
Comprehension	Understanding the meaning of the information and illustrating it
Application	Applying the information to the actual situation in order to solve the problem
Analysis	Breaking the material to be details part of information, then finding out the evidence
Synthesis	Compiling and combining components idea into a new whole in different way or proposing solution
Evaluation	Giving opinion by making judgment about the information based on the evidence which have been demonstrated

To reveal a reliable assessment of critical thinking, Terrel L. Rhodes (2010) established this following rubric:

Table 2 2 Assesment Rubric of CT by Terrel L. Rhodes

	Capstone 4	Accomplished 3	Developing 2	Beginning 1	Unacceptable 0
Identification and explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is not stated.
Collection of information	Information* taken from source(s) is sufficient to develop a comprehensive analysis and synthesis.	Information taken from source(s) is sufficient to develop a coherent analysis and synthesis.	Information taken from source(s) is insufficient to develop coherent analysis and synthesis.	Information taken from source(s) is insufficient to develop any analysis and synthesis.	No source information is provided.
Recognition of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts before presenting a point of view**.	Identifies own and others' assumptions and several relevant contexts before presenting a point of view**.	Questions some assumptions. May be more aware of others' assumptions than one's own (or vice versa). Identifies several relevant contexts before presenting a point of view.	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some	Shows no awareness of present assumptions. Does not identify contexts before presenting a point

				contexts before presenting a point of view.	of view.
	Capstone	Accomplished	Developing	Beginning	Unacceptable
	4	3	2	1	0
Evaluation and Synthesis of information	The evaluation of information is thorough, taking into account the complexities of an issue, while acknowledging limits and synthesizing other points of view.	The evaluation of information is sufficient, taking into account some complexities of an issue, while acknowledging some limits and synthesizing other points of view.	The evaluation of information is incomplete, not taking into account the complexities of an issue.	The evaluation of information is simplistic, obvious, or has limited relevance.	No evaluation of information is provided.
Conclusions and related outcomes	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	No conclusion is provided.

2.5 The Factors Influencing Critical Thinking Construction

Salmon (2013) categorized some factors influencing critical thinking construction into:

1. Reading Habit

The routine of reading newspapers, magazines, or news websites can be one of the most influencing factors in improving someone's knowledge. This is because the sources mentioned provide actual and most updated information related to what is going on worldwide. If a person has persistent activity to deal with reading of much information, it is inevitable that his/ her knowledge will be rich.

2. Criticism to Issues

Media often post happening news in recent situations. Mostly, it demands people participation to debate it. If people can actively contribute to give comments, opinions, or criticisms on the columns provided, it can trigger their cognitive capacity to develop critical thinking.

3. Participating to the Event in Public Knowledge

Seminars, and public discourses, debate club are some events which might be helpful for individuals to improve the way they think. In these occasions, participants are encouraged to voice out their thoughts upon the theme being discussed. In short, such events add the capability of people to perceive better critical thinking.

2.6 Previous Study

Sugianto (2014) in his thesis observed the relationship between critical thinking ability and writing ability. The result of his thesis showed that there is any significant relationship between critical thinking ability and writing ability of the

sixth semester students of Department of English Education of Syarif Hidayatullah State Islamic University Jakarta academic year 2013/2014 which were taken by using purposive sampling. Quantitative and correlation design was employed in this study. It was used to find out and measure the relationship between critical thinking ability and writing ability. The result showed that the critical thinking has 37.21% contribution towards the writing ability. The students who have better critical thinking will have more creative ideas to develop their writing. The similarity between research conducted by Sugianto (2014) and this research is on elaborating the students' writing results even though using different indicator to assess it. Sugianto (2014) focuses on the correlational study between critical thinking ability and writing ability while this research focuses on the students' critical thinking level and the factor which influence it.

The second study is by Rachmawati (2015), this study focused on the analysis of critical thinking aspects in students' discussion text. She conducted the research in a university in Kuningan, West Java by involving the students who were in the fourth semester. There were two questions displayed in her research focusing on analyzing critical thinking aspects in students' discussion text and the students' opinion about how writing process contributes to students' critical thinking. She found that the student's discussion texts show the critical thinking aspect although some texts do not show the complete aspect of critical thinking. The result showed that writing process is important to improve the students' critical thinking aspect because some stages in writing process show the critical thinking aspect. The similarity between research conducted by Rachmawati (2015) and this research is in analyzing the element of critical thinking which represented in students' writing. In spite of having similarity, these researches have different focus. Rachmawati (2015) focuses on how students writing process contribute to students' critical thinking aspects in students' opinion while this research using

interview in order to gained the data of what factor that influence the students' critical thinking.

The third study is by Hasanah (2015). This study analyzed the correlation between critical thinking ability and argumentative writing skill of the twelfth grade students of SMA Kharisma Bangsa. This study applied correlation method that showed there is significant relationship both of them by getting 32.8% of critical thinking contribution. She concluded that the students who have higher critical thinking skill will have a better argumentative writing skill. The similarity between research conducted by Hasanah (2015) and this research is in analyzing the students' writing in order to find out the critical thinking ability. In spite of having similarity, these researches have different focus. Hasanah (2015) focuses on correlation of students' critical thinking ability and argumentative writing skill while this research focuses on finding out how the critical thinking level and the factors which influencing it.