

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

This chapter described the critical thinking construction and the factors influencing the critical thinking construction of the second social grade of SMAN 1 Tarik. This chapter discussed the results and relates them to the literature review.

#### **4.1 Result**

In this study, the results which were gained by the researcher through the data collection process on the research field were explained into the standard of critical thinking and the rubric of Terrel L. Rhodes (2010). This result section explained how the critical thinking construction of eleventh social grader students of SMAN 1 Tarik were and what factors influencing their critical thinking.

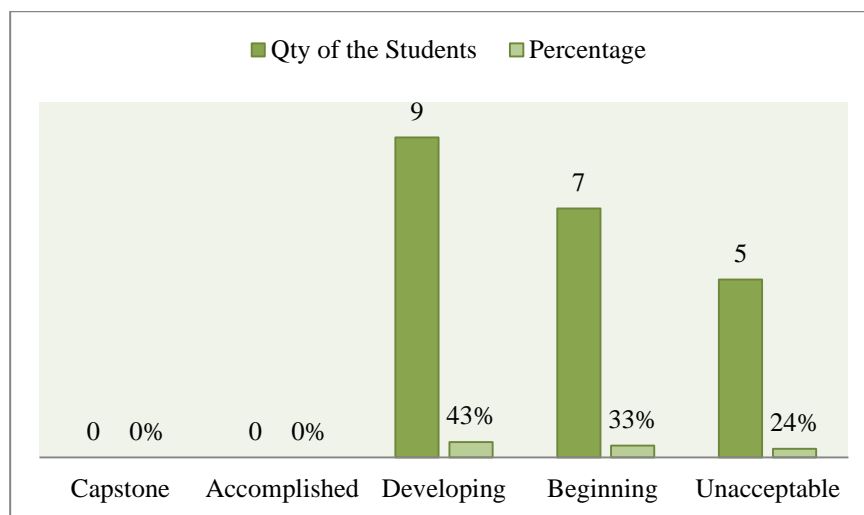
##### **4.1.1. The Critical thinking of students in writing hortatory exposition text**

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. Forth, 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**

### **Developing Level**

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 terms undefined, ambiguities unexplored, boundaries undetermined, and/or background unknown. Here was a sample of the student's text analysis:

S1 (Danger of HIV AIDS)

*Human Immunodeficiency Virus or HIV is one type of virus that weakens the immune system of human body. Meanwhile AIDS or Acquired Immune Deficiency Syndrome is the symptoms and infection caused by a damaged immune system as a result of HIV. Let me tell you the reason why.*

S1 gave a clear background about the topic. But S1 forgot to give the statement that should be in the thesis, it was about what would be discussed. In this case, for example, S1 should state about why HIV AIDS is dangerous. If S1 directly went to the reason after giving the description about HIV, it would result in confusion for the readers. In this case, the text had clear identification but undetermined boundaries.

*Because HIV AIDS is a disease that has no antidote. (Fact)*

*Another is that HIV AIDS has a danger such as tuberculosis, typhoid, dermatitis, cancer. Still another reason is that more deadly HIV AIDS can cause death. (Fact)*

S1 gave two facts with no clear source which were insufficient to be developed further. According to the facts, it was logical and relevant to the writer's point of view.

*Based on the reason above, so what should we do? The only thing we should do is to avoid HIV AIDS. It is not avoiding the patients of HIV AIDS but the bad behaviors that lead us to HIV AIDS such as free sex and drugs.*

In the end, S1 gave the logical conclusion tied to the information. In this recommendation part, the writer also gave evaluation in order to make the judgment about the issue which was discussed. Moreover, this text contained some aspects that were included to critical standard. Those were clarity, relevancy, and logic. Additionally, this text also contained some elements of critical thinking related to writing hortatory text such as issue, arguments, fact and conclusion.

S2 (access travel by train)

*Train means of transportation with a permanent traffic, one rails but speed and accuracy depends on some things. Single or double tracks are use for several train trips each day with a set schedule and expect to minimize collusion between trains. Very excess travel by train. This is for several reasons.*

The issue was clearly stated although some grammatical error and diction occurred. It did not effect to this assesment because this research concerned to the critical thinking. The identification of the issue still left undefined terms.

*First, the trip is already schedule. Prospective passengers can choose the available departure schedule, want to choose train schedule morning, day or night. Train has self traffic or railway. (Fact)*

*Railway is make possible the train to spur with certain speed, and free from jamming cause the train has railway. (Fact)*

*Now all trains already complete with AC. Even AC already in the train local economic.*(Fact)

*Ticket order is relative simple, whenever and wherever can order.*(Opinion)

*Clean and comfortable toilet.* (Opinion)

*Safety in the train is proven. There are have securities. Singing beggar can't go in to the train.*(Fact)

S2 provided some facts that everyone had known even though there was no clear source in explaining the supporting idea. S2 also gave some his own opinions which came from his own experience. Some facts given had made good argument in convincing the readers.

*From the reasons above, that we should use public transportation services, one of them is a train because the train have many advantages.*

The logical conclusion had been made by S2. The evaluation of this issue was stated in order to invite the reader to do what S2 had recommended. In the end, this text showed some critical thinking standard such as logic, clarity and relevance. This text also covered the element of critical thinking in writing hortatory text such as issue, argument, fact, opinion and conclusion.

### **Beginning Level**

The second highest level reached was beginning level for 33%. This level was categorized lower than developing.

S3 (Let's consume water to have beauty and healthy)

*As we know that so much water in the world. There are many kinds of water that we can consume everyday all time. This is true based on the facts below.*

The issue in this text was about kind of water that can be consumed. This thesis was clearly not representing what the title or the issue which would be discussed. It would make the reader confused.

*Consuming water can be made as therapy of diseases, can purify of poisons in our body. Can keep beauty. Can keep healthy. Can keep balancing of size body. Can increase the metabolism. We get negative impact when we do not consume water every day*

In the argument above, it was consisted some opinions of S3. All those supporting ideas were undeapth but they were relevant to the issue. Critical thinker needed a depth thought to give a convincing argument which needed to be supported with a further explanation.

*So, let consume water every day at least eight glasses to keep healthy and beauty. But water must be clean and hygiene*

The supporting ides were oversimplified, so the conclusion was less convincing to be followed. Over all, this text covered the elements of critical thinking in writing hortatory exposition text such as issue, opinions, arguments and conclusion even though they were not perfect arranged. For critical standard, this text was covered relevancy.

S4 (Corruption)

*Corruption is common everywhere in the world, even in united states. It is quiet shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia. Let me tell you several reasons.*

The issue stated and followed by a survey that could be indicated as the fact or evidence to strengthen the issue. Those points were good to construct clear and accurate argument.

*The survey had made me sad, actually, because I stay and earn a living here in the capital. As most people know Tanjung Priuk port smuggling is not new thing at all. Well I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have prevent the younger generation from getting a bad mentality caused by corruption.*

In the next paragraph, S3 told about her self disappointment to show her opinion. Not only that, S3 also provided what she believed based on unkown source. Then she gave an evaluation about the issue. The argument of this text was lack of information. The reader would be difficult to catch the point of this text because the writer only gave example of corruption in some places then she directly provided a judgment.

*I believe we should start at the earliest stage in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.*

S3 concluded the text based on some opinion and the fact oversimplified. In short, all the text from the beginning to the end was not well arranged because the argument part was unclear and lack of information.

### **Unacceptable Level**

The last level reached was unacceptable level where the text was absolutely didn't show any critical thinking standard and showing much fallacies.

S5 (Join Full Club Dance)

*Baby blink is a famous club dance among teenage girls. This dance club not only presents modern dance but also tradisional dance, hiphop, konterporer dance. This is for several reasons.*

In this text, the title and the thesis were unconnected. In the thesis, there was no statement that showed the issue which would be discussed. It was only about baby blink description then directly giving some reasons. The problem was not stated.

*In this club dance there is no word teacher and student because here all have the same position and motivasion that is learning. We can learn all kinds of dance. We can gather together. Know the latest fashion. Another is that train our confidence.*

In the argument part, S3 mentioned some positive side of the club based on her point of view. All of the S3 mentioned were still opinion which had no any source of information to prove.

*So, you guys do not admit hitz kids, if you have not joined the club dance baby blink, if you want to join you must follow baby blink IG that is baby blink official and soon contents of terms and conditions.*

S3 did a fallacy where she judged anyone who did not join the club would not be popular students. While to be popular students, theres was no criteria that forced to join a dance club. The conclusion which was related to the argument was unconnected to the issue. Critical thinking should be logic where every thought that was combined should make sense. The critical thinking standard in this text was clarity in describing about the background of the club dance but no clarity in identification in thesis. The elements of writing hortatory exposition text in this text were issue, opinion, argument and conclusion.

S6 (Training volley Ball Is Fun)



*Volleyball is a fun sport. One of the sports group are overexcited, which train compactness. This is for several reasons.*

The issue which was stated is not clear enough. The description about sports did not make sense related to the previous sentence which stated that volleyball was fun. It emerged an ambiguity. No source of information provided.

*Playing volleyball can add friends, by participating in volleyball we can have fun together, by following the extra volleyball we can get a lot of experience.*

The three statements stated such as referring to the writer experience. It meant closer to opinion than a fact. While a good argument was argument that supported by some ideas which had any evidence or source to prove it.

*That we should follow the extra volleyball so we can become outstanding students in the school and make healthy life.*

The conclusion created was not relevant with the issue in the thesis. There was no relevancy between the thesis and the conclusion. (volleyball is fun, the students become outstanding students – Fallacy overgeneralization). To sum up, this text was not relevant to each part. It could not be said as logic if the ideas which were combined did not make any sense and provided a confusion for the readers. Some elements of critical thinking in writing were not covered from this text. The conclusion was not connected to the thesis and the argument. This text also contained some fallacies.

#### **4.1.2. The factors influencing students' critical thinking**

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 such as here:

*Interviewer : Do you have any hobby or habit to enhance your English skill?*

*Interviewee 1 : I love reading book, singing an English song, changing the language setting in my phone, and watching movie. Reading the English book and singing an English song help me to study English. (Developing Level)*

*Interviewee 2 : I usually listen to the music then looking for the lyrics and translating it (Beginning Level)*

*Interviewee 3 : I don't have a hobby that related in English. I love Indonesian. (Unacceptable Level)*

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.

*Interviewer : Do you always update the recent issue or happening issue?*

*Interviewee1 : Yes. From my gadget i can update the newest news*  
(Developing Level)

*Interviewee2 : Yes, I always update the recent news from TV and sometimes*  
*from mobile phone.* (Beginning Level)

*Interviewee3 : I will update if I have an internet connection.* (Unacceptable  
Level)

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.

*Interviewer : Do you take other course/seminars outside the school*  
*program?*

*Interviewee1 : Not yet. But, I will.* (Developing Level)

*Interviewee2 : Not for now.* (Beginning Level)

*Interviewee3 : No, I don't.* (Unacceptable Level)

## 4.2 Discussions

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. Students' centered learning was applied in this class. But the learning goals were not stated clearly in the beginning so the students were passive early. The students were allowed to choose their own issue or problem to be written. The task which was given was writing hortatory. It was the kind of assessment that appropriate to the learning goals. But students were not finished their task in timely manner. The transition between activities was not efficient because class didn't run in timely manner because some students came late. It was one of the deficiency of moving class. In short, the class showed critical thinking process in learning to be further analyzed.

According to some interview result about the learning process, the teachers in SMAN 1 Tarik were good enough. They could make the students felt enjoy. But the lack of facility especially fan made the students couldn't focus on the lessons. It could be concluded that the facility need to be upgrade. As like in result of observation, the teachers mostly guided and led the students to the material than doing 'spoon feed'. It was good thing. 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.