

# CHAPTER I

## INTRODUCTION

### A. Research Background

In the modern era, writing is very important for better education. Writing is one of the basic skills of English from four skills that need to be mastered by college students, specifically speaking, writing, reading, and listening. Writing can increase one's critical thinking skills, writing also can educate college students in finding ideas, organizing ideas systematically, and developing ideas according to the form of written text. The relationship between writing and critical thinking, writing as a critical thinking skill plays an important position in finding the right reasons and conclusions. Critical thinking skills may be received through writing using text media (Nurchasanah, 2015).

Critical thinking is an important topic in education to function successfully in various aspects of life, such as social life, and to improve students' thinking skills. In easy terms, critical thinking is the ability to investigate and find information, explore issues and ideas. Thinkers ask important questions and issues, formulate them, gather and investigate relevant information (Kumar & Refaei, 2017). Someone who thinks critically can ask the right questions to collect relevant information, correctly and creatively through information.

Hortatory Exposition text is a text that represents the author's attempt to ask the recipient to do something or act in a certain way. The goal is to persuade the reader of what should or should not happen or be done. According to (Lai, 2011), to activate critical thinking and make college students' reasoning visible, calls for college students to provide evidence or logical arguments to guide judgments, choices, claims, or statements are needed. In communicating ideas in the form of written text, there are several types of text such as report text, analysis text, recount text, narrative text, hortatory exposition text, and others. In this study, the researcher use a text related to critical thinking,

namely hortatory exposition. This text organizes the author to provide arguments under the outline of critical thinking.

This kind of text becomes one of the images that must be studied, where students are asked to learn how to give written arguments. The reason why the researcher chose the hortatory exposition is that the hortatory exposition is one of the argumentative texts, there are many benefits that students can get by studying it, namely: personal needs such as argumentation learning helps students to practice critical thinking. Better in class and outside of class, become a better speaker in discussions or even presentations. Second, argumentative writing will be required in some tests such as in TOEFL, IELTS, or tests to get scholarships.

Therefore, knowing the students' critical thinking ability becomes important to improve and perfect teaching to conduct successful critical thinking instruction, teaching critical thinking needs to be incorporated into curriculum content at all grade levels. The student ability is one of the important stages to develop students' critical thinking because students need to prepare and develop their critical thinking skills. (Thomas, 2011) states that critical thinking is an important skill that students need to develop while at university for their reasoning and problem-solving. Considering the scarcity of study for students, this research is appropriate to examine the critical thinking of campus students in writing argumentative essays, especially the hortatory exposition text genre.

First-year university students should already have the knowledge and skills in academic writing and critical thinking as many academic assignments are assigned to them, starting with essays, then, term papers or research papers (Aunurrahman *et al.*, 2017). One way to cultivate critical thinking in various content areas is through problem-based learning which is the right model in teaching hortatory exposition text. In the context of higher education, students' critical thinking skills are low. They tend to have almost no critical thinking skills and influencing factors ineffectiveness in defining logical reasons on certain topics and also, they have difficulty writing in English both

communicatively and critically. This phenomenon is because they receive information, opinions, and arguments directly without evaluating and judging properly. This is because they experience and are exposed to a teacher-centered approach. As a result, practically, English students fail to express certain ideas on a problem critical (Masduqi in Suhartoyo, 2017).

To write well and effectively, students must have adequate knowledge of their written material, which can be obtained through reading and critical thinking about what they write. Based on observations made to first semester some students at the English Department of IKIP PGRI Pontianak, it was found that some student confused to develop their writing, due to the lack of critical thinking skills and one of the forms of writing that students cannot do is exposition text. The problem faced is that the form of expository writing is no different from the form of descriptive text because they are now no longer familiar with the idea of the content of the exposition text.

Some studies had been conducted about noticing students' critical thinking skills in writing hortatory exposition text. (S. D. Wijaya *et al.*, 2019) conducted a study entitled "the analysis of students' critical thinking in writing hortatory exposition text". The subject was 21 students of study who are second-year social program students of SMAN 1 Tarik in the academic year 2016/2017. The observation, students' writing, and interview were carried out as the technique of data collection. The result of the study indicated that students know about data which is used to be analyzed is from the students' writing hortatory exposition text. The result of this study showed limited critical thinking standard showed in the students' writing such as clarity, relevancy, and logic.

The research shown above is only an example and has inspired and attracted researchers to research paying attention to students' critical thinking in writing hortatory exposition texts at IKIP PGRI Pontianak. The reason for choosing the location as the research is because the title of this study had not previously studied critical thinking, so the researchers need to know the extent of critical thinking skills by writing hortatory exposition texts. Many studies on

critical thinking have been carried out but research on critical thinking, especially hortatory texts, is still limited and rarely found in this context.

## **B. Research Question**

Based on the research background, the research question is as follows:  
how is the students' critical thinking level in their hortatory exposition text?

## **C. Research Purpose**

Based on the research problem, the purpose of this research is as follows:  
this research is to investigate the students' critical thinking level in hortatory their exposition text.

## **D. Significance of the Research**

The research carried out contributes theoretically and practically in related fields, along with every element involved in it and researchers hope that the results of this research can be useful for readers, especially in learning English and future researchers. The significance of this research is explained further below.

### **1. Theoretical Benefit**

Theoretically, for future researchers, the findings of this study can be used as a reference for researching the same field, especially critical thinking in writing hortatory exposition text.

### **2. Practical Benefit**

Practically, since critical thinking skill exists to be a goal in the education field, the "speaker" of foreign language had to train students' critical thinking ability to ease learners perform better exposition text.

#### **a. English Teachers**

This study provides information for English teachers regarding the importance of critical thinking in writing expository texts and could use the results of this study to improve their teaching methods. Teachers can create and find other techniques or activities that will improve students' writing skills, critical thinking, and grammatical knowledge.

b. English Students

The results of this study will provide information to students in terms of critical thinking skills in writing exposition text.

c. Other Researchers

For the next researchers, this study can be as an additional reference who wants to conduct similar research and they can cover up the limitation of this research.

## **E. Scope of the Research**

This study focuses on investigating how critical thinking is demonstrated by IKIP PGRI PONTIANAK in writing an English hortatory exposition text, what critical thinking ability in their exposition text. The wording focus on the research systematically, the researcher specified the scope of research in the restriction. There were two focuses on the scope of research as follow:

### **1. Research variable**

A variable is defined as anything that has a quantity or quality that varies. According to (Creswell, 2012), “variables are best known as a criterion or a distinctive feature that the writer deliberately research on finding the effect between one variable to another variable”. Variables in this research area using a single variable because this research only focused on finding out “noticing of students' critical thinking skill in writing hortatory exposition text”.

### **2. Terminology**

a. Critical thinking

Critical thinking is about analyzing, evaluating, and criticizing something (knowledge, information, problem, and issue) to find a good conclusion and judgment. Critical thinking skills are the intelligently self-controlled skill process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating

information gathered from or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

b. Hortatory exposition text

Exposition text is an essay that aims to express a personal opinion about a feud to know the opinion expressed valid validity. Expository text can be used when giving, for example, expressing the process of something happening, cause and effect, and steps of an activity.