





In MAN 2 Model Pekanbaru, the English teachers mainly use communicative learning strategy, which is integrated to the scientific approach as instructed in the K-13 curriculum. Supported by the School's learning facility and sufficient teaching and learning medias such as screen projector, speakers, television, and a well-equipped language laboratory, a satisfying learning outcome is expected from the students. Especially in writing, the teacher instructs the students to write a passage related to the genre of text they have just learned to see their comprehension and ability toward the text genre.

However, based on the researcher's preliminary study at the school—which was done by interviewing the English teachers and the students, observing the teaching and learning process in the classroom, and analyzing the students' English learning outcomes—it shows that the students still have difficulties in learning English, especially in producing a writing in the form of analytical exposition and reaching the students' passing grade in English subject, 85 points.

Some of the weaknesses mentioned above, were caused of some factors. One of the factors was students' critical thinking ability, because the students look like not trying to think and convey their ideas. The problem appears to be in educational system that teachers still traditionally do their best to teach 'what to think' rather than 'how to think' (Schafersman, 1991) effectively about the subject matters which is termed as critical thinking.

Critical thinking is an important and vital topic in modern education. The purpose of teaching critical thinking in the sciences or any other disciplines is to improve the thinking skill of students and thus to prepare them to be successful in



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However, based on the preliminary observation mentioned earlier, the researcher found some phenomena as follows:

1. Some of the students did not have any idea related to the writing topic.
2. Some of the students had many ideas, but they did not present clear, cohesive, and well-organized writing.
3. Some of the students had curiosity to seek for information, but they did not present substantive writing.
4. Some of the students were afraid of doing grammatical mistake in writing English.
5. Some of the students were not able to convince the reader by using the appropriate words.

The phenomena above indicate that some of the students still had problems in their writing. Thus, it is important to conduct a research on: **“The Correlation between Students’ Critical Thinking and Their Ability in Writing Analytical Exposition at State Islamic Senior High School 2 Model Pekanbaru”**.

## 1.2 Problem

### 1.2.1 Identification of the Problem

Based on the phenomena described above, the researcher identifies the problems as follows:

- a. Why did some students still have difficulties in finding out the idea of writing?



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- b. Why did some students not present clear, cohesive, and well-organized writing?
- c. Why did some students not develop a substantive writing?
- d. Why were some the students afraid of doing grammatical mistake in writing?
- e. Why were some students not able to use appropriate words to convince the reader?

### 1.2.2 Limitation of the Problem

This research only focuses on the students' critical thinking disposition, an affective approach towards critical thinking, and writing ability in analytical exposition text of the eleventh grade at State Senior High School 2 Model Pekanbaru.

### 1.2.3 Formulation of the Problem

The problem of this research is formulated in the following research question: Is there any significant correlation between students' critical thinking and their ability in writing analytical exposition of the eleventh grade at State Islamic Senior High School 2 Model Pekanbaru?

In the process of this research, the researcher also find out the following data:

- a. The students' critical thinking
- b. The students' ability in writing analytical exposition





### 1.3 Objective and Significance of the Research

#### 1.3.1 Objective of the Research

This research is aimed to find out whether there is significant correlation between students' critical thinking and their ability in writing analytical exposition of the eleventh grade at State Islamic Senior High School 2 Model Pekanbaru.

#### 1.3.2 Significance of the Research

Related to the objective of this research, the significance of this research is as follows:

- a. To fulfill one of the requirements for the undergraduate degree of English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif kasim Riau.
- b. These research findings are expected to be very meaningful, especially for the researcher as a novice of learning how to conduct a research.
  - a. These research findings are expected to be valuable inputs for both teachers of English and students of the eleventh grade at State Islamic Senior High School 2 Model Pekanbaru.
  - c. Finally, these research findings are expected to be meaningful inputs for teaching and learning development of TEFL and TESOL.



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## 1.4 Definition of Key Terms

In order to avoid misunderstanding and misinterpretation about the title of this research, it would be better for the researcher to explain the term used in this research. They are as follows:

### 1.4.1 Correlation

According to Creswell, correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. In the case of only two variables, this means that two variables share common variance, or they co-vary together (2008).

### 1.4.2 Critical Thinking

According to Jack C. Richard (1992), critical thinking means making judgment. In essence, critical thinking is a disciplined manner of thought that a person uses to assess the validity of something. According to Michael (1998), critical thinking is active interpretation and evaluation of observations and communications, information and argumentation. In this research, critical thinking discussed is limited only to critical thinking disposition. Disposition is a tendency to do something. According to Ennis (2011), critical thinking disposition is one's tendency to think critically. She stated that one might have the skill of critical thinking, but they may not have the behavior that let them think critically; they may not be interested in the matter. So, critical thinking disposition is defined as one's attempt to think critically.

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### 1.4.3 Writing Ability

Hornby (2010) reported that writing is the activity that person does to express his or his own ideas, feeling, or something by using written language. On the other hand, ability is the level of skill, or intelligence (Hornby, 2010), it is concerning with students' skill in writing a short descriptive text paragraph. It is also stated in international SIL (1999) that writing ability is specific ability which helps writers put their ideas into words in meaningful form and interact with the message.

### 1.4.4 Analytical exposition text

Sudarwati and Grace (2007) define analytical exposition text as the text that persuades readers by presenting the arguments and to analyze or explain “how” and “why”. In addition, Mike Groner emphasizes: “to make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case”.

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