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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Theoretical Framework

The theoretical framework of this study is based on the concepts, theories and previous studies about writing analytical exposition and critical thinking.

##### 2.1.1 Writing Ability

Writing is a linguistic behavior that presents the sounds of language through visual symbols. It is different from talking spontaneously; it is permanent (Broughton, 2003). Additionally, Hughey in Andriyani (2015) stated that “writing is a way of discovering and developing ourselves, it is a means for self-actualization. What we learn about ourselves through writing can help us realize our individual potentials and to achieve personal goals.”

Therefore, besides being an external activity through which we communicate with others, writing also serves our inner selves. It is clear that writing can be a tool for communication that we can communicate with others through writing down on papers to share our feeling or our ideas. Then, there are four interrelated factors, which always involve writing as communication.

They are:

- a. Audience (who)
- b. Purpose (why)
- c. Content (what)
- d. Form (how)

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Correspondingly, writing is one of four language skills that need more attention from the students to make a good writing. Writing is a process or an application of putting symbols, words, sentence or paragraph and produces the text so that people can read and understand its content. Hughey in Andriyani (2015) also reported that “writing differs from speech in several important ways. His statement was also supported by Vygotsky’s idea (in Hughey in Andriyani, 2015), that is “composing written discourse is a separate linguistic function, differing from oral speech in both structure and mode of functioning. Even its minimal development requires a high level of abstraction.”

Furthermore, according to Nunan (2002), the learner’s purpose of writing, which transcend, is producing text as instructed. However, the student’s concerns and interests are acknowledged and can be developed rapidly through writing skill. Through writing, students can express their ideas, feelings and creativities. Writing for some writer has different purposes. By knowing the purpose, it will be easier to decide the techniques to achieve good writing. Therefore, students need to identify the purpose of their writing.

According to Hughes (2003), there are five aspects of a good writing. They are:

- a. Grammar

Grammatically correct writing is one of the aspects that results a qualified writing in English by using appropriate tenses and words.

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b. Vocabulary

Vocabulary is about arranging several words into sentence. A standardized or qualified writing has rich, appropriate, and effective vocabulary.

c. Mechanics

Mechanic is related to spelling, punctuation, capitalization, and paragraphing.

d. Fluency

Fluency in writing is the same as coherence. Meaning that, a sentence is logically connected to another.

e. Organization

Good organization is well-linked. Fluently expressed, clearly stated, well-organized, and logically sequenced ideas.

Likewise, Langan (1986) stated that “people who want to study about writing are prohibited to believe that writing is a natural gift. Because people with this attitude will think that, they are only one, for whom writing is an unbearably difficult activity. Even the result of the attitude is that people do not do their best when they write, thus their writing fails chiefly, because they have brainwashed themselves to think that they do not have the natural talent needed to write, until their attitude changes, they probably do not learn how to write effectively.”

In addition, Syafi’i (2014) stated that the process of writing is divided into three steps:



a. Pre-writing

In order to make a qualified writing, a writer needs a good preparation. This preparation or this process of thinking before writing itself is called pre-writing.

b. Outlining

After doing the pre-writing, a writer needs to outline the ideas in order to create a standardized product. It can be done by brainstorming, grouping, writing the topic sentence, and making the outline simple.

c. Writing and Revising Drafts

After brainstorming and outlining, writer can proceed to the next step. It is writing and revising draft. Revising draft is really important to fix mistakes and create a satisfying writing.

In addition, Langan in Syafi'i (2011), states that there are important key factors that are involved in writing in order to develop students' writing ability, they are:

- a. Having students to have the right attitudes upon writing.
- b. Having students to write the subject they are interested in.
- c. Having students to do prewriting.
- d. Having students to outline their writing.
- e. Having students to rewrite their writing.

Writing is one of the productive language skills that consists of many aspects to be considered. One thing that must be jotted down is that writing proficiency or composing skill is not merely the activity of writing down some

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words or sentences into the written language but also must be performed into well-organized performance of writing.

### 2.1.2 Analytical Exposition

Analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report, etc. The generic structure of Analytical Exposition is as follows:

a. Thesis

Thesis introduces the topic and shows speaker or writer positions or outline outlines of the arguments presented.

b. Arguments

Arguments consist of points and elaboration. Point states the main arguments, while elaboration develops and supports each points of arguments

c. Reiteration

Reiteration restates speaker or writer's position.

Then, the analytical exposition can also be identified with some generic features as follows:

- a. An analytical exposition text focuses on generic human and non human participants

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- b. Analytical exposition text uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel, etc.
- c. It uses emotive and evaluative words. For example: alarmed, worried, etc.
- d. It often needs material processes. It is used to states what happens. e.g ... Has polluted... etc.
- e. It usually uses Simple Present Tense and Present Perfect tense.
- f. Enumeration is sometimes necessary to show the list of given arguments: firstly, secondly..., finally, etc.

Here is an example of analytical exposition text:

*The Importance of English*

*Thesis*

I personally think that English is the world's most important language. Why do I say that?

*Argument 1*

Firstly, English is an international language. It is spoken by many people all around the world, either as a first or second language.

*Argument 2*

Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world.

*Argument 3*

Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than those who do not.

*Reiteration*

From the fact above, it is obvious that everybody needs to learn English to greet the global era.



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### 2.1.3 Critical Thinking

Snyder (2008) defined critical thinking as “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing or evaluating information gathered from or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action”.

According to Shakirova in Peter (2012), critical thinking also has been referred to as metacognition or the process of “thinking about thinking” Critical thinking skills are important because they enable students “to deal effectively with social, scientific and practical problems”. Simply put, students who are able to think critically are able to solve problems effectively. Merely having knowledge or information is not enough. To be effective in the workplace (and in their personal lives), students must be able to solve problems to make effective decisions; they must be able to think critically.

Critical thinking is not a new concept. “Throughout nearly 300 years of policymaking in the United States, educators have promoted eight broad goals of schooling: basic academic skills, critical thinking and problem solving, social skills and work ethic.

According to Ennis (2011) critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as

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a guide to believe or action. Snyder in Mac Knight (2000) also said that critical thinking is skill and active interpretation and evaluation of observations and communications, information and argumentation.

It is obvious that critical thinking is about being both willing and able to think. Critical thinking is important, because it enables one to analyze, evaluate, explain, and restructure our thinking, decreasing thereby the risk of acting on, or thinking with, a false premise. A person who think critically can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically from this information, and come to reliable and trustworthy conclusions about the world that enable one to live and act successfully in it. Furthermore, Delphi cited in Facione (2013) that critical thinking is the process of purposeful, self-regulatory judgment. This process reasoned consideration to evidence, context, conceptualizations, methods, and criteria. Beyer defines critical thinking as making reasoned judgments.

From these, we can see that critical thinking is a form of judgment, specifically purposeful and reflective judgment. In using critical thinking one makes a decision or solves the problem of judging what to believe or what to do, but does so in a reflective way. Such a state of affairs requires critical thinking, for it is only through an understanding of the underlying structure of information that we can develop rationally supportable alterations and extensions of what we already know. Critical thinking is best understood as the ability of thinkers to take charge of their own thinking. This requires that they develop sound criteria and standards for analyzing and assessing their own thinking and routinely use those

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criteria and standards to improve its quality. From these explanations, the writer can conclude that critical thinking is an important thing in solving the problem, because critical thinking is a mode of thinking about any subject, content, or problem in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it.

### 2.1.3.1 Critical Thinking Abilities and Critical Thinking Disposition

Critical thinking involves many level of thinking. Teays (2006) in Sugiyanto (2014) stated that critical thinking covers lower and higher order thinking, which, in this case, the lower order thinking consists of the activities of memorizing, summarizing, labeling, observing, and sorting; meanwhile, higher order thinking encompasses the activities of applying, synthesis, drawing inferences, comparison or contrast, justification, analysis, moral reasoning, and using deductive and inductive reasoning.

From Teays' statement above, critical thinking is described in a broader sense involving all levels of thinking in which in terms of cognitive process it relates to many activities or levels in the revised Bloom's Taxonomy (Krathwohl, 2002) which is presented in Table II.1 as follows:

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**Table II.1**  
**The Revised Bloom's Taxonomy**

No.	Structure	Description
1	Remember	To recall or recognize knowledge which is relevant, particularly taken from long term memory. Other terms used beside <i>remember</i> are <i>recall</i> and <i>recognize</i> .
2	Understand	To consider and decide the meaning of oral or written messages received. Other variant terms of this level are <i>interpret</i> , <i>exemplify</i> , <i>classify</i> , <i>summarize</i> , <i>infer</i> , <i>compare</i> , and <i>explain</i> .
3	Apply	To conduct something in a certain situation. Other terms used, having the same sense as <i>apply</i> , are <i>execute</i> and <i>implement</i> .
4	Analyze	To divide things in an organized way and then observing the relationship between them. Other terms used other than <i>analyze</i> are <i>differentiate</i> , <i>organize</i> , and <i>attribute</i> .
5	Evaluate	To judge something in accordance with criteria and standards. In the same sense, instead of <i>evaluate</i> , the terms <i>check</i> and <i>critique</i> may be used.
6	Create	To produced a new original product through unifying some elements of something. Other similar terms to <i>create</i> are <i>generate</i> , <i>plan</i> , and <i>produce</i> .

Table II.1 above presents the structure of the cognitive level of the Revised Bloom's Taxonomy which is explained hierarchically, from lower order thinking level to higher order thinking level, or from the structure of *remember* to *create*.

On the other hand, Kuebli, Harvey, and Korn in Dunn (2008) have the same view as Teays' statement above; in this case, they point out that critical thinking abilitie derive from various abilities and competences included in the Revised Bloom's Taxonomy, yet they add an ability which is included in the critical thinking abilities, namely inferring. Following, Table II.2 describes the detail abilities included in critical thinking proposed by Kuebli, Harvey, and Korn:

**Table II.2**  
**Various Abilities of Critical Thinking**

No.	Critical Thinking Abilities	Description
1	Remembering	The ability to recognize and recall knowledge that derives from memory.
2	Comprehension	The ability which comes after <i>remembering ability</i> . It is the ability that enables someone to summarize or restate other people's ideas with his/her own words.
3	Application	The ability to employ the knowledge that has already been gained in some certain situation.
4	Analysis	The ability to separate and examine any ideas and understand the correlation in them.
5	Inferring	The ability to reach and make any conclusion from the evidence found and gained.
6	Evaluation	The ability to judge ideas or claims based on the evidence.
7	Synthesizing	The ability of creating something or ideas new and fresh.

By comparing Table II.1 and Table II.2 above, it may be considered that the critical thinking abilities proposed by Kuebli, Harvey, and Korn have a close relationship with the Revised Bloom's Taxonomy. In this case, the Revised Bloom's Taxonomy represented in Table II.1 becomes the basis of the various abilities of critical thinking in Table II.2. The various abilities of the critical thinking presented in Table II.2 are explained in the form of noun which stems from the Revised Bloom's Taxonomy of which form is verb. Besides, there is an additional ability, i.e. the inferring ability, which is excluded in the Revised Bloom's Taxonomy. However, it actually still associates with one of the structures of the Revised Bloom's Taxonomy, that is, *understand*.

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In addition, based on Table II.2 above, although the inferring ability may be considered as the exclusive ad additional ability in critical thinking, it may not still stand alone since it will need and correlate with other critical thinking abilities, starting from remembering ability to synthesizing ability, for instance if a person wants to make some inferences or to draw a conclusion about some issues, he/she is required to have some knowledge that support his/her knowledge about the issues, and the knowledge can be obtained through recalling some knowledge which he/she has already known as well as it can be obtained from comprehending the issues; additionally, a person may judge something if he/she can draw some conclusion from the data or evidence found.

However, Ennis (2001) argued that the critical thinking abilities deriving from Bloom's Taxonomy have some problems, particularly in case these are employed to structure the critical thinking assessment; thus, to answer the problems, he proposes some abilities that should be owned by someone to be considered as a cultivated critical thinking as follows:

- a. The ability to judge or decide which sources are credible and those which are not;
- b. The ability to make the identification of conclusions, reasons, and assumptions;
- c. The ability to create an evaluation of the quality of the argument, as well as to consider the acceptability of the reasons, assumptions, and evidence related to the argument;
- d. The ability to develop and defend a position against criticism;



- e. The ability to initiate someone to bring clarifying questions;
- f. The ability to prompt or initiate experiment and make a judgment of its design;
- g. The ability to create the appropriate definition of the rules in accordance with their context;
- h. The ability to be the inclusive open-minded person;
- i. The ability to feel curious about information;
- j. The ability to make a conclusion carefully.

On the other hand, some people might have experience on facing people who have skills but do not use them. We cannot call someone a strong critical thinker just because she or he has these cognitive skills, however important they might be, if they do not apply them. For example, it is hard to imagine an accomplished dancer who never dances. After working to develop those skills it seems such a shame to let them grow weak with lack of practice. But dancers get tired. And they surrender to the stiffness of age or the fear of injury. In the case of critical thinking skills, we might argue that not using them once you have them is hard to imagine. It's hard to imagine a person deciding not to think.

Considered as a form of thoughtful judgment or reflective decision-making, in a very real sense, critical thinking is pervasive. There is hardly a time or a place where it would not seem to be of potential value. As long as people have purposes in mind and wish to judge how to accomplish them, as long as people wonder what is true and what is not, what to believe and what to reject, strong critical thinking is going to be necessary. (Facione, 2013)

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And yet weird things happen, so it is probably true that some people might let their thinking skills grow dull. It is easier to imagine times when people are just too tired, too lax, or too frightened. So there has to be more to critical thinking than just the list of cognitive skills. Human beings are more than thinking machines. And this brings us back to those all-important attitudes which the experts called “dispositions.” (Facione, 2013)

According to Facione, The approaches to life and living which characterize critical thinking include:

- a. inquisitiveness with regard to a wide range of issues,
- b. concern to become and remain well-informed,
- c. alertness to opportunities to use critical thinking,
- d. trust in the processes of reasoned inquiry,
- e. self-confidence in one’s own abilities to reason,
- f. open-mindedness regarding divergent world views,
- g. flexibility in considering alternatives and opinions
- h. understanding of the opinions of other people,
- i. fair-mindedness in appraising reasoning,
- j. honesty in facing one’s own biases, prejudices, stereotypes, or egocentric tendencies,
- k. prudence in suspending, making or altering judgments,
- l. willingness to reconsider and revise views where honest reflection suggests that change is warranted.



Further research done by Peter A. Facione and Norreen C. Facione in 1992 resulted in the construction of California Critical Thinking Disposition Inventory (CCTDI) as an instrument to measure disposition towards critical thinking. Building on the power of a relatively rare occurrence in research, a cross-disciplinary consensus on the dispositional description of the critical thinker, iterative empirical methods were utilized to derive a measure of the construct (Facione, 2013; Facione & Facione, 1992). The CCTDI contains 75 likert style items and reports eight scores: a score on each of the seven scales (Inquisitiveness, Open-mindedness, Systematicity, Analyticity, Truth-seeking, CT Self-confidence, and Maturity) and an overall score of CT Disposition (derived from mathematically equal contributions from each scale). These seven scales are believed to be the most important indicators of disposition towards critical thinking.

According to Facione (2013), the Inquisitiveness scale measures one's intellectual curiosity and one's desire for learning even when the application of the knowledge is not readily apparent. Intellectual curiosity and a desire to know are among the defining characteristics of the liberally educated person. Considering that the knowledge base for competent engineering (psychology, nursing, teacher education, and journalism) practice continues to expand, a deficit in inquisitiveness would signal a fundamental limitation of one's potential to develop expert knowledge and professional practice ability.

In general an inquisitive person can be predicted to agree with: "No matter what the topic, I am eager to know more about it." "Learn everything you can, you



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never know when it could come in handy." And, "Studying new things all my life would be wonderful." Those inclined away from inquisitiveness might say, "most college courses are uninteresting and not worth taking."

The Open-mindedness scale addresses to being tolerant of divergent views and sensitive to the possibility of one's own bias. Open-mindedness is crucial for citizens of a pluralistic, multi-cultural society which values tolerance and understanding of the beliefs and lifestyles of others. Conversely, dispositional intolerance of divergent views might preclude effective client services, clinical practice interventions, or educational efforts in such varied populations as those with substance abuse problems, those in the criminal justice system, and those enmeshed in urban violence.

Persons who are intolerant toward divergent views might be expected to agree with: "Open-mindedness has limits when it comes to right and wrong." And, "You are not entitled to your opinion if you are obviously mistaken." In contrast, persons inclined toward open-mindedness could be predicted in general to agree with: "It's important to me to understand what other people think about things." And, "It concerns me that I might have biases of which I am not aware."

The systematicity scale measures being organized, orderly, focused, and diligent in inquiry. Organized approaches to problem-solving and decision-making are hallmarks of a thoughtful person regardless of the problem domain being addressed. The inclination to approach problems in an orderly and focused way is an indispensable part of competent clinical (accountancy, managerial, psychological, and scientific) practice and deficits in systematicity might



particularly predispose a nurse (CPA, pharmacist, attorney, and physician) to the possibility of negligence in practice.

One would expect persons disposed toward systematicity to generally agree with "I always focus the question before I attempt to answer it." However, in general, one would expect them to disagree with: "My opinion about controversial topics depends a lot on who I talked to last." "My problem is I'm easily distracted." And, "People say I rush into decisions too quickly."

The Analyticity scale targets the application of reasoning and the use of evidence to resolve problems, anticipating potential conceptual or practical difficulties, and consistently being alert to the need to intervene. Analyticity is a core disposition for the inquiring mind. Persons with this characteristic are inclined to want to anticipate the consequences of events and ideas, and to use reason, rather than some other strategy to address serious problems as well as entertaining puzzles. Analyticity is a virtue for the psychologist (scientist, educator, humanist, jurist, and economist) as a scholar and researcher; but it is no less important to the nurse (teacher, attorney, journalist, physician, psychologist, pharmacist, journalist, manager) as a working professional. Being analytical disposes the person in professional practice to connect observations with her/his theoretical knowledge base, and to anticipate events likely to threaten the safety or limit potential or create an advantage for a given client.

Persons with a positive inclination toward analyticity can, in general, be predicted to disagree with: "I pretend to be logical, but I'm not." And, "There is no way to know whether one solution is better than another." But, we can predict

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they would tend to agree with, "It bothers me when people rely on weak arguments to defend good ideas." And, "People need reasons if they are going to disagree with another's opinion."

The Truth-seeking scale targets the disposition of being eager to seek the best knowledge in a given context, courageous about asking questions, and honest and objective about pursuing inquiry even if the findings do not support one's self-interests or one's preconceived opinions. Once a liberally educated person acknowledges a given set of facts to be the case or a given set of reasons to be relevant and forceful, that person is inclined to adjust his or her beliefs in accord with those facts and reasons. The truth-seeker is one who remains receptive to giving serious consideration to additional facts, reasons, or perspectives even if this should necessitate changing one's mind on some issue. The truth-seeking professional (student, faculty member, and scholar) continually evaluates new information and evidence. In contrast, being un-attuned to counter-evidence perpetuates professional practice which is unreflective and unresponsive to changes in its theory-base. Deficits in truth-seeking may subject a client to malpractice resulting from the practitioner's inattention to evidence of a missed diagnosis or the changing status of their case.

The CT Self-Confidence scale measures the trust one places in one's own reasoning processes. CT self-confidence allows one to trust the soundness of one's own reasoned judgments and to lead others in the rational resolution of problems. An appropriate level of CT self-confidence, increasing in relation to one's maturity and in relation to one's mastery of CT skills, would be the desired

developmental trajectory for all students. Rises and falls in CT self-confidence might suggest the progress of a person through developmental levels, with a rise of CT self-confidence indicating comfort at a given level of cognitive development and a fall in CT self-confidence resulting from the same cognitive dissonance which gives impetus to an upward movement. Whether an individual's level of CT self-confidence is warranted is another matter, however. Some underestimate their ability to think critically, while others over-rate their CT ability. Practicing professionals who over-rate their CT abilities may act with inadequate caution, while those whose CT self-confidence is lower than their actual CT skills level might be expected to demonstrate a lack of leadership in both intimate client contacts and larger group settings. Students who display confidence in their reasoning would be expected to agree with prompts such as "Tests that require thinking, not just memorization, are better for me." And, "I take pride in my ability to understand the opinions of others."

The Maturity scale targets the disposition to be judicious in one's decision-making. The CT mature person can be characterized as one who approaches problems, inquiry, and decision making with a sense that some problems are necessarily ill-structured, some situations admit of more than one plausible option, and many times judgments must be made based on standards, contexts and evidence which preclude certainty. This dispositional attribute has particular implications for responding to ill-structured problems and making complex decisions involving multiple stakeholders, such as policy-oriented and ethical decision-making, particularly in time-pressured environments. Cognitive maturity

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in CT would appear to be critical to the development of expertise as a clinician, administrator, educator, attorney, or a policymaker in any venue.

#### 2.1.4 Critical Thinking and Writing Ability

Due to the fact that writing is not only about knowing the words or mastery of many vocabularies to be written down, but it also needs the idea or argument about what to write or what to argue to express that the writer agree or not to the source. It is clear enough as the reason that critical thinking influences and motivates students to write and to convey their ideas. By critical thinking, the students will be able to communicate their thought and opinion in writing form by gaining and selecting appropriate ideas, as Ennis in Sharon (1999) stated that the critical spirit, which Siegel views as being of equal importance with the reason assessment component, indicates that the thinker values good reasons and is disposed to assess reasons and to govern beliefs and actions on the basis of such assessment.

Ennis elaborates on the reason-assessment dimension with a list of specific abilities which is categorized under the headings elementary clarification, basic support, inference, advanced clarification, and strategies and tactics, and includes the following: focusing on a question, analyzing arguments, asking and answering questions of clarification and challenge, judging the credibility of a source, observing and judging observation reports, deducing and judging deductions, inducing and judging inductions, making and judging value judgments, defining terms and judging definitions, identifying assumptions, deciding on an actions and, interacting with others.

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According to Freeley and Steinberg in Dabaghi's journal (2013) it seems that language tasks which require greater elaboration and criticality on the part of learners might demand more instruction in critical thinking; therefore, critical thinking which simply refers to people's ability to explore, criticize, or advocate different ideas, to reason inductively and deductively, and to infer conclusions from ambiguous statements.

Critical thinking is also claimed to be important in the acquisition of language skills particularly writing and reading (Elder & Paul, 2009., Stapelton, 2002). The education philosopher John Dewey (1916) rooted critical thinking in the student's engagement with a problem. The most significant question which can be asked, says Dewey, about any situation or experience proposed to induce learning is what quality of problem it involves. Problems, for Dewey, evoke student's natural curiosity and stimulate both learning and critical thought. Only by wrestling with the conditions of the problem first hand, seeking and finding his/her way out, does the student think.

Part of the difficulty of teaching critical thinking, therefore is awakening students to the existence of problems all around them. Meyers in Andriyani (2015) who agrees with Dewey that problems are naturally motivating, argues that teachers ought to begin every class with something that is a problem and a cause for wonder. Meyers quoted philosopher and chemist Michael Polanyi, who claims that as far down the scale of life as worms and even perhaps amoebas, we meet the general alertness of animals, not directed towards any specific satisfaction, but merely exploring what is there: an urge to achieve intellectual control over the

situations confronting. Presenting students with problems, then, taps into something natural and self-fulfilling in our beings. As Brookfield (1987) claims, critical thinking is a productive and positive activity. Critical thinkers are actively engaged with life. This engagement will motivate and stimulate the student's thinking and influence the ideas put on the student's writing.

Given this view of critical thinking, writing is both a process of doing critical thinking and a product communicating the results of critical thinking. Writing instruction goes sour whenever writing is conceived primarily as a communication skill rather than as a process and product of critical thought. Accordingly, good writing should reflect the aspects of critical thinking. Therefore, a writer should generate some content, to put forth assumptions, evidence, and arguments that he can then defend and from which he can draw conclusions (Kurland, 2000). Not only do the students need to have a good command of the language, they also need to be critical as they examine viewpoints, facts and arguments and synthesize them.

Kellogg (2001) believes that an outstanding writing demands a fast retrieval of domain-specific knowledge about the topic from long-term memory and it is a test of memory, language, and thinking ability simultaneously. Furthermore, other scholars claimed that writing ability depends on the ability to think clearly about substantive matters (Nickerson, Perkins, & Smith in Aloqaili, 2011). So, writing skills are invariably dependent on clarity of thought.

Moreover, Marzano (1991) in Aloqaili (2011) suggested that "writing used as a mean to restructure knowledge, improves higher-order thinking and in this

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context, writing may provide opportunity for students to think through arguments and use higher-order thinking skills to respond to complex problems”. Thus, among language skills ‘writing’ is the most important one in relation to critical thinking and there is a need for further research in this field.

## 2.2 Relevant Research

- a. A Thesis by Desy Andriani (2015), a student of UIN SUSKA Riau, entitled “The Correlation between Students’ Critical Thinking and Their Speaking Ability at Islamic Senior High School Darel Hikmah Pekanbaru”. The researcher conducted the research on 30 students, and she tried to find the correlation between those variables. The researcher found that there is the correlation between students’ critical thinking and their speaking ability At Islamic Senior High School Darel Hikmah Pekanbaru. She concluded that the speaking ability of the students is 27% influenced by critical thinking, and the other 73% is influenced by other factors. Here, the correlation found is categorized as low.
- b. An International journal by Azizollah Dabaghi (2012) Department of English, University of Isfahan, Iran entitled “Differential Effects of Critical Thinking in Argumentative and Narrative written task performance”. Concerning the narrative task, only a significant negative correlation was observed between drawing inferences and the two accuracy measures of the narrative task. With regards to the argumentative task, the correlation analysis showed negative relationships between the

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three measures of argumentative task fluency and students' score on the Drawing Inferences subscale. Results of the complexity measures revealed that the syntactic complexity of produced argumentations was affected by learners' ability to make deductions, interpreting evidence, and evaluating arguments. Finally, with regards to the accuracy of the performances, it was found that only Recognizing Assumptions had a significant, but negative, relationship with error-free clauses percentage and error-free T-unit percentage.

### 2.3 Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpretation in scientific research because a concept is a diagram to operate the abstract from in this research plans to measure. In this research, it consists of two variables, variable X is the critical thinking at the eleventh grade of State Islamic Senior High School 2 Model Pekanbaru, and variable Y is students' writing ability in analytical exposition at the eleventh grade of State Islamic Senior High School 2 Model Pekanbaru. The Indicators are operationally conceptualized as follows:

#### a. The indicators of critical thinking

According to Facione (2000), there are some abilities that should be owned by someone to be considered as a cultivated critical thinker as follows:

- 1) Students are truth-seeking.
- 2) Students are inclusive open-minded.



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- 3) Students are analytic.
- 4) Students are systematic.
- 5) Students have self-confident.
- 6) Students are inquisitive.
- 7) Students are mature.

**b. The indicators of Writing Ability**

Based on English subject syllabus on 2013 curriculum and according to Brown (p. 220-225), the indicators to define students' writing can be drawn as follows:

- 1) Students are able to write analytical exposition based on its social function.
- 2) The ability of student to write ideas on analytical exposition text clearly, cohesively and well-organized based on the structure of the text.
- 3) The ability of student to write grammatically and lexically correct.
- 4) The ability of student to write by using correct punctuation.

**2.4 Assumption and Hypothesis of The Research****2.4.1 The Assumption**

- a. Every student has different degree of critical thinking.
- b. Every student has different achievement in writing analytical exposition.

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- c. Critical thinking is an important affective factor in which it has important role in students' writing ability.

**2.4.2 The Hypothesis**

- a. The Null Hypothesis ( $H_0$ )

There is no significant correlation between students' critical thinking and their writing ability in analytical exposition at the eleventh grade of State Islamic Senior High School 2 Model Pekanbaru.

- b. The Alternative Hypothesis ( $H_a$ )

There is a significant correlation between students' critical thinking and their writing ability in analytical exposition at the eleventh grade of State Islamic Senior High School 2 Model Pekanbaru.