

CHAPTER I

INTRODUCTION

This chapter is an introduction to the research. It describes how and why the writer chooses this topic. The basic details of the research are described as following topics: Context of the study, research problems, purpose of the Study, significance of the study, scope and limitation of the study and definition of key term.

1.1 Background of the Study

Education is one of the supports for the progress of human life the most important so that it needs special attention from all party. Through education a person is prepared to have a provision for life, knowledge, fixing and develop methods of thinking systematically so that it can solve a problem. Solving the problem is basic activities of each person. Therefore, it is necessary to have an ability to solve problems, both personal and social. In the education, problem-solving skills are taught through various subjects. One of them is English. English is a tool to communicate verbally and write. Communicating is understanding and disclosing information, thoughts, feelings and develops science, technology and culture.

The ability to communicate in a complete sense is the ability to discourse, the ability to understand and or produce oral and or written texts which are realized in four skills, listening, speaking, reading and writing. Fourth this skill is used to respond or create discourse in people's lives. Hence the English language is directed to develop these skills so that graduates are able to communicate in English at certain literacy.

However, English is considered difficult by some large number of students, both in high school and university. Quite a lot of students who feel difficult in learning English, due to lack of learning or lack of literation and does not want to learn this causes the low ability of

students in solving problems. Often students make some mistakes in taking decision and did not establishing logic or critical thinking in solving problems. One of the problems in English that often has errors is writing. Writing is one of English basic skills that has important role. Harmer (2004:31) states that writing is a process of sharing information, message, and ideas. It is means that in writing, one expresses ideas, opinion, feeling, or experience that somebody read or heard into the written form to develop the writing skill of each student. Furthermore, Silalahi (2017:178) mentions that writing is one of skill in English that refers with transferring ideas in written form. In writing, it is often impossible to find a solution with soon. There needs to be a thought process before doing. Thinking is an important beginning in determine the next step in doing a job or problem.

In learning students are guided and trained to think in solving each problem. The goal is that students are expected to find the right way and experience in solving the problems at hand. For the example is when students write a thesis especially on introductory section. It is activities or thought processes that a person undergoes in order to be able to complete argumentative writing. That is related to the ability to produce argument or statement which is should be accompanied by logical premises and evidence. That's way the students should have good reasoning ability and critical thinking skill.

Critical Thinking is one of the most important abilities for students to have at this time, especially in argumentative writings. Critical thinking theory emphasizes the existence of knowledge and reasoning. Liam and Carol (2009) stated that thinking and reasoning can be seen as general cognitive processing ability that is easily spread through different topics and contexts. Critical thinking skills involve cognitive skills, it contain six levels of cognitive skills, and those are remembering, understanding, applying, analyzing, evaluating, and creating. The products of cognitive processing are argumentative writing, article and thesis.

Critical thinking is related to reasoning or the capacity of rational thought (Cottrell, 2005). “Rational” means using reasons to solve problems. Reasoning comprises analyzing evidences and drawing conclusions. The focus of critical thinking is often referred to as the 'argument' (Cottrell, 2005). McPeck (1990) and Wilks (2014) in Emilia (2010) stated that the theory regards critical thinking, from the critical thinking movement, centering on critical thinking standards and some dispositions of critical thinking relevant to argumentative writing.

The relationship between critical thinking and writing has been realized by scholars and students, because by writing they can express what they think. One example is a thesis; a thesis is a type of argumentative writings, precisely in the introductory section. Berland and Hamer (2012) states a person has the argumentation ability through his acquisition in understanding the phenomena by expressing what he understands and then trying to convince people to accept his idea and to do this it is required sufficient knowledge and critical thinking ability.

Some of researches have been exploring the ability of critical thinking skill in argumentative writings. One of them is' Arinta and Yuri (2018) write a study about “The Analysis of University Students' Critical Thinking in Writing Argumentative Essays in the English Department of UNESA.” They found that the argumentative essays written by the research subjects were reasonable based on the scoring rubric used in this study. Students are also able to use their critical thinking in developing an argumentative essay.

In addition Nguyen Thi Kieu Thu, Ph.D., and Vo Tran Minh Hieu (2019) write a study about “Applying Critical Thinking Skills to Improve Students' Essay Writing Skills.” Their study found that the teaching method actually improved students' essay writing ability when

the paired-sample t-test stated that the difference between the assignment 1 score set, the pre-test, and the final exam score set, the post-test, was statistically significant with Cohen's d effect size of 0.18. The regression analysis statistically significantly resulted that students highly appreciated the teaching method with the strong effects were put on the global aspects of writing skills, Coherence and Cohesion, Organization and Task response in this study, but not on the surface aspects, Grammar and Sentence structure and Vocabulary (193 words).

From the reasons that the researcher has conveyed, it is very important for students to have critical thinking skills, especially for students who are already at the final level, they must learn to be more critical about how to build claims, reason, evidence and conclusion in the thesis background. Given the importance of critical thinking skills in making good arguments, the researcher decided to raise a study with the title "CRITICAL THINKING IN STUDENTS' ARGUMENTATIVE WRITINGS OF ENGLISH DEPARTMENT OF UIN SATU TULUNGAGUNG." This study is different from the previous studies because it focuses on analyzing of Critical Thinking Elements and Patterns of Argument used by students in writing especially on Thesis; Introductory section in terms of critical thinking elements theory adapted by Alec Fisher.

1.2 Research Problems

Based on the background of the problem above, the research will focus on 2 Research Problems as following.

1. What critical thinking elements are reflected in argumentative writings of the students of English Department of UIN SATU Tulungagung?
2. How are pattern of arguments as critical thinking used in argumentative writings of the students of English Department of UIN SATU Tulungagung?

1.3 Purpose of the Study

1. To investigate critical thinking elements are reflected in argumentative writings of the students of English Department of UIN SATU Tulungagung.
2. To describe pattern of arguments as critical thinking used in argumentative writings of the students of English Department of UIN SATU Tulungagung.

1.4 Significance of the Study

The results of this study are expected to provide benefits for various especially in the world of education. As for the expected use is as follows:

1. Theoretical uses:

Theoretically, it is hoped that the results of this study can be useful for development of learning, especially in the world of education by using critical thinking.

2. Practical uses:

A. For Readers

This research can help the reader on how to use critical thinking in writing especially argumentative writing.

B. For Lecturer

The results of this study can provide information about the critical thinking method of learn from their students. So that it can be used as a guide for activities student in write argumentative writings.

C. For the next researcher

It is hoped that from this research, the results can be used as a guide or add insight for further researchers, so that it can be obtained more effective and in-depth research on critical thinking in argumentative writings.

1.5 Scope and Limitation of the Study

In this study, the writer focuses on analyzing critical thinking elements reflected in Argumentative writings (Thesis/; Introductory Section) of the Students of English Department of UIN SATU Tulungagung .This is because, this chapter can show students' critical thinking skills, especially in making arguments to convey their ideas, knowledge, and thoughts and it classified as a good essay to be data source.

1.6 Definition of Key Terms

Critical Thinking

Chance (1986, p.6) sees critical thinking as the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems.

Argumentative Writing

One of genres in writing which aims to convince the readers to adopt the writer's point of something. (Reza & Atena2012)

Critical Thinking Elements

Elements of critical thinking are the basic parts that underlie critical thinking skills or indicators that can be used to assess the criticality of an argument or statement.

Patterns of Argument

Patterns of Argument are the multi labeling of a set of arguments, together with the constraints on this labeling. Constraints express the relationship between the argument labels of the pattern as they interact with other arguments.