

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURES**

This chapter explains more detail about Familiarity of Topics, Writing, Argumentative Writing, Critical Thinking

#### **A. Familiarity of Topics**

Topics to be used in essay tests need to be designed with great care because they initiate and direct the act of writing that produces the sample for evaluation. (Ruth & Murphy, 2014: 410). Students feel free and confidence when they are writing because they already know what they will write and how is the way of their writing.

In writing argumentative essays, Japanese students show that the content familiarity is proven to powerfully shape both the range and depth of argumentation as part of critical thinking (Stapleton, 2010). From this previous research we can take line if the topic was familiar for students they will have great writing and deep argument, in this research the researcher use argumentative writing to measure how deep the critical thinking of students when they got familiar topic to write.

Familiarity of topic is also can measure the critical thinking skills. A study done to promote higher order critical thinking skills in a reading class found that the students will respond differently to text chosen by teacher as each student is unique (Indah, 2013). The text selection may create problems for the students since they may lose a sense of personal relevance and meaningfulness

in what they read. In other words, meaningfulness of the text may result in better investment on students' part (Kristiyani, 2008). This finding is showed that familiarity of topic influences the students critical thinking.

Each of the knowledge requires the practice of the activities such as remembering, understanding, applying, analyzing, evaluating and creating. Consequently, helping students to obtain and achieve the targeted knowledge dimension equals to leading them to higher order critical thinking skills (Fisher, 2005). Many aspects that can influent students critical thinking, and the researcher use familiarity topic and argumentative writing to measure students critical thinking.

## **B. Writing**

The definition of writing is often similar to speaking. It is because both skills are as productive skill. According to Brown, (2000:337) writing is a transaction with word whereby you free yourself from what you presently think, feel and perceive. It means that the students imagination and creative also critical thinking in writing can be measure.

According to (Caroline, 2005:88), both of those are *process* and a *product*. The writer imagines, organizes, drafts, edits, reads, and rereads. Writing instruction began to include the entire process of writing invention, drafting, feedback, and revision-and not just the product. (Caroline, 2005:89). So, when students get topic that they are very familiar to write it will make them easily process in writing and their product are powerful.

In addition, Richard and Renandya (2002:303) state that difficulty in writing lies not only generating and organizing ideas, but also in translating these ideas into readable text. Those difficulties make the students not to be confident in writing. Moreover, familiarity of topic that is chosen by students will make them be confident and easy to find the main idea of what they write.

Learning to write is a difficult and complex series of processes that require a range of explicit teaching methodologies through out all the stages of learning (Knapp,2005:14). Spratt (2005:27) describe that the nature of writing has a number of stages such as brainstorming, making notes, planning, writing a draft, editing, producing another draft, and proof-reading or editing again. Those stages can help the students in writing process.

### **C. Process of writing**

In teaching of writing suggested the process writing has seven steps (Okonkwo and Olokun 2004:119), as follows:

#### **1. Choosing a topic**

Teacher gives two or three topic to students and ask write on one. The following tips will enable you to choose right in such a situation. 1. Read and understand the demand of each question. 2. Select the topic or question you understand and know most about. 3. Take pains to think deeply about the topic you choose. For class or take-home assignment, there may be no choice. That is, the teacher may give one topic for

everyone to write on. Whether, for writing is in an examination situation, for an assignment or for general communication.

## 2. Planning

Planning is the next stage in the writing process. It requires you think deeply about the topic in order to generate relevant ideas. Planning requires you to: 1. Look for what you are asked to do by the topic, check out any clues given in the topic that will aid your understanding it; 2. Think on what you have seen or experienced about the topic; 3. Think on what you have heard about the topic; 4. Think on what you have read about the topic; Think on what you can imagine about the topic.

## 3. Shaping

Having gathered the relevant points on the chosen topic, the next phase is to organize these into sections call paragraphs. A paragraph is a group of sentences that communicate an idea, a thought or a message in sequential relationships. A piece of writing may contain one, two or more paragraphs, depending on the length of the writing. Paragraphs are usually organized into three areas, namely: 1. introduction (one or two paragraphs); 2.the body of the essay (several paragraphs); 3.the conclusion (one or two paragraphs);

## 4. Drafting

After students have generated ideas, they need to write them down, and teachers have students draft their ideas in a number of ways.

### 5. Revising

Once students have generated a draft, they can consider revision of the content and organization of their ideas. However, this is not necessarily easy for students to do. Some students have a limited understanding about what revision include, and some lack the patience needed to go through a time-consuming and sometimes frustrating revision process. However, there are things teachers can do to teach students the concept of revision.

### 6. Editing (reflecting and revising)

Editing is another aspect of writing and requires recognizing problems in grammar (e.g., subject-verb disagreement, improper pronoun use, incorrect verb tense), syntax (e.g., fragment and run-on sentences), and mechanics (e.g., spelling and punctuation errors).

### 7. Proof reading. Students proof read to check for typographical errors.

Students should check the handwritten if it typed work.

Based on explanation above it can be conclude that, a writer should know well how to write, not only in argumentative but also in general rules.

## **D. Types of text**

Text generally will be divided into some types based on each typical structure. There are two main categories of text: literary and factual. Mark Anderson and Kathy Anderson (1998) divide text types into two categories:

1. Literary text covers four specific types of text, they are:

a. Narrative text

In this type of text tells a story using spoken or written language.

b. Poetic text

In this type of text expresses feelings and impressions of life. A poem can have common structure such as rhyming the last word of lines using a certain number of lines.

c. Dramatic text

In this text uses acting to communicate ideas and experiences.

d. Response text

In this type of text gives a person's response (judgement, opinions, reactions) to another text such as a book, film, or poem. The purpose of a response is to describe to the audience the artistic the work and provide a judgement about it.

2. Factual text covers eight specific types of text, they are:

a. An explanation tells how or why something occurs. Explanation can be spoken or written and the purpose is to tell each step of the process (the how) and to give reason (the why).

b. An information report a piece of text that presents information about a subject. The purpose is to classify and/or describe using facts about the subject's parts, behavior and qualities.

- c. A discussion gives the for and against, the positive and negative, or the good and bad points. The purpose of a discussion is to present to the audience different opinion on a topic and, at the end, your opinion.
- d. An exposition as a piece of text that present one side of an issue. The purpose of an exposition is to persuade the reader or listener by presenting one side of an argument, that is, the case 'for' or the case 'against'.
- e. A recount is a piece of text that retells past events. Its purpose is to provide the audience with a description of what occurred and when it occurred.

#### **E. Argumentative Writing**

Argument, on the other hand, is a position supported by clear thinking and reasonable evidence, with a secure connection to solid facts (Mayberry, 2009). In addition, Stephen Toulmin, a British philosopher, proposed an argument consist of evidence and/or reasons presented in support of an assertion or claim that is either stated or implied (Seyler, 2008:76). In argumentative essay, a writer will take a stand whether he/she wants to be pro or con toward the topic (Hidayah in Cahyono & Kusumaningrum, 2011:69).

This text type is characterized by a three stage structure which represents the organizing principles of the genre: Thesis, Argument and Conclusion (Hyland: 1990) and this theories was upgraded by (Ragim et al., 2008) said Student's argumentative writing can be used to measure not only the writing performance but also critical thinking skills. Students' writing performance is

mostly indicated by the quality of the writing product, which focuses on its clarity, originality and correctness .

The critical thinking skills can be assessed on the elements which are reflected from the main aspects namely argument, evidence, recognition of opposition, refutation, conclusion, references, and fallacies (Stapleton, 2001). Argument or writer's view point on a topic is presented in the form of claims supported by a reason. Evidence constitutes statements or assertions which serve to strengthen the argument. Recognition of opposition refers to the identification of statements that run counter or offering alternative interpretations to those expressed in the claim. Refutation deals with the statement that the opposing viewpoints are inadequate in some ways. A conclusion is a statement or series of statements in which a writer sets out what s/he wants the reader to believe. References are related to the use of citation to support the claim. Fallacies are errors in reasoning which do not support the claim. The last element is not always reflected in the writing (Indah, 2013).

#### **F. Critical Thinking**

Critical thinking is a cognitive activity, associated with using the mind. Learning to think in critically analytical and evaluative ways means using mental processes such as attention, categorization, selection, and judgement (Cottrell, 2005). So critical thinking is the way how people using their dep mind to analyze situation around them and also to solve the problem.

Students need to have good thinking' skills by using reasoning and logic focusing on what to believe or do based on the mechanism such as conducting



conceptual and argument analyses for problem solving and decision making (Pithers & Soden, 2001). Every students' have their critical thinking, so the researcher want to know how deep the students critical thinking. Critical thinking skills are important because they enable students "to deal effectively with social, scientific, and practical problems" (Shakirova, 2007, p. 42). From all those statement we can take underline that critical thinking is very important.

The Critical Thinking Community defined critical thinking as "the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (Scriven & Paul, 2007, p. 1).