

**STUDENTS' CRITICAL THINKING PERFORMANCE
SHOWN IN THEIR ARGUMENTATIVE ESSAY:
A STUDY AT ENGLISH LITERATURE PROGRAM OF
STIBA PERSADA BUNDA PEKANBARU**

THESIS



By

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*This thesis is submitted to fulfill one of the requirements to obtain a degree
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ABSTRAK

Rifki Ferdiansyah. 2016. Students' Critical Thinking Performance Shown In Their Argumentative Essay: A Study At English Literature Program Of Stiba Persada Bunda Pekanbaru. Tesis. Program Pascasarjana Universitas Negeri Padang.

Penelitian ini mendeskripsikan keterampilan berpikir kritis mahasiswa dalam menulis esai argumentatif. Penelitian dilakukan pada mahasiswa kelas A semester IV mata kuliah Puisi Fakultas Sastra Inggris STIBA Persada Bunda, Pekanbaru. Peneliti menggunakan analisis deskriptif dalam menjawab dua pertanyaan penelitian berikut: bagaimanakah keterampilan berpikir kritis mahasiswa yang tercermin dari tulisan esai argumentatif mereka dan apa masalah utama mahasiswa dalam keterampilan berpikir kritis saat menulis esai argumentatif. Untuk mengumpulkan data, digunakan dua instrumen penelitian; tes menulis esai dan kuesioner. Indikator penelitian diadaptasi dari karakteristik berpikir kritis yang ditulis oleh Cottrell dan keterampilan berpikir kritis dalam menulis yang ditulis oleh Brookhart. Dari hasil analisis, terindikasi bahwa keterampilan berpikir kritis mahasiswa secara rata-rata berada di level rendah. Lebih jauh, dari tiga aspek penilaian keterampilan berpikir kritis, yakni: aspek isi, aspek argument dan fakta, serta aspek kejelasan bahasa, semua mahasiswa mengalami masalah pada semua aspek tersebut. Dan para mahasiswa sangat lemah pada aspek kemampuan menelaah.


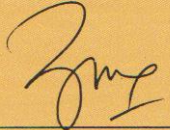
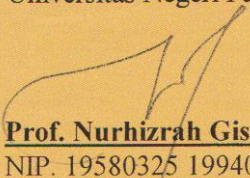

ABSTRACT

Rifki Ferdiansyah. 2016. Students' Critical Thinking Performance Shown In Their Argumentative Essay: A Study At English Literature Program Of Stiba Persada Bunda Pekanbaru. Thesis. Graduate Program of Padang State University.


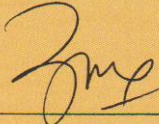



This research was to describe students' critical thinking performance on argumentative essay. The research did at class A poetry study on English Literature Faculty of STIBA PersadaBundaPekanbaru. The researcher used descriptive analysis for finding the answer of research questions. There were two research questions; how is the students' critical thinking performance reflected in their argumentative essay? And, what are the students' main problems in activating their critical thinking in writing argumentative essay? For data collecting, the researcher used two instrumentation; writing test and questionnaire. The researcher made research indicators based on Cottrell's critical thinking characteristics and Brookhart's critical thinking performance on writing project. From the result of the research, the researcher described that most of the students had low critical thinking performance. Moreover, from three aspects of critical thinking performances; idea construction, argumentation, and language used, the students got problems on all aspects. The most problems of students were on argumentation aspect

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Saya yang menyatakan,



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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In cognitive psychology, thinking is defined as a mental process for tracing information. On problem solving, the result of a mental process is a solution. It means that a man uses his thinking to trace information for getting a solution of his problem. Quite different from ordinary thinking, critical thinking brings a man to highest level in the mental process. It happens because critical thinking is not just gather the information, but also analyze and evaluate that information. Then the thinker can select the information that is credible or not, and find a comprehensive solution of his problem.

Critical means showing something based on standards. It was Greek language; kriticos and kriterion. Kriticos means brilliant decision or judgment. Kriterion means standards. Then, critical can be concluded as a brilliant decision or discerning judgment based on the standards. Standards become the main part of critical process; especially critical thinking. It can be said that critical thinker is a person who thinks objectively. He makes decision and judgment based on objective reason. He does not decide based on like or dislike.

Critical thinking affects human life on many aspects; particularly on knowledge development. As already knew, the philosophers developed knowledge by doing deep thinking. One of the oldest methods of deep thinking is probing questions method by Socrates. Of course, the answer of the questions are not common answers, it requires standards. So, it can be concluded that all knowledge starts form critical thinking because the knowledge has to be objective based on standards. It is the foundation of knowledge development.

In the education discipline, a place for deploying knowledge, the educators had been realized critical thinking roles. If a student has a good critical thinking performance; it will affect his learning style. Critical thinking gives him various perspectives. It is contrary of linier perspective which gives many disadvantages. Linear perspective can not be separated from linear thinking process. Linear thinking is easily affected by the surface phenomena. This thinking model does not try to dig the phenomena based on the standard.

Linear thinking or lack of critical thinking gives effect to students' professional future. On a survey at 2008 which had been done by Association of American College and University (AACU), AACU reported that the majority of college students were not a prepared workforce. They did not have well ability on critical thinking, writing, self direction, and global knowledge. Those weaknesses hung up their carrier. That report shows that critical thinking becomes one of the

important keys on someone's professional carrier. If seven years ago critical thinking was the important thing on carrier, it can be sure that it is more important for today.

Critical thinking skill does not casually show up in a person. It is not included as an innate abilities like language skills. It needs learning and practice to master it. As scientific ability, critical thinking is neither to be obtained from regular interaction in daily life. It takes formal process to develop critical thinking; that is at school. It is because of the critical thinking is a combination of logic ability, rhetoric ability, and the ability to philosophize (Reede,, P. 18).

The logic ability will be related to the activities of identify information and to separate relevant and irrelevant information. The ability of rhetoric is drawn from the way to communicate an idea. The idea conveyed through the arguments. The purpose of this rhetoric is to make the audience accept the idea given properly. Meanwhile, the ability to philosophize is a skill that associated with aspects of moral and ethics. It relates to moral and ethics that lives in social interaction where the critical thinker stays.

In language education, critical thinking also has important role. We already knew about critical reading. It is one of application of critical thinking in language learning. By using critical thinking, students can be able to comprehend the text in right way and take an interpretation well. Besides reading, critical thinking also can

be applied on listening skill. Although it is not familiar, critical listening has own eminence to be taught considering most of our interaction is in oral.

Furthermore, critical reading facilitates writing ability. Both of this skill is tied together and interplay each other. Critical reading makes critical writing, on the other hand critical writing needs critical reading. It likes the interplay of comprehension and production on language acquisition. Of course, uncritical reader maybe able to write, but the quality of his writing is doubted. A good critical writing has standard. Thinking the standard, it means doing critical thinking process.

Critical thinking is one of interested study in language education, especially on writing. Reading a text means knowing the writer's. It happens because a text has two parts; text and context. Text is the language properties which build the text. Context is outside the language. It refers to situation or surrounding of text itself. Context helps readers to understand what the writer's exactly want to say from his written language. When a writer has good critical thinking performance, he has to be able to organize text and context properly for expressing his idea or belief.

Sekolah Tinggi Ilmu Bahasa Asing (STIBA) Persada Bunda is one of private colleges in Pekanbaru. English Literature is one of the programs in that college. The whole students of English Literature take Poetry class. They should take it at semester

four. Poetry study is designed to help the students for reaching ability on analyzing poetry both through spoken and written form.

However, based on a preliminary observation and interview, it was identified that several problem arose in the Poetry study. The problems occur concerning with several phases as stated in preceding explanation. The lecture said that she was not satisfied with the process of the lesson. She felt on the lesson process the students did not show the well performance on poetry analysis. The fact could also be portrayed from the students' activities in Poetry class. On class discussion, the students almost did not discuss in scientifically. Many argumentations only based on their fell and did not support by theories.

Based on the consideration above, in this research, the researcher wanted to analyze students' critical thinking performance from their writing. In this case, the researcher did the research at Poetry Class of English Literature Program STIBA Persada Bunda. The researcher did the research in literature program, especially Poetry class.

B. Limitation of the Problem

In this research, the researcher focused to see the students' critical thinking. As the main topic of this research, the students' critical thinking performance

identified from the students' literary essay. So, this research did to the fourth semester students' of poetry class at English Literature STIBA Persada Bunda, Pekanbaru.

C. Research Questions

This research aimed to analyze how is students' critical thinking performance based on their literary essay. So then, these following questions are specially addressed in this research:

1. How was the students' critical thinking performance reflected in their literary essay writing?
2. What were the students' main problems in activating their critical thinking in writing literary essay?

D. Purpose of the Research

There were two purposes of this research. First, it was to find out how good students' critical thinking performance seeing from their literary essay. Second, it was to find out the students' main problem in critical thinking on their literary essay.

E. Significance of the Research

This research was important for the lecture of English Literature at STIBA Persada Bunda, Pekabaru. This research made a first step to evaluate and arrange a new strategy of how to build their students' critical thinking as a significant part in literature knowledge. Not only it, by this research, English teachers and lectures had to concern about critical thinking as a significant aspect in language ability. So, they could arrange a teaching learning process by concerning students' critical thinking.

Besides for teachers and lectures, this research could be useful for related institution too. This research could be a consideration for giving more intention to critical thinking values. Although there was an axiom where intellectual person is has to be critical, this research was able to be as a pre thinking for exploring critical thinking more and used it to improve students' skill; particularly in English literature and English language.

The last one, the readers who read this research, could get a benefit too. This research was able to be a reference for initiating to give more intention to critical thinking in learning English literature. And then, it could be increased more studies for finding the effect of critical thinking in mastery English language as a foreign language.

F. Definition of Key Term

To avoid the bias on this research, there were several definitions about several items which very relate to this research, namely:

1. Critical thinking

In this research, critical thinking defined as the intellectual thinking that consists of skillfully conceptualizing, applying, synthesizing, and evaluation information.

2. Literary essay

In this research, literary essay defined as forms of argumentative prose used by university students and researchers to convey a body of information about a particular subject.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This is a reasearch of students' critical thinking performance seen on their argumentative essay. The reseach done to Class A students of Poetry Study of Literature Faculty at STIBA Persada Bunda. For this research, the reseacher used cirtical aspects that can be seen on writing, namely; content of essay, reasoning and evidence, and written expression. Based on the analysis, the reseacher concludes two conclusions, namely:

1. Based on the analyzing of students' argumentative essay, the researcher found that their critical thinking performance on writing were low. From three aspects of critical thinking on writing, they had problems on all aspect. Moreover, they had significant problems on making argumentation; the important part of argumentative essay genre.
2. Based on the interviewing, the researcher concluded that the students' main problem on activating their critical thinking was on the content aspect. Most of them felt trouble on finding and developing idea. Moreover, from their answered, the researcher also found that lack of vocabulary made the students' could not able to activate their thinking process maximally.

B. Implication

Based on the foregoing discussion and research finding, the students' critical thinking performance on writing mostly low. Only two students on 15 participants had poor performance, although no one students had excellent performance too. So then, there are several implications from the result of this research.

First, it seems that students need to emphasize their critical thinking performance on writing in every aspect. They had problems in every aspects of critical thinking, especially in giving evidence. The students need to concern that evidence in an argumentative essay is significant aspect. And they also have to increase their

For the lecturers, the researcher suggests that lecturer tries to make a strategy for increasing students' critical thinking in every teaching activities. Lecturers need to devote more time to facilitated the students to train their selves in every aspect of critical thinking; especially in reasoning and giving evidence.

C. Suggestion

Based on the result of this research, the researcher purposes some suggestions. These suggestions are for several people who are connected on this area of study. The suggestions are;

1. On this research finding, the students were had problems in every aspects of critical thinking. It made their performance not too satisfied, although not too bad also. They need to increase their performance with learning more harder about argumentative essay concept. After that, the students try to practise about how to look for evidence and processing it as a reasoning in a essay.
2. On the other side, the lecturers also need to concern on the students' weakness on critical thinking performance at writing, especially in reasoning and evidence. The lecturers need to devote several times to facilitate the students to practice how to find evidence and to discuss about how to make an effective reasoning. Of course, the lecturers also have to concern in fasilitating the students for mastering more another aspects of critical thinking. It will be more better if the lecturers are able to put the critical thinking study in their teaching activities as a specific subject. So then, the students will be able to focus in practicing and increasing their critical thinking perfomance.

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