

***THE CORRELATION BETWEEN THE SECOND YEAR STUDENTS'
CRITICAL THINKING DISPOSITION AND THEIR ABILITY IN
WRITING ANALYTICAL EXPOSITION TEXTS AT MAN 1
PEKANBARU***

M. Fadhil muzakki, Syofia Delfi, M. Syarfi
Fadhil.muzakki.93@gmail.com, syofia_delfi@yahoo.com, mhd_syarfi@yahoo.co.id
 CP. 085355926599

English Study Program
 Language and Arts Department
 Faculty of Teacher Training and Education
 Universitas Riau

Abstract: *This research is aimed at discovering the correlation between the second year students' critical thinking disposition and their ability in writing analytical exposition texts at MAN 1 Pekanbaru. The problem needs to be addressed in this research is : is there any significant correlation between MAN 1 Pekanbaru second year students' critical thinking disposition and their ability in writing analytical exposition texts The research data were collected in April 2017. The population of this research was 301 second year students of MAN 1 Pekanbaru. The cluster random sampling technique was applied to determine the sample. The sample of this research is class 31 students of XI MIA 3. The data were collected by using two kinds of instruments in the form of a questionnaire and a writing test which are assessed by using Product Moment's formula that are analyzed by using SPSS 16.0 Statistic Program. Based on the data analysis, it shows that there is a significant and positive correlation between MAN 1 Pekanbaru second year students' critical thinking disposition and their ability in writing analytical exposition texts. The correlation is categorized as moderate level. This study suggests the teacher to promote critical thinking in English classrooms. The implication of the finding is that the students should increase their disposition towards critical thinking to improve their writing.*

Keywords: *Correlation, Critical Thinking Disposition, Writing, Analytical Exposition*

HUBUNGAN ANTARA KECENDERUNGAN BERFIKIR KRITIS SISWA TAHUN KEDUA DAN KEMAMPUAN MEREKA DALAM MENULIS TEKS ANALYTICAL EXPOSITION DI MADRASAH ALIYAH NEGERI 1 (MAN 1) PEKANBARU

M. Fadhil muzakki, Syofia Delfi, M. Syarfi

Fadhil.muzakki.93@gmail.com, syofia_delfi@yahoo.com, mhd_syarfi@yahoo.co.id
CP. 085355926599

Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: penelitian ini bertujuan untuk menemukan hubungan antara kecenderungan berfikir kritis siswa tahun kedua dan kemampuan mereka dalam menulis teks analytical exposition di Madrasah Aliyah Negeri 1 (MAN 1) Pekanbaru. Permasalahan yang perlu didiskusikan dalam penelitian ini adalah: apakah ada hubungan yang signifikan antara kecenderungan berfikir kritis siswa kelas dua dan kemampuan mereka dalam menulis teks analytical exposition di MAN 1 Pekanbaru. Data penelitian ini dikumpulkan pada bulan April 2017. Populasi penelitian ini adalah siswa kelas dua MAN 1 Pekanbaru yang berjumlah 301 siswa. Penulis menggunakan teknik *cluster random sampling* untuk memilih sampel. Sampel penelitian ini adalah kelas XI MIA 3 yang terdiri dari 31 siswa. Data dikumpulkan dengan menggunakan dua jenis instrumen dalam bentuk sebuah angket dan sebuah tes menulis yang dinilai dengan menggunakan rumus Product Moment dan dianalisa dengan menggunakan SPSS 16.0 program statistik. Berdasarkan analisis data, menunjukkan bahwa ada hubungan yang signifikan dan positif antara kecenderungan berfikir kritis siswa kelas dua dan kemampuan mereka dalam menulis teks analytical exposition di MAN 1 Pekanbaru. Oleh karena itu, rumusan masalah penelitian ini terjawab bahwa terdapat hubungan antara kecenderungan berfikir kritis siswa kelas dua dan kemampuan mereka dalam menulis teks analytical exposition. Penelitian ini menyarankan guru untuk mengembangkan critical thinking di dalam kelas Bahasa Inggris. Kesimpulan dari temuan ini adalah siswa harus meningkatkan kecenderungan mereka untuk berfikir kritis dalam rangka untuk mencapai keunggulan dalam menulis.

Kata Kunci: Korelasi, Kecenderungan Berfikir Kritis, Menulis, Analytical Exposition

INTRODUCTION

Learning English is important because it is an international language which is used by people in the world in order to communicate. In learning English, there are four main skills that should be mastered by the learners; speaking, writing, listening and reading. Writing plays an important role in ESL/EFL learning. The process of learning writing has widely spread from junior level of education through university levels.

State Islamic Senior High School 1 (MAN 1) Pekanbaru is one of senior high schools in Pekanbaru, where English is taught as a compulsory that is taught twice in a week, with 90 minutes for each meeting. Based on *Badan Standar Nasional Pendidikan* (BSNP) or National Standard Education Council curriculum, writing monologue text in the form of analytical exposition is one of the indicators of students' success in learning English (2013). The students are expected to meet the social function of learning analytical exposition text which is to responsibly express their opinion about hot topics being discussed. This means the students should be able to think critically to analyze relevant facts and arguments that may support their writing and to think in a reasoned way (Ennis, 1996).

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—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. Specifically, the researcher found a number of such phenomena as follows:

1. Some of the students did not have any idea related to the writing topic.
2. Some of the students did have many ideas, but they do not present clearly, cohesively, and well-organized writing.
3. Some of the students did have curiosity to seek for information, but they do not present substantive writing.
4. Some of the students were afraid of doing grammatical mistakes..
5. Some of the students were not able to convince the readers by using appropriate words.

One of the factors indicating students' critical thinking ability can be seen in their expressing ideas. Besides, the five steps in implementing 2013 curriculum so indicates the practice of critical thinking, they are observing, questioning, associating, experimenting and evaluating. It indicates the role of critical thinking. It can refer to the process of observing, questioning, associating, experimenting and evaluating. The students perform their critical thinking start from what they see. From observation to questioning, from questioning to associating, from associating to experimenting, from experimenting to evaluating.

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting and formulating the opinion or conclusion. Critical thinking is more than a buzz phrase; it's the ultimate goal of education. John Dewey (1916) in journal of Azizollah, Dabaghi (2013) defines, critical thinking is "reflective thought" rather than routine thought; it's the process of "active, persistent, and careful consideration" of the credibility and conclusions of

supposed knowledge or information. By critical thinking the students have many ideas, arguments on their minds and they will try to convey it in their writing.

Critical thinking plays a major role in writing. 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. It shows that students should have ability on critical thinking. Meanwhile, Facione (2013) points out those students who is analytic, inquisitive, systematic, and curious in seeking for information, as well as open-minded and self-confident, are considered to have good critical thinking. It means that the one will have good critical thinking when they are analytic, inquisitive, systematic, and curious in seeking for information, as well as open-minded and self-confident.

The phenomenon above indicates that some of the students still have problems in their writing. This problem indicates that it is important to conduct a research on the correlation between the second year students' critical thinking disposition and their ability in writing analytical exposition text at MAN 1 Pekanbaru. Therefore, this study will answer the research question if there is any significant correlation between the second year students' critical thinking disposition and their ability in writing analytical exposition text at MAN 1 Pekanbaru.

METHODOLOGY

This research belongs to correlational research which determines the relationship between students' critical thinking disposition is as variable X and their ability in writing analytical exposition texts is as variable Y. This research was conducted at MAN 1 Pekanbaru. The population of this research was all of the second year students of MAN 1 Pekanbaru with the total number of students were 301 students. The sample of this research was class XI MIA 3 which consisted of 31 students. The sample was chosen by using cluster random sampling. The writer selected the classes randomly as the sample by using lottery technique. The writer used the lottery that consisted of seven cards that have been written name based on each second year classes in MAN 1 Pekanbaru. After mixing the cards for certain time, the writer took cards randomly as the sample for the research. It was XI MIA 3 who has 31 students. So the students were as the sample. To conduct this research the writer used critical thinking disposition questionnaire and writing test. Before conducting the research, the writer tested the instrument by validity and reliability test. After collecting the data, the writer used correlation Product Moment formula to find out the correlation between variable X (students' critical thinking disposition) and variable Y (students' ability in writing analytical exposition texts) and the symbol of the correlation product moment is 'r'. The data were analyzed by using SPSS 16.0. After analyzing the data, it can be interpreted based on the table of r_{xy} Product Moment's interpretation.

RESEARCH FINDINGS

In this section, the writer presents the findings focusing on the correlation between the students' critical thinking disposition and their ability in writing analytical exposition texts.

The students' critical thinking disposition

Table 1. The scores of student's critical thinking disposition are presented below.

No	Score	Category	Frequency	Percentage (%)
1	81-100	Excellent	2	6.45 %
2	61-80	Good	13	41.9 %
3	41-60	Mediocre	16	51.6 %
4	21-40	Poor	0	0%
5	0-20	Very Poor	0	0%
Total			31	100%

Table 1 above shows the level of the students' critical thinking disposition. The number of the respondents is 31 students. The students who have excellent critical thinking are 2 students (6.45%), the students who have good critical thinking are 13 students (41.9%), the students who have mediocre critical thinking are 16 students (51.6 %), the students who have poor and very poor critical thinking are 0 students (0 %).

From all the data presented in table 1, it can be concluded that the students' critical thinking is in mediocre to excellent level. However, the dominant score with the highest percentage is in mediocre level.

The students' ability in writing analytical exposition texts

Table 2. The scores of the students' writing are presented below.

No	Score	Category	Frequency	Percentage (%)
1	81-100	Excellent	0	0%
2	61-80	Good	7	22.6 %
3	41-60	Mediocre	24	77.4 %
4	21-40	Poor	0	0 %
5	0-20	Very Poor	0	0 %
Total			31	100%

Table 2 shows the level of students' ability in writing analytical exposition texts. The number of the respondents is 31. There are 0 students (0 %) in excellent level, 7 students (22.6 %) in good level, 24 students (77.4 %) in mediocre level, 0 students (0 %) in poor and very poor level. It can be concluded that the students' ability in writing analytical exposition texts is in mediocre level because the highest percentage is in the mediocre level (for the detail of the scores, see appendix 11).

The test of hypothesis

In this research, there is a hypothesis need to be answered. To test the hypothesis, the writer used Pearson Product Moment assisted by SPSS 16.0 program. Before the data of two variables are tabulated in Statistical Package for Social Sciences (SPSS) 16.0 program, the normality and linearity test were carried out by the writer. The normality test of the data is qualification for many statistical tests because normal data is an underlying assumption in parametric testing. Furthermore, the linearity test is to predict the value of a variable (dependent variable) based on the value of another variable (independent variable).

The normality test result shows that the Sig. Value of the data is 0.200. The data is categorized as normal if the Sig. value > 0.05 (Syofian, 2014). Meanwhile, the linearity test conducted using ANOVA formula shows that the Sig. Value of the data is 0.001. The data is categorized as linear if the Sig. value < 0.05 (Syofian, 2014). Therefore, the test distribution is linear.

From the result of normality and linearity test, it can be concluded that the data analysis can be continued to find out the correlation value because the distribution of both of the data is normal and linear. The writer tabulated the data to find out the correlation of the variable X (students' critical thinking) and Y (students' ability in writing analytical exposition texts). To find out the correlation between the two variables, the writer used Product Moment formula by SPSS 16.0 Statistics Program.

Table 2. The result of the correlation analysis is presented below.

		CT	Writing
CT	Pearson Correlation	1	.518**
	Sig. (2-tailed)		.003
	N	31	31
Writing	Pearson Correlation	.518**	1
	Sig. (2-tailed)	.003	
	N	31	31

**. Correlation is significant at the 0.01 level (2-tailed).

The table above describes the total value of the coefficient correlation between students' critical thinking disposition (X) and their ability in writing analytical exposition texts (Y) calculated by using Pearson correlation. A significant correlation was found. It could be seen from the sig-t. It is 0.003 which is smaller than 0.05 (sig.t < 0.05). So, the result shows that the scores between students' critical thinking and their writing ability correlate. In conclusion, H_0 is rejected and H_a is accepted. Moreover, the value of r_{xy} is 0.518 at the correlation significant level of 1% (0.01). It means that there is a positive significant correlation between X and Y variable. Based on the correlation table in chapter III, the correlation found in this research is categorized into moderate level.

Interpretation of the research findings

Based on the presentations of the findings, the writer found that the level of students' critical thinking varies from mediocre to excellent level with 2 students (6.45%) in excellent level, 13 students (41.9%) in good level, and 16 students (51.6%) in mediocre level. In short, the highest percentage is in mediocre level which is 51.6% with 16 students out of 31. It can be concluded that the students' critical thinking disposition is at mediocre level. From this data, it can be indicated that the students do have a sufficient critical thinking disposition.

Furthermore, the result of the students' ability in writing analytical exposition texts shows that 7 students (22.6%) are categorized as good and 24 students (77.4%) are categorized as mediocre. There is no student categorized as poor and very poor because all of them got a score ≥ 47 in the written test. In short, the highest percentage is in mediocre category which is 77.4%, 24 out of 31 students. It can be seen that the students' writing ability is at mediocre level. From the data, it can be seen that the score are below the standard or KKM which means that they did not passed the KKM.

This study shows that the students' writing ability as suggested by Hughes (2003) has a correlation with the students' critical thinking disposition consist of 12 indicators as suggested by Facione (2013). It means that the students' writing ability in terms of Grammar, Vocabulary, Mechanics, Fluency, Organization have relationship with Inquisitiveness with regard to a wide range of issues, Concern to become and remain well-informed, Alertness to opportunities to use critical thinking disposition, Trust in the process of reasoned inquiry, Self-confidence in one's own abilities to reason, Open-mindedness regarding divergent world views, Flexibility in considering alternatives and opinions, Understanding of the opinions of other people, Fair-mindedness in appraising reasoning, Honesty in facing one's own biases, prejudices, stereotypes, or egocentric tendencies, Prudence in suspending, making or altering judgment, Willingness to reconsider and revise views where honest reflection suggest that change is warranted.

The data of this study is normal and both of the variables are linear. Therefore, the correlation value between the variable X (students' critical thinking disposition) and Y (students' ability in writing analytical exposition texts) can be counted. From the data, it can be concluded that the students' critical thinking disposition and their ability in writing analytical exposition text is correlated. It can be seen from the sig.t value, 0.003 which is smaller than 0.005. from the value of r_{xy} , which is 0.518, it can be concluded that the correlation between the two variables is in moderate level. The direction of the correlation is positive. It means, the higher the students' critical thinking is, and the higher their writing ability is.

CONCLUSIONS

In brief, this study is proposed to answer whether there is a significant correlation between students' critical thinking disposition and their ability in writing analytical exposition texts. The sig.t value is 0.003 which is smaller than 0.005 it means there is correlation between the two variables. Moreover, from the value of r_{xy} , which is 0.518, It can be concluded that the correlation between the two variables is in moderate

level. The direction of the correlation is positive. It means, the higher the students' critical thinking is the higher their writing ability is.

SUGGESTIONS

1. For the teachers, the teaching of analytical exposition text should be in line with the teaching of critical thinking. The teacher should provide learners with particular activities which are not only linguistically manageable but also cognitively challenging by providing a learning environment that empowers the students to enhance their knowledge by discussing the current issues with their classmates. By doing this, it will be easier for the students to express their ideas in writing.
2. For the students, critical thinking helps improve writing ability. Through critical thinking, the students find many new things and clarify every single thing. Critical thinking will make the students dare to ask about what they do not understand yet. So, critical thinking is important not only to improve students' ability especially in writing, but also to be able to cope with the problems they find in their real life.
3. For future researchers, it is important to be able to understand and differentiate critical thinking skill, ability, and disposition because this will affect the overall research. The kind of instrument used for the research will depend on which point of view of critical thinking being discussed. Furthermore, it is also crucial to make sure that the students have already learned and understood the genre of text that is going to be tested so that the result of the test will be more relevant and reliable.

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