

Critical Thinking Aspects Manifested In Secondary School Students' Argumentative Text

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ABSTRAK

Memiliki kemampuan berargumen yang baik secara lisan maupun tulisan sebagai perwujudan partisipasi sosial and kemampuan memecahkan masalah, siswa perlu menanamkan kemampuan berpikir kritis sedini mungkin. Penelitian ini bertujuan untuk mengungkapkan aspek berpikir kritis apa saja yang siswa SMA munculkan pada penulisan salah satu jenis teks argumentasi, yaitu teks eksposisi analitis. Terdapat enam siswa dari kelas 11 dan seorang guru dari sekolah swasta di salah satu kota di Indonesia yang berpartisipasi dalam penelitian ini. Mengadaptasi kerangka teori dari Paul dan Elder (2008), Ennis (1996), dan Watson dan Glaser (2009), enam teks eksposisi analitis yang ditulis oleh siswa dianalisis untuk melihat elemen, disposisi, dan kemampuan berpikir kritis dalam menulis. Kemudian, dilakukan juga wawancara dengan enam siswa dan seorang guru untuk mengetahui seberapa melekatnya disposisi pada diri siswa untuk berpikir kritis. Temuan pada penelitian ini menunjukkan bahwa hanya penulis dari teks yang dikategorikan dominan mampu menunjukkan semua aspek berpikir kritis, walaupun masih pada level rendah. Lemah dalam memformulasikan alasan pemikiran dan penyediaan bukti untuk menguatkan argumen merupakan kekurangan dari semua penulis. Penelitian ini dapat bermanfaat untuk siswa dalam meningkatkan kemampuan berpikir dan menulis dan untuk guru dalam memodifikasi intruksi dalam pembelajaran.

Kata kunci: *Critical Thinking, Disposition, Argument*

ABSTRACT

To have a good skill at social participation and problem-solving, students need to embed the critical thinking (CT) skills as early as possible. This study aims to explore critical thinking aspects manifested by secondary school students in writing one type of argumentative text, i.e. analytical exposition. Six eleventh-grade students and a teacher of a private school in one city of Indonesia participated in this study. Adapting Paul and Elder's (2008), Ennis's (1996), and Watson and Glaser's (2009) frameworks, six students' analytical exposition texts were analyzed to match CT elements, dispositions, and abilities. Moreover, six students and one teacher were also interviewed in responding how adherent the CT disposition possessed by students. The findings indicated that only two texts manifested all aspects of CT, despite, still feebly. Those texts are categorized as dominant manifestation texts. Lack of providing reasons and evidence to strengthen arguments was the shortcoming of most writers. This research study

contributes to students' writing and thinking enhancement and to teachers in polishing the learning instruction..

Keywords: *Critical Thinking, Disposition, Argument*

Pendahuluan

Having a good command at developing reasonable arguments critically is inevitably needed by individuals in life. This ability supports how individuals go through some steps in problem-solving, also, communicate their ideas to others when problem-solving. Hence, this ability leads to the realization of social participation (Malpique & Veiga-Simão, 2016). Moreover, in this era, the information which become references in constructing arguments are proliferated to be accessed, particularly on the internet, though its credibility might be still obscure. Therefore, individuals need to be selective in seeking for information by involving their critical thinking. As a result, they will be better at managing the related and trusted information until constructing their arguments with certain references. Otherwise, they may be prone to sway because of hoax or misinformation.

When thinking critically, an individual involves his/her cognitive activity that requires a disposed attitude in reasoning the surrounding phenomena, events, or objects exist in this world and

challenges their idea to polish others' thinking towards those phenomena, events or objects supported by relevant sources, leading to a better decision-making and problem solving (Chaffee, 2015; Ennis, 1996; Fisher, 2011). These skills, then, can benefit the individuals in honing their argumentation skills. For instance, being disposed to think critically supports them to prioritize effective and quality in life, leads them to be more accurate and specific in selecting and noting what is relevant and ignoring irrelevant information, and aids them to replenish their precision in identifying the obvious or hidden messages more accurately (Cottrell, 2005). For this reason, CT skills are necessarily embedded by students as early as possible.

An individual would benefit from CT skills when he/she considers thoughtfully the three main aspects of critical thinking: elements, dispositions, and abilities (Paul & Elder, 2008; Ennis, 1996; Watson & Glaser, 2009). Elements of critical thinking, as proposed by Paul and Elder (2008), comprise the presence of issue, arguments with supporting reasons, evidence, opinion, and conclusion. These elements can be manifested when

individuals have a good disposition, or tendency to do it (Ennis, 1996). Adapting from Ennis (1996), there are three dispositions of critical thinkers. Firstly, disposition to get everything clear. This disposition can be manifested by some traits such as being open-minded, inquisitive, and well-informed. Secondly, disposition to take a position. Critical thinkers always attempt to be clear of their own basic belief, to take into account the surrounding from different facets, to be informed of what is communicated as much as require, and to seek and offer reasons. Lastly, critical thinkers are disposed to be an empathetic individual as their willingness to observe the surrounding phenomena or problems and to overcome them is manifested from the sense of empathy to their milieu, for self's good or society's prosperity (Ennis, 1996). Critical thinkers are likely to consider others' feelings and level of understanding as well. Moreover, Watson and Glaser (2009) also propose a RED model that covers CT elements and dispositions which consists of abilities of individuals to recognize assumptions, to evaluate arguments, and to draw a conclusion. Thence, three aspects of CT that can be manifested by individuals can benefits them in delivering their arguments

and reasons carefully and justly which differs them to the common people.

Writing, as well as other skills, may be used to showcase CT aspects. However many theorists emphasize more on writing as it reflects the writer's critical thinking (Derewianka & Jones, 2016; Ennis, 1996; Hatcher, 1999; Lin, 2018; Moon, 2008; Murray & Moore, 2006; Nunan, 2015; Oshima & Hogue, 2006). Writing starts with thinking process: thinking of what idea to convey, who the audience are, and how the writing intrigues the audience. Some people with adequate capacity of written language and thinking can better express what is in their mind compared to others who are not because the capacity to write clearly and precisely is essentially associated with critical thinking (Moon, 2008). One text type that oftentimes argued to promote critical thinking skill is analytical exposition text because it has two points which are relatable to CT. First, it consists of issue and arguments to be stated (Derewianka & Jones, 2016; Knapp & Watkins, 2005). Writers must go through the thinking process which also involves their sense of empathy to look upon surrounding burning issue and their ability to construct justifiable arguments, along with its reasons and evidence (Beauvais, Olive, & Passerault, 2011; Hillocks, 2010).

Therefore, clarity of issue and adequate discovery need to be carried by writers (Ennis, 1996). Second, it becomes student-writers' provision for entering higher education. An embedded argumentation skill in this text type may promote linguistic abilities (Heitmann, Hecht, Schwanewedel, & Schipolowski, 2014; Malpique & Veiga-Simão, 2016; Winkler, 2003). It will be beneficial as tasks in the university require the students to be able to persuade audience through writing. Henceforth, at least students are prepared in knowing how to present argument properly and critically.

Research studies in light of students' CT in writing have been done by some researchers in university, especially in Indonesian context. For instance, Rachmawati (2015) conducted a study at one university which aimed to research students' writing by looking at critical thinking aspects (focusing only on elements and dispositions) exhibited in their Discussion text. This study which gained perspective only from the students indicated that students have succeeded in conveying argument, however their arguments are lack of reason and fact supporting the quality of argument. The highlighted recommendation is that CT is urged to be taught and practiced during learning process which can be realized by the

opportunity provision on each writing stage. Another study was conducted by Kuswanto (2015). She focused on learning to write substantial and critical argumentative text through Genre-based approach and using social media as a tool to develop thinking skill. This study involved the freshmen at one university in unstated city. The result of document investigation revealed that despite the students have access to explore information from diverse sources, they are still unable to state their idea clearly supported by sufficient credible reasons or facts from credible source that can promote their argument credibility. This study generated a recommendation which was, again, highlighted to the provision of writing opportunity on each stage along with teachers' consecutive feedback.

Dealing with the effect of integration between CT skill and EFL argumentative text, Pei, Zheng, Zhang, and Liu (2017) conducted a study to undergraduate studies majoring English at two universities in Nanjing, China. The results showed that not all students, though in university level, exhibited dominant critical thinking skills in writing argumentative text in terms of presenting relevance, clarity, logicity, profundity and flexibility in EFL writing. The researchers

recommended an integration of CT into EFL writing instruction. Again, Nejmaoui (2018) conducted a study involving English undergraduate students at one university in Morocco to investigate the effect of CT instruction integrated in writing instruction. The result indicated that students still showed low level of CT in using more credible evidence, address alternative arguments, support conclusions, and maintain the logical flow of ideas in their essays due to time constraints. Thus, she suggested the implementation of CT integration for longer periods as it may help students to develop their argumentative writing.

The facts that argumentation skill is required at the university level and real-life situation and research studies showed that university students are still manifesting low CT skills, thus, students need to foster their critical thinking as early as possible in this context, senior high school where analytical exposition text is acquainted. Meanwhile, considerable number of research on the existence of critical thinking aspects in writing argumentative text relates to university students but only a few are concerned with senior high school students. To fill the gap of the research, this study was done. This study aimed to identify what CT aspects manifested in students'

analytical exposition texts written by eleventh-grade students in Tangerang.

Metode

This study adopted a qualitative approach as it was aimed to study a real phenomenon through meaning-making and no manipulation (Creswell, 2014; Merriam, 2009). Using document and interview as multiple data source, this study sought for aspects of CT manifested in students' analytical exposition texts in thick description. Thus, qualitative approach was deemed appropriate for this study.

The data from document were six texts written by students of a private school in Tangerang. These were used for its specificity, and authenticity (Yin, 2018). Authenticity as it is not created as a result of the study; instead, it is of the sources in conducting this study. The texts analyzed in this study were selected from students' with diverse language proficiency. Afterwards, the texts were analyzed using some theorists' frameworks. Derewianka and Jones' (2016) framework on schematic structure and language features of analytical exposition text was used. Frameworks used to identify CT aspects covering element, disposition, and ability are adapted from Paul and Elder (2008), Ennis (1996), and Watson and Glaser (2009).

According to Derewianka and Jones (2016), analytical exposition is organized in three main schematic structure: thesis, argument, and reiteration/conclusion. The key of language features used is persuading. This, oftentimes, involves the ability to voice one's position and opinion, signaled by words "I agree" "in my opinion" "I believe" "things went uncontrollable" and so on. In addition, it is to strengthen position or opinion with evidence, signaled by words "cited from..." "based on a research study" "a study conducted by..."

In relation to exploring CT aspects in this study, firstly, Paul and Elder (2008) suggest the six elements of thinking. It comprises the ability to state the issue, tease arguments, provide supporting reasons, provide evidence, utter opinion, and draw a conclusion. These ability can be realized if someone has a disposition to do so. The disposition, as the second aspect, involves the attempt to get everything clear, to take a position, and to be an empathetic individual (Ennis, 1996). To get everything clear, critical thinkers attempted to manifest all thinking elements. Then, when taking a position, critical thinkers are disposed to declare their tendency towards things. At last critical thinkers attempted to be empathetic as they would do prior mentioned attempts driven by their

awareness of surrounding phenomena. All dispositions that realize elements of CT can lead individuals to possess the third aspect, i.e the ability to think critically: to recognize assumptions, to evaluate arguments, and to draw a conclusion (Watson & Glaser, 2009).

After obtaining and analyzing data from text, an English teacher and six students, whose texts were analyzed, were interviewed to find out more about CT disposition possessed by students especially when writing analytical exposition text. The teacher's perspective is also gained to clarify whether students are personally disposed to think critically or not. The interview was held by phone and was recorded. This data collection technique is appropriate to gain a rigorous data (Merriam, 2009).

In analyzing data, several stages were done. Firstly, students' texts were analyzed based on the structure and language features of analytical exposition text type and CT aspects. Secondly, categorization of CT aspects manifestation is made into three: dominant, moderate, and low. Thirdly, the interview recordings were transcribed and encoded into several theme i.e. students' perspective on the urgency of critical thinking in writing process and teacher's perspective on critical thinking

involvement in learning process, particularly in teaching writing, and in students' personality. Then, the data are interpreted in light with relevant theories. Finally, the interview results presented and triangulated with the text analysis and to come to a conclusion

Hasil dan Pembahasan

This section elucidates what aspects of CT manifested in students' analytical exposition texts from three categories: dominant, moderate, and low manifestation. The three categories are determined in light with the presentation of the schematic structure and language features of analytical exposition text and CT aspects that are manifested in the text.

A. Dominant CT aspects manifested in students' analytical exposition texts

Finding in this study revealed that dominant CT aspects are manifested Text 1 and Text 2. They are indicated by signal words employed in the text, as seen in the following table.

Table 1 Elements of CT (Paul & Elder, 2008)

Illustrative		
Aspects	Attempt	example from the data

Elements	Stating an issue	<ul style="list-style-type: none"> • Covid-19 caused the death...of people...and <i>make us</i> need to adapt to a new habit (Text 1)
	Teasing argument s	<ul style="list-style-type: none"> • Korean wave is already <i>endemic</i> in the whole... world (Text 2)
	Formulating reasons	<ul style="list-style-type: none"> • <i>First of all</i>, we are compulsory to use a face mask to prevent virus transmission (Text 1) • <i>Secondly</i>, K-Cinemas and K-Dramas have a good quality and interesting plots (Text 2)
	Providing evidence	<ul style="list-style-type: none"> • The virus <i>can be</i> transmitted by saliva, <i>so</i> if we are not using a face mask,...(Text 1) • K-Cinemas and K-Dramas have

<p>Uttering opinion</p>	<p>also presented stories...of people...in royal era with themeof...romance...and...heroism (Text 2).</p>	<p>inspiration ... to make other countries amazed and interested in Indonesia (Text 2)</p>
<p>Making a conclusion</p>	<ul style="list-style-type: none"> • <i>Cited from CNN.com, the virus can...(Text 1)</i> • Korean music industry have a great achievements such as <i>BTS winning the Billboard Music Award and the American music award</i> (Text 2) • <i>In my opinion, following the health protocol will give a good impact in our life in this hard time</i> (Text 1) • <i>...many people think Korean wave has brought bad impact ..., but it must be</i> 	<ul style="list-style-type: none"> • <i>In conclusion, I strongly believe that...</i> (Text 1) • Korean wave doesn't always have <i>bad impact</i> that <i>many people assume</i> (Text 2)

Both writers managed to write the text in a proper presentation including the schematic structure and language features of analytical exposition text. Moreover, the findings show that all six elements of CT manifested in Text 1 and Text 2. It is begun by stating the issue. Text 1 uplifted the issue of the benefit of following health protocol and Text 2 carried the issue of positive value from Korean wave. The issues are in prescriptive category and raise the question “why”. Then, both writers successfully showed their position and, as a result, the readers may be convinced on how the writers weigh on the issue that is worth-discussing. Also, the readers may adopt the writer’s viewpoint (Derewianka & Jones,

2016; Knapp & Watkins, 2005). It is agreed by some experts (Browne & Keeley, 2018; Derewianka & Jones, 2016; Knapp & Watkins, 2005; Paul, 1993) that issue is what is talked about containing a matter, situation, or person that can be perplexing and/or stimulating people to handle or resolve it. Moreover, the manifestation of clear issue in a text can indicate the writers' critical thinking since, in accordance with Paul and Elder (2008), the uplifting of issue results from thinking and empathy that individuals have towards the occurring phenomena.

The next element manifested in dominant texts is argument. The writers of Text 1 and Text 2 developed the argument when responding the question "why". It is shown by the inclusion of reason, evidence, and conclusion which are indicated by some signal words. For instance, sequencing their idea using "first of all", "firstly", "secondly". In other instance, the writers employ causal conditional connectives to link points in the argument "because" and comparative connective "but" to show counterpoint. When finalizing the argument, the writers employ signal words such as "so" and "from this reason". This indicates that the writer attempted to organize and develop their arguments. It is accordant with Browne and Keeley's

(2018) and Cottrell's (2005) contention that an argument is supposed to support a point of view by reasoning, evaluating, and presenting evidence. Then, most importantly, someone who is deemed as critical thinkers would likely to consider the set of reasoning before conveying his/her argument as s/he ensures own self to respond the counterargument fair-mindedly (Cottrell, 2005).

The third elements of CT is formulating reasons. Both writers showed the reasons to support their arguments. They are pivotal in constructing a conclusion as they are the logic why the conclusion can be accepted at its sensibility and credibility (Browne & Keeley, 2018). Also, both writers showed their ability to make inference in which they provide a set of reason that supports one point of argument or conclusion; writer of Text 1 convinced how following health protocol brings good impact particularly in preventing virus transmission, and writer of Text 2 defined how positive values of South Korean people from different facets can inspire Indonesian people. It is agreed by Paul (1993) that it requires the ability to make inference to relate one reason to another reasons in order to justify the conclusion we are coming to. Thus, the writers are shown to have an effort to

respond the issue and to establish a logical conclusion.

Afterwards, both writers showed their criticality through their effort to provide fact or evidence in order to emphasize their arguments and reasons. The emergence of signal word “cited from” points out that the writer of Text 1 attempted to get everything clear. Meanwhile, writer of Text 2 only report the facts about achievements pursued by Korean entertainment industry. The evidence provided by the writers were not yet that substantial, however, they have attempted in convincing the audience that the reasons conveyed are warranted true (Browne & Keeley, 2018). This attempt can be a provision for the writers in mastering argumentative text.

The next element manifested in dominant texts is opinion. Both writers have shown their opinions based on a personal or common beliefs in their texts. The opinions are indicated by the use of evaluative (e.g. good impact, boring and excessive plot), obligatory words (e.g. must be, make us), giving opinion signal words (e.g. In my opinion, I strongly believe, many people think). This circumstance is in line with Cottrell (2005) that opinion is closely related to our belief portraying an attitude, a judgment, or a personal view that can be

held individually or by majority of people. Both writers also manifested their critical thinking in terms of comprehending widespread opinion and looking at facts to support opinion (Ruggiero, 2012).

At last, the element of CT manifested in dominant texts is conclusion. All texts in dominant manifestation category include the conclusion. The conclusion covers the key of thesis statement and arguments. The emergence of conclusion explicitly in both texts indicates that both writers showed their critical thinking as a conclusion is the message that the speaker or writer wishes the audience to accept (Browne & Keeley, 2018) that also can delineate the position of critical thinkers (as speakers or writers). It is drawn as the end point of reasoning and arguments (Cottrell, 2005). An appropriate and justifiable conclusion from diverse arguments would be drawn effectively (Watson & Glaser, 2009).

Based on the elaboration on the findings, it can be indicated that both writers of Text 1 (Becca) and Text 2 (Alice) have a good disposition to think critically. They attempted to get everything clear, to take a position, and to be an empathetic individual by the manifestation of all CT elements in their texts. This is in line with the response in the interview, both with

students and the teacher. The writer of Text 1 confided that she sought out the source to give her inspiration to write on the website, social media, and from real life observation. The attempt she has done is due to her intention to remind the readers as there were people being ignorant about health protocol during pandemic. This attempts also showed her sense of empathy that she aimed to remind other to stay safe and to protect beloved family. The teacher responded in the interview that she is a sociable person and she possessed good critical thinking skills.

Becca itu anaknya rajin, terus kritis juga saya rasa. Kalau saya lihat pergaulannya luas gitu dan dia aktif bertanya.

Becca is a diligent student and I suppose she has good critical thinking skill. As far as I know, she is a sociable person and is a keen participant in class.

(Ms. Linda, 23 October 2020)

The writer of Text 2 also did attempt to be well-informed by seeking information on the website and on TV. However, she only lacked in mentioning the detail of references in which she took the information from. This circumstance can vaguely expose her intention to illuminate the readers that Korean wave can render us to be more appreciative to South Korean people through its culture and prominent

personality traits. Her sense of empathy can be implicitly noticed in the text. The teacher is also not hesitant that she has good critical thinking skills, as seen in the following response.

Alice cukup rajin juga, cukup kritis, pintar juga. Dia masuk 3 besar juga di kelas. Tapi untuk tugas ini, sebenarnya dia telat ngumpulannya, jadi dia tidak mendapatkan feedback dari saya.

Alice is quite hard-working, critical, and clever too. She is one of the three excellent students in the class. Even though she overdue the submission of this task and didn't get my feedback, she directly wrote the full text quite correctly.

(Ms. Linda, 23 October 2020)

It can be noted that all elements manifested in the text are the embodiment of the writers' criticality in presenting their discovery through writing and, importantly, their abilities to think critically (Watson & Glaser, 2009). Watson and Glaser (2009) proposed a RED model which covers the ability to recognize assumptions, evaluate arguments, and draw a conclusion. The writers of dominant texts have shown their abilities in thinking and writing critically by having a good disposition of CT and manifesting all CT elements in their texts. Finally, this ability can be a prerequisite and

provision for them as the beginner in mastering genre of arguing.

B. Moderate CT aspects manifested in students' analytical exposition texts

Two texts manifesting moderate critical thinking aspects are Text 3 and Text 4. The texts are still presented in a complete schematic structure covering thesis statement, argument, and reiteration. The language features of this text type scantily, nonetheless, the texts still implicitly illuminate the writers' position as the other feature of analytical exposition text (Derewianka & Jones, 2016). However, the findings of CT elements in Text 3 and Text 4 indicate that six elements of CT are not all manifested in the texts.

The prominent disparity between moderate text and dominant text is that the writers of moderate text lack in developing arguments. Both writers relied on their personal reasoning when writing supporting reasons. It is evident that the argument paragraphs are presented rather simply. The writer of Text 3 (Rachel) highlighted the benefits of farming psychologically and financially, whereas the writer of Text 4 (Monica) highlighted the urgency of doing social restriction in the form of a mere list of arguments. Besides, there's neither fact nor evidence reported by the writers regarding where they gained the

information from. This circumstance is contrary with Browne and Keeley's (2018) contention because an argument is supposed to support a point of view by reasoning, evaluating, and presenting evidence. Moreover, reasons are pivotal in making a conclusion which to be accepted at its sensibility and credibility (Browne & Keeley, 2018).

From the absence of several CT elements in the text, it can be indicated that the writers of moderate text didn't show a vivid attempt in getting everything clear. They are disposed to think critically not as avid as the writers of dominant text. Based on the response in the interview, the teacher gave a good appraisal to the writer of Text 3 by saying "I saw Rachel is a clever student, she has a willing to ask when in the class. And I like her idea in her text though it's simple". The writer's simplicity is seen on the way she provide argument and formulate the reasons. Then, the teacher also has a good appraisal to the writer of Text 4, as seen in the following response.

Monica anaknya aktif bertanya. Dia memang minta masukan ke saya untuk tulisan dia, apalagi yang kurang, harus bagaimana.

Monica is an active student. She asked for suggestion on her writing to me, what is left and how to refine it.

(Ms. Linda, 23 October 2020)

Despite the teacher shared her positive appraisal towards both writers, the texts written by them haven't manifested their disposition to get everything clear sufficiently.

In being disposed to take a position, the writer of Text 3 vaguely showed her position that she agreed with the idea of farming during quarantine and the writer of Text 4 revealed her position which is an agreement to do social restriction by posing a question "Why do you *have to* do PSBB in Tangerang city?" However, it is more recommended by Ennis (1996) that critical thinkers attempt to show an honest and obvious attitude in delivering argument. That is what differs them to the common people. Moreover, basically what differs critical thinkers to common people is that they have more intense sense of empathy. In relation to the writers of moderate text, both writers actually are disposed to be empathetic since they aimed to persuade readers to be aware of surrounding phenomena: writer of Text 3 persuaded to do farming for its abundant benefits and writer of Text 4 aimed to advocate the readers regarding the urgency of undertaking social restriction. However, both writers managed to deliver the purpose rather fairly and simply.

Therefore, both writers of moderate text showed their ability to critically quite feebly as they accomplished the model of RD (Watson & Glaser, 2009), i.e. recognize assumptions and draw a conclusion when writing. In Text 3, the writer showed her assumption that staying at home during quarantine may lead to boredom. Then, to disprove that assumption, she recommended a way to get rid of boredom, i.e. farming. Afterwards, the writer of Text 4 fairly showed this ability as she vaguely presented the issue with a question of why social restriction needed to be undertaken in certain area. Furthermore, she did not elaborate her arguments with supporting reasons, so that teased assumptions in her text were not manifested. At last, in finalizing the text, both writers still show an attempt to wrap their insights in a concluding paragraph.

C. Low CT aspects manifested in students' analytical exposition texts

In low manifestation category, there were two text included: Text 5 and Text 6. Findings indicate that not all schematic structure presented in the texts. Text 5 includes the complete one i.e. thesis statement, argument, and reiteration whilst Text 6 did not present the reiteration or conclusion. The similar circumstance with

moderate manifestation text occurred in low manifestation text: the absence of evidence.

Despite the writers have attempted to develop arguments by providing reason and conclusion, they did not state from which references they obtained the information to write. Hence, the credibility of their thinking may be questioned. Because, as advised by Cottrell (2005), an argument is entailed to support a point of view by reasoning, evaluating, and presenting evidence and, not to mention, Critical thinkers tend to provide their arguments with substantial evidence which are checked through experience, direct observation, test or comparison against evidence (Cottrell, 2005) with corroborative sources.

In terms of wrapping up the text, only the writer of Text 5 (Noelle) included conclusion whilst the writer of Text 6 (Sonya) stopped at the body of argument. The emergence of conclusion explicitly in a schematic structure indicates that the writer of Text 5 was aware of the organization of the text. It also showed her critical thinking in writing as a conclusion is needed to finalize writers' arguments and to deliver the message that the speaker or writer wishes the audience to accept (Browne & Keeley, 2018).

Due to the absence of several CT elements in the text, like in moderate manifestation text, it can be shown that the writers of low manifestation attempted to get everything clear rather inadequately. The writer of Text 5 managed to present the issue, provide arguments, and elaborate the reasons, however, the reasons were quite prolix. Then, she did find out the information from various sources but did not mention any references she accessed in the text. Meanwhile, the writer of Text 6 manifested her critical thinking disposition quite well. In order to get everything clear, she presented the issue and provided arguments along with the reasons. From the language features employed in the arguments, she proved her attempt to clarify things. As synthesizing information related to issue is needed, she did search for the information through website. However, the detailed references are not mentioned and that can risk the credibility of her arguments.

On the other side, she admitted that she meant to write it because it is based on personal experience and, thus, she clearly revealed her position towards the issue. This disposition of taking a position is also manifested by the writer of Text 5 since obligatory word "do not" and evaluative language "more emergency (urgent)

than...” to acquaint her opinion and position in this text.

Then, in terms of being empathetic individual, both writers implied a humane value in their texts. The writer of Text 5 implied that people need to be more aware to break the transmission of the virus causing Covid-19 by doing quarantine. Then, the writer of Text 6 highlighted the negative effect of body shaming act that can lead to self-confidence loss.

As both writers have done some attempts to take a position and to be empathetic, it can be indicated that they are disposed and able to think critically. Meanwhile, each writer only accomplished two out of three model proposed by Watson and Glaser (2009). Text 5 writer exhibited her ability to recognize assumptions and to draw a conclusion or RD. It is shown that the writer showed her assumption that obeying the government’s regulation in light with Covid-19 may save more lives in Jakarta. She teased this assumption by restating a statement of the authority, i.e. the governor of Jakarta and, finally, she delivered a recommendation based on the prevailing assumption. And as mentioned in prior, she also included conclusion to wrap up her idea in the text. In other state, the writer of Text 6 accomplished RE model. She also did manifest the ability to

recognize an assumption as she can describe what body shaming is, what makes someone commits the body shaming act, and what negative effects a body shaming act may bring. She also clarified these assumptions with some reasons, even though there is no detail reference mentioned. However, she did not finalize her thought in a concluding paragraph. Thus, she was not able to complete the schematic structure of the text. Moreover, it can generate questions from the readers about how the text is ended and whether this text still has an upcoming argument. It is contrary with Watson and Glaser’s (2009) contention that after gaining some information, analyzing and evaluate them, critical thinkers will draw a reasonable conclusion.

Kesimpulan dan Saran

Conclusions and Suggestions

1. Conclusions

Based on the findings in data analysis from document and interview with the students and teacher, the conclusion falls into two points. It covers the manifestation of CT aspects in analytical exposition texts written by six students and the embodiment of CT disposition adherent in students’ personality.

Firstly, the findings indicate that only writers of dominant manifestation text managed to write the text in proper presentation, including the schematic structure and language feature. Then, its appropriateness leads the writers to cater all six elements of thinking in their texts (Paul & Elder, 2008). In Text 1 and Text 2, the writers showed the issue along with their position toward it, hence, the readers can predict the content of the text and may adopt the writer's viewpoints. The writers of Text 1 and Text 2 also provided reasonable arguments since they express the supporting reasons to the arguments. Not to mention, the writers also attempted to provide the evidence by citing a source and reporting a fact. The RED model proposed by Watson and Glaser is also accomplished by both writers of Text 1 and Text 2. It is unlike the writers of low manifestation text who only exhibited two abilities in writing the text, i.e. RD (Text 5) and RE (Text 6).

Secondly, it can be noted that the students who have a disposition CT, in person, perform better in their writing. Writers of dominant manifestation texts again held this principle. The teacher's response also indicated that the writers of dominant manifestation text are keen participants in learning process. Moreover, they managed to confide their intention into

words by the employment of language features indicating genre of arguing.

2. Suggestions

Related to the topic of writing analytical exposition critically, this study proposes several suggestions to some parties. Firstly, the suggestion addressed to the students that they can open up their mind and heart to get into critical writing more than ever before and be more open to their teachers to ask for feedback when encountering problems, particularly in evaluating own writing. Because, writing skill to convey sound argument is really needed in academic, career, and social settings.

Secondly, the suggestion is addressed to the teacher. Teachers should pay attention considerably to leading students in promoting critical thinking in learning process especially in writing analytical exposition text which appertains and dominates in secondary school writing (Derewianka & Jones, 2016; Knapp & Watkins, 2005). It also has to do with the reform of learning instruction and the provision of feedback properly since it is essential for teachers to monitor students' writings progress without imposing thought on them, so teachers are able to constantly motivate students to write.

Thirdly, the suggestion is addressed to future researcher in the field of critical thinking in writing. The researcher of this study realizes that this study has some limitations, i.e. time and participant. Hence, it is recommended for future researchers to conduct a research in longer period of time and thorough participation in learning process. Then, as there's still few number of research studies involving high school students, it is also recommended for future researchers to conduct a study in high schools and an investigation of other text types such as descriptive, narrative, explanation, and so on. It is because, all kinds of writing require critical thinking though in different fashions.

Daftar Rujukan

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