**CHAPTER I**

**INTRODUCTION**

1. **Background**

Language is a paramount tool for communication. It is used to learn, socialize, think and express ideas or opinion between the speakers and the listeners or the writers and the readers. To be a good speaker, listener, writer and reader, someone has to learn the language informally or formally in institution such as a course, language training or a school.

English in Indonesian schools is one of the compulsory subjects for Elementary School until University. Therefore, all Indonesian students have to mastered English subject well. Unfortunately, many students are not able to communicate well orally or in a written form.

There are four main skills in language, namely reading, listening, writing, and speaking which help them to develop themselves in science and technology. So that, they can interact and communicate with other people easily, they can convey the information without any problems although with foreign people. Listening and speaking are regarded as basic language skill, while reading and writing are referred to as developmental one. So, writing is the most important skill than other, because by writing people can interact each other easily and writing also makes the communication between people can occur as good as possible.

Writing is a difficult skill for a number of students, therefore an English teacher has to use the right method based on the situation and condition of the classroom, but principle the successful of teaching and learning process is not only determined by approach and method but also technique, because technique is the way that the teacher caries out in explaining material and as a strategy of teaching learning process.

In fact, every teachers or lectures give exercise to write to their students, the result of student’s writing are still categorized low. The low score causes many students regard English as a difficult lesson, because English is a foreign language that very different from their mother tongue. So, students feel confused and easy to get bored in learning it. Consequently, students get low scores in English.

The low English scores are regarded to be a main problem by many students in several schools including the students of SMKN 1 Cinangka. The researcher finds that the Second grade students get low scores in English writing.

Many second grade students of SMKN 1 Cinangka got low scores in English writing. Students often find some difficulties in writing a text because they do not know how to start writing, they have not confident to write individually, they have not ideas about the topic, lack of vocabulary and their abilities are not speed all over as cleaver as every student in class. Those factors make them difficult to start writing. For example, when the teacher give a task for the student to write something especially in descriptive text the student still confused what should they do first, because the students still have not courage to start writing, to describe what they are thinking about.

To solve this problem, the researcher try to use critical thinking method to improve the students’ descriptive writing ability in SMKN 1 Cinangka.Critical thinking is the ability to think clearly and rationally about what to do or what to believe. Critical thinking also can be interpreted by 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. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. According to Jennifer states Critical Thinking is essential as a tool of inquiry .[[1]](#footnote-1) and stanberg on his book said that In teaching critical thinking, the teachers must acknowledge their own need for development and create an atmosphere in the classroom that allows us to be comfortable with this fact.[[2]](#footnote-2) Meanwhile jennifer cites on Delphi report that critical thinking as “purposeful, selfregulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based.”Critical thinking is a complex of skills and dispositions . [[3]](#footnote-3)

Based on statements above, the reseacher think critical thinking is a tests measure how well students understand arguments, judge information, and make inferences. These skills are very important to increase students’ descriptive writing ability.

1. **The Statements of The Problems**

Based on the background of the study above, the researcher makes statements of problems as follows:

1. How is the critical thinking applied on descriptive writing?
2. How is the effect of critical thinking on students’ descriptive writing?
3. **The Aims of The Study**

 Based on statement of problems can be concluded some objectives of research, namely:

1. To know how the critical thinking is applied on descriptive writing.
2. To know how critical thinking effect on students’ descriptive writing ability.
3. **Hypothesis and Assumption**

A hypothesis is a tentative assumption of the result of study. The truth of it is indeed necessary to be tested to know whether it is right or wrong.Before deciding the result of hypothesis the writer proposed interpretation toward (the observation) with procedure as follow:

1. Formulation alternative hypothesis (Ha) there is significant mean difference between X variable, that is the students’ descriptive writing ability before treatment and Y variable that is the students’ descriptive writing ability after treatment.
2. Formulating null hypothesis (Ho) there is not significant mean difference between X variable, that is the students’ descriptive writing ability before treatment and Y variable that is students’ descriptive writing ability after treatment.

Further more, the reseacher followed some assumption as the statistic hypothesis state:

1. If the result of calculation to (the observation) is bigger than tt (t table), to >tt the alternative hypothesis (Ha) is rejected. It means that the experiment technique is accepted.
2. If the result of calculation to (t observation) is lower than tt (t table), to <tt the zero hypothesis (Ho) is accepted. It means that the experiment technique is rejected.
3. **The Organization Of Writing**

In this writing, the thesis organized into five chapters as follows:

Chapter I is introduction: This chapter elaborates the background of the study, limitation of the problem, statements of problems, objective of the research, the important of the research, the previous of study, hypothesis, and the organization of writing.

Chapter II is theoretical framework. It covers the definition of writing, aspects of writing, the stages of writing process, kinds of writing, definition of descriptive text, the purpose of writing, assessment of writing, cooperative learning, definition of critical thinking, the procedure of critical thinking and applying critical thinking in classroom.

Chapter III is methodology of the research. This chapter contains of place and time of the research, population and sample, the method of the research, the technique of data collection and the technique of data analyzing.

Chapter IV is the result of the study. This chapter provides the result of the study, it explains about the description of data, the interpretation and analysis of the data.

Chapter V is closing. This chapter contains of conclusion and suggestions.

1. Jeniffer H Reed, *Teaching For Thinking,* (Florida: University of Florida, 1998) P. 28 [↑](#footnote-ref-1)
2. Sternberg Robert J,*Critical Thinking Jreed, (*Washington DC:American Phychological Association , 1996) P.114 [↑](#footnote-ref-2)
3. Jeniffer, *Teaching For Thinking, (Florida: University of Florida, 1998)* P.9 [↑](#footnote-ref-3)