

CHAPTER I

INTRODUCTION

A. Background of the Study

The low level of literacy interest or the ability for reading and writing is one of the problems faced by Indonesia. On 2018 survey of the World Culture Index showed that literacy in Indonesia ranked 60 out of 61 countries.¹ Indonesia also still low in reading interest and writing. Not only in writing literature but also in writing an essay, critical writing, and scientific work.² The ability to write is needed by everyone to convey their ideas, including the student at school level up to university. Writing is a very important subject because we have to share an idea from our brain in writing form. It is not easy to choose the words and combine them into a good paragraph. Besides, we have to pay attention to the grammatical sentence. So, it is normal if many people reluctant to write because, they assumed writing is a difficult activity even though they did not try it.

Writing is a process of compile ideas that begins from exploring and researching into drafting, revising, and editing or

¹ UNESCO, Education for literacy rate, <http://data.uis.unesco.org/>

² Erwin Hutapea, Literasi Baca Indonesia Rendah, Akses Baca Diduga Jadi Penyebab, (<https://edukasi.kompas.com/read/2019/06/23/07015701/literasi-baca-indonesia-rendah-akses-baca-diduga-jadi-penyebab> accessed on July 23, 2020 at 19:21 WIB.)

maybe distributing them to the world.³ Fulwiler additionally includes that “writing is a process that declines an ideal plan, which is complex, movable, and multifaceted. As it were, writing is not a simple activity that could be done immediately in a spontaneous way, yet writing is a complex process that requires efforts.”⁴ The complex process of writing requires writers to express and pour their ideas to make a connection between writers and readers. As a result, before start to write the writer needs to know the target of writing so, the author can use a suitable topic and appropriate word.

Besides, most issues happen when the writers' statement looks clear for them but in fact, it is exactly not clear for the readers since they could not always realize the writer's purpose in their writing. Subsequently, the capacity to write effectively is progressively important since it is a way of communication, which allows individuals to interact with each other across countries and societies. Another problem will come if the writers do not have a good quality of thinking, they would discover it so hard in constructing their ideas, thoughts, or arguments into an excellent quality written form. The requirements of composing ideas, thoughts, or arguments is not a

³ Toby Fulwiler, *College Writing: A Personal Approach to Academic Writing, 3rd Ed.* (Portsmouth: Boynton/Cook Publisher, 2000), 15-24.

⁴Fulwiler, *College Writing*, 15-24.

simple thing to do since the mastery of writing ability is the one that ought to build and understood properly and perfectly.⁵

Writing guide us figure out things out at least two ways. Otherwise, it makes our thoughts visible, allowing us to expand, contract, modify or discard them. We can hold only so many thoughts in our heads at one time; when we talk out loud and have dialogues with friends, or with ourselves, we lose much of what we say because it is not written down.⁶ Moreover, we did not extend, expand, or develop our ideas fully because we did not see them.

When we can believe our thoughts, we can do something with them. Instead, the act of writing itself generates entirely new thoughts that we can then further manipulate. Writing one word, one sentence or one paragraph implies other words, sentences, and paragraphs. Writing progresses as an act of discovery; no other thinking process helps us so completely develop our mode of thought. Everyone even scientists, artists, mathematicians, lawyers, and engineers all of them think with a pen to paper or chalk to the blackboard.⁷

⁵Fathiatty Murtadho, *Berpikir Kritis dan Strategi Metakognisi: Alternatif Sarana Pengoptimalan Latihan Menulis Argumentasi*, (Indonesia: State University of Jakarta, Indonesia, 2013)

⁶Toby Fulwiler, *College Writing: A Personal Approach to Academic Writing, 3rd Ed.* (Portsmouth: Boynton/Cook Publisher, 2000), 32.

⁷Fulwiler, *College Writing*, 32.

On the whole, we realize that writing is an important aspect of our lives and to help ourselves in construct and convey our ideas into good writing forms we need to upgrade our way of thinking and criticize every sentence that we found. One of the ways which can develop the writing skill and mind is starting to criticize self-writing by doing critical writing. The key to develop writing is figuring out how to write critically. Without criticism, the text will have no writer's sense. Without criticism, the writer additionally has no good ways from the content by which you give life to yourself as a thinker.⁸

Based on several levels of writing, the most compatible level to expand critical writing and thinking is making an argumentative writing. An argumentative essay is an essay in which you agree or disagree with an issue, using some reasons that support your opinion is right.⁹ Stella also states that:

In an argumentative essay, the authors cannot provide their reasons only to help their perspective but also uncover the issues from the contrary reasons as the evidence of the false ones. This is purposed to make considerations for all the issues since it demonstrate that the authors are reasonable and open-minded. All procedures in

⁸ Martha J. Reineke, *Critical Writing Skill*, (<https://uni.edu/~reineke/developi.htm> accessed on May 23, 2020 at 19:21 WIB.)

⁹ Alice Oshima dan Ann Hogue, *Writing Academic English: Fourth Edition*, (Pearson Longman, 2006), p. 142.

constructing an argumentative essay require the author to write critically. Critical writing draws together with other aspects of critical thinking to present a forceful case to readers.¹⁰

In Critical Writing you need to prove every sentence that claimed in your writing. Your opinion and speculations may require truthful detail (evidence) to support them and those supporting details may come from various kinds of sources. And to support it we need to use argumentative sentences as supporting arguments to prove our claimed.

Based on the facts above, we can assume that supporting arguments can help students develop their writing ability especially in enhance their critical writing ability. So, the researcher chooses the study entitled "*An analysis of supporting arguments on students' critical writing*"

B. The Research Problem

The researcher intend to find out the students ability on critical writing especially in using supporting argument because the writer realize critical writing is very useful for students and she decided to analyze the cases to raise the issue of student's supporting argument

¹⁰ Stella Cottrell, *Critical Thinking Skills Developing Effective Analysis and Argument*, (New York, PALCRAVE MACMILLAN, 2005), p. 167.

on critical writing. Besides, the writer also part of student in English Department.

C. Focus of the Study

In this research, the writer focused the discussion on how analyze and got the information about student ability in making supporting argument on critical writing at English Education Department of UIN Sultan Maulana Hasanuddin Banten.

D. The Research Questions

Based on the background above, the writer would like to seek the answer by the following problem:

1. How the student's ability in writing supporting argument on critical writing?
2. In what extend do the students develop their supporting argument on their critical writing?

E. The Objectives of Research

Based on the statements of research above, the writer makes the objective of the research as follows:

1. To analyze the students ability in writing supporting argument on critical writing.
2. To investigate how the student develop their ability in writing supporting argument on critical writing.

F. Previous Study

There are several previous of study were conducted related to reach analysis of Supporting Arguments on Students' Critical Writing. Some of them may be similar with this research in term of methodological approach or variable.

The first previous study, entitled "*From descriptive to critical writing: A study on the effectiveness of advanced reading and writing instruction*" was conducted by Bengü AKSU ATAÇa from aNevúehir Hac Bektaú Veli University, Turkey. The purpose of this research was investigated the critical thinking skill and critical writing discourse of the 1st year students registered at the ELT Department in Nevúehir H. B.V. University. The researcher was adopted Qualitative research method for this case. In conclusion, was found the subject of advanced reading and writing is helpful in enhancing students critical thinking and writing.¹¹

The second previous research was conducted by Nasori Efendi entitled "*Analysis of students' critical thinking in writing argumentative essay*" from Wiralodra University, Indramayu, Indonesia. The aim of this qualitative study is to investigate, classify,

¹¹Bengü AKSU ATAÇa, *From descriptive to critical writing: A study on the effectiveness of advanced reading and writing instruction*, (Turkey: NevúehirHacBektaúVeli University, 2015)

and analyze critical thinking in students' writing argumentative essays at one of private university in West Java. The result of this research show from 30 respondents that take part in this case, the level of strong critical thinking is only obtained less than 2 respondents. It indicates that students still have more practices in writing their critical thinking into writing argumentative essays.¹²

The third previous study was conducted by Ahmad Burhanuddin Amin and Esti Kurniasih S.Pd., M.Pd from English Education, Languages and Arts Faculty, The State University of Surabaya entitled *University students' Critical Thinking in writing Argumentative Essay*. The objective of this qualitative research was to identify how the students use critical thinking to construct argumentative essays and to describe how critical thinking is reflected in the students' argumentative essays. In conclusion, the students' critical thinking was well applied in the writing of argumentative essay.¹³

The next previous study entitled *Critical Thinking in students' process of writing argumentative essay* conducted by Eka Anggraeny

¹²Nasori Efendi, *Analysis of students' critical thinking in writing argumentative essay*, (Indonesia: Wiralodra University, Indramayu, 2018)

¹³ Ahmad Burhanuddin, Esti Kurniasih, *University students' Critical Thinking in writing Argumentative Essay*, (Surabaya: English Education, Languages and Arts Faculty, The State University of Surabaya, 2013)

from Prince of Songkla University, Thailand and Juang Rudianto Putra from English Education Program, Ibn Khaldun University of Bogor, Indonesia. The basis of this study is to investigate the writing process done by the sixth semester students of English Department Jambi University in writing the argumentative essay and the challenges they found in the process of writing. To summarize, each participant has different problem in regards with how critical thinking works in the process of writing argumentative essay. Moreover, the problems are affected from different background knowledge and different experiences related to the topic given itself.¹⁴

The last previous study was conducted by Riza Oktari Putri entitled *Investigating the Link between Critical Thinking Skill and Argumentative Writing Skill: The Case of Islamic Senior High School* from Magenta Language Academy in Palembang, South Sumatera, Palembang. This study was aimed at describing the link between the second year students' critical thinking skill and their argumentative writing skill at Islamic Senior High School in Palembang, South Sumatera, Indonesia. In the end of this research found that critical thinking skill had 48.4% contribution to the students' argumentative writing skill. In short, critical thinking skill had relationship with

¹⁴EkaAnggraeny, Juang Rudianto Putra, *Critical Thinking in students' process of writing argumentative essay*, (Indonesia: IbnKhaldun University of Bogor)

argumentative writing skill, and it gave 48.4 % contribution to the students' argumentative writing skill.¹⁵

¹⁵RizaOktari Putri, *Investigating the Link between Critical Thinking Skill and Argumentative Writing Skill: The Case of Islamic Senior High School*, 2018