

CHAPTER I

INTRODUCTION

The researcher explains background of the study, research questions, objective of the study, significance, scope and limitations, hypothesis, theoretical framework, and definition of important words in this section.

A. Background of the Study

Writing becomes an important skill in English language learning. It must be mastered by the students which are important for academic purposes. There are many experts who defined writing skills. According to Rivera as cited in Putri, writing is the process of conveying information or expressing ideas by using the new language.¹ Besides it, the students also can convey their feeling and opinion. This is an ability to develop the student's thoughts or feeling in written form. Through writing, the students are able to develop, organize and reinforce their thought. Nunan cited in Sari et.al, writing is physical and mental activity. Physical activity refers to collecting the words from some media.² Meanwhile, mental activity refers to the activity to find ideas and the way to express and organize it into statements and paragraphs. The purpose is to make the people who read will get the point of writing.

The process of writing is more complex than other skills. There are some aspects that must be considered by the students. They are content, grammar, vocabulary, and spelling. According to Ni'mah as cited in Vitanofa and Anwar, content refers to the substance of writing which is needed the students' prior knowledge or ideas related to the subject of writing. The students also must master many vocabularies to create the word that they want to provide. It supports the students to write and produce the language easily. Then, grammar and spelling also become important factors in process of writing that produce clear meaning of writing.

¹ Riza Oktari Putri, "Investigating the Link between Critical Thinking Skill and Argumentative Writing Skill: The Case of Islamic Senior High School", *Jurnal Pendidikan dan Pengajaran*, 5 (2), (2018), 144

² Sari, Imaniah, Hanim, "The Student's Learning Style And Their Writing Skill At SMK Tiara Aksara", *Globish (An English-Indonesian journal for English, Education and Culture)*, 9 (1), (2020), 1

Writing is not only about producing the text but also thinking of the process. It aims to develop the students' ideas into written form such as choosing the theme, appropriate word, organizing the idea, revising the text, and considering the effect for the readers. Therefore, the students require to think critically which influences the process of thinking includes the process of writing. Paul cited in Putri identified thinking skill into three categories: reflective, creative and critical. Dewey cited in Nejmaoui defined critical thinking as an active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of grounds.³ Critical thinking relies on the fact and information provided that must be valid to be accepted as knowledge. Therefore, as a student, they must be careful to criticize an available facts and information. Because it has influence toward the students' writing process.

Many experts defined critical thinking. The most important thing in critical thinking is identifying and analyzing the problems to gain appropriate conclusion. In addition Freeley and Steinberg cited in Putri, described critical thinking is the way to gain factual conclusion based on unambiguous statements of knowledge or belief by analyzing, identifying and criticizing.⁴ In other words, critical thinking constitutes analyzing and evaluating something such as knowledge, problems, information, or issues to find out the best conclusion and judgment. Research related to students' critical thinking and writing ability was conducted recently. It was conducted by Suryani, Putri, and Khair. It was aimed to find out whether any significant correlation between students' critical thinking and argumentative writing skill at fifth in IAIN Bukittinggi. The result found that there was a positive correlation between students' critical thinking and argumentative writing skill. It can be concluded that the students who have high critical thinking also have high skills in writing argumentative text.⁵

³ Nabila Nejmaoui, Improving EFL Learners' Critical Thinking Skills in Argumentative Writing, *English Language Teaching*, 12 (1), (2019), 99

⁴ Putri, R.O., Investigating the Link between Critical Thinking Skill and Argumentative Writing Skill: The Case of Islamic Senior High School, 146.

⁵ Suryani, et al. The Correlation Between Students' Critical Thinking And Argumentative Writing Skills At The Fifth Semester In Iain Bukittinggi, *Foster: Journal of English Language Teaching and Learning*, 2 (1), (2021), 65-75

There are some factors that affect students' writing skill. One of them is the students' learning style. According to Houwer, Barnes-Holmes, & Moors cited by Zainun et.al, learning constitutes an effects and changes of behavior which is produced by experience and regularity of environment.⁶ Through learning, the students will be able to change their behavior. The way of learning that they used should make them comfort to learn and easy reach their goals in learning writing. There are some experts who defined learning style. According to Mackeracher as cited in Sari et.al, learning style is behavior that has functions relatively. It depends on the way how the students to interact and respond learning environment. This definition is supported by Brown which defined learning style as the manner of individuals to process information in a certain situation during learning. It means that every student has a different way to get information as long learning activities.⁷

Meanwhile, Soghra, Ali, and Mohammad in Maulidiyah stated that learning style is the way to stimulate and give response to the students when they are learning. During the learning activity, the students will receive many new information from the teacher. So, the students must consider and have their own way to understand the information they got. Besides it, Ayu cited by Maulidiyah defined learning style as the students' way to decide the best effective and efficient way to feel, remember, process many things that they have learned. ⁸Therefore, learning style as individual technique learning aims to process, interpret, get knowledge or information that they want. As stated by Othman and Amirudin cited in Zainun, et.al. it also considered by some factors such as age, gender, personality, and the environment that is influenced by parents' education, community, or culture.⁹

⁶ Zainun, et.al, Correlation Study Between Learning Style and Multiple Intelligence Among Muslim Gifted and Talented, *Journal of Islamic Social Sciences and Humanities*, 20 (1), (2018), 58.

⁷ Sari, Imaniah, Hanim, The Student's Learning Style And Their Writing Skill At SMK Tiara Aksara., 2.

⁸ Maulidiyah. NA, the Correlation between Students' Learning Style and English Achievement at SMP Muhammadiyah 1 Gresik, *Journal of English Teaching, Literature and Applied Linguistics*, 4 (2), (2020), 84.

⁹ Zainun et.al. Correlation Study Between Learning Style and Multiple Intelligence Among Muslim Gifted and Talented, 59.

There are some types of learning styles proposed by some experts. According to Willing as cited by Maulidiyah Described four types of learning styles. The first is the converger. It refers to the students who prefer to work independently. In addition, they do not like to work in a group because they are confident with their own abilities. The second is conformists which refer to the students who prefer to study about language than u it. It means the students prefer to study in the non-communicative classroom. The third is concrete learners. It refers to the students who learn by using their own experience. The last is communicative learners. This style describes the students learning a language as language use oriented. They prefer to use the language for communicating with each other confidently. Besides it, they are happy if the teacher guides them during a learning activity.¹⁰

Another expert also proposed the types of learning styles. Joy cited in Fitrotunnisa stated there are three types of learning style. It is usually called with abbreviations VAK (Visual, Auditory, Kinesthetic). Visual learning means the students who study visually. According to Rusman cited by Jayanti et.al, visual is learning type that includes concepts, data, ideas, and other information organized in the form of image. Then, auditory refers to the students who rely on their ears for listening as their style. In this case, the volume of voice must be considered to make the students know what they heard. The last is kinesthetic which involve students emotional and action. As stated by Ula cited by Jayaynti et.al, kinesthetic style is the way of learning that tend to physical activity and direct participation during learning. It can be touching, moving, or experiencing itself. The students who use kinesthetic style will prefer to learn in active learning. Sometimes, they are not able to sit to end of learning.¹¹

In this case, Sari et.al was conducted a study concerning the relationship between students' learning style and writing skill to find out the correlation between them.

¹⁰ Mulidiyah, the Correlation between Students' Learning Style and English Achievement at SMP Muhammadiyah 1 Gresik 57.

¹¹ Jayanti, DD. et, al. The Effect of Learning Style on The Ability to Write Narrative Text at Senior High School 4 Gresik, *Jurnal Penelitian, Pendidikan dan Pembelajaran*, 16 (1), (2021), 3-4.

Meanwhile, the study showed that there is no correlation between them. In other hand, the learning style that the students used does not affect to their achievement in writing skill.

The first previous study was conducted by Fakharzadeh and Amini. It aimed to investigate the relationships between Iranian EFL university students' credibility judgment and their learning styles and critical thinking. This study showed that EFL students of Iranian used credibility judgment at a moderate level and critical thinking becomes the best predictor for credibility judgment behavior of EFL students of Iranian than learning style. The last is three learning styles correlate significantly with the scale of credibility judgment.¹² Different from this study, it focuses on students' learning style and critical thinking toward their achievement in writing skills. Then, the subject of this study is the students of the second grade of Senior High School.

The second study was conducted by Leasa et.al. This study aimed to examine the effect of learning style on critical thinking of elementary school students in Maluku. The result of this study showed that the students' learning style did not have significant effect on their critical thinking. Meanwhile, this study investigates the correlation between learning style and critical thinking toward students' achievement in writing skill. It means that the method of the study. It uses correlation design to discover significant correlation among students' learning style and critical thinking toward writing skill. The object of the study involves the students of senior high school not elementary school.

Based on the explanation above, it is so clear that this study has difference which is focused on students' learning style and critical thinking toward the students' achievement, especially for their writing skill. Therefore, the researcher wants to investigate the correlation and contribution of students' learning style critical thinking toward their achievement in writing skills. This research provides the title **“Path**

¹² Fakharzadaeh and Amini, The Relationships between Web-Based Information Credibility Judgment, Critical Thinking, and Learning Styles of Iranian EFL University Students, *Applied Research on English Language*, 10 (2), (2021), 134

analysis on Students' Learning Style and Critical Thinking toward Their Achievement in Writing at Eleventh Grade of MA Darussalam Krempyang Tanjunganom Nganjuk”.

B. Research Problem

The researcher presents some research questions based on the background of the study above:

1. Is there any significant direct contribution of students' learning style toward critical thinking?
2. Is there any significant direct contribution of students' learning style toward their achievement in writing?
3. Is there any significant direct contribution of students' critical thinking toward their achievement in writing?
4. Is there any significant indirect contribution of students' learning style toward their achievement in writing mediated by critical thinking?

C. Objectives of Study

According to the research problem above, the research objectives are:

1. To investigate whether there is any significant direct contribution of students' learning style toward critical thinking.
2. To discover whether there is any significant direct contribution of students' learning style toward their achievement in writing.
3. To know whether there is any significant direct contribution of students' critical thinking toward their achievement in writing.
4. To discover whether there is any significant indirect contribution of students' learning style toward their achievement in writing skill mediated by critical thinking.

D. Hypothesis of The Study

The followings are hypothesis of this study:

1. Ha : There is significant direct contribution of students' learning style toward their critical thinking among second grade students of MA Darussalam

Ho : There is no significant direct contribution of students' learning style toward their critical thinking among second grade students of MA Darussalam

2. Ha : There is significant direct contribution of students' learning style toward their achievement in writing among second grade students of MA Darussalam.

Ho : There is no significant direct contribution of students' learning style toward their achievement in writing among second grade students of MA Darussalam.

3. Ha : There is significant direct contribution of students' critical thinking toward their achievement in writing among second grade students of MA Darussalam.

Ho : There is no significant direct contribution of students' critical thinking toward their achievement in writing among second grade students of MA Darussalam.

4. Ha : There is significant indirect contribution of students' learning style toward their achievement in writing mediated by critical thinking among the second grade students of MA Darussalam.

Ho : There is no significant indirect contribution of students' learning style toward their achievement in writing mediated by critical thinking among the second grade students of MA Darussalam.

E. Significance of The Study

The researcher hopes that this research will give contribution to the English learners, especially for writing skill. Then, the research is expected to be useful for the following:

1. The learners

Hopefully, this research will give the contribution for the learners, especially for English learners. This research provides an explanation of degree of correlation and direct indirect contribution among students' learning style and critical thinking

toward their achievement in writing ability. Therefore, the students will consider the importance of those aspects toward their achievement.

2. The teachers or lectures

This research is also expected will give benefits for English teachers or lectures. They will find out and understand the learning style that their students used during learning process. Beside it, they will know the significance and its role to correlate with students' critical thinking to the students' achievement in writing ability. They can use the result of the study as a tool to help the students in developing the students' critical thinking and learning style in writing ability.

3. For the further researchers

Hopefully, the findings of this study may be useful to future researchers who wish to pursue similar studies. It can be used as a reference, and the researcher can conduct research in a broader or changeable area.

F. Scope and Limitation

The scopes of this study is the correlation of students' critical thinking and learning style toward their achievement in writing ability. Beside it, the researcher also investigates the direct indirect contribution of students' learning style and critical thinking toward writing skill, especially for argumentative text. The researcher will conduct the study at second grade of MA Darussalam.

G. Definition of Key Terms

1. Learning style

Learning style is defined as individual technique or way that the students used to get and process the information from the teacher related to the knowledge. Through learning style that the students preferred to use, it will make them be easier to receive new information during learning activity.

2. Critical thinking

Critical thinking refers to process of analyzing, interpreting, and evaluating information, knowledge, or problems to reach factual conclusion.

3. Writing ability

Writing ability means an ability to convey and organizing ideas, opinion or thought in written form by using appropriate structure based on the kind of the text.

H. Theoretical Framework

This study presents some theories which is relevant to the object of study. They are critical thinking, learning style and students' achievement in writing skill, especially for argumentative text. Writing argumentative text becomes the most difficult skill. It requires critical thinking to develop the ideas. Beside it, learning style that used by the students suggested to make them easier and comfort during receiving knowledge. As stated by Richard and Schmidt cited in Suryani et al, writing of argumentative text is an ability to build ideas in presenting opinion and argument that supported by strong reason.¹³

Critical thinking and learning style are expected to give contribution toward students' achievement in writing skill. Critical thinking refers to the ability that must be mastered by the students. It can be said as the higher order thinking which is required to be empowered, especially for education process.¹⁴ Meanwhile, learning style is defined as one of factors that affect the students in conducting writing process. It happens because every individual has and determines their own learning style to make them more understanding about material. Especially for argumentative text, it encourages the students to develop their idea and opinion based on their point of view. Therefore, the researcher wants to investigate the contribution and correlation of critical thinking toward writing skills which is mediated by learning style. To make a better understanding, the researcher provides the proposed model of this study:

¹³ Suryani et al. 66

¹⁴ Permana, et al. Critical thinking skills: The academic ability, mastering concepts, and analytical skill of undergraduate students, *JPBI: Jurnal Pendidikan Biologi Indonesia*, 5 (1), (2019) 2.

Figure 1 The contribution among students' critical thinking and learning style toward writing skill

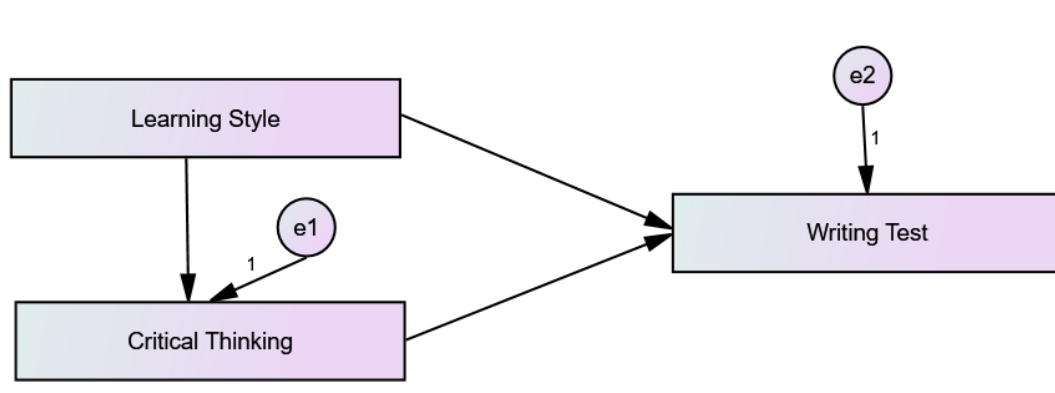


Figure 1 above illustrates learning style and critical thinking give direct contribution to students' achievement in writing ability. Then, learning style gives indirect contribution toward writing ability mediated by critical thinking. As stated by Lau and Yuen cited in Shirazi and Heidari, learning style describes a method used to process information which differs from person to person for people. Therefore, identifying a method used by the students to process information and learning style can allow the educators to help them to progress toward higher training goals and achieve broader critical thinking and problem solving skills.¹⁵

¹⁵ Shirazi & Heidari, The Relationship Between Critical Thinking Skills and Learning Styles and Academic Achievement of Nursing Students, *The Journal of Nursing Research*, 27(4), 2019, 2.