

CHAPTER II

REVIEW AND RELATED LITERATURE

2.1. Theoretical Framework

2.1.1. Definition of Writing

Writing is one of the important skills that must be learned by students. Writing skills can help students to express their ideas, feelings, and experiences without feeling ashamed. This statement is supported by Finocchiaro (1974), students should be encouraged to express their ideas, experiences, thoughts, and feeling. To acquire it, the students should get sufficient practice in writing. It added by Nunan (1989) that writing is not a natural activity.

According to Dumais (1988), writing in English is mean to fill the gap that exists between the ability to express ideas, feelings, opinions, and others in Indonesia and the ability to express the same things in written form in English. It is mean that the students have to choose the correct words and phrases, and must learn the grammatical structure. Exactly, when the students try to write an idea, they also need to know how to write it and complete it with the correct grammar. It is important to make students' written clearly. So that, the reader can understand what they write or express.

Based on Brown (2004:218) in Novi Mariano (2019:8) writing is basically a convention for recording speeches and for strengthening grammatical and lexical features of the language. That means writing is one of the communication media

that writers and readers use to deliver and accept information. For that, by writing, the students can develop their understanding and ability in the communication field.

So, dealing with the explanation above, writing skill is an important study that students needed to get the communication target in the English language.

2.1.2. Criteria of Writing

According to Kevin (2009: 1), there are ten main criteria of a good writing:

1. A clear point, it means in writing process, you should make a clear meaning of what you want to write.
2. Length, it means in writing process, you must pay attention to the length of the text and adjust it to the meaning of the text.
3. Back up of point, it means when you have write the point, you must ensure back up of point to recheck if there's unclear point.
4. Time, time is important in writing process because it helps you write faster and focus on writing process.
5. Logical, logic is quite important for writing when you want to express an idea. Without logic an articles can turn to be no-sense and difficult to read.
6. Good grammar, grammar is one of writing components that you should know before you start to writing. Grammar can help you make a good written and avoiding grammatical errors.
7. English and spelling, it means vocabulary and spelling is needed in writing process to give clear meaning in express your ideas.

8. Readers becomes engaged, it means in writing process not only about writers feeling, but readers perception is also needed.
9. Rules are broken, breaking the rules of writing effectively refers to a change from using the standard, familiar set of practices to deploying new ones.
10. Influence and from their heart, not just created to profit or for gains.

2.1.3. The Types of Writing Style

2.1.3.1. Persuasive Text

Persuasive text according to Keraf (2006: 115) is a verbal art that aims to convince someone to do something desired by the speaker or writer at this time or in the future.. Example : letter of recommendation.

2.1.3.2. Narrative Text

Keraf (1981, p. 137), "Narration is a form of discourse that tries to tell an event as if the reader saw or experienced the event himself". Example : novel, short story.

2.1.3.3. Expository Text

According to Kosasih (2012: 17), expository text is an essay that has the aim of providing information about something so that it can broaden the reader's knowledge.. Example : scientific writing.

2.1.3.4. Descriptive Text

According to Gerot and Wignell (1994: 208), “descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes,

sound etc”. This method helps the readers become more connected to the writing by appealing to their senses.

According to Harmenita and Tiarina (2013: 4) the generic structures of descriptive text are as follows:

a. Identification

Identification explains about the topic or identifying what or who want to be described

b. Description

Description explains about details of the topic: describing parts, qualities and characteristic. Description occurs about the explanation or delineation about something. Descriptive text also has some characteristics as follows :

1. Use the specifics noun, for example my cat, my friend, National Park.
2. Use adjectives to clarify the use of nouns, for example a big house, a smart students.
3. Use simple present tense, for example Sisca Khol is pretty, It is a big house.
4. Use action verbs, for example sleep, walk, sing, dance.
5. Use figurative language, it’s usually use a metaphor to give an illustration for readers. For example Her skin is as white as the snow.
6. Only focus on one object, it means in descriptive text only focus on one specific object.

2.1.4. Grammatical Features of Descriptive Text

Grammatical features of descriptive text are focus on language features. There are some language features that we use in descriptive text :

a. Simple present tense

According to Peronity (2011: 1), “the language features of descriptive text are use of simple present tense because it tells the object description, use of the adjective to clarify the noun”, for example: a beautiful girl, a handsome boy.

It means simple present tense can help students are easier to express their ideas (feels or acts) in writing descriptive text. Azar (2005) stated that simple present tense has patterns, they are verbal sentence, and nominal sentence.

1) The patterns of simple present tense in verbal sentence

(+) S + V1(s/es) + O/C (-) S + do/does + not + V1 + O/C

Example : (+) My sister cooks fried rice in the kitchen

(-) My sister does not cook fried rice in the kitchen

2) The patterns of simple present tense in nominal sentence

(+) S + Tobe (is, am, are) + Adjective /Adverb

(-) S + Tobe (is, am, are) + not + Adjective/Adverb

Example : (+) Ms. Jumaningsih is a pretty woman

(-) Ms. Jumaningsih is not a pretty woman

b. Noun

According to scholars that a noun is a word that names something, such as a person, place, thing or idea. In descriptive text, we use the specific noun to identify something. For example : My best friend, my dog, Borobudur temple, etc.

c. Adjective

According to Parrot (2004: 18), adjectives are class of words often called as describing words because they provide information about the qualities of something described in nouns, noun phrases or clauses. It means adjective words are the words that modify a noun or pronoun, it helps the students can writing descriptive text with clear meaning. The examples are below:

Noun : an old car

Noun phrase : an interesting experience for everyone

Clause : it will be unbelievable moment that we have in our lives

d. Action verb

An action verb is a verb that expresses something that a person, animal, object or process in nature (such as a storm) can do rather than expressing a state of being. In descriptive text, action verb is use to show an activity that can be seen. For example : use, bring, write, read, sleep, walk, sing, dance, etc.

e. Figurative language

According to X.J. Kennedy (1979), figurative language is language that uses figurative speech. A figurative of speech is a way of saying something other than

the literal meaning of the world. The figurative language that usually use in descriptive text is simile or metaphor to create vivid sights and sound images.

The explanations are below :

1) Simile is the figurative language that express using two things words such as “like” and “as”.

For example : - He is as stubborn as a mule.

 - Her heart is like gold.

2) Metaphor is the figurative language that makes a comparison by directly relaxing one thing to another unrelated thing.

For example : - He is a mule - Her heart is gold

2.1.5. The Types of Descriptive Text

According to Curriculum 13 (K-13) about descriptive text, there are four types of descriptive text according to purpose, as follows :

a. Describing a process

Describing a process is not only focus to explain how something is achieved, but also to explain on why it is done and what is needed to complete the process.

There are some tips to describing a process, as follows:

1. For describing a process, the description may be impersonal, and this can be done better in the Passive voice.

2. For describing a process, the description may also be given with the help of a series of Imperative Sentences.

3. In both cases, some cohesives or sentence linkers need to be used to indicate the order of the steps taken in the process.

4. Before starting the process description, a student should begin with an introductory sentence like ‘the making/preparation of.....has to go through a series of steps before the product can be obtained.

b. Describing an event

Describing an event is a writers should remember about the event that she/he want to write. The writer has to explain all details related to the event. There are some tips to describing an event, as follows :

- 1) Describe the Time and Place of the Event
- 2) Talk about the People Involved in the Event
- 3) Describe every little Happening in Detail
- 4) Express your feeling and emotional response
- 5) Maintain the sequence of the action
- 6) Talk about the consequence of the event

c. Describing a personality

It means the writers should recognize of individual characteristics to describing a personality. There are some aspect that writers has to know to describing a personality, they are physical attribute (hair, eyes, skin), emotional attributes (warm, nervous, shy, honest, greedy), and intellectual.

d. Describing a place

Describing place is tell about the spesific inform and history of a place. This type presenting a concrete thing is the way to describe a place. Use descriptive adjectives and visual & auditory imageries to describe a place in English. You may also share your feelings (good or bad) and give recommendations on whether to visit the place or not.

e. Describing an object

It is talking about to describe an object accurately through providing the physical object's characteristics such as color, form, shape, etc. You can describe objects in many ways. You can describe them by using adjectives, by the material they are made of, and what they are used for.

2.1.6. Example of Descriptive Text

The following story is example of descriptive text and also including the generic structure :

a. Describing a process

The preparation of lemon pickle	
Identification	A pickle is some seasonal fruit or vegetable seasoned with spices, salt, vinegar, etc. as preservatives and to be used when these fruits or vegetables are not available. Mango, lemon, tamarind, vegetables like carrots,

brinjals, green chilli, lemon, etc. are mostly used for making pickles. Pickles are pungent to taste and appetizing. Lemons are full of vitamin C and the pickles made of lemons are delicious as well as good for our digestive system.

Description

Now let us see how lemon pickle is prepared, at first some ripe lemons that have become uniformly yellow are bought from the market. The good lemons are washed clean of any dirt that may have stuck to them. Unlike other fruits used in pickle-making, lemons are used whole with their rind on. These whole lemons are put into a glass jar and onto them, some juice of a few more lemons is squeezed. Then into the jar sufficient but not excessive quantity of salt and rock salt is added. Next, a handful of green chilli and ginger is cleaned, washed, cut, and added to it. The lid of the jar is tightened so that no air can enter it. The glass jar with the ingredients (EMA) described is to be regularly

heated in the sun for a few consecutive weeks. Now the lemon pickle is ready and may be served to add taste to your food.

Source : <https://englishluv.com/describing-a-process/>

b. Describing an event

Watching concert of my favorite singer

Identification

The concert of my favorite singer, Tulus. I'm so excited on that concert, because it is one of my big dream.

Description

I can not imagine that i can see Tulus in the nearest. He is one of amazing singer that i have ever know. He is so kind with his fans. I see many people in that concert. And i also find new friends on there. We are make some noise and sing together with tulus. I will never forget that i have seen Tulus's concert.

c. Describing a personality

My Mother

Identification

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight like 120 lbs.

Description

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a

kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

Source: <http://britishcourse.com/contoh-descriptive-text-tentang-mymother.php>

d. Describing a place

Borobudur Temple

Identification

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Description

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle

of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian

monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

Source : <https://www.text.co.id/borobudur-temple/>

e. Describing an object

My small house

Identification

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

Description

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a

radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

Source : <http://britishcourse.com/20-contoh-descriptive-text-terbaik.php>

2.1.7. The Concept of Critical Thinking

2.1.7.1. Definition of Critical Thinking

Critical thinking is the general term given to a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and truth claims; to discover and overcome personal

preconceptions and biases; to formulate and present convincing reasons in support of conclusions; and to make reasonable, intelligent decisions about what to believe and what to do (Critical Thinking: a Students' Introduction, 1959:1). Based on that statement, critical thinking is important for increase students' cognitive and intellectual skills in education that helps them to more active and productive in learning process. Martin Luther King Jr. Stated that the function of education is to teach one to think intensively and to think critically. It means, students need to increase their thinking skill as one of the function of education.

In English education, critical thinking is also needed by students that can help students to explore their word in English and can generalize it in students' daily life. Because critical thinking teach the students for learning to think for yourself and being your own person to use your mind to its fullest potential (Critical Thinking: a Students' Introduction, 1959:1).

2.1.7.2. Kinds of Critical Thinking

According to Bloom (1956, p.130) states that there are six categories of thinking as usually called as "Bloom Taxonomy". The taxonomy includes these categories: knowledge, comprehension, application, analysis, synthesis, and evaluation. Those categories has two level, as lower and higher thinking. Knowlegde and comprehension as lower order to thinking which do not require critical thinking. But, application, analysis, synthesis and evaluation as higher order to thinking which require critical thinking.

Critical thinking covers the lower and higher order thinking, which, in this case, the lower order thinking consists of the activities of memorizing, summarizing, labeling, observing, and sorting. Meanwhile, higher order thinking encompasses the activities of applying, synthesis, drawing inferences, comparison or contrast, justification, analysis, evaluation, moral reasoning, and using deductive and inductive reasoning (Teays, 2006, p.3).

From that statement, critical thinking is described in a broader sense that involves all levels of thinking. Critical thinking is a cognitive process that related to many activities or levels in the revised Bloom's Taxonomy that presented in Table 2.1. as follows :

Table 2.1.
The Revised Bloom Taxonomy

No	Structure	Description
1	Remember	To recall or recognize knowledge which is relevant, particularly taken from long term memory. Other terms used beside <i>remember</i> , <i>recall</i> and <i>recognize</i> .
2	Understand	To consider and decide the meaning of oral or written messages received. Other variant terms of this level are <i>interpret</i> , <i>exemplify</i> , <i>classify</i> , <i>summarize</i> , <i>infer</i> ,

<i>compare, and explain.</i>		
3	Apply	To conduct something in a certain situation. Other terms used , having the same sense as <i>apply</i> , are <i>execute</i> and <i>implement</i> .
4	Analyze	To divide things in an organized way and then observing the relationship between them. Other terms used other than <i>analyze</i> are <i>differentiate</i> , <i>organize</i> , and <i>attribute</i> .
5	Evaluate	To judge something in accordance with criteria and standards. In the same sense, instead of <i>evaluate</i> , the terms <i>check</i> and <i>critique</i> may be used.
6	Create	To produce a new original product through unifying some elements of something. Other similar terms to <i>create</i> are <i>generate</i> , <i>plan</i> , and <i>produce</i> .

Source: Krathwohl (2002, p.215)

On the other hand, according to Ruggiero (2004, p.21), there are 3 basics of thinking. Those basic will explain in the table below :

Table 2.2.
The Activity of Critical Thinking

No	Activity	Definition	Requirements
1	Investigation	Finding the evidence such as data that will be the answer key of the questions about the issue	The relevant and adequate evidence is must
2	Interpretation	Deciding what the meaning is of the evidence	The interpretation must be more reasonable than competing interpretations
3	Judgement	Determining a conclusion about the matter issue	The conclusion must meet the test of logic

Source: Ruggiero (2004, p.21)

In conclusion, critical thinking skill can be seen in many kinds of thinking activities. Those thinking activities are investigating, analyzing, judging, evaluating and creating. Some of thinking activities require lower thinking skills, while some needs higher level of thinking that is usually called as critical thinking.

2.1.7.3. The Benefit of Critical Thinking

According to Cotrell (2005, p.4). There are some benefit that students will get from critical thinking. A number of benefits can be obtained as follows :

1. The work can be conducted accurately and carefully
2. The ability to determine something which is relevant in writing (nothing) can be more accurate and specific
3. The ability to conduct the problem solving and project management can be done accurately
4. It can raise a feeling of confidence of succesful outcome in complex problems and projects.
5. The work and academic attainment can be better improved.

2.1.7.4. The Ways to Improve Critical Thinking

According to Sandra Wiley (2015) states that there are five strategies to grow critical thinking skills, as follows :

1. Be a continuous learner

Learners have a natural sense of curiosity about the world and their profession. They read and talk to people. Basically, they educate themselves without being told to. This can come from reading, talking to subject matter experts, listening to lectures online, or attending conferences. The more workers know, the more evidence they have to consider when making a decision.

2. Make the right decision for the majority

Critical thinkers put their egos aside and think about what is best for the overall organization, even if that is not the best solution for the individual. Their goal is seeking to understand and then making a clear and rational decision that is best for the majority.

3. Listen and consider unconventional opinions

Critical thinkers have a tendency to seek out new solutions to old problems. They don't like the phrase "that is the way we have always done it." They also see that collaboration with their team, their profession, and sometimes their competitors will bring about the best solutions, and they are OK with that.

4. Avoid analysis paralysis

Critical thinkers will avoid the trap of too much information and getting stuck in the decision-making process by looking at the big picture and the details. They recognize they will never have 100% of the information they might be able to gather, but they also know they can move forward and adjust a decision later if necessary.

5. Analyze yourself

Critical thinkers develop a skill for explaining to others why they came to a specific conclusion. Others can follow their reasoning and can understand their thinking. They are willing to change their views when they are provided with more information that allows greater understanding.

2.1.7.5. Critical thinking Test

There are many examples of critical thinking test that can measure critical thinking of students. Each test is vary, depending on the type of categories that being test. Below the explanation of critical thinking test, as follows :

1. Watson – Glaser Critical Thinking Appraisal (W-GCTA) by Watson and Glaser. This test measures the fundamental cognitive ability of critical thinking. It tests for five critical thinking skills: inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments.
2. Cornell Critical Thinking Test (CCTT) by Robert Ennis (1985). This is an exam that helps teachers to determine the critical thinking of their students. This test offers two levels of testing, they are level X is used for grade five through twelve and level Z is used for grade ten through twelve. Level X includes the following skills: induction, deduction, credibility, identification of assumptions. Level Z includes the skill in level X and also following skills: semantics, definition, prediction in planning experiments.
3. College Assessment of Academic Proficiency (CAAP) Critical Thinking test. This test aimed at students at the end of their second year in college, often used to assess students mastery of critical thinking acquired in general education. The test has three contents

categories: analysis of element of an argument, evaluation of an argument, and extension of an argument.

2.1.7.6. The Characteristics of Critical Thinker

In critical thinking, there are some characteristics to being a critical thinker. From those characteristics, the students can increase their thinking skill as critical thinker. Here some of characteristics of critical thinker according to Paul and Elder (2006, p.8), as follows :

1. Find out the crucial questions and problems, and clearly formulating them
2. Collect and evaluate relevant information , using abstract ideas to interpret it effectively
3. After finding well-reasoned conclusions and solutions, the testing them against relevant criteria and standards
4. Having open minded thought by recognizing and assessing with their assumptions, implications and partial consequences
5. Find out the solutions of the complex problems by effectively discussing it with other.

2.1.8. Critical Thinking and Writing Descriptive Text

Composing writing in descriptive text not only need a good proficiency, but also needed to be critical to examines viewpoints, facts and describes that related with the topic. Tompkins (1994) states that descriptive text as painting pictures with word. It means, the students describe the detail

about something, such as picture, person, thing, and place. It is a way of remembering and a way of thinking as well.

Moreover, according to Cottrell (2005, p.1), critical thinking is defined as “a cognitive activity, associated with using the mind”. It means that the students need critical thinking to describing a thing of descriptive text and it can make the students more creative in writing..

Futhermore, writing descriptive text also can increase students’ thinking skill. The students is asked to describe anything that they look or listen by writing descriptive text, so it will hone students’ thinking skill to produce words and compose them into the correct text.

Finally, writing descriptive text is important to increase thinking skills such as critical and creative thinking. In similarity, critical thinking skill is also crucial in composing descriptive text . It is because each process of writing descriptive text requires some thinking skills.

2.2. Previous Studies

Based on the title of this research, the researcher must find the related studies concerned with the title. The previous studies related to this title are:

1. Lia Aulia Suryani (2021), conducted a research, “The Correlation Between Students’ Critical Thinking and Argumentative Writing Skill at Fifth Semester in IAIN Bukittinggi”. This research, use Correlational design as the research method and use quantitative research as the research design. This research was directed to find out whether there

any significant correlation between students critical thinking and argumentative writing skill at the fifth semester in IAIN Bukittinggi. The result of this study by the correlation coefficient (r_{xy}) 0,787. It results that there was high correlation between students critical thinking and argumentative writing, it included the scale of r interpretation score between 0,60- 0,79. Furthermore, with $df = 25$. And the level of significance 0,05 ($\alpha = 5\%$) obtained 0,396. So, $r_{xy} = 0,787 > t_{table} 0,396$. So, H_a was accepted and H_o was rejected. It means that there was correlation between students critical thinking and argumentative writing skill.

2. Rulitas Hasanah (2021), conducted a research, "The Correlation Between Students' Reading Habit and Critical Thinking Skills". The method used in this research is a quantitative approach with the correlation method. There are several results from this research, including the following; the reading habit of the eleventh grade IPA students of SMAN 12 Rejang Lebong is quite good with an average of 74.37. Some students have very good reading habits, but there are still some students who have poor reading habits. Second, students' critical thinking skills in writing analytical exposition texts in eleventh grade IPA students at SMAN 12 Rejang Lebong are low because they have an average score of 62.57, but some students have good critical thinking skills. And the last, the correlation between students reading habit and

critical thinking skill. There is significant correlation between the both variables with a sig. (2-tailed) value of $0.00 < 0.05$ and a Pearson correlation of 0.615. So it can be concluded that there was a positive significant correlation between students' reading habit and critical thinking skills in eleventh grade IPA students at SMAN 12 Rejang Lebong with a high correlation.

3. Indah Lestari (2022), conducted a research, "The Correlation Between Linguistic Intelligent and Students' Ability in Writing Descriptive Text. The method used in this study is a quantitative approach with the correlational method. This study aims to investigate the correlation between linguistic intelligence and students' ability to write descriptive texts. This quantitative research was conducted at a vocational high school in Central Java, Indonesia in January 2022. The data was collected through a questionnaire instrument and a descriptive text writing test of 80 samples from 394 populations. The data analysis technique employed product moment and descriptive analysis using SPSS. The result of the study shows the significance value obtained from the product moment correlation = 0.528 and the significance value $0.000 < \text{probability } 0.05$, which means the hypothesis (H_0) was rejected and the hypothesis in this study (H_a) was accepted. Based on the statistical analysis, this study concluded that there was a correlation

between students' linguistic intelligence and the ability of writing descriptive text.

4. Aep Saepuloh (2020), conducted a research, "Application of Critical Thinking Learning Models to Improve Student Learning Outcomes Writing Skills of Description Texts for Grade VII/A Students of SMP Negeri 1 Angsana". This research, use Classroom action research (PTK) as the research method. This research has identified about applying critical thinking learning models to improve students' writing skill in descriptive text. The results of this study showed that with the Critical Thinking Approach the learning outcomes of students in each cycle had increased as evidenced by the 50% pre-cycle students' learning completeness, (average value 66) increased in the first cycle reaching 79% (average value 78) while in the cycle II completeness of student learning has increased to 100%, (average value is 79), thus it can be concluded that the Critical Thinking Approach can improve student learning outcomes in Indonesian subjects in Writing Description Text materials.
5. Patahuddin Patahuddin (2021), conducted a research, "Students' critical thinking ability in analyzing descriptive paragraph." This research use descriptive quantitative approach as a research method. Referring to the data gained in the study, the result finding in this research is the critical thinking ability of students to analyze a descriptive paragraph was still

very low. It was discovered that students' critical thinking skills in analyzing descriptive paragraphs were in a low category, students achieving a score below the minimum graduation standard set by the university. The data is also reinforced by the results of interviews which show that students are not accustomed to doing English paragraph analysis.

6. Konstantina Miranda Wea (2020), conducted a research, “ Problems in writing descriptive text faces by the seventh-grade students of SMPN 2 Kupang in the academic year 2019/2020.” This research, use descriptive qualitative research as the research design. The result of this study also showed that the students faced several problems in writing descriptive text. There were two kinds of problems found in students' writing; they were linguistic problems including grammar and vocabulary related problems, and nonlinguistic problems which include organization of ideas, content and mechanical problems. The most frequently found problems in students' writing were related to grammar and mechanical. To overcome these problems, there are some suggested solutions which include using cooperative learning or rapid writing strategy in teaching writing descriptive text. In addition, it is also suggested that a teacher should be a good teaching and learning facilitator and should also have a well-prepared teaching material which is appropriate and inspiring to the topic of teaching.

7. Ammar Husein Yasir, Ass.Prof. Bushra Saadom Mohammed Al noori, Ph.d (2020), conducted a research, "Teacher's perceptions of critical thinking among students and influence on higher education." This research use the interpretive method as the research questiones design. Based on the researh finding, this research give the information about students' critical thinking by teacher's side. Teachers believe they are teaching critical thinking to their pupils and that critical thinking will give the intellectual stimulation that will allow critical thinking, according to research. The ability of students to articulate ideas and concepts in their own terms was seen as proof of critical thinking. The conclusions also suggest that teachers are not confident that their students could learn to think critically on their own. Many of them perceive their students to be unwilling to share and lack the command of language to express their thoughts well.
8. Rustam; Priyanto (2021), conducted a research,"Critical thinking assessment in the teaching of writing Indonesian scientific texts in high school". This research use qualitative research as research design, and The research method used is a mixed method of the concurrent embedded design. The results of the study indicate that Indonesian language teachers have designed critical thinking assessments in writing scientific texts by assessments in writing scientific texts by conducting basic competency (BC) analysis, analyzing competency achievement

indicators (CAI) by considering action verbs (AV), making stimuli, making question grids, constructing question criteria, and scoring by considering critical thinking aspects, including (1) focus, (2) supporting reasons, (3) organization, (4) conventions, and (5) integration. Student learning outcomes in writing scientific texts show good critical thinking competence in accordance with learning objectives.

9. Lyslana Nurhayat Hakim, Sundari Purwaningsih, Erika Rachmawati (2020), conducted a research, "Teacher's strategies in development students' critical thinking and critical reading." This research use qualitative research as the research design. The research finding of this study is the strategies used by the teacher are asking open-ended questions, restate and clarify the meaning of a few sentences from the text, and use small group discussions with specific tasks assigned. In short, the teachers' understanding of critical reading and critical thinking is low, their strategy in improving students' critical reading is also limited.
10. Desyarini Puspita Dewi, Nila Yuniani (2020), the title is "Improving skills in writing text description of image media ttw method in class VII students." this research use classroom action research (PTK) as a research method. In this study, the think talk write method was applied with the help of image media in the description of text learning materials in the 2013 curriculum. , and the second cycle 76.14 increased

18.56% sufficient in the second cycle because the number of students who have completed has reached 81%. This proves that the application of the think talk write method with the help of pictorial media in learning to write descriptive texts in class VII C SMP N 1 Talun has increased and is effective. The results of observation data in the form of student activities, it was found that in learning there was good communication, in this case there was an interaction between students and teachers and between students. Based on these results it can be concluded that learning to write descriptive texts using the think talk write method with the help of pictorial media has a significant increase in both the learning process, the average score of writing skills, and changes in student behavior. Class VII C students of SMP N 1 Talun after participating in learning to write descriptive text using the think-talk method, writing using pictures as media.

In comparison with the previous related studies above, this study has similarities since it has two variables, X variable as critical thinking and Y variable as students' writing descriptive text. However, there are some differences among each other. In the first three previous studies has same research design, it is correlational design but they did not explain the detail about descriptive text and some of them focus on reading comprehension. The other previous studies had studied about analysis the descriptive text problems of students and analysis of critical thinking in any perceptions. So, this study

has the specific topic to identify there is or no significant correlation and influence between critical thinking and students' writing descriptive text.

2.3. Conceptual Framework

This research found out the correlation between critical thinking and students' writing descriptive text and also found out the influence of critical thinking on students' writing descriptive text of the seventh-grade students in SMPS Al-washliyah 26 Medan. Critical thinking of students had been measured through CCTT (Cornell Critical Thinking Test) in level X. On the other hand, students' writing descriptive test had been measured through essay or written test. Then, the result of each test had been correlated of each other and also had been measured the influence of critical thinking into students' writing descriptive text to prove the hypothesis. Therefore, the way of thinking for this research can be illustrated as the following figure :

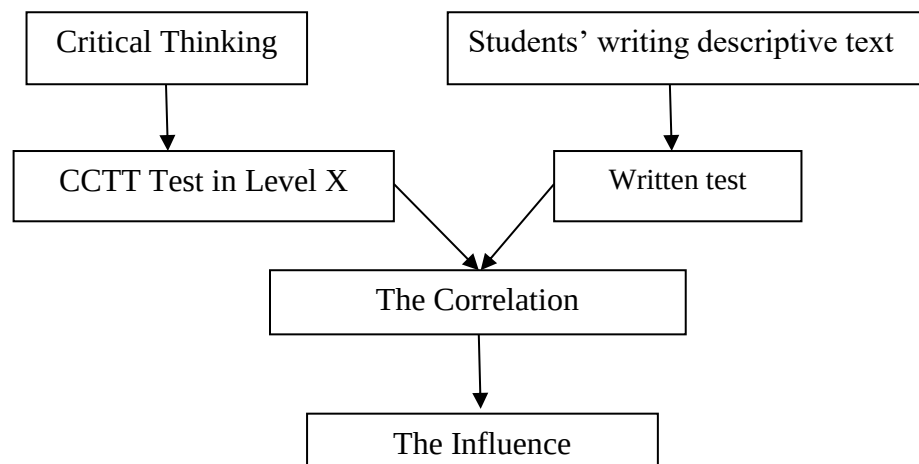


Figure 2.1. Conceptual Framework of The Correlation Between Critical Thinking and Students' Writing Descriptive Text (Siti Hamidah, 2023)

2.4. Hypothesis

Sugiyono (2018: 96) states that the hypothesis is a temporary answer to the formulation of research problems, where the formulation of the research problem has been stated in the form of a question sentence. It is said to be temporary, because the answers given are only based on relevant theories, not based on empirical facts obtained through data collection. So the hypothesis can also be the correlation between critical thinking and students's writing descriptive text of Seventh-grade students at SMPS Al-Washliyah 26 Medan stated as a theoretical answer to the formulation of the research problem, not an empirical answer to the data.

Dealing on the explanation above, the hypothesis formulated in this study as follow :

1. Ho : There is no significant correlation between critical thinking and students' writing descriptive text.

Ha : There is significant correlation between critical thinking and students' writing descriptive text.
2. Ho: There is no influence of students' critical thinking and students' writing descriptive text.

Ha: There is an influence of students' critical thinking and students' writing descriptive text.