

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Writing is the process of expressing the ideas, information, knowledge or experience and understand of writing to acquire the knowledge or some information to share and learning (White, 1986:10). It means, writing is an activity that has progressive to explore students' idea and experience into written.

Writing is important study that students must learn. Linse (2005) states that writing is productive skills because it focus on producing information. So, by writing the students are able to write and compose the sentences into the simple written that accurate, fluent and clear.

Expressing thought in writing is not easy for most students. Because, many students can express their mind by spoken, but most of them get hard to express their mind in writing. In addition, Elbow (1973) in Brown (2001:336) says that writing is two step processes. The first process is figuring out the meaning and the second process is putting the meaning into language. It means, in writing process the students are representing what their think on a text and make it clear in the correct writing text.

So, dealing with the explanation above, one of writing text that students must important to practice is writing descriptive text. From writing descriptive text, the students can learn how to express their mind and figuring out the meaning into the

text by something that they look or listen. It supported by Gerot and Wignell (1994:208) states that “descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound, etc.” It also there are four indicators of descriptive text that students must know, they are generic structure (identification and description), grammatical features (simple present tense, adjective, action verb, figurative language), vocabulary and mechanics.

Based on the researcher’s observation during internship on the seventh-grade students in SMPS Al-Washliyah 26 Medan. The researcher has found out students’ problem in learning descriptive text. On the seventh-grade, the students had learned about describing a person. The students are asked to describe their family into a descriptive text. The researcher found out that there are some mistake on use grammatical features in students’ writing. For example, the student wrote about his/her Mother “*My mother beautiful. She have skin white, hair black and tall...*” from those sentences, the researcher found out that the student did not understand the function of tenses and uncorrectness words in writing descriptive text. So, the correct sentence is “*My mother is beautiful. She has white skin, black hair and tall...*”. Another example, the student is asked to describe the personality of his/her family, and the student wrote “*My name is Raka. I am a student. I live with my parents. My mother like cooking and my father like reading a newspaper..*” From those sentences, the student did not describe a personality of his/her family but the student describe about the daily activity of his/her family.

So, from all that mistake and problem, the researcher concludes that in writing descriptive text, the students did not only focus to understand about grammatical features but also needed to choose the correct word to get the clear meaning that related to the topic in writing descriptive text.

Fell and Lukianova (2015) also states that the main cause of the low quality of academic writing of foreign students, especially in making essays, dissertations and theses, is the low ability to think critically. Think critically or critical thinking is the ability to effectively analyze information and form a judgment. By think critically, the students can hone their writing skill to compose the clear and correct sentence of information that they get. Besides that, critical thinking also can make students more creative to develop their ideas about any topic, become broad-minded and process information properly in writing descriptive text.

For all cases and explanations above, the researcher decided to make a research entitle **“The Correlation between Critical Thinking and Students’ Writing Descriptive Text.”**

1.2. The Problems of the Study

Based on the background of the study, the researcher formulated the problem as follows:

1. Is there any significant correlation between critical thinking and students’ writing descriptive text of The Seventh-Grade Students in SMPS Al-Wasliyah 26 Medan?

2. Is there any significant influence of critical thinking on students' writing descriptive text of The Seventh-Grade Students in SMPS Al-Wasliyah 26 Medan?

1.3. The Objectives of the Study

Based on the problem of the study, the objective of the study is :

1. To find out if there is a significant correlation between critical thinking and students' writing descriptive text of The Seventh-Grade Students in SMPS Al-Wasliyah 26 Medan
2. To find out if there is a significant influence of critical thinking on students' writing descriptive text of The Seventh-Grade Students in SMPS Al-Wasliyah 26 Medan

1.4. The Scope and Limitation of the Study

There are many types of writing text that be taught for students. The study was focus to identify students' writing descriptive text. In writing descriptive text, The students are asked to describe people by picture. One of approach that make students become broad-minded in writing descriptive text is critical thinking. Critical thinking can hone the students' skill in writing descriptive text. So, this study focus on correlate between critical thinking and students' writing descriptive text and identifying the influence of critical thinking on students' writing descriptive text. Besides that, the limitation of this study was the seventh-grade students in Smpps Al-washliyah 26 Medan.

1.5. The Significance of the Study

According to the result of this study, there are several benefits to be gained both in theory and practically, as follows :

1.5.1. Theoretically

This research is needed because it contributes to the theory about writing descriptive text by students' critical thinking skill that can hone of students' skill in writing descriptive text.

1.5.2. Practically

This research is needed because there are some benefits, they are :

- a. This result study is expected to correlate students' critical thinking and students' skill in writing descriptive text.
- b. This result study can increase students' skill in writing descriptive text.
- c. This result study give informations to the teachers about how to analyze students' critical thinking and students' cognitive in writing descriptive text.