Improving Students' Argumentation Style Ability in Writing Essay through Discourse Analysis Model Critical Thinking Map Oriented

R. Panca Pertiwi Hidayati

Pasundan University, Bandung, Indonesia
E-mail: panca.pertiwi.hidayati@unpas.ac.id

Abstract. Students' ability in writing anessay, as one of language skills which can improve the creativity in language, is a serious problem that should be investigated by a deep research. Besides for showing that language as a thinking tool, writing competence can be seen as a product if we take a look from critical thinking ability measurement aspect and also as a process if we take a look at the individual development itself aspect. One of indicator for measuring the students' critical is by the ability in delivering their argumentation style which is showed in their essay. The goal of this research is obtaining the objective discourse analysis model critical thinking map oriented in improving students' argumentation style skills in writing anessay, hence can be used as a modelling for the growing of students' creativity in a variety of writing skills. Based on paired-samples t test, the pre-test/post-test paired-sample is significant, because the significance (2-tailed) is less than 0.05 in the standard of 95%. This is mean, there is a real difference between the ability before and after getting the treatment. The sample's ability after getting the treatment is better than before. As well as if be compared with control class, experiment class shows the significant superiority for all aspects of essay writing assessment.

Keywords: Argumentation Style; Discourse Analysis Model Critical Thinking Map Oriented;Writing Essay

I. INTRODUCTION

In fact, learning that language as well as learning activities in General, is a complex effort because it involves various variables that are plural. Specifically, learning language and Indonesia literature that requires critical abilities of the learners themselves. It is thought that this critical capability, although nature of thriving is one among the determinants of the ability successof the learners in language skills, especially writing. This statement is said by Alwasilah [1] as follows;

Literat culture made them, especially the educated people, accustomed to writing. In the meantime, writing has been proven as the most speaking activities to support the skills formation of thinking skills, such as; the problems solving activity through a process of linguistic and cognitive complex like organizing, structuring, and revising. A study in the context of High School in the U.S. also concludes, that writing can support the way of thinking and study subjects that are much more complex that is useful for the success of applying culture-based technology and complex information. So, language education must be designed to do a critical thinking ability, not just language skills only.

Critical thinking ability is thought to be related to the students ' writing skills. Moreover, its status needs to be observed so that the necessary measures for the improvement benefits could be made. Critical thinking ability among other, relating one phenomenon with other skills that supposedly will help an individual in using a learning experience to other experience or to solve problems of a learning materials linked with various other learning factors. Further, the development of critical thinking ability will steer students not only master the basic skills like understanding, predicting, and summarizing, but also to train them to become critical consumers in all context of the information received.

One of the indicated critical students in writing is the quality of the arguments that are presented during the processing of thinking the real phenomenon. Each student will demonstrate different style argues to the phenomenon that become his writing problems. Writing activities in the form of reproduction of the reading results of literature can be done as one form of activity that will be able to enhance the critical thinking ability of the students shown in the quality of argumentations, one of them is in the form of essays. This is very dependent on the possession of a verbal information are organized well, one of them through the specific theme into the form of an understanding, the entire, and profound significance of meaning reconstruction from a map identity characterization of characters in literary works.

According to Dharmojo [2] says, that we know the importance of alternative models of learning that will be able to achieve those goals, among other critical discourse analysis model or the English terms were known as the Critical Discourse Analysis. Similarly, Alwasilah [1] offers the critical discourse analysis (CDA) as an alternative model of learning in order to bring into reality the language learning of language and Indonesia literature who equip their students to the critical thinking ability.

Alwasilah [1] says, that the arguments of the essay is to prove the truth or untruth from a statement. While Keraf [3] defines it as a form of rhetoric that try to to influence the attitudes and other opinions, so that they believe in and finally act according to what is wanted by the author and speakers. Thereby, it can be concluded that the argument is one type of essay that aims to influence attitudes or other opinionss, so that they are convinced that something is true or not true according to the desired author or speaker. In conveying of argumentations, each writer or speaker has the style or the way . Similarly, when the writers convey their argumentation in the essay.

Based on the background above, that becomes a research problem formulation is 'how to increase the capability of the student in the argumentation style of essay writing , before and after the model analysis of disourse-oriented to the critical thinking map (AWBPBK) is given?' For, this research hypothesis is that 'there is a difference in writing style ability argument essay students before and after the critical discourse analysis model based on the critical thinking map given to the program of student education of Indonesia language, and literature of FKIP Unpas Bandung.' In line with that, the general objective of this research is to get the objective results of student capability in argumentation style writing essays through model analysis of Discourse-oriented Map critical thinking (AWBPBK).

II. RESEARCH METHOD

Based on the subject matter of research expressed in the title, the research procedure used is a procedure that has the characteristic presence of pre-tes, post-tes, experiments, control class and the subject is not chosen randomly. The specified procedure is a procedure that is known as research of *quasi experiment*. The designs that have been set from this experiment are non-equivalent control group design (design of non-equivalent control group).

So, on the design of the experiment is quasi prates, different treatment, and there is pascates. The design involves two groups, namely the Experimental group and control group. One group did not receive treatment or get regular treatment, whereas the other groups obtain treatment (X) [4] -[5] -[6] -[7] -[8] -[9]- [10]-[11].Below is a diagram of design draft that refers ton above.

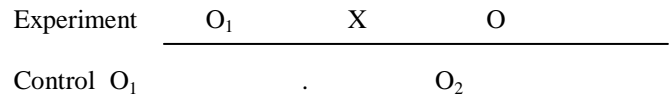| Group	Prates	Treatment	Pascates
Experiment	O_1	X	O
Control	O_1	.	O_2

Fig.1 Design Diagram of Non-equivalent Control Group

Sample refers to a number of population members and can be representative of the population. Sampling techniques which used a purposif samples, i.e., the sample items based on specific objectives so it can fulfill the interests and purposes of research. The reasons for taking purposif samples are the sample selected is a student of V semester from Studi Programs of language education and literature pedagogy of FKIP Unpas Bandung. Then, samples had been completed *Writing subject*, and *Appreciation of Prose Fiction*, as well as declared has passed the subject.

The respondents who become a samples were drawn, namely by making small papers that each number has been written subject, then rolled paper. Without prejudice, the author take 30 paper rolls to each group (classroom experiment and control class), so the numbers are printed on a roll of paper that is what is the subject of research samples. Thus, the overall number of samples of the two groups is 60 people.

Regarding the large amount of representative samples in experimental study, Fraenkel and Wallen [4] explain for experimental research and causal-comparative, we recommend at least 30 individuals per group, although sometimes experimental research with only 15 individuals in each group that can be sustained if they are controlled strictly.

This opinion in accordance with the rule provisions that based on total sample who stated by Fernandez in Hidayati [12], among others, he said, if the sampling technique based on random, needed at least 100 units, except if the population is very homogeneous. For a multilevel sample is needed at least 75 units, and 30 units for each cell in a level. In social studies, 30 units are already considered to be adequate, because statistically these already provide results which not much different with large amounts of approaching the normal curve.

By knowing a quantity of the sample which expressed two experts above, then a total sample of 60 people in this research can be classified as representative.

III. RESULT AND DISCUSSION

A. *Data Analysis Essay Writing Style of Argumentation in Class Experiments*

Data which is associated with the style of argumentation in writing essay includes the following point:
1) Sample capabilities in explaining the argument;
2) Sample capabilities in explaining material support for completeness argumentation;

3) The ability of the sample in showing the relationship between the material support in the form of experience and his views with views;
4) The ability of the sample in showing clarity of motivation in solving problems whichbecame the main topic of the essay;
5) Capabilities of sample in setting the strategy for preparing the essay conclusion.

Data analysis prates can be described as follows.
1) As many as 6 people obtain score 1 (19.35%); score 2 retrieved 2 people (6.45%); 3 retrieved 3 people (9.68%); score 4 retrieved 7 people (5%); 22.58 retrieved 8 people (25.81%); score 6 retrieved 2 people (6.45%); score 7 retrieved 2 people (6.45%).
2) The average early score ability to the sample aspects of argumentation delivery style in essay writing before receiving treatment is 3.6 or if rounded to 4. It means, the arguments sample in writing are less and not supported by the facts, even less relevant, besides, the reader has some difficulties in associating the views or author experiences with the problem of question presented in his writings.
3) Minimum completeness standar(SKM) of learning competence to write is 6. Based on the SKM, the ability of the sample which have score below the SKM (score 6) for aspects of argumentation style in writing of essay literature when prates was as many as 26 people (83.87%), and that are considered to have SKM only 5 people (16.13%).
4) The inability of samples which have an appropriate score of SKM, can be seen in terms as follows.
   a. Total of 11 data shows its inability to deliver the writing argumentation style that is generally displayed instead of the argument, but a retelling of short story in narrative text.
   b. Other prominent Weakness shown by samples is its inability to complete the arguments with the factual material support which clarify the fictional phenomena. Generally all data sourced material is from a short story that students studied. There are 20 data which have not completed of the essay with a factual of supporting material and they have minimal examples.
   c. There are 13 data shows only arguments associated with the contents of short story, and as much as 4 data has shown the inability of the authors to make the effectiveness between view arguments and author attitudes, so it doesn't give many informationst.
   d. There are 20 data indicate the author is not able to show the motivation of problem solving that he wrote, so that the purpose of writing become unclear, because it is only retelling the content of short story. Thus, the problem happened only reveal

short story problems, and there is no a problem solving which refer to real life.
   e. There are 12 data shows the inability of authors in using a conclusions drafting strategy. These deficiencies appear to vary among others, there is a writing that does not contain conclusions at all, there is writing which presents the conclusions with very simple that s can not be understood by reader, there is a writing style which ends with a review by conveying the good and weaknesses of short stories, and there are conclusions that delivered by the same author, and there are not closely related to the case described before, yet the author has not finished yet a previous story in his essay writing.
5) Based on the above facts it can be concluded, that the sample has not been able to present argument style in his writing in accordance with the provisions.

Meanwhile, the results of pascates analysis can be described as follows.
1) Results the pascates elements of argument style is: as many as 5 people (16.13%) attained 6 score; as many as 11 people (35.48%) attained 7 score; as many as 14 people (45,16%) attained 8 score; as much as 1 person (3.23%) attained 9 score 9. It can be said, that the results of pascates showed an increase from results pra-tes. Therefore 100% of the sample were able to reach the target of SKM even exceeded the minimum target.
2) The first ability average sample score to the aspects of conveying the argumentation style in essay writing after receiving treatment is 7.35. That is, when the ability new level of pra-test reach argumentation samples in writing which less supported by the presented facts, even less relevant, besides the difficulty face by reader to associate views or author experiences with the question presented in his writings. While the average overall pasca-tes has reached the delivery level of presented arguments, with the relevant existence idea to support an effort to connect it with the view experience or the author views.
3) Completeness Minimum Standard (SKM) of writing competence has set to become 6. Based on the SKM, all samples have shown an increasing ability to apply style argumentation very well, because it has been 100% exceeds the minimum achievement targets. Yet, there is a significant difference between obtaining samples before and after it gets the treatment.
4) The ability of sample to have a score in accordance with the statutes, the SKM looks in terms as follows.
   a. All data has demonstrated its ability to convey the argumentation style of writing, among others through the way of circumtances, *pratibukti*, and the wrong reason.

b. Other capabilities shown in the sample is the ability to equip an argument with factual material support which clarify the fictional phenomena. There are as many as 27 data as another material to complete the short story resources, also equipped with outside sources of short story, among other social phenomena experienced by the author, poem the lyrics of the song, quote, idioms-word, motto-the wise words, a description instances, Hadith, definition, example cases. There are 4 data have not completed yet in essay with supporting factual material and minimal examples.

c. There are 30 data has shown the argument associated with the essay problem effectively, among others, the author connects it through the consideration of moral values, emotions, attitudes, examples, and bring up the issues that influent readers to understand the issues with easy and interesting.

d. General, data have demonstrated the ability of the sample in showing the motivation problem solving which written, so that the goal of the essay became clear, so it appears the original author's attitude to the problem which has been written. Generally data have shown the ability to use a sample strategy drafting conclusions. The conclusion strategy can be used in various way, such as; through the submission of a finaladvice: strategy, a summary of ideas points, reflection, even a metaphor that is persuasive.

e. Based on the above facts can be inferred, that 100% of sample have been able to present a style of argumentation in writing in accordance with the conditions.

To further clarify the distinction ability of experiment class samples before and after the treatment, here shown bar graphs to know the difference ability to 3 aspects sample (style of argumentation) as follows:
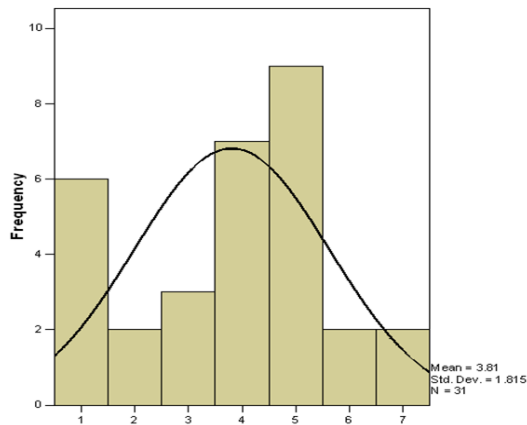

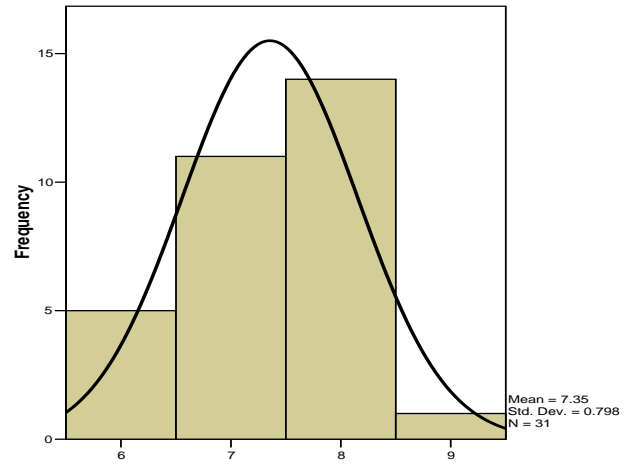Fig. 2 Pretest Experiment Class Aspect 3

Fig. 3 Posttest Experiment Class Aspect 3

To clarify the distinction ability of experimental sample above, we can see the capabilities class argument style controls before and after treatment in the form of a graph as follows.
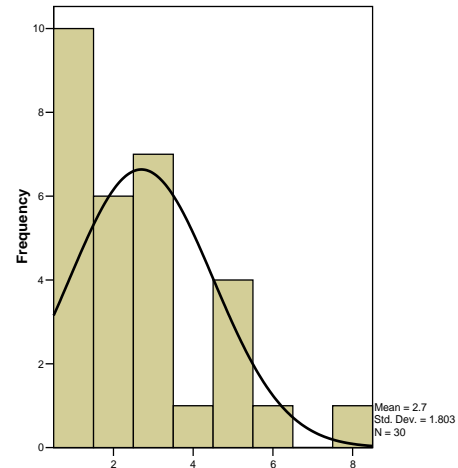

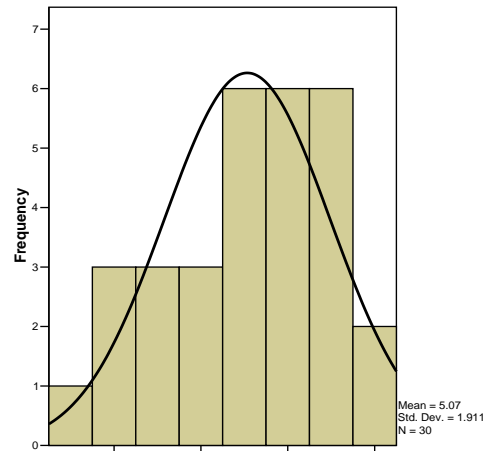Fig. 4 Pretest ControlClass Aspect 3

Fig. 5 Posttest ControlClass Aspect 3

Below the statistical calculation is presented against the mean, median, mode, standard deviation, range, maximum value, minimum value, the amount of the aspects data of argumentation style class experiments.

Table I
Statistical Calculation

Statistics

		Pretes Eksperimen Aspek 3	Postes Eksperimen Aspek 3
N	Valid	31	31
	Missing	0	0
Mean		3.81	7.35
Median		4.00	7.00
Mode		5	8
Std. Deviation		1.815	.798
Range		6	3
Minimum		1	6
Maximum		7	9
Sum		118	228

Table II
Pretest Experiment Class Aspect 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	19.4	19.4	19.4
	2	2	6.5	6.5	25.8
	3	3	9.7	9.7	35.5
	4	7	22.6	22.6	58.1
	5	9	29.0	29.0	87.1
	6	2	6.5	6.5	93.5
	7	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

Table III
Posttest Experiment Class Aspect 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	5	16.1	16.1	16.1
	7	11	35.5	35.5	51.6
	8	14	45.2	45.2	96.8
	9	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Below the statistical calculation against the mean, median, mode, standard deviation, range, maximum value, minimum value, the amount of grade control argumentation style data.

Table IV
Pretest Control Class Aspect 3

N	Valid	30
	Missing	1
Mean		2.70
Median		2.00
Mode		1
Std. Deviation		1.803
Range		7
Minimum		1
Maximum		8
Sum		81

Table V
PosttestControl Class Aspect 3

N	Valid	30
	Missing	1
Mean		5.07
Median		5.00
Mode		5[a]
Std. Deviation		1.911
Range		7
Minimum		1
Maximum		8
Sum		152

a. Multiple modes exist. The smallest value is shown

1. The Hypothesis Test and Discussion

As presented in the introduction above, the hypothesis of this research says, 'there is a difference in ability level style of argument essay writing college students before and after the critical discourse analysis model based map critical thinking given to Study program of Language and Indonesian Region Literature and Pedagogy of FKIP Unpas Bandung. To test the hypothesis above, it is used t-test paired samplesed. The calculations are as follows.

Table VI
Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretes Eksperimen Aspek 3	3.81	31	1.815	.326
	Postes Eksperimen Aspek 3	7.35	31	.798	.143

Table VII
Paired Sampled Correlations

		N	Correlation	Sig.
Pair 1	Pretes Eksperimen Aspek 3 & Postes Eksperimen Aspek 3	31	.509	.003

Table VIII
t-test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretes Eksperimen Aspek 3 - Postes Eksperimen Aspek 3	-3.548	1.567	.281	-4.123	-2.974	-12.607	30	.000

Based on the above calculations, hypothesis *accepted*, because based on the test results, t-test pairing control class samples as seen from the value of the sig (2-tailed) meet the criteria value Sig (2-tailed) 0.05, then test < t significant.

IV. CONCLUSIONS

The conclusions of this research are as follows:
1) The things that developed from the aspect of argumentation quality styleinclude: (1) how to convey arguments; (2) the effectiveness and completeness of the material support; (3) the effectiveness of relationship between the argument to the author's views and experience; (4) the clarity of motivation problem solving; (5) the drafting strategy of conclusions.
2) From five aspects are developed, the class gets the treatment-oriented discourse analysis map shows that has a means of critical thinking excellence, if compared with the acquisition of the control class ability. It looks different from the mean pascates prates-experimental class and control.
3) The ability of the average sample experiments upon prates to 3 aspects (style of argumentation) has achieved a score of 3.81. That is, sample generally less able to present the argumentation with the support of the relevant facts, as well as the difficulty of demonstrating relationships with the view of its author.
4) However, after the sample gets the treatment-oriented discourse analysis of critical thinking, the ability of average samples for this increase to 3 aspect 7.35. That is, the arguments presented, with the idea of the existence of relevant supporting an attempt to link it with the experience or the views of its author. This is evident with the ability of the average of all samples for the 3 aspects has demonstrated in his argumentation style of delivery,

through circumtancesi, *pratibukti*, and wrong reason; as many as 87.09% of the sample which were able to supplement the material in addition to sourced short story, also equipped with sources outside of the short story, among other social phenomena experienced by the author, poem by themselves and others, the lyrics of the song, quote, idioms-word motto-wise words, a description example, Hadith, definition, example cases. However, there are no sample 12.91 completes the essay with supporting material factual and minimal examples.

The ability of average of control class for aspects of 3 at prates is 2.7. So, the average level of ability of the initial sample is equal to the average of the initial capability class experiments. When pascates, the average ability control class escalate to become 5,07. That is, the extent of its ability recently showed "argument was introduced but maybe there is no relations, clarity, consistency, or the supporting idea may not be able to be connected with the experience or the views of the authors.' So the final ability is still under the control of class class experiment significantly.

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