

Students' Critical Thinking Skills in Writing Analytical Exposition Text

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Abstract

The objective of this study is to assess the proficiency of students' critical thinking skills in composing analytical exposition texts, as well as to examine their perceptions regarding the development of critical thinking skills in this particular writing genre. The research employed a descriptive qualitative methodology, utilizing data gathering instruments such as observations and interviews. A study was undertaken at SMA Negeri 4 Gowa Regency during the academic year of 2021/2022. The participants in this study consisted of 30 students enrolled in the class XI MIA 3 during the second semester. However, for the purpose of data collection, the researchers selected a subset of 15 students by purposive sampling for interviews. The findings of this study suggest that students frequently commit errors when it comes to utilizing generic structures and language elements in their written analytic exposition texts. Based on the identified faults, the researcher saw that a majority of the students exhibited deficiencies in adhering to the prescribed guidelines of the analytical exposition text. Furthermore, it was noted that critical thinking skills were not adequately incorporated in the writing sessions conducted within this particular class. The observed phenomenon can be attributed to the insufficient comprehension and instruction provided to students within the educational setting, hindering the development of critical skills. Additionally, the absence of thought-provoking inquiries posed by educators may impede students' progress in enhancing their critical thinking abilities. Based on the analysis and observations conducted, the researcher has reached the conclusion that the students of class XI MIA 3 at SMA Negeri 4 Kabupaten Gowa demonstrate a moderate degree of critical thinking skills, as assessed by the critical thinking characteristics outlined by Facione (Facione, 2013).

Keywords: critical thinking skills, writing, and rules of analytical exposition text.

INTRODUCTION

The incorporation of critical thinking into the realm of foreign language acquisition aligns with the overarching framework of the main competences of international education, namely reading, writing, arithmetic, and reasoning. The acquisition of literacy, numeracy, and critical thinking skills is a fundamental global competence that serves to facilitate personal growth and development in social, economic, and cultural contexts both presently and in the future. This perspective aligns with the viewpoint presented by Hayat and Yusuf (2010), who emphasize the significance of incorporating critical thinking skills within the context of foreign language learning. The promotion of critical thinking in the context of foreign language education involves incorporating language exercises that encourage students to interpret, engage in collaborative language practice, employ written conventions, apply knowledge, solve problems related to the subject matter, and reflect on language usage and engage in discourse. Critical thinking is a cognitive process characterized by rationality, drawing upon an individual's abilities, prior experiences, and knowledge to discern arguments and devise problem-solving strategies while embarking upon the act of writing. According to Vincent (1998), thinking encompasses many cognitive processes aimed at problem-solving, decision-making, and comprehension. Conversely, believing is posited as the cognitive response and solution to matters of significance.

Writing is a cognitive activity that involves the expression of thoughts through written language. This aligns with Tarigan's (2008) assessment, which suggests that composing is a valuable skill in language acquisition, allowing individuals to communicate implicitly rather than face-to-face with other groups. The text in question comprises an evaluation and analysis of the creator's perspectives and reflections. According to Damayanti et al. (2013), the scientific article is considered to be a contested form of exposition. The objective of this endeavor is to conduct an inquiry into a certain topic and convince the reader that the author's proposition or assessment is accurate by presenting well-founded arguments in its favor. Based on the aforementioned theoretical perspectives elucidating the concept of critical thinking and writing, it can be inferred by researchers that the content we produce should align with our cognitive processes. Put simply, our writing is derived from the concepts within an individual's cognition and the fundamental principles that shape their thought processes. Furthermore, when engaging in the act of writing, it is imperative that our thoughts are occupied with a certain subject matter.

The ability to think critically is a notable example when considering the learning objectives associated with writing. The importance of critical thinking expressed in written form is underscored by numerous studies that investigate the skills associated with critical thinking. Regarding previous research on critical thinking skills, one such study conducted by Anggraeni (2017) titled "The Relationship Between Students' Critical Thinking Skills Involving Voice Ability in Writing" explored the implications of this relationship. The findings of this investigation suggested that individuals with strong critical thinking abilities are likely to possess proficient voice abilities in their writing. In a study conducted by Astuti (2018), titled "Enhancing Critical Thinking Abilities via Argumentative Writing," the author explores the development of critical thinking skills through the practice of argumentative writing. The researcher elucidated in his findings that some elements of English as a Foreign Language (EFL) argumentative writing have facilitated the enhancement of students' critical thinking abilities and English language competence. In a study conducted by Rohayati (2014) titled "Students' Critical Thinking in Writing English Exposition Texts," the author examined the assessment of students' thinking abilities in written English exposition texts. The study aimed to notice the presence of speculative aspects that influence students' writing, particularly in the English language. This study delves into the topic of students' critical thinking ability in producing analytical exposition texts, building upon the

findings and explanations of prior research.

Importance of Critical Thinking in Indonesia

A comprehensive examination of pertinent scholarly works, including an exploration of three distinct categories, commences with an initial focus on the notion of critical thinking. According to Johnson (2010), critical thinking can be defined as the ability to engage in effective and thoughtful reasoning, recognizing it as an integral aspect of a positive cognitive process. The development of critical thinking skills is essential during the primary school years, since it is crucial to cultivate these skills from an early age. Students should be exposed to both fundamental and creative thinking patterns in order to familiarize themselves with and enhance their critical thinking abilities. The development of decisive reasoning abilities include the underlying capacity to engage in critical thinking and the acquisition of skills applicable to various domains of life. According to Facione (2013), critical thinking skills encompass six key aspects, namely interpretation, analysis, explanation, evaluation of conclusions/inferences, and self-regulation. By developing proficiency in these six aspects, students can enhance the focus and effectiveness of their critical thinking abilities. It is important to note, however, that these aspects are not typically taught directly to students. Rather, they can be cultivated gradually from an early age, enabling students to refine their critical thinking skills as they progress through higher levels of education.

According to Emily R. Lai's (2011) perspective, this analysis aims to examine the attributes and criteria associated with critical thinking. Decisive reasoning talents encompass a limited set of essential attributes, including the capacity to critically analyze contentions, claims, or evidence, arrive at well-founded conclusions, employ both inductive and deductive reasoning, evaluate and assess information, make informed decisions, and effectively solve problems. Decisive reasoning is a cohesive set of features that are inherently interconnected and cannot be dissociated from one another. In order to arrive at sound conclusions, it is imperative to subject every argument, claim, or piece of evidence to thorough analysis and adhere to the principles and methodologies of critical thinking.

The protocols pertaining to critical thinking According to Scrive and Paul, as cited in Mark J. Synder's work published in 2008, a number of processes or procedures have been identified for the practice of critical thinking. These steps include conceptualization, application, and analysis. The significance of critical thinking in contemporary society, particularly in the context of technology that enables access to vast amounts of information, cannot be overstated. Critical thinking holds immense value for individuals across all walks of life. Moreover, it plays a crucial role in the realm of education especially in Indonesia today. Tilar (2011) posits that various factors influence students' development of critical thinking abilities. Fostering the cultivation of critical thinking skills in the realm of education entails paying due reverence to students. The cultivation of critical thinking skills is seen as a key objective in the realm of education due to its capacity to equip pupils with the necessary cognitive abilities and dispositions essential for navigating the complexities of adult life. The cultivation of critical thinking skills within the educational framework is a longstanding aspiration aimed at attaining desired outcomes in pedagogical endeavors. The acquisition of critical thinking abilities is deemed essential for active participation in democratic societies. The critical thinking skills of students can be influenced by various factors, one of which is their physical condition. Sajoto (1990) asserts that physical condition is a holistic entity that cannot be dissected, encompassing both repair and maintenance aspects.

Conceptualizing Analytical Writing

Composing is a fundamental skill in communication that involves the use of written text or written forms. Effective communication between researchers and readers is a crucial aspect of academic discourse. According to Brown (2014), one rationale for providing help is that writing, as opposed to speaking, is an academic skill rather than an innate ability. Additionally, it is noteworthy that individuals who are native speakers of a language have a wide range of proficiency levels. According to Syafie'ie (1998), the purpose of writing can be categorized into several classifications, including: altering readers' beliefs, imparting comprehension of a subject to the reader, stimulating the reader's cognitive processes, providing pleasure or entertainment to the reader, and informing and motivating the reader.

The theory of analytical exposition text pertains to a textual genre that critically explores phenomena that are of public interest. The author presents their perspective on the idiosyncrasies of the sounds under examination. According to Refnaldi (2010), an analytical exposition text is a type of exposition that argues for the existence of a particular circumstance. Furthermore, Gerot and Wignell (1994) assert that the purpose of an analytical exposition text is to persuade the readers or audience regarding a particular matter or circumstance. A scientific essay possesses a persuasive cycle that prompts readers to take action or refrain from taking action in relation to a certain occurring event. The typical structure of a well-written article often consists of three main components, as identified by Gerot and Wignell (1994): the thesis, the argument, and the reiteration. The clarification of postulation articulation is an essential component of academic writing, since it introduces the major subject or primary idea. It is typically presented in the introductory section of a scientific paper. In academic writing, it is common to provide arguments or evaluations that support the main idea. These arguments can be found in various forms inside scientific texts. Moreover, reiteration serves as the final component of the logical discourse, wherein emphasis is placed on the repetition of the key idea presented in the initial paragraph.

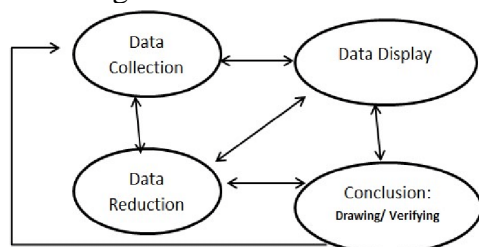
The linguistic components commonly employed in written analytical exposition texts are referred to as lexical syntactic features. According to Gerot and Wignell (1994), analytical exposition texts employ significant linguistic features, including a focus on human and non-human conventional designs, the use of the simple present tense, the use of objective processes, and the use of internal conjunctions for the argument stage and causal conjunctions for the justification stage or standardization. This research is centered on two specific issues: the assessment of students' critical thinking abilities in composing analytical exposition writings. What is the nature of students' perceptions regarding the development of critical thinking abilities in the context of creating analytical exposition texts? Hence, based on the aforementioned problem description, the anticipated research objectives are as follows: The objective of this study is to characterize the critical thinking abilities of students in composing analytical exposition texts, as well as to examine their perceptions regarding these talents.

METHOD

The study employed a descriptive qualitative research methodology. The objective of this study is to ascertain the extent to which students' critical thinking skills are manifested in their writing. Qualitative research explores the benefits of connection, events, and circumstances, in accordance with Ary's (2010) perspective, which posits that descriptive qualitative methods are employed to analyze the state of a group, individual, object, set of conditions, thought system, or event. The topic of this research study is a class XI MIA 3 student, who is being observed and analyzed by the researcher. According to Sugiyono (2017), the utilization of purposive sampling

as a methodological approach involves a deliberate and thoughtful selection process, taking into account explicit considerations. The rationale behind selecting purposive sampling as the employed example is rooted in the fact that not all methodologies adhere to the researcher's discretion. The study was carried out in SMA Negeri 4 Gowa, specifically in the Tinggimoncong district of Gowa regency, which is situated in the Malino region. The process of selecting research venues is contingent upon the students' utilization of critical thinking abilities in the analysis of exposition materials. The selection of this educational institution as the research site is motivated by the presence of numerous challenges pertaining to critical thinking. Consequently, the researchers conducted an in-depth analysis to investigate the underlying factors that make it difficult for students to engage in critical thinking. The study spanned several months, commencing on February 7th, 2022, and concluding on March 15th, 2022. This timeframe encompassed data collection and retrieval activities.

The research employed two primary tools, namely observation and interviews, to gather data for the study. When gathering data, the initial step involves utilizing an observation checklist to assess the quality of student work. Furthermore, the researcher employed interviews as a means of examining the enhancement of students' critical thinking abilities in composing analytical exposition writings. Furthermore, the procedure of data collection has paramount significance in the execution of research endeavors. This study employed the methods of observation and interview to gather data. Furthermore, the methodology employed for data analysis and data collecting was conducted according to the perspective of Milles and Huberman (2014).



This data gathering process consists of four distinct stages, which are as follows: The process of data collecting involved gathering relevant data pertaining to the study issue through the utilization of the designated research instrument. Data reduction is a term used to describe the systematic procedure of choosing, concentrating, streamlining, summarizing, and/or modifying the data present in the complete collection of written field notes, interview transcripts, papers, and other empirical materials. The data display is contingent upon the researcher's specific focus, and serves as a means of drawing and verifying conclusions. The researcher derives conclusions from the data that is presented.

FINDINGS AND DISCUSSION

In this section, the author presents the data obtained from the research in a descriptive qualitative format. The researcher categorized the findings of this study into two distinct sections, specifically the outcomes derived from observations and interviews. The data acquired in this study were obtained through the utilization of indicators and procedures designed to assess students' critical thinking skills. The study aimed to investigate the extent to which students employed generic structure rules in their written analytical exposition texts.

1. Findings

The primary objective of this study is to examine the critical thinking abilities of students when composing analytical exposition writings. The study was carried out at SMA Negeri 4 Gowa

regency, encompassing four classes: XI MIA 1, XI MIA 2, XI MIA 3, and XI MIA 4. These courses collectively comprised 120 students in the eleventh grade MIA program. Every class consists of an equal number of students, specifically 30 individuals. The researcher selected class XI MIA 3 as the research sample, based on the chosen sampling technique. To clarify, the researcher selectively sampled one class out of the four classes in XI MIA 3 SMA Negeri 4 Gowa regency for the purpose of this study. The instrument had a prior testing phase prior to its utilization in this study. The assessment battery includes examinations that evaluate critical thinking abilities, grammatical knowledge, and analytical writing capabilities.

1.1 Students' Critical Thinking Skills in Writing Analytical Exposition Text.

Based on the findings of this study, the authors have identified many strategies that can be employed to enhance students' critical thinking abilities. The study further demonstrates that students' critical thinking skills in composing analytical exposition texts encompass:

a. Interpretation

Based on observations and learning process, the researchers found that improving critical thinking skills can be done based on the Interpretation stage, namely the student's ability to interpret and understand topics and read problem situations in the text.

b. Analysis

Based on the analysis of ways to improve students' critical thinking skills, it can be done by identifying and analyzing a problem contained in the text.

c. Explanation

The researchers found that how to improve critical thinking skills can be done based on the stage at which students explain the topic of the problem from a text.

d. Evaluation

The researchers found that how to improve critical thinking skills can be done based on this stage students develop what steps can be taken to solve an existing problem.

e. Conclusion

The researchers found that how to improve critical thinking skills can be done based on this stage students provide conclusions on the problems contained in the text and make decisions.

f. Self-regulation

The researchers discovered that enhancing critical thinking skills can be achieved by encouraging students to concentrate on the process of learning, hence facilitating the transformation and defense of their viewpoints.

Based on the acquired data, it is evident that the utilization of critical thinking abilities in writing within the teaching and learning process is primarily characterized by the prevalence of teacher-initiated questioning towards students. The researchers have identified multiple facets of critical thinking employed by educators during the instructional process, based on their empirical observations. In this study, the classification of six types of learning elements in critical thinking is conducted by the researchers, drawing on the aforementioned phases.

In this study, the authors report the findings and analyze the data obtained from observations and student work on the provided worksheets, as described in the research. The written examination is administered subsequent to the instructor's exposition of the subject matter. Following this, the instructor selects a specific problem theme and assigns tasks to the students. Subsequently, the students are prompted by the instructor to employ the analytical phase in order to identify, draw conclusions, and propose recommendations pertaining to the aforementioned

problem topic. The acquired data pertains to the enhancement of students' critical thinking abilities in composing analytical exposition papers.

Subsequently, the authors discovered empirical evidence pertaining to the utilization of critical thinking abilities in the context of written communication. The researchers obtained data pertaining to a study conducted by Facione in 2013, which focused on the utilization of six dimensions of learning in the context of critical thinking. The data obtained from this study specifically pertains to the assessment of students' critical thinking abilities in the domain of producing analytical exposition texts. In the process of examining the analytical exposition text, researchers commonly employ a standardized format consisting of a thesis statement, supporting arguments, and a reiteration. The data was acquired subsequent to the analysis of their written work utilizing the table indicator criteria for assessing critical thinking abilities. The findings can be classified as moderate in nature. The findings indicate that the majority of students have not effectively utilized their critical thinking abilities when composing analytic exposition texts. The study involved the examination of six distinct categories of critical thinking skills among students, namely interpretation, analysis, explanation, evaluation, conclusion, and self-regulation.

Based on a framework of critical thinking, the researcher conducted an analysis to ascertain, describe, observe, and interview students in order to gain a deeper understanding of their challenges. To effectively identify and describe students' critical thinking skills in writing, the researcher employed an observation sheet. This sheet required students to mark six indicators of critical thinking skills. The present study presents the data collected through research findings, which includes data obtained from observations and interviews with participants. The acquisition of students' critical thinking skills in writing analytical exposition texts is achieved through the analysis of their writings, utilizing observations and learning outcomes provided by the teacher. The demonstration of students' utilization of critical thinking skills in writing can be observed through the outcomes of observations and interviews pertaining to the use of analytical exposition texts.

The current level of students' critical thinking skills in composing analytical exposition texts has not yet reached its full potential. Specifically, their critical thinking skills in writing such texts can be characterized as moderate. The present study examines students' perceptions regarding the acquisition and use of critical thinking abilities in the context of producing analytical exposition texts.

1.2 Students' Perception of Critical Thinking Skills in Writing Analytical Exposition Text.

In relation to the investigation's second research question, the researcher discovered a range of students' perspectives regarding critical thinking skills in the composition of analytical exposition texts. These perspectives were derived from the examination of critical thinking indicators and the outcomes of interviews.

Stages of Data Interpretation

The research questions given to students were to provide an overview of the interpretation stage from extract 1,2 and 3, from the results of the interviews showed that the students' statements were presented as follows:

Extract 1

Researcher	: What do you know about Critical Thinking?
St 4	: Critical thinking is a process of brain activity to solve problems.

Based on the results of interviews students' perceptions of critical thinking skills, the core of the argument is that critical thinking skills are mental processes carried out by a person or individual to solve a problem and get information whether this is logical or not.

Extract 2

Researcher	: Explain what you know about writing analytical exposition text?
St 6	: Analytical exposition text is writing that separates a problem from the main idea.

According to the students' interpretations of the aforementioned text, it asserts that the analytical exposition text is a form of written discourse that presents the author's perspectives or deliberations on a particular issue. This type of text dissects a problem, isolating it from the central concept and examining it through various subcategories. Similar to a scientific essay, an analytical exposition text allows the author to reflect upon occurrences or locations in their surroundings.

Extract 3

Researcher	: Do you find it difficult to use critical thinking in writing?
St 15	: Yes, I find it difficult to write using critical thinking because my understanding and experience are lacking.

According to the findings presented in extract 3, students expressed challenges in engaging in critical thinking when it comes to writing. One of the factors identified by students as contributing to their challenges in employing critical thinking in writing is a deficiency in comprehension, practice, and experience. Consequently, they encounter significant difficulties in cultivating critical thinking skills, particularly within the context of written expression.

Stages of Data Analysis

The research questions assigned to the students aimed to obtain a comprehensive understanding of the analysis stage. The findings derived from the interviews indicated that the students' remarks from extract 4 and 5 were presented in the following manner:

Extract 4

Researcher	: Do you have critically and term grammar?
St 5	: Yes, I have a little difficulty but I always try to think critically to respond to an event or problem).

According to the students' perspectives of the challenges associated with critical thinking in writing, the instructor initially imparts guidance on the subject of critical thinking prior to assigning tasks, emphasizing the need for students to retain several writing norms.

Extract 5

Researcher	: Do you think critical thinking important in writing? And why!
St 9	: Yes, I think it's important because by thinking critically we can analyze the phenomena we are looking for to find ideas and facts objectively

Based on students' perception of critical thinking skills, it can be inferred that critical thinking is essential in everyday life as it enables individuals to identify a problem, afterwards analyze and evaluate information.

Stages of Data Explanation

The study questions given to the students aimed to obtain an overview of the explanation stage based on the findings of the interviews. The analysis of the students' statements from extract 6 and 7 revealed the following presentation:

Extract 6

Researcher	: Do you have experience writing critically in English? Explain!
St 15	: Yes, I have experience in critical writing, at that time the teacher gave me an essay assignment.

According to the aforementioned student perspectives, they have gained critical thinking abilities through assignments. These skills are demonstrated implicitly in their written work, even if the students themselves may not be fully aware of it.

Extract 7

Researcher	: Describe one of the most challenging decisions you have to make while writing using critical thinking?
St 3	: The most challenging decision for me when I think critically is to think that I believe in the decisions I make.

Based on the students' perceptions regarding the aforementioned questions, the researcher deduces that the challenges encountered by students in the process of decision-making are justifiable. However, if these difficulties persist without intervention, they may yield unfavorable outcomes in the future, as decision-making is a crucial skill required in various contexts.

Stages of Data Evaluation

The examination questions given to understudies were to give an outline of the clarification stage from the consequences of the meetings showed that the understudies' assertions were introduced as follows:

Extract 8

Researcher	: How do you do deal with differences of opinion among other friends when you are asked to think critically?
St 9	: I will try to find a middle ground and solution.

Based on students' perceptions of how they deal with differences of opinion among other friends, the most common way based on the text above is that students are put in such a situation, students try to be creative and ask for advice or input from other friends instead of defending themselves. their selfishness and seek information about it, then make a conclusion from the opinions they issued.

Stages of Data Conclusion

The examination questions given to understudies were to give an outline of the end stage from the consequences of the meetings showed that the understudies' assertions were introduced as follows:

Extract 9

Researcher	: Have you anticipated potential problems and developed steps to avoid them?
St 11	: About us anticipating potential problems, we don't know when we face a problem, so I'm still learning and improving my thinking skills to anticipate potential problems because sometimes it's hard to avoid them.

According to students' perspectives, proactively addressing potential issues requires a profound comprehension of prevailing challenges and effective problem-solving skills. The avoidance of conflicts hinges on the adept utilization of critical thinking, which entails a thorough analysis and evaluation of the challenges at hand. This approach fosters a proactive and

harmonious environment where issues can be anticipated and resolved preemptively, reducing the likelihood of disputes.

Stages of Data Self-Regulation

The research questions given to students were to provide an overview of the self-regulation stage from the consequences of the meetings showed that the understudies' assertions were introduced as follows:

Extract 10

Researcher	: when solving a problem or completing a task, how do you determine when you need someone else's help?
St 10	: When I find it difficult to understand the meaning contained in these assignments, I need an explanation from a friend".

The students' perception of problem-solving signifies their proactive approach in seeking solutions to the challenges they encounter. In essence, the problem-solving learning model serves as a pedagogical framework aimed at addressing these challenges within the context of learning activities. Its primary objective is to enhance students' cognitive abilities, particularly their reasoning skills, thereby facilitating a deeper and more fundamental comprehension of the presented course material.

Based on the aforementioned examination findings, it becomes evident that students, even at an advanced academic level, often fail to prioritize essential elements in their critical thinking processes. Specifically, when it comes to mastering the art of scholarly composition, students encounter persistent challenges in discerning the foundational principles inherent in academic writing texts. Among these fundamental principles, the following three rules are of paramount significance: Firstly, the principle of thesis formulation stands out as a critical stumbling block for students. In this regard, students frequently grapple with the task of identifying and articulating the central themes and key ideas within their written works or academic papers. Consequently, this deficiency leads to a deficiency in their ability to determine the overarching themes and primary concepts within a given piece of writing. Secondly, the principle of constructing a compelling argument presents its own set of challenges. Students sometimes experience feelings of uncertainty, apprehension, and confusion when attempting to assert their viewpoints effectively. These emotional barriers serve as hindrances to the application of their critical thinking skills, thereby impeding their ability to construct persuasive arguments. Lastly, the principle of reiteration plays a pivotal role in the process of drawing conclusions and proposing solutions. Students often find themselves bewildered in this stage due to their ongoing struggles with identifying the core subject matter and principal ideas within a problem. This inherent difficulty in grasping the essential elements of a problem impedes their capacity to draw meaningful conclusions and offer viable solutions.

Discussion

The researcher's conclusion underscores that, in the realm of writing instruction, students have yet to fully harness the conventions inherent to analytical exposition texts while also nurturing their capacity for critical thinking. Consequently, this dual challenge manifests itself in the form of hurdles pertaining to the identification of key topics and central ideas within their compositions. Moreover, students grapple with the articulation of compelling arguments, often beset by a lingering sense of doubt regarding the persuasiveness of their assertions. Within the context of SMA Negeri 4 Gowa, it is apparent that a significant portion of the student body remains unfamiliar with the foundational principles underpinning analytical exposition texts. This lack of

familiarity is often compounded by an apprehension to discern the purpose and direction of their compositions. In contrast, when presented with a single topic by their instructors and tasked with dissecting and problem-solving, students find themselves in a state of bewilderment, as their knowledge base in the given subject matter is often limited.

The present study examines the correlation between students' critical thinking skills and their proficiency in writing analytical exposition texts. This investigation is based on a comprehensive analysis of observational data and interviews conducted by researchers. Additionally, the study explores the impact of critical thinking on students' competence in composing analytical exposition texts. The findings of this study indicate that critical thinking skills play a significant role in the writing process. The researchers observed that students were able to critically analyze their arguments, subsequently incorporating them into their written work. This ability to critically evaluate and synthesize information assisted students in drawing conclusions and addressing complex problems, thereby facilitating the identification of solutions and answers to contemporary issues. The correlation between students' critical thinking abilities and writing is highly interconnected, as the act of writing necessitates the presence of cognitive processes such as thinking and reasoning.

The reciprocal relationship between students' critical thinking skills and their writing abilities in scientific texts is one that exerts a profound influence on each other. When students actively engage their critical thinking faculties, the outcomes of their writing endeavors are notably enhanced, and the arguments articulated in their works achieve a higher degree of persuasiveness. Conversely, in instances where the act of writing is divorced from critical thinking, the resultant compositions tend to lack the depth and engagement that are characteristic of well-crafted scientific texts. It is evident that the symbiotic connection between critical thinking and writing skills in the context of scientific texts significantly shapes the quality of arguments put forth by students.

Drawing upon prior research on the development of critical thinking skills in the context of writing, it becomes apparent that students encounter formidable challenges when it comes to problem-solving and idea generation during the process of critical thinking. These challenges have been identified as substantial impediments to the cultivation of critical thinking skills in the realm of writing. These observations are in alignment with the findings of the present study, which was conducted by the researcher.

The data for this study was meticulously collected by the researcher through the administration of assignments and teaching methodologies supervised by the instructor. Subsequently, the researcher conducted a thorough examination of the outcomes of student observations and interviews. The researcher's analysis confirmed that students encountered significant difficulties in harnessing critical thinking skills, particularly in the realm of discerning the central idea within a problem—a skill that is pivotal for the analysis and identification of problems. Consequently, students faced challenges in articulating their ideas effectively in written form.

Based on these empirical findings, the researchers concluded that the critical thinking skills of students in XI MIA 3 class at SMA Negeri 4 Gowa were moderately developed in the context of writing analytical exposition texts. Additionally, the researchers made the noteworthy discovery that educators encountered their own set of challenges in nurturing critical thinking skills among students. This was primarily attributed to the absence of effective learning strategies or methods that were integrated into the classroom environment. Consequently, students did not have ample opportunities to develop their critical thinking abilities, as the predominant instructional approach

leaned heavily towards lecture-based instruction and placed a greater emphasis on the evaluation of critical thinking skills.

The implications of the study are evident based on the findings discussed in the previous section. The researcher acknowledges that students face challenges in decision-making, and if these difficulties persist without intervention, they may have unfavorable outcomes in the future. This implies that developing decision-making skills is crucial for students to navigate various contexts successfully. The study highlights the importance of supporting students in developing critical thinking skills, as evidenced by their strategies to deal with differences of opinion and anticipate potential problems. The findings also indicate a need for effective instruction and guidance in analytical exposition texts, as students struggle with key topics, central ideas, and the articulation of compelling arguments. The implications of the study underscore the significance of incorporating critical thinking skills and analytical exposition instruction in educational curricula to enhance students' abilities in decision-making and written expression.

CONCLUSION

In conclusion, the study conducted on students' critical thinking skills in writing analytical exposition texts, focusing on students of class XI MIA 3 at SMA Negeri 04 Gowa during the even semester of the academic year 2021/2022, has yielded the following significant conclusions; (1) Students' Critical Thinking Skills in Writing Analytical Exposition Texts: The researcher conducted a comprehensive analysis of the data collected, which included observations, interviews, and written assignments provided by the instructor. The findings of this study indicate that students' critical thinking skills in writing analytical exposition texts in class XI MIA 3 are characterized by a relatively straightforward approach, and (2) Students' Perception of Critical Thinking Skills in Writing Analytical Exposition Texts: Through interviews that explored students' perspectives on their own critical thinking abilities in the context of writing scientific texts, it was observed that students, in general, encountered challenges in effectively utilizing their critical thinking skills. This can be attributed to a lack of understanding among students when it comes to the process of analyzing complex issues and a deficiency in motivation, particularly when applying the guidelines outlined in analytical exposition texts.

The novelty of this study lies in its examination of the critical thinking skills of students within the specific context of writing analytical exposition texts, shedding light on an area of research that has received limited attention. This study provides valuable insights into the challenges faced by students in integrating critical thinking into their writing processes. In summary, the study underscores the need for further attention to the development of students' critical thinking skills in writing analytical exposition texts. The findings emphasize the importance of addressing issues related to students' comprehension of problem analysis and motivation, which are vital components in the enhancement of their critical thinking abilities within this specific academic domain.

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