

CHAPTER I

INTRODUCTION

This chapter discusses the area of the study that will be covered in some headings (1) Background of Study, (2) Research Question, (3) Objective of Study, (4) Significance of Study, (5) Definitions of Key Terms.

A. Background of Study

One of four basic language skills is writing and it is very important in teaching and learning English. Unlike listening, speaking, and reading, writing might be the most complicated skill. Writing is a complex and cognitively demanding activity. In writing the writer should think hard about grammar, choice of word, punctuation, capitalization, spelling, vocabulary and the unity among the paragraph.

Writing a thesis is an obligation for students to obtain the bachelor's degree. But there are still many students who have difficulty in writing a thesis. They often get difficulties when they are asked to write their ideas in English, because as we know English in the context is not our first languages. A student, especially an EFL student will need quite a long time to create an idea in writing something. This is because it is not easy in writing a thesis. Writing a thesis needs a lot of study and practice in order to develop learners' writing skill.

The difficulties in writing a thesis are not only in terms of linguistics, but also in terms of organization. In writing a thesis, it has a part that called 'Findings

and Discussion Chapter”. This chapter has some typical elements that are presenting metatextual information, presenting results, and commenting on results. The most of students just focus on presenting metatextual information and results, but they are less specific information in commenting on results. Whereas this part is very important in writing a thesis.

Writing a thesis, especially in findings and discussion chapter is also related to critical thinking skill. Critical thinking is thoughts at a complex level using various processes of analysis and evaluation of the information obtained. One of activity in using critical thinking skill is argumentative writing, because when the writer explains they arguments, it based on their critical thinking when they analysis the information. Thesis is one type of argumentative writing, so it requires the ability to think critically in writing it.

Demands for critical thinking are also found in the Qur'an. Very many verses of the Qur'an speak of thinking, and if we look at the indicators of thought that are meant all refer to critical thinking. Among the verses that explain the importance of critical thinking are the following verse.

إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتِلَافِ اللَّيْلِ وَالنَّهَارِ لَآيَاتٍ لِأُولِي الْأَلْبَابِ

۱۱۰ الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَمًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِي خَلْقِ

السَّمَوَاتِ وَالْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَذَا بَطْلًا سُبْحَانَكَ فَقِنَا عَذَابَ النَّارِ ۱۱۱

“Indeed, in the creation of the heavens and the earth and the alternation of the night and the day are signs for those of understanding. Who remember Allah while standing or sitting or (lying) on their sides and give thought to the creation of the heavens and the earth, (saying), “Our Lord, You did not create this aimlessly; exalted are You “above such a thing”; then protect us from the punishment of the Fire”.” (Q.S. Ali Imran: 190-191)

You can imagine what would happen if humans did not use their intellect in thinking. As a muslim, the position of reason is very important in understanding revelation. We are required to think by using reason in understanding existing revelations. We are required to solve existing life problems based on the Qurán and the Sunnah.

Based on observations in the field, researcher found several contradictory things shown by students in writing findings and discussion chapter on thesis related to critical thinking skills. Most students are too focused in presenting metatextual information and results, but still lacking in depth commenting on results. Many students present too much data in presenting metatextual information and results. The students just described facts, what happened, what is true, and do not use a lot of hedging, but they are less specific in commenting on results. This may indicate students' lack of awareness that the data should be selected and in this case is their creative part.

Based on the descriptions above, the researcher is interested in conduct the research entitled “**Students’ Weaknesses in Organizing the Elements of Findings and Discussion Chapter on Thesis Based on Critical Thinking**”. In this research, the focus is to investigate the Students ability in organize the elements of findings and discussion and their critical thinking by students in English Education Department of UIN Antasari Banjarmasin in writing findings and discussion chapter on thesis.

B. Research Questions

Based on the background of the study above, the researcher sets the research questions, that are:

1. How do students organize the findings and discussion chapter on thesis at English Education Department of UIN Antasari Banjarmasin?
2. What are students’ weaknesses in organizing the elements of findings and discussion chapter on thesis based on critical thinking at English Education Department of UIN Antasari Banjarmasin?

C. Objectives of Study

Based on the research questions, objectives of study are:

1. To know students’ moves in organizing the elements of findings and discussion chapter on thesis at English Education Department of UIN Antasari Banjarmasin.

2. To investigate students' weaknesses in organizing the elements of findings and discussion chapter on thesis based on critical thinking at English Education Department of UIN Antasari Banjarmasin.

D. Significances of Study

It is expected the result of this study will of:

1. Students

The final result of this research hopefully will help students to write a thesis especially in writing findings and discussion as it is one of requirements to obtain the bachelor's degree in English Education Department. It provides some information for the students on how they organize the thesis and they know the problems faced by other students, this way they can improve their ability in writing thesis and it may guide them and the writer expects that the students will be able to obtain a lesson from this research so that the same problems can be avoided and resolved.

2. Lecturers of English Education

The result in this study can be used to help the lecturers to understand the problems faced by the students, so they can provide more meaningful feedback to their students and can provide students with better method and media for use in writing the thesis.

3. Other researchers

The result can be used as a reference for those who want to conduct the similar research and give information and general guidance for the researcher.

E. Definition of Key Terms

1. Students' Weaknesses

Students' weaknesses is the deficiencies that are usually done by the students in organizing the elements of findings and discussion chapter on thesis.

2. Critical Thinking

Critical thinking is thoughts at a complex level by conceptualizing, applying, analysing, synthesizing, and evaluating information obtained to make the claim or argument.

3. The Findings

The findings section is the section in a thesis where the researcher reports the findings of their study based upon the methodology that the researcher applied to gather information.

4. The Discussion

The discussion section is the section in a thesis where the researcher interprets and describes the significance of their findings and explain any new understanding or insights about the problem after the researcher have taken the findings into consideration.