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## CRITICAL AND CREATIVE THINKING IN THE WRITING OF THE EXPOSITION TEXT

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### ARTICLE INFO

*Article history:*

Received: 18 Mar 2019

Accepted: 30 Apr 2019

Published: 31 May 2019

*Keyword:*

Critical thinking, creative  
thinking, writing  
exposition texts

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### ABSTRACT

Critical and creative thinking is a high-level thinking skill that needs to be trained to students as a provision to be a successful learner. Creative-critical thinking skills can be trained through text writing. One of the relevant texts for developing students' critical-creative thinking skills is exposition texts. This is because the exposition texts contain the opinions of a person who needs to be criticized for his supporting arguments and necessary creative ideas in solving the problem.

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### INTRODUCTION

Thinking is one of the cognitive processes that can not be seen physically directly. This is in accordance with the opinion Utami (2013) which states that thinking in the form of mental activity so that someone does not look physically. The outcome of one's thinking can be the form of an idea, an argument, a strategy, or a decision. Although these cognitive processes cannot be seen physically, thinking skills need to be trained and developed. Thus, a mature plan is needed in the development of thinking skills.

Klurik, Rudnick & Milou (2003) divide the thinking level into four, namely (1) memorize (recall thinking), (2) basic thinking, (3) critical thinking, and (4) creative thinking (creative thinking). Memorizing and basic skills are low-level thinking while critical and creative thinking is a high order thinking skill that needs to be developed.

Critical and creative thinking is part of the 21st-century learning demands. There are four demands of 21st-century learning, namely (1) critical thinking, (2) creative, (3) communication, and (4) collaboration. Critical and creative thinking is essential for students to become successful learners (Department of Education, 2017). This is in line with the opinion of Wardani (2003) who said that learning should prepare students who have the ability to solve problems, critical and creative in national, regional and global conditions.

Critical and creative thinking skills can be developed through language skills. Pangesti, et al. (2012: 2) states that the existence of thinking activity is preceded by language stimuli and

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thought results are meaningful if expressed through language symbols, both verbal and written. That is, receptive language skills can be used as a stimulus for critical and creative thinking which results in productive language skill.

Creative-critical thinking skills can be realized through productive activities, reading, and writing. This is in line with the opinion of Rofi'uddin (2003: 175) which states that the skills of critical-creative thinking in principle can be developed and accelerated mastery through the education of integrated thinking, especially integrated with literacy-reading lessons. Trianto (2010: 120) states that integrated learning can simplify and motivate learners to recognize, accept, absorb, and understand the interrelationship between concepts, knowledge, values or actions contained in basic competencies.

Writing skills that involve creative-critical thinking processes can be accommodated in text-based Indonesian language learning. Atmazaki (2013) explains that the Indonesian language learning in Curriculum 2013 is based on the text so that it can be called Text-Based Curriculum. Nurchasanah and Habsari (2017: 99) state that texts can serve as media, materials, and learning resources that can be used to develop students' critical thinking skills. Thus, the text is an appropriate stimulus to develop students' critical and creative thinking skills.

One of the texts suitable for developing students' critical and creative thinking skills is exposition texts. This is due to the fact that the expository text contains the opinion of a person who needs to be criticized for his supporting arguments (Ardiasri, et al., 2017: 1416). The more critical the exposure of the argument is described, the more qualified the exposition text is.

The text of exposition aims to convince the reader of an issue raised by the author. Wiratno (2014: 5) explains that expository texts based on social functions are divided into two, namely (1) used as a medium to convince the reader that something is true and (2) to persuade the reader to do what the author wants.

Based on the social function, this text can accommodate the development of critical and creative thinking of students in responding to an issue. Based on the background that has been described, the scope of the discussion in this article, including exposition texts, critical and creative thinking, and critical and creative thinking in the writing of exposition texts.

## **EXPOSITION TEXT**

### **The Nature of Exposition Text**

Exposition text is one type of text that serves as a medium for expressing ideas or suggesting things based on strong arguments. The target of the expository text is to inform an intent without affecting the thoughts, feelings, and attitudes of its readers (Suparno and Yunus, 2006: 14). That is, the exposition text is neutral, not coaxing or influencing.

The exposition is a discourse that aims to tell, peel, decipher, or explain something (Finoza, 2009: 246). It can be said to write an exposition text is to pour ideas or ideas in the form of writing that describes or describes something. Based on the exposure, the exposition text is a paragraph or essay containing information and knowledge presented briefly, densely, and accurately intended to open the reader's insight.

Exposition texts are often equated with discussion text or argument text. In fact, each text has a different character. Exposition texts contain expressions of ideas or suggestions on things based on strong arguments (Maulana, 2015: 71). The difference between expository text and discussion text is the discussion text contains two sides of the argument, while the exposition text contains only one side of the argument in the form of the supporting side or the rejecting side.

The author's position in the exposition text must be clear, the author is on the pro or the counter side in response to the issue or issue. This is in line with Priyatni's opinion (2014: 91) which states that the exposition texts contain an issue or issue on a particular topic and a statement indicating the author's position in response to the issue or issue.

A good expository text is an exposition text constructed according to the characteristics or features of the exposition text. Semi (2007: 62) says that the characteristics of exposition are (1) providing information, understanding, and knowledge, (2) it is answering the question of what, why, when, and how, (3) delivered with a straightforward style and language (4) generally presented with a logical order, and (5) presented in a neutral tone does not provoke emotion, impartially and impose the writer's attitude to the reader. Based on the description it can be stated that the character of the exposition text is an article that provides a description, highlighting something, information to the reader and can answer the question what, why, when, where, and how on the text created by the author.

### **Text Structure of Exposition Teks**

Zulaeha (2016) states that the structure of exposition texts includes (1) introductions, on topics to be discussed; (2) content, matters relating to the topic; and (3) conclusions about things in the topic presentation. This is in accordance with the opinion of Marahimin (2010: 195) which states that the text of the exposition is built on theses, classes, and conclusions. The thesis is at the heart of an exposition as well as the whole of the exposition, the whole discourse must be in line and support the thesis to be followed by the proofs of proof. Classes are descriptions that support or prove the truth of the thesis by relying on proof and done at least three times of proof. Thus, a simple exposition is built on five paragraphs, the thesis paragraph, the three class paragraphs or the proof, and the conclusion paragraph.

Based on the description, it can be seen that in general the structure of the exposition text consists of three parts. These three parts include (1) introduction / thesis / statement of opinion, containing the opinion or predictions of the author, of course based on a fact; (2) content / class / argumentation, ie the author's reason which contains facts that can support the author's opinion or prediction; and (3) the conclusion / reaffirmation of opinions, namely the reinforcement of opinions that have been supported by the facts in the argumentation section.

## **CRITICAL AND CREATIVE THINKING**

### **Understanding Critical Thinking**

Fisher (1992: 65-66) states that one can be said to think critically when it can test experience, assess knowledge and ideas, and weigh arguments before arriving at a judgment. This opinion describes how the process of critical thinking so that one can consider the various arguments and judge before making a decision.

Critical thinking is an activity that the process can be explained operationally. Nurmahanani (2016: 17) argues that operational activities of critical thinking starts from understanding the problem, valuation based on information from various sources, and drawing conclusions with logical reasoning. Thus, it can be seen that critical thinking skills started from the determination of the problem or issue to be solved, the assessment, to the conclusion of the conclusion.

Pujiono (2012: 779) states that the character of critical thinking is always questioning an argument for obtaining the essential truth because a critical thinker can see sharply all sorts of information received through a thorough understanding, thorough analysis, and judgment with the criteria that can be accounted for.

Based on the opinions of the three experts, it can be seen that critical thinking skills are complex thinking skills. Sharp thinking in identifying problems, analyzing various sources of information, judging carefully according to criteria, and concluding appropriately.

Critical thinking skills need to be trained to the students to instill awareness of the problems around and to sharpen the sharpness in analyzing things. In addition, this critical thinking skill is also important to live life in the digital age. Various information can be accessed easily so that the skills needed to identify, filter and utilize various sources of information properly and correctly. This will minimize the spread of hoax news.

## **Understanding Creative Thinking**

Creative thinking skills need to be trained to the students so that they have high competitiveness. The 21st century demands a young generation that produces creative products. Hassoubah (2008: 50) states that creative thinking is a mindset based on a way that encourages us to produce creative products. In addition, aspects of creative thinking skills are needed to solve problems (Siswono, 2015).

Critical thinking skills and creative thinking are both complex thinking skills. Creative thinking consists of several stages. Dennis (2009) put forward five stages in creative thinking activities, including orientation, preparation, incubation, illumination, and verification. The five phases are described as follows.

First, the orientation stage. In the creative thinking process of this orientation stage, the thinker must be able to formulate the problem and identify the aspects contained in the problem. In the process, thinkers ask questions that are relevant to the issues or issues being considered.

Second, the preparation phase. In the creative thinking process of this preparation phase, thinkers need to gather as much information as possible. Then the information is processed analogically to answer the questions posed at the orientation stage. The thinker should be able to optimize his mind in searching for problem-solving, aspects of the problem and the information it possesses.

Third, the incubation stage. Creative thinking process of this incubation stage occurs when finding a deadlock in the process of solving the problem. At this stage, the subconscious mind will continue to work automatically looking for problem-solving. The ongoing incubation process will rely heavily on information absorbed by the mind. The more information you have gained, the more material you can use.

Fourth, the illumination stage. This creative process of illumination phase is a sign of the end of the incubation process. Thinkers begin to gain inspiration as well as a series of ideas deemed to solve problems by clarifying emerging notions. The power of the thinker's imagination will help thinkers find bright ideas.

Fifth, the verification stage. In the process of creative thinking, this stage of verification thinkers is able to test and critically assess solutions proposed at the illumination stage. This stage is the final process in creative thinking skills.

## **CRITICAL AND CREATIVE THINK IN THE WRITING OF EXPOSITION TEXT**

### **Critical and Creative Thinking in Writing Activities**

Writing is often regarded as the most difficult language skills students master. This is because the writing skills will be honed if the students have other language skills such as skill listening, reading, and speaking needs to be mastered first. The more students listen and read, the better the quality of the student's writing.

Writing activities can be used as activities to cultivate critical thinking skills and creative thinking. Critical thinking, creative thinking, and writing are the three interrelated variables. This is in accordance with the opinion of Anjarsari (2013) which suggests that there is a relationship between writing and critical thinking, writing as a critical thinking skill plays an important role in finding the right reasons and conclusions. It is also in accordance with Menander's opinion (2002: 25) which explains that critical thinking can be related to creative thinking. Writing as a creative thinking skill plays a role in problem-solving activities.

Critical thinking skills can be obtained through writing by using text media (Nurchasanah, 2015). All Basic Competencies of Indonesian Subjects The 2013 curriculum of revision editions rests on text, both in written and oral form. Through writing activities, students are trained to think critically about finding ideas, developing ideas, organizing ideas systematically, and developing ideas according to the form of written text.

Pujiono (2012: 781) formulated five steps a person can be said to be able to think critically about writing activities. The five steps include (1) the ability to remember, (2) organize, (3) analyze, (4) reconstruct, and (5) assess. Based on these critical thinking steps, it is hoped that learning to write not only pours ideas but based on the results of sharp thinking. Thus, students can produce critical and innovative writing.

### **Critical and Creative Thinking in Writing Exposition Text**

In general, the exposition text has three structures, namely thesis, argumentation, and reassertion. Therefore, the skills of writing expository texts should contain activities to pour ideas into those three things. This is in line with the statement of Primary, et al (2016: 450) which explains that in the product of teaching material of expository text that developed consisted of three activities, that is the activity of preparing a thesis, compiling argumentation, and arrange reassertion.

In preparing a thesis or statement of opinion, critical-creative thinking skills are required. Students need to think critically about analyzing issues or issues to be addressed. In addition, students also need to think creatively in looking at an issue.

Critical thinking plays a role in writing exposition texts on the activities of constructing arguments. The argument contains a series of strong opinions for the conclusion. As is known the conclusions are usually drawn based on the statements given earlier or the so-called premise. In a valid argument, a conclusion must be logically drawn based on existing premises.

The development of arguments in exposition texts can be done in several ways, such as the use of definitions, causation, similarities, and differences, supporting data and facts, or expert opinion. Various arguments are carefully collected, evaluated, and criticized. This is in accordance with the opinion of Agustyaningrum (2014: 56) which states that essentially critical thinking relates to aspects of collecting, evaluating, and using information effectively.

According to the Ministry of Education (2017) states that creative thinking skills in writing activities are characterized by (1) novelty and judgment, (2) discovery of ideas, and (3) idea development. As well as writing exposition texts, students need to think creatively in creating creative problem-solving. Problem-solving either in the solution sentence or sentence appeal is written in the reassignment section.

### **CONCLUSIONS**

Based on the description of the discussion can be concluded that the skills of critical and creative thinking can be developed through the writing of exposition texts. The three activities in writing expository texts that include the activities of preparing the thesis, preparing the argument, and preparing the reassignment to require critical-creative thinking skills. Students need to be critical in formulating arguments and creative in solving problems.

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