IMPROVING STUDENTS' ARGUMENTATION STYLE ABILITY IN WRITING ESSAY THROUGH DISCOURSE ANALYSIS MODEL CRITICAL THINKING MAP ORIENTED

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Abstract

Students' ability in writing essay, 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 from 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 essay, hence can be used as a modeling for the growing of students' creativity in a variety of writing skills. Based on paired-samples t test, the pretest/posttest 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.

Key word: argumentation style, discourse analysis model critical thinking map oriented, writing essay

A. 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 success of the learners in language skills, especially writing. This statement is said by Alwasilah (2005) 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 (2004:1) in http://cybersastra.net/cgibin/naskah/viewesai.cgi?categoty5id1014847759 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 (2005:1) 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.

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).

B. Theoretical Foundation

   1. Argumentation style in essay

Alwasilah (2005:116) says, that the arguments of the essay is to prove the truth or untruth from a statement. While Keraf (2007:3) 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.

Refusal is a part of argumentation. In this way it functions as a denial of the author or speaker to show his feeling towards the reader/listener so that it becomes one believes what has been conveyed. Therefore, some methods used denial author can be identified by author argumentation style.

Here will be described in a brief explanation of rejection, principles, and refusal methods itself.

a. Explanation of refusal

Keraf (2007:80) argued, that refusa is a process of reasoning in terms of argumentation. In arguing, the author not only affect the attitudes and beliefs of the reader or listener that they behaved and argue as the author of it through evidences that he made, but he can also formulate the way of his mind to refuse other opinions. He should have the ability to assess the other opinions, can show the weakness of his opponent, and then the opinion may also indicate a way out as well as possible.

b. Principle of refusal

. Keraf (2007:81) revealed, that the principle of denial of use of the author if an author wrote a paper which contains the denial or disagreement to a problem or opinion that refusal should be directed to some of the important subjects of the paper, rather than directing it to the whole issue. This way is better than hitting the entire writing. Intellectual honesty would

prevent the author to explain unimportant thing, as well as prevent the author held generalization by saying, that the arguments are entirely wrong.

c. Refusal Methods

There are several methods used to reject an opinion or argument, namely: attacking authorities list, suggested the counterargument, shows some mistakes in reasoning, the mistakes due to the encouragement of emotions, and other special methods (Keraf, 2007:82-88)

1) Authoritis attack

   This method emphasizes on the author to make an assessment to the experts opinions or people who are considered competent in the field. the well-known of authorities means, that authorities have ever suggested a proper and correct based on research or eksperiments.

2) *Pratibukti* Counter argument explanation

   Pratibukti (counterargument) is the most effective way to refuse an opinion, because it raised the additional evidences or the way of mind is better to prove the faulty of your opponent. It lets the reader to decide which is the better his opinion or the opinion of his opponent.

3) Shows the logical reasoning

   The most essential thing in the process of refusal is showing the mistake reason. The hope of human beings who want to acquire the last truth by using the way critical thoughts, often stymied by mistakes due to lack of human nature itself. The result of all that humans have obstacles in investigating the subject deeply, so what came to be called the wrong reason.

   The wrong reason that can be done by human beings are:
   (1) At glance generalizations

   This appears due to a strong desire to simplify something that complexes.
   (2) lame analogies

   there's an imperfect analogy, limping, or inductive analogy seems to be forced, when there is no resemblance between the two things compared, or in case of an explanatory analogy and tried to form a logical reasoning.

(3) all instead of how Wrong the other reason

The wrong reason often incorrectly done in arranging together a way to mind is the use of *all instead of how Wrong the other reason*. In this case, in fact we are dealing with a syllogism that contains a middle term, but the facts do not give a guarantee of truth.

(4) the fault causal efect

reasoning mistake associated with the causal event occurs because one afterwards regarded as an event to another.

(5) The fault because it does not understand the issue.

It is usually occurs at the time someone answered a question, it does not understand the issue at all.

(6) *argumentum ad hominem* (a proof is given by humans)

This is a pattern of wrong reasoning, because it is trying to avoid giving evidence to an issue that faced, but instead refused to the issue because of humans.

4) Showing the fault because of emotional feeling

There are two aspects in humans that's often mixed with the aspect ratio and emotion. Because of the critical thinking, it often must go through the procedures which are very complicated and full of talents, then humans are often mired by letting himself be influenced or controlled by the emotional aspects. Therefore, the human may need to berealized from emotional influences of the political figures, advertisersr, and so on.

5) Convey other special methods

(1) talk based on someone prestige

Speakers or writers exaggerate the prestige of someone to a specific meaning, so that the masses can accept what is to become a propaganda.

(2) using a prjudice term

Use specific terms containing both less prejudice, do not reflect the actual idea which is not same with the logic

(3) *argumentum ad populum*

Effort of speaker to convince listeners or readers, so a certain thing is from the people's production or speaker itself which also comes from the people. The speaker talks based on the feelings of the masses, by not investigating whether the opinion or mass feeling was true, he acted or talked as if he was the same with the masses.

2. Characteristics of an essay that contains a critical analysis

To explain of this part, the author cites a briefly quotation from Neman (1989:364-392), in conveying some characteristics, they are as follows:It is important to remember that every critical analysis which convey something for details that need to be written for us. Whatever the kind of literary work that will become our material writing and the approach we will choose that is our duty, then the essence of critical analysis we will be the answers to the analytical questions below :

     a. whether the author submits actual meaning?
     b. How does he deliver it?

How can we answer that question? With a process known as ' closed ' reading techniques. The first step is to make plan of our critical analysis, we use the technique to read closed on discourse that become our subject.
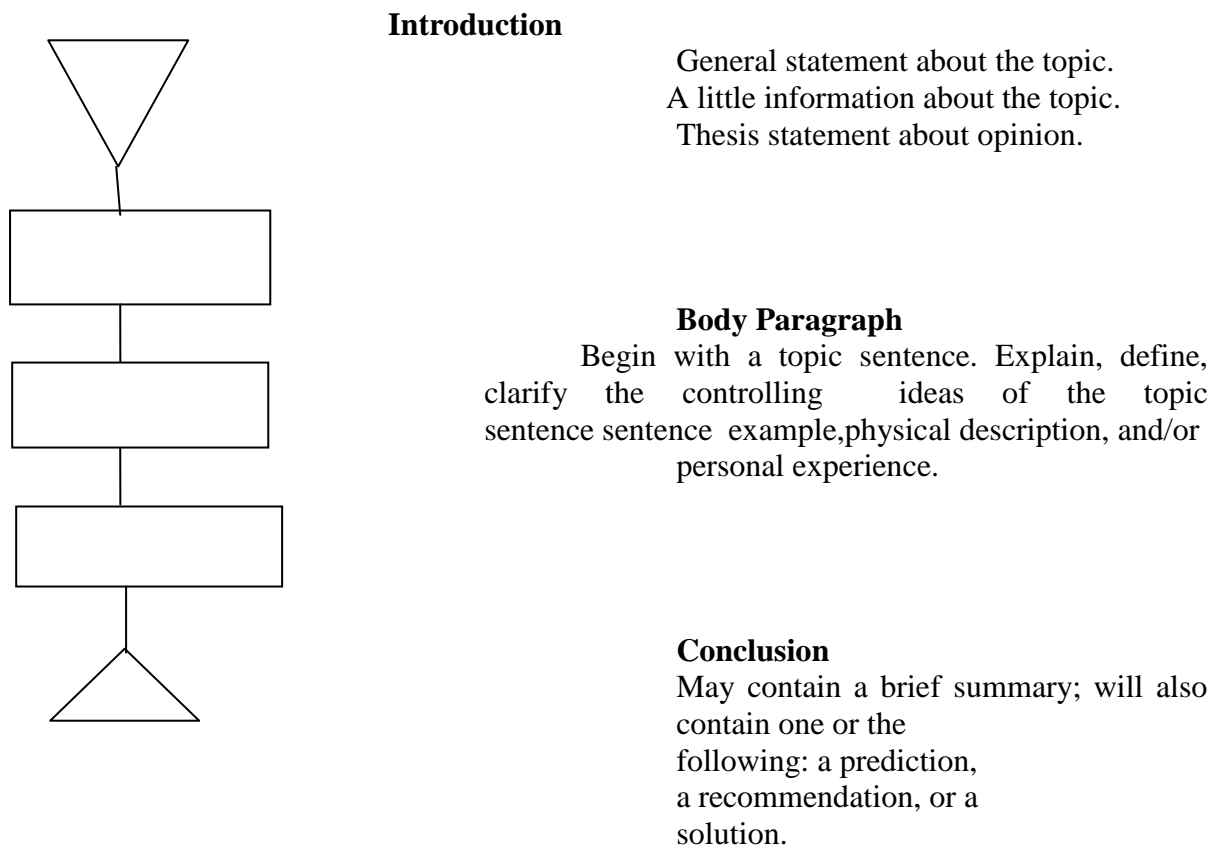
The closed reading instructions are as follows:

a. Mark the key words from the overall discourse structure. Start by marking up writings by organizing the way of author creates the impression which has been decided with the overall objective.

b. Mark the most important part in supporting the goals of the author, how to achieve the goal, from associating with the whole story, part of the story that doesn't support to the other part, or it can appear to be contrary to our interpretation, to match part with new elements.

c. Mark the key words of the subordinates structure, motifs, and patterns. For example to give a mark: there is not a secondary structure motif or in the overall structure, whether or not there are elements which are not commonly appear in the style of construction of writing that attracts our attention, the reason why the author covers the scope of the story into a specific pattern.

The next step is to plan the analysis structures. Closed reading need to be provided with both preparation questionsanswers both questions above: what authors tell us? How? The answer can be the basis for our critical essay organizing. Because of this critical analysis is a special form of writing, which may be to establish a model or format for a thesis that can help organize a thing broadly, like an essay.

Because of the analysis structure obtained from the above reading step, this allows us to provide an outline of the model/framework. A typical structural plans, of course, also reflects the two main elements interplay, namely the meanings and methods. Below is the plan of the framework mdel for critical essay:

I. Introduction which support thesis

II. Interpretation which support a specific part of story, like a plot

III. Interpretation which supported by [overall pattern from image, such as; A pattern; B pattern; C pattern]

IV. Interpretation which support by conflict resolution

V. Conclusion: to provide complete interpretation [referred to title as an example]

Dealt with Neman's quotation above, Senada dengan pendapat Neman di atas, Joy Reid (June, 2005) in the 'Planning The Essay' (http://www.EssayFinder.com) deliver the contents of essay writing as follows.

Introduction

General statement about the topic.
A little information about the topic.
Thesis statement about opinion.

Body Paragraph

Begin with a topic sentence. Explain, define, clarify the controlling   ideas of the topic sentence sentence example,physical description, and/or personal experience.

Conclusion
May contain a brief summary; will also contain one or the
following: a prediction,
a recommendation, or a
solution.

Diagram 2.2
Essay Writing Composition

Based on the chart structure above, Reid explains, that essay is a series of paragraphs about a main idea. Therefore, the essay has:

a. beginning: this part is called the introduction, it is the first paragraph in the essay;

b. a thesis sentence: typically placed at the end of the preface/introduction, this sentence is very common because it is the major sentence in essay. The thesis sentence contains the idea that has a function as control the limits direction of the essay;

c. a mid: commonly called the body of the essay. These paragraphs explain, describe, clarify, and illustrate the sentence thesis. Each body of paragraph consists of a sentence topic and some supporting sentences. The number of paragraphs depends on the complexity and length of the main material assigned;

d.: commonly called the end with the conclusion. This paragraph carries out both essays.

3. Critical Discourse Analysis (CDA) Oriented to the Critical Thinking Maps

Eriyanto (2005:6) convey the presence of three views on discourse analysis in language. One of the underlying view of CDA is *a critical view*. This view want to proofread a constructivism view that is less sensitive to the production process and meaning reproductive significance historically nor institutional. The language here is not understood as a neutral medium which is located outside from the speaker. In view of the critical language understood as a representation of a role in shaping a particular subject, the themes of a particular discourse, as well as strategies in it.

Therefore, the analysis of discourse used to disassemble the power that exists in every language processes, such as the constraints of what is allowed into the discourse, the perspective that must be used, and what topics are discussed. With the view of this kind, see language discourse is always involved in power relations, especially in the formation of the subject, and various actions contained in the representation of the community. Because of using A critical perspective, this discourse analysis known as CDA.

In line with the benefit of learning in a classroom in AWK, AWK (Dharmojo,2004:1) designing learning activities that direct pupils get used to be critical and creative in responding to the various phenomena and the meaning of the literary work as the nation's cultural products. The understanding of students of various meanings and values contained in the discourse of literature is the first priority and main models of AWK. (http://cybersastra.net/cgibin/naskah/URviewesai.cgi? category 5id 1014847759)

To support its meaningfulness in attaining critical attitudes and critical skills in the activities of the important discourse analysis which guided by *mind mapping*. The term is also referred to the term of *concept map*, which according to the Dahar (1989:122-123) the term is the idea of learning theory based on Ausubel Novak, which first introduced *the meaningful learning theory* as opposed from *rote learning theory*, namely learning through memorization (Alwasilah,1997:94).

Furthermore, Marzano, et. Al. (1988:15) States, that the ability of critical thinking can be trained through an argumen analysis, to find the invalid argument for a proper conclusion, which will eventually be used as a guide in decision making.

C. 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) (Fraenkel and Wallen, 1993:248; Cohen and Manion, 1997:167; Isaac and Michael, 1983:65; Van Dalen, 1979:248; Ruseffendi, 1998:45; Suharto, 1988:82; Hajar, 1996:329; Craig Metze, 1986:155). 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
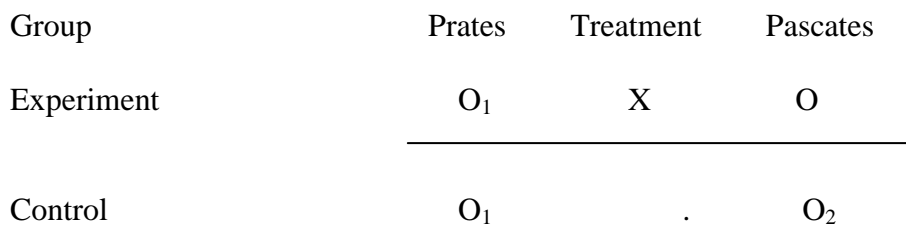
Diagram 3.1
Design Diagram of Non-equivalent Control Group

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 as follows:

1. the sample selected is a student of V semester from Studi Programs of language education and literature pedagogy of FKIP Unpas Bandung;

2. 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 (1993:92) 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 (1983) in Hidayati (2010), 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.

D. Finding and Discussion

1. 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:

a. sample capabilities in explaining the argument;

b. sample capabilities in explaining material support for completeness argumentation;

c. the ability of the sample in showing the relationship between the material support in the form of experience and his views with views;

d. the ability of the sample in showing clarity of motivation in solving problems which became the main topic of the essay;

e. 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) Mminimum 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 effectivenss between view arguments and author attitudes, so it doesn't give many informationst.
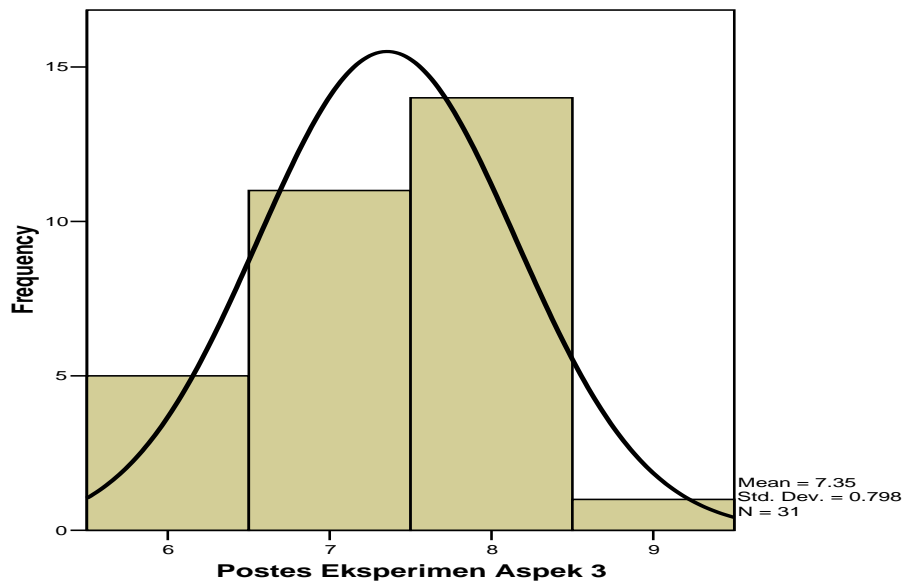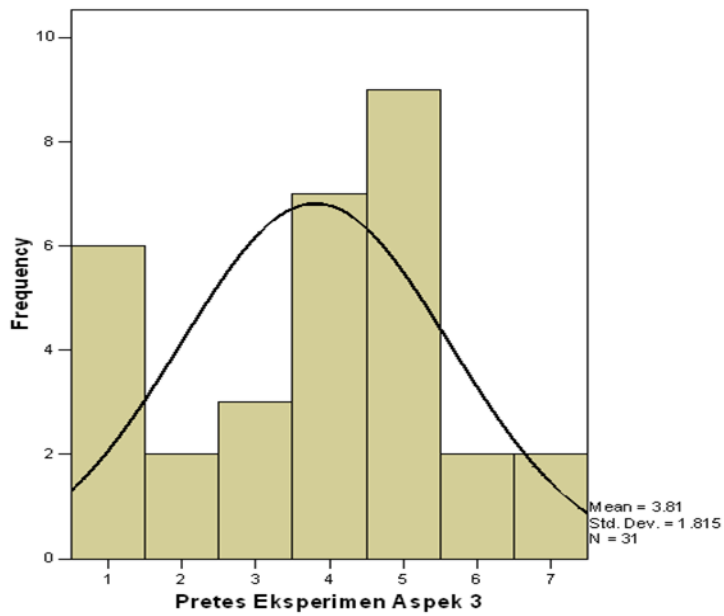
d. there are 20 data indicate the author is not able to show the motivation of problem solving that he wrote, so that the purpose of writing become unclear, because it is only retelling the content of short story. Thus, the problem happened only reveal short story problems, and there is no a problem solving which refer to real life.

a. 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.

a. 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.

b. 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.*

c. 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.
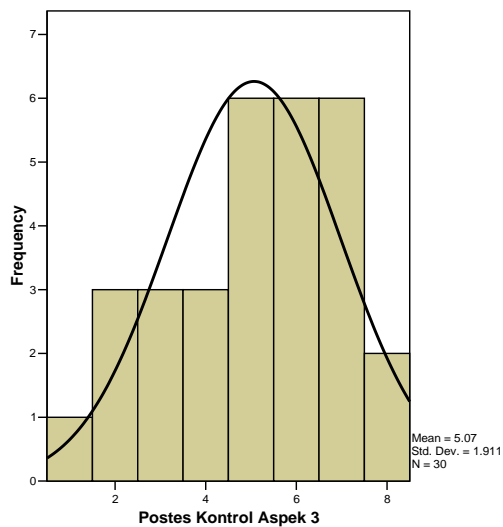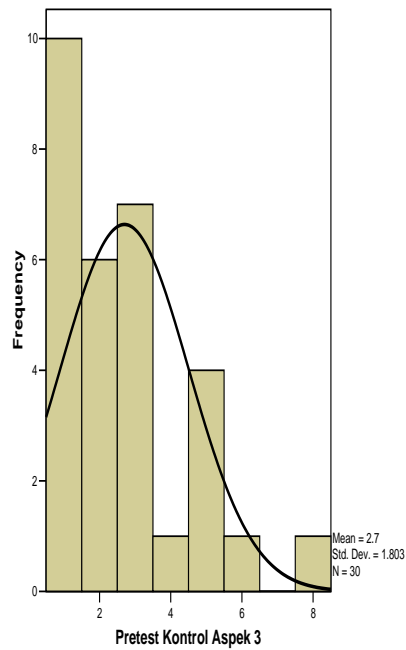
d. The ability of sample to have a score in accordance with the statutes, the SKM looks in terms as follows.

1) 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.

2) 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.

3) 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.

4) 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 final advice: strategy, a summary of ideas points, reflection, even a metaphor that is persuasive.

5) 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:

Mean = 3.81
Std. Dev. = 1.815
N = 31

Pretes Eksperimen Aspek 3

Mean = 7.35
Std. Dev. = 0.798
N = 31

Postes Eksperimen Aspek 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.

Pretest Kontrol Aspek 3

Mean = 2.7
Std. Dev. = 1.803
N = 30

Postes Kontrol Aspek 3

Mean = 5.07
Std. Dev. = 1.911
N = 30

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.

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

Pretes Eksperimen Aspek 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	

Postes Eksperimen Aspek 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.

Aspect 3

Frequencies

Statistics

Pretest Kontrol Aspek 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

Frequencies

Statistics

Postes Kontrol Aspek 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

2. 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.

t-test

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

Paired Samples Correlations

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

Paired Samples 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

E. Conclusion and Suggestion

1. Conclusion

The conclusions of this research are as follows:

a. The things that developed from the aspect of argumentation quality style include: (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.

b. 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.

c. 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.

d. 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.

2. Suggestion

Based on the conclusion above, the author conveys a suggestions as follows.

a.   in connection-oriented discourse analysis models critical thinking this new map is applied to the field of competence of essay writing, the interested researchers group can apply with modifications for other competency modeling, not even close the possibility for another science outside language.

b.   discourse analysis Models which oriented to map critical thinking may be suggested as a model that motivates students to develop naturally and innovative creativity.

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