CONSTRUCTIVISM APPROACH TO DEVELOP STUDENTS' CRITICAL THINKING FOR WRITING ANALYTICAL EXPOSITION TEXT

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ABSTRACT

This research examines the use of the constructivism approach to develop students' critical thinking for writing analytical exposition texts. This notion appears as the response to the student's problem in constructing analytical exposition text critically. The primary resources of this literature review research are written and spoken literature from articles, books, e-books, websites, newspapers, speeches, and lecture videos. The literature resources are gathered through observing surroundings, identifying the possible problems, limiting the problem, and searching for related studies to the research topic. This study explains the foundation of constructivism approach to develop students' critical thinking for writing analytical exposition texts. According to the discussion of this literature research, the constructivism approach can be used to create essential thinking since it lets the students construct knowledge by themselves from natural and contextual experiences in the field. That is why the constructivist approach has the potential to develop students' critical thinking while writing analytical exposition texts. However, teachers and students should understand this approach, especially in implementing it, to maximize the use of constructivism for developing critical thinking in writing analytical exposition texts.

Keywords: Analytical exposition text, constructivism approach, critical thinking

INTRODUCTION

In this current era, many sectors require humans to have skills that can be very relevant and beneficial. The skills being required are 21st-century skills (Bongomin et al., 2020). There are several 21st-century skills, such as critical thinking, creativity, collaboration, and communication. Those skills are called 4C skills (Erdoğan, 2019). Knowing this fact, the authority manages to

create various programs to utilize 21st-century skills for the human, who is the leading resource that will continue the growth of nations (Pradana et al., 2020). The most crucial sector for utilizing those skills is the education sector. Since education is a 'factory' to shape better human resources and the basis for learning something new (Blossfeld & Von Maurice, 2019). Therefore, implementing 4C skills in education is the primary goal of the government.

Furthermore, critical thinking is one of the 4C skills in the 21st century that gets more attention for educators (Saputri et al., 2019). This situation arises for several reasons, such as the implementation of critical thinking requires complex steps, which might lead to confusion in teaching it, and it needs a lot of time and effort to make sure the learners comprehend using those skills (Kuhn, 2019). Besides, educators notice that this skill is essential, especially for courses that require students to think at a higher level of cognition, such as writing essays, creating products, synthesizing previous theories, and making and raising solutions to deal with specific problems (Jaenudin et al., 2020). By thinking critically, students tend to be able to deal with complex issues and be aware of various phenomena around them (Saleh, 2019), including when they learn a foreign language.

Learning a foreign language, especially English, sometimes requires critical thinking. The reason lies in the concept of the implementation and awareness of using English in various contexts (Yan, 2021). The learners should have the critical ability to synthesize and evaluate the use of English based on the context in both written and spoken English (Snider, 2017). In written English, the learners are most likely to use critical thinking in seeing and synthesizing problems for formulating written output, such as writing essays, stories, papers, etc. On the hand, the use of critical thinking in the spoken language is most likely when using English for critical purposes such as debating sessions, discussing sessions, talk-showing sessions, etc. That is why it is essential for teachers to develop students' critical thinking to improve the teaching and learning process.

One English transactional text that requires critical thinking in learning and understanding is writing analytical exposition text (Nejmaoui, 2019). This text is one of the compulsory texts in the English syllabus, where the learners need to understand analytical exposition text and how to construct it (Nurlatifah & Yusuf, 2022). Analytical exposition text is an argumentative text. The writers challenge using logic and critical thinking to address specific topics or issues and how to solve them with their strategic solutions (Lustyantie, 2021). Therefore, critical thinking is vital in shaping and building essential thinking comprehension.

In addition, to develop critical thinking, educators might use many ways, such as training the students through project based-learning, interacting with the object of learning directly and curating students' understanding to answer, reason, and construct the knowledge itself (Gandi et al., 2019: Bassachs et al., 2020). Cultivating those processes can be done through a constructivist approach (Pande & Bharathi, 2020). The constructivism approach is one of the philosophical views in constructing knowledge, where the philosophers believe that knowledge exists not because of the teaching and learning processes. Still, the learners constructed them from their experience and prior knowledge (Arpentieva, 2021). This statement relates

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to the critical thinking concept, on how the learners must think critically and comprehensively from the knowledge that has been faced them (Elder & Paul, 2020). Therefore, using constructivism can be very beneficial for developing students' critical thinking in writing analytical exposition texts.

Several studies have discussed using a constructivist approach for developing critical thinking in education. The results show that critical thinking is part of constructivism and constructivism can be used to develop students' critical thinking (Mohammed & Kinyó, 2020). Constructivism asks students to understand the situation, condition, and problem by themselves, and they synthesize their understandings by thinking critically based on their prior knowledge and experience (Shah & Kumar, 2019). Therefore, using the constructivist approach can help educators develop students' critical thinking. Moreover, the discussion about the use of the constructivist approach for developing students' critical thinking in the context of writing analytical exposition texts is still minimal. Even if there is 1 study discussed which is a study from Feriyanti and Apriliaswati (2015). However, the study only discusses the implementation constructivism approach for writing analytical exposition texts without elaborating the critical thinking aspects. According to this fact, the researcher is interested in investigating the use constructivist approach for developing students' critical thinking in writing analytical exposition text.

According to the previous explanations, this literature study will examine the use of the constructivism approach for developing students' critical thinking in writing analytical exposition skills. The primary resources of this study are from the spoken and written literature to support and explain the effect of the constructivism approach variable for writing analytical exposition text through critical thinking ability. This study discusses the explanations into several parts starting from the overview of the constructivism approach, critical thinking, writing analytical exposition text, and the constructivism approach to develop students' critical thinking for writing analytical exposition text. At the end of this study, the researcher expects the educational actors or any other stakeholders to consider using a constructivist approach for developing the cognitive ability to think critically in writing analytical exposition text or any other type of academic writing in education.

METHOD

This article is a literature review study where the research was constructed through previous studies in the form of written and spoken resources to create analysis and arguments related to the topic being discussed. Thus, the researchers take and quote any literature resources related to the criteria of the constructivism approach, critical thinking, and writing analytical exposition text. According to Mahood, et al. (2014), the literature review is a kind of research method by utilizes academic and professional resources as the primary foundation to create analysis and argument towards problems. The resources are not limited to books, journal articles, electronic books, newspapers, speeches, etc. In conducting the research, the author followed several stages as the figure below:
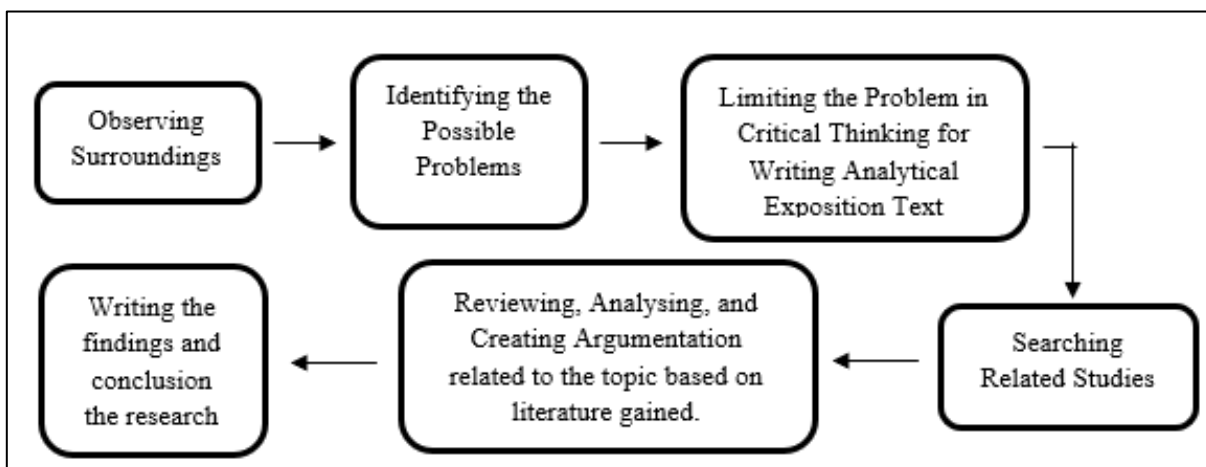
Figure 1. Research Stages

According to Figure 1., the study starts by observing the situations and conditions while teaching English in the classroom, especially teaching analytical exposition text. Then, driving from the observation session, the researchers identify the possible problems that might be faced by students and teachers. After that, there is the session for limiting the problems which only focuses on developing critical thinking through constructivism approach for writing analytical exposition text. Next, the researchers conduct the literature review session by searching, reviewing, analyzing, and creating argumentation to support the claim. Finally, the argumentations write on the findings and draw conclusion of the research.

FINDINGS AND DISCUSSION

In the findings and discussion, the authors discuss them into several sections according to the literature review that has been done. This section aims to deliver and elaborate on the fundamentals of constructivism approach, the grassroots of critical thinking, the concept of writing analytical exposition text, and the use of constructivism approach to develop critical thinking for writing analytical exposition text.

The Fundamentals of Constructivism Approach

A constructivism approach identifies the knowledge construction based on experience, interaction, and prior knowledge of humans. Knowledge is always related to actual work and non-work (Mohammed & Kinyó, 2020). The constructivist approach is associated with the output of problem-solving and practicing processes (Zieber & Hagen, 2009). In addition, this approach is also about learners' actions and interactions in making knowledge (Steffe & Gale, 1995). This action is identified as critical for creating knowledge, which is why the process created by the learners is crucial. According to Suhendi et al. (2021), the constructivist approach requires several abilities, such as recalling, expressing, comparing, and preferring one experience to another experience.

According to those discussions, in this study, the constructivism approach refers to teaching and learning strategy, which uses experiences and prior knowledge as the foundation to construct the knowledge. This strategy also requires several processes such as recalling the

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previous occasion, expressing the background, and comparing the experience, to build knowledge. This can indicate that in a constructivist approach, the learners tend to do problem-solving and practicing activities dealing with specific issues. This explanation can be inferred that using the constructivist approach represents the process of critical thinking on how it constructs by synthesizing the previous knowledge to assess, understand, and solve problems.

Furthermore, according to Pande and Bharathi (2020) state that several theories construct the constructivism approach. The theories are creating new knowledge, social interaction and pluralism, personal autonomy, optimizing known ability, big picture, authentic tasks, fostering learners' thinking, encouraging ideation, experiential learning, personal relevance, shared experience, and adaptive cognition. According to those explanations, it can be concluded that the constructivism approach has some theories that educators should understand in implementing and adjusting the use of the constructivism approach in the teaching and learning process according to Pande and Bharathi's theories (2020).

Driving from those explanations, the constructivist approach's principles relate to constructing knowledge through several points, such as experience and expertise. This condition is relevant to the cognition level of humans in thinking and constructing knowledge where it is appropriate to the critical thinking skills, which require a higher level of thinking such as evaluating, synthesizing, etc.

Besides, implementing the constructivist approach in education starts with understanding the ownership of knowledge, which is constructed by the learners (Orak, 2021). The learners identify as creatures with the background and conception of building knowledge. Then, the teachers have only assisted the learners in constructing the ability to progress still on track. Furthermore, in developing and creating their ideas, the learners use the curricula as a guideline in making the constructivist approach. Thus, the learners start to do collaborative learning in groups and will share their ideas. After that, they will notice that the ideas given by their teammates are for the improvement of the significant concepts. Consequently, they will see that their teammates are friends instead of competitors. Ultimately, this situation might help them get substantial results from their activities, such as the teaching and learning process (Minarni & Napitupulu, 2020).

Using a constructivist approach in education navigates the students to do grounded activities, where they will learn through real context and authentic learning. That is why their engagement in the knowledge is more likely to be adjusted to themselves. Finally, in constructivism, active understanding is fundamental to this approach. The students are required to communicate and interact with each other to glorify collaborative learning. Thus, this condition makes the educational environment promote social and communication skills. Therefore, according to those benefits, it can be concluded that the use of the constructivist approach in education is very beneficial and it can be an alternative way of teaching and learning students.

The Grassroots of Critical Thinking

Critical thinking refers to thinking by evaluating and enhancing the ability to

analyze something critically to do an action (Tapung et al., 2018). In addition, critical thinking requires logical thinking, analytical thinking, and thinking with focus. This requirement aims to create an idea to deal with complicated problems (Muhammad, 2020). Similarly, Hartshorne et al. (2019) mention that critical thinking refers to the human capacity to understand and solve issues contextually. On the other hand, this ability is also related to the construction of higher-order thinking through judging, analyzing, and regulating issues and solutions dealt with it (Kuhn, 2019). Furthermore, Belluigi and Cundill (2017) state that the development of critical thinking should be done through the participation of students in the classroom and implementing a modern teaching strategy that is implementing student-centered might be very strategic for promoting critical thinking. Then, critical thinking identifies as an essential aspect of education because it is a fundamental part of students' thinking (Lunenburg, 2011: Topolovčan & Milan Matijević, 2017).

In summary, critical thinking is related to the way of thinking, where the thinking process is started by analysing, evaluating, and assessing the phenomena surrounding critically and comprehensively. In addition, using critical thinking is very important for creating and understanding ideas. It also identifies as an essential aspect of education since it uses the contextual approach for every step in the teaching and learning process. Therefore, the use of critical thinking is essential in learning a language and it should be conducted and cultivated toward students through various approaches.

Furthermore, according to Chusni et al. (2020), critical thinking begins when humans create perceptions of their environment and implement them throughout daily life. In every process, human tries to adapt, leading to changes and the evolution of human thinking. That is why the more problems and situations human faces, the better their critical thinking ability. It shows that the process of critical thinking is in line with how many problems have been solved by the human. The method of constructing essential thinking is also related to connecting information, manipulating, activating, managing, and transforming that information into a concept, reason, decision, and solution. Based on those explanations, it can be inferred that critical thinking creates through the process of thinking and how the information is constructed from humans' experience and prior knowledge.

According to the article of the orientation lecture series discusses developing critical thinking skills from the University of Sydney. To develop critical thinking skills, the learners should focus on skills integrated with necessary thinking skills. The first skill is interpreting skills; this skill refers to the ability of learners to understand and clarify the information significantly and consciously. The second skill is analyzing skill. Many learners need help to do this skill because of its complexity. Therefore, the learners should keep practicing their analyzing skills by breaking and recombining the information differently. The third skill is reasoning skill, the ability to create arguments logically and consciously can be said reasoning skill. This skill also helps learners to develop critical thinking. Lastly, the most challenging skill is evaluating skills, and the reason lies in the requirement of this skill where the learners should be able to judge,

compare, and assess something through their understanding of various disciplines.

The critical thinking has several benefits (Neba, 2019). The first benefit is that critical thinking is applicable. Broadly speaking, critical thinking is related to using the functional part of humans, which is the function of thinking and processing certain phenomena seen. Therefore, the critical review will be helpful in every situation and condition of humans. Critical thinking can help to analyze, evaluate, and plan the activities. Secondly, critical thinking also influences humans to be idealists by making them have resilient and new ideas. This situation triggers the creativity of humans. Unless they think of new ideas or solve problems, they also think creatively about how to solve specific issues by creating ideas from their critical thinking process. Therefore, the utilization of critical thinking triggers human creativity.

Lastly, implementing critical thinking in life helps humans keep learning and growing. The reason is that using essential thinking tends to make the learners see problems from various perspectives or concepts identifying as non-absolute things, which is still negotiable. Therefore, this situation allows them to keep learning and develop solutions to issues and ideas of certain things. Similarly, the learners also connect and deepen their thinking related to the sciences disciplines. They tend to keep questioning the phenomena and think critically and creatively. That is why using critical thinking promotes humans' long-life learning process (The University of Sydney, 2014). According to those explanations, it can be concluded that using critical thinking in life brought many benefits to human life.

The Concept of Writing Analytical Exposition Text

According to English Text Book for Second Grade of Senior High School (2017, p.47), analytical exposition text refers to transactional text in English which focuses on exposing a topic by evaluating it through a one-sided argument. The text aims to convince the readers of some instances/issues by providing a set argumentation, facts, and relevant information. This text is usually taught in senior high school, especially in eleventh grade (Najogi & Adnan, 2019). This type of text requires the learners to be competent in creating logical arguments to convince the readers while writing it. Learners need help with writing it, such as building argumentation, using language features, and using proper and appropriate vocabulary and punctuation (Elfa, 2020). Similarly, according to Abbas et al. (2019), the analytical exposition text should align with the current and vital problems since the author will elaborate the text through the facts, data, ideas, and beliefs in this current situation.

Based on the previous explanation, analytical exposition is a transactional text in English taught in the second grade of senior high school. Where this text uses to persuade the readers about the one-sided argument about the current topic with a set of logical arguments. Therefore, constructing an argumentation or idea is crucial in writing this text.

Furthermore, according to the research from Elfa (2020) about analyzing students' ability and problems in writing analytical exposition text. The students face several challenges in writing analytical exposition text, such as building argumentation, using a generic structure,

and using proper and appropriate vocabulary and punctuation. The first challenge of writing this text is the inability to write an argumentation and thesis statement since the students have not been trained to think critically and logically. Secondly, the students did not correctly understand writing each generic structure in the text, such as difficulty writing the thesis statement and conclusion. Lastly, the challenge faced by the students is that they did not use the proper and appropriate vocabulary. This happened because they have low vocabulary and structure proficiency in constructing the text.

Therefore, according to those explanations, it can be highlighted that one of the challenges is the low ability to write argumentation of analytical text exposition. This is because the students are influenced by the critical thinking environment and the teachers rarely let them construct their understanding. That is why it is essential for teachers and students to cultivate a culture of critical thinking through a constructivist approach

The Use of Constructivism Approach to Develop Critical Thinking for Writing Analytical Exposition Text

The constructivism approach refers to the process of constructing knowledge by own from previous experience and prior knowledge (Mohammed & Kinyó, 2020). It is also related to producing outcomes through problem-solving and practicing knowledge (Zieber & Hagen, 2009). In addition, it identifies the experience as a critical part of humans. In the word, the constructivist approach believes that knowledge is created by the students themselves (Dahar, 1989). From those explanations, it can be inferred that there is

a critical thinking dimension when the learners use their thinking to create certain perceptions and information. As we know, critical thinking refers to the process of thinking by analyzing, assessing, and evaluating the phenomena around them. In critical thinking, the learners tend to process the information in higher-order thinking skills. To sum up, it shows that the constructivist approach correlates with necessary thinking skills.

Using the constructivism approach in education can be very beneficial for promoting critical thinking. Not only that, but it is also in line with the grand goal of education, to make sure that the output of education assists with the valuable ability relevant to the current needs in real life, for example, critical thinking skills. As we can see from the previous paragraph about the correlation of the constructivist approach in developing critical thinking, it can be said positively that implementing constructivism in the classroom can help teachers to raise students' critical thinking.

Furthermore, according to the explanation about techniques for developing critical thinking in education from Series, O. L. Learning to learn: Developing necessary thinking skills. Sydney: University of Sydney, Learning Centre. It shows that most techniques use a constructivist approach in conducting it. For example, in the fundamental technique where the learners ask to question all single problems or issues in their lives, the teachers ask them to think alone and process the information by themselves using their schemata and prior knowledge. This condition explains that the process in this activity is related to the basic concept of the constructivist approach. In addition, the other example of a critical thinking technique related to the constructivist

approach is peer activity. This activity is also associated with the constructivism approach, where the learners have a chance to accept and evaluate various perspectives from their peers, and in this condition, the knowledge is most likely to be transferred to the other peers (Minarni & Napitupulu, 2020). As the previous explanation, the knowledge is most likely to be transferable in the constructivist approach instead of using another approach in teaching and learning (Bada and Olusegun, 2015). Not only those examples but there are also still many examples of the correlation between critical thinking techniques and the constructivist approach.

Based on the previous paragraph, using the constructivism approach in the teaching and learning can promote critical thinking skills. It is because critical thinking is the dimension of the constructivist approach. Implementing constructivism might help the education sector to support cultivating critical thinking, which is essential in this current era of the 21st century.

Furthermore, analytical exposition text refers to the transactional English text that objectifies to convince the readers about a specific topic through one-sided argumentation (Bashir, 2017). Noticing the use of argumentation by creating logical ideas supported with data, facts, experiences, etc. are, very vital. Critical thinking skills play an important role in constructing that logical argumentation. As we all know, essential thinking ability is the way of thinking process where human thinking process is at higher levels (Tapung et al., 2018). The levels here refer to the ability of humans to analyze, implement, and evaluate the information given (Kuhn, 2019). Therefore, critical thinking is most likely used in writing analytical texts.

In line with the explanation about using the constructivism approach for developing critical thinking. It is imperative for educators to implement the constructivist approach in the teaching and learning process. This situation can amplify the learners to develop their critical thinking. Not only that, this process might overcome the problem of writing analytical exposition text, such as the need for more ability to build argumentation, build or construct analytical exposition text, or even the lack of vocabulary and the use of mechanics (Elfa, 2020).

To sum up, critical thinking can influence the ability of students to think and construct analytical exposition texts. It is because they can respond to the problem given easily by seeing from different perspectives in constructing it. This ability also helps them to think openly with more significant consideration of every single aspect that makes the production of text-primarily analytical exposition text can be running well. Besides, implementing the constructivist approach can help students think freely based on their experience and prior knowledge, which is how to train critical thinking. That is why using the constructivist approach is beneficial for developing students' critical thinking in writing analytical exposition texts.

CONCLUSION

The constructivism approach refers to boosting students' ability to construct their knowledge and understanding. This approach proves that the knowledge created is not because of the teaching and learning process but because of the process of creating knowledge by the students by connecting various schemas and experiences. This condition is related to the

concept of critical thinking, which is the process of thinking by creating understanding by using the ability to analyze, implement, and evaluate information to find various perspectives of ideas. Since the analytical exposition text requires the ability to construct text full of argumentation from logic, facts, experiences, etc., the use constructivist approach for developing critical thinking can be an essential skill in writing analytical exposition text.

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