

CHAPTER 1 INTRODACTION

A. Background Of The Research

There is a persistent effort on the part of the Indonesian government to raise educational standards. Issuing Law No. 20 of 2003 is how the government carries out its strategic steps. To educate a person is to make a deliberate and purposeful effort to provide him or her with the knowledge, skills, attitudes, and environments necessary to become an independent thinker, communicator, problem solver, and contributor to his or her community, nation, and state.

The many interconnected parts that make up education make it an intricate process. Education is also the deliberate and purposeful pursuit of a conducive learning environment and the learning process itself. Faith, spirituality, self-discipline, character, intellect, and moral fiber are all qualities that students work to cultivate; they also acquire the practical skills that benefit themselves, their communities, and their country (Sutrisno, 2016:30). Article 3 of Law No. 20 of 2003, which addresses the national education system, states that the purpose of education is to help students realize their potential and become good, devout, knowledge-based, autonomous, creative, and responsible citizens of a democratic society. Consequently, school may become a tool for kids' potential development, particularly in the area of critical thinking. The eye history lesson is one that may help any student strengthen their critical thinking skills.

Article 1 of Chapter 2 of UUR.I No. 2 of 1989 states that education is the deliberate process of guiding, instructing, and preparing students for their future roles (in Hamalik, 2014:2). As to Hamalik (2014:3), the goal of education is for students to attain a set of learning outcomes as a result of participating in educational activities. Learning, as stated by Rusman (2013:5), is fundamentally an interplay between all of the circumstances surrounding individual pupils. To study is to go on a journey with the purpose

of reaching predetermined objectives, guided by the teacher-created experiences along the way. After a learning procedure, like a meeting unit, is complete, the aim is to attain learning goals, which can include dotted reject changes in student behavior. under the scope of Hamalik (2014) Improving the quality of education, particularly learning, is one of the most pressing issues in the field of education that needs urgent attention. Improvements in learning quality are possible under a number of circumstances; one of these is the creation and implementation of an active learning system that is creative, innovative, effective, and enjoyable through the use of information technology for communication and learning, particularly through the use of media-based learning presentations.

According to Hapsari (2011:4) (quoted in Rosana, 2014:35), teaching people to think critically by making sense of the past is an important strategic goal of history education since it helps shape the nation's character and culture. Students are encouraged to reflect on and write about previous events in light of new historical evidence, making links between the past and the present, as outlined in the revised history curriculum for 2013. Skills and Knowledge This suggests a profound and abstract thought process. Dimensions of the thought process domains C4, C5, and C6, as well as metacognitive and knowledge aspects, are part of Bloom's revised taxonomy (Wulandari, 2018:77).

The fact is that it has not been successful in getting students to engage in critical thinking activities as part of their history study, and it has also received less reaction from students overall. Learners of the past believe that the study of Fun because it tends to stay on track and teachers don't take the students' abilities into account when delivering content in lectures, which prevents students' critical thinking skills from developing. Learning about the past during the COVID-19 epidemic isn't the only thing that might be difficult; there are also problems with making classroom environments and lessons engaging for pupils. The teacher's lesson planning and classroom management skills determine the level of student engagement and the depth

of their learning. Educators have a responsibility to arrange and scaffold student learning in accordance with course goals, course content, classroom environment, and individual student traits (Horohiung, et al, 2017:2). Because of this, educators need to disrupt the status quo of education by developing novel approaches to teaching and learning that put students' strengths first and inspire them to think critically.

A learning strategy is an actionable plan outlining a sequence of steps that students may take to reach their learning objectives (Tambunan, 2016:210). A key component of an effective learning process in the classroom is the development of effective learning methods. When educating a diverse group of students with widely varying levels of aptitude, prior knowledge, learning styles, and interests, it is crucial to use a variety of learning methodologies (Basri, 2015:24). As part of their professional obligation, teachers ensure that their pupils have access to high-quality learning opportunities and resources. Opportunity for development should be provided to students. Ability to think critically and find solutions to issues in order to make learning more effective and relevant to students' everyday life (Horohiung, et al, 2017:2). Teachers, according to this assertion, may help their students develop better thinking skills, particularly critical thinking skills, by using learning methodologies.

A student's critical thinking abilities are their ways of thinking about and approaching problems in order to draw conclusions and make judgments (Prayitno, 2017:33). Students need to develop their critical thinking abilities since this is a major issue in society at large. It isn't easy anymore. According to Putra et al. (2016), teaching students to think critically may aid them in resolving challenges they encounter while learning. Students who practice critical thinking develop the ability to think through issues logically and make informed judgments about how to best address them. Metacognitive practices may help you become a more critical thinker. Understanding metacognition entails being well-versed in the ins and outs of higher-level cognitive processes, such as self-control, self-contained learning, and active regulation

(Sucipto, 2017:65). Cognitive skills like language skills, reading comprehension, writing, speaking and persuasion, self-teaching and self-control, and problem-solving are thought to be affected by metacognitive skills (Adiarto, 2017:10). In light of this assertion, students who possess metacognitive skills will have agency over their own learning processes, be resourceful in addressing their own inquiries, and ultimately develop stronger critical thinking abilities.

Students study English since it is one of the most widely used languages in the world. Listening, speaking, reading, and writing are the main abilities. Writing and speaking are two very distinct kind of productive talents. Finding knowledge via the message delivered by writing is what writing is all about. To make their point more clear to the reader, writers should use well-crafted sentences. Writing, with argumentative writing being the most important, is more beneficial for kids. Among the many forms of written expression, the ability to effectively argue one's position is often considered the most challenging. Students need to be able to think critically, metacognitively, scientifically, present themselves persuasively, and have strong ideas in order to write an argumentative essay. Because it aids in the development of students' metacognitive and thinking skills, the ability to argue persuasively is crucial for success in school.

Particularly in the context of argumentative writing, students may improve their metacognitive and critical thinking abilities. Every discipline relies on critical thinking. "Critical thinking" refers to reasonable thinking as opposed to illogical thinking. That is to say, the ability to think critically and persuasively affects not just the development of ideas and arguments, but also one's stance on matters pertaining to the subject at hand. The researcher surveyed students at UINFAS Bengkulu City, particularly in the second semester, and used their responses to draft issue-related paragraphs. The study discovered a few issues with the English language's written form. To start, several students had trouble turning their ideas into paragraphs, particularly when it came time to state the topic's central premise and provide

details to back it up. Secondly, pupils' English vocabulary is rather small. Choosing the right term might be challenging for some pupils. The pupils had a hard time expressing their opinions in writing, which will affect their paragraph-writing abilities and the amount of time they spend on writing.

The capacity for metacognitive and critical thinking has an effect on pupils' capacity to write argumentatively. Having strong critical thinking and metacognitive processes is seen in students' excellent scores in argumentative writing, which requires them to examine, evaluate, and provide arguments. Additionally, children who are able to hone their skills, such as those with medium or low writing scores, demonstrate acceptable critical thinking via their mistakes in concept development, vocabulary use, and sentence coherence.

Students' ability to think critically and actively manage their own cognitive processes in learning may be enhanced via the development of metacognitive abilities. Learning techniques that involve higher-order thinking may improve metacognitive abilities. The purpose of this correlational study is to demonstrate a relationship between metacognitive abilities and critical thinking capacities. A rigorous and reliable essay exam is used to gather data on metacognitive skills and critical thinking abilities. An essential part of critical thinking is engaging in metacognitive activities, which allow us to reflect on the breadth of our own ideas. This allows us to assess the outcomes of our thinking and draw lessons from them (Vezzosi, 2004). Improving pupils' cognitive capacity involves developing metacognitive abilities, which are linked to critical thinking development (Lockwood, 2003; Warni, Sunyono, Rosidin, 2018). Students' critical thinking values and all aspects of their metacognitive views were significantly correlated, according to study by Semerci and Elaldi (2014). There is a favorable association between metacognitive abilities and critical thinking skills, according to Cakici (2018), Garcia and Pintrich (1992), Gurcay and Ferah (2018), and Naimnule and Corebima (2018). Critical thinking abilities are most strongly predicted by metacognition (Ingle, 2007).

Reflection is a key component of both metacognition and critical thinking. This procedure is consistent with the findings of Magno (2010), who found a strong relationship between critical thinking and metacognition characteristics. Howard (2004), Imel (2002), Kozikoglu (2019), Uzuntiryaki-Kondakci & Capa-Aydin (2013), and Willingham (2007) all agree that metacognition is a means to a higher-order thinking talent that entails active regulation of certain cognitive processes in learning.

Ability to think critically among UINFAS Bengkulu students. Dwyers (2014), Halpern (1993), Hassani and Rahmatkhah (2014), and Lai (2011) all shown that critical thinking skills are significantly correlated with metacognitive abilities. Competences in metacognition provide the bedrock of analytical reasoning. According to Fahim and Dorrimanesh (2015), higher-order thinking is linked to both critical thinking and metacognition. Semerci and Elaldi (2014) demonstrated a beneficial relationship between self-awareness and analytical reasoning. If they want to become better thinkers, students require metacognitive abilities (Kozikoglu, 2019; Tan, 2004). To aid in problem-solving, people need metacognitive abilities (Al-Khayat, 2012; Jousavec, 1994; O'Neil & Abedi, 1996). According to Eggen and Kauchak (1990), students may develop more autonomy if their metacognitive abilities were given more agency during the learning process. According to Alevent, Vincent, and Koedinger (2002) and Dang, Chiang, Brown, and McDonald (2018), students may greatly benefit from metacognition as it helps them grasp concepts and is an essential part of their academic performance. The ability to think critically equips pupils for future independent study by facilitating their rational processing of information. As a result of their ability to think critically, pupils may sort data into three categories: significant, irrelevant, and worthless. According to Su, Ricci, and Mnatsakanian (2016), critical thinking helps one to see things clearly, have a strategy, and explain things logically. Students that are able to think critically are better able to understand the arguments put forward, evaluate the relevance of given information, and draw well-informed conclusions (Fahim & Ahmadi, 2012).

According to Hasanuddin and Mulyadi (2012), teaching pupils to think critically gives them a leg up in the real world. Students who are able to think critically are more likely to build information that is applicable to their lives, which in turn motivates them to find solutions to common issues (Lai & Viering, 2012).

Thinking abilities are rated as poor at Indonesian universities (Bahri, Corebima, Amin, & Zubaidah, 2015; Muhlisin, Susilo, Amin, & Rochman, 2016) and senior high schools (Corebima, 2016). This includes metacognitive skills. Many students failed to answer questions that were relevant to their daily lives, according to the findings of the biology learning observations made by Ariyati (2015). Metacognitive skills, which allow pupils to practice their critical thinking abilities while addressing problems, have not been empowered by classroom instruction. One measure of students' progress in developing their critical thinking skills is their problem-solving abilities (Kim & Choi, 2014; Memduhoglu & Keles, 2016). Students' conceptual knowledge of critical thinking abilities in ESL classrooms is still insufficient, and their mean scores on critical thinking essay tests are low (Amin, Corebima, Zubaidah, & Mahanal, 2017). Enhancing critical thinking abilities necessitates a focus on metacognitive skills. Students' learning and academic performance may be enhanced when they are aware of their metacognitive talents (Perfect & Schwartz, 2004).

Because it necessitates active and engaged learning, critical thinking deals with communication skills, whether they come from instructors or others. Feedback was the foundation of interactive learning. Both the pupils and the instructors benefited from the increased critical thinking and knowledge acquisition that resulted. It is unfair to assume that students whose majors place an emphasis on foreign language proficiency are immune from the desired consequence of higher education, which is critical thinking (Andrews, 2010; Halpern, 1998; Beyer, 1995; Lipman, 1985) (Siegel, 1985). In light of the critical mindset's paramount importance in enabling English as a foreign language (EFL) students to "question, challenge, and demand

reasons and justifications for what is being taught" (Siegel, 1985, p. 71), this study seeks to investigate the possible impacts of incorporating critical thinking into arguments students write. Argumentative writing as a style of academic writing comprises an essential element of second-language learners' academic experience at the college level in North America. Academic disciplines determine whether second-language writers are tasked with arguing for an international policy, supporting a management choice, or evaluating a problem-solving model. As a regular component of ESL writing programs, second-language learners are helped to strengthen their argumentative writing abilities. This is due to the academic curriculum's heavy reliance on argumentative writing and the difficulties connected with its development.

In 1976, Flavell first used the term "meta-cognition" in American English. A person's awareness of his or her own cognitive processes is called "metacognition" (Flavell, 1976). Skills in metacognition include the following: the capacity for self-regulation, the ability to monitor and plan, the capacity to self-assess the efficacy of learning procedures, and the ability to tackle problems head-on (Kramarski & Mevarech, 2003; Veenman, 2006). According to many studies (Gok 2010; Knox 2017; Lai 2011), students that possess metacognitive skills are better able to acquire new information and enhance their cognitive capacities throughout their educational journey. As a consequence of developing their metacognitive abilities, students will be better able to consider how their knowledge has been expanded throughout the learning process (Posthuma, 2015; Fischer, 1998). Reasoning and reflection are the cornerstones of critical thinking, which places an emphasis on deciding what to believe and do (Ennis, 1996). The abilities of analyzing and evaluating, questioning, drawing logical conclusions, and comprehending the consequences of arguments will be exercised via critical thinking exercises (Friedrichsen, 2001). As stated by Cirik, Colak, & Rich (2015), Marlowe & Page (2005), and Tuncel & Bahtiyar (2015), it is crucial to consistently empower students' critical thinking skills in the classroom so that

they can take ownership of their learning, become active learners, and work towards improving their learning experiences and learning identities.

The incorporation of suitable learning methods into lectures should be considered as a means of enhancing students' metacognitive abilities. Metacognitive skill training helps students become more self-aware learners who are better able to plan their own learning, take charge of their own learning, reflect on their own progress, and identify areas of strength and improvement (Bahri & Corebima, 2015). It is not recommended to do the task of enhancing critical thinking abilities in isolation (Amin et al., 2017). Multiple lines of evidence suggest that different approaches to education may help students develop their critical thinking abilities (Zubaidah, 2010). Teachers should make an effort to provide students with organized support that encourages them to think critically and creatively (Kuswana, 2013). According to Yesilyurt (2013a; 2013b), those who are good at metacognition also have good learning techniques. The Reading, Questioning, and Answering (RQA) learning technique has been shown to effectively motivate students to read the prescribed materials, ensuring that the targeted learning can take place (Corbima, 2009).

One reason I'm asking is that many individuals at UINFAS Bengkulu city still don't grasp the concepts of metacognitive critical thinking and future-oriented critical thinking. It's also worth noting that many students are new to the program and lack a comprehensive understanding; for example, some students in the second semester of the English study program have not yet fully grasped the concepts of metacognition and critical thinking, likely due to the limited number of resources available to them in high school. Hence, I am considering applying to UINFAS in Bengkulu City to do research.

One student was working on improving their argumentative writing skills among the eighteen individuals observed in Class A during the second semester. Here I will analyze the critical thinking skills of pupils who were

shown to have problems understanding or correctly constructing argumentative texts.

Integral component of investigation (Hosnan, 2014). According to Amin and Rosmiaty (2017) and Sumampouw, Rengkuan, Siswati, and Corebima (2016), the RQA learning paradigm may help students develop their metacognition abilities while they are studying.. Sampson and Gleim's (2009) Argument-Driven Inquiry (ADI) is a unit of integrated learning that aims to improve students' grasp of significant and practical topics in English by encouraging them to collaborate in multidisciplinary teams. Students' critical thinking abilities are fostered via the use of Yuli astuti learning methodologies, which highlight the significance of arguments in the development and validation of scientific knowledge (Sampson, Grooms, & Walker, 2010). In order for students to become self-directed learners and meet the problems of technological advancement in the twenty-first century, these abilities are crucial. This highlights the significance of elucidating the relationship between the two and how they relate to the regression equation.

A person's ability to write clearly and concisely is known as their writing competence. Someone who is strong at writing is able to get their message across clearly and concisely, without resorting to flowery language. The ability to physically write is just one component of writing proficiency. Possessing strong writing abilities enables you to articulate your ideas properly and produce valuable documents for usage in the business world. From the application process to routine duties and record-keeping, written communication skills are essential in even non-writing occupations.

Concepts of Analytical Thinking A precise and comprehensive definition of critical thinking is necessary for any study that aims to examine how teaching EFL students to think critically in a writing class could influence their ability to use these abilities in argumentative writing. Theorists from various fields (e.g., education, philosophy, and psychology) provide different interpretations of the term "critical thinking," making it appear as though a consensus definition is out of reach (Kennedy et al., 2010;

Tsui, 1998; Lewis & Smith, 1993). This section highlights the similarities and differences among the many definitions of critical thinking as it offers the ideas of prominent thinkers. Even though he didn't use the word "critical thinking" in his writings, John Dewey (1910, 1925) was one of the first philosophers to propose "reflective thinking" as a goal of schooling. According to Dewey (1910, p. 2), critical thinking is the "active, persistent, and meticulous examination of any belief or purported form of knowledge in the context of the grounds that substantiate it and the subsequent conclusions that it leads to." According to his definition, a critical thinker is one who first determines if a claim is true by examining all of the relevant evidence before adopting it as truth. These original goals of critical thinking are in line with what modern schools strive to achieve. Bloom et al. (1956) built the famous taxonomy that encompasses six categories of educational goals (i.e., knowledge, comprehension, application, analysis, synthesis, and evaluation), further refining the idea of critical thinking as an objective of education after having laid the groundwork for it. Critical thinking is represented by the top three categories (analysis, synthesis, and evaluation), whereas basic thinking is represented by the bottom three. The taxonomy's strength lies in the fact that it provides teachers with a framework within which to build critical thinking courses, exams, and educational objectives (Reece, 2002). As an essential part of philosophy and education, critical thinking has received a lot of attention during the 80s and 90s. That of Lipman is one of the most often referenced definitions (1988, 1991).

Skills in Critical Thinking (Ennis, 2013) Reasonable reflective thinking centered on making a belief or action decision is critical thinking. According to the aforementioned view, critical thinking is an actionable skill. Decisions on what to believe or think and what to do may both be derived from the final outcome. Everyone is able to arrive at a reasonable and impartial conclusion when they practice critical thinking. Whenever you need to find a solution to an issue, it offers several other approaches. Encouraging pupils to think critically and be courageous in their presentations is the

primary critical thinking aim. Ideally, in the not-too-distant future, it will turn universities into the hub of a worldwide community's filtering and standardizing efforts. The challenge of incorporating critical thinking into the classroom curriculum begs the issue of what knowledge and abilities students need to succeed. Because describing the actions and routines of good critical thinkers makes the concept easier to teach and more practical for teachers than just painting a picture of an ideal thinker, it is helpful to list the skills of critical thinking (Lai, 2011; Lewis and Smith, 1993). Examining these and other inventories more closely demonstrates that analysis, assessment, and inference are common abilities (Paul, 1990; Brookfield, 1987). Prior to deciding on the educational treatment and evaluation instruments for the current experiment, it was crucial to examine the abilities that comprise critical thinking. are considered subskills in the lists that were given before.

Analyzing and Making Sense of EFL Writing To be successful and competent thinkers in today's environment, kids need to acquire thinking abilities in addition to writing skills. Thinking not only verifies previously acquired information, but also allows people to generate new information, construct concepts, and establish connections between them. Reasoning, inquiring, digesting, and interpreting data are all components of thought. If we want to be proficient writers in English, it is not enough to only know the words and their meanings; we also need to be able to think rationally and use our English language skills when we write. Due to its nature as a social practice rather than a pedagogical conduct, critical thinking, according to Atkinson (1997), cannot be implemented in second language (L2) classrooms. Many ESL scholars have stressed the need to include critical thinking into ESL curricula, notwithstanding the warnings issued by Atkinson (1997).

B. Identification of The find research problem

The formulation of the research problem is as follows:

1. Students do not understand how to write correctly in English.
2. Students have difficulty in writing paragraphs.

3. Students who are not careful in writing still have many letters missing.

C. Limitation of The Problem

Problem Limitations in the researcher only limited the problem on the correlation between metacognitive and critical thinking practices EFL students argumentative writing skills (a correlational study of the two semester students of english language education in UINFAS Bengkulu city in semester 2 class 2a UINFAS Bengkulu city.

D. Research Question

- a. Is the significant correlation between students metacognitive and critical thinking practices in students argumentative writing skills?
- b. There are any significant correlation between students metacognitive students to their argumentative writing skills?

E. Objective of the Research

To find out the application of English in teaching argumentative writing skills in semester 2 UINFAS Bengkulu city.

- a. To find out wheter there any significant correlation between metacognitive and critical thinking practices in students argumentative writing skills.
- b. To find out how far the practice metacognitive and critical thinking related to students argumentative writing skills.

F. Significance of the Research

The following advantages and information are anticipated to be provided by this research:

1. Theoretical significance

G. Definition of the key term

The research defines several key terms in this study to help understand the focus of the study. The terms are:

1. Writing skills

writing skills is one aspect of language skills that are programmed for the specific purposes of using language. According to tarigan, writing

is a process of describing a language so that the message conveyed by the author can be understood by the reader.

2. Argumentative

The definition of argumentative text is a type of writing that contains the author's arguments. The aim is to convince, influence, or invite readers to understand and support the author's views or opinions on a particular topic. Based on the book *Collection of Argumentation Texts: Millennial Traces in the Era of Revolution*, Reza Aulia Rakhman, et al, (2020), argumentation texts are usually equipped with evidence, facts, data and logical reasons. The structure of argumentative text is identical to opinions or arguments about a topic. In Indonesian, it is known as an argumentative text. This type of text is designed to present the author's argument with a structure consisting of several parts. In order to influence readers with argumentative text, the author must be able to write critically and rationally.

3. Metacognitive

Students' ability to use argumentative material in their writing is a key component of metacognition. In 1976, Flavell was the first to present the concept of metacognition. Affixing the words "meta" and "cognition" together forms the term metacognition. A prefix meaning "after" cognition, "meta" is a prefix to cognition. To represent the concept that metacognitive is defined as thinking about thinking, knowing about knowledge, or cognition about cognition, the prefix "meta" is added to cognition (Fauziana, 2008). John Flavell coined the word "metacognition" in 1976. Metacognition was described by John Flavell as the ability for pupils to be self-aware, reflective, and in charge of their own thought processes and methods of learning. When it comes to learning, metacognition is crucial. In a similar vein, metacognition refers to the degree to which a learner is aware of, and able to influence or oversee, his or her own cognitive procedures and tactics (Chairani, 2016).

4. Critical Thinking

Humans are capable of critical thinking, which entails responding to an argument by gathering and evaluating relevant evidence. According to Lipman (1991), critical thinking is defined as thinking that helps with decision-making because it is grounded in actual criteria, has the ability to self-correct, and is substantive in context. first published in Ihsan's 2018 book Unlimited Energy Chance defines critical thinking as the capacity to do things like examine data, come up with and organize ideas, defend viewpoints, compare and contrast, draw conclusions, argue persuasively, and solve issues. An alternative view is that critical thinking is the intentional and self-aware use of a variety of reflective attitudes and skills toward the purpose of understanding and communicating knowledge and experience in a way that promotes convictions and behaviors. In 2006, Walker To think critically is to engage in an intellectual process that involves coming up with ideas, putting them into practice, evaluating, synthesising, and sharing knowledge gathered from diverse sources such as personal experiences, observations, and reflections.. Critical thinking is the ability possessed by individuals to develop their knowledge, learn, and connect with facts or information from various sources.

Critical thinking skills in semester 2 students were still found to be many who were not thinking correctly in processing data correctly Critical thinking skills are increasingly important in the world of work, especially in dealing with complex and diverse situations amidst the many challenges and changes that may occur. The need for this ability is quite diverse, from creating effective business strategies to solving complex problems, critical thinking can help employees achieve their goals and increase overall productivity.