

CHAPTER II

LITERATUR REVIEW

A.The Concept Of Writing Skills

A Skill in Writing Defined Language skills are designed to be used for certain reasons, and one such component is writing. Tarigan argues that the act of writing itself is a description of a language in such a way that the reader may understand the author's intended meaning. "Writing is produce something in written form so that people can read, perform or use it," according to the Oxford Dictionary. Writing is a visual representation of thoughts, emotions, or ideas, employing symbols of the linguistic system for communication or note-taking, which is in agreement with pooteet's perspective. The act of putting one's thoughts and ideas into written form in a way that another person may comprehend is known as writing. There are four facets to mastering the English language: hearing, speaking, reading, and writing. While students study, their teachers check their work for typos, misspellings, and other language arts mistakes.

Writing activites are identical with the use of graphic symbols, namely a combination of letters related to the sound of the language expressed. These symbols need to be arranged in accordance with the terms of word, compose words, sentences, and paragraphs into a next.

Learning to write aim for student to be able to :

1. Follow the outline of the writing process.
2. Second, the ability to communicate oneself effectively in writing is fostered by practicing different writing styles for different objectives.
3. Acknowledge the significance of correct spelling, capitalization, punctuation, and other aspects of written work.

Your capacity to get an interview and succeed on the job are both affected by your writing abilities, which in turn affect the quality of your work and how others see your professionalism. Having a solid grasp of writing makes you marketable to any employer since these

abilities are transferrable. The ability to pick up new ideas and concepts fast and put them into unique writing is a prerequisite for great writers. For example, creative writing and blogging are two examples of very specialized forms of writing that need for in-depth expertise in only one field. Here are a few examples of top-notch writing abilities:

1. Research

By conducting research, authors can uncover reliable information and best practices pertaining to a specific style or piece of material. Writing well requires the ability to rapidly locate high-quality materials, as writers frequently delve into topics with which they are unfamiliar.

2. Outlining

Making an outline is the first step in planning the organization and progression of a piece of writing. A well-organized piece of writing will flow smoothly and make sense to the reader. How well you can structure your sentences and paragraphs makes a difference in how others view you and what they take away from your work.

3. Editing

You should have editing skills when you write the initial version of your work. Editing is an essential part of any writing process, whether it's proofreading an email for typos or rewriting a grant application.

4. Reading comprehension

You can better understand and react to messages, complete tasks, and absorb new information if you have strong reading comprehension abilities. Reading comprehension allows readers to evaluate the author's intended meaning and style as well as the piece's central argument.

5. Time management

is essential when writing more than a basic email or message. You need to be able to effectively manage your time when writing and have a good idea of how much time it will take to create and revise our essay. A competent writer knows when to put down the pen and go on to something else.

Aiming to enhance one's capacity for written expression Though some possess innate writing ability, everyone can hone their craft with practice. The key is to familiarize yourself with the various writing abilities and then concentrate on honing your application of each.

1. Review grammar basics

The fundamentals to enhance your writing abilities. Writing assignments get easier when you know how to construct entire sentences and pick the right words, including their, they're, and there.

2. Take grammar quizzes

Even though it's the most grammatical errors plague authors. To improve your spelling and sentence structure, try playing grammar games or taking tests online.

3. Know your audience

Writers should think about their target audience's values and preferences before starting to write in order to tailor their word choice and sentence structure to their needs. Try writing a prompt with several readers in mind and see how your voice changes.

4. Read you writing aloud

While editing, read your work out loud to catch mistakes you may have missed the first time around. If you read your work out loud, you can catch any clumsy wording and gauge your overall impact.

5. Vary your sentence structure

To make your writing flow, try using different sentence structures. Use a variety of literary strategies, including both short and lengthy sentences, to keep the reader engaged and provide a smooth progression through your work.

6. Practice daily

Regardless of whether you're required to write on the job or not, it's important to write every day. If you want to become better at writing, prioritize the areas where you need it the most.

7. Read regularly

If you want to become a better writer, reading widely every day is the way to go. By doing so, you may better understand how various parts of a piece of writing might complement one another. In order to improve your own writing skills, it is recommended that you read a lot of high-quality literature.

B. Types of writing styles

Any of these sonic or semantic levels may be represented by a writing system, and every one of these levels of structure has been used by a writing system at some point. Consequently, there are two broad categories into which writing systems may be classified: those whose foundation is in the structure of meaning (e.g., words or morphemes) and those whose foundation is in the system of sounds (e.g., syllables or phonemes).

Languages that use writing Characters or graphs that are associated with a certain structure in the language system make up a writing system, which is also known as a script or orthography. To give you an idea of the different types of writing systems, there are logographic systems that use characters to represent meaningful units like words or morphemes, syllabic systems that use characters to represent syllables, consonantal systems that use characters to represent segments of syllables, or unvocalized

syllabaries, and alphabetic systems that use characters to represent phonemes. (The International Phonetic Association developed the International Phonetic Alphabet, which is a phonetic alphabet, to help standardize the transcription of spoken languages.)

Types of writing styles:

1. Expository writing

To describe or elucidate a topic is the goal of expository writing. It provides facts and information without expressing a viewpoint on the subject. Rather of personal opinions or interpretations, expository writing focuses on providing factual information and assertions. Expository writing, particularly when accompanied by a list of actions, necessitates study, analysis, and structure to guarantee logical and clear writing.

2. Persuasive writing

To persuade readers to see things from the author's perspective is the goal of persuasive writing. It is important to state your position and back it up with facts and evidence while writing a persuasive essay. Subjective and objective details are usually found in this kind of writing. Explain to the audience your position on the matter and the reasoning behind it. Whether it's signing a petition, signing up for an email newsletter, or going to an event, a call to action is a common component of persuasive writing.

3. Descriptive writing

A person, place, or thing may be described in descriptive writing. Because of its creative nature, it often uses powerful imagery and detailed descriptions to portray its topic. Writing in a descriptive style aims to create a picture for the reader, making it a popular exercise of writing workshops, as it helps writers learn to show something rather than tell about that thing. For instance instead of saying “the girl put the apple in her basket.” You might say” the frail girl reached with thain, pale fingers, stooped and lifted the shiny, crimson apple to her flaying woven basket.”

4. Narrative writing

Storytelling is the primary goal of narrative writing. Typical narrative elements include an introduction, a body, climax, and a denouement, as well as characters, a place, conflict, and dialogue. There are two main approaches to telling a story: first-person, from the perspective of one of the characters, and third-person, from the perspective of an omniscient narrator.

5. 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.

An argument is an attempt to make more than just a statement. Within an argument, there is a series of related statements that represent support for the main statement. This is none other than to convince other people that what is said and confirmed is true. In arguing, it is very important to understand what the basic components that form an argument are, namely premises, inference and conclusion. Here's the explanation:

1. Premise

A premise is a statement in the form of facts that explains the reasons and/or evidence for believing a claim or inference.

2. Inference

The inference or claim is what is resolved at the end of the argument. However, in a simple argument, there may not be an inference, but only consists of premises and a conclusion.

3. Conclusion

Conclusion is the reasoning of an argument or often also called the final inference. To present an argument.

Types of Arguments

1. Deductive Argument A deductive argument is an argument that, if true, will include conclusive evidence to support the truth of its claim. Because the premise is strong, the claim made after the premise is presented is no longer a possibility but a certainty.

2. Inductive Argument

This inductive argument includes premises that, if true, can prove the truth of the claim. The difference is, here there is still a possibility for the argument to be proven right or wrong. In an inductive argument, the claim that is concluded is only an estimate whose certainty is not yet known. In drawing conclusions from this argument, it is necessary to observe and observe the premises provided.

3. The Ontological Argument

An ontological argument is an argument that concludes that God exists, by appealing to important, analytical and a priori premises. A priori itself means knowledge that is not based on specific experience.

4. Political Arguments

We often encounter political arguments, not only on TV but also on social media that you use every day. Political arguments usually offer a series of reasons for implementing a solution to various political problems.

C. Writing Rubrics

Teachers evaluate their students' work using scoring rubrics. It is a set of instructions for evaluating students' work according to predetermined standards that are based on their anticipated results and accomplishments. Scoring and grading written work and oral presentations are common uses for rubrics. Additionally, introspection, peer review, and self-evaluation are some other uses for rubrics. In 2017, the UNL Office of Graduate Studies Teaching validated the immense value of scoring rubrics for evaluating intricate activities. Analytical rubrics lay forth the standards for success and the criteria for grading a student's work. With the use of these rubrics, the grading process may take into account how important certain parts of an assignment are. They are a great resource for helping teachers and students identify areas of weakness (Little, 2006). At its core, scoring rubrics take the form of a table that lists many criteria that need to be evaluated, along with quality descriptors and a scale to rank these descriptions. You can find the point values and grading criteria for each category on the rubric.

As described by Reddy and Andrade (2010), rubrics serve as "powerful tools for both teaching and assessment," implying that they are used for both evaluating student work and enhancing their writing abilities. Consequently, writing instructors might benefit from using rubrics to both assess their students' work and guide their own pedagogical decisions. The rubrics will serve as a framework for teachers to evaluate student work, provide constructive criticism, and ultimately raise student achievement. Most significantly, "a learner-centered approach to assessment" (Reddy and Andrade, 2010) often incorporates rubrics, allowing students to actively evaluate their own performance. The clear and extensive descriptions on rubrics make them a great tool for students to utilize for both self-evaluation and peer feedback (Sundeen, 2014). Students are able to have a deeper comprehension Writing rubrics provide detailed instructions on what to include in your work and how to get

different grades. They are often presented as a scoring system that outlines the potential range of scores and how to achieve each one. For the purpose of grading essays, professors often use writing rubrics that include criteria for content, structure, mechanics, and general comprehension. In order to help you comprehend the assignment thoroughly and demonstrate how to get the desired score, writing rubrics are available.

Even though it may seem like an insurmountable task, many college writing projects include rubrics that outline the specific criteria your professor uses to evaluate papers for their level of competence in research, organization, and mechanics. To ensure that your work is in line with the assignment and that you grasp the specific criteria your professor is using to evaluate papers, a writing rubric is an invaluable tool. You may use writing rubrics as a checklist to ensure that you're covering all the bases while you write. They may be non-point based as well. Papers are sometimes graded using rubrics that range from bad to great. On occasion, instead of using a grading system, a rubric will lay out the components of a subject that a paper must address in a checklist format that allows for comments.

9 elements of a writing rubric:

1. Pay close attention Maintaining concentration when writing is crucial. Your views and the information that backs them up should be crystal obvious the whole time.
2. Statement of the thesis A declarative phrase that explains the argument or paper's central point is called a thesis statement.
3. Thirdly, assistance and growth You can see how effectively you back up your thesis with research in the "support and development" part of a writing rubric.
4. The audience and tone portions of a writing rubric assess the extent to which your writing style is in harmony with the paper's objective and the intended readers.

5. The structure of your paper is the way your thoughts are organized and developed from the start to the finish.
6. You need to choose a suitable point of view by considering your essay's intended audience and purpose.
7. The structure of a sentence Run-on phrases, filler words, and awkward paragraph transitions are all things you should strive to avoid.
8. Following all of the principles in writing is essential for effective mechanics in a report.
9. Word choice and vocabulary application are evaluated in the vocabulary area of a writing rubric by a professor.

Aspect	Score	Performance Description	Weighting
Content	4	The subject is well-developed and understood, and the details provided are pertinent to it.	3x
(c)	3	All of the necessary information is there, but the specifics hardly touch on the subject.	
30 %	2	Every aspect of the subject is covered thoroughly, and any irrelevant details have been removed.	
-Topic	1	Both the subject and the specifics are vague and unrelated.	

-Detail

Organisation	4	All necessary information has been gathered and described in an orderly fashion using appropriate	2x
(o)			

conjunctions.

20%	3	Almost all details have been identified, and the descriptions are presented with almost all appropriate conjunctions.	
-identification	2	There are missing pieces of information in the identification and the descriptions are poorly organized.	
-Description	1	Some parts of the identification are missing, and the descriptions are filled with unnecessary conjunctions.	
Grammar (G)	4	Diverse typos and grammatical errors	2x
20%	3	A handful of spelling and grammar mistakes; they do not alter the message.	
-use presenttense	2	A plethora of mistakes in grammar and agreement	
-areement	1	A lot of mistakes in grammar or agreement	
Vocabulary (v)	4	Efficient word choice and form	1,5x

15%	3	Some misspellings and other grammatical errors that do not alter the meaning	
	2	Confusing forms and words with a narrow range	
	1	Extremely limited vocabulary, misspellings, and inability to scan	
Mechanics (M)	4	The capitalization, punctuation, and spelling are all spot on.	1,5x
	3	From time to time, there are typos, misspellings, and capitalization mistakes.	
	2	Misspellings, improper capitalization, and punctuation are commonplace in it.	
	1	Mistakes with capitalization, punctuation, and spelling predominate.	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C+20+2G+1,5M}{10} \times 10$$

D. Critical Thinking

Throughout the past two thousand years, the concept of critical thinking has developed and progressed. The term "critical thinking" first appeared in the midst of the twentieth century. Speakers Michael Scriven and Richard Paul gave the presentation during the summer of 1987 at the 8th Annual International Conference on Critical Thinking and Educational Reform. Edward Glaser offered the following overlapping definition of critical thinking in 1941 to define it in the context of education: This literature posits that critical thinking is comprised of the following three parts:

- 1) There is a tendency for the attitude to think wisely. issues and topics that are within one's area of expertise,
- 2) familiarity with investigative techniques and reasoning, and
- 3) proficiency in using these techniques.

To think critically, one must constantly seek to evaluate claims made in favor of an idea or body of knowledge against the evidence that lends credence to them and the implications of those claims. In general, it necessitates problem-solving abilities, information-gathering and organization skills, clear and discriminating language comprehension and use, data interpretation, argument and evidence evaluation, conclusion and generalization drawing, testing, pattern-reconstruction of belief-making regarding arguments, experience, and the capacity to make accurate assessments of commonplace things and their attributes. extensive and encompassing fields of study. Someone with strong critical thinking skills can effectively conceptualize, apply, analyze, synthesise, and evaluate information that they have obtained or created through observation, experience, reflection, reasoning, or communication to inform their beliefs and actions. The ideals of clarity, correctness, precision, consistency, relevance, solid evidence, excellent reasoning, breadth, depth, and justice constitute the basis of this book in its exemplary form, which transcends subject matter divides.

Critical thinking was defined as "the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, or evaluating information actively and skillfully gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action," according to the Foundation for Critical Thinking. This definition was adopted by the United States National Council for Excellence in Critical Thinking in 1987. Since then, the definition has persisted. Fundamentally, critical thinking is a method of approaching what is considered as knowledge and wisdom with questions and challenges. The process begins with the generation of thoughts and facts from an impartial vantage point and continues with the examination of those facts through the lens of our own personal beliefs, values, and worldview. Fundamentally, critical thinking is a method of approaching what is considered as knowledge and wisdom with questions and challenges. It entails generating concepts and data in an impartial manner, and then evaluating them in light of our own beliefs, values, and philosophies.

Ennis argues that critical thinking is a methodical approach to guiding one's views and activities via the understanding, application, analysis, synthesis, and evaluation of knowledge obtained through various means such as observation, experience, reflection, reasoning, and communication.

Critical thinking can be seen as having two components:

- 1) a set of skills for generating and processing information and beliefs
- 2) the habit, based on intellectual commitment, of using those skills

Benefits of Critical Thinking Critical thinking is an ability that can help improve work processes and also foster social intuition. There are several other benefits of critical thinking that you can get when applying it in the work environment, including:

1. Speed up the process of self-adjustment Someone who masters critical thinking skills will find it easier to adapt to new environments.

2. Abilities that are always needed Critical thinking is a very important skill and is always needed, regardless of your profession.
3. Not easily deceived Critical thinking is an ability that allows you to think logically, rationally and reasoned.
4. Improve Team Collaboration Someone who has an open mind, is not rigid, and can accept other people's opinions will be more respected by their colleagues.
5. Increase Creativity to produce creative solutions to problems that occur in the work environment, not only new ideas are needed.

Example of Critical Thinking:

To understand the importance of critical thinking, you need to know what applications exist around you. Here are some examples of critical thinking in everyday life.

1. High Analytical Ability the first example of critical thinking is having high analytical skills. Someone with critical thinking can find new ideas and carry out in-depth evaluation of a problem.
2. Responsive Critical thinking is a mindset that makes someone able to respond to something quickly or responsively. This ability is really needed in times like today, every worker will be required to be able to adapt to their environment quickly.
3. Review the Problem the final point in the example of critical thinking is making observations or observing a problem. High critical thinking skills will make a person rational and logical, so that they always have reasons for all their actions and decisions.

Indikator of Critical Thingking

No.	variabel	Indicator	Question Description
1.	Critical thinking skills	Interpreation	Interpreting and grouping food chains into food webs
2		Analysis	Analyzing interactions between

organisms

3. Inference Taking conclusions from one case about the food chain
- Evaluation Evaluating statements or opinions about the causes of energy losses in each trophic level of the energy pyramid
5. Explanation Explaining the nitrogen cycle
6. Self-regulation Responding about forest ecosystems that are increasingly damaged

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Information processing rubric

The criteria laid forth in this rubric (Fig. 1) and the way information processing is characterized in the field of educational psychology do not align with the cognitive information processing that is defined in the literature (Driscoll, 2005). This criteria is more in line with the concept of representational competency as it pertains to STEM education (Daniel et al., 2018).

Information Processing		Evaluating, interpreting, and manipulating or transforming information.				
Category	0	1	2	3	4	5
Evaluating		Minimally determined the significance or relevance of information/data needed for the task		Partially determined the significance or relevance of information/data needed for the task		Completely determined the significance or relevance of information/data needed for the task
Interpreting		Inaccurately provided meaning to data, made inferences and predictions from data, or extracted patterns from data		Provided meaning to data, made inferences and predictions from data, or extracted patterns from data with some errors		Accurately provided meaning to data, made inferences and predictions from data, or extracted patterns from data
Manipulating or Transforming (Extent)		Minimally converted information/data from one form to another		Partially converted information/data from one form to another		Completely converted information/data from one form to another
Manipulating or Transforming (Accuracy)		Inaccurately converted information/data from one form to another		Converted information/data from one form to another with some errors		Accurately converted information/data from one form to another
Comments:						

Rubric for assessing information processing

Critical Thinking		Evaluating, analyzing, and/or synthesizing relevant information to form an argument or reach a conclusion supported with evidence.				
Category	0	1	2	3	4	5
Evaluating		Minimally determined the relevance and reliability of information that might be used to support a conclusion or argument		Partially determined the relevance and reliability of information that might be used to support a conclusion or argument		Extensively determined the relevance and reliability of information that might be used to support a conclusion or argument
Analyzing		Inaccurately interpreted information to determine meaning and to extract relevant evidence		Interpreted information to determine meaning and to extract relevant evidence with some errors		Accurately interpreted information to determine meaning and to extract relevant evidence
Synthesizing		Inaccurately connected or integrated information to support an argument or reach a conclusion		Connected or integrated information to support an argument or reach a conclusion with some errors		Accurately connected or integrated information to support an argument or reach a conclusion
Forming Arguments (Structure)		Made a claim and provided incomplete evidence to support it.		Made a claim and provided partial evidence to support it.		Made a claim and provided complete evidence to support it.
Forming Arguments (Validity)		The claim, evidence, and reasoning were minimally consistent with accepted disciplinary ideas and practices		The claim, evidence, and reasoning were partially consistent with accepted disciplinary ideas and practices		The claim, evidence, and reasoning were fully consistent with accepted disciplinary ideas and practices
Comments:						

Rubric for assessing critical thinking

E. The concept of Metacognitive

One needs to understand matcognitive knowledge. So, what is metacognition popularized by John Flavel, a psychologist from the United States. Maticognition is a person's awareness to contol the cognitive realm within himself. If this awareness is in the student, then he know what to do when he doesn't know. The cognitive realm that can be controlled in a person is to plan, supervise, and reflect on any problems ecountered. An example of metacognitive in learning is when students can reflect on the things they have learned so that they form self-awareness that is valuble for teacher and other.

Acorrrding to Sugiarto and Sophianingtyas (2023) metacognitive has an important role in regulating and controlling one's cognitive process in laerning and thiking more effectively and efficiency. The development of thinking skills, especially critical thingking in the learning process can also be one way to improve students learning outcomes. Surachman (2010) reports that there is a relationship between critical thingking skills and learning outcomes in project-based learning with a reability value of 73,4%. Tis is in accordance with what was expressed by William (2010) that the

relevance of critical thinking in the decision makes, and people who never stop learning. Through critical thinking, students are invited to play an active and effective role in building their own knowledge or cognitive structure and applying it in solving the problem they face. Critical thinking skills are related to metacognitive skills.

Purwanto (2010) states that high metacognitive skills show high critical thinking skills as well. This is related to student's metacognitive skills, student's who have metacognitive skills will be able to organize and control their own learning activities. Self-control activities can lead to a question that must be answered by students themselves as well as evaluations of students themselves. The process of finding answers to questions that arise and outcomes. Critical thinking and metacognitive skills are closely related, where critical thinking means involving metacognitive skills, while metacognitive skills will make a thinker more successful. As long as students carry out metacognitive learning in learning, critical thinking is involved in it. Metacognitive is contained in the elements of critical thinking and critical thinking is a cognitive process at the level of analysis, synthesis, and evaluation so that if a student has high enough metacognitive skills, he will be able to choose the learning strategies he uses in order to understand a subject matter well. And able to solve the problem encountered in order to obtain high cognitive outcomes.

1. Metacognitive benefits

The benefit of metacognitive are as follows.

- a) Students are trained to reflect on any knowledge they acquire.
- b) Students can become problem solvers for problem at school.
- c) Students are trained to be independent, creative, and work hard.
- d) Teachers are easier to control students in learning.
- e) Students are easier to remember the subject matter given by the teacher.

2. Metacognitive functions

Metacognition has several functions as follows.

- a) As a means to think deeply, until an answer is obtained for each As a mean to train individual thinking skills.
- b) As a one of the efforts in forming individual learners.

3. Metacognitive strategies

Metacognitive strategies are strategies used by students in learning that are based on metacognitive abilities. If students are used to using these abilities, then their thinking orientation is already at the level of high order (high order thinking skills).

Indicator metacognitive



The program that teachers can implement so that metacognition can be accepted by students is to apply the following points, including: (Taccasu Project, 2008)

Biological Sciences – SLO 6 – Metacognition Rubric					
Standards	Does not exist/Beginning/NA – 1	Emerging/Developing – 2	Mastery – 3	Exceeding expectations – 4	SCORE
Performance Criteria					
Reflection (AAC&U)	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about education or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspective about education or life events.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	
Transfer (AAC&U)	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	
Notes:					

F. Argumentative writing skills

As social beings, each individual performs various social actions in various social organizations to share experiences, ideas, feelings between individuals. To be able to make this happen, of course it is a media as a liaison between himself and his social environment. This liaison media is a language code that must be mastered or understood jointly by every communicator. The form of its use can be used orally or in writing. The success or failure of thinking. A language as a social tool is one element that distinguishes humans from other creatures. Language becomes an absolute must be owned and controlled by humans to be able to survive, as well as complete in the social sphere. Language is used as a tool to express, express, transmit, and so on.

And so on about all things, objects, circumstances, both concrete and abstract. The very vital role of language in determining the success of humans interacting in their social context does not describe or express their thoughts or ideas. As a communication tool, the role of language is very decisive in all aspects of human social life, including aspects or fields of education. In the field of education, the teaching and learning process can be carried out through. The use of language orally, namely speaking and listening, also in writing, namely through writing and reading activities. All aspects of language are closely related to thinking activities.

Said so because skills are a picture of thought and feelings. It is clear whether or not a person's way of thinking can be seen from his language skills. Language skills listening/listening, speaking, reading, and writing are interrelated skills. Listening skills are carried out to understand the conversation between the speaker and the speaker listener; speaking skills are carried out to convey ideas/ feelings through speech sound; reading skills are carried out to convey ideas/feelings through orthographic symbols (slamet:2002). There are two very basic elements in language skills. The two elements of the ability element in terms of logic and ability in terms of linguistics. Elements of logic are related to material, material context, and also its structure or pattern, while linguistic abilities are related to phonetic

skills, word formation (morphology), phrase formation, and vocabulary formation. Clauses, sentence formation, and also spelling or punctuation techniques.

Language skills or abilities can be honed and developed through an effort or effort to train oneself to become skilled. According to Robbins (2000). That ability is an innate ability since birth which is the result of an effort or exercise or practice, skills means dexterity. Agile means dexterity or cleverness to do something quickly, the result are good and right, then that person is said to be agile or skilled. As stated above. One of the language skills is writing. In accordance with the order that has been described previously, writing is at the top of the list end. The description of the order is not without reason because writing skills can be said to be the most difficult language skills compared to other language skills. It is said that because writing skills are active and productive skills. Writing skills can not be separated from listening, speaking, and reading skills because writing skills are the center of other language skills, it is said so because a writing will only be produced well if listening, speaking, reading skills are also good because these skills are skills aimed at recording, obtaining, understanding, or finding information. Someone who has a lot of insight, ideas, facts, and so on will certainly find it easier to produce a written work. Writing skills are essentially the transfer of thoughts or feelings into symbols. Language (semi, 1990). Meanwhile, Gie (2002) said that "writing is a skill that is very useful for everyone." By having that intelligence, one can express his ideas to be read by a wide audience. In addition to be above understanding, writing is defined as the activity of lowering or painting graphic symbols that describe a language that is understood by someone, so that other people can read the graphic symbols if an activity of expressing ideas, knowledge, feelings, using language as a medium, so that readers can understand them easily and clearly.

Writing on the essence of transmitting thoughts or roles by utilizing visual symbols (writing) was expressed by Tarigan and Mulyati (1998) in

Pasaribu 2016. The development and amount of knowledge and reasoning capacity determine the notion or message that is to be presented. To begin with, there are three main elements that make up the act of writing itself. Firstly, you need to have a firm grasp of the rules and conventions of written language, such as punctuation, grammar, syntax, spelling, pragmatics, and paragraph construction. the second step is to organize the essay's material according to the assigned topic: and last, proficiency with the genre of writing, which includes knowing how to organize ideas in a piece of writing using words to create the intended effect.

As part of language activities, writing is related to close to the activity of thinking. Given that writing skills are one of the skills that must be mastered by students, writing skills are regulated in the semester learning plan (RPS), especially in Indonesia language course. One of the writing materials taught in Indonesia language course is writing argumentative paragraph (Tarigan 1987). The term paragraph is a term that we commonly hear, even often used in conversation and practice. A paragraph is a unit of essay that is used to express an idea in the form of a sentence. A number of sentences in the paragraph must be interconnected. A paragraph is a sentence set of sentences that refers to a topic (Semi, 1990).

Semi's opinion (1990) which states "argumentation is writing that aims to convince or persuade the reader about a point of opinion or statement". In order to make it easier for us to conclude that a paragraph is classified as an argumentative paragraph, so it can be seen from its characteristics (see Semi, 1990), among others: there are statements, ideas, or opinions of the author; aims to convince others: trying to prove the truth of a statement, or subject matter, and the facts presented are evidence. Writing is a thought process. To produce good writing, a writer first sets the steps to be taken. With the steps that have been determined, paragraph writing will be easier to do and more focused. The steps in writing argumentative paragraphs (Semi 1990) include: topic selection or topic determination; information collection, goal setting, develop the facts or information become a paragraph

and arrange it neatly so as to achieve clarity to get to a point acceptable conclusion. When it comes to writing, there are some common mistakes related to writing spelling and punctuation techniques. These common mistakes relate to the use of capital letters, the use of punctuation marks, how to write words, and also write phrases. Accordingly, there is an interest in researching the problem of writing argumentative paragraph writing skills in students. Based on the description above the question this research is how the skills of writing argumentative paragraphs for UINFAS students in Bengkulu city? In line with the research question, this study aims to describe the extent to which skills in writing argumentative paragraph for UINFAS students in Bengkulu city.

G. Previous relevance Studies

The writers have incorporated this prior work into their own study in order to strengthen the theory that underpins their evaluations of their own work. The author was unable to locate any prior research that has the same title as their own work. Nevertheless, the author cited a number of studies that bolstered the findings of the author's research. The following are citations to relevant prior research articles published in various publications that pertain to the author's work. The following are examples of prior research that can serve as a foundation for future studies:

1. Conducted by Bea Hana Siswati (2020) with the title "The relationship between critical and metacognitive thinking on student learning outcomes" the research results show the application of the learning model applied with the aim of training thinking, one of which is critical thinking skills and metacognitive skills. 21st century skills need to be taught to students, including students. This research aims to see whether there is a relationship between critical thinking skills and metacognitive skills on the learning outcomes of English study program students in semester 2. The difference and similarity of your research to this research. This research both discusses students' critical thinking in argumentative text writing skills as a student learning

outcome. The difference is that my research includes students and only looks at their ability and skills to write correctly because there are still many students who still make a lot of mistakes.

2. Next carried out by (Crowhurst, 1990). With the title the correlation between critical thinking skills and argumentative text writing skills. In the academic field, this kind of writing skill needs to be mastered by students because it is a skill that is really needed when students have to write essays, articles, conduct research, or even when applying for scholarships. Writing argumentative texts is quite a challenging activity, where this type of writing aims to convince and persuade the reader about something that should or should not be done. Writing argumentative texts is not easy, as Moffet said in Crowhurst (1990).
3. Then, Neni Winarti (2021) followed up. The link between the ability to think critically and write persuasive texts is hinted at in the title. Learning in the 4.0 age, which emphasizes analytical problem-solving and introspective thought, calls for critical thinking abilities. This study employs a quantitative methodology and a correlation design to inquire into the possibility of a positive association between the ability to think critically and the ability to write persuasive texts. The 62 participants were all undergraduates at a private vocational institution. A random selection procedure was used to choose 25 students for the sample. Both pieces of information were gleaned via an argumentative text writing test and a critical thinking exam that modified the Watson-Glaser hypothesis. Data analysis tools include linear regression, the Liliefors test, and Pearson's correlation product moment. Findings from this study indicate that 1) students who do better on tests of critical thinking also do better on tests of argumentative text composition, and 2) $r_{xy} = 0.582$ and $t_{count} = 3.432$ indicate a positive link between the two variables. The link between critical thinking and writing abilities is demonstrated by this research. To help students succeed in coming

up with writing ideas, it is important to provide them with the correct stimuli to enhance their critical thinking abilities.

The difference between previous researchers and those studied by the author is that the first research used quantitative research, with the application of writing argumentative texts as teaching material, whereas in this research the researchers used qualitative research and used it to improve themselves. students' writing abilities. The similarities with research conducted by researchers are the same as discussing metacognitive critical thinking in arguing students' writing skills.

