

**THE CORRELATION BETWEEN METACOGNITVE
SKILLS AND CRITICAL THINKING SKILLS IN EFL
STUDENTS' ARGUMENTATIVE WRITING SKILLS**

(A correlational study at the fourth semester students of TBI UIN
Fatmawati Sukarno Bengkulu)

THESIS

Submitted as A Partial Requirement For The Degree of *Sarjana
Pendidikan* (S.Pd) in English Education Study Program Tarbiyah and
Tadris Faculty UINFAS Bengkulu



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MOTTO

لَيُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya

Allah does not burden a person except according to his ability

(Al-Baqarah: 286)

DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

1. Feeling grateful to Allah SWT for all the pleasure, strenght, patience in living life.
2. For my beloved parent, Mr. Dosi Apriawan and Mrs. Diti Kusmita, love and respect are always for them. Thank you very much for your support, prayer, and patience to make my education success.
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ABSTRACK

Sinthya Melinda, NIM: 1811230077. *The Correlation Between Metacognitive Skills and Critical Thinking Skills in EFL Students Argumentative Writing Skills*. Thesis: Study Program of English Education Department of Tadris, Faculty of Tarbiyah and Tadris, UIN Fatmawati Sukarno Bengkulu.

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This study aims to determine the correlation between metacognitive skills and critical thinking skills on argumentative writing skills of EFL students. This type of research is quantitative research that uses correlational methods. The total of samples in this study were 24 students in TBI 4B class. Data collection techniques were carried out by questionnaire, argumentative writing tests, and documentation. The data analysis technique used to test the hypothesis is the product moment correlation and multiple regression analysis. The results of this study indicate that (1) there is a significant correlation between metacognitive skills (X1) and argumentative writing skills (Y), where the value of R_{count} is greater than R_{table} ($0.611 > 0.404$). (2) there is a significant correlation between critical thinking skills and argumentative writing skills, where the value R_{count} is greater than R_{table} ($0.613 > 0.404$). (3) there is a significant correlation between metacognitive skills and critical thinking skills on argumentative writing skills of EFL students, where the value of F_{count} is greater than F_{table} ($8.814 > 2.064$).

Keywords: Metacognitive Skills, Critical Thinking Skills, Argumentative Writing Skills.

ABSTRAK

Sinthya Melinda, NIM: 1811230077. *Hubungan Keterampilan Metakognitif dengan Keterampilan Berpikir Kritis pada Keterampilan Menulis Argumentatif Mahasiswa Bahasa Inggris.* Skripsi: Program Studi Pendidikan Bahasa Inggris Jurusan Tadris, Fakultas Tarbiyah dan Tadris, UIN Fatmawati Sukarno Bengkulu.

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Penelitian ini bertujuan untuk mengetahui hubungan antara keterampilan metakognitif dan keterampilan berpikir kritis terhadap keterampilan menulis argumentatif Mahasiswa Bahasa Inggris. Jenis penelitian ini adalah penelitian kuantitatif yang menggunakan metode korelasional. Jumlah sampel dalam penelitian ini adalah 24 mahasiswa di kelas 4B TBI. Teknik pengumpulan data dilakukan dengan angket, tes menulis argumentatif, dan dokumentasi. Teknik analisis data yang digunakan untuk menguji hipotesis adalah korelasi product moment dan analisis regresi berganda. Hasil penelitian ini menunjukkan bahwa (1) terdapat hubungan yang signifikan antara keterampilan metakognitif (X1) dan keterampilan menulis argumentatif (Y), dimana nilai Rhitung lebih besar dari Rtabel ($0,611 > 0,404$). (2) terdapat hubungan yang signifikan antara keterampilan berpikir kritis dengan keterampilan menulis argumentatif, dimana nilai Rhitung lebih besar dari Rtabel ($0,613 < 0,404$). (3) terdapat hubungan yang signifikan antara keterampilan metakognitif dan keterampilan berpikir kritis terhadap keterampilan menulis argumentatif siswa EFL, dimana nilai Fhitung lebih besar dari Ftabel ($8,814 < 2,064$).

Kata Kunci : Keterampilan Metakognitif, Keterampilan Berpikir Kritis, Keterampilan Menulis Argumentatif.

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CHAPTER I

INTRODUCTION

A. Background of The Study

Writing is a technique to reach information through messages conveyed by the author. The author must convey his thoughts into the correct sentence, so that the reader can more easily understand it (Murthado, 2021). Writing ability is a complex ability, it demands all knowledge and skills. In this case, it is closely related to the fulfillment of the criteria for good writing, including aspects of language, content, and writing techniques (Fitriani, 2014). Writing is more beneficial for students, and what is important is argumentative writing.

Academically, argumentative writing helps students gain knowledge, promotes scientific inquiry, and increases understanding of history and social studies. Argumentative writing can increase students' intrinsic motivation and difficulty improving overall educational performance management (Panahandeh & Asl, 2014). According to Nippold, Ward-Lonergan, & Fanning, this requires students to

embrace certain points of view and try to convince readers to adopt the same perspective or take certain actions (Panahandeh & Asl, 2014). Metacognitive and critical thinking are skills that must be developed, especially in learning to write argumentatively. Metacognitive skills and critical thinking skills will affect students' argumentative writing skills. In argumentative writing skills, students need to investigate, compare, and provide arguments. Students get high marks in argumentative writing who have good critical and metacognitive thinking skills, this can be seen from their writing. In addition, students are able to improve their ideas, increase vocabulary, and help readers to adhere to the author's ideas (Murthado, 2021).

According to Bruin & Van Gog, the process of metacognitive skills is very important for adequate text knowledge. Not only in understanding textual content, but also in procedural learning tasks and verbal learning responsibilities, the metacognition process carries out

its function (Kisac & Budak, 2014). Many studies report a significant increase in temporary mastery of skill-setting knowledge of how to use those skills as part of classroom guidance. therefore, metacognition is very important for achievement learning because it allows individuals to better control their cognitive skills (Kisac & Budak, 2014).

In writing, critical thinking is also needed to write argumentatively. Critical thinking is needed to build logical arguments in writing techniques. Writing is the result of a concept process (Ma & Li, 2022). Because of the important role of metacognitive skills and critical thinking skills in argumentative writing, students need to master both skills (Prasty et.al, 2014).

Allah glorifies humans, because they have reason, because of the gift of Allah SWT, this is the difference with animals, therefore humans are categorized as al-insan hayawan nathiq, namely animal creatures who are able to see natural phenomena. That is, the potential and development of thinking is inherent in human nature (Rohmadi, 2018).

Thinking, humans can jump into anything and everything that can be done. Abstract understanding can be thought by humans. Examples of virtue and disobedience, virtue and contempt and truth and falsehood. It is just that human potential develops thinking with little sense of perception and knowledge. This is because humans as thinking beings are natural things that cannot grow and develop directly if empowered. Al-Washilah (2010:158) explains that the ability to think can be done externally-such as through the creation of a conditioned state of mind, or internally-through self-awareness through learning so that humans will gradually have the ability to critical thinking (Rohmadi, 2018).

Argumentative writing skill is also considered as the most difficult skill compared to other writing skills. This means that argumentative writing requires students to have critical thinking, metacognitive, scientific ideas, and argumentative expression. Argumentative writing skills are important to learn (Ferreti & Graham, 2019).

This phenomenon is accompanied by various problems that arise and are faced by students. This condition certainly greatly affected the 4th semester students of UIN Fatmawati Sukarno Bengkulu in learning to write. In previous research, the researcher found several problems in English argumentative writing. The description of the mastery of metacognitive skills and critical thinking skills of students can be seen from the learning achievements obtained in the argumentation essay course.

Based on the phenomenon above, the researcher found several problems that students have in argumentative writing skills. Some of these problems students have difficulty in starting and developing their ideas into writing paragraphs, especially making main ideas and providing supporting details related to the topic. Students have limited vocabulary in English and have difficulty in using and choosing the right words, this will affect students' thinking skills in writing paragraphs. Students find it difficult to write down their opinions, and it takes a long time to write them down. Some

students have difficulty understanding the problem on the topic they want to write about. This may affect the troubleshooting process.

Students have not been able to grow the motivation to write in themselves. As a result, students' abilities stop when the writing learning process is complete. The various phenomena and problems above are in line with the statement of one of the 4th semester students of UIN Fatmawati Sukarno Bengkulu. Based on an interview via whatsapp on March 1, 2022. She said that learning to write was a fairly difficult skill for them. This can be seen from the comparison of the other three language skills which shows that students master speaking, reading, and listening skills more than writing skills.

Discourse writing skills for 4th semester students of UIN Fatmawati Sukarno Bengkulu include writing narratives, descriptions, expositions, and arguments. The four discourse writing skills, argumentative writing is the most complex discourse because it requires students to look for data, facts,

and arguments as a form of reinforcement to be able to convince the reader.

Based on the background of the problem, the researcher chose to conduct research at the 4th semester students of UIN Fatmawati Sukarno Bengkulu with the title “The Correlation Between Metacognitive Skills and Critical Thinking Skills in EFL Students’ Argumentative Writing Skills”. Theoretically there is a correlation between metacognitive skills and critical thinking skills in argumentative writing, but the researcher wants to know how significant the correlation is to the three variables.

B. Identification of Problems

Based on the background of the problem above, the researcher can identify that the factors that influence the argumentative writing skills of EFL students are as follows:

1. Students have difficulty in starting to write argumentative paragraphs.
2. Students do not understand in compiling the required information.

3. Students have difficulty in developing their ideas into a paragraph.
4. Students have limited vocabulary in English and also have difficulty in using and choosing the right words.
5. Students are confused in writing their opinions, and it takes a long time to write them down.
6. Students have difficulty understanding the problem on the topic they want to write about.

C. Limitation of The Study

Metacognitive skills and critical thinking skills will affect students' argumentative writing skills. In argumentative writing skills, students need to analyze, evaluate and provide arguments. Furthermore, students are able to develop their ideas, increase vocabulary, and help readers to follow the author's ideas. On the other hand, students who have moderate or low scores in writing mean that they are sufficient in critical thinking, their mistakes will be seen in developing ideas, using vocabulary, and coherence between one sentence and the next. This study focuses on knowing the

relationship between metacognitive skills and critical thinking skills in English language learners in argumentative writing skills. This research is only limited to the fourth semester students of TBI UINFAS Bengkulu for the 2021/2022 academic year.

D. Research Questions

Based on the background and limitations of the research, the research questions can be formulated as follows:

1. Is there a positive and significant relationship between metacognitive skills (X1) and argumentative writing skills (Y) in fourth semester TBI students at UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022?
2. Is there a positive and significant relationship between critical thinking skills (X2) and argumentative writing skills (Y) in fourth semester TBI students at UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022?
3. Is there a positive and significant relationship between metacognitive skills (X1) and critical thinking skills (X2), and argumentative writing skills (Y) of TBI students in

the fourth semester of UIN Fatmawati Sukarno Bengkulu
Academic Year 2021/2022?

E. Research Objective

According to the background and research questions, the goals of this study are :

1. To find out the positive and significant relationship between metacognitive skills (X1) and argumentative writing skills (Y) in fourth semester TBI students at UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022.
2. To find out there is a positive and significant relationship between critical thinking skills (X2) and argumentative writing skills (Y) in the fourth semester TBI students at UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022.
3. To find out there is a positive and significant relationship between metacognitive skills (X1) and critical thinking skills (X2), and argumentative writing skills (Y) in fourth semester TBI students at UIN Fatmawati Sukarno Bengkulu 2021/2022.

F. Significance of The Study

Results of this study are anticipated to provide crucial details for some of these components, for students enrolled in the English Education study program, and for other scholars who pursue similar lines of inquiry.

1. For Students of English Education Study Program.
 - a. This research has several impacts for students are:
 - b. This research can inform English education students, whether there is a relationship between metacognitive skills and critical thinking skills in students' argumentative writing skills.
 - c. This research can be used to determine the extent to which metacognitive skills and critical thinking skills improve students' argumentative writing skills.
2. For Further Research
 - a. Can stimulate researchers to examine the extent to which metacognitive skill and critical thinking skills improve students' argumentative writing skills so that

there are many benefits and variations from this research.

- b. This research is expected to provide a lot of information and contribute to research so that there are many choices for further researchers.

G. Definition of Key Terms

To clarify there are some key terms such as the correlation metacognitive skills and critical thinking skills in EFL students' argumentative writing skills.

1. Argumentative Writing Skill

Writing is one of the most important skills to master when entering EFL students' argumentative writing skills. Good writing refines and focuses the author's ideas, then states and supports those ideas with effective arguments accompanied by adequate evidence. Writing skills can make writing essays and assignments easier, as well as practical guidance on how to organize ideas and improve written work. Argumentation writing is an opinion that is written and supported by facts. The

author calls opinions as claims and facts as evidence. The claim clearly states an attitude about a topic or issue. The facts presented to substantiate these claims may include reasons, statistics, confirmed facts, expert research and, in some cases, may be drawn from personal experience (Ferretti & Graham, 2019).

2. Metacognitive Skill

Metacognitive skill is a technique of thinking about thinking, meaning that we can think to reflect, analyze, and understand ways of thinking so that we can make the right decisions and solve problems more effectively. Another meaning of metacognitive can also mean the ability of a human being to control and pay attention to his thoughts (thinking what is being thought). Why does metacognitive need to be studied. Because by studying metacognitive we can know from what we think, what we don't know and what to do to make decisions. In addition, students can think about what learning is and also how to learn (Riadi, 2020).

3. Critical Thinking Skill

Being able to reason effectively and logically about what to believe or do is known as critical thinking. The capacity for autonomous and reflective thought is a component of critical thinking. Information collection is not the purpose of critical thinking. A person who has a strong memory and is well-versed in information does not necessarily possess critical thinking. Additionally, critical thinkers are able to draw a conclusion from their knowledge. Additionally, he is skilled at applying knowledge to solve issues, seeking out pertinent information sources to share with himself (Riadi, 2020).

CHAPTER II

LITERATURE REVIEW

A. EFL Students' Argumentative Writing Skills

Writing is a process and a result activity, claim Brown and Harmer. According to Murcia and Olhstain, writing is the formation of the author's words that result in a text and are comprehended in the order in which communication is to occur (Zhang & Zhang, 2022). Writing is also described as "the art of communicating thoughts, visions, and urgent messages" by White in Asri, and as "the act of producing pictorial symbols and arranging them" by Bryne (Nejmaoui, 2019). We get to the conclusion that the definition of writing that is appropriate for this study is the textual expression of the author's opinions about something from their perspective in order to communicate or convey a message. Writing achievement is the outcome of students' writing assessments, whereas writing competence is the capacity to arrange thoughts into text form in order to express or transmit messages (Murtadho, 2021).

Essays, according to Oshima and Hogue, are longer texts than only one or two paragraphs (Prasty, 2014). It is written in paragraph form and only addresses one subject. However, the essay's subject is too extensive and intricate to be covered in a single paragraph. As a result, the subject should be broken up into multiple paragraphs, one for each important point. Then, an introduction and conclusion should be added to bring all the various paragraphs together.

Writing arguments has become a requirement of the academic burden in the sphere of higher education (Nejmaoui, 2019). Writing argumentative essays in academic English requires writers to adopt a position on a controversial subject, back up that position with convincing arguments, then back those arguments up with convincing evidence, Oshima and Hogue in (Sundari & Febriyanti, 2021). Some characteristics of argumentative essays discuss goals, problems, and organizations.

As Anderson cited by Refnaldi in (Sundari & Febriyanti, 2021) wrote, the subject of an argumentative writing must be controversial, debatable, and debatable, and the thesis provides a reasonable claim that is supported by the argument.

Argumentative writing has a position of influence at both the school and higher education levels. In international language exams like the TOEFL and IELTS, such as the capacity to write argumentatively indicates the level of language competency (Ferreti, 2019). Some professionals in the field of writing in a second language think that it involves reasoning. Extensive study into the practice of teaching argumentative writing or text-based approaches has also shown the significance of being able (Sundari & Febriyanti, 2021).

In addition to those mentioned above, the teacher wrote, especially in the Indonesian context, has taken action to make it easier for students to learn and compose write argumentatively in class in many ways (Weng, 2022).

Research by Setyowati, has shown that these provisions are helpful in improving writing ability in producing argumentative essays during the essay design stage. In additional language scaffolding resource created for intermediate argumentative writing. To support writing courses that use a five-stage process writing approach, web-based argumentation instructional tools have been produced in accordance with technology advancements. Its purpose is to aid and facilitate students' learning and success in writing argumentative essays (Sundari & Febriyanti, 2021).

Additionally, arguments must offer trustworthy and current supporting data. Contrarian viewpoints, however, must be acknowledged and debunked. Simply persuading the reader of a key proposition is the goal of argumentative writing, according to Schneer in (Sundari & Febriyanti, 2021). Reid's definition of the objective of argumentative essays, is more precise: 1) to offer the reader with a point of view, 2) to explain, clarify, and demonstrate that point of view, and 3) to persuade the reader that the point of view is

valid. According to Coirier and Golder, argumentative writing does not provide a "why so and so" explanation . However, that's more why I feel better this and that's the case'.

Now it is the writer's responsibility to give a point of view in the argumentative writing while also persuading the reader to share that point of view (Pei, 2017). Argumentatives can be organized in a variety of ways. According to Schneer, in her article, the thesis, argument, and conclusion make up the initial three sections of an argumentative essay (Sundari & Febriyanti, 2021). Then it is referred to as a three-stage essay. Nevertheless, developed a five-paragraph essay format to address the issues that students with the original model encountered (Sundari & Febriyanti, 2021). Other patterns are block model and point-by-point model, Oshima and Hogue (in (Sundari & Febriyanti, 2021)).

In the block paradigm, rebuttals and arguments are given independent authors. Disclaimers are stated in the opening sentence or paragraph of a block. Another block or paragraph then presents a defense of the opposing viewpoint. The topic

on which one model performs better than another determines the model to be used. Despite the fact that there are numerous ways to organize an argument, emphasizes that an argumentative piece of writing always needs to have a thesis, an argument, a counterargument and rebuttal, and a conclusion (Ma & Li, 2022).

1. Argumentative Writing Structure

According to Keraf in (Fitriani, 2014) describes that argumentative writing in principle must consist of three parts, namely as follows.

a. Introduction

The introduction is nothing but to grab the reader's attention, focuses the reader's attention on the arguments that will be presented, and shows the reasons why the arguments should be put forward on the occasion. Ideally the introduction should contain enough material to attract the attention of even the non-expert reader, and introduce the reader to the preliminary facts necessary to understand the

argument. Preliminary facts must be properly selected so that the author does not do things that are actually new argumentative will be presented in the body of the argument.

b. Body of argument

Contains arguments or ideas that can convince the reader that what he puts forward is true. These arguments are of course accompanied by evidence, data, facts, examples, and so on. This is done as an attempt to influence the reader so that they accept and justify the idea.

c. Conclusion and summary

Contains conclusions and summaries in accordance with the order of the arguments in the body of the essay. This conclusion section refreshes the reader's memory about what has been achieved, and why the arguments are accepted as logical.

Meanwhile, Alwasilah in (Fitriani, 2014) mentions in more detail the components in an argument, as follows.

- 1) Introduction or commonly called exordium (exhortation) to the audience

Introduction to attract the interest or attention of readers, and introduce the subject of discussion.

- 2) Thesis

Thesis is a statement of position (attitude) on an issue. The reader is led by the author to agree with the thesis or proposition (pro-position or side with a position).

- 3) Evidence or proofs

The evidence presented for a thesis.

- 4) Opposing arguments

Sometimes counter arguments need to be presented before the author present his own argument.

- 5) Conclusion

Conclusion means nothing but confirming the aforementioned thesis. Considering the limited time in the study and facilitating the process of assessing student writing, this study applied a five-paragraph essay structure. The five-paragraph essay structure is used as a test to see a person's writing ability in a certain period of time. The following is the structure of a five-paragraph essay.

- a) The first paragraph, in which the author introduces the subject to be discussed and states the thesis. As much as feasible in the opening sentence, this argument is conveyed in a single, succinct statement. The following three paragraphs, which develop the thesis over multiple subtopics, are then introduced to the reader.
- b) The second to fourth paragraphs, the body of an essay with the same structure as these three

paragraphs is referred to as it. Analyzing the sentences that support the thesis and its arguments involves examining their applicability and relationship to each subtopic..

- c) The fifth (last) paragraph, the fifth paragraph is the conclusion paragraph. The theses and subtopics that have been discussed in the first to fourth paragraphs are briefly rewritten as a synthesis to convince the reader.

2. Steps to Argumentative Writing

Suggests the steps for writing an argument are as follows (Murtadho, 2021).

- a) Collect facts and data

With facts and data displayed from observations, direct experience, and reading, they can convince the reader with the author's opinions and thoughts.

- b) Determine the attitude or position of the author

In every argument there are pros and cons to a point of view. Here the author must firmly determine which position he is in, pro or contra. Thus, it will be easier for the reader to follow the arguments put forward by the author.

c) State the author's attitude at the beginning

By stating the conclusion of the author's attitude at the beginning of the article, it will be easier for the reader to follow the direction and way of thinking of the author. Because in the next section the author can strengthen the explanation of the argument, so that the reader will more easily understand the author's intent.

d) Develop reasoning or arguments in a clear order

All data displayed must be sorted from the least important to the very important, from the simple to the more complex. Thus, the argument will be a compact and convincing writing. Readers easily understand and believe what the author says.

- e) Testing the author's argument by trying to assume that you are in a contrasting position

By relying on yourself to be in a position that is opposite to the author's view, it means that the author is trying to find the weakness of his own argument. In this way, the author may make improvements and cover all the weaknesses that are still felt.

- f) Avoid using words or terms that are too general or ambiguous

To strengthen the argument, it is necessary to use or choose words carefully. Words like maybe, maybe, I think, maybe, I don't know, hopefully, maybe, if necessary, should be avoided because it can make the argument weak and unequivocal.

- g) Determine precisely the point of disagreement to be argued

Sometimes the topic that will be argued is a very complex matter. There is a possibility that some of the concepts there are no differences of opinion.

In this case, it is better to mention or explain the aspects where there are differences of opinion and those that are not. That way, readers can easily follow the views and thoughts of the author. In addition, the argument can be directed to a particular focal point.

3. English Argumentative Writing Skills Assessment

Assessment can be interpreted as a process to measure the level of goal achievement. Tuckman in (Nurgiyantoro, 2010) defines assessment as a process to find out (test) whether an activity, activity process, output of a program has been in accordance with predetermined goals or criteria.

Meanwhile, Cronbach in (Nurgiyantoro, 2010) suggests that the assessment has components of gathering information, using information, and making decisions. In this case it can be understood that the

assessment is an activity that is quite complex and involves various components and activities. Aspects in the assessment of writing arguments, as follows:

- 1) Change the reader's opinion
- 2) Convincing writing style
- 3) prove the truth of the subject
- 4) Presenting facts to strengthen opinion

In writing, assessment activities are carried out by considering various aspects and components that can measure the ability of students' writing results. In this regard, there are many models of writing assessment put forward by experts, in this case writing essays. Assessment of results Student essays include content and language components, each with its sub-components. Hartfield via Nurgiyantoro (2010) mentions the ESL (English as a Second Language) model as a model that uses an interval scale for each certain level in each aspect that is assessed. This model uses an assessment with more

detailed components and careful in scoring, and of course more accountable.

The ESL assessment model above has an interval scale that is the reference for assessing an article. The assessment model developed in this study is adapted to the characteristics of argumentative writing, so that it is more specific. In the assessment criteria for the content and organizational aspects are not yet specific in referring to the structure of argumentative writing because a good argumentative writing must contain an introduction accompanied by a thesis, an argument accompanied by data, and a conclusion statement. Therefore, the ESL assessment model above needs to be modified according to the characteristics of argumentative writing so that it leads to good argumentative writing (Nurgiyantoro, 2010).

Further modifications are also made to score or interval distances on several aspects of the argumentation writing assessment in order to obtain better argumentation writing

results (Ferreti, 2019). Several aspects were modified, namely aspects of vocabulary and mechanics. The vocabulary aspect is reduced by 5 points, while the mechanical aspect is added 5 points. This is done because the mechanical aspect needs to be improved considering that in argumentative essays, writing rules, and spelling affect the quality of writing so that there is no ambiguity of meaning in argumentative essays. The following is an assessment model that has been modified according to the characteristics of argumentative writing.

In the academic field at the university level, writing arguments has become one of the needs of the academic workload. according to Oshima and Hogue In writing academic English, and argumentative essays address debatable issues when writers must take a stand, support their stand with sound reasons, and provide those reasons with strong evidence to convince readers that their point of view correct. According to Al-Haq & Ahmed explaining the purpose of argumentative essays as 1)

presenting a point of view to the reader, 2) explaining, clarifying, and illustrating that point of view, and 3) convincing the reader about the intent valid view. As Coirier and Golder explain, argumentative writing does not state 'why so and so'. However, that's more why I feel this is better and that's the problem'. Meanwhile, in assessing the ability to write arguments, Cronbach in (Nurgiyantoro, 2010) suggests that the assessment has components of gathering information, using information, and making decisions.

Based on the theories above, the researcher can conclude that the argumentative writing skill of EFL college students in this research context is a writing skill for EFL students to express ideas, knowledge, and thoughts logically with the aim of convincing the reader about the truth of the author's opinion.

In which has some indicators, namely:

- a) Determine the topic

- b) Formulate the purpose of the argument
- c) Collecting fact and data
- d) Pouring ideas into an outline
- e) Framework argumentative writing
- f) Avoid using words or terms that are too general or ambiguous

B. Metacognitive Skills

Metacognitive is a person's awareness, belief and knowledge about the processes and ways of thinking about the things they do themselves so as to improve learning processes and memory (Amin, 2019). A Stanford University psychologist named John Flavell coined the phrase "metacognitive" in 1976. He defines metacognition as "thinking about thinking" or "knowledge about one's own cognitive processes" (i.e., "thinking about one's own cognitive processes") (Cortese, 2022). Metacognitive is made from of the words "meta" and "cognition." Meta is Latin for after, above, or above. While cognition entails abilities connected to the mind (Ellis et al., 2014).

Metacognitive skills are crucial for enhancing cognitive capacities and are connected to the growth of critical thinking (Haataja, Dindar, Malmberg, & Jarvela, 2022). The notion of metacognition in cognitive psychology "focuses on people's active engagement in their thought processes. Since Flavell initially coined the phrase, other definitions and interpretations of it have developed.

Flavell's (1979) extended description includes knowledge of one's strategies, tasks, and cognitions. These three related types of Metacognitive knowledge continue to be considered important components of the learning process. A brief definition of each follows (Amin et al., 2020).

According to Flavell (1976) in (Panahandeh & Asl, 2014), one needs metacognitive awareness and understanding in addition to task-specific knowledge and skills in order to be a competent writer. created the word "metacognition" to refer to pupils' understanding and awareness of their own cognitive processes, cognitive capabilities and limitations, and self-regulation (Inya

Buku, 2016). Given the complexity of writing, a writer's ability to mix and balance all processes demonstrates their metacognitive and self-regulating skills. Each stage of the writing process requires awareness and metacognitive skills from effective authors, according to Wong (Panahandeh & Asl, 2014).

1. Components of Metacognitive Skills

Metacognitive knowledge and Metacognitive experience are two of its components, according to Flavell in (Riadi, 2020). Different individuals are affected by metacognitive experience in different ways. Any conscious cognitive or affective experience that goes along with or is connected to intellectual work is referred to as a metacognitive experience, according to Flavell. He thinks that because individual choices and behaviors are so crucial to the endeavor, they are more likely to happen during assignments (Robillos & Thongpai, 2022). According to Efklides, metacognitive experiences keep monitoring of task

features and also take into account personal goals while forming tasks. He classified metacognitive sensations into a number of categories, some of which were feelings of familiarity, self-confidence, difficulty, satisfaction, approximation of accuracy of solutions, and estimations of effort expenditure. He discovered that, in addition to cognitive skills, "personality and other affective characteristics" can have an impact on people's metacognitive experiences (Teng, Qin, & Wang, 2022).

Meanwhile, metacognitive knowledge is knowledge obtained about cognitive processes, namely knowledge that can be used to control cognitive processes (Ellis, 2013). Metacognitive knowledge is also defined as knowledge that is owned by a person and stored in long-term memory which can be activated or recalled as a result of conscious and intentional memory searches, or activated accidentally or automatically appears when a person is

faced with certain problems (Haataja, Dindar, Malmberg, & Jarvela, 2022).

Three different categories of metacognitive knowledge exist. First, declarative knowledge, which is the understanding of facts and concepts a person possesses or the influences on his or her attention and reasoning when addressing problems. Second, procedural knowledge is the understanding of how to carry out an action, including the processes or methods used in a problem-solving procedure. Third, conditional knowledge, which is the understanding of the factors that influence a person's ability to solve problems, including when to use a technique, why to use it, and how to use it (Riadi, 2020).

2. Metacognitive Indicators

Metacognitive ability is related to students' thinking processes about their thinking to find the right strategy in solving problems. Each student has different abilities in dealing with problems.

Metacognitive skills are needed in problem solving so that students work more systematically and directed and get good results.

According to Swartz and Perkins in (Riadi, 2020), a person's Metacognitive ability consists of several levels, namely:

1. Tacit use, namely the type of thinking associated with making decisions without thinking about those decisions. In this case, students apply strategies or skills without special awareness or through trial and error in solving problems.
2. Aware use, namely the type of thinking related to students' awareness of what and why students do these thoughts. In this case the student realizes that he must use a problem-solving step by providing an explanation of the reasons for choosing this step.
3. Strategic use, which is a type of thinking that is related to the individual's regulation of his

thinking process consciously by using special strategies that can increase the accuracy of his thinking. In this case, students are aware and able to choose certain strategies or skills to solve problems.

4. Reflective use, which is a type of thinking related to individual reflection in their thought processes before and after or even during the process by considering the continuation and improvement of the results of their thinking. In this case, students realize and correct mistakes made in the problem solving step.

A person's Metacognitive Skills can be known through three basic components or elements, namely: planning elements, control elements, and assessment elements (Saputra, 2020). Metacognitive component indicators are as follows:

- a) Planning Indicator

1. Determine initial information and initial instructions regarding the problem.
2. Determine/arrange the things that must be done.
3. Calculate the time required.
4. Ensure the suitability of the information with the problem.

b) Monitoring Indicator

1. Arrange each step goes well.
2. Analyze important information to remember.

c) Assessment Indicator

Double-check that every step has gone well.

3. Metacognitive Learning Steps

According to Apriani in (Riadi, 2020), the learning steps using the Metacognitive method are as follows:

a. Initial discussion stage (Preliminary Discussion)

First, the teacher explains the purpose of the topic to be studied. Each student is divided into teaching materials, and concept planting is

done by answering the questions listed in the teaching materials. Students are guided to instill awareness by asking and answering questions posed in teaching materials. Through these questions, students are expected to be able to understand the description of the material and know what it does, how to do it, which parts are not understood, what questions arise and how to try to find solutions. Examples of questions such as: Do I understand all the descriptions of the material above?, If I don't understand, what do I want to ask? Discuss the question with a group of friends. What was the result of the discussion?

b. Independent Work Stage

Students are given problems with the same topic and work individually. The teacher goes around the class and provides individual feedback. Metacognitive reciprocal influence will direct students to focus on their mistakes and

provide clues so students can correct themselves. Teachers help students monitor their thinking, not only giving the right answers when students make mistakes but also guiding their thinking processes so that students find the right answers.

c. Conclusion Stage

The conclusions that students make are a recapitulation of what has been done in class. At this stage the students conclude themselves, and the teacher guides by asking questions such as: What did you learn today, What did you learn about yourself in solving the given math problem.

Based on the theories above, the researcher can conclude that the metacognitive skills of EFL college students in this research context is an ability to organize and monitor all thought processes carried out during problem solving with

the aim to help students in the process of writing argumentatively well.

In which has some indicators, namely:

- a) Determine initial information
- b) calculate the time required
- c) Often read information source (to get new vocabulary)
- d) Analyze important information

C. Critical Thinking Skills

It is best to comprehend both the concept of critical thinking and critical thinking itself before diving into the definition (Naimnule, 2018). Critical and thinking are not the same. According to Costa, thinking is the process through which the brain generates a stimulus through neurons, which is subsequently processed and employed (Inya Buku, 2016). While Chaffe (1988) claims in Yuliana that mental processes are structured and require a person to analyze both his own and other people's thoughts.

Virtually, most psychological definitions state that thinking has a goal to solve problems. According to Simon also stated that all cognitive activity or thinking refers to problem solving (Ma & Li, 2022). Richard Paul and Linda Elder also stated several guidelines for developing reasoning abilities depending on how well the elements (or parts) of thinking applied by the thinker:

1. All reasoning has a purpose.
2. All reasoning is an attempt to find out something, to solve several questions, to solve some problems.
3. All reasoning is based on assumptions.
4. All reasoning is done from several points of view.
5. All reasoning is based on data, information, and evidence.
6. All reasoning is expressed through, and formed by, concepts and ideas.
7. All reasoning contains conclusions or interpretations by which we draw conclusions and give meaning to data

8. All reasoning leads to a place or has implications and consequences.

Based on the above definition, it can be concluded that thinking in this study is a mental process that requires information for the purpose of solving problems that results in several actions, (Prastya et al., 2014).

Understanding the critical idea itself is crucial after understanding the concept of thinking. When people hear the words "critical" or "critical looking," they typically associate them with anything bad, such as fault-finding, according to the Oxford Dictionary's third definition of the term. However, the definition of critical or perceiving critically in critical thinking is quite different from the one given above. Criticality, according to eLook.org, is characterized by rigorous assessment and judgment. Criticism is defined by a propensity to look for and draw attention to flaws and deficiencies (Nejmaoui, 2019).

According to Atkinson, currently critical thinking is one of the main concepts considered in education and has also received an important position in the learning of second and foreign languages (Pei, 2017). According to Scriven, critical thinking is an intellectual discipline process that actively and skillfully conceptualizes, applies, analyzes, synthesizes, and/or evaluates information as a basis for belief and action (Naimnule, 2018). This information is gathered from, or generated by, observation, experience, reflection, reasoning, or communication. Most formal definitions of critical thinking, according to Angelo, define it as the conscious use of higher-order, rational thinking abilities as analysis, synthesis, issue detection and solution, inference, and evaluation (Prastya et al., 2014).

Efforts to define and measure critical thinking intensified through the last quarter of the twentieth century by Kurfis. In relation to the concept of critical thinking and thinking, the notion of critical thinking is

broad and inclusive (Sato, 2022). The essence of critical thinking was originally stated by Patrick in Yuliana: “Critical thinking contains the meaning of curiosity, skepticism, reflection, and rationality. Critical thinkers have a tendency to raise and explore questions about beliefs, claims, evidence, definitions, conclusions, and actions”, (Prastya et al., 2014). Additionally, it is asserted that critical thinking is crucial for learning language abilities, particularly writing and reading, which are two crucial language skills that may ensure students' success in the classroom.

The researcher might infer from the definition given above that critical thinking is an advanced form of thinking. To put it another way, critical thinking is the process of objectively examining situations, comprehending facts and information, and reaching conclusions (Prastya, 2014). Critical thinking talents are considered to be exceptional thinking abilities in this study. Writing is defined differently by specialists when it

comes to critical thinking, but the definitions' meanings are generally the same (Prastya et al., 2014)

Critical thinking is the ability to think clearly and rationally about what to do or what to believe. Critical thinking includes the ability to engage in reflective and independent thinking.

A person with critical thinking skills can do the following:

1. Understand the logical relationship between ideas
2. Identify, construct, and evaluate arguments
3. Detect inconsistencies and common errors in reasoning
4. Solve problems systematically
5. Identify the relevance and importance of the idea
6. Reflect on the justification of one's beliefs and values

Information collection is not the purpose of critical thinking. A person who has a strong memory and is well-versed in information does not necessarily possess critical thinking. Additionally, critical thinkers are able to draw a

conclusion from their knowledge. Additionally, he is skilled at using knowledge to solve issues, seeking out pertinent information sources to convey with himself.

Currently critical thinking skills are very important in life everyday life, because to develop other thinking skills, such as the ability to make decisions and solve problems. There are so many phenomena in everyday life that need to be criticized (Saputra, 2020).

According to Beyer Filsaime in (Saputra, 2020) critical thinking is a way of thinking discipline that a person uses to evaluate the validity of something (statements, ideas, arguments, and research). According to Screven and Paul and Angelo, Filsaime, 2008 in (Saputra, 2020) view critical thinking as an intelligent disciplined process of conceptualization, application, analysis, synthesis and evaluation of active and skilled collected from, or generated by observation, experience, reflection, reasoning, or communication. as a guide to belief and action.

Critical thinking, according to Rudinow and Barry, is a method that stresses a logical and reasonable basis for views and offers a set of rules and guidelines for assessing, testing, and evaluating Filasaime in their book (Saputra, 2020). Halpern defines critical thinking as the application of cognitive techniques or methods that raise the likelihood of desired results Rudd et al. in (Saputra, 2020). Ennis claims that in the meanwhile (Saputra, 2020). Critical thinking is a process that articulates objectives supported by solid justifications for a belief and actions that have been taken."

According to the descriptions of critical thinking skills given above, it can be claimed that these thinking abilities call for the use of cognitive processes and encourage pupils to reflect on issues. Inductive thinking techniques include spotting correlations, evaluating open-ended situations, figuring out cause and effect, drawing conclusions, and gathering pertinent facts are all part of critical thinking. The capacity to solve spatial issues, use

logical syllogisms, and discriminate between facts and opinions are all examples of deductive reasoning skills (Saputra, 2020).

Critical thinking skills provide one a more focused direction for their thoughts and actions as well as a better understanding of how things relate to one another. Therefore, in order to solve issues or find answers, critical thinking abilities are required. The integration of numerous ability development components, including as observation, analysis, reasoning, judgment, decision-making, and persuasion, results in the development of critical thinking abilities. Better problem-solving skills result from the development of these skills (Saputra, 2020).

According to Elder & Paul critical thinking is claimed to be important in the acquisition of language skills especially writing and reading two languages which are indispensable skills that can help students secure their academic success (Prastya et al., 2014)

Zamroni and Mahfudz in (Saputra, 2020) suggest that there are six arguments that are the reason for the importance of critical thinking skills to be mastered by students. That is :

1. As science and technology advance quickly, students will be exposed to a wider range of knowledge, both in terms of its source and its content. Students must therefore possess the capacity to select and filter reliable information in order to enlarge the riches of their thinking.
2. Students are one of the most pressing forces (people power), therefore in order for that power to be directed in the right direction (in addition to a high commitment to morals), they need to be equipped with adequate thinking skills (deductive, inductive, reflective, critical and creative) so that in the future they will be able to take part in developing the field of science they are engaged in.

3. Students are citizens of society who now and in the future will live an increasingly complex life. This requires them to have critical thinking skills and the ability to solve the problems they face critically.
4. Critical thinking is the key to the development of creativity, where creativity arises because of seeing phenomena or problems which will then require us to think creatively.
5. Many jobs, either directly or indirectly, require critical thinking skills, for example as a lawyer or as a teacher, so critical thinking is the key to success.
6. Every time humans are always faced with making decisions, whether they like it or not, intentionally or not, sought or not, will require skills to think critically.

In the field of education, critical thinking can help students improve understanding of the material being studied by critically evaluating arguments in textbooks, journals, discussion partners, including teacher arguments in learning activities. So critical thinking in education is a

competency to be achieved as well as a necessary tool in constructing knowledge. Thinking displayed in critical thinking very orderly and systematic.

Indicators of critical thinking according to Edward Glaser quoted by Alec Fisher in (Saputra, 2020) consist of ten indicator as follows :

1. Recognize the problem
2. Looking for ways that can be used to deal with problems that
3. Recognizing unstated assumptions and values
4. Analyze data
5. Assessing facts and evaluating statements
6. Recognize the existence of a logical relationship between problems
7. Draw conclusions and equations required
8. Check the equation and the conclusion someone takes
9. Resetting one's belief patterns based on broader experience

10. Make proper judgments about what constitutes quality particular in everyday life.

Based on the theories above, the researcher can conclude that the critical thinking ability of EFL students in this research context is an ability to think logically with the aim of analyzing the relationship between ideas and facts that can help students determine what they believe.

In which has some indicators, namely:

- a) Identification
- b) Analysis
- c) Evaluate and identify assumptions

D. The Relationship Between Metacognitive Skills and Critical Thinking Skills in EFL Students' Argumentative Writing Skills

Writing is one of the most challenging aspects of learning a foreign language. The linguistic system's most advanced and intricate accomplishment is writing by Lerner. Writing

demands the use of numerous linguistic abilities, including but not limited to semantic, syntactic, and writing rules, as well as the coordination of orthographic and graphomotor skills by Scott Singer & Bashir. Metacognition has gained increased study interest as cognitive psychology has advanced and has opened up more avenues for EFL writing, particularly the argumentative writing model (Panahandeh & Asl, 2014).

The focus of education in the twenty-first century has switched from imparting knowledge to teaching students how to digest and think critically about the information they encounter. The discipline of English Language Teaching (ELT) has accepted the incorporation of critical thinking, which is beneficial given the changes that education has always seen. The effects, if any, of integrating critical thinking on students' usage of critical thinking abilities in argumentative writing are explored in the link between critical thinking and creating argumentative texts (Nejmaoui, 2018).

The correlation between reading and writing strategies was measured in research, and this correlation is often used as evidence that reading and writing can be better taught or that they question common cognitive tools that influence reading and writing. Using the classroom action research model of Kemmis and McTaggart. The four phases of learning tasks covered by this study's three cycles of classroom action research in one semester include issue understanding, monitoring of learning activities, problem solving, evaluation, and drawing of conclusions. To improve students' argumentative writing abilities, each cycle includes critical thinking and metacognitive learning assignments. The analysis indicated that using metacognitive and critical thinking processes in instructional therapy allowed students to develop their argumentative writing abilities. It did this by using the criteria for critical skills as a foundation. This conclusion highlights the need of adding metacognition and critical thinking into writing instruction as a means of enhancing college-level writing abilities (Murtadho, 2021).

The justification given, there is a connection between metacognitive abilities and critical reasoning prowess in EFL students' argumentative writing abilities. Writing abilities are influenced by a variety of significant aspects, including critical thinking and metacognitive abilities. In order to determine if integrating critical thinking has any impact on students' usage of critical thinking skills in argumentative writing, researchers are examining the link between metacognitive abilities and critical thinking in the creation of argumentative texts. More scholars are paying attention to metacognition, which has opened up fresh ideas for EFL writing, particularly the argumentative writing model. While activities are greatly influenced by skills, it has been suggested that skills be acquired in the educational process in a suitable educational environment. The purpose of this research is to see how the relationship between metacognitive skills and critical thinking of candidates can affect argumentative writing skills.

E. Previous Study

Researchers also looked at three previous studies. First, a research conducted by Prastya, Soe'loed and Setiawan (2014) entitled *The Relationship Between Critical Thinking Skills and Argumentative Essay Writing Achievement*. It aims to determine whether there is a significant relationship between critical thinking and achievement in writing argumentative essays. This study used a correlational design and used random sampling. It takes 30 students, the data uses a critical thinking test and an essay argumentative writing test. And the results of the study showed that there was a significant relationship between critical thinking skills and achievement in writing argumentative essays (Prastya et al., 2014). Research conducted by Prastya et al, this study has similarities in the independent variable (X2), namely Critical Thinking Skills and the research design used, while the difference is in the other independent variables (X1) and dependent variable.

The second study was conducted by Zhengwei Pei, Chaoqun, Meng and Fangzhou (2017) with the title *Critical*

Thinking and Argumentative Writing: Inspecting the Association between EFL Learners in China. This study aims to determine the relationship between Critical Thinking and EFL Argumentative Writing. It has 110 English students. The results did not find a significant correlation with the writing of Argumentative EFL (Pei et al., 2017). Research conducted by Zhengwei Pei et al, this study has similarities in the independent variable (X2), namely Critical Thinking Skills and the dependent variable, namely EFL Argumentative writing. Meanwhile the difference is in the other independent variable (X1) and the place of research.

The third study was conducted by Lusiana Naimnule and Aloysius Duran Corebima (2018) with the title *The Correlation between Metacognitive Skills and Critical Thinking Skills toward Students' Process Skills in Biology Learning.* The purpose of this correlational study was to determine the relationship between metacognitive skills and critical thinking skills on high school students' process skills through the application of inquiry, REACT, and inquiry that

was integrated with the REACT learning model. The population of this research is all class X State Senior High School students in Malang for the 2017/2018 academic year. The samples used in this study were students of class X IPA 1 SMAN 8 Malang, IPA 2 SMAN 8 Malang, and IPA 3 SMAN 5 Malang. The research data were analyzed using multiple regression correlation analysis. The results of this study indicate that there is a relationship between metacognitive skills and critical thinking skills on students' process skills through the application of the Inquiry, REACT and INREACT learning models (Naimnule, 2018). The research conducted by Lusia Naimnule and Aloysius Duran Corebima has similarities in the independent variables X1 and X2, namely metacognitive skills and critical thinking skills, while the difference is in the dependent variable and the place of research.

F. Framework of Thinking

1. The correlation between metacognitive skills (X1) and argumentative writing skills (Y)

Metacognitive skills are mental activities that allow a person to organize, regulate, and monitor all thought processes carried out during problem solving. Metacognitive skills have an influence on argumentative writing ability, because argumentative writing requires mastery of good thinking skills, first students know the problem to be written, understand the condition of the reader, develop an assessment plan, use language, start writing, and check writing. So it can be said that the better the mastery of students' metacognitive skills, the better their argumentative writing skills.

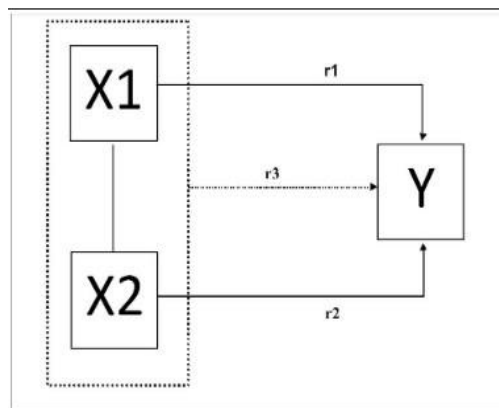
2. The correlation between critical thinking skills (X2) and argumentative writing skills (Y)

Critical thinking skills are utilizing the information that has been obtained to solve problems, looking for relevant sources of information to convey to oneself. Critical thinking has an influence on argumentative writing skills because the results of their thoughts and

opinions will be poured into writing in the form of argumentative text. if the students' critical thinking mastery is good then the possibility of students' argumentative writing ability is getting better.

3. The correlation between metacognitive skills (X1) and critical thinking skills (X2) with argumentative writing skills (Y)

Metacognitive skills are the ability to look at yourself, so that what you do can be controlled optimally. Critical thinking skills are obtained from utilizing the information they have obtained to solve problems, looking for relevant sources of information to convey to themselves. Based on the description above, metacognitive skills and critical thinking skills affect argumentative writing skills. This can be described in a clause model, the correlation between the variables to be studied as follows.



Picture 1. Framework of thinking

Note :

X1 = Metacognitive Skills variable

X2 = Critical Thinking Skills variable

Y = Argumentative Writing Skills variable

r1 = Correlation between metacognitive skills and argumentative writing

skills

r2 = Correlation between critical thinking skills and argumentative writing

skills

r3 = The correlation between metacognitive skills and critical thinking

skills on argumentative writing skills

G. Hypothesis

Based on the description above, it can be formulated a hypothesis as follows.

(H1) : There is a positive and significant correlation between metacognitive skills and argumentative writing skills in fourth semester students at UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022.

(H0) : There is no positive and significant correlation between metacognitive skills and argumentative writing skills in fourth semester students at UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022.

(H1) : There is a positive and significant correlation between critical thinking skills and argumentative writing skills in fourth semester students at UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022.

(H0) : There is no positive and significant correlation between critical thinking skills and argumentative writing skills in

fourth semester students at UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022.

(H1) : There is a positive and significant correlation between metacognitive skills and critical thinking skills with argumentative writing skills in fourth semester students at UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022.

(H0) : There is no positive and significant correlation between metacognitive skills and critical thinking skills with argumentative writing skills in fourth semester students at UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022

CHAPTER III

METHODOLOGY RESEARCH

A. Research Design

This study employed a quantitative methodology. Because statistical and numerical data are used in the research analysis, this study is quantitative. The goal of quantitative research is to quantify the process of gathering and analyzing data. Correlational analysis is part of this research. A valuable study to determine whether there is a link between two or more variables in the study group topic is correlational research (Sugiyono, 2007).

Additionally, data must be gathered in correlation research to ascertain whether and how much the link can be quantified by a correlation coefficient. In this scenario, this strategy is utilized to determine the correlation between three variables and to assess its impact. This design is designed to examine the link between metacognitive abilities and critical thinking skills in EFL students' argumentative writing skills.

B. Definition of Operational Variables

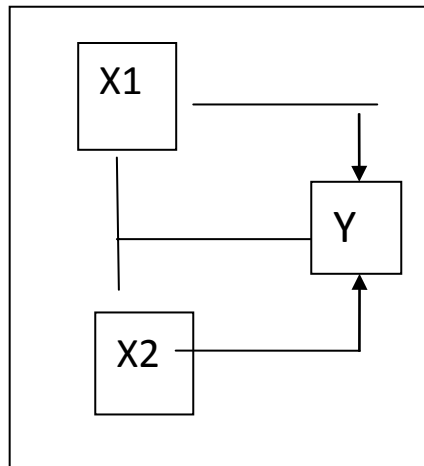
The conceptual definition of variables may be further explained operationally through the operational definition, which can make it clearer which study variables will be monitored and controlled. In this investigation, two variables were used:

1. Independent variable (variable X)

Which is the independent variable or variable (X1) is between metacognitive skills and variable (X2) is critical thinking skills.

2. Dependent variable (variable Y)

While the dependent variable or variable (Y) is argumentative writing skills.



Picture 1. Correlation between research variables

Notes:

X1 = Metacognitive Skills variable

X2 = Critical Thinking Skills variable

Y = Argumentative Writing Skills variable

C. Subject of The Study

The subject of this research is UIN Fatmawati Sukarno, Bengkulu City. as respondents, this study took students of English Education at the fourth semester. The reason the researcher chose this English Education Student as the respondent was because based on observations in UIN Fatmawati Sukarno Bengkulu City,

researchers found several problems in English argumentative writing.

The researcher found several problems in writing English. First, some students have difficulty in starting and developing their ideas into writing paragraphs. Students find it difficult to develop ideas into written paragraphs, especially students make the main idea and provide supporting details related to the topic. Second, students have limited vocabulary in English. Some students are difficult to use, choose the right word. This will affect students' thinking skills in writing paragraphs, students find it difficult to write their opinions, and it will take a long time to write them. In this regard, the researcher will observe the relationship between metacognitive and critical thinking in argumentative writing skills.

D. Population and Samples

Total number of research participants. Population research is conducted when a person wishes to look at every

aspect of the study field. The population or universe, is the total population that is supposed to be examined. Population is all data that is relevant to us in a particular context and throughout a certain period of time, according to Margonno. Based on this claim, all UIN Fatmawati Sukarno Bengkulu students enrolled in the study's fourth semester made up the population.

Table 3. 1 Population of The Research

NO	CLASS	MALE	FEMALE	NUMBER
1	TBI 4A	8	19	27
2	TBI 4B	5	23	24
3	TBI 4C	3	12	15
TOTAL		16	54	66

A sample is a subset of the population that has been chosen for research and is thought to be representative of the full population. This is consistent assertion that the sample is an accurate representation of the population under investigation. Purposive sampling

was employed in this investigation. Purposive sampling, according to (Sugiyono, 2016), is a sample approach with a few limitations. Purposive sampling, in the opinion of Sekaran and Bougie (2013), is restricted to certain categories of persons who can offer the needed information, either because they are the only parties who have it or because they meet a number of conditions established by the researcher. In this study, the criteria used as a requirement to become respondents were students of TBI 4B UINFAS Bengkulu who were carrying out Argumentative writing learning activities.

E. Data Collecting and Instrument

a. Questionnaire

In this study, a questionnaire was used to collect data on metacognitive skills and critical thinking skills. Research instrument is a tool or facility used researchers in collecting data so that their work is easier and the results are better, in the sense that they are more accurate, complete and systematic so that they are easier

to process (Basyari, 2013). In data collection, questionnaire were distributed through the Google Form application which was distributed to respondents in order to simplify, save time and cost in this research. The metacognitive skills questionnaire and critical thinking skills questionnaire were designed based on three indicators of metacognitive skills by Swartz and Perkins, in (Riadi, 2020), and tent indicators of critical thinking skills by Edward Glaser in (Saputra, 2020) which were tested before being distributed to students.

This study uses an educational questionnaire in the form of an attitude scale from Linkert, in the form of statements whose contents are statements or choices about education. This can be filled by the respondent regarding his opinion on the educational topic that will be proposed.

Table 3.2 The Blueprint of Metacognitive Skills

Variable	Indicators	Statement	Number Item
Metacognitive Skills	Planning Indicators	Determine initial information and initial instructions regarding the problem.	1, 2, 3
		Determine/arrange the things that must be done.	4, 5
		Calculate the time required.	6
		Ensure the suitability of the information with the problem.	7
	Monitoring Indicator	Decide what steps to take next whether there is a need to change or move to another instruction.	8, 9, 10
		Decide what steps to take if you encounter a problem.	11
	Assessment Indicator	Double-check that every step has gone well.	12, 13, 14, 15

(Saputra, 2020)

Table 3. 3 The Blueprint of Critical Thinking Skills

Variable	Indicators	Number Item
Critical Thinking Skills	Recognize the problem	1, 2, 3
	Looking for ways that can be used to deal with problems that	4, 5
	Collecting data and compiling the necessary information	6
	Recognizing unstated assumptions and values	7
	Analyze data	8, 9
	Assessing facts and evaluating statements	10, 11
	Draw conclusions and equations required	12
	Check the equation and the conclusion someone takes	13
	Resetting one's belief patterns based on broader experience	14
	Make proper judgments about what constitutes quality particular in everyday life.	15
Metacognitive Skills and Critical Thinking Skills		30
TOTAL ITEM		

Commonly used scales in quantitative research are the Likert Scale, Guttman Scale, Rating Scale and Differential Semantics. Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena (Sugiyono, 2007) Therefore the scale of the instrument used in this study is the Likert Scale. The answer options on this scale are SS (Strongly Agree), S (Agree), TS (Disagree) and STS (Strongly Disagree).

In research using a Likert scale, respondents tend to answer in category 3, namely KK (sometimes), so to overcome this problem only four answer options are used, so that the respondent's answers look firm and clear (Djemari Mardapi, 2008: 121). Then the answer choices/options become: Strongly Agree (SS), Agree (S), Disagree (TS) and Strongly Disagree (STS). So that the data obtained is in the form of quantitative data, each alternative answer is given a score, which will later

be interpreted in data analysis. The scoring of the answer choices on the research instrument is as follows.

Table 3. 4 Assessment of research instrument answers

Alternative Answer	Score
Strongly Agree (SS)	4
Agree (S)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

This option is used to measure the correlation between metacognitive abilities and critical thinking. The measurement results will be converted into scores or numbers which will later be interpreted.

b. Argumentative writing Test

The researcher will ask the students the results of writing an argumentative text with a predetermined topic. in this study students were asked to show the results of writing an argumentative about education.

The participants are asked to write composition of argumentative text with the length of 5 paragraph in 5 days. The argumentative paragraph text was analyzed by researchers and assessed by an English lecturer at UIN Fatmawati Sukarno Bengkulu.

The researcher used a result argumentative writing test analysis with an ESL format of argumentation writing assessment guidelines from Nurgiyantoro (2010) in (Fitriani, 2014).

Table 3.5 Format of Argumentative Writing Assessment Guidelines

Argumentative Writing Assessment		
Score		Criteria
C O N T E N T S	27 – 30	EXCELLENT — PERFECT: information dense — substantive complete thesis development — relevant to the problem and complete.
	22 – 26	ENOUGH — GOOD: enough information — enough substance — development a limited thesis — relevant to the problem but incomplete.
	17 – 21	MEDIUM — ENOUGH: information is limited — substance is lacking —

		thesis development is not enough — problems are not enough.
	13 – 16	VERY LESS: contains no — no substance — none thesis development — no problem.
O R G A N I Z A T I O N	18 – 20	EXCELLENT—PERFECT: fluent expression — ideas clearly expressed — dense — well organized — logical sequence — cohesive.
	14 – 17	ENOUGH—GOOD: less fluent — less organized but main idea visible — limited support load — logical sequence but not complete.
	10 – 13	MEDIUM—ENOUGH: not fluent — muddled, disjointed ideas — illogical sequencing and floating.
	7 – 9	VERY LESS: uncommunicative — disorganized — no worth the value.
V O C A B U L A R Y	18 – 20	EXCELLENT—PERFECT: harnessing the potential of advanced words — correct choice of words and expressions — mastering word assistance.
	14 – 17	ENOUGH—GOOD: somewhat sophisticated word use — word choice and expressions are sometimes inaccurate but not annoying.
	10 – 13	MEDIUM—ENOUGH: limited use of the word's potential — occurs frequently incorrect use of vocabulary can damage meaning.
	7 – 9	VERY LESS: potential use of perfunctory words — knowledge of vocabulary is low — not worth a grade.

L A N G U A G E	22 – 25	EXCELLENT—PERFECT: complex but effective construction — only a few errors in the use of linguistic forms.
	18 – 21	ENOUGH—GOOD: simple but effective construction — small mistakes on complex constructions — some errors occur but meaning not run away.
	11 – 17	MEDIUM—ENOUGH: a serious error occurred in sentence construction — confusing or fuzzy meaning.
	5 – 10	VERY LESS: does not master the rules of syntax — there is many errors uncommunicative — not worth the value.
M E C H A N I C	5	EXCELLENT—PERFECT: mastered the rules of writing — only there are some spelling mistakes.
	4	GOOD ENOUGH: sometimes spelling errors occur but not obscure meaning.
	3	MEDIUM — ENOUGH: frequent misspellings — meaning confusing or fuzzy.
	2	VERY LESS: does not master the rules of writing — there are many spelling errors — illegible writing — not worth the grade.

(Nurdiyantoro, 2010)

Functions, general structure, and significant lexico grammatical features were used to compost the result

argumentative writing. Then, from these 3 components, each text is also analyzed:

- a. Format and content
- b. Organization and coherence
- c. Sentence structure and vocabulary

The analysis was carried out based on the format of the argumentative writing assessment guidelines proposed by Atika Laela Fitriani (2014). then the score is classified based on the following ability criteria:

Table 3. 6 Criteria of Writing Ability

Criteria of Ability	Score
Excellent	91 – 100
Very good	81 – 90
Good	71 – 80
Average	61 – 70
Fair	51 – 60
Poor	41 – 50
Inadequate	Less than 40

c. Documentation

Documentation in this study was used to collect data on argumentative writing skills. The data for the variable of argumentative writing skills uses the results of the argumentative paragraph writing test.

There are three analysis of this research, first questionnaire analysis, writing test analysis, and hypothesis analysis of correlation.

F. Technique of Data Analysis

1. Questionnaire item validity

a. Validity Test

Arikunto (2010) defines validity as a metric that demonstrates the degree of an instrument's validity. If an instrument can measure what it is intended to measure, it is said to be legitimate. If an instrument can provide information from the variables to accurately assess the level of validity of the questionnaire under

study, it is considered to be valid. Utilizing the connection between the product moment formula and the formula to assess the validity of the questionnaire:

$$r_{xy} = \frac{n \sum xy - \sum x \sum y}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Notes :

r_{xy} = Correlation coefficient between x and y variable

N = Number of samples

\sum_{xy} = The number of multiplications between x and y variable y

$\sum x^2$ = The sum of the squares of x value

$\sum y^2$ = The sum of the squares of y value

$(\sum x)^2$ = The sum of the values of x is then squared

$(\sum y)^2$ = The sum of the values of y is the squared

In testing the validity of the metacognitive skills questionnaire consisting of 15 statement items, there

are 5 statement items that fail the validity test. So, only 10 question items were used for the study.

In testing the validity of the critical thinking skills questionnaire consisting of 15 statement items, there are 3 statement items that fail the validity test. So, only 12 question items were used for the study.

b. Reliability Test

The Cronbach's Alpha formula is used, according to Riduwan (2010), for the research instrument's reliability test. In accordance with the mathematical formula known as Cronbach's Alpha, a measuring instrument is considered to be trustworthy if its reliability coefficient, or alpha, is 0.6 or above. The instrument is considered dependable, according to Sugiyono (2016), if the reliability coefficient is at least 0.6. The formula used is the Alpha Cronbach formula as follows:

Alpha Cronbach Formula :

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum Si}{St} \right]$$

Notes :

r_{11} = reliability coefficient alpha

k = number of question items

$\sum Si$ = The amount of variance in the score of each

Item

St = total variants

Tabel 3. 7 Interpretation of r value

The magnitude of r	Interpretation
Between 0.80 to 1.00	Very strong
Between 0.60 to 0.80	Strong
Between 0.40 to 0.60	Strong enough
Between 0.20 to 0.40	Low
Between 0.00 to 0.20	Very low

Reliability testing was carried out on a metacognitive skill questionnaire and a critical thinking skills questionnaire. The calculation results show the reliability coefficient for the metacognitive skills variable is 0.933 and the reliability coefficient

for the critical thinking skills variable is 0.940, the researcher can be concluded that the instrument used is reliable with interpretation at a very strong level.

3. Writing Test Analysis

Students provide writing results after the researcher submits a questionnaire to be filled. The writing test was analyzed by the researcher using Hartfield through Nurgiyantoro (2010) Guidelines for Assessment of ESL Argumentative Writing in Atika Laela Fitriani (see table 3. 4). The argumentative writing test will be analyzed by researchers and assessed by an English lecturer at UIN Fatmawati Sukarno Bengkulu. The final score will be obtained by adding up the scores of the 2 correctors. the calculation of the score of each corrector is obtained by the following formula:

$$X_1 = \frac{T1+T2+T3+T4+T5}{5}$$

$$X_2 = \frac{T1+T2+T3+T4+T5}{5}$$

Notes :

X_1 = Final score corrector 1

X_2 = Final score corrector 2

T1 = Score of content

T2 = Score of organization

T3 = Score of vocabullary

T4 = Score of language

T5 = Score of mechanic

$$X = \frac{K1+K2}{2}$$

The final score is obtained by adding X_1 to X_2

4. **Correlation analysis**

1. **Analysis Prerequisite Test**

a. **Normality Test**

To ascertain if the data is normally distributed or not, a normality test is utilized. In order to utilize parametric statistics, the needed data in a study must fluctuate regularly; otherwise, parametric statistics cannot be applied.

Shapiro-Wilk test was used in this study to check for normality because there were fewer

than 50 data to test (N). The test will utilize the paired sample t-test if the significance value $> 0,05$ indicates that the data distribution was normally distributed. However, the data distribution is not normally distributed if the significance value is less than 0.05. (Putra, Kasdi, and Subroto, 2019). Testing the normality of the research data using Shapiro-Wilk test (W test) with the help of SPSS Statistics 16 version for windows.

b. Linearity Test

The purpose of the linearity test is to ascertain whether there is a substantial linear relationship between two or more variables under examination. Usually, linear regression or correlation analysis employ this test as a prerequisite. If the probability value is greater than 0,05, then the connection between the variables (X) and (Y) is linear, which forms the

basis for the linearity test's decision-making process. However, the connection between the variables (X) and (Y) is not linear if the probability value is less than 0.05. (Setiawan and Yosepha, 2020). In order to conduct this linearity test, SPSS version 16 for Windows was used.

c. **Multicollinearity Test**

A linear connection between one independent variable and the other independent variables is supposed to be proved or tested using the multicollinearity test (Sudarmanto, 2005:136). The Tolerance and VIF values were examined as part of the multicollinearity test. There is no multicollinearity if the Tolerance value is more than 0.10 or the VIF value is less than 10.00. SPSS version 16 for Windows was used to conduct this multicollinearity test.

2. Hypothesis Test

a. **Bivariate Analysis**

The first hypothesis was tested using bivariate analysis, and the second tested the correlation between the independent and dependent variables. The Product Moment Correlation formula is used to examine the direction of the link between the independent and dependent variables. The estimated correlation coefficient's value can be interpreted as follows:

1. The link between the independent and dependent variables is unidirectional if the correlation coefficient is positive, meaning that a rise in the independent variable will also raise the dependent variable.
2. An rise in the independent variable is followed by a drop in the dependent variable if the correlation coefficient is negative, which indicates an inverse link between the independent and dependent variables.

The calculated r value is consulted with the r table to find out significance level. If the calculated r value is greater than the r table value at a significance level of 5% with $N = 24$, then the correlation coefficient tested is significant. If the calculated r value is smaller than the table r value, then the correlation coefficient tested is not significant. In the product moment correlation test the researcher used SPSS version 16 for windows.

b. Multivariate Analysis

This analysis is used to test the third hypothesis, namely look for the correlation coefficient between the independent variables together with the dependent variable. Through this analysis, the value of the determinant coefficient (R^2) of the relationship between the two independent variables will be obtained together with the

dependent variable. The formula used in this analysis is:

1. Finding the equation of the regression line

$$Y = a_1X_1 + a_2X_2 + k$$

Note :

Y = dependent variable (criteria)

a₁ = predictor coefficient 1

X₁ = independent variable (predictor 1)

a₂ = predictor coefficient 2

X₂ = independent variable (predictor 2)

K = constant number

2. Test the significance of the correlation coefficient

The formula used is the F reg test as below:

$$F_{reg} = \frac{R^2 (N - m - 1)}{m (1 - R^2)}$$

Note :

F_{reg} = Rcount the regression line

R₂ = correlation coefficient between criteria and predictors

N = case count

m = predictor count

(Sutrisno Hadi, 2004)

The degree of freedom or dk to test the value of F is $N-m-1$. Furthermore, the calculated F_{count} is consulted with the F_{table} price, if the calculated F_{count} is greater than the F_{table} value at level significance of 0.05, then the relationship between predictors and criteria significant.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of English Education Study Program

One of the Islamic universities in the province of Bengkulu is UIN Fatmawati Sukarno Bengkulu. IAIN Raden Fatah, which subsequently became a State Institute for Islamic Studies Bengkulu, served as the foundation for this college. The State University for Islamic Studies of Fatmawati Sukarno Bengkulu now offers 24 study programs for the Strata-1 and five study programs for the Strata-2 (Master) Program throughout its four faculties. The four faculties are Tarbiyah and Tadris, Ushuluddin, Adab and Da'wah, Syaria, and Faculty of Islamic Economics and Business. The Tarbiyah and Tadris faculties have the most students, with nine study programs, one of which is the English Education Study Program.

The English Education Study Program was established in 2010 and received B certification five years later. There

are now 17 lecturers in the English Education Study Program, teaching strata-2 (Master) and strata-3 (Doctor). Additionally, there are 590 active students listed as of this writing, spread among 17 classes from the first to seventh semesters. The English Education Study Program's goal and mission are listed below.

1. Vision

Excellent in developing, creating educational resources that are islamic and have a national perspective in 2037.

2. Mission

- 1) Organizing education in producing educators and education personnel who are professional in the field of English, and are competitive.
- 2) Carry out education, teaching staff, and education who have pedagogical, professional, personal and social competencies based on Islamic and national values.
- 3) Carry out research and innovation in the field of English language education that can be utilized by

stakeholders and carry out education that has high dedication and commitment to the community in the dissemination and implementation of English language education.

- 4) Carry out national, regional, and international cooperation in the development of English language education, research on the basis of developing and increasing the professionalism of educators in the field of English.
- 5) Organizing education in producing educators and education personnel who are professional in the field of English, and are competitive.

B. Presentation of Research Data

The research data consisted of two independent variables, namely metacognitive skills (X1) and critical thinking skills (X2) and one dependent variable was argumentative writing skills (Y). Then describe and test the effect of the independent and dependent variables in this study, in this section a description of the data for each

variable will be presented based on the data obtained in the field.

1. Metacognitive skills

Variable metacognitive skill was measured using a questionnaire distributed to students TBI 4B UIN Fatmawati Sukarno Bengkulu in the academic year 2021/2022. Based on the questionnaire distributed to 24 respondents, the highest score was 35 and the lowest score was 28 with a mean of 31,042, and a standard deviation of 2,236. The value of N is the number of respondents as many as 24 students are presented in the following table.

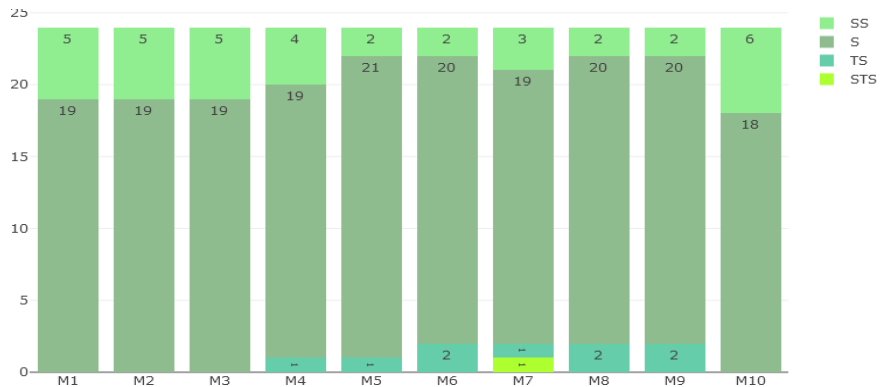
Table 4.1 Frequency Distribution of Metacognitive Skill Variable

Resp.	STS		TS		S		SS		Total		Mean
	F	%	F	%	F	%	F	%	F	%	
M1	0	0,00	0	0,00	19	79,17	5	20,83	24	100,00	3,21
M2	0	0,00	0	0,00	19	79,17	5	20,83	24	100,00	3,21
M3	0	0,00	0	0,00	19	79,17	5	20,83	24	100,00	3,21
M4	0	0,00	1	4,17	19	79,17	4	16,67	24	100,00	3,13
M5	0	0,00	1	4,17	21	87,50	2	8,33	24	100,00	3,04

M6	0	0,00	2	8,33	20	83,33	2	8,33	24	100,00	3,00
M7	1	4,17	1	4,17	19	79,17	3	12,50	24	100,00	3,00
M8	0	0,00	2	8,33	20	83,33	2	8,33	24	100,00	3,00
M9	0	0,00	2	8,33	20	83,33	2	8,33	24	100,00	3,00
M10	0	0,00	0	0,00	18	75,00	6	25,00	24	100,00	3,25

Source : Primary Data

Results of Variable Distribution of Metacognitive Skills Frequency Data presented in the table above is depicted in a histogram as follows.



Picture 4.1 Histogram of Variable Frequency

Distribution of Metacognitive Skills

Identify high-low trends or categories Metacognitive skills of students in the study were based on four

categories with the provisions as above. Based on the primary research data, the frequency distribution table for the tendency of students' interest in learning can be made as follows. Based on the normal reference, the calculation of the trend category is as follows.

Very high $X > (M+1 \cdot SD)$

Height $(M+1 \cdot SD) > X > M$

Low $M > X > (M - 1 \cdot SD)$

Very low $X < (M - 1 \cdot SD)$

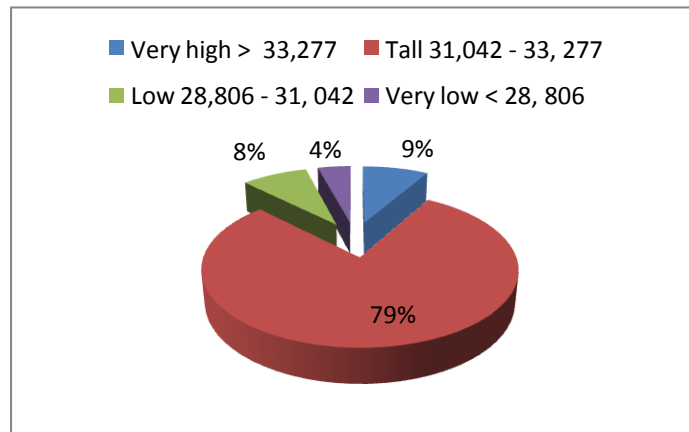
(Mardapi, 2008)

Table 4.2 Distribution of Metacognitive Skills Trends

Category	Interval	F	%
Very high	$> 33,277$	2	8,33
Height	$31,042 - 33,277$	19	79,17
Low	$28,806 - 31,042$	2	8,33
Very low	$< 28,806$	1	4,17
	Total	24	100,00

Source : Primary Data

Metacognitive Skills trend distribution results variable data the students presented in the table above are depicted in the following pie chart.



Picture 4.2 Pie Chart of Metacognitive Skills Variables

The results above show that students of TBI 4B class UIN Fatmawati Sukarno Bengkulu in the academic year 2021/202. Students who use Metacognitive Skills very high are 8.33%, students who use Metacognitive Skills height are 79.17%, students who use Metacognitive Skills low are 8.33% , and students who utilize Metacognitive Skills very low as much as 4.17%. Based on the trend distribution table above, it can be concluded that the

utilization of Metacognitive Skills for Class TBI 4B students in the academic year 2012/2013 is relatively high.

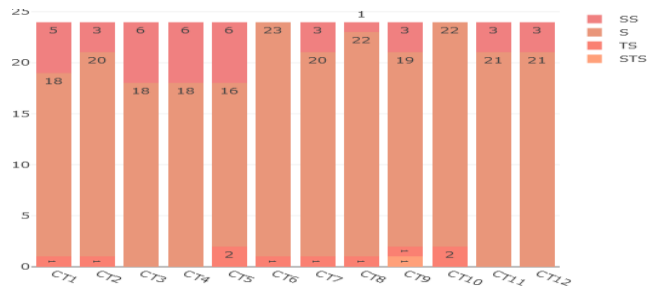
2. Critical Thinking Skills

This variable was measured using a questionnaire distributed to students of TBI 4B class in the academic year 2012/2013. Based on data obtained from questionnaires distributed to 24 respondents, the highest score was 42 and the lowest score was 35 with a mean of 37,125 and a standard deviation of 2,346.

Table 4.3 Frequency Distribution of Critical Thinking Skills Variable

Resp.	STS		TS		S		SS		Total		Mean
	F	%	F	%	F	%	F	%	F	%	
CT1	0	0,00	1	4,17	18	75,00	5	20,83	24	100,00	3,17
CT2	0	0,00	1	4,17	20	83,33	3	12,50	24	100,00	3,08
CT3	0	0,00	0	0,00	18	75,00	6	25,00	24	100,00	3,25
CT4	0	0,00	0	0,00	18	75,00	6	25,00	24	100,00	3,25
CT5	0	0,00	2	8,33	16	66,67	6	25,00	24	100,00	3,17
CT6	0	0,00	1	4,17	23	95,83	0	0,00	24	100,00	2,96
CT7	0	0,00	1	4,17	20	83,33	3	12,50	24	100,00	3,08
CT8	0	0,00	1	4,17	22	91,67	1	4,17	24	100,00	3,00
CT9	1	4,17	1	4,17	19	79,17	3	12,50	24	100,00	3,00
CT10	0	0,00	2	8,33	22	91,67	0	0,00	24	100,00	2,92
CT11	0	0,00	0	0,00	21	87,50	3	12,50	24	100,00	3,13
CT12	0	0,00	0	0,00	21	87,50	3	12,50	24	100,00	3,13

The results of the frequency distribution of the Critical Thinking Skills variable data that presented in the table above is illustrated in the following histogram.



Picture 4.3 Histogram of variable frequency distribution

Critical Thinking Skills

Identify high-low trends or categories Critical Thinking skills of students in the study were based on four categories with the provisions as above. Based on the primary research data, the frequency distribution table for the tendency of students' interest in learning can be made as follows. Based on the normal reference, the calculation of the trend category is as follows.

Very high $X > (M+1 \cdot SD)$

Height $(M+1 \cdot SD) > X > M$

Low $M > X (M - 1 \cdot SD)$

Very low $X < (M - 1 \cdot SD)$

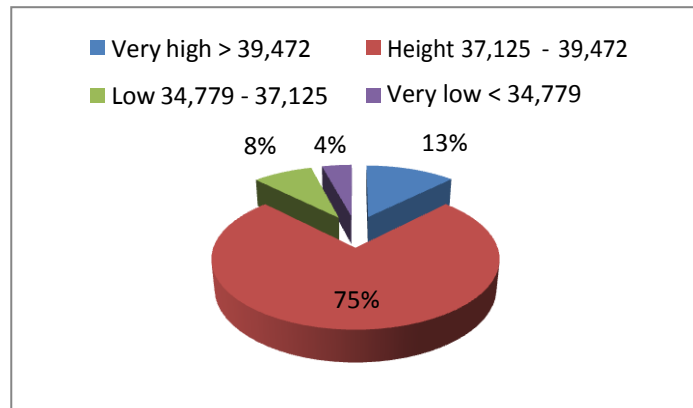
(Mardapi, 2008)

Table 4.4 Distribution of Critical Thinking Skills Trends

Category	Interval	f	%
Very high	> 39,472	3	12,50
Height	37,125 - 39,472	18	75,00
Low	34,779 - 37,125	2	8,33
Very low	< 34,779	1	4,17
	Total	24	100,00

Source : Primary Data

The results of the distribution of the data tendency of the Critical Thinking skills variable presented in the table above is depicted in a pie chart as follows.



Picture 4.4 Critical Thinking Skills variable pie chart

The results above show that students of TBI 4B class UIN Fatmawati Sukarno Bengkulu in the academic year 2021/202. Students who use Critical Thinking Skills very high are 12,50%, students who use Critical Thinking Skills height are 75,00%, students who use Critical Thinking Skills low are 8.33% , and students who utilize Critical Thinking Skills very low as much as 4.17%. Based on the trend distribution table above, it can be concluded that the utilization of Critical Thinking Skills for Class TBI 4B students in the academic year 2012/2013 is relatively high.

3. Argumentative Writing Test in EFL students

This variable was measured using students' test scores on the ability to write argumentatively. From the test, the highest score was 91 and the lowest score was 64. The mean value was 79.375 and the standard deviation was 9.025.

To determine the amount class used formula $= 1 + 3.3 \text{ Log } N$. The value of N is the respondents were 24 students so that the number of classes obtained was 6 interval classes, the length of class 5 is presented in the following table.

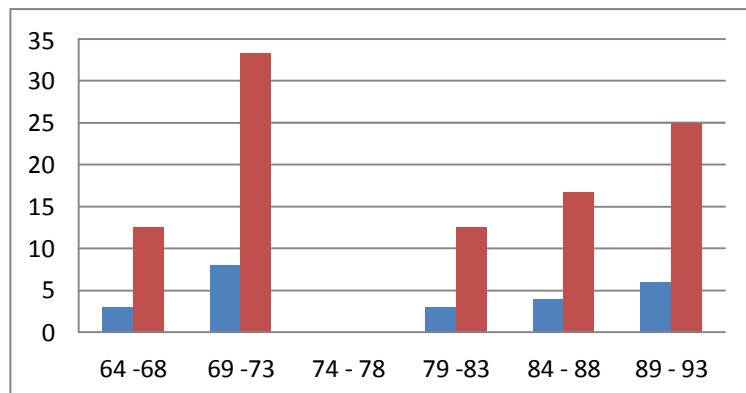
Table 4. 5 Frequency distribution of Argumentative Writing Skills Variable

Interval Data	Frequency (f)	Percentage (%)
64 -68	3	12,50
69 -73	8	33,33
74 - 78	0	0,00
79 -83	3	12,50
84 - 88	4	16,67
89 - 93	6	25,00

TOTAL	24	100,00
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Source : Primary Data

The results of the frequency distribution of the Argumentative Writing Skill variable data presented in the table above are illustrated in the following histogram.



Picture 4.5 Variable frequency distribution histogram of Argumentative Writing Skill

Identify trend or high-low categories the students' Argumentative Writing Skill in this study was based on four categories with the provisions as above. Based on the normal reference, the calculation of the trend category is as follows.

Very high $X > (M+1 \cdot SD)$

Height $(M+1 \cdot SD) > X > M$

Low $M > X (M - 1 \cdot SD)$

Very low $X < (M - 1 \cdot SD)$

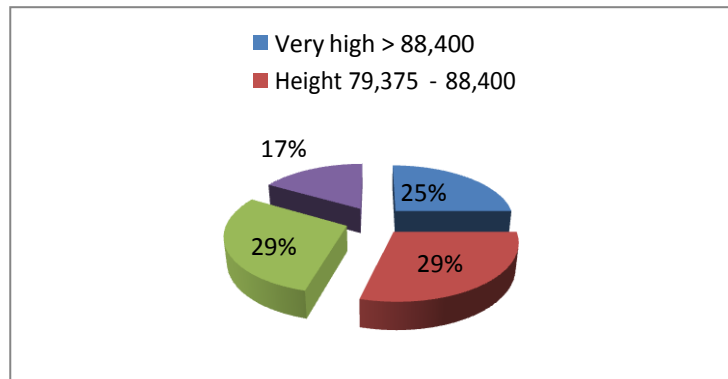
(Mardapi, 2008)

Based on the data above, it can be made a table the trend frequency distribution is as follows.

Table 4. 6 Distribution of Argumentative Writing Skill Trends

Category	Interval	f	%
Very high	> 88,400	6	25,00
Height	79,375 - 88,400	7	29,17
Low	70,349 - 79,375	7	29,17
Very low	< 70,349	4	16,67
	Total	24	100,00

The results of the trend distribution of the Argumentative Writing Skill variable data presented in the table above are illustrated in the following pie chart.



Picture 4.6 Pie chart Argumentative Writing Skill

The results above show that the students of class TBI 4B UIN Fatmawati Sukarno Bengkulu in the academic year 2021/2022. Students who have very high Argumentative Writing Skill 25,00%, students who have high Argumentative Writing Skill are 29,17%, students who have low Argumentative Writing Skill are 29,17%, and students who have very low Argumentative Writing Skill are 16.67%. Based on the trend distribution table above, it can be concluded that the Argumentative Writing Skill of TBI 4B class students at UIN Fatmawati Sukarno Bengkulu in the academic year 2021/2022 is classified as moderately high.

C. Data Analysis

1. Analysis Prerequisite Test

Before testing the hypothesis, it is first tested prerequisite for data analysis which includes normality test, linearity test and multicollinearity test.

a. Normality Test

Because there were less than 50 samples evaluated, the Shapiro-Wilk test was utilized as the normality test in this study (N). The data are regularly distributed if the significance value is greater than 0.05. But if the significance level is less than 0.05, the data distribution is not normal (Putra, Kasdi, and Subroto, 2019). With the use of SPSS Statistics version 16 for Windows, determining the normality of research data using the Shapiro-Wilk test (W test).

Table 4.7 Test of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.190	24	.025	.926	24	.079

a. Lilliefors Significance Correction

The results of the analysis on the Shapiro-Wilk test show that the significance value of the three variables is 0.079, which means the value is > 0.05 so it can be concluded that the data from the three research variables are normally distributed.

b. Linearity Test

The purpose of the linearity test is to ascertain whether or not each independent variable has a linear impact on the dependent variable. Usually, linear regression or correlation analysis employ this test as a prerequisite. According to the linearity test, a linear

connection exists between the variables X1, X2, and Y if the Sig. departure from linearity is greater than 0.05. However, the connection between the variables X1, X2, and Y is not linear if the value of the Sig. departure from linearity is more than 0.05. (Setiawan and Yosepha, 2020). In order to conduct the linearity test, SPSS version 16 was used.

Table 4.8 Test of Linearity

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Unstandardize d Residual * d Predicted Value	44.992	14	3.214	1.074	.472
Unstandardize d Residual * d Predicted Value	.000	1	.000	.000	1.000
Unstandardize d Residual * d Predicted Value	44.992	13	3.461	1.156	.424
Within Groups	26.942	9	2.994		
Total	71.934	23			

Based on the results of the linearity test, it is known that the value of Sig. deviation from linearity is $0.424 > 0.05$, it can be concluded that there is a linear relationship between metacognitive skills and critical thinking skills in EFL students' argumentative writing skills.

c. Multicollinearity Test

A linear connection between one independent variable and the other independent variables is supposed to be proved or tested using the multicollinearity test (Sudarmanto, 2005, p. 136). The Tolerance and VIF values were examined as part of the multicollinearity test. There is no multicollinearity if the tolerance value is > 0.10 and the VIF value is < 10.00 .

Table 4.9 Test of Multicollinearity

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	SQRT_X1	.859	1.164
	SQRT_X2	.859	1.164

a. Dependent Variable: SQRT_Y

Based on the table above, the results of the multicollinearity test between variables shows that the Tolerance value is $0.859 > 0.10$ and the VIF value is $1.164 < 10,00$. Thus, there is no multicollinearity and multiple regression analysis can be continued.

2. Hypothesis Test

The first and second hypotheses were tested using Pearson's Product Moment Correlation analysis while the third hypothesis used multiple correlation. Benchmarks to measure the power of the two variables.

a. First Hypothesis Test

The first hypothesis in this study is that there are positive relationship between Metacognitive Skills and Argumentative Writing Skills for TBI 4B class at UIN Fatmawati Sukarno Bengkulu in the academic year 2021/2022. The results of the analysis using the Product Moment Correlation show the correlation of the Sig value. (2-tailed = 0.002) < 0.05, it is concluded that there is a relationship between Metacognitive Skills and EFL students' Argumentative Writing Skills in class TBI 4B UIN Fatmawati Sukarno Bengkulu.

Table 4.10 First Hypothesis Test

Correlations

		Metacognitive Skills	Argumentative Writing Skills
Metacognitive Skills	Pearson Correlation	1	.611**
	Sig. (2-tailed)		.002
	Sum of Squares and Cross-products	114.958	283.625
	Covariance	4.998	12.332
	N	24	24
Argumentative Writing Skills	Pearson Correlation	.611**	1
	Sig. (2-tailed)	.002	
	Sum of Squares and Cross-products	283.625	1873.625
	Covariance	12.332	81.462
	N	24	24

** . Correlation is significant at the 0.01 level (2-tailed).

Meanwhile, the Pearson correlation value is 0.611, which means that it shows a positive relationship that

the higher the metacognitive skills, the higher the student's argumentative writing skills. the correlation coefficient of 0.611 can be concluded that the correlation value is strong because it is in the range of 0.60 -0.799.

b. Second Hypothesis Test

The first hypothesis in this study is that, in TBI 4B class at UIN Fatmawati Sukarno Bengkulu in the academic year 2021–2022, there is a positive association between Critical Thinking Skills and Argumentative Writing Skills. The correlation of the Sig value may be seen in the analysis's findings using the Product Moment Correlation. It is determined that there is a correlation between critical thinking abilities and persuasive writing abilities in TBI 4B class at UIN Fatmawati Sukarno Bengkulu (2-tailed = 0.001) < 0.05.

Table 4.11 Second Hypothesis Test

Correlations

		Critical Thinking Skills	Argumentative Writing Skills
Critical Thinking Skills	Pearson Correlation	1	.613**
	Sig. (2-tailed)		.001
	Sum of Squares and Cross-products	118.958	289.375
	Covariance	5.172	12.582
	N	24	24
Argumentative Writing Skills	Pearson Correlation	.613**	1
	Sig. (2-tailed)	.001	
	Sum of Squares and Cross-products	289.375	1873.625
	Covariance	12.582	81.462
	N	24	24

** . Correlation is significant at the 0.01 level (2-tailed).

Meanwhile, the Pearson correlation value is 0.613, which means that it shows a positive relationship that

the higher the critical thinking skills, the higher the student's argumentative writing skills. the correlation coefficient of 0.613 can be concluded that the correlation value is strong because it is in the range of 0.60 -0.799.

c. Third Hypothesis Test

The third hypothesis is that there is a positive relationship and there is a significant relationship between Metacognitive Skills and Critical Thinking in ELF students' Argumentative Writing Skills class TBI 4B UIN Fatmawati Sukarno Bengkulu in the academic 2021/2022. Testing this third hypothesis using multiple regression analysis.

Table 4. 12 Result of Regression analysis

Model	Coefficient
Metacognitive Skills	1, 495
Critical Thinking Skills	1, 490
Constant	22, 080
R	0, 676
r ²	0, 456

The regression line equation based on the above results is as following.

$$Y = 1.495X_1 + 1.490X_2 + 22.080$$

The equation shows that the coefficient value of X1 of 1.495. That is, if the student's Metacognitive Skills (X1) score increases by 1 point, the History Awareness score (Y) will increase by 0.291 points, assuming X2 remains. The X2 coefficient of 1.490 means that if the value of Critical Thinking Skills (X2) increases by 1 point, the value added to the result study Argumentative writing (Y) course for 1,940 points, assuming X1 remains.

The results of the regression analysis above show the price coefficient determination (r^2) of 0.456. This value means that 45.6% changes in the Argumentative writing skills (Y) variable can be determined by Metacognitive Skills (X1) and Critical Thinking Skills (X2).

Table 4.13 Third Hypothesis Test

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	855.024	2	427.512	8.814	.002 ^a
	Residual	1018.601	21	48.505		
	Total	1873.625	23			

a. Predictors: (Constant), critical thinking skill, metacognitive skills

b. Dependent Variable: argumentative writing skills

Value Fcount 8,814 < Ftable 2,064, and value

Sig. 0,002 it can be concluded that the variables of Metacognitive Skills (X1) and Critical Thinking Skills (X2) have a significant relationship to the variable of Argumentative Writing Skills (Y).

D. Discussion of Research Results

In the academic year 2021–2022, this study intends to investigate the relationship between the argumentative writing abilities of TBI 4B class students at UIN Fatmawati Sukarno Bengkulu and metacognitive skills and critical

thinking abilities. The following explanation of the research's findings is done using the data from the analysis:

1. The correlation between Metacognitive Skills with Argumentative Writing Skill in TBI 4B class students at UIN Fatmawati Sukarno Bengkulu in the academic year 2021/2022.

Based on the results of the analysis, this study shows there is a positive correlation between Metacognitive Skills and Argumentative Writing Skills for TBI 4B class students at Fatmawati Sukarno Bengkulu State Islamic University in the academic year 2021/2022. Through Product Moment correlation analysis obtained Value Sig. F Change of $0.002 < 0.05$, it can be concluded that the variables of Metacognitive Skills (X1) have a significant relationship to the variable of Argumentative Writing Skills (Y).

The value of Rcount is 0.611, while the price of Rtable with $N=24$ at a significance level of 5% is 0.404. So the price $Rcount > Rtable$ so that the correlation is

positive and significant. Thus, it can be claimed that the ability to write an argumentative essay increases with metacognitive skill level. According to the analysis's findings, students in the TBI 4B class at UIN Fatmawati Sukarno Bengkulu in the 2021–2022 academic year have a favorable and substantial association between their metacognitive skills and their argumentative writing abilities.

According to Flavell (1976) in (Panahande, 2014), in order to be a competent writer, a person not only requires task-specific knowledge and abilities but also metacognitive awareness and knowledge. This is connected to the study of theory. created the word "metacognition" to refer to pupils' understanding and awareness of their own cognitive processes, cognitive capabilities and limitations, and self-regulation. Given the complexity of writing, a writer's ability to mix and balance all processes demonstrates their metacognitive and self-regulating skills. Each stage of the writing

process requires awareness and metacognitive skills from effective authors. (Wong, unpublished) (Panahande, 2014).

In the results of the study above, it shows that there are positive correlation between metacognitive skills and argumentative writing skills of students which has a strong level of significance.

2. The Correlation of Critical Thinking Skills with Argumentative Writing Skills for Class 4B Students of TBI UIN Fatmawati Sukarno Bengkulu, 2012/2013 Academic Year.

The findings for the second hypothesis reveal a strong and positive relationship between argumentative writing ability and critical thinking ability (X2) (Y). The results of the analysis using the Product Moment Correlation show the correlation of the Sig value. (2-tailed = 0.001) <0.05, it is determined that in TBI 4B class at UIN Fatmawati Sukarno Bengkulu, there is a

link between Critical Thinking Skills and Argumentative Writing Skills.

The calculated R value based on Product Moment correlation analysis is 0.613, this value is greater than the R table with $N = 24$ at a 5% significance level of 0.404. This means that it shows a positive correlation that the higher the critical thinking ability, the higher the students' argumentative writing ability. a correlation coefficient of 0.613 can be concluded that the correlation value is strong because it is in the range of 0.60 -0.799.

This relates to the study of theory, which explains that in (Prastya, 2014) critical thinking is claimed to be important in the acquisition of language skills, especially writing and reading two languages, which are essential skills that can help students secure their academic success. (Elder & Paul, 2006; Syaharom Abdullah, 2004; Seung-Ryul Shin, 2002; Stapleton, 2001; Moore, 1995) The study's findings, which have a

high degree of significance, demonstrate a substantial positive association between students' critical thinking and argumentative writing abilities.

3. Correlation between Metacognitive Skills and Critical Thinking Skills on Argumentative Writing Skills of TBI 4B class students UIN Fatmawati Sukarno Bengkulu academic year 2021/2022.

The results of the research for the third hypothesis aim to knowing the significance of the correlation between Metacognitive Skills (X1) and Critical Thinking Skills (X2) together on Argumentative Writing Skills (Y). Testing this third hypothesis using multiple correlation test.

The regression analysis above show the price coefficient determination (r^2) of 0.456. This value means that 45.6% changes in the Argumentative writing skills (Y) variable can be determined by Metacognitive Skills (X1) and Critical Thinking Skills (X2).

Value $F_{count} 8,814 < F_{table} 2,064$, and value Sig. 0,002 it can be concluded that the variables of Metacognitive Skills (X1) and Critical Thinking Skills (X2) have a significant relationship to the variable of Argumentative Writing Skills (Y). This means that there is a positive and significant correlation between Metacognitive Skills and Critical Thinking Skills on the Argumentative Writing Skills of TBI 4B class students at UIN Fatmawati Sukarno Bengkulu in the academic year 2021/2022 .

In the explanation of the first hypothesis there is a correlation positive and significant relationship between Metacognitive Skills and Argumentative Writing Skill of TBI 4B class students at UIN Fatmawati Sukarno Bengkulu in the 2021/2022 academic year. The second hypothesis explains that there is a positive and significant relationship between Critical Thinking Skills and Argumentative Writing Skills for TBI 4B class

students at UIN Fatmawati Sukarno Bengkulu in the academic year 2021/2022 .

This is related to the study of theory which explains that each cycle is given metacognitive learning exercises and critical thinking on the argumentative writing ability of one of the students. The analysis indicated that using metacognitive and critical thinking processes in instructional therapy allowed students to develop their argumentative writing abilities. It did this by using the criteria for critical skills as a foundation. These results highlight the need of integrating metacognition and critical thinking into writing instruction as a means of enhancing college-level writing abilities (Murthado, 2021).

However, it can be demonstrated that in the third hypothesis, there is a positive and substantial link between metacognitive skills and critical thinking skills on the argumentative writing skills of TBI 4B class students at UIN Fatmawati Sukarno Bengkulu in the

school year 2021–2022. This is impacted by the high interest level in order to establish a satisfying and meaningful relationship.

CHAPTER V

CLOSING

A. Conclusion

Based on the results of the research above, it can be concluded as follows.

1. There is a positive and significant correlation between Metacognitive Skills and Argumentative Writing Skills in TBI class 4B students at UIN Fatmawati Sukarno Bengkulu in the 2021/2022 academic year. The results of this study indicate that there is a positive relationship between Metacognitive Skills and Argumentative Writing Skills in class students of TBI 4B UIN Fatmawati Sukarno Bengkulu in the 2021/2022 academic year. Through correlation analysis Product Moment Value Sig. F Change of $0.002 < 0.05$, it can be concluded that the variables of Metacognitive Skills (X1) have a significant relationship to the variable of Argumentative Writing Skills (Y). The value of Rcount is 0.611, while the price of Rtable with $N=24$ at a

significance level of 5% is 0.404. So the price $R_{count} > R_{table}$ so that the correlation is positive and significant. Thus it can be said that the higher the Metacognitive Skills, the higher the Argumentative Writing Skills.

2. There is a positive and significant correlation between Critical Thinking Skills and Argumentative Writing Skills for TBI 4B class students at UIN Fatmawati Sukarno Bengkulu in the 2021/2022 academic year. The results for the second hypothesis indicate that there is a positive and significant relationship between Critical Thinking Skills (X2) and Argumentative Writing Skills (Y). The results of the analysis using the Product Moment Correlation show the correlation of the Sig value. (2-tailed = 0.001) < 0.05 , it is concluded that there is a relationship between Critical Thinking Skills and Argumentative Writing Skills in TBI 4B class at UIN Fatmawati Sukarno Bengkulu. The calculated R value based on Product Moment correlation analysis is 0.613, this value is greater than the R table with $N = 24$

at a 5% significance level of 0.404. This means that it shows a positive correlation that the higher the critical thinking skills, the higher the students' argumentative writing skills. The correlation coefficient of 0.613 can be concluded that the correlation value is strong because it is in the range of 0.60 -0.799.

3. There is a positive and significant correlation between Metacognitive Skills and Critical Thinking Skills on the Argumentative Writing Skills of TBI 4B class students at UIN Fatmawati Sukarno Bengkulu in the 2021/2022 academic year. Research results for hypotheses the third objective is to determine the significance of the correlation between Metacognitive Skills (X1) and Critical Thinking Skills (X2), Argumentative Writing Skills (Y). Testing this third hypothesis using the multiple correlation test. Where the value F_{count} 8,814 < F_{table} 2,064, and value Sig. 0,002 it can be concluded that the variables of Metacognitive Skills (X1) and Critical Thinking Skills (X2) have a

significant relationship to the variable of Argumentative Writing Skills (Y). This means that there is a positive and significant correlation between Metacognitive Skills and Critical Thinking Skills on the Argumentative Writing Skills of TBI 4B class students at UIN Fatmawati Sukarno Bengkulu in the academic year 2021/2022 .

B. Suggestion

Based on the conclusions above, the researchers suggest the following:

1. We recommend empowering thinking during the learning process always done by lecturers in various ways to obtain good student argumentative writing skills learning outcomes and make students good learners in solving problems.
2. Students should always improve their metacognitive skills and critical thinking skills in argumentative writing skills in order to obtain good argument writing results.

3. For further researchers, it is necessary to conduct further research on the variables of metacognitive skills and critical thinking skills or other variables and their effect on argumentative writing skills in writing courses at UIN Fatmawati Sukarno Bengkulu.

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APPENDIX 1

Questionnaire Research

Metacognitive Skills and Critical Thinking Skills



RESEARCH QUESTIONNAIRE

Pertanyaan

Jawaban

35

Setelan

Jawaban tidak dapat diedit

RESEARCH QUESTIONNAIRE : The Correlation Between Metacognitive Skills and Critical Thinking Skills in EFL Students' Argumentative Writing Skills

There are only 30 statements of this questionnaire that record your perceptions about the correlation between metacognitive skills and critical thinking skills in EFL students' argumentative writing skills

* Wajib

Email *

sanjayabayu341@gmail.com



12:45 docs.google.com/forn

RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

Nama Lengkap *

Teks jawaban singkat

NIM *

Teks jawaban singkat

Jurusan *

Teks jawaban singkat

Semester *

Teks jawaban singkat

+

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12:45 docs.google.com/forn

RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

Semester *

Teks jawaban singkat

Kelas *

Teks jawaban singkat

Jenis Kelamin *

Teks jawaban singkat

Setelah bagian Lanjutkan ke bagian berikut 1

+

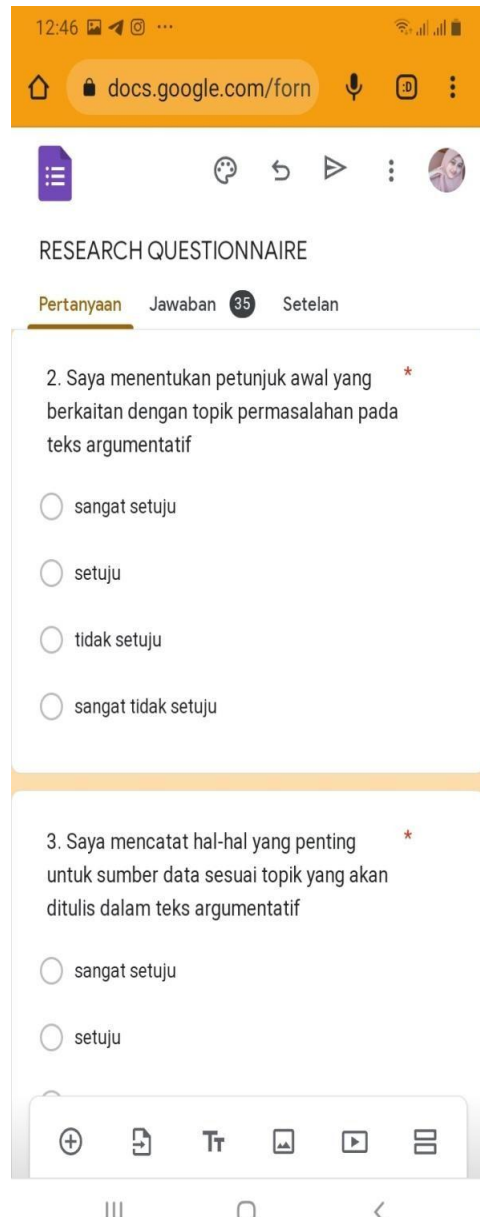
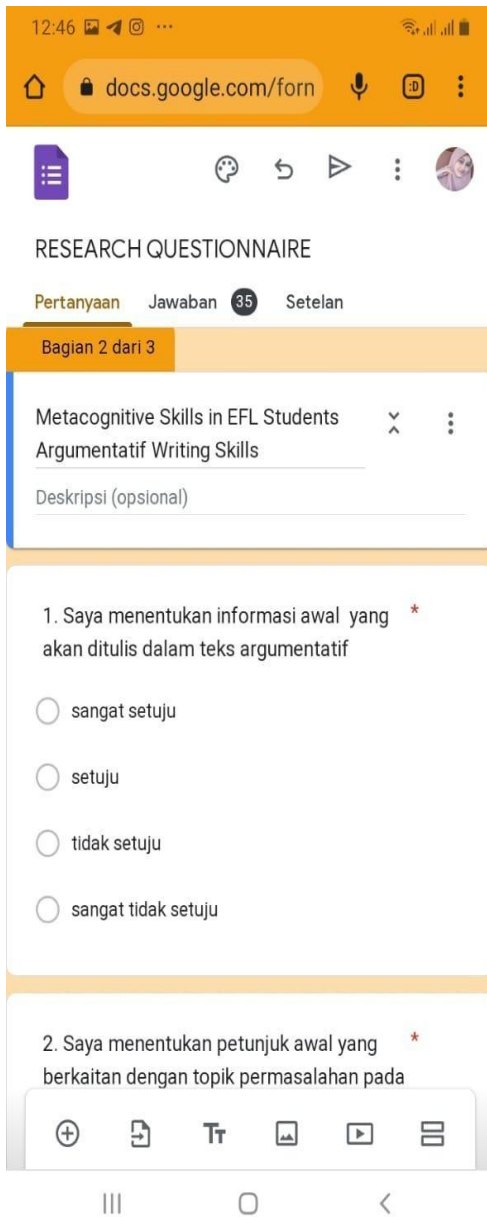
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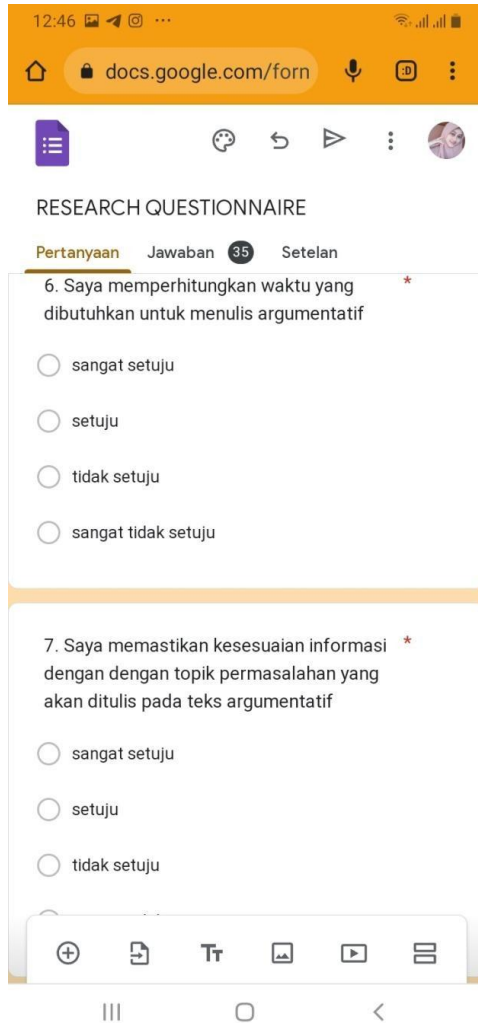
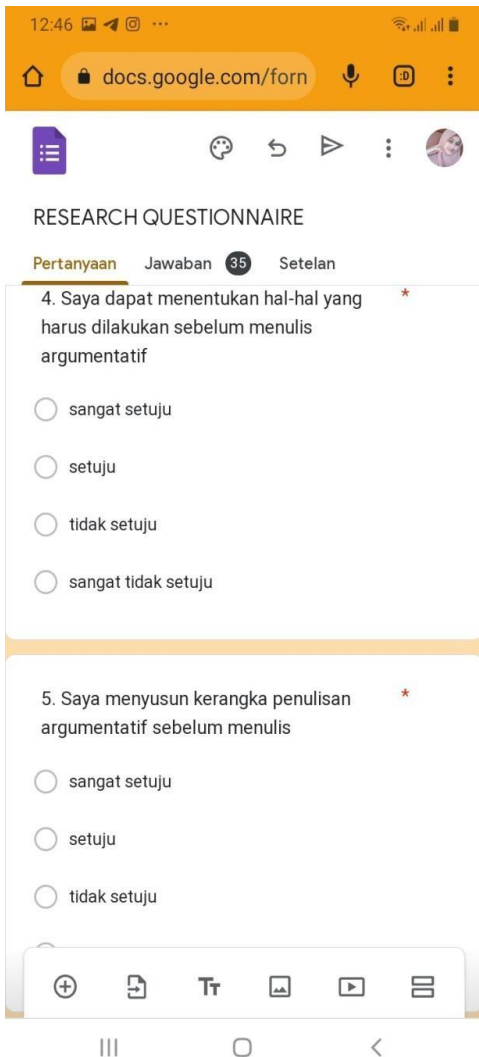
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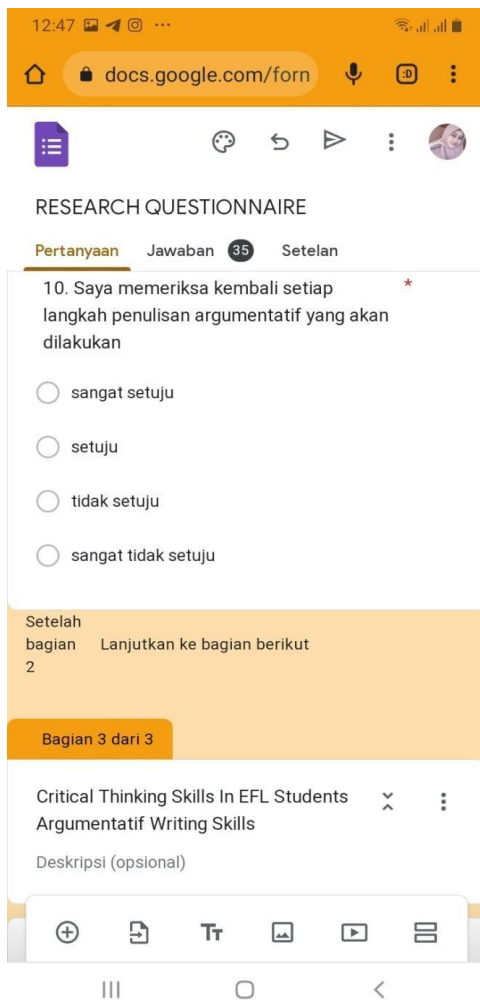
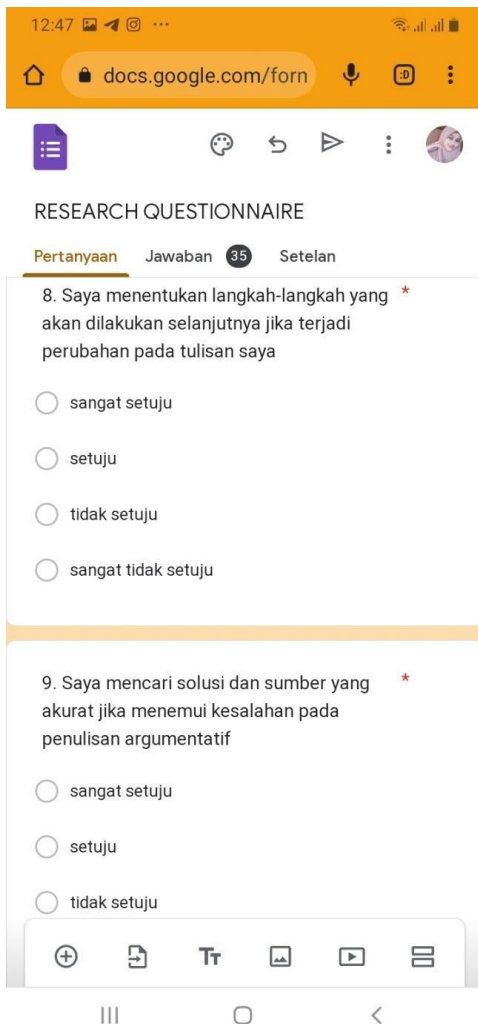
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RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

Bagian 3 dari 3

Critical Thinking Skills In EFL Students Argumentatif Writing Skills

Deskripsi (opsional)

11. Saya mengenali judul dan topik terlebih dahulu sebelum menulis argumentatif *

sangat setuju

setuju

tidak setuju

sangat tidak setuju

12. Saya menentukan rumusan masalah *

III O <

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RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

13. Saya mencari tahu sebab dan akibat tentang permasalahan pada topik teks argumentatif *

sangat setuju

setuju

tidak setuju

sangat tidak setuju

14. Saya mencari bukti dan sumber data informasi untuk menjawab rumusan masalah pada penulisan argumentatif *

sangat setuju

Setuju

Tidak Setuju

III O <

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RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

15. Saya memilah-milah informasi yang penting untuk memperkuat argumen yang saya tulis *

- sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

16. Saya mengenali asumsi dan nilai yang tidak disebutkan pada topik dalam penulisan argumentatif *

- sangat setuju
- Setuju
- Tidak Setuju

III O <

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RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

17. Saya memahami dan menggunakan bahasa secara tepat, jelas dan spesifik dalam menulis argumentatif

- sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

18. Saya menilai fakta dan mengevaluasi pernyataan sebagai sumber tulisan argumentatif *

- sangat setuju
- setuju
- tidak setuju

III O <

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RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

19. Saya menarik kesimpulan dan persamaan yang diperlukan saat menulis argumentatif *

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju

20. Dalam penulisan argumentatif, saya memeriksa persamaan dan kesimpulan yang ditarik seseorang *

- sangat setuju
- Setuju
- Tidak Setuju

III O <

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RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

21. Dalam penulisan argumentatif, saya meyakinkan seseorang dengan argumen dari sumber informasi yang saya dapatkan *

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju

22. Dalam penulisan argumentatif, saya membuat penilaian yang akurat tentang informasi yang saya terima *

- sangat setuju
- setuju

III O <

APPENDIX 2

1. Validity Test and Reliability Test

2. Data Tabulation

Validity Test of Metacognitive Skills (Try Out)

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	
1	3	3	3	3	3	3	3	4	4	3	3	3	3	4	3	48
2	3	3	3	3	3	2	3	3	3	3	2	2	2	2	3	40
3	3	4	3	3	3	2	3	3	3	3	3	3	3	3	3	45
4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
5	3	4	4	3	3	3	3	3	4	3	3	3	3	3	3	48
6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	46
7	4	4	4	3	4	4	4	3	3	4	4	4	3	3	3	54
8	3	4	3	4	3	3	3	4	3	4	4	4	4	3	4	53
9	3	4	4	4	4	3	3	4	3	4	3	4	3	3	3	52
10	4	4	4	4	4	3	4	3	4	4	4	4	3	3	4	56
	32	36	34	33	33	29	32	33	33	34	32	33	30	30	33	
R_{count}	0,668	0,684	0,658	0,689	0,736	0,697	0,668	0,319	0,273	0,874	0,905	0,957	0,616	0,379	0,412	
R_{table}	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	
	Valid	Valid	Valid	Valid	Valid	Valid	Valid	0	0	Valid	Valid	Valid	0	0	0	

Validity Test of Critical Thinking Skills (Try Out)

Resp.	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	Total Skor
1	3	3	4	4	3	3	4	3	3	3	4	4	4	3	3	51
2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
3	3	3	3	3	3	2	2	2	3	2	3	2	2	2	2	37
4	3	3	3	3	2	3	2	2	4	3	3	2	3	3	3	42
5	4	3	3	3	3	4	4	3	4	3	4	3	4	3	4	52
6	3	4	3	3	4	3	3	4	3	3	4	3	4	3	4	51
7	3	4	3	3	3	4	3	3	4	3	4	3	3	3	3	49
8	4	4	3	4	4	4	3	4	3	4	3	4	4	4	3	55
9	4	4	4	4	4	3	3	4	3	3	3	4	4	3	4	54
10	4	4	3	4	4	4	3	3	4	4	4	3	3	4	4	55
	34	35	32	34	33	33	30	31	34	31	35	31	34	31	33	
Rcount	0,704	0,651	0,299	0,668	0,706	0,733	0,667	0,801	0,057	0,781	0,439	0,801	0,785	0,781	0,761	
Rtable	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	
Result	Valid	Valid	0	Valid	Valid	Valid	Valid	Valid	0	Valid	0	Valid	Valid	Valid	Valid	

Validity Test of Questionnaire Metacognitive Skills (After Try Out)

Responden	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	Total
1	3	3	3	3	3	3	3	3	3	3	30
2	3	3	3	3	3	2	3	3	2	2	27
3	3	4	3	3	3	2	3	3	3	3	30
4	3	3	3	3	3	3	3	3	3	3	30
5	3	4	4	3	3	3	3	3	3	3	32
6	3	3	3	3	3	3	3	3	3	3	30
7	4	4	4	3	4	4	4	4	4	4	39
8	3	4	3	4	3	3	3	4	4	4	35
9	3	4	4	4	4	3	3	4	3	4	36
10	4	4	4	4	4	3	4	4	4	4	39

32 36 34 33 33 29 32 34 32 33

Rcount	0,780879	0,730137	0,760988	0,637632	0,857505	0,692285	0,780879	0,915243	0,856448	0,928415
Rtable	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632
Result	valid	valid	valid	valid	valid	valid	valid	valid	Valid	valid

Realibility of Questionnaire Metacognitive Skills

Reliability Statistics

Cronbach's Alpha	N of Items
.933	10

Validity Test of Critical Thinking Skills (After Try Out)

Responde n	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	Total
1	3	3	4	3	3	4	3	3	4	4	3	3	41
2	3	3	3	3	3	3	3	3	3	3	3	3	38
3	3	3	3	3	2	2	2	2	2	2	2	2	31
4	3	3	3	2	3	3	2	3	2	3	3	3	37
5	4	3	3	3	4	4	3	3	3	4	3	4	46
6	3	4	3	4	3	3	4	3	3	4	3	4	47
7	3	4	3	3	4	4	3	3	3	3	3	3	46

8	4	4	4	4	4	4	4	4	4	4	4	3	55
9	4	4	4	4	3	4	4	3	4	4	3	4	54
10	4	4	4	4	4	4	3	4	3	4	4	4	56
	34	35	34	33	33	35	31	31	31	35	31	33	
Rcount	0,78514 2	0,81704 5	0,65685 1	0,77934 7	0,72045 5	0,77763 2	0,77035 6	0,81462 7	0,66261 4	0,7963 7	0,81462 7	0,72045 5	
Rtable	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	0,632	
Result	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	

Reliability of Questionnaire Critical Thinking Skills

Reliability Statistics

Cronbach's Alpha	N of Items
.940	12

Tabulation Data of Argumentatif Writing Skills

NO.	NAME	Contents	Organization	Vocabulary	Language	Mechanic	Total	by Corrector 1 and 2
1	Bayu Gilang Sanjaya	27	17	18	21	4	87	17,4
2	Dzakiyah Zahra	27	19	18	22	5	91	18,2
3	Veny Tamara	22	14	14	18	4	72	14,4
4	Hana Rahma Sajidah	27	18	18	22	5	90	18
5	Tarisyah Aprilia	26	18	19	22	5	90	18
6	Frema Centia	17	13	13	18	3	64	12,8
7	vera dwi putri	27	17	17	21	5	87	17,4
8	Intan Prahasti Ramadani	17	14	17	21	3	72	14,4
9	Titin Wahyuni	22	17	17	21	5	82	16,4
10	salsabila	18	13	17	18	2	68	13,6
11	Intan Yuliana	27	18	17	22	5	89	17,8
12	Natalia Roza	20	13	18	18	4	73	14,6
13	Sakinah subtiara	26	17	17	21	4	85	17

14	Della Arista	22	10	17	18	2	69	13,8
15	Liddia anggraini	26	18	18	22	5	89	17,8
16	Aninda Vitri Utami	26	14	18	21	3	82	16,4
17	Dea Meiliana	22	14	14	18	4	72	14,4
18	Anita herovica	22	17	17	22	5	83	16,6
19	Abbet Ariosagi	18	13	17	18	2	68	13,6
20	Viona Paramita	22	13	17	17	2	71	14,2
21	Andika Sardiwijaya	27	17	18	22	4	88	17,6
22	Lesky ekta yosa	27	18	17	22	5	89	17,8
23	Try afriyadi syafutra	17	14	17	21	3	72	14,4
24	Belly winata	17	14	17	21	3	72	14,4

APPENDIX 3

- 1. Normality Test**
- 2. Linearity Test**
- 3. Multicollinearity Test**

1. Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.190	24	.025	.926	24	.079

a. Lilliefors Significance Correction

2. Linearity Test

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Unstandardized Residual * Between (Combined) Groups	44.992	14	3.214	1.074	.472
Unstandardized Predicted Value Linearity	.000	1	.000	.000	1.000
Unstandardized Predicted Value Deviation from Linearity	44.992	13	3.461	1.156	.424
Within Groups	26.942	9	2.994		
Total	71.934	23			

3. Multicollinearity Test

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	SQRT_X1	.859	1.164
	SQRT_X2	.859	1.164

a. Dependent Variable: SQRT_Y

APPENDIX 4

Hypothesis Test

- 1. First Hypothesis Test**
- 2. Second Hypothesis Test**
- 3. Third Hypothesis Test**

1. First Hypothesis Test

Correlations

		Metacognitive Skills	Argumentative Writing Skills
Metacognitive Skills	Pearson Correlation	1	.611**
	Sig. (2-tailed)		.002
	Sum of Squares and Cross-products	114.958	283.625
	Covariance	4.998	12.332
	N	24	24
Argumentative Writing Skills	Pearson Correlation	.611**	1
	Sig. (2-tailed)	.002	
	Sum of Squares and Cross-products	283.625	1873.625
	Covariance	12.332	81.462
	N	24	24

** . Correlation is significant at the 0.01 level (2-tailed).

2. Second Hypothesis Test

Correlations

		Critical Thinking Skills	Argumentative Writing Skills
Critical Thinking Skills	Pearson Correlation	1	.613**
	Sig. (2-tailed)		.001
	Sum of Squares and Cross-products	118.958	289.375
	Covariance	5.172	12.582
	N	24	24
Argumentative Writing Skills	Pearson Correlation	.613**	1
	Sig. (2-tailed)	.001	
	Sum of Squares and Cross-products	289.375	1873.625
	Covariance	12.582	81.462
	N	24	24

** . Correlation is significant at the 0.01 level (2-tailed).

3. Third Hypothesis Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.676 ^a	.456	.405	6.96454	.456	8.814	2	21	.002

a. Predictors: (Constant), Critical Thinking Skills, Metacognitive Skills

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	855.024	2	427.512	8.814	.002 ^a
	Residual	1018.601	21	48.505		
	Total	1873.625	23			

a. Predictors: (Constant), Critical Thinking Skills, Metacognitive Skills

b. Dependent Variable: Argumentative Writing Skills

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-22.080	24.532		-.900	.378
	Metacognitive Skills	1.495	.847	.370	1.765	.092
	Critical Thinking Skills	1.490	.833	.375	1.789	.088

a. Dependent Variable: Argumentative Writing Skills

APPENDIX 5

Documentation

- 1. Questionnaire Results of The Students
(The Highest Score-The Lowest Score)**
- 2. Argumentative Writing Test Results**
- 3. Photos of students during the argumentative
writing test**

The Highest Score

04:32 docs.google.com/forn

RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

Email *
intanprahasti1@gmail.com

Nama Lengkap *
Intan Prahasti Ramadani

NIM *
2011230052

Jurusan *
Tadris Bahasa Inggris

Semester *
4

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RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

Semester *
4

Kelas *
4B

Jenis Kelamin *
Perempuan

Metacognitive Skills in EFL Students
Argumentatif Writing Skills

1. Saya menentukan informasi awal yang akan *
ditulis dalam teks argumentatif

sangat setuju

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RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

Metacognitive Skills in EFL Students
Argumentatif Writing Skills

1. Saya menentukan informasi awal yang akan ditulis dalam teks argumentatif *

sangat setuju

setuju

tidak setuju

sangat tidak setuju

2. Saya menentukan petunjuk awal yang berkaitan dengan topik permasalahan pada teks argumentatif *

sangat setuju

setuju

tidak setuju

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RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

3. Saya mencatat hal-hal yang penting untuk sumber data sesuai topik yang akan ditulis dalam teks argumentatif *

sangat setuju

setuju

tidak setuju

sangat tidak setuju

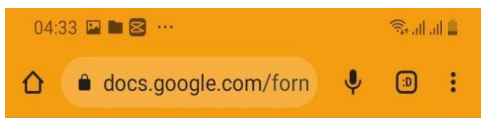
4. Saya dapat menentukan hal-hal yang harus dilakukan sebelum menulis argumentatif *

sangat setuju

setuju

tidak setuju

sangat tidak setuju



RESEARCH QUESTIONNAIRE

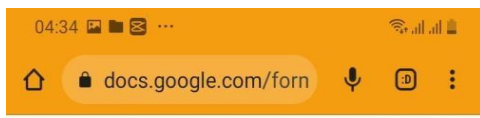
Pertanyaan Jawaban 35 Setelan

5. Saya menyusun kerangka penulisan argumentatif sebelum menulis *

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju

6. Saya memperhitungkan waktu yang dibutuhkan * untuk menulis argumentatif

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju



RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

7. Saya memastikan kesesuaian informasi dengan dengan topik permasalahan yang akan ditulis pada teks argumentatif *

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju

8. Saya menentukan langkah-langkah yang akan dilakukan selanjutnya jika terjadi perubahan pada tulisan saya *

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju



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RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

9. Saya mencari solusi dan sumber yang akurat jika menemui kesalahan pada penulisan argumentatif *

sangat setuju

setuju

tidak setuju

sangat tidak setuju

10. Saya memeriksa kembali setiap langkah penulisan argumentatif yang akan dilakukan *

sangat setuju

setuju

tidak setuju

sangat tidak setuju

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RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

13. Saya mencari tahu sebab dan akibat tentang permasalahan pada topik teks argumentatif *

sangat setuju

setuju

tidak setuju

sangat tidak setuju

14. Saya mencari bukti dan sumber data informasi untuk menjawab rumusan masalah pada penulisan argumentatif *

sangat setuju

Setuju

Tidak Setuju

Sangat Tidak Setuju

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RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

15. Saya memilah-milah informasi yang penting untuk memperkuat argumen yang saya tulis *

sangat setuju

Setuju

Tidak Setuju

04:35

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RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

17. Saya memahami dan menggunakan bahasa secara tepat, jelas dan spesifik dalam menulis argumentatif *

sangat setuju

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RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

19. Saya menarik kesimpulan dan persamaan yang diperlukan saat menulis argumentatif *

sangat setuju

setuju

tidak setuju

sangat tidak setuju

20. Dalam penulisan argumentatif, saya memeriksa persamaan dan kesimpulan yang ditarik seseorang *

sangat setuju

Setuju

Tidak Setuju

Sangat Tidak Setuju

04:35 docs.google.com/forn

RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

21. Dalam penulisan argumentatif, saya meyakinkan seseorang dengan argumen dari sumber informasi yang saya dapatkan *

sangat setuju

setuju

tidak setuju

sangat tidak setuju

22. Dalam penulisan argumentatif, saya membuat penilaian yang akurat tentang informasi yang saya terima *

sangat setuju

setuju

tidak setuju

sangat tidak setuju

The Lowest Score

04:29 docs.google.com/form

RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

Email *
sanjayabayu341@gmail.com

Nama Lengkap *
Bayu Gilang Sanjaya

NIM *
2011230033

Jurusan *
Pendidikan Bahasa Inggris

Semester *

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RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

1. Saya menentukan informasi awal yang akan ditulis dalam teks argumentatif *

sangat setuju

setuju

tidak setuju

sangat tidak setuju

2. Saya menentukan petunjuk awal yang berkaitan dengan topik permasalahan pada teks argumentatif *

sangat setuju

setuju

tidak setuju

sangat tidak setuju



RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

3. Saya mencatat hal-hal yang penting untuk sumber data sesuai topik yang akan ditulis dalam teks argumentatif *

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju

4. Saya dapat menentukan hal-hal yang harus dilakukan sebelum menulis argumentatif *

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju



RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

5. Saya menyusun kerangka penulisan argumentatif sebelum menulis *

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju

6. Saya memperhitungkan waktu yang dibutuhkan untuk menulis argumentatif *

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju



RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

7. Saya memastikan kesesuaian informasi dengan dengan topik permasalahan yang akan ditulis pada teks argumentatif *

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju

8. Saya menentukan langkah-langkah yang akan dilakukan selanjutnya jika terjadi perubahan pada tulisan saya *

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju



RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

9. Saya mencari solusi dan sumber yang akurat jika menemui kesalahan pada penulisan argumentatif *

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju

10. Saya memeriksa kembali setiap langkah penulisan argumentatif yang akan dilakukan *

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju

04:31 docs.google.com/forn

RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

Critical Thinking Skills In EFL Students Argumentatif Writing Skills

11. Saya mengenali judul dan topik terlebih dahulu sebelum menulis argumentatif *

sangat setuju

setuju

tidak setuju

sangat tidak setuju

12. Saya menentukan rumusan masalah sebelum * menulis argumentatif

sangat setuju

setuju

tidak setuju

04:31 docs.google.com/forn

RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

13. Saya mencari tahu sebab dan akibat tentang * permasalahan pada topik teks argumentatif

sangat setuju

setuju

tidak setuju

sangat tidak setuju

14. Saya mencari bukti dan sumber data informasi untuk menjawab rumusan masalah pada penulisan argumentatif *

sangat setuju

Setuju

Tidak Setuju

Sangat Tidak Setuju

04:31 docs.google.com/forn

RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

15. Saya memilah-milah informasi yang penting untuk memperkuat argumen yang saya tulis *

sangat setuju

Setuju

Tidak Setuju

Sangat Tidak Setuju

16. Saya mengenali asumsi dan nilai yang tidak disebutkan pada topik dalam penulisan argumentatif *

sangat setuju

Setuju

Tidak Setuju

Sangat Tidak Setuju

04:31 docs.google.com/forn

RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

17. Saya memahami dan menggunakan bahasa secara tepat, jelas dan spesifik dalam menulis argumentatif *

sangat setuju

Setuju

Tidak Setuju

Sangat Tidak Setuju

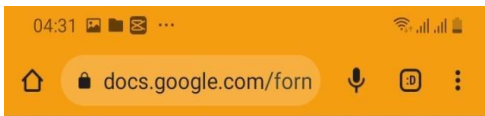
18. Saya menilai fakta dan mengevaluasi pernyataan sebagai sumber tulisan argumentatif *

sangat setuju

setuju

tidak setuju

sangat tidak setuju



RESEARCH QUESTIONNAIRE

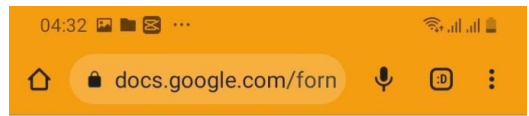
Pertanyaan Jawaban 35 Setelan

19. Saya menarik kesimpulan dan persamaan yang diperlukan saat menulis argumentatif *

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju

20. Dalam penulisan argumentatif, saya memeriksa persamaan dan kesimpulan yang ditarik seseorang *

- sangat setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju



RESEARCH QUESTIONNAIRE

Pertanyaan Jawaban 35 Setelan

21. Dalam penulisan argumentatif, saya meyakinkan seseorang dengan argumen dari sumber informasi yang saya dapatkan *

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju

22. Dalam penulisan argumentatif, saya membuat penilaian yang akurat tentang informasi yang saya terima *

- sangat setuju
- setuju
- tidak setuju
- sangat tidak setuju





Documentation 1. Students are taking argumentative writing test





Documentation 2. Students are taking argumentative writing test





Documentation 3. The researcher explains about procedure to filling out questionnaire research and procedure to argumentative writing test



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Website www.uinfasbengkulu.ac.id

Nomor : 9932 / Un 23/F.II/TL.00/06/2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

6 Juni 2022

Kepada Yth,
Koordinator Prodi Tadris Bahasa Inggris
Di –
Bengkulu

Assalamu 'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul ***“THE CORRELATION BETWEEN METACOGNITIVE SKILLS AND CRITICAL THINKING SKILLS IN EFL STUDENTS' ARGUMENTATIVE WRITING SKILLS (A Correlational Study At The Fourth Semester Students Of TBI UINFAS Bengkulu In The Academic Year 2021/2022)”***.

Nama : Sinhya Melinda
NIM : 1811230077
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : Prodi Tadris Bahasa Inggris (TBI)
Waktu Penelitian : 6 Juni s/d 18 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullah Wabarakatuh.

Dekan,

Mus Mulyadi




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SURAT KETERANGAN

Bengkulu, 20 Juli 2022

Nomor : -
Lampiran : I (satu) Bukti Penelitian
Perihal : **Surat Selesai Penelitian di Prodi TBI**

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama : Feny Martina, M.Pd
NIP : 198703242015032002
Pangkat Golongan : Lektor (III/c)
Jabatan : Koordinator Prodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa;

Nama : Sinhya Melinda
NIM : 1811230077
Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris, pada tanggal 06 Juni s/d 18 Juli 2022 dengan judul "*The Correlation Between Metacognitive Skills And Critical Thinking Skills In EFL Students' Argumentative Writing Skills (A Correlational Study At The Fourth Semester Students of TBI UINFAS Bengkulu In The Academic Year 2021/2022)*"

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui
Koordinator Prodi TBI

Feny Martina, M.Pd.
NIP. 198703242015032002



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SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 0070 /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan

TadrisInstitut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiwa/NIM	Prodi	Judul
1	Dr. H. Ali Akbarjono M.Pd 197509252001121004	P I	Sinthya Melinda 1811230077	TBI	The Correlation Between Metacognitive and Critical Thinking Practices in EFL Students Argumentative Writing Skills (A Correlational Study at The Fourth Semester Students of TBI IAIN Bengkulu in the Academic Year 2021/2022
2	Feny Martina, M.Pd 198703242015032002	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 07 Januari 2022



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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SURAT TUGAS
DEKAN FAKULTAS TARBİYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI (UIN) FATMAWATI SUKARNO BENGKULU
Nomor : 1728 /Un.23/F.II/PP.00.9/03/2022

Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Sinhya Melinda
NIM : 1811230077
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indicator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Akhirudin, M.Pd.I	Kompetensi UIN	a. Kemampuan membaca Al Qur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad-Dhuha s/d An- Nas)
2	Fera Zasrianita, M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD
3	Andri Saputra, M.Sc	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
 2. Pelaksanaan ujian dimulai paling lambat 1(satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
 3. Skor nilai ujian komprehensif adalah 60 s/d 100
 4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
 5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
- Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Bengkulu, 31 Maret 2022

Tembusan:
Yth, Wakil Rektor 1





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Bengkulu, 26 Juli 2022

Nomor : 3173 /Un.23/F.II/PP.00.9/07/2022
Lamp. : -
Perihal : Ujian Skripsi

Kepada Yth.
1. Dr.Hery Noer Ali, M.Ag (Ketua)
2. Andriadi, M.A (Sekretaris)
3. Riswanto, Ph.D (Penguji Utama)
4. Ferri Susanto, M.Pd (Penguji II)
di -

Bengkulu

Assalamu 'alaikum Wr. Wb.

Dengan Hormat,


Bersama ini kami mengharapakan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Rabu, 27 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1.	Intan Putri Pertama Suci 1811230072	08.00-08.50 WIB	An Analysis Of Task-Based Language Teaching (TBLT) Technique Used By The Teachers To Improve Writing Ability At SMA Negeri 08 Mukomuko In The Academic Year Of 2021/2022
2.	Anandia Erianti Z. 1811230081	08.50-09.40 WIB	An Analysis of Teachers Challenges In Teaching English As Foreign Language (TEFL) At Rural Areas : A Case Study of MTS In Pondok Kubang Sub-District
3.	Sukma Firgonita 1811230130	09.40-10.30 WIB	Exploring EFL Students' Anxiety In Public Speaking Performance
4.	Shintha Melinda 1811230077	10.30-11.20 WIB	The Correlation Between Metacognitive Skills And Critical Thinking Skills In EFL Students' Argumentative Writing Skills
5.	Sartika Obian Ramadhan 1811230112	11.20-12.00 WIB	The Effect Of Fan-N-Pick Strategy On EFL Students' Speaking Ability

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.


Dekan
Mus Mulyadi



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Nomor : 2172 /Un.23/F.II/PP.00.9/04/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Prof.Dr. H.Rohimin,M.Ag (Penyeminar I)
2. M.Arif Rahman Hakim, Ph.D (Penyeminar II)

Assalamu 'alaikum Wr. Wb.

Dengan Hormat,


Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris UIN FAS Bengkulu pada:


Hari/Tanggal : Jum'at, 22 April 2022

Tempat : Ruang Munaqasah Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Sinthya Melinda 1811230077	08.00-08.50 WIB	The Correlation Between Metacognitive Skill And Critical Thinking Skill In EFL Students' Argumentative Writing Skills.
2.	Reza Eka Saputri 1811230117	08.50-09.40 WIB	EFL Students' learning behavior under blanded learning environment (A qualitative study at SMAN 09 Bengkulu)
3.	Lesi Meji Lestari 1811230109	09.40-10.30 WIB	A Comparative Study Of Students' Vocabulary Achievement Using Silent Way Method And Direct Method (Quasi-Experimental Research At The Second Grade Of SMPN 15 Bengkulu City)
4.	Utari Nadia Salsabila 1811230091	10.30-11.20 WIB	The Effectiveness Of Using Gist Strategy In Teaching Students' Reading Comprehension On Narrative Text

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 21 April 2022
Dekan,

W. Mulyadi





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Nama Mahasiswa : Sinthya Melinda Pembimbing I : Dr. H. Ali Akbarjono, M.Pd
NIM : 1811230077 Judul Skripsi : The correlation Between
Jurusan : Tadris Bahasa Metacognitive skills and critical Thinking skill
Program Studi : Tadris Bahasa Inggris In EFL Students' Argumentative Writing Skills.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Kamis 21/2022 7	Chapter 1 - V	Check grammar errors of answer by your answer	A
2.	Jumat 22/2022 7		- Complete whole text & doc needed	A
3.	Senin 25/2022 7		- Make better title & your - Add to review	A

Mulyadi

Bengkulu, 25 Juli 2022

Pembimbing II

Mengetahui,
Dekan


Dr. Mulyadi, M.Pd
NIP. 197005142000031004


Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004



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Nama Mahasiswa : Sinthya Melinda Pembimbing I/II : Feny Martina, M.Pd
NIM : 1811230077 Judul Skripsi : The correlation Between Metacognitive skills and Critical Thinking skills In EFL Students' Argumentative writing skills
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Senin 18/2022 7	- Chapter IV - chaptre I - V	- Result and discussion - Perbaiki spasi, grammar Table	
2.	Selasa 19/2022 7	Reference Jurnal	- check Mendeley - Jurnal sesuai dengan Format (dikumpulkan) - Append Appendixes	
3.	Rabu 20/2022 7	Arc Munaqamah	Arc Munaqamah	

Mengetahui,
Pekan



Mulyadi, M.Pd
NIP. 19700514200031004

Bengkulu, 20 Juli 2022

Pembimbing I/II

Feny Martina, M.Pd
NIP. 198705242015032002



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Website: www.uinfastbengkulu.ac.id

Nama Mahasiswa : Sinthya Melinda Pembimbing I/II : Dr. H. Ali Akbarjono, M.pd
NIM : 1811230077 Judul Skripsi : The Correlation Between
Jurusan : Tadris Bahasa Metacognitive skills & critical thinking skills
Program Studi : Tadris Bahasa Inggris in EFL students' Argumentative Writing Skills

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Jum'at 11/2022 3	Bab 1 & Bab 2	- membuat sintesa & indikator setiap variabel. - Revisi latar belakang dan Fenomena/masalah di lapangan.	A
2.	Senin 14/2022 3	Bab 2	- revisi sintesa & indikator	A
3.	Senin 21/2022 3	Revisi	- Identifikasi masalah	A
4.	Kam's	proposal	check again on error & error for submit in paper	A

Mengetahui,
Dekan



Dr. Mus Mulyadi, m.pd
NIP. 197005142000031004

Bengkulu,

Pembimbing I/II

Dr. H. Ali Akbarjono, m.pd
NIP. 197509252001121004



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Nama Mahasiswa : Sinthya Melinda Pembimbing I(II) : Feny Martina, Mpd
NIM : 1811230077 Judul Skripsi : The correlation Between Metacognitive skills and Critical Thinking skills in EFL Students Argumentative writing skills.
Jurusan : Bahasa
Program Studi : Pendidikan Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
3.	Selasa 08/2022 /02	instrumen Instrumen Penelitian	Membuat Angket Penelitian berupa kisi-kisinya.	
4.	Selasa 01/2022 /03	Test Argumentative Wrtg	Kis-kis / Uraian Penelitian menulis & laporan tulisan teori	
5.	Senin 04/2022 Jumat /03	Test Argumentative writing	Bab III (metode test writing)	
6.	Senin 07/2022 /03	Acc Sempuy	Acc Sempuy	



Mengetahui,
Dekan

Dr. H. Mulyadi, M.Pd
NIP. 197005142000031004

Bengkulu,

Pembimbing I(II)

Feny Martina, M.Pd
NIP. 198703242015032002

Cek turnitin Shintya_TBI

20/10/2020
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