

## **CHAPTER II**

### **LITERATURE REVIEW**

This part provides some theories of research variables which is implemented in this study. It describes the theories and explanations of critical thinking, learning style, and writing skill, especially for argumentative text.

#### **A. Writing Skill**

There are some sub-topics that are explained in this part. These are the definition of writing skill, the importance of writing, the process of writing, and components of writing.

##### **1. Definition of Writing**

Writing is one of the English language skill skills that must be learned by the students. It becomes a difficult skill among the students because of its complexity in spelling, grammar, vocabulary, meaning, sentence structure, etc. according to Cristal cited in Rao, writing is the way to communicate by using visual signs made on some kind of surface. Furthermore, Elshtain cited in Rao said that writing as communicative activity needs to be encouraged and guided during the language learning process. Richard and Smith cited in Rao add that writing skill involves the processes of planning, drafting, reviewing, and revising.<sup>1</sup>

According to Applebee cited in Prasetya & Komarudin, writing is an attribute of school subject that can be a process to find the meaning which is not only to write an idea but also to translate the writer's mind. In line with this, Harmer cited in Prasetya & Komarudin adds that writing skill requires hard work because it need more time to think than other skill. In writing, the students do not only learn about grammar and structure of the text, but also they need more practice. Moreover, Mayer cited in Prasetya & Komarudin states that writing is a process of finding and organizing idea, raising them on paper and reshaping and improving them. Through writing, the

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<sup>1</sup> Rao, Paripalli Srinivas, The Significance of Writing Skill in ELL Environment, *An International Multidisciplinary Research Journal*, 9 (3), (2019), 5.

students will be able to measure how good their writing is because it also deals with their grammar and vocabulary mastery.<sup>2</sup>

The students required to apply and guidance from the teachers to master writing skills. Writing can measure the students toward their mastering vocabulary, grammar, punctuation, and idiom. In line with Zulfani as cited in Pratiwi, he said that writing helps the students to make it stronger by increasing more grammatical structure, idiom and vocabulary as crucial things in language learning. Asmuti cited in Pratiwi argued that the students can elaborate their ideas into the systematic arrangement.<sup>3</sup>

## **2. The Importance of Writing**

There are some experts who have defined the importance of writing skill. According to Chasspell cited in Klimova, the benefit of writing skill are in the following:

- a. Writing can express one's personality
- b. It can foster the communication
- c. Writing can help to develop thinking
- d. It makes a logical and persuasive argument
- e. Writing gives a chance to reflect the writer's idea and evaluate it.
- f. It can provide and receive the feedback
- g. It can help the students to prepare for their school and employment.<sup>4</sup>

Meanwhile, Walsh cited in Klimova also stated that writing is important because it is used widely in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, bosses, coworkers, or anyone else. Most professional communication is in writing: proposals, memos, reports, applications, introductory interviews, emails, and

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<sup>2</sup> Prasetya & Komarudin, The Use of Cooking Video to Improve Students' Writing Skill on Procedure Text, *English Journal*, 20 (1), (2017), 25-26

<sup>3</sup> Pratiwi, K. D. Students' Difficulties in Writing English (A Study at The Third Semester Students of English Education Program At University of Bengkulu Academic Year 2011-2012). *Journal of Linguistics and Language Teaching*, 3 (1), (2016), 3.

<sup>4</sup> Kilimova, The Importance of Writing, *Indian Journal of Research*, 2 (1), (2013), 9.

more are part of the everyday life of a successful student or graduate. Besides it, writing becomes a unique skill in language teaching since it required to involve practice as another skill such as listening, reading and speaking.<sup>5</sup>

### **3. The Process of Writing**

The process of writing involves some stages. According to Coffin et.al cited in Nabhan, the stages of writing are prewriting, drafting, peer review, reflection, editing, and proofreading<sup>6</sup>. The following is the explanation:

#### a. Prewriting

This is the stage of finding idea, collecting information and organizing the thought. Prewriting refers to brainstorming, free- writing and journal writing. After that, the students start to organize by using mind mapping, clustering and branching.

#### b. Drafting

In the drafting, the students develop the meaning by using ideas in the prewriting. Beside it, the students narrow the broad focus and delete or add the information. To develop their ideas and draft their writing, the students can be provided the media such as the chart of story structure to pour all of their idea.<sup>7</sup>

#### c. Peer review

In this stage, the students need to seek the respond and feedback of the text developed. Peer review can be oral or written form from their peers by using the teacher's guidelines.

#### d. Reflection

In this stage, the students try to find the gaps in their writing by their own self.

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<sup>5</sup> Kilimova, The Importance of Writing, 9.

<sup>6</sup> Nabhan, The Process of Approach to Improve Students' Writing Ability in English Education Department University of PGRI Adi Buana Surabaya, *Jurnal Pengajaran Bahasa dan Sastra*, 13, (2019), 6

<sup>7</sup> Mariana, et.al, Improving Student Writing Skills in Indonesian Language Learning Narrative Writing Materials Using Writing Process Approach, *Journal of Elementary Education*, 1 (3), (2018), 103

e. Editing and proofreading

In this stage, the students revise their writing. It includes writing mechanisms, formatting, and language accuracy. Then, the final stage refers to polishing the text as well.

**4. Components of Writing**

According to Jacobs cited in Kamaria et.al, there are five components of writing skill. Those are content, organization, language use, vocabulary, and mechanics.<sup>8</sup> Further explanation is presented in the following:

a. Content

The content of the writing should be clear to the readers. So that, the readers will message about the information that is conveyed and obtained from the information.

b. Organization

Organization of writing includes the coherence, order of importance, general to specific or specific to general, chronological order, and spatial pattern.

c. Vocabulary

Vocabulary refers to the number of words that are used in writing.

d. Language use

The accurate use of language, which includes grammar such as verbs, nouns, and agreements, is referred to as language use. The readers' mental description will be influenced by the use of a specific word and a powerful verb.

e. Mechanics

Mechanics is caused by punctuation, capital letter and appropriate spelling that used in writing text.<sup>9</sup>

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<sup>8</sup> Kamariah, et.al, Developing Authentic- based Instructional Materials for Writing Skill, *Journal of Language Teaching and Research*, 9 (3), (2018), 593

<sup>9</sup> Kamariah et.al, Developing Authentic-based Instructional Materials for Writing Skill, 593

Those aspects above should be considered in writing skill to lead the readers to understand and recognize what the writers want to convey.

## **5. Concept of Argumentative Text**

Argumentative is one type of text that is required to be mastered for academic purposes. According to Oshima Hogue cited in Sundari & Febriyanti, the argumentative text discusses a debatable issue when the writers must take a stand, support their reason with their strong reason, and also provide the evidence of those reasons to convince the reader that their point of view is right. Some characteristics of argumentative text show the purpose, issues, and organization. Meanwhile, Refnaldi cited in Sundari & Febriyanti said the discussion of argumentative text must be controversial debatable, debatable and the thesis provide a reasonable claim supported by argument.<sup>10</sup> In line with Ozdemir, the argumentative text is a kind of text in which the writer supports his own view and tries to refute the back view of the issues. The purpose of the author is to direct the readers to think as like the author itself toward the kind of this text.<sup>11</sup>

According to Oshima cited in Sukma, there are five elements of an argumentative essay.<sup>12</sup> It will be present below:

1. Explanation of the problem

It is stated in the introductory paragraph. In this part, the writer provides an explanation of the issue which is important in the text.

2. Statement of scientific problem

It becomes important point in the introduction. In this part, the writer states a certain topic and sub-topic that will be discussed in the body of the text. The

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<sup>10</sup> Sundari & Febriyanti, The Analysis of Indonesian EFL Argumentative Writing Using Toulmin's Model: The Structure and Struggles from the Learners, *SCOPE: Journal of English Language Teaching*, 5 (2), (2021), 69.

<sup>11</sup> Ozdemir, The Effect of Argumentative Text Pattern Teaching on Success of Constituting Argumentative Text Elements, *World Journal of Education*, 8 (5), (2018), 112.

<sup>12</sup> Sukma, A Study of the Development of English Paragraphs in Writing Argumentative Essays at Smkn 1 Batang Hari, *Journal Education of Batanghari*, 1 (1), (2019), 60.

thesis statement is stated like a topic sentence because it gives a general description about the text.

3. Summary of the opposite argument

The opposite argument means the writer's opinion that used to support the writer's ideas. In this part, admitting another perspective will strengthen the writer's position in some ways.

4. Rebuttal of the opposite argument

It indicates that the writer tries to show inappropriate arguments from the opposite point of view. In another word, it shows the problem with the reason of the other party to demonstrate that it is not good reason.

5. Authors own argument

In this case, the writer needs to support their own argument by using empirical evidence. It is like a fact, data, statistics, example, controlled observation, etc.

## **B. Critical Thinking Skill**

This part discusses some sub-topic of critical thinking. It includes the definition of critical thinking, characteristics of critical thinking, the core of critical thinking and the benefit of critical thinking.

### **1. Definition of Critical Thinking**

Many experts who defines critical thinking. Critical thinking is thinking ability rationally and see the problems objectively so that the results obtained in accordance with the fact. According to Knot as cited in Golpour, critical thinking becomes an ability that involves reflective process such as meticulous decision – making, rational reasoning, artistic creation and problem solving.<sup>13</sup> In another hand, critical thinking needs to apply effective reasoning to analyze the problems, especially for educational program. It is needed by the students to support their learning process in receiving new

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<sup>13</sup> Farhad Golpour, Critical Thinking and EFL Learners' Performance on Different Writing Modes, *Pan-Pacific Association of Applied Linguistics* 18(1), (2014), 105

knowledge obtained. Klein stated in Leasa et.al, critical thinking becomes a central component that plays a role in the achievement of learning result.<sup>14</sup>

Critical thinking constitutes an ability that must be mastered by the students. It can be one of education purposes to encourage the students to think critically for everything they faced in learning process. Concerning the critical thinking for education purpose, Samsa as cited in Mohammadi et.al adds that teaching critical thinking is the aims of higher education.<sup>15</sup> Though critical thinking, the students are able to cope the problems rapidly by using rational reasoning. Ernest, Monroe and Bailin cited in Leasa et.al, adds that critical thinking constitutes as indicator of learning result which is providing information to solve the problems faced in every day.<sup>16</sup>

According to Watson and Glaser cited in Putri, critical thinking is an ability to identify and analyze the problems to find out and evaluate relevant information to get an appropriate conclusion. It means that good conclusion is found by using identification, analysis and evaluation the problems. It can be called as reasonable thinking which is needed. In other hand, the conclusion or decision is taken based on reasonable thinking. Paul cited in Putri adds that critical thinking as the art of to analyze and evaluate the thought in order to improve it.<sup>17</sup> In line with Paul, NCECT (National Council for Excellent Critical Thinking) states that critical thinking defined as the process of intellectual disciplined actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to beliefs and action.<sup>18</sup>

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<sup>14</sup> Leasa et.al, The effect of learning styles on the critical thinking skills in natural science learning of elementary school student, *Ilkogretim Online - Elementary Education Online*, 2020; 19 (4), 2020,

<sup>15</sup> Mohammadi, et.al, The Relationship between Critical Thinking Ability and Reading Strategies used by Iranian EFL Learners, *English Language Teaching*; Vol. 5,(10). (2012), 193

<sup>16</sup> Leasa, et.al, The effect of learning styles on the critical thinking skills in natural science learning of elementary school students, 2086.

<sup>17</sup> Putri, Investigating the Link between Critical Thinking Skill and Argumentative Writing Skill: The Case of Islamic Senior High School, 146

<sup>18</sup> Changwong, K., Sukkamart, A., & Sisan, B, Critical thinking skill development: Analysis of a new learning management model for Thai high schools. *Journal of International Studies*, 11(2), (2018),40

Meanwhile, Paul defines that critical thinking is gaining the conclusion based on the purpose and knowledge, while Norris cited in Birgili mentions that critical thinking as students' implementation of their previous knowledge and change it after the process of evaluation.<sup>19</sup> Generally, critical thinking becomes a kinds of ability to see an event, condition or thought carefully and takes a decisions according standards of logic and thought.

## **2. Characteristic of Critical Thinker**

Thumas cited in Birgili explains that critical thinking include identification and analysis of informational source, shows the previous knowledge and makes the connection to conclusion.<sup>20</sup> There are some experts who presents the kinds of critical thinker characteristics. Paul and Elder cited in Karakoc, reveals five characteristics of critical thinker. These are raising vital questions and problems and formulating questions and problems clearly and precisely, using abstract ideas to interpret effectively and identifying and assessing based on the need, their assumptions, implications, and practical consequences, coming to well- reasoned conclusions and solutions, testing them against relevant criteria and standard, thinking open – mindedly within alternative systems, communicating effectively with others in figuring out the solutions to complex problems.<sup>21</sup>

Meanwhile, Baker as cited in Virdiana proposes ten of critical thinker characteristics. Those are accepting the messages from various sources, being ready to debate healthy with anybody, admitting the wrong opinion and accepting the right one, disagree with the people who use personal insults of comment treads, looking for the opportunities to develop their thinking skill, always having curiosity for knowledge, having creative and innovative ideas, analyzing the problems by using simple solutions,

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<sup>19</sup> Birgili, Creative and Critical Thinking Skills in Problem-based Learning Environments, *Journal of Gifted Education and Creativity*, 2(2), (2015), 74.

<sup>20</sup> Birgili, Creative and Critical Thinking Skills in Problem-based Learning Environments,75

<sup>21</sup> Karacoc, The Significance of Critical Thinking Ability in terms of Education, *International Journal of Humanities and Social Science*, 6 (7), (2016), 82.



expecting the high for everything and developing behavioral habits with the tendency of rethinking.<sup>22</sup>

According to Ennis as cited in Zare, critical thinker is an individual who have the characteristic such as to be open-minded, take or change position based on the evidence, take the entire situation into account, seek information, seek precise information, deal in orderly manner with parts of a complex whole, look for options, look for reasons, seek a clear statements of the issues, keep the original problem in mind, use credible sources, stick to the point and exhibit sensitivity to other's feeling and knowledge level.<sup>23</sup>

### **3. The Core of Critical Thinking**

As the explanation above, there are many experts who have defined critical thinking skill. In this case, there are six types of indicators in critical thinking, namely interpretation, analysis, inference, evaluation, explanation and self- regulation.

#### **a. Interpretation**

Interpretation skill means the ability to understand the meaning of experience, situation, data, event, conversion, beliefs, rules, procedure or criteria. The sub-skills of interpretation are categorization, decoding significance and clarifying the meaning.

#### **b. Analysis**

Analysis skill refers to identify arguments to state the principles, judgments, beliefs, opinions, concepts, reasons and information. This analysis includes examining ideas, identifying arguments and analyzing arguments.

#### **c. Inference**

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<sup>22</sup> Virdiana, The Implementation of Critical Thinking Skills in English Online Learning in Senior High School, A *Thesis Jambi University*, (2021), 10.

<sup>23</sup> Zare, Critical Thinking Skills among EFL/ESL Learners: A Review of Literature, *Language in India*, 15, (2015), 245.

Inference is the way to identify and determine aspects to take a conclusions, hypothesis and consider the information. It includes querying evidence, conjecturing alternatives, drawing conclusions.

d. Evaluation

Evaluation as one of critical thinking indicator refers to assess the credibility of an idea. It involves assessing claims and arguments. For explanation indicator, it means the ability to express a reasoning, confirmation and provide logical argument.

e. Explanation

Explanation provides stating of results, justifying procedure and presenting argument.<sup>24</sup>

f. Self – regulation

The last is self – regulation. Self – regulation is awareness of person’s ability to understand the process of cognitive thinking and the result is developed to analyze, evaluate, question, confirmation, validate and correct reasoning. In other word, self – regulation includes self – examination and self – correction.<sup>25</sup>

#### **4. Benefits of Having Critical Thinking**

There are many experts who have defined the critical thinking with the same points related to the importance of critical thinking. As cited in Apsari, Paul and Elder stated that the quality of life, something produced, made and built depend precisely on the quality of thought. In other word, critical thinking becomes the way to increase the quality of thought. According to Qing, the learners who have critical thinking can propose the appropriate questions, gather relevant information, sort the information efficiently and creative, give reason logically and get trustworthy conclusions.<sup>26</sup>

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<sup>24</sup> Zare, Critical Thinking Skills among EFL/ESL Learners: A Review of Literature, 245.

<sup>25</sup> Facione, P. A. *Critical Thinking: What It Is and Why It Counts*. Insight Assesment, (2011), 5

<sup>26</sup> Apsari, Teacher’s Way to Foster Critical Thinking in The Classroom (A Case Study of a Senior High School in Bandung), *Journal of English and Education*, 4(1), (2016)53

Another benefit comes from practicing students' critical thinking. Stobough cited in Apsari states that critical thinking prepares the students for their college, future careers, life situation and their national test.<sup>27</sup> Therefore, critical thinking can be said as important factors that has direct relationship with language learning. According to Birgili, critical thinkers will not behave without thinking. Beside it, they will express the problems explicitly.<sup>28</sup> Rahmawati states that critical thinking encourages the students to make the solutions for individual or social problems, develop their creativity, be useful for the implementation of science in the society through the development era of education.<sup>29</sup>

The next benefit of critical thinking is said by Neba. She argues that critical thinking can promote the students' creativity. To get a creative solution to the problems, it involves a new ideas that are generated have to be useful and relevant to the hand. Aside from that, critical thinking can be used to process self-evaluation. Critical thinking, on the other hand, can be considered a cornerstone of science and a liberal democratic society. In testing and theory confirmation, science necessitates the critical application of reason. Citizens who can think critically about topics to inform their judgment on effective government and overcome biases are required for a liberal democracy to work well. and prejudices.<sup>30</sup>

### **C. Learning Style**

In this part, the researcher provides two explanations related to the learning style. Those are the definition of learning style and the kinds of learning style.

#### **1. Definition of Learning Style**

The success of education depends on the adaptation of teaching with the different learning styles among the students. Learning style has a contribution to language

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<sup>27</sup> Apsari, Teacher's Way to Foster Critical Thinking in The Classroom (A Case Study of a Senior High School in Bandung), 54

<sup>28</sup> Birgili, Creative and Critical Thinking Skills in Problem-based Learning Environments, 74.

<sup>29</sup> Rahmawati, Siti Mei and Mohammad Masykuri, Identification of Students' Critical Thinking Skills Topic Classification of Materials and Its Changes." 192

<sup>30</sup> Ngum, The Benefits of Critical Thinking Skill and Techniques for Teaching These Skill in The Classroom for Quality Education, *African Journal of Social Science*, 2019, 10 (3), 100.

learning. As stated by Gilakjani cited in Manipuspika, to achieve the goal of students' learning, it needs a combination of method and the way of teaching to make classroom environment as stimulating and interactive as possible. In other hand, learning style can be defined in many ways.

According to Reid cited in Manipuspika, learning style is natural and habitual of individual to absorb, process and retain new information and skill. He adds that learning style is used as a focus to help the students in higher education to realize their potential learning. According to Larkin and Budny, learning style is a biologically and developmentally imposed set of personal qualities that determine whether specific teaching and learning approaches are beneficial for some people and ineffective for others.<sup>31</sup> Learning style, as defined by Brown, Wahab, and Nuraeni, is the method in which individuals perceive and process information in learning circumstances. He claims that learning style preference is a component of learning that refers to the selection of a specific learning environment or condition.<sup>32</sup>

In terms of language acquisition, Oxford identifies learning style as one of the most important factors in determining how successfully students learn a second language, as it influences their understanding in writing, reading, listening, and speaking, as cited by Puteri et al.<sup>33</sup> It means that the learning style has contribution for students' achievement. Hilliard in Naning and Hayati cited in Hadi et.al defines learning style as characteristic way of the students that obtained, perceived and processed by information. Beside it, learning style becomes the students' way to think, process and understand the information.<sup>34</sup>

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<sup>31</sup> Manipuspika, Learning Styles of Indonesian EFL Students: Culture and Learning, *Arab World English Journal*, 11 (1),2020, 93

<sup>32</sup> Wahab and Nuraini, The Analysis of Students' Learning Style, *Scope of English Language Teaching, Literature and Linguistics*, 2020, 3 (1), 42

<sup>33</sup> Peteri et.al, An Investigation into The Correlation between Perceptual Learning Style Preference and Listening Comprehension

<sup>34</sup> Hadi et all, The Comparative Study of Students' Learning Style on Their Achievement in Reading Skill, *ELTIN Journal: Journal of English Language Teaching in Indonesia*, 9 (2), (2021), 67, Online ISSN: 2580-7684

As stated by Jantan & Razali cited in Zainun et. Al, psychologically learning style is the way of students concentrate and their method for processing and obtaining the information. Knowledge and experience. In other hand, it can be said as a technique or strategies that the students preferred to be used while learning process. It consists of individual skill to process and receive information, not only focusing on learning skill. The various concept and definition of learning style cause the difference view among researcher. Then, each of them investigate from some aspects such as psychological and environmental.<sup>35</sup>

## **2. Types of Learning Style**

De porter and Hernacki cited in Wahab and Isnaeni said that there are three types of learning style. Those are visual, auditory, and kinesthetic learning style.

### **1. Visual learning style**

The term "visual learning" refers to anything that can be seen. According to Yong cited in Hadi et.al, visual learning refers to the preference of learning through vision. Visual learners relies on their sight to obtain the information. They set knowledge based on their spatial relationship between ideas and use graphic ways to store it. There are some characteristics of visual learning style. They prefer to use visual tools as learning media such as PowerPoint, pictures, graphs or chart. They will be easier to remember the material by using those media. Even, they read textbook, periodical, article to increase their understanding.<sup>36</sup>

Manipuspika adds that visual learners rely on teacher's non-verbal cues such as body language and facial expression to help the students' understanding. Sometime, they prefer to make descriptive notes when they receive the material by instruction. So, they can absorb the information maximally.<sup>37</sup>

### **2. Auditory learning style**

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<sup>35</sup> Zainun et.al, Correlation Study Between Learning Style And Multiple Intelligence Among Muslim Gifted And Talented, 59.

<sup>36</sup> Hadi et. Al, The Comparative Study of Students' Learning Style on Their Achievement in Reading Skill, 68.

<sup>37</sup> Manipuspika, Learning Styles of Indonesian EFL Students: Culture and Learning, 93.

Auditory learning style refers to absorb audio information. Auditory learners are faster to learn through verbal discussion or teacher's explanation.<sup>38</sup> De poter and Hernacki cited in Ernawati et al propose some characteristics of auditory learners<sup>39</sup>. The followings are:

- a. Easily distracted by noises
  - b. Self- talking while working
  - c. Making lips movement and saying the written text in the book while reading.
  - d. Prefer to read loudly and listen
  - e. Good ability to recall word and imitating tones
  - f. Having difficulties in writing but good at story telling
  - g. Talking in patterned tones
  - h. Sometimes they are fluent speakers
  - i. Preferring music than art
  - j. Learning material by listening and memorizing what is discussed not is seen
  - k. Talk active, love discussion and explaining things
  - l. Prefer spoken humor than reading chomics.
3. Kinesthetic learning style

Kinesthetic refers to the students' way to absorb information though the body. According to Gholami and Bagheri cited in Hadi et.al, kinesthetic learning style is the activities that involves physical participation in learning environment such as field trips, drama, pantomime or interviews.<sup>40</sup> Deporter and Hernacki cited in Ernawati et.al states some characteristic of kinesthetic learners including:

- a. Talking slowly
- b. Attention to physical motion
- c. Easily distracted by noise

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<sup>38</sup> Manipuspika, Learning Styles of Indonesian EFL Students: Culture and Learning, 94

<sup>39</sup> Ernawati et.al, The Influence of Learning Style on Mathematics Learning Achievement among 10<sup>th</sup> grade Students of MAN Centraml Maluku Indonesia, *Journal of Educational and Innovation*, 2020, 7 (2), 108.

<sup>40</sup> Hadi et.al, 68

- d. Touching others to attract their attention
- e. Always being physic-oriented and move a lot
- f. Have strong muscies
- g. Learning through manipulating and practicing
- h. Memorizing well while working and seeing
- i. Using fingers as pointer while reading
- j. Using a lot of gestures
- k. Finding it hard to sit still for a long time
- l. Always want to do lots of stuff
- m. Love busy games

#### **D. Previous Study**

The researcher bases their research on a previous study that served as an example and foundation. A study was conducted by Jayanti et.al in 2021. The purpose of the study was to investigate the difference students' ability to write narrative text associated with their learning style.<sup>41</sup> The instrument employed in the study was a questionnaire to know the students' learning style and a writing test to know the students' ability in writing narrative text. The study revealed that learning styles have significantly different abilities to write narrative text. Besides it, the finding showed that students who have visual learning have the highest score than audio learning style.

The next research was conducted by Suryani, Putri, and Khair. It aimed to find out the significant correlation between students' critical thinking and argumentative writing skill among the students of the fifth semester of IAIN Bukittinggi. The instruments used by the researchers were reading tests to know the students critical thinking and writing test to know the students ability in writing argumentative text. The researchers found that there is correlation between students' critical thinking and argumentative text ability. The third previous study was conducted by Fakharzadeh

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<sup>41</sup> Jayanti, et.al, The Effect of *Learning Style on the Ability to Write Narrative Text At Senior High School 4 Gresik*, 65-75

and Amini. It aimed to investigate the relationship between credibility judgment of EFL Iran learners, their learning style and critical thinking.<sup>42</sup> There are three kinds of questionnaire as an instruments to discover the students' credibility judgment, learning style and critical thinking which involved 212 students as the sample of research. The finding was that the EFL Iran students used strategy of credibility judgment at the medium level. Then, critical thinking becomes the better predictor for their credibility judgment and learning styles.

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<sup>42</sup> Fakharzadeh & Amini, The Relationship between Web-based Information Credibility Judgment, Critical Thinking, and Learning Styles of Iranian EFL University Students, 134-153