

ABSTRACT

Puspita, Sari. Registration Number, 8216112003. Language Features On The Critical Thinking Skills Of Male And Female Students in Argumentative Writing. A Thesis. English Applied Linguistics Study Program, Postgraduate School, Faculty of Language and Arts, Universitas Negeri Medan, 2025.

The study focused on describing how language features were used on the critical thinking skills of both male and female students when they wrote argumentative writing and explaining why language features were used on the critical thinking skills of male and female students in argumentative writing. Systemic Functional Linguistics (SFL) by Halliday (1994) was implemented to describe language features used and collaborated with Bloom's Taxonomy (1956) which stated that High Order Critical Thinking Skills (HOTS) divided cognitive skills into six levels: a) remember, b) understand, c) apply, d) analyze, e) evaluate, and f) create. These levels were classified from lower-order thinking skills (LOTS) to higher-order thinking skills (HOTS) (Sabir et al., 2024; Aprilia et al., 2024; Кабышева, 2023).

According to the theory and research purpose, qualitative research design was implemented by using Biklen's inductive approach (2007), which involved analyzing the data in stages: thematic coding, gender comparison, triangulation, and interpretative analysis. The study was mostly about students in Grade XI at SMK Telkom 2 Medan. The writer used a purposive sampling method (Teddlie & Yu: 2007) to choose 30 participants, 15 male and 15 female students. Understanding these differences can help teachers plan lessons and design curricula that will help all students improve their critical thinking skills.

Keywords: *language features, critical thinking, genders, argumentative writing*

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Studi ini fokus terhadap penjelasan tentang bagaimana fitur bahasa digunakan dalam kemampuan berpikir kritis siswa laki-laki dan perempuan ketika mereka menulis teks argumentatif dan menjelaskan mengapa fitur bahasan digunakan dalam kemampuan berpikir kritis siswa laki-laki dan perempuan dalam penulisan argumentatif. *Systemic Functional Linguistics* (SFL) oleh Halliday (1994) diimplementasikan untuk menjelaskan fitur bahasa yang digunakan dan dikolaborasikan dengan Bloom's Taxonomy (1956) yang mengatakan bahwa High Order Critical Thinking Skills (HOTS) terbagi dalam 6 level kemampuan kognitif: a) mengingat, b) memahami, c) menerapkan, d) menganalisa, e) mengevaluasi, and f) menciptakan. Level ini diklasifikasikan dari lower-order thinking skills (LOTS) ke higher-order thinking skills (HOTS) (Sabir et al., 2024; Aprilia et al., 2024; Кабышева, 2023).

Menurut teori dan tujuan penelitian, desain penelitian kualitatif diimplementasikan menggunakan pendekatan induktif Biklen (2007), yang melibatkan analisa data dalam beberapa tahap: *thematic coding*, *gender comparison*, *triangulation*, dan *interpretative analysis*. Studi ini sepenuhnya berkaitan dengan siswa Kelas XI di SMK Telkom 2 Medan. Penulis menggunakan *purposive sampling method* (Teddlie & Yu: 2007) untuk memilih 30 siswa, 15 siswa laki-laki and 15 siswa perempuan. Memahami perbedaan ini bisa membantu guru merencanakan pembelajaran dan mendesain kurikulum yang mendorong siswa meningkatkan kemampuan berpikir kritis.

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