# ABSTRACT

Critical thinking is a skill that must be possessed by every student, especially in college, where students are expected to think critically in every learning activity at school. Writing argumentative text is one of the activities that encourage students to use critical thinking. On the other hand, many teachers tend to overlook students' critical thinking, which has an impact on learning, because they are only concerned with the curriculum's output. Therefore, this research was conducted to fill that gap. The main purpose of this research is to determine the critical thinking category of students along with the criteria in writing argumentative text. This is because knowing the critical thinking criteria of students will make it easier for teachers and students themselves to make improvements if there is found student with a poor critical thinking skill. This study used a qualitative approach and the content analysis design to get a detailed explanation and the documentation was used as an instrument to collect the data. Furthermore, the texts were analyzed using the Holistic Critical Thhinking Rubric (HCTSR). The participants for this study were eight fourth semester English education students who were taking an argumentative text course and had submitted their own argumentative text with a predetermined topic. The findings of this study was: from eight participants, most of them get a score of 3 in the “Acceptable” category, those are five participants. There was only one participant who gets a score of 4 in the “Strong” category, and the other two are get a score of 2 in the “Unacceptable” category.

***Keyword:***critical thinking, argumentative text, critical thinking criteria, critical thinking category.