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NEWS AND ARTICLES

APB UiTM Mukah Empowers Students Through Argumentative Writing Workshop

Authors: Siti Faridah Kamaruddin, Shirley Clare Jeri, Cindy Robert, Fakhira Jafri, and Stefanie Natasha Rich Joseph



Argumentative writing is a type of writing in which the writer presents a position or opinion on an issue and supports it with reasons, evidence, and examples to persuade the reader. The main purpose of argumentative writing is to convince readers that the writer's point of view is valid or more acceptable than another viewpoint. This type of writing is particularly important for students to master as it is one of the assessment components for LCC113 Integrated Language Skills III, which emphasises writing skills. In addition, argumentative writing is also featured as Task 2 in the Malaysian University English Test (MUET). Recognising the importance of mastering this writing skill, the Academy of Language Studies (APB), Universiti Teknologi MARA Cawangan Sarawak organised a workshop aimed at helping students improve their argumentative writing abilities.

Dr. Sitti Hadijah from Universitas Islam Riau (UIR), Pekanbaru, Indonesia was invited as the guest speaker for the workshop. This marked the second collaboration between APB UiTM Mukah Campus and UIR in organising such a writing workshop, following the first programme held in 2024. Following the webinar session, which took place from 2.00 p.m. to 4.00 p.m., a hands-on activity session was conducted to help students better understand and master the counterargument section in argumentative writing, which is often considered challenging by many students. The hands-on session was facilitated by Ms. Fakhira and Ms. Cindy. During the activity, students were taught how to construct counterarguments through role-playing situations. The scenario given was: "If you were stranded on an island, why should you be rescued from the island?" Each student group was assigned different roles such as influencers, farmers, chefs, police officers, and engineers. Students enthusiastically defended the importance and contributions of their assigned roles throughout the activity.

Through interactive learning methods such as this, the workshop demonstrated that the teaching and learning of writing skills are not solitary activities, as the writing process also considers readers' responses to what is written. It is hoped that the organisation of workshops like this will continue to help students, especially weaker learners, to master argumentative writing skills and ultimately reduce the number of failures in this university compulsory subject.



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