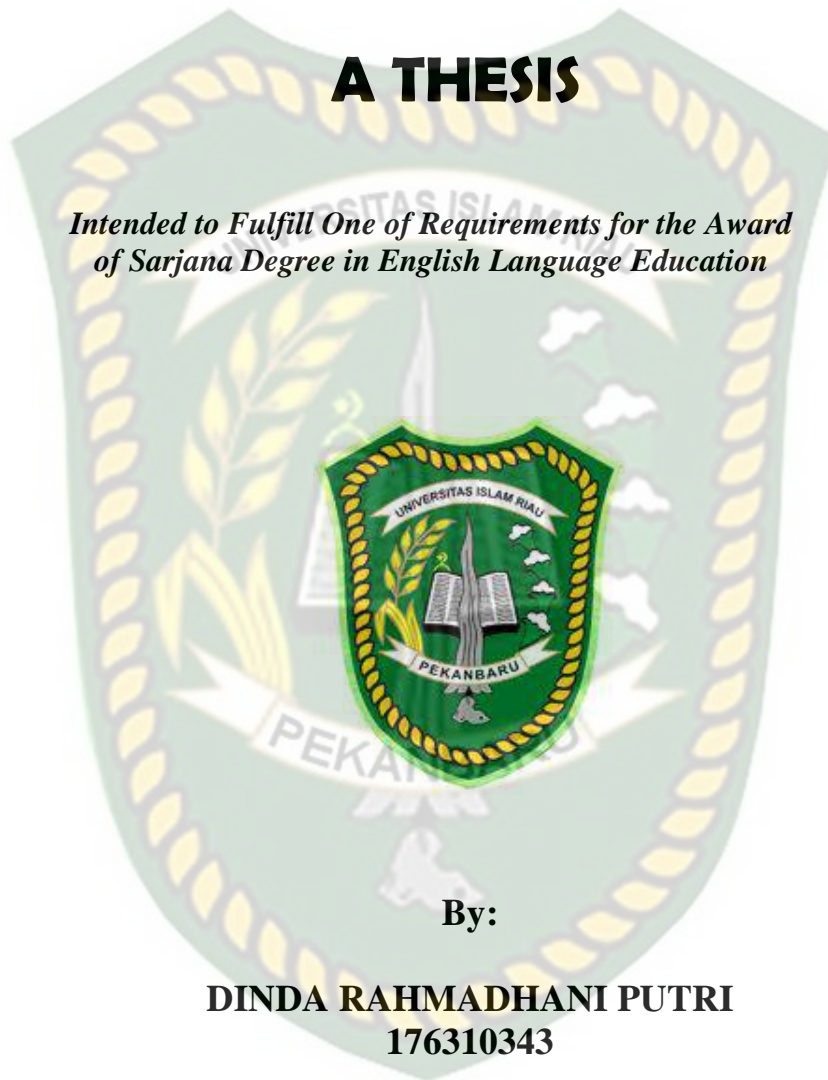


**AN ANALYSIS OF STUDENTS' ARGUMENTATIVE ESSAY
WRITING SKILL OF THIRD SEMESTER OF ENGLISH
LANGUAGE EDUCATION-UIR**

A THESIS

*Intended to Fulfill One of Requirements for the Award
of Sarjana Degree in English Language Education*



By:

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**ENGLISH LANGUAGE EDUCATION
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UNIVERSITAS ISLAM RIAU
2021**


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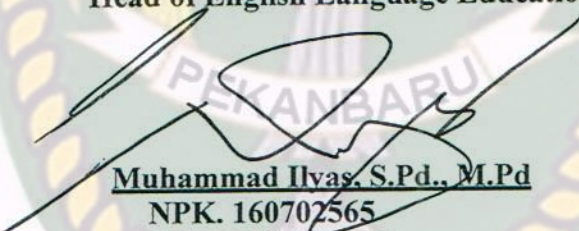
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LETTER OF NOTICE

The advisor hereby notify that:

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SKILL OF THIRD SEMESTER OF ENGLISH LANGUAGE
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It has been examined. This letter is made to be used as it is needed.

Pekanbaru, 17th June 2021
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The Researcher

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TABLE OF CONTENT

ACKNOWLEDGEMENT	i
TABLE OF CONTENT	iv
ABSTRACT	vi
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Problem	1
1.2 Identification of the Problem	4
1.3 Focus of the Research	5
1.4 Research Questions.....	5
1.5 Objective of the Research	5
1.6 Significance of the Research	6
1.7 Definition of the Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
2.1 Relevance Theories	8
2.1.1 The Nature of Writing.....	8
2.1.1.1 Definition of Writing.....	9
2.1.1.2 Component of Writing	10
2.1.1.3 Process of Writing.....	13
2.1.1.4 Purpose of Writing	16
2.1.1.5 Assessing Writing	17
2.1.2 Argumentative Essay	19
2.1.2.1 Definition of Argumentative Essay	20
2.1.2.2 Elements of Argumentative Essay.....	22
2.2 Relevance Studies	25
2.3 Conceptual Framework	28
2.4 Assumption	28
CHAPTER III RESEARCH METHODOLOGY	29
3.1 Research Design	29
3.2 Source of the Data.....	29

3.3 Participants and Sample of the Research.....	30
3.4 Research Instrument.....	31
3.5 Data Collection Technique.....	32
3.6 Data Analysis Technique	32
CHAPTER IV RESEARCH FINDING	35
4.1 Data Description	35
4.1.2 Data Analysis	43
4.2.1 The classification of the Students Score	43
4.3 The Interpretation of Data.....	48
4.3.1 The Classification of Students Score Based on the Aspect.....	49
4.4 Discussion.....	53
CHAPTER V CONCLUSION AND SUGGESTION	54
5.1 Conclusion	54
5.2 Suggestion.....	55
REFERENCES.....	57
APPENDICES.....	60

ABSTRACT

Dinda Rahmadhani Putri, 2021. An Analysis of Students' Argumentative Essay Writing Skill of the Third Semester of English Language Education-UIR.

Keywords : Students' Writing Skill, Argumentative Essay.

Argumentative Essay refers to kinds of essay writing that are organized around a clear thesis. The writing aims to argue the controversial topic or issue to persuade readers to accept or agree with the writer's point of view. Therefore, the aimed of this study is to know the third semester students writing skill in writing argumentative essay.

This research was conducted by using qualitative. The participants were the third semester students of academic year 2020/2021. The total of the participants were 95 students. To minimize or to get the sample, the researcher used purposive sampling. B Class became the sample of this research. To obtain the data the researcher used written test.

The result of this research showed that the third semester students skill in writing argumentative essay was good. It can be seen there were 58% students belong to good category, 22% students belong to excellent category and 11% students belong to average category and the last 9% students belong to poor category. Furthermore, it can be a consideration of deciding appropriate method and media to increase the quality of students' writing.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Learning English means learning basic language skills. There are four skills that students should be required namely: speaking, listening, reading, and writing. Every skill has a different focus on the teaching and learning process. After learning English, of course, they are expected to have good ability speaking, listening, reading, and writing. Furthermore, English is regarded as the mean of communication which has already been used worldwide. It can bring us to be a developing country in so many aspects of life such as Malaysia, Singapore, and Brunei Darussalam where English has become their second language. A different case happens in Indonesia where English is still regarded as a foreign language, so that is why EFL students especially Indonesian students mainly still act as low achievers in English language proficiency inactive and passive aspects. Especially, to the passive aspect of English language acquisition, most EFL students should effort in doing writing.

Moreover, writing skill is one of the essential skills that should be mastered by the student. The reason why writing is an important skill that should be learned by the student, writing is one of the productive skills. Besides, writing is a complex

process. It means that writing can be used to deliver ideas, thought, and feeling to be a complicated production skill. Writing can be defined as a process to transfer ideas or thought into a written language. It is a way of thinking and learning, by writing the text or an essay we can express our ideas. Not only convey the ideas but also feelings and many others. Therefore, good writing should contain components of writing like grammar, effective sentence structures, spellings punctuations, coherent ideas, etc. Good writing can deliver the message as clear as possible to readers.

While the students are studying in English language Education-UIR, there are several stages of writing that should learn by the students; Paragraph Writing, Academic Writing and Essay Writing. Which is every writing cover the knowledge about how to write English texts from various types (start from paragraphs, essay, and papers). Nasser (2018) states that EFL' students' writing composition difficulties and show that the students' errors are concerned with using grammar, punctuation, spelling, and handwriting. Furthermore, most of university students are trouble in writing. For the example; using grammar, cohesion, coherence, paragraph organization, diction, and spelling errors in writing. Additionally, the problem that might find in writing are ; the grammatical problems in using plural forms, articles, verb forms, clauses, passive voice, and preposition existed in the students' writing. The next problems face by the students in writing are in cohesion and coherence. Furthermore, we can conclude that the students still get difficulties in writing.

In preliminary research in English Language Education-UIR, the researcher finds that many students have problems in writing an essay. Because the third semester students are still learning in essay writing, so the preliminary research find from the minor aspects have been revealed regarding students' writing, namely paragraph organization, dictions, and vocabulary misspelling. Further findings show that several reasons contribute to students' weaknesses in essay writing based on a record of their perspectives. Grammatical problems always happen when they write an essay. Furthermore, the students still passive when in writing class. In addition, the students do not understand to construct a good writing, especially in essay.

Moreover, Argumentative writing is a complex activity in which the writer takes a position on a controversial issue and gives reasons and supporting evidence to convince the reader to accept his or her position. Argumentative essay is difficult due to conflict between the need for self-expression and the need to comply with a set of external constraints; in an attempt to meet with the external constraints, the writer tends to lose sight of what he wants to say. Thus, it is not easy for unskilled writers to write an essay that requires an integration of content, a rhetorical pattern of argumentation, and critical thinking on the writer's part.

Based on the differences between the final finding of those previous studies and the preliminary finding of this study, therefore the researcher is interested in conducting this study to know the skills of the students in writing an argumentative essay. Based on the reasons above, the researcher conducted research entitled "An

Analysis of Students' Argumentative Essay Writing Skill of Third Semester of English Language Education-UIR “

1.2 Identification of the Problem

Based on the background of the study mentioned above, the identification of the problems are :

Most of the problems faced by English students when writing an argumentative essay are trouble in using grammar, cohesion, coherence, paragraph organization, diction, and spelling errors in argumentative essay writing.

First, students have difficulties in cohesion and coherence in their argumentative essay writing. It happens because of the students' lack of reading

Second, the students when writing an argumentative essay is that they do not get enough understanding of how to develop an effective argumentative essay. Indicators of the development of the paragraph of the argumentative essay, the students could not include all elements of an argumentative essay in their writing

Third, when studying essay writing, especially in an argumentative essay, the student tends to be passive during writing class because they do not feel confident enough to be a peer editor for their friend's essay and hardly revise the feedback from the lecturer perfectly, and the student needs more intense guidance from the lecturer, consultation regarding the lecturer's feedback in their essay draft.

The last, the grammatical problems always find in using plural forms, articles, verb forms, clauses, passive voice, and preposition.

1.3 Focus of the Research

Based on the explanation of the identification of the problem above, the researcher needs to limit or focus on the problem. The researcher focused on research on analyzing students' writing skills in which focused on the aspects of writing or the structure of argumentative essays such as the introduction, body paragraph, conclusion, language use, and mechanics.

1.4 Research Questions

Based on the background above the question can specifically be formulated as follows: "How is the Students' Skill in Writing Argumentative Essay by the Third semester of English Language Education of UIR?"

1.5 Objective of the Research

The objective of the research is to describe the students' writing skills in the argumentative essay in aspects of writing or the structure of the argumentative essay such as the introduction, body paragraph, conclusion, language use, and mechanics.

1.6 Significance of the Research

This study will give some benefits as follow :

1. The result of this study is expected to be input in the teaching-learning process especially for teaching writing.
2. The lecturer can use this research for measure and optimize the student's skill in writing an argumentative essay based on the result of this research.
3. For the students, they can know the argumentative essay and this study will help the students by giving valuable information about what argumentative essay is.
4. For the readers. It is expected to make them know and understand about writing an argumentative essay.
5. Other researcher, it is expected the finding of this research can be used as valuable information for the next researchers who are interested in conducting similar research.

1.7 Definition of the Key Terms

To avoid misunderstanding about the term used in this paper, it is necessary to explain the following terms:

1. Writing Skill: Writing skill refers to the capacity of someone to produce a written message from words, into sentences or phrases, into a good text that the text coherence, whole where the readers can understand the meaning.

2. Argumentative Essay: Argumentative Essay refers to kinds of essay writing that are organized around a clear thesis. The writing aims to argue the controversial topic or issue to persuade readers to accept or agree with the writer's point of view.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

In this Relevance Theories, the researcher focuses on some theories as to the basis of the research and supports the research. The explanation of the theories is presented as follows:

2.1.1 The Nature of Writing

(Ekarista, 2018) defines writing is the capacity of someone to produce a written message from words, into sentences coherently, where the readers can understand the meaning of our writing.. Writing is more difficult rather the other language skills because it needs well knowledge and hard thinking when we produce words, sentences, and paragraphs with a good structure of grammatical. So, they have to know how to write correctly. Written text has several conventions that separate them from speaking. So, in general can define that writing is a people communication media that contains and represents language signs and symbols and also as a process of delivering opinions and ideas into a written form.

2.1.1.1 Definition of Writing

There are many definitions of writing according to many experts. Toba et al(2019) state that Writing is one of the productive English skills that ought to be skillful by English as Foreign Language (EFL) students in Indonesia for written communication and academic writing purposes, such as; letters, essays, papers, articles, journals, project reports, theses, etc. Writing is an important skill that should be mastered by students to gain success at schools and universities. It is crucial for students since writing leads the students to academic success at schools (Permata and Hamzah, 2019).

Liunokas (2020) states that writing is an essential component in written communication. We cannot express our ideas or opinion on a piece of paper if we do not have good writing ability. Moreover, writing that explains what a term means. In a way, all essays represent what you think, what you feel, about a given topic. Essays represent your effort to communicate those thoughts and feelings to others.

Besides, Writing is an activity, which is productive and expressive. Writing skill does not come automatically, but it needs a lot of practices. The students who want to be able to write well, need more practice in order can master the elements of writing, and also the purpose of writing itself. Writing is not easy to do, takes time to learn, and practices to develop this skill (Agus Prananda, 2016).

Moreover, Writing is challenging for English as a second language (ESL) learner who does not have the skills to write coherent and cohesive text (Fung and Mei, 2015). Furthermore, the students have to pay attention to formal aspects in writing such as neat handwriting, correct spelling, and punctuation, as well as acceptable grammar and careful selection of vocabulary. Therefore, good writing should contain components of writing like grammar, effective sentence structures, spellings, punctuations, coherent ideas, etc (Fitriani et al., 2019). Good writing can convey the message as clear as possible, and the reader can understand easily our writing. Writing as the symbolic representation of language through the use of realistic signs (Srinawati and Alwi, 2020).

From all of the definitions above, it can be concluded that Writing is a process of sharing information, message, ideas, or thoughts in grammatically correct sentences. Writing also needs a series of practices to develop this skill. It cannot be achieved in one time learning only.

2.1.1.2 Component of Writing

(Srinivas Rao, 2017) states that there are 5 bases in writing effective writing: topic, vocabulary, grammatical structure, punctuation, coherent.

- a. Topic: the writer should pay more attention to the topic that they are going to assign it. The writer has to consider interests while choosing the topics. Moreover, the writer should choose the current topics that are more familiar to

the reader. For this purpose, the writer has to read the newspapers and magazines where they get more information about the current topics.

- b. Vocabulary: The writer should pay attention to using certain vocabulary. The writer should know what type of vocabulary they have to choose when they start writing. The writer should use the appropriate vocabulary that suits the situation for a certain context, the vocabulary should be very catchy to the readers and it should be as simple as possible. The writers should concentrate more on suitable synonyms instead of using the same word many times.
- c. Grammatical structure: The next important point that makes the writer writing more effective on the component of writing is the choice of grammatical structures. As there are a variety of structures that are used by the writers of English, the grammatical structures should be correct, because if it is not correct, it will produce monotonous structures in writing.
- d. Punctuation: The next is the right use of punctuation marks. It is a well-known fact that punctuation plays an important role in writing English. If we use the wrong usage of punctuation not only leads the readers to misunderstand the meaning of the sentence but also confuses them to grasp the right meaning of it according to the writers' view.
- e. Coherent: The most important factor that makes the learners good writers is to link their ideas coherently in their writing. Coherence is achieved when sentences and ideas are connected and flow together smoothly. Coherence

plays a vital role in making a paragraph or an essay. Coherence describes the way anything, such as an argument that connects each other. If our writing coherent, it means all of the parts of our writing are well-connected. Without coherence, a written may not make sense or may be difficult for the audience to follow.

According to Hoshima and Hogue (2007) the component of writing are :

1. Content

refers to the relevant ideas to the topic and main ideas supported by supporting ideas. in content should include all of the elements of the writing like; introductory paragraph, body paragraph and the last concluding paragraph. In content, the writer should deliver the ideas clearly

Criteria of Content : - Thorough development of topic

- Relevant to topic but lacks detail

- Inadequate development of topic

- Does not show knowledge about topic

2. Organization

In organization, all of the content in the writer's writing should be well organized. So, the writer should make in sequence. Furthermore, paragraph should vivid about generic structure and the components of essay. Criteria of Organization : Write paragraph structure correctly, Loosely organized but

ideas stand out, Incoherent ideas and lacks logical sequencing, Does not write paragraphs structure correctly.

3. **Grammar:** Use correct grammar (tenses used, pronouns, subject-verb agreement, etc).
4. **Vocabulary:** The word choices or diction.
5. **Mechanics:** Spelling, punctuation, and capitalization

2.1.1.3 Process of Writing

According to (Shields, 2010), there are four processes of writing. They are prewriting, drafting, revising, and editing. The writing process as a private activity is generally known to consist of four main stages i.e. prewriting, drafting, revising, and editing (Abas and Abd Aziz, 2018). Besides, the writing process is a set procedure for producing a kind of written text in learning language either English Foreign Language or English Second Language from the beginning step of writing until the last step of writing.

1. Prewriting Strategies

In prewriting strategies, it steps to choose the writer to choose and narrow a topic. Narrowing the topic means that a small part of the general topic. For example, Sport has many kinds (general topic), we can choose one of them like Futsal (it means the narrow subject). Not only to choose and narrow a topic but also to identify and organize the ideas. It is the planning phase of the writing process. The Idea and

Organization Traits are important in the prewriting phase as the writer considers narrowing or expanding the writing focus. Furthermore, the writer should be given more attention based on several points, they are:

- 1) Knowledgeable, an important point in finishing a draft of writing. The more knowledgeable the writer is, the more qualified the written can be produced.
- 2) Interesting, the more interesting the writers to the topic, the writer can develop the material of writing and the readers can interest to read if the topic is interesting.

2. Draft Writing Strategies

Draft refers to the first version of a piece of writing. Before going to the next process, the text should be drafted first. In draft writing strategies, this step is the point of the writing process. The students should focus on the structure in which to place their prewriting, unstructured findings. The students should be encouraged to develop their prewriting ideas. In draft writing, all of the ideas have been drafted.

3. Revision Strategies

In a step of revision strategies, the students should take an opportunity to make choices about style and content and about how information can be arranged to make writing more effective. The activities that happen in this revision are: rearrange, change, add, or delete the content.

There are some steps in revising:

- a. Focus on general aspects, make the note at the margins to write the parts that need improvement.
- b. Check to make sure you have stated your purpose or not.
- c. Check carefully for general logic and coherence as to provide your audience with the ability of following and understanding your ideas stated easily
- d. Check the topic sentence and it has a controlling idea
- e. For unity, cross out the sentences that do not support the topic sentence.
- f. Make sure the controlling idea is developed with sufficient supporting ideas. Make sure that information in the paragraph is clear.
- g. Using the transition signals.
- h. Your paragraph is supposed to have or need a concluding sentence.

4. Editing/Proof Reading Strategies

Editing is the last step before publishing. In editing, we should pay attention and revise our written text. We have to check line by line to clarify the meaning and strive for technical competence. Besides, the writers should read all of the text to check their writing has been good or not good, or some texts still confuse with the meaning or still ambiguous and the information is not clear. Then the writer tries to using not similar words between each sentence or paragraph. The writer's experience is needed in this stage to look at the problem of the general meaning and the structure. After that, they concentrating on individual words and give more attention to grammatical

accuracy. For doing the editing, the writer should ask the other writer's experienced suggestion and opinion. The response will help the author to make a suitable revision.

2.1.1.4 Purpose of Writing

Writing is an instrument of both communication and self-expression. There are few initial principles to note. Firstly, writing should be as close as possible to genuine functional uses of language. Secondly, since ways of communicating information are very varied. There is a single way of writing correct English, it is therefore important for students to read as widely as possible to familiar with a different variation of writing English. The last, good writing depends on a set of specific skills; writing does not follow automatically good grammar and adequate vocabulary.

According to Sardila (2015), the writers have a goal in expressing their ideas/thoughts and feelings through written language, both for themselves and others. Example of purpose writing for ourselves: not forgetting, to be neat, to organize the ideas/thoughts. The written form can be in a diary, lecture notes, meeting notes, special notes, and so on. An example of writing goals for others in the purpose of writing to give information (to inform), to analyze or to explain, entertains as the feeling expression of the writer in writing.

a. To Inform

The writer communicates with clear information, accurately, simply, and directly. This purpose is often found in the report, like the magazine, newspaper, and case study.

b. To Analyze or To Explain

The writer uses language to analyze or to explain the information that the writer gets. It means that to discover the deep meaning from the information.

c. To Express

The writers use the language to express his/her feeling or thought but the writer does not expect the reader does an action.

2.1.1.5 Assessing Writing

According to Brown (2004:242) There are three kinds of scoring methods that can be used to assess students' writing which are Holistic, Primary-Traits and Analytic.

1. Holistic Scoring

This type of scoring agreed that each point on a holistic scale is given a systematic set of descriptor or results in general description for categories, but includes the different elements of writing implicitly or explicitly. The

result is usually a global grade, such as A, B, C, D, E. Holistic scoring provide little information for the classroom instructional purpose.

2. Primary Trait Scoring

In primary trait scoring, focuses on a particular aspect of writing, or a specific linguistic form, or the use of a certain semantic group, primary trait scoring allows the instructor and the students to focus their feedback, revisions and attention very specifically.

Primary trait score is going to asses :

- a. The sensibility of the original (summary).
- b. The explication of the steps, procedure and final result (lab report).
- c. The description of the main features and the graph (graph description).
- d. The way and expression the writer's opinion (response to an article).

This type of scoring is suitable for beginner.

3. Analytic Scoring

Analytic scoring In this mode, students' writing is evaluated based on detailed grades for elements of writing such as vocabulary, grammar, composition, or mechanics. Results are based on multiple sub-grades.

Analytic scoring method is suitable for small-scale assessment like the classroom assessment. Its detailed feedback assists the examiners (the teachers) in discovering in which aspect their students are good and poor at in essay writing.

Based on the explanation above, the researcher conclude that the evaluator can use some type of scoring rubric. The rubric that suitable for the learners needed and easier to the evaluator to measure how far the students skill in writing is analytic rubric.

2.1.2 Argumentative Essay

There are some kinds of writing, one of them is an essay. An essay is writing that explains what a term means. Some terms have definite concrete meanings. Terms such as honesty, honor, or love are abstract and depend more on a person's point of view. One of the essay forms is an argumentative essay. According to Ramadhan (2019) Argumentative essay is a form of writing, which the writer argues for a certain idea and try to persuade readers to adopt the writer's point of view. Furthermore, the argumentative essay is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic concisely. For writing an argumentative essay a writer must support his/her proposition with solid proof and coherently. An argumentative essay states the thesis in the introduction, substantiates the thesis in the body, and provides a resolution for the reader in the conclusion.

2.1.2.1 Definition of Argumentative Essay

An argumentative essay is another type of essay writing. Like the other type of essay and writing already discussed. An argumentative essay has its characteristics. It is concerned with the reasoning ability of the writer to present an issue logically with the main view. Usually, two people are involved in an argumentative essay with their arguments based on his/her point of view. There are two sides to the coin in an argumentative essay; pros and cons what is referred to as arguing.

The argumentative essay is the scientific essay that focuses on an issue, or a controversial issue that happens in society (Sari and Kaba, 2019). In writing an argumentative essay the writer has to state a strong opinion with the related theory to prove to the reader, the contents of the argumentative essay is discussed about pro and cons of a current issue.

According to Permata and Hamzah (2019), an argument is an ordered presentation of support for an opinion that you want others to accept. An argument is made up of your opening statement of opinion, any background information that your readers may need to follow you, the evidence that you will use to support your opinion, and the concluding statement.

However, writing an argumentative essay is not an easy task for students. Argumentative writing is a complex activity in which the author takes a position on a

controversial issue and gives reasons and supporting evidence to convince the reader to accept his or her position.

Furthermore, an argumentative essay is a form of writing in which the writer argues for a certain idea and tries to persuade readers to adopt the writer's point of view. An argumentative essay is writing that takes a position on an issue and gives supporting evidence to persuade someone else to accept, or at least consider, the position. Several experts say that an argumentative essay is a written text that makes the writer claim on an issue which there is a disagreement, provides clear evidence to support arguments or thesis, and summarizes and refutes evidence in opposition to the claim or thesis (Clouse,2004; Oshima,2004 and Soles,2010) in Permata and Hamzah (2019). A writer writes an argumentative essay to convince readers about the writer's opinion and move the readers to accept her position on an issue, but that is often a very difficult challenge. The writer has to prove the assertions or the theories on an argumentative essay through proper reasoning, inducting, and making a conclusion. Besides, An argumentative is that show both sides of the contentious issue. In other words topic must be debatable. Moreover, Similar to the other essay, an argumentative essay has three essential parts. The introductory paragraph that functions as an attention-getter for the readers, then the body paragraph where the writer proves the assertion, and finally the concluding paragraph. (Anita, 2016).

To convince readers in argumentative essays, it is necessary to give them clear main points and much logical evidence to support them (Sukma, 2019). The point of

evidence must link to the topic clearly and support the main ideas that are trying to be conveyed to the reader. Therefore, based on the above theories, it can be concluded that the argumentative essay aims to convince the reader of the author's argument about controversial issues using the evidence or data to avoid the readers' doubts about the topics discussed in the author's essay. The argumentative essay is commonly relegated as a capstone or final project in first-year writing or advanced composition courses and involves lengthy, detailed research.

2.1.2.2 Elements of Argumentative Essay

According to Baker et al., (2013) views that an argumentative essay contains the following:

a. Introduction

In introduction consist of:

The background is appropriate. This may consist of a brief history of related past events, a summary of others' opinions, or a review of the basic facts. A thesis statement is required. This informs the reader of the writer's opinion regarding the matter under discussion and previews his plan of development. In arranging the introduction, the students should give detail background information about the topic of the argumentative essay by giving a clear explanation or definition of the problem. Furthermore, in arranging the introduction, the students should introduce the main idea of the essay by stating the thesis statement. In arranging the introduction, many students wrote some background information and stated the

problem, but it was unclear and almost all of the students lack in arranging the thesis statement. They wrote many sentences but almost all the sentences did not support their thesis statement and many students did not arrange their thesis statement correctly. Furthermore, their thesis statement was unclear.

b. Body Paragraphs

In the body of the paragraph, the writer presents the points of discussion. Each point is typically given its paragraph and is supported by evidence. In arranging body paragraphs, the writer should write at least three main points and should be able to develop those main points with supporting details. Mostly, the writer begins with the weakest point and concludes with stronger arguments. If all the writer's points are equally strong, then the writer builds a relationship with the audience by discussing the most familiar, less controversial points first.

c. Conclusion

In conclusion, the writer may summarize main points without repeating previous sentences, reinforce the weakness of the opposition, underscore the logic of the presentation, reemphasize why this debate is important, suggest a course of action, or challenge the reader to apply the paper's argument to the writer's life.

This is the example of Argumentative essay :

Should parents educate their children at home?

C. Wilson (2016)

In Britain parents are now choosing to educate their children at home. This is often because some children find it difficult to fit into the school system because they are especially gifted or have problems of some kind. However, despite the various arguments that have been put forward for home tutoring, this essay will argue that it is better for a child to be educated at school. Teaching children at home has a number of advantages. Firstly, parents feel that their children will be able to realise their potential better if they can work at their own rate and concentrate on specific subjects. For example, there have been cases of children who have gone to university as young as twelve or thirteen because they are especially gifted and have opted out of the school system. Parents feel that they will also be able to protect their children from harmful influences they may encounter at school if they keep them at home. Problems such as truancy and drugs are common and adolescents particularly can be led astray by their peers. Thus, school can prevent learning to take place effectively.

However, there are also arguments in support of sending children to school rather than educating them at home. First of all, children are isolated at home; at school, on the other hand, they are able to socialise and meet people of different ages and so become increasingly independent. Children also need their peers to do subjects like sports and drama. Another important point is that schools have more resources and equipment than can be provided at home. Such as libraries, sports equipment and

laboratories for science experiments. A final argument is school can offer a much wider range of subjects and expertise than parents can provide on their own. Parents would need to have a whole range of professional knowledge in science subjects like physics and chemistry to English literature and economics. It is also questionable whether parents could keep a disciplined study atmosphere at home because of the friendly family atmosphere. In sum, home tuition can affect social independence, fail to provide the correct resources and professional teaching.

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On balance it seems that education at school is preferable to learning at home. It is fair to assume that home education aids concentration and protection, it also limits socialising, availability of resources and professional teaching. There may be particular cases in which home tutoring would be advantageous, such as for severely disabled children; however, for the vast majority of children there are greater benefits from going to school.

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Adopted from Academic EnglishUK

2.2 Relevance Studies

There were some relevant studies related to the use of an argumentative essay. Action research is written by (Zia Hisni Mubarak, 2013) entitled An Analysis of Students' ability in Building Cohesion and Coherence in Argumentative Essay Written by the Fourth year students of English Department at University Bengkulu. The study was descriptive research that used a quantitative approach to analyze the data, she used to examine grammatical errors, cohesion and coherence, and the

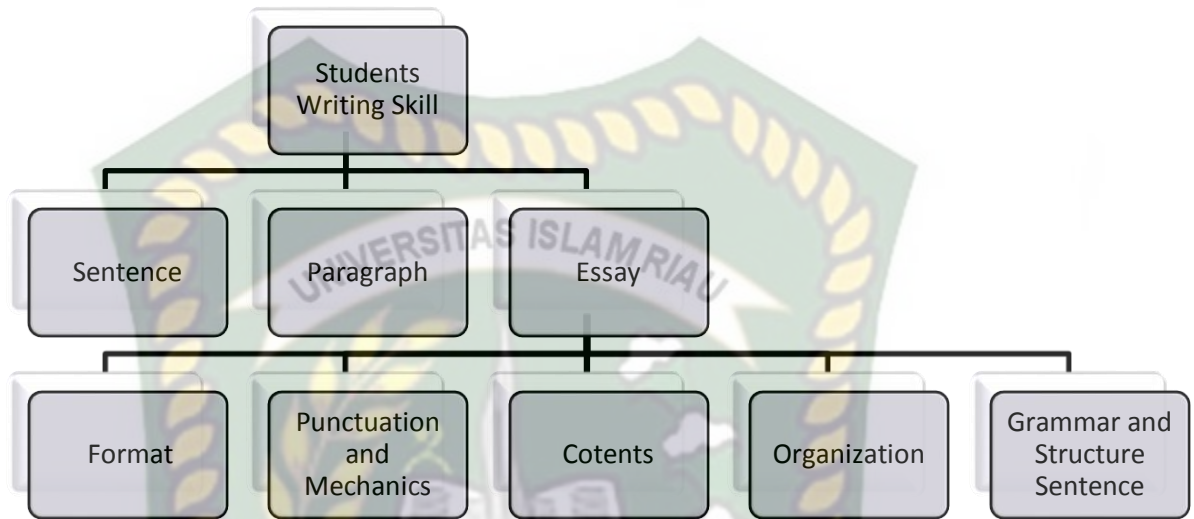
contents and organization. Based on the problems found at the beginning of the study, the purpose of this research was to find the ability to fourth-year students in building cohesion and coherence in writing argumentative essays on English education study programs at the University of Bengkulu. This study was descriptive. The study population was a fourth-year student education courses of English, the University of Bengkulu enrolled in the academic year 2012/2013. Samples were selected using the purposive sampling technique. Data obtained through the test writing argumentative essays. Data were analyzed using quantitative methods. The similarities of this study are we are equally researching Argumentative text. The difference is in the object of the study, She uses the building, cohesion, coherence, and the contents and organization to improve reading comprehension, but My research focus on the structure of the argumentative essay.

Then, Agus Prananda (2016) entitled Students' Ability in Writing Paragraphs Using Structure of The Paragraph in Argumentative Essay By The Sixth Semester of English Study Program of Muhammadiyah University of Bengkulu. This study is aimed to know How is Students' Ability in Writing Paragraph Using Structure of The Paragraph in Argumentative Essay by The Sixth Semester of English Study Program of UMB. The objective of this research was to identify and describe the students' ability in writing a paragraph using the structure of the paragraph in an argumentative essay by the sixth semester of the English Study Program of UMB. This research used a descriptive method. The samples were taken from 50% of the total population,

where the samples were 84 students. The result of the analysis showed that the average of the students' ability in writing a paragraph using the structure of the paragraph in an argumentative essay was qualified "very poor".

The next research was by Riya Permata and Hamzah (2018) entitled Students' Ability in Developing the Paragraphs of Argumentative Essay of the English Department at Universitas Negeri Padang. This study was descriptive research since its purpose was to describe the students' ability in developing the paragraphs of the argumentative essay. The data were taken from the essay written by the third year English Department students at STKIP PGRI Sumbar. 24 students were assigned to write an argumentative essay based on the topics given. The findings of this research reveal that students still have low ability in developing argumentative essays because of several aspects that come from the students themselves.

2.3 Conceptual Framework



2.4 Assumption

Based on the formulation in this research, the researcher assumed that the students at the Third semester of English Language Education of Universitas Islam Riau can write the argumentative essay and comprehend the aspects of writing or the structure of argumentative essays.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design in this research was descriptive qualitative research. Descriptive Qualitative is the method of choice when straight descriptions of phenomena are desired. This design is useful for researchers wanting to know the who, what, and where of events (Lambert, 2013). The descriptive method was used in this study because it reports the condition of students' ability in writing essay of an argumentative essay. Therefore, this method was suitable for this research. The researcher has described the third-semester students' at English Language Education Universitas Islam Riau ability in writing an argumentative essay. This research has one variable that was students' ability in writing an argumentative essay was made by third-semester students at English Language Education-Universitas Islam Riau. This study was based on reality and has conducted in the classroom.

3.2 Source of the Data

This research has conducted in the third semester of English Language Education of Universitas Islam Riau academic year 2020/2021. The participants of the research were the third semester of Language Education of Universitas Islam

Riau. This research took in one class. The time of the research was carried on 1st Februari 2021.

3.3 Participants and Sample of the Research

a. Participants

Participants and sample are significant in research. The participants is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized (Gay et al., 2012). The participants of this research were the students of the third semester at the English Study Program of UIR, which consist of class A and B. There are 95 students.

Table 3.1: Table of Participants

No	Class	Participants	Sample
1	A	50	-
2	B	45	45
	Total Number	95	45

b. Sample

The small group is called as sample. The sample is as a member of the population taken with using sampling techniques (Ahyar et al., 2020). The researcher was purposive sampling technique to obtain the sample of this research. The researche has selected the sample based on their knowledge.

Table 3.2 : Table of Sample of The Research

No	Class	Number of Students
1	3B	45

3.4 Research Instrument

In collecting data the researcher has used writing test as the main instrument. The students had been asked to make an essay that consists of at least three paragraphs and they write one of the five topics provided:

Education in New Normal Era, Youth Generation as Government collaborators in the New Normal Era, Economic Prospect in the New Normal Era, Millenials as Health Promoters in the Normal Era.

The researcher has used raters to guide in analyze the students writing skill of English Language Education-UIR. They are experienced in teaching and they are an English lecturer as well.

3.5 Data Collection Technique

In collecting data, the researcher has collected the data by taking students written test of Mrs. Arimuliani Ahmad's. The researcher has asked to the lecturer about the documents that she has. After has confirmation and got the data, the researcher started to analyze.

3.6 Data Analysis Technique

1. After gathering the data, the next step of analyzing the data from written essay and the researcher was helped by the raters. After the raters gave the score used scoring rubric that was analytic rubric adapted from Jacob, et. al' (in Hughes, 2003:104), Brown (2004:246), and Henning (1987:150) the researcher delivered finding respondents score by the students based on components of writing in essay writing and percentages all of the students score in writing essay that have done. Then, the result of this study lead the researcher to take the conclusion and score to the following scoring system :

Table 3.2 Scoring Rubric of Writing

Scoring Rubric of Writing

Aspect	Criteria	Score	Category
Content: Topic development	- Thorough development of topic	20	Very good
	- Relevant to topic but lacks detail	15	Good
	- Inadequate development of topic	10	Fair
	- Does not show knowledge about topic	5	Poor
Organization: Paragraph structure	- Write paragraph structure correctly	20	Very good
	- Loosely organized but ideas stand out	15	Good
	- Incoherent ideas and lacks logical sequencing	10	Fair
	- Does not write paragraphs structure correctly	5	Poor
Grammar: Sentence structure/construction	-Use correct grammar (tenses used, pronouns, subject-verb agreement, etc.)	20	Very good
	-Several errors of tenses, pronoun, subject-verb agreement, but meaning not obscured	15	Good
	-Major errors of tenses, pronoun, subject-verb agreement, but meaning obscured	10	Fair
	-Not mastery of sentence construction and dominated by errors	5	Poor
Vocabulary: Word choice/diction	- Employ accurate effective choice of words/ dictions	20	Very good
	- Employ accurate dictions but not effective	15	Good
	- Employ lacks accuracy of diction but meaning not obscured	10	Fair
	- Errors in applying diction or word form, and meaning obscured	5	Poor
Mechanics: Spelling, punctuation, and	- Very little errors of mechanics	20	Very good
	- Few errors of mechanics, but meaning not obscured	15	Good

capitalization	- Many errors of mechanics and meaning obscured	10	Fair
	- Dominated by errors of mechanics	5	Poor

Adapted from Jacob, et. al' (in Hughes, 2003:104), Brown (2004:246), and Henning (1987:150)

2. After the real score of the Third semester students in English Language Education-UIR in writing essay has been analyzed, the researcher need to know the average of their skill in writing essay writing and will classify into the table below :

3. SCORE	CATEGORIES
80 – 100	Good to Excelent
60 – 79	Average to Good
50 – 59	Poor to Average
0 – 49	Poor

Adopted from Wahyuni (2017)

4. After find the classification of the student's writing skill of essay writing, the researcher will analyze the student' essay, and present the data into the next chapter.

CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher provided the data obtained of the student's writing skill in writing argumentative essay. The data was taken from the third semester students in academic year 2020/2021.

4.1 Data Description

This chapter discussed and explained about data finding, the researcher analyzed the student's writing skill of argumentative essay at the third semester students in academic year 2020/2021 at English language education of UIR. The researcher calculated the result based on formula scoring rubric in previous chapter, and helped by two raters. For counting and scoring the data, the researcher used scoring rubric that adapted from Jacob, et. al' (in Hughes, 2003:104), Brown (2004:246), and Henning (1987:150) the components of writing are content, organization, grammar, vocabulary and mechanics.

The result of students in writing skill scores can be seen in the appendix 1 after conducting the data, the researcher found that the student's writing skill was good. It can be seen from the students writing score given by two raters and has calculated by the researcher. Almost of the students got the good category from all of

the aspects. It showed that they have a lot of experiences to write the argumentative essay writing. Based on the calculation of rater's opinion, the result of the students of writing argumentative essay are : 10 (22%) students got excellent category, 26 (58%) students got good category, its more a half then the total of the sample, 5 (11%) students got average category and the last 4 (9%) get poor category. The raters have done with double-checking for make sure the score that the students supposed to get. The result of double-checking was same.

Besides, in analyzing this research, researcher decided to make comparison between different opinion by the raters. The raters using different techniques and strategies. All the raters used analytical assessment to get the score of each students and analyze one by one of each component. From the assessment of raters, the researcher got the result of students skill in writing argumentative essay. The researcher totals all of the students score that given by the raters and created the mean. The students score can be seen at the table below :

Table 4.1 The Students' Score of Writing Argumentative Essay by Two Raters

NO	Students' Name	Raters for Scoring		Total	Category
		Rater 1	Rater 2		
1	S-1	60	60	60	GOOD
2	S-2	65	55	60	GOOD
3	S-3	60	60	60	GOOD
4	S-4	50	65	57.5	AVERAGE
5	S-5	95	85	90	EXCELLENT
6	S-6	30	35	32.5	POOR
7	S-7	65	65	65	GOOD
8	S-8	35	40	37.5	POOR
9	S-9	85	75	80	EXCELLENT
10	S-10	90	85	87.5	EXCELLENT
11	S-11	60	70	65	GOOD
12	S-12	65	65	65	GOOD
13	S-13	65	70	67.5	GOOD
14	S-14	60	65	62.5	GOOD
15	S-15	50	85	67.5	GOOD
16	S-16	75	90	82.5	EXCELLENT
17	S-17	55	65	60	GOOD
18	S-18	40	60	50	AVERAGE
19	S-19	60	40	50	AVERAGE
20	S-20	35	65	50	AVERAGE
21	S-21	60	60	60	GOOD
22	S-22	75	85	80	EXCELLENT
23	S-23	45	35	40	POOR
24	S-24	70	65	67.5	GOOD
25	S-25	85	85	85	EXCELLENT
26	S-26	65	65	65	GOOD
27	S-27	65	65	65	GOOD
28	S-28	65	65	65	GOOD
29	S-29	70	60	65	GOOD
30	S-30	65	70	67.5	GOOD
31	S-31	95	95	95	EXCELLENT
32	S-32	75	85	80	EXCELLENT
33	S-33	85	85	85	EXCELLENT
34	S-34	65	70	67.5	GOOD
35	S-35	70	60	65	GOOD
36	S-36	75	85	80	EXCELLENT

37	S-37	50	55	52.5	AVERAGE
38	S-38	65	65	65	GOOD
39	S-39	70	75	72.5	GOOD
40	S-40	40	45	42.5	POOR
41	S-41	70	60	65	GOOD
42	S-42	65	75	70	GOOD
43	S-43	65	60	62.5	GOOD
44	S-44	60	65	62.5	GOOD
45	S-45	65	70	67.5	GOOD
	Total	2895	2995	2942.5	
	Mean	64.3	66.5	65	GOOD

Regarding to the table above, it was clearly seen that the raters gave the different score in student essay writing, in order to avoid unclear about the data the researcher showed the data has been total and given by the raters. It can described that there were 10 students got excellent level (80-100), there were 26 students have good category (60-79), there are 5 students have average category (50-59) and there were 4 students have poor category (0-49).

The highest one was gotten by S-31 which was 95 included of excellent category. She got same score from the raters and the score 95 from two raters (it can be seen at the appendix II), it made this student belong to excellent category and got the first place than the other member. She almost got excellent in all aspects. The points that she got 20 points, but in grammar she got 15 points. The title of her essay was “ *Enterprising in New Normal Era* “. Her essay contents were clear. The

conclusion of the topic was simply and the organization, therefore the vocabulary was good. She was choosing the appropriate vocabulary like the word “ *layoffs* “ .

Then, the top 2 came from S-5 who got 90 which that score included of the excellent category. The S-5 got the highest score in content and mechanics. It means that the structure of the content was well-organized. The title of his essay was “*Technology in Health* “. In third paragraph of his essay, there was repeated conjunction. The example “ *who, that, and when*” in one sentences. In addition, there was repeated vocabulary in the same paragraph. It means the student was still lack of using the appropriate vocabulary.

The next, the top 3 came from S-10 who got 87.5 which that score included in excellent category. The title was Education in the “ *Education in New Normal Era*”. The S-10 get good in content, she explained clearly with the suitable arguments. The introduction and the conclusion paragraph was clear too. For the example the arguments in second paragraph the body of the paragraph “ *The world of education has been on vocation and replaced with a bold learning system or online learning* “. This argument was so appropriate and explained the condition of the education in the new normal era.

Then, there was S-25 who got 85. The title was “ *Education in the New Normal Era* “ This student got perfect point in content and organization. Next, S-33 got the same score 85 of the total by the score of two raters. The case of S-25 and S-

33 are same got excellent score in content and organization but they got low in grammar and vocabulary. Almost of the student get low in grammar and vocabulary. For the example she made mistakes in the last paragraph in using grammar. “ *every teacher and student always uses a mask* “ , the word uses should be replaced with use. The teacher and the student was plural not a singular, so we had put “ S “.

Next, there was S-16 got 82.5 points, she got excellent in content. The content was interested. The title of the essay was “ *Health Protocols y the Younger Generation* “. Next there was S-9, S-22, S-32, S-36 who got 80 points. The highest aspect got in content also, and the next in the grammar aspects.

Mostly, the students got the good category or good level in writing argumentative essay. It was proved by there were 26 students on this position or level. It can be seen the students who got good more than half from the total of the students, 45 students. Based on the classification on students score adopted by Wahyuni, almost of the students have mastered in learning writing, especially in writing argumentative essay. The highest one was gotten by S-39 with 72.5 points and the lowest one come from S-21 with 60. For the first student S-39 she got 15 points for all aspects. The title was “ *The Role of Youth in Responding in the Challenges of the New Normal Era* “. The content was good, but there was a mistakes grammar that she made, for the example for the beginning in the introduction of the essay “ *The pandemic we are currently*”, but it should better replaced by word “ *The pandemic are currently* . It showed that many student still got

difficulties in grammar. “ The next S-42 who got 70 points. The title was “ *The role of the Younger Generation in the New Normal Era Education* “ . She got perfect point in content, but got trouble in grammar. For the example in paragraph 4 in line 4, “ it is not only the responsibility of the government, but in all levels of society “. In the rules of the grammar *Not Only* should be followed by *But Also*, in fact , she just put the word “ *but* “ without “ *also* “. Meanwhile S-13 got 67,5 points. The title was “*Education in the New Normal Era*“, She made a mistakes in mechanics, for the example in using capitalization. For the example in the paragraph 2, in the beginning of the first line “ *In a new era (NEW NORMAL) Reorganizing all new forms of education.....* “ . *NEW NORMAL* should not write in capitalization. But in overall the content related in the topic, but she made many mistakes in mechanics. Actually as the data showed there was no significant differences between the student who got the score more than 60 points. For more description the S- 15, S-24,S-30,S-34,45 got the same score 67.5. The common students made mistakes in the grammar, but in content the students wrote the interesting idea. So there was no significance difference about the score. In addition S-7,S-11,S-12,S-26,S-27,S-28,S-29,S-35,S-38 and the last S-41 got the same points 65. The next, S-14,S-43 and S-44 got 62.5 points. The last for the good category S-1,S-2,S-3,S-17 and S-21 got 60 points. For the example S-1. The title was “ *New Normal Era Education* “ , she made the essay was clear about the ideas, but the organization was bad. The lowest score that the students got 10 points.

The mistakes was almost same the student used incorrect grammar, but the content was relateable with the topic and relevant.

The average level got by 5 students. This average classification the score was less from 60 points. The first S-4 got 57.5 points, The student had misatkes in choosing the appropriate vocabulary. For the example “ *people small* “ in the first paragraph, so the meaning of the *people small* was so ambiguous, she got 10 of each components of the essay. and S-37 got 52.5 The title was “ *Education system in the New Normal Era* “, the first paragraph she used incorrect grammar, furthermore the using of mechanic was so measiable.,S-18,S-19 and S-20 got 50 points. The common mistake that in average level was in grammar and the mecanics.

The poor level got by 4 students. This poor classification the score was less from 45 points. S-40 got 42.5 points, the title of her essay was same “ *Education in the New Normal Era* “, the organization of the paragraph was not sequencing and she wrote the structure of paragraph was not correctly. For choosing the vocabularies were lacks accuracy of diction. Lastly for the content inadequate development of the topic.Furthermore, S-23 got 40 points and S-8 got 37.5 points, the last S-6 got 32.5 points.The trouble of those 4 students were almost same, did not write paragraph in the right structure, and the content was not realteable to the topic, and also for the vocabulary was not appropriate. Lastly, grammar still became the big problem for writing the essay.

In conclusion, The total of all the scores in student writing skill of argumentative essay by two raters were 2945.2 while the mean of the essay from the raters was 65. 4.10 students got excellent level 26 students have good category, 5 students had average category (50-59) and last, 4 students had poor category (0-49). It was clearly seen that the students writing skill in argumentative essay were good classification.

4.1.2 Data Analysis

The researcher analyzed the data of the students based on the components of writing argumentative essay(content, organization, grammar, vocabulary and the last mechanics. The description illustrates the students category in writing argumentative essay.

4.2.1 The classification of the Students Score

After presented the data based on the components of writing the result of students that got from the raters, the researcher calculates all the students' result then classified the scores in order to see the percentage and to measure student's ability in writing argumentative essay by using this fomula :

$$P = \frac{n}{s} \times 100$$

P = Percentage in aspect

N = Frequency of the students

S = Total of the Students

Table 4.2 Students Get Excellent Score in Writing Argumentative Essay

No	Students' number	Students' final score	Category
1	S-31	95	Excellent
2	S-5	90	Excellent
3.	S-10	87.5	Excellent
4	S-25	85	Excellent
5.	S-33	85	Excellent
6	S-16	82.5	Excellent
7	S-9	80	Excellent
8	S-22	80	Excellent
9	S-32	80	Excellent
10	S-36	80	Excellent
	Total	845	Excellent
	Mean	84.5	

From the table above shows that there are 10 students got excellent category with 45 students as sample. To find out the percentage the researcher uses the formula that will be explain before :

$$\begin{aligned}
 P &= \frac{n}{s} \times 100 \\
 &= \frac{10}{45} \times 100 \\
 &= 22\%
 \end{aligned}$$

From the result of percentage from all of the student's score in writing argumentative essay have excellent category is 22 %.

The next following table is the students' that got good category in writing argumentative essay :

Table 4.3 Students Get Good Category in Writing Argumentative Essay

No	Students' number	Students' final score	Category
1	S-39	72.5	Good
2	S-42	70	Good
3	S-13	67.5	Good
4	S-15	67.5	Good
5	S-24	67.5	Good
6	S-30	67.5	Good
7	S-34	67.5	Good
8	S-45	67.5	Good
9	S-7	65	Good
10	S-11	65	Good
11	S-12	65	Good
12	S-26	65	Good
13	S-27	65	Good
14	S-28	65	Good
15	S-29	65	Good
16	S-35	65	Good
17	S-38	65	Good
18	S-41	65	Good
19	S-14	62.5	Good
20	S-43	62.5	Good
21	S-44	62.5	Good
22	S-1	60	Good
23	S-2	60	Good
24	S-3	60	Good
25	S-17	60	Good
26	S-21	60	Good
	Total	1685	Good
	Mean	65	

Regarding to the result from the table above it shows that there are 26 students got good category. The classification that student got good score ws known by using this formula :

$$\begin{aligned}
 P &= \frac{n}{s} \times 100 \\
 &= \frac{26}{45} \times 100 \\
 &= 58\%
 \end{aligned}$$

From the result of percentage from all of the students' score in writing argumentative essay who got good score was 58% or more than half 100% total student of the sample more comprehend in writing argumentative essay.

The next, the students get average score in writing argumentative essay :

Table 4.4 Students Get Average Score in Writing Argumentative Essay

No	Students' number	Students' final score	Category
1	S-4	57.5	Average
2	S-37	52.5	Average
3	S-18	50	Average
4	S-19	50	Average
5	S-20	50	Average
	Total	260	Average
	Mean	52	

The result of the data shows that only 5 students get Average score. The researcher calculates to find the percentage of the classification by using this formula:

$$\begin{aligned}
 P &= \frac{n}{s} \times 100 \\
 &= \frac{5}{45} \times 100 \\
 &= 11\%
 \end{aligned}$$

From the formula above, it clearly seen the percentage the student who get average category was 11 %

The last, the students get poor score in writing argumentative essay.

Table 4.5 Students get Poor Score in Writing Argumentative Essay

No	Students' number	Students' final score	Category
1	S-40	42.5	Poor
2	S-23	40	Poor
3	S-8	37.5	Poor
4	S-6	32.5	Poor
	Total	152.5	Poor
	Mean	38.125	

The result of the data showed that there were 5 students in poor position. The researcher calculated to find the percentage of the classification by using this following formula :

$$P = \frac{n}{s} \times 100$$

$$= \frac{4}{45} \times 100$$

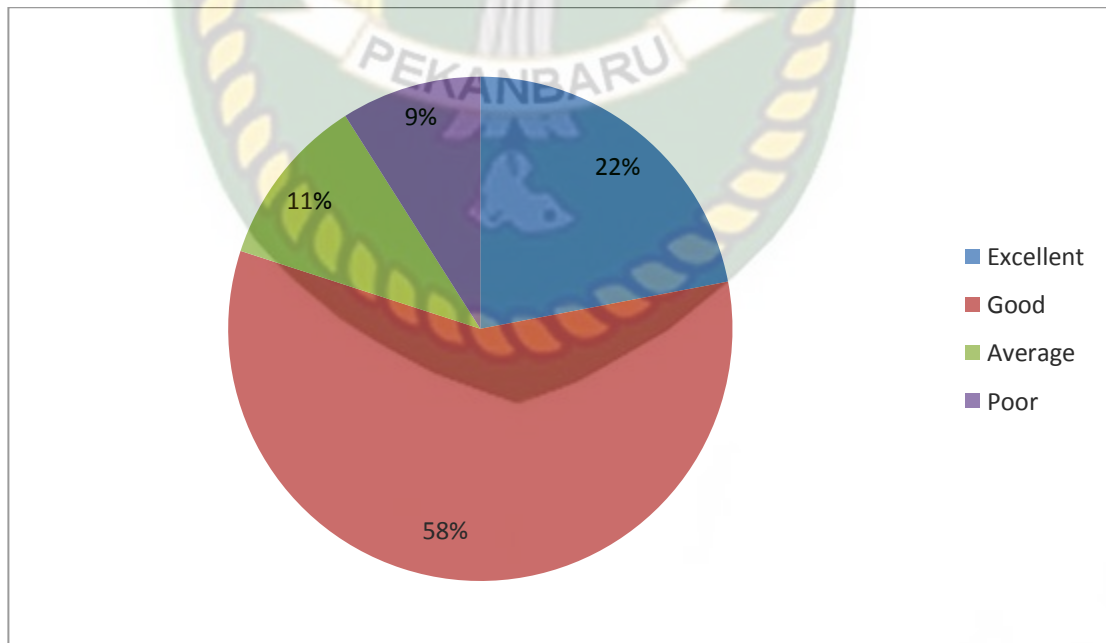
$$= 9\%$$

From the formula above, there were 4 students get poor position (9%).

4.3 The Interpretation of Data

The interpretation data could be found from the students in writing skill of the third semester in academic year 2020/2021 at Universitas Islam Riau in writing Argumentive Essay was good based on the calculating two raters. It can be seen from the digram below :

Figure 4.1 The Percentage of Student's skill from rater 1 and 2.



From the diagram above, it could be reported that the students' writing skill of argumentative essay that made by third semester students in English Language Education of UIR was Good (58%). It proved by there were 10 students or 22% got excellent category, as the highest score was 95 and the lowest was 80. Next, there were 26 students or about 58% have good category which was the highest score was 72.5 and the lowest one was 60. And the next the average score category, where the highest score get 57.5 and the lowest score get 50. And the last, the poor category, where the highest score 42.5 and the lowest score was 32.5. From the explanation it could be concluded that the third semester student in academic year 2020/2021 at English Language Education of UIR was Good.

In addition, the researcher presented the data in each writing paragraph aspects that have calculated. There are five aspects that analyzed in writing argumentative essay ; content, organization, grammar, vocabulary and the last mechanics

4.3.1 The Classification of Students Score Based on the Aspect

- a. The Result of Students Score in Term of Content

Table 4.6 Score of Format in Writing Argumentative Essay

No	Score of Students	Frequency	Percentage
1	20	10	22%
2	17.5	7	15%

3	15	18	40%
4	12.5	6	13%
5	10	4	8%

The first aspect was content. Based on the data the highest score got by the student was 20 and the lowest score was 10. There were 10 students got 20 points for the content aspects (22%). Then, there were 7 students got 17.5 points (15%). Then there were 18 students got 15 points 40%. Next, there were 6 students got 12.5 points mean 13%. And last, for 10 points there were 4 students mean 8%.

The problems that researcher found, most of the students inadequate for developing of the topic and the knowledge of the content were less.

b. The Result of Students Score in Term of Orgnization

Table 4.6 Score of Organization in Writing Argumentative Essay

No	Score of Students	Frequency	Percentage
1	20	2	4%
2	17.5	2	4%
3	15	12	26%
4	12.5	16	35%
5	10	9	20%
6	7.5	2	4%
	5	2	4%

The second aspect was organization of argumentative essay that made by the third semester students at English Language Education UIR could be seen 20 as the highest score and 5 as the lowest score. Meanwhile there were 2 students (4%) got 20. There were 2 students (4%) got 17. 5. Then, there

were 12 (26%) students got 15. Next, there were 16 students (35%) got 12.5 points. Next,there were 9 students (20 %) got 10 points. Next, there were 2 (4%) students got 7.5 and 5 points.

Additionally the error in conventions that made the students such as the ideas not organized each other and insequencing. Furthermore, the students did not write the paragraph structure correctly.

c. The Result of Students Score in Term of Grammar

Table 4.8 Score of Grammar in Writing Agumentative Essay

No	Score of Students	Frequency	Percentage
1	15	6	13%
2	12.5	7	15%
3	10	21	46%
4	7.5	7	15%
5	5	4	8%

Next, for grammar of argumentative essay, the highest score reach by the students were 15 and the lowest score were 5. On this aspects there were 6(13%) student got 15 points. And there were 7(15%) students got 12.5 points, next there were 21(46%) student got 10 points, then there were 7(15%) students got 7.5 points, and there were 4 (8%) student got 5 points.

d. The Result of Students' score in Term of Vocabulary

Table 4.9 score of Vocabulary in writing Argumentative Essay

No	Score of Students	Frequency	Percentage
1	20	1	2%
2	17.5	3	6%

3	15	13	28%
4	12.5	13	28%
5	10	10	22%
6	7.5	3	6%
7	5	2	4%

Furthermore, for vocabulary aspect the score got by student was so variable. The highest score were 20 and the lowest 20. The error that used to happened of this aspects the students did not use accurate vocabulary based on the topic. For the example S-24 the errors in applying diction or word form and also the meaning obscured.

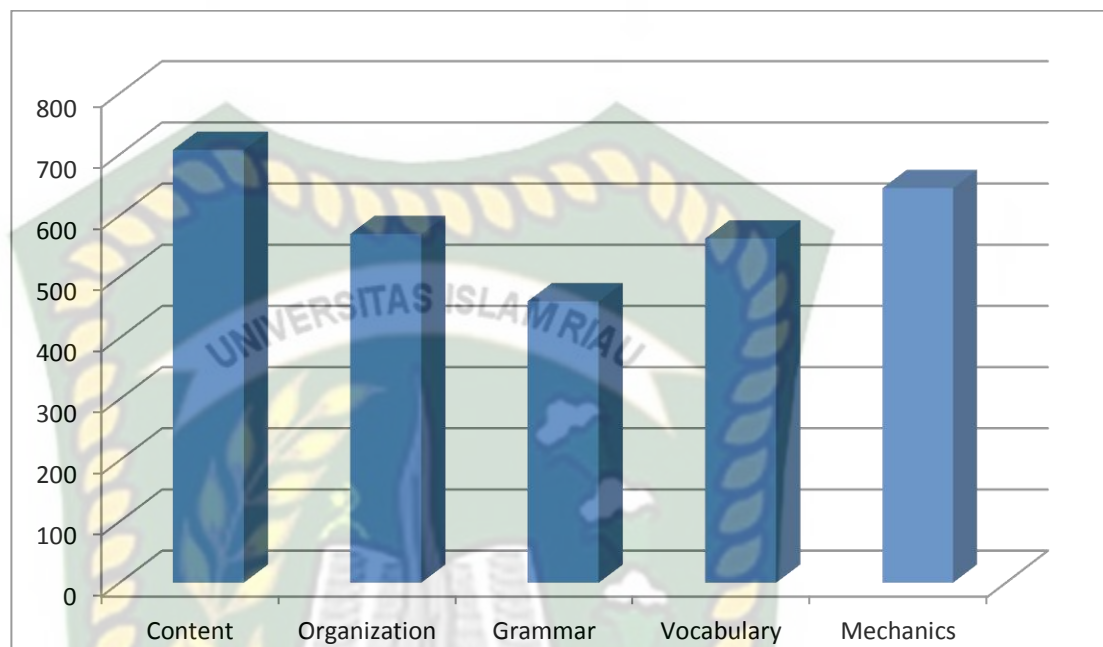
e. The result of Students' Score in Term of Mechanics

Table 4.9 Score of Mechanics in Writing Argumentative Essay

No	Score of Students	Frequency	Percentage
1	20	3	6%
2	17.5	5	11%
3	15	20	44%
4	12.5	12	26%
5	10	4	8%
6	7.5	1	2%

The researcher depicts the result in diagram from the calculated by the first and the second raters as below :

Figure 4.2 The result of students' aspect writing from rater 1 and 2.



4.4 Discussion

Based on the diagram above it can reported that students writing skill of writing argumentative essay that made by third semester students at English Language Education-UIR the highest score was content. It proved that the total score of content was 707.5 from 45 students as the sample. Besides that, the second highest was mechanics, the total score 645. The third, there was organization, the total score of format was 570. Then the fourth vocabulary, the total score of vocabulary 562.5 and the last grammar, the total score of grammar 460.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher analyzed the students writing skill with the ways to get the conclusion or represent the data the researcher calculated that all of scores that given by the raters. The researcher summed up the students writing skill in argumentative essay belong to good (65) category. It proved that there were 10(22%) students got excellent category, the highest score was 95 and the lowest score 80. Then there were 26 (58%) students got good category, the highest score was 72.5 and the lowest was 60. Next, there were 5 (11%) got average category, the highest score was 57,5 and the lowest was 50. The last there were 4 (9%) students got poor category the highest score was 42.5 and the lowest 32.5. Based on the representation data in this research, the students skill in argumentative essay was good.

In addition, the students skill in argumentative essay the highest score **was** content 707.5 from 45 students as the sample. Besides that, the second highest was mechanics, the total score 645. The third, there was organization, the total score of format was 570. Then the fourth vocabulary, the total score of vocabulary 562.5 and the last grammar, the total score of grammar 460.

The result of this research depicts that the element in writing argumentative essay that become problem to the students are in grammar. It proved that the grammar had the smallest mean or the lowest from the other.

5.2 Suggestion

The researcher gives several suggestion that are proposed that hopefully useful as following :

5.2.1 Suggestion for the English Teacher

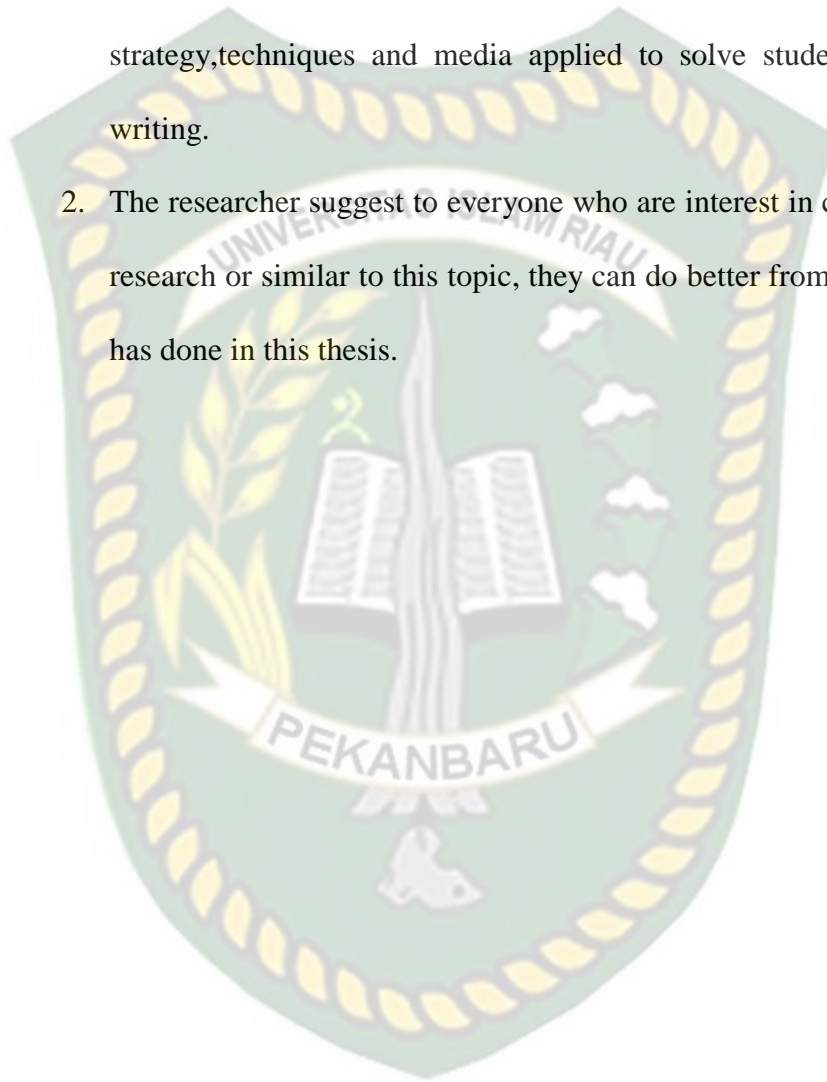
1. The teacher should taught students in writing lesson used the appropriate media, and taught for using in the way of the correct grammar.
2. The teacher should motivate the students in order to teaching-learning process, especially in writing.
3. The lecturer should choose appropriate media in teaching writing.

5.2.2 Suggestion for the students

1. Students should be improved and keep intention to learn especially in writing like how to mastered the components of writing.
2. The students should be active in learning and teaching process.
3. The students have to get more references to learn English.

5.2.3 Suggestions for the Next Researchers

1. The researcher hopes to the other researcher find out the other way, strategy, techniques and media applied to solve student problem in writing.
2. The researcher suggest to everyone who are interest in conducting this research or similar to this topic, they can do better from the researcher has done in this thesis.



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