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

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ABSTRACT

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 sttudents 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.

Keywords: Students' Writing Skill, Argumentative Essay.

1. INTRODUCTION

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.

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.

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.

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.

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).

According to 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.

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.

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.

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.

e. *Coherent,* The most important factor that makes the learners good writers is to link their ideas coherently in their 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.

2. Draft Writing Strate

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.

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.

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.

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.

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.

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

a. Introduction

In introduction consist of The background is appropriate. 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.

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.

c. In conclusion,

The writer may summarize maint 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.

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. 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 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 Riyen 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. METHOD

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.

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. 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.

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. 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. Afte has confirmation and got the data, the researcher started to analyze.

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 rsearcher delivered finding respondents score by the students based on components of writing in essay writing and percentages all of the stuents score in writing essay that have done.

3. FINDING AND DISCUSSION

Data Description

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

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.

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.

Table 1 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

$$P = \frac{n}{s} \: x \: 100$$

$$P = \frac{10}{45} \: x \: 100$$

$$P = 22\%$$

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

Table 2 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 :

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

$$P = \frac{26}{45} \ x \ 100$$

$$P = 58\%$$

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.

Table 3 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:

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

$$P = \frac{5}{45} \ x \ 100$$

$$P = 11\%$$

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

Table 4 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 foiund the percentage of the classification by using this using formula:

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

$$P = \frac{4}{45} \; x \; 100$$

$$P = 9\%$$

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

Data Interpretation

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 Argumenttive Essay was good based o on the calculating two raters. It can be seen from the digram below :
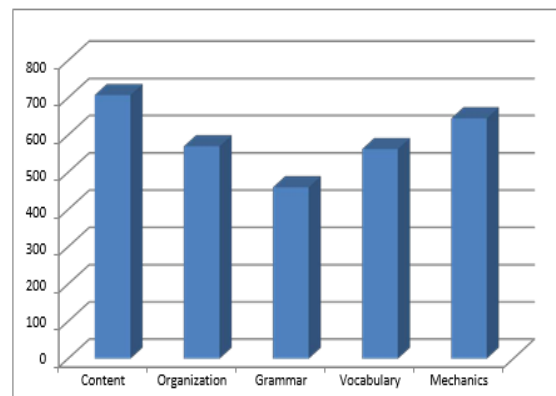
Figure 1 The Percentage of Student's skill from rater 1 and 2
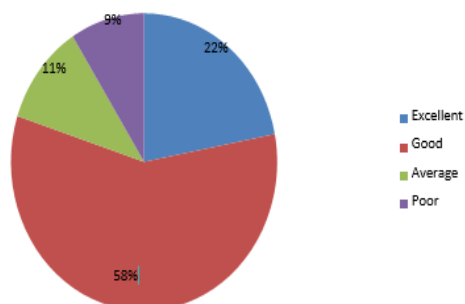
From the diagram above, it could be reported that the students' writing skill of argumentative essay that made by third semester students in English Langua ge Education of UIR was Good (58%). It proved by there were 10 students or 22% got excellent category, as the highest score was 95 and the lowest 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.

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

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.

4.   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 wa**s** 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.

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