

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Language is surely the most important tools of the communication in human life. It is how people communicate and interest with others. By language people can share their ideas, experiences, feelings, and their needs to each other by spoken and written.

English is an international language, which is used to communicate by many People in the world. English is the easiest way to communicate with people from other countries in many aspects in human life such as social, technology, politics especially in education. English has been taught as foreign language in many schools in this world. Such as in Korea, India, Malaysia, and Indonesia.

In Indonesia English as a foreign language has been taught formally from the primary level up to University level. In the process of teaching and learning English, there are four language skills that must be achieved and competence by students, they are listening, speaking, reading and writing. Listening and reading are receptive skills, while speaking and writing are productive skills.

Writing is one of basic skill among these skills. In teaching writing, the writer need to focus on the using grammar, vocabulary, or structure correctly. Because writing is the mental work of inventing ideas, thinking about how to express these ideas into written, and organizing the sentence become a good text. Teaching writing can be as a big challenge for teachers. They

must be creative in choosing a good approaches. In teaching writing, the teachers must give a freedom express of ideas, involves and provides enough language and information to complete writing tasks successfully. There are some major in writing essay namely: Descriptive essay, definition essay, compare and contrast essay, cause and effect essay, narrative essay, process essay, argumentative essay, critical essay, expository essay, persuasive essay.

Argumentative essay is a written work where you can present your ideas, arguments, advantages and disadvantages about the given topic, argumentative essay should be written in a formal style. Argumentative essay it is a kind essay, we not only give information but also present an argument with the PROS (supporting ideas) and CONS (opposing ideas) of an argumentative issue. We should clearly take our stand and write as if we are trying to persuade an opposing audience to adopt new beliefs or behavior. The primary objective is persuade people to change beliefs that many of them do not want to change.

Writing an argumentative essay is not easy. In reality, a number of students in University had less achievement in writing. Many students get difficulties in producing a good essay. There are some reasons caused their writing ability is not good. Students fell difficult to start writing because they do not know what the aspects or topic should be written in essay. There are some difficulties faced by students in writing argumentative essay, those are: linguistics problem, cognitive problem and psycholinguistics problems.

To write an argumentative essay there are elements of a good argumentative essay, they are: Create a clear, firm, and debatable thesis, provide the necessary background information on the topic, focus on organization and transitions, performs effective and through research, and topic selection.

Furthermore, the information of students' difficulties in writing argumentative essay taken from the writer's experience in the university, most the students were difficult to write argumentative essay because they didn't have enough vocabulary, ideas and opinion to be written, so the students also cannot organize their ideas in order to strengthen to change their readers' belief.

In writing argumentation, the student problems do not only a grammar and inappropriate traditional shop. But also fact, reason to claims and give a reason to persuade the readers. Argumentation is a writing activity to compose an argument by looking for actual evidence to back up the claim or a thesis statement. Then argumentative writing is a complex activity in which the writer take position on a controversial issue and give reasons and supporting evidence to convince the readers to accept his or her position. That is why some students still find difficult to show the idea, to find the focus of argument and the other is less of ability in writing form especially the rules of writing itself. So it can be said that the students' ability in writing argumentative essay is still low.

In line with the background previously, it is needed to study the student's difficulties in writing argumentative essay. It will describe kinds of student difficulties in writing argumentative essay.

1.2 The Problem of the Study

Based on the background of the study, the problem of study is formulated as follows,
“What are the students' difficulties in linguistic problem in writing argumentative essay at the sixth semester of Nommensen University?”

1.3 The Objective of the Study

The objective in this study is to identify kinds of students' difficulties in writing argumentative essay at the sixth semester in Nommensen University.

1.4 The Scope of the Study

There are some difficulties in writing that are psychological problem, linguistic problem and cognitive problem. The writer focus on the linguistic problem that students faced in writing argumentative essay.

There are some genres in writing skills like description, narrative, recount, analytical exposition, report, and etc. the writer focuses on writing argumentative essay. In this study the writer focuses on the student's difficulties in writing argumentative essay with twenty students at the sixth grade in Nommensen University.

1.5 The Significances of the Study

The researcher expects the result of this study will give some advantages to the theoretically and practically significances relevant for some matters:

1. Theoretically

The findings of the study can give a description about the students' difficulties in writing argumentative essay and the study can be used contributions to the research of argumentative essay

2. Practically

In practice, the researcher expects that the result of this research will be useful for:

1. The writer to understand about essay and writing argumentative essay.
2. The teacher to help them in finding good technique particularly in teaching argumentative essay and know to solve the students' difficulties by finding the difficulties writing argumentative essay.
3. The students to motivate them to be better in writing argumentative essay, to improve their writing skill especially in argumentative essay.
4. The reader to help the reader see and understand what or why students difficult to write argumentative essay, and they can aware that is there the cause in their selves.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter will present a review literature and explanation of the relate material. Some opinions are needed to explain some concepts or term that applied in the research concern. It is

used to avoid misunderstanding between the writers and readers. The basic concept of the study should be clear from the beginning to give a clear concept of what will be done to reach the goal of the research. It is used to make the writer and the readers have the same perception of the research. So, in order to strengthen the study, the following terms are needed in the study.

2.2 Writing

Writing is one of language skill which are important to have. Writing is one of language skill used by people to convey their messages. It is also to express ideas, feelings, thoughts, etc. Writing is process of putting their ideas or thoughts in writing form. In writing, a writer needs the words and organizational structures that make the words convey the writers' idea or message through development and coherence. In writing, some ideas are formed in sentences which are arranged in a good way and related to each so that the information can be received.

Writing is a complex language skill that is very important to be mastered by ESL and ELF students for written way of communication. It can be seen through academic writing focuses on writing papers, essays, theses and dissertations.

According to Nunan (2003: 88) in Yolanda's journal" writing is the mental work of inventing ideas, thinking about how to express these ideas, and organizing the words into statements and paragraph that will be clear to a reader".

Writers needs to express an idea in certain ways and choose the best for types of writing. Writing also defines as process of transferring idea into written.

According to Kamehameha (2007:2) in Laia's journal"writing is uniquely individual undertaking and the same individual may use different method to express him or herself". It means that in communicating a message, writers are usually distant in time and place from persons with whom they wish to communicate.

Browne (2007:81) in Arifin's journal also gives opinion that: Writing is a complex activity, which involves many skills. It includes deciding what one wants to write, how best to say it and how to put these ideas into paper in a way that is intelligible to others. Writing is a language that form that is distinguished from speech because it can be permanent and it also can be planned and changed before it emerges. Like talk it can be used to entertain, persuade, express feelings, inform, request, report, express opinion or ideas in written.

Writing is also one of the four essential language skills considered very important to be learned. It is the last skill to be taught in the sequence of skill in learning the language. Browne also defines the writing as complex activity which involve many skills. According to Barli (1995:5) in Arifin's journal "to write means to try to produce or reproduce written message". In addition, he states that writing is an act of putting together of words, and act of putting together sentence is surely the final objective of language learning.

To make students motivated and enjoyable to write the text, they need to know the contents and the other aspects become rules in writing. Jacobs et al in the Weigle (2002:115) states" there are five aspects of writing content, organization, vocabulary, language use, and mechanics. The five aspects are important and should be applied in writing an essay". Students who know these aspects will produce the good in writing.

From the above opinions, the writer can conclude that writing is the process of producing message by putting down the expression of the idea into a paper. In other words writing is a process of putting together of words to form sentences and finally form a message into a composition.

2.2.1 Genres of Writing

Learning about writing is leaning about genres, According to Dirgeyasa (2014:1), there are 15 Genres in writing, there are: descriptive writing, recount writing, narrative writing, procedure writing, report writing, explanation writing, discussion writing, hortatory exposition, analytical exposition writing, news item writing, spoof writing, anecdote writing, commentary text, book review writing, and critical review writing.

1. Descriptive

Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described.

2. Recount

A recount is the retelling or recounting of an event or an experience and recount is a text that retells events or experiences in the past

3. Narrative

Narrative is to amuse, entertain and to deal with actual or vicarious experience.

4. Procedure

Procedure writing or text is designed to describe how something is achieved through a sequence of action or steps.

5. Report

Report text is to describe the way things in around of our environment are described.

Report genre usually tells the natural or non-natural phenomena or even social phenomena.

6. Explanation

Explanation is the process of natural and non-natural phenomena. Actually, genre of explanation is explaining a process of formation.

7. Discussion

Discussion is a text which presents a problematic discourse. The essence of the discussion is to explore several sides of an issue.

8. Hortatory Exposition

Exposition is sometimes interchangeably used for persuasive writing. It used to present a logical argument from a particular point of view.

9. Analytical Exposition

The analytical exposition text is a part of exposition in general. In addition, the analytical exposition is also defined as a text that elaborates the writer's idea about the phenomenon surrounding.

10. News Item

The news item informs the daily and real factual happenings in human life

11. Spoof

Spoof is commonly written in a story. It is defined as text which tells factual story that happened in the past time with unpredictable and funny ending.

12. Anecdote

Anecdote is a new typical language function used to cheer up or entertain the audience.

13. Commentary

Commentary is often very short (a few hundred words) and more journalistic in tone than a personal essay.

14. Review

A book review is both a description and an evaluation of a book. It should focus on the book's purpose, contents, and authority.

15. Critical Review

Critical review is the extension of the review in common; however it focuses on the critical analysis and thought.

2.2.2 The Process of Writing

Process of writing is the most important thing to know before writing, process of writing can help the writer to write easily. And also the writing process is the series of sequential steps a writer or researcher follows to record experiences, observations, data, research, and the process of writing should be known.

According to Harmer (2004:4) "the process of writing has four main elements", they are:

1. Planning

Firstly, the writer has to consider the purpose of their writing not only the type of the text, but also the use of language, they try and decide what it is they are going to say and choosing of information to include. Secondly, the experience of writer think of audience that writes for, since we will influence not only the shape of the writing, but also the choice of the language. Thirdly, the writer has to sequence the facts, ideas or arguments which have decided to include. They plan what they are going to write in the first draft. The students are writing for and content structure to sequences the facts, ideas or arguments.

2. Drafting

Drafting can refer to the first version of a piece of writing as a draft. The first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

Editing involves correcting errors in grammar, spelling and mechanics. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion. It will help the author to make appropriate revisions.

4. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft. Because things have change in editing process. But the writer is now ready to send the written text to its intended audience.



Sources: Harmer (2004:11)

Figure: 2.1 Writing Process Wheel

Based on the explanation above the writer conclude that in writing there are four process that students will do, they are planning, drafting, editing, final version. It can see based on the illustration picture above. In planning writing the students will plan what are they going to write and make it into draft to make a point of the their written text or essay, in drafting then editing

once you have finished drafting to find and eliminate errors in grammar, usage, mechanics, and spelling, and in editing to check your writing for error or to see your written where it works or where it doesn't and the last is final version means that is the last step in writing process need, actually all these things should be done at once. Compared to the other skill, writing is more thoughtful.

2.2.3 The Types of Writing Performance

The types of writing task are different for learner it difficult ages level of competence and experience. According to Brown (2004:220), the taxonomy of basic writing has four types of writing, arranged from fundamental writing to the most complex one.

The first type is imitative writing. It includes fundamental and basic skills of writing, such as writing letters, words, punctuation and very brief sentence, to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. Form is the primary focus, while context and meaning are the secondary concern. The task of the writing type can be copying letters, matching phonetics symbols with the correct word, and completing missing words in listening cloze selection task.

The second is intensive or controlled writing it includes the skills, in producing appropriate vocabulary within a context, collocations and idiom, and correct grammatical features up to the length of a sentence as important things in determining correctness and appropriateness. However, it still focusses on form. The real example of this writing types are ordering words into a correct sentence, short-answer completion task, and changing the tenses in a paragraph.

The next category in responsive writing. A responsive writing task requires learners to perform at limited discourse level. Connecting sentences into paragraph and creating a logically connected sequences of two or three paragraph. Besides focusing on discourse convention, this types of writing also focuses on form at the discourse level, with a strong emphasis on context and meaning.

The last type is extensive writing. Extensive writing implies successful management of all the process and strategies of writing for all purpose, up to the length of an essay, a term of paper, a major research project report, or even a thesis. Its writers should be able to organize and develop ideas logically using supporting details to support ideas, demonstrating syntactic and lexical variety. Focus on grammatical form is limited.

2.2.4 Teaching Writing

Teaching writing is a big challenge for teachers. Teachers should know how to improve achievement the student in writing.

Teachers not only give the material to student but also need to guide the students to explore and develop an imaginative and creativity students in writing. Teachers also give a freedom to the students to express ideas. According to Harmer (2004:11) states that many traditional approaches failed to apply writing process in teaching writing. For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students' concern was directed to what rather than how of text construction.

Harmer (2004:31) states that teaching writing skill is different from teaching other skills. In addition, he argues that it is because "the nature of the writing process", the need for accuracy

in writing”, and “the mental process that a student goes through when writing. The writer concludes that teaching writing includes how the strategy that used by the teacher to teach the materials to the students.

In the previous discussion, it is stated that process takes an utmost point in developing students’ writing skill. Writing cannot be done perfectly without having a mistake through the process. Famous writers should also pass a writing process before they are able to publish their work. Making planning, drafting, editing (reflecting and revising) and final version. Regarded as a process, teaching writing requires lots exercises and practices to get a result. The students who learn to write need time to adjust themselves to get into the writing. On other hand, a teacher who is responsible to the teaching process has to be able to give a chance to the students to develop their writing skill.

As a teacher is a responsibility to encourage and guide the students in difficulties in argumentative essay. The teacher has to give freedom to students to express their idea. In giving material for teaching, teacher must recognize the instruction given. Writing instruction include real-life and interactive tasks.

2.2.5 Writing in The Language Classroom

In teaching writing there are kinds of language classroom. According to Harmer (2004:31) states that people will not realize that writing is a craft. Therefore students need to take apprenticeship in it like anything else. In the school writing divided into three parts, they are:

1. Writing for learning

Writing for learning has always formed part of the syllabus in the teaching of English. However, it can be used for variety of purposes. Ranging from being merely a backup for

grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

Writing encourages students to focus on accurate language use and, because they think as they write. It may well provoke language development as they resolve problems which the writing puts into their minds.

There are two kinds of writing for learning: they are: reinforcement writing and preparation writing. Reinforcement writing has always been used as a means of reinforcing languages that have been taught. In its simple form, teachers often ask students to write sentences using recently learnt grammar. And the second is preparation writing, which is frequently useful as preparation for some other activity. In particular, when the students write the sentences as a preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward.

2. Writing for Writing

Teaching writing for writing is entirely different, however, since the objective here is to help the students to become better writers and to learn how to write in various genres using different registers.

3. Creative Writing

Creative writing is one area like painting and composing where the imagination has a chance to run free. The word is full of the people who achieve great personal satisfaction in this way.

2.2.6 Approaches in Teaching Writing

In teaching writing, teachers should apply the appropriate approaches so that the students are able to produce good writing easily. Teachers need a number of different approaches to the

practice of writing skills both in and outside classroom in teaching writing. Harmer (2007:325) divides them into seven approaches:

1. Process and Product

When concentrating on the product, teachers are only interested in the aims of a task and in the end of product. If teachers focus on process. They pay attention to the various stages that any pieces of writing go through. It includes spending time with learners on pre-writing phase, editing, re-drafting, and producing final version of their work.

2. Genre

In a genre approach, students study some texts that they are going to be writing before they embark on their own work. Students whose are writing within a certain genre need to consider a number of different factors: Knowledge on the topic. The conventions and style of the genre and the context in which their writing will be read by whom.

3. Creative Writing

It suggests imaginative writing tasks such as writing poetry, stories, and play. When teachers set up imaginative writing tasks, the students frequently strive harder than usual to produce a greater variety of correct and appropriate language than they might for more routine assignments.

4. Writing as a Cooperative Activity

Cooperative writing can work well whether the focus in on the writing process or on genre study, reviewing and evaluating are greatly enhanced by having more than one person working on a text, and the generation of ideas is frequently more live with two or more people involved than it is when writers work on their own.

5. Building the Writing Habit

Teachers need to help students build the writing habit so that they recognize writing as being normal part of classroom practice and they come to writing tasks with as much enthusiasm as they do other activities.

6. Writing-for-Learning and Writing-for-Writing

Writing-for-learning is the kind of writing that teachers do to help students learn language or to test them on language. While writing-for-writing is the kind of writing that teachers do to make students use language in producing a text.

7. The Roles of the Teacher

Teachers have some roles like as motivator, resource, and feedback provider. Teachers act as motivator when they must motivate the students. Create the right conditions for the generation of the ideas, persuade them of the usefulness of the activity, and encourage them to make as much efforts as possible for maximum benefit. Then, teachers act as resources because they should be ready to supply information and language when necessary.

2.3 The Difficulties of Writing

Writing is the activity to write some paragraphs which have one main idea in each paragraph and have one topic in one text. The good text must has relation among the paragraph one to another. Many of students found the problem when they want to express their idea into writing. They often confuse how to manage the sentence and how to apply their idea based on the structures.

According to Byrne (2002:2) "there are three kinds of the difficulties in writing"

1. Psychological Problem

Speech is the natural and normal medium of communication for us in most circumstances and accustoms us both to having someone physically present when we use language and to getting feedback to some kind. Writing, on the other hand, is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult.

For the example: when student think that himself as smart and in fact he is the best reader in his class. But when it comes time to write about what he'd read, he fall apart. First, it is difficult for him to organize his thoughts. He will find himself staring at the paper while the minutes ticked by. Second, when he finally can manage to write something, it never turn out as good as he will expect so it make psychological disorders.

2. Linguistic Problem

Oral communication is sustained through process of interaction and except in special circumstances. Such as lecturer all the participants help to keep it going. Because speech is normally spontaneous, we have little time to pay attentions either to organizing our sentences structure or to connecting our sentences: to some expand and so on, depending on how people react to what we say, while incomplete and even ungrammatical utterances are tolerated.

We also have a considerable range of prosodic features at our disposal. In writing, we have to compensate for the absence of these features: we have to keep the channel of communication open through our own efforts and to ensure, both through our choice of sentences structured and by the way our sentences are linked together and sequence, that the text we produce can be interpreted on its own.

There are aspects in linguistics they are: Grammar and vocabulary

1. Grammar

Understanding grammar and conventions can make it difficult for international students to learn the rules of writing in English. Capital letters, punctuations, and many other aspects may need to be learned in order for the writing to make sense and convey what the student is trying to say. The comma rules are a good example of this because when a comma is placed in specific areas in a sentence it can change the meaning completely.

The grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in their language.

Table 2.1

The example of student writing ought to grammatically

Students Writing	Grammatically
<p>“Should parents monitor their children’s internet use?”</p> <p>XXI century marked digital era in human history and humanity is introduced to the internet. It covers every field of specialization today starting at any information humanity ever acquired on out to online communication between someone. Access to the internet are requires interaction with a computer that is proved by numerous researches to be harmful to healthy in an often use.</p>	<p>“Should parents monitor their children’s internet use?”</p> <p>XXI century marked Digital age in human history and humanity was introduced to the internet. It covers every field of specialization today starting at any information humanity ever acquired on out to online communication between individuals. Access to the internet requires interaction with a computer, that is proved by numerous researches to be harmful to health in an often use.</p>

For example: 1. the students do not know how to write with the correct structure

Incorrect: XXI century marked digital age in human history and humanity is introduced to the internet

Correct: XXI century marked digital age in human history and humanity was introduced to the internet

2. The students do not know to classify the language use and choice of sentence

Incorrect: It covers every field of specialization today starting at any information humanity ever acquired on out to online communication between someone _____

Correct: It covers every field of specialization today starting at any information humanity ever acquired on out to online communication between individuals _____

2. Vocabulary

The vocabulary included in student difficulties because the word has the synonyms and antonyms meaning of full by saying that it is the opposite of empty, cheap is the opposite of the word expensive. And the vocabulary required for academics is much more formal than daily use therefore the international student may be lacking in vocabulary when it comes to academic.

Table 2.2

The example of student writing ought to vocabulary

Students Writing	Vocabulary
<p>“Should parents monitor their children’s internet use?”</p> <p>XXI century marked digital age in human history and humanity was introduced to the internet. It flap every field of specialization today starting at any information humanity ever acquired on out to online communication between individuals. Access to the internet requires interaction with a computer that is proved by many researches to be harmful to healthy in an often use.</p>	<p>“Should parents monitor their children’s internet use?”</p> <p>XXI century marked Digital age in human history and humanity was introduced to the internet. It covers every field of specialization today starting at any information humanity ever acquired on out to online communication between individuals. Access to the internet requires interaction with a computer, that is proved by numerous researches to be harmful to health in an often use.</p>

For example: 1. Students lack of vocabulary and wrong to put the word into the right place or usage

Incorrect: It flap every field of specialization today starting at any information humanity ever

Correct: It covers every field of specialization today starting at any information humanity ever.

3. Cognitive Problem

We grow up learning to speak and in normal circumstances spend much of our time to do it. We also appear to speak without much conscious effort or thought and generally we talk because we want to, about matters which are of interest or relevant to us socially or relevant to us socially or professionally. Writing, on the other hand, is learnt through a process of instructions: we have to matter the written form of the language and to learn certain structure which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by a teacher who is not present and perhaps by a reader who is not known to us.

For the example: in cognitive problems relate to how to organize our ideas, using punctuation, capitalization, addressing topic, following topic.

Table 2.3

The example of students writing ought to cognitive problem

Students Writing	Ought to
<p>“Should fast food come with a warning like drugs?”</p> <p>You can get fast food on almost any street nowadays. <u>fast food and junk</u> food are everywhere you look, and the world is only creating more fast food shops around the globe. Fast food is more accessible than other food sources; it is also one of the most popular ways to get dinner. Business workers are ordering in either for <u>lunch or dinner</u>, and this is usually from fast food place with drive throu</p>	<p>“Should fast food come with a warning like drugs?”</p> <p>You can get fast food on almost any street nowadays. Fast food and junk food are everywhere you look, and the world is only creating more fast food shops around the globe. Fast food is more accessible than other food sources; it is also one of the most popular ways to get dinner. Business workers are ordering in either for lunch or dinner, and this is usually from fast food place with drive through.</p>

1. Organizing ideas

In organizing idea the students difficult to write the step by step in writing argumentative essay, it is hard for them to write a topic sentence, support sentence and concluding sentence.

2. Capitalization

Capital letters are useful for sentence initials, the beginning of important words, in topic, headings, et cetera.

Incorrect: fast food and junk food are everywhere you look

Correct: Fast food and junk food are everywhere you look

3. Paragraphing

Their argumentative essay is not relate to the part of essay, the students are difficult to differentiating a topic and supporting ideas or generalizations and specific details.

Finally, writing is task which is often imposed on us, perhaps by circumstances. This not only has a psychological effect; it may also cause a problem in terms of content- what to say. Being at a loss for ideas is a familiar experience to most of us when we are obliged to write.

Based on the explanation above, there are some students' difficulties in writing which covered, linguistic problem, psychological problem, and cognitive problem. In linguistic aspects like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring. The second is psychological problem, which more focuses on the writer's difficulty because there are not direct interaction and feedback from the reader when they are writing. The third is cognitive problem, writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing. In this research, the researcher only focus on all the types of student's difficulties.

2.3.1 Linguistic Problem

Linguistic problem in an essay appear as main constraints for students to develop a good English essay. Linguistic features of writing refer to the language rules accepted in a standard academic writing. The linguistics features deal with the sentence maturity the writer uses based upon the conventional good grammar. In writing an essay the writer found that there are five difficulties in linguistic problem

According to (Oshima 2006:18) in Kusni's journal there are five components in writing cause and effect essay:

1. Organizing idea

In organizing the idea students should make an outline of their writing. Outline forces them to put their ideas into logical order. Start from introduction, body, into concluding paragraph. Also, there are some aspects that should be considered, they are unity, coherence and using transition signals.

Oshima (2006:18) states the unity is a paragraph discusses one and only one main idea from beginning to the end. For instance, if the paragraph is about the positive effect of internet for students, do not discuss the negative effect. When a paragraph has unity, all the supporting sentences relate to the topic sentence (Boardman, 2002:44).

Coherence is made up of sentences that are ordered according to a principle (Boardman, 2002:31). For coherence in writing, the sentences must hold together; that is the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one (Oshima, 2006:21).

Then, transition signals are words and phrases that link one sentence with another sentence, usually the one immediately before it. They can also be used in a compound sentence to connect the second independent clause with the first one. These words and phrases function as adverbs that modify entire sentences; hence, they are called sentence adverbs.

2. Grammar and sentence structure

Brown (2001:362) defines that grammar is the system of rules in governing the conventional arrangement and relationship of words in sentence. A sentence makes a complete or asks a question. It contains a subject and a predicate. The subject, which usually begins the sentence, is who or what the sentence discusses. Usually, the subject is a noun or pronoun. The predicate completes the statement or question. It begins with a verb, which tells what the subject does or is (Mayers, 2005:128).

3. Content

The content refers to the topic of that essay. It is found in the first paragraph, exactly in the thesis statement of the essay. Then, it is supported by facts, examples, and arguments. The facts, examples, and arguments, put in the body of the essay support the thesis statement in the introductory paragraph or the topic of the essay consists of a concluding paragraph. In the concluding paragraph, the writer tells the final thought by stating the main point of that essay. In short, it fulfills the requirement of the essay.

4. Mechanics

Murcia (1991:236) states that mechanics is the first step in writing in which the writer refers to recognition and discrimination of letter, acknowledgement of word, spelling, punctuation, and capitalization. Brown (2006) classifies several categories to evaluate

writing. They are content, organizational, discourse, syntax, vocabulary, and mechanics. In the mechanics the categories that will be evaluate are punctuation, spelling, and capitalization.

5. Vocabulary

Vocabulary is one important language components to be master by the students. If the students used the inappropriate vocabulary, the readers will be confused about their writing. What the writer mean will be different with the readers. In this case, the lack of students' vocabularies make their writing does not develop well.

2.4 Essay

According to Oshima (2007:55)"An essay is a piece of writing several paragraph long. It is about one topic, just as a paragraph is. However, because the topic of an essay is too complex to discuss in one paragraph, you need to divide it into several paragraphs, one for each major point. Then you need to tie the paragraphs together by adding an introduction and a conclusion.

Writing an essay is no more difficult than writing a paragraph except than an essay is longer. The principles of organization are the same for both, so if you can write a good paragraph, you can write a good essay. An essay has three main parts. They are: an introductory paragraph, a body (at least one, but usually two or more paragraphs), a concluding paragraph.

The term essay may refer to answer to some test questions, to article in magazines, to written passages required in college and job applications, to movie review, and to newspaper opinion columns. All of these form of writing can be called essays because they are all the authors' personal statements on various topics.

Essays allow students to demonstrate an in-depth knowledge of a topic based on research and reading. The skill of good essay writing is to be able to critically discuss and evaluate ideas within a set word limit. The focus of an essay is usually on developing an argument or analyzing ideas rather than on description. The essay is written in paragraphs and has a structure that includes: introduction, body, and conclusion.

Essay need thesis statement to presents the argument or point the author is trying to make the topic. The thesis statement should clearly tell the reader what the essay will be about. A focused thesis statement helps determine what will be in the essay; the subsequent paragraph are spent developing and supporting its argument.

An essay is a piece of writing that is written to convince someone of something or to simply inform the reader about a particular topic. In order for the reader to be convinced or adequately informed, the essay must include several important components to make it flow in a logical way.

2.4.1 Parts of Essay

There are three distinct parts to your essay. The introduction, body, and conclusion. In this section, winning strategies for each section are examined (Alice Hosima & Ann hogue third edition (2006: 145)

1. Introduction

The introductory paragraph, or introduction is the first paragraph of an essay. It has two functions: (1) it attracts the reader's interest and (2) it introduces the topic of the essay.

There are several kinds of introductory paragraphs, A funnel introduction has two parts: several general statements and one thesis statement. The general statements give the reader background information about the topic of the essay. They should lead your reader gradually

from a very general idea of your topic to a very specific idea. The first general statement in a funnel introduction just introduce the topic. The thesis statement is normally the last sentence in an introductory paragraph. It has three purposes:

1. It states the specific topic of the essay
2. It may list the subtopic of the main topic.
3. It may also mention the method of organization

This kind of introductory paragraph is called a funnel introduction because it resembles a funnel: wide at the top (beginning) and narrow at the bottom (end). It begins with one or two very general sentences about the topic. Each subsequent sentence becomes increasingly focused on the topic until the last sentence, which states very specifically what the essay will be about.

2. Body Paragraph

The body of an essay is made up of one or more paragraphs. Each body paragraph has a topic sentence and several supporting sentences. It may or may not have a concluding sentence. Each body paragraph supports the thesis statement.

A basic pattern for essays is logical device of ideas.

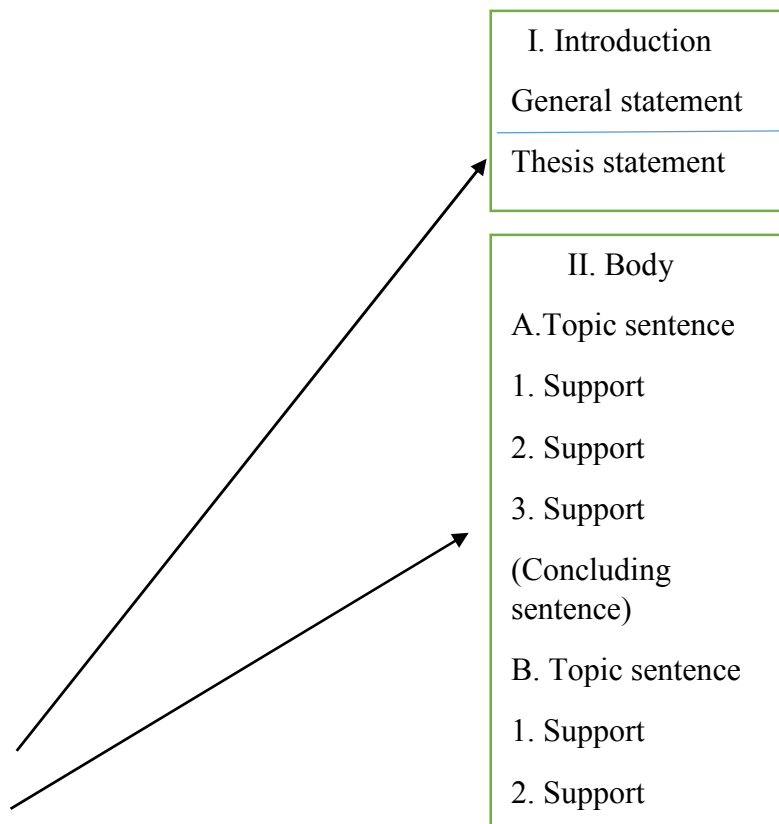
3. The Concluding Paragraph

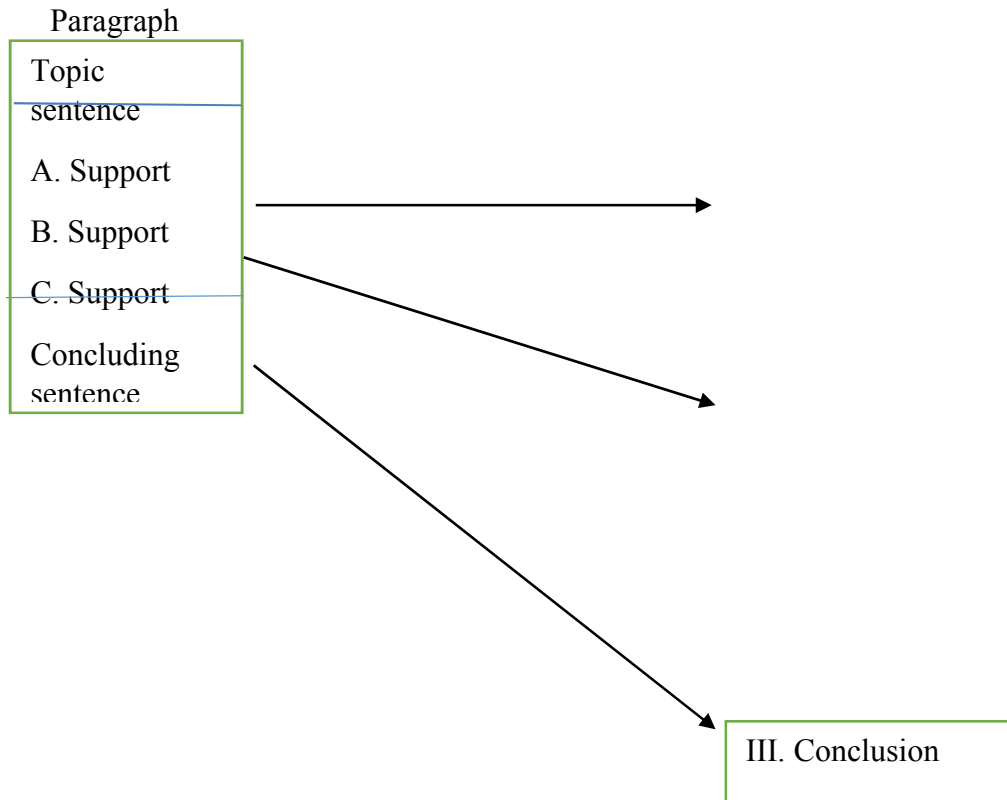
The concluding paragraph is the last paragraph of an essay. It has three purposes

1. It signals the end of the essay
2. It reminds the reader of your main points
3. It leave the reader with your final thoughts on the topic.

The first part of concluding paragraph summarizes the main points or repeats the thesis statement in different words. It may require one or more than one sentence.

In the second part, you may add a final comment. This is the place to express your opinion, make a judgment, or give a recommendation. However, do not add any new ideas in concluding paragraph. Just comment on what you have already discussed.





Sources: Alice Hosima (2006:147)
Figure 2.2 Diagram Three Parts of an Essay

2.4.2 Structure and Organization of Writing Essay

When you begin the process of writing an essay, you will not really have a clear thesis, and your organization may be confused. But as you work through your ideas, more and more clarity about your essay.

There are some structure in writing an argumentative essay that you do in writing effective essay generally. However, there are few technique especially useful for writing argumentative essay.

According to (Perutz 2010:4) states a good essay structure for writing essay

1. Is made easier by prior planning.
2. Makes it clear how you are going to address the question, where you are going and why.
3. Sets out your main ideas relate to each other.
4. Takes the reader through your answer in a logical, progressive way.
5. Helps the reader to remember what you have said
6. Organizes groups of related information in paragraphs
7. Uses connecting words and phrases to relate each point/ idea to earlier and later points

A model essay structure

Introduction

1. Arouse the reader's interest
2. Set the scene
3. Explain how you interpret the question set
4. Define or explain key terms if necessary
5. Give a brief outline of which issues you will explore, and in which order

Argument/Main body

Contains the points outlined in your introduction, divided into paragraphs:

6. Paragraph 1

Covers the first thing you said you would address. The first sentence (the topic sentence) introduces the main idea of the paragraph. Other sentences develop the topic. Include relevant examples, details, evidence, quotations, and references.

7. Paragraph 2 and other paragraph

The first sentence links the paragraph to the previous paragraph then introduces the main idea of the paragraph.

The conclusion

8. Draw everything together

9. Summaries the main themes

10. State your general conclusions

11. Make it clear why those conclusions are important or significant

12. Do not introduce new material

13. In the last sentence, sum up your argument very briefly, linking it to the title

14. Set the issues in a broader perspective / wider context

15. Discuss what you have failed to do – answers not clear, space limited

16. Suggest further questions of your own.

2.5 Argumentative Essay

Argumentation is the presentation and elaboration of an argument. Effective argumentation provokes the audience to think or act differently. To do this, a writer must support his/her thesis with strong evidence and sound logic.

Oshima (2006:142) states argumentative essay is an essay in which you agree or disagree with an issue, using reason to support your opinion. Your goal is to convince your reader that your opinion is right. Argumentation is a popular kind of essay question because it forces students to think on their own: They have to take a stand on an issue, support their stand with solid reasons, and support their reason with solid evidence.

Argumentative essay it is a written work where you can present your ideas, argument, advantages and disadvantages about the given topic. In writing argumentative essay actually should be written in a formal style.

Fenny (2013: 2) argumentative essay is prepared to the students to make them think creatively. Although argumentative essay is necessary to give their argument about something.

To write argumentative means a genre of writing that you as a student to investigate a topic, collect, generate. And evaluate evidence, and establish a position on the topic in a concise manner.

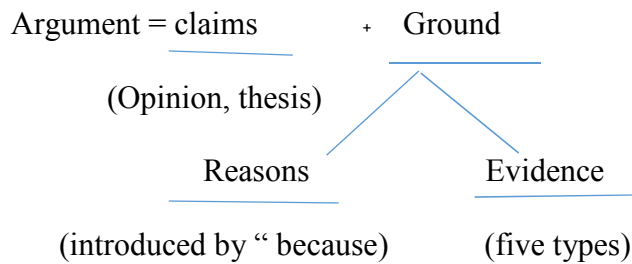
In writing argumentative essay we have to presents arguments about both sides of an issue. It could be that both sides are presented equally balanced, or it could be that one side is presented more forcefully than the other. It all depends on the writer, and what side she supports the most.

Some of us feel confuse between the argumentative essay and the expository essay. These two genres are similar, but the argumentative essay differs from the expository essay in the amount of pre-writing (invention) and research involved, argumentative essays must establish a clear thesis and follow sound reasoning.

However, it presents one side more positively or meticulously than the other one, so that readers could be swayed to the one the author intends. The major function of this type of essays is to present a case before the readers in a convincing manner, show them the complete picture.

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. This distinct structure presents ideas in a LOGICAL and CONVINCING manner.

According to theorist Stephen Toulmin, an argument can be divided into its claims and grounds:



According to (Perutz 2010: 4) Argumentative Writing

Purpose:

To argue a case/ point of view, to influence the reader’s thoughts/ actions

Guidelines:

17. State your position clearly and concisely.
18. Use a clear line of reasoning to support your position.
19. Give reliable, relevant, valid and convincing evidence/ examples to support your reasons.
20. Consider and respond to the possible arguments against.
21. Try not to sit on the fence – show there are different arguments but make clear which you find most convincing.

2.5.1 The Structure of the Argumentative Essay

The structure of the argumentative essay is held together by the following:

1. A clear, concise, and defined thesis statement that occurs in the first essay of the essay.
2. Clear and logical transitions between the introduction, body, and conclusion.

3. Body essays that include evidential support.
4. Evidential support (whether factual, logical, statistical, or anecdotal).
5. A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.

All argumentative topics have PROs and CONs. Before starting writing. It is imperative to make a list of these ideas and choose the most suitable ones among them for supporting and refuting. They are three possible organization. There are three possible organization patterns;

Pattern 1:

- a. Thesis statement;
- b. PRO idea 1
- c. RPO ideas 2
- d. CON(s) + refutation(s)
- e. Conclusion

Pattern 2:

- a. Thesis statement:
- b. CON(s) + refutation(s)
- c. PRO idea 1
- d. PRO idea 2
- e. Conclusion

Pattern 3:

Thesis statement:

CON idea 1 → Refutation

CON idea 2 → Refutation

CON idea 3 → Refutation

Conclusion

2.5.2 Assessment of Writing Argumentative Essay

In order measure to determine how well the writing is as evaluate, the teacher has to have a right concept of writing assessment to assess the writing work appropriately. According to Weigle (2002: 116) states there are five components in writing assessment which are:

1. Content

It covers clear main idea, detailed and substantive all materials are relevant to main idea.

The writer must exclude every exclude everything irrelevant to main idea to reach excellent level of writing content.

2. Organization

A writer expected to demonstrate an understanding of how texts are structured as a whole of writing. Understanding of cohesion involves showing relationship between clauses and sentences by mean of linking phrases another performs.

3. Vocabulary

It is must for the writer to choose and use words appropriately in order to the writing will not ambiguous. The choice of suitable word, phrase and idiom will be effective.

4. Language use

The writer has to concern to the rules of grammatical structure such as tenses, part of speech, subject verb agreement, sentences construction, etc.

5. Mechanics

The writer concerns with technical rules of writing include the right punctuation, spelling, and paragraphing.

2.6 Previous Research

There are several studies related to this research which are useful in their references as data for supporting the research's thesis. The studies that are explained below have relationship with this thesis.

Thesis under title," The Difficulties of The Sixth Semester Students of English Department in Writing Critical Essay" written by Tota (2015). There were the similarities between this research and the previous research. First, both studies investigate the difficulties in writing essay.

The second, the objectives of the study was to identify the difficulties in writing essay and took the population by the students in English Department of HKBP Nommensen University.

Another previous research related to the research was written by Sarina(2018), which is under title" An Analysis of the Difficulties in Writing Hortatory Exposition of Eleventh Grade Students at SMA Swasta Nusantara Lubuk Pakam". There were the similarities between this

research and the research conducted by Weigle. First, the objective of the study was to identify the difficulties in writing was conducted by the content, organizing idea, vocabulary, language use, and mechanics. The second, in this study, the researcher conducted the qualitative research. The researcher implemented qualitative research because it was useful to investigate condition of a particular object. The researcher tried to investigate, to get the data and describe the students' difficulties in writing hortatory exposition text at eleventh grade.

In this research, the writer has a different perspective with the previous research. In the previous research was done with analysis of students difficulties in writing hortatory exposition text while the writer was an analysis of the students' difficulties in writing argumentative essay.

Based on explanation above. Those researcher gave the information to the writer. It helped and guided the writer how to do this research especially in analyzing the context.

2.7 Conceptual Framework

Writing argumentative essay is kinds of essay, where argumentative essay is that familiar in our daily life when we want to argue our opinion about something. An 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 in a concise manner. In writing argumentative essay student is prepared to make them think creatively and an argument is an attempt to persuade someone of someone of something. It is prompted usually by a disagreement, confusion, or ignorance about something which the arguers wish to resolve or illuminate in a convincing way. In the most general sense, arguments go on all the time; they are a staple ingredient of many conversations, as well as the heart of any enquiry into the truth or probably of

something(as in, for example, the judicial process, a scientific research project, a policy analysis, a business plan, and so forth).

Essay need thesis statement to present the argument or point the author is trying to make the topic. The thesis statement should clearly tell the reader what the essay will be about. A focused thesis statement helps determine what will be in the essay; the subsequent paragraph are spent developing and supporting its argument.

This research do, just to know the difficulties of students in writing argumentative essay, by this research the researcher or the reader can understand the difficulties and can give the solution. The students enjoy in learning can share their ability in their argument. Argumentative is a written work where you can present your ideas, arguments, advantages and disadvantages about the given topic that has both side of an issue that is the advantages and disadvantages.

Analysis



Difficulties in Writing

Content



Types of Genre



1. Descriptive
2. Recount
3. Narrative
4. Procedure
5. Report
6. Explanation
7. Discuss
8. Hortatory Exposition
9. Analytical Exposition
10. News Item
11. Spoof
12. Anecdote
13. Commentary
14. Review
15. Critical Review

Mechanics



Vocabulary



Grammar



- Generic Structure of Argumentative Essay:
1. Introduction
 2. Body
 3. Conclusion



Figure(2.3) An Analysis of Students' Difficulties in Writing Argumentative Essay(Lumbantobing Tina Nathalia: 2019)

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the design in this study, participant and place, the data collection. The setting of the study, data collection technique, data collection instrument, and the analysis data. To get the clever view of the above matters each them elaborated in the following description.

3.1 Research Design

There are two types of research namely qualitative research and quantitative research. In conducting this study, the writer uses descriptive qualitative. This research just to know the difficulties of students in writing argumentative essay. Then the data are notify the difficulties and the way to give solution. According to Kumar (2005: 8) “qualitative research either do not have these attributes or have them to a lesser degree. They are less specific and precise, and do not have the same structural depth.

In conducting this study, the writer uses a descriptive qualitative research. Best and Khan (2006:22) says that” qualitative descriptive research uses systematic procedures to discover non-quantifiable relationships between existing variables.

This study observes the difficulties of second grade students in writing argumentative essay. It also investigated the kinds of process and circumstances used on their writing. In

accordance with the proposed research question, this research is designed to be qualitative which settled descriptive case study.

3.2 The Subject and Place

Population and place are needed in this study. Subject means group of people that what to find out about by doing this study. Place is the specific location of doing this study. The subject was taken from thirty students in group B especially the sixth semester of English Department teachers' training faculty. The number of samples was taken twenty students. The place of this study on Nommensen University

3.3 The Instrument of Collecting Data

The instrument of collecting data was the writer used a writing test. The data would collected by asking students to write an argumentative essay. The manner of collecting data had an important namely, teach them the meaning of essay, show them text argumentative essay and explain, and then asked them to write their argumentative essay. The time will be given 40 minutes to do the test. The students used the time effectively to finish the test.

3.4 The Technique of Collecting Data

To collect the data, the writer was used qualitative method. The writer would tried to investigate, to get the data and describe the students' difficulties in writing argumentative essay at sixth semester English Department of Nommensen University:

1. Asked the students to write an argumentative essay from four topics that chooses by the writer. The topics was given: Violent video games should be prohibited, Influences of mobile phones: Pros and Cons, Internet access must be limited to students, Should fast food come with a warning like a drugs?

2. Collected the test of students in writing argumentative essay
3. Identified student's writing of argumentative essay.

3.5 Technique of Data Analysis

The data would analyzed by the following procedures:

1. Analyzed the text from the test
2. Described the difficulties of students writing from the test
3. Tabulated the difficulties from the test
4. Made the conclusion