

EFL STUDENTS' ABILITY IN WRITING ARGUMENTATIVE TEXT:

A COMPARATIVE STUDY

THESIS

Submitted by

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FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM AR-RANIRY

BANDA ACEH

2023

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

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It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education on English Language Teaching

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15 Agustus 2023

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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the name of Allah the most Gracious the most Merciful)

Alhamdulillah Rabbil 'Alamin, first of all I would like to express the deepest praises and thanks to Allah Azza Wa Jalla, the almighty, the lord of the universe who has given mercy, blessings to this world. Who has blessed and given me the opportunity, health, and strength to finish this study. Peace and salutation be upon the prophet Muhammad SAW, peace be upon him, who led his ummah from the darkness to light so that people could experience the pleasure of knowing.

My deepest gratitude and special thanks to both my supervisors, Prof. Dr. Jarjani Usman, S.Ag., S.S., M.Sc., Ph.D. and Mrs. Rita Hermida, S.Pd.I, M.Pd. for providing motivation, help, and valuable feedback on improving this thesis. Mrs. Syarifah Dahliana as chairperson of PBI UIN ArRaniry, thank you for helping me complete my studies. Also, I would like to thank all the English language education lecturers and staff who have inspired, taught and helped me while I was studying in this department. May Allah always be in the protection of Allah and always be blessed with sustenance.

I would like to express the greatest honor and high appreciation to my extended family, who have been the best supporters in life my father and my mother, and thank you for always motivate me, support me, give me lots of love and give strength to live. My uncle who always support me too. I also dedicate my love and thank all my beloved brothers and sisters for always supporting and loving me. May Allah always SWT best mercy on them, health, and blessings in this world and in the hereafter. I am truly and incredibly blessed to have them all.

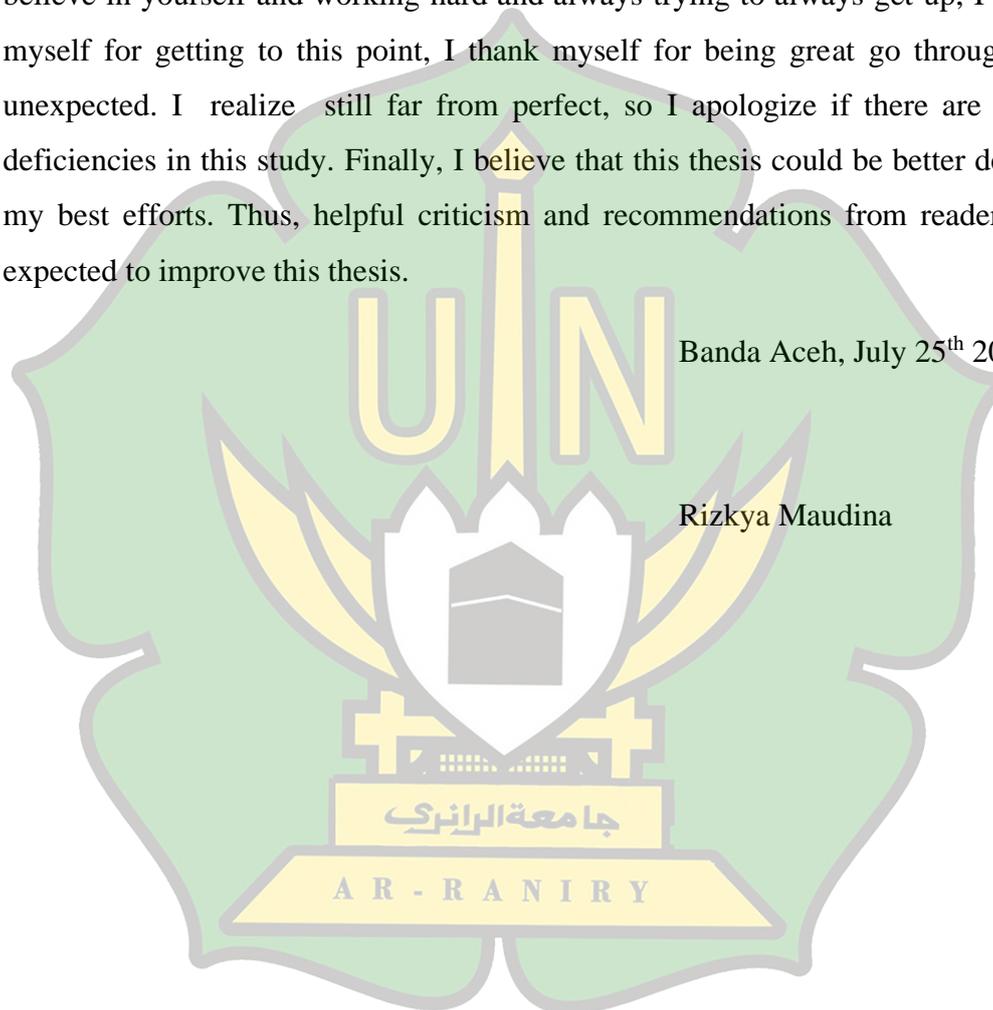
I appreciation and thanks also go out to my beloved friends, Hayaturrahmi, Miftahul Jannah, Ainal Fitria and Putroe Balqis who always support me and

always listen to my complaints. Thanks also to all my friends that I cannot mention one by one who gave color to my life, supported me, and inspired me. May Allah bless you. I would find perfect words to describe how much you mean to me, for your presence and companion in person or remotely.

Last but not least , I say to thank you to myself, thank you for wanting to believe in yourself and working hard and always trying to always get up, I thank myself for getting to this point, I thank myself for being great go through the unexpected. I realize still far from perfect, so I apologize if there are many deficiencies in this study. Finally, I believe that this thesis could be better despite my best efforts. Thus, helpful criticism and recommendations from readers are expected to improve this thesis.

Banda Aceh, July 25th 2023

Rizkya Maudina



ABSTRACT

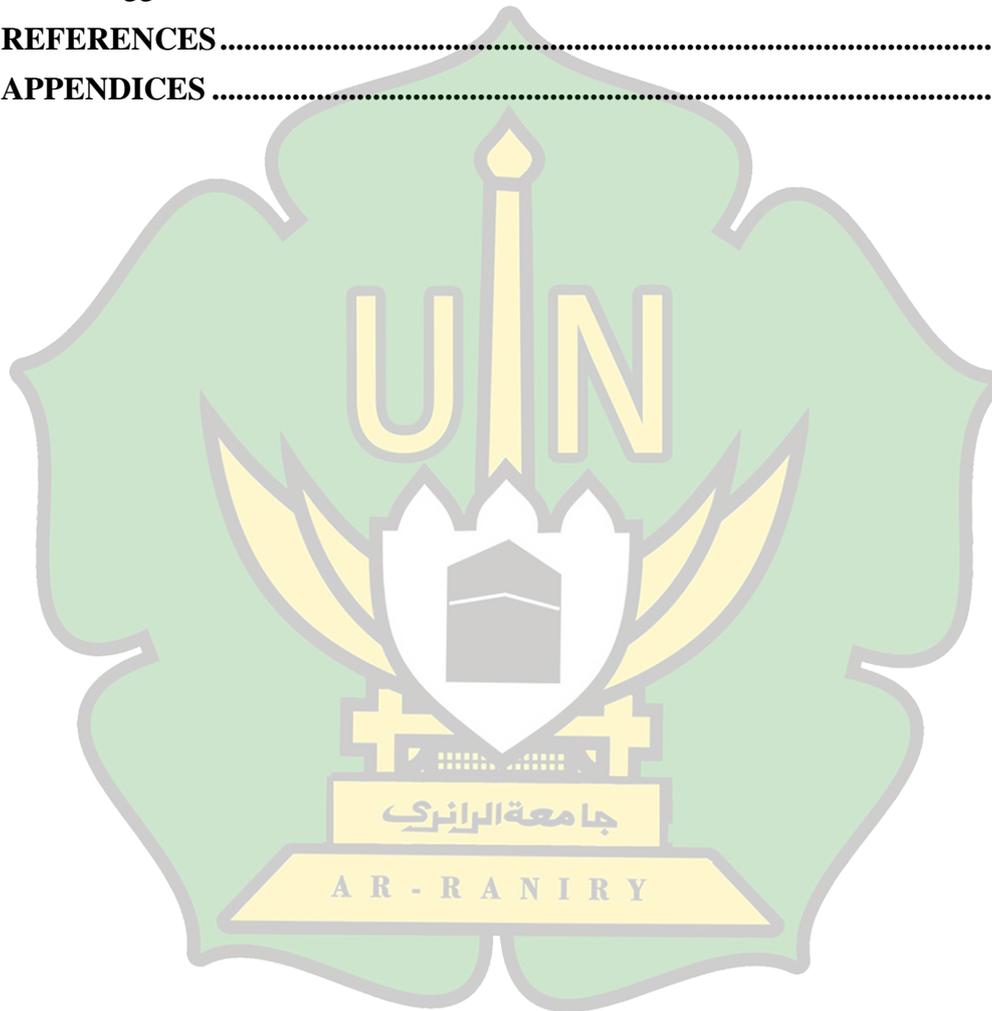
Name : Rizkya Maudina
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Major : Department of English Language Education
Thesis title : EFL students' Ability in Writing Argumentative Text: A
Comparative Study
Supervisor : Prof. Dr. Jarjani Usman, S.Ag., S.S., M.Sc., Ph.D.
Co-Supervisor : Rita Hermida, S.Pd.I., M.Pd.
Keywords : *Writing, Argumentative Text, Ability, Students*

This study aims to examine EFL students' ability in writing argumentative text. Qualitative methods were employed to answer the research problem. The population of this study consists of two universities students of the second semester English department students of Aceh State Islamic University and Private-own University. The sample of this study was 20 students, 10 from Aceh State Islamic University and 10 from Private-own University participated in this study. This study used test as instruments to asses students writing, and also questionnaires to find out the students' difficulties in writing argumentative texts. Results show that the overall total mean of Aceh State Islamic University students 65.5 and Private-own University students 58.6. Questionnaires showed that most of the students agreed that they had difficulties writing argumentative text. This research showed that Aceh State Islamic University is high and Private-own University is medium. Regarding students' writing argumentative text ability, this suggested that students could improve their writing skill in the argumentative text interestingly.

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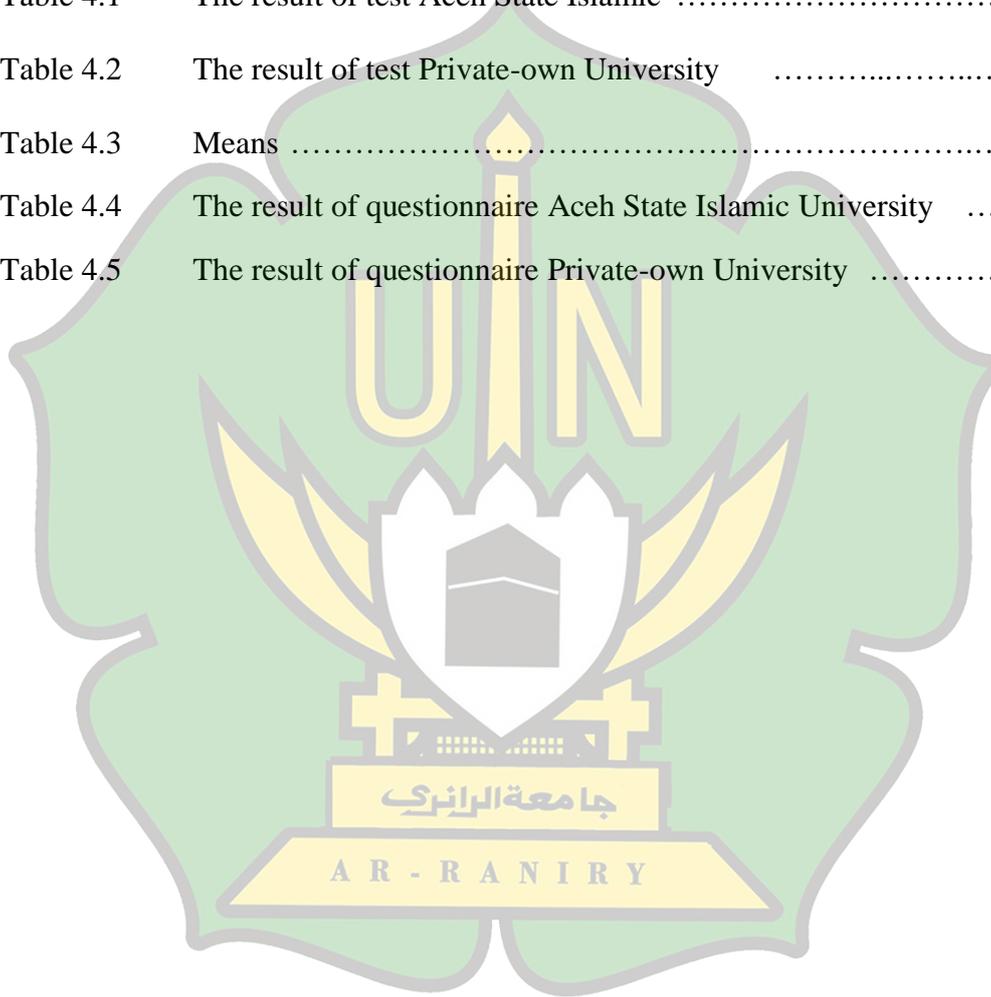
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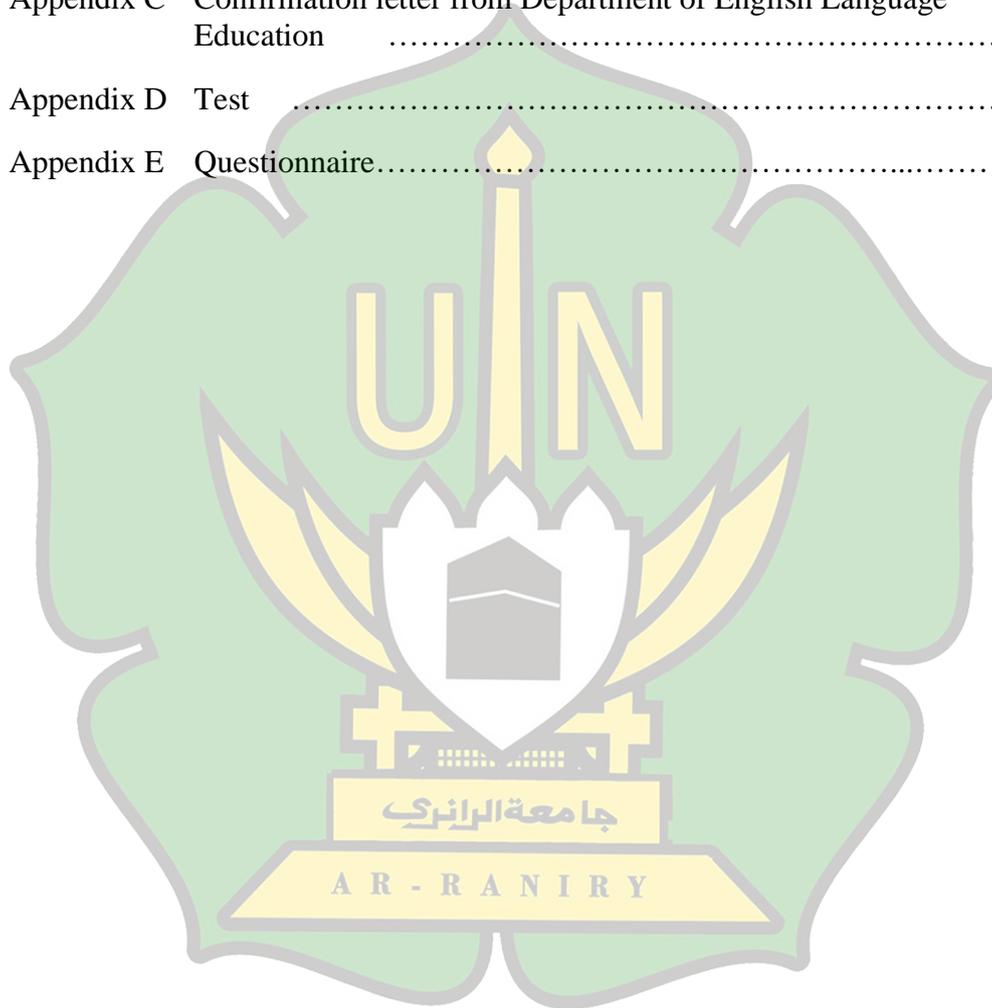
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CHAPTER 1

INTRODUCTION

This chapter presents five sections. Section A background of study, which describes the introduction of study, summary of previous study, gaps, and focus. Section B research questions, which problems of research about writing skill in argumentative text. Section C research objective, which the objective of this research is to solve and answer research questions. Section D significance of study, which is to present the benefit for student, researcher and reader. Section E terminologies, which is to make it easier to understand the explanation.

A. Background of Study

Learning English language is essential for students who are not native English speakers several of purposes. Learning a foreign language is an integrated process where the student needs to master four basic skills, namely: listening, speaking, reading, and writing. Writing ability is one of the aspects of the English language that many students find extremely challenging to master. Writing is one of the English skills which has an important role. It is not only in formal situations but also informal situations. Sometimes people find it hard to share their thoughts, feelings, and opinions, but people may do it in writing.

According to Dilkawaty (2012) writing is an activity of exploring the writer's thought to arrange the ideas into words which are communicated in a meaningful way. Writing should be done at leisure time to express ideas or

thoughts in language. In teaching students, teachers should have a good strategy and preparation while teaching writing. Ekarista (2018) mentions that writing as the capacity of someone to produce a written message from words, into sentences coherently, where the readers can understand the meaning of overwriting.

An argumentative is one in which you agree or disagree with a topic while providing evidence to back up your opinion. Barbee (2015) an argumentative essay written opinion in which the writer expresses their ideas with supporting knowledge. Writing an argumentative essay requires the author to take a position on a subject, persuade the reader that their opinion is valid, and perhaps even persuade them to act. Alwasilah (2005) as cited in Indriani (2019) the author states that In an argumentative essay, the author uses many rhetorical strategies to convince the readers the truth or untruth of the statement.

An essay that shows whether it is true or false of a claim could also be used to describe it. It may also be described as an essay showing a claim's truth or untruth. An argumentative essay's purpose is to directly persuade the reader and this needs to be taken into consideration when writing an argumentative essay. To sum up, an argumentative essay has been defined as a relevant point of view that is well-organized and clearly supported. The aim of study to learn more about how well university students can write argumentative essays.

Previous researchers have carried out a study related to writing an argumentative essay. In line with the issues raised in this research, Several studies of the argumentative essay of higher education such as Indriani (2020)

confirmed that argumentative essay is an essay which presents both sides of arguments of an issue. This study is aimed to identify the effects of outline planning in writing argumentative essay outlining improve students writing significantly. The result shows that there is a significant improvement in students writing after the implementation of the outline planning. The improvement reflected from the reduction of the types and the number of mistake made by the students in their writing. The result of this research showed that the third semester students skill in writing argumentative essay was good.

In a study by Anita (2012) said that argumentative essay is a form of writing in which the writer argue for a certain idea and try to persuade readers to adopt the writer's point of view. Participant in this research are second year students of the English department. The researcher only see ability in writing an introductory paragraph of an argumentative essay. Then Ramadhani et al (2022) The researcher evaluated the students' writing abilities using various methods to draw conclusions or depict data. The researcher calculated all of the scores that were provided by the rates. This research was conducted by using qualitative. Participant in this research are third semester students of the English department. In collecting data the researcher has used writing test as the main instrument.

Another study was conducted by Dang et al (2020) argue that an argumentative essay is a kind of essay organized around a clear thesis statement. In order to persuade readers to accept or agree with the writer's point

of view, writing must argue the contentious topic or problem. The goal of this study is to determine the challenges sophomore English majors at Tay Do University have when writing argumentative essays. The results of the research show that English majored sophomores met difficulties in term of linguistic competence (vocabulary, grammar and coherence), organization and development of an argumentative essay, and the lack of critical thinking.

Based on the previous phenomenon in an argumentative essay, the focus of this research is to find out EFL students' ability to write argumentative text and to compare it at two universities. This research focuses on the generic structure of argumentative text consisting of an introduction, body and conclusion. This research aims to know if there is a significant score difference in writing ability between English department students of Aceh State Islamic University and Private-own University.

B. Research Question

Based on the previous explanation, the research problem of this research is about writing skills in argumentative text. This research focuses on the following research questions:

1. How is the students' ability to write argumentative essays at two universities ?
2. What are the difficulties they faced in writing an argumentative essay at two universities ?

C. Research Objective

Based on previous research problems, the objective of this research is to solve and answer research questions. The objective of this research:

1. To know student's ability to write an argumentative essay at the English Education Department
2. To find out the difficulties faced by students in writing argumentative essay at the English Education Department

D. Significance of the Study

This study provide new perspectives approaching anxiety issues of writing skill, to present the benefit following:

1. Students

This research is likely to benefit students, as its findings may encourage them to consider writing as an approach to lower their anxiety. Students can gain advantages by adding their knowledge and can gain motivation in their environment. It can help students know their strengths and weaknesses, and encourage them to improve their writing competence.

2. Researcher

By carrying out this research, the researcher will get experience that can be useful for future research and can be referenced by other researchers.

3. Reader

The reader will gain a knowledge about writing argumentative text in this research based on good structures.

E. Terminologies

To make it easier to understand the explanation, some key terms used in this research will be highlighted below:

1. EFL Students

English as a Foreign Language is known as EFL. In a nation where English is not the native tongue, EFL refers to teaching English as a foreign language. Gebhard (2006), EFL can be defined as study of English by people who live in places in which English is not used as a means of first language communication.

2. Ability

The ability is the quality of doing something or natural or acquired skill or talent. An ability is a talent to do an action. When students give their all, they are putting out their best effort. This study focuses on students' writing skills, namely their ability to produce good argumentative essays or their understanding of how to arrange good argumentative essays that will persuade readers to accept the author's opinion or argument. According to the Oxford Dictionary (2009) ability is skill or power.

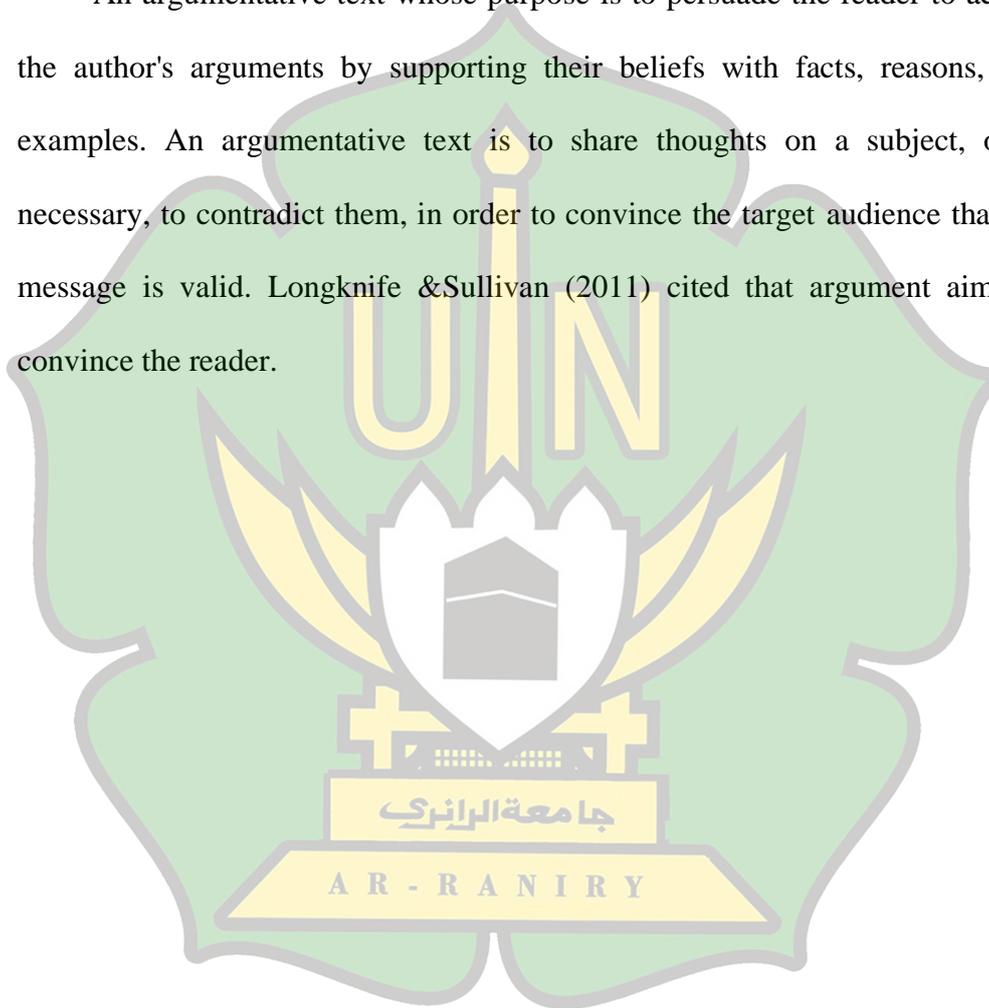
3. Writing

Writing is the process of expressing ideas through written texts or turning thoughts into language that students will use to express themselves in the study instrument that has been provided. Ekarista (2018) mentions that 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.

4. Argumentative Text

An argumentative text whose purpose is to persuade the reader to accept the author's arguments by supporting their beliefs with facts, reasons, and examples. An argumentative text is to share thoughts on a subject, or if necessary, to contradict them, in order to convince the target audience that the message is valid. Longknife & Sullivan (2011) cited that argument aims to convince the reader.



CHAPTER 2

LITERATURE REVIEW

The research theory is presented in this chapter. This study's focus is on writing and argumentative writing.

A. Conception of Writing

Writing is a skill to develop while studying English as a foreign language. Writing is something written that can be read again and can remember again what we wrote in the past to know it again. Writing helps us to share our interaction with future generations as well as our contemporaries. According to Almi (2017) writing is a tool for students to share their information and knowledge and put them down on paper.

It is supported by a statement from Alodwan & Ibnian (2014) Writing is a skill in learning language that has a bundle of complex and integrated processes which may not be easy. Ekarista (2018) mentions that 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.

1. The Elements of Writing

Referred to Harmer (2004) as cited in Khasanah (2015) stated that there are some elements in the writing process, those are:

- a. Pre-writing

Prewriting is the beginning or a method of organizing ideas, facts, and thoughts for future writing. Prewriting techniques could help writers come up with ideas. Free writing, mind mapping, and brainstorming are a few of them.

b. Drafting

After gathering and producing ideas, the drafting process begins. Writers are permitted to define, clarify, and elaborate ideas, thoughts, or information in this step by turning it into sentences and paragraphs. In addition, authors start to worry about grammar, vocabulary, spelling, and substance in order to produce quality writing.

c. Revising

Writing is improved during the revision process depending on some review, criticism, and input. Writers could edit and modify the outcome or make some modifications and improvements if they would like to decrease some errors in their work if they do not receive feedback in this step. To produce excellent writing, good writers frequently revise their work extensively

d. Final version

The last stage of writing is producing the final version. Due to editing and amending, it's possible that both the initial plan and the final one will change. Writing, however, is ready for submission and reading. According to the explanation above, there are a few writing techniques that could impact how well and readable a piece of writing is.

B. Argumentative Text

1. The Definition of Argumentative Text

Argumentative Text is a text that contains arguments from the writer about something. Longknife & Sullivan (2011) cited that argument aims to convince readers. An argumentative text whose purpose is to persuade the reader to accept the author's arguments by supporting their beliefs with facts, reasons, and examples. Ramadhan (2019) cited that 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 text is to share thoughts on a subject, or if necessary, to contradict them, in order to convince the target audience that the message is valid.

2. Generic Structure of Argumentative Essay

The parts of the argumentative essay outline should contain an introduction, the body parts, and the conclusion. Baker (2013) views that an argumentative essay contains the following:

a. Introduction

In the introduction consist of the background is appropriate. Students should outline the background information for the argumentative essay topic in the introduction by providing a concise explanation or definition of the issue. Additionally, when structuring the introduction, students should state their thesis before introducing the essay's essential argument.

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. The writer should be able to develop each of the primary topics in the body paragraphs with the help of at least three specifics.

c. Conclusion

Without repeating previous sentences, the writer may summarize the key points, highlight the presentation's logic, emphasize the significance of the debate, suggest a course of action, or challenge the reader to relate the paper's argument to their own lives.

3. Characteristic of an Argumentative

Referred to Nursisto (1999) as cited in Indriani (2019), the characteristics of argumentative essay are:

- a. Including facts and truth
- b. Including strong reason
- c. Using denotative language
- d. Rational analysis
- e. Subjective and emotional factors are very restricted

An argumentative essay is characterized by three stages, which represent the organizing structure of the writing: thesis, argument, and conclusion (Hyland & Hyland, 1990).

a. Thesis

The first stage in writing an argumentative essay is to introduce the reader to the content, which will be argued in the essay. By writing a thesis, the writer needs first to catch the reader's attention. Rather than trying to impress the reader through the thesis, the writer needs to be able to make the reader grasp the content of writing. Giving background information about the topic for contextualization is also crucial in the thesis.

b. Argument

In this stage, describe the reasons for the introductory given in the thesis. By describing reasons for the thesis, it needs better supporting evidence, which not only comes from the writer's conclusion. The writer needs to stand strong with their statement to hold the momentum of the readers' trust. In writing an argument, do not forget to provide data or citing references.

c. Conclusion

The last stage of an argumentative essay is to give marks to writing and affirm the correctness of the thesis. Conclusion mostly sums up the whole essay in brief paragraphs and merges the data given. Referring to the purpose of the argumentative essay, some writers would use persuading words or sentences to make the ending notes become more reliable.

4. Models of Argumentative

a. Classical model

Gladd and Minervini (2020) said that the classical argument is a style of argument developed by Aristotle. Our goal as a writer is to persuade audience of anything in this argumentative writing style. The goal is to persuade audience through a variety of techniques. Classical argumentative essay should follow:

1. Describe your issue, Most of lecturers will want you to present your thesis after your introduction. To introduce your main idea to your audience is the objectives
2. Explain the problem and the reasons for why a particular course of action or way of thinking must be embraced in detail while presenting your argument. This will happen over of several sentences.
3. Address the opposition. In a few paragraphs, the opposing side should be explained. Dispute the opposition's claims one at a time.
4. Present your proof. You should make it crystal clear why your side is superior after discussing the opposite viewpoint.
5. Summarize your findings. Reiterate your core claim or thesis and highlight the important aspects of your argument in your conclusion. This is a wonderful time to encourage your audience to take action if you are arguing for change.

b. Rogerian model

Gladd and Minervini (2020) said that the Rogerian argument, inspired by the influential psychologist Rogers, aims to find compromise or common ground about an issue. The Rogerian argument model offers an organized strategy to get beyond the win-lose mindset, showing that argument is more than just a two-sided debate that seeks a winner and a loser. Rogerian argumentative essay should follow:

1. Introduction

Introduce the topic under consideration in a non-confrontational manner. Make a list of the important points of the debate. A debate usually has more than two sides, but Rogerian arguments pit them squarely against one another. Make sure to clearly state the essay's main goal, which should be to resolve the current conflict. If this intention is not made clear right away, the reader may get confused or even think that the writer is manipulating the audience in order to gain an advantage.

2. Side A

First, carefully outline the major claim and reasoning supporting the opposing side of the argument. The writer's point of view should never come first since it would negate the aim of what Rogers referred to as sympathetic listening, which governs the overall approach to this type of argument. Allowing the opposing viewpoint to be presented

first shows the reader that you are prepared to politely accept another person's point of view on the matter.

3. Side B

Carefully review your position on the issue. Make sure that the claim and evidence supporting this side's position are parallel to those supporting Side A. To avoid developing completely new categories of support, in other words, so that a compromise may be reached. Maintain a non-confrontational tone, and avoid appearing haughty, sarcastic, or smug.

4. The Bridge

A strong Rogerian argument recognizes the goals of each side and makes an effort to satisfy them both. In this section, discuss the areas where you and the other side can agree or where you can establish a middle ground. There should be at least one area where you can agree. This can be an acknowledgment of the one aspect of the opposition's stance that you agree with as well as an admission of a set of common principles, even if the two sides arrive at opposite conclusions when applying those values.

5. The Compromise

It's time to declare your compromise, which serves as your thesis, in full. The compromise is what the essay has been leading up to so carefully discuss it and show how it makes sense. In the case of racial profiling, for instance, a compromise might be reached based on both

sides' desire for a safer society. The original conflict or group of disputes can then be disarmed by a new claim based on that common value. Perhaps a better approach for the racial profiling example would concentrate on more objective criteria than race, which would then enhance safety in a less problematic way.

c. Toulmin model

Gladd and Minervini (2020) said that the Toulmin argument is a style of argument developed by Stephen Edelston Toulmin. Toulmin devoted much of his writing to the study of moral reasoning. He worked to provide useful techniques for efficiently assessing ethical arguments. The Toulmin Model of Argumentation is a picture with six connected parts. Toulmin argumentative essay should follow:

1. Claim

The claim, which you are asking the other person to accept as true, serves as the central point of the Toulmin argument since it connects all of the other components. The claim may encourage readers to believe certain facts and theories or demand that they do certain actions.

2. Grounds

Real persuasion is based on the grounds, which are the justification for the claim, supporting data, and proof of Real persuasion is based on the grounds, which are the justification for the claim, supporting data, and proof of Consider grounds as a union of

the words premises and support. The validity of the claim depends on the premises, which should be examined for strength, credibility, relevance, and reliability.

3. Warrant

A warrant links data and other grounds to a claim, validating the claim by showing the grounds' relevance. The warrant might be explicitly stated and spoken, or it could be unstated and implied. The warrant provides an explanation for why the data indicates that your assertion is accurate.

4. Backing

The backing for an argument gives strength to the warrant. Backing and grounds are sometimes confused, but the primary difference is that grounds should directly support the premises of the main argument, whereas backing exists to help the warrants make more sense.

5. Qualifier

The qualifier outlines how the data validates the warrant and may limit the claim's universality. All women desire to be mothers, for example, is an absolute assertion that must be qualified by one counterexample in order to be true. This is why qualifying terms are necessary. As a result of this, most arguments call for some form of qualifier that tempers an absolute claim and gives it a more believable

basis. Most frequently, "most," "usually," "always," and "sometimes" are used as qualifiers.

6. Rebuttal

Despite the argument's meticulous structure, there could still be room for a counterargument. These may be refuted either by engaging in further discussion or by anticipating the counterargument by presenting the refutation at the beginning of the argument.

C. Previous Studies

Previous researchers have carried out a study related to the writing skills of argumentative text. Several studies on this problem have demonstrated how ability and difficulties students. This study has been discussed by several researchers. Indriani (2019) confirmed that the focus of this study is to find the effect of outline planning to the essay organization of argumentative writing. Participant in this research, are fourth semester students of the English Department. The data in this study was analysed both qualitatively and quantitatively, by comparing the results of pre-test and post-test in argumentative essays writing. Based on the data analysis, students' writing has significantly improved after outline planning was introduced. The result shows that there is a significant improvement in students writing after the implementation of the outline planning. The improvement reflected from the reduction of the types and the number of mistake made by the students in their writing.

Dang et al (2020) researchers confirmed that researched on this argumentative essay for university students, but the aspects they studied are only about linguistic competencies such as vocabulary and grammar. The purpose of writing is to argue the controversial topic or issue to convince readers to accept or agree with the writer's point of view. The aim of this study is to find out the difficulties in writing argumentative essays of English majored sophomores at Tay Do University. Besides, this study is expected to help students restrict their difficulties and improve their writing skill positively. The results of the research show that English majored sophomores met difficulties in term of linguistic competence (vocabulary, grammar and coherence), organization and development of an argumentative essay, and the lack of critical thinking.

In a study by Anita (2012) said that participant in this research are second year students of the English department. The researcher only see ability in writing an introductory paragraph of an argumentative essay. Then Ramadhani et al (2022) the researcher evaluated the students' writing abilities using various methods to draw conclusions or depict data. This research was conducted by using qualitative. Participant in this research are third semester students of the English department. In collecting data the researcher has used writing test as the main instrument. The result of this research showed that the third semester students skill in writing argumentative essay was good.

CHAPTER 3

METHODOLOGY

This chapter presents the research methodology in this study. It covers discussion about research design, research context, data collection, and data analysis.

A. Research Design

This study used was carried out to explore the EFL students ability in writing argumentative text. Qualitative method approach to examine the problems that arise in writing argumentative essay. Qualitative methods seek to understand and interpret the meaning of an event of behavioral interaction human behavior in certain situations according to the author's perspective (Gunawan, 2013). According to Creswell and Clark (2007) state that the qualitative method serves to build on the obtained numeric data and seek to explore participants' view in more depth.

Based to the experts mentioned above, a researcher might draw the conclusion that using the qualitative research approach, data analysis is used to build explanations about the world around us. The writer can more deeply understand the object's perspective on this inquiry using this method. This method was used to find out students' ability in writing argumentative text. The study was conducted in English department students of Aceh State Islamic University and Private-own University.

B. Research Context

1. Location

This study took place at two universities, Aceh State Islamic University and Private-own University. Aceh State Islamic University located in the Darussalam, Ir. Ibnu Sina No.2 Kec. Syiah Kuala Banda Aceh. While Private-own University in the Lamnyong, Jl. Tanggul krueng Lamnyong, Kec. Syiah Kuala Banda Aceh.

2. Population

Sukhla (2020) stated that the population is made up of all the units to whom research findings can be applied. That means population is the whole of the research subjects. The population is all variables related to the topic of the study. The population in this study were the English department students of Aceh State Islamic University and Private-own University.

3. Sample

According to Syafnidawaty (2020), the sample is part of the population that has similar characteristics that can represent the population. Participants were invited purposively to focus on specific goal, based on the criteria. The sample were students batch 2022 of second semester English department students of Aceh State Islamic University and Private-own University. The total sample was 20 students, 10 participants from Aceh State Islamic University and 10 participants from

Private-own University. In this research, researcher uses total sampling because the total number of English students is less than 100.

C. Data Collection

Data collection is a method used by researchers to collect the data needed in research. In this research use test and questionnaire to know students' ability in writing argumentative text that will be given to students with tests to measure students' writing ability.

1. Test

A test is a tool or set of methods used with rules to measure student work results by using them (Arikunto, 2012). The instrument used to collect the data was a written test focused on writing argumentative text. Brown (2001) said that the test is a technique to measure somebody's knowledge or competence in understanding of the knowledge.

The test was conducted online and I collected the data using several apps to interact with the students. The first step I took was discussing with students using the WhatsApp application on WhatsApp group. After the students have a clear understanding, the instruments that will be delivered. I ask them to write an essay, which is then collected via Email.

After students collect an essay of the argumentative text via Email, I check students' essays. The first steps were applied by the reviewed introduction of argumentative text, in introduction paragraph

that will be assessed of a generic structure are the hook and thesis statement. The second steps were applied by checked body paragraph of argumentative text, in body paragraph that will be assessed of generic structure are topic sentence and supporting sentence. And the last steps were applied by checking conclusion of argumentative text, in conclusion paragraph that will be assessed of generic structure is restatement.

2. Questionnaire

After students write an essay of argumentative text, I ask students to fill questionnaire. According to Sugiyono (2017) a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer.

The questionnaire used in this study is a closed questionnaire. The likert scale used Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Because it will be known with certainty whether the respondents' answers likely to agree or not agree, so that respondents' answers are expected to be more relevant.

D. Data Analysis

Data analysis is the systematic process of analyzing obtained data to get the conclusion of research. As revealed by Sugiyono (2018) that data analysis techniques are the way used with regard to calculations to answer problem formulations and hypothesis testing proposed in research. Technique of data analysis is a way of mapping, parsing, calculating, and assessing data that has

been collected in order to answer the problem formulation and obtain conclusions in research.

This study used a test and questionnaire. The test was given to students as an instrument in data analysis to see how EFL students' ability to write argumentative text. After students write an essay of argumentative text, I ask students to fill the questionnaire. After getting data I checked students' essays and analyzed argumentative text based on generic structure.

Table 3.1: specification of writing test

No	Generic Structure	Criteria
1	Introduction	Hook thesis statement
2	Body	Topic sentence supporting sentence
3	Conclusion	Restatement

The result of data form divided into five categories, according to Ridwan (2009), clarification of the percentage of respondents can be presented in the table.

Table 3.2 Likert scale score

Rating Score	Descriptions
81 – 100	Very High
61 – 80	High
41 – 60	Medium
21 – 40	Low
0 - 20	Very Low

Table 3.2 Likert scale score interpretation criteria Rating score descriptions. The table above indicated the stage of students' concerns based on the result of the test.

Table 3.3: Argumentative essay assessment rubric

	(3)Above expected	(2)At expected	(1)Below expected
Introduction	Detail background information	Quite detailed background information	Some general background information
	A very clear explanation of the problem	A dear explanation or Definition of the problem	Some explanation or Definition if the problem
Body	A very well formed, properly placed thesis statement Three or more main points are well develop with supporting detail	A well formed, properly thesis statement Three or more main points are present but may lack detail and development in one or two	A Quite well formed but properly placed thesis statement Fewer than three main points, with poor development of ideas
Conclusion	It is obvious that a plan was developed with supporting detail Conclusion summarizes all main topic without repeating previous sentences Writer commentary qand suggestion for change logical and well thought out	Overall, the paper is logically developed Conclusion summarizes main topic with few previous sentences repeated Some suggestion for change are evident	Three are some examples of poor organizational planning Conclusion summarizes some main points repeating previous sentences Few commentary or suggestions for change are included

Data analysis in this study uses SPSS (Statistical Product and Service Solution) as a statistical data processing tool, so that data processing runs automatically and then the results are interpreted. SPSS is a software that functions to process and analyze statistical data Zein (2019).

CHAPTER 4

FINDING AND DISCUSSION

This chapter presents the research findings and discussion of students' ability in writing argumentative essay written by second semester students. The data were collected through three instruments. A test were used to the first research question. Meanwhile, questionnaire was employed for the second research question.

A. Findings

1. Findings from Research Question One: How is the students' ability to write argumentative essay at the English Education Department?

An argumentative text test was conducted for the students. The students were asked to write argumentative text with the topics "Has the internet made society better?", "Are mobilitas phone really making people anti social?" or "The dangers of TikTok addiction". 20 students were participating in this research, 10 students from Aceh State Islamic University and 10 students from Private-own University. There are 5 criteria used as a measurement of the test; hook, thesis statement, topic sentence, supporting sentence, and restatement

The first step is checking participants' essay results to check grammar through the Grammarly application. The second step checked generic structure is used as a measurement based on the five

criteria of argumentative text in paragraphs. The last steps find the total score = hook + thesis statement + topic sentence + supporting sentence + restatement. Then, students' final scores could be calculated to know the means of the total score. The result of students' argumentative text test is as follows:

Table 4.1 The result of test Aceh State Islamic University

Name	Hook	Thesis Statement	Topic Sentence	Supporting Sentence	Restatement	Score
S1	18	0	15	15	10	58
S2	15	10	15	17	10	67
S3	15	0	13	0	10	38
S4	17	15	16	15	10	73
S5	15	10	15	13	13	66
S6	18	10	12	18	11	73
S7	18	19	17	18	15	87
S8	17	0	18	19	15	69
S9	15	0	16	15	16	62
S10	15	0	16	16	15	62
Mean						65.5

Table 4.1 shows the result analysis of Aceh State Islamic University Students' ability in writing argumentative essays. The highest score is 87 and the lowest score is 38. The total score of students' argumentative essays is based on five criteria, the mean of the total score is 65.5. Here is an example of a student Aceh State Islamic University essay :

Are mobilitas phone really making people anti sosial.

Cells phones are one of the of the most important communication tool that is very important today and is used through in the world. **(Hook)**

With the existence of communication tools that are currently being used by both parents, teenegrs, adults, and children. With the existence of human cell phones around the world can communicate well. Everyone can access a variety of information through call phones. Such as viewing news that is currently developing both domestically and abroad, looking for study references, making phone calls with fellow humans both far and near. And we can video call with our parents, friends, or all of the humans. **(Thesis statement)**

Why are phones making people anti-social, because everyone can access all information via cell phones, so many people don't need other people to help each other. Like someone who wants to make a work of art or food, the person can see directly how to make it through the call phone. **(Topic sentence)**

Cell phones can also have positive and negative impacts making it easier for students to find learning materials, the negative impact can make children addicted so that they are negligent such as studying, reading the holy Quran, and praying because they are busy playing games. **(Supporting sentence)**

Cell phones make people anti-social. So as humans who lived must be social, humans must be able to help others who are around us. Don't be anti social person because there are cell phones around us, we also have to talk

directly to other people, ask how they are doing, visit their homes or others.

(Restatement)

Table 4.2: The result of test Private-own University.

Name	Hook	Thesis Statement	Topic Sentence	Supporting Sentence	Restatement	Score
S1	16	10	12	13	0	51
S2	15	0	17	16	16	64
S3	15	0	17	16	13	61
S4	15	10	17	16	15	73
S5	14	0	17	16	14	61
S6	14	0	12	17	12	55
S7	13	0	17	15	14	59
S8	13	0	15	16	0	44
S9	14	0	15	14	0	43
S10	15	12	15	17	16	75
Mean						58.6

Table 4.2 shows the result analysis of Students' Private-own University ability in writing argumentative essay. The highest score is 75 and the lowest score is 43. After getting the total score of students' argumentative essay based on five criteria, the mean total score was 58.6.

Here is an example of a student Private-own University essay:

Are mobilitas phone really making people anti social

Mobile phone is a portable electronic device that allows for wireless communication. It is designed to make and receive calls, send and receive text messages, and access various other communication services. **(Hook)**

Phones typically also include internet connectivity, allowing users to browse the web, access social media, send emails, and use various mobile applications. While mobile phones have undoubtedly changed the way we communicate, it is not accurate to say that they are inherently making people antisocial. The effects of mobile phones on social behavior can vary depending on how they are used and individual preferences. **(Thesis statement)**

On one hand, mobile phones provide a convenient means of communication and can help people stay connected with friends, family, and colleagues. **(Topic sentence)**

They enable us to make calls, send text messages, and use various social media platforms to interact with others. In this way, mobile phones can actually enhance social connectivity and facilitate communication. **(Supporting sentence)**

On the other hand, excessive or inappropriate use of mobile phones can sometimes lead to reduced face-to-face interactions and a sense of disconnection. **(Topic sentence)**

For example, if individuals spend too much time on their phones in social situations, it can create a barrier and hinder meaningful engagement with the people physically present. Additionally, the constant presence of mobile phones can be distracting, leading to decreased attention and engagement in real-world interactions. **(Supporting sentence)**

It's important to note that the impact of mobile phones on social behavior is influenced by various factors, including individual personality traits, social

norms, and personal choices. Some individuals may be more prone to excessive phone use or may find it challenging to strike a balance between digital and offline interactions. mobile phones can have both positive and negative effects on social interactions, it's not accurate to make a blanket statement that they make people antisocial. The key lies in using mobile phones mindfully, setting boundaries, and maintaining a healthy balance between digital and face-to-face interactions. **(Restatement)**

The researcher calculated the result of the ability to write argumentative essay test performance of the samples using the SPSS 25 program. The first step was testing the normality. It was used to know the normality of the data that would be analyzed whether both groups have normal distribution or not. The next step was testing homogeneity. It was used to know whether the sample class, that is decided, came from a population that had relatively the same variant or not. The last step was differences students' ability in writing an argumentative essay as result of the test, mean of Aceh State Islamic University students was 65.5 and Private-own University students 58.6.

Table 4.3: Means

Means			
Class	Mean	N	Std. Deviation
UIN	65.5000	10	12.58968
UBBG	58.6000	10	10.77239
Total	62.0500	20	11.94053

2. Findings from Research Question Two: What are the difficulties they faced in writing an argumentative essay at the English Education Department?

The researcher administered questionnaires to find out the students' perceptions of the difficulties writing argumentative texts. The results are presented in Table;

Table 4.4: The result of questionnaire Aceh State Islamic University

No	Statments	SD	D	A	SA
1	I have difficulty to write essay in English.	0%	0%	80%	20%
2	I understand about argumentative text.	10%	30%	40%	20%
3	I feel hard to write ideas in the argumentative text.	0%	40%	30%	30%
4	I know the generic structure in the argumentative text.	20%	20%	40%	20%
5	I have many vocabulary knowledge.	0%	70%	20%	10%
6	I have difficulty in using grammar to write essay in English.	0%	0%	70%	30%
7	While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	0%	10%	70%	20%
8	I feel nervous if writing done in limeted time.	0%	10%	70%	20%

Note:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Table 4.4 It can be concluded that students have different problems in writing argumentative text. The highest is 80% in question number 1, difficulty to write an essay in English is one of the problems for participants Aceh State Islamic University. From 10 participants, 8 participants answered agree and 2

participants answered strongly agree to that question. Question number 6 stated, “Difficult in using grammar to write an essay in English”. 70% of participants answered agreed with that question. They felt it difficult to write text in English using grammar and it was also supported by their test that found many grammar errors.

Question number 7 stated “worried and uneasy if I know they will be evaluated”. It is caused by the lack of knowledge of argumentative text. 70% of participants answered agree. Question number 8 asked about their feeling in writing, 70% of participant answer agree they feel nervous if writing is done in a limeted time.

Table 4.5: The result of questionnaire Private-own University

No	Statments	SD	D	A	SA
1	I have difficulty to write essay in English.	10%	60%	30%	0%
2	I understand about argumentative text.	0%	20%	60%	20%
3	I feel hard to write ideas in the argumentative text.	0%	70%	10%	20%
4	I know the generic structure in the argumentative text.	0%	40%	60%	0%
5	I have many vocabulary knowledge.	0%	50%	30%	20%
6	I have difficulty in using grammar to write essay in English.	0%	40%	40%	20%
7	While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	0%	20%	70%	10%
8	I feel nervous if writing done in limeted time.	10%	10%	60%	20%

Table 4.5 shows that the highest is 70% of participants answered agree in number 7, the question “While writing English compositions, I feel worried and uneasy if I know they will be evaluated” They felt hard in writing argumentative text if they know it be evaluated. Question number 8, 60% of participants

answered agree about “I feel nervous if writing is done in a limited time.” They were hard in arranging the sentences in limited time. 60% of participants understood about argumentative text and know the generic structure in the argumentative text.

B. Discussion

This section describes the presents a discussion based on the research findings.

1. How is the students' ability to write argumentative essay at the English Education Department ?

The highest of Aceh State Islamic University Students score is 87 and the lowest score is 38. The mean of the total score is 65.5. While the highest Private-own University Students score is 75 and the lowest score is 43. The mean of total score is 58.6. Before getting the mean total score the researcher calculated the result of the ability in writing argumentative essay test performance of the samples by using the SPSS 25 program. The first step was testing the normality, the next step was testing homogeneity and the last step was mean of the total score.

This finding supported by the previous study investigating the same issues in various contexts. Ramadhani et al (2022) The researcher evaluated the students' writing abilities using various methods to draw conclusions or depict data. This research was conducted by using qualitative. Participant in this research are third semester students of the English department. In collecting data the researcher has used writing test

as the main instrument. The result of this research showed that the third semester students skill in writing argumentative essay was good.

2. What are the difficulties they faced in writing an argumentative essay at the English Education Department ?

This question was answered by conducting a questionnaire for students which consists of eight questions. The respondents were 20 persons. The questionnaire result showed that students' problem in the argumentative text was grammar and difficulty to write essay in English. The students had many problems with writing a argumentative text. Their problems were difficulty generating ideas, vocabulary, grammar, structural, feeling worried and nervous.

This finding is supported by the previous study investigating the same issues in various contexts. Thi Hanh Dang et al (2020) they found that students' challenges should be restricted by this study, which is also expected to positively affect their writing abilities. Writing argumentative essays was not simple, and the majority of students typically encountered difficulties while attempting to do so, according to the conclusions reached after carefully examining the data from the questionnaire and interview. The results of the research show that English majored sophomores met difficulties in term of linguistic competence (vocabulary, grammar and coherence), organization and development of an argumentative essay, and the lack of critical thinking.

CHAPTER 5

CONCLUSION AND SUGGESTION

In this section, the researcher would like to give a conclusion and suggestion about the study result. The conclusion of the study was the answer problem of the study as stated in the previous chapter which the finding was based on the result of data analysis. The suggestions are expected to make better improvement and motivation for students and researcher related to the teaching learning of English writing.

A. Conclusion

After analyzing the data from the test result students of Aceh State Islamic University and Private-own University. From based understanding, several between can be drawn:

1. The case in both groups is that there is a difference in writing an argumentative essay between Aceh State Islamic University students and Private-own University. It is convinced by the statistical result mean, Aceh State Islamic University students are 65.5 and Private-own University students are 58.6. Aceh State Islamic University students are different score in writing an argumentative essay with Private-own University students. It can be concluded that student's writing in argumentative essay in the second Semester of Aceh State Islamic University is in high level and Private-own University is in

medium level. But the ability of students in writing argumentative essay is considered still in the developing stage.

2. It happens because of some factors and problems which affect students writing ability. Students have difficulty writing essay in English, students don't understand argumentative text, feeling hard to write ideas in the argumentative text, students don't know the generic structure of the argumentative text, limited vocabulary knowledge, students have difficulty using grammar to write essay in English, feeling worried and uneasy if they know their writing will be evaluated and feeling anxiety due to less confidence.

B. Suggestions

Based on the data and the discussion to improve the ability in writing argumentative essay, here are the following suggestions:

1. For students

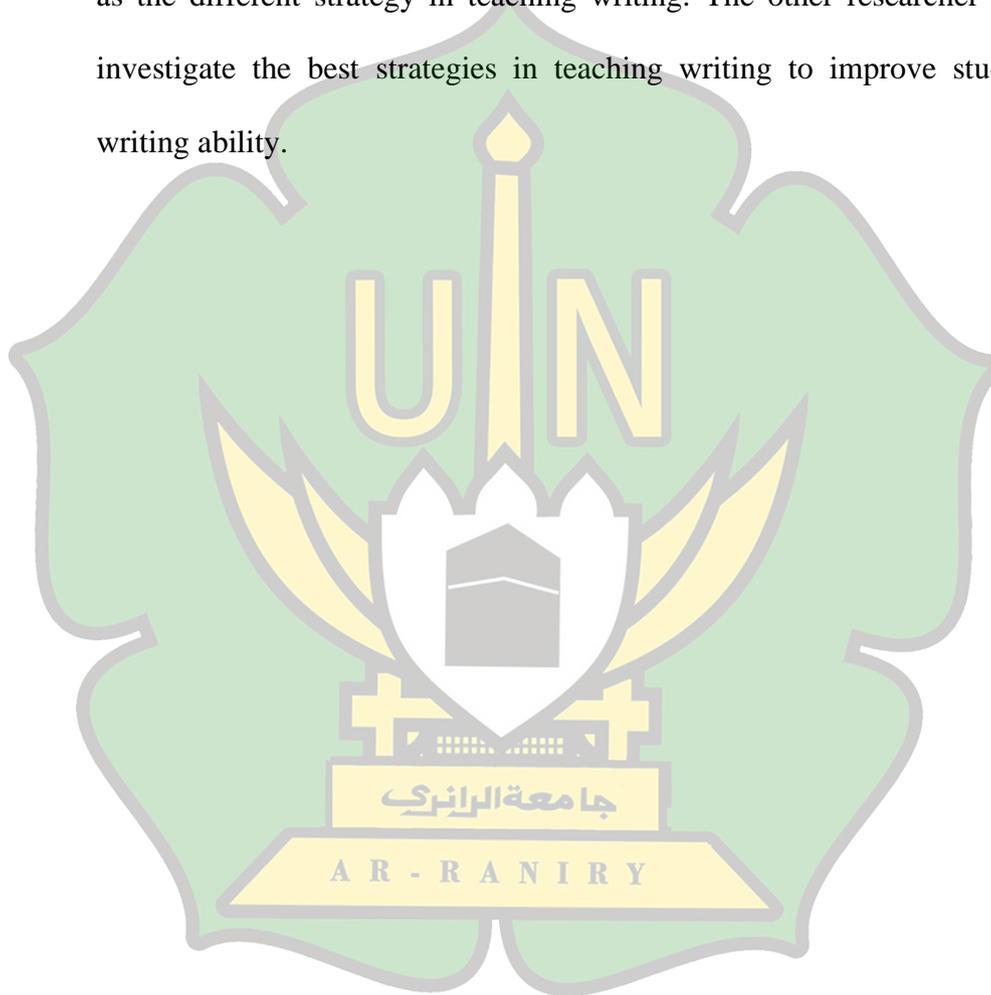
I recommended that students learn more writing in argumentative text. The students recommended to have many exercises in writing argumentative essay. It also could be a reference to evaluate their ability in argumentative essay.

2. For Future Researcher

This study was focused on the second Semester of Aceh State Islamic University and Private-own University, 2022/2023 academic year. However, this study has limited that it only focused on generic structure.

There are still many aspects that can be analyzed about the argumentative text for students in their writing.

For future researcher would like to conduct the study related to the different in ability of English writing, some domains that can be used, such as the different strategy in teaching writing. The other researcher could investigate the best strategies in teaching writing to improve students' writing ability.



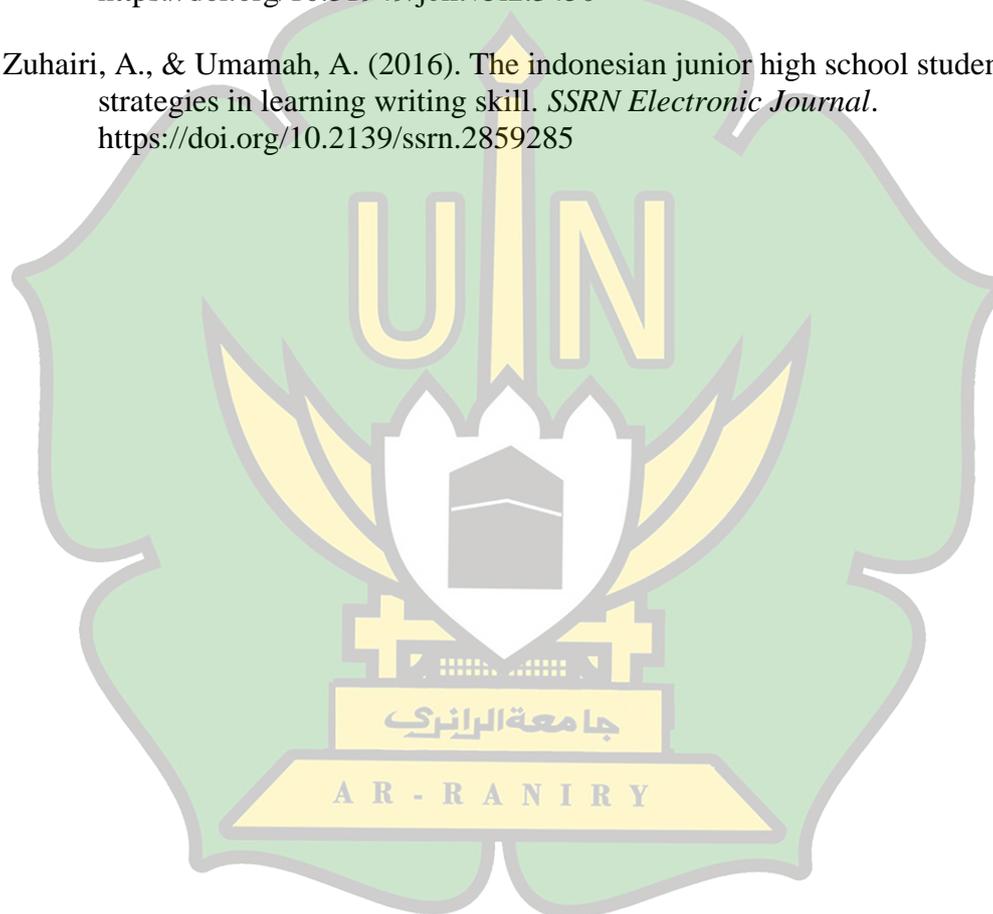
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APPENDICES

Appendix A

Appointment Letter of Supervisors

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 7622/Uin.06/FTK/KP.07.6/07/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Uin.09/DT/1.00/5976/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIAH DAN KEGURUAN UIN AR-RANIRY

Mengingat

- a. bahwa untuk kelancaran bimbingan skripsi dan ujian mahasiswa mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-15383/Uin.06/FTK/KP.07.6/12/2022 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh;
- b. bahwa saat ini yang terdapat namanya dalam surat keputusan ini dipandang cukup dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat

1. Undang-Undang Nomor 20 tahun 2003 Tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2002, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 61 Tahun 2014, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI, Nomor 190/PMK.03/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 42 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2001, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pembekitan PNS di Lingkungan Departemen RI;
8. Peraturan Menteri Agama RI Nomor 24 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepala Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khas Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 12/PMK.03/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Mengingat

1. Keputusan Sekretaris Proposal & Ujian Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 21 Oktober 2022

MEMUTUSKAN

Menganatkan PERTAMA

1. Mengesah Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-15383/Uin.06/FTK/KP.07.6/12/2022 tanggal 1 Desember 2022

KEDUA

Menerima Suksesor

1. Prof. Dr. Harani, M.Soc., Ph.D. Sebagai Pembimbing Pertama
2. Rita Hornida, S.Psi., M.Psi Sebagai Pembimbing Kedua

Untuk membimbing Skripsi:

Nama : Rirky Mawdun
NIM : 18020189
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : EFL Students' Ability in Writing Argumentative Text: A Comparative Study

KETIGA

1. Penyesuaian komposisi pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 05.04.2.429/23/2023 tanggal 17 November 2021;

KEMPAT

Surat keputusan ini berlaku sejak tanggal diucapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

KELIMA

Surat Keputusan ini berlaku sejak tanggal diucapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Dibacakan di: Banda Aceh
Pada Tanggal: 21 Juli 2023

Dekan,
[Signature]
Rizka Mawdun

Tembusan

1. Dekan UIN Ar-Raniry (diikuti Agensi)
2. Ketua Prodi FIB/IBL, Tarbiyah dan Keguruan
3. Pembimbing yang bersangkutan untuk diadvisasi dan dikonsultasi
4. Mahasiswa yang bersangkutan
5. Lain-lain

Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research



**KEMENTERIAN AGAMA UNIVERSITAS
ISLAM NEGERI AR-RANIRY FAKULTAS
TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4503/Un.08/FTK.1/TL.00/03/2023

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan
UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : Rizkyamaudina / 180203188

Semester/Jurusan : / Pendidikan Bahasa Inggris

Alamat sekarang : Lamno, Aceh Jaya

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *EFL Students' Ability in Writing Argumentative Text: A comparative study*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 06 Maret 2023

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Berlaku sampai : 06 April
2023



**KEMENTERIAN AGAMA UNIVERSITAS
ISLAM NEGERI AR-RANIRY FAKULTAS
TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4503/Un.08/FTK.1/TL.00/03/2023

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Rektor Universitas Bina Bangsa Getsempena

Assalamu'alaikum Wr,Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Rizkyamaudina / 180203188**

Semester/Jurusan : / Pendidikan Bahasa Inggris

Alamat sekarang : Lamno, Aceh Jaya

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *EFL Students' Ability in Writing Argumentative Text : A comparative Study*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 06 Juni 2023

an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



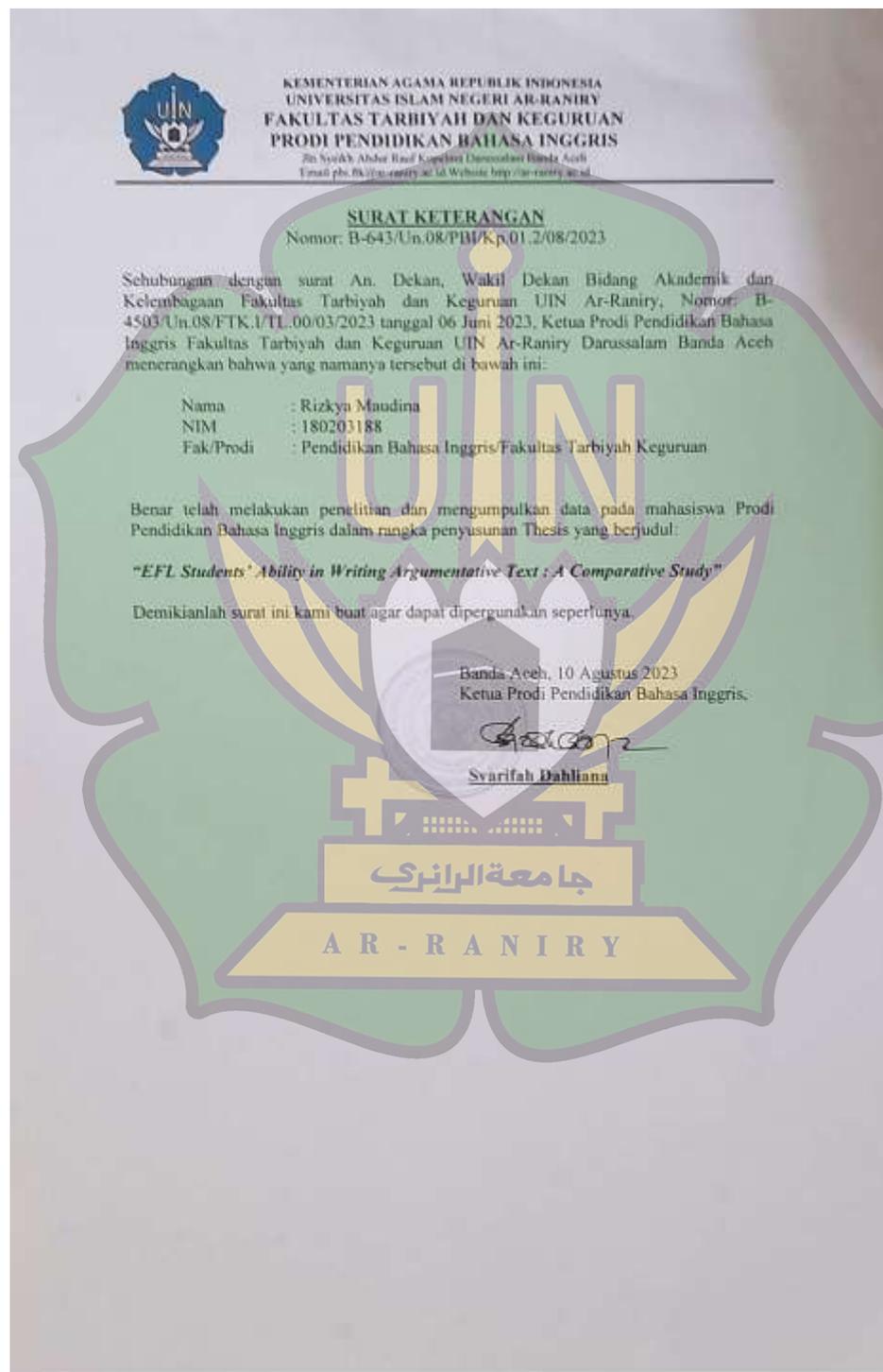
Berlaku sampai : 06 Juli
2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

AR - RANIRY

Appendix C

Confirmation letter from Department of English Language Education





**UNIVERSITAS
BINA BANGSA GETSEMPENA**

Jl. Tengkul Krueng Lamnyong No. 34 Rukoh, Banda Aceh 23112 Indonesia | bbg.ac.id | info@bbg.ac.id | +62 823-2121-1883



SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

NO:2388 /131013/FI/KM/VIII/2023

Bedasarkan surat masuk dari Kementerian Agama Universitas Islam Negeri Ar-Raniry Banda Aceh Fakultas Adab dan Humaniora nomor : B-4503/Un.08/FTK.1/TL.00/03/2023 tertanggal 06 Juni 2023 perihal permohonan bantuan data di Kampus Universitas Bina Bangsa Getsempena Banda Aceh,

Yang bertanda tangan dibawah ini :

Nama : Dr. Rita Novita, M.Pd
NIDN : 0101118701
Jabatan : Wakil Rektor I
Unit Kerja : Universitas Bina Bangsa Getsempena Banda Aceh

Maka dengan ini, kami menerangkan bahwa:

Nama : Rizky Maudina
NIM : 180203188
Prodi : Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Keguruan
Universitas : Universitas Islam Ar-Raniry Banda Aceh
Judul skripsi : **EFL Students Ability in Writing Argumentative Text : A Comparative Study.**

Benar yang tersebut namanya diatas telah mengambil data di Universitas Bina Bangsa Getsempena Banda Aceh Tanggal 08 Juni 2023 s/d 08 Juli 2023.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagai mana mestinya.

جامعة الرانيري

AR-RANIRY

Banda Aceh, 14 Agustus 2023

Wakil Rektor I,

Dr. Rita Novita, M.Pd
NIDN.0101118701

Appendix D*Test***Name** :**Email** :**Students ID** :**University** :**Phone number** :

Writing Test Instruction !

Here are the topics for writing test . Choose one of them based on your interest.

Make at least 3 paragraphs of argumentative essay include the main parts introduction , body , and conclusion.

1. Topic 1. Has the Internet made society better?
2. Topic 2. Are mobilitas Phone really making people anti social?
3. Topic 3. The dangers of TikTok addiction!

AR - RANIRY

Appendix E

Questionnaire

No	Statments	SD	D	A	SA
1	I have difficulty to write essay in English.				
2	I understand about argumentative text.				
3	I feel hard to write ideas in the argumentative text.				
4	I know the generic structure in the argumentative text.				
5	I have many vocabulary knowledge.				
6	I have difficulty in using grammar to write essay in English.				
7	While writing English compositions, I feel worried and uneasy if I know they will be evaluated.				
8	I feel nervous if writing done in limited time.				

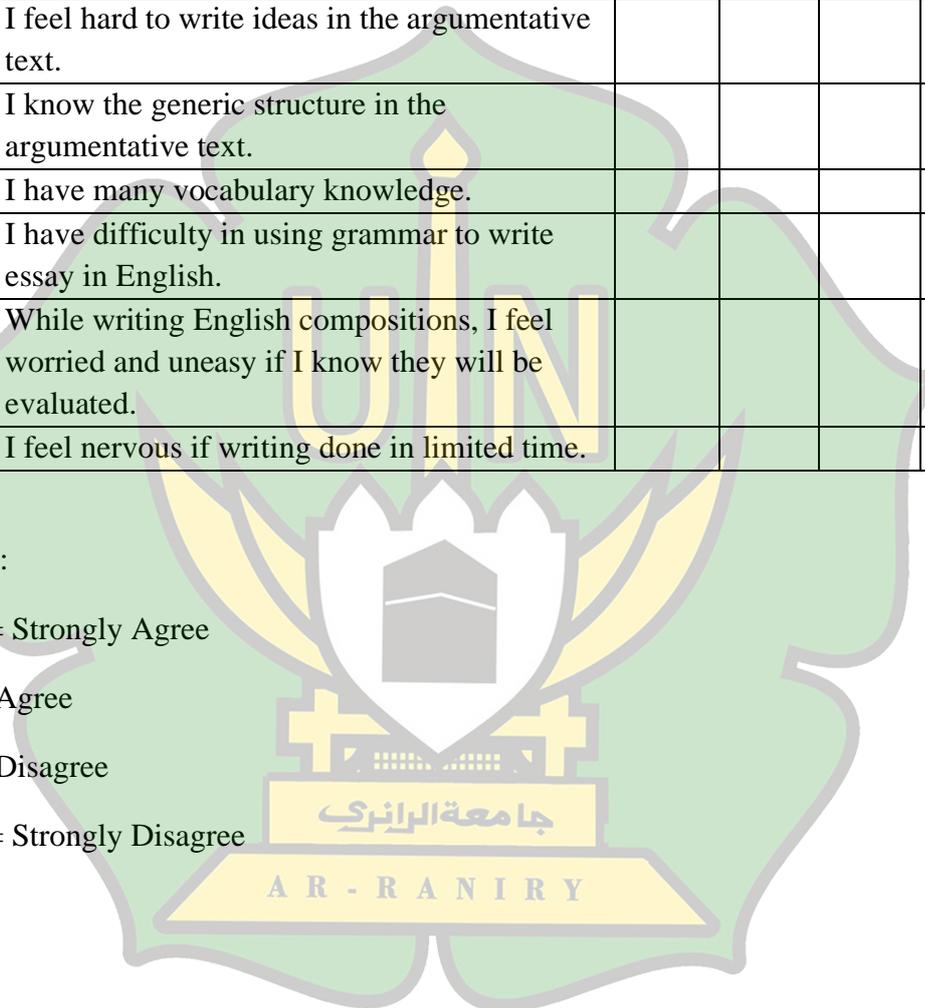
Note:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree



AUTOBIOGRAPHY

1. Name : Rizkya Maudina
2. Place / Date of Birth : Banda Aceh, August 13th 2000
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Lamno, Aceh Jaya
7. Email : 180203188@student.ar-raniry.ac.id
8. Occupation/ NIM : Student/ 180203188
9. Parents
 - a. Father's Name : Zainal Abidin Arbi (ALM)
 - b. Mother's Name : Yusnidar
 - c. Father's Occupation : -
 - d. Mother's Occupation : Housewife
 Address : Lamno, Aceh Jaya
10. Educational Background
 - a. Elementary School : MIN Lamno
 - b. Junior High School : MTSs Oemar Diyan
 - c. Senior High School : Mas Oemar Diyan
 - d. University : جامعة الرانيري Education and Teacher Training
Faculty of Ar-Raniry Islamic State
University, English Language
Education Department