

CHAPTER I

INTRODUCTION

This chapter discusses background of the research, scope of the research, statement of the problem, objectives of the research, and significance of the research.

A. Background of the Research

In general meaning, writing is to express ideas and opinions in writing. Although writing is considered an activity that drains concentration, it turns out that many people also want to become a writer, indeed being a writer is not just having intentions and ideals. However, one must first understand the meaning of writing. Its function is that one can explore and concentrate again in expressing ideas and ideas. After all, the desire to write has a great degree of usefulness. It is not only beneficial for the writer himself, but it is also for the reader himself.

Writing is the process of describing a language so that the message conveyed by the reader. In learning English, there are four aspects of language skill namely listening, speaking, reading and the last is writing, although writing is the last place but writing is not an unimportant skill. In learning writing in class, teachers often only give students a title or a topic. Students make a text, and the teacher assesses the grammar, vocabulary, and spelling errors in it. Writing then only becomes a testing tool, maybe this is the reason why writing has a bad reputation.

The main concern of this research however focuses on students' writing skills, especially with argumentative writing. Argumentative writing is very important for students because they will find many examples of written assignments that require them to be able to write clearly and defend their arguments critically and analytically.

ESL and EFL students find writing among the four language skills the most overwhelming due to its complexity (Yunus, Salehi & Nordin, 2012). Delving deeper into some of the type of writing that are most intimidating, Ka-kan-dee and Kaur (2014) observed that argumentative writing is possibly one of the most difficult writing for students compared to other forms of writing. They say that such writing is in fact very important at the tertiary level because university students are expected to be able to express their ideas clearly and critically in academic writing. Most writing tasks at the tertiary level do require students to be able to argue convincingly and critically. However, there is no denying that ESL and EFL students exhibit many difficulties when writing argumentatively. Nippold and Ward-Lonergan (2010, p.238) as quoted in Ka-kan-dee & Kaur (2014) say that "argumentative writing is a challenging communication task that requires sophisticated cognitive and linguistic abilities". Such the abilities are obviously challenging to ESL and EFL learners regardless of proficiency level. In order to fix the problem related to difficulty of argumentative writing of ESL and EFL students, students' argumentative writing, for high school ESL students will be devoted to alternative linguistics as well as provide writing tools to ESL students for academic writing.

Students' argumentative writing according to Yunus, Salehi & Nordin (2012), ESL students find it very scary to put their thoughts on paper because they lack the "linguistic feature such as vocabulary, grammar and discourse" every student in either ESL or EFL will have a different experience before to entering university. It is possible that some are exposed to argumentative writing, while some may not have it. However, it is undeniable that those who cannot meet the desired set of disciplinary requirements face some form of difficulty in argumentative writing.

Therefore, it should be noted that the difficulties faced by students in argumentative writing fall into two main categories. (1) They do not have the linguistic competence to write which means there are deficiencies in vocabulary, grammar and coherence and (2) they do not have the cognitive ability to argue critically and analytically. According to Ka-kan-dee & Kaur (2014), most tertiary students do not have the ability to submit a credible thesis statement and do not have the ability to argue and defend their statements. This inherently proves that there is a lack of cognitive ability of most of the students when writing argumentative. Therefore, it is necessary to assess the need for argumentative writing for tertiary level students to identify the main problem areas faced by students in argumentative writing.

This research aims to identify the difficulties faced by students in writing argumentative essays so that a course framework can be developed for a written argumentative writing at muhammadiyah university. As previously stated, argumentative writing is an important writing genre for students to provide quality

academic work in their written assignments. If students are not able to meet the standards of their university and discipline in terms of their language proficiency, it will prove frustrating not only for students but also for the teacher. Although it is not much, research shows that students struggle to write argumentatively. Apart from the lack of linguistic competence, giving clear arguments and organization of ideas seems to be student writing research on argumentative writing, extraordinary for students when writing academically. Therefore, it is first important to explore the needs of students before creating a written argumentative writing at muhammadiyah university. Focusing primarily on argumentative writing, this research hopes to benefit course designers by embarking on a comprehensive and valuable written argumentative writing for tertiary level students to become proficient and productive writers.

Based on this research, it appears th.at some students are still having problems and difficulties in writing argumentative essays. Based on the background of the research above, the researcher found several problems, which can be seen as follows:

Students do not understand argumentative writing procedures students do not understand generating ideas, students do not understand pre-writingpre-writing, students do not understand the technique in writi

Furthermore, argumentative essay. contains sound arguments that present supporting evidence and reasons about something whether we agree or disagree

about it and the ability to engaging with other people's ideas is essential to democracy citizenship.

Based on the experience of researchers in previous semesters, researchers found several obstacles in writing essays such as lack of vocabulary, difficulty generating ideas, and incorrect essay placement structure in each paragraph. Therefore, the researcher wants to analyze the ability of the sixth semester of English Education Studies in writing argumentative essay.

Therefore, the researchers took the title : Students Argumentative Writing Student of Semester VI of Muhammadiyah University” as the title of the thesis for determine students' writing ability.

B. Scope of the Research

This research focused on students’ argumentative writing that involved the thesis statement, researcher only focuses on students’ argumentative writing text regarding to the structure which consist of introduction, body, and conclusion, at English Language Education at Muhammadiyah University

C. Statement of the Problem

Based on the background above, the researcher form lates the statement problem as follow:

How are the students’ argumentative writing the 6th semester at English Language Education Study Program of Muhammadiyah Universit

D. Objective of the research

In relating to the research problem, the objective of the research formulated as follow:

To know the students' argumentative writing text the 6th semester at English Language Education Study Program of Muhammadiyah University?

E. Significance of the Research

There are two kind of research sign..ificance as follow, (1) theories significance and (2) the practical significance.

1. Theoretical Significance

The result of this research are expected to enrich the exiting theories concerning students' argumentative writing text.

2. Practical Significance

The results of this research are expected to provide the students especially writing to identify the students' argumentative writing text.