

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of study

Nowadays, everyone gradually realizes that writing ability is one of the most important abilities to be mastered by everyone who wants to be known through the world of literacy. Through "writing" the thought of a person can be conveyed and seen by everyone through his writings published throughout the world regardless of distance and time limits.

Writing has been considered as one of the most important skills in learning a second or foreign language. The teaching paradigm of writing has gradually shifted from traditional product-oriented writing to process-oriented writing (Zamel, 1982; Ling, 1984a; Ling, 1986b; Hyland, 2003b; Harmer, 2004; Brown, 2007; Clark, 2012).

Concerning about writing, there are still some problems found in Indonesia. Alwasilah (2005) claims that skill of writing in Indonesia is the most ignore skill in language education. Then, writing habit in Indonesia is lower than reading habit (Khak, 2011). This situation is basically supported by the fact that Indonesia is in a far move to consider English as the foreign/second language in the country. Moreover, based on the data found in Scopus and Scimago, Indonesia only had 3.231 journal publications (Arradian, 2014). This number is not satisfying if it was compared to Malaysia's and Singapore's. Thus, as stated in Surat Dirjen Dikti No. 152/E/T/2012, there is a rule from Directorate General of Higher Education of Indonesia which required students to write a research article and publish it in a journal as a requirement for graduation since August 2012.

However, many students struggle with argumentation: they do not realize that they are expected to develop arguments in their essays, or have difficulty doing so (Bacha, 2010; Davies, 2008, as quoted in Winsgate, 2011, p.145).

In order to support this study, the researcher took some previous study.

First, Riza Oktaria Putri (2018). Research conducted is research that seeks to provide a picture of the relationship between a person's critical thinking skills with their writing abilities. This research was conducted by using two instruments namely the CCTT (Cornell Critical Thinking Test) and Writing Test, of 60 students from one of the high school in Palembang, South Sumatra, Indonesia.

The result is a positive relationship that is shown between the two things discussed above significantly with a correlation coefficient of 0.955, and a p-value (0,000) lower than the significance value (0,000 <0.005). With these results the research process is carried out by means of "regression". And as a result, the data obtained shows the ability of students to think has a coefficient value of 48.4% of students' "writing" skills, which type of writing made is argumentative text. From the available data, it can be seen if this study shows a correlation between the two aspects discussed in this study.

Second, Lestari Setyowati, Sony Sukmawan and Mohamad Anan Latief (2017). In this research, the researcher tries to study the method of planning the development of methods to improve students' abilities in writing an argumentative text. This study takes the subject of students in the EEP semester who majored in writing in one of the EFL guidance classes. This research, which was conducted in May-June 2015, uses Classroom Action Research (CAR) with 3 planning cycles, namely the depiction of basic aspects or vision and continued with the elaboration of each aspect that appears in planning. The assessment criteria for students are measured by looking at aspects of the assessment rubric of the nature of the terms of reference for argumentative essays. The result is, researchers see the existence of data that shows that planning methods and effective planning provisions can increase the effectiveness and efficiency of many aspects in student performance in writing argumentative essays.

Third, M. Fadhly Farhy Abbas (2018). The study conducted focuses on the problems faced by students in writing argumentative texts. This refers to important aspects such as the development of creative ideas, logical reasoning,

the use of good and correct grammar and diction, to the structure of writing argumentative words / sentences. The purpose of this study is to find out and solve a series of problems that students face using the "writing collaboration" study method. The research subjects are 23 students from the English Department from one of the Universities in Pekanbaru namely, Lancang Kuning University using the Classroom Action Research Method or commonly called PTK. With a series of data collection methods such as observation, written tests, field reports and interviews.

The result, researchers found that there was a perceived development through data obtained from the data before the method was applied and after the method was applied. From the field data obtained, the average score of the medium-term test is 54.9, and the average score of the cycle test is 74.3. In addition, the results of data obtained from field reports, observational data, and interviews, show that students participate actively, creatively, and enjoy all the series of learning processes. The conclusion that I can draw, based on the data obtained, collaborative writing strategies that researchers propose can solve students' problems in writing argumentative texts.

Based on the explanation above, the researchers conclude the research title as "ANALYSIS OF STUDENTS' PROBLEM IN WRITING ARGUMENTATIVE TEXT".

## **1.2 The Problem of the Study**

Based on the background above, the writers formulated the problem of the study:

1. What difficulties are faced by students in writing argumentative text?
2. How do English Teachers solve the students' difficulties in writing argumentative text?

## **1.3 The Objectives of Study**

Based on the problem of the study above, the writers formulated the objectives of the study:

1. To find out the students' difficulties in writing argumentative text.
2. To know how English Teachers' solve the students' difficulties in writing argumentative text.

3. To help students express their opinions through argumentative text.

## **1.4 The Scope of Study**

This study will focus on the problems faced by students in writing argumentative text, especially in expressing opinions objectively. The subject of the study will be the students at Senior High School.

## **1.5 The Significance of Study**

The study conducted will not only have an impact in practice, but also in theory, which later is expected to be widely used.

### **1.5.1 Theoretically**

This study will be more explaining about students' difficulties in writing argumentative text, especially in expressing an opinions objectively as the core problem faced by students in this study.

### **1.5.2 Practically**

This study will give contribution to:

1. Teachers

Teachers will know the difficulties in expressing an opinions objectively in writing argumentative text, and also know how to face a problem in writing argumentative text.

2. Students

Students will know how to expressing an opinions objectively in writing argumentative text.

3. Other researcher

As one of the references used to conduct the related research.