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Teaching Argumentative Text to Foster Students’ Academic Writing

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Writing is one of the skills in teaching and learning English. Realizing that English as a foreign language (EFL) is taught in Indonesia, lecturer/teachers has never stopped finding ways to foster students’ skill in writing. Teaching writing at the university students need maximum efforts. It requires a lot of creativities and needs an ability to choose a proper approach, method, and technique. This investigation expected to find out and describing clearly related to the improvement of the students’ ability in writing of argumentative text. The participant of this study was the sixth semester students of the Department of English Education, Faculty of Tarbiya and Teacher Training, Syarif Hidayatullah State Islamic University Jakarta. The total number of participant was 5 out of 42 students of sixth semester and they were chosen purposively. The technique used for collecting data were through test, observation, and interview. The data analysis procedures includes data classifying, calculating, reflexing, interpreting, and drawing conclusion. The result of this investigation shows that the students’ activities, learning with fun that has undergone a better improvement through teaching and learning focusing on argumentative text and it could foster the students’ academic writing performance which reaches of at good level. Based on the findings and results suggest that lecturer or teachers should always be creative in choosing an interesting or a proper method and technique that would be applied in teaching writing.

Keywords: writing, argumentative text, and academic writing skill.
Introduction

In Indonesia, educating English has mandated by the government since junior, junior high school up to college and university level. Although English isn't the new thing for school and college students. In reality, they still have numerous challenges in learning it, because learning English in Indonesian is still regarded as foreign language. It is impossible for the learners memorize all the words in that they have read and to comprehend when they are composing English language.

The language competence is accomplished in both aspects not only in oral but also in written one. Through using the both aspects may lead the learners to master, such as in delivering idea directly and writing for correspondence. For the current situation, communicating in oral genre and also in written are expected to be acquired by the learners of foreign language. Anyway for the learners kept in touch with one is the most troublesome aptitude of language. Composing constitute one of the instructional material that still being a hard issue to learn t at school. Looking at these issues, the teachers have to create the subject with the goal that the learners can contemplate the subject effectively. Additionally, the sorts of the content can likewise be significant in training English so as to make the composing educating succeed. To choose the proper writings, the educator must think about the attributes of the understudies, which legitimately identified with the learning procedure

In the instructing and learning procedure of composing, the educator have a significant job. John (2007, p. 12) explained “Teacher’s role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning, structure and procedure), for drafting, (encouraging multiple drafts of reading), for revising (adding, deleting, modifying and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar, and mechanics)”

Some of the writing genre such as account, engaging, clarification, describe, data, report, work. These are valuable for the instructor for accomplishing the instructional objectives of training and intriguing for the understudies. Right now
attempt to discover what the content that is great for instructing composing. Through this investigation intention that is to investigate about to what extend do the students’ of the department of English education of UIN Syarif Hidayatullah Jakarta in developing paragraph especially in fostering their ability to write the argumentative text. By teaching argumentative essay constitute a main part to increase the students’ ability in writing skill, especially in academic writing task.

**Research Methods**

**Participant**

The total number of participant of this study were five out of 42 students of semester six of the Department of English Education (DEE) in the Faculty of Tarbiya and Teachers’ Training, UIN Syarif Hidayatullah Jakarta. The main reason for choosing these participants based on the consideration of the easiness to control and review their writing activities process and giving feedback in order to reach the research objective. (Rahayu 2007).

**Research Objective**

The main goal of this investigation were to: (1) elucidate clearly of teaching and learning process of argumentative text of the five out of 42 students of the semester six in the Department of English education in the Faculty of Tarbiya and Teachers Training, UIN Syarif Hidayatullah Jakarta (2) describe the improvement of five (5) out of 42 students of the six semester in the Department of English Education (DEE) in the Faculty of Tarbiya and Teachers Training, Syarif Hidayatullah, State Islamic University, Jakarta.

**Research Design**

This investigation followed the design of the classroom action research. Through this design, the activity requires the centered activities focused on the teaching and learning in the classroom, not on the advancement on hypothesis, no upon general application. This exploration will be led in the study hall. This action follows the procedures based on the classroom tradition. The main staging contained in classroom action consist of four aspect, namely planning, acting, observing and last one is reflecting.
Procedures of Data Collection

In collection the data of this study, the researcher collected the data based on each stage of the study. As mentioned in the previous, there are four main activities which inherent with the staging embraced in this investigation. The main data related to the students activities were obtained through the observing, interviewing, and the last was giving test. This test meant was to know to what extent did the students’ achievement about the object of the investigated. The main data was the written test. This meant was asked the students to write academic essay/paragraph.

Scoring Schema

To achieve the correct and appropriate score of the students’ writing. The writer used the following scoring rubric. The complete scoring used could be seen in the Table 1 below.

Table 1. Scoring Schema of the Students’ Writing

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Task Compliance/Format</th>
<th>Topic Development</th>
<th>Organization</th>
<th>Vocabulary</th>
<th>Discourse Control</th>
<th>Sentence Structure</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>80—100</td>
<td>Completely addresses all parts of the composing task, remembering for content references and edges. Remains focused all through.</td>
<td>All the requirement needed in composing the paragraph are complete</td>
<td>Well-organized the paragraph needed.</td>
<td>Complemented with all supporting paragraph</td>
<td>Having cohesiveness and coherence</td>
<td>Using all aspects of grammatical devices</td>
<td>Using all language devices correctness</td>
</tr>
<tr>
<td>Score</td>
<td>Content uses proper arrangement, dividing.</td>
<td>Addresses the composing task yet may not completely create or incorporate all pieces of the task. May stray in parts of the composition.</td>
<td>Content uses proper arrangement, dividing.</td>
<td>Addresses the composing task yet may not completely create or incorporate all pieces of the task. May stray in parts of the composition.</td>
<td>Easy to follow the idea, clarity and well-composed</td>
<td>Using control, supporting with main idea</td>
<td>Using variety devices or <em>forms</em>.</td>
</tr>
<tr>
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<td>------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>60—79</td>
<td>40—59</td>
<td></td>
<td>60—79</td>
<td>40—59</td>
<td>Easy to follow the idea, clarity and well-composed</td>
<td>Using control, supporting with main idea</td>
<td>Using variety devices or <em>forms</em>.</td>
</tr>
</tbody>
</table>

Addressing the composing task, yet for the most part expounds on the theme and doesn't address the task straightforwardly. Clearly diverges all through the composition. A few oversights in the task.

Less adequate and less complete | Using control but very limited | Using word choice but less appropriate in some sentences | Generally used the devices but little hard to follow the idea | Sentences used generally correct but some are unclear | Some incorrect in spelling
May compose inside the subject, yet no proof of tending to the composing task itself. Significant exclusions in the task.

Less complete and inadequate information. Poor supporting sentence in developing paragraph. Many of the words choices are error or incorrect used. Using unusual connection sentences within. Many incompleteness sentences. Many incorrect spelling in writing words.

Do not address the composing task. Off-theme all through the composition. Required task guidelines excluded.

Very short statement and supporting sentences. Often find incorrect sentences. Many words forms are incorrect used. Incorrect use of words choices. Many incorrect in grammar and sentences. Many incorrect selling occur.

This Scoring Rubric was adapted from MELAB (L. Hamp-Lyons, 1992). Derived from http://www.google.com/url.rmit.edu.au/study and learning center

**Analysis Procedure**

**Classifying the Scores**

The scores will turn out to be increasingly important numerical information in the event that they are changed over to numerical information, which will be procedure to the size of 0 to 100. At that point the prepared scores will be utilized masterminded from the most elevated to the least, it will be simpler to know the situation of a learner in his/her gathering.

The calculation of the students’ score that is mentioned by Harris (1969: 134) is elucidated as seen in the following table:
Table 2. The Level of Mastering Criteria

<table>
<thead>
<tr>
<th>Criteria of Mastery</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>80—100</td>
<td>Excellent</td>
</tr>
<tr>
<td>60—79</td>
<td>Very good</td>
</tr>
<tr>
<td>40—59</td>
<td>Good</td>
</tr>
<tr>
<td>21—39</td>
<td>Fair</td>
</tr>
<tr>
<td>0—20</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Research Findings

First Cycle of the Students’ Writing Achievement

The activity of writing which written by the students were scrutinized carefully. They modify the missteps they despite everything made recorded as a hard copy the second draft again. They could utilize word reference to check an inappropriate spelling, and they talked about the errors they made to the companions. In the after effect of making last draft was that 2 students enhanced some point will be 60; 1 student achieved 64 up to 72 scores.

The finding of the students’ writing of their final draft is 40%. Based on the students’ achievement occur, it could be inferred that the students’ writing development recorded as a hard copy the last draft of the primary cycle. Subsequently one might say that the understudies' scholastic composing was fruitful however their capacity should be improved once more. So the activities were proceeded to the subsequent cycle.

Second Cycle of the Students’ Writing Activity

The finding can be delivered in this session related to the second cycle there were three parts, they were composed the essay, self-composing their essay, and debriefing.
- The First Task

The primary task of this session were conducted by the learners more pay attention to the substance. it was accomplished by 5 examinations. At the present time, creator explained about the divisive substance. The understudies could present request to examiner/speaker if they encountered issues in understanding the materials.

The study examined the conventional structure of the content again. I likewise clarified steps recorded as a hard copy contentious content again with the goal that the understudies could create the scholarly composing content all around dependent on the means they had learned

- The Second Task

In this part of the action, the students seem autonomous development in aspect of the writing content. Three exercises were arranging and managing through developing the main task, composing subsequent draft, composing the last draft. Being free development of the content made by the students may enhance their capacity in delivering factious content independently whether the understudies could create pugnacious content or not.

The Students’ Writing Achievement of the Second Cycle

The activity of writing the final draft was followed by 5 out of 42 students. In the action, It has given a feedback on the student work rand written on their paper in the second draft previously and requested that they modify the slip-ups they despite everything made again. They could utilize the word reference to check an inappropriate spelling, and they talked about the errors they made to the companions or educator. Subsequent to finding the errors, they needed to compose the last draft to achieve or fulfill the standard.

After scanning the students writing draft, there were 1 student got 72; 2 students achieved 75; 1 student achieved 76 and 1 students achieved 80.
The achievement of writing the final draft was 80%. Referring to the achievement of the students’ writing draft, it could be reasoned that there were improvement of the understudy's accomplishment recorded as a hard copy the last draft. In light of the aftereffect of the join development of the content, the understudy's accomplishment was improved. Referring to the students’ achievement based on data analysis, it can be concluded that the teaching argumentative text underwent the successfulness in fostering the students’ academic writing., especially in argumentative text.

The Analysis of Interview

Based on this investigation goal and the intention was to know the challenges they looked recorded as a hard copy exercise, particularly in scholarly composition. Subsequent to having the test, the scientist went through 20 minutes to got some information about the troubles they discovered during the test. Right off the bat, they seldom had composing class on the grounds that the researcher highly concentrated on understanding aptitudes, and composing abilities just bolstered them. Furthermore, they discovered some new jargon things, for example, chose; flee; woods; bungalow; smaller people, etcetera.

In the second cycle, the students’ works or achievement underwent the decrease their achievement, it discovered a few reasons which caused the understudies troubles in masterminding their structure. Other than the two reasons given by the understudies in the wake of doing the test, the essayist had his own assessment dependent on the aftereffect of breaking down their missteps. The greater part of the students committed errors in view of the reasons:

a. The students absence of comprehend of the traces of contentious content/passage and a few tenses which being used the students in drawing a clear understanding.

b. The learners didn't peruse any materials mindfully. The learners just have acquired data based on information gained and their personal experiences previously.

c. Few learners neglected to orchestrate or sort out composing their sequentially. A large portion of the nonexclusive content.
d. Some learners neglected of the information on language structure and style or word

**Discussion**

In connecting with the results achieved in the previous session of this study shows that the students' writing achievement during the action last in the classroom, both in the first until the second cycle shows that the researcher success to energize the participants in fostering their competence in composing text, mainly in developing the argumentative passage. The achievement of the students in the pre-action reached 30%; next, the students’ performance in the first cycle action was 31.52%; the students’ achievement in writing of the second cycle was 34.53%; Meanwhile, in the last achievement of the writing performance of the students was 40%. Otherwise, the students’ first writing in the cycle two is 62%; meanwhile in the next session, the students’ achievement reached 75.42%, in the last draft of the learners’ essay showed higher than two previous drafts, namely 80%.

Referring to the results as seen in the previous explanations, it can be summed up that the teacher educators need to pay more attention and need to be more creative in teaching writing, especially in teaching argumentative text in order to foster the students’ academic writing performance.

Based on finding above that writing is one of the activities that cannot be completed in a single occasion, but it needs a long process. It also needs an opportunity to convey ideas and to communicate ideas to other people, but writing is not a simple process, it’s hard work. Sometimes people/students cannot communicate their ideas systematically to others in a written language. They find that their writing is bad and ineffective.

Related to information mentioned above, (Donal H Graves, 1975: 231) says that to make effective writing, the students/people should know some steps in process of writing that there are three steps in writing: prewriting, writing and post writing. According to (1) *Prewriting*: this step covers the discussion of the proposed writing the themes or topics, ideas, and related words, feelings, and thoughts. A
writer may bring all of or his/her experiences to bear on the composing act in this prewriting phase; (2) *Writing*, this stage cover pausing and double checking as the process of the composing, connecting with someone else, consulting resources, talking to oneself, and reformulating the ideas and organization of the composition; and (3) *Post writing*, this step involves repeating some behaviors from the composing phase until contemplation and approval signal that the product is satisfactory.

Besides of the three steps in writing above, Alice Osima and Ann Hugue (1988: 10—11) also divide the process of writing into three stage:

a. Planning is a systematic produce used to realize a derriere result. As the primary stage recorded as a hard copy process, arranging is a progression of methodologies intended to discover and create data composing.

b. Drafting is a technique for writing up for fundamental pattern. As the next layer in the creative cycle, drafting is a progression of systems intended to sorted out and build up a supported bit of composing.

c. Revising is a method for improving or revising a task in progress. As the last stage recorded as a hard copy process, reconsidering is a progression of systems intended to analyze and rethink the decisions that have made a bit of composing.

Those are the three stages in writing which are able to identify some predictable stages in the evaluation of their writing process. In approach process to the teaching of writing, writing should be taught as a process when learners in their classroom. The students start for choosing topic or finding ideas, identifying purpose, organizing, making draft, and evaluating it to publish their writing.

**Conclusion**

In this study, the main intention is to answer the question posed in this investigation. Referring to the findings and discussion of the results in previous session above, it can be summed up as follow:
The efforts to develop the students’ ability of the students’ writing ability through reading a lot in order to foster their vocabulary mastery and understand deeper about the argumentative text construction, characteristics of the argumentative text, the generic structure of argumentative text, the types of argumentative text, builder elements, and steps to compose or write argumentative text. Besides these, the students’ need more practicing and self-correcting to their own writing activities, especially in writing argumentative text genre. In general, the students understand the stages of composing the better writing but they still find some problems in applying the writing process.

Students’ ability in writing of argumentative text is still have some difficulties in constructing effective sentences. Based on this condition, it can be concluded that the students’ writing ability level is at good level.

**Suggestion**

Based on the conclusions above, it can be delivered some suggestions to:

The teachers/lecturer should always foster their insight in teaching writing skill and should try a various and proper method when teaching writing to the students.

The lecturer/teacher educator should give more time to the students for giving feedback to each students’ assignments. Giving feedback by the lecturer/teachers will be very useful for further writing improvement, especially in academic writing.

The lecturers/teacher educators at the department of English Education should focus on the students’ writing activities and their ability or performance in producing the text.

The students should maximize their potential intelligence in studying writing skill, especially argumentative text.

The students’ should learn more about the trick of composing the argumentative texts in order that they can enhance their writing performance. It
may evoke the students’ motivation to maximizing their competence or their talent.

The teacher educators need to utilize some ways to motivate and give feedback to the students in order that the students will try writing both personally and work together in acquiring the better achievement.

The instructors should cooperate in educating and learning process, particularly in giving or doing any activity that supporting the students performances through doing much exercise,. Besides that, the teacher educator or researchers should always help the students and motivate the students in order to help each other, such as peer evaluation.

It is normal that this exploration will be valuable for somebody who will have an examination or last undertaking about showing composing in light of the fact that right now are numerous means in leading exploration that can be utilized as references.

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