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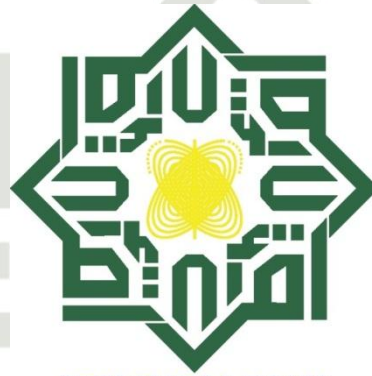
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**STUDENTS' ABILITY IN WRITING ARGUMENTATIVE ESSAY
AT ENGLISH EDUCATION DEPARTMENT OF STATE ISLAMIC
UNIVERSITY OF SULTAN SYARIF KASIM RIAU**



UIN SUSKA RIAU

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NOVITA PUTRI IDOLA
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A Thesis

Submitted as Partial Fulfillment of the Requirements

for Bachelor Degree of English Education

(S.Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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SUPERVISOR APPROVAL

This thesis entitled *Students' Ability in Writing Argumentative Essay at English Education Department of State Islamic University of Sultan Syarif Kasim Riau* was written by Novita Putri Idola, SIN. 11614201776. It has been accepted and approved to be examined on the final examination of an Undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.


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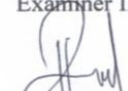
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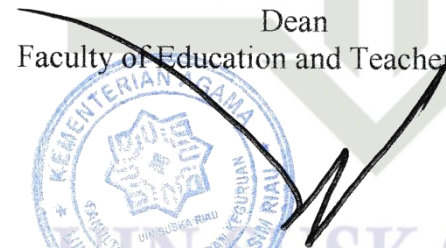
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STATEMENT OF AUTHENTICITY

I hereby,

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Certify that this skripsi entitled “**Students’ Ability in Writing Argumentative Essay at English Education Department of State Islamic University of Sultan Syarif Kaim Riau**” is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others’ opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, July 30th, 2022



Novita Putri Idola
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ACKNOWLEDGMENT



In the name of Allah, The Most Gracious, The Most Merciful

Alhamdulillah Rabbil 'Alamin, praise and profound gratitude to the almighty God Allah SWT, the most compassionate and merciful, the cherisher and sustainer of the world. By his guidance and blessing, the researcher has accomplished the final research paper entitled "Students' Ability in Writing Argumentative Essay at English Education Department of State Islamic University of Sultan Syarif Kasim Riau". It is a scientific writing to fulfill one of the academic requirements to finish the bachelor degree (S. Pd) at Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau. Then, *Shalawat* and *Salam* are addressed to the beloved and chosen messenger, the prophet Muhammad SAW, peace be upon him.

Many problems and difficulties had been encountered in finishing this thesis. The researcher does realize that in conducting the research and writing it, she got invaluable contribution and assistance from a great number of people. She is overwhelmed in all humbleness and gratefulness to acknowledge her debt to all those who have helped her to put these ideas well above the level of simplicity and into something concrete. Therefore, she would like to express her deepest appreciation and sincere thanks to the lovely parents, **Mr. Risalmi and Mrs. Junidar**, who never stop believing and motivating and always praying for her every time. The highest appreciation and profound gratitude are addressed to their



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ABSTRACT

Novita Putri Idola, (2022): Students' Ability in Writing Argumentative Essay at English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

This research is conducted in order to analyse students' writing ability in argumentative essay at third semester at English Education Department of State Islamic University of Sultan Syarif Kasim Riau. Unfortunately writing still becomes a problem for the majority of students. There are some problems that relate to the English writing process. The students have low competency in writing their understanding about aspects of writing is not excellent. Their knowledge of grammar, diction, and cohesion and coherence are not used appropriately. Students' sentences often contain a lot of grammatical errors. They have difficulties in taking words to the context when developing sentences, so they cannot compose a good paragraph. Some other obstacles in writing essay such as lack of vocabulary, hard to generate the idea, and incorrect placement of essay structures in every paragraph. The method of this research is a descriptive quantitative research. This research was conducted to find out how is students' ability in writing argumentative essay at third semester of English Education Department State Islamic University Sultan Syarif Kasim Riau. Based on what has been discussed, presented and analysed, the researcher concluded that students' ability in writing argumentative essay at third semester of English Education Department State Islamic University Sultan Syarif Kasim Riau is in good category.





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ABSTRAK

Novita Putri Idola, (2021): Kemampuan Mahasiswa Dalam Menulis Esai Argumentatif pada Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau.

Penelitian ini dilakukan untuk menganalisis kemampuan menulis siswa dalam esai argumentatif semester tiga di Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau. Sayangnya menulis masih menjadi masalah bagi sebagian besar siswa. Ada beberapa masalah yang berhubungan dengan proses penulisan bahasa Inggris. Siswa yang memiliki kompetensi menulis yang rendah pemahamannya tentang aspek menulis kurang baik. Pengetahuan mereka tentang tata bahasa, diksi, dan kohesi dan koherensi tidak digunakan dengan tepat. Kalimat siswa sering mengandung banyak kesalahan tata bahasa. Mereka mengalami kesulitan dalam mengambil kata-kata ke konteks ketika mengembangkan kalimat, sehingga mereka tidak dapat membuat paragraf yang baik. Beberapa kendala lain dalam menulis esai seperti kurangnya kosa kata, sulitnya menghasilkan ide, dan penempatan struktur esai yang salah di setiap paragraf. Metode penelitian ini adalah penelitian deskriptif kuantitatif. Penelitian ini dilakukan untuk mengetahui bagaimana kemampuan mahasiswa dalam menulis karangan argumentasi pada semester III Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau. Berdasarkan apa yang telah dibahas, disajikan dan dianalisis, peneliti menyimpulkan bahwa kemampuan siswa dalam menulis esai argumentatif pada semester III Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau dalam kategori baik.

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ملخص

نوفيتا فوتري إدولا ، (٢٠٢٢): قدرة الطلاب على كتابة المقال الجدلي

بقسم تعليم اللغة الإنجليزية لجامعة السلطان
 الشريف قاسم الإسلامية الحكومية رياو

تم إجراء هذا البحث لتحليل قدرة الطلاب على الكتابة في المقال الجدلي في الفصل الثالث في قسم تعليم اللغة الإنجليزية بجامعة السلطان سيارييف قاسم رياو الإسلامية. لسوء الحظ ، لا تزال الكتابة تمثل مشكلة بالنسبة لغالبية الطلاب. هناك بعض المشاكل التي تتعلق بعملية الكتابة باللغة الإنجليزية. الطلاب لديهم كفاءة منخفضة في كتابة فهمهم لجوانب الكتابة ليس ممتازًا. لم يتم استخدام معرفتهم بالقواعد واللغة والتماسك والتماسك بشكل مناسب. غالبًا ما تحتوي جمل الطلاب على الكثير من الأخطاء النحوية. لديهم صعوبات في نقل الكلمات إلى السياق عند تطوير الجمل ، لذلك لا يمكنهم تكوين فقرة جيدة. بعض العقبات الأخرى في كتابة المقال مثل نقص المفردات ، وصعوبة توليد الفكرة ، والموضع غير الصحيح لهياكل المقال في كل فقرة. منهج هذا البحث هو بحث وصفي كمي. تم إجراء هذا البحث لمعرفة مدى قدرة الطلاب على كتابة مقال جدلي في الفصل الثالث من قسم تعليم اللغة الإنجليزية بجامعة الدولة الإسلامية سلطان سيارييف قاسم رياو. واستناداً إلى ما تمت مناقشته وعرضه وتحليله ، خلص الباحث إلى أن قدرة الطلاب على كتابة مقال جدلي في الفصل الثالث من قسم تعليم اللغة الإنجليزية بجامعة الدولة الإسلامية سلطان سيارييف قاسم رياو في فئة جيدة.



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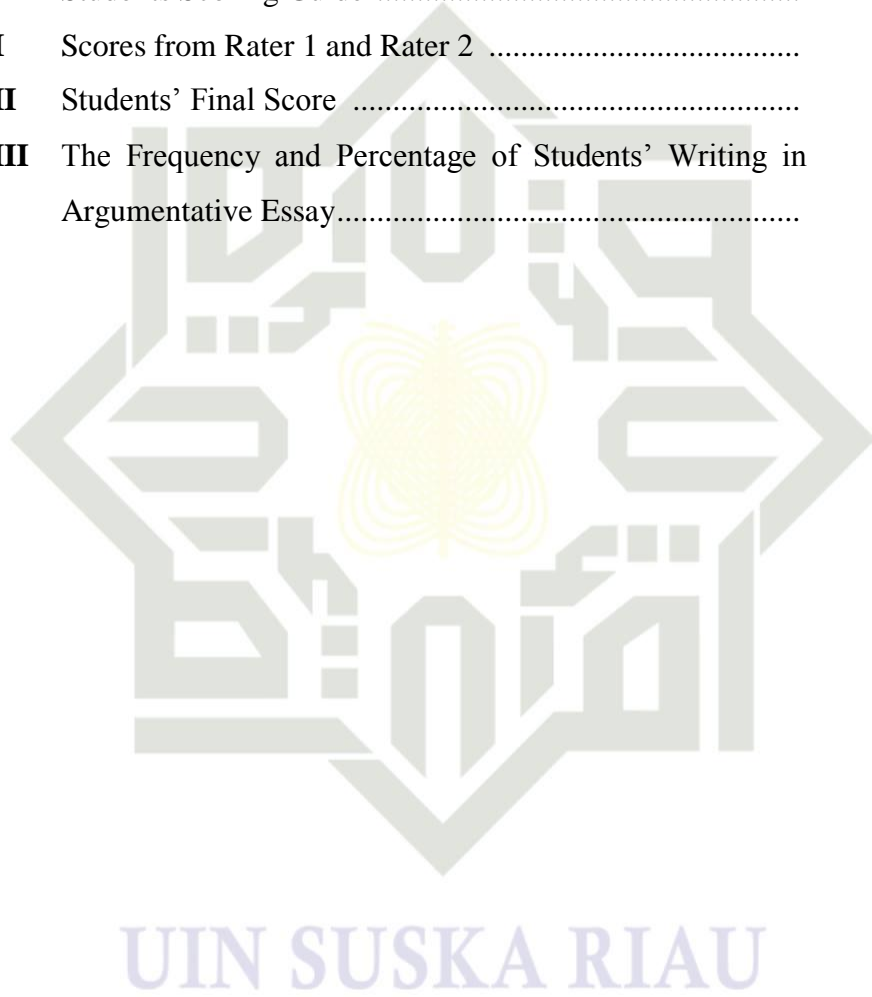
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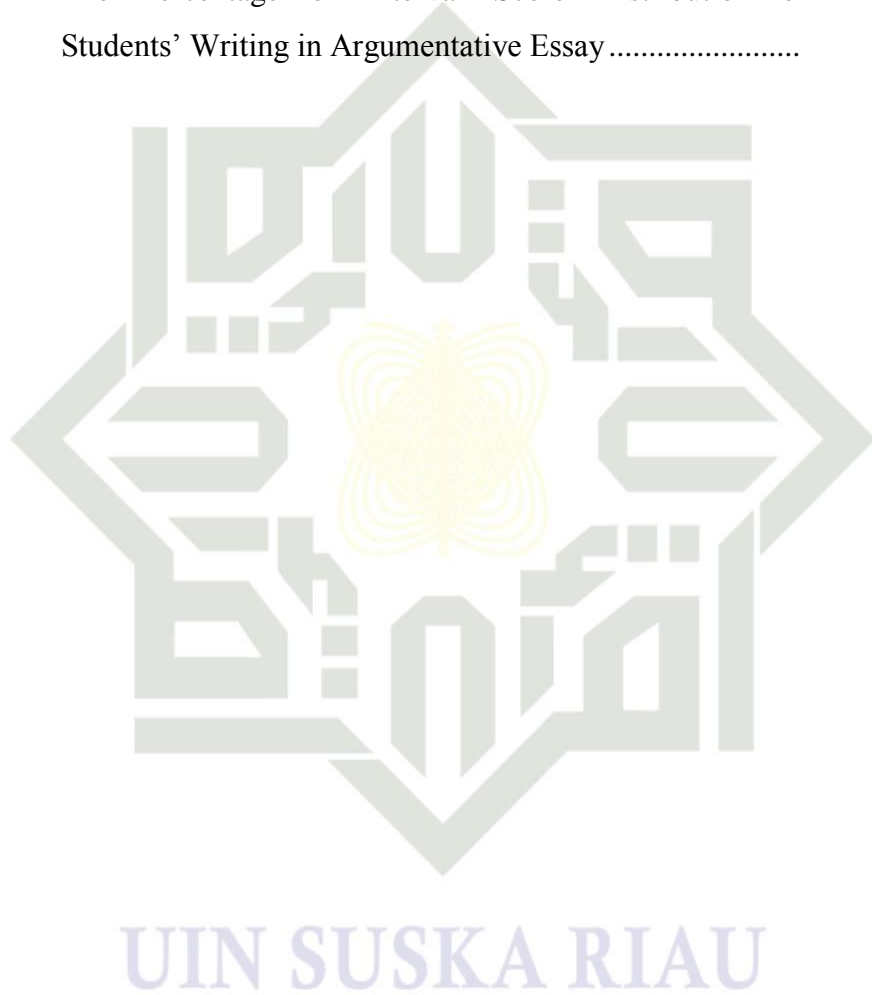


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- Appendix 2** Instruction of Final Examination
- Appendix 3** Students' Score and Essay
- Appendix 4** Recommendation Letters



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CHAPTER I INTRODUCTION

A. Background of the Problem

The teaching and learning of English as a foreign language is very complex. There are several major aspects expected for mastering a language, such as speaking, writing, reading and listening. Writing is the most crucial skill in learning English. Richards and Renandya (2002) stated that there is no doubt that writing is the most difficult skill for the second language learners to master. Learners need to combine a lot of components to compose a good writing, starting from grammar to cohesion and coherence in writing. These will be difficult points for many students to write. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. According to Dilkawaty (2012) *“writing is an activity of exploring the writer’s thought to arrange the ideas into words which are communicated in meaningful way”*. Meanwhile, According to Kay in Westwood, (2004), *“writing is a highly complex process involving multiple brain mechanisms and specific abilities”*.

English Education Department is one of many majors in State Islamic University of Sultan Syarif Kasim Riau. This department provides writing subject for three consecutive semesters starting from paragraph writing in second semester, then essay writing in third semester, lastly academic writing in fourth semester.

Based on the description of the syllabus of third semester, essay writing course designed to develop students' skills in writing university essays using different methods of development: examples, details, chronological orders, comparisons and contrasts, cause and effect relationships, as well as divisions and classifications. All related issues to writing the genre of essays, fundamental of writing essay, developing and supporting ideas, planning the essay, drafting and revising the essay, persuasion and argumentation essay, summary and analysis are mostly discussed. Since the students of English Education Department is prepared to be the Pre-lecturers of English, therefore, this writing course also introduces the ESL Composition Profiles as a guide to the principles of writing, and the aspects of writing evaluated with each score level criteria mastery in an essay—*excellent to very good, good to average, fair to poor, and very poor* as developed by Jacobs et al (1983).

Write about something whether in essay form or paragraph form can enhance student's writing ability. There are some genres of writing, namely descriptive, narrative, persuasive, and argumentative. In this research, researcher would discuss about argumentative essay. In general term, argumentative essay is kind of text that utilizes logic and reason to show that one idea is more legitimate than another idea. Text contains a reasonable argument about something whether we agree or disagree about it. As Sanczyk (2010) stated that the writers of such essay are required to explicitly state a main proposition, present supporting evidence and reason, use formal language and academic terminology, be objective and include opposing views

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with a due care. According to Graff & Birkenstein (2010) this argumentative allows students to stretch what they believe by putting it up against beliefs that differ from theirs, furthermore, in an increasingly diverse global society, this ability to engage with the ideas of others is especially crucial to democratic citizenship. Well, as seen on television, argumentative is the most widely used for events or debate competition.

Based on explanations above, it means that argumentative essay contains reasonable arguments that present supporting evidence and reason about something whether we agree or disagree about it and this ability to engage with the ideas of others is especially crucial to democratic citizenship.

Derived from the preliminary research at English Education Department, the researcher interviewed the essay writing lecturer to know techniques used in teaching essay writing course. The techniques used include presentation and discussion. Due to the long-lasting COVID-19 pandemic situation and onerous measures such as lockdown and stay-at-home orders, the lecturer teaches essay writing through three different popular social applications, they are Whatsapp, Google Classroom and Zoom Meeting. As stated in the syllabus of third semester, in the end of the semester students are supposed to be able to write persuasion and argumentation essay. As for the final test, the lecturer requires them to write an argumentation essay based on competence of working with ESL Composition Profiles, and comprehend the cores among five aspects of writing (content, organization, vocabulary, language use, and mechanics).

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Unfortunately, writing still becomes a problem for the majority of students. There are some problems that relate to the English writing process. Several fatal problems are found when the researcher conducts intense interviews with the academic writing lecturer. Mostly, the students have low competency in writing; their understanding about aspects of writing is not excellent. Their knowledge of grammar, diction, and cohesion and coherence are not used appropriately. Students' sentences often contain a lot of grammatical errors. The statement above is reinforced by statements by several students who state that they have difficulties in taking words to the context when developing sentences, so they cannot compose a good paragraph. Some other obstacles in writing essay such as lack of vocabulary, hard to generate the idea, and incorrect placement of essay structures in every paragraph. The students' difficulties stated by the lecturers and students above are also experienced by the researcher and friends when taking writing courses. Consequently, an argumentative essay still becomes an issue for EFL learner universities since students must write English essays properly.

Moreover, the researcher considers that this research needs to be investigated based on problems previously explained. The researcher wants to develop about students' ability in writing argumentative essay for university students. Many studies have investigated about argumentative essay, such as Yanpitherszon Liunokas (2020) has researched argumentative essays among high school students, but he only focuses on the mechanics of writing, so this thesis exists to complete the lack of aspects covered by the previous researcher

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and to see the differences in writing argumentative essays between high school students and university students. Other researchers have also researched on this argumentative essay for university students, but the aspects they studied are only about linguistic competencies such as vocabulary and grammar by Thin Hanh and To Quyen Trai (2020). Then Yudi Agus Prananda (2021) focuses on organizational aspects, namely paragraph structure. This thesis tries to cover the lack of aspects in writing argumentative essay from previous researchers. Rahmatunisa (2014) and Bayu Ramadhan (2019) conduct research on this argumentative essay for university students as well, and also examine five aspects, namely content, organization, vocabulary, language use and mechanics. Although this thesis includes the same aspects as theirs, this thesis tries to corroborate the findings that they have obtained.

Based on the problems that mentioned above, the researcher is interested in investigating the problems above into a research entitled: **Students' Ability in Writing Argumentative Essay at English Education Department of State Islamic University of Sultan Syarif Kasim Riau.**

B. Problem of the Research

1. Identification of the Problem

Based on the preliminary research at English Education Department, it is clear that most of the students are still in struggle writing a good essay. To make the problem of this research clearer, thus the problem of this research would be identified as follows:

- a) What make students do not understand technique in writing?

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- b) How is students' writing in argumentative essay?
- c) Why are some of students not able to develop the structure of argumentative essay?
- d) Why are some of students not able to use appropriate grammar and vocabulary in writing argumentative essay?
- e) Why are some of students not able to develop the ideas in argumentative essay?
- f) Why are some of students not able to use correct mechanics in argumentative essay well?

2. Limitation of the Problem

After identifying the problems stated above, it is clear that there are many problems in this research. There are some factors that affect the students' writing ability. Because of limited time and skill, the researcher only focuses and limits the problems of this research to the students' ability in writing argumentative essay at English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

3. Formulation of the Problem

Grounded in the background of the problem elaboration above, the formulation of the problem of this research is "how is students' ability in writing argumentative essay at English Education Department State Islamic University Sultan Syarif Kasim Riau?"

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C. Objective and Significance of the Research**1. Objective of the Research**

Objective of this research is to describe students' ability in writing argumentative essay at English Education Department State Islamic University Sultan Syarif Kasim Riau.

2. Significance of the Research**a) Theoretically**

The researcher hopes this research could be helpful for English lecturer especially for teaching writing. This research is expected to give some contributions, considerations and solutions on how to write a good argumentative essay.

b) Practically**1) Students**

To student, this research is very useful because they could get information related to writing argumentative essay.

2) Researcher

Many new valuable experiences especially in language education are useful for the researcher preparation to be an English lecturer in the future especially in mastering writing essay.

3) Reader

The reader would get a knowledge about writing argumentative essay based on good structures that written in this research.

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D. Reason for Choosing the Title

There are some reasons why the writer is interested in conducting this research based on the following reasons:

1. The title of this research is relevant with the writer status as a student of English Education Department.
2. The problems of this research are not yet investigated by other previous researchers.
3. The location of the research facilitates the writer to conduct the research.

E. Definition of the Term

To avoid misunderstanding of the concept in this study, the researcher gives some definitions as follows:

1. Writing

According to Tarigan (2009) writing means to express in writing ideas, ideas, opinions, or thoughts and feelings. So, Writing is a productive skill that involves producing language rather than receiving it.

2. Ability

According to Oxford Dictionary (2008) ability is skill or power.

3. Argumentative Essay

Argumentative is kind of text that utilizes logic and reason to show that one idea is more legitimate than another idea. It attempts to persuade a reader to adopt a certain point of view or to take particular action. This kind of text must use reasoning and solid evidence by stating facts, giving logical reasons, using example, and quoting experts.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Essence of Writing Ability

In many universities in Indonesia, the education system emphasizes writing for taking final test. From students' point of view, writing activities are only considered as learning subjects to pass the specified courses, and this reduces the value of writing to developing a written product.

The knowledge around writing ability has been developed by some experts. However, each of them has different point of view. According to Nunan (2003) writing is a mental work of inventing, expressing, and organizing ideas in a paragraph in order to be clear for the reader. Linse (2006) also stated that writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.

This theory points out that writing is looking for great ideas which are then collected and put together, then later on formed into one idea after making revisions. Furthermore, Meyers (2005) stated that writing is a process of discovering, organizing, and putting ideas on a paper, reshaping and revising it. Whereas, Oshima and Ann (2007) defined it as some steps of action that involved thinking ideas, transferring them into words and reviewing until satisfied to be read and express writer's ideas exactly.

Those theories above are in alignment, that writing is defined as a process that involves various abilities such as organizing ideas, combining, reshaping and revising to create an easily understood reading product.

Likewise, Brown (2001) stated that writing skill is an ability to write naturally, coherently, grammatically, fluently, authentically and purposively. In this definition, Brown states that writing should occur naturally, which means that, in my humble point of view, appears by itself rather than thought out, then, the writing must be grammatically correct, original and clear meaning in its contents and purposes. On contrary with Brown which requires writing to occur naturally, Oshima stated that writing is thought out of the idea first, only then it is defined in words. However, one similarity between Brown and Oshima is that they want the ideas in the writing to be conveyed clearly, so that the writing is understandable.

Furthermore, Amanto and Patricia (2003) defined as ability to use some strategies for dealing with the problems in writing process. In addition, Syafi'i (2018) pointed out four main stages in the process of writing; prewriting or usually called brainstorming, planning, real writing, revising the draft and writing the final draft as the product of writing work. As a result, some of the strategies mentioned by Syafi'i might be applied in the Amanto and Patricia's theory, and other strategies such as consulting with peer or lecture is possible as well.

As Walsh (2010) stated that writing is important because it is used extensively in higher education and workplace. If someone does not know how to write in order expressing them-selves, then they may be in

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difficulty in communicating with their professors, lecturer, peers or anyone. Much of professional communication is done by writing; proposals, report, application, curriculum vitae, etc.

Based on those definitions above, the researcher concludes that writing is an ability of writer to write with fluency, as natural as possible with the accuracy of grammar, the coherent and authentic ideas, clear purpose of writing and reader in mind, and using some strategies for dealing with the problems in writing process in order to get the best writing product. Good writing ability allows us to communicate message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

Harmer (2004) claimed the importance of writing as follow:

- a) Writing encourages students to focus on accurate language used because they think as they write. It may well provoke language development as they resolve problems which the writing put into their minds.
- b) Writing has always been used as a means of reinforcing that has been taught.
- c) Writing is frequently useful as preparation for some other activity.

Since writing brings a lot of advantages and benefits, Maley (2009) also emphasized the following of writing:

- a) It aids language development at all levels: grammar, vocabulary, phonology and discourse; it requires learners to manipulate the language in interesting and demanding ways as they attempt to express uniquely personal meanings.

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- b) It requires a willingness to play with the language.
- c) It concentrates more on the right side of the brain, with a focus on feelings, physical sensations, intuition and musicality; it also affords scope for learners who in the usual processes of formal instruction are therefore often at a disadvantage.

2. The Process of Writing

Writing, particularly in academic purposes is not an easy work Syafi'i, (2007:5). It needs much time to learn and practice until being able to develop writing skill. Troyka & Langan stated in Dilkawaty, (2012:36) that writing process is same as a journey which is need a series of steps. When the students want to transform the ideas into writing, they need to learn and practice more with their experience because writing is how the students formulate ideas and compose the process. Oshima & Hogue, (1991:265) stated that the processes of writing are: the first step create ideas, second step, organize the ideas. In the third steps write a rough draft. Then, the final step is polishing your rough draft by editing it and making revisions.

According to Langan, (2006:20) to produce an effective paragraph there are 4 steps or process should be done, those are:

- a) Prewriting, in writing activities the first process that should be done is prewriting. Prewriting is a ways to get an ideas or the point about the topic. According to Syafi'i, (2007:6) to get the point the writer can use

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a several ways such as: choosing and narrowing the topic then brainstorming activities (listing and free-writing).

- b) Drafting, in this stage, students focus on developing the content to be specific details and also to state main idea being clearly.
- c) Revising, it is rewriting a paper in order to make it stronger.
- d) Editing, being the last process in writing, editing is the core activities of writing process. In editing everything should be correct such as: grammatical, punctuation and spelling.

3. Component of Writing

According to Jacob et al (1981: 90) there are five components of writing. They are:

a) Content

Content refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

b) Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring

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the particulars of his subject in line with what is still only a half-formed notion of purpose.

c) Vocabulary

Rivers as cited in Nunan (1992: 11), vocabulary is essential for successful study on the second language. In writing, a writer should use the appropriate vocabulary to express what they want to write. It refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

d) Language use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

d) Mechanic

Paragraph is a combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable. So the students should master this in order to write good paragraph. It refers to the use graphic conventional of the language, i.e., the steps of arranging

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letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

4. Argumentative Essay

a) Definition

According to Anker (2010:38) essay is a piece of writing that examines a topic in more depth than a paragraph. Furthermore Anker stated that a short essay may have three or five paragraphs. While, Langan (2009:127) stated that it is simply a paper composed of several paragraphs rather than one paragraph. In an essay, subjects can and should be treated more fully than they would be in a single-paragraph paper.

Based on explanations above, the researcher assumes that essay is a piece of writing that examines a topic consists of several paragraphs sustainably.

According Oshima (2006:142) an argumentative essay is which you agree or disagree with an issue, using reasons to support your opinion. Your goal is to convince your reader that your opinion is right. Argumentation is a popular kind of essay question because it forces student to think on their own: They have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence. Argumentative essay is an essay that is used to persuade someone to do or not do something. Argumentative essay expresses the reasons for your opinion, idea, belief, etc.

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b) Language feature

Argumentative essays mainly require the use of simple present tense since it discusses the factual phenomenon. However, there are probably other tenses being used depending on the needs of the writer. Lots of referencing are found in argumentative essays such as it, the, they, this etc. Taking it for granted definitely ruin the understanding of the readers. The readers could get lost in the middle of the reading once a reference is not clear where it refers to. Since it is an argumentative essay, powerful words are mostly chosen to convince its readers.

c) Generic Structure of Argumentative Essay

According to Swales (1990) in Kongpolphrom, the structures of argumentative essay are discussed as follow:

1) The Introduction

Introduction is usually in the first paragraph of an essay and contains topic recognition to readers.

Example:

Education systems all over the world are based on the idea that students get and remember information from lecturers and books. These systems test this knowledge with standardized tests which compare students to each-other. They only test the kind of information which is possible to measure in tests. The goal is gaining information, not developing skills by which to use and make information. Unlike

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the old style of education where people remembered things in order to pass tests and get higher scores than other students, the modern world calls for a new kind of education in which the focus is deep understanding, creativity, and information management skills. Johnson (2010)

The introduction consists of a hook, generalization, and thesis statement. A hook is similar to general statement which is to state the main idea in the essay and to provide readers with background knowledge and usually in first sentence of introduction. Generalization is used to explicitly define paragraph as well as to reveal the genre of the essay and usually in the second sentence of introduction. Thesis statement is about specific topic and usually in the last sentence of introductory paragraph.

2) The Body

The body of the argumentative essay contains of arguments to support a writer's standpoint. Each argument is related to other arguments that are added to support that standpoint.

Example:

Most education systems in the world are designed to make students remember things. One reason is that schools feel the need to compare students. They do this by giving tests. They want to be able to give grades and decide which students are smart and which are not. They

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function as a sorting mechanism for society. From the earliest grades, students are put on tracks that will decide their futures. Another reason schools like to make students remember things is that by doing so they will be able to test their knowledge and determine if they remember or not. They believe that if students remember things it is the same as understanding those things. Schools also like to impart knowledge because in this way, although students can have different individual skills, they can all have the same knowledge. Johnson (2010)

The body consists of topic sentence, supporting, and concluding. Topic sentence states the most important issue and serves as a point of departure for discussion of the subject and usually in the first sentence of body paragraph. Supporting sentence states logically compare and contrast methodology with other methodologies, breaking down opposing arguments and usually in the second sentence of body paragraph. Concluding sentence in the body paragraph can be the paraphrased restatement of their topic sentence. Alternatively, students can include their insight in the last sentence. Usually in last sentence of body paragraph.

3) The Conclusion

To reinforce the writer's argument, the restatement of the proposition is recommended. The imprint can be created through recommendation, prediction, or suggestion and it should be critical enough to convince readers of the writer's argument.

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Example:

Most people in the world believe that education is about remembering things to take tests which measure one's performance against other people who have studied the same information. However, this idea no longer matches the reality of the modern world in which knowledge is less important than creativity and deep understanding. To be successful in the age of technology, education must focus on helping students gain information management and innovation skills. Johnson (2010)

5. Factors Influence Students' Writing Ability

Some factors influencing the students' writing achievement in the classroom will be identified by inferring some aspects based on Brown's ideas. Brown (2000) stated that there are factors that influence students' writing skill in learning English: two facets of the affective domain of second language acquisition: the first of these is the intrinsic side of affectivity: personality factors within a person that contribute in some way to the success of language learning. The second facet encompasses extrinsic factors-social cultural variables that emerge as the second language learner brings not just two languages into contact but two cultures, and in some sense must learn a second culture along with second language.

Personality factor, Brown (2000) explained these factors come from the students themselves that consist of physiological aspect such the affective domain, motivation, the neurobiology of affect, and measuring affective factors. First, the affective domain is the emotional side of

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human behaviour such as self-esteem, inhibition, risk-taking, anxiety, empathy, and extroversion. Second, motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task such as instrumental and integrative orientation, and intrinsic and extrinsic motivation. Third, the neurobiology of affect includes neuroanatomy, neurochemistry, and neurophysiology (Schumann in Brown, 2000: 166). It informs several areas of interest for language acquisition studies, for example, plasticity, affect, memory, and learning. The last, the measurement of affective factors has for many decades posed a perplexing problem.

Social cultural Factors, these factors consist of social and environmental such as attitudes, second culture acquisition, social distance, and culture in the classroom (Brown, 2000:180-189). Firstly, attitudes like all aspects of the development of cognition and affect in human beings. These attitudes form a part of one's perception of self, of others, and of culture in which one is living. Secondly, second culture acquisition means that culture is a deeply ingrained part of the very fiber of our being, but language is the means for communication among members of a culture. Culture is the most visible available expression of that culture.

Thirdly, social distance means the concept of social distance emerged as an affective construct to give explanatory power to the place of culture learning in second language learning. Lastly, culture in the

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classroom means who used different conceptual categories to study the cultural norms of fifty different countries such as individualism, power distance, uncertainty avoidance, and masculinity or femininity (Geert Hofstede in Brown, 2000: 190). Moreover, Yasin (2011) asserted “some factors which influence the students in learning are detected through doing observation and interview”. Such the materials, media, classroom activities, classroom management, teaching approach, and teaching strategy are the proper factors that can lead the improvement the students’ achievement in learning language including in learning writing.

B. Relevance of the Research

Relevant research is designed in order to avoid plagiarism. According to Syafii (2018), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. In this case there are three relevant researches:

1. Rahmatunisa (2014) with a research entitled “Problems Faced by Indonesian EFL Learners in Writing Argumentative Essay”. It is carried out in a qualitative research design as it attempted to describe the problems and their ways out. The data were taken from university students’ writing task and interview. The participants are the second year of University Indonesia students who enrol their study in English Department. Results of the data indicated that Indonesian EFL learners faced the problems in three categories, those are linguistics problems, cognitive problems, and psychological problems. Mostly, students faced problems in linguistics

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related to the grammatical structure (23.2%), formatting words (30.2%), words classes (16.3%), error in using words (9.3%), and the use of article (21%). Second, cognitive problems are related to organizing paragraph, difficulties in remaining word classes, getting lost the generic structure, making a conclusion, and putting punctuation. Last, psychological problems which included laziness, egoism, bad mood, and difficulties to start writing also faced by Indonesian EFL learners. Data analysis also indicated the problem solving which hopefully will be beneficial for EFL teachers in writing class. It is strongly recommended that the EFL class should strengthen all the language skills in general and writing in particular, motivate the students to use English with the teachers, introduce pair work, peer-correction, and use dictionaries frequently etc.

2. Previous study entitled “Assessing Students’ Ability in Writing Argumentative Essay at an Indonesian Senior High School” by Yanpitherszon Liunokas This research aims at finding out the students’ ability in writing argumentative essay at SMAN 1 Soe Kab. Timur Tengah Selatan NTT. The researcher applied quantitative method and descriptive analysis design. The research was conducted in August 2017. This research was conducted at SMAN 1 Soe Kabupaten Timur Tengah Selatan NTT. The population of this research was the eleventh grade students at SMAN 1 Soe Kabupaten Timur Tengah Selatan NTT in the 2018/2019 academic year. The number of population is 142 in four classes. The researcher took 5 students from each class as the sample of the research.

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Therefore, there were 20 students as sample. The test was used to find out the students' ability in writing argumentative essay. In collecting data, the researcher asked the students to write an argumentative essay by choosing one of the give topics. To analyse the data, the researcher focused on evaluating the students' writing in mechanics criteria. The result of the research shows that the students still have low ability in using mechanics in writing argumentative essay. The mean score of students is 2.45. In the students' writing, most of the students got problem in: (1) The use of capital in the beginning of a sentence. Many of students still use small letter when they write the first letter in the beginning of a paragraph. (2)The students still use some capital letter in the middle of sentences. They write with capital letter in not appropriate position. (3) Some students still do not understand about the use of comma and point in a sentence.

3. Previous research entitled "A study on the difficulties in writing argumentative essays of English-majored sophomores at Tay Do University" by Thi Hanh Dang, Thanh Hai Chau, To Quyen Trai was conducted with the purpose of pointing out some common difficulties of sophomores in writing argumentative essays. The participants of this study were 90 English-majored sophomores of course 13, and two lecturers who teach English language at Tay Do University. In this study process, questionnaire and interview were used as two instruments to collect the data. The results of the research would show that English majored

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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.

4. Previous research entitled “Writing Argumentative Essay: How Far They Can Go?” at Universitas Lancang Kuning by Bayu Ramadhan. This present study tries to figure out and explore the university students in writing argumentative essay. Therefore, this present conducted a survey research to 21 students who produced argumentative essay from English department in Universitas Lancang Kuning (Unilak). The survey analysed the Content, Organization, Vocabulary, Grammar, Mechanics In order to answer the research question. The result of the research showed that the students’ ability in argumentative essay was good regarding on the result of the test. This analysis of this present study found that the students’ ability in argumentative essay was categorise (96.55). This is means that these 21 students can go further on their academic journey regarding English when it needs an argumentative essay in written form.
5. Previous study entitled “Students’ Ability in Writing Paragraphs Using Structure of The Paragraph in Argumentative Essay by The Sixth Semester of English Study Program of Muhammadiyah University of Bengkulu” by Yudi Agus Prananda. This research is aimed to know “How is Students’ Ability in Writing Paragraph Using Structure of The Paragraph in Argumentative Essay by The Sixth Semester of English Study Program of UMB. The objective of this research was to identify and describe the

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students' ability in writing paragraph using structure of the paragraph in argumentative essay by the sixth semester of English Study Program of UMB. This research used descriptive method. The population of this research was 164 students from all of classes at the sixth semester of English Study Program of UMB. This research used random sampling. The samples were taken from 50% of the total number of population, where the samples were 84 students. The instrument of this research used writing test. The result of this study was 54.58. From the data was found that 2 students had very good score, 18 students were good, 16 students were poor, and 48 students were very poor. And the students' mean score of each aspect in writing are: in introduction was 6.47, in body was 8.13, in conclusion was 5.75, in topic sentences was 8.71, in supporting sentences was 7.96, in concluding sentences was 7.95, in sentences structure was 4.99, and in grammar and mechanics was 4.15. The result of analysis showed that the average of the students' ability in writing paragraph using structure of the paragraph in argumentative essay was qualified very poor.

Based on previous studies, students still encountered some difficulties in composing an argumentative essay. This study exists to fill a gap with previous researches. This study fills in the shortcomings of previous researches, such as the lack of researched aspects in writing argumentative essays. This study examines all aspects of writing argumentative essays such as vocabulary, content that includes students'

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overall knowledge of the material, organization which includes the sequence of writing argumentative essays along with the alignment of the content of ideas from the essay, then language use and mechanics.

C. Operational Concept

The operational concept is delivered from related theoretical concept on all of the variables that should be practically and empirically operated in academic writing. Operational concept is a concept consists of some indicators that guide the researcher measure some related aspects of students' critical thinking in argumentative essay. The variable of this research is writing argumentative essay (Y) as dependent variable. Thus, the researcher formulates some indicators of combining the component of Writing components (Jacob, et al, 1981) and argumentative essay (Hatch, 1992).

1. Content

- a. Students are able to formulate the subject matter,
- b. Students are able to reveal the facts needed in solving a problem,
- c. Students are able to choose logical, relevant and accurate arguments,
- d. Students are able to determine the consequences of a statement taken as a decision.

2. Organization

- a. Students are able to write introduction
- b. Students are able to write reason
- c. Students are able to write refutation

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d. Students are able to write conclusion

3. Language features

- a. Students are able to write simple present tense
- b. Students are able to write coherently
- c. Students are able to avoid strong feelings
- d. Students are able to avoid strong personal expression
- e. Students are able to use linking words
- f. Students are able to use sequencing
- g. Students are able to make references of other sources
- h. Students are able to give examples

4. Vocabulary

- a. Students are able to choose the correct words as it is function
- b. Students are able to master inform words

5. Mechanic

- a. Students are able to use spelling of the words correctly
- b. Students are able to use punctuation correctly

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CHAPTER III**METHOD OF THE RESEARCH****A. Research Design**

The method of this research is a descriptive quantitative research. Zulhidah (2014) stated that quantitative research is to produce statistically reliable data tells us how many people do or think something. This research method only has one variable. According to Tavakoli (2012:160) descriptive research is an investigation that provides a picture of a phenomenon as it naturally occurs, as opposed to studying the impacts of the phenomenon or intervention. Meanwhile Creswell (2012:13) stated that quantitative research identified a research problem based on trends or field or the need to explain why something happen or occur. So, the researcher used a descriptive method to know how students' writing ability in argumentative essay.

B. Time and Location of the Research

The research was conducted on December 2021 at English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

C. Subject and Object of the Research

The subject of this research was the third semester students at English Education Department of State Islamic University of Sultan Syarif Kasim Riau in academic year 2019/2020, while the object of this research was the students' writing ability in argumentative essay.

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D. Population and Sample

1. Population

According to Sugiyono (2016), the population is a group of people, events, or everything that has certain characteristics. In this study the population was all students of the third semester at English Education Department of State Islamic University of Sultan Syarif Kasim Riau in academic year 2019/2020.

Table III.1
Population of the Third Semester

Class	Total Students
3A	24
3B	26
3C	24
3D	23
3E	27
Total	124

2. Sample

A sample is defined as a part of an entire population; a selection from the population (Sugiyono,2016). Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. Singh (2016) stated that a sample is a subset of a population, but that subset is only useful if it accurately represents the larger population.

To ensure that this was achieved, the researcher focused on the target population only.

Students in the 2020 year are parted into five classes and the researcher only chose one class which consists of 24 students. The researcher used purposive sampling or judgmental sampling in this research. According to Zulhidah (2010) in this type of sampling, subject are chosen to be part of sample with a specific purpose in mind. Regard of that, the chosen class was 3C. It was recommended by the lecturer himself, Mr. Syafi'i, because this class was well-being, supportive and enthusiastic during the class.

E. Technique of Collecting Data

In order to collect data, the researcher should be able to access the data that need to be collected for the study. Zulhidah (2018:81) claimed that data can be gathered from a number of sources including written documents, records, workplaces, the internet, surveys, or interview. According to Hughes, (2003:5) testing is a way which to know the information about peoples' language ability can be gathered. The chosen technique of collecting data in this research was documentation. The researcher used the result of students' final test which was already done by the lecturer of the course. Because of the learning and teaching process was run virtually, the lecturer took the data online by using several applications to communicate with students.

The first instruction of the test was the students would choose the topic that they were interested in. There were three interesting topic to choose:1)

The importance of English written communication in the era of industrial revolution 4.0, 2) The importance of English oral communication in the era of industrial revolution 4.0, 3) The danger of IT illiterate in the era of industrial revolution 4.0.

Then, students were required to write argumentative essay within 80 minutes consisting introductory paragraph/s, body paragraph and the concluded paragraph/s. After that, students must submit the essay to the Google Classroom. The researcher got the access to the Google Classroom after the lecturer of the course gave access code.

There were two raters that analysed the students' essay. Kurnia Budiyantri, M.Pd as first rater and Riski Amelia, M.Pd as a second rater. In assessing the students' ability in writing, they used a rubric designed by Jacob.

Table III.2
ESL COMPOSITION PROFILE

SCORE	LEVEL	CRITERIA
Content	30-27	EXCELLENT to VERY GOOD: Knowledgeable Substantive Through relevant to assigned topic
	26-22	GOOD to AVERAGE: some knowledge of subject adequate range lack of detail
	21-17	FAIR to POOR: limited knowledge of subject little substance
	16-13	VERY POOR: doesn't communicate no organization

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Organization	20-18	not enough to evaluate EXCELLENT to VERY GOOD: fluent expression ideas clearly stated Succinct well-organized local sequencing Cohesive
	17-14	GOOD to AVERAGE: somewhat choppy loosely organized, but main ideas stand out limited support logical but incomplete sequencing
	13--10	FAIR to POOR: non fluent ideas confused or disconnected lacks logical sequencing and development
	9--7	VERY POOR: doesn't communicate no organization not enough to evaluate
Vocabulary	20--18	EXCELLENT to VERY GOOD: sophisticated range effective word/idiom choice and usage word from mastery appropriate register
	17--14	GOOD to AVERAGE: adequate range occasional errors or word/idiom form choice, usage but meaning not obscured
	13--10	FAIR to POOR: limited range frequent errors of word/idiom form, choice, usage but meaning not obscured meaning confused or obscured
	9--7	VERY POOR: essentially translation little knowledge of English vocabulary, idiom, word form



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		not enough to evaluate
Language Use	25--22	EXCELLENT to VERY GOOD: effective complex construction few errors of agreement, tense, number, word order/function, articles, pronouns, Preposition
	21--18	GOOD to AVERAGE: effective but simple construction minor problems in complex constructions several errors of agreement, tense, number, word order/function, articles, pronouns, Preposition but meaning seldom obscured
	17--11	FAIR to POOR: major problem in simple/complex Constructions frequent errors of negation agreement, tense, number word order/function, articles, pronouns, Preposition and or fragments, run-ons, deletion meaning confused or obscured
	10--5	VERY POOR: virtually no mastery or sentence construction Rule dominated by errors doesn't communicate not enough to evaluate
Mechanics	5	EXCELLENT to VERY GOOD: demonstrates mastery of conventions few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD to AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	FAIR to POOR: frequent errors of spelling, punctuation, Capitalization

	Paragraphing poor handwriting meaning confused or obscured
2	VERY POOR: no mastery of conventions dominated by errors of spelling, punctuation, Capitalization Paragraphing handwriting illegible not enough to evaluate

F. Technique of Analysing Data

The data in this research was analysed by using descriptive method. This technique called descriptive quantitative. In order to obtain the result of this study, the data was analysed using rater in. According to Widhiarso, (2006: 1) there are two reasons in involving two raters in a study, namely: improving the quality of the developed measuring instrument and the type of measuring instrument developed. Rater's assessment of the instrument is usually called professional judgment because they have capability in terms of the constructs we measure. According to Gray et al, (2007; 399) measurement central tendency provide to describe the average and typical respondent. There are 4 levels of assessment in essay writing that Jacob developed: excellent to very good, good to average, fair to poor and very poor. Each level has a different score, starting from the content has a score 30-13, organization has a score 20-7, language use has a score 25-5, vocabulary has a score 20-7 and the last mechanic has a score 5-2.

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From the writing rubric test, rater 1 and 2 scored the students' writing essay. After that, researcher added up the scores given by rater 1 and 2. The following table figures out the interpretative guidance for ESL skills adopted from Jacobs, et al (1981).

Table III.3
Students' Scoring Guide

No	Test Score	Category
1	100-90	Excellent
2	89-80	Good
3	79-70	Fair
4	69-60	Poor
5	59-50	Very poor

To find the total score = content + organization + vocabulary + language feature + mechanic. Then, students' final score could be calculated as follows:

$$\text{Students score} = \text{Students' writing score} / \text{Maximum score} \times 100$$

To know the percentage of students' ability in writing argumentative essay, the researcher used formula from Sudijono (2014:43).

$$P = F/N \times 100$$

Where: F = Frequency N = Number of sample P = Number of percentage

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CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter reveals the conclusion drawn from the previous chapter, and it also provides some pedagogical implications associated with teaching of the writing. Besides, some suggestions in term of students' writing in argumentative essay as well as for any further studies in the same field are discussed here.

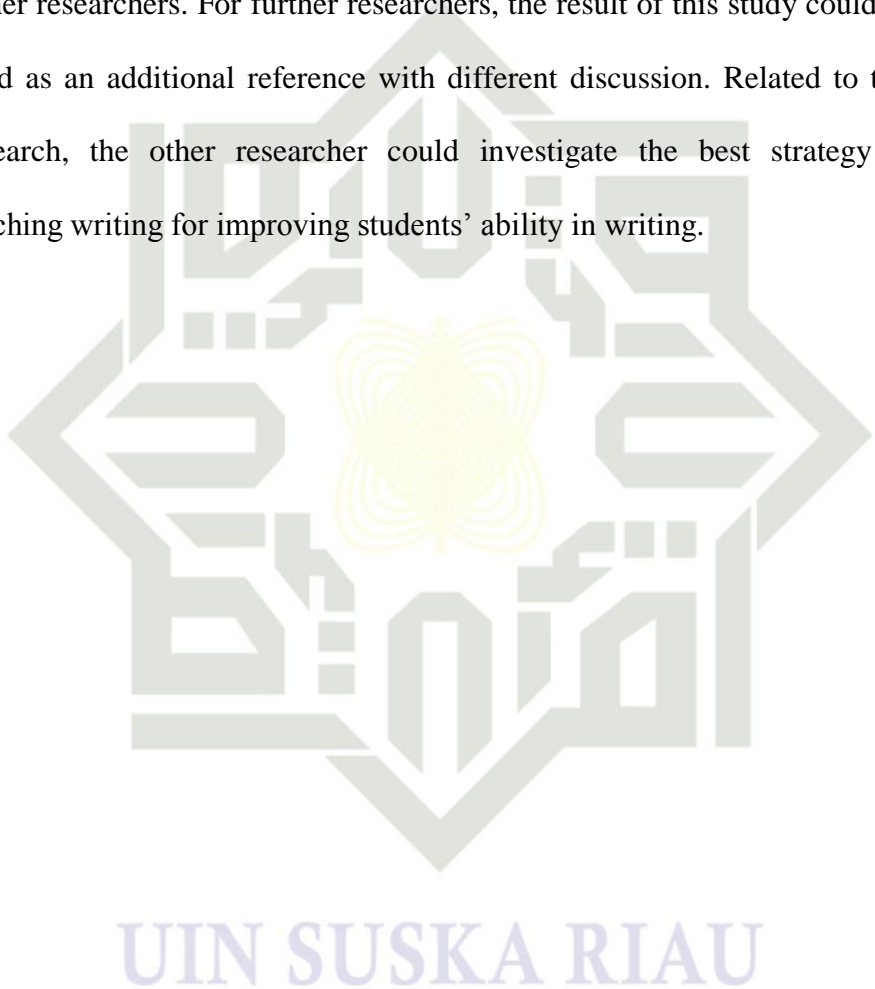
A. Conclusion

This research was conducted to find out how is students' ability in writing argumentative essay at third semester of English Education Department State Islamic University Sultan Syarif Kasim Riau. Based on what has been discussed, presented and analysed in the previous chapters, the researcher concluded that students' ability in writing argumentative essay at third semester of English Education Department State Islamic University Sultan Syarif Kasim Riau is in good category.

B. Suggestion

Based on the research conclusions above, it is revealed that the score of students' ability in writing argumentative essay at third semester of English Education Department State Islamic University Sultan Syarif Kasim Riau is in good category. So that the researcher would like to propose some suggestions that hopefully would be useful, especially for as follows: all of the English lecturers have to maintain and improve students' ability and has a strategy that can make students excited, curious, enthusiastic and interested, especially the students' ability in writing skill.

1. The lecturer. It is suggested that the English lecturer implement using various ways and various sources for teaching writing in order to improve students' ability in writing argumentative essay.
2. Other researchers. For further researchers, the result of this study could be used as an additional reference with different discussion. Related to this research, the other researcher could investigate the best strategy in teaching writing for improving students' ability in writing.

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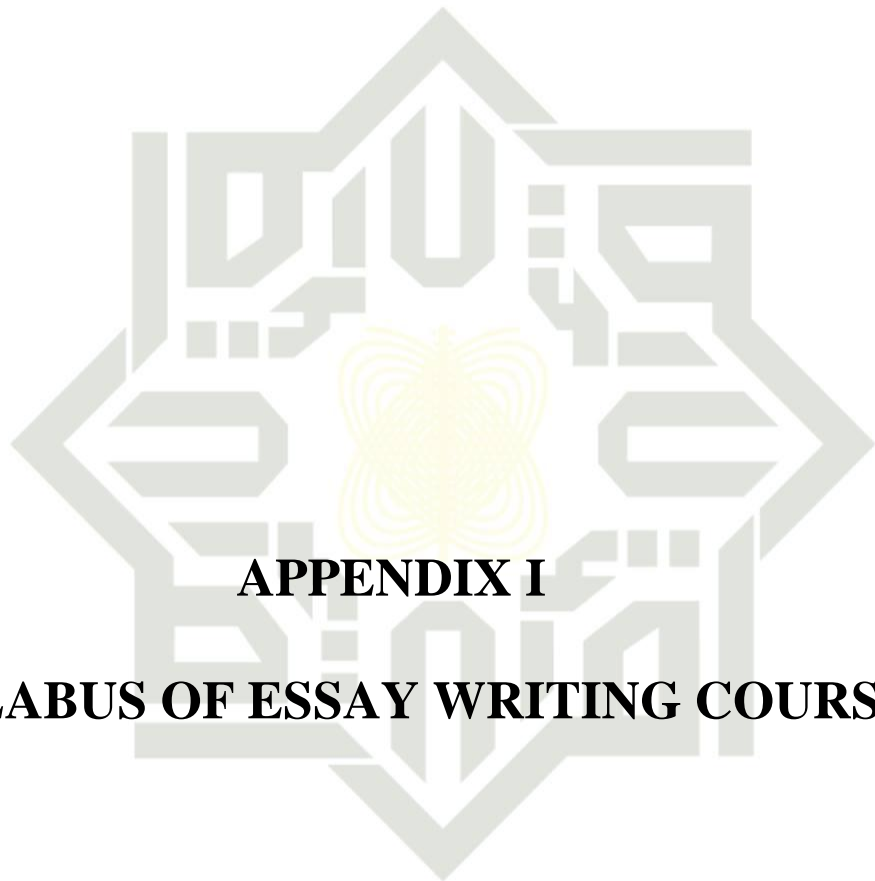
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APPENDIX I

SYLLABUS OF ESSAY WRITING COURSE

UIN SUSKA RIAU



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 State Islamic University of Sultan Syarif Kasim Riau

SYLLABUS

GENERAL DESCRIPTION

Subject	: Essay Writing
Code	: PBI 1312
Credit	: 2 (Dua SKS)
Department	: English Education Dept
Faculty	: Education and Teacher Training
Lecturer	: Drs. H. M. Syafii S, M.Pd/ Khairunnas Syafii, S.Pd.,M.Pd

COURSE DESCRIPTION

This course is designed to develop students' skills in writing university essays using different methods of development: examples, details, chronological orders, comparisons and contrasts, cause and effect relationships, as well as divisions and classifications. All related issues to writing the genre of essays, fundamental of writing essay, developing and supporting ideas, planning the essay, drafting and revising the essay, persuasion and argumentation essay, summary and analysis are mostly discussed. Since the students of English Education Department is prepared to be the Pre-teachers of English, therefore, this Writing course also introduces the ESL Composition Profiles as a guide to the principles of writing, and the aspects of writing evaluated with each score level criteria mastery in an essay—*excellent to very good, good to average, fair to poor, and very poor* as developed by Jacobs et al (1983).

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LEARNING OBJECTIVES

- To direct students have good character buildings in terms of spiritual personality and social respects, showing understanding and comprehension of essay writing.
- To create the topic sentences of the paragraphs and organize the process of writing an essay
- To show general and specific topic developed in writing the essay
- To develop and support the paragraph with minor and major supporting ideas
- To use the techniques/methods of developing ideas of the paragraphs: examples, details, chronological orders, cause and effect relationships, divisions and classifications where necessary
- To determine the topic to be developed, entitle the essay, and show the ability of cohering the paragraphs: introduction, body, and concluded paragraph/s
- To revise the drafts, show the performance of doing peer revision, and show the ability of editing the drafts
- To determine the goals of persuasion essay, plan the argumentative essay, and show chronological events used in the essay
- To make summary writing, analyze the written messages, and respond the text in written communication
- To differentiate the “direct and indirect” writing assessment using ESL Composition Profiles as to measure a writing product
- To have the competence of working with ESL Composition Profiles, and comprehend the cores among five aspects of writing (content, organization, vocabulary, language use, and mechanics)

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ASSESSMENT



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The aspects of competencies assessed are based on following components:

- Attendance and classroom participation = 15 %
- Assignments and papers—structured = 15 %
- Mid Test = 35 %
- Final Test = 35 %

NO	Meeting	Topic of Discussion	Reference (Referensi)
1	I	Introduction to the course, syllabus, learning contract and discussion	
2	II	Fundamental of Writing:	Reid p.1 -16
3	III	Writing practice, correcting, and discussing the errors	Reid p.1 -16
4	IV	Developing and supporting ideas	Reid p. 17 - 41
5	V	Writing practice, correcting, and discussing the errors	Reid p. 17 - 41
6	VI	Planning the essay	Reid p. 42 - 60
7	VII	Writing practice, correcting, and discussing the errors	Reid p. 42 - 60
8	VIII	Drafting and revising the essay	Reid p. 68 -83
9	IX	MID-TEST	
10	X	Writing practice, correcting, and discussing the errors	Reid p. 68 -83
11	XI	Persuasion and Argumentation essay	Reid p. 88 - 103
12	XII	Writing practice, correcting, and discussing the errors	Reid p. 88 - 103
13	XIII	Summary and analysis writing	Reid, p. 109 - 123
14	XIV	ESL composition profiles: a guide to the principles of writing	Jacobs et al p. 30 Hughey et al p. 139 - 145
15	XV	Aspects of writing evaluated in ESL composition	Jacobs et al p. 30 Hughey et al p. 139 - 145
16	XVI	FINAL- TEST	

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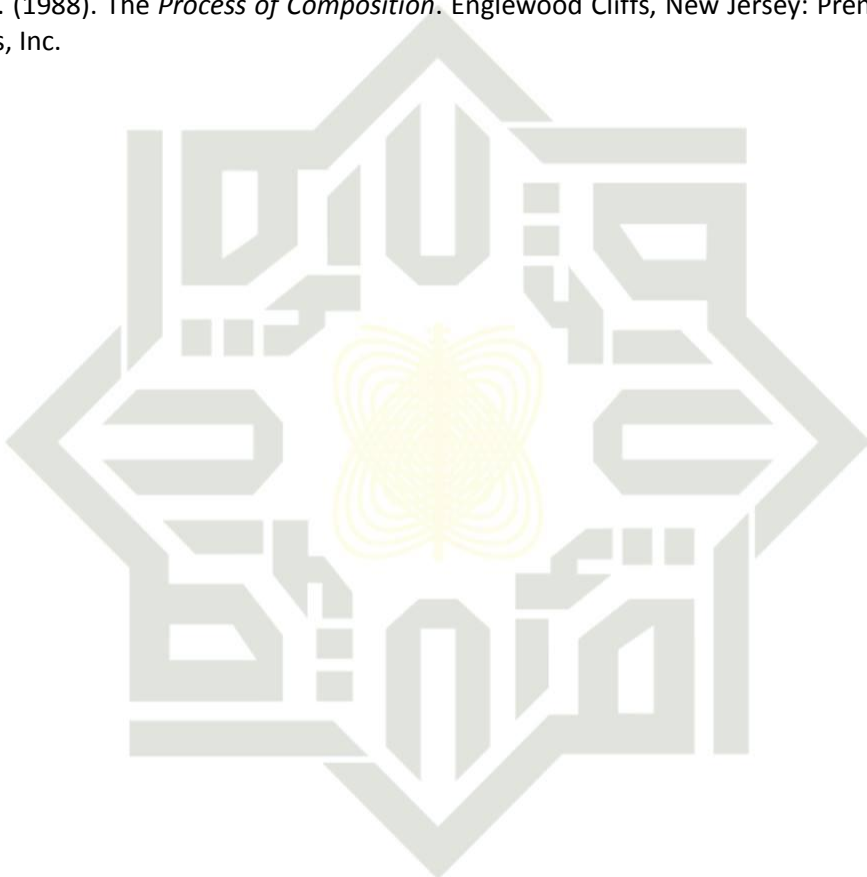
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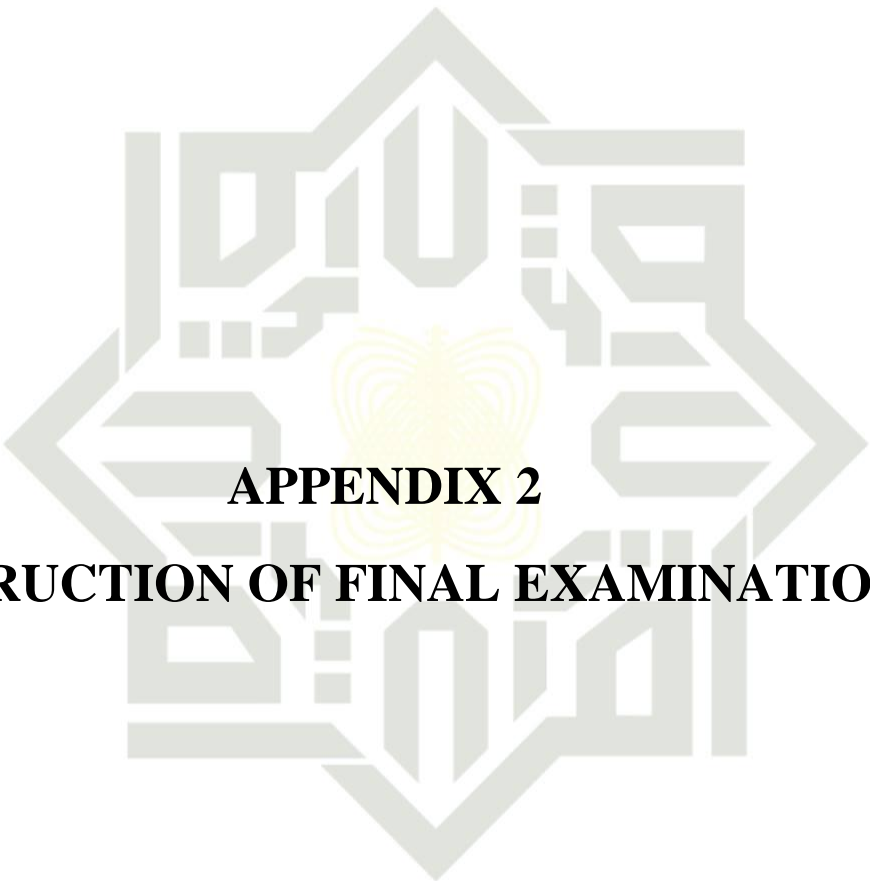
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4G 59% 1:51 am



Syafi'i M

20 Dec 2021

ENGLISH EDUCATION DEPARTMENT FACULTY OF EDUCATION AND TEACHER TRAINING SEMESTER TEST

Subject : Essay Writing

Semester : III

Code : PBI 1216

Credit : 2 Credit Hours

Lecturer : Drs. H.M. Syafii S, M.Pd

Instructions:

1. You are to write the argumentative paragraphs (essay) within 80 minutes consisting of introductory paragraph/s, body paragraphs, and concluded paragraph/s.
2. Choose one of the provided topics below as the topic of your argumentative essay:
 - a. The importance of English written communication in the era of industrial revolution 4.0
 - b. The importance of English oral communication in the era of industrial revolution 4.0
 - c. The danger of IT illiterate in ini the era of industrial revolution 4.0



APPENDIX 3

STUDENTS' SCORE AND ESSAYS

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Scores from Rater 1 and Rater 2

No	Respondent	Students Score											
		Rater 1						Rater 2					
		C	O	V	LU	M	Scr	C	O	V	LU	M	Scr
1	Azijatul Aufa	26	16	16	18	4	80	26	17	17	21	4	85
2	Ade Aulia	27	18	18	20	5	88	27	18	18	22	4	89
3	Belandra S	26	18	18	20	4	86	25	16	15	20	4	80
4	Dewi Julianti	25	15	16	18	3	77	25	16	17	20	4	82
5	Elga Sri W	28	18	18	20	4	88	22	14	15	18	4	73
6	Farah Afif	26	18	18	18	4	84	25	16	16	20	4	81
7	Isma Ruslina	25	15	16	18	3	77	23	16	16	19	4	78
8	Katrina Deva	28	18	18	22	4	90	25	17	16	20	4	82
9	Heiria Awalia	27	16	16	20	4	83	25	17	17	21	4	84
10	M. Rizkiyadi	28	18	18	20	3	87	25	16	16	20	4	81
11	Ade Sumarna	28	18	18	20	4	88	26	17	17	21	4	85
12	Melati P	22	15	18	20	4	79	22	14	14	18	4	72
13	Meutia	22	15	15	18	4	74	21	13	13	17	4	68
14	Nanda Lestari	28	18	18	20	4	88	26	17	15	18	4	80
15	Nuril Ilmina	16	10	10	10	4	50	20	12	12	15	4	63
16	Risa Maharani	22	15	15	15	3	70	24	16	16	17	4	77
17	Nurmala Sari	22	16	16	22	4	80	22	14	14	18	4	72
18	Sarah A P	27	18	18	22	4	89	25	18	18	20	4	85
19	Ririn Maisya	27	15	18	22	4	86	24	16	16	18	4	78
20	Selfia Rama B	25	15	16	20	4	80	25	17	16	18	4	80
21	Titania Bella	23	15	16	20	4	78	22	14	14	18	4	72
22	Sella Sepatiani	25	16	18	20	4	83	23	15	15	19	4	76
23	Vina Oktavian i	22	15	16	20	4	77	25	16	16	20	4	81
	Total	575	371	384	443	89	1862	553	362	359	438	92	1804

Pekanbaru, Januari 2022

Known by

Rater I

Kurnia Budiyanti, M.Pd

Rater II

Rizki Amelia, M.Pd

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Belandra Salsabila

20 Dec 2021

Assalamualaikum warahmatullahi
wabarakatuh sir

Name : belandra Salsabila

Nim :12010425130

This is my final test sir

The importance of English written

communication in the era of industrial
revolution 4.0

Language is an important component that is always at the forefront of life. With language, people are able to convey aspirations, express agreement, or not agree. in today 's world , the world is highly developed in various aspects . Knowledge is not only obtained through direct teaching but can also be obtained in writing, namely conveying knowledge through writing books. This of course makes us have to care about how to write because this aspect is very important in written communication.

In my view, writing skills in English are very important because the current era is very sophisticated in the field of social media. This will certainly encourage people to be

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about how to write because this aspect is very important in written communication.

In my view, writing skills in English are very important because the current era is very sophisticated in the field of social media. This will certainly encourage people to be skilled in writing. if it is associated with formal aspects, this skill is very important to have both for correspondence and so on. For native speakers and ESOL speakers, strong communication in English involves four modes: reading, writing, speaking, and listening. Different people naturally have different talents for this skill. These sections are the stages of skill formation in written communication.

Thus, it is very important for us to always understand and increase knowledge about skills in written communication. because in it there are many things that are important and will support our lives for the better. Therefore we must always add insight either through direct learning to teachers or self-taught

Class comment





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Date: _____

Name : M. Riskiyadi Sirayar
 SIN : 12010416275
 Class : 3C
 Study Program : English Education Department
 Subject : Final Test Essay Writing
 Lecturer : Mr. Drs. H. M. Syafri S. M. Pd

The importance of English written Communication
 in the area of Industrial Revolution 4.0

Language is a tool for us to communicate with people around us, English is an international language the language that will be used internationally. English is a very dominant role in the current area because indirectly in this industrial revolution, The industrial revolution is currently an interesting because in this modern area all Indonesian are required to be skilled in English.

English is important as a vehicle of spoken and written communication because as we now there is a great importance of English. It is only language used as second of speaking in all states/countries. English is the basic written communication because it is used every where in media, social media, etc.

The importance of English written communication in the area of Industrial Revolution 4.0. is the language of technology, the language business, and the language of international conferences. language is the importance things for now because in the area of industrial revolution, technology is developing very rapidly mastering foreign languages which will be make it easier for us to complete in the current area. In the area where technology has developed very rapidly what is needed is our ability to speak English.

Although in this technology area everything is very sophisticated and dominated by the English language, we was technology user should be able to position ourselves so as not to be left for behind with several countries out there. Therefore English is an important thing to master, but in fact it is not easy

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has developed very rapidly what is needed is our ability to speak english.

Although in this technology area everything is very sophisticated and dominated by the english language, we as technology user should be able to position ourselves so as not to be left for behind with several countries out there. Therefore english is an important thing to master, but in fact it is not easy

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Date: _____

to learn. The reasons that often complain about are unfamiliar vocabulary, the large of words that memorized, the pronunciation that is different from the pronunciation that is usually every day, and the grammar in english is good and correct.

The conclusion from this essay is that we as the young generation must be ready in whatever circumstances we face, we must be able to compete with other countries out there. Be who accepts all forms of change, is smart in accepting technology. mastery of english in the era of industrial revolution is very important so that we are not left behind with the demands of the time.





melati purwaningtyas

20 Dec 2021

Assalamu'alaikum Warahmatullahi

Wabarakatuh

Name: Melati Puwaningtyas

SIN: 12010421358

Class: 3C

"The importance of English oral communication in the era of industrial revolution 4.0"

Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology and culture. In today's era, oral communication skills using adequate English are a requirement or necessity in the industrial revolution era considering that its function as an international social language (the official language of the international world) does not need to be questioned anymore. This is because English has entered into aspects of daily life. For example in a shopping center we find many English words such as "Enter", "Exit" and many more.

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daily life. For example in a shopping center we find many English words such as "Enter", "Exit" and many more.

In Indonesia, many other countries come to visit, this makes us have to communicate orally in English. This is done to make it easier for us to interact with people from other countries. Tourism will also be happy to interact with Indonesians. So many people abroad who make companies in Indonesia. Besides that we will also easily get a job.

Therefore, communicating verbally in English is very important, namely facilitating the delivery of messages to the audience have a native English language, as an intermediate language in communicating with people from other countries, and can increase our value in the industrial world. So we must be able to communicate orally in English.

Class comment

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Meutia 3C Essay W... 77% 6:40 pm



Meutia 3C Essay W...



Name : Meutia

SIN : 12010425776

Class : 3C

Paragraph writing "last exam"

"The importance of English oral communication in the era of industrial revolution 4.0"

Communication is a process of sending and receiving a message between two or more people. Messages conveyed can be in the form of oral communication, written communication, verbal communication, non-verbal communication. Today we will discuss the importance of oral communication using English in the industrial revolution 4.0 era.

Language includes an important role in the occurrence of communication, especially English has become an important part of learning and also a means of communication in various countries. Having the ability to communicate verbally using English is very useful for the future, because with this ability it will affect our careers, easy to work, easy to learning, also affect self-branding and also a good adaptation tool when we meeting foreigners.

Therefore, it is appropriate that we can and are able to communicate verbally using English by learning and practicing it often so that it is easy for us to do many things and have a good career because everything is increasingly sophisticated in this revolutionary era, while these things are side by side with English.





It's undeniable, and slowly everything has gone digital. So human interaction with technology is inevitable. In this age people must be supported by qualified, creative, innovative resources that have high competitiveness. All levels of society must master technology. In the future technology would be more advanced than today, if people were to date still technologically blind, how their lives in the future would be further behind. The technological dangers of the industrial age 4.0 are that of feeling obsolete and failing to keep up with The Times. It is hard to say that technological developments continue to grow if humans do not keep up with the best they can, then we become the sort of people that modernization has left behind. Usually a technologically blind person from the ancient people who were not taught anything about technology so that the person could not keep up with the modern age what a few governments should be doing, or training, using a technology that in the least, many tech-blind societies could know what that technology is for. It is difficult not to know where technology is developing because we are in competition with the age in which all need instant is technology. We must not lose to the things we have created.

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Nurmalasari

20 Dec 2021

Assalamualaikum warahmatullahi wabarakatuh

Name: Nurmalasari

Class:3C

SIN:12010426862

English education department

Title: the danger of IT illiterate in the area of industrial revolution 4.0

The 4.0 industrial revolution was a familiar term for society. In Indonesia itself, the development of technology and information is happening so rapidly. The impact of the industrial revolution 4.0 is certainly a big shock to the industrial world as well as behavior in society.

In industrial areas, which previously depended on human energy in the production process. But today stuff is mass-produced using machines and sophisticated technology. These circumstances are known as the 4.0 industrial revolution.

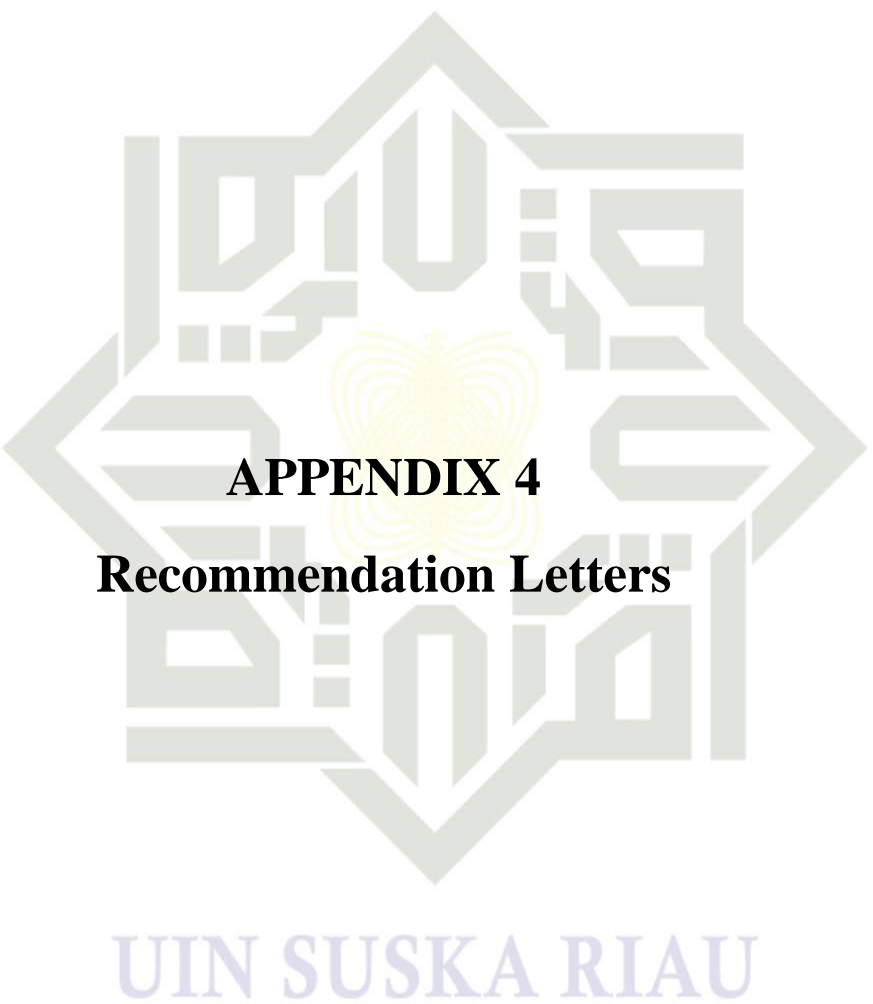
It's undeniable, and slowly everything has gone digital. So human interaction with technology is inevitable.

In this era people must be supported by

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Nomor : Un.04/F.II.4/PP.00.9/12800/2021
 Sifat : Biasa
 Lamp. : -
 Hal : **Pembimbing Skripsi (Perpanjangan)**

Pekanbaru, 20 September 2021

Kepada
 Yth. Drs. H. Sutarmo, M.Ag.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NOVITA PUTRI IDOLA
 NIM : 11614201776
 Jurusan : Pendidikan Bahasa Inggris
 Judul : THE IMPACT OF LEARNING THROUGH SOCIAL MEDIA ON IMPROVING STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT AT ENGLISH EDUCATION DEPARTMENT STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
 Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
 an. Dekan
 Wakil Dekan I



Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Nomor : Un.04/F.II.4/PP.00.9/2203/2021
 Sifat : Biasa
 Lamp. : -
 Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 24 Februari 2021

Kepada
 Yth. Ketua Prodi
 Pendidikan Bahasa Inggris
 di
 Tempat

Assalamu 'alaikum warhmatullahi wabarakatuh

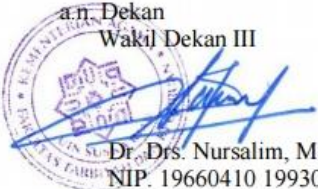
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : NOVITA PUTRI IDOLA
 NIM : 11614201776
 Semester/Tahun : IX (Sembilan)/ 2021
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Dean
 Wakil Dekan III

 Dr. Drs. Nursalim, M.Pd.
 NIP. 19660410 199303 1 005

**Hak Cipta Dilindungi Undang-Undang**

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SURAT KETERANGAN

No: 01.15/Sket/PBI/III/2021

Berdasarkan surat rekomendasi Nomor: Un.04/F.II.4/PP.00.9/38/2021, dengan ini menerangkan bahwa:

Nama : NOVITA PUTRI IDOLA
NIM : 11614201776
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1 Universitas Islam Negeri Sultan Syarif Kasim Riau

Di beri izin untuk melaksanakan pra-riset untuk pengumpulan data tesis yang berjudul "The Impact of Learning Grammar Phrases Through Social Media on Improving Sudents' Writing Skills at State Islamic University of Sultan Syarif Kasim Riau" di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau.

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan semestinya. Terimakasih.

Pekanbaru, 4 Maret 2021
Mengetahui,
Ketua Jurusan PBI

Drs. Samsi, M.H.Sc.
NIP. 19630803 199303 1 003



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Nomor : Un.04/F.II/PP.00.9/4481/2021
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 30 April 2021 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : NOVITA PUTRI IDOLA
NIM : 11614201776
Semester/Tahun : X (Sepuluh) / 2021
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Impact of Learning Through Social Media On Students' Writing Skill in Descriptive Text at English Education Department State Islamic University of Sultan Syarif Kasim Riau

Lokasi Penelitian : Prodi Bahasa Inggris UIN Suska Riau
Waktu Penelitian : 3 Bulan (30 April 2021 s.d 30 Juli 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP. 19740704 199803 1 001

Tembusan :
Rektor UIN Suska Riau

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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/42513
 TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/4481/2021 Tanggal 30 April 2021**, dengan ini memberikan rekomendasi kepada:

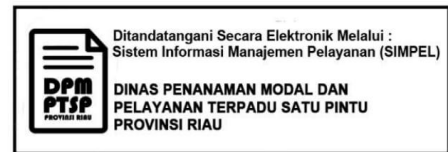
- | | |
|----------------------|--|
| 1. Nama | : NOVITA PUTRI IDOLA |
| 2. NIM / KTP | : 116142017760 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : JL. SUKA KARYA PERUMAHAN INDAH PERDANA LESTARI GG. DAMAI NO. A3 |
| 6. Judul Penelitian | : THE IMPACT OF LEARNING THROUGH SOCIAL MEDIA ON STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT AT ENGLISH EDUCATION DEPARTMENT STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU |
| 7. Lokasi Penelitian | : PRODI BAHASA INGGRIS UIN SUSKA RIAU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 12 Juli 2021

**Tembusan :****Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor UIN SUSKA Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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 جامعة السلطان شريف قاسم الاسلامية الحكومية ريارو
 STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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 Telp. 0761-562051 Fax. 0761-562052 Web.www.uin-suska.ac.id, E-mail: rektor@uin-suska.ac.id

Nomor : B-2006/Un.04/WR.I/TL.00/08/2021
 Sifat : Biasa
 Lamp :
 Hal : Izin Riset

Pekanbaru, 05 Agustus 2021

Kepada Yth.
 Dekan Fakultas Tarbiyah dan Keguruan
 Kabag
 UIN Suska Riau

Pekanbaru

Assalamualaikum Wr. Wb.

Dengan hormat, menindaklanjuti surat nomor : 503/DPMPTSP/NON IZIN-RISET/42513 tanggal 12 Juli 2021 hal Mohon izin Pra Riset dan Pengambilan Data Skripsi/Tesis, maka kami minta kepada Saudara agar dapat membantu Penelitian nama tersebut di bawah ini :

Nama : Novita Putri Idola
 NIM : 116142017760
 Program Studi : Pendidikan Bahasa Inggris

Untuk dapat melaksanakan Penelitian dan Pengambilan Data guna mendapatkan Data dan Informasi yang terkait dengan Judul Penelitian: "The Impact of Learning through Social Media on Students' Writing Skill at English Education Department State Islamic University of Sultan Syarif Kasim Riau

Demikianlah kami sampaikan atas kerjasamanya diucapkan terimakasih.

Wassalam

Rektor
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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Drs. H. Sutarmo, M.Ag
 - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Novita Putri Ickla
4. Nomor Induk Mahasiswa : 11614201776
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	25 Maret 2021	Bab II		
2.	8 April 2021	Bab III Research Design		
3.	7 July 2021	Bab III Research Design		
4.	29 September 2021	Bab IV & V		

Pekanbaru, 1 Oktober 2021
Pembimbing,

Drs. Sutarmo, M.Ag

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State Islamic University of Sultan Syarif Kasim Riau

CURRICULUM VITAE



The author, Novita Putri Idola, was born on November 1st, 1995 in Bukittinggi and now currently living in Pekanbaru, Riau, as the youngest daughter of Mr. Risalmi and Mrs. Junidar and the second youngest sibling of seven.

She took her primary school at SDN 04 Kapalo Koto and graduated in 2008. She was always delegated as a contestant in various inter-elementary school sports. She was very talented in sports back then. In seven years, she completed her secondary and high school at Madrasah Diniyah Limo Jurai Sungaipua as the institution required its students to add one more year of study time to deepen the Arabic language, then she was honourably graduated in 2015. The author took a year of resting before continuing her study. She enrolled at State Islamic University of Sultan Syarif Kasim Riau in 2016 in English Education Department.

With many obstacles during the thesis guidance period, such as Covid-19, the author passionately continued to try to complete her thesis which she then successfully graduated in January 2022.

Lastly, the author would like to express her deepest gratitude for the completion of the thesis entitled **“Students’ Ability in Writing Argumentative Essay at English Education Department of State Islamic University of Sultan Syarif Kasim Riau”**