

## AN ANALYSIS ON THE STUDENTS' ARGUMENTATIVE COMPOSITION COMPETENCE

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### **Abstract**

Analysis on writing competence has been being interesting issue to reserach in order to gain more effective and accurate conclusion. One of the issues was on academic writing, argumentative essay composition. This current inquiry aimed at investigating to what extent the students' argumentative essay composition competence. On the shake of the pupose, it was designed as survey research, which took 30 students of the fifth semester of English Study Program of FKIP – UNISI Tembilahan as the participants. They were asked for writing an argumenttaive essay. The indicators assessment involved format, mechanics, contents, oganization and grammar. After analyzing the data, the results revealed that the students' competence on each of writing aspect was extremely varied. Some students could achieved maximum score, yet others could not. It was proven from the findings that there were five students (16.66%) who achieved very good classification, thirteen students (43.33%) were placed in good level, and twelve students (40%) were categorized in enough level. Overall, their competence was in level enough to very good level. It is suggested that they need to improve their performance to get better results.

**Keywords:** *Argumentative Essay, Composition, Performance*

### **Abstract**

Analisis pada kinerja menulis telah menjadi isu yang menarik untuk diteliti sehingga mendapatkan kesimpulan yang lebih efektif dan akurat. Salah satu isu itu adalah penulisan akademik, menulis esai argumentatif. Penelitian ini bertujuan untuk menyelidiki sejauh mana kinerja siswa dalam menulis esai argumentatif. Untuk mencapai tujuan tersebut, penelitian ini dirancang sebagai penelitian survei (deskriptif), dengan memilih 30 siswa semester kelima Program Studi Bahasa Inggris FKIP - UNISI Tembilahan sebagai peserta. Mereka diminta untuk menulis esai argumenttaive. Indikator penilaian menulismeliputi format, mekanik, isi, struktur(susunan) dan tata bahasa. Setelah menganalisa data, hasil menunjukkan bahwa kinerja siswa pada masing-masing aspek menulis sangat bervariasi. Beberapa siswa bisa mencapai skor maksimum, namun yang lain belum bisa. Hal ini terbukti dari temuan bahwa ada lima siswa (16,66%) yang mencapai klasifikasi sangat baik, tiga belas siswa (43,33%) ditempatkan di tingkat yang baik, dan dua belas siswa (40%) dikategorikan dalam tingkat cukup. Secara keseluruhan, kinerja mereka padakategori cukup samapi tingkat yang sangat baik. Disarankan bahwa mereka perlu untuk meningkatkan kinerja mereka untuk mendapatkan hasil yang lebih baik.

**Kata kunci:** *Esai Argumentatif, Menulis, Kinerja*

## 1. INTRODUCTION

Writing is a prominent language skill. A certain person enables to reveal his ideas and mentation through writing. Then he can restate output that he understands from texts or articles as well as information that he gathers from. It is a beneficial language skill to transfer information or news in the form of written communication. In brief, as one of the major skills in language learning, writing is a tool of transferring one's notion to the audiences.

Writing is a complex demanding process. It causes in composing a text, a writer should consider to several aspects such as fluency (how easy a composition to understand), organization (the form of the composition as paragraph, essay, letter and others), vocabulary (how to use compatible wording in the composition), language use (how to use correct grammar), and mechanics (how to use appropriate punctuations in writing). Reid (1988) adds that writing is a complex performance because there are some components should be focused on composition as the aim of writing and the writer's knowledge of writing. In the same point of view, Myles (2002:1) views that the ability to write

well is not a naturally acquired skill; it is usually learned or transmitted as a set of practices in formal instructional settings and process. Writing skills must be practiced and learned through experience. He adds that writing skill in a second language is a complex process involving the ability to communicate in L2 (learner output) and the ability to construct a text in order to express one's ideas effectively in writing. Shortly, writing is a skillful process because of some considered points.

Academic writing is, essentially, the writing you have to do for your university courses. Your instructors may have different names for academic writing assignments (essay, paper, research paper, term paper, argumentative paper/essay, analysis paper/essay, informative essay, position paper), but all of these assignments have the same goal and principles.

Academic writing is not the same with other kinds of composition as journalistic or creative writing. Mostly, forms of academic writing a detached and objective approach is required. An academic argument appeals to logic and provides evidence in support of an intellectual position. It is prominent to express the writer's arguments logically

and to provide effective conclusions. Moreover, academic writing can be in the forms of an essay, a report, a review or a reflective article. Different styles adhere to each of these types of academic writing. In academic writing, the writer always interacts with each others texts and so there will be frequent resouces to the ideas, thinking or research of other authors writing in this field. The writer must give credit to those with whom the writer is interacting and there are structured guidelines for referencing and citation. Also, in academic writing it is important that when a claim is made it is backed up by reasons based on some form of evidence; it is expected that the author takes a critical approach to the material being explored (Crème & Lea, 2003 & Borg, 2008).

University students are expected to have good composition competence in English. It assists them in their future carier. As a language skill, writing skill is necessary to be taught to them. A good writing is a major cognitive challenge, because it can be a test of memory, language, and thinking ability (Kellogg and Raulerson, 2007:1). It seems that writing is able to enhance the cognitive sciences of someone, since

while doing writing there is a process of cognitive in gathering an idea to write. Moreover, Li (p: 1) says the ability to write is an important skill that the students should acquire in order to become independent and productive citizens. Moreover, through writing the students are able to develop and demonstrate their ability [knowledge] in any academic area. Then, it may help them to discover their own creative abilities, become aware of the beauty, and power of language.

In this current study, the reseracher focused on composing essay. Oshima and Hogue (2006:56) define that an essay is a kind of composition which consists of some paragraphs long. It talks only one topic as paragraph is. However, since the topic of the essay is too complex to express in one paragraph, the writer needs to devide it into several paragraphs, one for each major point.

There three points in composing an essay. Oshima and Hogue (2006:57) explain that the first part of an essay is introductory paragraph, which involves general statement and thesis statement. In the generala statement, the writer attracts the readers' attention by introducing the topic, then the thesis

statement is to state the main idea (topic) and controlling idea of the essay. Whitaker (2009) emphasizes that the thesis statement is the most important sentence in the writer's paper. If somebody enquired, "What does the paper talk about?" the answer would be in the thesis statement. Everything the writer writes will support this statement. The second point is the body. It consists of one or more paragraphs. Each paragraph develops a subdivision of the topic, thus the length of the paragraphs in the body will vary with the number of subdivisions or subtopics (controlling ideas). The last point is concluding paragraph. It is like the concluding sentence in a paragraph, which is a summary or review of the main points discussed in the body.

In academic writing, writing for university courses, argumentative essay is one of essay kinds that is taught for the students. Verde (2011) defines that the argumentative essay is a composition that defends a debatable position on a particular issue with the ultimate goal of persuading readers to accept the argument. Ozagac (2004) expresses in this kind of essay, the writer not only gives information but also present an argument with the pros

(supporting ideas) and cons (opposing ideas) of an argumentative issue. Oshima and Hogue (2006:142) provide a definition of argumentative essay is an essay in which the writer agrees or disagrees with an issue using reasons to support his point of view.

Argumentative essay aims at convincing the readers to the writer's ideas. Ozagac (2004) proposes that the primary objective of argumentative essay is to persuade people to change beliefs that many of them do not want to change. In line with this point, Kies (2011) shortly mentions the writer of an argumentative essay has several goals: the primary goal is to persuade and move the audience to accept his/her position on an issue, but that is often a very difficult challenge. A secondary, and more modest goal, is for the writer to articulate why s/he chooses the stance that s/he does on an issue. The secondary goal recognizes the fact that to persuade is a difficult objective but that at least the writer can explain his/her reasoning behind his/her position.

Some ways are useful in composing an exemplary essay. Brown (2014) says that the argumentative essay is a good tool of persuasion

because you show the reader: (1) the writer has considered both sides of the argument before choosing the position and (2) the writer anticipates and refutes any opposing arguments. The experts of Bogazici University SFL (2006) clarify that in writing the argumentative essay the writer should enable choose compatible topic which should be narrowed down, contain argument, and adequately supported (with statistics, outside source citations, etc.). Secondly, the writer enables to organize the composition well. It means that all argumentative topics have pros and cons. before starting writing, it is imperative to make a list of these ideas and choose the most suitable ones among them for supporting and refuting. Thirdly, the writer supports his points. This is the most prominent part when persuading others. He is persuading some people to change their beliefs or actions. It should be supporting his notions with such facts, statistics and/or authorities that there should not be room for any doubts. Fourthly, the writer should refute opposing arguments. Before he starts saying that the opponents are incompatible, he should specify his opposing ideas. Otherwise, it would be

like hitting the other person with eyes closed. He should see obviously what he is hitting and be prepared beforehand so that he cannot hit us back. He can do this by knowing what he is refuting. Lastly, the writer should enable to use precise language. It assists the readers to follow our arguments easily.

Some studies have been undertaken which are relevant on this study. The first research was done by Chase (2011) who investigated the argumentative writing skills of academically underprepared college students. The goals of the study were: (1) to determine to what extent the argumentative essays written by community college remedial students are inclusive of functional argumentative elements, coherent, cohesive, and of high quality; and (2) to determine to what extent the written components (i.e., coherence, cohesion, inclusion of functional elements, length) and demographic characteristics of the writer (i.e., reading ability, science interest, science knowledge, gender, native language) contribute to the overall quality of argumentative essays. Descriptive statistics and ordinal logistic regression were used to analyze a total of 112 writing samples. It was

found that on average, the argumentation in the essays was only partially developed and coherent; the essays contained a relatively moderate amount of functional elements and included a minimal amount of cohesive ties. The results also indicated that the written components of the argumentative essays and the demographic characteristics of the writer, when combined, significantly contribute to the overall quality of the argumentative essays. The coherence of the essays was found to have the highest odds ratio to essay quality in comparison to any other variable analyzed. These findings suggest the need for instruction focusing largely on essay coherence, as well as argumentation development, in order to improve argumentative writing quality.

The second research was taken from Zhu (2001) who executed an inquiry on performing argumentative writing in English: difficulties, processes, and strategies. This study examined the difficulties a group of Mexican graduate students encountered when engaged in an argumentative writing task as well as their writing processes and strategies. Data were collected from individual

interviews with the participants and from participants' written essays. Data analysis indicated that most participants perceived the rhetorical aspects of English argumentative writing as difficult. Data analysis also indicated that participants mainly used cognitive, social, and search strategies, whereas metacognitive strategies were used infrequently. Potential implications of the study for second-language writing instruction are discussed.

Then, Mohammed (2011) investigated the effect of reading model essays and writing practice on Moroccan EFL students' persuasive writing performance. To carry out this investigation, a quasi experimental design has been adopted. Sixty-two students from the International Institute for Higher Education in Morocco (IIHEM) constituted the sample population of the study. This sample was divided into four groups, a control group and three experimental groups including, (i) a reading treatment group, (ii) a writing treatment group, (iii) and a reading/writing treatment group. The data collected was submitted to statistical analysis using both descriptive and inferential statistics through the SPSS. In this analysis

three statistical measures, ANOVA, t-tests and correlation were run yielding mixed results. The findings of the study thus showed that all three treatments were found to have a positive effect on the development of the students' persuasive writing performance. However, a comparison of the three treatments showed differential effects. Thus the reading practice method turned out to have a stronger effect than the writing practice one since it positively affected the three types of scores involved (content, form, and general mean) as opposed to writing, which did not seem to affect form. On the other hand, while the reading/writing treatment was also found to have a greater positive impact than the writing treatment alone, as expected, no significant differences were revealed between this treatment and the reading practice treatment alone, as assumed in the fourth hypothesis. It was then concluded that this finding supports a major prediction of this study concerning the great positive effect reading has on FL learners' writing performance. The paper ended with suggestions for both pedagogical practices and research.

Other inquiry was executed by Garing (2014) who intended to determine five textual features of coherence in the students' argumentative essays for text comprehensibility and overall writing quality. Specifically, it examines (1) how comprehensible the students' argumentative essays considering the following: (a) Focus, (b) Organization, (c) Cohesion, (d) Support and Elaboration, and (e) Conventions; and (2) the relationship between the textual features and the comprehensibility of the students' argumentative essays. The data consists of 13 argumentative essays written in Engcom class first year College of Liberal Arts students of De La Salle University. Two techniques were used to analyze the data. First, an analytic and holistic scorings using a four-point writing rubric were used to evaluate each of the textual features of coherence and comprehensibility, respectively. Second, correlational analysis was performed to determine the relationship between the coherence features and the comprehensibility of the students' texts and between the comprehensibility of the students' argumentative essays.



Those theories and related findings set over that the case in analysing the students' argumentative essay composition was a phenomenon to be a research. Dealing with the curriculum for English Study Program of FKIP – Islamic University of Indragiri Tembilahan, the students have recognized how to write compatible academic writing, argumentative essay. They take the course Writing III and IV which focus on composing essay.

Thus, the principal objective of this current investigation was to extend previous research on argumentative writing and to examine the students' argumentative essay performance. Specifically, the researcher would analyze their composition by considering five components: format, mechanics, contents, organization, and grammar or sentence structure. It was expected by analyzing their composition performance, it would be one consideration to decide a wise policy later.

## 2. METHOD

This inquiry was designed in non-experimental design. It was survey

research. Creswell (2005:354) defines that survey studies are procedures in quantitative approach in which the researchers undertake a survey to a sample or to the entire population of people in order to describe attitudes, opinions, behaviours, or characteristics of the population. In this present survey, the researcher aimed at analyzing the students' argumentative essay performance.

Participants in this study were 30 Indonesian undergraduate students who had been admitted into an Bachelor program in English Language Education. They were in the fifth semester. They have taken Writing I - IV courses. It implied that they have had adequate knowledge in writing. The total sampling technique was utilized to select the sample, since the number of the students were relatively small. Riduwan (2005:64) emphasizes that total sampling is in which all population desired are selected as samples.

In collecting the data, the researcher used written test. The students were asked for writing an argumentative essay. They were free to select their topics, and to use organization of the essay (block pattern or point-by-point pattern). Moreover,



they had to support their arguments by providing quotations, facts, examples or statistics.

Furthermore, in analyzing the data, the researcher used descriptive statistical analysis; which covered individual

score, percentage, mean score, and level ability. In assessing the students' work papers, the researcher used analytic scoring rubric of writing which taken from Oshima and Hogue (2006:316).

**Table 1. Scoring Rubric Essay**

No	Writing Components	Maximum Score	Actual Score
1	<b>Format – 5 points</b> Title centered (2), first line of each paragraph indented (1), margins on both sides (1), text double spaces (1).	5	_____
2	<b>Mechanics – 5 points</b> Punctuations: periods, commas, semicolons, quotations marks (3), capitalization (1), spelling (1).	5	_____
3	<b>Content – 20 points</b> The essay fulfills the requirements of the assignment (5) The essay is interesting to read (5) The essay shows that the writer used care and thought (10)	20	_____
4	<b>Organization –45 points</b> The essay follows the outline, and it has an introduction, body and conclusion (5) <b>Introduction:</b> The introduction ends with the thesis statement (5) <b>Body:</b> Each paragraph of the body discusses a new point and begins with a clear topic sentence. (5) Each paragraph has specific supporting material: facts, examples, quotations, paraphrased or summarized information, etc. (10) Each paragraph has unity (5) Each paragraph has coherence (5) Transition are used to link paragraphs (5) <b>Conclusion:</b> The conclusion summarizes the main points or paraphrases the thesis statement, begins with a conclusion signal, and leaves the reader with the writer's final thoughts on the topic. (5)	45	_____
5	<b>Grammar and Sentence Structure – 25 points</b> Estimate a grammar and sentence structure score.	25	_____
<b>Grand Total</b>		<b>100</b>	

### 3. FINDINGS AND DISCUSSION

#### 3.1. FINDINGS

This investigation was undertaken in analyzing the students' argumentative essay composition performance. It was analyzed from the students' composition score which were taken from the test. The students were asked for composing an argumentative essay based on the topic chosen freely.

The students' writing performance as below:

#### a. The Students' Argumentative Essay Composition Performance

After collecting the data, the researcher gather the students' argumentative essay composition which could be described as follows:

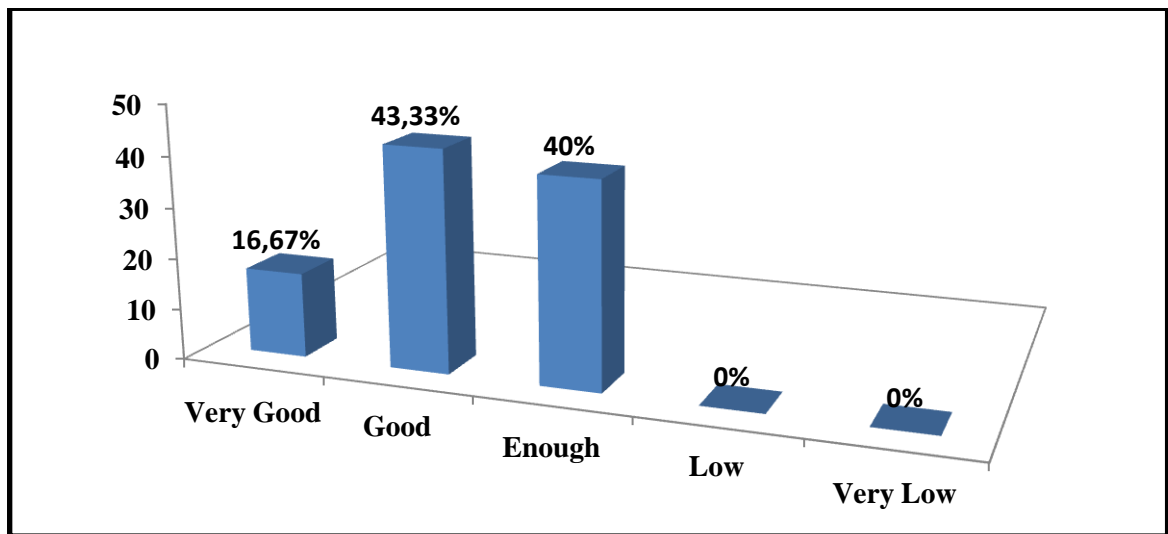
**Table. 2. The Students' Argumentative Essay Composition Performance**

No	Interval Score	Score	Level Ability	Frequency
1	80 – 100	A	Very Good	5
2	70 – 79	B	Good	13
3	60 – 69	C	Enough	12
4	50 – 59	D	Low	0
5	00 – 49	E	Very Low / Failed	0
<b>Total</b>				<b>30 students</b>

The table above shows the students' argumentative composition performance. There were 30 learners as selected samples. Of 30 students, there were five students who were categorized in very good level, it caused they were placed in interval score 80 – 100. Then there were 13 students who obtained in good level, since they were

in interval score 70 – 79. Twelve students were classified in enough category, which were placed in range score 60 – 69. Moreover, none of the students were categorized in low and very low levels. It could be implied that the students' composition performance was in enough to very good levels.

**Graph 1. Students' Percentage of Argumentative Essay Composition Performance**



Dealing with the graph above, it reveals that there were 16.67% of the students who gained very good level. Then 43.33% of the students were located in good level. There were 40% of the students who obtained in enough category, and nobody or 0% was in low and very low classifications. It means that they have capable quality in writing argumentative essay.

**1). Format**

One of the assessment aspects was format of essay. It concerns how to write the title of the composition, first line of each paragraph of composition, margin on both sides, and spaces of the composition. The interval score of this aspect was 0 – 5. After correcting the students' work sheets, it could be found as follows:

**b. The analysis on the results of students' argumentative essay composition performance indicators**

**Table 3. The Students' performance of composition aspect "Format"**

No.	Score	Frequency	Percentage
1	5	18	59.91
2	4	12	39.99
<b>Total</b>		<b>30</b>	<b>100%</b>

The emperical data above describes that the students’ quality in using compatible format of essay was good enough. It could be proven that there were 18 students (59.91%) who gained perfect score, then 12 students (39.99%) obtained one score than it. It can be inferred that the students could use format of essay well.

In other words, they could write the title of the essay in the centre of the paper, line of the firts paragraph indented, margin on both sides, and text

double-spaced. Even so, they should give more attention to use acceptable spaces in composition (double-spaced).

**2). Mechanics**

This was the another indicator for scoring writing performance. It concerns on using correct punctuations and spellings. The score was in range 0 – 5.

**Table 4. The Students’ performance of composition aspect “Mechanics”**

No.	Score	Frequency	Percentage (%)
1	5	14	46.68
2	4	11	36.67
3	3	5	16.65
<b>Total</b>		<b>30</b>	<b>100%</b>

The table above presents the students’ competence in employing correct punctuations and spellings in their composition. There were fourteen students (46.68%) who could use punctuations and spelling perfectly. Moreover, eleven students (36.67%) derived point four, and five students (16.65%) got point three. It implied that they still got difficulties in utilizing compatible punctuations and spellings. It could be proven that some of them

still got problems in exerting punctuations (periods, commas, semicolons, quotation marks) in their writing. Some of them were lack of how to employ comma such as “*Smoking should be prohibited in public places for some reasons, because it is dangerous for passive smokers.*” The sentence seems like no mistake, but it was written in incompatible punctuation comma. If we write the independent clause in the beginning of a complex

sentence, it is not necessary to use comma to separate from dependent clause. Meanwhile, if we write dependent clause in the beginning of the complex sentence, we need comma after it then followed by independent clause. Thus, the sentence could be “*Because it is dangerous for passive smokers, smoking should be prohibited in public places for some reasons*” or “*Smoking should be prohibited in public places for some reasons because it is dangerous for passive smokers*”. In brief, the students should learn more

how to use correct punctuations and spellings.

**3). Content**

The third aspect of writing assessment was content. It related to if the essay fulfills the requirements of the assingment, the essay is interesting to read, and the essay shows that the writer used care and thought. The interval score was 00 – 20. The analysis could be seen as follows:

**Table 5. The Students’ performance of composition aspect “Content”**

No.	Score	Frequency	Percentage (%)
1	14	3	9.99
2	15	5	16.65
3	16	6	19.98
4	17	5	16.65
5	18	7	23.32
6	19	4	13.32
<b>Total</b>		<b>30</b>	<b>100%</b>

Concerning the information above, it could be found that the students’ performance of content aspect of composition were varied. Their scores were ranged from 14 – 19. There were three students (9.99%) who gained score fourteen. This was the lowest score that the students got. There were five students (16.65%) who achieved fifteen score. Then six students

(19.98%) succeeded in gaining the score sixteen. Sevent students (23.32%) got the score eighteen, and there were four (13.32%) who gained the highest score (nineteen). None of them achieved the maximum score, twenty, as well as the minimum grade, ziro.

**4). Organization**

Other componerts of writing assessment was organization. It was concerning on how to organize an essay which includes introductory of

paragraph, body, and concluding paragraph. The score was ranging from 00 – 45. The analysis was in the following table:

**Table 6. The Students’ performance of composition aspect “Organization”**

No.	Score	Frequency	Percentage (%)
1	25	5	16.65
2	26	4	13.32
3	27	4	13.32
4	29	6	19.98
5	30	3	9.99
6	31	8	26.64
<b>Total</b>		<b>30</b>	<b>100%</b>

The data presents the students’ profeciency in using composition structure of essay properly. Moreover, it could be described that there were five students (16.65%) who got point twenty five. Then four students (13.32%) got point twenty six and twenty seven. Those who achieved score 29 were six students (19.98%). Only three learners (9.99%) could reach score thirty. The highest percentage belonged to eight students (26.64%) who succeeded to score thirty one. It could be recognized that the students had various level in organizing their writing. The range scores were 25 – 31, it means that no one could achieve the maximum score as well as the lowest score.

Furthermore, the students’ works sheets also gave information that some of the students used block organization, and others used poin-by-point model. It indicated that they strive to explore their knowledge in organizing their composition.

Additionally, they have strived to write their essay by considering the parts of essay (introduction, body, and conclusion). It could be proven from their works that all of them have used the parts. However, some of them still lack of how to initiate their composition. As proof, in the introductory paragraph which includes general statemnt and thesis statement. Some students got difficulty in explore their ideas in the general

statement, they needed more to explore their points till come to the thesis statement. Then it could also found that the students still lack of in using supporting details in their composition. They only slightly supported their arguments by quotations, examples, data statistics or facts. Their rebuttal points to the opponent point of view were also still weak. Consequently, their arguments were easy disproved. Even so, they had good

capability in concluding their arguments by summarizing the points or restating the opinions.

**5). Grammar and Sentence Structure**

The last aspect in rating the composition was grammar and sentence structure. The interval score 00 – 25. The analysis results were as following:

**Table 7. The Students’ performance of composition aspect “Grammar”**

No.	Score	Frequency	Percentage (%)
1	16	7	23.32
2	17	5	16.65
3	18	5	16.65
4	21	8	26.64
5	22	5	16.65
<b>Total</b>		<b>30</b>	<b>100%</b>

This aspect concerns on how to employ fitted language use which may include using compatible tenses, dictions, sentence patters, subject-verb agreement, word classess and other components of grammar. The existing data above have shown that the students’ range score was 16 – 22. More detail, there were seven students (23.32%) who gained score sixteen. It was as the lowest score. It indicated that

they could not enable to use sentence structure properly. Then each five students (16.65%) who obtained the score seventeen, eighteen, and twenty two. The highest percentage, 26.64%, belonged to the students who gained score twenty one. In short, the students’ competence in exerting language use was still needed to improve since none of them got the maximum mark.



### 3.2. DISCUSSION

This present investigation aimed at extending the previous inquiries which concerned on analysing composition. Specifically, it purposed to ascertain the students' argumentative essay composition performance. Considering the supporting data, there were some point that should be discussed.

The first point related to the students' performance in applying essay composition components. There, as explained before, were five components of essay writing; format, contents, mechanics, organization, and language use. It was obviously described that their performance were varied. As proof, their ability in using format of the composition greatly satisfied. More than fifty percent of the students enable to gain the maximum score. In implied that they had good competent in employing the format of essay composition. Moreover, their ability in using mechanics was also varied as well as good enough. It was presented clearly that they afforded to use the mechanics in writing argumentative essay. Still and all, they still had shortcomings in using them. it indicated that more threathments which related to the use of punctuations and spellings in

their composition. Then their capability in content of lettering could echieve mediocre level. No one succeeded to gain the highest mark. Furthermore, their competent in appying organization of essay writing was also good enough. it seemed that this aspect was the most diffuclt one as it concerned on some points (introductory paragraph, body and concluding paragraph). Each point had its own sub-points such as introductory paragraph encompasses both general and thesis statements. The thesis statement covers the topic and controlling ideas. Their capability was good enough even none of them could obtain the maximum score. Finally, their ability in employing grammar and sentences structure was also found. The results was adequate enough. To sum up, the students' profeciency in using indicators of argumentative essay composition was really diverse each others. However, in overall theu could gain enough level.

Those findings were supported by other research results such as Chase (2011) who analysed of the argumentative writing skills of academically underprepared college students. He found that It was found that on average, the argumentation in

the essays was only partially developed and coherent; the essays contained a relatively moderate amount of functional elements and included a minimal amount of cohesive ties. It was similar with the results of this current inquiry that their results were in moderate classification. Moreover, both samples of the studies still had hardship in their composition.

Additionally, an investigation of Chinese university was undertaken by Xinghua (2010) which analyzed EFL learners' knowledge about argumentative writing. One of his results that was content of writing presented that the students said that for good English argumentative writing, a clear statement of the writer's stance on the issue under discussion is of the utmost importance and ample relevant supporting materials are needed for a successful elaboration of the writer's stance. It means that to explore their arguments, the students need to support by supporting details. Those finding was the same with the students of this study because they have tried to strengthen their issues by giving examples, fact, or quotation.

Nevertheless, they needed to elaborate their supporting details more.

For further supporting results. Ka-kan-dee and Kaur (2014) did an analysis on argumentative writing difficulties of Thai English major students. It was discovered that one of the students difficulties in writing argumentative essay was in grammar (language use), 66.6% of the students faced difficulty in using proper sentence structure. This finding was similar with the results of this study since the students also could not achieve the maximum score yet. Moreover, other difficulty was the structure of argumentative writing, the result described that 55% of the students had problem on this point. It just as what happened in this study that the students also needed to explore more how to organized their writing organization.

Furthermore, Chen (2011) carried out an investigation of topic sentences in Chinese students' argumentative essays. Results show that Chinese students have a good awareness of writing topic sentences and placing them at the beginning of paragraphs. However, Chinese students are not good at applying transitional phrases and expressing ideas objectively as

academic writing requires. This results was strongly similar with the results of this investigation where the students have enabled to construct topic sentence of their writing, which cover topic and controlling idea.

The second point that need to be discussed was the whole results of the students argumentative essay composition profeciency. the data have shown that the students' performance was in level enough to very good. it was proven by seeing the average score that could achieve 72.85. It concluded that the students' argumentative essay composition profeciency was varied. it was described from both each writing components and overall result. They could gain satisfaction results in some points, and they needed to grade up in other aspects.

#### 4. CONCLUSION

This recent analysis is a non-experimental study which designes in survey research. The objective of the study was to etermine to what extent the argumentative essays written by the fifth semester students of English Study Program – FKIP UNISI Tembilahan. As conclusion, the students' performance

was really in various each others. Yet their ability was in enough classification.

It is suggested that they could improve their capability through giving more amount proportion in writing. Then they also need to familiarize to the topic of writing, how to organize the ideas, and how to support their points.

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