

WRITING SKILL AT FIFTH SEMESTER *THE ARGUMENTATIVE ESSAY:* THE ANALYSIS

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ABSTRACT

Become one of the English skill in which needs the intention or behavioral dimension habit and ability for those who always drill theirself to regularly write, writing skill need to be taught and learned intensively in the colleagues and universities. Consequently, writing skill become one of the compulsory subject in the English Department, Especially the Faculty of Teacher Training and Education in Muhammadiyah University of Sidoarjo. Ornamentally crafted with Academic Writing subject at the fifth semester, the curriculum says that students proposed to be able to write argumentative essay. To analyze the students skill of argumentative essay, the qualitative research is made by using the theory from Oshima and Hogue (2006). The results show that: 1) the critical thinking of making the argumetative essay that the students are able to stand up on a side of the student's point of view and make sure the reader (s) that the student's arguments are right, it is supported by solid reason and solid evidence. 2) the students are able to make make sure the reader (s) that the student's arguments are right, it is supported by solid reason but with weak evidence, and some grammatical error. Last 3) that the students are able to make make sure the reader (s) that the student's arguments are right, but it is not supported by solid reason and solid evidence.

Key words: argumentative essay, block pattern, point by point pattern.

1. Introduction

Writing skill will be one of the intention or behavioral dimension habit and ability for those who always drill theirself to regularly write. Writing skill in academic institution, such as in the universities play a big role to push and to direct the best way to explore the idea to be a writer. For those the university students who wants to be a writer, they are willing to sacrifice their time, to manage their time to have their own persistence, as much as anything else, the students keep going on and never give up to study. According to Messud as it is quoted in Roberts *et al*, in Murray (2005: 1), he explains that a writer needs obstinate perseverance to succed, than actually writing is fairly thankless undertaking, proposes he argues that people get

tired of it pretty quickly, so sticking with it is the greatest part of the battle. Furthermore, he argues that writing skill must be something more, it is, again about to develop the effective motivation and behavioural strategies to write.

This is also supported by the University of Muhammadiyah Sidoarjo, East Java, in the curriculum, year 2017-2018, especially in the Faculty of Teacher Training and Education, the English Departement. In this curriculum, English Departement proposes to the students that the curriculum for writing are: first, Free Writing. Second, Paragraph Writing. Third, Essay Writing and the last is Academic Writing. The focus of this research is about the subject of Academic Writing, this subject supports the students, based on the curriculum made, that the students are supposed to be able to write the various English essay thoroughly: description, narration, expository, types of argument, and mini research paper. The Academic Writing subject is the subject in which offered to students at the fifth semester after the students take the Essay Writing.

Continue, the are exactly 4 (four) types of writing in which proposed to the student to the Academic Writing subject, one of the focus to this research will be mainly on the argumentative essay, it is about how do the students manage or write deeply the essay based on the structure of argumentative essay. This including the step and the pattern. As based on the previous study, to now more about the writing skill of the students, as according Bailey (2003: 7) tries to explain to the reader (s) that academic writing must be designed for anybody who is studying at English-medium universities and collagues and again, the students have to write essay and other assignment for exams and coursework (see also, . Precisely, the researcher as based on the explanation from introduction above like to make the research question, it is about: writing skill at fifth semester *the argumentative essay*: the analysis.

2. Methods

As based on the data collected, the data collected from the Mid-Term test assignment, from the students at the English Department at the fifth semester, in the Faculty of Teacher Training and Education, in the University of Muhammadiyah Sidoarjo. It is the secondary data, this secondary data then analyzed by using the theory from Oshima and Hogue (2006: 142-160). Then, the analysis is based on the pattern and type of the argumentative essay proposed, and the qualitative research approached is made (see: Creswell, 2012: 16; Cresswell, 2002: 17; Hatch, 2002: 6; Miles and Huberman, 1994: 9).

3. Findings and Discussion

Literally, the main discussion and finding from this research will talk the idea of: the definition of the argumentative essay, organization of argumentative essay, and the finding from the students writing essay of argumentative essay.

Finding: the argumentative essay, the analysis

Based on the explanation from Oshima and Hogue (2006: 142) that, argumentative essay is mainly focusing on in which you as the students, the writers agree or disagree with an issue, focusing on reasons to support your opinion. Then, the goal is to convince you, the readers that your opinion is completely right. The other reason is why do the argumentative essay is proper

to students, it forces the students to think on their own: the students have to take on an issue, support their stand with solid reason, and support their reason with solid evidence (see also: Rumisek and Zemach, 2010: 56; John, 2001: 38; Myers, 2001: 66; Hewing and Hewing, 2001: 215).

For more deep, from the book of *Academic Writing English*, Oshima and Hogue (2006: 143) argue that, what make the argumentative essay unique is about that the argumentative essay do not only just give reasons to support your point of view, the reasons to stand with your point of view but also you must discuss the other sides reasons, the other side point of view and then rebut them. Furthermore, Oshima and Hogue (2006: 143) explain that rebut means to point out problems with the other side's reasons to prove that they are not good reasons. We do this because we want the readers to know that we have considered all sides of the issue. When we show that we are reasonable and open-minded, readers are more likely to listen to our point of view.

Besides the researcher discussion about the definition above, there will be the organization of the argumentative essay. As according to Oshima and Hogue (2006: 143) that there are several ways to organize an argumentative essay, including the style in writing the argumentative essay (Jordan, 2003: 88). The students can use *a block pattern* or *a point-by-point pattern*. The outlines in the following chart show these two possible patterns.

Here is the table explanation:

BLOCK PATTERN	POINT-BY-POINT PATTERN
<ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> Explanation of the issue Thesis statement 2. Body <ul style="list-style-type: none"> Block 1 <ol style="list-style-type: none"> a. Summary of other side's arguments b. Rebuttal to the first argument c. Rebuttal to the second argument d. Rebuttal to the third argument Block 2 <ol style="list-style-type: none"> e. Your first argument f. Your second argument g. Your third argument 3. Conclusion – may include a summary of your point of view 	<ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> Explanation of the issue, including a summary of the other side's arguments These statement 2. Body <ol style="list-style-type: none"> a. Statement of the other side's first argument and rebuttal with your own counterargument b. Statement of the other side's second argument and rebuttal with your own counterargument c. Statement of the other side's third argument and rebuttal with your own counterargument 3. Conclusion – may include a summary of your point of view

In a deep understanding, Oshima and Hogue (2006: 144) continue their idea about the pattern of the argumentative above, they say that there are many variations on these two patterns above, the block pattern and the point by point pattern. Which pattern you use will be depend on your topic. With some topics, one pattern works better than others. The important thing is to present your side and rebut the other side in a logical and organized way.

Then, the theory above will be as a guidance fro the researcher to analyze the students assignment, it is the Mid-Term assignment. Below is the explanation:

In this research intention, the researcher took the data from the students of English Department at the fifth semenster, Faculty of Teacher Training and Education, Muhammadiyah University of Sidoarjo. From that mid-term test assignment, there are 29 (twenty nine students). The discussion will be mainly focused on the 2 (two) highest rank correctness based on the theory from Oshima and Hogue (2006) and the 1 (one) lowest rank correctness.

This is the data number 1:

From Wildah Roudlotillah, Student Number: 158820300032

Title: The Benefit of Homework

<p>Introduction: Explanation of the issue, including a summary of the other side's arguments</p> <p>What is the common thread among every educational institution in the world? Yes, the answer is homework. Homework is becoming a daily routine outside of school for many students and sometimes a burden for both teachers and students. Students spend hours doing it, teachers spend hours checking it.</p> <p>Some people doubt homework's effectiveness because as all we know only a few of students who will finish their homework and submit it to the teacher on time, and the rest of them might are not. Worstly, some of them will skip the class just because they have not finished the homework yet.</p>
<p>Thesis statement:</p> <p>Despite of everything above, I believe that homework does also have benefits for the students because <i>it can act as a free practice, it can teaches time management, and it can improves students' academic achievement.</i></p>
<p>Body: Statement of the other side's first argument</p> <p>Alfie Kohn (2006, "The Myth of Homework", Ch. 6) stated "It wouldn't make sense to say "keep practicing until you understand" because practicing doesn't create understanding – just as giving kids a deadline doesn't teach time-management skills".</p>
<p>Rebuttal with your own counterargument</p> <p>On the other hand, Mastropieri& Scruggs (2005, "Homework and Practice", p. 176) stated "Practice activities are intended to reinforce memory and comprehension of information that was gained in the lesson."</p> <p>In a same sense, homework can act as an exercise or practice for the students. Homework and practice are related, connected by the context when students are learning on their own and applying new knowledge.</p> <p>For instance, let us take a look at the Mathematics subject. In class, teachers only teach the students on the concepts involved in solving mathematical problems. Besides knowing the concepts, students should know the formulas. However, by knowing the concepts and formula alone would not help much. Students should be able to use them or in other words apply them when solving problems. They might learn in school, but how many problems use the same way of solving?</p>
<p>Body: Statement of the other side's second argument</p>

Marquis and Huston (2009, "The Importance of Time Management", p. 3) disagree with the term of time management, and argued "Time cannot be managed in any ways, but rather individuals can manage events in their lives in relation to time".
Rebuttal with your own counterargument
On the other hand, Grace Fleming (2014, "Students' Time-Management Skills", p. 2) stated "By learning to complete homework on time every time, students will have a better time managemet skills that can help increase their overall school work and it also helps them later in life."
In a same sense, we know how important time management skills are in order for students to be successful not only at school but throughout their adult life. That's why the teacher should have come up with some ways that can teach students how to manage their time efficiently and effectively.
For instance, have your students to make a homework chart and list assignments for Monday through Friday. After they're finished each assignment, they can put a check mark next to it. This teaches them how to keep track of deadlines and duties.
Body:
Statement of the other side's third argument
Alfie Kohn (2006) "The Myth of Homework", Ch. 6) recently wrote, "There was no consistent linear or curvilinear relation between the amount of time spent on homework and the child's level of academic achievement"
Rebuttal with your own counterargument
On the other hand, Gill and Schlossman (1996, "The Value of Homework", p. 15) claimed "leading educational spokespersons have celebrated homework as essential to raise educational standards and foster high academic achievement."
In a same sense, incorporating homework into the student's life can significantly improve academic achievement. In order for students to solidify their understanding of certain topics, homework is required since it enables students to retrieve what they have learned outside of school and learning skills can be improved.
For instance, two meta-analyses by Cooper and colleagues are the most comprehensive and rigorous. Commenting on studies that attempted to examine the causal relationship between homework and student achievement by comparing experimental (homework) and control (no homework) groups, Cooper, Robinson, and Patall (2006) noted, With only rare exceptions, the relationship between the amount of homework students do and their achievement outcomes was found to be positive and statistically significant.
Conclusion:
To sum things up, all those points can prove us that homework has its benefits for students. Homework can act as a free practice so students would not easily forget what they've learnt in class, know how well they are doing in the studies and know how to solve various questions. With homework, students will know how much time they have, how long it will take to get their homework done, and what they can accomplish in the time they have and it surely allows them to plan better. Last but not least, homework can also improved academic achievement.

From the Mid-Term test assignment above, the student, Wildah Roudlotilah, has made such a pattern of point by point. The writing essay fits that pattern. It starts from the

introduction, the student uses the explanation about the issue, the issue about *The Benefit of Homework*, to the conclusion. The arguments are explained one by one to make sure that the student is standing up on a side of the student's point of view and make sure the reader (s) that the student's arguments are right, it is supported by solid reason and solid evidence.

This is the data number 2:

From Nanda Aprila Sinta, Student Number: 158820300060

Title: Bullying Causes Bad Impact on Behaviour

Introduction:
Explanation of the issue, including a summary of the other side's arguments
Bullying is usually defined as repeated behavior which is intended to hurt someone either emotionally, or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability. Bullying becomes an usual activity of students, even it can be a culture of our environment especially in school. Bullying is divide in three types such us verbal bullying, non verbal bullying and cyber bullying (bullying from social media). Most of students think that bullying is only a joke, they never think the effect from bullying itself. Even most of people in bullying circle (teacher) assume that it is usual common of student, and until that moment there is not seriously action to stop this problem.
Thesis statement:
On the other hand, people think that bullying become a big problem for students in the school. I belief that bullying is a big problem because it will caused bad impact for psychology, physic, health, and social for students.
Body:
Statement of the other side's first argument
Bullying is not only have bad impacts for the victims itself. According to one of bullying victim <i>Amanda on website stop bullying</i> , bullying it will be make the victim more strong to struggle their life and they find the positiveness of their self. She shares her experience when she was in school aged and got bullying. Until now she becomes a motivator and campaign about change bullying to winning.
Rebuttal with your own counterargument
According to <i>Dr. Randy A. Sanose, a professor in the Departments of Psychiatry and Internal Medicine at Wright State University in Dayton, Ohio</i> , says that In the aftermath of being bullied, victims may develop a variety of psychological as well as somatic symptoms which may persist into adulthood. Another sides the psychological effects of bullying resulting from consequences of Bullying are a serious mental health issues. In my opinion when the victims of bullying get bullying from their environment it will cause many aspects in psychology such us it will cause less confident, mental pressure, and decreased life spirits. When the victims get bullying, it will cause their less confident in example they would prefer to be alone than interact with other. Sometimes bullying victims get mental pressure and get hurt, in the example of this case is, they will blaming themselves, even they will be easy to hurt themselves.

Bullying will decrease life spirits of the victim, in the example of the case is they will easily grudge because their emotions are not controlled.
Body: Statement of the other side's second argument
Besides of psychology effect, bullying take effect on physical effect too. According on Journal of University California Los Angles with title Bullying says that bullying can build people's character because bullying will encourage them to self introspection. This character can make them selves have a good character especially related with managing emotion, generally bullying victim will have more mature emotion.
Rebuttal with your own counterargument
<p>Athough bullying have a good way to build character, but the negative of it more dangerous. The facts of it had said by Dr. Sansone in his research in two big City U.S and Finland, bullying is the beginning of develop psyhsomatic symptoms, this is when an emotional state results in physical illness. It will increased incidence of abdominal pain, and bedwetting</p> <p>In seems sense bullying indeed have a negative impact on physical aspect, the writer have real experience of it. The writer's friend is bullying victim and she got bad effect from bullying like low mood, headache, and sleeping problem. Low mood is situation when they are very lazy to do something example they are lazy to study or other. The second effect is headache bullying victim often feels headache because of her low blood pressure, it can be occur because she was depressed. And the last is sleeping problem, bullying victim will have insomnia because they are often think hardly with their condition as a bullying victim, and they never feel save.</p>
Body: Statement of the other side's third argument
Another effect of bullying is health. According to William Copeland, an epidemiologist at Duke University and co-author of the study say that bullying victim had the lowest blood levels of C-reactive protein (CRP), a marker for inflammation . This is kind of a beneficial outcome because CRP is a risk factor for a variety of health problems down the road, such as cardio vasicular disease and metabolic syndrome.
Rebuttal with your own counterargument
<p>On the other hand, bullying give a bad impact for health especially on mental health. According to Dr Jean Baptiste Pingult at University College London's Department of Clinical, Educational and health psychology shows that bullying victim are more likely to suffer mental health issues. It can causes many mental health issues. It can causes many mental health condition, such as anxiety, and depression.</p> <p>On the same side of Dr Jean, that is true that bullying victim can cause mental health issues even they risk for a wide range of health and safety hazard. Bullying victim</p>

will cause health risk such as feel depressed or sad, be angry or irritable, worry or feel an anxious or fearful, have trouble feeling sleep or staying asleep, have frequent headaches; stomachaches; dizziness or other physical symptoms, and be injured by physical forms of bullying being slapped; kicked; pushed or another action. From all of the health risk which resulted of bullying, in fact bullying can lead to unhealthy behaviors too. The example of unhealthy behaviors such as smoking, abusing alcohol or drugs, getting into fights, self injures, and attempting to commit suicide.

Conclusion:

So, a lots of bad impact that is caused by bullying on several aspects are dangerous for the victim itself. Bullying on psychology effect is very dangerous especially for mental health issues. The second bad effect of bullying is from physical aspect, in fact bullying on physical aspect cause it's related with psyhsomatic symptoms. Besides that bullying will cause low mood, headache, and sleeping problem. Bullying on health aspect cause bad impact especially on mental health condition . It can increase dangerous risk for wide range health and safety hazard. Bullying impact on social is also dangerous, it can seen that bullying will give effect on social life and social emotion. Because of bullying the bullying victim get a problem with their socialization .

From the Mid-Term test assignment above, the student, Nanda Aprila Sinta, has made such a pattern of point by point. The writing essay fits that pattern. It starts from the introduction, the student uses the explanation about the issue, the issue about *Bullying Causes Bad Impact on Bahaviour*, to the concusion. The arguments are explained one by one to make sure that the student is standing up on a side of the student's point of view and make sure the reader (s) that the student's arguments are right, it is supported by solid reason and but with weak evidence, and some grammatical error.

This is the data number 3:

From Fenti Ariyanti, Student Number: 158820300020

Title: The Impact of Social Media on Youth

Introduction:

Explanation of the issue, including a summary of the other side's arguments

Online social media has gained astounding worldwide growth and popularity which has led to attracting attention from variety of researchers globally. Although with time all generations have come to embrace the changes social network has brought about, teenagers and young adults are the most fanatic users of these sites. Social Media has many positive impact. Because social media can make our teenagers has many relations with the other people, and has many function to browse any matery.

Thesis statement:

According to various research studies in the field of online social networks,it has been revealed that these site are impacting the lives of the youth greatly. The younger generation thinks that social media has many positive effects for teenagers. But in fact, The Negative effects of social network for teenagers more than with positive

effects, this can be seen from various aspects such as social aspect, psychology and health. So, Teenagers and young adults are the most fanatic users of these sites.
Body:
Statement of the other side's first argument
The first thing in Social Aspect, According to McGraw Hill Dictionary (https://pakarkomunikasi.com/pengertian-media-sosial-menurut-para-ahli) - Social media is a tool used by people to interact with each other by creating, sharing, and exchanging information and ideas in a virtual network and community.
Rebuttal with your own counterargument
But, According to Professor J.A Barnes (2014) (http://briyanworld.blogspot.co.id/2015/02/dampak-positif-dan-negatif-dari.html)- Social networking is a system of social structure consisting of individual or organizational elements. This social network will make those who have the same sociality, ranging from those who have known everyday until the family can be interconnected. In My opinion, I agree with the theory of Professor J.A Barnes (2014), Because social media is very diverse its usefulness and its application, from close to can be far and far can approach. For example: We have friends who live in Bali, with the social media we can connect with our friends through social media network. So, Social media is very diverse its usefulness and its application, from close to can be far and far can approach.
Body:
Statement of the other side's second argument
The second thing is Psychology, According to Michael Cross (2013) (https://pakarkomunikasi.com/pengertian-media-sosial-menurut-para-ahli) - Social media is a term that describes the various technologies used to tie people into collaboration, exchange information, and interact through web-based messaging. Because the internet is always experiencing growth, then the various technologies and features available to users are always changing. This makes social media more hypernym than a specific reference to various uses or designs.
Rebuttal with your own counterargument
However, According to Crish Garret (https://www.kompasiana.com/amipratiwi18/pengaruh-media-sosial-bagi-remaja_5902e5578c7e61e71b2c3016) - Social media is a tool, service and communication that facilitate the relationship between people with each other and have many enthusiasts are no exception teenagers, even underage age already have a personal social media account. Social media users among teenagers have a direct positive and negative influence. Teens who often use social media can interfere with their learning. In My Opinion, I agree with Crish Garret's theory. Because, today's teenagers are abusing many social media to look for something that is not appropriate for them to see and automatically interfere with concentration in learning. For example, when they are learning to log in chat notifications from their friends can interfere with their learning process. The habits of a teenager who social media chatter sometimes just to complain how difficult the lessons they are working on. So, Teenagers are abusing

many social media to look for something that is not appropriate for them to see and automatically interfere with concentration in learning.

Conclusion:

No conclusion

From the Mid-Term test assignment above, the student, Fenti Ariyanti, has made such a pattern of point by point. The writing essay fits that pattern. It starts from the introduction, the student uses the explanation about the issue, the issue about *The Impact of Social Media on Youth*, to the conclusion. The arguments are explained one by one to make sure that the student is standing up on a side of the student's point of view and make sure the reader (s) that the students are able to make make sure the reader (s) that the student's arguments are right, but it is not supported by solid reason and solid evidence, even no conclusion found.

4. Conclusions

The ability to make the argumentative essay needs many ideas in which those ideas are used to support the arguments, in the body of essay in the paragraph. The arguments are needed to show the reader (s) that you are, the writer are standing up in your ideas. The ideas are supported with the arguments in which, it is right, the reasons and evidences in which, thay are solid. The concision, based on the finding and discussion, are: 1) the crtical thinking of making the argumetative essay from the students are that the students are able to stand up on a side of the student's point of view and make sure the reader (s) that the student's arguments are right, it is supported by solid reason and solid evidence. 2) the students are able to make make sure the reader (s) that the student's arguments are right, it is supported by solid reason but with weak evidence, and some grammatical error. Last 3) that the students are able to make make sure the reader (s) that the student's arguments are right, but it is not supported by solid reason and solid evidence, even no conclusion found.

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