

ANALYSIS OF ARGUMENTATION WRITING ABILITY USING THE OBSERVATION MODEL IN HIGH SCHOOL STUDENTS IN THE 10th CLASS OF THE 2nd SEMESTER in the 2018/2019 ACADEMIC YEAR

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Abstract

Many people are fluent in speaking, but they are not able to express ideas in writing. Even if the speech experts are able to write down their ideas well, this usually happens after going through intensive training, both formally and informally. The ability to write is the result of a learning process and perseverance in practicing. The description in writing the argumentation from the students' observations is still not complete. To examine the ability to write arguments based on observations of high school students in the second semester of 10th class at SMA PGRI Talangpadang, the observation method was used, and sample testing with a population of students in the second semester of 10th class at SMA PGRI Talangpadang. Based on the results of the research data analysis that the author has done, the author can conclude that the average ability of students in the second semester of 10th class at SMA PGRI Talangpadang in 2018/2019 in writing arguments based on observations is quite good (65.25%).

Keywords: Ability, Writing, Argumentation, Observation, Students

I. INTRODUCTION

Language has a very important role because language is a communication tool. Tarigan (1981:1) stated that there are four kinds of language skills: speaking skills, listening skills, writing skills, and reading skills. Writing means carefully arranging thoughts into quality and orderly writing about a problem. Haryono (1988:85) stated that writing is a process of language dedication with graphic signs. Meanwhile, according to Sabarti Akharga (2001:1.16), writing is an activity to convey messages (ideas, feelings, and information) in writing to other parties. Ruyana stated that writing or writing ability is the ability to use language patterns in written appearance to express an idea or message.

Thus, writing is a message or communication activity using written language as a medium. The ability to write for students is closely related to one's competence in language so that it will show the ability of students to develop imagination and creativity in arguing written forms to criticize readers. Teaching Indonesian serves as a disseminator of good use of Indonesian for various purposes regarding problems in accordance with the nature and objectives of teaching language skills, teaching is oriented to language acquisition training and aims to show students in using Indonesian.

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Seeing the importance of mastery of argumentation writing skills, Indonesian Language and Literature subjects for Senior High Schools are also given argumentation writing subjects. This is as stated in the 2006 KTSP (Education Unit Level Curriculum) for senior high school of 10th class of 2nd semester which sub-topics are writing arguments, with an assessment indicator that students are able to list topics of opinion that can be developed into arguments, develop a framework for writing arguments, develop an argumentative framework, compile arguments in a coherent manner, use connecting words between sentences, use words according to enhanced spelling (EYD) and use words according to word choice (diction). It aims so that students can try to submit evidence or determine the possibilities in expressing attitudes or opinions about a matter and so that students can understand language in terms of form, meaning and function as well as its proper use for various purposes, needs and circumstances.

But in fact, after doing the pre-study, the writer gets an idea that in writing the argumentation, the students' observations are still not complete. Based on this, the author is interested in researching the ability to write arguments based on observations made by high school students in the second semester of 10th class at SMA PGRI Talangpadang.

II. LITERATURE REVIEW

2.1. Argumentation Learning With Observation Results

2.1.1. Definition of Writing

Writing means carefully compiling thoughts into quality and orderly writing about a problem, Samsudin AR (1994:21). According to Haryono (1988:85), writing is a language service process with graphic signs. Then reinforced by (Rusyana, 1984), writing or writing ability is the ability to use language patterns in written appearance to express an idea or message. Writing is a message or communication activity using written language as a medium, Suparno (2002:2).

According to Hendry Guntur Tarigan, writing is lowering or painting graphic symbols which describe a language that is understood by someone so that other people can read the graphic symbols if they understand the language and graphics. Hasani (2005) stated that writing is a person's activity in expressing ideas, thoughts, and feelings logically and systematically in written form so that the message can be understood by the readers.

Based on the three opinions above, it can be concluded that writing is lowering or painting graphic symbols which describe a language or an activity carried out by someone to express ideas, thoughts, and feelings in written form to other parties. Based on the opinion above, it can be concluded that writing is lowering or painting graphic symbols which describe a language and an activity carried out by a person in expressing ideas, feelings, and thoughts in written form as the medium and can be understood by the recipient of the message or other party.

2.1.2. Writing Steps

According to Hendry Guntur Tarigan (2004:22), the steps of writing must be considered for the purpose and benefits.

- a. The author's intent and purpose (the changes which are expected to occur in the reader)
- b. Readers or viewers (whether the readers are parents, acquaintances, or friends of the author).
- c. Time or opportunity (conditions which involve the occurrence of a certain event, time, place, and situation which requires direct attention, problems which require solving, questions which require answers and so on).

From the opinion above, the writer can conclude that the steps in writing are having the aims and objectives which are expected by the readers to change. Therefore, the writer must see that the reader is a parent or acquaintance of the author. Thus, the writer must involve the occurrence of an event, place, situation, and condition which is the subject matter that requires an answer.

2.1.3. Writing Preparation

Before doing the writing activity, we first prepare a few steps:

- a. Determine the type of writing. This needs to be done first because it will affect the things which need to be considered next in writing.
- b. Determine the theme and look for writing ideas. From a predetermined theme, come up with new and interesting ideas.
- c. Develop ideas. An idea will not become a writing if it is not developed. Develop ideas in sentences so that they can be understood by the reader.
- d. Provide elements of writing. In developing ideas, it is also necessary to pay attention to the elements of writing. Use effective words and sentences.
- e. Mastering Enhanced Spelling. Even if you are an editor who will be editing a piece of writing, a writer should also have good spelling skills (<http://pelitaku.sabda.org> writing techniques in general).

From the opinion above, the writer can conclude that the preparation for writing must determine the type of writing because this is very influential on the things which are considered in writing, then determine the theme and look for an idea to be written. After meeting the idea, the idea is then developed into sentences so that it can be understood by the reader. After the idea is developed, the writer provides the elements of writing which are used by using effective words and sentences. After that in preparation for writing, a writer should pay attention to the use of Enhanced Spelling.

2.2. Steps to Writing Arguments

The steps for writing arguments, according to Asrom et al, (2004:43) are:

- a) Setting the Post Theme
The first step is to determine the theme of the exposition. Our theme must be prepared and determined in advance. The theme of this article will be developed into writing. Thus, the theme must animate the writing. So that we are not too difficult in writing and the writing does not become shallow, the theme to be worked on should not be too broad. If we find a theme that is too broad, we should narrow it down or limit it to small themes.
- b) Determining the Purpose of Writing
The second step is to determine the purpose of writing. In this step the author tries to explain the main problems contained in the theme. For this reason, facts are needed which must be arranged as well as possible so that they are easily understood by the reader.
- c) Collecting Writing Materials

In this third step, collecting argumentative writings can be obtained from various sources through written sources, such as books, magazines, newspapers and others. It can also be obtained through interviews with other people who are considered experts, obtained through direct observation and review of objects written through various sources of collecting these materials.

d) Setting Outline

This fourth step is to define or prepare a writing outline. In this step, all the materials which have been collected must be detailed and carefully selected. Materials which support the theme of the writing we are working on should be discarded or put aside.

e) Developing Writing

The fifth step is to develop writing with a written framework which has been prepared. Developing writing can be done well. All main thoughts and explanatory thoughts are contained within the framework of writing and explanatory thoughts. The development of main and explanatory thoughts is carried out by paying attention to the use of good and correct Indonesian, as well as proper punctuation, (Asrom et al, 2004:45).

From the opinion above, the writer can conclude that before carrying out writing activities, a writer must pay attention to the steps in writing an argument. The first thing a writer does is to determine the theme of his writing. This theme will be developed into writing. After the writer sets the theme, the writer determines the purpose of the writing. The purpose of writing this is for the author to try to explain the main problems contained in the theme. Then the author collects argumentative writing materials obtained from various sources through written sources. Then the author can set a writing framework or prepare a writing framework which he wants to develop into an argumentative essay. Then in the last step, the author develops a writing framework into the main idea and explanatory thought by using good and correct Indonesian, and proper punctuation.

2.3. Definition of Observation

Observation is observing symptoms systematically and obtaining about the symptoms (which are in the form of behavior). Understanding observation is a method or ways which analyze and record systematically about behavior by seeing or observing individuals or groups directly. This method can also be carried out using special techniques and tools such as blanks and a list of entries which have been prepared in advance (<http://wawan-junaidi-dan-keunjukannya.htm>).

Then according to Kerlinger (1992: 189), observation is a general term which has the meaning of all forms of receiving data which is done by recording events, counting them, measuring them, and recording them. The observation method is a conscious effort to collect data which is carried out systematically with standardized procedures. Almost all methods have the aim of obtaining a measure of the variable. Then the main purpose of observation is to measure the variables.

Observation is direct observation of an object to be studied (Gorys Keraf, 1984:162). Observation is a way to reveal data or collect data by direct observation. So, in this method, the author observes the data and problems which have to do with research. Observation is observing symptoms systematically and obtaining about the symptoms (which are in the form of behavior), or the author can also make direct observations of an object to be studied.

2.4. Learning to Write Arguments Based on Observation Results

Learning to write arguments based on the results of observations is learning to write arguments using the results of observations. Write an argument by determining a title, theme, body, and closing. Previously, it was necessary to solve the main problem in writing

an argument which would later produce a good and interesting argumentative paragraph so that the reader or listener could take what the writer or author wanted. The steps for Learning to Write Arguments Based on Observation Results are:

a. Preparation

1) Teacher

- Prepare material to be presented.
- Prepare learning tools and materials.
- Form student study groups of 5 - 7 students.
- Prepare assignments or questions to be discussed.
- Give assignments to students to be discussed in groups..

2) Student

- Listen to the teacher's explanation of the subject matter.
- Write down the argument being discussed.
- Practice writing arguments in groups.
- Carry out the tasks assigned by the teacher related to writing arguments.

3) Implementation

- Students write an argument in groups.
- Students are expected to be able to prepare tools (examples of argumentative paragraphs) needed in writing the results of observations, so that when carrying out observations, they can run well or as expected.

The meaning of argumentation is: Argument means 'reason'. Argumentation means 'giving a strong and convincing reason.' Thus, argumentative paragraphs are paragraphs which provide strong and convincing reasons, examples, and evidence. The reasons, evidence, and others are used by the author to influence the reader to agree with the opinion, attitude, or belief, Drs. H. E. Kosasih, M.Pd (2003:31).

Argumentation is a form of rhetoric which seeks to influence the attitudes and opinions of others, so that they believe and ultimately act in accordance with what the writer or speaker wants. Through argumentation, the writer tries to assemble the facts in such a way, so that he is able to show whether an opinion or a certain thing is true or not. Argumentation is the most fundamental basis in science, and in the world of knowledge, argumentation is nothing but an attempt to present evidence or determine the possibilities for expressing an attitude or opinion on a matter, Gorys Keraf (2007:3).

Argumentation is an action to influence, change opinions, attitudes or behavior and even shake the beliefs of the reader or the whole listener. Changing opinions is done by providing logical arguments, so that the truth can be trusted (Okke Kusuma Sumantri Zaimar, 2009:44). The systematics of writing arguments can be divided into three parts as follows:

1) Introduction

The introduction section presents the background, reasons for having the topic, the importance of the topic, problems and purposes of writing, the terms of reference used.

2) Body of argument

This section contains a description of the content of the arguments presented regularly and in detail, so that the topics presented appear clear.

3) Conclusion

In this section, the author presents conclusions about what is presented in the exposition in order to broaden the reader's horizons (Keraf, 2004: 09).

III. RESEARCH METHODS

The method used in this study is a qualitative descriptive method. This method is used to explain or apply clearly the analysis of the ability to write arguments based on observations made by 10th Class of 2nd semester at SMA PGRI 1 Talangpadang, Tanggamus Regency, 2018/2019 Academic Year.

3.1. Research and Development Instruments

This study consists of the variable ability to write arguments based on observations and measurement of variables carried out with instruments in the form of giving assignments to students to write arguments according to the indicators which the authors use in this study.

The indicators for the ability to write arguments based on these observations are:

1st Table: Indicators of the ability to write arguments based on observations

NUMBER	INDICATOR	SCORING RANGE
1	List topics of opinion which can be developed into arguments.	1 - 3
2	Develop a framework for writing arguments.	1 - 3
3	Develop a coherent framework of arguments:	
	a. Use connecting words between sentences	1 - 3
	b. Use punctuation according to Enhanced Spelling.	1 - 3
	c. There are facts and reasons in writing an argument.	1 - 3
	d. Cohesion and Coherence between sentences	1 - 3

Source: Processed by the Author

3.2. Population, Sample, and Sampling Technique

1. Population

The population in this study is all students of 10th class of 2nd Semester at SMA PGRI 1 Talangpadang, Tanggamus Regency, 2018-2019 academic year. For more details, can be seen in the following table:

2nd Table: List of samples of 10th class of 2nd semester students of SMA PGRI 1 Talangpadang, Tanggamus Regency

NUMBER	CLASS	TOTAL
1	X 1	26 students
2	X 2	25 students
	Total Population	51 students

Source: Data for 10th class students of SMA PGRI 1 Talangpadang

2. Sample

According to Suharsimi Arikunto (2002: 109), the sample is part or representative of the population being studied. Meanwhile, according to Sutrisno Hadi (1981:77), the sample is a number of individuals whose number is less than the population. From the second opinion above, it can be concluded that the sample is the chosen

representative of the available population. To determine the number of samples, the author refers to the opinion of Suharsimi Arikunto.

If the subject is less than 100, it is better to take all so that the research is a population study. Furthermore, if the number of subjects is large, it can be taken between 10-15% or 20-25% or more. Based on the opinion above, because the population is less than 100 students, this research is a population study. The samples in the study were all taken, 51 students.

3. Sampling Technique

Sampling technique is a method or technique used to take samples (Suharsimi Arikunto, 1986:106). In this study, the author uses a nonrandom sampling technique. All individuals in the population are given the same opportunity to be selected as samples (Sutrisno Hadi, 1981:75). Considering that the total population in this study was less than 100, the authors took the entire population as a sample, 51 students.

4. Data analysis technique

The data analysis technique in question is a way to manage data/analyze measurement data. So that the research objectives are known in detail, analysis is carried out on each element of the indicators which have been determined. The standards/ benchmarks used are:

a. Completeness Standard

In the 2006 curriculum system, the completeness limit is set with a score of 75% mastery of competencies (Directorate General, 2004:20). However, based on the pre-research that the author has done at SMA PGRI 1 Talangpadang, Talangpadang District, the minimum standard of mastery learning for Indonesian Language and Literature subjects is 60. Students can be said to have mastered the material thoroughly if they have obtained a score of 60. However, if it is less than 60, students are declared incomplete or have not mastered the material and must take remedial courses.

Ability Percentage

The percentage of students' abilities is carried out in the following way:

Checking the results of students' work in writing arguments.

Counting the number of correct answers obtained for each item which became the research material (indicator) with the following formula:

$$N = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 10$$

Finding the percentage of scores per indicator obtained by students with the following formula:

$$P = \frac{n}{N} \times 100\%$$

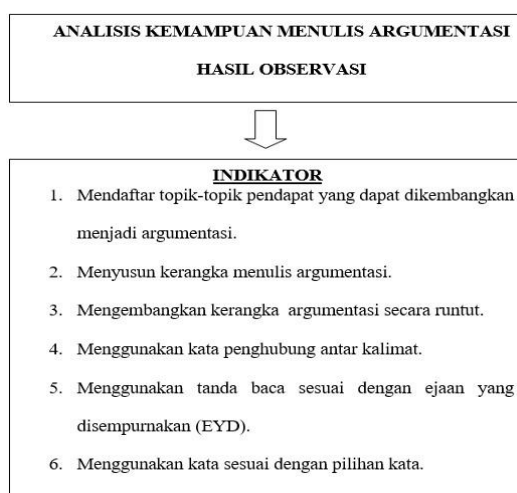
Description:
 P= Ability Percentage
 n= Total Student Score
 N= Total Value

Based on the description above, the way to get student scores is $N = \frac{\text{score obtained}}{\text{maximum score}} \times 10$. $N = \frac{18}{18} \times 10 = 10$ means that

students have achieved completeness and are equivalent to the student curriculum. If N, the lowest score is divided by the maximum score and multiplied by 10, $N = \frac{6}{18} \times 10 = 3,33$ means that students have not achieved completeness and remedial efforts need to be made so that students achieve completeness and are in accordance with curriculum targets.

5. Framework

The ability to write observational arguments is an ability which must be mastered by students with the aim that students are able to present the results of their observations so that readers believe and finally they act according to what the author wants. Through argumentation, the writer tries to assemble the facts in such a way that he is able to show whether an opinion or a certain thing is true or not.



1st Figure: Research Framework

IV. RESEARCH RESULTS AND DISCUSSION

4.1. Data Presentation and Data Analysis

The steps that the author took to conduct the data in this study came from primary data sources and secondary data. Primary data is the main data obtained from the first source, which is from the test results of the students. The procedure carried out in this study to obtain primary data is as follows:

- a. Compile and reproduce questions and provide answer sheets to students.
- b. Do the test.
- c. Collect, correct and assess according to the score obtained.
- d. Process data acquisition in accordance with the criteria that the authors set in the study.

Secondary data is data which supports the primary or research data. In collecting this data, the author carries out pre-research activities until the end of the research activities. This secondary data retrieval is sourced from documentation data and literature study.

The student answer sheets from the test results are then corrected and scored according to the research criteria used in the study. The scores obtained by students are shown in the following table.

3rd Table: Recapitulation of the score of the ability to write argumentation observations on 2nd semester students of SMA PGRI 1 Talangpadang

	Indicator						Total score	Final score	at 80%
	Indicator	Indicator	Indicator	Indicator	Indicator	Indicator			

	1)	2)	3)	4)	5)	6)			
1	3	3	3	2	2	2	15	83,3	T
2	3	3	2	2	2	1	13	72,2	T
3	3	3	2	1	1	1	11	61,1	TT
4	3	3	3	3	2	2	16	88,9	T
5	2	2	2	1	1	1	9	50,0	TT
6	2	3	2	2	1	1	11	61,1	TT
7	3	2	3	2	2	2	14	77,8	T
8	2	1	1	1	1	1	7	38,9	TT
9	3	2	1	1	2	1	10	55,6	TT
10	2	2	2	1	1	2	10	55,6	TT
11	2	2	1	1	2	2	10	55,6	TT
12	3	3	3	2	2	2	15	83,3	T
13	3	2	3	2	2	2	14	77,8	T
14	3	3	2	1	1	1	11	61,1	TT
15	2	3	2	2	1	1	11	61,1	TT
16	2	2	2	1	1	2	10	55,6	TT
17	3	3	3	2	2	2	15	83,3	T
18	3	3	2	1	1	1	11	61,1	TT
19	2	3	2	2	1	1	11	61,1	TT
20	3	2	3	2	2	2	14	77,8	T
21	3	3	2	1	1	1	11	61,1	TT
22	2	2	2	2	2	2	12	66,7	T
23	2	2	2	1	1	2	10	55,6	TT
24	2	3	2	2	1	1	11	61,1	TT
25	3	3	2	2	2	1	13	72,2	T
26	3	2	3	2	2	2	14	77,8	T
27	2	2	2	1	1	2	10	55,6	TT
28	2	2	2	1	1	2	10	55,6	TT
29	3	2	3	2	2	2	14	77,8	T
30	2	2	2	1	1	2	10	55,6	TT
31	3	2	3	2	2	2	14	77,8	T
32	3	2	3	2	2	2	14	77,8	T
33	2	2	2	1	1	2	10	55,6	TT
34	3	2	3	2	2	2	14	77,8	T
35	2	3	2	2	1	1	11	61,1	TT
36	3	2	3	2	2	2	14	77,8	T
37	2	3	2	2	1	1	11	61,1	TT
38	2	2	2	1	1	2	10	55,6	TT
39	2	2	2	1	1	2	10	55,6	TT
40	2	2	2	1	1	2	10	55,6	TT
41	3	2	3	2	2	2	14	77,8	T
42	3	3	2	2	2	1	13	72,2	T
43	2	2	2	1	1	2	10	55,6	TT
44	2	2	2	1	1	2	10	55,6	TT
45	2	3	2	2	1	1	11	61,1	TT
46	2	3	2	2	1	1	11	61,1	TT
47	2	2	2	1	1	2	10	55,6	TT
48	2	3	2	2	1	1	11	61,1	TT
49	3	3	2	2	2	1	13	72,2	T
50	2	3	2	2	1	1	11	61,1	TT
51	3	2	3	2	2	2	14	77,8	T
Total	126	123	114	82	73	81	599	3328,4	

Source: (processed by the author)

Indicator Description:

- 1) List topics of opinion which can be developed into arguments.
- 2) Develop a framework for writing arguments.
- 3) Develop a coherent framework of arguments.
- 4) Use connecting words between sentences.
- 5) Use punctuation according to Enhanced Spelling.
- 6) Use words according to the choice of words.

From the data above, from the number of samples that the author took as many as 51 students, it can be seen that students who have not achieved complete learning are 30 students. $\left[\frac{31}{51} \times 100\% = 60,79\% \right]$ these students with sample number 3, 5, 6, 8, 9, 10, 11, 14, 15, 16, 18, 19, 21, 23, 24, 27, 28, 30, 33, 35, 37, 38, 39, 40, 43, 44, 45, 46, 47, 48, 50, are categorized as incomplete and must follow remedial.

Whereas, the number of students who have succeeded and have achieved completeness are as many as 20 students or approximately $\left[\frac{20}{51} \times 100\% = 39,21\% \right]$ with sample number 1, 1, 2, 4, 7, 12, 13, 17, 20, 22, 25, 26, 29, 31, 32, 34, 36, 41, 42, 49, 51.

The results of data analysis on the ability to write arguments based on observations of 10th class students at SMA PGRI 1 Talangpadang can be presented with the results of the indicators achieved by students as shown in the following table.

4th Table: Total scores achieved by students in each indicator

INDICATOR	MAXIMUM SCORE	STUDENT SCORES
1. List topics of opinion that can be developed into arguments.	153	126
2. Develop a framework for writing arguments.	153	123
3. Develop a coherent framework of arguments.	153	114
4. Use connecting words between sentences.	153	82
5. Use punctuation according to Enhanced Spelling.	153	73
6. Using words according to the choice of words (diction).	153	81
Total	918	599

Source: (data processing 2nd table)

The percentage of average indicators of students' ability in writing arguments based on observations is:

- List topics of opinion which can be developed into arguments. $\left[\frac{126}{153} \times 100\% = 82,35\% \right]$
- Develop a framework for writing arguments. $\left[\frac{123}{153} \times 100\% = 80,39\% \right]$
- Develop a coherent argument. $\left[\frac{114}{153} \times 100\% = 74,50\% \right]$
- Use connecting words between sentences. $\left[\frac{82}{153} \times 100\% = 53,59\% \right]$
- Use the word according to Spelling Enhanced. $\left[\frac{73}{153} \times 100\% = 47,71\% \right]$
- Use words according to the choice of words (diction). $\left[\frac{81}{153} \times 100\% = 52,94\% \right]$

Taking into account the scores achieved, the average ability of students which can be calculated in writing arguments based on observations of 10th class students of SMA PGRI 1 Talangpadang in the 2018/2019 is:

$$\left[\frac{599}{918} \times 100\% = 65,25\% \right].$$

4.2. Discussion of Analysis Results

From the calculation of the percentage of students' abilities above, it can be summarized that the results of students in writing arguments based on observations are:

1. The ability to list topics of opinion which can be developed into arguments by students reaches an average of 82.35% with good or complete categories so this needs to be maintained.
2. The ability to compose an argumentative writing framework by students reaches an average of 80.39% with a good or complete category so that it needs to be maintained.
3. The ability to compose arguments in a coherent manner by the average student reaches 74.50% with a good or complete category so this needs to be maintained.
4. The ability to use connecting words between sentences by students reaches 53.59% in the poor or incomplete category, so this needs to be improved again.
5. The students' ability to use words according to the Enhanced Spelling reaches an average of 47.71% in the poor or incomplete category, so this needs to be improved again.
6. The ability to use words in accordance with the choice of words (diction), by students on average reaches 52.94% with the category of not being good or incomplete so this needs to be improved again.

Based on the score achieved from each indicator which the author uses in this study, the indicators which are classified as complete categories are:

1. The ability to list topics of opinion which can be developed into arguments by students reaches an average of 82.35% with good or complete categories so this needs to be maintained.
2. The ability to compose an argumentative writing framework by students reaches an average of 80.39% with a good or complete category so this needs to be maintained.
3. The ability to compose arguments in a coherent manner by the average student reaches 74.50% with a good or complete category so this needs to be maintained.

Meanwhile, indicators with unfinished categories include:

1. The students' ability to use conjunctions between sentences reaches an average of 53.59% in the poor or incomplete category, so this needs to be improved again.
2. The students' ability to use words in accordance with the Enhanced Spelling reaches an average of 47.71% in the poor or incomplete category, so this needs to be improved again.
3. The ability to use words in accordance with the choice of words (diction), the average student reaches 52.94% with the category of not being good or incomplete so this needs to be improved again.

From the six indicators, indicators classified as complete or good do not need to be enriched but for indicators categorized as incomplete, enrichment should be given to increase the minimum completeness criteria.

V. CONCLUSION

Based on the results of the research data analysis which the author has done, the author can conclude that the average ability of 10th class of 2nd semester students at SMA PGRI 1 Talangpadang in 2018/2019 in writing arguments from observations is quite good (65.25%). The average ability of each indicator: the listing topics of opinion which can be developed into arguments are classified as good, 82%; the ability to compose an argumentative writing framework is classified as good, 80%; the indicators for compiling arguments in a coherent manner are classified as good, 74%; in the indicator using connecting words between sentences, it is classified as less, 53%; the indicator using punctuation marks with Enhanced Spelling is classified as poor with a value of 47%; and in the indicator, using words according to the choice of words (diction) is classified as less with a value of 52%.

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