

**ANALYSIS OF UNIVERSITY STUDENTS'  
ARGUMENTATIVE ESSAY WRITING**

**A THESIS**

Submitted to the English Education Program of IPI Garut as partial fulfillment of  
the requirement for a bachelor's degree



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**GARUT**

**2024**

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**ANALYSIS OF UNIVERSITY STUDENTS'  
ARGUMENTATIVE ESSAY WRITING**

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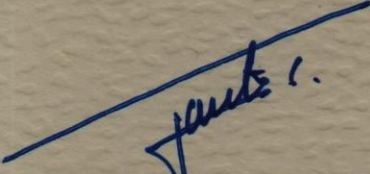
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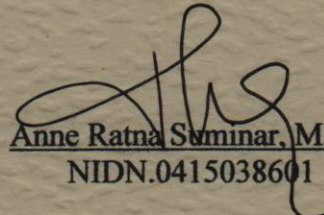
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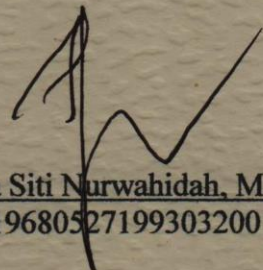
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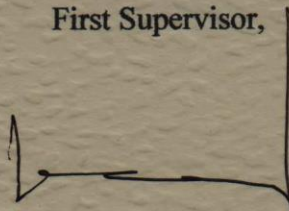
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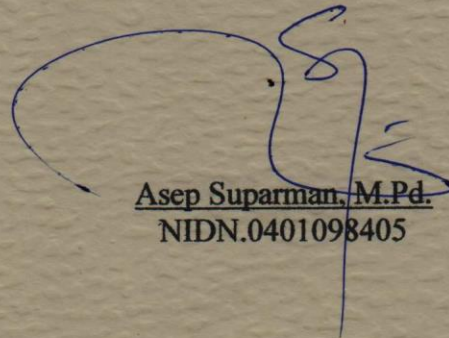
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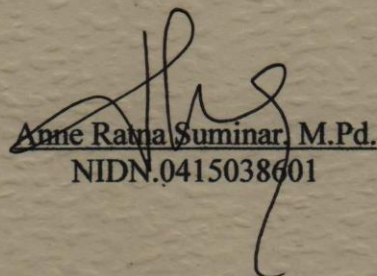
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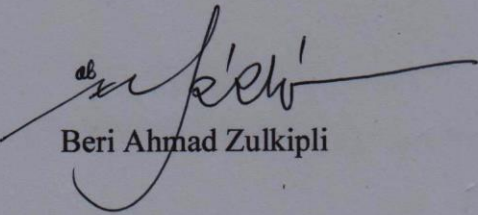


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## DECLARATION

I hereby affirm that the thesis entitled "Analysis of University Students' Argumentative Essay Writing" is my own work. I am entirely aware that I have cited some statements and ideas from several sources and all the citations are already recognized.

Garut, February 24<sup>th</sup>, 2024

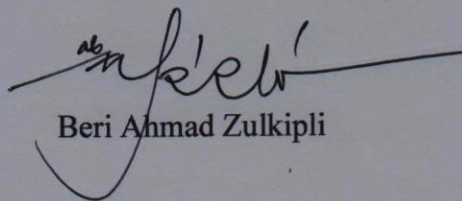


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## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi berjudul "Analysis of University Students' Argumentative Essay Writing" adalah karya saya sendiri. Saya sepenuhnya menyadari bahwa saya telah mengutip beberapa pernyataan dan ide dari beberapa sumber serta semua kutipan tersebut sudah dikenali.

Garut, 24 Februari 2024



Beri Ahmad Zulkipli

## ABSTRACT

The research was about university students' argumentative writing and analyzed difficulty factors in writing argumentative essay with their problem of well-established an argument in a balance. The students at English Department of Institute IPI Garut were the population in this study and used purposive sample, with the number of participants were selected by using 7 students of the third semester in 2022/2023 academic years, who have background situation on learning the argumentative writing. The research used a qualitative description method, and the instruments were chosen by using textual data of students' argumentative essay from the same topic, and argument writing students' revision checklist. The research showed that all students had characteristic writing the argumentative essay was good to average and proved by finding ineffective writing and flaws in well-established of development arguments in a balance for ideas development and for learning new information development. The students' difficulty in writing the argumentative was dominated by well-established argument for learning new information of specific development, categorized according to analytic assessment and the following sources rubrics of multiple-trait scoring L2 writing context to specific development (Brindley & Ross, 2001; Douglas, 2000; Hamp-Lyons, 2003). In case of well-established an argumentative writing in a balance, traits certainly included the directness of the position statement, the weight of persuasive evidence, the credibility of the writer's sources, the use of counterargument, refutation, the clarity of the warrant (the link between the claim and the evidence), and so on. The percentage of difficulty in well-developed writing toward the students' argument in a balance comprised factor of content 30%, evidence 64%, organization 30%, and mechanics 61% difficulties, and from the result of the analysis showed that factor of evidence was serious or frequent problem made by students, specifically in clarity of bridging and inferring argument. Furthermore, this study defined some factors behind their problem of well-established argument for learning new information of specific development, traditionally categorized into three principles of well-development paragraph or a current traditional rhetoric. First, the principle of unity was illogical reasoning in each paragraph as limited knowledge of topic. Second, the principle of coherence was unclear complex construction in each paragraph, as the sentence idea was confused or disconnected. Third, completeness principle was irrelevant evidence in each paragraph as few modifier sentences that explained by use clarity of a bridge and inferring sentences, or incorrectly argument a causal link.

**Keywords:** ideas, evidences, logical and critical reasoning process, a current traditional rhetoric

## ABSTRAK

Penelitian ini tentang tulisan argumentasi mahasiswa dan menganalisis faktor-faktor kesulitan dalam menulis karangan argumentasi, beserta masalahnya dalam hal keseimbangan pembentukan argumen yang baik. Mahasiswa semester tiga pada jurusan pendidikan bahasa Inggris di IPI Garut merupakan populasi dalam penelitian dan menggunakan purposif sampel, dengan jumlah partisipan yang dipilih sebanyak 7 mahasiswa semester tiga, tahun akademis 2022/2023, yang memiliki latar belakang telah mumpuni mempelajari tulisan argumentasi. Penelitian ini menggunakan metode deskripsi kualitatif dan instrumen yang dipilih menggunakan tulisan argumentasi mahasiswa dari topik yang sama, dan daftar pertanyaan revisi argumen. Penelitian ini menunjukkan bahwa semua mahasiswa mempunyai ciri penulisan argumentasi yaitu rata-rata baik, dan terbukti dengan ditemukannya beberapa argument yang tidak efektif dan kekurangan dalam argumen untuk pembentukan ide dan informasi yang baru. Kesulitan mahasiswa diantaranya dalam hal pembentukan alinea yang baik yaitu didominasi oleh pembentukan informasi baru, dikategorikan menurut penilaian analitis dan spesifik rubrik skor (Brindley & Ross, 2001; Douglas, 2000; Hamp-Lyons, 2003). Dalam masalah penulisan argumentasi, perlakuan tentunya mencakup pernyataan posisi, kekuatan bukti, sumber terpercaya, penggunaan argumen penolakan, argument penjelas (hubungan antara sebab dan akibat), dan sebagainya. Persentase kesulitan untuk pembentukan tulisan yang baik terhadap keseimbangan argumen mahasiswa meliputi faktor isi sebanyak 30%, bukti eviden sebanyak 64%, organisasi sebanyak 30%, dan mekanis sebanyak 61% kesulitan, dan dari hasil analisis menunjukkan bahwa faktor bukti eviden yaitu masalah yang serius atau sering bagi mahasiswa, terutama dalam hal kejelasan kalimat argumen dan kesimpulan. Selanjutnya, penelitian ini menjelaskan beberapa faktor penyebab masalah kesulitan mahasiswa dalam hal pembentukan alinea, terutama untuk pembentukan informasi baru terhadap tulisan argumentasi mereka, secara tradisional dikategorikan menurut tiga prinsip syarat-syarat pembentukan alinea yang baik atau penyusunan tradisional saat ini. Hal pertama, prinsip kesatuan yaitu alasan yang tidak logis di setiap paragraph karena kurang memahami topik. Hal kedua, prinsip kepaduan yaitu kalimat majemuk yang tidak jelas di setiap paragraph karena kalimat yang tidak saling berhubungan. Hal ketiga yaitu prinsip kelengkapan yaitu eviden yang tidak relevan di setiap paragraph, karena kurang kalimat penjelas atau salah mengargumentasikan hubungan sebab-akibat.

**Keywords:** ide, eviden, proses penalaran logis dan kritis, penyusunan alinea tradisional

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

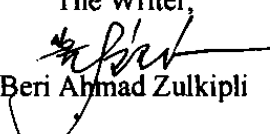
*Al-hamdu lillahi Rabbil 'alamin.* In the name of Allah, the Entirely Merciful, the Especially Merciful. All praise is due to Allah, Lord of the Worlds. May Allah confers blessing upon the Prophet of God Muhammad Peace Be Upon Him, his families, his companions, until us as his adherence, so writer can finish a thesis entitle "Analysis of University Students' Argumentative Essay Writing".

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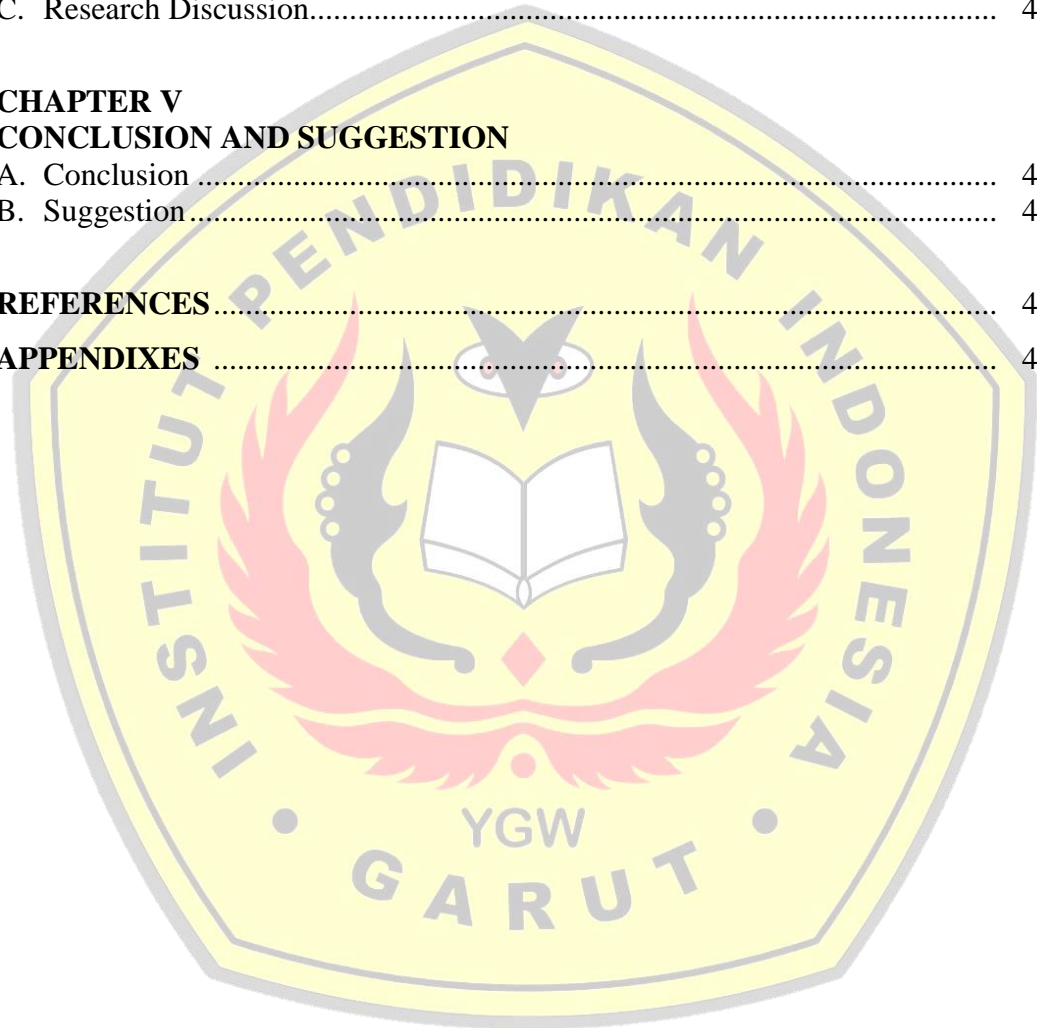
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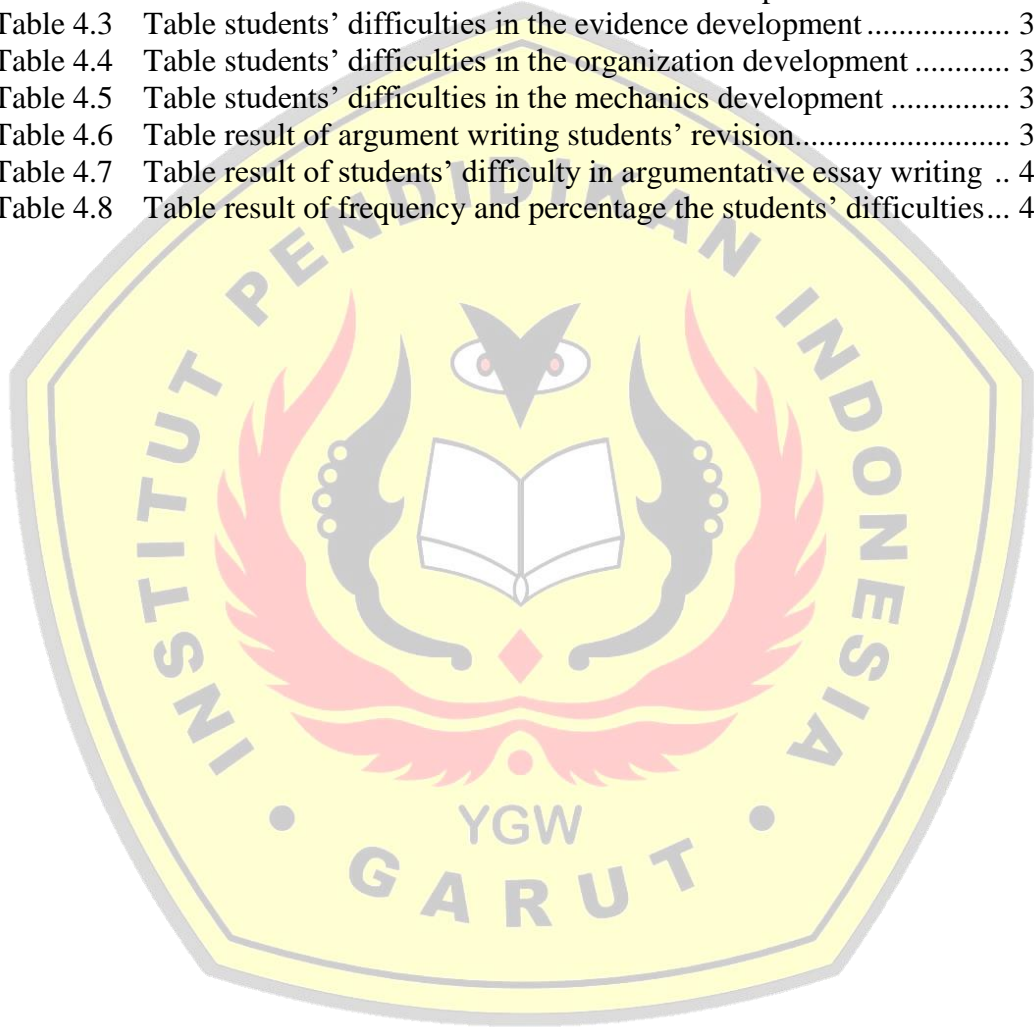
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# CHAPTER I

## INTRODUCTION

### A. Research Background

A well-developed writing is presenting and explaining of ideas for specific readers and specific purposes. The focus of L2 writing may more profitably be placed with go beyond the basic goals for communicative idea and for learning new information development. However, there are many reasons for writing. It must be clearly generating new ideas to make connection. It must be unified writing and clarify concept to well-organizes the ideas. It must be coherence form to arrange the ideas. It must be correct structure to connects the ideas, and it must be grammatical accepted or no mistake in usage and mechanics.

The basic ways for students can communicate well with each other and for development of learning new information is by argumentative essay. It is a form of writing that develops one central idea with thesis statement. The ideas with combined by philosophy of stressing meaningful communication focuses more attention on structure and function orientation. Because writing is an act of discovering meaning, a willingness to engage with students' assertions is crucial, and response is a central means to initiate and guide ideas (Straub, 2000). The content-oriented required the knowledgeable topic and language to emphasis structure for accurate use of vocabulary, besides function involves text organization patterns for achieving the ends or purposes of writing.

While for development of learning new information, the argumentative essay principally concerns with specific balanced evidence argument. This orientation was sometimes labeled as “a current traditional rhetoric” (Hyland K, 2003), and simply “a critical thinking development” (Cottrell S, 2005), and was influential where L2 writing will be prepared for “linguistic experiences” (Ferris D.R, 2005; Hedgcock J.S, 2005), obviously need an understanding on structure, accurate use of vocabulary, sentence construction. The aim is critical thinking skill, which structured the reason in logical way toward a conclusion.

In fact, the major problem in argumentative essay of second language writing in English centers for learning new information of well-established writing to compose the balancing argument. The first point draws attention to the fact that content-language and a set patterns of organization is affective factor of difficulty in argumentative writing concern with a piece of writing. The problem has traditionally been accepted were caused by principle of well-developed writing or “a current traditional rhetoric; unity, coherency, and completely” (Hyland K, 2003). While any problem were caused by L2 writing on understanding of grammatical accepted; no mistake in usage or mechanics development to compose the balanced argument in this aspect.

The second point draws attention to the fact that balanced evidence as an affected factor of difficulty in argumentative writing were caused by recognize weak or spurious arguments. An important point here is the position of evidences must clearly supported with a clarity of bridging argument to make link between evidence and argument’s idea, and specific inferring argument. As stated by Harris & Graham (2016) that the sets of evidence could be classified as empirical knowledge from fact, theory, inference or opinion. The notion of evidence obviously could be objective structured, relevant, logically valid and free from contextual shaping as typically marshals a variety of specific evidence to support the main points of a text and the veracity of the argument’s claim.

The last point draws attention to mechanics fact that less experienced L2 writing concern with language might be prematurely and less satisfactory results on micro level features, such as grammatical, lexical, and mechanical accuracy as opposed to discourse level concerned, such as purpose, rhetorical structure, coherence, and clarity evidence (Cumming, 2001). This problem suggests that inferencing as a coherence-creating mechanism is strongly constrained by understanding of how texts and evidence are balance constructed, reviewed, revised, and edited. So, the effective well-established the argumentative essay need the quality of pieces of writing; content; evidence, organization, and mechanics as the affective factors for convinced the idea of writing and specific purpose of new information development.

Therefore, many difficulties of argumentative essay centers on a well-developed writing of balance for learning new information and even structured the reason in a logical way towards a conclusion. Because, the importance of well-established the argumentative essay in L2 writing, the researcher decides to choose the title of this research, namely **“AN ANALYSIS OF UNIVERSITY STUDENTS’ ARGUMENTATIVE ESSAY WRITING”**.

## **B. Identification of Problem**

Based on the research background above, so the researcher has summarized the problem regarding this research along this line.

1. Less-skilled students primarily concern themselves with generating content during developing. A basic orientation to writing has been in terms of content of ideas centred, as few students are knowledgeable topic and established by such rationalizations.
2. Less-skilled students primarily concern with specific evidence during development. A basic orientation in evidence considers the credibility of other people’s research, as the evidence (facts, examples, logic, etc.) are few explained by using a bridge to link between claim and evidence.
3. Less-skilled students primarily concern with mechanics are seemingly incapable of making major revisions which would involve reorganization of the content and language. A basic orientation in mechanics consider unified and logical sentence construction as students structure too many details modifiers, which may refer either to preceding or to following a word. In addition the vocabulary development as promotes syntactic flexibility and creates a foundation for further writing is few supported.

## **C. Research Questions**

In this paper, the writer would like to find out to the following research questions:

1. What are the factors that influence their work?
2. What problem are university students faced difficulties, when writing the argumentative essay?

#### **D. Research Objectives**

As reported in formulation of problem above, the researcher objectives mentioned as follow:

1. To find out factors that influences their argumentative essay writing.
2. To find out their problems in writing the argumentative essay.

#### **E. Research Significances**

The studens' difficulty in argumentative second language (L2) writing is to well-developed argument in a balance, where English is not dominant has received relatively concerns primarily for communicative idea and for learning new information development, particularly for creating language-mechanism. This may be more a case of writing neglect than of any lack of educational difficulties to address.

The major problem in students' argumentative writing centers on the balance of argument for learning new information development, specifically occur in specific evidence argument when students presented too many details evidence, so it can cause the argument becomes obscured. The students may lose interest in tracking the line of reasoning and missing the simply concludes of evidence or reason. Besides, weak argument cannot include detailed logically of every point that supports arguments. On the other hand, presenting too little detail can make it not enough concrete evidence to support ideas.

Therefore, the research might provide significance to minimize students' difficulty and resolve the problem. So, the analytical argumentaitve text writing is writing that looks at the evidence in detailed, particularly it weighs up the relative strengths and weaknesses evidence, and point out clarity of bridging inferring. So, the quality of a piece of writing primarily need to minimize understanding problem on content, evidence, organization, and mechanics as the affected factors toward the effectiveness arguments in a balance and for specific purpose and for specific reader to make them clearly convinced to agree with an argumentative essay writing.

## F. The Definition of Terminologies

When the researcher analyze the students' argumentative essay writing, a number of specific terms are sometimes employed. Some that are useful to know in the initial stages of writing about well-established argument in a balance are:

### 1. Argument

The term of argument is used to make a claim and supporting it using logic. In logical order, a good arguments present reasons, evidence, clarity of bridging and inferring, so that the informations builds on what has already been said. The overall argument presents the author's position that emphasized language accuracy in 'logical order' (Hyland K, 2003).

### 2. Reason

A reason is also called a premise. It is a claim used to support another claim. The reason was usually linked to the claim that are easily identified with transitional words, such as because, since, for, so, thus, consequently, and therefore, indicated that the claim follows logically from the reasons (Ramage John D, et al., 2016, p.60).

### 3. Evidence

The evidence is the author might use several people's research to support your own argument. A pieces of specific evidence used 'facts', examples or logics to back up the arguments (Swatridge C, 2014, p.87). Besides, producing empirical evidence to support strong links between specific reading and specific writing ability unfortunately poses serious challenges for researchers (Grabe W, 2003).

### 4. Bridge or warrant

A bridge is called a warrant. The bridge is the statement used to explains how the evidence supports and connects with the argument's claim. The clarity of the warrant emphasized ability and goals strategically to 'link between the claim and the evidence' (Hamp-Lyons, 2003).

### 5. Inferring and final conclusion

The term of inferring is called an intermediate conclusions to draw interim conclusions during the course of an argument before arriving at

final conclusions. Besides, conclusion may include the final conclusion normally relate closely to the author's main position and briefly summarize the reason or evidence. In critical writing, the final conclusion was usually a deduction drawn from reasons or evidence (Cottrell S, 2005).

#### 6. Opposing argument

The argument may include disagreement or opposing argument to challenge the main argument by addressing the position of someone who may not agree. The opposing arguments was used to show why alternative point of view is less convincing or “it may not be a strong argument” (Swatridge C, 2014, p.45-47).

#### 7. Turn-back or refutation

The term of turn-back is also called refutation. It is usually used to demonstrate why counterargument is wrong so, rebutting an opposing view attempt to convince readers that its argument is logically flawed, inadequately supported, or based on erroneous assumptions. In refuting argument, the writer's stated reason and grounds, then the writer's warrant and backing, or both to put in less specialized language and rebutting the writer's reasons, evidence or the writer's underlying assumptions (Ramage John D, et al, 2016, p.60).

#### 8. Logical reasoning

An argument is logical reasoning when the reasons are provided in a logical best order, with each linked to previous or following arguments so as to build up a case. In logical reasoning process, the reason is structured in a logical way towards a conclusion or critical thinking. The logical form of an argument was logically effective structured as indicated by the meanings of the logical terms it contains (Woods J, et al, 2004).

#### 9. Critical thinking

Critical writing should aim to be as clear as is possible. The aim is to convince the reader. Long complicated or poorly punctuated sentences can make it difficult for the reader to follow the argument. It usually sticked to the facts and avoids emotional content, adjectives and flowery language or jargon (Cottrell S, 2005).

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. The Notion of Writing

##### 1. The Conceptual Definition of Writing

The concept of well-writing has been accepted as the expressing of ideas and explaining new informations both socially and linguistic oriented view of writing. Starting from the position that writing is a communicate act provided important attitude among them “social construction” (Hyland, 2000) argued that writing could only be understood from the perspective of social context developed from many different sources. An important point here is the ideas perfoms the meanings-making of certain communicative language functions, form, and most relevant for specific writing for the ends or purposes of writing.

In addition, linguistic oriented view the writing is well grammatically developed. The primary purposes for L2 writing in almost all contexts is undertaken to accurate use of language for expressing on idea and more specific writing context varieties for explaining new informational purposes. The linguistic oriented of writing centred on what is now termed “a current traditional rhetoric” or simply a “functional approach” (Hyland K, 2003). This view of writing focused to how parts of an ideal sentence contribute forming unity. The tradition of composition second-language writing and situations emphasis on correct grammar and spelling, principally the various methods of developing paragraph and the holy trinity of unity, coherency, and emphasis.

Similar accounted with writing presented the parallel tradition in L2 contexts to extent and emphasized L2 students focussed on correct grammar, spelling, and usage for same ‘current traditional’ (Ferris Dana R, 2005). If language structures are part of writing, then we need principled reasons for choosing which patterns and how used effectively. Therefore, it should be noted at the outset that much current writing in a L2 writing was based directly on theoretical an instructional trend in writing-as-a-process theory.

The theory of L2 writing is expanded range of writing into additional specific skills useful for development writing abilities and concerns with cognitive development. The extensive evidence to support the line of argument research provided further evidence of variation in discourse which can only be understood in terms of sociocultural contexts; that was, patterns of discourse use are socially and culturally shaped (Hedgcock J.S, 2005). Supporting evidence for contrastive rhetoric from other disciplinary studies includes cross-linguistic language development. The structural differences uncovered for a strong form of the hypothesis, but for the recognition of cultural preferences which make greater use of certain options among linguistic possibilities.

The social construction theory of writing synthesized between cognitive and textual linguistic view. From the theory of cognitive development writing was as problem solving and high-order and “critical thinking development” (Stella C, 2005). Furthermore, from development of linguistic construction the theory of writing was extended some details the various subcomponents of language interact with knowledge and “processing mechanisms” (Cumming, 2000). In particular, the more recent theory provided important insights into writing and also provides a strong foundation for designing a more principle and effective well development writing.

The goal was to draw many types of evidence using perspectives from many kinds of disciplines on the writing process and developing cognitive process. The theory of writing draws together a wide array of information is a descriptive account of the features that must be included in a model of the writing process. By synthesizing theory of L2 writing to see the relevance of the field's knowledge base is perhaps a suitable aim with the primarily on current traditional principle as well developments skills for new specific informations. This is the representative of composing idea and the limitation of specific rhetorical patterns of argumentation involved on authentic samples. The basis for such a view of scientific knowledge is known as social construction, and that view now plays a significant role in both knowledge theory and writing theory.

## **2. Aspects of Writing**

While L2 writing focus on structure, accurate use of vocabulary, sentences construction, and spelling, a well-established of second language writing in English centers on language function to specific development idea for learning new information. So, the well-established writing need the quality pieces of writing; content, evidence, organization, mechanics when they work on revising or editing to achieves the specific purpose and its intended reader. Therefore, a pieces of writing are classified into five aspects, namely.

### **a. Content**

The orientation of content and goals is the knowledge of topic issue. The content in writing is a specific ways for presented the meaningful idea and unified sentence development. Typically this involved a set of themes or topics of interest that established a coherence and purpose or set out the sequence of key areas of subject matter that students will address (Snow, 2001). The use of content idea is extremely effective for both content and language learning and in particular for writing development. Composing content writing engage the lead with enhancement skills rely fundamentally on thoughtful planning and contextualization to concrete and substantive content. However, the empirical evidence in a balance actually students are capable in reference to substantive content based on issues simultaneously. The primary content involves facts, explanations or examples of rhetorical, grammatical, stylistic, and mechanical conventions.

### **b. Organization**

Clearly this orientation is heavily influenced by the structural language which writers can fit particular functional language. From this it is a short step to apply the same principles to entire essays. Texts can then be seen as composed of structural entities such as introduction-body-conclusion, and particular organizational patterns such as narration, description, and exposition are described and taught typically organized according to common functions of written English. Organization produced the connected sentences according to prescribed formulas which tend to focus on “language function” and form to positively reinforce unity, coherent, emphasis writing (Hyland K, 2003).

From this it is a short step to apply the same principles to entire essays. Texts can then be seen as composed of structural entities such as introduction, body, conclusion, and particular organizational patterns such as narration, description, exposition and argumentation are described and taught. Typically, well-established writing was organized based on common functions of English language or “a current traditional rhetoric” (Hyland K, 2003). So, the aspects of well-established writing was classified into three principles, namely.

(1) The unified principle of development

In unified writing all sentences in a paragraph that develop and support the main idea of paragraph and connect in some way with any sentence and fit with each other in logical order and forming a unity. Such, quality writing called unified writing, which mean that word and sentence stick together forming a unity. It can be done by using correct connectives, references, and transitional expression. The concept of unity in writing has traditionally been accepted as a component of writing for learning new information. This important principle composed the main sentence or ‘reasons’ for idea forming and the unity sentences in different types of paragraphs (Hyland K, 2003).

(2) The coherent principle of development

The meaning of sentences in English depends largely on word order, the position of the parts of sentence is important to clear communication. The concept of coherence in writing has traditionally been accepted as component of writing. The coherence forms strong and weak evidence for text structuring itself as a prime contributor in texts and as a theoretical construct in text structure refers to underlying relations that hold between propositions. By understanding their readers and by anticipating reader expectations, writers shaped their texts so they met these expectations effectively (Hyland K, 2003).

(3) The complete principle of development

In linguistic, this notion in effort and understand is how interpret a text as emphasis and how writer control language structure to convey a sense of coherence. Grabe pointed out that readers make a number of bridging inference which appear to be controlled largely by the reader’s efforts to assemble a text-model representation of a text into long term (Grabe W, 2003).

### **c. Vocabulary**

The goals in writing process and development while emphasis second language form or vocabulary structure orientation are grammatical accuracy, vocabulary building and L2 proficiency. Vocabulary was not only support writing but also promotes syntactic flexibility and creates a foundation for “further ideas development” (Ferris D.R, 2003). An understanding vocabulary development and topic will need to create an effective text and try to bridge the gap between writer and reader by using pre-writing. One way to look at writing is clear evidence that the response has been reviewed, revised, and edited, a coherent arrangement of words, clauses, and sentences structured according to a system of rules and the vocabulary choices, syntactic patterns, and coherence devices that comprise the essential development of texts.

### **d. Language Use**

The meaning of English sentences depends largely on word order the position of the parts of sentence is especially important to clear the communication. Functions of language use are the means for achieving the ends or purposes of writing. This orientation was sometimes labeled “a current traditional rhetoric” or simply “a functional approach” of L2 writing (Hyland K, 2003). The goal of writing in language function is set pattern of paragraph and organization text. The conceptualizing of L2 writing in this way directs attention to writing as a product and focus on formal text units or mainly involves linguistic knowledge structure that can only be learned by developing the ability to manipulate lexis and grammar grammatical features of texts.

### **e. Mechanics**

The mechanics in writing has traditionally been accepted as the component of linguistic experience. The orientation of mechanics is logical construction on punctuation and spelling which emphasize the language form, where and when to place the correct punctuation. Since a mistake in punctuation can change the idea. Indeed, a misspelled word can also change the meaning and therefore can cause a difference in idea forming. Mechanics constructed and integrated more aspects of composing process; “prewriting, drafting, revision, editing, and so forth” (Harris and Graham, 2016).

### 3. Types of Writing

Many different types of writing emphasized to explain the text and context. The goal is how the writer can create a communicative idea and specific development for learning new information. It also explained the crucial role played by concrete language; such as narrative, illustrative, explanatory, and argumentative writing by showing for specific readers-based and purpose of writing. So, the writing form was classified into five types (Ramage, John D et al, 2016, p.104-110), namely;

*The narrative writing* is a form of writing aim to tell something that is happening in a chronological order. A particularly powerful way to evoke pathos is to tell a story that either leads into your claim or embodies it implicitly and appeals to readers' feelings and imagination. Brief narratives, whether true or hypothetical particularly are effective opening attention grabbers for argument. To illustrate how an introductory narrative either a story can create pathetic appeals considered following first paragraph to *opposing argument*.

*The descriptive writing* is a form of writing for description or for describing something is telling and how something or someone looks like. It is a method of development that stressed the lively information of something, perhaps a place, a person, or a mood. The writer gives the most specific information to make dominant impressions meaningful. The description writing usually neglected composition of language but considering clearly messages accepted by the reader. A good description can be found on specific *evidence argument*, that supports the reasons simultaneously and give the argument presence and emotional resonance.

*The Exposition writing* is a form of writing that aim to present the main issue. The illustration should reinforce the *thesis statement*. Exploratory essays can be powerful thinking and experiences in their own right, but they can also be valuable precursor to formal argument. Many formal exploratory as the first stage might call a "thesis-seeking" stage. The second stage was argument are converted the exploratory thinking into hierarchically organized using reasons and *evidence* to support the claim. The concluding of exposition writing was usually formed to reassure the main topic of ideas.

*The persuasive writing* is a form of writing to persuade the reader by giving good reasons convincingly. The writer persuades the reader by using feeling and emotion. Argument combines truth seeking and persuasion, in thinking about argument as a product, the writer will find continually moving back and forth between truth seeking and persuasion, that is, between questions about the subject matter. Moreover, different rhetorical situations place different emphases on truth seeking and persuasive as possible strategies for making *evidence* as convincing.

*The argumentative writing* is a form of writing that discusses one idea and explains structured argument in a balance with the reason in logical way toward a conclusion effectively. "The explanation" is to give reasons for a state of affairs or a judgment (Butt, et al. 2000). The writer use strengthen and weaken evidences to reveal student's option, theory, and argument extensions. The useful sets of arguments development form the reasons, evidences and clarity of bridging-infering to link between evidence and argument's claim.

## **B. The Notion of Argumentative Essay**

### **1. The Conceptual Definition of Argumentative Essay**

The concept of argumentative essay in writing has been accepted as a form of writing, which develops one central idea and explaining new specific information in structured well. The primary understanding of argumentative essay is socially oriented views of meaning-making in historical and cultural context. As argued by Ramage John, D, et al (2016) that argumentative writing in composition theory focused the text combines explanations of argument with exploratory writing, sequenced writing, and produce their strong own arguments. The text emphasized critical thinking, which underlied effective arguments, particularly the skills of critical reading, of active questioning and listening, of believing and doubting, and of developing effective reasons and evidence to support claims. This orientation is expected student to master in which they take a position on an issue. Consequently, the student' own position in argumentative essay must consider logical strengthen argument and apparent contradictions the main argument.

The effective composition for learning new information the argumentative essay, which students are to take a position considering both sides of argument and alternative argument logically. According to Stella (2005) that critical writing drew on many of the skills developed, such as developing an argument, analyzing, evaluating and selecting evidence, making judgments, and structuring reasons in a logical way towards a conclusion. The writer must take care to use structure language and reason to signal different stages between or within paragraph.

The perception of socio-cognitive theory typically was contextual transaction, empirical evidence, clarity links between specific writing ability and unfortunately poses serious challenges (Barnet, 2002; Grabe, 2003 Rottenberg, 2003). One reason for these connections were so difficult to unravel as that building knowledge involves highly abstract processes that experienced writers may be unable to perceive or discern on a conscious level. The strengths and weakness evidence provide a persuasive explanation for choosing one position over another. As stated by Barnet (2002) argued that the organization can only be understood from the perspective of discourse context. In addition, according to Swatridge (2014) argued that critically was judge what makes an argument strong or weak; learn how to put forward stronger arguments and how not to be seduced by weak ones. The critical thinkers weigh claims in the balance and make or reserve judgments when the evidence has dispelled reasonable doubt.

In addition, the argumentative essay led a reconsideration related to emphasis on linguistic purpose (Ferretti & Lewis 2019). The important point to bear in mind is that the argument should be presented the key points in clear structured way. The set of argument is concerned with accuracy and validity in the way language is used to establish an argument. The linguistic theory identified the language problem on long complicated or poorly punctuated sentences to follow the argument. The quality of mechanics related to linguistic, grammar, flexibility, spelling, and 'empirical evidence' (Mercier H, 2011b). Therefore, the argument in logical order is the best sense of pieces evidence on quite naturally from the one that precedes it effectively.

## **2. Characteristic of an Argumentative Essay**

The orientation of argumentative essay emphasis the ideas of topic, the balance of evidence, and well-structured structure reasons in a logical way towards a conclusion or critical proficiency. The goals is to convinced the reader with specific development for new information. So, the characteristic of argumentative essay was classified based on several purposes of writing, namely.

### **a. Thesis Statement or claim**

Many of the other topics covered follow on having a clear authorial position. They 'concluded the introduction' (an interesting hook, clearly background information, and claim) by presenting a thesis statement and forecasting argument's structure (Ramage John D et al, 2016, p.53). A clear position helps to sort ideas and supports the argument easily and distinguished from contradict. This assists with internal consistency as a strong argument will consider apparently contradictory information in such a way that it does not undermine main argument. Indeed, a well-managed of thesis statement is consideration of strengthen argument and apparent contradictions argument. However, in drafting it is a way to unify other points as an informative content language principle that reflected thesis concerning the characteristics.

### **b. Arguments**

The arguments normally present a clear position, so that it orientates the reader to writer's own perspectives in a convincing way. The argument required reasoning and formal structures. In logical order, a good argument presented reason and evidence in a structured way (Cottrell S, 2005), which made the best sense of the material, so that each point seems to followed on quite naturally from the one that precedes it. This additional skill for learning new information require student knowing how to select structure reasons to support a conclusion, present an argument in a consistent way, used the logical order, and used the language clearly to structure the line of reasoning. By understanding how an argument is well structured is to more focus on reading; improve comprehension by understanding how one part of an argument links to another.

### **c. Evidences**

The evidence in argumentative writing is typically used to support the main points of text and the veracity of the writer's argument when specific writing needs for learning new information development. A major change in writing is the recognition of weak or spurious arguments or information with supported opinions by factual information. A Good development evidence contains more factual and specific supporting idea and may then be presented to support the conclusion. However, in order to evaluate many arguments, we have to know whether the evidence used to support the reasoning is true. This means that we need to go to other sources, either people or material resources, to check the facts that underlie the reasons given. The evidence made a positive influences on understanding exactly how the act of literacy skills, particularly in writing proficiency (Grabe W, 2001; Hyland K, 2003). However, in drafting the essay is a way to unify logical points as informative language principle reflected evidence and concerning the characteristics.

### **d. Bridge or warrant**

The bridge is defined as statement that explains how the evidence connects and support to the claim. The clarity of bridge is used to make "link between the claim and the evidence" (Hamp-Lyons, 2003), to reinforce thesis statement. The explanations can structure the bridge base on specific evidence to effective development. The focus of argumentative essay is often referred to as the argument bridge. The bridge is associated with evidence and with capacity of content and established credibility building a bridge based reason.

### **e. Logical Reasoning**

The knowledge of logical reasoning is the way of student structure the argument and specific conclusion. A logical conclusion was a deduction based-reason (Cottrell S, 2005). It is more than simply a summary of arguments or evidence. A good way to raise students of openings and closings is to collect sets of openings from various sources, particularly from readings used for the effective openings. The ending of writing is as important as its opening. However, the ending provides a useful for the reader and establishes the major reasons and goals of well-developed the argumentative essay.

#### **f. Counterarguments or opposing argument**

The counterargument is used to challenge the argument by addressing the position of someone who may not agree with argument. It was the point of “advancing an argument” (Swatridge C, 2014, p.41). A good counterargument should indicate resolving any apparent contradictions with the main argument. When making argument, the claims is exactly considered in a balance; the claims (reasons and conclusions) of others and counterargument to ensure student’s argument is the weightier one. Every new piece of counter-claim however is short but it should be seen as a chance to add the understanding of opposition. Of course there might want to include a number of perhaps quite diverse claim in a composite. So, the counterclaim must be at least to say something said already in a refreshing way.

#### **g. Refutation or turn-back**

Refutation is the alternative points of view to disprove that the opposing argument indicate the weaknesses. In refuting argument, the writer’s stated reason and grounds, then the writer’s warrant and backing, or both to put in less specialized language and rebutting the writer’s reasons, evidence or the writer’s underlying assumptions (Ramage John D et al, 2016, p.60). The first requirement for writing the argumentative is the availability set of information which genuinely established alternative positions or view points. This is easiest to do in the context of opposing argument as this format raise a number of issues which should allow different perspectives.

#### **h. Transitional expression**

Transitional expression is generally word or phrases used to structure the line of reasoning and to flow the sentence smoothly. The transition words are also contributes to make coherence well-organized between paragraphs. It was sometimes known to connected sentences or “developed the different type of paragraph” (Hyland K, 2003). The different words has different functions within argument, some functions used to introduce the line of reasoning, developing the line of reasoning; such as for reinforcing similar reason, reinforcing different evidence, rebutting alternative argument, contrasting, and others words is used to express result and consequences or conclusions.

Here is an example of characteristic well-established an argumentative writing in a balance and briefly presented by the following table below.

Table 2.1  
The characteristic of well-established the argumentative writing

<b>Should Metal Bats be Banned in Youth Baseball?</b>	<b>Characteristic of Argumentative essay</b>
<b>Claim</b>	Comments:
<p>On March 11, 2010, a high school pitcher in California was facing a player using a metal bat, when he was hit in the temple by a line drive traveling 100mph.<sup>1</sup> His skull was crushed, and he spent weeks in a coma. Fortunately, after surgery and months of rehabilitation, he survived. The accident brought to the forefront an issue that has been a safety concern ever since the 1970s when metal bats began being used instead of wooden bats.<sup>2</sup> Metal bats are dangerous and should be banned by youth sport leagues for several reasons.<sup>3</sup></p>	1 The writer introduces the topic using <i>fact</i> as the writer will hook the reader.
	2 This descriptive opening paragraph gives essential <i>background information</i> about metal bats.
	3 The writer's own position on the issues is clear. This sentence introduces the author's position and main argument ( <i>thesis statement/ claim</i> ).
<b>First Argument</b>	
<p>Baseballs hit with metal bats travel at a higher rate of speed than those hit with wooden bats.<sup>4</sup> Researcher J.J. Crisco studied aluminum bats and found that they produced a "trampoline" effect, which means the baseball springs off the bat at a high rate of speed.<sup>5</sup> This happens so fast that pitchers and infielders do not have time to react, which places them in danger.<sup>6</sup> The New York Times reported that baseballs hit with metal bats travel almost 20 mph faster than baseballs hit with wooden bats.<sup>7</sup> This is a huge difference to a player trying to make a play on a line drive in time.<sup>8</sup> Consequently, the high rate of speed makes using a metal bat dangerous.<sup>9</sup></p>	4 It is clear <i>reasons</i> for the writer's point of view. The argument is well structures and easy to follow. The reason presented in a logical order, as a line of reasoning.
	5 J.J.Crisco provides source <i>evidence</i> . The writer makes good set of other people's research to strengthen the argument.
	6 The <i>writers' statement</i> is clear, based on the evidence.
	7 'The New York Times' provide <i>second evidence</i> .
	8 The <i>writers' statement</i> is clear and based on the evidence.
	9 The <i>inferring argument</i> is clear 'that the high rate of speed makes using a metal bat dangerous.'
9 'Consequently', is used to signal a <i>concluding argument</i> .	

<b>Second Argument</b>	
<p>In addition, there have been many instances of players getting hurt by baseballs hit with metal bats.<sup>10</sup> According to the Consumer Product Safety Commission, between 1991 and 2001, 18 players were killed by batted balls, and only two involved wooden bats.<sup>11</sup> This proves that wood bats are safer than metal.<sup>12</sup> Also, The New York Times reports that several lawsuits have been won by parents who sued metal bat makers after their child had been hurt.<sup>13</sup> After being presented with evidence about the dangers of aluminum bats, judges and juries agreed they are responsible for injuries.<sup>14</sup> Therefore, the high rate of injuries proves that metal bats are unsafe.<sup>15</sup></p>	10 ‘In addition,’ as the line of reasoning to <i>reinforcing with different reasons or evidence</i> .
	10 <i>The second reason</i> is given to support the thesis statement.
	11 ‘Consumer Product Safety Commission’ as the <i>evidence</i> .
	12 This statement explains how the <i>evidence</i> supports the claim.
	12 <i>The writers’ statement</i> is clear and based on the evidence. That ‘that wood bats are safer than metal’.
	13 ‘The New York Times’ as the <i>second supporting evidence</i> .
	14 This statement explains how the evidence supports the claim.
	15 ‘Therefore’, is used to signal the <i>conclusion</i> .
	15 The writer provides clearly <i>inferring</i> argument.
<b>Counterargument &amp; Refutation</b>	
<p>Some people claim that wooden bats are too expensive to supply to youth leagues because they are not as long lasting.<sup>16</sup> This is true.<sup>17</sup> Even so; a higher cost should not matter when safety is concerned.<sup>18</sup></p>	16 The author addresses the <i>opposing argument</i> against the main argument here.
	17 “This is true” indicate to structure the <i>opposing argument</i> .
	18 “Even so” used to <i>refutate the opposing argument</i> .
<b>Conclusion</b>	
<p>Metal bats endanger the lives of young baseball players.<sup>19</sup> First; they make the baseball travel at a high rate of speed, making it difficult to catch. Secondly, they have resulted in many injuries.<sup>20</sup> Banning metal bats is necessary to save the lives of young players, and everyone concerned should contact their local lawmakers.<sup>21</sup></p>	19 These sentences <i>restating</i> the author’s argument, ‘that metal bats endanger the lives of young baseball players.
	20 This sentence <i>summarizes</i> the author’s main argument by using the reason and evidence.
	21 <i>The conclusion</i> is clearly thought, that ‘banning metal bats is necessary to save the lives of young players.

Source: [https://asaro.weebly.com/argumentative\\_essay\\_writing\\_guide](https://asaro.weebly.com/argumentative_essay_writing_guide).

### 3. Stages of Writing an Argumentative Essay

The planning of argumentative essay writing is classified into five stages. The first draft was revision draft comprised; (1) zero draft, (2) shaping draft which students focused on evidence, (3) style draft which students focused on organization. The second draft was editing draft which students focus on grammatical accepted, mechanical, syntax, and formatting features. The final draft was checking draft with the text for inclusion the essay to evaluate (Kroll, 2001).

The first step is revision draft and will be illustrated briefly by the following table below.

Table 2.2  
Argument Writing Student's Revision

Criteria
<b>Introduction</b>
- Have students you provide an interesting hook?
- Have students given background information?
- Have students stated a claim in the thesis statement?
<b>Body paragraph</b>
- Have students used statistics or facts to provide evidence?
- Have students analyze and explained your evidence by using bridge?
- Have students included a counter-arguments and a turn back?
<b>Conclusion</b>
- Have students restated the claim, summarized, and ended strongly?
<b>Organization &amp; Style</b>
- Have students organized the response and used transition?
- Have students included a works cited page and used correct citations?
<b>Mechanics</b>
- Have students reviewed for grammar, spelling, punctuation, and capitalization errors?

The next step in writing emphasis needs to be given to editing draft, which students focus on mechanics, grammatical, and formatting features to ensure that writing fits conventions and formats appropriately. Editing, unlike revision, should occur in the final stages of writing; it represents an effort to make the writing acceptable to a critical audience. Editing involves checking a wide variety of surface aspects of text; punctuation, spelling, capitalization,

hyphenation, page formatting, titles, subtitles, appropriate word choice, grammatical, and a coherent sequence of information.

The final draft is which students submit the text for inclusion in their essay for evaluation. In evaluation the final draft might point out important issues that was discussed but were not address adequately. On the final draft need checking on every word, make sure every sentence already complete, concise and apparent.

#### **4. The Advantages of Writing an Argumentative Essay**

The argumentative is the writer's purpose, logical of informational content, evidence, clarity of bridging-inferred as structured and function as a key notion in communicative language writing for specific development the arguments effectively. So, the importance of argument as having functional purposes is for critical thinking skill. According to Cottrell S, (2005) that the critical thinking brought precision to the way think and work to be more accurate and specific in noting what was relevant and what was not, and to identified the most relevant information more quickly and accurately. Strong critical writing uses a good balance of detailed analysis and sections that summarize arguments and evidence.

In addition, the advantage of argumentative writing with accurate use of structure effectively will transform students' abilities to learn successfully in writing contexts is a ways to constrain information in socially recognized forms. These forms were intimately tied to cultures for students to gained power over particular knowledge. As stated by Ramage J.D (2016) that the used of a specific evidence, the writer brought to life his previously abstract point about the benefit of multicultural education. Because the specific evidence and illustrations served two purposes in an argument simultaneously, gave the argument presence and the emotional resonance. The skillful writers selected the most controversial points is to examine in detail may only allude briefly to other points, sometimes several together to indicate that they are aware of these points.

## 5. Difficulties in Writing an Argumentative Essay

The students' difficulties in argumentative essay specifically occur in well-developed for learning new information effective, logic, critical thinking and clearly. Presenting too many detail can mean the main argument becomes obscured. Usually, students cannot include detailed of every point that supports their arguments. On the other hand, presenting too little detail can make it sound as if there is not enough concrete evidence to support the case. Therefore, the difficulty in well development the argumentative essay is classified into six significant variables which are explained briefly of the following below.

### 1) Lack of content

A basic orientation to writing has been in terms of content-centred. Less-skilled students primarily concern themselves with generating content during developing were caused by limited knowledge of the topic and issue, little substance and no communicate. Most students are not clearly focusing to the topic such rationalizations. For writing to be effective, writing itself must use in much the same way that it would be used in any context. In developing subtopics around loosely related sets of content material. A set of subtopics as apart from the main topic may focus on a famous person, an important set of consequences from an issue that cannot be easily resolved.

### 2) Lack of evidence

One difficulty in evidence lay in the fact, that it concentrated on the final product without giving adequate attention to the ways in which text was produced. A second problem lay in the failure to compare similar text genres and therefore led to repeated attempts to compare students writing with the writing of professional writers, or at least the writing of skilled writers. A third difficulty that marked was the failure to determine, whether the writer being studied was able to produce effective in his or her native language as it will not exceed those constraints in a second language. A fourth difficulty lay in the fact that deduction was made by examining the discourse from the research cited above referring to particular languages, but the most serious problem lies

in the fact, that there is no universal theoretical model for contrast and from different empirical bases.

### 3) Lack of bridge

The warrant is the value, belief, or principle that the reader has to hold if the soundness of the argument is to be guaranteed or warranted. The credibility of the writer's sources and the clarity of the argument's claim is warrant as make link between them to re-establishes the convinced reason. An understanding of the extent to which bridging-inferencing processes reflect processing of a specifically linguistic system or have the origin elsewhere as the cognitive process of development in writing.

### 4) Lack of organization

Less-skilled students are seemingly incapable of making major revisions which would involve reorganization of the content. The significance of the concept of discourse for writing development is important to point out the practical implications of the concept of writing. In addition, in writing an argumentative essay, some difficulties in writing an argumentative essay are in the social context has found impact on the development of writing ability. Besides, the social context ensures an appropriate and systematic transition from theory to practice. In addition, the rhetorical issues such as organizing ideas and integrating academic resources (Peloghitis, 2017).

### 5) Lack of mechanics

Understanding of grammatical accepted, which mean no mistake in mechanic, structure, vocabulary development promotes syntactic flexibility and creates a foundation for further writing. Besides, an argumentative essay with wrong use of quotation marks, inaccurate verb tenses, not appropriate identification of the author or the title, citing reference, fact or other examples can cause a difference idea forming. The cognitivism identified problems in punctuation, capitalization, and spelling means the use of spacing, signs mark (comma, semicolon, full stop, etc.). The difficulties in punctuation come as no standard set of written words to convey the evidence of writing. As stated by Harris & Graham (2016) that the cognitive difficulties appeared in aspect of evidence for learning new information development.

## 6. How to Teach and Assess an Argumentative Essay

While L2 students obviously need an understanding of appropriate grammar, accurate use of vocabulary and sentences construction, writing the argumentative is obviously not only these things. If language structures are to be part of a writing, then we need principled reasons for choosing which patterns to teach and how they can be used effectively. The principal orientations on teaching argumentative L2 writing emphasized language use or “focussed on text function” (Hyland K, 2003). The main pedagogic technique is to go beyond for presenting communicative idea and for explaining idea toward specific development argument in a balance for learning new information. An important principle here is to relate structures argument to meanings making language use as criteria for teaching materials. This introduces the idea and particular language forms to perform certain communicative functions so that students can be taught the functions most relevant to their needs. Functions are the means for achieving the ends or purposes of writing. This orientation is sometimes labeled “current traditional rhetoric” or simply a “functional approach” and is influential where L2 students are being prepared for academic writing at university.

One aim of this focus is to help students well-established effective paragraphs through the creation of arguments; reasoning sentences, supporting evidence, clarity of bridging-infering, counterargument, refutation and coherent transitional expression to develop different types of paragraphs. The students are guided to produce connected sentences according to prescribed formulas which tend to focus on form to positively reinforce writing patterns. As with sentence-level activities, composing sentence often include so-called free writing methods, which largely involve learners reorderings sentences in scrambled paragraphs, selecting appropriate sentences to complete gapped paragraphs and write paragraphs from provided information. Clearly, this orientation is heavily influenced by the structural model, as paragraphs are seen almost as syntactic like sentences, in which writers can fit particular functional into given slots. From this it is a short step to apply the same principles to entire argumentative writing.

The central belief here is students write something to achieve some purpose way of getting something done to follow certain social conventions for organizing messages and recognize language for particular purposes. In sum, the importance of an argumentative orientation is that it incorporates discourse and contextual aspects of language use that may be neglected when attending to structures, functions, or processes alone. This means that it cannot only address the needs of ESL writers to compose texts for particular readers, but it can also draw teacher considering how texts actually work as communication. According to Cumming (2003) how teachers conceptualized their work and organized what they do in their classrooms.

In addition, to assess obvious perception of students' argumentative writing hold formal measurement "through the production of writing" (Hamp-Lyons, 2003; Ferris D.R, 2005; Weigle S.C, 2002). The procedure was context at all stages of test development, implementation, score reporting. In the case of an argumentative writing traits might include directness of the position statement or proposition, the weight of persuasive evidence, the credibility of the writer's sources, the use of counterargument, refutation, the clarity of the warrant (link between claim and evidence), and so on. A trait-based approached therefore focused the reader's attention directly on purposes. As stated by Douglas (2000) when used as part of instructional, trait-based guides offered the advantage of encouraging writers to limited attention to manageable set of topical resources, rhetorical strategies, and linguistic features as they composed and revised.

Furthermore, the researcher used analytic assessment and the following sources rubrics of multiple-trait scoring L2 writing to specific development (Brindley & Ross, 2001; Douglas, 2000; Hamp-Lyons, 2003). Similarly, the researcher used the analytic assessment to looks at the evidence in a detailed and critical way (Cottrell S, 2005). It weighs up the relative strengths and weaknesses of evidence, pointing out to the reader, so that it is clear how student has arrived at judgements and conclusions. The analytic assessment is categorized into five aspects of writing; content, evidence, organization, mechanics and will be displayed by the following table below.

Table 2.3  
Argumentative Essay Rubric

Criteria	4	3	2	1
CONTENT	Clear, interesting introduction of topic	Clear introduction of topic	Introduction of topic is unclear	Introduction does not address task
	Demonstrates understanding of topic and claim	Demonstrates grade level understanding of topic and claim	Demonstrated limited understanding of topic and claim	Demonstrates little understanding of topic and claim
EVIDENCE	Facts are well-chosen and support argument	Facts are relevant to argument	Partial use of evidence	No evidence is provided, or evidence is irrelevant
	Evidence is fully explained by use of a bridge	Evidence is explained by use of a bridge	Use of evidence that may not be accurate	
	Counterargument and turn-back are convincing	Counterargument and turn-back are included	Counterargument and turn-back are incomplete	Counterargument and turn-back are missing or irrelevant
ORGANIZATION	Skillful organization and use of transitions enhance meaning	Clear organization and use of transitions	Partially organized, with little uses of transition	Little attempt at organization
	Include style, sophisticated vocabulary, and voice	Includes style and grade-level vocabulary	Some attempt at style, with basic vocabulary	No use of transitions
	Interesting concluding statement that clearly stems from the topic	Concluding statement relate to topic	Some attempt is made to conclude	Conclusion is missing or irrelevant
MECHANICS: Grammar, Spelling, Punctuation, and Capitalization	There is clear evidence that the response has been reviewed, revised, and edited	There is some evidence that the response has been reviewed, revised, and edited	There is little evidence that the response has been reviewed, revised, and edited	There is no evidence that the response has been reviewed, revised, edited
	There are few errors	There are some errors, but do not interfere with understanding	Frequent errors interfere with understanding	Frequent errors hinder understanding

The scoring rubric or scoring guide is transparent and succinct enough to apply consistently writing samples of the same papers to be assessed. Furthermore, the scoring procedure is adapted to the context, purpose, and style of the writing to be elicited. Using this four-level scale, the rater assigns a single score to each trait to determine a cumulative score of 0 to 16. This total can be divided by three to arrive at a mean score on a scale of 1 to 4. For example, a writing sample may be assigned a 4 for content, a 3 for evidence, a 3 for organization, and a 3 for language use, yielding a cumulative score of 13/16, or 3.0 on a four-level scale.

### **C. Previous Related Research**

The writer found similar studies that analyzed students' argumentative essay writing with their problems to identify aspect of writing on students' difficulties the argumentative essay, as illustrated briefly the following below.

The first research was by Yenni Arif Rahman in 2020 with the title was "Investigating Paragraph of Indonesian EFL Students' Essay: Effective or Ineffective". The participants of this research were students in university of English Departmen to find out students' problems used qualitative method. In doing the research, Yenni collected the data from students' writing task. The result showed that the most of students' paragraph were ineffective condition at 47% were effective paragraph, 53% were ineffective paragraph, which mean that more than a half of paragraphs were ineffective. Then, it was also revealed that there were 62 of students used topic sentence in each paragraph or (33%), 49 students were proper sufficient in development paragraph or (26%), 41 of them were unity paragraphs or (23%) and 30 students used coherence paragraph or (16%).

The second research, Dzuriyyatun Ni'mah conducted another research in 2020 entitled "The Common Mistake of Undergraduate EFL Students in Argumentative Writing". The instruments used in her research filling out the questionnaires and interview sequentially of students in English Department at University Islam Malang Indonesia as the participants. The result of the

research found that the students had difficulties in content (49%), organization (60%), grammar (73%) and mechanics (73%).

The last related research, M. Fadhly Farhy Abbas, in 2018. The title was “Solving Student’s Problem in Writing Argumentative Essay through Collaborative Writing Strategy”. The instruments used writing test, field note, observation checklist, and interview. From 23 students as the participants selected used fourth semester of English Education Department in Universitas of Lancang Kuning Pekanbaru-Indonesia. The finding of the research showed that students had writing problems on aspect of content 16,5%, organization 21,7%, vocabulary 15%, grammar 13,5%, and mechanic 7,6%.

However, this research and three previous studies have difference analysis, when choosing the participants. The first research used the second-year students, the second research used the third-year students, and the third research used fourth semester students. Meanwhile, this research uses third semester students in English department. Then, the third research and two previous research were focused on student’ difficulties and use collaborative strategies to resolve the problem.

In contrast, this research specifically centres on influential L2 writing for linguistic development which obviously need an understanding of appropriate structure, accurate use of vocabulary, and sentence construction at university. This research also focussed on difficulty problem of well-established idea and for learning new information argument at university required a language function or current traditional rhetoric and simply critical thinking approach which structured the reason in a logical way towards a conclusion including structuring argument; reason, evidence, and bridging-infering as the main problems.

From related to studies that has illustrated above, all researchers aimed to identify the argumentative writing, meanwhile this reseacher intended to analyze the students’ argumentative essay by using third semester students at the department of English program in Indonesia Education Institute (IPI) Garut, as the participants.

#### D. Conceptual Framework

The concept of the argumentative essay in writing has been accepted for communicative writing and for learning new information in balance. Indeed, language must structure with the best reasons, evidence and details, so that the reader can easily make sense of what is written. It is important to provide the background and naturally present student's own position and considering strong and weak arguments.

For learning new information, the effective well-developed is for better composition and requires many of skills developed, for instance critical writing. The critical writing draws on many of the skills developed earlier, such as developing an argument, analysing, evaluating and selecting evidence, making judgements, and structuring reasons in a logical way towards a conclusion. Critical thinking generally requires an active approach to seeking out the most relevant evidence to support own arguments, and checking the evidence used by other people. However, in critical thinking, an argument is a way of presenting a set of reasons to support a conclusion and to persuade others to a point of view.

A good way to raise a well-developed in each argumentative essay paragraphs is openings and closings by addressing the unity, coherency, and emphasis writing. It is to collect sets of openings from various sources, particularly from readings used for the writing class and from student writing, showing effective and less-effective openings. The openings from edited texts can be examined for the consistent features common to many openings; it can also be examined for features that vary from topic and purpose. These patterns of consistent and varying features can, in turn, be used to construct guidelines for looking at student openings in writing for various purposes. The ending of writing is as important as its opening. However, the ending provides a useful for the idea, establishes the major issues of information and linguistic of L2 writing and goals of the effective argumentative essay.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Settings**

##### **1. Setting of Time**

The time of the research was conducted on March 2023. The first preparing was how to find the research instruments. Then, the researcher classified the instruments by using students' argumentative writing text from students' last semester examination (UAS). The researcher then collected the instruments data for this research.

##### **2. Setting of Place**

In doing the research, the researcher would take place at Institute IPI Garut. The researcher made a group on whatsapp for communicating research each other with participants. Then, the researcher collected all participants' argumentative essay had typed students early. Recently, the researcher had conducted the participants to analyze their argumentative essay writing.

#### **B. Research Method and Design**

In this study, the researchers used a qualitative and descriptive method intended to find out the affective factor in student' argumetaive essay with their problems. This research method used "qualitative method" for quality of connections, activities, conditions or even materials (Fraenkel 2021). Further, this orientation identified well-established argument to specific development in argumentative writing individually used this context to design one of the following; (1) an analytic scoring intended for systematic used in students' argumentative writing. (2) a primary or multiple trait scoring intended for evaluating a specific arguments given in students' argumentative writing. The qualitative method was also simply designed for human experience to analyze the diverse from data collection (Hardani, 2020). Furthermore, the qualitative methods emphasized the accurate of data for research problem (Hidayat et al.,

2020). To sum up, the qualitative method is one method focussed on social phenomenon in students' argumentative writing.

The descriptive method also analyzed all the richness as possible as with the form in which about the data captured or transcribed. Therefore, for getting a better research, the researcher used the textual data of students' argumentative essay. The qualitative research emphasized base of discussion to get clear description writing and result of research clearly. In addition, the use of communicative text data was argument writing student's revision checklist as the instrument for future use. So, this research used the way to collect the data was written form, varied sentences, and qualitative research, and the base of the discussion to get a clear description of how such a result was correct, appropriate, and accepted.

### **C. Research Participants and Sample**

The participants of the research were students at department of English Education Program of Institute IPI Garut. The research used qualitative method and the sample is likely selected using a purposive sample. Using a purposive sample, which means a sample selected from best understanding for good research studied (Frankel, 2012). Therefore, the participants were 7 people selected are third semester students, who have background condition on learning the argumentative writing.

### **D. Research Instruments**

The non-test instrument in this research used textual data of students' argumentative essay and argument writing student's revision checklist as documentation. The students' argumentative essay of text data was the primary source to find out the affective factors in student's argumentative writing with their problems. For this research, the student's instrument comprised over 700 words counted. The instruments evaluated student's argument to revise and refine for future use. The evaluation of students' argumentative writing used 14 questions of argument, naturally chosen to find problems of argument used and critical writing development.

### **E. Data Collection Procedures**

The researcher held formal measurement on students' argumentative writing "through the production of writing" (Hamp-Lyons, 2003; Ferris D.R, 2005), as a major source and procedure way to collected data. The procedure is context sensitive at all stages and in all dimensions of the test development, implementation, and score reporting. In the case of an argumentative writing, traits might include the directness of the position statement or proposition, the weight of persuasive evidence, the credibility of the writer's sources, the use of opposing argument and refutation, the clarity of the warrant (the link between the claim and the evidence), and so on.

A trait-based approach therefore focused the reader's attention directly on the purposes of writing. When used as part of the instructional, trait-based guides offer the advantage of encouraging writers to limit their attention to a manageable set of topical resources, rhetorical strategies, and linguistic features as they composed and revised (Douglas, 2000). For this research, the instruments delivered by using email or whatsapp group to collect the data.

### **F. Data Analysis Procedures**

In analyzing the data, the researcher used three stages process. As stated by Sugiyono (2016) that the three stages analysis comprised reduction of data, displaying of data, and drawing or verification of data as an interactive process of conclusion. The first stage was reduction the students' argumentative essay. The data was examined with selection, concentration, simplified, abstracting, and changing that appeared in written (Yuanita, 2014). Then, enormous amount of data was sorted meaningfully and reconfigured. So, the researcher firstly was examined students' argumentative essay on aspect of writing. The second stage was displaying the students' difficulty in argumentative writing, which means the researcher presented the data from evaluation of argumentative essay. The table was displayed with text, as a way of considering about more textually incorporated material. The researcher used formula of difficulty, when displaying students' argumentative essay, as mentioned below (Sudijono, 2008).

$$\text{Difficulty factor percentage (\%)} = \frac{\text{Frequency of difficulty}}{\text{Total number of difficulty}} \times 100\%$$

The result of the students' difficulties in argumentative essay will be calculated and categorized into simplified table from the following sources rubrics of multiple-trait scoring L2 writing context to specific development (Brindley & Ross, 2001; Douglas, 2000; Hamp-Lyons, 2003), such as displayed by the following table below.

Table 3.1  
Table of Frequency and Percentage  
The students' difficulties

No.	ASPECTS	FREQUENCY	PERCENTAGE
1.	Content		
2.	Evidence		
3.	Organization		
4.	Mechanics		
	TOTAL		

The last stage was verification of data. The researcher summarized the aspect of writing and argument writing student's revision for documentation of research. The research question and the answer would be explained in the last stage. The argument writing student's revision was chosen to interpreted the relationship and explained the answer of research questions. Finally, the researcher concluded the affective factors of students' difficulties writing that influence students' argumentative essay with their problems.

**CHAPTER IV**  
**FINDINGS, DATA ANALYSIS, AND DISCUSSION**

**A. Research Findings**

The researcher organized the findings according to the sub-focuses in this research; those are student's difficulty in writing the argumentative essay and cause of students' difficulty in writing the argumentative essay.

**1. Students' Difficulties in Writing an Argumentative Essay**

This research was focussed to find out factors that influence students' argumentative essay. The researcher conducted the analysis from the aspect of writing and argument writing students' revision. The analysis used analytic assessment and the following sources rubrics of multiple-trait scoring L2 specific writing development (Hamp-Lyons, 2003; Ferris, D.R, 2005; Cottrell S, 2005). The result of students' argumentative essay are presented below.

Table 4.1  
The students' difficulty in Argumentative Essay

Participants	Frequency of difficulty	Percentage of difficulty	Categories of difficulty			
			Content	Evidence	Organization	Mechanics
IPI-1	27	3,86%	4	10	4	9
IP1-2	29	4,14%	4	11	4	10
IP1-3	17	2,43%	3	5	2	7
IP1-4	34	4,86%	7	11	7	9
IP1-5	18	2,57%	2	6	2	8
IP1-6	34	4,86%	6	11	7	10
IP1-7	26	3,71%	4	11	4	8
Total	185	26,43%	30	64	30	61

From the table above, the data showed that the students' argumentative essay writing faced few difficulties. The result of students' difficulties in argumentative essay was classified into four affective factors comprised the content, evidence, organization and mechanics; grammar, vocabulary, and language use. Therefore, the students' difficulties in argumentative essay are explained briefly by the following table below.

**a) The students' difficulties in a content development**

Table 4.2  
The result of students' difficulty in content

No.	Aspect of Content	Frequency of difficulty	Percentage of difficulty
1.	The essay has an <i>interesting</i> hook.	3	10%
2.	The essay has <i>clear</i> background information.	6	20%
3.	The essay has a <i>clear</i> main idea or thesis.	1	3%
4.	The thesis is <i>well</i> supported with several major points or arguments.	7	23%
5.	The supporting points are developed with ideas from the readings, facts, examples, or from the other <i>people's experiences or observations</i> .	6	20%
6.	Opposing viewpoints have been considered and responded to <i>clearly and effectively</i> .	7	23%
	Total	30	100%

Table 4.2 shows the following results:

- (1) The data shows that the third semester students make difficulties in content development. The percentage of difficulty is 30 or 16%. It means that nearly of students are less skilled development the argumentative essay.
- (2) Kinds of difficulty made by students in content development of the argumentative essay related to sets of content material.
  - Some students are not provide an interesting hook, background information, and unclear introduction of topic..
  - Demonstrated limited understanding of topic and claim
  - Limited supported of argument, counterargument, and refutation.

### b) The students' difficulties in an evidence development

Table 4.3  
The result of students' difficulty in evidence

No.	Aspect of Evidence	Frequency of difficulty	Percentage of difficulty
1.	The evidence is <i>unified, coherence, completely</i> argument.	9	14%
2.	Evidence (facts, example) are <i>well-chosen</i> and support argument.	9	14%
3.	Evidence is <i>fully explained</i> by use of a bridge	13	20%
4.	Evidence is <i>fully concluded</i> by use of an inferring	14	22%
5.	The viewpoints have been considered and responded to <i>clearly and effectively</i> .	7	11%
6.	The arguments or examples are <i>clear and logical</i> .	7	11%
7.	Counterargument and turn-back are <i>convincing</i> .	5	8%
	Total	64	100%

Table 4.3 shows the following results:

(1) The data shows that the third semester students make difficulties in evidence development. The percentage of difficulty is 64 or 35%. It means that all students have many serious or frequent problems with a well-developed the argumentative essay writing.

(2) Kinds of difficulty made by students in evidence:

Presenting too many details can mean the main argument becomes obscured. The reader may lose interest in tracking the line of reasoning and simply conclude that the argument is weak. Usually, writers cannot include detailed critical analyses of every point that supports their arguments. On the other hand, presenting too little detail can make it sound as if there is not enough concrete evidence to support the case.

- Use of evidence that may not be accurate
- No evidence is provided, or evidence is irrelevant
- Evidence is not explained by use of a bridge
- Facts are not relevant to argument
- Counter-argument and turn-back are missing or irrelevant

c) **The students' difficulties in an organization development**

Table 4.4  
The result of students' difficulty in organization

No.	Aspect of Organization	Frequency of difficulty	Percentage of difficulty
1.	There is <i>clear</i> beginning (introduction), middle (body), and end (conclusion) to the essay.	2	7%
2.	The beginning introduces the topic and <i>clearly</i> expresses the main idea.	2	7%
3.	The body paragraphs include topic sentences that are directly <i>tied</i> to the main idea (thesis).	2	7%
4.	Each body paragraph is <i>well organized</i> and includes a topic sentence, supporting details, and a summary of the ideas.	5	17%
5.	<i>Coherence</i> devices (transitions, synonyms, pronoun, etc.) are used effectively within and between paragraphs.	7	23%
6.	<i>Coherence devices</i> (reference, correct citations etc.) are used effectively within and between paragraphs.	7	23%
7.	The conclusion <i>ties</i> the ideas in the body back to the thesis and summarizes why the issue is interesting or important.	5	17%
	Total	30	100%

Table 4.4 shows the following results:

- (1) The data shows that the third semester students make difficulties in organization development. The percentage of difficulty is 30 or 16%. It means that some students are less-skilled development the argumentative essay writing.
- (2) Kinds of difficulty made by students in organization:
  - The beginning not clearly introduces the topic.
  - Each body paragraph is not well organized and includes a topic sentence, supporting details, and a summary of the ideas.
  - Limited coherence devices (transitions, pronoun, reference, correct citations etc.) are used effectively within and between paragraphs.
  - The conclusion not ties the ideas in the body back to the thesis and summarizes why the issue is interesting or important.

#### d) The students' difficulties in a mechanics development

Table 4.5  
The result of students' difficulty in mechanics

No.	Aspect of Mechanics	Frequency of difficulty	Percentage of Difficulty
1.	There is <i>clear</i> evidence that the response has been reviewed, revised, and edited	22	36%
2.	Errors in sentence /clause boundaries (run-ons, fragments, comma splices), word order, omitted words or phrases, unnecessary words or phrases, other unidiomatic sentence construction.	19	31%
3.	All specific lexical errors in word choice or word form, including preposition and pronoun errors. Spelling errors included only if the (apparent) misspelling resulted in an actual English word.	20	33%
	Total	61	100%

Table 4.5 shows the following results:

- (1) The data shows that the third semester students make difficulties in mechanics development. The percentage of difficulty is 61 or 33%. It means that some of students are less skilled with development the argumentative essay writing.
- (2) Kinds of difficulty made by some students in mechanics:
  - Some examples vocabularies are made mistake by students at writing argumentative essay, for example; “argues” – “argued”, “state” – “stated”, “difficulty” – “difficulties”, “more easily” – “easier”, “help make” “to help”, etc.
  - The most difficult of language came from complex sentences, for instance; “L1 language” – “The use of L1”, “it easier for the teacher” – “it is easy for the teacher”, ”but is very beneficial” – “but it is very beneficial”, etc.
  - In addition, problem in a missing word, it was found some students got difficulties using word order in their essay. Some of the examples were “explanation addition” – “additional explanation”, “studies must” – “must study”. Another major error found in language use aspect came from agreement or (singular/plural form) such as “skill” – their skills”,

“student are more understand” – “student is more understand”, “the teacher has” – “the teachers have”, etc.

- Miss-typed spelling is dominated in mechanic, for example; “have” – “make”, “dilingual” – “bilingual”, “languange” – “language”, “contributin” – “contribution”, etc.

## 2. Cause of Students’ Difficulties in Writing an Argumentative Essay

The researcher found the causes of students’ difficulties in writing the argumentative essay by using the argument writing student’s revision checklist as an alternative instruments to find out problems well-established argument for learning new specific information in argumentative writing. The result of case of student’s difficulties are displayed by the following table below.

Table 4.6  
The Result of Argument Writing Students Revision

No	Criteria	Yes/No	Frequency	Percentage
A.	Introduction			
1.	Have student provided an interesting hook?	Yes	3	43%
		No	4	57%
2.	Have students given background information?	Yes	6	86%
		No	1	14%
3.	Have students stated a claim in their thesis statement?	Yes	6	86%
		No	1	14%
4.	Have student provided an interesting key point?	Yes	6	86%
		No	1	14%
B.	Body Paragraphs			
4.	Have students included several arguments?	Yes	7	100%
		No	0	0%
5.	Have students used facts to provide evidence?	Yes	2	29%
		No	5	71%
6.	Have students analyzed and explained their evidence by using bridge?	Yes	2	29%
		No	5	71%
7.	Have students included concluding statement?	Yes	1	14%
		No.	6	86%
8.	Have students included a counterargument and a turn-back?	Yes	3	43%
		No	4	57%
C.	Conclusion			
8.	Have students restated the claim, summarized, and ended strongly?	Yes	1	14%
		No	6	86%

No	Criteria	Yes/No	Frequency	Percentage
D.	Organization			
10.	Have students organized the response and used transitional expression?	Yes	2	29%
		No	5	71%
11.	Have students included a work-cited page and correct form?	Yes	4	57%
		No	3	43%
E.	Mechanics			
12.	Have students reviewed grammar difficulty?	Yes	3	43%
		No.	4	57%
13.	Have students reviewed effective word difficulty?	Yes	3	43%
		No.	4	57%
14.	Have students reviewed spelling, punctuation, capitalization difficulty?	Yes	3	43%
		No.	4	57%

From the table above showed that university students have many problems in well-established arguments to specific development that structuring reasons in a logical way towards a conclusion argument, such as clarity of argument ideas, reasons, evidences, and bridging-infering.

Finding the problem in content was from first question until eighth question. Students were difficulties in introducing the topic and main idea as not clearly giving background information of the issue. Then, they were difficulties in development argument, counterargument, and refutation as a part of the writing content. The findings came from 3 students or 43% who answer “Yes”, which means that half of them have difficulties in term of content. In conclusion, that some of them are lack in term of content. But finding came from 4 students or 57%, who answer “No”, which means that some students have no problem in relatable content.

Finding the evidence problem is from fourth question until eighth question. The students include too many details sentence construction, so the argument becomes obscured. Usually, students cannot explain the evidence by using a bridge, and limited conclusion arguments. On the other hand, presenting too little detail can make it sound as if there is not enough concrete evidence to support the case. The findings came from 2 students or 29% who answer “Yes”, and came from 5 students or 71% who answer “No”. It means that all students have serious or frequent difficulties in term of evidence development.

Finding the organization problem is from first question until eleventh questions. Students were difficulties in logical sequencing and development, irrelevant conclusion, and limited transitional expression in each paragraph. The findings came from 4 students or 57% who answer “YES”, and came from 3 students or 43% who answers “NO”, which mean that some students have difficulties in term of organization development.

Finding the mechanics problem is from twelfth question to fourteenth question. Students were difficulties in term of vocabulary, language, grammar, typing, spelling, punctuation, capitalization, paragraphing. Finding from 4 students or 57% who answer “YES”, which means some of them have difficulties in language use, mechanics and also vocabulary development. The opposite side, finding appeared from 3 students or 43% who answer “NO”, which mean that some of students have difficulties related to mechanics.

## **B. Research Data Analysis**

The researcher collected the data through textual data of students’ final examination (UAS) the argumentative writing. This research also analyzed the students’ argumentative essay on a similar topic to better identify development writing. In addition, the writer used analytical writing to looks at the evidence in a detailed way and effective students’ performance on the text argumentative essay of L2 writing. It weighs up the relative strengths and weaknesses of the evidence, pointing these out to the reader, so that it is clear how the researcher has arrived at making bridging-inferred argument. In addition, the researcher uses analytic assessment and the following sources of multiple rubrics for scoring L2 writing (Brindley & Ross, 2001; Douglas, 2000; Hamp-Lyons, 2003).

After conducting test, the data were processed through the analytical process by the following steps. (1) Each item was grouped into the following components of writing, such as content, evidence, organization, and mechanics. (2) The researcher classified the category of students’ difficulties related to criterion, which reflects how effectively an instrument activates cognitive, rhetorical, linguistic processes (i.e., shaping explicit knowledge,

personal experiences, ideas, and attitudes, into a text that is rhetorically and grammatically acceptable. (3) The researcher determined the sources of students' difficulties. This research specifically evaluates skills-developed the students' argumentative essays, such as developing an argument, selecting evidence, making bridging-infering, and structuring reasons in a logical way towards a conclusion. However, the key aim was to find factor develop the skills and evaluate the problem students' own argument. (4) The researcher counted difficulties both frequency and percentage. The criteria are prioritized before scoring the cause of difficulty. (5) The researcher grouped the difficulties of argumentative essay writing into several tables.

Based on the data analytical process, the researcher has found out that few students still make difficulties in well-established the argumentative essay writing. The total numbers of the students' difficulties in effective well-developed writing and argument are 185 or 26,43%. The result of difficulty will be briefly presented in the following table below.

Table 4.7  
The Result of students' difficulty in Argumentative Essay

No.	Frequency of difficulty	Percentage of difficulty	Categories of difficulty			
			Content	Evidence	Organization	Mechanics
1.	30	16%	4	10	4	9
2.	64	35%	4	11	4	10
3.	30	16%	3	5	2	7
4.	61	33%	7	11	7	9
Total	185	100%	30	64	30	61

### C. Research Discussion

After analyzing the findings of the research, it is necessary to discuss the findings. The question of this research was to know factors that influence students' difficulties and to find out problems in well-established the argumentative essay. From the findings, the researcher then categorized the data according to analytic assesment by the following sources rubrics of multiple-trait scoring L2 writing context to specific development (Brindley & Ross, 2001; Douglas, 2000; Hamp-Lyons, 2003), and the result of frequency and percentage the students' difficulty will be displayed briefly below.

Table 4.8  
The Result of frequency and percentage the students' difficulty

No.	ASPECTS	FREQUENCY	PERCENTAGE
1.	Content	30	16%
2.	Evidence	64	35%
3.	Organization	30	16%
4.	Mechanics	61	33%
	TOTAL	185	100%

From table above showed that aspect of content few influence students when writing the argumentative essay. The difficulty made by students with the frequency difficulty is 30 or 16%. It founds that some students had problem in well developed the argumentative essay and writing. The second difficulty found in evidence. This aspect was a major problem in students' argumentative essay with frequency of difficulty is 64 or 35%. It was found that all students have serious or frequently problem in clarity of evidence. This problem was caused by the evidence was not explained by using of a bridge and inferring. Third, the difficulty found in organization. The frequency of student's difficulty in this aspect is 30 or 30%. It was found that some of students had problem in logical sequencing and development. The last problem was the students' difficulty found in aspect of mechanics with the frequency of difficulty is 61 or 33%. The problems were caused by long

complicated or poorly punctuated sentences. It was found that few students still had many problems in structure, vocabulary and spelling development.

The findings from this research answered to the research question that text analysis seeks to discover how students use language and argument in, as communication, specific contexts, and effective writing. The documentation result showed that some students had difficulties in aspect of writing; content, evidence, organization, and mechanics. In addition, the analytic result showed that all students have serious or frequent problem in aspect of evidence, specifically in term of bridging-infering when writing well-developed the argumentative essay.

In conclusion, the researcher uses 14 points of question to evaluate the problem in students' argumentative essay. This finding defined behind the problems of students' argumentative essay, categorized into three principles of a well-developed writing. First problem was caused by unified principle. Finding on content indicates limited knowledge of topic, that was some students' argumentative essay not stayed clearly focussed on the topic, mostly relevant to the topic but lack details. Second problem were caused by principle of coherence. Finding on evidence indicates lacks logical sequencing and development that was some evidence was not explained by use of a bridge. The last problem was caused by principle of completely. Finding on mechanics indicates some long complicated or poorly punctuated sentences and inaccurate use of vocabulary to connect the ideas.

The researcher conclude the attention to process teaching methods the argumentative essay and the theories that underpin the dominant approach in L2 writing. However, process theories alone cannot help us to confidently advise students on their writing, and this is perhaps one reason *why there is little evidence* to show that process methods alone lead to significantly better writing. Quite simply, equipping novice writers with the strategies of good writers does not necessarily lead to improvement (Polio, 2001). Students not only need help in learning how to write, but also in understanding how texts are shaped by topic, audience, purpose, and cultural norms (Hyland, 2002).

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The research was conducted to find out affective factors in university students' argumentative writing with their problems. The result of analytic argumentative text concluded that all students have characteristic good to average, categorized by analytic assessment and the following sources rubrics of multiple-trait scoring L2 writing context to specific development (Brindley & Ross, 2001; Douglas, 2000; Hamp-Lyons, 2003). Finding of this research showed that few students were difficulties in well-established argument in a balance for learning new information. The students' difficulties comprised aspect of content 30%, evidence 64%, organization 30%, and mechanics 61%.

The effectiveness factor in argumentative writing was dominated by evidence specifically in clarity of bridge to link between reading and writing. Furthermore, the problem of students' argumentative essay centered on well-established argument to specific development, logical argument and critical thinking that structured the argument in a logical way towards a conclusion; unity of reasons, credibility of evidence, clarity of bridging and inferring.

The major problem behind the students' difficulties traditionally has been accepted as three principles of well development paragraph or a current traditional rhetoric. First problem was caused by unified principle. Finding on content was the reason indicated limited knowledge of topic. Second problem were caused by principle of coherence. Finding the evidence was not explained by use of a bridge. The last problem was caused by principle of completely. Finding on mechanics was some long complicated or poorly punctuated sentences and inaccurate use of vocabulary to connect the ideas. In conclusion, the reseacher might determine that the processes of largely linguistic argument were the trigger for inferencing mechanisms and the student's origin in cognitive processing. The students' problem primarily may access many language rule to explain an ungrammatical balance form of argumentative essay as opposed to specific cognitive process of information.

## B. Suggestion

The researcher provides some of the following suggestions that would be useful and valuable for the English teachers, students, and future researcher by concerning with the conclusion,

### 1. Teacher

The students found many difficulties well-written an argumentative essay was for learning new information. The difficulties can cause ineffective to clarity of evidence, so the argument become obscure as include too many details or short example, lack logical reasoning and critical development. Understanding of well-established arguments and structured in a logical way towards a conclusion including the reason, bridging and inferring are appropriate way to minimize the problem. By knowing the difficulties, teacher is expected to highlight the difficulties on well-developed argument, so that the teacher can pay more attention for both logical and critical development argument, as the major problem in argumentative writing.

### 2. Students

The researcher found many difficulties in students' argumentative essay, when make communicative writing and learning new information as less-skilled student primarily on well-developed argumentative essay. The problem were caused by principle of development, such as unity, coherency and completely language. By knowing the difficulties, the students are expected to highlight the difficulties, and pay more attention on socio-linguistic of writing.

### 3. Future researchers

The analytical writing is writing to looks at the evidence in a detailed. This research focus on well-developed for learning new information in university students' argumentative essay writing, and might be beneficial for the equal future researcher, who has been learning the argumentative writing, research, and resolve the problem.

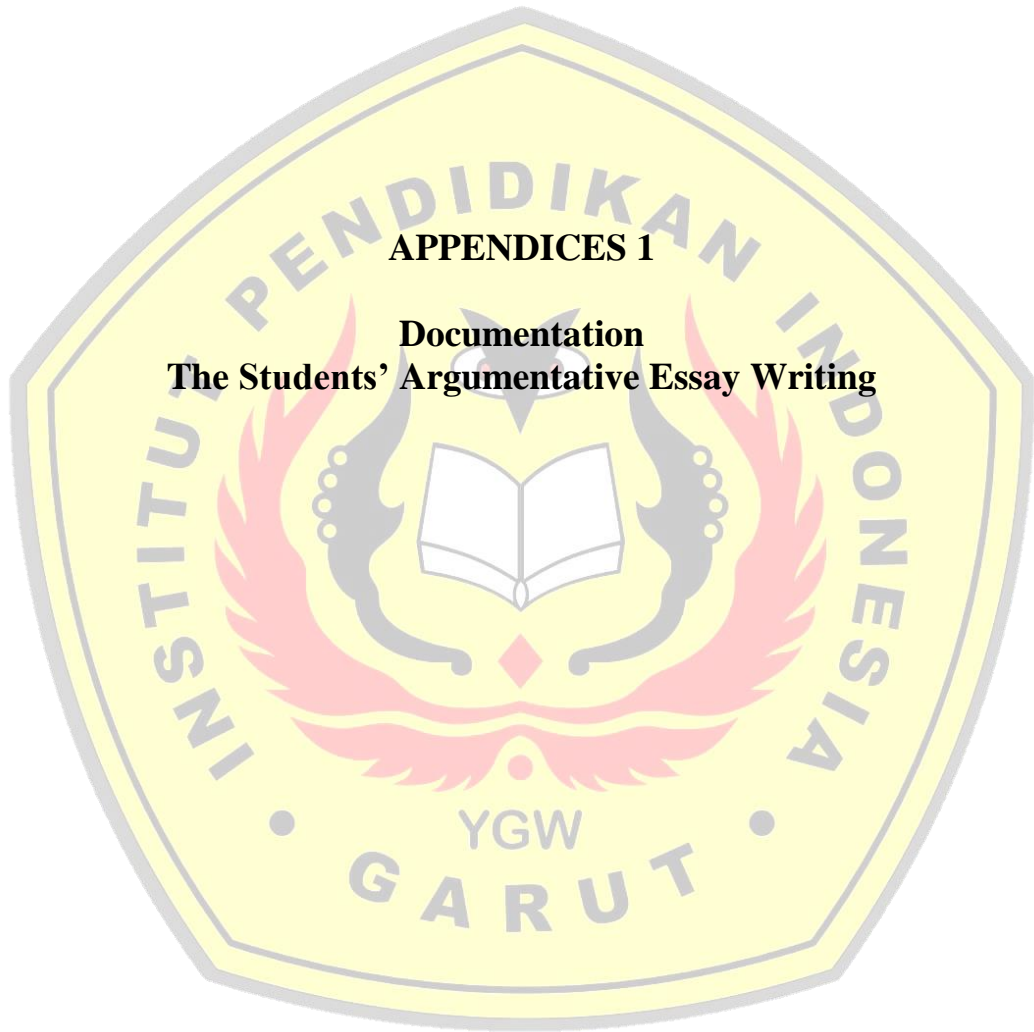
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**APPENDICES 1**

**Documentation  
The Students' Argumentative Essay Writing**



## Participant 1

### Subject : Argumentative Writing

#### The Use of L1 in English Teaching as a Foreign Language

English teaching has long been a subject of debate, especially in the context of the use of L1 during the learning process or the acquisition of English. Those who did not agree to the use of L1 banned the use of L1 in the classroom (Chaudron 1988), while those who agreed to use L1 in English class thought it would improve students in their studies (Anton and Dicomilla 1998). This text will discuss the reasons why the use of L1 was discouraged during the English learning process in the EFL classroom.

For those who were new to learning English as a foreign language, it was something difficult and a struggle. There is a lot to learn from speaking, listening, reading, writing, and how the word is correct to pronounce. To obtain all of this, it was necessary to have an interpretation of the target language as a step toward gaining the target language, (Chaudron 1988; Krashen, 1982; MacDonald, 1993). They argue that students should be exposed to a large number of TL inputs if they want to develop better TL skills, whereas L1 use in the class prohibits students from valuable input. Therefore, exposure to the target language or TL has had a major impact on student language proficiency.

In addition, avoiding the use of L1 is able to enable students not to depend on their mother tongue, so they will become accustomed to the use of the target language and gain more profit. (Thornbury 2010) opinion and opposition to the L1 class of L2 because L2 translations into other languages would have a negative effect on student learning. Thornbury suggests that the use of L1 will lead learners to have cognitive dependence on their mother tongue at the expense of their learning self-reliance development at TL.

It is this trend that can cause increased reliance on student language (Harbord 1992). As a result, students lost confidence in their ability to communicate in English. Students will feel that the way they will understand something they learned is when it has been translated. Or they used their mother tongue even when they were able to perfectly express the same idea in English.

Although (Swain and Lapkin 2000), in their research on L1 indicates that if students do not use L1 as a means of negotiation and communication, the task may not be completed effectively, or may not be completed at all. But that is ruled out by Al-Noifae, 2010. Students can understand the message even when they do not know the correct meaning of words or structures. Therefore, students do not need to understand all the words they hear as long as they are able to understand the message.

On the other hand, (Auerbach 1993) argues that the use of L1 can help students reduce effective barriers and increase their confidence in their ability to successfully understand TL. Students may have confidence in understanding TL, but as a result, they depend on their mother tongue (Harbord 1992). On the contrary, students should be encouraged to express their ideas in TL, with this force their belief in English expression is increasing.

The above reasons can be considered for the study, that use of L1 is not necessary for the English learning process in the EFL classroom.

#### Pros and cons list

No	Pros	Source	No	Cons	Source
1	The first advantage is the L1 as a means of communication that the use of L1 in the class will control the communication of teachers and students.	Kim and Petraki (2009)	1	Using L1 in a foreign-language class is not recommended by TL position supporters only	Chaudron (1998)
	L1 is one of the strategies that leads to oral participation between teachers and students.	Cipriani (2001)	2	If students are given freedom to use L1, it can cause a negative effect from L2.	Howatt (1984)
3	The use of L1 is beneficial for language learning because both assist in the process and completion of the task and create a social and cognitive space where students will be able to provide each other with help during the study.	Anton and Dicamilla (1998)	3	L1 should not be used in class because it will not be maximum for English studies.	Krashen (1985)
4	When L1 and TL are allowed as a medium for discussion, there is more participation and meaningful communication maintained longer.	Liao (2006)	4	Focus on L2 can improve the students' habit of using L2 in English studies.	Phillipson (1992)

5	Students with low abilities usually have trouble expressing or expressing their minds with confidence and accuracy, so they must be allowed back to L1 to understand TL.	Seng and Hashim (2006)	5	Students do not need to understand all the words they hear as long as they are able to understand the message.	Al-Noifae (2010)
6	L1 use can help students in reducing affective barriers and increase their confidence in their ability to successfully understand TL	Kern (1989)	6	To achieve success in English learning, students must be encouraged to practice speaking and understanding in L2.	Halliwel and Jones (1991)
7	The L1 allows students to negotiate meaning and communicate successfully in TL.	Brooks and Donato (1994)	7	All lessons should be studied in L2.	Krashen (1995)
8	L1 can serve as a very useful cognitive tool, providing scaffolding for students in their efforts to accomplish learning assignments.	Anton and DiCamilla (1998)	8	A tendency toward mother tongue	Harbord (1992)
9	If students do not use L1 as a means of negotiation and communication, the task may not be completed effectively, or it may not be completed at all.	Swain and Lapkin (2000)	9	The use of L1 will lead learners to have a cognitive dependence on their mother tongue at the expense of learning self-reliance development at TL.	Thornbury (2010)
10	L1 is an important tool for making a sense of text, taking language from memory, exploring and expanding the content, guiding their actions through duty, and maintaining a dialogue	Villamil and Guerrero (1996)	10	L1 avoidance results in increased use of input modifications	Macaro (2005)
11	To promote the transition from L1 to TL usage	Shams (1990)	11	Mother tongue interference hampers L2	Swan (1985)
12	And to enhance understanding TL	Turnbull (2001)			
13	A liberal approach to using L1	Willis (1981)			
	L1 can help motivate and reduce frustration	Macaro (2000)			
14	using L1 only if the teacher's level is higher than that of the students.	Atkinson (1993)			

## Participant 2

### The Use of L1 in Teaching English as a Foreign Language

L1 is an important part of learning English in the classroom, helping teachers to teach more efficiently and effectively. There are three reasons to use L1 in teaching classroom which are L1 can provide a sense of security and help learners feel more comfortable in EFL classrooms, the use of L1 in the classroom to saving time and help establish communication for L2 learning, and a solid foundation in one's first language makes learning a second language easier.

The first reason, L1 in teaching classroom which are L1 can provide a sense of security and help learners feel more comfortable in EFL classrooms. Students use L1 to help them understand and to alleviate any insecurities they may have due to their limited language skills and the teacher uses L1 to consolidate students' knowledge of a foreign language, such as vocabulary, sentence structure, and cultural aspects. According to Brown (2000) stated that first language can be a facilitating factor. and according to Schweers (1999) claims that encourages teachers to incorporate into lessons to influence the classroom dynamic, and suggests that starting with the LI provides a sense of security and validates the learners' lived experiences, allowing them to express and themselves.

The second reason, the use of L1 in the classroom to save time and help establish communication for L2 learning. Use L1 can which assist L2 learners in inputting language and eventually lead to the highest level of L2 use. According to Harbord (1992) stated that names perhaps the most adequate reason for using L1 which is saving time and confusion in the classroom.

The last reason, a solid foundation in one's L1 makes learning a second language easier. Use L1 can also make it simple who have a strong foundation in their L1 develop better literacy skills in other languages they later learn. According to Cummins J (2019) stated that uncovers the link between a child's development and their L1. He found that children who develop skills in two or

even three languages grow up to have a deeper understanding of how to form sentences and expressions, making the use of language as a whole a lot easier. For example, if a child has developed the ability to guess the meaning of a word through its context, or to infer meaning by reading between the lines, these skills are easily transferred when they begin studying in a second language. It is much harder. However, to teach these abstract skills directly through a second language.

In the fact, If students use their native language too often when studying a foreign language, it can actually interfere with their ability to learn the language. a ton of educators accept that L1 use in EFL classes should be deterred due to many reasons. Use of L1 might turn into a propensity that the two students and educators might fall back on at whatever point a trouble is encountered and L1 might be some of the time misdirecting while learning the objective language. Regardless of the presence of universals overseeing language frameworks, dialects vary pretty much. According to Krashen (1981) stated that a proponent of the monolingual approach, learners acquire foreign languages following basically the same path they acquire their mother tongue. According to him, the use of the mother tongue in the learning process should be minimized.

Learning in the L1 in the classroom has benefits. Therefore, teachers should be able to use English more effectively in the classroom. According to Claire (1988) stated that youngsters advance by utilizing all their five detects. All out actual reaction is a decent way here and there to work with youngsters' learning. For the learning goals to be accomplished appropriately, an example educator should have the option to make an environment and learning conditions that are as per the idea of the kids as above. Moreover, he is additionally expected to have the option to utilize fascinating learning methods as indicated by the youngsters' reality.

In a nutshell, the L1 plays an important role in children's language acquisition in the classroom, so it is an instrument in the process of language acquisition. L1 can be used to develop many areas of child development, such as language development, emotional and other early childhood development. There are three reasons to use L1 in teaching classroom which are L1 can provide a

sense of security and help learners feel more comfortable in EFL classrooms, the use of L1 in the classroom to saving time and help establish communication for L2 learning, and a solid foundation in one's first language makes learning a second language easier.

Challenges :

1. Menyusun kata agar sesuai dengan grammar
2. Riskan dengan plagiatan
3. Bingungnya memulai untuk menulis
4. Sering terjadi stuck ditengah menulis essay

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### Participant 3

#### Argumentative Essay for Final Examination of Argumentative Writing

##### Teaching English to Foreign Learners Must Use L1

English is a language that speakers of other languages widely study. English learners usually have difficulty because they previously had the capability of another language. Given this, the differences generally cause the challenges that learners experience in the English order with the language they have acquired before. Therefore, Using the first language in learning English facilitates the learning process. There are three benefits of using L1 in English teaching: It helps the teacher to teach and explain better about specific topics, helps students understand more, and decreases anxiety.

The first reason is to help the teacher to explain the material well. Simamora (2019) states that using the first language in English lessons will improve teachers' teaching and explaining specific topics. Some material in English must be described in detail so that students understand the concept of the material presented. Hence, Using the first language to deliver particular material will make it easier for the teacher to give the contents of the material. Consequently, the teacher will be better at explaining the meaning of the material presented. Thus, All the definitions of the material's content will be conveyed better because it uses language students understand.

The second reason is that using the first language can make students better understand the material presented. The use of the first language in teaching English will make students better understand what the teacher means. According to Simamora (2019), students will understand the material better when it is delivered using their first language. Hence, students who understand the presented material will find it easier to do the assignments. According to Pan and Pan (2010), using the first language in English lessons will allow students to complete tasks efficiently.

The third reason is that the mother tongue can make students feel less anxious. According to Almoayid (2018), mother tongue is very helpful in relieving students' anxiety in class L2. Students who hear their first language in the classroom will feel confident because they fully understand what the teacher conveys. Furthermore, the students will tend to be more assured in expressing their opinion using their mother tongue. Thus, students will be motivated to learn English because they have less anxiety.

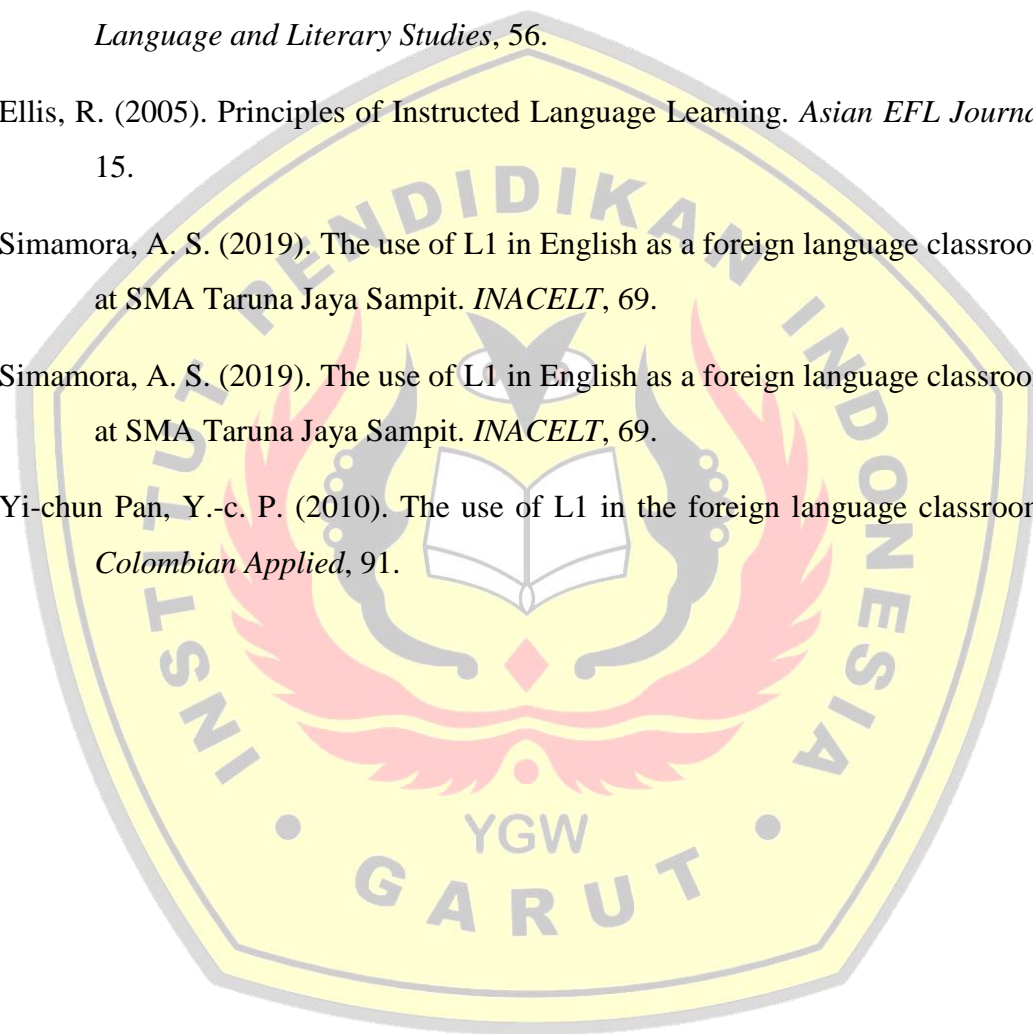
It is undeniable that many parties disagree with the use of the first language in English classes. Indeed, some people believe that using the first language in English class will make students faster in learning English. According to Ellis (2005), the faster students learn English, the quicker they hear. In addition, the students will learn faster because students will be more familiar with sentences in English.

They claim that listening to English often can speed up student learning is not entirely wrong. Understandably, many would agree on this point. However, it has to be noted that not all of the students understand English. Therefore, the mother tongue might support the student's learning process. In addition, The first language could deliver new vocabularies and expressions in English. According to Galali and Cinkara (2017), this first language can be used when presenting new vocabulary and expressions. Therefore, new vocabulary and expressions in English can be delivered using students' first language to be better understood. Thus, this first language could also better convey the meaning of new vocabulary and expressions.

Learning English using the mother tongue needs to be considered by the teacher. Three main reasons for believing this are that it helps the teacher to teach and explain better about specific topics, helps students understand more, and decreases anxiety. Additionally, the delivery of material to ensure students can learn English appropriately and adequately must pay attention to the students and the class's condition. Thus, the mother tongue will be crucial in the student's learning process.

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#### Participant 4

The use of the first language in learning English, is it useful?

Language is a means of communication with other people. Through language, every human being knows himself, each other, the environment, science, and moral or religious values. Then what is meant by the first language? The first language or mother tongue is the language that a child acquires or learns for the first time, and as he gets older, the more words or languages the child acquires. The use of the first language in learning is unavoidable and is a common thing in classroom interactions. The first language is also sometimes used in English learning. Some students find learning English difficult and they have difficulty expressing ideas, opinions, and comments using English in learning, so they prefer to use their first language to interact with the teacher and their friends in class. Therefore, the use of the first language in learning English has several benefits.

Using the first language in learning English can make it easier for students to learn English. Every student must have a different or limited understanding so they don't understand what the English teacher is saying, using the first language can help weaker students not feel frustrated and confused and make it easier for them to Learn English vocabulary if they get an explanation addition to their first language.

With the first language, it is easier for students and teachers to communicate in class. Because not all students master English vocabulary well. there is often a commotion in class, to overcome it as teachers we must be able to calm or discipline students in class by using the first language.

In addition, the first language is used to translate English so that the translation becomes fast and accurate. It only takes a few minutes to be explained by the teacher although there is no guarantee that students will understand it easily because the first language and English as a foreign language have different word structures.

Many oppose the use of the first language in learning English. Some mentioned that the use of English should be used often so that students get used to it. According to Ellis (2005, p. 8) also suggests that the more exposure to L2, the more and the faster the students learn. Another opinion is Seligson (1997, p. 22) sees using English only as a way of giving students a needed amount of exposure of L2 by stating the following: “By using English most or all of the time in class, you give students vital listening practice, and the opportunity to respond naturally to spoken English.” And Auerbach (1993, p. 5) states that “the more students are exposed to English, the more quickly they will learn”, and in order to learn it, they need to be “forced to use it”.

However, behind it all as teachers we must understand students who have a low ability in speaking English. Just as when we teach English, we can use the first language to make it easier for students to understand a word. According to Harbord, (1992, pp. 351-354) says that there are several good reasons for using L1 in the classroom: saving time and avoiding confusion, facilitating teacher-student relationships, and aiding communication and the learning of L2 itself. Burden (2000, p. 6) Claims that teachers’ attempt to increase the amount of L2 rather than giving a simple explanation in L1 might produce a negative effect, and lead to students’ frustration. Palmer, (1965, p. 125) Considers using L1 in the English learning process to be harmless and “in many cases positively beneficial.”

In conclusion, the use of the first language in learning English is very beneficial for students who have minimal ability to speak English. This also makes it easier for students to understand English in class and minimizes learning time so that it is not wasted.

## Participant 5

**Class : 2A**  
**Course : Argumentative Writing**  
**Final Examination**

### The Use of L1 in teaching English as a Foreign Language

Do you agree that using L1 in learning English as a Foreign Language (EFL) has benefits? Using L1 in EFL classes has been a long-standing problem in the language acquisition field. There are always contradictory views regarding the use of L1 in EFL learning. The anti-L1 suggests a complete ban on L1 in the classroom, while others see L1 as a tool for better student TL learning. Some studies has been conducted on the use of L1 in English classes; one of them is the work of Harbord (1992). He stated that there are several good reasons to use L1 in the classroom, such as it saves time and avoids confusion, facilitates teacher-student relationships, and aids communication and L2 learning itself. Therefore, this essay provides evidence of the three benefits of using L1 in language teaching in EFL classrooms.

First, it saves time and avoids confusion. Using L1 in the EFL class can save learning time because it makes it easier for the teacher to explain the material to avoid confusion for students to understand the material. Harbord (1992, p. 351) mentions that perhaps the most appropriate reason for using L1 is to save time and avoid confusion in the classroom. In line with this opinion, Burden (2000, p.6) believes that the excessive use of L2 compared to L1 can cause damaging effects in the form of frustration experienced by students. Hidayati (2012) adds that less use of L1 in the classroom can confuse students due to the excessive use of L2. Thus, using L1 can make language teaching more effective and efficient.

Second, facilitate teacher-student relationships. L1 in learning foreign languages can reduce the barriers between teachers and students because L1 is a good tool for learning TL (Atkinson, 1987; Swain & Lapkin, 2000; Vanderheijden, 2010; Weschler, 1997). For example, Hung's (2006) stated that the learners believed their teachers should use the L1 to explain grammatical points, brainstorm ideas, and explain complex concepts in explaining TL because it makes it easier for them to understand the language concept. Moreover, Turnbull (2001) believes that using L1 in the classroom is not something that can harm students but can facilitate the relationship between the two. Thus, the use of L1 is beneficial to building up their relationship.

Third, helping communication and L2 learning itself. L1 in foreign language classes can help students interpret TL and communicate it successfully (Brooks & Donato, 1994). It is due to their complete understanding of what they are learning. Moreover, implementing L1 can help students increase their confidence in comprehending the TL (Seng and Hashim, 2006) because they are given the freedom to fall back on L1 to

understand the TL. In addition, Anton and Dicamilla (1998) believe using L1 has an advantage in language learning since it helps the process of task completion and creates a social and cognitive space that provides students assistance throughout the task. Therefore, the use of L1 is indeed needed to help students succeed in communicating in TL.

On the other hand, another opinion states that using L1 is not a good choice in foreign language learning. In this case, Auerbach (1993, p. 5) states that “the more students are exposed to English, the more quickly they will learn.”. He argues that in learning TL, students need to be forced to use TL itself.

However, based on the three exposures regarding the benefits of using L1 in the EFL class, the previous opinion can be refuted. This is proven by the abundance of evidence that L1 helps teachers and students learn foreign languages because it can facilitate them well in all aspects. This evidence is supported by several experts who state that the use of L1 does not create obstacles but is very beneficial for the cognitive, affective, and linguistic aspects to scaffold the development of learners’ L2 (Atkinson, 1987; Canagarajah, 1995; Qian, Tian, & Wang, 2009; Rivers, 2011; Tian & Macaro, 2012; Tian, 2014).

In conclusion, using L1 in foreign language learning has many benefits for teachers and students. These benefits include: saving time and avoiding confusion, facilitating teacher-student relationships, and helping communication and L2 learning itself. Therefore, it can be used as a basis for EFL teachers to continue to use L1 in the classroom to provide a comprehensive understanding for their students.

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The challenges:

1. Finding the hot topic
2. Deciding thesis statement
3. Finding supporting theory
4. Making coherence and cohesive paragraph
5. Finding a strong theory to refute opposing arguments

## Participant 6

### FINAL EXAMS ARGUMENTATIVE WRITING ACADEMIC YEAR 2021/2022

**Lecturer: Rajji K. Adiredja, M. Pd.**

**Study Program: Pendidikan Bahasa Inggris**

**INSTITUT PENDIDIKAN INDONESIA (IPI)**

**FAKULTAS PENDIDIKAN ILMU SOSIAL, BAHASA DAN SASTRA**

**Jalan Terusan Pahlawan No. 32 Sukagalih – Tarogong Kidul, Garut**

### The Essential of L1 In Learning English

One of the most widely used languages worldwide, English is now utilized extensively in business, technology, and education. It is also one of the most widely taught languages. A sign of the widespread public interest in this language with the Anglo-Frisian dialect, which arose around 1500 years ago, is the growth of West Germanic English language educational institutions, particularly in the sphere of education. In Indonesia, English has traditionally been regarded as the first foreign language. Its role is to promote the growth of the state and country, foster links with other nations, and implement foreign policy, including the choice of language for more extensive discourse in multilateral forums. English is crucial for international interaction and communication in order to assist the advancement of science and technology as well as the needs of more contemporary and advanced age. The most significant reason for making English the primary foreign language in Indonesia is the teaching and study of English in educational institutions.

According to Atkinson (1987), Harbord (1992), and Scrivener (2005) as in Hanáková and Metruk (2017/ p.1) claim that when L1 is used appropriately, it can have a positive effect on English language teaching and learning process. Given that employing L1 may facilitate and boost the absorption of English learning, being a solution to modify the balance to match the demands and specific levels of students, this beneficial effect can have a significant impact on the teaching and learning process. In addition, the use of L1 can be a positive source in the classroom, according to Deller and Rinvoluceri (2002, p. 94), as Hanáková, and Metruk (2017/p.2) mention that the students' L1 is a "useful tool" and they claim that ignoring it would be a waste of valuable resources.

Furthermore, there are several good reasons for using L1 in the classroom: saving time and avoiding confusion, facilitating teacher-student relationships, and aiding communication and the learning of L2 itself; Harbord, (1992) as in Hanáková and Metruk (2017/p. 2). Due to these factors, approaching students can help professors teach more effectively and quickly, and it can also help students learn the content being taught. Here, the tight interaction between instructors and

students is crucial since it will have a positive influence on the teaching and learning process in the classroom. Additionally, a harmonious relationship between students and teachers will affect students' academic performance. The tight, harmonious connection between instructors and students affects both the degree of warmth and the degree to which students become obedient, respectful, and sensitive, which characterizes the interaction between students and teachers.

Students used L1 to create humor and boost the atmosphere in the group, according to Bell, D. N. (2009) as in Ghorbani (2011/p.2). This implies that learning activities must involve social interaction with the environment. This indicates that in order to gain experience as a result of learning, a person must actively engage with the social world in which he or she is a part. Learning activities will be enjoyable if they are carried out willingly, with awareness and willingness on the part of the learner, and without any kind of compulsion. Everyone who studies must, then, do it with the knowledge that learning will improve his life. As a result, learning activities will be enjoyable.

In conclusion, the most significant reason for making English the primary foreign language in Indonesia is the teaching and study of English in educational institutions. Effective L1 usage has a positive effect on learning English. In addition, there are other benefits to using L1 in the classroom, including time savings, averting misunderstanding, fostering relationships between teachers and students, and supporting L2 communication and learning all-inclusive. L1 has to be prioritized while teaching and studying English since having it will benefit both students and teachers in more effective and efficient ways.

**Here are some of my difficulties in writing essays:**

1. Confused about which hook to start on the topic.
2. There are obstacles in the thesis statement as to what will be discussed in the essay.
3. Confused about how to start writing an essay.
4. The content that is afraid is not in accordance with the topic.
5. Make conclusions from the essays that have been made.

**SOURCE:**

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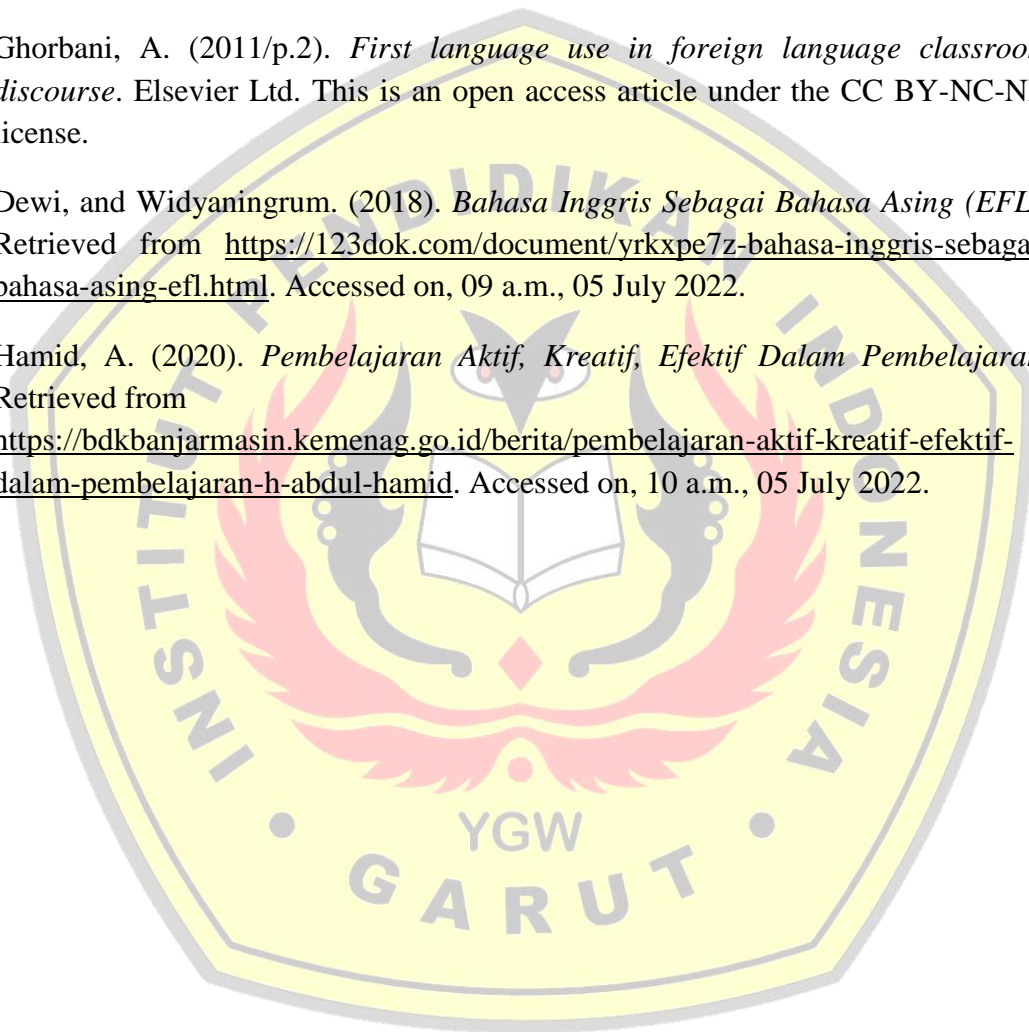
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## Participant 7

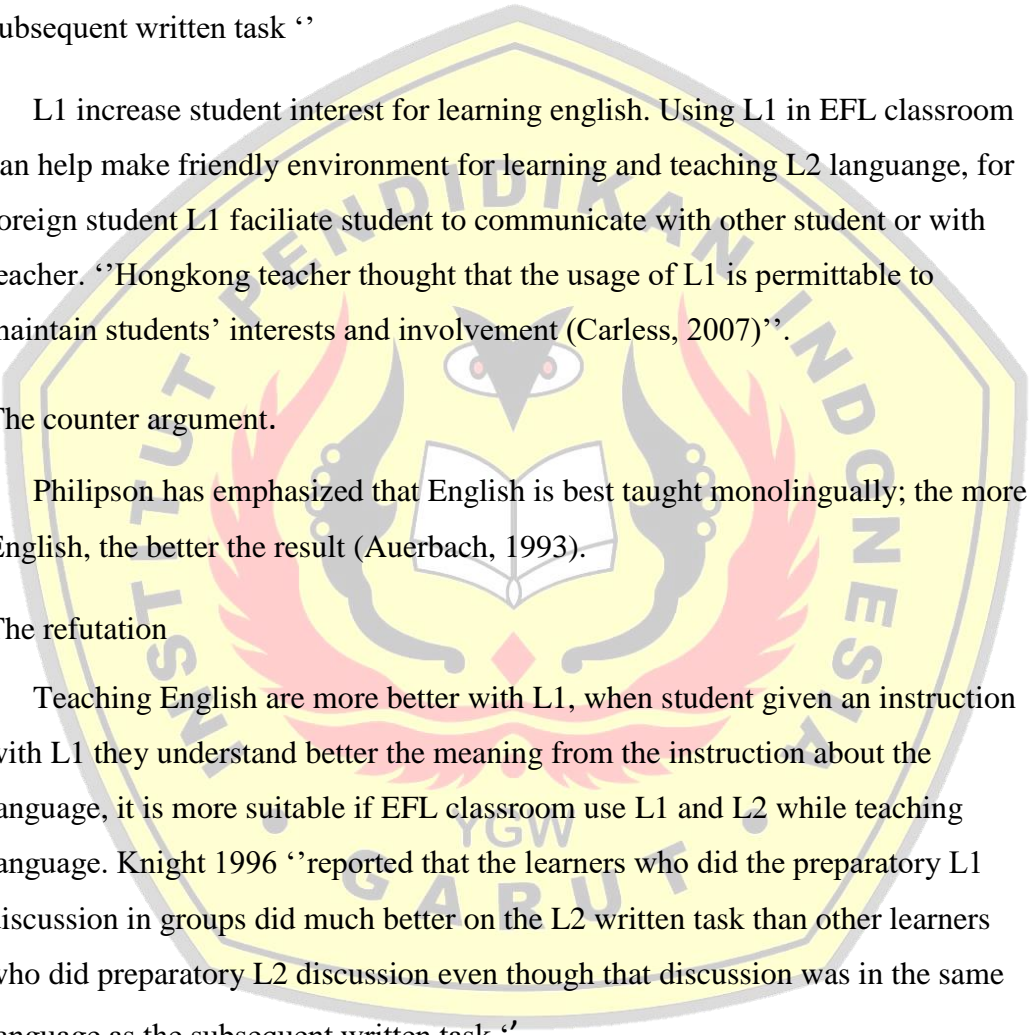
**CLASS : 2A**

**Study Program : Pendidikan Bahasa Inggris**

### THE USE OF L1 IN TEACHING ENGLISH AS A FOREIGN LANGUAGE.

Teaching foreign language or specially teaching and learning English with the L1 can help us better to understand the meaning from the language for teaching English. Learning English with L1 can help student who are not familiar and not understand the English language become more understand the word and the meaning if the teacher using bilingual approach which mean using L1 and English ( L2 ) in their EFL learning. The study by Bozorgian and Fallahpour (2015) who investigated 155 university students in a pre-intermediate 12-week EFL course in Iran showed that the small amount of L1 in the classroom is as a facilitative tool in order to achieve a wide range of teaching learning purposes: to convey meaning, manage classroom, make friendly environment, reduce students' anxiety, facilitate communication, and elaborate the course objectives. Due to not having opportunity to have someone who are native in English speaking it can also make student learn English with teacher who are not a native and still using L1 in their EFL class, and researcher like Macaro (2009) summed up that the usage of first language facilitates learning and recalling second-language vocabulary and effects to the first language in reading. L1 Language also provide contributin for student to better understand a word or meaning from English language. *As a foreign student who study English for EFL some time we face obstacle when we learn English language due to lack of understanding the meaning of the word. Using L1 Language as media to learn English can be a tool to help student learning new word and better understand meaning from a word. L1 is a media and Faciliate EFL student understand more about the word meaning in their language*

Students are more likely to understand a word or meaning better with L1. As a foreign learner who is not born with TL, it is important that we understand the meaning from a word or the translation in our own language and it can be achieved through discussion and explanation from teacher or from friends in class. Knight (1996) 'reported that the learners who did the preparatory L1 discussion in groups did much better on the L2 written task than other learners who did preparatory L2 discussion even though that discussion was in the same language as the subsequent written task'

L1 increases student interest for learning English. Using L1 in EFL classroom can help make a friendly environment for learning and teaching L2 language, for foreign students L1 facilitates student communication with other students or with teacher. 'Hongkong teacher thought that the usage of L1 is permissible to maintain students' interests and involvement (Carless, 2007)'.  


The counter argument.

Philipson has emphasized that English is best taught monolingually; the more English, the better the result (Auerbach, 1993).

The refutation

Teaching English is more effective with L1, when students are given an instruction with L1 they understand better the meaning from the instruction about the language, it is more suitable if EFL classrooms use L1 and L2 while teaching language. Knight 1996 'reported that the learners who did the preparatory L1 discussion in groups did much better on the L2 written task than other learners who did preparatory L2 discussion even though that discussion was in the same language as the subsequent written task'

Conclusion.

Using L1 in EFL classroom can make a positive contribution for their understanding, especially while learning grammar, using L1 can make students understand the word more easily rather than using full English because they are not native and they are learning English as EFL, so using L1 for explaining new words can

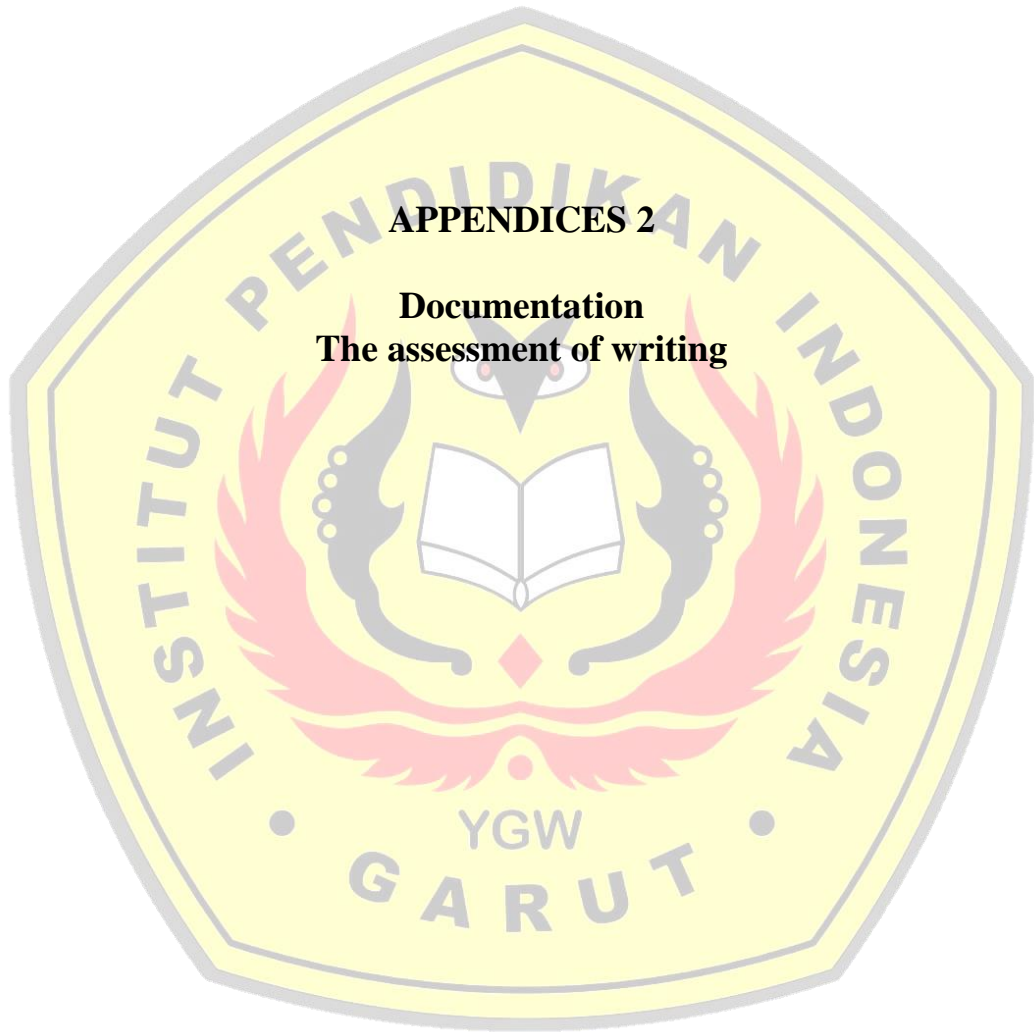
increase their knowledge easily. Teacher also can be more easy to give student instruction with L1 rather than Using full English, and the student understand the instruction better with L1 rather than full English. Macaro (2009) summed up that the usage of first language facilitates learning and recalling second-language vocabulary and effects to the first language in reading. And according to Khati (2011), mother tongue can be used to provide a quick and accurate translation of an English word that might take several minutes for the teacher to explain.

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**Publisher : International Journal of Education.**
2. **Title : THE USE OF FIRST LANGUAGE IN ENGLISH CLASSROOM**  
**Author : Dea Silvani**  
**Publisher : Academia.edu.**
3. **Title : The use of first language in the EFL classroom: A facilitating or debilitating device?**  
**Author : Mehdi Solhi. And, Münevver Büyükyazı.**  
**Publisher : IBU Publications.**
4. **FOR COUNTER ARGUMENT :**  
**Title : The use of first language in the EFL classroom: A facilitating or debilitating device?**  
**Author : Mehdi Solhi. And, Münevver Büyükyazı.**  
**Publisher : IBU Publications**

**APPENDICES 2**

**Documentation  
The assessment of writing**



## Participant 1

### Assessment of Argumentative Essay Writing

<b>The Use of L1 in English Teaching as a Foreign Language</b>
<b>Claim</b>
<p>The use of L1 in EFL <span style="margin-left: 150px;">debated topic</span> <span style="margin-left: 150px;">unnecessary words</span>  <u>English teaching</u> has long been <u>a subject of debate</u>, <u>especially in the context of</u>  <span style="margin-left: 100px;">by many researchers</span>  <u>the use of L1</u> during the <u>learning process</u> or the acquisition of English.<sup>1</sup> Those who did  <span style="margin-left: 50px;">with L1</span> <span style="margin-left: 150px;">it</span>  not agree <u>to the use of L1</u> banned <u>the use of L1</u> in the classroom (Chaudron 1988), while  <span style="margin-left: 150px;">illogical construction</span> <span style="margin-left: 150px;">them</span>  those who agreed <u>to</u> use L1 in English class <u>thought it</u> would improve students in <u>their</u>  <span style="margin-left: 150px;">thesis statement is never a question</span>  <u>studies</u> (Anton and Dicomilla 1998).<sup>2</sup> This text will discuss <u>the reasons why</u> the use of L1  was <u>discouraged</u> during the English learning process in the EFL classroom.<sup>3</sup></p>
<b>First Argument</b>
<p><span style="margin-left: 100px;">beginner students</span>  For those who were <u>new</u> to learning English as a foreign language, it was  <span style="margin-left: 150px;">a lot of language skills</span> <span style="margin-left: 50px;">such as</span>  something difficult and a struggle.<sup>4</sup> There is <u>a lot to learn from</u> speaking, listening,  <span style="margin-left: 100px;">pronunciation</span>  reading, writing, and <u>how the word is correct to pronounce</u>.<sup>5</sup> To obtain all of this, it was  <span style="margin-left: 50px;">that student</span>  necessary <u>to</u> have an interpretation of the target language as a step toward gaining the  <span style="margin-left: 150px;">argued</span>  target language, (Chaudron 1988; Krashen, 1982; MacDonald, 1993).<sup>6</sup> They <u>argue</u> that  <span style="margin-left: 100px;">many</span>  students should be <u>exposed to a large number of</u> TL inputs if they want to develop  <span style="margin-left: 50px;">language skills</span> <span style="margin-left: 50px;">punctuation</span> <span style="margin-left: 50px;">the use of L1</span>  better <u>TL skills</u>, whereas <u>L1 use</u> in the class prohibits students from valuable input.<sup>7</sup>  <span style="margin-left: 50px;">unnecessary word</span> <span style="margin-left: 150px;">missing word</span>  Therefore, <u>exposure to the target language</u> or TL has had a <u>major impact</u> on student  language proficiency.<sup>8</sup></p>
<b>Second Argument</b>
<p><span style="margin-left: 100px;">would make</span>  In addition, avoiding the use of L1 <u>is able to enable</u> students not to depend on  <span style="margin-left: 50px;">punctuation</span> <span style="margin-left: 150px;">English language</span>  their mother tongue, so they will become accustomed to the use of <u>the target language</u>  and gain more profit.<sup>9</sup> (Thornbury 2010) <u>opinion and opposition</u> to the L1 <u>class</u> of L2  because L2 translations into other languages would have a negative effect on <u>student</u>  <span style="margin-left: 100px;">suggested</span>  <u>learning</u>.<sup>10</sup> Thornbury <u>suggests</u> that the use of L1 will lead learners to have cognitive</p>

<p>dependence on their mother tongue at the expense of their learning <sup>self-esteem</sup> <u>self-reliance</u> development at TL.<sup>11</sup></p>
<p><b>Third argument</b></p>
<p>It is this trend that <sup>the use of L1 can cause / illogical construction</sup> <u>can cause increased reliance</u> <sup>L2</sup> on <u>student language</u> (Harbord 1992).<sup>12</sup> As a result, students lost confidence in their ability to communicate in English.<sup>13</sup></p> <p>Students will feel <sup>too many detail</sup> <u>that the way they will understand something they learned is</u> when it has been translated.<sup>14</sup> Or they used their mother tongue even when they were able to <u>perfectly</u> express the same idea in English.<sup>15</sup></p> <p><u>Although</u> (Swain and Lapkin 2000), in their research on L1 <sup>indicated</sup> <u>indicates</u> that if students <u>do not use</u> L1 as a means of negotiation and communication, the task may not be completed effectively, <u>or may not be completed at all</u>.<sup>16</sup> But that is ruled out by Al-Noifae, 2010.<sup>17</sup> Students can understand the message even when they do not know the correct meaning of words <sup>if</sup> or structures.<sup>18</sup> Therefore, students do not need to understand all the words they <u>hear as long as</u> they are able to understand the message.<sup>19</sup></p>
<p><b>Counterargument and Refutation</b></p>
<p>On the other hand, (Auerbach 1993) <sup>argued</sup> <u>argues</u> that the use of L1 can help students reduce effective barriers and increase their confidence in their ability to successfully understand TL.<sup>20</sup> Students may have confidence in understanding TL, but as a result, they depend on their mother tongue (Harbord 1992).<sup>21</sup> <sup>However</sup> <u>On the contrary</u>, students should be encouraged to express their ideas in TL, with this force <u>their belief</u> in English expression is increasing.<sup>22</sup></p>
<p><b>Conclusion</b></p>
<p><u>The above reasons</u> can be considered for the study, that use of L1 is not necessary for the English learning process in the EFL classroom.<sup>23</sup></p>

**Participant 2**  
**Assessment Writing The Students' Difficulty**

<b>The Use of L1 in Teaching English as a Foreign Language?</b>
<b>Claim</b>
<p>L1 is an important part of learning English in the classroom, helping teachers to teach more efficiently and effectively.<sup>1</sup> There are three reasons <sup>for</sup> to use L1 in teaching classroom which are <sup>punctuation</sup> <u>L1</u> can provide a sense of security and help learners feel more comfortable in EFL classrooms, the use of L1 in the classroom to saving time and <u>help</u> <sup>verb error</sup> <u>establish</u> communication for L2 learning, and a solid foundation in <sup>one is</sup> <u>one's</u> first language makes learning a second language easier.<sup>2</sup></p>
<b>First Argument</b>
<p>The first reason, L1 in teaching classroom <sup>punctuation</sup> <u>which</u> are L1 can provide a sense of security and help learners <u>feel</u> more comfortable in EFL classrooms.<sup>3</sup> Students use L1 to help <sup>understand the meaning of L2</sup> <u>them understand</u> and to alleviate any insecurities they may have due to <sup>punctuation</sup> <u>their</u> limited language skills and the teacher uses L1 to consolidate students' knowledge of a foreign language, such as vocabulary, sentence structure, and <u>cultural aspects</u>.<sup>4</sup> According to Brown (2000) stated that first language can be a <u>facilitating factor</u>.<sup>5</sup> <u>and</u> according to Schweers (1999) <sup>claimed</sup> claims that encourages teachers to incorporate into lessons to influence the classroom dynamic, and <u>suggests</u> that starting <sup>at</sup> <u>with</u> the LI provides a sense of security and validates the learners' lived experiences, allowing them to express and themselves.<sup>6</sup></p>
<b>Second Argument</b>
<p>The second reason, the use of L1 in the classroom to save time and <u>help establish</u> communication for L2 learning.<sup>7</sup> <sup>The use of L1</sup> Use L1 <u>can which</u> assist L2 learners in <u>inputting</u> language and eventually lead to the highest level of L2 use.<sup>8</sup> According to Harbord (1992) stated <u>thatnames</u> perhaps the most adequate reason for using L1 <u>which</u> is saving time and <sup>less confusion</sup> <u>confusion</u> in the classroom.<sup>9</sup></p>

### Third Argument

The last reason, a solid foundation in one's L1 makes learning a second language easier.<sup>10</sup> Use L1 can also make it simple who have a strong foundation in their L1 develop better literacy skills in other languages they later learn.<sup>11</sup> According to Cummins J (2019) stated that uncovers the link between a child's development and their L1.<sup>12</sup> He found that children who develop skills in two or even three languages grow up to have a deeper understanding of how to form sentences and expressions, making the use of language as a whole a lot easier.<sup>13</sup> For example, if a child has developed the ability to guess the meaning of a word through its context, or to infer meaning by reading between the lines, these skills are easily transferred when they begin studying in a second language.<sup>14</sup> It is much harder.<sup>15</sup> However, to teach these abstract skills directly through a second language.<sup>16</sup>

### Counterargument

In the fact, If students use their native language too often when studying a foreign language, it can actually interfere with their ability to learn the language.<sup>17</sup> a ton of educators accept that L1 use in EFL classes should be deterred due to many reasons.<sup>18</sup> Use of L1 might turn into a propensity that the two students and educators might fall back on at whatever point a trouble is encountered and L1 might be some of the time misdirecting while learning the objective language.<sup>19</sup> Regardless of the presence of universals overseeing language frameworks, dialects vary pretty much.<sup>20</sup> According to Krashen (1981) stated that a proponent of the monolingual approach, learners acquire foreign languages following basically the same path they acquire their mother tongue.<sup>21</sup> According to him, the use of the mother tongue in the learning process should be minimized.<sup>22</sup>

### Refutation

Learning in the L1 in the classroom has benefits. Therefore, teachers should be

able to use English more effectively in the classroom.<sup>23</sup> According to Claire (1988) stated that youngsters advance by utilizing all their five detects.<sup>24</sup> All out actual reaction is a decent way here and there to work with youngsters' learning.<sup>25</sup> For the learning goals to be accomplished appropriately, an example educator should have the option to make an environment and learning conditions that are as per the idea of the kids as above.<sup>26</sup> Moreover, he is additionally expected to have the option to utilize fascinating learning methods as indicated by the youngsters' reality.<sup>27</sup>

### Conclusion

In a nutshell, the L1 plays an important role in children's language acquisition in the classroom, so it is an instrument in the process of language acquisition.<sup>28</sup> L1 can be used to develop many areas of child development, such as language development, emotional and other early childhood development.<sup>29</sup> There are three reasons to use L1 in teaching classroom which are L1 can provide a sense of security and help learners feel more comfortable in EFL classrooms, the use of L1 in the classroom to saving time and help <sup>to establish</sup> establish communication for L2 learning, and a solid foundation in one's first language <sup>makes easy</sup> makes learning a second language easier.<sup>30</sup>

#### Key of mechanics:

- |                      |  |
|----------------------|--|
| - verb errors        | - sentence structure errors                                |
| - verb tense errors  | - word order errors  |
| - word choice errors | - agreement errors   |
| - noun ending errors | - missing word or unnecessary word                         |
| - article errors     | - spelling, punctuation, capitalization paragraping errors |

**Participant 3**  
**Assessment Writing the Students' Difficulty**

<b>Teaching English to Foreign Learners Must Use L1?</b>
<b>Claim</b>
<p>Illogical construction</p> <p>English is a language <u>that speakers of other languages widely study</u>.<sup>1</sup> English learners usually <u>have difficulty</u> because they previously <u>had the capability</u> of another language.<sup>2</sup> <u>Given this</u>, the differences generally <u>cause</u> the challenges that learners experience in the <u>English order</u> with the language they have acquired before.<sup>3</sup> Therefore, <u>Using</u> the first language in <u>learning English</u> facilitates the learning process.<sup>4</sup> There are three benefits of using L1 in English teaching: It helps the teacher to teach and <u>explain better about specific topics</u>, helps students understand <u>more</u>, and decreases anxiety.<sup>5</sup></p>
<b>First Argument</b>
<p>The first reason is <u>to help the teacher to explain</u> the material well.<sup>6</sup> Simamora (2019) <u>states</u> that using the first language in English lessons will improve teachers' teaching and explaining specific topics.<sup>7</sup> Some material in English must be described in detail so that students understand the concept of the material <u>presented</u>.<sup>8</sup> <u>Hence</u>, <u>Using</u> the first language <u>to deliver particular material</u> will make it easier for the teacher to give the contents of the material.<sup>9</sup> <u>Consequently</u>, the teacher will be better <u>at explaining</u> the meaning of the <u>material presented</u>.<sup>10</sup> <u>Thus</u>, <u>All</u> the definitions of the material's content will be conveyed better because <u>it uses language students understand</u>.<sup>11</sup></p>
<b>Second Argument</b>
<p>The second reason is that using the first language can make students <u>better understand the material presented</u>.<sup>12</sup> The use of the first language in teaching English will <u>make students better understand</u> what the teacher means.<sup>13</sup> According to Simamora (2019), students will understand the material better when it is delivered using their first language.<sup>14</sup> <u>Hence</u>, students <u>who</u> understand the presented material will find it easier to do the assignments.<sup>15</sup> <u>According to</u> Pan and Pan (2010), using the first language in</p>

English lessons will allow students to complete tasks efficiently.<sup>16</sup>

### Third Argument

The third reason is that the mother tongue can make students feel less anxious.<sup>17</sup> According to Almoayid (2018), mother tongue is very helpful in relieving <sup>student's</sup> students' anxiety in class L2.<sup>18</sup> Students who hear their first language in the classroom will feel confident because they fully understand what the teacher conveys.<sup>19</sup> Furthermore, the students will tend to be more assured in expressing their <sup>opinions</sup> opinion using their mother tongue.<sup>20</sup> Thus, students will be motivated to learn English because they have less anxiety.<sup>21</sup>

### Counterargument

It is undeniable that many parties disagree with the use of the first language in English classes.<sup>22</sup> Indeed, some people believe that using the first language in English class will make students faster in learning English.<sup>23</sup> According to Ellis (2005), the faster students learn English, the quicker they hear.<sup>24</sup> In addition, the students will learn faster because students will be more familiar with sentences in English.<sup>25</sup>

### Refutation

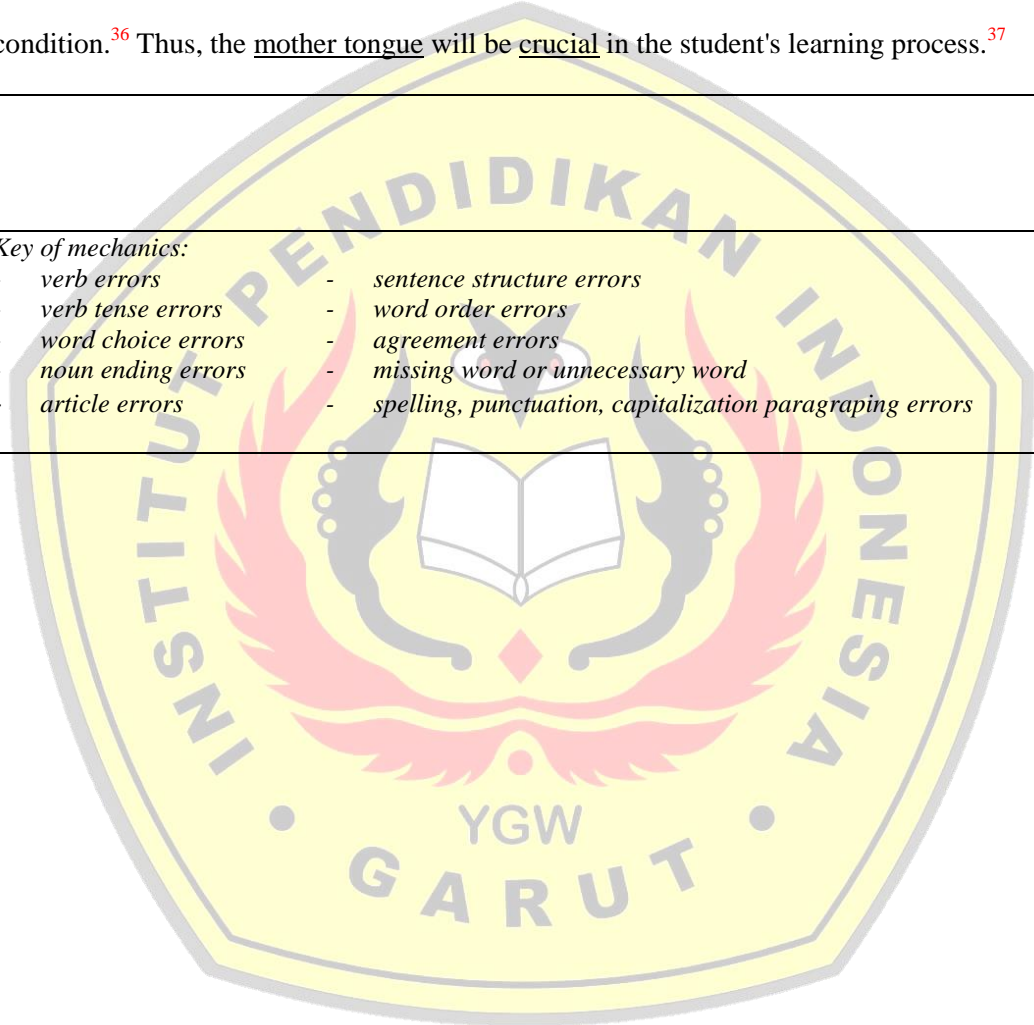
They claim that listening to English often can speed up student learning is not entirely wrong.<sup>26</sup> Understandably, many would agree on this point.<sup>27</sup> However, it <sup>must</sup> has to be noted that not <sup>all</sup> all of the students understand English.<sup>28</sup> Therefore, the mother tongue might support the student's learning process.<sup>29</sup> In addition, The first language could deliver new vocabularies and expressions in English.<sup>30</sup> According to Galali and Cinkara (2017), this first language <sup>could be used</sup> can be used when presenting new vocabulary and expressions.<sup>31</sup> Therefore, new vocabulary and expressions in English can be delivered using students' first language to be better understood.<sup>32</sup> Thus, this first language could also better convey the meaning of new vocabulary and expressions.<sup>33</sup>

### Conclusion

Teaching Learning English using the mother tongue needs to be considered by the teacher.<sup>34</sup> Three main reasons for believing this are that it helps the teacher to teach and explain better about specific topics, helps students understand more, and decreases anxiety.<sup>35</sup> Additionally, the delivery of material to ensure students can learn English appropriately and adequately must pay attention to the students and the class's condition.<sup>36</sup> Thus, the mother tongue will be crucial in the student's learning process.<sup>37</sup>

#### Key of mechanics:

- |                      |   |
|----------------------|---|
| - verb errors        | - sentence structure errors                                 |
| - verb tense errors  | - word order errors   |
| - word choice errors | - agreement errors  |
| - noun ending errors | - missing word or unnecessary word                          |
| - article errors     | - spelling, punctuation, capitalization paragrapping errors |



## Participat 4 Assessment Writing the Students' Difficulty

<b>The use of the first language in learning English, is it useful?</b>
<b>Claim</b>
<p>Language is a <sup>tool for</sup> <u>means of</u> communication with other people.<sup>1</sup> Through language, every human being knows <sup>themselves</sup> <u>himself, each other</u>, the environment, science, and moral or religious values.<sup>2</sup> Then what <sup>does L1 mean</sup> <u>is meant</u> by the first language?<sup>3</sup> The first language or mother tongue is the <u>language</u> that a child <sup>nature</sup> <u>acquires</u> or learns for the first time, and as <u>he</u> gets older, the <u>more words</u> or languages the child acquires.<sup>4</sup> The use of the first language in learning is unavoidable <u>and is a common thing</u> in classroom interactions.<sup>5</sup> The first language is also sometimes used in English <u>learning</u>.<sup>6</sup> Some students find learning English difficult and <u>they have difficulty</u> expressing ideas, opinions, and comments using English in learning, <sup>comma</sup> <u>so they</u> prefer to use their first language to interact with the teacher and their friends in class.<sup>6</sup> Therefore, the use of the first language in learning English <sup>have</sup> <u>has several benefits</u>.<sup>7</sup></p>
<b>First Argument</b>
<p>Using the first language in learning English can make <u>it</u> easier for students to learn English.<sup>8</sup> Every student must have a different or limited understanding <sup>do not</sup> <u>so they don't</u> understand what the English teacher is saying, using the first language can help weaker students not feel frustrated and confused and make it easier for them to Learn English vocabulary <u>if</u> they get an <u>explanation addition</u> to their first language.<sup>9</sup></p> <p>With the first language, it is easier for students and teachers to communicate in class.<sup>10</sup></p> <p>Because not all students master English vocabulary well.<sup>11</sup> <sup>There</sup> <u>there is</u> often a commotion in class, to overcome it as teachers we must be able to calm or discipline students in class by using the first language.<sup>12</sup></p>
<b>Second Argument</b>
<p>In addition, the first language is used to translate English <u>so that</u> the translation becomes fast and accurate.<sup>13</sup> It only takes a few minutes <u>to be explained</u> by the teacher although there is no guarantee that students will understand <u>it</u> easily because the first language and</p>

English as a foreign language have different word structures.<sup>14</sup>

### Counterargument

Many oppose the use of the first language in learning English.<sup>15</sup> Some mentioned that the use of English should be used often so that students get used to it.<sup>16</sup> According to Ellis (2005, p. 8) also suggests<sup>suggested</sup> that the more exposure to L2, the more and the faster the students learn.<sup>17</sup> Another opinion is Seligson (1997, p. 22) sees<sup>saw</sup> using English only as a way of giving students a needed amount of exposure of L2 by stating the following: “By using English most or all of<sup>all</sup> the time in class, you give students vital listening practice, and the opportunity to respond naturally to spoken English.”<sup>18</sup> And Auerbach (1993, p. 5) states that “the more students are exposed to English, the more quickly they will learn”, and in order to<sup>to</sup> learn it, they need to be “forced to use it”.<sup>19</sup>

### Refutation

However, behind it all as teachers we must understand students who have a low ability in speaking English.<sup>20</sup> Just as when we teach English, we can use the first language to make it easier for students to understand a word.<sup>21</sup> According to Harbord, (1992, pp. 351-354) says that there are several good reasons for using L1 in the classroom: saving time and avoiding confusion, facilitating teacher-student relationships, and aiding communication and the learning of L2 itself.<sup>22</sup> Burden (2000, p. 6) Claims<sup>claimed</sup> that teachers’ attempt to increase the amount of L2 rather than giving a simple explanation in L1 might produce a negative effect, and lead to students’ frustration.<sup>23</sup> Palmer, (1965, p. 125) Considers using L1 in the English learning process to be harmless and “in many cases positively beneficial.”<sup>24</sup>

### Conclusion

In conclusion, the use of the first language in learning English is very beneficial for students who have minimal ability to speak English.<sup>25</sup> This also makes it easier for students to understand English in class and minimizes learning time<sup>teaching</sup> so that it is not wasted.<sup>26</sup>

**Participant 5**  
**Assessment Writing the Students' Difficulty**

<b>The Use of L1 in teaching English as a Foreign Language?</b>
<b>Claim</b>
<p>Do you agree that using L1 in learning English as a Foreign Language (EFL) <sup>are</sup> <u>has</u> benefits?<sup>1</sup> Using L1 in EFL classes has been a long-standing problem in the language acquisition <u>field</u>.<sup>2</sup> There are always contradictory views regarding the use of L1 in EFL learning.<sup>3</sup> The anti-L1 suggests a complete ban on L1 in the classroom, while others see L1 as a tool for <u>better student</u> TL learning.<sup>4</sup> Some studies <sup>have</sup> <u>has been</u> conducted on the use of L1 in English classes; one of them is the work of Harbord (1992).<sup>5</sup> He stated that there are several good reasons to use L1 in the classroom, such as it saves time and <u>avoids</u> confusion, facilitates teacher-student relationships, and aids communication and L2 learning itself.<sup>6</sup> Therefore, <u>this essay</u> provides evidence of the three benefits of using L1 in language teaching in EFL classrooms.<sup>7</sup></p>
<b>First Argument</b>
<p>First, it saves time and avoids confusion.<sup>8</sup> Using L1 in the EFL class can <sup>reduce</sup> <u>save</u> learning time because it makes it easier for the teacher to explain <sup>the meaning</sup> <u>the material</u> to avoid confusion for students <sup>and</sup> <u>to understand the material</u>.<sup>9</sup> Harbord (1992, p. 351) <u>mentions</u> that perhaps the most appropriate reason for using L1 is to save time and avoid confusion in the classroom.<sup>10</sup> <u>In line with this opinion</u>, Burden (2000, p.6) <u>believes</u> that the excessive use of L2 compared to L1 can cause damaging effects in the form of frustration experienced by students.<sup>11</sup> Hidayati (2012) <sup>added</sup> <u>adds</u> that less use of L1 in the classroom can confuse students due to the excessive use of L2.<sup>12</sup> Thus, using L1 can make language teaching more effective and efficient.<sup>13</sup></p>
<b>Second Argument</b>
<p>Second, facilitate teacher-student <sup>solve the problem</sup> <u>relationships</u>. L1 in learning foreign languages can reduce the barriers between teachers and students because L1 is <sup>a basic knowledge</sup> <u>a good tool</u> for learning TL (Atkinson, 1987; Swain &amp; Lapkin, 2000; Vanderheijden, 2010; Weschler, 1997).<sup>14</sup></p>

For example, Hung's (2006) stated that the learners believed their teachers should use the L1 to explain grammatical points, brainstorm ideas, and explain complex concepts in explaining TL because it makes it easier for them to understand the language concept.<sup>15</sup> Moreover, Turnbull (2001) believes that using L1 in the classroom is not something that can harm students but can facilitate the relationship between the two.<sup>16</sup> Thus, the use of L1 is beneficial to building up their relationship.<sup>17</sup>

### **Third Arguments**

Third, helping communication and L2 learning itself.<sup>18</sup> L1 in foreign language classes can help students interpret TL and communicate it successfully (Brooks & Donato, 1994).<sup>19</sup> It is due to their complete understanding of what they are learning.<sup>20</sup> Moreover, implementing L1 can help students increase their <sup>confidences</sup> confidence in comprehending the TL (Seng and Hashim, 2006) because they are given the freedom to fall back on L1 to understand the TL.<sup>21</sup> In addition, Anton and Dicomilla (1998) believe using L1 has an advantage in language <sup>teaching</sup> learning since it helps the process of task completion and creates a social and cognitive space that provides students assistance throughout the task.<sup>22</sup> Therefore, the use of L1 is indeed needed to help students succeed in <sup>L2</sup> communicating in TL.<sup>23</sup>

### **Counterargument**

On the other hand, another opinion states that using L1 is not a good <sup>method</sup> choice in foreign language learning.<sup>24</sup> In this case, Auerbach (1993, p. 5) states that “the more students are exposed to English, the more quickly they will learn.”<sup>25</sup> He argues that in learning TL, students need to be forced to use TL itself.<sup>26</sup>

### **Refutation**

However, based on the three exposures regarding the benefits of using L1 in the EFL class, the previous opinion can be refuted.<sup>27</sup> This is proven by the abundance of evidence that L1 helps teachers and students learn foreign languages because it can facilitate them well in all aspects.<sup>28</sup> This evidence is supported by several experts <sup>punctuation</sup> who state that the use

of L1 does not create obstacles but is very beneficial for the cognitive, affective, and linguistic aspects to scaffold the development of learners' L2 (Atkinson, 1987; Canagarajah, 1995; Qian, Tian, & Wang, 2009; Rivers, 2011; Tian & Macaro, 2012; Tian, 2014).<sup>29</sup>

### Conclusion

In conclusion, using L1 in foreign language learning has many benefits for teachers and students.<sup>30</sup> These benefits include: saving time and avoiding confusion, facilitating teacher-student relationships, and helping communication and L2 learning itself.<sup>31</sup> Therefore, it can be used as a basis for EFL teachers to continue to use L1 in the classroom to provide a comprehensive understanding for their students.<sup>32</sup>

#### Key of mechanics:

- |                      |  |
|----------------------|--|
| - verb errors        | - sentence structure errors                                |
| - verb tense errors  | - word order errors  |
| - word choice errors | - agreement errors   |
| - noun ending errors | - missing word or unnecessary word                         |
| - article errors     | - spelling, punctuation, capitalization paragrafing errors |

**Participant 6**  
**Assessment Writing the Students' Difficulty**

<b>The Essential of L1 In Learning English?</b>
<b>Claim</b>
<p style="text-align: center;"><small>Illogical construction</small></p> <p>One of the most <u>widely</u> used languages worldwide, English is now utilized extensively in business, technology, and education.<sup>1</sup> It is also one of the most widely <small>teaching</small> <u>taught languages</u>.<sup>2</sup> A sign of the widespread public interest in this language with the Anglo-Frisian dialect, which arose around 1500 years ago, is the growth of West Germanic English language educational institutions, particularly in the sphere of education.<sup>3</sup> In Indonesia, English has traditionally been regarded as the <small>missing word</small> <u>first foreign language</u>.<sup>4</sup> Its role is to promote the growth of the state and country, foster links with other nations, and implement foreign policy, including the choice of language for more extensive discourse in multilateral forums.<sup>5</sup> English is crucial for international interaction and communication <u>in order to</u> assist the advancement of science and technology as well as the needs of more contemporary and advanced age.<sup>6</sup> The most significant reason for making English the <u>primary</u> foreign language in Indonesia is the teaching and study of English in educational institutions.<sup>7</sup></p>
<b>First Argument</b>
<p>According to Atkinson (1987), Harbord (1992), and Scrivener (2005) as in Hanáková and Metruk (2017/ p.1) <u>claim</u> that when L1 is used appropriately, it can have a positive effect on English language teaching and learning process.<sup>8</sup> Given that employing L1 may facilitate and boost the absorption of English learning, being a solution to modify the balance <u>to</u> match the demands and specific levels of students, this beneficial effect can have a significant impact on the teaching and learning process. In addition, the use of L1 can be a <u>positive source</u> in the classroom, according to Deller and Rinvoluceri (2002, p. 94), as Hanáková, and Metruk (2017/p.2) <u>mention</u> that the students' L1 is a "useful tool" and <u>they</u> claim that ignoring it would be a waste of valuable resources.<sup>9</sup></p>

### Second Argument

Furthermore, there are several good reasons for using L1 in the classroom: <sup>save</sup> saving time and <sup>avoid</sup> avoiding confusion, <sup>facilitate</sup> facilitating teacher-student relationships, and <sup>aid</sup> aiding communication and the learning of L2 itself; Harbord, (1992) as in Hanáková and Metruk (2017/p. 2).<sup>10</sup> Due to these factors, approaching students can help professors teach more effectively and quickly, and it can also help students learn the content being taught.<sup>11</sup> Here, the tight interaction between instructors and students is crucial since it will have a positive influence on the teaching and learning process in the classroom.<sup>12</sup> Additionally, a harmonious relationship between students and teachers will affect students' academic performance.<sup>13</sup> The tight, harmonious connection between instructors and students affects both the degree of warmth and the degree to which students become obedient, respectful, and sensitive, which characterizes the interaction between students and teachers.<sup>14</sup>

### Counterargument

Students used L1 to create humor and boost the atmosphere in the group, according to Bell, D. N. (2009) as in Ghorbani (2011/p.2).<sup>15</sup> This implies that learning activities must involve social interaction with the environment.<sup>16</sup> This indicates that in order to gain experience <sup>because of</sup> as a result of learning, a person must actively engage with the social world in which he or she is a part.<sup>17</sup> Learning activities will be enjoyable if they are carried out willingly, with awareness and willingness on the part of the learner, and without any kind of compulsion.<sup>18</sup> Everyone who studies must, then, do it with the knowledge that learning will improve his life.<sup>19</sup> As a result, learning activities will be enjoyable.<sup>20</sup>

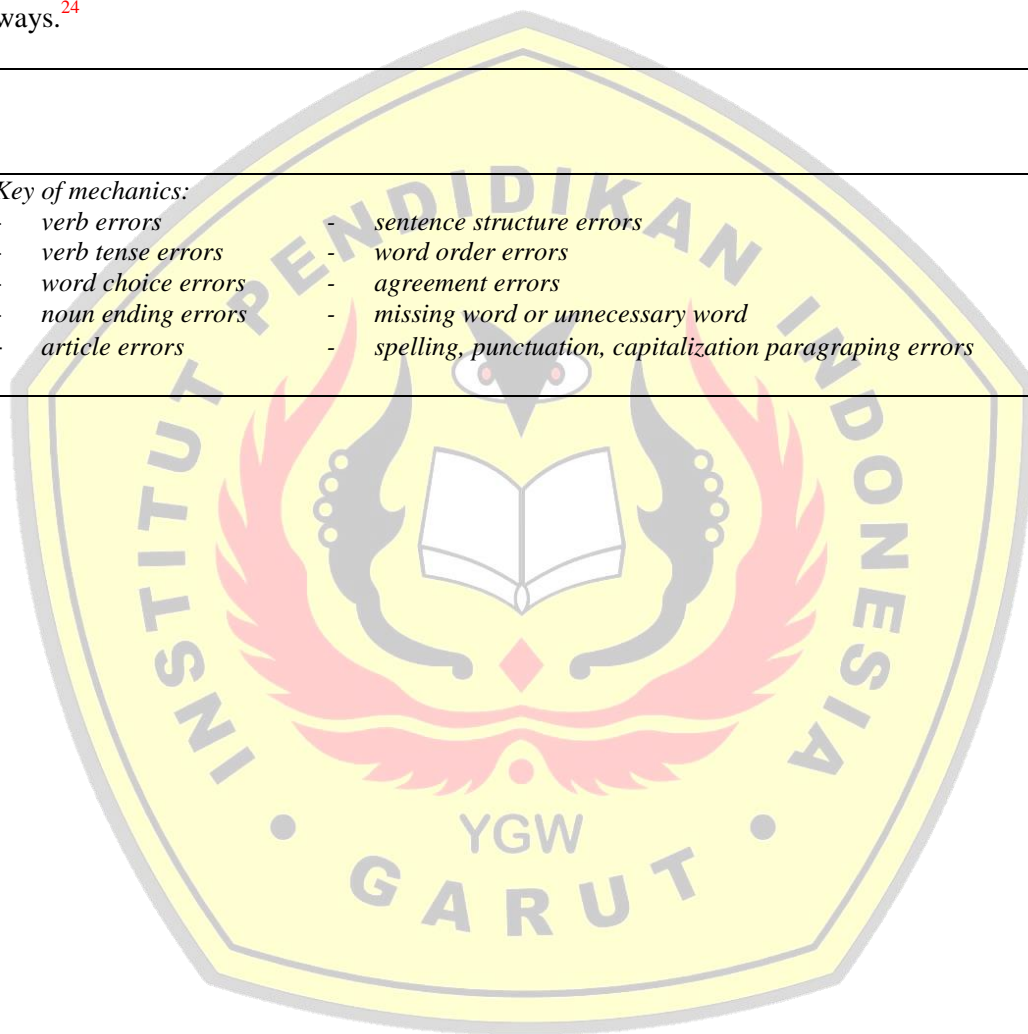
### Conclusion

In conclusion, the most significant reason for making English the primary foreign language in Indonesia is the teaching and study of English in educational institutions.<sup>21</sup>

Effective L1 usage has a positive effect on learning English.<sup>22</sup> In addition, there are other benefits to using L1 in the classroom, including time savings, averting misunderstanding, fostering relationships between teachers and students, and supporting L2 communication and learning all-inclusive.<sup>23</sup> L1 has to be prioritized while teaching and studying English since having it will benefit both students and teachers in more effective and efficient ways.<sup>24</sup>

*Key of mechanics:*

- |                      |  |
|----------------------|--|
| - verb errors        | - sentence structure errors                                |
| - verb tense errors  | - word order errors  |
| - word choice errors | - agreement errors   |
| - noun ending errors | - missing word or unnecessary word                         |
| - article errors     | - spelling, punctuation, capitalization paragrafing errors |



**Participant 7**  
**Assessment Writing The Students' Difficulty**

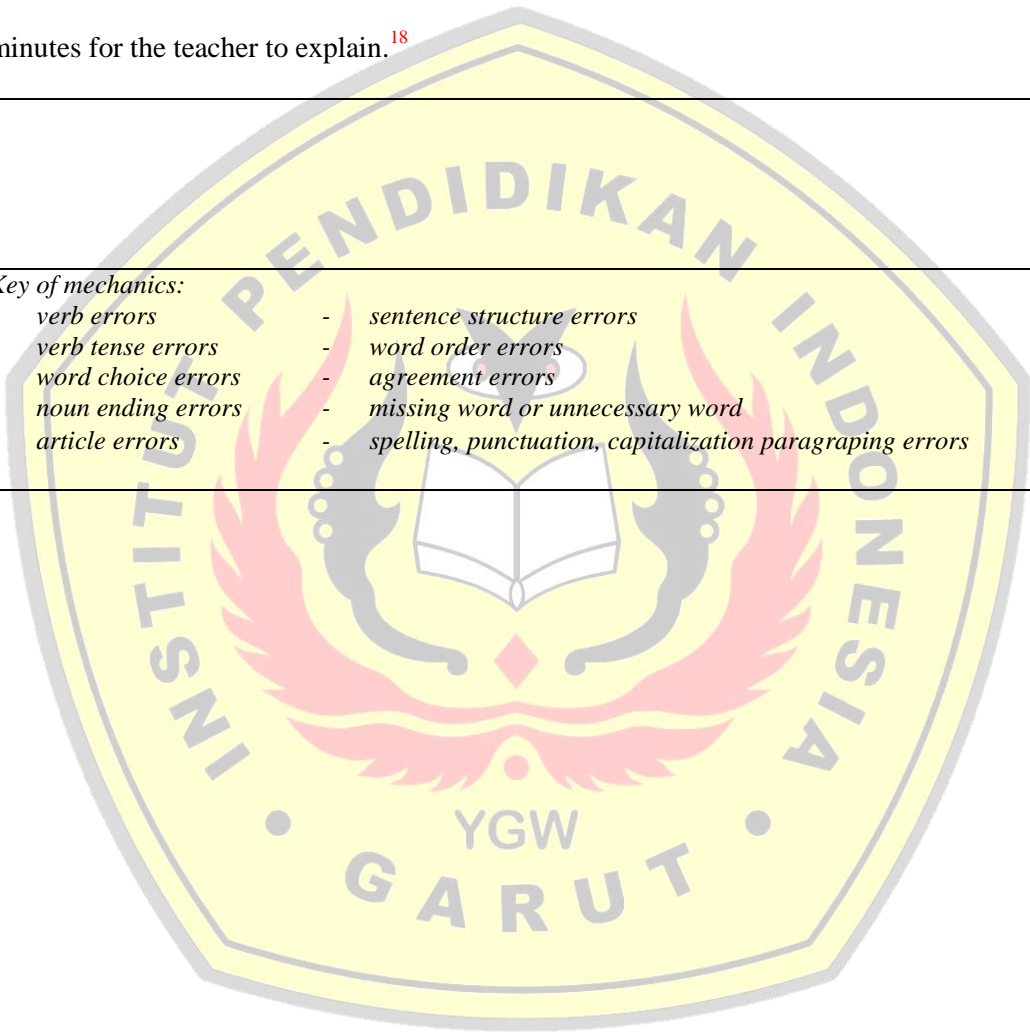
THE USE OF L1 IN TEACHING ENGLISH AS A FOREIGN LANGUAGE?
<b>Claim</b>
<p style="text-align: center;"><u>Teaching foreign language or specially teaching and learning English</u> with the <sup>students</sup> L1 can help <u>us</u> better to understand the meaning from the language for teaching English.<sup>1</sup></p> <p><sup>teaching</sup> <u>Learning</u> English with L1 can help student <sup>punctuation</sup> who are not <u>familiar</u> and not understand the English language become more understand the word and the meaning <u>if</u> the teacher using <sup>bilingual</sup> <u>dilingual</u> approach <u>which</u> mean using L1 and English ( L2 ) in their EFL learning.<sup>2</sup> The study by Bozorgian and Fallahpour (2015) who investigated 155 university students in a pre-intermediate 12-week EFL course in Iran showed that the small amount of L1 in the classroom is as a facilitative tool <sup>to</sup> <u>in order to</u> achieve a wide range of teaching learning purposes: to convey meaning, manage classroom, make friendly environment, reduce <sup>student's</sup> <u>students'</u> anxiety, facilitate communication, and elaborate the course objectives.<sup>3</sup> Due to not having opportunity to have someone who are native in English speaking it can also make student learn English with teacher who are not a native and still using L1 in <sup>them</sup> <u>their</u> EFL class, and researcher like Macaro (2009) summed up that the usage of first language facilitates learning and recalling second-language vocabulary and effects to the first language in reading.<sup>4</sup> L1 <u>Language</u> also provide <u>contributin</u> for student to <u>better</u> understand a word or meaning from English language.<sup>5</sup> <i>As a foreign student who study English for EFL some time we face obstacle when we learn English language due to lack of understanding the meaning of the word. Using L1 Language as media to learn English can be a tool <sup>to help</sup> <u>to help</u> student learning new word and better understand meaning from a word. L1 is a media and <sup>facilate</sup> <u>Faciliate</u> EFL student understand more about the word meaning in their <u>language</u></i><sup>6</sup></p>
<b>First Argument</b>
Student are more understand a word or meaning better with <u>L1</u> . <sup>7</sup> As a foreign

<p>learner who are not born with TL <sup>punctuation</sup> <u>it</u> is important that we understand the meaning from a word or the translation in our own language <u>and</u> it can be achieve through discussion <u>and</u> explanation from teacher or from friends in class.<sup>8</sup> Knight (1996) ‘‘reported that the learners who did the preparatory L1 discussion in groups did much better on the L2 written task than other learners who did preparatory L2 discussion even though that discussion was in the same language as the subsequent written task ‘<sup>9</sup></p>
<p><b>Second Argument</b></p>
<p>L1 increase <sup>student's interest</sup> <u>student interest</u> for learning english. Using L1 in EFL classroom can <u>help make</u> friendly environment for learning and teaching L2 <u>language</u>, for foreign student L1 <u>faciliate</u> student to communicate with <u>other student</u> or with <u>teacher</u>.<sup>10</sup> ‘‘Hongkong teacher thought that the usage of L1 is <u>permittable</u> to maintain students’ interests and involvement (Carless, 2007)’’.<sup>11</sup></p>
<p><b>Counterargument</b></p>
<p>Philipson has <u>emphasized</u> that English is best taught monolingually; the more English, the better the result (Auerbach, 1993).<sup>12</sup></p>
<p><b>Refutation</b></p>
<p><u>Teaching</u> English are <sup>better</sup> <u>more better</u> with L1, when student given an instruction with L1 they understand better the meaning from the instruction about the language, it is more suitable if EFL classroom use L1 and L2 while teaching language.<sup>13</sup> Knight 1996 ‘‘reported that the learners who did the preparatory L1 discussion in groups did much better on the L2 written task than other learners who did preparatory L2 discussion even though that discussion was in the same language as the subsequent written task ‘<sup>14</sup></p>
<p><b>Conclusion</b></p>
<p>Using L1 in EFL classroom can make a positive contribution for <sup>them</sup> <u>their</u> understanding, especially while learning grammar, using L1 can make student understand the word <sup>easier</sup> <u>more easy</u> rather than using full English because they are not native and they learning English as EFL, so using L1 for explaining new word can increase <sup>them</sup> <u>their</u> knowledge easily.<sup>15</sup> Teacher also can be <sup>easier</sup> <u>more easy</u> to give student instruction with L1</p>

rather than Using full English, and the student understand the instruction better with L1 rather than full English.<sup>16</sup> Macaro (2009) summed up that the usage of first language facilitates learning and recallingsecond-language vocabulary and effects to the first language in reading.<sup>17</sup> And according to Khati (2011), mother tongue can be used to provide a quick and accurate translation of an English word that might take several minutes for the teacher to explain.<sup>18</sup>

*Key of mechanics:*

- |                             |   |
|-----------------------------|---|
| - <i>verb errors</i>        | - <i>sentence structure errors</i>                                |
| - <i>verb tense errors</i>  | - <i>word order errors</i>  |
| - <i>word choice errors</i> | - <i>agreement errors</i>   |
| - <i>noun ending errors</i> | - <i>missing word or unnecessary word</i>                         |
| - <i>article errors</i>     | - <i>spelling, punctuation, capitalization paragraping errors</i> |





### **APPENDICES 3**

#### **Documentation**

**The evaluation of students' argumentative essay  
of well-developed**

**Evaluation of Argumentative Essay  
Participant 1**

<b>The Use of L1 in English Teaching as a Foreign Language</b>	<b>Yes/ No</b>	<b>Comments</b>
<b>Claim</b>		
<p>English teaching has long been a subject of debate, especially in the context of the use of L1 during the learning process or the acquisition of English.<sup>1</sup> Those who did not agree to the use of L1 banned the use of L1 in the classroom (Chaudron 1988), while those who agreed to use L1 in English class thought it would improve students in their studies (Anton and Dicamilla 1998).<sup>2</sup> This text will discuss the reasons why the use of L1 was discouraged during the English learning process in the EFL classroom.<sup>3</sup></p>	Yes	1 The student provides an interesting hook by using quotation (Chaudron 1988) and Anton and Dicamilla 1998)
	Yes	2 This descriptive opening paragraph gives essential background information.
	No.	3 This sentence introduces thesis statement with the interesting key points, but the student's own position on the issues is not clear, the thesis statement is never a question.
<b>First Argument</b>		
<p>For those who were new to learning English as a foreign language, it was something difficult and a struggle.<sup>4</sup> There is a lot to learn from speaking, listening, reading, writing, and how the word is correct to pronounce.<sup>5</sup> To obtain all of this, it was necessary to have an interpretation of the target language as a step toward gaining the target language, (Chaudron 1988; Krashen, 1982; MacDonald, 1993).<sup>6</sup> They argue that students should be exposed to a large number of TL inputs if they want to develop better TL skills, whereas L1 use in the class prohibits students from valuable input.<sup>7</sup> Therefore, exposure to the target language or TL has had a major impact on student language proficiency.<sup>8</sup></p>	Yes	4 It is clear what the first reasons are for the student's point of view. But the argument is not well structures and not easy to follow. The reason not presented in a logical order, as a line of reasoning.
	No	5 Unnecessary argument as use evidence that may not be accurate.
	Yes	6 'Krashen 1982' provided source evidence for researcher. The writer makes good set of other people's research as supporting evidence.
	No	7 Not provide a clear bridge based on the evidence.
	Yes	8 The inferring argument is clear to back up the reason.
	Yes	8 'therefore', is used to signal a concluding first argument
<b>Second Argument</b>		
<p>In addition, avoiding the use of L1 is able to enable students not to depend on their mother tongue, so they will become accustomed to the use of the target language and gain more profit.<sup>9</sup> (Thornbury 2010) opinion and opposition to the L1 class of L2 because L2 translations into other languages would have a negative effect on student</p>	Yes	9 The second reasons are for the student's point of view is clear. The argument is well structures, and the reason presented in a logical order, as a line of reasoning.
	Yes	9 'In addition,' is used to signal the second argument as student reinforcing different reasons.

<p>learning.<sup>10</sup> Thornbury suggests that the use of L1 will lead learners to have cognitive dependence on their mother tongue at the expense of their learning self-reliance development at TL.<sup>11</sup></p>	No	10 ‘Thornbury 2010’ provided a source second evidence for researcher. The writer makes good set of other people’s research as supporting evidence to strengthen the second argument.
	No	11 The evidence is not explained by use of a bridge. This is not a bridge that explain how the evidence supports the claim.
<b>Third argument</b>		
<p>It is this trend that can cause increased reliance on student language (Harbord 1992).<sup>12</sup> As a result, students lost confidence in their ability to communicate in English.<sup>13</sup> Students will feel that the way they will understand something they learned is when it has been translated.<sup>14</sup> Or they used their mother tongue even when they were able to perfectly express the same idea in English.<sup>15</sup></p> <p>Although (Swain and Lapkin 2000), in their research on L1 indicates that if students do not use L1 as a means of negotiation and communication, the task may not be completed effectively, or may not be completed at all.<sup>16</sup> But that is ruled out by Al-Noifae, 2010.<sup>17</sup> Students can understand the message even when they do not know the correct meaning of words or structures.<sup>18</sup> Therefore, students do not need to understand all the words they hear as long as they are able to understand the message.<sup>19</sup></p>	No.	12 Unnecessary reason as use evidence that may not be accurate. The third reasons are for the student’s point of view is not clear. The argument is not well structures and not easy to follow, and the reason not presented in a logical order, as a line of reasoning.
	No.	13 Not provided supporting evidence to strengthen argument.
	No.	14 Not provided source evidence.
	No.	15 Not provide a clear bridge based on the evidence.
	Yes	16 ‘Swain & Lapkin 2000’ provided second evidence.
	No	16 Use ‘although’ in evidence that may not be accurate transitional.
	No	17 The evidence is not clear and not relevant.
	No.	18 Unnecessary argument
	Yes	19 ‘therefore’, is used to signal a concluding first argument
<b>Counterargument</b>		
<p>On the other hand, (Auerbach 1993) argues that the use of L1 can help students reduce effective barriers and increase their confidence in their ability to successfully understand TL.<sup>20</sup> Students may have confidence in understanding TL, but as a result, they depend on their mother tongue (Harbord 1992).<sup>21</sup> On the contrary, students should be encouraged to express their ideas in TL, with this force their belief in English expression is increasing.<sup>22</sup></p>	Yes	20 The student addresses the counterargument or opposing argument against the main argument here.
	Yes	20 “On the other hand,” indicate to structure the opposing argument.
	Yes	21 The students provide clear refutation.
	Yes	22 “On the contrary” used to structured the refutation.
<b>Conclusion</b>		
<p>The above reasons can be considered for the study, that use of L1 is</p>	Yes	23 Limited conclusion as not restate thesis statement and the essay

<p>not necessary for the English learning process in the EFL classroom.<sup>23</sup></p>		<p>not clearly summarizes the reason and evidence. But the student used clear conclusion of essay that 'L1 is not necessary for the English learning process in the EFL classroom'</p>
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<p>Assessment of argumentative essay;</p>		
<p><u>Content</u>; 3</p> <ul style="list-style-type: none"> <li>- Clear introduction of topic</li> <li>- Demonstrates grade level understanding of topic and claim</li> </ul> <p><u>Language and mechanics</u>; 2</p> <ul style="list-style-type: none"> <li>- There is little evidence that the response has been reviewed, revised, and edited.</li> <li>- Frequent errors interfere with understanding.</li> <li>- Include too many details argument.</li> <li>- illogical construction.</li> <li>- Ununified sentence; a part of sentence not agree logically with the other parts</li> <li>- Often missing and unnecessary word</li> </ul>		<p><u>Organization</u>; 2</p> <ul style="list-style-type: none"> <li>- Partially organized, with little uses of transition.</li> <li>- Some attempt at style, with basic vocabulary.</li> <li>- Some attempt is made to conclude</li> <li>- Limited support</li> </ul> <p><u>Evidence</u>; 2</p> <ul style="list-style-type: none"> <li>- Partial use of evidence that may not be accurate.</li> <li>- Evidence is not explained by use of a bridge. mostly relevant to the topic but lack detail</li> <li>- Counterargument and refutation are convincing.</li> <li>- Lack logical sequencing and development.</li> </ul>

**Evaluation of Argumentative Essay  
Participant 2**

<b>The Use of L1 in Teaching English as a Foreign Language?</b>	<b>Yes/ No</b>	<b>Comments</b>
<b>Claim</b>		
<p>L1 is an important part of learning English in the classroom, helping teachers to teach more efficiently and effectively.<sup>1</sup> There are three reasons to use L1 in teaching classroom which are L1 can provide a sense of security and help learners feel more comfortable in EFL classrooms, the use of L1 in the classroom to saving time and help establish communication for L2 learning, and a solid foundation in one's first language makes learning a second language easier.<sup>3</sup></p>	Yes	1 The writer introduces the topic using fact as the writer will hook the reader.
	No.	Missing background information
	Yes	2 This sentence introduces the student's position argument with the interesting key points. The student's own position on <i>the issues is clear but include too many details.</i>
<b>First Argument</b>		
<p>The first reason, L1 in teaching classroom which are L1 can provide a sense of security and help learners feel more comfortable in EFL classrooms.<sup>3</sup> Students use L1 to help them understand and to alleviate any insecurities they may have due to their limited language skills and the teacher uses L1 to consolidate students' knowledge of a foreign language, such as vocabulary, sentence structure, and cultural aspects.<sup>4</sup> According to Brown (2000) stated that first language can be a facilitating factor.<sup>5</sup> and according to Schweers (1999) claims that encourages teachers to incorporate into lessons to influence the classroom dynamic, and suggests that starting with the LI provides a sense of security and validates the learners' lived experiences, allowing them to express and themselves.<sup>6</sup></p>	Yes	3 The first <i>reasons</i> are clear for the student's point of view. The argument is well structures and easy to follow. The reason presented in a logical order, as a line of reasoning.
	Yes	3 'First' 'is used to structure the opening phrase.
	No.	4 No bridge is provided statement based on the evidence, or evidence is not irrelevant
	Yes	5 'Brown 2000' provided source evidence, <i>but it is not complete to support the strengthen argument.</i>
	Yes	6 The student provides 'Scheers 1999' as the <i>second evidence.</i>
	<b>Second Argument</b>	
<p>The second reason, the use of L1 in the classroom to save time and help establish communication for L2 learning.<sup>7</sup> Use L1 can which assist L2 learners in inputting language and eventually lead to the highest level of L2 use.<sup>8</sup> According to Harbord (1992) stated thatnames perhaps the most adequate reason for using L1 which is saving time and confusion in the classroom.<sup>9</sup></p>	Yes	7 The student gives clear second reason to support its thesis statement.
	Yes	7 'second' is used as signal development to reinforcing with different reasons.
	Yes	8 'Harbord 1992' is the <i>evidence argument.</i> The student use of evidence that may be accurate.
	No.	9 Not provide a bridge to explain how the evidence and support the claim.

<b>Third Argument</b>		
<p>The last reason, a solid foundation in one's L1 makes learning a second language easier.<sup>10</sup> Use L1 can also make it simple who have a strong foundation in their L1 develop better literacy skills in other languages they later learn.<sup>11</sup> According to cummins J (2019) stated that uncovers the link between a child's development and their L1.<sup>12</sup> He found that children who develop skills in two or even three languages grow up to have a deeper understanding of how to form sentences and expressions, making the use of language as a whole a lot easier.<sup>13</sup> For example, if a child has developed the ability to guess the meaning of a word through its context, or to infer meaning by reading between the lines, these skills are easily transferred when they begin studying in a second language.<sup>14</sup> It is much harder.<sup>15</sup> However, to teach these abstract skills directly through a second language.<sup>16</sup></p>	Yes	10 The third reason is clear to support the thesis statement.
	Yes	10 'last' is used as signal development to reinforcing different reasons.
	No.	11 This is not the evidence argument.
	No.	12 No bridge is provided by the student or evidence is irrelevant.
	Yes	12 'Cummins J, 2019' use as second evidence.
	No.	13 The student not make a bridge statement based on the evidence.
	No.	14 Un necessary argument as include too many details.
	No.	15 Un necessary argument
	No.	16 Wrong use of transitional 'However', as in supporting reasons.
<b>Counterargument</b>		
<p>In the fact, If students use their native language too often when studying a foreign language, it can actually interfere with their ability to learn the language.<sup>17</sup> a ton of educators accept that L1 use in EFL classes should be deterred due to many reasons.<sup>18</sup> Use of L1 might turn into a propensity that the two students and educators might fall back on at whatever point a trouble is encountered and L1 might be some of the time misdirecting while learning the objective language.<sup>19</sup> Regardless of the presence of universals overseeing language frameworks, dialects vary pretty much.<sup>20</sup> According to Krashen (1981) stated that a proponent of the monolingual approach, learners acquire foreign languages following basically the same path they acquire their mother tongue.<sup>21</sup> According to him, the use of the mother tongue in the learning process should be minimized.<sup>22</sup></p>	Yes	17 'In the fact' indicate is used to signal contrasting argument as the student rebutting alternative argument.
	Yes	17 The student addresses the counterargument or against the main argument.
	No	18 Missing or irrelevant argument.
	No	19 Missing or irrelevant argument and include to many details.
	No	20 Missing or irrelevant argument.
	Yes	21 'Krashen 1981' provide reference to ideas that contradict the main reason.
	No	22 Missing or irrelevant argument.
	<b>Refutation</b>	
<p>Learning in the L1 in the classroom has benefits. Therefore, teachers should be able to use English more effectively in the classroom.<sup>23</sup> According to Claire (1988) stated that youngsters</p>	No	23 The writer not clearly presented the refutation.
	Yes	24 'Claire 1988' is the evidence that against the opposing argument.

<p>advance by utilizing all their five detects.<sup>24</sup> All out actual reaction is a decent way here and there to work with youngsters' learning.<sup>25</sup> For the learning goals to be accomplished appropriately, an example educator should have the option to make an environment and learning conditions that are as per the idea of the kids as above.<sup>26</sup> Moreover, he is additionally expected to have the option to utilize fascinating learning methods as indicated by the youngsters' reality.<sup>27</sup></p>	No	25	Unnecessary refutation, missing or irrelevant refutation.
	No	26	wrong use the transitional expression. 'Moreover' is not appropriate used to structure the refutation.
<b>Conclusion</b>			
<p>In a nutshell, the L1 plays an important role in children's language acquisition in the classroom, so it is an instrument in the process of language acquisition.<sup>28</sup> L1 can be used to develop many areas of child development, such as language development, emotional and other early childhood development.<sup>29</sup> There are three reasons to use L1 in teaching classroom which are L1 can provide a sense of security and help learners feel more comfortable in EFL classrooms, the use of L1 in the classroom to saving time and help establish communication for L2 learning, and a solid foundation in one's first language makes learning a second language easier.<sup>30</sup></p>	No	28	Conclusion is missing or irrelevant.
	Yes	29	The student attempted to restate its thesis statement.
	No	30	The students not clearly summarize the reason and evidence.

<b>Assessment of argumentative essay;</b>		
<p><b>Content; 2</b></p> <ul style="list-style-type: none"> <li>- Clear introduction of topic</li> <li>- Demonstrated limited understanding of topic and claim</li> </ul> <p><b>Language and mechanics; 2</b></p> <ul style="list-style-type: none"> <li>- There is little evidence that the response has been reviewed, revised, and edited.</li> <li>- Frequent errors interfere with understanding.</li> <li>- Include too many details argument.</li> <li>- illogical construction.</li> <li>- Ununified sentence; a part of sentence not agree logically with the other parts</li> </ul>	<p><b>Organization; 2</b></p> <ul style="list-style-type: none"> <li>- Partially organized, with little uses of transition.</li> <li>- Some attempt at style, with basic vocabulary.</li> <li>- Conclusion is missing or irrelevant</li> <li>- Limited support</li> </ul> <p><b>Evidence; 2</b></p> <ul style="list-style-type: none"> <li>- Partial use of evidence, use of evidence that may not be accurate.</li> <li>- Evidence is not explained by use of a bridge. mostly relevant to the topic but lack detail</li> <li>- Counterargument and turn-back are incomplete</li> <li>- lack logical sequencing and development.</li> </ul>	

**Evaluation of Argumentative Essay  
Participant 3**

<b>Teaching English to Foreign Learners Must Use L1?</b>	<b>Yes/ No</b>	<b>Comments</b>
<b>Claim</b>		
<p>English is a language that speakers of other languages widely study.<sup>1</sup> English learners usually have difficulty because they previously had the capability of another language.<sup>2</sup> Given this, the differences generally cause the challenges that learners experience in the English order with the language they have acquired before.<sup>3</sup> Therefore, Using the first language in learning English facilitates the learning process.<sup>4</sup> There are three benefits of using L1 in English teaching: It helps the teacher to teach and explain better about specific topics, helps students understand more, and decreases anxiety.<sup>5</sup></p>	No	1 The writer introduces the topic using fact as the writer will hook the reader but not significant clearly.
	No	2 This descriptive opening paragraph is not giving essential background information.
	No.	3 Unnecessary background information.
	No.	4 Include to many details background information.
	Yes	5 The writer used 'three benefits of using L1' as an interesting points.
	Yes	5 This sentence is clear based on the issues and introduces the student's position.
<b>First Argument</b>		
<p>The first reason is to help the teacher to explain the material well.<sup>6</sup> Simamora (2019) states that using the first language in English lessons will improve teachers' teaching and explaining specific topics.<sup>7</sup> Some material in English must be described in detail so that students understand the concept of the material presented.<sup>8</sup> Hence, Using the first language to deliver particular material will make it easier for the teacher to give the contents of the material.<sup>9</sup> Consequently, the teacher will be better at explaining the meaning of the material presented.<sup>10</sup> Thus, All the definitions of the material's content will be conveyed better because it uses language students understand.<sup>11</sup></p>	Yes	6 It is clear what the <i>reasons</i> are for the writer's point of view. The second argument is well structures and easy to follow. Reason presented in a logical order, as a line of reasoning.
	Yes	7 'Simamora 2019' provided <i>source evidence</i> for researcher. The student makes good set of other people's research as supporting evidence to strengthen argument.
	Yes	8 Evidence is explained by use of a bridge and the student's statement is clear based on the evidence.
	No.	9 Include too many detail
	No.	10 The explanation given to many details.
	Yes	11 The reason is clearly inferring.
	Yes	9 'thus', is used to signal to a concluding sentence.
	<b>Second Argument</b>	
<p>The second reason is that using the first language can make students better understand the material presented.<sup>12</sup> The use of the first language in teaching English will make students</p>	Yes	12 The second reason clearly stated to support its thesis statement.
	No.	13 No evidence is provided or evidence is irrelevant
	No.	14 This statement not explain how

better understand what the teacher means. <sup>13</sup> According to Simamora (2019), students will understand the material better when it is delivered using their first language. <sup>14</sup> Hence, students who understand the presented material will find it easier to do the assignments. <sup>15</sup> According to Pan and Pan (2010), using the first language in English lessons will allow students to complete tasks efficiently. <sup>16</sup>			the evidence supports the claim.
	Yes	14	'Simamora 2019' is clearly evidence.
	No	15	The statement is missing or irrelevant based on the evidence.
	Yes	16	'Pan 2010' as the second evidence is given to support the thesis statement.
No	16	The conclusion reason is missing.	
<b>Third Argument</b>			
The third reason is that the mother tongue can make students feel less anxious. <sup>17</sup> According to Almoayid (2018), mother tongue is very helpful in relieving students' anxiety in class L2. <sup>18</sup> Students who hear their first language in the classroom will feel confident because they fully understand what the teacher conveys. <sup>19</sup> Furthermore, the students will tend to be more assured in expressing their opinion using their mother tongue. <sup>20</sup> Thus, students will be motivated to learn English because they have less anxiety. <sup>21</sup>	Yes	17	The third <i>reasons</i> are for the writer's point of view. The theird argument is well structures and easy to follow. Reason presented in a logical order, as a line of reasoning.
	Yes	18	'Almoayid 2018' provided third evidence for researcher. The writer makes good set of other people's research as supporting evidence to strengthen argument.
	Yes	19	Evidence is explained by use of a bridge.
	No	20	Include too many arguments.
	No	21	The conclusion reason is missing.
<b>Counterargument</b>			
It is undeniable that many parties disagree with the use of the first language in English classes. <sup>22</sup> Indeed, some people believe that using the first language in English class will make students faster in learning English. <sup>23</sup> According to Ellis (2005), the faster students learn English, the quicker they hear. <sup>24</sup> In addition, the students will learn faster because students will be more familiar with sentences in English. <sup>25</sup>	Yes	22	The author addresses the <i>counterargument</i> against the main argument.
	No	23	Include too many details.
	Yes	24	"Elis 2005" is the evidence used to structured against the main argument.
	No	25	Include too many details opposing argument
<b>Refutation</b>			
They claim that listening to English often can speed up student learning is not entirely wrong. <sup>26</sup> Understandably, many would agree on this point. <sup>27</sup> However, it has to be noted that not all of the students understand English. <sup>28</sup> Therefore, the mother tongue might support the student's learning process. <sup>29</sup> In addition, The first language could deliver new vocabularies and expressions in English. <sup>30</sup> According to	Yes	26	The refutation is clearly demonstrating the wrong opposing argument.
	No	27	Irrelevant argument
	Yes	28	"However," is clear to refute the opposing argument, and well structures easy to follow. The refutation presented in a logical order, as a line of reasoning.
	No	29	Unnecessary refutation
	No	30	Include too many detail

Galali and Cinkara (2017), this first language can be used when presenting new vocabulary and expressions. <sup>31</sup> Therefore, new vocabulary and expressions in English can be delivered using students' first language to be better understood. <sup>32</sup> Thus, this first language could also better convey the meaning of new vocabulary and expressions. <sup>33</sup>	No	31	Missing refutation
	No	32	Missing conclusion
	No	33	Irrelevant conclusion
<b>Conclusion</b>			
Learning English using the mother tongue needs to be considered by the teacher. <sup>34</sup> Three main reasons for believing this are that it helps the teacher to teach and explain better about specific topics, helps students understand more, and decreases anxiety. <sup>35</sup> Additionally, the delivery of material to ensure students can learn English appropriately and adequately must pay attention to the students and the class's condition. <sup>36</sup> Thus, the mother tongue will be crucial in the student's learning process. <sup>37</sup>	Yes	34	These sentence <i>restating thesis statement</i> and the student's argument.
	Yes	35	This sentence is clearly <i>summarizing</i> the author's main argument or the reason and evidence.
	No	36	Include too many conclusions.
	Yes	37	The conclusion is relevant with the the essay.

Assessment of argumentative essay;	
<p><u>Content</u>; 4</p> <ul style="list-style-type: none"> <li>- Clear interesting introduction of topic</li> <li>- Demonstrates understanding of topic and claim</li> </ul> <p><u>Language and mechanics</u>; 2</p> <ul style="list-style-type: none"> <li>- There is little evidence that the response has been reviewed, revised, and edited.</li> <li>- Frequent errors interfere with understanding.</li> <li>- Include too many details argument.</li> <li>- illogical construction.</li> <li>- Ununified sentence; a part of sentence not agree logically with the other parts</li> </ul>	<p><u>Organization</u>; 2</p> <ul style="list-style-type: none"> <li>- Skillful organization and use of transitions enhance meaning</li> <li>- Includes style and grade-level vocabulary</li> <li>- Interesting concluding statement that clearly stems from the topic</li> <li>- But lack logical sequencing and development.</li> </ul> <p><u>Evidence</u>; 4</p> <ul style="list-style-type: none"> <li>- Facts are well-chosen and support argument</li> <li>- Evidence is explained by use of a bridge</li> <li>- Counterargument and refutation are convincing.</li> <li>- But include too many arument</li> </ul>

**Participat 4**  
**Evaluation of Argumentative Essay**

<b>The use of the first language in learning English, is it useful?</b>	<b>Yes/No</b>	<b>Comments</b>
<b>Claim</b>		
<p>Language is a means of communication with other people.<sup>1</sup> Through language, every human being knows himself, each other, the environment, science, and moral or religious values.<sup>2</sup> Then what is meant by the first language?<sup>3</sup> The first language or mother tongue is the language that a child acquires or learns for the first time, and as he gets older, the more words or languages the child acquires.<sup>4</sup> The use of the first language in learning is unavoidable and is a common thing in classroom interactions.<sup>5</sup> The first language is also sometimes used in English learning.<sup>6</sup> Some students find learning English difficult and they have difficulty expressing ideas, opinions, and comments using English in learning, so they prefer to use their first language to interact with the teacher and their friends in class.<sup>6</sup> Therefore, the use of the first language in learning English has several benefits.<sup>7</sup></p>	No	1 The writer not clearly introduce the topic using <i>fact</i> as the writer will hook the reader.
	No	2 Include too many details descriptive opening given.
	Yes	7 This sentence introduces the student's position and main argument ( <i>thesis statement/claim</i> ). The writer's own position on the issues is clear.
	Yes	7 The writer used interesting point that 'the use of L1 has several benefits.
<b>First Argument</b>		
<p>Using the first language in learning English can make it easier for students to learn English.<sup>8</sup> Every student must have a different or limited understanding so they don't understand what the English teacher is saying, using the first language can help weaker students not feel frustrated and confused and make it easier for them to Learn English vocabulary if they get an explanation addition to their first language.<sup>9</sup></p> <p>With the first language, it is easier for students and teachers to communicate in class.<sup>10</sup> Because not all students master English vocabulary well.<sup>11</sup> there is often a commotion in class, to overcome it as teachers we must be able to calm or discipline students in class by using the first language.<sup>12</sup></p>	Yes	8 It is clear what the <i>reasons</i> are for the student's point of view. But the argument is not well structures and not easy to follow. The reason not presented in a logical order, as a line of reasoning.
	No.	9 The student not provided <i>source evidence</i> for researcher. The writer not makes good set of other people's research as supporting evidence to strengthen argument.
	No.	10 Use of evidence that may not be accurate.
	No.	11 Include too many details argument
	No.	12 Evidence is not explained by use of a bridge
<b>Second Argument</b>		
In addition, the first language is used to translate English so that the translation becomes fast and accurate. <sup>13</sup> It only takes a	Yes	13 'In addition,' is used to signal development of argument as the student

few minutes to be explained by the teacher although there is no guarantee that students will understand it easily because the first language and English as a foreign language have different word structures. <sup>14</sup>		reinforcing with different reasons.
	Yes	13 It is clear what the second <i>reasons</i> are for the student's point of view. The argument is well structures and easy to follow. The reason presented in a logical order, as a line of reasoning.
	No	14 No evidence is provided, or evidence is irrelevant.
<b>Counterargument</b>		
Many oppose the use of the first language in learning English. <sup>15</sup> Some mentioned that the use of English should be used often so that students get used to it. <sup>16</sup> According to Ellis (2005, p. 8) also suggests that the more exposure to L2, the more and the faster the students learn. <sup>17</sup> Another opinion is Seligson (1997, p. 22) sees using English only as a way of giving students a needed amount of exposure of L2 by stating the following: "By using English most or all of the time in class, you give students vital listening practice, and the opportunity to respond naturally to spoken English." <sup>18</sup> And Auerbach (1993, p. 5) states that "the more students are exposed to English, the more quickly they will learn", and in order to learn it, they need to be "forced to use it". <sup>19</sup>	No	15 Counterargument is missing.
	No	16 Unnecessary argument
	Yes	18 "Seligson 1997" is evidence used to structure against the main argument.
	No	18 Include too many <i>opposing argument</i>
	No	19 Counter-argument include too many detail
<b>Refutation</b>		
However, behind it all as teachers we must understand students who have a low ability in speaking English. <sup>20</sup> Just as when we teach English, we can use the first language to make it easier for students to understand a word. <sup>21</sup> According to Harbord, (1992, pp. 351-354) says that there are several good reasons for using L1 in the classroom: saving time and avoiding confusion, facilitating teacher-student relationships, and aiding communication and the learning of L2 itself. <sup>22</sup> Burden (2000, p. 6) Claims that teachers' attempt to increase the amount of L2 rather than giving a simple explanation in L1 might produce a negative effect, and lead to students' frustration. <sup>23</sup> Palmer, (1965, p. 125) Considers using L1 in the English learning process to be harmless and "in many cases positively beneficial." <sup>24</sup>	Yes	20 "However," is clearly structure the refutation.
	No	21 Use of evidence that may not be accurate
	No	22 Use of evidence that may not be accurate
	No	23 Use of evidence that may not be accurate
	No	24 Include too many details evidence
	No	24 turn-back are missing or irrelevant

<b>Conclusion</b>		
<p>In conclusion, the use of the first language in learning English is very beneficial for students who have minimal ability to speak English.<sup>25</sup> This also makes it easier for students to understand English in class and minimizes learning time so that it is not wasted.<sup>26</sup></p>	Yes	25 'In conclusion' used to structured the concluding of essay
	No	25 This sentence not <i>summarizes</i> the author's main argument or the reason and evidence.
	No	26 <i>The conclusion</i> of the essay is not clear.

Assessment of argumentative essay;		
<p><u>Content</u>; 2</p> <ul style="list-style-type: none"> <li>- Introduction of topic is unclear</li> <li>- Demonstrated limited understanding of topic and claim</li> </ul> <p><u>Language and mechanics</u>; 2</p> <ul style="list-style-type: none"> <li>- There is little evidence that the response has been reviewed, revised, and edited.</li> <li>- Frequent errors interfere with understanding.</li> <li>- Include too many details argument.</li> <li>- illogical construction.</li> <li>- Ununified sentence; a part of sentence not agree logically with the other parts</li> </ul>		<p><u>Organization</u>; 2</p> <ul style="list-style-type: none"> <li>- Partially organized, with little uses of transition.</li> <li>- Some attempt at style, with basic vocabulary.</li> <li>- Some attempt is made to conclude</li> <li>- Limited support</li> </ul> <p><u>Evidence</u>; 1</p> <ul style="list-style-type: none"> <li>- No evidence is provided, or evidence is irrelevant</li> <li>- Use of evidence that may not be accurate</li> <li>- Counter-argument and turn-back are missing or irrelevant</li> <li>- Lack logical sequencing and development</li> </ul>

**Participant 5**  
**Evaluation of Argumentative Essay**

The Use of L1 in teaching English as a Foreign Language?	Yes/ No	Comments	
<b>Claim</b>			
<p>Do you agree that using L1 in learning English as a Foreign Language (EFL) has benefits?<sup>1</sup> Using L1 in EFL classes has been a long-standing problem in the language acquisition field.<sup>2</sup> There are always contradictory views regarding the use of L1 in EFL learning.<sup>3</sup> The anti-L1 suggests a complete ban on L1 in the classroom, while others see L1 as a tool for better student TL learning.<sup>4</sup> Some studies has been conducted on the use of L1 in English classes; one of them is the work of Harbord (1992).<sup>5</sup> He stated that there are several good reasons to use L1 in the classroom, such as it saves time and avoids confusion, facilitates teacher-student relationships, and aids communication and L2 learning itself.<sup>6</sup> Therefore, this essay provides evidence of the three benefits of using L1 in language teaching in EFL classrooms.<sup>7</sup></p>	Yes	1	The writer introduces the topic using 'a question', as the writer will hook the reader.
	No.	2	This descriptive opening paragraph not gives essential <i>background information</i>
	Yes	7	This sentence introduces the student's position and main argument ( <i>thesis statement/ claim</i> ). The writer's own position on the issues is clear.
	Yes	7	The writer provides interesting point that 'three benefit of using L1 in EFL.
<b>First Argument</b>			
<p>First, it saves time and avoids confusion.<sup>8</sup> Using L1 in the EFL class can save learning time because it makes it easier for the teacher to explain the material to avoid confusion for students to understand the material.<sup>9</sup> Harbord (1992, p. 351) mentions that perhaps the most appropriate reason for using L1 is to save time and avoid confusion in the classroom.<sup>10</sup> In line with this opinion, Burden (2000, p.6) believes that the excessive use of L2 compared to L1 can cause damaging effects in the form of frustration experienced by students.<sup>11</sup> Hidayati (2012) adds that less use of L1 in the classroom can confuse students due to the excessive use of L2.<sup>12</sup> Thus, using L1 can make language teaching more effective and efficient.<sup>13</sup></p>	Yes	8	It is clearly <i>reasons</i> for the student's point of view. The argument is well structures and easy to follow. The reason presented in a logical order, as a line of reasoning.
	No.	9	Use of evidence that may not be accurate
	Yes	10	'Harbord 1992' provided <i>source evidence</i> for researcher. The writer not makes good set of other people's research as supporting evidence to strengthen argument.
	Yes	11	'Burden 2000' provide <i>second evidence</i> .
	Yes	12	'Hidayati 2012' also provide third evidence.
	No.	12	Evidence is not explained by use of a bridge.
	Yes	13	Clearly conclusion.
	Yes	13	'thus' is used to structure the concluding reason.

<b>Second Argument</b>		
<p>Second, facilitate teacher-student relationships. L1 in learning foreign languages can reduce the barriers between teachers and students because L1 is a good tool for learning TL (Atkinson, 1987; Swain &amp; Lapkin, 2000; Vanderheijden, 2010; Weschler, 1997).<sup>14</sup> For example, Hung's (2006) stated that the learners believed their teachers should use the L1 to explain grammatical points, brainstorm ideas, and explain complex concepts in explaining TL because it makes it easier for them to understand the language concept.<sup>15</sup> Moreover, Turnbull (2001) believes that using L1 in the classroom is not something that can harm students but can facilitate the relationship between the two.<sup>16</sup> Thus, the use of L1 is beneficial to building up their relationship.<sup>17</sup></p>	Yes	14 The second reason is clearly supporting thesis statement but include too many details.
	No	14 'second' is used to signal development of the argument as the author reinforcing with different reasons.
	No	14 Evidence is not explained by use of a bridge.
	Yes	15 'Hung's 2006' as the second <i>evidence</i> .
	Yes	16 'Turnbul 2001' as third evidence
	Yes	17 'thus' is used to signal <i>the conclusion reason</i>
<b>Third Arguments</b>		
<p>Third,helping communication and L2 learning itself.<sup>18</sup> L1 in foreign language classes can help students interpret TL and communicate it successfully (Brooks &amp; Donato, 1994).<sup>19</sup> It is due to their complete understanding of what they are learning.<sup>20</sup> Moreover, implementing L1 can help students increase their confidence in comprehending the TL (Seng and Hashim, 2006) because they are given the freedom to fall back on L1 to understand the TL.<sup>21</sup> In addition, Anton and Dicamilla (1998) believe using L1 has an advantage in language learning since it helps the process of task completion and creates a social and cognitive space that provides students assistance throughout the task.<sup>22</sup> Therefore, the use of L1 is indeed needed to help students succeed in communicating in TL.<sup>23</sup></p>	Yes	18 The third <i>reasons</i> are well structures and easy to follow. Reason presented in a logical order, as a line of reasoning.
	Yes	19 'Brooks & Donato 1994' is source <i>evidence</i> of other people's research to strengthen argument.
	No.	20 Evidence is not explained by use of a bridge.
	Yes	22 'In addition,' is used to signal reinforcing with different evidence.
	Yes	23 The <i>conclusion</i> is clear.
	Yes	23 'therefore' is used to signal to closing argument.
<b>Counterargument</b>		
<p>On the other hand, another opinion states that using L1 is not a good choice in foreign language learning.<sup>24</sup> In this case, Auerbach (1993, p. 5) states that "the more students are exposed to English, the more quickly they will learn."<sup>25</sup> He argues that in learning TL, students need to be forced to use TL itself.<sup>26</sup></p>	Yes	24 The author addresses the opposing argument against the main argument here. And the counterargument is convincing
	Yes	24 'On the other hand,' used to signal the opposing argument.
<b>Refutation</b>		
<p>However, based on the three exposures regarding the benefits of using L1 in the EFL class, the previous opinion can be refuted.<sup>27</sup> This is proven by the abundance of evidence</p>	Yes	27 The refutation is convincing and the student include reference to ideas that

that L1 helps teachers and students learn foreign languages because it can facilitate them well in all aspects. <sup>28</sup> This evidence is supported by several experts who state that the use of L1 does not create obstacles but is very beneficial for the cognitive, affective, and linguistic aspects to scaffold the development of learners' L2 (Atkinson, 1987; Canagarajah, 1995; Qian, Tian, & Wang, 2009; Rivers, 2011; Tian & Macaro, 2012; Tian, 2014). <sup>29</sup>			contradict the opposing argument.
	Yes	27	“However,” is clearly structure the <i>retutation</i>
	No	28	Use of evidence that may not be accurate.
	No.	29	Include too many details evidence.
<b>Conclusion</b>			
In conclusion, using L1 in foreign language learning has many benefits for teachers and students. <sup>30</sup> These benefits include: saving time and avoiding confusion, facilitating teacher-student relationships, and helping communication and L2 learning itself. <sup>31</sup> Therefore, it can be used as a basis for EFL teachers to continue to use L1 in the classroom to provide a comprehensive understanding for their students. <sup>32</sup>	Yes	30	These sentences clearly <i>restate the thesis statement</i> or claim and the student's argument.
	Yes	31	This sentence clearly <i>summarizes</i> the student's main argument or the reason and evidence.
	Yes	32	<i>The conclusion</i> of the essay is clear, that 'L1 can use in classroom to provide a comprehensive understanding for their students'.
Assessment of argumentative essay;			

<p><u>Content</u>; 4</p> <ul style="list-style-type: none"> <li>- Clear interesting introduction of topic</li> <li>- Demonstrates understanding of topic and claim</li> </ul> <p><u>Language and mechanics</u>; 2</p> <ul style="list-style-type: none"> <li>- There is little evidence that the response has been reviewed, revised, and edited.</li> <li>- Frequent errors interfere with understanding.</li> <li>- Include too many details argument.</li> <li>- illogical construction.</li> <li>- Ununified sentence; a part of sentence not agree logically with the other parts</li> </ul>	<p><u>Organization</u>; 2</p> <ul style="list-style-type: none"> <li>- Skillful organization and use of transitions enhance meaning</li> <li>- Includes style and grade-level vocabulary</li> <li>- Interesting concluding statement that clearly stems from the topic</li> <li>- But limited support.</li> </ul> <p><u>Evidence</u>; 4</p> <ul style="list-style-type: none"> <li>- Facts are well-chosen and support argument</li> <li>- Evidence is explained by use of a bridge</li> <li>- Counterargument and refutation are convincing.</li> <li>- But include too many arguments.</li> <li>- Lack logical sequencing and development</li> </ul>
---	--

**Participant 6**  
**Evaluation of Argumentative Essay**

<b>The Essential of L1 In Learning English?</b>	<b>Yes/ No</b>	<b>Comments</b>	
<b>Claim</b>			
<p>One of the most widely used languages worldwide, English is now utilized extensively in business, technology, and education.<sup>1</sup> It is also one of the most widely taught languages.<sup>2</sup> A sign of the widespread public interest in this language with the Anglo-Frisian dialect, which arose around 1500 years ago, is the growth of West Germanic English language educational institutions, particularly in the sphere of education.<sup>3</sup> In Indonesia, English has traditionally been regarded as the first foreign language.<sup>4</sup> Its role is to promote the growth of the state and country, foster links with other nations, and implement foreign policy, including the choice of language for more extensive discourse in multilateral forums.<sup>5</sup> English is crucial for international interaction and communication in order to assist the advancement of science and technology as well as the needs of more contemporary and advanced age.<sup>6</sup> The most significant reason for making English the primary foreign language in Indonesia is the teaching and study of English in educational institutions.<sup>7</sup></p>	No.	1	The writer not introduce the topic using fact as the writer will hook the reader.
	No.	2	Unnecessary background information.
	No.	3	The descriptive opening paragraph not gives essential.
	No.	4	Unnecessary background information.
	No.	5	Include too many details background information about the issue.
	No.	6	Unnecessary background information.
	Yes	7	This sentence introduces the student's position and main argument (thesis statement/ claim). The writer's own position on the issues is clear.
	Yes	7	The writer provides interesting pint about significat reason of L1.
<b>First Argument</b>			
<p>According to Atkinson (1987), Harbord (1992), and Scrivener (2005) as in Hanáková and Metruk (2017/ p.1) claim that when L1 is used appropriately, it can have a positive effect on English language teaching and learning process.<sup>8</sup> Given that employing L1 may facilitate and boost the absorption of English learning, being a solution to modify the balance to match the demands and specific levels of students, this beneficial effect can have a significant impact on the teaching and learning process. In addition, the use of L1 can be a positive source in the classroom, according to Deller</p>	No	8	The reasons of student's point of view are not well structures and not easy to follow. Reason not presented is not in a logical order, as a line of reasoning.
	No	9	No evidence is provided or evidence is irrelevant.

and Rinvoluceri (2002, p. 94), as Hanáková, and Metruk (2017/p.2) mention that the students' L1 is a "useful tool" and they claim that ignoring it would be a waste of valuable resources. <sup>9</sup>	No	9	Evidence is not explained by use of a bridge.
	No	9	Include too many arguments and lack logical sequencing and development.
<b>Second Argument</b>			
Furthermore, there are several good reasons for using L1 in the classroom: saving time and avoiding confusion, facilitating teacher-student relationships, and aiding communication and the learning of L2 itself; Harbord, (1992) as in Hanáková and Metruk (2017/p. 2). <sup>10</sup> Due to these factors, approaching students can help professors teach more effectively and quickly, and it can also help students learn the content being taught. <sup>11</sup> Here, the tight interaction between instructors and students is crucial since it will have a positive influence on the teaching and learning process in the classroom. <sup>12</sup> Additionally, a harmonious relationship between students and teachers will affect students' academic performance. <sup>13</sup> The tight, harmonious connection between instructors and students affects both the degree of warmth and the degree to which students become obedient, respectful, and sensitive, which characterizes the interaction between students and teachers. <sup>14</sup>	Yes	10	'furthermor' is used to signal development of the argument as the author reinforcing with different reasons.
	No	10	The second reason is not clearly structure how to support its thesis statement.
	Yes	11	'Harbord 1992' is clearly evidence.
	No	12	Evidence is not explained by use of a bridge.
	No	13	Use of evidence that may not be accurate.
	No	14	Unnecessary conclusion reason as include too many details argument.
	<b>Counterargument</b>		
Students used L1 to create humor and boost the atmosphere in the group, according to Bell, D. N. (2009) as in Ghorbani (2011/p.2). <sup>15</sup> This implies that learning activities must involve social interaction with the environment. <sup>16</sup> This indicates that in order to gain experience as a result of learning, a person must actively engage with the social world in which he or she is a part. <sup>17</sup> Learning activities will be enjoyable if they are carried out willingly, with awareness and willingness on the part of the learner, and without any kind of compulsion. <sup>18</sup> Everyone who studies must, then, do it with the knowledge that learning will improve his life. <sup>19</sup> As a result, learning activities will be enjoyable. <sup>20</sup>	No	15	Use of evidence that may not be accurate structured.
	No	15	Limited used transitional opposing argument and refutation.
	No	16	The counterargument and refutation are not clearly against main arguments.
	No	17	Counterargument and turn-back are not incomplete
	No	18	Include too many details argument.
	No	19	Counterargument and turn-back are not incomplete
	No	20	Counter-argument and turn-back are missing or irrelevant.

<b>Conclusion</b>		
<p>In conclusion, the most significant reason for making English the primary foreign language in Indonesia is the teaching and study of English in educational institutions.<sup>21</sup> Effective L1 usage has a positive effect on learning English.<sup>22</sup> In addition, there are other benefits to using L1 in the classroom, including time savings, averting misunderstanding, fostering relationships between teachers and students, and supporting L2 communication and learning all-inclusive.<sup>23</sup> L1 has to be prioritized while teaching and studying English since having it will benefit both students and teachers in more effective and efficient ways.<sup>24</sup></p>	Yes	21 This sentence clearly restates thesis statement
	No	22 The sentence includes too many details conclusion.
	No	23 not clearly summarizes the student's main argument or the reason and evidence.
	Yes	24 The conclusion of the essay is clearly.

Assessment of argumentative essay;		
<p><u>Content; 1</u></p> <ul style="list-style-type: none"> <li>- Introduction of topic is unclear</li> <li>- Demonstrates little understanding of topic and claim</li> </ul> <p><u>Language and mechanics; 2</u></p> <ul style="list-style-type: none"> <li>- There is little evidence that the response has been reviewed, revised, and edited.</li> <li>- Frequent errors interfere with understanding.</li> <li>- Include too many details argument.</li> <li>- illogical construction.</li> <li>- Ununified sentence; a part of sentence not agree logically with the other parts</li> </ul>		<p><u>Organization; 1</u></p> <ul style="list-style-type: none"> <li>- Little attempt at organization</li> <li>- No use of transitions</li> <li>- Conclusion is missing or irrelevant</li> <li>- Limited support</li> </ul> <p><u>Evidence; 1</u></p> <ul style="list-style-type: none"> <li>- No evidence is provided, or evidence is irrelevant</li> <li>- Use of evidence that may not be accurate</li> <li>- Counter-argument and turn-back are missing or irrelevant</li> <li>- Lack logical sequencing and development</li> </ul>

**Participant 7**  
**Evaluation of Argumentative Essay**

THE USE OF L1 IN TEACHING ENGLISH AS A FOREIGN LANGUAGE?	Yes/ No	Comments	
<b>Claim</b>			
<p>Teaching foreign language or specially teaching and learning English with the L1 can help us better to understand the meaning from the language for teaching English.<sup>1</sup> Learning English with L1 can help student who are not familiar and not understand the English language become more understand the word and the meaning if the teacher using dilingual approach which mean using L1 and English ( L2 ) in their EFL learning.<sup>2</sup> The study by Bozorgian and Fallahpour (2015) who investigated 155 university students in a pre-intermediate 12-week EFL course in Iran showed that the small amount of L1 in the classroom is as a facilitative tool in order to achieve a wide range of teaching learning purposes: to convey meaning, manage classroom, make friendly environment, reduce students' anxiety, facilitate communication, and elaborate the course objectives.<sup>3</sup> Due to not having opportunity to have someone who are native in English speaking it can also make student learn English with teacher who are not a native and still using L1 in their EFL class, and researcher like Macaro (2009) summed up that the usage of first language facilitates learning and recalling second-language vocabulary and effects to the first language in reading.<sup>4</sup> L1 Language also provide contributin for student to better understand a word or meaning from English language.<sup>5</sup> <i>As a foreign student who study English for EFL some time we face obstacle when we learn English language due to lack of understanding the meaning of the word. Using L1 Language as media to learn English can be a tool to help student learning new word and better understand meaning from a word. L1 is a media and Faciliate EFL student understand more about the word meaning in their language</i><sup>6</sup></p>	Yes	1	The writer introduces the topic using fact as the writer will hook the reader.
	No	2	Unnecessary background information about the issue.
	No	3	This descriptive opening paragraph is not giving essential background information.
	No	4	Use of evidence that may not be accurate.
	Yes	5	The writer's own position on the issues is clear. This sentence introduces the student's position.
	No	6	Include too many details evidence.
<b>First Argument</b>			
<p>Student are more understand a word or meaning better with L1.<sup>7</sup> As a foreign learner who are not born with TL it is important that we understand the meaning from a word or the translation in our own language and it can be achive through discussion and explanation from teacher or from friends in class.<sup>8</sup> Knight (1996) 'reported that the learners who did the</p>	Yes	7	The first <i>reasons</i> are the student's point of view. But the argument is not well structures and not easy to follow. The reason not presented in a logical order, as a line of reasoning.

preparatory L1 discussion in groups did much better on the L2 written task than other learners who did preparatory L2 discussion even though that discussion was in the same language as the subsequent written task ‘ <sup>9</sup>	Yes	9	‘Knight 1996’ provided <i>source evidence</i> for researcher. The writer makes good set of other people’s research as supporting evidence to strengthen argument.
	No.	9	Evidence is not explained by using of clearly bridge.
	No	9	Missing conclusion and incoherence transitional expression.
<b>Second Argument</b>			
L1 increase student interest for learning english. Using L1 in EFL classroom can help make friendly environment for learning and teaching L2 language, for foreign student L1 facilitate student to communicate with other student or with teacher. <sup>10</sup> ‘‘Hongkong teacher thought that the usage of L1 is permittable to maintain students’ interests and involvement (Carless, 2007)’’. <sup>11</sup>	Yes	10	The writier clearly stated different reasons.
	No	10	Limited interesting transitional development.
	Yes	11	‘Carless 2007’ as the source of evidence.
	No	11	Evidence is not explained by use of a bridge
No	11	Lack logical sequencing and development.	
<b>Counterargument</b>			
Philipson has emphasized that English is best taught monolingually; the more English, the better the result (Auerbach, 1993). <sup>12</sup>	Yes	12	The author addresses the <i>opposing argument</i> against the main argument but missing transitional expression.
<b>Refutation</b>			
Teaching English are more better with L1, when student given an instruction with L1 they understand better the meaning from the instruction about the language, it is more suitable if EFL classroom use L1 and L2 while teaching language. <sup>13</sup> Knight 1996 ‘‘reported that the learners who did the preparatory L1 discussion in groups did much better on the L2 written task than other learners who did preparatory L2 discussion even though that discussion was in the same language as the subsequent written task ‘ <sup>14</sup>	No	13	Counter-argument and turn-back are missing or irrelevant and too many details evidence.
	No	14	Transitional expression of counter-argument and turn-back are missing.
<b>Conclusion</b>			
Using L1 in EFL classroom can make a positive contribution for their understanding, especially while learning grammar, using L1 can make student understand the word more easy rather than using full English because they are not native and they learning English as EFL, so using L1 for explaining new word can increase their	Yes	15	The essay is clearly restated.
	No	15	Missing use interesting transitional to structure the concluding essay.
	No	17	The essay not clearly summarizes the author’s

<p>knowledge easily.<sup>15</sup> Teacher also can be more easy to give student instruction with L1 rather than Using full English, and the student understand the instruction better with L1 rather than full English.<sup>16</sup> Macaro (2009) summed up that the usage of first language facilitates learning and recalling second-language vocabulary and effects to the first language in reading.<sup>17</sup> And according to Khati (2011), mother tongue can be used to provide a quick and accurate translation of an English word that might take several minutes for the teacher to explain.<sup>18</sup></p>		main argument or the reason and evidence.
	No. 18	The conclusion is missing or irrelevant, as include too many details evidence.

Assessment of argumentative essay;		
<p><u>Content; 2</u></p> <ul style="list-style-type: none"> <li>- Introduction of topic is unclear</li> <li>- Demonstrated limited understanding of topic and claim</li> </ul> <p><u>Language and mechanics; 2</u></p> <ul style="list-style-type: none"> <li>- There is little evidence that the response has been reviewed, revised, and edited.</li> <li>- Frequent errors interfere with understanding.</li> <li>- Include too many details argument.</li> <li>- illogical construction.</li> <li>- Ununified sentence; a part of sentence not agree logically with the other parts</li> </ul>		<p><u>Organization; 2</u></p> <ul style="list-style-type: none"> <li>- Partially organized, with little uses of transition.</li> <li>- Some attempt at style, with basic vocabulary.</li> <li>- Some attempt is made to conclude</li> <li>- Limited support</li> </ul> <p><u>Evidence; 2</u></p> <ul style="list-style-type: none"> <li>- Partial use of evidence that may not be accurate.</li> <li>- Evidence is not explained by use of a bridge.</li> <li>- Mostly relevant to the topic but lack detail</li> <li>- Counterargument and turn-back are not convincing</li> <li>- Lack logical sequencing and development.</li> </ul>



**APPENDICES 4**

**Surat Bimbingan Skripsi**



**YAYASAN GRIYA WINAYA**  
**INSTITUT PENDIDIKAN INDONESIA (IPI GARUT)**

Jl. Terusan Pahlawan No. 32 Tlp. (0262) 233556 Tarogong Kidul 44151 Garut

Fax (0262) 540469 Website <http://www.institutpendidikan.ac.id> Email [info@institutpendidikan.ac.id](mailto:info@institutpendidikan.ac.id)

**SURAT KEPUTUSAN**  
**INSTITUT PENDIDIKAN INDONESIA IPI**  
**Nomor : 138/IPI.D1/KM/II/2023**

tentang  
Pangkatan Dosen Pembimbing Skripsi  
pada Program Studi Pendidikan Bahasa Inggris IPI  
2022-2023

Dekan Fakultas Pendidikan Ilmu Sosial, Bahasa dan Sastra Institut Pendidikan Indonesia:

- Menimbang : a. bahwa dalam upaya meningkatkan kualitas hasil karya ilmiah mahasiswa ditetapkan dosen pembimbing I dan Pembimbing II.  
b. bahwa dosen yang namanya tercantum dalam Surat Keputusan ini memiliki wewenang dalam membimbing skripsi mahasiswa.
- Mengingat : a. Undang-Undang Nomor 12 Tahun 2012 tentang Sistem Pendidikan Tinggi;  
b. Permen Dikbud No. 49 Tahun 2014 tentang Standar Nasional Pendidikan Tinggi;  
c. PP Nomor 19 tahun 2005 tentang Standarisasi Nasional Pendidikan;  
d. Pedoman Akademik Institut Pendidikan Indonesia Tahun Akademik 2022-2023
- Memperhatikan : a. Hasil seminar proposal Pendidikan Bahasa Inggris  
b. Surat Penunjukkan Dosen Pembimbing Skripsi.

**MEMUTUSKAN**

- Menetapkan : 1. Drs. RAJJI K. ADIREDDA, M.Pd. selaku pembimbing I dan ASEP SUPARMAN, M.Pd selaku pembimbing II untuk membimbing mahasiswa bernama BERI AHMAD ZULKIFLI - 20225003 dengan Judul :  
**THE ANALYSIS OF UNIVERSITY STUDENTS OF ARGUMENTATIVE WRITING**
2. Pada Dosen Pembimbing akan diberikan honorarium sesuai dengan ketentuan yang berlaku di Institut Pendidikan Indonesia dan surat keputusan ini berlaku satu tahun sejak tanggal ditetapkan.
3. Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila terdapat kekeliruan dalam penetapan ini akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Garut  
Tanggal : 13 Februari 2023  
Dekan Fakultas Pendidikan Ilmu Sosial,  
Bahasa dan Sastra

Dr. LINA SITI NURWAHIDAH, M.Pd.

Tembusan Yth:

1. Yth. Ketua Yayasan Griya Winaya (sebagai laporan)
2. Yth. Ketua Program Studi S1
3. Wakabid Akademik
4. Wakabid Keuangan



YAYASAN GRIYA WINAYA GARUT

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Nomor : 1218/IPI.D1/AKD/ II/2023  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Bapak/Ibu

Institut Pendidikan Indonesia

di Tempat

Disampaikan dengan hormat, bahwa mahasiswa kami:

Nama : Beri Ahmad Zulkipli  
Nomor Induk Mahasiswa : 20225003  
Program Studi : Pendidikan Bahasa Inggris/ S1  
Tingkat/ Semester : 4 / 8  
Alamat : Kp.Nagara Tengah RT.02/RW.01 No.27  
Ds.Cimanganten Kec.Tarogong Kaler Kab.Garut  
Judul : Analysis Of University Students Argumentative  
Essay Writing.

bermaksud memohon izin melakukan pengambilan data melalui wawancara dan/atau observasi di tempat Bapak/ Ibu memimpin untuk keperluan penelitian dalam rangka penulisan Tugas Kuliah/ Skripsi.

Kami berharap Bapak/ Ibu berkenan untuk memberikan izin bagi mahasiswa tersebut.

Demikian surat ini dibuat, atas perhatian dan kerjasama Bapak/ Ibu kami ucapkan terima kasih.

Garut,

Dekan, 13 Februari 2023



Dr. Lha Siti Nurwahidah, M.Pd.  
NIP 196805271993032001

Bimbingan Tugas Akhir Daftar Bimbingan Tugas Akhir Mahasiswa[Kembali ke Daftar](#)[+ Tambah](#)

## Detail

## Bimbingan

Rekap Percakapan  
Bimbingan

Syarat Ujian

Jadwal Ujian

Nilai Ujian

Nilai Akhir

NIM	20225003	Nama Mahasiswa	BERI AHMAD ZULKIFU
Program Studi	Pendidikan Bahasa Inggris	Jenis TA	Skripsi
Periode Mulai	2022 Genap	SKS Lulus	<b>144 SKS</b>
Tgl. Mulai	13 Februari 2023	Judul Tugas Akhir	THE ANALYSIS OF UNIVERSITY STUDENTS OF ARGUMENTATIVE WRITING

No	Tanggal	Dosen Pembimbing	Topik	Disetujui	Aksi
1	13 Maret 2003	Dr RAJJI KOSWARA ADIREDDA, M.Pd.	Penggantian Judul Skripsi	✓	
1	17 Maret 2023	ASEP SUPARMAN	Penggantian Judul Skripsi	✓	
2	27 Maret 2023	Dr RAJJI KOSWARA ADIREDDA, M.Pd.	Perbaikan Judul Skripsi	✓	
2	3 April 2023	ASEP SUPARMAN	Perbaikan Judul Skripsi	✓	
3	10 April 2023	ASEP SUPARMAN	Revisi Bab I	✓	
3	3 April 2023	Dr RAJJI KOSWARA ADIREDDA, M.Pd.	Revisi Bab I	✓	
4	17 April 2023	Dr RAJJI KOSWARA ADIREDDA, M.Pd.	Revisi Bab II	✓	
4	24 April 2023	ASEP SUPARMAN	Revisi Bab II	✓	
5	3 Mei 2023	ASEP SUPARMAN	Revisi Bab III	✓	
5	8 Mei 2023	Dr RAJJI KOSWARA ADIREDDA, M.Pd.	Revisi Bab III	✓	
6	15 Mei 2023	ASEP SUPARMAN	Revisi Bab IV	✓	
6	22 Mei 2023	Dr RAJJI KOSWARA ADIREDDA, M.Pd.	Revisi Bab IV	✓	
7	29 Mei 2023	Dr RAJJI KOSWARA ADIREDDA, M.Pd.	Revisi Bab V	✓	
7	29 Mei 2023	ASEP SUPARMAN	Revisi Bab V	✓	
8	5 Juni 2023	ASEP SUPARMAN	ACC Bab I - V dan Revisi Preface serta Acknowledgment	✓	
8	5 Juni 2023	Dr RAJJI KOSWARA ADIREDDA, M.Pd.	ACC Bab I - V dan Revisi Preface serta Acknowledgment	✓	
9	12 Juni 2023	Dr RAJJI KOSWARA ADIREDDA, M.Pd.	Pengesahan	✓	
9	19 Juni 2023	ASEP SUPARMAN	Pengesahan	✓	
10	26 Juni 2023	Dr RAJJI KOSWARA ADIREDDA, M.Pd.	Revisi Content dan Abstrak	✓	
10	3 Juli 2023	ASEP SUPARMAN	Revisi Content dan Abstrak	✓	
11	17 Juli 2023	Dr RAJJI KOSWARA ADIREDDA, M.Pd.	Pengesahan Skripsi	✓	
11	13 Juli 2023	ASEP SUPARMAN	Pengesahan Skripsi	✓	
12	17 Juli 2023	Dr RAJJI KOSWARA ADIREDDA, M.Pd.	Final draft	✓	
12	19 Juli 2023	ASEP SUPARMAN	Final Draft	✓	



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## PERBAIKAN SIDANG

Program Studi : Pendidikan Bahasa Inggris  
Nama : Beni Ahmed E.  
NIM : 20221003  
Waktu Pelaksanaan : Sabtu, 24/02 - 24

## URAIAN PERBAIKAN

The references are too old / They should be changed into a newer ones / p.1 + 2. ✓

Ch. IV Introduction of the Chapters. ✓

Ch. IV Organization of the Chapters. ✓

Persetujuan Perbaikan  
Paraf Penguji:

Penguji I/II/III\*)

~~Paraf Penguji I.~~  
Dr. Rizki M. SE, MPA.

~~Paraf Penguji I.~~  
Dr. Rizki M. SE, MPA.  
NIP/NIDN : 0419106707

### Catatan:

Perbaikan harus diselesaikan paling lambat satu bulan setelah pelaksanaan sidang skripsi/tesis. Keterlambatan dalam menyelesaikan perbaikan berakibat sangsi penangguhan penerbitan ijazah.

NOMOR DOKUMEN	TANGGAL TERBIT	TANGGAL REVISI	STATUS REVISI
SPT7.IPL.F.20	22 Mei 2020	-	-



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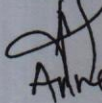
## PERBAIKAN SIDANG

Program Studi : Pendidikan Bahasa Inggris  
Nama : Beri Ahmad Zulkpli  
NIM : 20225003  
Waktu Pelaksanaan : .....

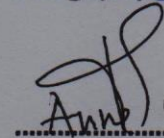
### URAIAN PERBAIKAN

- ✓ Give signature on declaration page & pernyataan
- ✓ Use past tense in ch. 3
- ✓ ~~previous studies in ch. 2~~ definition of terminologies in ch. 1
- ✓ don't mention the real name of participant

Persetujuan Perbaikan  
Paraf Penguji:

  
Anne K. M. Pd

Penguji I/II/III\*)

  
Anne K. M. Pd

NIP/NIDN :

#### Catatan:

Perbaikan harus diselesaikan paling lambat satu bulan setelah pelaksanaan sidang skripsi/tesis. Keterlambatan dalam menyelesaikan perbaikan berakibat sangsi penangguhan penerbitan ijazah.

NOMOR DOKUMEN	TANGGAL TERBIT	TANGGAL REVISI	STATUS REVISI
SPT7.IPI.F.20	22 Mei 2020	-	-



YAYASAN GRIYA WINAYA GARUT

# INSTITUT PENDIDIKAN INDONESIA

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## PERBAIKAN SIDANG

Program Studi : Pendidikan Bahasa Inggris  
Nama : Bewi Ahmud  
NIM : .....  
Waktu Pelaksanaan : .....

## URAIAN PERBAIKAN

1. Participants Concans ?
2. Surm : Sya minta dan pembesendi IV  
Ulu Riggigi - sitem. pmbesendi

Persetujuan Perbaikan  
Paraf Penguji:

Penguji I/II/III\*)

.....  
NIP/NIDN :

### Catatan:

Perbaikan harus diselesaikan paling lambat satu bulan setelah pelaksanaan sidang skripsi/tesis. Keterlambatan dalam menyelesaikan perbaikan berakibat sangsi penangguhan penerbitan ijazah.

NOMOR DOKUMEN	TANGGAL TERBIT	TANGGAL REVISI	STATUS REVISI
SPT7.IPL.F.20	22 Mei 2020		

