# **CHAPTER IINTRODUCTION**

## **1.1 Background Of the Study**

Argumentative writing is a text that makes the reader agree with your opinion about a controversial topic. You have to state your opinion, give reasons to support your idea, and argue against the opposite view. Overall, you have to convince the audience that your side of the argument is correct (Barbee & Matthew, 2015). People use ideas daily to accomplish many purposes, including persuasion, negotiation, debate, consultation, and resolving differences of opinion (Song, Deane, & Yi, 2014). Therefore, argumentative writing is crucial to language users (Embong, 2011). More specifically, argumentation involves a statement of an issue, discussing its pros and cons with the primary focus on the reader.

In contrast, classification changes physical context and sequence as the six features that count in the maturity of a piece of argumentative Writing (Nimehchisalem V. , 2011). Valuable models are also available in argumentative writing. Among others, Toulmin's Model stands out for its practicality and accuracy.

The importance in argumentative writing seems necessary to include these moves and the preceding dimensions of the construct. Argumentative writing is one of the models of difficult argumentative essays. Many researchers have proven. There is an understanding ways to be better the specific difficulties students face when argumentative writing academic arguments (Kakandee & Kaur, 2015). Many argumentative writing writers and students cannot still write an effective argumentative essay (Bipinchandra & Shah, 2014). As critical thinking, argumentative writing has received relatively more minor attention 72 than other abilities by researchers on cognitive abilities.

 Notwithstanding, the student will use argumentative writing because of its relevance in academic discourse. Despite the importance of argumentation, other educational system does not appear particularly effective at developing the ability to produce or critically evaluate arguments, as evidenced by various large-scale assessments and empirical research (Song, Deane, & Yi, 2014). An evaluation of argumentation skills would provide helpful information, assess argument comprehension, argument production, and be structured to support more effective educational interventions (Yanga & Sunb, 2012). The ability for argumentative writing affects the mindset towards the argumentative essay.

Writing shows that a variation in the genre type, whether it is argumentative, can affect the schematic structure of the text (Lock & Lockhart, 1999). Argumentative writing is crucial to language users (Embong, 2011). Observe that reports first present an overview of the topic, then describe the information logically, and finally may or may not include a conclusion. In contrast, argumentative essays typically begin with the statement of a thesis followed by the supporting evidence and end with a climax where the theory is reiterated (Beck & Jeffry, 2007). In contrast, argumentative essays typically begin with brainstorming the idea, a thesis statement, supporting evidence, and a conclusion restating the thesis. As a result of these, similar findings have been developed over the last few decades to account for these variations (Connor & Lauer, 2001), set the Assessment Tools for Teaching and Learning (asTTle) argumentative writing scoring rubrics for grades (2-4) of school students in New Zealand. These scoring rubrics consist of six genre-specific scales developed to assess students' ability to explain, argue, instruct, classify, inform and recount. Each scale has four subscales: ' audience awareness and purpose,' 'content inclusion,' 'coherence,' and 'language resources' (Glasswell, Parr, & Aikman, 2001). Moreover, the argumentative writing process research the difficulties students face with academic argumentative writing. The results of this study will find out some recommendations and suggestions to enable students to develop their argumentative writing competence.

Mainly, the student profile who did the argumentative writing researched 'content inclusion,' 'coherence,' and 'language resources' were students who spoke English. In contrast to this study, students with 'content inclusion,' 'coherence,' and 'language resources' were excellent. Still, these students used English as a foreign language (EFL), but his argumentative writing was in English.

## **1.2 Research Question**

What is the process experienced by an excellent student when learning argumentative writing?

## **1.3 Research Objective**

This study aims to determine argumentative in knowing good argumentative writing learning. More specifically, it is to investigate excellent student about the process of argumentative writing.

## **1.4 Research Significance**

The findings will be helpful for students, plays a vital role in learning argumentative Writing in English lessons. Greater demand for graduates with an English background justifies the need for more effective and life-changing. Thus, the student that applies the recommended process and practices derived from the results of this study will better train their learned.

Administrators will guide on what students should emphasize in the curriculum to improve their performance in English. Especially in the subject of argumentative writing. For researchers, investigations will reveal critical areas in the educational process that many researchers cannot explore. Thus, The research can find a new theory of argumentative writing learning.

**1.5 Definition of Terminology**

Some definitions have forward.

* Argumentative writing is a kind of activity in translating oral symbols into corresponding text that raises the pros and cons. Argumentative writing skills enable readers to turn into meaning and achieve the goals of independence, comprehension, and fluency (Bipinchandra & Shah, 2014).
* Empirical research is based on observed, measured phenomena and derives knowledge from experience rather than theory or belief (Dean, 2021).
* Narrative Inquiry/Study/Research is gathering information for research through storytelling (Constable, Rolly, 1990)

## **1.6 Limitation of The Study**

The limitation was based on some focuses; the research focused on studying argumentative writing and finding out the process. Hence the regulation covers the following aspects: the first one, based on an excellent’s student in a study program at one of the private Indonesian universities in the 2020 period who learned argumentative essays. They had been learning for more than three years. Second, the research investigated three years of experience in learning. And the last, the study was analyzed using narrative inquiry.