Chapter One

Introduction

In this chapter, the researcher presents several points to discuss the main ideas of the research. The researcher presents the background and the reason in choosing the topic. It is divided into several parts, namely the background of the research, the statement of the research, the limitation of the research, the research question, the objective of the research, and the significances of the research.

The Background of the Research

As one of language skills, writing plays a major role in expressing ideas, thoughts, opinion, and attitude. Through writing, people are able to share ideas and feelings, and to persuade and convince others. According to Browker (2007), writing is a skill that is required by people in various contexts throughout life. For instance, students can write an essay for their task or homework to support their academic life in school, or write an essay to apply for scholarships.

Writing skills play an important role in academic life. Afrin (2016) stated that writing skills are also highly used by teachers to evaluate students' performance in almost all levels of education. Moreover, being competent in writing is particularly important for Indonesian learners. For instance, writing essay is one of the requirements for someone to attain a scholarship or even a job. At school, writing is one of the requirements that students use to pass the courses. Therefore, students have to master their writing skill to support their academic life.

There are various types of writing, one of them is argumentative text. Hyland (2002) argued that the purpose of argumentative text is to convince the audience, and that is done in situations where there is a conflict between the beliefs and attitudes of the writer and the reader. In academic life, argumentative text can be used in writing journals, essays, or thesis. However, argumentative text is a difficult type of text for both English for Second Language and English for Foreign Language students. It is also supported by Peloghitis (2017), who mentioned that second language learners' face difficulties in this form of writing. The main rationale why argumentative text is difficult arises from the complexity of argumentative text features. Moreover, argumentative text deals with new and original ideas. Thus, argumentative needs critical thinking to support their arguments. Students find it difficult to write argumentative texts, especially in foreign language class, because the students should support their arguments clearly. In brief, when the arguments are not successfully convincing the readers, it cannot be categorized as a good argumentative essay. Furthermore, argumentative text is a complex task in which the writer takes a stance on a controversial issue and offers reasons and supporting ideas to persuade the audience to accept his or her position (Anker, 2004).

Same problems also happen among English Language Education Department in one of private universities in Yogyakarta where students faced difficulties in writing argumentative text. In that university, based on the informal interview the researcher found that students face difficulties when writing argumentative text. They experience difficulties in developing paragraphs of

argumentative text. Then, they also face difficulties in organizing the ideas to make good argumentative text. Based on the background above, the researcher is interested in finding out about the students' problem and strategies in writing argumentative text at English Language Education Department at a private university in Yogyakarta.

The Statement of the Problem

Writing argumentative text is an activity done by students in the English Language Education Department (ELED) at an Islamic Private University in Yogyakarta. In ELED there is a course called Interpretive Reading and Argumentative Writing. One of the activities in this course is writing argumentative text. Argumentative text requires the students to be able to improve their writing skill and improve their critical thinking. This course, it focuses on students' ability to provide logical reasons and strong arguments and critical analysis.

Based on the informal interview to the students of batch 2018 through *WhatsApp*, the researcher found the information related to students' difficulties that arose in Interpretive Reading and Argumentative Writing Class especially when students write argumentative text. Students still face difficulties while writing argumentative text. They cannot make good argumentative text because they lack of knowledge to make the text. They also face difficulties in developing the paragraphs of argumentative text because they lack of evidence to support their arguments. Thus, they need to improve their skill in writing argumentative text.

Based on the point above, a conclusion can be drawn. Writing argumentative text is highly difficult for students specially in foreign language classes. Therefore, the researcher is interested in investigating the students' problems and strategies in writing argumentative text. It is important to first know the problems and strategies in writing argumentative text in order to improve their writing skill in English language learning.

The Delimitation of the Problem

This research focuses on investigating the implementation of writing argumentative text based on students' perception of ELED at one private university in Yogyakarta. This research also focuses on students of batch 2018. However, this study focuses on the problems faced by students in writing argumentative text. Problem refers to everything that obstruct the students in the process of writing argumentative text. Moreover, this study also focuses on the solution or strategies used by students to solve the problems in writing argumentative text. The solution refers to the way students overcome the problems in writing argumentative text.

The Research Question

Based on the explanation above, this study proposes two research questions. The research questions of this study are formulated as following:

1. What are the problems faced by ELED students in writing argumentative texts?

2. How do ELED students solve their problems in writing argumentative texts?

The Objective of the Research

Based on the research question above, the objectives of this study are to answer the research question. The objectives of this research are:

1. To identify problems faced by ELED students in writing argumentative texts.

2. To investigate ELED students' strategies in solving the problems in writing argumentative texts.

The Significances of the Research

This study has some of significances that might be beneficial for lecturers, future researcher, and students. The significances are:

For the Lecturers. This research is useful for lecturers because it provides knowledge and information about difficulties faced by students in writing argumentative text and students' strategies in solving the problems faced by students in writing argumentative text. The result of this research is expected to give benefit to the lecturer. Hence, the lectures become aware in creating various activities or tasks in argumentative text.

For the Future Researcher. This research is useful for further researchers because this research might become a resource for further studies, so further researches can have more references in their studies.

For the Students. This research might be useful for students because they will be able to anticipate problems. Moreover, they can choose the strategies that might work for them in solving the problems in writing argumentative text.

Organization of the Chapter

There are five chapters in this undergraduate thesis. Chapter one presents the description of research. This chapter presents background of the research, statement of the problem, delimitation of the problem, research questions, objective of the research, significance of the study and organization of the chapter. Chapter two discusses the definition of writing, academic writing, argumentative text, the process of writing argumentative text, problems and strategies in writing argumentative text. Moreover, review related studies are included in this chapter. Chapter three presents the methodology. It is about how the researcher takes the data, the approach that the researcher used in this research. Chapter four discusses findings and discussion and it is about the result of interview. The last chapter is conclusion and recommendation. It is resuming of the research and suggestion for lecturers, students, and other researchers.