

Chapter One

Introduction

This chapter provides a summary of the research. This chapter includes important information. Initially, the background of the research discusses why the researcher is interested in addressing students' difficulties in writing argumentative texts and analyzes the characteristics that students perceive as a means for overcoming difficulties in composing English argumentative texts. In addition, this chapter contains the research questions, which serve as the direction for the research. In addition, the research objectives are described in the research's purpose. In addition, the significance of the research highlights its potential benefits for particular individuals. Finally, the structure of the research chapter reveals how each chapter is explained.

Background of the Research

Harlena, Mukhaiyar, and Hamzah (2019) noted that writing is one method for expressing thoughts, emotions, and opinions. Students can use writing as a means of communicating with others in difficult or uncomfortable circumstances. Although writing allows students to express themselves freely, writing is challenging because they must be aware of their language usage, topic, structure, vocabulary, and grammar. Huda (2019) asserted that sufficient practice is necessary for students to cultivate their writing skills.

Students often struggle with writing argumentative essays. A text that is argumentative employs logical and rational methods to demonstrate the control of one idea over another. Every text necessarily contains a logical argument, regardless of the author's position. According to Sanczyk (2010), “The writers of these articles must clearly state their main argument, support it with explanation and proof, utilize formal language and academic language, maintain objectivity, and be careful to include opposing opinions” (p. 29).

According to Crowhurst (1991), argumentative is that to sure the reader through the written form is something that cannot be done easily without knowledge, even using the right words text (as cited in Ka-Kan-Dee & Kaur, 2014). According to Anora (2020) “Students need to stand by their opinion or debate a topic to make sure. In writing a text or an essay, a self-written plan of the topic or clustering and evaluating their writing is a package of necessary” (p. 2). There are still challenges and difficulties in writing, particularly in students' grammar, which can be found in the writing products of students.

In Indonesia context, students also encountered into a lot of writing issues. The research findings indicated that students continue to face difficulties in employing proper mechanics while composing argumentative essays. Tasya (2022) identified the difficulties encountered by students when writing argumentative essays and explored the underlying causes. Students' essays commonly exhibited difficulties in mechanics, specifically in the area of capitalization. Students exhibited errors in

capitalization, either through incorrect usage or by neglecting to capitalize certain terms. This research distinguishes itself from prior research by placing greater emphasis on investigating the overall proficiency of students in generating argumentative essays.

Therefore, the analysis of students' writing challenges, particularly in argumentative texts, would be an area of particular interest to the researcher. The researcher intends to conduct descriptive qualitative research on the writing difficulties of Indonesian high school students in Tangerang. This research is significant because it enables readers to evaluate the extent to which students can compose argumentative essays. Understanding it enables drawing conclusions that can serve as a foundation for future reference or development.

Even though writing argumentative writing is taught in English class, students still face some challenges. One of those is that students lack vocabulary knowledge, making it difficult to compose words. In addition, students struggle with grammar; they are not proficient in grammar, so they are doubtful of what they are writing. Due to difficulties, students lack confidence when writing, particularly when composing argumentative texts. To feel more confident when writing, students must improve their writing skills, particularly their vocabulary and grammar.

Identification of the Problems

In the setting of the current research, based on preliminary observation, there

are many challenges in writing faced by students. The first problem found was grammar errors, students' grammar needs to be clarified. Because of their limited vocabulary skills, the students' argumentative writing needs to be more established. This results in the readers' substance being less persuasive. It is, therefore, they still need to grasp grammar.

The second problem was the language used in students' composition is not complex construction, tense, number, article, pronoun, and preposition. Errors or mistakes in spelling, punctuation, capitalization, and paragraphing. The next problem was that the essay structures were not organized properly within each paragraph. This was the third issue. A compositional organization, such as the primary idea, is clear and precisely sequenced, and it is presented in the appropriate order. Finally, the last problem was lack of vocabulary. Students do not have much mastery of vocabulary. So, students find it difficult to write because they are confused about what to write. So, students need to increase their vocabulary.

The argumentative text contains valid arguments that provide evidence and reasoning, whether we agree with the ideas or not. The capacity to interact with other people's views is very important for everyone. Therefore, the researcher wants to investigate the difficulties caused by having senior high school students write an argumentative text.

Delimitation of the Problems

This research is delimited by two research focuses. The two main focuses of discussion in this research are the challenges of students in writing an English argumentative text and what are the strategies that students can do to deal with challenges in writing an English argumentative text. The purpose of this research is to identify the challenges faced and strategies by students who are writing argumentative texts in English classes.

Research Question

Based on the statement of the problems that are explained above, there are two questions in this research, as follows:

1. What do students perceive as challenges in writing an English argumentative text?
2. What do students perceive strategies to overcome difficulties in writing an English argumentative text?

Objectives of Research

Based on the research questions previously mentioned, the objectives of this research are:

1. To investigate the aspects that hinder students' ability to write an argumentative essay.

2. To investigate students' strategies to overcome difficulties in writing English argumentative text.

Significance of the Study

This research is carried out with some expectations to provide more benefits and knowledge for students, teachers, and future researchers.

For students. This research is helpful because students have a lot of information about writing argumentative texts. This research is significant in helping them by identifying the most common difficulties that appear while writing argumentative text. With this knowledge, students can write argumentative text with solutions to reduce difficulties in writing argumentative text or imitate the solutions found in the research.

For Teachers. The researcher hopes that this research can be useful for English teachers, especially for teaching writing argumentative text by reading this research. This research gives some contributions, considerations, and solutions on methods how to write a good argumentative essay for Senior High School students.

For Future Researchers. This research has the potential to provide a significant quantity of information in addition to providing some expertise on argumentative text.

Organization of the Research

This research proposal consists of five chapters. The first chapter is the Introduction. In this section, the problem will be defined, the aims of the researcher at the outset of the research will be provided, a list of particular research questions will be provided, and an explanation of why the research is significant and what interests the researcher about the research will be provided.

Chapter two is the literature review. This chapter begins with an introductory paragraph outlining the literature review's scope and then divides it into individual sections. Identify and discuss each concept or issue relevant to the research. This research discussed the issue of writing in argumentative text. This chapter explains the theory related to writing an argumentative text.

Chapter three is the methodology. This chapter details the procedures that the researcher follows in order to carry out the research and collect the necessary data. Provide a description of instructional design that is sufficiently detailed that a reader could recreate it. At this point, the researcher provides a brief and general description of the participants. This research was carried out by making use of a plan for the qualitative analysis of data.

Chapter four contains the findings and discussion. The research findings are introduced in the introductory paragraph. It introduces the primary concept of the research, piques the readers' interest, and explains why this topic is significant. This study employs a qualitative findings methodology. The discussion section addresses

each of the most important findings or results of the investigation as follows: Briefly summarize the finding, compare and contrast it with other research, and explain its significance, implication, and value. Provide conclusions or recommendations based on the findings and discussion after discussing each key finding.

The conclusion can be found in the final chapter. This chapter discusses the initial problem that needed to be solved and explains how the research thus far has attempted to do so. The value of this research is reemphasized by the researcher at several points along the procedure.