























	opinions are included.	
<b>Main points</b>	Three or more main points are well developed with supporting details. Refutation paragraph acknowledges the opposing view, and summarizes their main points.	4
Body paragraphs	Three or more main points are present but may lack detail and development in one or two. Refutation paragraph acknowledges the opposing view, but doesn't summarize points.	3
Refutation	Three or more main points, but all lack development. Refutation paragraph missing and or vague.	2
	Less than three main points, with poor development of ideas. Refutation missing or vague.	1
<b>Use of source</b>	All source material is used and smoothly integrated into the text. All sources are accurately documented and in the desired format on the work cited page. All sources are relevant and reliable.	4
	All sources material is used. All sources are accurately documented, but a few are not in the desired format on the works cited page. Most sources are relevant and reliable.	3
	All sources are accurately documented, but many are not in the desired format on the works cited page. Some sources are relevant and reliable.	2
	Lacks sources and or sources are not accurately documented. Innocent format is used. Sources are not relevant or reliable.	1
<b>Sentence precision</b>	The writer treats the subject seriously using formal language. All sentences are complete, accurate, and clear; the writer controls the point of view appropriately.	4
Sentence clarity	The writer uses some informal language and slang. Most sentences are complete, accurate and clear; there is an occasional use of "you" in the essay, indicating a lack of revision or control.	3
	Some unclear or confused sentences; the writer shifts person throughout the essay or uses "you" and "I" frequently.	2



Table 2.2

## Jacobs et al.'s (1981) scoring profile

ASPECT	SCORE	LEVEL/ CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to the topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate









- ( 0 ) Ignorance of conventions of spelling.
- ( 1 ) Low standard of accuracy in spelling.
- ( 2 ) Some inaccuracies in spelling.
- ( 3 ) Almost no inaccuracies in spelling.

In Sara's book also has a scoring rubric for structure or composition course and the scoring rubric has some score that show the level of the essay. They are 9-10, 7-8, 5-6, 3-4, and 1-2. This study only focuses on the organization from the rubric and the criteria of the organization can be seen as follow:

- 1) In the score (9-10), the introduction orients the reader effectively to the topic and the author's thesis (purpose, plan, and focus). The conclusion effectively reinforces and comments on the thesis, providing closure to the essay. The supporting ideas are provided in a relevant and credible way. Then, the paragraphs are separated and logical units, fully developed, clearly related to the thesis and effectively connected to each other by appropriate, well-chosen and varied transitions.
- 2) In the score (7-8), the introduction orients the reader sufficiently to the topic and to the author's thesis. The conclusion competently reinforces and comments on the thesis. The supporting ideas are provided in relevant and credible way. Then, the paragraphs are separated and logical unit, well-

developed, clearly related to the thesis and well-connected to each other by appropriate and varied transitions.

- 3) In the score (5-6), the introduction orients the reader sufficiently to the topic and the author's thesis, though it may be brief and undeveloped. The conclusion reinforces and comments on the thesis. The supporting ideas are provided in relevant and credible way. Then, the paragraphs are separated and logical units, related to the thesis and connected to each other by appropriate transitions.
- 4) In the score (3-4), the introduction may not orient the reader sufficiently to the topic or to the author's thesis. The conclusion may neither reinforce nor comment on the thesis. The supporting ideas are insufficient and irrelevant. Then, the paragraph may not be separated and logical units, related to the thesis or connected to each other by appropriate transitions.
- 5) In the score (1-2), the introduction does not orient the reader sufficiently to the topic or to the author's thesis. The conclusion neither reinforces nor comments on the thesis. The supporting ideas are insufficient and irrelevant. Then, the paragraphs are not separated and logical units, clearly related to the thesis or connected to each other by appropriate transition.

The last theory is from Alice and Ann's book. In the Alice and Ann's rubric, the organization of an essay will get highest points (45), if the introductory paragraph begins with several general sentences and ends with a









According to the previous studies above, the researcher concludes that the three studies above are different from this study. The first previous study has a purpose to investigate whether the third-year English majors improve the quality of their argumentative essays from the first draft to the second draft by applying the integrated process-genre approach. However, this study doesn't apply either certain techniques that improve students' argumentative essays because this study focuses on analyzing the students' ability in writing an argumentative essay by noticing the aspects of writing an argumentative essay.

The second previous study has a purpose to know the students' accuracy in using the aspects of writing in their essay. Although the previous study has a similar purpose to know students' ability in writing an essay by noticing the aspects of writing such as content, organization, grammar and sentence structure, mechanics and vocabulary, but this study doesn't focus on the content and this study focuses on the argumentative essay not cause and effect essay. Then, in the previous study the researcher collected the data by asking the students to write an essay according to some aspects that the lecturer given to the students, while this study collects the students' essays that they produce in the middle test.

The third previous study has a purpose to know the capability of students in writing a persuasive essay, which is specified into the students' capability of the development of content, organization, vocabulary, language use, and mechanics. Although the study has the same purpose but this study categorizes the organization

into some aspects (introduction, body paragraph, and conclusion) to be analyzed. The way the researcher takes the document was also different from this study. The study used test to collect the data, while this study collects the data from the result of the students' middle test in the fourth semester. The level of the students is also different. The subject of the study was the students in SMU 1 Muhammadiyah, while the subject of this study is the students in the State Islamic University (SIU) Sunan Ampel Surabaya. It seems that the students' level of the second study is low that the students' level in this study and it make the result of this study different with this study because of the differences of the level in second language learning.

The last difference is about the kind of the essay. Some experts maybe say that argumentative essay and persuasive essay have same aim to present a specific point of view but in writing argumentative essay the author more care in using facts, statistic, and other evidence to make the reader agree that the writer's position is correct while on the other hand in writing persuasive essay the writer more uses their passion and emotion in an attempt to sway the raders's





