

CHAPTER IV

RESEARCH FINDING

This chapter presents the findings and discussion of the research. It is purposed to answer the problem of this study. In finding, the researcher discusses and describes the process and the steps of collecting data and data finding. Then in discussion, the researcher concludes the finding of the students' ability in writing argumentative essay at State Islamic University (SIU) of Sunan Ampel Surabaya.

A. Research Findings

After the researcher analyzed the data using assessment rubric, the researcher presents or displays the result clearly in this research finding. The researcher displays the result in table form clearly. After that, the researcher used the formula that was explained in chapter III to find out the percentage of the students' ability in writing argumentative essay. The results as follow:

a) The result of the first class (A class)

The researcher got eleven students' assignment and analyzed the students' assignment by using assessment rubric (analytic scoring guide). The result of the analysis is explained in the table 4.2 of recapitulation of the students' writing as follow:

Table 4.2**The result of the students' writing in the class A**

Name	Score (point)					Point	Grade
	Introduction and thesis statement	Body paragraph	Conclusion	Style	Mechanics		
Student 1	2	2	2	3	3	12	Good
Student 2	3	3	3	2	2	13	Good
Student 3	2	2	2	2	2	10	Fair
Student 4	2	2	2	3	3	12	Good
Student 5	2	2	2	3	3	12	Good
Student 6	2	2	2	2	2	10	Fair
Student 7	2	2	2	2	2	10	Fair
Student 8	2	2	2	3	2	11	Good
Student 9	2	2	2	2	2	10	Fair
Student 10	1	2	2	2	2	9	Fair
Student 11	1	2	2	2	2	9	Fair

The result of the first students' writing has been explained on the table above.

There were two students getting 9, four students getting 10, one student getting 11, three students getting 12 and one student getting 13, Then to know the percentage of the result, the researcher used the formula which already exists above. Then, the

researcher finds that 54,5 % students are in fair grade and 45,45 % students are in good grade.

The researcher finds 54,5 % students in fair grade having unclear introduction and weak thesis statement. They begin their essay with several general statements but it can't describe the author's topic and many students can't arrange their thesis statement correctly. In body paragraph, almost all students have many paragraphs in their essay but they can't develop their thesis statement in body paragraph correctly. Many paragraphs begin with a topic sentence but their body paragraphs don't relate to the thesis. In conclusion, students begin their conclusion with many sentences but the sentence can't capture the thesis or argument. In arranging sentences, some students don't use appropriate conjunction and some students lack in punctuation.

Then, the researcher finds 45,45 % students in good grade having introduction that consist of thesis statement but they don't explain using detail. The students have many body paragraphs that have topic sentence but only some students have body paragraphs that are unity and coherence. Almost all students don't have error in spelling, punctuation and capitalization. The students have varied correct sentence structure. However, only some students use inappropriate vocabulary.

b) The result of the second class (B class)

The researcher got twenty one students' assignments in the B class. After the researcher got the data, the researcher analyzed the students' assignment using assessment rubric (analytic scoring guide). The result of the

analysis is explained in the table 4.3 of recapitulation of the students' writing as follow:

Table 4.3

The result of the students' writing in the class B

Name	Score (point)					Point	Grade
	Introduction and thesis statement	Body paragraph	Conclusion	Style	Mechanics		
Student 1	2	2	2	2	2	9	Fair
Student 2	3	2	2	2	2	11	Good
Student 3	3	2	2	2	2	11	Good
Student 4	1	1	1	3	3	9	fair
Student 5	1	1	1	2	2	7	Fair
Student 6	1	1	2	2	2	8	Fair
Student 7	2	2	2	2	2	10	Fair
Student 8	2	2	2	2	2	10	Fair
Student 9	2	1	2	2	2	9	Fair
Student 10	1	1	2	2	2	8	Fair
Student 11	1	1	2	3	2	9	Fair
Student 12	3	2	2	2	2	11	Good
Student 13	2	2	2	2	2	10	Fair
Student 14	2	2	2	2	2	10	Fair

Student 15	2	2	2	2	2	10	Fair
Student 16	1	1	2	2	2	10	Fair
Student 17	1	2	2	2	2	9	Fair
Student 8	1	1	2	3	2	9	Fair
Student 19	1	1	2	2	2	8	Fair
Student 20	2	2	2	2	2	10	Fair
Student 21	1	1	2	2	2	8	Fair

The result of students' writing in class B had been explained on the table above. There was one student getting 7, four students getting 8, six students getting 9, seven students getting 10 and three students getting 11. Then to know the percentage of the result, the researcher used the formula which already exists above. Then, the researcher finds that 14,28 % students are in good grade and almost 85,7 % students are in fair grade.

According the analysis that was conducted in two classes, it can be concluded that the students' ability in writing essay is not satisfied because the students who get fair grades are more than students who get good grade. Almost all students in the class A got the difficulties in establishing thesis statement that can be developed in the body paragraph and almost all the students' body paragraph doesn't begin with topic sentence that are related with the thesis statement. The conclusion that is produced by the students also

doesn't affectively capture thesis or argument. They use many words that are not related with the thesis statement. But the grammar, sentence structure and the mechanic that students have are good enough.

For the class B, it also is not satisfied at all because 85,7% of students are in fair grade. The problem is the same as the problem of the students' in the class A. They lack of establishing the thesis statement and developing the thesis into the body paragraph and some students use inappropriate vocabulary in their essay. Moreover, they lack of grammar specially in using conjunction in their essay.

B. Discussion

After the researcher analyses the students' argumentative essay using assessment rubric. The researcher has found that the students' ability in writing argumentative essay is very unsatisfied. In the class A, only 45,45 % students who got good grade while 54,5 % students got fair grade. Moreover in the class B, only 14,28 % students was in good grade and almost 85,7 % students was in fair grade. It seems that the students' ability is so far with the criteria of argumentative essay in high score that was stated by some experts in their theory likes Karen's theory, Sara's theory and Alice's theory. The result can be concluded that the students' ability in writing argumentative essay in English Teacher Education Department of the State Islamic University (SIU) of Sunan Ampel Surabaya is only in fair and good grade.

1. Discussion of students' ability in arranging introduction

There is no poor grade that students get in writing argumentative essay. The students can produce varied sentence by using varied vocabulary in introduction. However, many students' introduction has some background information and states the problem but it is unclear and almost lack in arranging thesis statement. They write varied sentences but almost all the sentences don't support their thesis statement and many students don't arrange their thesis statement carefully, thus causing their thesis statement is unclear or vague. Moreover, some students' introduction doesn't orient the reader sufficiently to the topic or to the author's thesis.

In the finding, the researcher finds six students who got fair grade and five students who got good grade in class A. In the fair grade, there are four (4) students got score (2) in arranging introduction in which the introduction in the score (2) is close with the lowest score (1). According to the rubric, the introduction in score (2) is "the introduction paragraph states the thesis but the introduction does not adequately explain the background of the problem or the introduction is largely unclear and may not orient the reader sufficiently to the topic or to the author's thesis. Then, there are two students who got score (1) in arranging introduction in which the thesis or problem in introduction is completely unclear or vague and the introduction does not orient the reader sufficiently to the topic or to the author's thesis. In the good grade, there are four students got score (2) in arranging introduction and there is only one

student who got score (3) in arranging introduction in which the introductory paragraph begins with several general sentences, contains some background information, states the problem and ends with a thesis statement but not explain using details but the introduction orients the reader sufficiently to the topic and to the author's thesis.

In the class B, there are eighteen (18) students who got fair grade and three (3) students who got good grade. In fair grade, there are ten (10) students who got score (1) in arranging introduction and there are eight (8) students who got score (2) in arranging introduction. Then, there are three students who got score (3) in arranging introduction. It seems that the students' ability in arranging introduction both of the class is still far with the criteria of the introduction in the highest score (4) that are stated by some experts (Karen, Sara and Alice) in the researcher's assessment rubric. The criteria of the introduction in the highest score (4) are; the introduction has well-developed introductory paragraph, the introduction paragraph begins with several general sentences, ends with full development of clear thesis statement and has clear explanation of the problem and orients the reader effectively to the topic and the author's thesis (purpose, plan, and focus).

2. Discussion of students' ability in arranging body paragraph

The students in the class A and the class B have more than three body paragraphs in their argumentative essay and every paragraph begins with new topics but only few students have the body paragraphs that related with the

thesis statement. Whereas according to Sara and Alice's theory in the chapter II, each paragraph has to discuss a new point, begins with a clear topic sentence and has clear unity and coherence. Moreover, the body paragraph has to relate with the thesis statement, has clear unity and coherence, and the body paragraph has appropriate transitions that are used to link paragraph.

In the finding, the researcher finds six students who got fair grade and five students who got good grade in class A. In the fair grade, the researcher finds six students got score two (2) in arranging body paragraph in which in the score, each paragraph discusses a new point, begins with a topic sentence but may not be related to the thesis statement, and each paragraph has low material; low facts, examples, quotations and low paraphrased, moreover, each paragraph has unclear unity, coherence, and low standard in using transitions to link paragraph. In the good grade, there are four students who got score (2) in arranging body paragraph and there is only one student who got score (3) in arranging body paragraph in which in this score each paragraph discusses a new point, begins with a topic sentence and may not relate with the thesis statement, moreover, each paragraph has few material; less facts, examples, quotations, and less paraphrased and each paragraph has adequate unity, coherence and some inaccuracies in using transitions to link paragraph.

In the class B, there are eighteen (18) students who got fair grade and three (3) students who got good grade. In the fair grade, the researcher finds

ten students who got score (1) in arranging body paragraph in which in this score, each paragraph is not related with the thesis statement, each paragraph doesn't have material; facts, examples, quotations and low paraphrased, each paragraph almost doesn't have unity and coherence, and almost all transition inaccurate. Then, there are eight students who got score (2) in arranging body paragraph. In the good grade, the researcher finds three students who got score (2) in arranging body paragraph.

It can be concluded that no one get the highest score in arranging body paragraph. Whereas, in the theories that are stated in the chapter II before, the body paragraph in highest score has paragraphs that discuss a new point, begin with a clear topic sentence and clearly relate to the thesis statement, then, each paragraph has specific material; facts, examples, quotations, and paraphrased. Moreover, each paragraph has clear unity and coherence, appropriate transitions are used to link paragraph. It seems that developing the students' ability in arranging body paragraph is needed by the students.

3. Discussion of students' ability in arranging the conclusion

In class A, the researcher only finds one student in good grade who got score 3 in arranging conclusion in which in this score the conclusion summarizes main topics, the conclusion reinforces and comments on the thesis or the conclusion restates thesis but not full argument. Whereas according to Sara and Alice's theory, the conclusion has to end with

appropriate concluding sentence, effectively reinforce or comment on the thesis, and provide closure to the essay. Then, the researcher finds six students in fair grade who got score (2) in arranging conclusion and four students in good grade who got score (2) in arranging conclusion in which in this score, the conclusion summarizes the main topics but is not repetitive and no suggestion and opinion are included. Moreover, the conclusion may neither reinforce nor comment on the thesis, the conclusion doesn't effectively capture thesis or argument.

In class B, the researcher finds two students in fair grade who got score (1) in arranging conclusion and in this score the students' conclusion does not adequately summarize the main topics and no suggestion or opinion is included, then the conclusion neither reinforces nor comments on the thesis. The researcher also finds sixteen students in fair grade who got score (2) in arranging conclusion. In good grade, the researcher only finds three students who got score (2) in arranging conclusion.

It can be concluded that there is no student who got highest score and the lowest score in arranging conclusion. Whereas, the criteria of conclusion in the highest score according to the researcher's assessment rubric are the conclusion summarizes the main topics without repeating previous sentences and ends with appropriate concluding sentence. Then, writer's opinion and suggestion for change are logical and well thought out. Moreover, the

conclusion effectively reinforces and comments on the thesis and providing closure to the essay.

4. Discussion of the students' ability in using grammar and Sentence Structure

Although many students in the class A and the class B have fair ability in writing argumentative essay, there is no student who got poor ability in using grammar and sentence structure. In fair grade, the researcher finds six students who got score (2) in using grammar and sentence structure in which in this score the students' essay has frequent grammatical inaccuracies and the sentences lack variety and show errors of structure. In good grade, the researcher only finds one student in class A who got score (2) in using grammar and sentence structure and the researcher finds four students who got score (3) in using grammar and sentence structure in which in this score, the students' essay has some grammatical inaccuracies and some sentence structures are effective, moreover, the sentences have varied structure.

In fair grade, there are fifteen students in class B who got score (2) in using grammar and sentence structure. There are also three students in fair grade who got score (3) in using grammar and sentence structure. In good grade, the researcher finds three students who got score (2) in using grammar and sentence structure. It can be concluded that the students' ability in using grammar and sentence structure is still far away from excellent. Whereas, according to the criteria of highest score in using grammar and sentence

structure that are stated in the researcher's assessment rubric are the students' essay almost hasn't have grammatical inaccuracies or no grammatical errors. Moreover, sentences are strong, effectively and expressive with varied of sentence structure.

5. Discussion of the students' ability in using mechanics

In class A especially in fair grade, the researcher finds six students who got score (2) in spelling and in using punctuation, capitalization and vocabulary in which in score (2), the students' ability in using mechanics are low standard of accuracy in punctuation or frequent errors of punctuation, low standard of accuracy in spelling or frequent errors of spelling, frequent errors of capitalization. Moreover, their essay has ordinary vocabulary range or limited range, then, their essay has frequent errors of word or idiom form, choice and usage, but meaning confused or obscured. In good grade, the researcher finds two students who got score (2) in using mechanics and three students who got score (3) in which the students' mechanics in this score have some inaccuracies in punctuation or occasional errors in punctuation, some inaccuracies in spelling or occasional errors in spelling, occasional errors in capitalization, occasional errors of word, choice and usage but meaning not obscured.

In class B especially in fair grade, the researcher finds seventeen students who got score (2) and one student who got score (3). In good grade, the researcher finds three students who got score (3) in spelling and using

punctuation, capitalization and vocabulary. It can be concluded that there is no students who got the lowest score in spelling and in using punctuation, capitalization and vocabulary. Then, there is no student who got the highest score in using mechanics. Whereas, according to the criteria of mechanics in highest score are the punctuation is correct, almost no inaccuracies in punctuation or few errors of punctuation, the spelling is correct, almost no inaccuracies in spelling or few errors of spelling, capital letters are used correctly or few errors of capitalization. Moreover, the essay has exceptional vocabulary range, effective word or idiom choice and usage.