



vocabulary that they used in their essay. Although almost the body paragraph has topic sentence, varied grammar and sentence structure like the use of conjunction (while, when, for, moreover, furthermore, but, and etc), there are many paragraphs that are not related with the thesis statement in the introductory. Moreover, many students of the class A and B don't consider their thesis statement in their introductory paragraph. Their thesis is unclear and rambling.

In the good grade, the students have thesis statement in their introduction, but they has problem in developing the thesis into body paragraph. They have few errors in grammar, sentence structure and almost no error in spelling, punctuation and capitalization. Also, their essay has few errors in using vocabulary.

In the class B especially for students that have fair grade in writing argumentative essay, many students have problem in conveying their thesis statement in their introductory paragraph. Their thesis statement is largely unclear and vague. The introduction may not orient the reader sufficiently to the topic or to the author's thesis. The students' essay has 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.



