#### **CHAPTER I**

#### INTRODUCTION

This chapter discusses the area of the study that will be covered in some headings: (1) background of the study, (2) statement of the problem, (3) objective of the study, (5) scope and limitation, (6) significance of the study, (7) definition of key terms, (8) research report organization.

## A. Background of the Study

Writing is transferring ideas or opinions from oral language into written language. Through writing, the writer can express their feelings, ideas and thoughts<sup>1</sup>. Heaton mentions that writing is a complex subject that it is sometimes difficult to teach and to learn.<sup>2</sup> In the context of teaching and learning English as a Foreign Language (EFL), writing skill is considered difficult because it demands the learners' understanding of sentence construction and learner's skill to construct the ideas<sup>3</sup>. Thus, the learners should master not only the grammar and vocabularies but also the ability to craft the ideas in order to produce a good writing.

Beside mastery of the text, knowing the audience is crucial when writing. Every writer needs to know the audience whom he/she wants to reach in order

<sup>&</sup>lt;sup>1</sup> Herliwati, Strata Thesis: "Error Analysis in the Studens Writing Narrative Paragraph at MTsN Pajajaran Pamulang" (Jakarta: State Islamic University Syarif Hidayatuallah, 2011), P.4

<sup>&</sup>lt;sup>2</sup>Strakey, Lauren. *How to Write Great Essay* (New York, Learning Express, 2004), P.26

<sup>&</sup>lt;sup>3</sup> Sara, Weigle, Assessing writing (Cambridge: Cambridge University Press, 2002), P,8

that the writer can grab the readers' interest. It is best if the writer can anticipate the position the audience already takes on the writer's subject<sup>4</sup>. Knowing who the readers are will give the writer a good idea of background information before the writer's ideas, arguments, and evidence can make full sense to the readers. It is because the writer tries to persuade and influence the readers. The writer tries to get the reader to change their minds, to do something, or to begin thinking in new ways.<sup>5</sup> Therefore, the writer should be able to build logical argument to take a position.

Argumentation is a key requirement of writing. It is the most common genre of writing that university students have to write, which is called argumentative essay. According to Lea and Street "The development of an argument is regarded as a key feature of successful writing by academics across disciplines". The basic essential of argumentative essay is argumentation because the purpose of argumentative essay is to present a position and to have an audience adopts or at least seriously considers the writer argument. So, through argumentative essay, the ability of students in writing logical argument should appear.

Argumentative essay presents some arguments for a specific point of view.

The writer conveys opinion about something he reads or knows, likes or dislikes,

<sup>4</sup> Writing an Argument

<sup>&</sup>lt;sup>5</sup> Chapter 1: Research Writing and Argument, P.1

<sup>&</sup>lt;sup>6</sup> Journal of English for Academic Purposes: 'Argument!' helping students understand what essay writing is about Ursula Wingate. King's College London, Department of Education and Professional Studies Waterloo Rd, London SE1 9NH, UK..

<sup>&</sup>lt;sup>7</sup> Communication Students Support Center. Element of Argument paper, P.9

<sup>&</sup>lt;sup>8</sup> Writing an Argument. P. 1

agrees or disagrees. The arguments must be thoughtful and logical because the writer takes a position for or against the issue<sup>9</sup>. Also, the readers expect the writer to have good reasons and evidence. As stated by Kinneavy that "most people want more than reasons, they want evidence or proof to back up the reasons" 10. So, beside able to have ability to write logical argument, the writers have to be able to support the argument with concrete evidences and proofs.

No matter how good an argument or idea is, it will not work if a student cannot logically outline her/his argument. Argumentative essays help students master the basic rules of logic, such as avoiding emotional appeals, using sound rather than fallacious arguments and making specific, clear statements rather than generalizations. Students will also master rhetorical skills such as emphasizing the importance of an issue or the potential outcomes of a particular policy.

The ability to construct and defend an argument is particularly important to students' readiness for college and careers. <sup>12</sup> The goal of making logical argument is to convince an audience of the rightness of the claims being made using logical reasoning and relevant evidence. In some cases, a student will make an argument to gain access to college or to a job, laying out their qualifications or experience.

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Freska, DestiliaAnwar, Strata Thesis: "Improving Students' Ability in Writing Arguentative Paragraph by Using Problem Based Learning" (Gorontalo: State University), P.5
 Kinneavy, Teaching Argument for Critical Thinking and Writing: An introduction. (The University)

of Chicago. 2010), P. 24

<sup>&</sup>lt;sup>11</sup> Zemlianssky, Chapter 1: Research Writing and Argument: All Writing is Argumentative, P. 7

<sup>&</sup>lt;sup>12</sup> Hillocks, George Jr. *Teaching Argument for Critical Thinking and Writing: An Introduction*, The University of Chicago . p. 25

However, it is important to remember that logic is only one aspect of a successful argument. Non-logical arguments, statements that cannot be logically proven or disproved, are important in argumentative writing, such as appeals to emotions or values<sup>13</sup>. Illogical arguments, on the other hand, are false and must be avoided. When the writer understands how arguments are supposed to be constructed and also how they should not be constructed, the writer will find all sorts of bad arguments.

Having the ability in writing logical argument in argumentative essay is a key skill for writing success. The argumentative writing helps students to develop critical thinking and research skills, as well as the ability to develop and logically defend a position. <sup>14</sup> It allows readers to argue of the claims being made and the reasoning being offered in their defense.

The English learners can measure their ability to write logical argument through argumentative essay, especially in stating agreement or disagreement with someone's claim. When the students write argumentative writing, they can argue some topics, give logical reason, support by the evidence and complete with the rhetorical features of writing. By doing these activities, the students are able to measure their ability to write logical argument in argumentative essay.

English Teacher Education Department of Faculty Of Education And Teacher Training Of State Islamic University Sunan Ampel Surabaya is the

<sup>&</sup>lt;sup>13</sup> Writing an Argument. P. 1

<sup>&</sup>lt;sup>14</sup> Field 96, Elements of an Argumentative Essay (Illinois State University, Normal, Illinois), P.16

department which has argumentative writing class. The consideration in choosing this class is because in the argumentative writing class, the students learn and practice the way how to agree or disagree to someone's arguments, how to give evidence to strengthen their argument, and how to make a conclusion in form of writing. Having learnt those ways, the students are expected to have good ability to write logical argument in argumentative essay as the candidate of god English teacher in the future.

In conclusion, since writing as a part of skill in language education, it is important to increase logical argument ability of the students' of argumentative writing class of English Teacher Education Department of Faculty Of Education And Teacher Training Of State Islamic University Sunan Ampel Surabaya in academic year 2014- 2015. Therefore, the researcher is interested to conduct the research entitled "The Students' Ability to Write Logical Argument in Argumentative Writing Class of English Teacher Education Department Of Faculty Of Education And Teacher Training Of State Islamic University Sunan Ampel Surabaya in academic year 2014- 2015."

#### **B.** Statement of The Problem

Based on the background of study above, the statement of the problem for the current study is "What is the students' ability to write logical argument in argumentative writing class of English Teacher Education Department Of Faculty Of Education And Teacher Training Of State Islamic University Sunan Ampel Surabaya in academic year 2014- 2015 ?"

### C. Objective of the Study

The objective of the study is to know the students' ability to write logical argument in argumentative writing class of English Teacher Education Department Of Faculty Of Education And Teacher Training Of State Islamic University Sunan Ampel Surabaya in academic year 2014-2015.

## **D.** Scope and Limitation

- 1. This study focuses on students' ability to write logical argument in argumentative essay at Faculty of Education and Teacher Training of State Islamic University Sunan Ampel Surabaya in academic year 2014-2015.
- This study is limited to the students of argumentative writing class at Faculty
  of Education and Teacher Training of State Islamic University Sunan Ampel
  Surabaya in academic year 2014-2015.
- 3. In this research, does not only focuses on the argument in the introduction, body and conclusion, but also it focuses on the organization of the essay.

### E. Significance of The Study

This study is expected to be useful for:

1. The general students: they will know the trend of ability in writing logical argument in argumentative essay among students' of argumentative writing

class of English Teacher Education Department Of Faculty Of Education And Teacher Training Of State Islamic University Sunan Ampel Surabaya in academic year 2014- 2015.

- 2. The Department: it will be good input because the department will know how far student's ability in writing logical argument as the candidate of English education teacher is.
- 3. Lectures: the result of this study will become reference for lecturer to know the strength and weakness of the students in writing logical argument in argumentative essay.
- 4. Future researcher: this research will be useful as reference for other researcher to conduct further researches, which have concern on argument in argumentative essay in English Education Department.

# F. Definition of Key Terms

#### 1. Ability

Abilities (in terms of both theory and assessment practices) were associated with "maximal performance." That is, when individuals were administered intelligence, aptitude, or achievement tests, they were exhorted to "do your best." The goal of the assessments was explicitly to measure the performance of an individual at his/her level of maximum cognitive effort <sup>15</sup>.

<sup>&</sup>lt;sup>15</sup> Robert J - Stenberg. Elena, . *First Edition: The Psychology of Abilities, Competencies, and Expertise* (United States of America: Cambridge University Press, 2003), P.5

In this study, ability means the students' skill to write logical argument in argumentative essay whether it is high or low.

### 2. Logical Argument

Logical argument is supporting claims with relevant evidence and clear reasoning. <sup>16</sup> The evidence can be in form of real life examples, statistics, , quotes and examples

### 3. Argumentative essay

Argumentative essay is a genre of writing that requires the writer to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.<sup>17</sup>

## G. Research Report Writing Organization

The organization of a research paper is provided in order to make readers easy to understand the content of the paper as follows:

The first chapter is the introduction. It consists of background of the study, statement of problems, objectives of the study, significance of the study, scope and limitation, definition of key terms, hypothesis, and research report writing organization.

The second chapter is review of related literature. It consists of underlying theory. The underlying theory consists of argument, logical argument, features of

<sup>&</sup>lt;sup>16</sup> Hillocks, George, *Teaching Argument Writing*, 2007, P.26.

<sup>&</sup>lt;sup>17</sup>Dena Bain Taylor, PhD. A Guige to Critical Argument. (Canada: University of Toronto, All rights reserved, 2007), P.11.

logical argument, important of logical argument in education, argumentative essay, logical argument in argumentative essay, ability to write logical argument in argumentative essay and review of previous studies.

The third chapter is the research method. It consists of type of research design, hypothesis, population and sample, setting and participants of the study, research procedure, data and source of data, data collection technique, research instrument and data analysis technique.

The forth chapter is research finding and discussion. It consists of some data analysis and the result from the data analysis.

The last chapter is conclusion and suggestion. The conclusion was provided based on the previous chapter discuss about the result of students' score. The suggestion is divided into two parts. The first suggestion is for English teacher and the second one is for the future researcher.