CHAPTER II

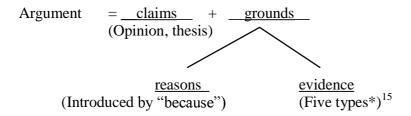
REVIEW OF RELATED LITERATURE

In a research, it is important to describe the theories related to the problems of the study, which are used as foundation and reference in order to give relevant knowledge of the field.

A. Argument

An argument, according to Hurley is "a group of statements, one or more of which are claimed to provide support for, or reasons to believe, one of the others" All arguments may be placed in one of two basic groups: those in which the premises really do support the conclusion and those in which they do not, even though they are claimed to. The purpose of logic, as the science that evaluates arguments, is thus to develop methods and techniques that allow us to distinguish good arguments from bad argument.

According to theorist Stephen Toulmin, an argument can be divided into its claims and grounds:



¹⁴ Hurley, A Introduction to Logic. Second Edition. P.1

¹⁵ Tamiu, *Writing an Argumentative Essay*. University College.

10

According to Toulmin's model above, he explained that in an argument is followed by claims and ground. In claims should be some reasons that introduced by the "conjunction". Besides claims, should be some evidences to prove the reason.

Based on Toulmin, there are five types of evidences. They are:

- 1. Real life examples an actual event observed or experienced
- 2. Statistics numbers
- 3. Authorities experts identified by name & with credentials
- 4. Analogies comparisons
- 5. **Hypothetical situations** imagined or created situations¹⁶

1. Types of Argument

There are many kinds of argument according Skene, they are deduction, induction, abduction and analogy ¹⁷. For the detail explanation as follow:

a. Deduction

This form of argument is based on the rules of logic, so if the premises are true, then the conclusion must also be true. Deduction is always strong because it is based on logical connections between premises and conclusion. It is important, however, to establish the truth of the premises.

_

¹⁶ Tamiu, Writing an Argumentative Essay. University College.

¹⁷ Skene, Constructing Logical Argument

b. Induction

This form of argument involves reasoning from particular facts or observations to draw conclusions about general principles. The strength of inductive arguments depends on the number of observations supporting the generalization. The more observations there are, the more likely the conclusion is true. Note that every counterexample reduces the likelihood that the conclusion is true.

c. Abduction

The conclusion is considered to be the best explanation of the available facts. The strength of abductive arguments depends on the degree to which the conclusion accounts for all evidence and data, including that which appears to be contradictory.

d. Analogy

The conclusion is derived from comparing the issue at hand with another, similar issue. Arguments from analogy are only strong when the two issues are similar with respect to the key features that are significant to the conclusion.

2. Rules for Argument

To be able to have logical argument, there are some rules from northwestern.edu . They are 18 :

¹⁸ www.Faculty-web.at.northwestern.edu accessed on June, 26 2015

- a. Good argument makes an overall claim that relevantly supports the decision in the case. This one is very important: the conclusion of the argument and the thesis sentence of the essay at least supports the decision that making in the case.
- b. A good argument goes on to support that overall claim with good reason.
 The writer must claim something that the reader agrees without many questions.
- c. A good argument overtly addresses disagreement. One of the best techniques for building the arguments to meet the reader's reasonable doubts and objections is to include these doubts and objections. This will help the writer to build the skills of imagining and answering disagreement.
- d. A good argument relies only on premises that the audience will take as true. The process of interesting the statements with questions and providing answers has to stop somewhere. It can stop when the writer give the statements that make the reader will accept that statement without any argument.
- e. A good argument uses a variety of kinds of support. The sources that can used in building the arguments such as commonsense examples and illustrations, the facts of the case, definitions, and past cases.

- f. A good argument doesn't mix arguments together. This is the most difficult rule for beginning arguers. In most cases, every argument is connected to others arguments, and the writer's ultimate goal is to build a stronger argument than individual arguments. The writer feel forced to include all these points as the writer write. Each individual argument may need the help of all the others, but it also needs to be developed fully. In one paragraph, the writer must give at most one argument, and support it thoroughly
- g. A good argument is simple, clear and focused. The writer is trying to persuade a disagreeable reader. The writer must help the reader by making sure that at every point the reader knows exactly what the writer are doing. The writer states the overall conclusion in the first and last sentences. In the first sentence, the writer states what he/she is going to prove. In the last sentence, the writer claim to have proved it. This will help the reader see at least what you think are the writer premises and conclusions.

3. The Three Appeals of Argument

Aristotle postulated three argumentative appeals: logical, ethical, and emotional. Strong arguments have a balance of all of three, logos, ethos. ¹⁹For the detail explanation as follow:

¹⁹ The Three Appeals of Argument



a. Logos (message)

Logos is reason (objective proof) is used to spell out claims that are logically sound and supported by reliable evidence. Logic can be either deductive or inductive and either or both can be used depending on what best suits the writer's purpose.²⁰

When used correctly, logos contain the following elements:

- 1) Strong, clear claims
- 2) Reasonable qualifiers for claims
- 3) Warrants that are valid
- 4) Clear reasons for claims
- 5) Strong evidence (facts, statistics, personal experience, expert authority, interviews, observations, anecdotes)
- 6) acknowledgement of the opposition

When used poorly, logical appeals may include:

_

²⁰Anne Garrett. Writing A Persuasive And Effective Argument

- 1) Over-generalized claims
- 2) Reasons that are not fully explained or supported
- 3) Logical fallacies
- 4) Evidence misused or ignored
- 5) No recognition of opposing views The Three Appeals of Argument²¹

b. Ethos (writer)

Appeal or persuasion can stem from the writer's character. Someone who gains trust and admiration can convince an audience. A reputation predisposes an audience. If the readers do not trust the writer, it does not matter what is said. The writer must have high moral character²². The writer creates a sense of him or herself as reliable.

When used correctly, the writer is seen as:

- 1) Well-informed about the topic
- 2) Confident in his or her position
- 3) Sincere and honest
- 4) Understanding of the reader's concerns and possible objections
- 5) Humane and considerate

When used incorrectly, the writer can be viewed as:

- 1) Unfair or dishonest
- 2) Distorting or misrepresenting information (biased)

-

²¹ The Three Appeals of Argument

²² Anne Garrett. Writing A Persuasive And Effective Argument

- 3) Insulting or dismissive of other viewpoints
- 4) Advocating intolerant ideas²³

c. Pathos (audience)

Emotions come into play when considering your audience. Aristotle said he would prefer if only reason were involved in debate, but he recognized that we are also emotional beings and are often swayed more by passions than by reason. Pathos can be used for either good or bad²⁴. Since humans are in many ways emotional creatures, pathos can be a very powerful strategy in argument. For this same reason, however, pathos is often misused sometimes to intentionally mislead readers or to hide an argument that is weak in logical appeal. A lot of visual appeal is emotional in nature (think of advertisements, with their powerful imagery, colors, fonts, and symbols).

When done well, emotional appeals:

- 1) Reinforce logical arguments
- 2) Use diction and imagery to create a bond with the reader in a human way
- 3) Appeal to idealism, beauty, humor, nostalgia, or pity (or other emotions) in a balanced way
- 4) Are presented in a fair manner

²³ The Three Appeals of Argument

²⁴ Anne Garrett. Writing A Persuasive And Effective Argument

When used improperly, emotional appeals:

- 1) Become a substitute for logic and reason (TV and magazine advertising often relies heavily on emotional rather than logical appeal).
- 2) Uses stereotypes to pit one group of people against another (propaganda and some political advertising does this).
- 3) Offers a simple, unthinking reaction to a complex problem.
- 4) Takes advantage of emotions to manipulate (through fear, hate, pity, prejudice, embarrassment, lust, or other feelings) rather than convince credibly²⁵

B. Logical Argument

Logic may be defined as the science that evaluates arguments²⁶. The aim of logic is to develop a system of methods and principles that people may use as criteria for evaluating the arguments of others and as guides in constructing the arguments.²⁷ The benefits of studying logic are to increase the people confident when they are the arguments of others and when they advance the arguments.

Also, logic is a formal system of analysis that helps writers invent, demonstrate, and prove arguments.²⁸ It works by testing propositions against one another to determine their accuracy. People often think they are using logic when

²⁵ The Three Appeals of Argument

²⁶ Hurley, A Introduction to Logic, Second Edition, P.1

²⁷ Ibid

²⁸ Logic in Argumentative Writing

they avoid emotion or make arguments based on their common sense, such as "Everyone should look out for their own self-interests" or "People have the right to be free." However, unemotional or common sense statements are not always equivalent to logical statements. To be logical, a proposition must be tested within a logical sequence.

Moreover, logical arguments are built upon evidence that leads to a conclusion through an accepted pattern of reasoning. ²⁹ The validity of the argument should be tested by evaluating both the data cited and the reasoning process used to connect the evidence to the conclusion.

Logical argument should reflect a serious attempt on the writer's part to have considered the issue from all viewpoints to have analyzed and synthesized all arguments on the subject, and having done so, chosen the most logical and reasoned position.

To understand a person's logical argument, people try to find the structure of their reasoning. Logic is not synonymous with fact or truth, though facts are part of evidence in logical argumentation.³⁰ The writer can be logical without being truthful. This is why more logic is not the only answer to better public argument. A good argument writer does not always have to choose the side he/she believes in he/she chooses to write on the side that affords him/her the best, most effective argument

³⁰ Jones Rebecca., Finding The Good Argument OR Why Bother With Logic. Parlor Press, P.19

²⁹ Sloan, Communication Program Constructing A Logical Argument, P.9

C. Features of Logical Argument

All basic of arguments have a few key elements as shown in Toulmin's model in the explanation before. However, when space and time allow for it, all six elements of a good argument should be included. Writers can substantially strengthen their essays by including these elements³¹:

 Thesis – Traditionally, a thesis statement consists of one sentence and appears last in the introduction. It's the most important sentence in the essay because it identifies the topic and states the writer position on it.

This should be clear, argumentative, and qualified if necessary.

Beware of making broad generalizations about "all" or "none" since these are difficult to support.

Example of an unfocused, illogical thesis statement — The national government doesn't want to fund stem cell research because it's immoral, but they should because they fund other immoral things as well, and the example of a clear, specific, logical thesis statement — The national government should provide federal funds for stem cell research because it will help those who suffer from chronic illnesses and allow the field of science to expand.

2. Personal Background – This describes the writer's reasons for debating the issue. It explains why the issue is interesting or important to the writer.

_

³¹ Tamiu, Writing an Argumentative Essay. University College.

- 3. Historical background To more effectively communicate an argument, writers must provide the audience with the context for that argument through historical facts of the issue.
- **4. Common ground** These are points related to the issue and on which both sides agree; identifying them generates good will between the writer and reader and helps avoid arguing points on which both sides already agree.
- 5. **Definitions** Writers must define the common or technical terms they use in an essay for the average reader to understand. A term can be defined by stipulating a definition, by using a synonym, or by offering an example.
- 6. Arguments Arguments that oppose the thesis should be stated and explained in a way that opponents (the readers for whom the argument is intended) would accept. Generally, the writer should respond to arguments that oppose the writer's thesis in one of three ways: by conceding, refuting, or clarifying. Arguments that support the thesis must include reasons (for supporting the thesis) and evidence to substantiate those reasons. The most convincing and best-developed arguments should generally be saved for the end.
- **7. Evidence** the evidence should supports the argument with logical reasoning and relevant to the argument. Although many teachers begin to teach some version of argument with the writing of a thesis statement (a claim), in reality, good argument begins with looking at the *data* that is likely to become the

evidence in an argument and which gives rise to a thesis statement or major claim.³²

D. Importance of Logical Argument in Education

According to Graff, the ability to present and evaluate arguments is an essential skill for advanced academic work in many fields *and* for a variety of professions.³³ Specifically, the Common Core State Standards put an emphasis on writing logical arguments, requiring that students demonstrate sound reasoning and use relevant evidence.

Locating the teaching and learning of argumentative writing within the curriculum may provide one avenue for rethinking the role of writing in all content areas. It is in line with Hillocks who explains that "argument is a basic structure of discourse that filters everything we speak or write and may take one of several forms, but at the same time they are infinitely malleable".³⁴

However, a more fundamental issue is the role of teachers' beliefs regarding what role of logical argument in argumentative writing have in learning, how such writing might be taught, and how students learn to write logical arguments. In addition, as stated by Langer, teachers who are able to adapt and perhaps modify their epistemologies about the role of argument according to classroom

Yi Song - Paul Deane, Edith Aurora Graf and Peter van Rijn, Using Argumentation Learning Progressions To Support Teaching And Assessments Of English Language Arts, 2013, P.11

³² Hillock George, *Teaching Argumentative Writing*, P.22

Newell E. George - DerHeide Jennifer - Wynhoff Allison and the Argumentative Writing Project Team, Learning From (And With) Expert Teachers Of Argumentative Writing, 2013. P. 4

situations are more likely to be effective in teaching "high literacy" such as argumentative writing.³⁵ In these classrooms, students gain not only the basic literacy skills, but also the content knowledge, ways of structuring and developing ideas, and ways of communicating with others that are considered the marks of an educated person.

E. Argumentative Essay

One common genre of academic writing is the argumentative essay. This type of essay according to Duke University presents a central claim (or claims, depending on length and purpose) and supports the claim(s) using an argument based on evidence and warrants.³⁶ This opinion is also supported by Adaw. He defines argumentative writing as presenting reasons and examples to influence action or thought.³⁷ Effective argumentative writing requires a writer to state clearly an opinion and to supply reasons and specific examples that support the opinion.

Sloan stated that "argumentative essay begins with a preposition, a claim that something is true and right (and by implication the opposite is false and undesirable)". ³⁸ In this case, the writer goes on analyzing the preposition and surrounding facts, developing an argument that is intending to persuade the

³⁵ Langer, *Logical Reasoning*, (USA: Philosophy Department , California State University Sacramento, 2015), P.64

³⁶ Writing Studio. Duke University

³⁷ Adaw, Definition of Argumentative Writing

³⁸Hillocks, George Jr. *Teaching Argument for Critical Thinking and Writing: An Introduction*, The University of Chicago, ghillock@uchicago.edu

reader of the truth of the writer position or to take some action in favor of the writer point of view. By seeing the explanation above, it can be said that argumentative paragraph is used to give opinion or to persuade the reader to make some action of the writer's point of view.

Other definition stated by Hillocks "in an argumentative writing, the writer make a statement or offers an opinion and gives reason to substantiate the statement or opinion, the writer may take either a positive or negative position. The purpose of argumentation is to persuade or convince". ³⁹ By seeing some definition above, argumentative is aimed to convey the writer point of view to make the reader agree with writer's argument.

The objective of an argumentative writing is to "win" the reader over to the side of an argument, while the primary objective of an argumentative essay is just to show that the writer have a valid argument, allowing the reader either to adopt the writer position or to "agree to disagree".

From some definitions above, it can be concluded that argumentative writing utilizes logic and reason to show that one idea is stronger than the other idea. The argumentative writing tries to persuade a reader to adopt a certain point of view or to take a particular action. Therefore, the argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

³⁹ Langer, *Logical Reasoning*, (USA: Philosophy Department , California State University Sacramento, 2015), P.64

F. Structuring an Argumentative Essay

According to Tamiu, parts of an argumentative essay are as follow⁴⁰:

- 1. Introduction. In the introduction, the writer are:
 - a. Catches the reader's attention
 - b. Introduces the issue
 - c. States the thesis

2. Body

In the body of pargarpah, it contains of two or more well-developed paragraphs that provide reasons and evidence for the argument. These paragraphs include the following:

- a. Topic Sentence (reason)
- b. Evidence
- c. Linking Sentence
- d. Second piece of evidence
- e. Linking Sentence
- f. Third piece of evidence (if necessary)
- g. Linking Sentence
- h. Concluding Sentence

⁴⁰ Tamiu, Writing an Argumentative Essay. University College.

3. Conclusion

In the conclusion, the writer provides the audience with a resolution (e.g. refer to the introduction, call for action, issue a warning, etc.) and restates but does not repeat the thesis.

G. Logical Argument in Argumentative Essay

According to John Hubert, logical argument in argumentative essay is 41:

1. In the Introduction

- a. Appropriate Background. This may consist of a brief history of related past events, a summary of others' opinions, or a review of the basic facts.
- b. A well-stated thesis statement. This informs the reader of the writer's opinion regarding the matter under discussion and previews his plan of development.
- c. A clearly explanation of topic. The explanation of topic should be clear in order to make the reader are familiar with the topic. The writer is judged at how well the writer can demonstrate an understanding of the issues and explain relevant positions.

2. In the Body Paragraphs

The main points of the discussion are presented here. Each point is typically given its own paragraph and is supported by evidence. Most often, in the body of the essay is began by the weakest point and concluded by the

⁴¹ Hubert, John. *How To Write A Critical – Argumentative Essay*. School of Health Scinces Dalhousie University. 1994.

stronger arguments of the writer. If all the writer's points are equally strong, he builds a relationship with his audience by discussing the most familiar, less controversial points first.

3. In the Conclusion

- a. The writer restates, in general terms, the major arguments that have been organized in defense of his thesis.
- b. The writer may summarize key points, restate his thesis, reinforce the weakness of his opposition, underscore the logic of his presentation, reemphasize why this debate is important, suggest a course of action, or challenge the reader to apply the paper's argument to his own life.

4. In The Organization

a. Structure

Logical progression of ideas is followed by a clear structure that enhances topic. The response has an insightful introduction and conclusion with appropriate paragraphing.

b. Transition

Transitions are thoughtful and flow the essay. The response is unified, maintains focus throughout, and demonstrates a logical progression of main ideas and supporting details.⁴²

⁴² Field 96, *Elements of an Argumentative Essay*, Illinois State University, Normal, Illinois

Chris Andy stated features of good argument in argumentative essay which is in a liner with John Hubbert as follow⁴³:

5. The Title

The best titles provide a brief and catchy summation of the essay's argument. A title that conveys the argument might be something like this: "The Hidden Genius of the Playful Cat." This title is better than one that merely conveys the topic, such as "Are Cats Good Pets?". Because the title will depend on the final argument, it is usually best to write the title after the writer has drafted the essay.

6. Background

In the background, the writer demonstrate why the thesis is interesting and worth arguing to convince the readers that the essay is worth reading.

7. Thesis

A thesis is a clearly articulated general idea that expresses the main point the writer wants to argue in the essay. It should be:

- Sufficiently focused and narrow so that it can be fully discussed in the essay.
- A position is debatable, and dependent on the strength of evidence and logical development, not a simple statement of fact.
- c. Interesting

⁴³ Andy Chris, *How To Write An Argumentative Essay* (Los Angeles: **D**epartment of History California State University

8. Key terms

There will be many terms which are ambiguous and difficult to understand in the essay because of the colloquial misuse. These terms may be crucial for the reader. Thus, the writer should be able to give simple understanding to the reader before giving the argument.

9. Arguments.

To develop the thesis, there must be some arguments that are relevant to the thesis. Every argument should be focused to the thesis. Instead, they should follow a coherent and logical sequence to convince and satisfy restatement of the thesis in the conclusion

10. Evidence

The writer can support the arguments with empirical evidence in the form of facts, data, statistics, examples, controlled observations, and so on. The writer should not simply mention them; but, should instead elaborate on them by giving details to be connected deliberately with the arguments being made. Also, the writer should tries to give an indication of the reliability of the evidence. The writer can also supports the arguments with academic and professional expertise that the writer cites or quotes directly. To avoid plagiarism, the writer must cite the sources.

The kinds of evidences according to CSSC (Communication Students Support Center, they are:

- a. Using facts is a powerful means of convincing. Facts can come from the reading, observation, or personal experience. Note: Do not confuse facts with truths. A "truth" is an idea believed by many people, but it cannot be proven.
- b. Using **statistics** can provide excellent support the argument. Be sure about the statistics come from responsible sources. Always cite the sources.
- c. Using **quotes** from leading experts that support the position is an invaluable tool.
- d. Using **examples** enhances the meaning and makes the ideas concrete.

 They are the proof⁴⁴.

11. Counter-Arguments

The writer will also need to imagine and anticipate reasonable objections to the thesis and the arguments developed around it. The writer will need to describe these objections. And the writer needs to deal with them clearly, demonstrating the superiority of the argument. This not only strengthens the arguments, but also makes the essay more complicated and therefore more interesting. Counter-argument in an essay has two stages according in the articel "Counter Argument":

-

⁴⁴ CSSC. Element of persuasive.

a. The Turn Against

The writer should be able to imagine a reader, who doesn't share his/her opinion, or cite a real person, who might resist his/her argument by pointing out

- a problem with his/her reasoning, different conclusion could be drawn from the same facts;
- one or more disadvantages or practical drawbacks to what his/her propose;
- 3) an alternative proposal that makes more sense than the hers/his.

The writer introduces the turn against with a phrase like someone might object here that... or It might seem that... or It's true that... or Admittedly... or Of course... or with an anticipated challenging question: But how...? or But why...? or But isn't this just...? or But if this is so, what about...?. Then the writer states the rebuttal clearly followed by empiric evidence.

b. The Turn Back

The writer announces the *turn back* with *but*, *yet*, *however*, *nevertheless* or *still*---must likewise involve careful reasoning. In reasoning about the proposed counter-argument, the writer may:

1) Shows why it is not a real problem

- 2) Acknowledges its validity, but suggest why it's less important than what the writer propose
- 3) Agrees to the opposing argument and then restate the writer's thesis in a more exact, qualified way that takes into account the objection. This will work if the counter-argument concerns only a part of the writer's argument; if it destroys the writer's whole claim, the writer needs a new thesis.⁴⁵

12. Conclusion

If the arguments have been focused, strong and well developed, the writer can reassert the thesis, or an adjusted or improved version of the thesis that has taken into account the counter-arguments dealt with along the way. It is often a good idea to remind the readers, in summary, where they have been. This is where the topic sentences can come in handy.

H. Ability to Write Logical Argument

Having good ability to write logical argument can improve the ability to evaluate the arguments of others. When the writer understands how arguments are supposed to be constructed and also how they shouldn't be constructed, the writer will find all sorts of bad arguments out there. The writer may even be surprised to find out how many people are persuaded by bad arguments. Also, the

⁴⁵ Counter Argument

⁴⁶ Johes Rebecca, Finding the Good Argument or Why Bother With Logic. Parlor Press. P.19

most obvious benefit if having good ability to write logical argument is that can allow the writer to improve the quality of the written arguments.⁴⁷

The ability to have argument logically is important skill in making judgments. It is because logical-argumentation skill is a complex abilities that help the writer get someone's point, generate reasons for the writer's point, evaluate the reasons given by others, decide what or what not to do, decide what information to accept or reject, explain a complicated idea, apply conscious quality control as you think, and resist propaganda⁴⁸.

The ability to frame and defend an argument is particularly important to students' readiness for college and careers. The goal of making an 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. In college, a student might defend an interpretation of a work of literature or of history and, in the workplace, an employee might write to recommend a course of action. Students must frame the debate over a claim, presenting the evidence for the argument and acknowledging and addressing its limitations. This approach allows readers to test the veracity of the claims being made and the reasoning being offered in their defense⁴⁹

From the statement, it can be concluded the ability in having logical argument is very important for students to sharp their thinking in college and career. In the college, by having the ability in stating logical argument, the students can debate some other arguments and defend their argument. Besides, in the workplace, an employee has to be

⁴⁷Gambrill Peter, *Effective Argumentation*: http://www.sjsu.edu/writingcenter/.

⁴⁸ Dowden, Bradley. *Logical Reasoning*. (USA: PhilosophyDepartment California State University Sacramento. 2011. P.1

⁴⁹ Hillocks, George Jr. *Teaching Argument for Critical Thinking and Writing: An Introduction*, The University of Chicago . p. 25

able to write a logical argument to increase their position and to gain relationship with their higher and their relation.

I. Review of Previous Studies

There are some studies related with the current study: the first one was conducted by Mansoor Fahim. It discusses about the effect of critical thinking on developing argumentative assays by using tree diagram by Iranian EFL University Students. The second was conducted by Eden Regala-Flores entitled Thinking Skills Reflected in the Argumentative Essays of Freshman College Students. This study discusses the effect of modified version of Toulmin's 1958 model of argument and holistic score to demonstrate critical thinking/writing skills in their argumentation of the first year students of one private university in Manila. The third was studied by Azilawati Jamaludin, Ho Mei Lin Caroline and Chee Yam San entitled The Impact of Structured Argumentation and Enactive Role Play on Students' Argumentative Writing Skills. This study studies reports the impact of using a structured argumentation board and enactive role play in second life on students' argumentative writing skills in the context of the A-level subject General Paper. (4) Then, the Ability of the Fourth Semester English Department Students of FKIP UR in Writing a Persuasive Essay. This study is focuses on student's understanding in writing argumentative essay after watching some videos about smoking, women career, and cellphone.

Regarding those previous studies, the current study presents difference. That is, in this research focuses on students' ability to write logical argument in the argumentative essay. While the previous studies is not only focuses on the argument, but also all of the whole of the argumentative essay by using media to stimulate students' ability in writing argumentative essay. So that, the researcher expects that this research will be more fulfill the previous studies.

