CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents findings and discussion of the research. In finding, the writer describes the result of data analysis and presents the answer of the research questions.

A. Research Findings

The findings of this research analysis based on the problems are stated in the statements of the problems which include how the argumentative writing skill of seventh semester student who ever wrote on newspaper and how students get achievement in writing an argument for newspaper. In another, to answer of first research question, the researcher analyzed documentation. Furthermore to answer the second research question, the researcher interviews the students. There are five questions in this interview. In other to find the detail of finding, the researcher has categorized as below:

1. Analyzing the argumentative writing skill of the students

In analyzing students' argumentative essay, the researcher use checklist assessment. In addition, the researcher focused on the element of essay in analyzing the students' writing. As what has been mention by the researcher before that the researcher would analyze three argumentative essays as the following table.

Table 4.1 analyzing the argumentative essay

Element	Analyzing the argumentative essay		
	Student A	Student B	Student C
Introduction			•
1. Introduction by narrative			
2. Introduction by generalization	1	~	✓
3. Introduction by quotation			
Claim			
1. Factual claim	-/1	✓	
2. Causal claim		√	
3. Evaluation	Y		
4. recommendation			√
Conclusion		1	1
1. Finding			
2. Recommendation			√
3. General closing	√	✓	

Based on the table above, there are different explanations for every student as below:

a. Student A with the essay entitled "Create the developed country"

This argument uses introduction by generalization. It is breathtaking generalization that captures readers' experience as in the opening paragraph. In addition, the words "we see, listen, and notice" in the introduction indicates the readers' experience.

"Watching news program on TV, we see, listen, and noticevarious issue of problems in Indonesia. Those issue derived from many aspects and seem to be complicated. Indonesia, especially the government, needs to have a deep thinking for three aspects that must be solved first. (Par. 1)"

Thus, the second element is the claim. The claim of the essay is an evaluation. It is included subject to be judge and an evaluative term that is applied to the subject. The evaluation claims of the essay are look like this:

- 1) Peoples' character in Indonesia is <u>unkind</u> because of inappropriate mindset. (Par. 2)
- 2) Education of Indonesia <u>has not gotten</u> <u>appropriate facilities and has not applied the</u> <u>best curriculum.</u>(Par. 3)
- 3) Economy in Indonesia needs <u>to increase</u> <u>national income.</u> (Par. 4)

Those three points called evaluation claim. It was strengthened by the judgment and evaluation in the second paragraph. In addition, the judgment showed by some words

such as unkind, has not gotten appropriate facilities and has not applied the best curriculum, and needs to increase national income. Those words are used to explain the condition of Indonesia.

The last is about the conclusion. This essay applies general closing because the essay suggests a movement how to go from the situation as the following paragraph:

"Finally, as a students and next generation we should change our mindset and keep studying hard tough we have minimal facilities. Hopefully, we can get a job, create job field and enlarge the scope of job by our own skill that we get from school without waiting government policy. Better, indonesia comes from the generation, not from the others." (Par.5)

According to the paragraph above the suggestion to move can be seen from the sentence "we should change our mindset and keep studying hard tough we have minimal facilities." This sentence gives suggestion to the reader to change their mindset. From the suggestion, this paragraph indicates that it is general closing.

b. Student B with the essay entitled "how important English for us"

"The developing world is the cause for people to adapt with all of countries, cultures, and language. We know that **English is one of language** to help the people. Many people said "learn the **language to**

open your success." It is nearer to talk about English. Almost people who can speak English well their job easily. Therefore, people judge that English will become very important because of the position, the function, and the participant. "

The opening paragraph of this essay uses introduction by generalization. The organization of the sentence is chronological. Sentences 1-5 provide numerous the important of English. It begins with the developing world, English as one language, language to open the success, and talking English to get job easily. Finally on the last sentence, English judges as the important language. It show that the generalization made in the introduction of this essay.

Thus, the claim of the essay is combination factual and causal claim. As the factual claim, supporting fact must be recent. In addition, the researcher find numerous of fact to support the claim in this essay as in the following:

- English is the international language that had been chosen by all people for communication with other countries like tourist. (Par. 2)
 The fact that support is "Therefore, English is the best language for communication. It has pushed that the world is most widely used language about English that has over 1.8 billion
- 2) The participant in English is so big in the world. (Par.4)

users' worldwide....." (Par.2 in line 8)

The fact that support is English has 328 M of native speaker 1800 M of speaker. (Par. 4 in line 3)

Thus, the causal claim is exist on the third paragraph.

"The function of English is reason that people need. English is a middle language to make connection with the different language in each country, because English is the most participant. Therefore, it is become an international language......" (Par. 3)

The third paragraph above asserts that the function of English as the International language caused by the most participant that using English. It means that one condition help to produce another event similar with the indicator of causal claim.

The last is about conclusion. The essay states general closing as the conclusion. The general closing has three subtypes. For this term, this essay is appropriate with one of them. It is statement of significance as below.

"Therefore, the position, the function, and the participant are reason why people have to be able speak English. It is the best way to avoid misunderstanding when we are doing conversation with another people, doing some instruction in computer for officer, and using internet. Therefore, we will be not making a monkey out of another people or country. It is a strong and dangerous world. Therefore, we must attack it by our skill and another skill." (Par. 5)

According to the paragraph above, the significance was demonstrated by some words such as the position, the function, and the participant. The writer believes in those three words to be reasons why people have to be able speak English.

1. Student C with the essay entitled "Good ways to change IAIN to be better"

"Every university certain has a wish to make a better change, include IAIN University. Several changes should be applied to build IAIN university be better. There are innovations between students' and lecturer' awarness concern the environment do have to be kept. Also, the lecturers and students' qualities must be improved through some aspects." (Par. 1)

This essay links the ways to change IAIN University to be better with generalization of recommendation. In this case, the writer offer three ways. There are innovations on earning, students and lecturers awareness, and qualities of lecturers and students. Those ways are to develop the generalization of the first sentence. Therefore, the introduction of this essay uses introduction by generalization.

Then, the claim of this essay is a recommendation. It is because the statement includes particular action to change the existing circumstances. Here are the claims.

- 1) The innovation on learning facility and events of studentsmust be created.... (Par. 2)
- 2) In addition, the students and lecturers have an awarness concerning the environment..... (Par. 3)
- 3) Furthermore, the qualities of lecturers and students have to be improved..... (Par. 4)

From the paragraph above, the particular action can be noted in those three statements. The particular action in first statement is creating innovation. The writer recommends that innovation of facility and events are needed for students. Thus, the particular action in second statement is being awareness with environment. In the last statement, the writer recommends that lecturers and students have to improve their quality as the particular action. Therefore, those claims are called recommendation.

The last is conclusion. The conclusion of this essay also uses recommendation way.

"It is obvious that some of changes have to be applied in a university to make it be better. The innovation of students must be developed. The studentd and lecturers have awarness to the environment. The qualities of the lecturers and students must be improved. A change must doing to make IAIN to be better university." (Par. 5)

According to the paragraph above, it can be seen that the writer give some recommendations to do for better

university. The recommendation almost appears in every sentence. Some words that indicate such as "have to and must be".

2. Students' way to get achievement in writing an argument for newspaper

The interview is conducted to answer research question number two. The researcher interviewed three students. The researcher chooses the students based on specific reason. The students are seventh semester who wrote argumentative essay on newspaper. The researcher selects seventh semester because they have studied about argumentative essay in the fourth semester. To interview them, the researcher comes to their place one by one.

In addition, the researcher uses five questions to know students' achievement in writing. The questions are about experience, confidence, motivation, environment, and trick to publish writing. Here are five questions in the interview guideline:

- a. Would you please to tell me about your experience in writing?
- b. When did you start to send your writing on newspaper?
- c. What is your motivation to send your writing on newspaper?
- d. What is your particular ways to write on newspaper?

e. What is the contribution of your study at this department for this achievement?

Thus for detail about the result of the interview, the researcher will present the data as in the following:

a. The writing habit

The researcher asked to the students about their experience in writing. It is used to know students' interest and habit in writing. For detail, the following table is the answer of the students.

Table 4.2 Students' response

Student A	Students B	Students C
I like writing whenI was at	I begin to write when I	
junior high school. At that time,	was at senior high	<u>miracle of writing</u>
I like to fulfill my diary book.	school.I like to write a	when I was at senior
Then, at the senior high school	fiction story. I wrote on	<u>high</u> school. My
my writing was published in the	my book. After finished to	teacher on dormitory
school magazine. After that as	write a story, I felt realize.	supported us to read
the college student, I have a	Knowing writing	and write. I still had no
good environment to support me	collection on my book, my	feel about writing but I
to write on newspaper. It came	friends sent it to school	like reading. Thus, at
from my friends. They had target	magazine. My writing was	the university I meet
to write on newspaper and we	success to publish at that	writing environment.
lived in the same places.	time. Thus, when I was as	The environment moved
_	the college students I	my spirit to write. I
	eager to write an opinion.	joined to an
	Moreover, after I got	organization that
	material about	supports the member to
	argumentative essay in my	publish their
	department. I got spirit to	argumentative essay on
	write an essay. Finally, I	the newspaper.
	try to write for newspaper	
	and I have done it.	

According to the table above, the students have the same points that they eager to write after they finished to study at the Elementary school as the following:

1) Student A

The student A was interested in writing when student A was junior high school. In addition, the student A said "I like writing when I was at junior high school". The student A began to write on junior high school but she decided to focus in writing when she was senior high school. It has been proven by the statement "Then, at the senior high school my writing was published in the school magazine". Thus, students A develop the writing skill through sending the opinion in the newspaper. It is done when student A as a college student. Thus, to keep the spirit in writing, this student usually wrote on the diary book.

2) Student B

The student B was interested in writing in senior high school. Student B said "I begin to write when I was at senior high school". Student B got support from the friends to convince student B that writing was a part of important

thing. Therefore, student B was conscious in writing after getting support from her friends.

3) Student C

The student B was interested in writing in senior high school. Student C said "I ever heard the miracle of writing when I was at senior high school". Student C is almost same with the second student. Student C felt to interest with writing after she got support from her friends in a writing community.

b. Confidence

The researcher asked to the students about the timing to develop their writing skill broadly. It used to know the appearing of their confidence to share their writing on public. The table below is the detail to know about it.

Table 4.3 Students' Response

Student A	Student B	Student C
When I become college student at the first semester.	I sent my opinion in newspaper when I become college student at the fourth semester.	student at the third

Based on the table above, all of students have the same moment as the following:

1). Student A

Student A decided to send their writing when student A was as college student. In addition, the researcher can saw the statement of student A that said "When I become college student at the first semester." It was a clear explanation that the student A was confidence to write on public when student A became a college student.

2). Student B

Student B was same with student A. It was proven by the statement that said "I sent my opinion in newspaper when I become college student at the fourth semester". Therefore, the researcher believed that student B obtained new experience in writing on newspaper when student B was a college student at the fourth semester.

3). Student C

Student B was not different with those two previous students.

Student B also wrote on public in university. In addition, student B had courage to share the writing in newspaper when student B was in the third semester. The student B showed it in the statement "When I become college student at the third semester."

c. Motivation

The researcher asked to the students about their motivation in writing. It used to know students' motivation for writing on newspaper. Here is the answer of the students.

Table 4.4 Students' Response

Student A	Student B	Student C
To develop my writing skill and make my parents proud with me.	_	

The table above explains for us that the students have different motivation as the following:

1). Student A

The motivation of student A came from the parents. In addition, the researcher found that student B had a good communication with the parents. Therefore, student B said "To develop my writing skill and make my parents proud with me". From this statement, the researcher knew that the parents influence student A to write on media.

2). Student B

Motivation can pushed someone to get what they want. In such student B motivate her/his own self to write on media. Student B wanted to get new experience and examine her/his self to be a writer. It could be seen from the statement "to get new experience in writing and to examine myself to be writer". The statement explained that the desire of student B supported student B to send the writing on media.

3) Student C

Student C found motivation from the friends in writing community. In addition, if student C had achievement, it means student B gave contribution for the community. It can be seen from the statement "to prove my organization that I can write and I was not only passive member". This statement showed that student B was motivated to prove the existence with writing on media as the achievement.

d. The way to publish writing

The researcher asked to the students about their particular ways to write on newspaper. It used to describe their ways to write on newspaper. The following table is the answer of the students.

Table 4.5 Students' Response

Student A	Student B	Student C
I write anything everyday to keep my spirit on writing. Then before I send to newspaper. I consider the issue that happening today.	about the newspaper that I want. I try to know the	friends to read my writing. I usually ask
	spent the current time to write in a week.	

According the table above, the researcher found that the students have different trick to attract the publisher as the following:

1) Student A

Based on the students' response above the researcher knew that student A focused on the happening issue. Before, student A sent the writing on newspaper, the happening issue was one of the important considerations for student A. It was strengthened with student A statement "I consider the issue that happening today".

2) Student B

The student B pays attention to the requirement of the newspaper. In addition, student B said "I try to know the requirements of the newspaper". Hence, the student B looked the information about the newspaper before student A sent the writing.

3) Student C

The student C had corrector for her writing before sent to newspaper. The student C said "Before I send my writing, I ask some friends to read my writing". It was clear explanation that student C needed the friend for helping her/him in correcting the writing. That was the trick of student C.

e. Environment

The researcher asked to the students about the contribution of their department in their achievement. It used to make sure that their study effect to their achievement.

Table 4.6 Students' Response

Student A	Student B	Student C
I can correct my essay because I got argumentative essay class at the fourth semester at my department.	Sometimes I motivation to develop writing from my lectrif I joined in the writings.	urer argument for

Based on the students answer above, it indicates that their department can influence their achievement in writing although it is not a big effect as in the table response above. In addition student A said "I can correct my essay....". This statement showed the influence of the department. Then, student B said "I got motivation to develop my writing from my lecturer". It explained that the student found support from the lecturer in the classroom. Finally, it is student C said "I find the similarities concept how to write argument for newspaper and argument essay in my class". It showed that the student C sometimes used the concept that she or he found in the classroom.

B. Discussion

To have the same interpretation between the readers and the researcher toward the findings above, this part discuss those findings by reflecting on some theories related for each following questions:

1. The Argumentative Writing Skill of Students who Wrote on Newspaper

Based on the finding description above, there are several things which can be noted down. It can be noted that the students have skill to write argumentative essay. In addition their argumentative essay consists of introduction, claim, and conclusion. In line with this, the theory comes from Katherine J Mayberry stated that to write an

argumentative essay, someone need to put three elements, there are introduction, claim, and conclusion. Therefore, the researcher argued that the student can write an argumentative essay.

In addition, the researcher found that the students have the same type to write an introduction. All of their essays used introduction by generalization. They open the essay with a strong statement not a specific anecdote or quotation. Based on the theory that used in this research, if the opening paragraph is an anecdote, it is called introduction by narrative. Then, opening paragraph with a quotation means introduction by narrative. Then, opening paragraph with a quotation means introduction by quotation. Therefore, the researcher concludes that the student applied introduction by generalization.

Thus, the skill to write a claim was different. Student A emphasizes on evaluation claim. It is because the researcher found a paragraph that consists of judgment and evaluation. Judgment and evaluation was known as the characteristic of evaluation claim. Therefore, the researcher concludes that student A used evaluation claim. In another way, the student B focuses on factual claim. In this case, the researcher found that the statement in a claim paragraph followed by fact. It indicates that student B used factual claim. Thus,

student C uses recommendation to write the claim paragraph. For this term, the researcher found that the essay is about the way to change IAIN University to be better. Then, some recommendations are appeared in the paragraph of claim. Based on the theory, the recommendation indicates as the particular action to change existing circumstances. It match with the essay of student C talk about the way to change university be better.

The last is about the skill to write a conclusion for argumentative essay. According to the finding, the researcher found only two types that student' used. There are recommendation and general closing. In addition, the researcher found general closing in the conclusion of student A and B. The general closing proved with the existence of suggestion to move forward. It was explained in the theory Katherine J Mayberry that used for this research. Besides, recommendation is also used to write conclusion. The researcher found some recommendations statement in the conclusion of student C. Therefore, the conclusion is categorized as recommendation.

2. Students' way to get achievement in writing an argument for newspaper

In this session, the researcher presented the student's way to get achievement in writing for newspaper. The researcher focuses on

the five considerations during interview process. Those were experience in writing, confidence, motivation, environment, and trick to publish writing.

a. The writing habit

All of the students have experienced in writing before they sent their writing on newspaper, in addition, they have been interested in writing when they were senior high school. Besides at that time they also have behavior in writing. For example student A that liked to write diary since student A in senior high school. It indicates that the writing is not a new one for them. They have related with writing a long time before they sent their writing on media when they have been college student. This condition is appropriate with the theory from Jeremy Harmer. This theory agree that someone can get achievement in writing because they have writing habit like what have the researcher found on this research.

b. Confidence

The finding showed that the student felt confidence to publish their writing when they were as college student. In this case, student A stated they sent their writing to the publisher when student A was in the first semester. This condition is in line with student B and C. They publish their writing on the first and second

semester. Even thoughthey have familiar with writing activity since senior high school, they have been already to publish their writing in university. It indicates that the confidence was appeared in University. It is appropriate with the theory about aptitude and intelligence of the learners in Jeremy Harmer book. In addition, the students are included as adolescent learner. Thus, the theory explained that adolescent learner encouraged to respond to the text and situations with their own thought and experience rather than by answering question and doing abstract learning activities. For this term, the students have done it. They respond some issues to the text and publish it. Therefore, the researcher concludes that their confidence wrote for publication is appeared when they are as adolescent learner. It also indicates that without confidence the students can just write an argument not to publish their writing. Hence having confidence is needed for the student to get achievement.

c. Motivation

According to the finding, the students' motivation to write on newspaper comes from their closed people. They get motivation from their parents and their friends, they also motivated by their own self but it is still low without supporting the closed people in addition, the student told the researcher that their motivation comes from their self, their parent, and their friends. They have intrinsic and extrinsic motivation. According to Jeremy Harmer about motivation, the researcher can categorize parents and friend as the extrinsic motivation. Thus, their self categorized as an intrinsic motivation. If they have both of intrinsic and extrinsic, the students can produces a good result in writing. Therefore, the researcher concludes that having motivation is one of way to get achievement.

d. The way to publish writing

To send writing for publisher, someone needs to be aware of some terms. Based on Adele Ramet, there are the content of the essay, the requirement of publisher, and the time to publication. In addition, the students are also aware on some cases before they write for publisher. They focus on the happening issue, requirement of the publisher, and having corrector before sent to newspaper. They claimed those three points as their ways to write on newspaper. Those ways will make some problem be easier. Therefore, that is good idea if the students have particular way to help them in writing for publication.

e. Environment

Based on the finding, the researcher found that the students have positive environment. Firstly, their parents give support to the students. Secondly, they have good friends. Their friends know about their potential and help them to develop their skill. For example student B, that the writing was published by their friends. Besides, they also have positive community. For example student C which is influenced by the community to write for publication. Student C told that the community have target to write on newspaper. Therefore, the researcher claimed positive environment as the one of way to get achievement in writing. It is appropriate with the theory from Hillary Coon that used for this research.