

**PROBLEMS FACED BY INDONESIAN EFL LEARNERS IN WRITING
ARGUMENTATIVE ESSAY**

*(A Descriptive Study at the Fourth Semester Students of English Department Unismuh
Makassar)*



A Thesis

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Muhammadiyah University of Makassar in Part Fulfillment
Of the Requirement for Degree of
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MOTTO

**“YOUR EFFORT WILL BE PAID OFF WITH EXPERIENCE AND
KNOWLEDGE”**

ABSTRACT

NurfitriAlfiah.S, 2018. Problems faced by Indonesian EFL Learners in Writing Argumentative Essay. A thesis of English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by Erwin Akib and Yasser Mallapiang.

This study aims at finding out the kinds of problems in writing argumentative essay for Indonesian EFL Learners.

This study used was qualitative research in collecting data. The instrument used to collect the data were document of student task about argumentative essay and interview. Argumentative essay evaluated with 20 students and the interview held face to face with 20 students of English Education Department academic year 2015/2016. The items of the document of task write by the students and the items of interview were some questions as qualitative interview.

Based on the findings, the result of the research showed that the students' problems in writing argumentative essay was lack of exercise in writing, lack of structure and grammar, confused in word classes, understanding in English learning. From these strategies there are three problems in writing argumentative essay based on theories of Byrne (1995) namely; cognitive problems, linguistic problems, and psychology problems. The students' problems in Linguistic were word error. Related with the theories there are six in linguistic problems. Namely; tenses, word classes, word formation, the use of article, word error. Another aspect were difficult to find an idea, lack of vocabulary, less of knowledge.

Keywords: Problems, EFL Learners, Argumentative Essay.

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CHAPTER I

INTRODUCTION

A. Background

English is a foreign language for Indonesian and used in many international activities such as commerce, sport, science, education, and technology. English is an international language which has an important role in communication to interact with other people in the world. In English the students need to learn four language skills. They are listening, reading, speaking, and writing. Which every skill has difficulties for example writing, writing is the most difficult skill because the students need to express their thought or ideas with a good grammar. According to Tiedt (1989: 6), of all the language skill, writing is the most difficult. Writing needs hard thinking to produce idea, words, sentences, paragraph, and composition. Also, writing needs the right spelling, punctuation, word choice, and grammar.

The development of English is expected that the students can be mastery of English skills, specially writing skill. Writing skill becomes an important skill because one of the forms of communication is writing. However, the fact show that some the students are not capable in making a good writing because the students are poor in vocabulary, generating ideas, and poor in grammar. Writing has several forms, one of them is Argumentative essay, Argumentative essay is a form or rhetoric composition that seeks to influence the attitudes and opinion of others (reader).

Recent studies have discussed about Argumentative Essay, According to Ariyanti(2017) stated that the EFL Students Difficulties in Essay writing there are some aspect, where first aspect include, they are grammatical, cohesion and coherence terms. Grammatical become an important aspect, when the students begin to write sentence they can not arrange a good sentence and the sentence is not have meaning. Cohesion and Coherence terms is the relation between ideas in paragraph. Cohesive devices in texts can not only help a writer to express ideas clearly, but also to help a reader understand text more easily. Coherence is the consistency of structure and standpoint meaning that the article should focus clearly on one theme.

Second aspect are include paragraph organization, dictions, and vocabulary misspelling. Paragraph organization is envelope the support essay based on the text genre. It becomes important because some students write long and not readable. The next problem is dictions, some students have difficulties in choosing correct word for certain sentence context. It is indicates that EFL Learners faced many problems in Essay writing. Unlike Ariyanti, Rahmatunnisa (2014) stated that the students problems faced in writing argumentative essay, EFL learners faced three problems like, Linguistic, cognitive and psychology.

Another recent studies about EFL learners, Ghahari (2013) stated that the results of the study clearly showed that the mere application of technology and removing the physical classroom cannot result in the most ideal learning situation for second or foreign language learners. It is completely possible to

integrate traditional classroom and modern technology to enhance learners' performance in any of the skills and sub skills, especially writing. The results of the study are completely in line with previous research on blended learning and computer assisted language learning. Many of such studies have revealed positive influences of blended learning on student performance.

Sharvari stated about the use of telegram social network has a significantly positive effect on EFL learners' overall writing performance, it is an effective instructional technique. In addition, CALL programs in general can provide authentic information about the participants' learning process since data are stored in social networks for later analysis. CALL programs can also be used as a means of helping participants to overcome their writing anxiety in second language learning. Telegram social network has a significantly positive effect on EFL learners' overall writing performance.

According from Lestari dkk (2017) stated that Feeling obliged to solve this problem, a classroom action research was conducted in three cycles. The result of the study shows that the provision of planning is beneficial to improve the students' writing performance in argumentative essay. Despite of its effectiveness, there are some considerations that should be taken into account. Firstly, the time length of planning and the students' preferences of the planning strategy format need to be seriously planned by considering the characteristics of EFL learners. It was found out that the students needed approximately 20 minutes to plan their writing either by using rough drafting activity or outlining. Secondly, the result of the study also shows that when

the students were given the freedom to choose their own planning strategy that made them comfortable, they were able to show better performance in their essay.

Apart from the difference view of aspect of students problems in writing an argumentative essay expressed the researcher choose a research by both Ariyanti and Rahmatunnisa, according to the researcher's opinion on both aspects. The researchers divide into two aspects they are, Linguistic and Cognitive problems. First, Linguistic problems that in writing we have to compensate for absence of the features, keep the channel of communication open through our own effort and to ensure both through our choice of sentence structure and by the way our sentence are linked together and sequenced, that the text we produce can be interpreted on its own. In linguistic, include Grammatical, cohesion, coherence, and diction.

Second, Cognitive that writing is learned through a process of instruction. Means that we have to master written form of the language and to certain structure which are important for effective communication in writing, in cognitive include coherence and paragraph organization.

The difference between previous researcher and this research is the researcher evaluate the students argumentative task without giving a theme and the students will feel free to write about argumentative essay. The purpose of this investigation is to find out the problems faced by EFL Learners in writing Argumentative Essay. The researcher will investigate the

students' assignment about argumentative essay task and interview the students. After that, the researcher will find the students problems.

B. Problem Statement

The question for this research is “What are the problems faced by EFL students in writing argumentative essay?”

C. The Objective of research

The objective of the research was to find out the problems faced by EFL Learners in Writing Argumentative Essay

D. The Significant of Research

The significances of this research are :

1. For the lectures

The lectures are available to use this research as information about the problems that students faced in argumentative essay as one of material in essay writing Subject.

2. For the researcher

The researcher is able to know information what kind of that problems the students faced in writing argumentative essay and the solution of problems.

3. For the students

The result of studies are able information to the students and they can know their weakness in writing.

E. Scope of Research

Since this research deals with English as language applied linguistic, the scope was limited to Problems faced by EFL Learners in Writing Argumentative Essay which divide in two aspects. They were Cognitive and Linguistic problems.

CHAPTER II

REVIEW OF LITERATURE

A. Some Previous Related Research Findings

Many researchers had done related to the study on problems faced by EFL Learners in Writing Argumentative Essay that used in the writing subject of English language learning some of them were as follows:

Ariyanti (2014) in her thesis about EFL Students' difficulties and needs in Essay Writing find that students have major difficulties in grammatical, cohesion and coherence terms. Moreover, minor aspects also had been revealed regarding to students' writing, namely paragraph organization, dictions, and vocabulary misspelling. Based on the problem, the students need more intense guidance from the lecturer, such as continuous task consultation to get feedback.

Rahmatunnisa (2014) find that Indonesian EFL Learners faced the problems in three categories, those are linguistics problem, cognitive problem, and psychology problem. Mostly students faced problems in linguistics related to the grammatical structure (23.2%), formatting words (30.2%), word classes (16.3%), error in using words (9.3%), and the use of article (21%). Second, cognitive problems are related to organizing paragraph, difficulties in remaining word classes, getting lost the generic structure, making a conclusion, and putting punctuation. Last, psychological problems which included laziness, egoism, badmood, and difficult to begin writing.

Salma (2015) find in her thesis about Problems and Practical needs of writing skill in EFL Context : an analysis of Iranian students of Aligarh Muslim University stated that the researcher done four section for 20 respondents. First section 40% the students said that writing skill in English only for passing the examination. Second section, students said their priority in writing for writing messages and emails. So, they dont have skill in writing letter, notice report and etc. Third and fourth section find that 35% students able put their ideas. Another finding the students can improve their writing skill in reading and they think tha improving grammar and vocabulary skill in practicing more.

B. Some Pertinent Ideas

1. EFL Learners

a. Definiton of EFL Learners

English as a Foreign Language (EFL) corresponds roughly to the Expanding Circle described by linguist BrajKachru in “Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle” (1985).The distinction between second language and **foreign language**is not, however, a sharp one, and there are cases, like Indonesia, where classification is disputable. Moreover, there is a considerable amount of variation in the roles played by second languages, for example in education, in the fields of discourse used, and in the giving of prestige or power. In India, the medium of instruction in schools was changed from English to the regional

languages after Independence, and subsequently there has been a gradual process of Indianization of the universities, which at one time were all English-medium."(Charles Barber, *The English Language: A Historical Introduction*. Cambridge Univ. Press, 2000).

So, EFL Learner is the students studying english as foreign language or they are out the circle of english as the first language.

2. Writing

a. Definition of writing

Writing is the process or result of recording language in the form of conventional visible marks or graphic signs on a surface. "Writing is functional communication, making learners possible to create imagined worlds of their own design." It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.

Writing is a way to produce language, which you do naturally when you speak. You say something, think of more to say, perhaps correct something you have said, and then move on to the next statement. Writing is not much different, except that you take more time to think about your subject, the person or people you will be discussing it with, and the goal you hope to achieve in that discussion. And, if you are writing in a second language, you also take more time to revise your work.

Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition. From some definition above, it can be concluded that writing is a system of human communication which represents symbol. By writing, we can share our idea, feeling, or anything than exist in our mind. Writing prosecutes students to focus to generating idea, organizing, coherently, revising it into good composition, using good punctuation, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

b. Types of Writing

According to Brown (2001: 343- 346) there are five major categories of classroom writing performance presented as follows.

1) Imitative or Writing Down

Brown (2001: 343-344) states that imitative or writing down means that students “write down” English letters, words, and posible sentences in order to learn the conventions of the orthographic code. The dictation is usually done in this type of writing performance. The steps which are usually applied such as a teacher reads a short paragraph once or twice at the normal speed, a teacher reads the paragraph in short phrase units of

three or four words, and each unit is followed by a pause and during the pause, students write exactly what they hear, and so on.

2) Intensive or Controlled

Brown (2001: 344) states that in the writing activity, intensive writing can be done by presenting a paragraph to students in which they have to alter a given structure throughout. Brown (2004: 225) states that in this stage, the students are intended to produce language to display their competence in grammar, vocabulary, or sentence formation, then to convey meaning for an authentic purpose.

3) Self- Writing

As stated by Brown (2001: 344), self-writing is a writing with only the self in mind as an audience. The activities included in it are note-taking and diary or journal writing. In the note-taking activity, the students take notes during a lecture for the purpose of their recall.

4) Display Writing

For all language students, short answer exercises, essay examinations, and area research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing technique.

5) Real Writing

The example of real writing activities can be seen in the form of academic, vocational or technical, and personal activities. In the academic activities, the language experience approach gives groups of

students opportunities to convey genuine information to each other. Content-based instruction encourages the exchange of useful information, while group problem-solving tasks may have writing components in which information is genuinely sought and conveyed. The last one, peer-editing work adds to what would otherwise be an audience of one and provides real writing opportunity.

c. Students Problems in Writing

Like all learning problems, difficulties in writing can be devastating to a student's education. Heaton (1975) stated that writing skill is complex and sometimes it is difficult to teach. Requiring mastery are not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. As students' progress, they are increasingly expected to express what they know about many different subjects through writing. If a student fails to develop certain basic skills, he will be unable to write with the speed and fluency required to excel as these demands increase. Indeed, for a student's struggling with a writing problem, the writing process itself interferes with learning. Students faced with such difficult odds have trouble staying motivated.

The basic point that makes writing difficult is the use of language aspect or ability in written likes punctuation, spelling, grammatical, vocabulary and so on. According to Jordan (1997), writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the

major ideas arranged in some often on the correction of mechanical and grammatical errors.

Bryne (1988) divided the problems that make writing difficult into three categories. The first is Linguistic Difficulty. Linguistics aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring. The second is Physiology Difficulty, which more focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focuses on difficulty in develop written material or content of composition. The third is cognitive difficulty. Writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing.

3. Essay

a. Definition of Essay

When we want to write and form a topic more extensively or complex, we must convey it into essay form, in which a kind of writing that consists of more than one paragraph. It means, an essay is communication way in writing form that is conveyed with extensive knowledge, thought and understanding.

According to Harsyaf (2009:3) writing is a process of transforming thought into language. This process involves the consideration of content of the writing and the way to arrange the ideas by

using appropriate language such as grammar and vocabulary. Furtherer, regarding to writing as means of communication, Dvorak in Harsyaf (2009:3) stated that writing refers to all various activities that involves thought through papaers that focuses primarily on the conventions of language form.

As part of writing, essay is a piece of writing that usually comes from the author's personal point of view. Mostly essays are non-fictional but often subjective. According to Oshima and Hogue (2017), essay has three main parts as follows :

- a). The intoductory paragraph
- b). Body paragraph
- c). The concluding paragraph

longer academic essay nowadays are mostly discursive. This type of essay sometimes begins with a short summary related to what have been told in the previous written study that is known as literature review. Longer essays might contain an introduction which contain words and phrases tightly defined the title of the essay.

Substantial fact, quotation and supporting material are required by the most academic institution and will be referenced in a bibliography at the end of the text. These requirements allow the reader to grasp the fact and quotation supported the essay's argument. The academic essay

represents the students ability in presenting their thoughts in good order and representing their intellectual capability.

b. Kinds of Essay

1) Expository Essays

An expository essay is a specific kind of essay that involves investigating an idea, evaluating the evidence, presenting the idea, and supporting the presentation with an argument. Expository essays are usually written through comparison and contrast, definition, example, and the analysis of cause and effect. There is a specific structure that expository essays follow.

This is the most common essay written while in elementary school. It is usually considered the five-paragraph essay – one introductory paragraph, three body paragraphs, and a single conclusion paragraph. However, as you enter later grades and college, you will come to realize that expository essays sometimes run a little longer than that. This format is usually just a way to begin introducing the idea of expository essays to students.

Expository essays are best thought of as conversations or debates with classmates. Just as your conversation will have a beginning, middle, and end, your essay should also. If it is not complete, you will likely leave behind questions in your readers. The most important thing to remember is to state the intent of your essay in the introduction, back it up in the body, and summarize everything in the conclusion.

2) Descriptive Essays

A descriptive essay is exactly what it sounds like. In this type of essay, you will be asked to describe something. Unlike the expository essay, this type of essay allows for much more artistic freedom as the main idea is to create an image in the reader's mind. For this type of essay, you might be better off taking a creative writing class as they will touch on description that will help you write this type of essay.

3) Narrative Essays

A narrative essay usually involves the telling of some kind of story. There are two common types of narrative essays short stories and book reports. Narrative essays provide a course of event or even person in past tense. Even some of narrative essay are not chronological, they follow the series of experience and reflection.

4) Persuasive Essays

A persuasive essay is also known as an argumentative essay. This type of essay will be similar to an expository essay in that you will be exploring a topic and collecting and evaluating evidence. However, unlike an expository essay, you will be taking a stand for or against this topic. The format of the persuasive essay is similar to the expository essay from the thesis statement to the layout to the concluding paragraph. However, it's important to state that your persuasive essay will also include your opinion regarding the evidence and the topic itself. Like the expository essay, the

persuasive essay can also use the five paragraph format, but there are also longer persuasive essays.

5) Argumentative essays

Argumentative essays are most often used to address controversial issues serious issues over which there is some evident disagreement. An argument is a position combined with its supporting reasons. Since argumentative essays are mostly understood as the type of essays that address controversial issues and provides. This kind of papers provides claim along with supporting details to proof that the claim is true.

4. Argumentation

Argumentation is writing which are attempt to convince someone else about something. When a writer uses argumen to write, he intends to convince readers to believe something, or to have a certain attitude about an issue, or to fell a certain way about a situation, or to do something. The argument is actually the support of the main theme, and is not opinion. The better the support based on facts and evidence, the better the argument.

5. Students' Problems in Writing an Essay

According to Koch (2004), coherence denotes the ability of the writer to combine the arrangement of sentences altogether in the text so that the reader decodes and understands it. Such a notion calls attention towards the

consideration of coherence in any piece of writing as a cognitive process in which the writer is invited to mind the language they are using, the vocabulary they are selecting and the bound arrangement of sentences to form unity which enables the reader to appreciate the piece of writing (Favero,2010; Lee 2002). Put simply coherence is the ability to produce meaningful correct sentences with the appropriate use of vocabulary items and obeying certain rules of words arrangement. In this light, an undertaken study done by Qaddumi (1995) shows that EFL students face difficulties in finding ways to employ the different types of sentences and the ill use of some cohesive devices.

In the eyes of Halliday and Hasan (1976) “the concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text” (p. 4). Put simply, cohesion is the relation that exists between lexis and grammar, i.e., Endophoric relation, as well as how grammar and vocabulary facilitate the understanding of sentence sequences within a text, that is, Exospheric relation.

It was emphasized by Bailey (2003) that text cohesion refers to the clarity and readability in which the writer needs to establish a link through the use of various cohesive devices including: reference, ellipsis, substitution, conjunctions and lexical cohesion. In this respect, Cox et.al (1990) found that good readers tend to use the aforesaid cohesive devices more wisely and appropriately than poor readers do. Such a result indicates that reading plays a significant role in acquiring the art of writing.

Vocabulary serves a key the requirement for ideas to flow in the right ground. In this regard, many researchers in the field attempt to identify the reason behind such a difficulty. Hemmati (2002), interviewed thirty (30) Iranian EFL student writers concerning vocabulary difficulties in their writing. He finds that these learners have difficulties in both linguistic and performance. That is to say, these writers lack the linguistic knowledge of the target language along with the inability to perform this knowledge into appropriate contexts. He concludes that the lack reading and the writing practice into the English language are the main reasons behind such a difficulty. It is safe to add that EFL learners encounter various writing difficulties in terms of grammar, spelling and punctuation. The following section is devoted to discuss the sources that affect these learners from achieving appropriate essay writing.

C. Conceptual Framework

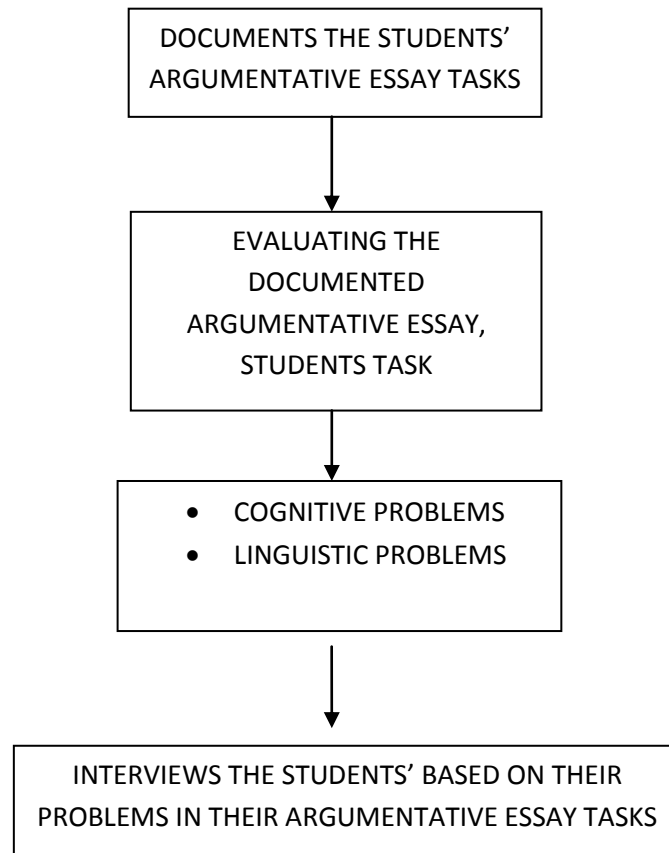


Figure 2.1 : Conceptual Framework

The process of the research is illustrated as in the existing diagram above. The researcher will be start by asking the lecturer about the documents task of argumentative essay as English subject as known Essay Writing. After get the documents the researcher will continue with evaluating the documents of argumentative essay. The next step is the researcher evaluate the task based on the two aspects in writing argumentative essay. The aspects are cognitive and linguistic problems.after evaluate the documents. The last step is the researcher will doing an interview to obtain more comprehensively data.

CHAPTER III

RESEARCH OF METHOD

This chapter described the method of the research, participants, the research variables, instrument of the research, data collection, and the data analysis.

A. Research Design

The researcher used a descriptive qualitative research in this study. It gone with objective study that identify the students' problems in writing argumentative essay faced by EFL learners in writing argumentative essay.

B. Participants

The participants of this research is the 4th semester in English Department Muhammadiyah University of Makassar in academic year 2015/2016 or they are now studying Essay Writing. The researcher took 20 students.

C. Research Instrument

The researcher chosen two instruments, they are documentation of students task on argumentative essay and interview.

1. Documentation

Documentation methods in this study are intended to get the data the students through personal book, students registration books, psychological test result and the study of students. The researcher will analyze the students result based on the two aspect of problems. In the

term of elements to the first research question, i.e. to identify the students' problem in writing argumentative essay based on their work.

2. Interview

Interview in qualitative research is conversation are asked to get information. The structure of interview based on the text result of documentation. In this study, the researcher uses semi-structured, the researcher interview the students to make more accurate the data of this research. It use to obtain more comprehensive data on their perspective, aspecially on the second question. It consist of five items.

D. Data Collection

The data collection used in this study is document of Argumentative essay text and interview. The researcether takes 20 documentation from the lecturer. The researcher uses the following procedures :

1. Documentation

- a. The researcher asked to the lecturer writing task of argumentative essay has been done by students.
- b. The researcher evaluated the text result of argumentative essay.

2. The procedure of collecting data in this interview as follows :

- a. After evaluated is the documents the researcher will doing interview based on the students documents of text of argumentative essay result.

- b. The researcher examined each student face to face about 3 minutes. The student was on the researcher left side.
- c. The researcher asked students about the problems they made.

E. Technique of Data Analysis

Technique of data analysis in documentation or the text of argumentative Tessay and interview. the following analysis of data analysis will be performed on each instrument use:

1. Data Analysis of Students’ problems

The result of students 'English proficiency test can be used to know the students' English skill in writing. The step of data analysis were conducted according to the method Gass selinker (2008). The steps of analyzing will be described as follows :

1. Identification problems

The problems made by the students in their essays will be identified in this stage. Therefore, it was necessary to know how to identify them. The identification depende upon what target point of the study.

2. Classification of problems

Cognitive Problems	Linguistic Problems
Structure	Tenses
Spelling	Word classes
Punctuation	Word formation
Coherence	The use of article

Cohesion	Word error
Strength of Argument	

(Byrne, 1995)

2. Data Analysis of Interview Results

Data obtained from the interviews were analyzed descriptively, which aims to determine students' English learning results orally, including several stages, among others :

First, the interviews is transcribed or converted in to written form.

Second, the data would be categorized by using data analysis with regard to the research question and make a coding.

The Description of Code		
Code	CogP	Cognitive Problems
	LingP	Linguistic Problems

CogP	Code	LingP	Code
Structure	St	Tenses	T
Spelling	Sp	Word classes	Wc
Punctuation	Pn	Word Formation	Wf
Coherence	Che	The use of article	Art
Cohesion	Chn	Word error	WE
Strength of Argument	SOA		

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections namely finding and discussion. It presents the results or findings of the research and describes more about the findings. The findings of the research deal with the answer of the research question about the students' problems in writing argumentative essay, and the discussion section further information was given also by the research question.

A. Findings

The findings of the research were based on the data obtained. The data research question about the students' problems faced in writing argumentative essay.

1. The students' problems faced by Indonesian EFL Learners' in writing argumentative essay at fourth semester of Muhammadiyah University of Makassar.

a. Cognitive Problems

The data obtained was about cognitive problems. It consist of structure, spelling, punctuation, cohesion, coherence, and strength of argument.

1). Structure

1. ...The students **is**... (S01)
..Students are....
2. ... Prof Harry **says** that...
...According to Prof Hary said that..
3. ..Is low can pay..
..Is low can pay..
4. ...to marry **the lower the** level..(S02)
..To marry the lower level..
5. ..Internet **have** disadvantages..(S03)
..Internet has disadvantages..
6. ..Frisian Flag **milk not** contain..
.. Frisian Flag **is not** contain..
7. ..**why internet** have the disadvantages ?..
.. why does internet have the disadvantages?..
8. ..foreign cultures that have entered.. (S04)
...Foreign cultures have entered..
9. ..I **chose** this topic just for..
..I choose this topic just for..
10. ..culture **then has** started..
..culture has started..
11. .. let's protect the **water we** drink..(S05)
..Let's protect the water that we drink..
12. ..the second reason **to** support cencorship.. (S08)
..The second reason is support cencorship..
13. ..the bad scene in film **that very** forbidden and of course who lives in Indonesia..
.. the bad scene in film is forbidden and people who lives in Indonesia..
14. ...They **must do**..
..they must not follow..
15. ..There **is nothing** compare...
..there is not compare...
16. ..online games **to forget to** feed their babies..(S09)
..Online game and forget to feed their baby..
17. ..the first, **lack of students** break in the face of the day.. (S10)
...the first, the students lack of break in the face of the day..
18. ..until **their homes are** exhausted..
..untill they are come home and exhausted..
19. ..pray, eat, **to** breakfast..
..pray, eat, and breakfast..
20. ..**now be** seen..
..can be see now..

21. ..Reforestation **in** Makassar..(S11)
 ...Reforestation is necessary in Makassar city..
22. ...now **can** communicate quickly and easily..(S13)
 ...Now we can communicate quickly and easily..
23. ...the various **factors** that often..(S14)
 ..the various factors is racing factors that often occurs..
24. ..so **make** the number..
 ..so makes the number..
25. ...the most **importantly**..
 ..the most important..
26. ..so **make the online game addicts so isolated from friends and real social movement**..(S15)
 ..So, the online game make addict and isolated from friends and social life..
27. ..children **played using** the..
 ..children playing the..
28. ... not just **about obeying the wishes** of the child who even the future would damage the child.. (S16)
 ...It is not just about obeying the wishes of the child
29. ...I **once** asked said become the driver..(S18)
 ...I have asked once the driver..
30. ...In Indonesia, **has a lot** of people who shop through online,the effect of online shopping that is, we shop online automatically.. (S19)
 ...In Indonesia, a lot of people who shop online, the effect of online shop is we shopping automatically..
31. ...in **addition to the online** shopping with us online shopping means, we do not need to come to the store live..
 ...In addition, the online shop means we do not need come to the store live..
32. ..because with the online shopping **can** useful in..
 ..because with the online shopping is useful..

From the table above it indicates that structure becomes problems in writing argumentative essay, structure is the most difficulties in writing argumentative essay because structure is difficult to use and arrange in sentence. Structure also have some pattern. 15 student from 20 students doing error in writing argumentative essay.

Extract 1

1. “**Grammar is different with** if we are talking or speaking in grammar. We have to see the tenses like what a time the state at the sentences to adjust”. [S01]
2. “I am Lack of vocabulary **and grammar**. I think it is most difficult material and complicated. Thats why i am difficult to understand” [S02]
3. “**My grammar is not organized** then I am less understand what should i write because my grammar is less” [S06]
4. “**Mostly grammar, because it is difficult to make**. Is it the correct wor or not and develop sentences to make a good sentences. [S07]
5. “ I dont mastery of structure” [s07]
6. “ **I think the difficult in writing is in grammar** and how to choose which one is appropriate with the situation[S09]
7. “I difficult when I am write something like this one(essay), **I difficult make a good sentence based on grammar** [S11]
8. “difficult is grammar” [S13]
9. “ I am lack of grammar on pattern”[S12]
10. “**I am lack of grammar, so when i am writing, to arrange the word its difficult**. Difficult to determine the correct position”. [S18]

Based on the data, It can be concluded that 10 from 20 research subjects difficult in structure, it showed structure became problem because the students difficult in arrange word become sentences. Structure becomes difficult because the students do not know the word classes, identify and when they put in sentences. The sentences showed the incorrect usage of auxiliary.

2). Spelling

1. ..**sheia** not..(S02)
..she is not..
2. ..about**knowledg**..(S03)
..about knowledge)
3. ..**sotis** hoax..
..so this hoax..
4. ..**co;onized**..(S04)
..cognized..
5. ..**Speach** of style..
..speech of style..
6. ..I **couse**..
..I Choose..
7. ..**Wastern**..
..western..
8. ..**expecially** Indenesian..
..Especially Indonesian..
9. ..**ang** various..(S06)
..and various..
10. ..**interpet** this..
..interpret this..
11. ..she **becaome**..
..she become..
12. ..residential **nomine**..
..residential nominee..
13. ..**Woen**..
..women..
14. ..has becime..
..has become..
15. ..for **rhe** young..
..for the young..
16. ..bad **indluence**..
..bad influence..
17. ..**misappropriation** money..
..misappropriation money..
18. ..**stdents**..(S10)
..Students..
19. ..for **examole**..
..for example..
20. ..**teknologi** information..(S13)
..technology information..

21. ... and **sometomes** also..
..and sometimes also..
22. ..like **thit**..
..like that..
23. ..**develpment**..(S19)
..development..
24. ..**disrupt oher riders**.. (S20)
..Disrupt other riders..

From the table above spelling in writing become problems because some of the students typo or they are not carefully in writing.

Extract 2

1. “about my spelling me, because i do not know it. I don’t really focus. Sometimes I get typo” [S08]
2. “I am lack of pronunciation in writing” [S20]

Based on the data, the students done the spelling problems because they are not carefully and not focus while writing the text. Identification of their difficulty was at using capitalization and spelling. In their writing was found many using were incorrect and it was inappropriate with the rules. One of them was in using full stop, comma, and using of capital letter. In addition, the students difficult in correct spelling because writing is not their daily language or they seldom use english word, so they need to see dictionary to write the correct spelling.

3). Punctuation

1. ..According to him Bogor agriculture..(S01)
..According to him, Bogor agriculture..
2. ..Although many parents..
..Although, many parents..
3. ..but later..
..But, later..
4. ..so paying..
..so, paying..
5. ..Although many parentd..(S02)
..although, many parents..
6. ..trafficking, education and poverty..
..trafficking, education, and poverty..
7. ..but later..
..but, later..
8. ..In 1945 Indonesia..(S04)
..I 1945, Indonesia..
9. ..for example women..
..for example, women..
10. ..in conclusion foreign..
..In conclusion, foreign..
11. ..Affect us all so..(S05)
..Affect us all, so..
12. ..traffic lights vehicles that are..(S07)
..traffic lights, vehicles, that are..
13. ..so for that it..
..so, for that it..
14. ..be determined so that..(S08)
..be determined. So, the education..
15. ..necessarily they must..
..necessarily, they must..
16. ..spending money because..(S09)
..spending money. Because..
17. ..for example a news..
..for example, a news.
18. ..therefore the carefullness...(S10)
..therefore, the carefullness..
19. ..as a consequence parents..(S11)
..as a consequence, the parents..
20. ..Today the trees..(S12)
..Today, the trees..

21. ..therefore the number..
 ..Therefore, the number..
22. ...on the highway, thus..(S14)
 ..on the highway. Thus..
23. ..In Indonesia traffic..
 ..In Indonesia, traffic..
24. ..over time the increasing..
 ..over time, the increasing..
25. ..eliminated then we..(S15)
 ..eliminated, then we..
26. ..so the childs..(S16)
 ..so, the childs..
27. ..15 years old because..
 ..15 years old, because..
28. ..in this age they are more in..
 ..in this age, they are more in..
29. ..and besides that there are..(S18)
 ..besides, there are..
- 30...we must pay because..
 ..we must pay, because..
31. ..perfectly so it runs..(S20)
 ..perfectly, so it runs..

Based on the data above the difficulties in punctuation is the students lack of putting a punctuation in sentence like comma and fullstop. It will make a different meaning if there is no punctuation.

Extract 3

- a. “Oh, about the punctuation. maybe I am less conscientious” [S05]
- b. “Maybe, I am less conscientious when i do it” [S06]
- c. “ When **I use punctuation and i dont know how to arrange the word**” [S08]
- d. “I’m still **confused to put for example, period, where I have to put period, comma, and etc**”. [S09]
- e. “Punctuation make me confused. I **dont know where I put**”[S12]
- f. “I am not sure about **punctuation put here then here**” [S18]
- g. “The **first is punctuation, for example in one essay, we dont know how to make sure the punctuation and exclamation mark, declaration, argument, or statement. Comma, fullstop in one statement. We dont know we use comma or fullstop**” [S19]
- h. “**Punctuation is difficult and I am not pay attention**”[S03]

Based on the students' writing text was found their difficulty in writing argumentative essay. From these results obtained that most of students incorrect in usage comma and full stop. It was because they did not understand when they should use comma and full stop.

4). Cohesion

Body: Other negative impacts caused by the racing on the highway can disrupt the comfort and order of the people residing in the era. So the people who are in the era so feel scared to pass the highway used by young people as there are of race.

Conclusion :with the increase of accidents in Indonesia, it is expected that people can be orderly while driving on the highway. Most importantly during driving, people are aware of the orderly traffic and obey the rules that apply on the road to reduce the number of accidents.

Based on the above data, the students write a new explanation or statement and it is not relate with the topic.

Extract 4

- a. " if I want to choose the topic, I am confused" [S15]

Based on the data showed that the students difficult to find the main idea and need more time to make the essay related each other. Based on that data showed, they are not in the stream of expressing ideas that can flow smoothly from one sentence to the next sentence. This means that they have attempted to write about the main points but they have not been successful in using the proper conjunctions to link details to each main point. They should have understood that unity is a very important characteristic of good paragraph writing .As a result, it seems that their

writings lack unity or their sentences are off-topic because they are not related to the main topic. The students faced problems in finding main ideas and in arranging the words.

5). Coherence

Body paragraph :the development of IT is theright we appreciate, but IT development should not eliminate thelocal culture ofthe community itself.

Our association is only in online game only, so make the online game addicts so isolated from friends and social environment.

Conclusion :such thoughts should not be thought us. Indeed, traditional game from a spirit of cooperation and mutual communication between the players in it so that it can train us to interact socially.

Based on the data above, the student do not consistent about the statement, on the body of paragraph they write about IT then the conclusion the discuss about traditional. According the body paragraph is not connect.

Extract 5

1. “The thesis statement and then **in this thesis statement, I feel difficult because i should see the introduction statement after I see the topic also and after we write the thesis statement we already in second paragraph still the conclusion**”[S01]
2. “**How to connect one sentence with the others in order to make it related.** We must be have good idea” [S07]
3. “**I confused how pick my idea, how to make sure, I choose pro or contra**” [S06]
4. “Argument, argument, to maintain our argument”[S10]
5. “about the main idea. **On my topic because sometimes I got confused and also how to make interested**”[S12]
6. “How to **develop the topic or idea I have**”[S14].

Based on that data showed the students use google translate in their paper. I found difficult word. So it make the reader difficult to catch the meaning.

6). Strength of Argument

“ Actually I really confused how to organized my paper. Actually there are many things I want to put in my paper but i do not know to organize. For example which one first and how to relate from the beginning untill the end”

Based on that data showed the students seldom doing an exercise and they do not understand about the step to make an argumentative essay.

Extract 6

- a. “choose the pro and contra, at least there is pro and contra each paragraph”[S05]
- b. **“I confused how pick my idea. How to make sure. I choose pro or contra”**[S06]
- c. “Difficult thing is how argument pro and contra”[S10]
- d. **“Like my argument ,I add here like from this paragraph to another paragraph. Maybe it is not connected”**[S14].

Based on that data showed the student use googling as a source to support their argument in writing argumentative. The students difficult to choose their part. Some students write in Introductory paragraph about Progrative sentence. But in the second paragraph they write about contradiction. Organization of their ideas seems to have been badly affected by the aforementioned shortcomings, such that although they have had attempts to give enough supporting details, they seem unsuccessful due to lack of vocabulary in their repertoire, and probably because of their fear to make mistakes.

b. Linguistic Problems

a). Tenses

1. Internet make **time** efficient and not tiring someone(S03)
..Internet makes timing efficient and not tiring someone..
2. ..Films **are** contain.. (S08)
..Films contains..
3. ..Teenager **very** easy to..
..Teenager is very easy to..
4. ..many **teenager** like..
..many teenagers like..
5. ..They **are not** care..(S09)
..They do not care..
6. ..In south korea addicted..
..In South Kore has addicted..
7. ..online game also **need**..
..online game also needs..
8. ..when they **playing** online..
..when they play online..
9. ..especially **without the** monitoring of parents..(S16)
..especially, they are without monitoring by the parents..
10. ..In open online shopping **is more in** by use by people..(S20)
..In open online shoppig is many people use online shopping.

Based on the data above the students error in using verb. There are many students who have not effective choice of words and word form and also very poor knowledge of words, word form and not understandable.

Extract 7

- a. "I am difficult in word choice and tenses"[S03]
- b. "**My difficulties in writing of course tenses**"[S06]
- c. "**Sometimes I forget about tenses, what tenses I should use and also the verb**"[S15]
- d. "The tenses, grammar, tenses and grammar"[S19]
- e. "**I am difficult to differenciate when we put at back or front of sentence and about the tenses I am not understand**".[S06]

Based on the data showed that most of the students choose tenses as their difficulties in grammar, it proofed also by their text argumentative essay where the researcher found mistakes in using appropriate tenses. The students made mistakes not only in tenses but also in adjective, last using verb was been one of the students problems where they sometimes used irrelevant verb for the subject.

b). Word Formation

1. ..The **most easy**..(S02)
..the easier..
2. ..internet **become** a powerful..(S03)
..Internet becomes a powerful..
3. ..the **biggest problems**..(S05)
..The biggest problem..
4. ..to **supports**..(S08)
..to support..
5. ..favorite film like..
..favorite films like..
6. ..in **make a to others**..
..in mking to other..
7. ..**three aspects** that..
..three aspects.
8. ..must **pay to** country..(S18)
..must be pay to the country..
9. ..for **the many** case..(S20)
..For many cases..
10. .. govern **the ban of using** moble phone..
..the govern should be ban of the using mobile phone..

Based on the data above, six students getting wrong in putting word as word formation. The students does not understand the kind of word and they still get difficulty in using grammar and choosing the vocabulary.

Extract 8

1. “Just it, **the placement of word**”[S20]
2. “What is the word and also verb”[S13]
3. “the **use of verb, conjunction, it is difficult for me to develop**”[S14]
4. “Difficult in arrange word” [S13]
5. “which one is verb, which one is subject” [S09]
6. “**Sometimes I get little confused about that (Word Formation)**”[S08]

Based on that data showed some of the students done mistake because they donot understand about the pattern in writing sentence. For example, in make in to other. Properly, the student do not put to before other. It will make the reader difficult to understanding the meaning. As the same mistake before, the student is still lack of word group.

c). The use of article

1. ..reforestation is **a activity**..(S12)
..reforestation is an activity..
2. ..condition**becomes** uncomfortable..
..condition uncomfortabel..
3. ..as **a** result of the...(S14)
..as result of..
4. ..**and the** many benefits..(S16)
..and many benefits..
5. ..still**under the age** 15 years old..
..under 15years old..
6. ..some of the types..(S18)
..some of the types above..

Based on the data above, the student can not differenciate between the noun whether it is countable or uncountable and wheteher it is singular or plural. 4 students from 20 students still lack of in using article.

Extract 9

“I am not pay attention about it. Because I just think about my ideas when I am writing”

Based on that data showed the student understand the use of article but some of them did not pay attention and students done often.

d). Word error

1. ...to make us easy to **connecting**..(S03)
..To make us easy to connect..
2. ..many **woman** who are..(S06)
..Many women who are..
3. ..as **is known**..(S08)
..as we know..
4. ..just want **to playing**..(S09)
..Just want to play..
5. ..they can **not leaf** it..
..they can not leave it..
6. ..**carbohydrates and** processed..(S11)
..carbohydrat processed..
7. ..could **still not** really..(S16)
..Could not really..
8. ..too long sitting **still** while..
..too long sitting while..
9. ..**According by me**..(S18)
..In my opoinion..
10. ..uniforms **who used** by the drivers..
..uniforms that are used by the drivers..

Based on the data above, the students write down a sentence based on the indonesian language and when they translate into english, they write sentence and the meaning it is not uncorrect. So, the reader difficult to catch the meaning or the idea.

Extract 10

“maybe I am not careful”[S20]

Based on that data showed students did mistakes. The students problems do word error makes the sentence are not relate and difficult to read.

B. Discussion

1. The students problems faced in writing Argumentative essay

This section discusses about the problems faced by Indonesian EFL Learners in writing argumentative essay which analyzed previously in the finding to answer the research question, and relate them with the current theories. This study found that students commit problems in writing argumentative essay which belongs to two kinds problems ; Cognitive and Linguistic problems and each of problems source which was classified into Cognitive problems for Structure, Spelling, Punctuation, Coherence, Cohesive, and Strength of Argument. While linguistic problems for Tenses, word classes, word formation, the use of article, and word error.

The kinds of problems that found in the students writing and interview based on the problems classify. Then, based on data findings, the dominant problems in the students essay are cognitive problems. The first is Structure, some of the students lack of structure because they are do not understand about structure. How they choose word classes and the use of word in an arrange word in sentence.

Second is spelling, the students done the spelling problems because they are not carefully and not focus while writing the text. Identification of their difficulty was at using capitalization and spelling. In their writing was found many using were incorrect and it was inappropriate with the rules. One of them was in using full stop, comma, and using of capital letter. In addition, the students difficult in correct spelling because writing is not their daily language or they seldom use english word, so they need to see dictionary to write the correct spelling.

Third, the students' writing text was found their difficulty in writing argumentative essay. From these results obtained that most of students incorrect in usage comma and full stop. It was because they did not understand when they should use comma and full stop.

Fourth, they should have understood that unity is a very important characteristic of good paragraph writing. As a result, it seems that their writings lack unity or their sentences are off-topic because they are not related to the main topic. The students faced problems in finding main ideas and in arranging the words.

Fifth, the student use google as a source to support their argument in writing argumentative. The students are difficult to choose their part. Some students write in Introductory paragraph about progrative sentence. But in the second paragraph they write about contradiction.

From the data above, it can be concluded that the students problems in argumentative essay if cognitive problems is structure, punctuation, and cohesion. From 20 subject of students, half of them faced that problem. Moreover the theories related to the findings problems faced by EFL learners in writing argumentative essay is cognitive problems stated by Ariyanti (2014) that the major problems in writing argumentative essay for ELF Learners' is grammatical.

While in linguistic problems, most of the students did problems in tenses and word formation, the students lack of knowledge about grammar the student still confused the use of article. The minor problems is word classes. It is contradiction with the result, most of student did not make mistakes in word classes but did in word formation.

In addition, problems that students' faced are difficult to find an idea for certain topic. The students need some source to write argumentative essay because in argumentative essay, the students should know the content about pro and contradiction. Next problem is vocabulary, as we know that vocabulary is an important part to write. The student can not write because they are lack of vocabulary. Another problem is paragraph organization. Paragraph organization some students does not the sequence of paragraph that the reader do not understand about the plot of story. Last problems is the students lack of knowledge about argumentative essay, based on the interview result the students does not understand about the pattern of argumentative essay.

In conclusion, the most dominant error committed by the students in forming word to sentences which caused by they understand the use of word and arrange minim in exercise. Therefore, it is expected that the lecture give more attention to overcome the most dominant obstacle in the term of problems in writing argumentative essay.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher would take conclusion as follows:

1. This study found that students commit problems in writing argumentative essay which belongs to two kinds problems; Cognitive and Linguistic problems and each of problems source which was classified into Cognitive problems for Structure, Spelling, Punctuation, Coherence, Cohesive, and Strength of Argument. While linguistic problems for Tenses, word classes, word formation, the use of article, and word error. The dominant problems in the students essay are cognitive problems. The first is Structure, some of the students lacks of structure because they are do not understand about structure. How they choose word classes and the use of word in an arrange word in sentence. The most dominant error committed by the students in forming word to sentences which caused by they understand the use of word and arrange minim in exercise. Therefore, it is expected that the lecture give more attention to overcome the most dominant obstacle in the term of problems in writing argumentative essay.

B. Suggestion

Based on the conclusion, the researcher gave some suggestion as follows:

1. For the lecturer, this research analyze about the problems faced by Indonesian EFL learners in writing argumentative essay. Therefore, the lecturer should help the students to check and give feedback to the students when the students doing an exercise. Furthermore, teachers should understand what motivates the students in class, because students need to be motivated to keep them alert.
2. The students' should practice Grammar and component of writing. Moreover, the students should pay attention more for the dominant problems that they made on their essay.
3. This research is lack of explanation regarding to psychological aspect that cause the students to commit the problems. The researcher expect that, the future researcher who takes the same field can provide extended description towards the psychological aspect of students in making problems in their essays.

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APPENDIXES

- **Students task**
- **Student interview transcript**

3

Name : Arni Safira Wanda Sari

Opinion Essay

The Most powerful tools (internet) and the disadvantages.

Internet is the most easy thing that we can access. In the era 21st century's information. It provide ^{us} to know more information about everything. We can find many information as long as what we type and searching for. Internet make ^{time} efficient and not tiring someone.

Talking about internet, there will be advantages and disadvantages. Internet is one of the tool to make us easy to connecting with our friends in the different place. Internet can be useful for everyone. Maybe, we asked what is the disadvantages of internet? Why internet have the disadvantages? What is the advantages of internet? Why internet become a powerful tools for us?

The first advantage, internet can be useful for student, teacher to get information about knowledg. We just type some alphabet or words and we will found many reference. It's easy and efficient the time. This is reason why internet become a powerful tools. About the price, it's not comparable with the knowledg that you get from. Internet can connect us with our friend, we can see our friend with a video, picture, or voice much as we want.

But in other side, internet has disadvantages. For example, in the internet there are many hoax, and can suffer the instance. Some days ago, there are hoax about the Frisian flag milk not contain milk, just contain sugar. But, this is hoax. BPOM not confirmed about that, so this hoax suffer the instance of Frisian flag. This is the one of negative effect of internet. The second disadvantages of internet. There is a porn content and video is easily to download. And there are many criminal, caused by Internet. For example, dissimulation and etc.

However, the bad and good effects of internet is depend of user. If we use internet wisely, good, we can only take a positive way of internet. Because the quality of something is depend of user.

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Playing Online Game

Nowadays, online game is the one of favorite application specially for the young people. An application which is a video game that is either partially or primarily played through the internet or any other computer network available. Some of it has purpose just to entertain or diminish an unique in itself. An attractive game has give influence to people. it doesn't just entertaining but also destroying human's life.

The first bad influence is the gamer can not control their time. Addicted online game make people spend their time just for playing, they are not care about their activity. First time they just want to playing for one hour but finally they can not leave it. A well-known example in university of Derby Blog inform that, a couple in south korea addicted to playing online games to forget to feed their babies, until finally the baby died of starvation, after the case is known by the police officers the couple is held.

The second bad influence is misappropriation money. Playing online game surely spending money, because to play the gamer must pay it first. Online game also need innovation so the gamer can spend much money to save it. inspirator.com post a blog which explain that in 2015, lee seop a guy from south Korea obsessed with one of the online games, he spent his money in the cafe and eventually lost his job just for play the game.

The final bad influence of online game is the gamer get health disruption. The gamer usually just focus on their game so they are not care with theirself. Addicted online game make them get health disruption in their phisical and psychological. For example, a news by duniaku.com, Chen Rong-yu (19 years old) found dead in a cybercafe in Taiwan. According to autopsy results he died of a heart attack and fatigue for playing games for 24 hours without interruption.

To summarize, people who can not control their self when they playing online game will get some bad influences which impair their life. Role of people around them really important, people should remind each other in the good thing.

CU = unreadable => not
CV = readable
SoA = good
conclusion in each point. (impair: memeri self)

Transcription :

Transcript S01

S01 : Hello

I : what is your difficulties in writing ?

S01 : Eee..okay, for the first my difficulties in writing we have two problems. For the first it is a topic and then we have to see the problem after that we also have to see the solution. For the first, if we have two problems, how many problems that we a will face when we write and then after that, we have to list a that problem. After that and in the second step is we have to list the solution. And after that we list the problem and the solution, we will write a the paragraph.

I :what is your difficulties in specially writing argumentative essay ?

S01 : Argumentative essay ?like this ? for the first step is, i have to see a the thesis statement and then in this thesis statement, I feel difficult to find that because i have to see the introduction statement and then after i see the topic also and after we write the thesis statement we already go to the second paragraph and untill the fourth paragraph maybe and the last paragraph we have to make the conclusion.

I : why you lack of grammar ?

S01 : grammar ?eh grammar is different withif we are a as talking or speaking in grammar we have to see the tenses like a what time a the state at the sentences is a terjadi and then we have to menyesuaikan apakah sesuai dengan yang di paragraf tersebut .

I : okay thankyou

S01 : yes.

Transcript S02

I : Hello Aprilia, what is your difficulties in writing ?

S02 : Writing ?aa.. saya agak susah kayak mencari ide dalam menulis terus saya juga susah dalam mengembangkan ide pada saat menulis, terus juga aa biasa juga saya mengulangi kata-kata yang sudah ada. Saya semakin bingung untuk menulis apa yang saya tulis.

I : okay, so what is your difficulties in writing argumentative essay ?

S02 : sama seperti tadi kak, saya sulit untuk mengembangkan tulisan saya dan apadi ?aaa..

I : Next, why you are lack of grammar ?

S02 : karena kurangnya vocab yang saya miliki dan grammar menurut saya itu suatu pembelajaran yang sangat sulit dan sangat rumit maka dari itu saya sulit untuk memahami grammar tersebut.

I : Okay thankyou..

Transcript S03

I : Hello.. I will ask you about writing, for the first what is your difficulties in writing ?

S17 : E.. my problem is making grammar ?

I : okay, why grammar is difficult for you ?

S16 : because e..karena beberapa penyusunannya yang harus sesuai dengan keadaannya.

I : terus pertanyaan yang kedua. What is your difficulties in writing argumentative essay ?

S17 : then my difficult in making arguments. How I can find sources related to my topic.

I : okay, next is what is your difficult. I have check your paper and there are many ee wrong or and spelling, capitalization, and structure. Why do you wrong in spelling ?

S16 : ee..mungkin pada saat itu saya terlalu lancar pada saat mengetik. Tidak memperhatikan dengan baik.

I : okay, how about structure ?why do you feel difficult ?

S17 : actually, all of the problem in write my argumentative essay is focus in grammar or structure, and I have to study hard about it

I : how about if you difficult to find idea ?

S17 : i just search in internet and i seldom to open my book.

I : what is the most difficult things in writing ?

S17 : if the topic susah. Jadi kalau susah topiknya susah dapat referensinya.

Transcript S04

I : what is your difficulties in writing ?

S18 : I think, I have many difficulties in writing. The first is I have less vocabulary, so it is make difficult to write, in order to write a paragraph maybe or something like that, and then I have also many difficulties in writing, but the most difficult is write the correct grammar so maybe if I write something it is going bad because the grammar is very important in writing a good paragraph.

I : second question, what is your difficulties in writing argumentative essay ?

S18 : i think that my big difficult in writing argumentative essay is I have less supporting details to support my argumentative essay. So maybe, i cant write a good argumentative essay.

I : the third is what is your difficulties in your essay ?

S18 : the first is I do not know how to make a good essay. The second is I dont really know how to connect between introduction and then the body of paragraph. The third is also the grammar, because it is became my big difficulties.

Transcript S05

I : Farid, what is your difficulties In writing ?

S03 : aaa..mmm.. mmm.. pemilihahan materinya. Aa..poin-poin tiap dalam paragraf sama pilihan kata.

I : okay next what is your difficulties in writing essay speacially in argumentative ?

S03 : eee..pemilihanargumen dan pro kontranya, pro kontranya setiap pemilihan materi trusee.. setidaknya ada pro dan kontra ee tiap tiap paragraph

I : jadi,, why you lack of grammar ? kenapaki sulit dalam grammar ?

S03 : eeee..pemilihan kata sama pemilihan tenses.

I : apa ?

S03 : penggunaan tenses.

I : setelah saya check tugasta penulisannya sudah bagus tapi ada banyak kesalahan di punctuation. kenapa bermasalah di punctuation?

S03 : Oh punctuationnya ?Mungkin Kurang teliti.

Transcript S12

I : Okay hello saskia. So what is your difficulties in writing ?

S10 : ee.. in writing almost like how to find the topic what i want to write cause i have a lot of thing that i want to write. But sometimes, I dont really know which one that i should choose, which want more interesting than others and then also about the main idea. What is really main idea on my topic because ee sometimes i got confused and also ee..how to make it interested ee karena pemilihan katanya terlalu monoton, hanya itu-itu saja.

I : okay, what is your difficulties in writing argumentative essay ?

S10 : mm..kalau yang di argumentative essay itu. Ee which one like what i choose between pro and contra sama juga tentang pemilihan topiknya. Kemudian ee penyusunan kata, which one that i want to use, ee apalagi yah, tentang punctuationnya juga, bagaimana saya harus meletakkan itu.Ee saya rasa itu saja.

I : okay, kenapa you are lacking of punctuation and word formation ? dontypu study before ?

S10 : ee..about ini masuk grammar kan ? because i am not really exactly i am not really understand about grammar. I am not really study hard about it. ee So it ee got me confused and also for me grammar is like the difficult one when i learn about english so just i study about it. Everytime i study. I always got confused and dont got the point which what i study.

I : jadi difficultnya itu saat dont understand the study ? ee ya. So you are very lacking of grammar ?

S10 : yes.

I : okay thankyou.

IDENTIFY

Cognitive Problem [CogP]

1. Structure [St]
 1. “Eh, Grammar is different with if we are talking or speaking in grammar. We have to see the tenses like what a time the state at the sentences to adjust”. [S01]
 2. “I am Lack of vocabulary and grammar. I think it is most difficult material and complicated. Thats why i am difficult to understand” [S02]
 3. “My grammar is not organized then I am less understand what should i write because my grammar is less” [S06]
 4. “Mostly grammar, because it is difficult to make. Is it the correct wor or not and develop sentences to make a good sentences. [S07]
 5. “ I dont mastery of structure” [s07]
 6. “ I think the difficult in writing is in grammar and how to choose which one is appropriate with the situation[S09]
 7. “I difficult ehrn I am write something like this one(essay), I difficult make a good sentence based on grammar [S11]
 8. “difficult is grammar” [S13]
 9. “ I am lack of grammar on pattern”[S12]
 10. “I am lack of grammar, so when i am writing, to arrange the world its difficult. Difficult to determine the correct position”. [S18]
 11. “The difficulties in writing for example is grammar” [S20]
 12. “ I am difficult in making grammar” [S03]
 13. “The most difficulties is write the correct grammar so maybe if I write something is bad because grammar is important in write good paragraph” [S16]
 14. “ I dont know the structure use, grammar and vocabulary” [S17]
2. Spelling [Sp]
 1. “about my spelling me, because i do not know it. I dont really focus. Sometimes I get typo” [S08]
 2. “I am lack of pronunciation in writing” [S20]
3. Punctuation [P]
 - a. “Oh, about the punctuation. maybe I am less conscientious” [S05]
 - b. “Maybe, I am less conscientious when i do it” [S06]
 - c. “ When I use punctuation and i dont know how to arrange the word” [S08]

- d. "I'm still confused to put for example, period, where I have to put period, comma, and etc". [S09]
- e. "Punctuation make me confused. I dont know where I put"[S12]
- f. "I am not sure about punctuation put here then here" [S18]
- g. "The first is punctuation, for example in one essay, we dont know how to make sure the punctuation and exclamation mark, declaration, argument, or statement. Comma, fullstop in one statement. We dont know we use comma or fullstop" [S19]
- h. "Punctuation is difficult and I am not pay attention"[S03]

4. Coherence

- a. "The thesis statement and then in this thesis statement, I feel difficult because i should see the introduction statement after I see the topic also and after we write the thesis statement we already in second paragraph untill the conclusion"[S01]
- b. "How to connect one sentence with the others in order to make it related. Wemust be have good idea" [S07]
- c. "I confused how pick my idea, how to make sure, I choose pro or contra" [S06]
- d. "Argument, argument, to maintain our argument"[S10]
- e. "about the main idea. On my topic because sometimes I got confused and also how to make interested"[S12]
- f. "How to develop the topic or idea I have"[S14].

5. Cohesive

- a. " if I want to choose the topic, I am confused" [S15]

6. Strenght of Argument

- a. "choose the pro and contra, at least there is pro and contra each paragraph"[S05]
- b. "I confused how pick my idea. How to make sure. I choose pro or contra"[S06]
- c. "Difficult thing is how argument pro and contra"[S10]
- d. "Like my argymen, i add here like from this paragraph to another paragraph. Maybe it is not connected"[S14].

Linguistic Problem [LingP]

1. Tenses [T]
 - a. “ ee I am difficult in word choice and tenses”[S03]
 - b. “My difficulties in writing of course tenses”[S06]
 - c. “Sometimes I forget about tenses, what tenses I should use and also the verb”[S15]
 - d. “The tenses, ee grammar, tenses and grammar”[S19]
 - e. “ I am difficult to differentiate when we put at back or front of sentence and about the tenses I am not understand”.[S06]
2. Word Classes
 - a. I have not understand about word classes although, I have study”[S19]
 - b. “Point-point every paragraph and word choice”[S05]
3. Word Formation
 - a. “Just it, the placement of word”[S20]
 - b. “What is the word and also verb”[S13]
 - c. “the use of verb, conjunction, it is difficult for me to develop”[S14]
 - d. “Difficult in arrange word” [S13]
 - e. “which one is verb, which one is subject” [S09]
 - f. “Sometimes I get little confused about that (Word Formation)”[S08]
4. The use of Article
5. Word Error
 - a. “maybe I am not careful”[S20]

CURRICULUM VITAE



NURFITRI ALFIAH.S was born in Jeneponto on October 5th 1997. She has one sister and one brother. They are Nurfadila Rahma. S and Andi Muh Ilham. S. She is the first child of Sudirman Ilyas S. Ag and Jumriah Baso. S.P., M. Adm. Pem. She began her study at SDS Muhammadiyah Jeneponto in 2002, and then she continued her study at SMPN 1 Binamu, Jeneponto and graduated in 2011. Afterwards she continued her study at SMAN 1 Binamu, Jeneponto and graduated in 2014. In the year, she was accepted at Muhammadiyah University of Makassar as a student of English Education Department. At the end of her study, she could finish her thesis with the title “Problems Faced by Indonesian EFL Learners in Writing Argumentative Essay (A Descriptive Study at the Fourth Semester Students of English Department Unismuh Makassar)”.