

**A Study on Students' Writing Ability in Rhetorical Structure of
Argumentative Essay of the Third Semester Students of ST-KIP
ABDI PENDIDIKAN Payakumbuh**

THESIS



**By
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**This thesis is submitted to fulfill one of the requirements
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ABSTRAK

Aidil Syah Putra. 2013. Analisis Kemampuan Mahasiswa dalam Menulis Struktur Retorik pada Essai Argumentatif yang ditulis oleh Mahasiswa Semester ke-tiga ST-KIP ABDI PENDIDIKAN Payakumbuh. Tesis. Program Pasca Sarjana. Universitas Negeri Padang.

Penelitian ini merupakan penelitian *deskriptif quantitative*, yang digunakan untuk mengetahui kemampuan siswa dalam menulis *rhetorical structure* pada paragraph pembuka (*introductory paragraph*) dari essai argumentatif, kemampuan siswa dalam menulis *rhetorical structure* pada paragraph tubuh (*body*) essai argumentatif, dan kemampuan siswa dalam menulis *rhetorical structure* pada paragraph kesimpulan (*concluding*) essai argumentatif.

Dalam penelitian ini, penulis memilih mahasiswa tingkat III jurusan bahasa inggris tahun akademis 2012/2013 yang terdiri dari dua kelas dengan jumlah 30 orang sebagai populasi. Untuk menentukan sample dalam penelitian ini, penulis menggunakan teknik *cluster random sampling* karena memilih sample secara random dari mahasiswa tingkat II jurusan bahasa inggris. *Instrument* penelitian adalah tes menulis essai dengan menulis sebuah argumentasi dengan judul yang sudah disediakan. Untuk menguji validitas instrument, penulis menggunakan *content validity* karena siswa tingkat II telah mempelajari bagaimana menulis essai. Sedangkan untuk menguji *reliability* dari *instrument* penulis menggunakan *two scorers*. Data kemudian dianalisa dengan menggunakan formula dari sudijono.

Berdasarkan penelitian yang telah dilakukan, dapat disimpulkan bahwa kemampuan siswa dalam menulis *rhetorical structure* pada paragraph pembuka (*introductory paragraph*) dari essai argumentatif dikategorikan *fair* (59.83), kemampuan siswa dalam menulis *rhetorical structure* pada paragraph tubuh (*body*) essai argumentatif dikategorikan *fair* (54.12), dan kemampuan siswa dalam menulis *rhetorical structure* pada paragraph kesimpulan (*concluding*) essai argumentatif dikategorikan *good* (63.19).

ABSTRACT

Aidil Syah Putra. 2013. A Study on Students' Writing Ability in Rhetorical Structure of An Argumentative Essay of the Third Semester Students of ST-KIP ABDI PENDIDIKAN Payakumbuh. Thesis. Graduate Program. State University of Padang.

This research was descriptive quantitative research, which used to know the students' ability of writing rhetorical structure in introductory paragraph of argumentative essay, then the students' ability of writing rhetorical structure in body (argument) of paragraph an argumentative essay, finally it was found that the students' ability of writing rhetorical structure in concluding paragraph.

In this research, the writer took the third grade students' of English Department at STKIP ABDI Pendidikan Payakumbuh in 2012/2013 Academic Year. The number of English Department students were 30 students. In taking the samples the writer used the cluster random sampling because the writer chose the samples randomly. The instrument of this research was writing test. To know the validity of instrument the writer used the content validity because the second grade students of English Department had learnt how to make an essay. To know the reliability of this instrument, the writer used two scorers method: both scorers in this research were English teacher. Then, the data had analyzed by using Sudijono formula.

Based on the result of the research at the second grade students' ability of writing rhetorical structure in introductory paragraph of argumentative essay was fair (59.83), then the students' ability of writing rhetorical structure in body (argument) of paragraph an argumentative essay was fair (54.12), finally it was found that the students' ability of writing rhetorical structure in concluding paragraph was good (63.19).

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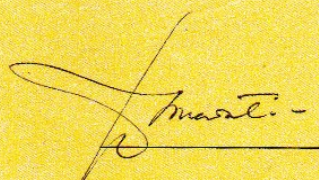
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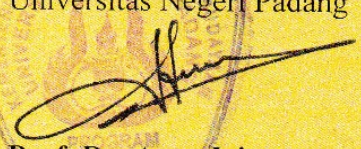


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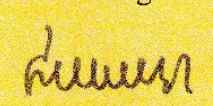
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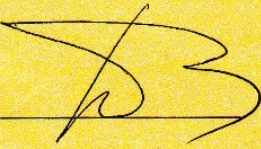
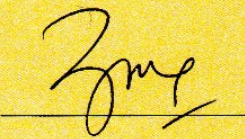
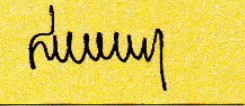
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The writer

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CHAPTER I INTRODUCTION

A. Background of the Problem

English academic writing is one of the four language skills that should be mastered by the second or foreign language students. This skill is important in written interactions, for proposing seminar, teleconference, scientific report, journal article, report research. In this case, having such ability opens opportunities to express the students' ideas internationally/widely. For that purpose, they should learn the academic writing process.

However, English academic writing is considered the most difficult skill by the students, especially the foreign language students since the language is rarely used in communication. On the other hand, writing skill also requires a complex process. Therefore, writing a standardized academic text is not an easy task. It requires the ability to integrate all writing skills. It requires several academic writing knowledge. In general, students must know the standardized academic writing format. Then, they need be able to join all information into paragraphs or a complete text. In order to connect sentences into a paragraph, the students should master grammar and vocabulary. Moreover, writing requires a lot of practices. In this case, students should have more time to practice their writings. Like at school, a teacher should train the students in writing regularly in order to make them have more experience in writing. In foreign language learning setting, the students commonly learn and practice to write in their writing class, which provides limited time.

Unfortunately, most students do not have sufficient English academic writing knowledge. The similar thing occurs in STKIP Abdi Pendidikan Payakumbuh, which supposes to produce future English teachers. As the writing lecturers said, most of the students end up without the ability to write the appropriate English academic writings, especially the argumentative type, even though they had already learnt that in class. from 225 students, only 5.26% got A, 42.11% got B, 42.11% got C, and 10.52% got D. It means that more than 50% of the ST-KIP ABDI PENDIDIKAN Payakumbuh's students got C and D in writing argumentative essay. In fact, the ability to write argumentative essays is considered important because students at university level are required to be more debatable, including in writing.

In writing an Argumentative essay, the students were asked about 1) an introductory paragraph 2) three evidentiary body paragraphs that may include discussion of opposing views and 3) a conclusion. But in writing task, many students got problems.

The students at ST-KIP ABDI PENDIDIKAN Payakumbuh commonly faced problems on task anxiety, English academic writing familiarity, vocabulary, English grammar mastery, writing convictions/evidences, and practice time.

First, the students still thought that writing is difficult, the most difficult subject among the others. They were afraid to write, especially in English because they were anxious more about their English spelling and grammar abilities. This influenced their motivation, and affected on loosing of ideas.

most of the students still had problems to find an idea to write. They always asked their friends what to write.

Second, some students were lack of familiarity with the criteria to make a good essay. They did not know how to write a good paragraph, even though the lecturer had explained the criteria. they were lack of organization between sentences and paragraphs by not having the thesis statements and arguments. It would disturb the readers in understanding the messages. they could not elaborate the main idea into a paragraph. they could not arrange their idea chronologically. As the result, they still tended to write inconsistently. In addition, the students are also not accustomed to self-reviewing.

Third, the students also had limited vocabulary. In writing task, they always referred to dictionaries to find words that they want to use in their writing. Some of them had insufficient knowledge of word uses, making wrong word choices. The dependency on dictionary and word misuses takes more time in writing.

Fourth, some of them had problems on grammar. They did not use appropriate sentence constructions, verbs, and prepositions. They were also lack of the mechanical and rhetorical signals, for example, lack of coherence and unity. They did not use adequate punctuations, capital letters, and transitional signal. Therefore, the researcher decided to study the students' writing ability in rhetorical structure of an argumentative essay.

B. Identification of the Problem

Based on the background of problem above, it can be identified that the students still find difficulties to write an argumentative essay in good criteria. They had problem in grammar, they were difficult to use appropriate tense, verbs and preposition. Moreover, the students had difficulties in using mechanic in writing (to develop their introductory, body and conclusion). Other problem faced by the students are rhetorical structure of the organization. They tended to write a paragraph incoherently.

C. Limitation of the Problem

From several students' problems in English writing, this research is limited on the students' writing ability in rhetorical structure of an argumentative essay. It focuses on the third semester students of ST-KIP ABDI PENDIDIKAN Payakumbuh. The reason for choosing Argumentative essay is that the type is learned on the third semester, as the prerequisite subject to enter proposal writing.

D. Formulation of the Problems

The problem is formulated as follows : “how is the students' writing ability in rhetorical structure of an argumentative essay written by the third semester students of the English Department at ST-KIP Abdi Pendidikan Payakumbuh?”

E. Research Questions

They are three research questions proposed in this study :

1. How is the students' writing ability of rhetorical structure in the introductory paragraph of an argumentative essays written by the third semester students of the English Department at ST-KIP Abdi Pendidikan Payakumbuh?
2. How is the students' writing ability of rhetorical structure in the body of paragraph an argumentative written by the third semester students of the English Department at ST-KIP Abdi Pendidikan Payakumbuh?
3. How is the students' writing ability of rhetorical structure in the concluding paragraph of an argumentative essays written by the third semester students of the English Department at ST-KIP Abdi Pendidikan Payakumbuh?
4. What are the students' problems in writing rhetorical structure in argumentative essays written by third semester students of the English Department of ST-KIP Abdi Pendidikan Payakumbuh?

F. Purpose of the Research

The purposes of this research are as follows :

1. To find out the students' writing ability of rhetorical structure in the introductory paragraph of an argumentative essays written by the third semester students of the English Department at ST-KIP Abdi Pendidikan Payakumbuh

2. To find out the students' writing ability of rhetorical structure in the body of an argumentative essays written by third semester students of the English Department of ST-KIP Abdi Pendidikan Payakumbuh.
3. To find out the students' writing ability of rhetorical structure in the concluding paragraph of an argumentative essays written by third semester students of the English Department of ST-KIP Abdi Pendidikan Payakumbuh.
4. To know the students' problems in writing rhetorical structure in argumentative essays written by third semester students of the English Department of ST-KIP Abdi Pendidikan Payakumbuh.

G . Significance of the Research

The significance of the research are :

1. Theoritically, to enrich the findings on the students' writing ability in Rhetorical structure of argumentative essay of the third semester students of ST-KIP ABDI Pendidikan Payakumbuh.
2. Practically. To rereal the preferred writing subject of the English Department students of ST-KIP ABDI Pendidikan Payakumbuh, so that it can be beneficial information for the lecturers who will teach writing at the university in the future including the researcher hiself.

H. Definition of the Key Terms

` In order to settle interpretation to this research, the writer provides same definition of the key terms, as seen as follows:

1. Rhetoric Structure : The structure of organization in an argumentative essays written by students
2. Writing : One's activities used language into express an idea, concept, think, and feeling to form writing.
3. Argumentative essay : Kind of text to persuade the readers to agree with the writer's opinion about controversial topic.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

The aims of this research is to know the students' ability to argumantative essay in the appropriate/standardized rhetorical structure. The target students are the third semester students of ST-KIP ABDI PENDIDIKAN Payakumbuh, in 2011/2013 academic year.

1. The students' writing ability in rhetorical structure of argumentative essay in the introductory paragraph is in the category of fair.
2. The students' writing ability in rhetorical structure of argumentative essay in the writing the body (argument) paragraph is fair, and
3. The students' writing ability in rhetorical structure of argumentative essay in the writing the concluding paragraph is good.
4. The students' problems in writing rhetorical structure in argumentative essay is lack of vocabulary, low writing motivation, aware of main parts of essay and don't understand about rhetoric pattern in essay.

B. Implication

The implication of this research is that the rhetorical structure of the argumentative essay devices need to be introduced deeply and practiced more frequently to the university students since they have to accomplish their study by theses in academic English. Mostly for that reason, the rhetorical structure

of the argumentative essay devices are needy developed since it is a helpful material in teaching English writing at schools or universities.

C. Suggestion

Because of the students' rhetorical structure in argumentative essay is fair, the writer propose several suggestions as follows:

1. The students should know more the components of an introductory paragraph; the charecteristic of the general statement, especially constructing the topic generally in three or four sentences); and the thesis statement,constructing the specific topic and its controlling ideas only in one sentence.
2. English writing lecturer is suggested that s/he should pay more attention to the students' writings, especially for the intorductory and body paragraphs.

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