

**EXPLORING STUDENTS' DIFFICULTIES IN WRITING  
ARGUMENTATIVE TEXT AT A PRIVATE SENIOR HIGH SCHOOL IN  
INDONESIA**

**A Thesis**

Submitted as Partial Fulfillment of the Requirements for  
Getting *Sarjana Pendidikan* Degree of English Language Education Study Program



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**2024**

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Declared Acceptable.

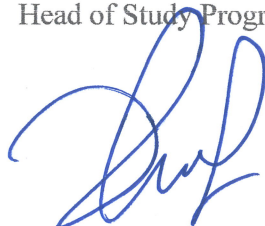
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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Rangkasbitung, 24 December 2024

The writer,



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## **MOTTO**

“And he is with you, wherever you are”

(Qur'an 57:4)

## **DEDICATIONS**

Gratefully and thankfully, I dedicate this thesis to:

1. My eternal love, ALLAH SWT, who gives me breath of life till this time and always protects me with all this greatness.
2. My beloved parents and family, thanks for always being by my side passed all of my whole life, giving me the support, love, advice especially the prayers that never ended for me so I was able to go through all the processes to complete this study.
3. My supervisor, Ms. Siti Hanna Sumedi, M. Pd. And Mrs. Nurul Afiyattena, M. Pd. Who gives me support, input, and advice and help me in finishing this thesis. Thank you very much.

## ACKNOWLEDGMENT

Alhamdulillah Rabbil ‘Aalamiin, All praise be to Allah SWT the almighty, the most gracious and the most merciful who was giving me the blessing, strength, and willingness and peace be upon to our final prophet Muhammad SAW, so I could finishing this thesis allow with all the hard work and prayers. I also believe that the accomplishment of this thesis would not have been possible unless the support of many people. Sincerely I really appreciate and address my gratitude especially my beloved parents and family as my number one support and reminder to complete this thesis.

My special gratitude goes to my first consultant, Miss Siti Hanna Sumedi, M. Pd who not only guided, gives advice, supports, as well as criticized me in a very qualified manner, but also motivates me thoroughly with her leadership I could learn much from her. A great appreciation and thanks will also go to all of my lecturers at English Language Education Study Program of La Tansa Mashiro University who had given me beneficial knowledge and had taught me lovingly and patiently.

Finally, I believe this thesis is far from perfect, however it is hoped that it will be useful and contribute to English teacher process, especially in teaching writing to Islamic Senior High School. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis

Rangkasbitung ,.....

Alifia Mulyadina Putri

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## **LIST OF KEY TERMS & ABBREVIATIONS**

GD	: Grammar Difficulty
GC	: Grammar Complexity
IUGR	: Inability of Using Grammar Rules
UGR	: Unfamiliarity of Grammar Rules
MWD	: Mechanics of Writing Difficulty
SC	: Spelling Complexity
IUWS	: Inability of Using Word Spelling
UWS	: Unfamiliarity of word Spelling
IUP	: Inability of Using Punctuation
PC	: Punctuation Complexity
IUH	: Inability of Using Handwriting
DWT	: Difficulty of Writing Text
LI	: Limited Ideas
UT	: Unfamiliarity of Topic
ICIC	: Inability to Connect Idea to Content
LFC	: Language Features Complexity
CC	: Connectives Complexity
MAC	: Modal Auxiliaries Complexity
IUMA	: Inability of Using Modal Auxiliaries
IUCCE	: Inability of Using Connector Cause and Effect
ED	: Environmental Distraction
PD	: Psychological Distraction
AMM	: Afraid of Making Mistakes
MK	: Moderate Knowledge

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**ABSTRACT**

This study aimed to explore students' difficulties in writing argumentative text at a private senior high school in Indonesia. This study applied qualitative research methods specifically case study design. The participants of this study were students of senior high school in eleventh grade. Data were gathered from documentation and semi-structured interviews. The interview data were analyzed using thematic analysis. On the other hand, the documentation data were analyzed using content analysis. The aspects that related to students' difficulties in writing argumentative texts at a private senior high school were linguistic, cognitive, language features, and psycho-motor. Based on the findings of this study, students' difficulties in writing argumentative text were caused by moderate knowledge of linguistic aspects specifically in term of mechanics of writing difficulties. Therefore, understanding the difficulties experienced by the students in writing argumentative text is an important way to avoid any mistakes and advance the student's ability in writing argumentative text.

*Keywords: Argumentative text, case study, students' writing difficulties*

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

Writing is one of the four basic skills in English that students have to master while studying English. In education, writing has always been included in the English curriculum as one of the four skills, along with speaking, listening, and reading. Writing activities are divided into two categories: “writing for learning” and “writing for writing” and these can be employed for many different kinds of objectives (Harmer, 2004). The term of “writing for learning” is an approach in which students write basically to enhance their language learning of vocabulary and grammar. Students often have more time to consider their thoughts when writing than when participating in oral activities. In this matter, students are able to process what they have learned intellectually. Students need to concentrate on using language correctly while writing as it can encourage language advancement (Harmer, 2004). The concept of writing for learning is to explain and show through an attempt to improve the writing skill in English learning activities to help students in mastering their vocabulary and grammar proficiency. Moreover, students also practice critical thinking ability through the knowledge that they possess in the writing activity.

Furthermore, “writing for writing” attempts to show students how to write in a variety of genres while also improving their writing skills. According to the concept of “writing for writing”, students can receive assistance with handwriting, punctuation, and orthography (the spelling system). In addition, it aims to support

students in effectively communicating authentic messages in a suitable way (Harmer, 2004). In addition, the purpose of the concept “writing for writing” is to help students to be able to write several genres using an appropriate way according to each genre. Likewise, the goals or purposes of the writing can be received well by the readers. Accordingly, through the writing activity students not only can express ideas from their minds but also can help the students to know and master handwriting, spelling the words, and punctuation.

Writing can help students to interpret and understand an attachment that exists in the past, writing also helps in preparing the knowledge for the future. Writing is an important ability that influences knowledge for the future, writing provides means of claiming the past (Coulmas, 2003). Therefore, the content written in which a particular of writing is can be used in the future. Likewise, what has been written in the past can be used in the present. In education, to increase students’ understanding of the lesson in order to write about what they have read or heard (Graham, 2019). Therefore, when students carry out writing activities through their writing about the lessons taught, students have an attachment to their knowledge as preparation for themselves in the future.

Furthermore, another aim of writing is a way to communicate. Written signs are phonetically interpreted instead of attempting to represent sounds. This perspective is supported by historical evidence, which shows that writing evolved as a communication medium (Coulmas, 2003). In addition, writers convey their purpose of messages to the audiences whose readers through the written text. In this context, it will build up the communication between both of the writers and

the readers. As the explanation of the writing above, it can be concluded that the purpose of writing as an act to communicate with each other through the written form.

Regarding communication purposes, the writers in general have the objective which appears in the way how they write the text, it can be an explanation of something, giving suggestions or argumentation, or the goal is to discuss or tell the readers the story. Likewise, based on the purpose and objective of writing, texts have several genres according to their purpose. One of those is an argumentative text which contains an argument from the writer's point of view. The argument is a variety of statements, one of which is the conclusion and the evidence which are to convey the readers (Swatridge, 2014). Writing argument requires writers to choose their view on the subject and provide arguments and proof to be emphasized. The perspective that writers want the readers to take is the writer essay's claim, argument, and view (Ramage et al., 2016). In writing an argumentative text, the writers have to give an opinion based on clear reasons with the supporting evidence. In this case, argumentative text attempts to persuade the audience that an argument is proper through presenting reasons in supporting it (Chakrabarty et al., 2019). Argumentative writers need to be mindful of the position along with the claim they are attempting to persuade their audience (Juhana et al., 2023). Moreover, in argumentative text writing activities, students practice their writing skills and also practice expressing their opinions or thoughts based on concrete reasons and evidence.

In the senior high school context, students found difficulties while writing an argumentative text. The study conducted by Situmorang et al. (2020) investigated the student's difficulties in writing argumentative text. The results of the study are divided into several assessment categories; there are content, organization, vocabulary, grammar, and mechanics. From some of the existing categories, it was found that some difficulties faced by students in writing argumentative texts is the lack of vocabulary knowledge since students speak Indonesian in their daily activities. In addition, unfamiliarity knowing English grammar leads them to confusion with the kind of grammar they should use for writing argumentative text. Then, the lack of knowing writing mechanism, also leads them to unfamiliarly the structure of argumentative texts.

Another study revealed the students difficulties in writing argumentative text by Kemala et al. (2020). The goal of this study is to determine students' difficulties in writing exposition texts, using three indicators, such as the text's structure, grammar, and effectiveness of what issues students have encountered while writing exposition texts. Students lack the knowledge of how and where to begin when writing. Additionally, students continue to lack extensive knowledge of the structure of the exposition text. However, the writing assignments' outcomes demonstrate that the students' work does not conform to the exposition text's structure. The study concluded that students made a syntactic function error. Specifically, they produce sentences without a subject, sentences without a predicate, and sentence without both a subject and a predicate; those are examples of their inability to construct entire sentences. Another issue found in the study

was about text effectiveness. There are two ways to assess effectiveness: waste and poor word choice. Even in the argumentative text, students carried on identifying inappropriate vocabulary.

Moreover, another study revealed the students difficulties in writing argumentative text by Ticic & Botunac (2023). It illustrates the difficulties with coherence and cohesiveness that students encounter when getting ready to write argumentative essays. The results showed that there is an obvious lack of understanding and cohesiveness in students writing. It can be recognized by the typical issue that happens when composing argumentative texts in which students frequently use incorrect language to convey their thoughts and frequently write unclear how one idea relates to another. As a result, the sentences are mostly become irrelevant. Additionally, supporting evidence in argumentative statements is also irrelevant.

Furthermore, another study highlighted the students difficulties in writing argumentative text (Qing, 2019). The study presented that learners struggled to spell words correctly and that their mother tongue and environment made it difficult for them to apply proper grammar usage, including sentence structures and tenses that interfered with their first language (L1). Additionally, students' lack of prior experience hindered them from understanding the elements. Other additional challenges include learners not understanding questions, failing to able to comprehend argumentative essay questions, improperly revising the material they have acquired, and not being interested in learning a second language.

Based on the preliminary research in this current research setting, writing argumentative texts is taught in the classroom. However, in the context of Islamic boarding school education, which mostly use Arabic and English language in the students' daily activity, writing argumentative text has done both in formal and non-formal activities; in the classroom and outside classroom. In this matter, Arabic and English language are the identity of the Islamic boarding school, which is expected that students can master these two languages in order to improve students' language skills. The languages are not only carried out in a formal environment at school, but other activities which are also mandatory for students to follow, namely in weekly routine activities known as 'Muhadhoroh' in Arabic or 'Public Speaking' in English. According to Umyun et al. (2023), students in boarding schools can enhance their English language proficiency through the Muhadhoroh program. Weekly activities contain the non-academic schedule, which includes this activity. Additionally, students learn how to communicate with a wide range of audiences through this activity. A message that is effectively communicated is certain to reach its audience in the appropriate and accurate format. If the other person does not understand what the writer wants to convey, the communication is not complete. Students not only have to practice speaking in English when performing yet have to write an argumentative text on a topic that has been determined beforehand. Moreover, through this activity, students assign in the activity to construct the argumentative text which consists of the opening, main body, and conclusion related to the topic.

Although the fact that the activity of writing argumentative text is carried out every week, in which encourages engagement, yet students actually struggle with the process of writing argumentative texts. In this case, students are unaware to the rules of writing an argumentative. This is shown by the fact that some students turn in their work after the deadline or beyond it. Additionally, the supervisors that have the responsibility in checking and correcting the argumentative text found students' task are incoherent in several parts. Moreover, many students are unaware of the rules of writing argumentative text. Likewise, students are lack of understanding and acknowledging of the content in each argumentative text structure as their understanding about the structure of argumentative text is limited. Due to the limitation of the ability for searching the source and support evidence while writing argumentative text, students are unable to write a comprehensive argumentative text. Correspondingly, students have difficulty in generating ideas in which lead them to create a weak and unclear thesis or claim on their argumentative text. Based on the aforementioned explanation, the research aimed to further explore what difficulties students face while writing their argumentative texts at one of private senior high schools in Indonesia.

## **1.2 Identification of the Problem**

Based on the background of the study discussed above, the researcher has summarized the problems related to this research, as follows:

1. Students are unable to write a comprehensive argumentative text due to the inability for searching the source and support evidence while writing argumentative text.

2. Students are unaware to the rules of writing an argumentative due to inability to follow process of writing argumentative text.
3. Students are unable to convey the writing content completely since they have limited knowledge of knowing the structure of argumentative text.

### **1.3 Limitation of the Problem**

This study is focus on exploring students' difficulties specifically in writing an argumentative text in a private senior high school in Indonesia.

### **1.4 Formulation of the Problem**

Related to the identification problems, the formulation of the problems of this study is what are the students' difficulties in writing argumentative text?

### **1.5 Objectives of the Study**

In terms of objective, this study objective was to explore students' difficulties in writing argumentative text.

### **1.6 Significance of the Study**

The result of the research intended to give advantages theoretically and also practically for students and future researchers, as follows:

1. For teachers

The researcher expected the teachers will know the students' difficulties while writing an argumentative text. So, the teacher able to make a well-prepared task for the students.

2. For students

The researcher expected that this study would help them to identify what difficulties students face in writing argumentative texts thus students can find ways to overcome all those problems encountered while writing argumentative text.

3. For future researchers

The researcher also expected this research can provide new information in which focus on exploring difficulties that high school students encountered while writing an argumentative text. Then, give another insight for future researchers of the topic around writing especially writing argumentative text in high school level.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Writing**

Writing is one of crucial and fundamental skills in language learning. Writing is a fundamental skill in communication. Presently, almost 85% of humans on humanity are read and write (Graham, 2019). Every individual has an ability to write something and has a chance to write according to the needs. Writing can be done in every day's life not only for the efficient functioning of society but also for personal growth and fulfillment. In addition, as societies became larger and more advanced, it became increasingly necessary for everyone to master the writing skill in their daily activity to fulfill the needs based of each individual.

Writing is a part of a normal daily activity, which every individual engages in this activity in various fields with their own purposes. Writing is often helpful in getting ready for additional tasks. Students might be required to write a sentence outlining their thoughts on a particular subject. In the framework of education, writing is a way to measure a student's competency in another language, frequently rely to evaluate their knowledge on the test (Harmer, 2004). The ability of students' understanding and knowledge in the education field can be assessed and identified through their ability to write through exams held. Furthermore, in education field, to increase their understanding of the lesson, then students write in class about what they have read or heard (Graham, 2019). Writing skills are used to record what material they have received so through writing it can be used to build their understanding of the material.

Writing skill is one of the skills taught in learning English. Writing is generative; while writing, the writes are explored and generate ideas (Hyland, 2009). Writing allows writers to fully express their thoughts in an interesting way and appropriate (Fauziah, 2022). Another advantage when students write in the classroom is organizing ideas and thoughts. Writing is a way in which students can express their thoughts or opinions in the form of writing through neatly arranged words so that readers can understand the meaning of what the writer wants to convey.

In writing activity, students learned how to express their feelings into written form by using the grammatical correctly. Students must organize their thoughts objectively and coherently when writing. This helps individuals become more organized and enhances their capacity for straightforward communication (Ulfa & Wahyudi, 2023). Writing has always been utilized to enhance language lessons (Harmer, 2004). Moreover, writing also helps students not only to express their thoughts, but also know how the content of their thoughts, opinions, and understandings can be written in a predictable and organized by using their language ability that have been learned. So, the readers can be understood the purpose of the writing and their views can be clearly understood.

Furthermore, writing is also a communication tool to state the ideas through the written form. Writing is used as a written language instrument for communication. Writing provides a tool to share and communicate ideas with readers in a way that is appropriate for writing (Saputra et al., 2021). Moreover, writing as social interaction, writing improves a communicative feature as a

means of communication between writers and readers (Hyland, 2009). In addition, through writing, writers can build up the communication and interactions with their readers as their audience.

As some discussion above regarding writing concepts, it can be concluded that through mastering basic writing skills, students can have productive skills for themselves. In order to develop writing skills, students can practice expressing what their understanding in seeing something is and expressing opinions on what they feel and think through words that are well organized. In addition, writing can also be a communication tool in the form of writing that can be used in various fields especially in education. The purpose of writing are providing information, recommending a plan of action, expressing judgment, and stating an opinion regarding global events (Harmer, 2004). Additionally, the purposes of writing are to inform, to suggest, to give the opinion, and to satirize the readers in a written form.

Moreover, it is important for writers to know why they write. Generally, before beginning the writing activity, the writers have to decide the purpose of writing. Thus, the message of the writing can deliver well to the readers. The most frequent objectives for writing are to report on research that the writer has done, to respond to a question that the writer has been asked or selected for, to discuss a topic of general interest and provide the writer's point of view, and to summarize research that has been done by others on a topic (Bailey, 2015). In addition, before beginning the writing process, the writer have to know the reason or the goal that will be received, such as to convey the information, to address the question, to

explore several topics by offering the writer's opinion, and to develop the research that has been done.

## **2.2 Argumentative Text**

Argumentative text is type of a text that students need to learn in writing. Argumentative writing is one of the most important skills that frequently taught in schools as part of the English or Language Arts curriculum (Ulfa & Wahyudi, 2023). Correspondingly, in English learning, students are learning many types of text one of which is an argumentative text, to improve their writing skill. In this matter, students learn to compose or create a text in order to enhance their writing ability. Furthermore, before creating the argumentative text, students have to know the notion of the argumentative text to achieve the well-written argumentative text.

Argumentative text is a text that contains the writer's opinion which aims to convince the person who accepts it with this opinion based on strong evidence and reasons in written form. The objective of an argumentative text is to persuade readers to believe or accept the facts and arguments by presenting them in an engaging way (Murtadho, 2021). An argument is an effort to convince people of something. Frequently, the primary goal of an argument is to reach a conclusion that is sufficiently persuasive to convince another of a certain course of action, the reasons behind an incident, the accountability for specific actions, the validity of an analysis, or the interpretation (Johnston, 2000). Through employing reasoning and supporting data, argument writing aims to persuade readers that a claim is

reliable (Clayton, 2015). Therefore, an argumentative text made to convince the readers about a certain issue according to the writer's perspective or point of view.

Students practice their writing skills in creating or composing argumentative texts, it means that students not only learn and practice their language skills but also to compose texts that contain discussions of a problem. The argument itself must, essentially, define the specific context of the issue in concern (Johnston, 2000). In addition, an argumentative text consists of the argumentation from the writers about a current issue or problem. Argumentative is an essay or other written text which explores an issue that is controversial (Sari et al., 2023). When writing an argumentative text, writers give their opinion about an issue and give their response about a phenomenon or a problem that is raised as a topic in writing an argumentative text in the form of writing.

In writing an argumentative text, the writers share the point of view or arguing about the current topic. An argumentative text provides the writer's perspective regarding a certain issue (Fauziah, 2022). Students are required to compose an essay that includes written suggestions and opinions in argumentative text (Sari et al., 2023). There is no right or wrong opinions when it comes to arguing; it's not about winning or losing. While writing, the best writers might strive for is to convince the reader (Swatridge, 2014). Thus, writers can give the opinion about a certain issue in an argumentative text according to their perspective to persuade the readers.

However, in the activity of writing argumentative texts, students must also make an attention to the things that need to exist in argumentative texts, which are

opinions given through their writing based on reliable evidence. Appropriate reasoning is the suitable method for organizing and deciding arguments (Johnston, 2000). According to Ramage et al. (2016), in order for an argument to be persuasive, the writers must provide additional information and evidence for their points. Thus, the supporting evidence and reasons are very important to write in argumentative texts. Presenting evidence is a crucial aspect of creating an argumentative essay. It may contain information, graphic illustrations, and opinions from professionals (Ulfa & Wahyudi, 2023). According to Swatridge (2014), in order to lead the readers to have the same view with the writers, the text should consist of the claims are sufficiently supported by the evidence. In addition, the evidence can strengthen the writer's opinion so what is conveyed by the writer in his writing can convince the readers that what is conveyed is valid or true and come up with the same conclusion with the writers.

### **2.3 Language Features of Argumentative Text**

In writing an argumentative text, there are language features that must be included during writing the text. According to Knapp & Watkins (2005), language features of argumentative text are:

#### **1. Mental Verbs**

Mental verbs are employed to convey opinions. Mental verbs describe actions taken by or happening to humans inside; these include feeling and thinking. They are subjective rather than objective and convey attitudes, feelings, thoughts, and other emotions. Argumentative genres frequently

use mental verbs. Mental verbs are helpful for defining facts and viewpoints.

Example: think, believe

## **2. Connectives**

Connectives are used in arguments to link ideas and establish logical connections. Connectives refers to a functional word that joins linguistic pieces such as sentences, clauses, phrases, and words in logical relationships of time, comparison, or addition. Connectives serve to demonstrate the logical flow of the information by establishing relationships between objects, people, and ideas.

Example: However, firstly, consequently, on other hand.

## **3. Modal Auxiliaries**

Modality employed to place the writer and reader in an argument. It can be articulated in several ways. Writers convey their opinions through the use of grammatical devices like transition words and modal auxiliary verbs. Modal auxiliary verbs convey the persuasiveness of a writer's viewpoint or claim.

Example: should, could, ought to, must.

## **4. Connector Cause and Effect**

Connectors of cause and effect used to link two ideas, when a particular idea leads or describe another. Therefore, connector cause and effect used in helping to show the logic information in explaining the reason,

results, consequences, or outcome in the written form. Argumentative genres frequently use connector cause and effect.

Example: because, since

Language features are an important element in argumentative writing. Accordingly, those are important to make the argument written more comprehensive and in accordance with the language structure. Likewise, the objectives of argumentative writing are conveyed in a complete, clear, comprehensive, and well-structured manner.

## **2.4 Writing Argumentative Text**

In order to create the well written argumentative text, the writers have to aware of several things; one of those is the structure of the text. Writing an argumentative text requires both effective critical thinking and persuasive reasoning along with to a particular written structure (Clayton, 2015). In addition, while writing an argumentative text, writers have to use the critical thinking and master the structure of the writing text. In general, an argumentative discourse consists of three main sections. Johnston (2000) divided the structure of the text into three main points; they are introduction, main body, and conclusion. Therefore, before writing the argumentative text, there are stages in writing an argumentative text such as:

### **1. Introduction**

Introduction is a starting point in writing the argumentative text. The topic matter that will be explored by the writer, explained in an appropriate manner to capture the reader's interest and persuade them of the validity of the

argument (Johnston, 2000). The writer's claim and an engaging explanation of the background issue are provided in the opening of an argumentative essay (Ramage et al., 2016). According Clayton (2015), a claim is an uncertain opinion. This section may be more in-depth so the reader is aware that the writer is not addressing any other issues and develops an argumentative opinion on the previously mentioned issue, which may be the writer's main claims or opinion that the reader may accept (Johnston, 2000). In addition, the writer has to guide the readers to the main concern that will be presented at this stage. After the reader is current on the subject, the writer leads them from the general problem into the argument's specific focus.

## **2. Main Body**

Main body is the main paragraph that organized in the second structure. The writer will provide and clarify their argument using a number of points and supporting details after the reader has a clear idea of the topic being addressed. At this point, writers provide the arguments and proof for their statements, usually selecting arguments that align with the values, presumptions, and beliefs of their audience (Ramage et al., 2016). The writers present the idea, and then elaborate on it to highlight how it relates to the thesis before moving on to another point. During writing an argument, writers must figure out the most persuasive points that may support the thesis. From this point on, every point writer make in the argument has to be closely related to the thesis writer have established.

### **3. Conclusion**

Conclusion is the last section of an argumentative text. It can be challenging to write a conclusion; in order to fully conclude the argument; writer must complete the initial draft of the essay. The conclusion includes a summary of the major body of the argument and should not introduce any new points or arguments to the readers. Summarizing the main points of the argument is the aim of the conclusion. Therefore, the writer guides the reader from the framework of a narrow understanding to a general understanding. While producing the conclusion, writers need to consider multiple factors. The writers must also provide a convincing ending to the viewers (Johnston, 2000). In this case, the conclusion made by the writer have to persuade the readers through avoid introducing any new arguments and refrain from switching out the argument that was made in the previous sentence.

Furthermore, there are principles of writing argumentative text that every writer must pay attention to. Clayton (2015) emphasized five principles of writing argumentative text, as follows:

#### **1. Students have to get accustomed to the structure used in writing Argumentative Text**

Students should comprehend and be familiar with the format of essays, which consists of a thesis statement or assertion, supporting details, and a conclusion. Creating a well-developed argument will be difficult for students if they lack an understanding of the basics of essay writing.

Additionally, in order to develop the argument, students have to aware with the structure of the argumentative text.

**2. Before making a claim, students must initially investigate the data**

Students who begin by looking over the expertise or data that will serve as the foundation for their argument will subsequently construct the strongest arguments. Students will, after all, make the strongest arguments when their claims are based on an accurate understanding of the subject they have selected. As a result, the students must evaluate the evidence by conducting research and verifying the facts or data before adding it. Additionally, the students gather evidence to support up their claims to be strong.

**3. Provided with data, students formulate a thesis**

After acquiring information on a subject, students should review their notes. Thus, after collecting information and data to support the thesis, the students must make notes and read it again to make sure whether the support evidence can strengthen the claim made. In addition, students must be presented to several cases in order to write convincing claims. Therefore, the claim written by the students were supported by the strong evidence.

**4. Students should think across all of their possibilities before developing an argument**

It is essential that students comprehend that in able to build a persuasive argument, they must be as familiar with the supporting evidence as they

are with the supporting evidence for their own position. When making an argument, students must comprehend the information that backs up their position as well as be aware of opposing data and potential viewpoint.

#### **5. The strength of the argument is established by the evidence**

Evidence can be gathered by students from a variety of sources, such as print and electronic publications, surveys, experiments, research, observations, interviews, and personal experience. Additionally, students must clarify the reasons why the evidence enhances their claims. In addition, the evidence presented to support the argument must be delivering clearly.

### **2.5 The Difficulties of Writing Argumentative Text**

Writing requires the elaboration of multiple processes, making it become a challenging skill to master. In order to develop proficient in writing various genres for various purposes, a particular requires such as understanding vocabulary, be aware of the text's arrangement, and comprehend the processes involved in creating a text from start to finish, including planning, composing, reviewing, and revising. According to Westwood (2008), writing thus becomes a complicated process, there are three aspects of making writing difficult:

#### **1. Linguistic**

Linguistic aspects include the lower-order transcription skill. In writing activity, lower-order transcription skill is essential for writers to have in order to produce well-written texts. Likewise, linguistics refers to a problem with the

lower order transcription skill including grammar, handwriting, punctuation, and spelling.

## **2. Cognitive**

Cognitive aspects include the higher-order skill. Mastering cognitive aspects is a must as it needed to create a good written text. Cognitive refers to several challenges that related to difficulties coming up with ideas, organizing thoughts while writing, and editing the written text. Likewise, cognitive refers to difficulties in writing process including organizing, creating, editing, and rewriting text.

## **3. Psycho-motor**

Psycho-motor refers to writing difficulties experienced by writers in terms of mental state. In this matter, writer can experience worry and lack of motivation thus further become anxiety and unmotivated while writing a text. Therefore, those psychomotor aspects can negatively impact the quality of text being written.

In writing argumentative texts, students have experienced several difficulties that are encountered in the process of writing argumentative texts that can prevent their activities in order to develop students' abilities in writing argumentative texts. Among the difficulties experienced, there are three main aspects that affect students' difficulties, including cognitive, linguistic, and psycho-motor. Students have difficulty with the linguistic used in writing argumentative texts. Writing is a crucial skill to have, but argumentative writing in particular is stated to be the most difficult and challenging English skill to learn since it requires committed to

lexical and grammatical rules and requires a lot of research (Seyoum et al., 2022). In addition, one of the most common characteristics of students with a particular learning problem in writing has been shown are mechanics and handwriting (Fitrian et al., 2020). Several weak writers struggle with mechanics. Furthermore, most learners find it challenging to spell the words correctly. In a foreign language such English, spelling is a difficult ability to learn, and many students find it difficult to spell words correctly (Chandra et al., 2024). Based on the ideas that have been encountered, students find it difficult to organize their writing or express what is in their minds into a written form considering the lack of the students' ability of linguistic aspects such as grammatical, mechanics, handwriting, and spelling.

Students often struggle with the cognitive such as difficult with the content. Students find it difficult expressing their thoughts or to create longer written projects. Moreover, students that struggle with learning are frequently insufficiently prepared for developing a process essay and would much rather write quickly to complete the task in current. In addition, it can influence the quality of the writing (Fitrian et al., 2020). According to Chandra et al. (2024), weak writers lack the ability to think things through or plan them out before they write. This indicates that a few students write less and their ideas are not presented in a logical order due to a lack of planning. Additionally, in cognitive aspects, students face the difficulties in generating the idea and the process of writing.

Writing is an individual endeavor particularly when it concerns psychological issues, and writing itself is difficult since we are forced to create alone without the

encouragement of others or feedback (Nurlatifah & Yusuf, 2022). Since the writing process is done by the writers themselves, this can be a struggle faced by the author considering that there is no support or guidance from any external source. Teachers faced the difficulty for returning students' decreased enthusiasm and motivation (Westwood, 2008). In addition, it show that the students lost their motivation and lack of interest in writing activity. For those who lack competence in writing, motivation and anxiety issues frequently accompany the writing process (Westwood, 2008). Therefore, the students who lack of an ability to write, they have an anxiety and lack of confidence during their writing process.

## **2.6 Writing Argumentative in Senior High School**

According to the current curriculum in which *Kurikulum Merdeka*, English learning is divided into phases based on the learning outcomes to be achieved for students. In English language learning, for the senior high school level, it is divided into two phases, for tenth grade students they are in phase E. Furthermore, eleventh and twelfth grade students are in phase F. Phase F describes a goal that students have to reach in order to communicate their feelings and emotions and talk about subjects that are relevant to their everyday lives or current events based on the learners' levels. Students are able to read, comprehend, and gain knowledge from texts (narrative, descriptive, exposition, procedure, argumentative, discussion). The text-based (genre-based) method used to teach English language learners concentrates on texts in a variety of formats, including written, spoken, visual, audio, and multimodal texts. Students of twelfth grade in senior high school in phases F learn the argumentative text in their

English learning activity. Argumentative discourse is a significant and powerful linguistic activity that is necessary for resolving a wide range of academic material and engaging in productive social interaction. It is a process that calls for analysis, argument, and persuading. They argue that an essential linguistic process for instruction and learning in the subject areas is the genre of argumentative text (Afrilyasanti, 2021). Thus, writing argumentative text students are requested to express a viewpoint about an incident; write about a current subject; or provide justification for an argument. In this English learning activity, students learn the social function, structure of text and the language features of argumentative text. Therefore, after understanding the several things before, students should be able to write or create an argumentative text at this point that is based on its goal.

## **2.7 Review of Relevant Studies**

The researcher discovered various studies that examined students' challenges when producing writings. The researcher found and reviewed several studies that are related or supported this current study. These studies, which highlight students' challenges with writing, are briefly summarized below:

The first study was conducted by Nurlatifah & Yusuf (2022). The title is "*Students' Problems in Writing Analytical Exposition Text in Efl Classroom Context*". The purpose of this study is to identify challenges secondary EFL students have when writing analytical expositions. A designed sample of twenty-five second-year EFL secondary students in Bandung, Indonesia was gathered through qualitative methods of interview and student writing by writing scoring rubric from the students writing. The data were analyzed through coding, building

categories, describing the categories, and interpreting the data based on the theories (Merriam, 2009). The findings showed that students had three main issues cognitive, linguistic, and psychological while writing their analytical expositions. Specifically, the majority of students struggled with the text's organization, spelling, capitalization, grammar, and restricted vocabulary in English, making it difficult for them to express their ideas. Grammar and vocabulary are the two most difficult language subjects for students to master. Psychologically, students often stated that they felt stuck while starting to write: disinterested, lazy, and uncertain about the best approach to write their phrases.

The second study conducted by Usman et al. (2022). The title is "*An Analysis of Students' Difficulties in Writing Analytical Exposition Text in MAN 1 Pasaman Barat*". This study focuses on the challenges that students have when generating analytical exposition texts and the factors that contribute to those challenges. The participants in this study are 25 students in IPA 1, and an English teacher as a sample for interview questions. Students' writing test and interview are the techniques used in collecting the data. The descriptive qualitative method used in this study. The data were analyzed by using descriptive qualitative adopted by Miles et al. (2014). Based on the findings regarding students' challenges in producing analytical exposition texts, it can be emphasized that many students found it challenging to produce this type of text. In addition, the first psychological factor contributing to the students' struggles was their intelligence, comprehension, anxiety, and sense of self-control. Second, grammatical form and vocabulary weaknesses were the main causes of students' writing difficulties

when they had language obstacles. The last category is cognitive issues, which refers to problems a student may have had with conceptualization, motivation, creating analytical exposition texts, or customs or patterns related to learning English.

The third study conducted by Mufidah & Islam (2022) entitled “*An Analysis of Grammatical Error on Students’ Writing*”. The purpose of the study was to examine the most frequent grammatical errors made by students in their writing. The second-grade students of MANJ Excellent Natural Science Program will be the main subjects of this study consist of 26 students. This study applied qualitative research method and the data were gathered through documentation, writing tests, and observation. The data used in this investigation are analyzed using error analysis framework by Corder in Ellis (1994). The process of error analysis involves gathering learner language samples, recognizing errors, categorizing them based on their type, and assessing how significant they are. Therefore, the results of the research presentation indicates that, when creating analytical exposition texts based on four criteria from the surface strategy taxonomy, Nurul Jadid Islamic senior high school (MANJ) second grade students made mistakes. These errors include those of omission, addition, misformation, and misordering in terms of sentences. Moreover, the grammatical structure of an Indonesian sentence differs from that of an English one. In Indonesian, there are no set norms for verb addition or tense markers. Due to the differing grammatical structure, students' work contains errors. Interlingua error is the term used to describe the error's cause.

The fourth study conducted by Garcia & Asuncion (2022). The title is *“Remediating the Writing Performance of Struggling Writers through a Self-regulated Strategy Development”*. This study investigated the challenges faced by struggling writers and made an effort to enhance their argumentative writing abilities through the application of the Self-Regulated Strategy Development approach (SRSD). The present study employed a mixed methodology to investigate the writing challenges encountered by the participants. The value of an intervention was then examined in a quasi-experiment by comparing the pre- and post-test outcomes using a single group pretest-post-test design. In addition, qualitative information was extracted from the essays, the interview responds, and the observations. The average scores of the subjects in the diagnostic test and post-test were evaluated using descriptive statistics. Content analysis was utilized to identify the qualitative data. The participants are grade 11 students from a public secondary school in Nueva Vizcaya, the Philippines. The totals of participants are 39. Based on the findings research, actually students performed incredibly poorly in each of the five writing categories in terms of formality, word choice, structure, reference, and content. The study found that there is a lack of diversity of viewpoints and ineffective discussion of the issues. When it comes to organization, the texts lack an argumentative text's framework and logical flow of ideas. The present participants' texts show the vocabulary and language use issues in this study.

The other study was conducted by Ariani (2023), entitled *“An Analysis of Students’ Difficulties in writing Analytical Exposition Text At Second Grade of*

*MAS Al-Iman Ponorogo*". The purpose of the study is to find the causes of a student's problems creating an analytical exposition text at MAS Al – Iman Ponorogo and potential solutions for students experiencing difficulty writing such texts at the eleventh-grade level of MAS Al – Iman Ponorogo. The descriptive qualitative design was used in this study. Through observation carried out in the classroom activity, interviews, and documentation, the data was collected. Miles et al. (2014) three-step data analysis technique data reduction, data display, and conclusion and verification were applied to the data analysis. The subject in this research was the students at the eleventh-grade level of MAS Al – Iman Ponorogo especially XI IPA III. The findings of the study demonstrated that there were three main issues that students faced when producing analytical exposition texts: cognitive, linguistic, and psychological issues. Cognitively, the majority of students struggle with the text's organization, spelling, capitalization, grammar, and limited vocabulary in English, making it difficult for them to convey their thoughts. Grammar and vocabulary are the two most difficult language domains for students to learn. Psychologically, students frequently reported feeling stuck while beginning to write, uninterested, unmotivated, and confused about the best way to phrase their sentences.

Another study conducted by Amaliah et al. (2024). The title is "*A Case Study of Argument Patterns in Japan and Korean Efl Learners' Argumentative Essay*". The goals of this study are to: (1) identify the components of argument structures in the argumentative essays of Japanese and Korean EFL learners using the (adapted) Toulmin model; (2) assess the quality of the argumentative writing of

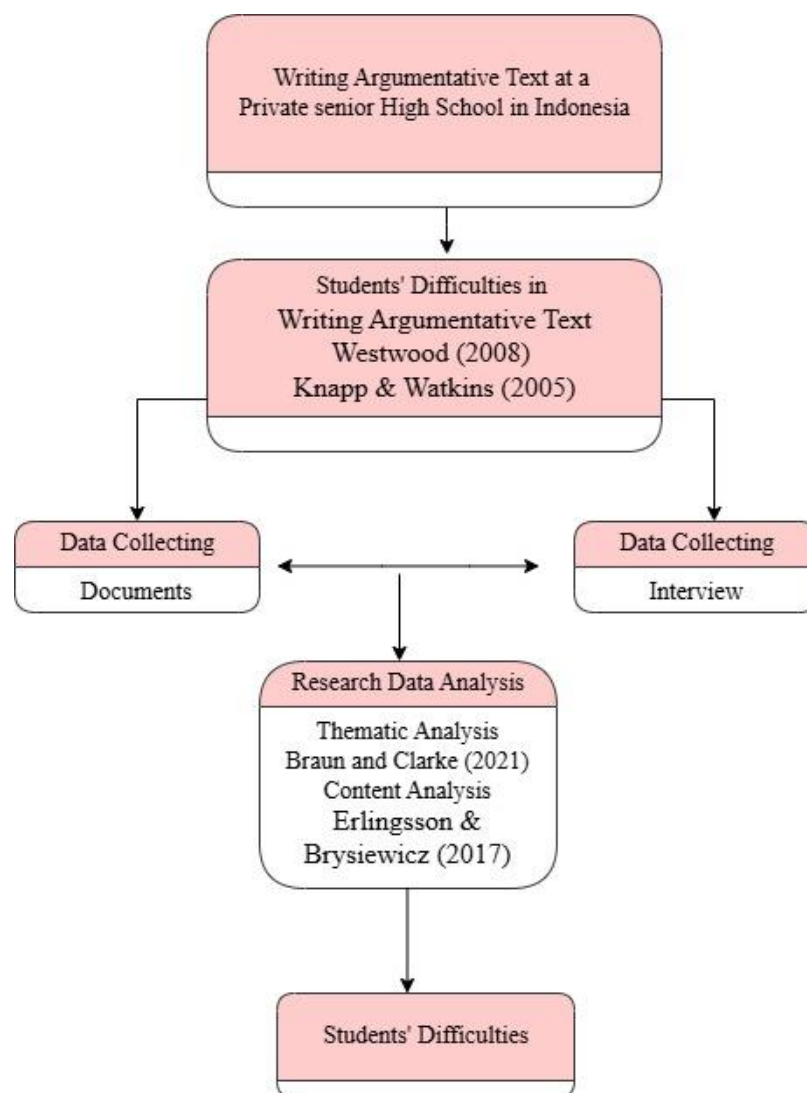
Japanese and Korean EFL learners using the Toulmin Argument Pattern (TAP); and (3) find out whether the argument patterns of male and female learners are the same or different. To address the research questions, a qualitative descriptive research design will be used. This study use content analysis to analyze the data. The twenty argumentative writing of EFL students in Korea and Japan served as a sample for this study. The result show Japanese EFL learners' data was more extensive than Koreans', Korean EFL learners' counterargument data was higher than Japanese learners' argumentative writing data. Additionally, when creating an argumentative writing, it is required to provide evidence, claims, arguments, and counterarguments. Additionally, the incorrect structure of the surface is caused by the missing substance. Students struggled to arrange the well-organized surface structure, and insufficient and unrelated arguments could destroy an argumentation. The results also showed that although Japanese learners had a level 4, Korean learners had the greatest level 2. It shows that EFL students are still not producing writing of the highest quality. It is perhaps due the majority of students' lack prior understanding regarding the organization of scientific arguments. Differences in culture and complexity additionally lead to gender disparities in the context of argumentative writing.

Generally, among those prior studies, the focus of the previous study was investigating students' difficulties in writing argumentative text. Mostly, the subjects of the relevant studies are the students in senior high school and include interview as one of the instruments used to collect the data. However, in the matter of differences, most of the previous studies conducted in the classroom

activity. Meanwhile, this current study conducted in a specific activity within a school event. In addition, the previous studies investigating the student's difficulties in linguistic, cognitive, and psycho motor. However, this current study investigated further not only students' difficulties in linguistic, cognitive, and psycho-motor aspect but also language features aspects.

## 2.8 Theoretical Framework

Below is the theoretical framework used by the researcher as follows:



**Figure 2.1 Theoretical Framework**

Based on the Figure 2.1, it could be seen the theoretical framework of this study. According to the Ministry of Education and Culture of Indonesia, students in senior high school are learning many types of text in their English class activity one of which is argumentative text. Writing arguments requires not only strong reasoning and critical thinking skills, but also a careful attention to constructed structure. It is an investigative procedure aimed at obtaining knowledge, facts, and information (Clayton, 2015). Correspondingly, argumentative writing, in which applies reasoning and supporting data to persuade readers of a point of view, is a fundamental component of academic discourse and critical thinking. Furthermore, during the teaching and learning English activity, many challenges students face when writing argumentative texts. Writing consequently becomes a complex process involving linguistic, cognitive, and psychomotor aspects (Westwood, 2008). Moreover, in writing argumentative text students must aware of the use language features of argumentative text (Knapp & Watkins, 2005). However, students are found it difficult while writing argumentative text in terms of those aspects.

The researcher further looked into documentation as the data collecting to explore students' difficulties in writing argumentative. Moreover, the researcher conducted the interview with the students who write an argumentative text, to get further information and ask several questions related to the difficulties of writing an argumentative text. After collecting the data through documentation and interview, the researcher analyzed the interview data by using thematic analysis adopted by Braun & Clarke (2021). In addition, students' documentation in a form

of argumentative text writing analyzed by using content analysis adopted by Erlingsson & Brysiewicz (2017). The part of analysis procedure was to find the students' difficulties in writing an argumentative text. Therefore, this framework of this study emphasized to answer the question regarding what are the students' difficulties in writing argumentative text at one of private senior high school in Indonesia.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

In this study, qualitative method used to explore students' difficulties in writing argumentative text. This research used a qualitative approach to gain insight into the values of selected individuals and it obtained based on the collection and presentation of data from research which aims to understand the perspectives of individuals based on their social lives. Qualitative methods offer an effective way of learning and understanding the daily lives, from various perspectives or individual points of view under a variety of contexts from several backgrounds through attention to contextual riches (Yin, 2016). Furthermore, this approach is the way to investigate and comprehend individual or group's social or human problem. Qualitative research is a method for examining and understanding the meaning that individuals or groups assign to a social or human situation (Creswell, 2018). In conclusion, qualitative research is a method used to find out the values of individual and group problems based on different perspectives and varied backgrounds.

This study specifically employed case study as the research design. A case study is a type of inquiry used in many disciplines, particularly evaluation, where in a researcher analyzes a case in-depth. A case is typically a program, event, activity, process of one or more people (Creswell, 2018). A case study presents readers an interesting illustration of actual individuals in actual circumstances, making concepts easier for readers to understand compared to theoretical ideas or

principles were presented (Cohen et al., 2018). In addition, the case study research design used in this study aimed to get in-depth perspective of individual in a social phenomenon in real life situation. Thus, this study used case study in explore a case, students' writing difficulties in argumentative text, in a specific setting in which at a private senior high school.

### **3.2 Setting and Participants**

This research conducted where the case was happened. In this study, the case was students' difficulties in writing argumentative text. In addition, it was one of the characteristics of qualitative research in which conducted in a natural setting. In gathering data, qualitative researchers typically go to the place where participants face the topic or problem they are studying to get information (Creswell, 2018). Therefore, the setting for the research conducted at a private senior high school in Indonesia.

The participants of the research were students of a private senior high school in Indonesia at eleventh grade who learned the argumentative text on their English class and implement their knowledge on an activity within the school. A sample is the percentage of the population that will take part in the current study, and a population is a group of individuals to which the study may be generalized. In order to decide the participants in this study, the researcher used cluster sampling as the type in choosing the participant. In cluster sampling, groups of people are chosen or assigned at random instead of selecting individuals based on factors like location, participation in a group, or other factors (Vanderstoep & Johnston, 2009). Likewise, the researcher chose one particular cluster in which the students

faced the difficulties while writing an argumentative text as the research subject at a private senior high school. In addition, this research used the documentation from all 18 students exist in the cluster, and further only chose half of them, 9 students, as the participants in the interview session. This research obtained the permission from the supervisor of the cluster in writing argumentative text to participate in this study in collecting the interview and documentation as the data. This research used the initial names for the participants in order to maintain the confidentiality of participants and avoid any force in the data collecting process in this study.

### **3.3 Data Collecting Techniques**

This study applied qualitative research method specifically case study design, hence documentation and semi-structured interview were further implemented as the instruments of this study. In addition, documentation and interview conducted by the researcher in this study.

#### **3.1.1 Documentation**

The researcher gathered qualitative documentation while doing the study. By gathering the documentation, the researcher is able to get the participants' words and language and displays information that the participants focused their attention (Creswell, 2018). Therefore, according to Flick (2014) all documentations are artifacts that are made with a certain intention and constructed in accordance with social norms to carry out a specific purpose. In addition, documentations are the data made in written or visual for several purposes which contain the information for the audiences.

The documentation used in this study is in the form of students' argumentative writing, in which the researchers can analyze the students' writing proficiency from several aspects, especially in this study, namely linguistic, cognitive and language features. This study collected the data from the students' argumentative text as the documentation data. Students' argumentative writing is use as textual data, which contain the students' words. In addition, the researcher investigated and explored students' difficulties in writing argumentative text in several aspects, such as linguistic, cognitive, and language features of argumentative text. The researcher used 18 documentations from the students' argumentative writing that exist in the cluster.

### **3.1.2 Interview**

In addition, the researcher conducted an interview to the participants through some questions related to the social case. An interview is an organized conversation while an individual requires another for information (Gay et al., 2012). This study used semi structured interview as the type of interview to collect the data. The subject matter and questions for the semi-structured interview have been established, but they are also open-ended, and the order and framing of the questions can be changed to better suit the responses from each students. Additionally, by conducting a semi-structured interview, the researcher provided questions that have been arranged, and has the opportunity to ask more deeply and in detail if the answers from the participant are not sufficient to fulfill the complete information. Likewise

with the students in the interview session, if the question asked is still not well understood, the students can ask for a re-explanation so that the participant can provide an appropriate answer. In addition, the researcher conducted the semi-structured interview in this study with 9 students participate in this session.

### **3.4 Data Analysis Technique**

In analyzing the data, the researcher applied thematic analysis and content analysis to analyze the two data instruments. Thematic analysis adopted by Braun & Clarke (2021) applied to analyze the interview data. Furthermore, content analysis adopted by Erlingsson & Brysiewicz (2017) employed to analyze the documentation data. The main advantage of thematic analysis is its flexibility. Thematic analysis is a method for finding, analyzing, and summarizing themes (patterns) in data. In addition, the researcher analyzed the interview data by creating themes from the student interviews and categorizing them with other results. In this case, Braun & Clarke (2021) emphasized phases of thematic analysis, as follow:

#### **1. Familiarizing yourself with your data**

In engaging the analysis, the researcher obtained the data for analysis by the researcher self. In addition, the researcher must knowledgeable about all aspects of the subject matter. Therefore, the researcher read the data and understanding it. Then, the researcher marked the statements from the data for coding during this phase, which may review subsequently.

## **2. Generating initial codes**

After reading the data and being experienced with the data, then the researcher begin the Phase 2 by making a preliminary list of codes regarding what is contained in the data and what makes it interesting. Therefore, in coding the data the researcher highlighted the data that will included to the preliminary codes. After that the researcher developed the preliminary codes from the data.

## **3. Searching for themes**

In this phase after all the data has been collected and categorized based on the results of codes that are have similarities or attachments between each other, then the results of the code are added to the appropriate theme. In addition, the researcher have to consider how many codes could come together to create a larger theme.

## **4. Reviewing themes**

The next step taken by the researcher in this phase is to check and re-evaluate the results of the codes that are included in the themes. Since there may be some results from inappropriate codes or there may be other code preferences that are more in accordance with the theme. So in this phase the researcher reassessed carefully to get the contents of the appropriate theme.

## **5. Defining and naming themes**

In this phase, since the study applied deductive thematic analysis, hence the theme were pre-defined and named. After completing this

process, the researcher clearly identify which elements are themes and which are not, then organized the existing themes.

## **6. Producing the report**

The researcher started the Phase 6 after having a set of completely developed themes. In addition, the researcher writes and arranged the report including the data and explains the plot data spread, both within and between themes in the research findings, in a clear, logical, persuasive and non-repetitive way.

Additionally, the researcher analyzed the interview data using thematic analysis by Braun & Clarke (2021) in which deductive analysis. Therefore, the theme was determined by the researcher beforehand. In addition, for analyzing the documentation data in this research used Content analysis. The approach of content analysis is the most appropriate for the researcher. The aim of qualitative content analysis is to effectively convert a substantial quantity of material into a well-structured and compact overview of significant findings. Erlingsson & Brysiewicz (2017) emphasized phases of content analysis, as follows:

### **1. Familiarizing oneself with the data and the hermeneutic spiral**

The first step taken by the researcher is to re-read the data obtained. It is intended that the researcher has a clear understanding of the data examined and familiar with the data. In addition, this understanding is needed by researchers to facilitate the process of dividing the text into smaller parts.

## **2. Dividing up the text into meaning units and condensing meaning units**

At this stage, the researcher rereads the partitioned text and then subdivides it into smaller sections. However, in this phase the researcher must still pay attention to the purpose or topic of this research. So, the students' argumentative text that has been divided into several parts is relevant to the aspects of analysis in this study.

## **3. Formulating codes**

At this stage the researcher creates a code that matches the purpose of this research analysis. Then the existing data is adjusted to the code made by the researcher. In addition, the researcher should really make sure until the researcher convinced that the options are reasonable, it may be adjusted, revised reconsidered, and recoded.

## **4. Developing categories and themes**

In this phase, the codes that have been made were categorized by the researcher into several themes. The researcher evaluated and compared codes to identify which codes appear to belong together and which are not.

### **3.5 Trustworthiness**

Trustworthiness is one of the strengths of qualitative research, which is based on assessing whether the results are valid from the perspective of the participant, the researcher, or the readers of the paper. The qualitative research on validity uses many terms, including trustworthiness. Through emphasizing the credibility,

and confirmability of the studies and findings, qualitative researchers can demonstrate the trustworthiness of their study (Gay et al., 2012, p. 392). Thus, after the researcher has completed every phase of the study. The study's findings must establish the study's validity. In addition, this research will use credibility and confirmability to analyze the validity of the research.

Credibility will use to examine the validity of this study. According to Gay et al. (2012, p. 393), credibility is the ability of the researcher to address difficult-to-explain patterns and take into consideration every detail that may develop in a study. In this study, the researcher will assess the instrument conducted in this study, such as documents and semi-structured interview to measure the extent to which the instrument used can consistently and appropriately support the researcher to find the purpose of this study. The researcher finds a social phenomenon in writing argumentative activity through preliminary research at a specific setting in which a private senior high school in Indonesia. In order to accomplish the objective of the study, the researcher also organizes the problem's research question. Thus, after discussing with the supervisor, it must determine which research methodology will best address the study topic. The researcher must gather all the data items required for this study and verify the findings before submitting the report, following a decision on the research methodology with the supervisor. Furthermore, the researcher can examine whether the instrument and data items gathered are capable of addressing the previously provided research questions.

Furthermore, this research will use confirmability to assess the validity of the finding in this study. According to Gay et al. (2012, p. 393), confirmability is the accuracy or objectivity of the data that was gathered. The findings from this study that was analyze through the documents and interview as the data will be confirm to determine the validity of the data results. The instrument that will be used in the study to gather data was chosen by the researcher. The data required for this research is subsequently collected by the researcher. The researcher will examine the data after it has been gathered to determine the findings from each instrument. Afterwards, the researcher presents the study's findings and verifies it using every instrument. Furthermore, if the results are consistent, it can support the validity of the research.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### 4.1 Research Finding

This study applied documentation and semi-structure interview as the research instruments. In addition, the instruments were applied to explore the students' difficulties in writing argumentative text. Correspondingly, the researcher found the difficulties faced by the students in their written argumentative text through the data of this study. Thus, the results of data analysis are discussed further below:

**Table 4. 1 Aspects of Students Difficulties in Writing Argumentative Text**

<b>Aspect</b> Westwood (2008) & Knapp & Watkins (2005)	<b>Theme</b>
<b>Linguistics</b>	<b>1. Grammar Difficulty</b> a) Grammar Complexity <b>2. Mechanics of Writing Difficulty</b> a) Inability of Word Spelling b) Inability of Punctuation c) Inability of Handwriting
<b>Cognitive</b>	<b>3. Difficulty of Writing Text</b> a) Unfamiliarity of Topic b) Inability to Connect Idea to Content
<b>Language Features</b>	<b>4. Language Features Complexity</b> a) Connectives Complexity b) Modal Auxiliaries Complexity c) Inability of Using Connector Cause and Effect
<b>Psycho-motor</b>	<b>5. Motivation Barrier</b> a) Environmental Distraction b) Psychological Distraction <b>6. Anxiety</b> a) Afraid of Making Mistake

According to the research finding of this study in exploring students' difficulties in argumentative text could be seen from the table 4.1, there were

several aspects related to the students' difficulties in writing argumentative text such as linguistic, cognitive, language features, and psycho-motor aspect. The themes revealed as the result of linguistic difficulties were grammar difficulty, and mechanics of writing difficulty. In addition, in cognitive aspect, the theme was difficulty of writing text. Regarding to the language feature aspect, the theme revealed was language features complexity. Therefore, the last aspect was psycho-motor aspect, which motivation barrier and anxiety were the theme revealed in this aspect.

#### **4.1.1 Linguistic**

Linguistic aspect is one of the important aspects to be considered in writing argumentative texts. In this aspect, there are several terms that are included in the linguistic aspect. Specifically, there are grammar, spelling, punctuation and hand writing. In this matter, the linguistic aspect difficulties in writing argumentative text refers to the difficulties that students encountered while writing argumentative text in the linguistic aspect. In this case, the difficulties that arise based on the results of the data analysis are grammar difficulty and also mechanics of writing difficulty which includes difficulties in spelling, punctuation and hand writing as explained below:

##### **1. Grammar Difficulty**

Grammar difficulty is the first theme revealed from this study as the result of data analysis. In this case, grammar difficulty is the difficulty faced by the students in writing argumentative activity in organizing words into a well-structured sentence. The difficulties faced by the

students due to their moderate knowledge of grammar. Furthermore, the students faced difficulties with the grammar theoretically and practically, namely grammar complexity. In this matter, students lack of grammar knowledge and inability of the use of grammar while writing the text as explained further below:

#### a) Grammar Complexity

Grammar complexity demonstrates students have struggled with applying grammar rules as well as theoretical understanding. In addition, the student who has moderate knowledge of grammar will face the difficulties while implementing the grammar rules in writing the text. It can be shown from the result of student 8 documentation below:

..... *I want a tell for you* all about my speech, *here I want a ask* firstly.....

From the sentence highlighted, there was an issue in student's writing. In the sentence "*I want a tell for you*" has the meaning that the student wanted to do something and it refers that the student wanted to tell something to the reader. The word 'a' must be replaced by the word 'to'. Therefore, in this sentence the verb 'tell' must preceded by the word 'to', so the word 'for' should be removed. Then, the sentence becomes "*I want to tell you*". In addition, it also found the error in the next sentence "*I want a ask*". This sentence should be written "*I want to ask*" by replacing the word 'a' into 'to'.

This issue also further emphasized on the student 8 semi-structure interview:

*..... I was confused to determine how to use the right grammar in the sentence I wanted to write. Because I think grammar has quite complicated material, so if I am not used to applying it, when I want to apply it, it will be a difficult thing. (GC-S8)*

From the result of semi-structured interview above, it shown that the student experienced difficulty on grammar that has complicated rules, also rarely applies it while writing argumentative text. Then, when the student wants to implement the grammar rules in the writing text it will be difficult.

From the result of students' documentation and semi-structured interview, it can be concluded that while writing the argumentative text, the student faced the difficulties in term of grammar. From the students' documentation, it shown that student makes the error twice in the same matter. This indicates that students experienced difficulties in the same case, and it evidenced by the results of students' interview that grammar is very complicated and students rarely apply it, so they make the same mistakes in terms of grammar overly. The majority of students made grammatical mistakes in their work. It occurs as a result of their insufficient grammar skills. Students were unable to produce their texts in an effective manner due to moderate grammar knowledge. Their writing became unclear as a result of their ignorance of grammar (Purba & Kinanti, 2022).

Additionally, students experienced the difficulty while writing argumentative text in determining the correct grammar when organizing the sentence.

## **2. Mechanics of Writing Difficulty**

Mechanics of writing difficulty was another theme that appeared from data analysis. This term revealed the difficulty in spelling, punctuation, and handwriting terms. Spelling is one of fundamental ability that students need to master. Likewise, spelling proficiency is an element that must be taken into consideration. Additionally, students experienced some difficulties encountered in some English words spelling. This is caused by some students who have moderate knowledge of spelling. Furthermore, the students encountered the difficulty in the term of spelling practically. In this context, student experienced some difficulties such as inability of using word spelling. In term of punctuation, students have challenges with punctuation when writing due to the moderate knowledge of punctuation.

In fact, students must aware to punctuation placement in order to write a text that is coherent and cohesive thus the idea written is clear and informative. Thus, in term of punctuation difficulty, students faced the difficulties with punctuation in practical also known as inability of using punctuation in writing. In addition, in the matter of handwriting difficulty, it illustrates how challenging for students to write letters. Students faced difficulties in the lettering mechanism. Accordingly,

students feel confused when they should write capital letters and when they have to use non-capital letters. In addition, students are encountered the difficulties in the use of capitalization or the use of handwriting properly. Thus, in term of handwriting, the student experienced the difficulty or inability of using handwriting. Additionally, in mechanics of writing difficulty it refers to the students' difficulty with the spelling, punctuation, and handwriting terms as explained further below:

**a) Inability of Word Spelling**

This section demonstrates the students' difficulty selecting the proper spelling of the words that will be used in writing a text as indicated in the following students' documentation by the student 2:

Thirdly, I will give thanks to master of ceremony. Who has given me a chance to stand up in front of you all in this place or in this *ocasion* in this *beautyfull* night

From the result of students' documentation above, it found several errors in writing. There is an error in the writing of the word '*ocasion*' in the sentence above. The letter 'c' should be written with a double letter. Then, the writing will become '*occasion*'. Another mistake found in the sentence above, '*beautyfull*'. The writing of this word is wrong, because 'y' should be replaced with the letter 'i'. And the letter 'l' in the word should not be written with a double letter. Then the writing will be '*beautiful*'.

The issue also revealed during the student's semi-structured interview as stated by the student 2 below:

*I have difficulty with spelling because I write in a hurry which causes me to be less careful and difficult to determine the right word. (IWS-S2)*

From the statement in the previously reported results, due to the time limitation, student writes more quickly, losing attention and being less attentive to use the proper words and write in a way that is consistent with their meaning and purpose.

Based on the results of documentation and interviews, it indicates that the student faced the difficulties in term of spelling. From the result of the documentation, it shown that the student made the mistakes in spelling the words. This error made by student when writing spelling words are caused by the lack of ability to write word spelling, as the student stated in the interview result. The students found it difficult to write word spelling correctly. Furthermore, it found that first language interference is the primary source of writing errors in English (Qing, 2019). In short, the difficulty of the spelling faced by the student is the difficulty in writing word spelling in practical term.

#### **b) Inability of Using Punctuation**

This section explains how the students have weaknesses in writing mechanics, namely their failure to utilize appropriate punctuation in each sentence in the text. In addition, students encountered the difficulties with the punctuation rules in practical

terms. The students' documentation result below illustrates it by the student 1:

***But*** (,) if we try for register that and our name is.....

According to the student' writing argumentative above, the student did not write the comma (,) after the connectives in the first paragraph. Moreover, student should write comma (,) after the first word in the paragraph, specifically after the connectives. Then, the sentence become '**But, if we try for register that and our name is.....**'

Additionally, the student's semi-structured interview revealed the same problem. As stated by the student 1 below:

***Likewise with punctuation, I understand the knowledge but when applied to writing sometimes I forget and make errors. (IUP-S1)***

Based on what is explained by the student, it shown that the student has knowledge in terms of writing mechanisms. In this case, punctuation rules such as what kind of punctuation has to use in the written text, but in practical terms and its implementation, student sometimes do not pay attention to the punctuation which is caused by lack of accuracy and forgetting to use it or even making mistakes when applying it.

In addition, from the result of documentation and interview, it can be concluded that the student faced the difficulties in writing argumentative text in term of punctuation. Therefore, this can be

seen from students' documentation, where students do not put the right punctuation in the text created. Moreover, based on the students' interview stated that the knowledge of punctuation not proven that students can apply it when writing. Students sometimes forget to use it in the texts they create or when applying it, students are still wrong in its placement. Students made several punctuation mistakes, especially in the way the comma (,) is used to separate the conjunction from the subject at the beginning of the sentence. It is apparent that the student still struggles with punctuation, especially at the beginning of sentences (Hidayati, 2019). Thus, the student has the understanding about the punctuation theoretically, yet difficult to use and apply it in writing.

### c) **Inability of Using Handwriting**

As the result of students' documentation and semi-structured interview, this section explains the student's incompetence to write letters using the correct writing technique. On the other hand, this term of difficulty refers to the difficulty with the handwriting in practical term. Below is the outcome of the student 4 documentation:

*and* event many influence western culture. *the* most influence life style with the culture.....

The result of the documentation above indicates the student difficulty in term of handwriting. Student does not use the letters according to their rules. The word 'and' is written in the first paragraph. Then, it should be written with the capital letter 'A'.

Moreover, the word 'the' after the period (.) must be written with the capital letter. Thus, the word will write 'The' in the sentence.

A related issue was additionally emphasized in the student's semi-structured interview, as stated by the student 4:

*Likewise, with the handwriting aspect, namely in writing capital and non-capital letters, I also difficult to distinguish when I should write capital letters and when I should write non-capital letter. (IUH-S4)*

The previously mentioned results indicated that students struggle to distinguish between capital and non-capital letters when writing argumentative texts.

Therefore, from the result of documentation and interview found that student has the difficulty in term of handwriting in practical terms. Based on the result of students' documentation, it found student missed in using the capital letter. In addition, this issue reinforced by the result of interview, as stated that the student found the difficulties to determine the use of the correct capitalization. Students are not giving the writing mechanism any consideration in mechanics class. The students missed to capitalize the initial letter of the sentence's beginning (Eliwarti et al., 2020). In short, it indicates that students were inability to determine the use of capital and non-capital letter.

#### **4.1.2 Cognitive**

The second aspect that exists in argumentative text writing activities is cognitive aspect. This aspect is the student's ability to think and organize

ideas in writing. In addition beside the necessary of linguistic skills in writing, the cognitive aspect is also equally important in the writing process. In this matter, students have difficulty in several processes or stages in writing argumentative texts. Therefore, based on the findings of the data analysis in this study, it was found that students experienced difficulties in writing argumentative texts as explained below:

### **3. Difficulty of writing Text**

In this theme, difficulty of writing text is the challenge faced by the students in generating idea and sequencing the content. In term of generating idea, it is the challenges that students have when they want to start writing. Before start to write, it might be difficult for the students to gather thoughts, organize and collaborate existing ideas, and make sure that the final text is clear and understandable to readers. This is the first step that the students must take in order to finish the writing. However, in reality, students experienced the difficulties in generating idea since students are unfamiliar with the topic given. This issue shown from the result of students' documentation and semi-structured interview. In this issue, unfamiliarity of the topic is the specific difficulties faced by the students. Moreover, the complex phase of writing an argumentative is the main body, when the student must persuade the reader to agree with their stance and emphasis of the subject. In order to make the reader accepting the student's viewpoint, the student must be knowledgeable in combining the opinions with proof and maintain a wide range of thoughts. As a

result, in fact, students struggled to integrate and develop their ideas in writing. This issue happened due to the students' moderate knowledge in writing argumentative text as shown in the interview result. Specifically, difficulty sequencing the content covers inability to connect idea to content. Thus, the difficulty of writing text refers to the unfamiliarity of topic and inability to connect idea to content as elaborated below:

**a) Unfamiliarity of Topic**

Unfamiliarity of topic describes the students' ignorance about the subject they will write or discuss in the argumentative essay. Because they either lack insight into the topic or are unable to write relate to the topic, students find it difficult to organize the ideas they will write about. It can be shown from the result of student 4 documentation below:

*Okay, before begin my speak, I will give you some example. the example is, when we school and than we study at class, in this era that very influence to gadget for childs to this era lazy for study, event less literation and the most seriously is less now about history.*

From the result of documentation above, it indicates that the paragraph written by the student is unrelated to the topic 'Late in Better than Never'. In the starting point or the introduction of the text, the student should write a brief explanation about the topic and also the student's emphasis about the topic, rather than write the example of the topic in context. However, the example of the topic given also unrelated to the topic.

Additionally, the student's semi-structured interview revealed the same problem as stated by the student 4 below:

***Yes, I often have difficulties when I want to start writing argumentative texts, namely when I get what topics to discuss, then I feel that is difficult for me, I also find difficult to string words that relate to the topic. (UT-S4)***

Based on the recent result, it can be drawn that the student found it difficult to begin the writing task because the subject matter that will be written is unfamiliar for the student. Furthermore, the student lacks comprehension or expertise in the subject, which makes it challenging to organize words into sentences that support the content's objective and theme.

Based on the result of the documentation and the semi-structured interview, it found that student encountered the difficulties in generating the idea. In addition, according to the students' documentation, the paragraph written by the student is irrelevant with the topic that will be discussed. Therefore, in the interview result student also experienced the difficulties with the topic that will be written by the student. Additionally, the issue is the lack of understanding on the subject. The majority of students know very little about the text's subject matter. The topic of discussion is not sufficiently discussed. Expressing thoughts is challenging, as the students said, particularly when the writing topic is unrelated to them (Nurlatifah & Yusuf, 2022). Thus, the unrelated topic to the students

themselves it will be caused the difficulties while writing the argumentative text.

#### **b) Inability to Connect Idea to Content**

The term of inability to connect idea to content refers to the difficulty faced by the student to combine the idea that the student possesses, and further relate it to the content in the written form. The result of the student 4 interview is displayed below:

*I find it difficult because I do not have a lot of vocabulary, so the ideas that I already have and think about are difficult to express in writing. And I feel hesitant and confused and afraid of making mistakes in composing the sentences. (ICIC-S4)*

From the result of semi-structured interview, it found that student limitation of vocabulary mastery has led the student encountered the difficulties to express the ideas into the written form. Therefore, the worried feeling of making mistake makes the student difficult to combine the ideas. The main issue is that the student struggle to write argumentative essay in which the student also cannot effectively convey their thoughts because of their prohibited vocabulary. Additionally, the students' limited vocabulary made it difficult for them to construct ideas (Qing, 2019). Therefore, the students already have the ideas on their mind, yet difficult in connecting the ideas.

### **4.1.3 Language Features**

Language features aspect is one of the characteristics in writing argumentative texts. However, in reality, in the language features aspect, students experience difficulties in several terms contained in the language features. In this matter, language features difficulty includes students' difficulties in features that must be used in writing argumentative texts. Language features in argumentative text include difficulties in modal auxiliaries, connectives, also connector cause and effect as explained further below:

#### **4. Language Features Difficulty**

In this term, the language features difficulty refers to the difficulty in term of connectives, modal auxiliaries, and connector cause and effect which revealed as the result of documentation and interview. In addition, connectives difficulty refers to the students' difficulty in term of connectives. The use of connectives is important to construct the coherent paragraph. Moreover, while writing argumentative students found that connectives are difficult both are theoretically and practically. Accordingly, this difficulty encountered by the students since they possessed moderate knowledge of the language features that students have in writing argumentative text. In addition, modal auxiliaries difficulty was revealed from the result of students' documentation and interview in the aspect of language features of writing argumentative text. Moreover, almost all students have the moderate knowledge of the

language features of argumentative text, especially modal auxiliaries. The difficulties faced by students including the difficulty in its theory and practice which refers to modal auxiliaries complexity. Therefore, in exploring students' difficulties in writing argumentative text, connector cause and effect difficulty refers to students' difficulty in the use of connector cause and effect in practical term. This issue happened because of students have the moderate knowledge of connector cause and effect. Additionally, the language features difficulty consist of the difficulty in connectives, modal auxiliaries, and connector cause and effect term as elaborated below:

**a) Connectives Complexity**

The result indicates that student has the difficulty in term of connectives while writing argumentative text. Connectives complexity refers to the difficulty faced by the student in both the theory and practical term. It can be shown from the result of student 4 documentation below:

.....the example is, when we school *and than we study at class*, in this era that very influence to gadget for childs to this era lazy for study.....

Based on the excerpt of the paragraph above, students use connectives in the sentences created. Students use connectives 'and' and 'than'. Specifically, there are two connectives used in the sentence. The use of the following connectives used in the sentence makes the sentence structure unclear. Students should simply write

the word 'then' as the connectives used in the sentence. In addition, the writing of the word 'than' in the sentence is incorrect. Where the word should be written using the letter 'e' and become 'then'.

Furthermore, the following issue surfaced during the student's semi-structured interview, as stated by the student 4 below:

*I find connectives are features that are difficult to use. I only know a little about connectives. Therefore, the word I used was the usual word that I usually use. Because I was confused to use other words caused by my lack of knowledge. (CC-S4)*

From the student semi-structured interview result it indicates that the student has limited knowledge of connectives. The student only knows several kinds of connectives and use connectives with the same or repeated words. So, there are no other variations of connectives used. In addition, student found it difficult to use the connectives in making the sentences while writing argumentative text.

According to the findings of the semi-structured interview and student documentation, student has an issue with one of the language features when writing argumentative texts, namely connectives. Based on the findings of the student documentation, it showed that students made errors when it came to the use of connectives in their writing. In addition, this issue reinforced with the result of student's interview that the problem of the connectives occurred due to the student lack of connectives knowledge. In accordance, Sobari et al.

(2024) one of the difficulties students have while writing argumentative essays is using vocabulary with the right lexical meaning, particularly when it relates to connectives. Thus, the connectives are one of the features that are difficult for the students in writing argumentative text.

### **b) Modal Auxiliaries Complexity**

In term of modal auxiliaries complexity, it refers to the students' difficulty in the using of modal auxiliaries while writing argumentative text, along with the limited knowledge that the student has. Accordingly, modal auxiliaries complexity is the difficulty of language features aspect both theoretical and practical term. It can be shown from the result of student 3 documentation below:

Anna forggot for make the public speaking, until night publick speaking. *and she is don't know must how and she tingking about that what must she?*

From the students' documentation above, the student wrote the sentence "*she is don't know must how*". The use of 'must' in the sentence is inappropriate, because 'must' have to be followed by the verb. Moreover, in this sentence the student wrote the word 'how' without adding the verb. Another error in modal auxiliaries term was found in the next sentence. This sentence "*she tingking about that what must she?*" is unclear in meaning. In the word "*what must she?*" there are no follow-up words that can make this sentence a

well-structured sentence. The sentence should be added with additional words or can add verbs, so that readers can understand the meaning of the sentence.

A related issue was additionally emphasized in the student's semi-structured interview, as stated by the student 3 below:

***I find it difficult to use modal auxiliaries because of my little knowledge, and then I am confused about how to use them properly, also because I rarely use these features, causing difficulties when I want to use them again. (MAC-S3)***

The finding of interview indicated that the student struggled with modal auxiliaries when writing argumentative texts due to both theoretical and practical issues. According to the student statement, the student has moderate knowledge about modal auxiliaries. As a result, the student may find it challenging to use modal auxiliaries. Another issue contributing to students' challenges is the uncommon usage of these features in argumentative writing, which left students confused about how to employ them.

According to the findings of the semi-structured interview and student documentation, students struggled with modal auxiliaries while writing argumentative texts. The findings of students' documentation on their writing showed that they make mistakes when it comes to the use of modal auxiliaries in the sentences. Additionally, student responses in interviews reinforced this issue by demonstrating students' inability to employ modal auxiliaries as a

result of their insufficient knowledge of this feature. However, the primary reasons when students make mistakes in term of modal auxiliaries is the difficulty in modal auxiliaries term. Part of the reason of mistakes or difficulties can be connected straight to the understanding of modal auxiliaries (Nurlaila, 2019). Additionally, modal auxiliaries complexity is the difficulty of students while writing argumentative text in term of the difficulty in using modal auxiliaries and the less understanding of modal auxiliaries.

### c) **Inability of Using Connector Cause and Effect**

This term refers to the student difficulty in the use of connector cause and effect in writing argumentative text. According to the results from student documentation and semi-structured interviews, some students struggled with connecting cause and effect since they were incapable of applying it in context. In addition, the inability of using connector and effect refers to the difficulty that student encountered in language features aspect while writing argumentative text. The result of the student 9 documentation is displayed below:

*.....but if we comelate that better than we not go to hall for pray together. and we forgot our obligation.  
Cause of that, we obligate for do anything, but better we comelate.....*

Based on the result of students' documentation above, it indicates that there is an error in using of connector cause and effect. The sentence in the first and second line was written in the different paragraph with the sentence in the third line. However, the context of

the third sentence is unrelated to the context of the sentences before. Then, it indicates that the sentence using the connector and effect is unclear in the meaning.

The student's semi-structured interview also highlighted a related issue as stated by the student 9 below:

***The cause and effect connector feature was challenging for me because it needed me to put together a coherent sentence. However, sometimes I find it difficult to come up with appropriate sentences due to my limited vocabulary. (CCEC-S9)***

According to the statement of the student in semi-structured interview, it indicates that the student cannot use the connector cause and effect properly due to the challenge faced by the student in organizing the well-structured sentences. Accordingly, this issue happened because of the lack of vocabulary mastery by the student which caused the difficulty in constructing the sentence. In addition, the student encountered the difficulty in using or implementing the connector cause and effect while writing argumentative text.

Based on the result of students' documentation and semi-structured interview, it indicates student's difficulty in term of the feature of connector cause and effect. It shown from the text written by the student, the use of the connector cause and effect in the sentence is not coherent. This issue is also reinforced by the student statement that the student felt difficult to organize a well-structured sentence using connector cause and effect, since the student do not

mastery the English vocabulary. According to Saeed & Al-Salman (2020), functional terms that demonstrate "the connection of meaning between the main clause and the subordinate clause" are known as connector cause and effect. These conjunctions typically cause issues for language users, resulting in misunderstandings since their meanings change depending on the context. This is a result of their inadequate understanding of the metatheoretical framework's linguistic principles. Additionally, this specific area of language use presents challenges for EFL learners. Thus, connector cause and effect is one of the features that are difficult for the students while writing argumentative text.

#### **4.1.4 Psycho-motor**

Psycho-motor is the last aspect of difficulty that faced by the students in this study. In addition, students experienced difficulties in their linguistic and cognitive abilities that needed in writing argumentative texts, students also experienced difficulties in their psychology aspect. Therefore, the difficulties in the psychological aspects of students are very influential in the process of writing argumentative texts. Although students have good linguistic and cognitive abilities, however, if during the writing process their psychology is disturbed, students will also experience difficulties when writing as discussed further below:

## **5. Motivation Barrier**

In the aspect of the psycho-motor, motivation barrier revealed as the theme in this study as the result of data analysis. In addition, several students experienced challenges while writing argumentative text regarding to the unmotivated feeling during the writing activity. The motivation barrier can influence the quality of the student's writing and discourage the process of writing. In this case, the motivation barrier emerges from a wide variety of influencing factors. It can arise from the student themselves which the internal factor. Furthermore, it can come up from another, in which the external factor. Hence, the motivation barriers in this study come from the environmental distraction and psychological distraction as explained further below:

### **a) Environmental Distraction**

The term of environmental distraction refers to the difficulty faced by the student in the aspect of psycho-motor. Therefore, this term leads to the motivation difficulty that students have when writing. This particular case demonstrates how students are overwhelmed to complete writing assignments due to outside influences. In other words, the environment around students can cause distractions that prevent them from writing. In addition, the issue appeared in the student's semi-structured interview. As stated by the student 2 below:

*I feel unmotivated when writing because sometimes I feel that writing the text is easy, so I put it aside, and prioritize other activities. .... Similarly, my busy schedule made me feel tired, which prevented me from starting to write. (ED-S2)*

From the finding, it can be concluded that the student has the difficulty when begin the writing argumentative text activity, because of the student have many activities in the daily life. Correspondingly, it can hinder the student's writing activity. Students might decide on aside their duties to create argumentative writings because of various assignments they have to complete. They believe that writing is a simple task but in practice, writing is a difficult task. Students' difficulties in writing analytical expositions are also influenced by the learning environment. During the day, students are exhausted from the busy classroom activities and lose focus, which makes it difficult for them to write analytical exposition texts (Ariani, 2023). Therefore, students feel distracted when they begin writing when they begin these tasks in the middle of the hectic activities that need to be done.

#### **b) Psychological Distraction**

The term of psychological distraction refers to the difficulty faced by the student in the aspect of psycho-motor. When it comes to writing, motivation among the students is the biggest challenge. The current situation demonstrates that students lack the motivation to complete the writing tasks. In other words, students themselves are

the source of the conditions that demotivate when they write. The problem occurred during the student's semi-structured interview, as stated by student 4:

*Sometimes I feel that there is negative energy coming in, which is a feeling where I feel lazy to start writing activities..... (PD-S4)*

According to the finding, the student's motivation barrier is the reason why writing argumentative texts is difficult for them. During the process of creating the text, the student felt the unpleasant emotions. Laziness was the issue with psychological problems when it came to composing argumentative texts. It was discovered that multiple students had similar writing, indicating that they had copied it from the same sources. It suggested that they were too lazy and uncertain to write the text by themselves (Nurlatifah & Yusuf, 2022). As a result, it develops internally or from the student themselves. However, the student may be hindered by the negative feelings that accompany their laziness when they want to start the writing task.

## **6. Anxiety**

Anxiety is the last theme revealed as the result of data analysis. Anxiety indicates the challenging faced by the student in psycho-motor aspect. This shown the negative feeling that encountered the student in the process of writing argumentative text. This feeling of worry can hinder students in completing their writing activities. Therefore, it can influence the quality of the text that written by the student. Hence, the students faced the difficulties while writing argumentative text since the

students have the negative feeling which is the anxiety as explained further below:

**a) Afraid of Making Mistake**

The term of afraid of making mistake which appears from the student's anxiety refers to the student's feeling when they do or follow the process of writing argumentative text incorrectly. Because students are uncertain of their writing and fear making mistakes, students get distracted when assigned writing assignments. Additionally, during the student's semi-structured interview, this issue surfaced as the student 9 stated below:

*I feel worried when writing, the feeling arises because I am afraid of making many mistakes when writing an argumentative text, so that the text I have made is not accepted by my supervisor. (AMM-S9)*

From the result above, it can be concluded that the student has the difficulty while writing argumentative text. In addition, during the writing argumentative text, the student feels worried and afraid which indicates the anxiety feeling. Correspondingly, it can disturb the writing activity for the student. One of the issues that students had when writing argumentative essays was their fear of making mistakes. Additionally, this finding was consistent with the interview results, which revealed that one of their issues is their fear of making mistakes. Furthermore, the interview revealed that their writing of argumentative essays was impacted by their lack of confidence (Saputra et al., 2021). Moreover, the worry comes to the student

because of the student afraid that the teacher will not accept the task since the teacher found many errors in the student's argumentative text. Therefore, it can also influence the quality of the text that written by the student.

## **4.2 Discussion**

In this study, the researcher aimed to explore the students' difficulties in writing argumentative text. According to the research purpose, through the result of documentation there were three aspects that related to the difficulties in writing argumentative text such as linguistic, cognitive, and language features difficulty. Moreover, in semi-structured interview there were several aspects discussed to explore the student's difficulties in writing argumentative text such as linguistic, cognitive, language features, and psycho-motor difficulty. Additionally, these aspects are important to be explored students' difficulties in writing argumentative text. Thus, the researcher focused on those aspects in this study to further explore students' difficulties in writing argumentative text.

Regarding the result of documentation, several issue appeared during writing argumentative text in several aspects. In linguistic aspect, students produced many errors in term of grammar, this problem occurred due to the lack of grammar knowledge. In addition, this issue emphasized in the previous findings by Desi Lusiana & Rulik Setiani (2024). The study found that some students were still having trouble with grammar in the text writing. The primary reason is a lack of knowledge about grammar. Moreover, in the interview result, the students' difficulties in writing argumentative text related to the grammar difficulty. In

addition, student encountered the difficulties in grammar rules both theoretical and practical. According to Febrianti (2022), a writer who lacks grammatical expertise is unable to make their writing understandable to a wide audience in a variety of contexts. Consequently, students faced the difficulties with the grammar rules while writing argumentative text due to the limited knowledge of grammar.

Furthermore, mechanics of writing difficulty revealed as the result of linguistic difficulties, which consist of spelling, punctuation, and handwriting. In addition, in term of spelling, students write the incorrect word spelling in the writing text, it indicates that the student encountered the difficulties in the word spelling. Accordingly, spelling is difficult for insufficient writers. Many students have difficulty figuring up with the right spelling for the words they want to use in their writing (Westwood, 2008). This issue also occurred in the previous findings. The study found the numbers of spelling mistakes in the students' texts. Additionally, the results showed that students are struggling with spelling (Wengelin et al., 2024). Hence, punctuation and handwriting difficulty both were included to the mechanics of writing difficulty.

The mechanical aspects of writing are often the primary concern of weaker writers, and this is an issue that nearly all weak writers have. It could also happen as a result of a student's handwriting not appearing automatically (Westwood, 2008). Additionally, students reported that they are not paying much attention to the punctuation in technique's mechanics (Eliwarti et al., 2020). In the process of writing, students typically encountered problems with word choice. Hence, the

majority of students struggled to write appropriate words. Moreover, students also experienced the difficulties in punctuation and handwriting terms as stated by Eliwarti et al. (2020) in the mechanics term, students are not paying any attention to the writing mechanism. Students missed capitalizing the first letter of the phrase. These issues also resulted from the majority of students' perception that punctuation was not particularly important during the writing process. Thus, in mechanics of writing difficulty students are unable to write the word spelling correctly, and using the punctuation and handwriting well in accordance to the rules.

The next discussion is the writing argumentative difficulties which consist of the difficulty in generating idea and sequencing the content. Since insufficient writers rarely or never consider ideas properly before writing, their writing is less cohesive and lacks an important elaboration of key topics (Westwood, 2008). In addition, this issue of generating idea occurred in the previous findings. The problem statements written by the student are lacks specificity and insufficient to clarify the background of the issue hence the claims lack clarity. Furthermore, the students' background information appears unorganized or unrelated to the topic under discussion (Sukma, 2019). Moreover, in sequencing the content the previous findings also emphasized the same problem. The students struggled to write argumentative text on vocabulary-related topics. The students are still having trouble expressing the ideas through words. It was discovered that their vocabulary was insufficient to convey their ideas (Sukma, 2019). Thus, the previous findings discussed before, related to the result of the data found in this

study that the students are faced the difficulties in generating ideas, and sequencing the content.

Language features difficulty is another aspect of difficulties found in this study. According to Knapp & Watkins (2005), there are several language features that must be understood when writing an argumentative text. In argumentative writing, language features are important. These are obviously crucial to make the argument written more coherent and consistent with the language structure. In addition, from the result of students' documentation it found several issue and error made by the students during writing the argumentative text. Several students are categorized as having a moderate level of proficiency in using language features when writing texts. It is emphasized that students maintain to struggle with using language features when writing (Zuana, 2020). Therefore, the difficulties are in the term of connectives, modal auxiliaries, and connector cause and effect. In terms of language features difficulty, it refers to the difficulty in several features of writing argumentative text, such as connectives, modal auxiliaries, and connector cause and effect. Students have the limited knowledge of those features and found it difficult to use the features while writing argumentative text.

Another difficulty which hinders the students in writing argumentative text led to the psychological factors both motivation of the students themselves and anxiety. Motivation barrier and the anxiety influenced the process of the writing. According to Westwood (2008), writing for students who are not proficient is frequently accompanied by motivation and anxiety issues, which may

significantly affect the quality of text the student writes. In addition, the motivation of students can influence the students to start the writing activity. Reestablishing students' lost enthusiasm and motivation for writing is an exhausting endeavor. Weaker writers will still want a great deal of support and guidance in order to make more time for writing (Westwood, 2008). Moreover, students also faced the anxiety feeling during writing argumentative text. Students are under a lot of burden to write arguments because they are worried of making errors (Saputra et al., 2021). Thus, the motivation barrier and anxiety are the psycho-motor aspects which influenced the process of writing argumentative text.

Furthermore, it is highlighted that through the students' documentation, students experienced the greater difficulties in linguistic aspect specifically in mechanics of writing. In addition, all of the students produced mistakes in the writing text in term of grammar, spelling, and handwriting. Therefore, almost all of the students are encountered the difficulties in term of punctuation. Therefore, in the interview session, it shown that across the entire theme most of students specifically experienced the difficulties in linguistic aspects including the grammar difficulty and mechanics of writing difficulty.

In general, the results of these findings showed the importance of paying attention to various aspects when writing a text, especially argumentative text. The results of the findings in the documentation and semi-structured interviews revealed that in practice, students experienced difficulties in certain aspects that hinder the writing process. In this case, the findings can help students in overcoming difficulties hence students pay more attention to what aspects need to

be understood further when writing in order to avoid the errors. In addition, it can make the students' writing better and fulfilling the writing standard, enhancing writing quality, and increasing writing skill.

Specifically, this study emphasized further about aspects of difficulties in writing argumentative text. The findings of this study elaborated more on students' perspectives about the difficulties experienced while writing argumentative text. Based on Westwood's theory, this study identified four main aspects in examining students' difficulties during writing including linguistic, cognitive, and psycho-motor and language features. Besides, the findings of this study not only support the existing theories and previous findings on writing argumentative text issue but also provides new horizon to the significance of exploring writing difficulties for further students' writing theoretical and practical knowledge and writing development in argumentative text. Therefore, this study can provided more insights especially in English language learning specifically in writing activity for senior high school students.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion

Generally, this study explored students' difficulties in writing argumentative text at a private senior high school in Indonesia. The aspects that included to students' difficulties in writing argumentative text at a private senior high school were: linguistic, cognitive, language features and psycho-motor. In this case, students' difficulties in writing argumentative text are specifically caused by students' moderate knowledge of linguistic aspects. In addition, students' documentation showed that students encountered the difficulties in writing argumentative text due to the limited knowledge of linguistic aspects in writing argumentative text. Therefore, in the interview session it was confirmed that the major difficulties faced by the students in the theme of grammar, and mechanics of writing difficulty.

Specifically, understanding the writing difficulties is the important way to increase the students' writing ability especially argumentative text. Furthermore, this study has fulfilled the importance of knowing the difficulties of students in writing argumentative text. This study also showed the significance of identifying students' difficulties in writing argumentative text as those can help further understand difficulties that hinder the students in the process of writing argumentative text. Thus, through understanding the difficulties of writing argumentative text, the teacher can evaluate the students writing text to improve the students' writing text quality.

## **5.2 Recommendation**

Referring to the study findings, the researcher provides several recommendations. The researcher hopes these recommendations might be helpful in particular, for teachers, students, and future researchers as follow:

### **1. For Teachers**

The findings of this study expected teachers to give students more in-depth explanations of the components of producing argumentative texts. Additionally, give students direction and advice and emphasize the value of comprehending the various aspects of producing argumentative texts so that their work is both well-written and of high quality. Furthermore, never disregard students' psychological states because they may have an impact on their writing. Supporting students throughout the writing process is also intended.

### **2. For Students**

The findings of this study expected students to understand the areas in which they typically make mistakes while writing argumentative texts due to the challenges they encounter when writing. In order to prevent reoccurring or similar errors, students can overcome the issue they already know which aspects typically arise and become issues when producing texts. So, before they begin writing, students can understand more about these aspects.

### **3. For Future Researchers**

The findings of this study provided the activity of writing argumentative text. The researcher suggests that the activity of writing argumentative texts

can begin with students' understanding of the important aspects of writing argumentative texts; in this case it is done in order to avoid the occurrence of many errors in the results of student texts. For future researchers, other aspects can be analyzed to find out students' difficulties in writing argumentative texts.

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## Appendix 1

### The Result of Students' Documentation

(Erlingsson & Brysiewicz, 2017)

#### Appendix 1 The Result of Students' Documentation

Aspects	Theme	Code	Total	Students
<b>Linguistic Difficulties</b> (Westwood, 2008)	<ul style="list-style-type: none"> <li>• <b>Grammar</b></li> <li>• <b>Spelling</b></li> <li>• <b>Punctuation</b></li> <li>• <b>Handwriting</b></li> </ul>	<b>LD</b>		
		<b>LD-G</b>	18	1-18
		<b>LD-S</b>	18	1-18
		<b>LD-P</b>	15	1,2,3,4,5,6,7,8,9,10,11 ,12,15,16,17
	<b>LD-H</b>	18	1-18	
<b>Cognitive Difficulties</b> (Westwood, 2008)	<ul style="list-style-type: none"> <li>• <b>Generating Idea</b></li> <li>• <b>Sequencing the Content</b></li> <li>• <b>Revising</b></li> </ul>	<b>CD</b>		
		<b>CD-GI</b>	3	3,4,13
		<b>CD-SC</b>	3	11,15,17
	<b>CD-R</b>	4	2,9,10,12	
<b>Language Features Difficulties</b> (Knapp & Watkins, 2005)	<ul style="list-style-type: none"> <li>• <b>Connectives</b></li> <li>• <b>Modal Auxiliaries</b></li> <li>• <b>Connector Cause and Effect</b></li> </ul>	<b>LFD</b>		
		<b>LFD-C</b>	9	1,2,4,8,10,11,12,14,17
		<b>LFD-MA</b>	11	2,3,5,10,11,12,13,1,5, 16,1,7,18
	<b>LFD-CCE</b>	4	1,9,16,17	

**Appendix 2**  
**Documentation Guideline**

The purpose of documentation is to find out students' difficulties in writing argumentative text in the matter of Linguistic, Cognitive, and Language Features aspects.

**Appendix 2 Documentation Guideline**

<b>No</b>	<b>Aspects</b>	<b>Indicator</b>	<b>The Purpose of the Question</b>	<b>Sources</b>
1	Linguistic	1. Grammar 2. Spelling 3. Handwriting 4. Punctuation	To find out students' difficulties in writing argumentative text in terms of the linguistic aspects.	(Westwood, 2008)
2	Cognitive	1. Generating Ideas 2. Sequencing the Content 3. Revising	To find out students' difficulties in writing argumentative text in the matter of the cognitive aspects.	(Westwood, 2008)
3	Language Features	1. Connectives 2. Modal Auxiliaries 3. Connector Cause and Effect	To find out students' difficulties in writing argumentative text related to the language features aspects.	(Knapp & Watkins, 2005)

**Appendix 3**  
**Documentation Sheet**

The purpose of the documentation sheet is to analyze the students' difficulties in writing argumentative text. The table below is to analyze the language features, cognitive, and linguistic aspects of argumentative text adapted from (Erlingsson & Brysiewicz, 2017)

Note:

MV: Mental Verb

C: Connectives

MA: Modal Auxiliaries

CCE: Connectors cause and effect

**Appendix 3 Documentation Sheet**

<b>Students' Transcript Text</b>	<b>Language Features</b>			
	MV	C	MA	CCE
<b>Student 1</b>				
<b>Student 2</b>				
<b>Student 3</b>				
<b>Student 4</b>				
<b>etc.</b>				
<b>Cognitive</b>				

	<b>Generating Ideas</b>	<b>Sequencing the content</b>	<b>Revising</b>	
<b>Student 1</b>				
<b>Student 2</b>				
<b>Student 3</b>				
<b>Student 4</b>				
<b>etc.</b>				
<b>Linguistic</b>				
	<b>Grammar</b>	<b>Spelling</b>	<b>Punctuation</b>	<b>Handwriting</b>
<b>Student 1</b>				
<b>Student 2</b>				
<b>Student 3</b>				
<b>Student 4</b>				
<b>etc.</b>				

**Appendix 4**  
**The Result of Documentation Sheet**

(Westwood, 2008)

(Knapp & Watkins, 2005)

Note:

- MV : Mental Verb  
 C : Connectives  
 MA : Modal Auxiliaries  
 CCE : Connectors cause and effect  
 GI : Generating Ideas  
 SC : Sequencing the Content  
 R : Revising  
 G : Grammar  
 S : Spelling  
 P : Punctuation  
 H : Handwriting

**Appendix 4 The Result of Documentation Sheet**

Students' Transcript Text	Language Features			
	MV	C	MA	CCE
Student 1		<ul style="list-style-type: none"> <li>If <i>we have some job and than we must do that</i> on time</li> </ul>		<ul style="list-style-type: none"> <li><i>Cause if we not do our job or opportunity that</i> we have, we will got repenting</li> </ul>
Student 2		<ul style="list-style-type: none"> <li>Don't you lie like you say you sick but honestly you just lazy to do that <i>so just do even though it</i></li> <li>Who give us sick in our life <i>who make some emotion like</i></li> </ul>	<ul style="list-style-type: none"> <li>If you after go to healthy room and <i>not yet memorise the vocabular ies, (you have to/must) directly search the</i></li> </ul>	

Students' Transcript Text	Language Features			
	MV	C	MA	CCE
		<p><i>sad or you feel happy</i> or feel sad again or confuse</p>	<p><i>sister of language section</i> that better than you not memorise it.</p>	
Student 3		<ul style="list-style-type: none"> <li>If she go to room publick speaking moment the sister of language ask to her <i>and then moment anter to language judgment.</i></li> </ul>	<ul style="list-style-type: none"> <li>Anna forggot for make the public speaking, until night publick speaking. <i>and she is don't know must how and she tingking about that what must she?</i></li> <li><i>Caca she is must make</i> storytellin g for publick speaking this nighth</li> </ul>	
Student 4		<ul style="list-style-type: none"> <li>the example is, when we school <i>and than we study at class</i>, in this</li> </ul>		

Students' Transcript Text	Language Features			
	MV	C	MA	CCE
		era that very influence to gadget for child to this era lazy for study,		
Student 5			<ul style="list-style-type: none"> <li>if you want do your job <b>you (must/have to) to make</b> the schedule for the time how you do that</li> <li>because you do your job <b>you to must know</b> how the time for that project</li> </ul>	
Student 8		<ul style="list-style-type: none"> <li><b>We know here many rules for our goodness. But many one is boy, maybe girl</b> to there is, but I hope no one wrong line</li> </ul>		
Student 9				<ul style="list-style-type: none"> <li><b>Cause of that, we</b></li> </ul>

Students' Transcript Text	Language Features			
	MV	C	MA	CCE
				<i>obligate for do anything, but better we comelate</i>
Student 10		<ul style="list-style-type: none"> <li>Because that when <i>we are come late is okay better from then we are never like a title</i></li> </ul>	<ul style="list-style-type: none"> <li><i>We are must think</i> about our future about this little</li> <li><i>(You must/ have to) always remember Allah, pray to Allah, don't forgot to Allah, and don't be arrogant.</i></li> </ul>	
Student 11		<ul style="list-style-type: none"> <li><i>But if we think it for twice, better late go to hall then pray at room, what the reason's?</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Always given (you must/ have to always give) positive vibes to other</i></li> </ul>	
Student 12		<ul style="list-style-type: none"> <li><i>We must obedience the rules, all the rules. Although for discipline envorment</i></li> </ul>	<ul style="list-style-type: none"> <li><i>We must obedience the rules, all the rules.</i></li> <li><i>We must to be</i></li> </ul>	

Students' Transcript Text	Language Features			
	MV	C	MA	CCE
		section, worship section, language section,	<i>success.</i> We must make our parents proud of us.	
Student 13			<ul style="list-style-type: none"> <li>• Look before you leap, <i>we are must look first.</i> Don't judge by the cover before you trying.</li> <li>• <i>We are have(to) subdue and we must can</i> restrain for success</li> <li>• Before going from La Tansa Islamic boarding school <i>you must thinking</i> about that from the first until last</li> </ul>	
Student 14		<ul style="list-style-type: none"> <li>• <i>We know here many rules for</i></li> </ul>		

Students' Transcript Text	Language Features			
	MV	C	MA	CCE
		<p><i>our goodness. But many one is boy, maybe girl to there is, but I hope no one wrong line</i></p>		
Student 15			<ul style="list-style-type: none"> <li>• <i>We must healthy every time, every day, every where, every place</i></li> </ul>	
Student 16			<ul style="list-style-type: none"> <li>• <i>We are must thing about our future</i></li> <li>• <i>You must/ have to) always remember Allah, pray to Allah, don't forgot to Allah, and don't be arrogant.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cause if we are late that better than never, like example we are pray, but we are new wake up</i></li> </ul>
Student 17		<ul style="list-style-type: none"> <li>• <i>Who has guided us from the dark way to the bright</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>We must have list for manage our time.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cause if we want follow our passion we just complete</i></li> </ul>

Students' Transcript Text	Language Features			
	MV	C	MA	CCE
		way, <i>from stupidity and (to) the cleverness</i>	<i>we must! because if we not make that we will not arrange our life</i>	our hope and <i>our future will be not catch with us. cause don't follow your passion</i> before that will subdue you
Student 18			• <i>You mus to be a spirit people</i>	
Student 6 Student 7	<i>No difficulties were found on these student's writing in the aspect of language features</i>			

Students' Transcript Text	Cognitive		
	GI	SC	R
Student 2			In this situation we need a honest reason. Don't you lie like you say you sick but honestly you just lazy to do that so just do even though it ( <i>the paragraph written is the conclusion of the argumentative text. Moreover, the content in the paragraph do not contain the summary or the conclusion of the subject, in which 'late in better than never'</i> )
Student 3	Then if we are the come late it's okay if you are not never. I have the axample for you all I think you moment understand what the meaning late in better then never ( <i>the paragraph written is the introduction of the argumentative text. Therefore, the paragraph do not contain a brief explanation of the topic 'late in better than never'. In addition, the student' opinion or claim about the topic is also do not contain in the paragraph</i> )		
Student 4	Okay, before begin my speak, I will give you some example. the example is, when we		

Students' Transcript Text	Cognitive		
	GI	SC	R
	<p>school and than we study at class, in this era that very influence to gadget for childs to this era lazy for study, event less literation and the most seriously is less now about history <i>(the paragraph written is the introduction of the argumentative text. Therefore, the paragraph do not contain a brief explanation of the topic 'late in better than never'. In addition, the student' opinion or claim about the topic is also do not contain in the paragraph)</i></p>		
Student 9			<p>Many summary we can take from this tittle, and don't forget to do goodness everyday and always be spirit for doing our activity. <i>(The paragraph written is the conclusion of the argumentative text. Moreover, the content in the paragraph do not contain the summary or the conclusion of the subject, in which 'late in better than never')</i></p>
Student 10			<p>Because cutting remark in my speech thank you guys for your attention may Allah give us</p>

Students' Transcript Text	Cognitive		
	GI	SC	R
			<p>sucesfull in our life and may Allah give us healthy full in our life. <i>(The paragraph written is the conclusion of the argumentative text. Moreover, the content in the paragraph do not contain the summary or the conclusion of the subject, in which 'late in better than never')</i></p>
Student 11		<p>Because our rules in our boarding school is praying together. <i>Always given positive vibes to other, make us near from life, heart until paradise, just walk in this reality. (The sentence written is unrelated to the topic sentence. And the content of the sentence do not related to the topic. In addition, the sentence is the excerpt of the main body paragraph. However, it does not contain the content of the main body</i></p>	

Students' Transcript Text	Cognitive		
	GI	SC	R
		<i>paragraph)</i>	
Student 12			<p>Maybe just this from me. Sorry for cutting my speech because my time is out. Don't forget to study hard, work hard, and think hard. We must to be success. We must make our parents proud of us. May Allah give us easyfull for our activity. <i>(The paragraph written is the conclusion of the argumentative text. Moreover, the content in the paragraph do not contain the summary or the conclusion of the subject, in which 'subdue your passion or it will subdue you')</i></p>
Student 13	<p>we are have wish for success in our life and be a good person. but if you want wish become fact you must endeavor with pray. If you just endeavor without pray that is arrogant and if you just pray without efforts that lie <i>(the paragraph written is the introduction of the argumentative text. Therefore, the paragraph do not contain a brief explanation of the topic 'subdue your passion or it will subdue you'. In</i></p>		

Students' Transcript Text	Cognitive		
	GI	SC	R
	<i>addition, the student's opinion or claim about the topic is also do not contain in the paragraph)</i>		
Student 15		<p>don't become people always the important for being i can for this and for my self but you can't for doing our job cause Allah don't like people like that <i>(the sentence is the excerpt of the main body paragraph. However, it does not contain the content of the main body paragraph, which have to contain the argument of the student with the supporting evidence)</i></p>	
Student 17		<p>Cause if we want follow our passion we just complete our hope and our future will be not catch with us, cause don't follow your passion before that will subdue</p>	

Students' Transcript Text	Cognitive		
	GI	SC	R
		<p>you and if have subdue you that can't again we catch our hope or our future and <i>don't forget to pray to Allah because Allah make us is comfort every day, our day is good, and never to be lazy (The sentence written is unrelated to the topic sentence. And the content of the sentence do not related to the topic. In addition, the sentence is the excerpt of the main body paragraph. However, it does not contain the content of the main body paragraph)</i></p>	
Student 1	<p><i>No difficulties were found on these student's writing in the aspect of cognitive</i></p>		
Student 5			
Student 6			
Student 7			
Student 8			
Student 14			
Student 16			
Student 18			

Students' Transcript Text	Linguistic			
	G	S	P	H
Student 1	<ul style="list-style-type: none"> <li>• Cause if we not do our job or opportunity that we have, <i>we will got repenting</i></li> <li>• <i>The register is have close</i></li> <li>• <i>We can do that for improve our self be better</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Let</i> better than never</li> </ul>	<ul style="list-style-type: none"> <li>• Cause if we not do our job or opportunity that we have, we will got repenting in our self. and we will always remember that. cause of that we must do our job well although that we <i>have late(.)</i></li> <li>• <i>But</i> (,) if we try for register that and our name is</li> </ul>	<ul style="list-style-type: none"> <li>• Cause if we not do our job or opportunity that we have, <i>we</i> will got repenting in our <i>self. and we</i> will always remember <i>that. cause of that</i> we must do our job well</li> </ul>
Student 2	<ul style="list-style-type: none"> <li>• In this situation <i>we need a honest</i> reason.</li> <li>• <i>If you not memories it</i> your name will be written</li> <li>• <i>If you after go to healthy room</i> and not yet memorise</li> </ul>	<ul style="list-style-type: none"> <li>• Who give you wealth and because that you feel rich or <i>enaugh</i></li> <li>• thirdly, I will give thanks to master of ceremony. Who has given me a chance to stand up in</li> </ul>	<ul style="list-style-type: none"> <li>• Just go to hall maybe you will get the punishment but <i>whats</i> wrong with the punishment</li> <li>• Who give us sick in our life <i>who make some emotion like sad(,) or you feel</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>thirdly</i>, I will give thanks to master of ceremony.</li> <li>• <i>the</i> mean bette we do that come late than not do that (<i>In the first sentence of paragraph</i>)</li> </ul>

Students' Transcript Text	Linguistic			
	G	S	P	H
	<p>the vocabularies, directly search the sister of language section</p> <p><i>that better than you not memorise it.</i></p>	<p>front of you all in this place or in this <i>ocasion</i> in this <i>beautyfull</i> night</p> <ul style="list-style-type: none"> <li>the mean <i>bette</i> we do that come late than not do that maybe if we still do that maybe the good this will come to us like <i>sudently</i> there is person kind to us but we <i>dont</i> know that who</li> <li>If you not <i>memories</i> it your name will be written</li> </ul>	<p><i>happy(,) or feel sad again(,) or confuse</i></p>	
Student 3	<ul style="list-style-type: none"> <li>Anna <i>forrgot for make the public speaking,</i> until night publick speaking. and <i>she is don't</i></li> </ul>	<ul style="list-style-type: none"> <li>the only one we <i>worsip</i> and ask for help</li> <li><i>thirdy,</i> I will give thanks to master of ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>You are all <i>dont</i> like anna that not good idea</li> </ul>	<ul style="list-style-type: none"> <li>If she go to room publick speaking moment the sister of language ask to her and then moment anter to language</li> </ul>

Students' Transcript Text	Linguistic			
	G	S	P	H
	<p><i>know</i> must how and <i>she tingking about that what must she?</i></p> <ul style="list-style-type: none"> <li>• <i>If she go to room publick speaking</i> moment the sister of language ask to her and then moment anter to language judgment. <i>after that she is go to heltlyroom. You are all dont like anna</i> that not good idea</li> <li>• <i>If you are don't know I 'm wanna telling you</i> about late in better then never</li> <li>• That better for</li> </ul>	<ul style="list-style-type: none"> <li>• I have the <i>axample</i> for you</li> <li>• Anna <i>forggot</i> for make the public speaking, until night <i>publick</i> speaking. and she is don't know must how and she <i>tingking</i> about that what must she?</li> <li>• If she go to room <i>publick speaking</i> moment the sister of language ask to her and then moment <i>anter</i> to language judgment. After that she is go to <i>heltlyroom</i> . You are all <i>dont</i> like anna that not good idea</li> <li>• Caca she is</li> </ul>		<p><i>judgment. after</i> that she is go to heltlyroom. You are all dont like anna that not good idea</p> <ul style="list-style-type: none"> <li>• Anna <i>forggot</i> for make the public speaking, until night <i>publick speaking. and she is</i> don't know must how and she <i>tingking</i> about that what must she?</li> </ul>

Students' Transcript Text	Linguistic			
	G	S	P	H
	anna if you are the come late <i>for collect the book publick speaking</i>	must make storytelling for <i>publick</i> speaking this <i>nigth</i>		
Student 4	<ul style="list-style-type: none"> <li>• <i>where as history that's important for us. For known how the struggle ruber hero for bring Indonesia progressi ve and freedom from colonizer</i></li> <li>• <i>it's no problem if us new now for moving our life to better</i></li> <li>• <i>If you never moving your life for a better life you don't know</i></li> </ul>	<ul style="list-style-type: none"> <li>• Thirdly, I give thanks to the master of ceremony who has given me a <i>changes</i></li> <li>• <i>Let</i> better than never</li> <li>• the example is, when we school <i>and than</i> we study at class, in this era that very influence to gadget for <i>childs</i> to this era lazy for study, <i>event</i> less literation and the most seriously is less now about history</li> </ul>	<ul style="list-style-type: none"> <li>• <i>If you never moving your life for a better life you don't know who's you (?)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>and event many influence western culture. the most influence life style with the culture</i></li> </ul>

Students' Transcript Text	Linguistic			
	G	S	P	H
	<p><i>who's you.</i></p>	<ul style="list-style-type: none"> <li>• and <i>event</i> many influence western culture. the most influence life style with the culture</li> <li>• if we can compare change <i>globalitati on</i> to direction better</li> </ul>		
Student 5	<ul style="list-style-type: none"> <li>• we must know not just us need it, <i>athers people to need them time</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Firstly lets</i> thanks to Allah the master of the <i>judgment</i></li> <li>• The only one we <i>workship</i></li> <li>• Thirdly, I give thanks to the master of ceremony who has given me a <i>changes</i></li> <li>• <i>Let</i> better than never</li> <li>• we must know not just us need it, <i>athers</i> people to need them</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Firstly(,)</i> <i>let('s)</i> thanks to Allah the master of the jugment</li> <li>• <i>Which thing that we should make it priority (?) and which things that we can do later (?)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>we</i> must know not just us need it, <i>athers</i> people to need them time</li> </ul>

Students' Transcript Text	Linguistic			
	G	S	P	H
		<p>time</p> <ul style="list-style-type: none"> <li>if you want do your job you (must/have to) to make the <i>scedjule</i> for the time how you do that</li> <li>Thank you for your <i>attantion</i></li> </ul>		
Student 6	<ul style="list-style-type: none"> <li><i>We need a energetic</i> cause of that we needed a breakfast <i>everyday before we starting our day</i></li> <li>Cause we never know <i>what will happened</i> then</li> </ul>	<ul style="list-style-type: none"> <li>On this <i>ocasion</i> I'd like to speak about</li> <li>If we do it <i>diractly</i> even it was <i>kindda</i> late than you leave the pray</li> <li>We need a <i>energic</i> cause of that we needed a breakfast <i>everyday</i> before we starting our day</li> </ul>	<ul style="list-style-type: none"> <li><i>Firstly, let(')s</i> thanks to Allah the master of the judgment</li> <li>The example is late on pray, <i>Late on breakfast (,) and late on others.</i></li> <li><i>So don(')t</i> give up and keep it up</li> </ul>	<ul style="list-style-type: none"> <li><i>before</i> I begin my speech</li> <li><i>all of us</i> maybe ever to be late on something</li> <li>The example is late on <i>pray, Late on breakfast</i></li> </ul>
Student 7	<ul style="list-style-type: none"> <li>If <i>we will going to school</i> and <i>we were come late</i></li> <li><i>We</i></li> </ul>	<ul style="list-style-type: none"> <li>Thirdly, I give thanks to the master of ceremony who has given me a</li> </ul>	<ul style="list-style-type: none"> <li>Firstly, <i>let(')s</i> thanks to Allah The master of the judgment</li> </ul>	<ul style="list-style-type: none"> <li>Firstly, lets thanks <i>to Allah The master of</i> the judgment</li> <li>Secondly,</li> </ul>

Students' Transcript Text	Linguistic			
	G	S	P	H
	<p><i>doesn't</i> get anything</p> <ul style="list-style-type: none"> <li>Other example is like <i>we were come late</i> when going to the hall</li> </ul>	<p><i>change</i></p> <ul style="list-style-type: none"> <li><i>Although</i> we late, but in the school we can get many knowledge.</li> </ul>		<p>shalawat and salam always be <i>given To</i> our majesty</p> <ul style="list-style-type: none"> <li><i>who</i> knows what the means of this title?</li> </ul>
Student 8	<ul style="list-style-type: none"> <li><i>I want a tell for you</i> all about my speech, <i>here I want a ask</i> firstly</li> <li><i>Let me for speech</i> and tell in front of you all</li> <li>Because of that we must subdue the Bad passion for our self. Forbident like you want do the bad work and <i>youre</i> passion to follow it.</li> <li><i>We have know</i> what the good and the</li> </ul>	<ul style="list-style-type: none"> <li>Who has given us mercy and <i>blesings</i> darkness to the lightness <i>in this word us well us in the next word</i></li> <li>Because of that we must subdue the Bad passion for our self. <i>Forbident</i> like you want do the bad work and <i>youre</i> passion to follow it.</li> </ul>	<ul style="list-style-type: none"> <li><i>Thirdly</i> (,) I will give thanks to master of ceremony.</li> <li>What for we study here but still to be a violator <i>one</i> (?)</li> </ul>	<ul style="list-style-type: none"> <li><i>Until Now</i> maybe you know what meaning from my speech</li> <li>Because of that we must subdue <i>the Bad</i> passion for our self. Forbident like you want do the bad work and <i>youre</i> passion to follow it.</li> </ul>

Students' Transcript Text	Linguistic			
	G	S	P	H
	<p>bad for we do it</p> <ul style="list-style-type: none"> <li>• Maybe I still <i>have a many example.</i> Because <i>the tittle good</i></li> <li>• We must subdue or passion, <i>not we followed the bad and wrong passion.</i></li> </ul>			
Student 9	<ul style="list-style-type: none"> <li>• <i>Many summary</i> we can take from this tittle, and don't forget to do goodness <i>everyday</i> and always be spirit for doing our activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Your <i>excellencie</i> s chief and deputy of <i>publick</i> speaking</li> <li>• If we <i>comelate</i> that <i>bette</i> than we not go to hall for pray together</li> <li>• we must <i>one time</i> any job that we do</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Thirdly</i> (,) I give thanks to master of ceremony.</li> <li>• <i>Firstly</i> (,) let's thanks to Allah the master of the judgment</li> <li>• <i>Secondly</i>(,) shalawat and salam always be given to our majesty</li> </ul>	<ul style="list-style-type: none"> <li>• <i>a lot of us</i> who want to do something must prepare for <i>do it. but</i> we are wait for the time</li> </ul>
Student 10	<ul style="list-style-type: none"> <li>• <i>Did/ do you understand</i> what the meaning from the tittle?</li> </ul>	<ul style="list-style-type: none"> <li>• Before <i>bigen</i> to my speech</li> <li>• Who has guided us from the</li> </ul>	<ul style="list-style-type: none"> <li>• Cause if <i>we'are</i> let that better than never</li> <li>• Because cutting</li> </ul>	<ul style="list-style-type: none"> <li>• <i>if like that</i> never mind than never because we are don't know next time regret or</li> </ul>

Students' Transcript Text	Linguistic			
	G	S	P	H
	<ul style="list-style-type: none"> <li>Always remember Allah, pray to Allah, <b>don't forgot to Allah</b>, and don't be arrogant.</li> <li>if like that never mind than never because <b>we are don't know next time regret or not?</b></li> </ul>	<p>dark way to the bright way from stupidity to <b>the deverness</b></p> <ul style="list-style-type: none"> <li>Did/ do you understand what the meaning from the <b>little?</b></li> <li>If we are not go to school we not given the knowledge we are not <b>success</b></li> <li>Because cutting remark in my speech thank you guys for your attention may Allah give us <b>succesfull</b> in our life and may Allah give us healthy full in our life</li> </ul>	<p>remark <b>in my speech</b> (.) <b>Thank you guys</b> for your <b>attention</b> (.) <b>May Allah</b> give us succesfull in our life and may Allah give us healthy full in our life</p>	not?
Student 11	<ul style="list-style-type: none"> <li>But if we think it for twice, better late go to hall</li> </ul>	<ul style="list-style-type: none"> <li>many from us are scared or <b>affraid</b>.</li> <li>the only</li> </ul>	<ul style="list-style-type: none"> <li>Who <b>know's</b> the meaning of the title?</li> <li>Everybody <b>know's?</b></li> </ul>	<ul style="list-style-type: none"> <li><b>thirdly</b>, I will give thanks to master of ceremony.</li> <li><b>let</b> me tell you</li> </ul>

Students' Transcript Text	Linguistic			
	G	S	P	H
	<p>then pray at room, <i>what the reason's?</i></p> <ul style="list-style-type: none"> <li>It is first street <i>for go to success</i></li> </ul>	<p>one we <i>workship</i> and ask for help</p> <ul style="list-style-type: none"> <li>let me tell you the <i>meaningful l</i> of the title. <i>as</i> we know</li> <li>It is first street for go to <i>succses</i></li> </ul>	<ul style="list-style-type: none"> <li>But if we think it for twice, better late go to hall then pray at room, what the <i>reason's?</i></li> <li>Cause if we do like how we know as it failed or think. <i>why I do it, like that (?)</i></li> </ul>	<p>the meaningfull of the title. <i>as</i> we know</p> <ul style="list-style-type: none"> <li>Cause if we do like how we know as it failed or <i>think. why I</i> do it, like that</li> </ul>
Student 12	<ul style="list-style-type: none"> <li>Our god that number one in our life. <i>who has give as the happiness</i> in our life.</li> <li>Okay better late than never guys look before you leap too. Don't follow your desire, stay keep your desire. <i>Know your self, your place</i></li> <li>Thanks to</li> </ul>	<ul style="list-style-type: none"> <li>Our god that number one in our life. who has <i>give as</i> the happiness in our life.</li> <li>We can <i>gathering</i> in this place</li> <li>This tittle is direct to <i>remaind</i> us to restrain our desire</li> <li>We must obedience the rules, all the rules. Although for <i>disipline envorment</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Firstly, let('s</i> thank to Allah</li> </ul>	<ul style="list-style-type: none"> <li>Our god that number one in our <i>life. who</i> has give as the happiness in our <i>life. until we</i> will come or gathering</li> <li>I want to speech in front of <i>you all, My</i> beloved friends.</li> <li>I will explain you all guys about <i>the tittle. listen</i> to me well</li> </ul>

Students' Transcript Text	Linguistic			
	G	S	P	H
	<p><i>the master of ceremony was give me a time.</i></p>	<p>section, worship section,</p> <ul style="list-style-type: none"> <li>We must make our parents proud of us. May Allah give us <i>easyfull</i> for our activity.</li> </ul>		
Student 13	<ul style="list-style-type: none"> <li><i>We are have wish</i> for success our life and be a good person. but if you want wish become fact you must endeavor with pray</li> <li><i>If you wanna wish become fact</i> you must be passion and subdue your passion and you must think it. Look before you leap, <i>we</i></li> </ul>	<ul style="list-style-type: none"> <li>we are have subdue and We must can restrain for <i>succes</i> and be passion because if you can't control your subdue it is <i>characteristic</i> satan and Allah if person have characteristic it</li> <li>because at La Tansa Islamic boarding school so <i>many ruels</i></li> <li>Before going from La Tansa Islamic boarding school you</li> </ul>		<ul style="list-style-type: none"> <li><i>we</i> are have wish for success in our life and be a good <i>person. but</i> if you want wish become fact you must endeavor with pray.</li> </ul>

Students' Transcript Text	Linguistic			
	G	S	P	H
	<p><i>are must look first.</i> Don't judge by the cover before you trying.</p> <ul style="list-style-type: none"> <li>• <i>We are have subdue</i> and We must can restrain for succes and be passion</li> <li>• <i>If we are can restrain</i> ourself insyaallah we get successful</li> </ul>	<p>must <i>thingking</i> about that from the first until last</p> <ul style="list-style-type: none"> <li>• can restrain <i>ourself</i> Insyaallah we get <i>successful</i></li> </ul>		
Student 14	<ul style="list-style-type: none"> <li>• The only one we worship and ask for help. he is the most gracious and the most merciful. <i>and have give us</i> healthy body for daily activity</li> <li>• <i>I give thank</i> to the master</li> </ul>	<ul style="list-style-type: none"> <li>• First of all let's thank to Allah SWT. The master of the <i>jugment</i> day</li> <li>• Who has given us mercy and <i>blesings</i> darkness to the lightness <i>in this word us well us in the next word</i> and from the</li> </ul>		<ul style="list-style-type: none"> <li>• The only one we worship and ask for <i>help. he is</i> the most gracious and the most <i>merciful. and</i> have give us healthy body for daily activity</li> <li>• He don't want for <i>do that. because</i> he know that not good</li> </ul>

Students' Transcript Text	Linguistic			
	G	S	P	H
	<p>of ceremony</p> <p><i>who his given me a chance to speak</i></p> <ul style="list-style-type: none"> <li>• Here, <i>I want a ask</i></li> <li>• <i>Let me for speech and tell</i> in front of you all</li> <li>• For like <i>a example</i></li> <li>• May be <i>I still have a many example</i></li> <li>• <i>We must subdue or passion, not we followed</i> the bad and wrong</li> <li>• Sorry if <i>havent understand</i></li> <li>• Until now maybe <i>you have know what meaning</i> from my speech</li> </ul>	<p>word way to the good way</p> <ul style="list-style-type: none"> <li>• <i>May be</i> I still have a many example</li> <li>• Sorry if <i>havent</i> understand</li> </ul>		

Students' Transcript Text	Linguistic			
	G	S	P	H
	<ul style="list-style-type: none"> <li>• <i>He don't want for do that.</i> because he know that not good</li> </ul>			
Student 15	<ul style="list-style-type: none"> <li>• <i>You know or not,</i> why I'm standing here?</li> <li>• <i>Who's</i> know?</li> <li>• <i>I want give</i> you all of new speech</li> <li>• <i>Who is waited his miracle</i> in the future</li> <li>• Don't follow <i>youre</i> passion for yourself</li> <li>• Don't become people always the important for being i can for this and for <i>my self</i> but you can't for doing our job</li> <li>• <i>I give</i></li> </ul>	<ul style="list-style-type: none"> <li>• We must healthy every time, every day, <i>every where,</i> every place</li> <li>• don't become people always the important for being i can for this and for <i>my self</i> but you can't for doing our job cause Allah don't like people like that</li> <li>• Don't follow <i>youre</i> passion for yourself</li> </ul>	<ul style="list-style-type: none"> <li>• My beloved <i>friend's</i> and my beloved sister</li> <li>• <i>Who's</i> know?</li> <li>• <i>How are you guys (?)</i>.....</li> </ul>	<ul style="list-style-type: none"> <li>• I give thank to the master of ceremony who has given me a chance to speak in front of you <i>all. i</i> would like to give thank to Allah</li> </ul>

Students' Transcript Text	Linguistic			
	G	S	P	H
	<p><i>thank to the master of ceremony</i> who has given me a chance to speak in front of you all. <i>i would like to give thank to Allah</i></p>			
Student 16	<ul style="list-style-type: none"> <li>• <i>did I do you understand</i> what the meaning from the title?</li> <li>• <i>Tips of successful want to try something</i> because Allah prepare best position for you</li> <li>• When <i>time for pray</i> punished</li> <li>• <i>We are don't know</i> next time regret or not?</li> <li>• <i>We are go to school</i> but <i>we are</i></li> </ul>	<ul style="list-style-type: none"> <li>• Who has guided us from the dark way to the bright way from stupidity to <i>the devernness</i></li> <li>• Later when you are nice try you are not to be down people when you are down later can not to up <i>steirs</i> again.</li> <li>• <i>Tips of successful</i> want to try something because Allah prepare</li> </ul>	<ul style="list-style-type: none"> <li>• We are don't know next time <i>regret or not?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>did</i> I do you understand what the meaning from the title?</li> <li>• Later when you are nice try you are not to be down people when you are down later can not to up <i>steirs again. because</i> of that you must try first before nice try</li> </ul>

Students' Transcript Text	Linguistic			
	G	S	P	H
	<p><i>come late</i></p> <ul style="list-style-type: none"> <li>• That's will be okay than <i>we are never</i> go to school</li> <li>• <i>don't forgot</i> to Allah, and don't be arrogant.</li> <li>• <i>We are pray</i></li> </ul>	<p>best position for you</p> <ul style="list-style-type: none"> <li>• When time for pray <i>pinished</i></li> <li>• We are must <i>thing</i> about our future</li> </ul>		
Student 17	<ul style="list-style-type: none"> <li>• <i>I want explain to you all</i> about this title</li> <li>• <i>We don't to follow</i> our passion</li> <li>• If we want to the correct way, <i>we not follow our passion</i></li> <li>• <i>We must have list for manage our time.</i> we must! because if <i>we not make that we will not</i> arrange</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Fristly,</i> let's thank to Allah</li> <li>• Who has given me a chance To speak in front of you all. on this <i>ocassion</i></li> </ul>	<ul style="list-style-type: none"> <li>• For we get a good job <i>we must study! no matter how! if</i> we fail for get a good job we can try again cause perhaps. <i>it isn't our lucky!</i></li> </ul>	<ul style="list-style-type: none"> <li>• We must have list for manage our <i>time.</i> <i>we must!</i> because if we not make that we will not arrange our life</li> <li>• For we get a good job <i>we must study! no matter how! if</i> we fail for get a good job we can try again cause <i>perhaps. it isn't our lucky!</i></li> <li>• Who has given me <i>a chance To speak</i> in front of <i>you all. on</i> this <i>ocassion</i></li> </ul>

Students' Transcript Text	Linguistic			
	G	S	P	H
	<p>our life</p> <ul style="list-style-type: none"> <li>• <i>if we fail for get a good job</i> we can try again cause perhaps. it isn't our lucky!</li> </ul>			
Student 18	<ul style="list-style-type: none"> <li>• <i>I want a speech</i> by the title</li> <li>• <i>All people is have a desire, we are is a part of Muslim</i> we must keep our desire</li> </ul>	<ul style="list-style-type: none"> <li>• The life <i>patrn</i> which had a noble character</li> <li>• Always <i>belive</i> to Allah</li> <li>• You <i>mus</i> to be a spirit people</li> </ul>		<ul style="list-style-type: none"> <li>• <i>the first</i> word that's suitable to begin my speech is the deepest thanks</li> <li>• <i>and secondly</i> shalawat and salam</li> <li>• <i>and thirdly</i>, I stand up in front of you all</li> <li>• <i>before I tell you</i> about the title</li> <li>• Desire is enemy of <i>Islam. because</i> desire can make us careless from our religion</li> </ul>

**Appendix 5**  
**Result of Thematizing of Students' Semi-structured Interview**  
**Transcript**

(Braun & Clarke, 2021)

**Appendix 5 Result of Thematizing of Students' Semi-structured Interview**

<b>Aspect</b>	<b>Theme and Sub-Theme</b>	<b>Code</b>	<b>Total</b>	<b>Students</b>	
<b>Linguistic</b>	<b>1. Grammar Difficulty</b> <ul style="list-style-type: none"> <li>• Grammar Complexity</li> <li>• Unfamiliarity of Grammar Rules</li> <li>• Inability of Using Grammar</li> </ul>	<b>L</b>			
		<b>GD</b>			
		<b>GD-GC</b>	6	1,2,3,5,7,8	
			<b>GD-UGR</b>	1	8
			<b>GD-IUG</b>	3	1,3,5
	<b>2. Mechanics of Writing Difficulty</b> <ul style="list-style-type: none"> <li>• Spelling Complexity</li> <li>• Unfamiliar of Word Spelling</li> <li>• Inability of Word Spelling</li> <li>• Inability of Using Punctuation</li> <li>• Punctuation Complexity</li> <li>• Inability of Using Handwriting</li> </ul>		<b>MWD</b>		
			<b>MWD-SC</b>	2	3,5
			<b>MWD-UWS</b>	2	6,9
			<b>MWD-IWS</b>	4	2,6,7,9
			<b>MWD-IUP</b>	3	1,2,4
		<b>MWD- PC</b>	1	8	
		<b>MWD-IUH</b>	2	4,9	
<b>Cognitive</b>	<b>3. Difficulty of writing Text</b> <ul style="list-style-type: none"> <li>• Limited Ideas</li> <li>• Unfamiliarity of Topic</li> <li>• Inability to connect Idea to Content</li> </ul>	<b>C</b>			
		<b>DWT</b>			
		<b>DWT-LI</b>	2	5,8	
		<b>DWT-UT</b>	5	1,4,5,8,9	
		<b>DWT-ICIC</b>	8	1,2,3,4,5,6,7,9	
<b>Language Features</b>	<b>4. Language Features Complexity</b> <ul style="list-style-type: none"> <li>• Connectives Complexity</li> <li>• Modal Auxiliaries Complexity</li> <li>• Inability of Using Modal Auxiliaries</li> </ul>	<b>LF</b>			
		<b>LFC</b>			
		<b>LFC-CC</b>	3	2,4,5	
		<b>LFC-MAC</b>	4	1,2,3,7	
		<b>LFC-IUMA</b>	4	1,2,3,6	

Aspect	Theme and Sub-Theme	Code	Total	Students
	<ul style="list-style-type: none"> <li>Inability of Using Connector cause and effect</li> </ul>	<b>LFC-IUCCE</b>	2	8,9
<b>Psycho-motor</b>	<p><b>5. Motivation Barrier</b></p> <ul style="list-style-type: none"> <li>Environmental Distraction</li> <li>Psychological Distraction</li> </ul> <p><b>6. Anxiety</b></p> <p>1. Afraid of Making Mistake</p>	<p><b>PM</b> <b>MB</b></p> <p><b>MB-ED</b></p> <p><b>MB-PD</b></p> <p><b>A</b> <b>A-AMM</b></p>	<p>5</p> <p>8</p> <p>6</p>	<p>2,3,5,6,8</p> <p>1,2,3,4,5,6,7,9</p> <p>1,2,4,5,7,9</p>

## Appendix 6

### Semi Structured Interview Guideline

The purpose of Semi-structured interview is to find out students' difficulties in writing argumentative text in the matter of linguistic, cognitive, language features, and psycho-motor aspects.

**Name** :

**Day/date** :

#### Appendix 6 Semi Structured Interview Guideline

No	Aspects	Indicator	The Purpose of the Question	Item Number	Sources
1	Linguistic (Form)	1. Grammar 2. Spelling 3. Handwriting 4. Punctuation	To find out students' difficulties in writing argumentative text in terms of the linguistic aspects.	1,2,3	(Westwood, 2008)
2	Cognitive (Reason)	1. Generating Ideas 2. Sequencing the Content	To find out students' difficulties in writing argumentative text in the matter of the cognitive aspects.	4,5,6	(Westwood, 2008)
3	Language Features (Form)	1. Connectives 2. Modal Auxiliaries 3. Connector Cause and Effect	To find out students' difficulties in writing argumentative text related to the language features aspects.	7,8,9	(Knapp & Watkins, 2005)
4	Psycho Motor (Reason)	1. Motivation 2. Anxiety	To find out students' difficulties in writing argumentative text in terms of the Psycho Motor aspects.	10,11,12	(Westwood, 2008)

### **Students Interview Questions**

1. Do you have profound knowledge of linguistics aspects to/for writing argumentative text?
2. Do you have any difficulties in terms of linguistics aspects while writing argumentative text? Explain!
3. What kind of linguistics aspects you found it difficult while writing argumentative text?
4. Do you know how to start writing an argumentative text? Explain
5. Have you ever faced difficulties when starting writing argumentative text? Explain!
6. Why do you find difficulties when start writing argumentative text?
7. Do you know the language features of writing argumentative text? Explain!
8. Do you have any difficulties in terms of language features while writing argumentative text? Explain!
9. What kind of language features you found it difficult while writing argumentative text?
10. What do you feel during the writing argumentative text activity?
11. Do you often feel positive or negative energy during writing argumentative text activity?
12. What are the reasons when you feel positive/negative energy during writing argumentative text activity?

**Appendix 7**  
**Student's Interview Transcript**

Participant: Student 1

Date: 26 of September 2024

**Appendix 7 Students' Interview Transcript**

<b>No</b>		<b>Question and Answer</b>	<b>Preliminary Code</b>	<b>Final Code</b>
1	Researcher	Do you have profound knowledge of linguistics aspects to/for writing argumentative text?		
	Student 1	<i>Yes, I have But I have just a little knowledge about the linguistic aspect.</i> The knowledge on the linguistic aspect that I know is grammar. Moreover, I have knowledge about handwriting and punctuation. Likewise, knowledge about spelling ( <b>Line 1</b> )	<b>Moderate Knowledge of Linguistic</b>	<b>MKL-S1</b>
2	Researcher	Do you have any difficulties in terms of linguistics aspects while writing argumentative text? Explain!		
	Student 1	Yes I have I find it <i>difficult in the grammar aspect because the knowledge or discussion about grammar is very wide, so it causes me to</i>	<b>Grammar Complexity</b>	<b>GC-S1</b>

No		Question and Answer	Preliminary Code	Final Code
		<i>make mistakes in using it. Likewise with punctuation, I understand the knowledge but when applied to writing sometimes I forget and make errors. (Line 2)</i>	<b>Inability of Using Punctuation</b>	<b>IUP-S1</b>
3	Researcher	What kind of linguistics aspects you found it difficult while writing argumentative text?		
	Student 1	<i>I find it difficult in the aspect of grammar when I am writing in a hurry and make me become mistaken or forget the arrangement and punctuation is also like that, namely in its implementation when writing. (Line 3)</i>	<b>Inability of Using Grammar</b>  <b>Inability of Using Punctuation</b>	<b>IUG-S1</b>  <b>IUP-S1</b>
4	Researcher	Do you know how to start writing an argumentative text? Explain		
	Student 1	<i>Yes, I know</i> The first step for making the argumentative text is the beginning in making the introduction, then the main body and end up with the conclusion. <i>I do not really understand the content of the argumentative text structure. Since, I have a lack of understanding, so I do</i>	<b>Moderate Knowledge of Writing Argumentative Text</b>	<b>MKWAT-S1</b>



No		Question and Answer	Preliminary Code	Final Code
		<i>match the topic to be discussed. Since I do not master the topic. (Line 6)</i>		
7	Researcher	Do you know the language features of writing argumentative text? Explain!		
	Student 1	Yes, I know <i>I only know the knowledge of language features in argumentative text. But I do not know more about how to use it, because when in class I only learn reading comprehension, without getting to the step of creating the text. (Line 7)</i>	<b>Moderate Knowledge of Language Features of Argumentative Text</b>	<b>MKLFAT-S1</b>
8	Researcher	Do you have any difficulties in terms of language features while writing argumentative text? Explain!		
	Student 1	<i>I find modal auxiliaries difficult in that I am unsure of their use or usage. (Line 8)</i>	<b>Inability of Using Modal Auxiliaries</b>	<b>IUMA-S1</b>
9	Researcher	What kind of language features you found it difficult while writing argumentative text?		
	Student 1	<i>I find it difficult to use modal auxiliaries because I have little or no specific knowledge of them, so I feel confused about their use. (Line 9)</i>	<b>Modal Auxiliaries Complexity</b>	<b>MAC-S1</b>

No		Question and Answer	Preliminary Code	Final Code
10	Researcher	What do you feel during the writing argumentative text activity?		
	Student 1	My feelings when writing depend on the topic I am writing about. If the topic relates to me or I am good at it, I will enjoy writing. However, <i>if I feel that the topic is not in my expertise then I less excited to write</i> , because I am confused about what I will write about. <b>(Line 10)</b>	<b>Psychological Distraction</b>	<b>PD-S1</b>
11	Researcher	Do you often feel positive or negative energy during writing argumentative text activity?		
	Student 1	Sometimes <i>I can feel two things</i> , sometimes <i>I feel positive energy</i> and sometimes <i>I feel negative energy</i> . <b>(Line 11)</b>	<b>Mixed Feeling</b>	<b>MF-S1</b>
12	Researcher	What are the reasons when you feel positive/negative energy during writing argumentative text activity?		
	Student 1	I feel happy because I can learn to express what is in my mind into writing. However, sometimes <i>I feel negative because I write in a hurry to fulfill time and deadlines, and</i>	<b>Afraid of Making Mistake</b>	<b>AMM-S1</b>

No		Question and Answer	Preliminary Code	Final Code
		<i>there is a sense of worry that I will be late in submitting the text which makes me feel uncomfortable when writing.</i> (Line 12)		

## Student's Interview Transcript

Participant: Student 2

Date: 26 of September 2024

No		Question and Answer	Preliminary Code	Final Code
1	Researcher	Do you have profound knowledge of linguistics aspects to/for writing argumentative text?		
	Student 2	Yes, I have <i>I only know a little bit about spelling, grammar and punctuation. (Line 1)</i>	<b>Moderate Knowledge of Linguistic</b>	<b>MKL-S2</b>
2	Researcher	Do you have any difficulties in terms of linguistics aspects while writing argumentative text? Explain!		
	Student 2	Yes I have I sometimes find it <i>difficult to use punctuation That is, forgetting to put or use them according to their needs.</i> Likewise, <i>in the grammar aspect, I find difficulty in the use of verbs. Moreover, the material about it is very wide and many discussions that can make me confuse while I want write the sentence according to the grammar rules. (Line 2)</i>	<b>Inability of Using Punctuation</b>  <b>Grammar Complexity</b>	<b>IUP-S2</b>  <b>GC-S2</b>
	Researcher	What kind of linguistics		

No		Question and Answer	Preliminary Code	Final Code
3		aspects you found it difficult while writing argumentative text?		
	Student 2	Sometimes <i>I have difficulty with spelling because I write in a hurry which causes me to be less careful and difficult to determine the right word.</i> <b>(Line 3)</b>	<b>Inability of Word Spelling</b>	<b>IWS-S2</b>
4	Researcher	Do you know how to start writing an argumentative text? Explain		
	Student 2	<i>Yes, I know</i> I know the structure of argumentative texts, which is that I start with the introduction then continue with the main body and finally make a summary, namely the closing or conclusion. <i>I understand the content in each structure, but in its application sometimes I forget what content must be in each structure.</i> <b>(Line 4)</b>	<b>Moderate Knowledge of Writing Argumentative Text</b>	<b>MKWAT-S2</b>
5	Researcher	Have you ever faced difficulties when starting writing argumentative text? Explain!		
		I find it <i>difficult when I</i>		

No		Question and Answer	Preliminary Code	Final Code
	Student 2	<i>already have an idea but I do not know how to word it and what to start with. (Line 5)</i>	<b>Inability to connect Idea to Content</b>	<b>ICIC-S2</b>
6	Researcher	Why do you find difficulties when start writing argumentative text?		
	Student 2	Due to time constraints, and writing in a hurry, <i>I sometimes forget what ideas I will write about. Then when I have started to know what topic to discuss, but lack of vocabulary mastery, it becomes difficult to start stringing a sentence. (Line 6)</i>	<b>Inability to connect Idea to Content</b>	<b>ICIC-S2</b>
7	Researcher	Do you know the language features of writing argumentative text? Explain!		
	Student 2	<i>Yes, I know But only just knowing what the language features are in argumentative text. Because when learning in class the teacher only mentions it, but does not discuss it in depth. (Line 7)</i>	<b>Moderate Knowledge of Language Features of Argumentative Text</b>	<b>MKLF-S2</b>
	Researcher	Do you have any difficulties in terms of language features while writing argumentative text? Explain!		

No		Question and Answer	Preliminary Code	Final Code
8	Student 2	I find <i>modal auxiliaries difficult because I am afraid of making mistakes when using them.</i> (Line 8)	Inability of Using Modal Auxiliaries	IUMA-S2
9	Researcher	What kind of language features you found it difficult while writing argumentative text?		
	Student 2	I find it <i>difficult to use modal auxiliaries due to lack of knowledge, then while I want to use it in the writing argumentative text, I feel afraid of making mistakes while using it.</i> And <i>the connectives are difficult due to lack of knowledge and used to using connectives repeatedly or the usual word.</i> (Line 9)	Modal Auxiliaries Complexity  Connectives Complexity	MAC-S2  CC-S2
10	Researcher	What do you feel during the writing argumentative text activity?		
	Student 2	Sometimes I feel normal when writing, but <i>sometimes I feel uneasy because I forget my schedule for creating argumentative text so I write in a hurry.</i> (Line 10)	Psychological Distraction	PD-S2
	Researcher	Do you often feel positive or negative energy during writing argumentative text activity?		

No		Question and Answer	Preliminary Code	Final Code
11	Student 2	Sometimes <i>I feel positive, but negative energy is more common when I start writing argumentative texts. (Line 11)</i>	<b>Mixed Feeling</b>	<b>MF-S2</b>
12	Researcher	What are the reasons when you feel positive/negative energy during writing argumentative text activity?		
	Student 2	<i>I feel unmotivated when writing because sometimes I feel that writing the text is easy, so I put it aside, and prioritize other activities. In fact, writing is not an easy thing, so when I was nearing the deadline I became worried that I would be late when submitting it. Similarly, my busy schedule made me feel tired, which prevented me from starting to write. (Line 12)</i>	<b>Environmental Distraction</b>  <b>Afraid of Making Mistake</b>  <b>Environmental Distraction</b>	<b>ED-S2</b>  <b>AMM-S2</b>  <b>ED-S2</b>

## Student's Interview Transcript

Participant: Student 3

Date: 26 of September 2024

No		Question and Answer	Preliminary Code	Final Code
1	Researcher	Do you have profound knowledge of linguistics aspects to/for writing argumentative text?		
	Student 3	Yes, I have <i>I have little knowledge of grammar and spelling.</i> (Line 1)	<b>Moderate Knowledge of Linguistic</b>	<b>MKL-S3</b>
2	Researcher	Do you have any difficulties in terms of linguistics aspects while writing argumentative text? Explain!		
	Student 3	Yes I have <i>I have difficulty in the aspects of grammar. When I want to make sentences that are correct and in accordance with grammatical theory, I find it difficult because I think grammar is very complicated.</i> In addition, <i>spelling aspect is difficult for me, when I want to write a word, I find it</i>	<b>Grammar Complexity</b>  <b>Spelling Complexity</b>	<b>GC-S3</b>  <b>SC-S3</b>

No		Question and Answer	Preliminary Code	Final Code
		<i>difficult because there are some English words that I do not know how to write it correctly. (Line 2)</i>		
3	Researcher	What kind of linguistics aspects you found it difficult while writing argumentative text?		
	Student 3	<i>I have difficulty with grammar, namely in its use. Then in spelling, when writing a word, there are so many words that have almost the same pronunciation but different writing. Because of my limited knowledge, I am confused about writing the right word for the word I want to write. (Line 3)</i>	<b>Inability of Using Grammar</b>  <b>Spelling Complexity</b>	<b>IUG-S3</b>  <b>SC-S3</b>
4	Researcher	Do you know how to start writing an argumentative text? Explain		
	Student 3	<i>Yes, I know</i> I start the writing activity by creating the introduction, then the main body and also the last conclusion. <i>In practice,</i>	<b>Moderate Knowledge of Writing Argumentative Text</b>	<b>MKWAT-S3</b>

No		Question and Answer	Preliminary Code	Final Code
		<i>sometimes I forget to pay attention to the content in each structure. (Line 4)</i>		
5	Researcher	Have you ever faced difficulties when starting writing argumentative text? Explain!		
	Student 3	Yes, sometimes <i>I face difficulties when I want to write, especially when I want to write in the main body section. Since, I have no any ideas for what I should write. (Line 5)</i>	<b>Inability to connect Idea to Content</b>	<b>ICIC-S3</b>
6	Researcher	Why do you find difficulties when start writing argumentative text?		
	Student 3	Writing the main body is difficult because, <i>sometimes I lose focus when writing. When the idea that I want to write has emerged and I start to put it into writing, suddenly another idea comes to my mind causing me to forget about the thing or idea that I</i>	<b>Inability to connect Idea to Content</b>	<b>ICIC-S3</b>

No		Question and Answer	Preliminary Code	Final Code
		<i>wanted to write about before. (Line 6)</i>		
7	Researcher	Do you know the language features of writing argumentative text? Explain!		
	Student 3	Yes, I know <i>I have little knowledge about language features in argumentative texts. I feel like I have learned it but maybe because I do not repeat it and rarely apply it, I forgot a bit. (Line 7)</i>	<b>Moderate Knowledge of Language Features of Argumentative Text</b>	<b>MKLFAT-S3</b>
8	Researcher	Do you have any difficulties in terms of language features while writing argumentative text? Explain!		
	Student 3	I find <i>modal auxiliaries difficult because I do not know how to use them. (Line 8)</i>	<b>Inability of Using Modal Auxiliaries</b>	<b>IUMA-S3</b>
9	Researcher	What kind of language features you found it difficult while writing argumentative text?		
		I find it <i>difficult to use modal auxiliaries because</i>	<b>Modal Auxiliaries</b>	<b>MAC-S3</b>

No		Question and Answer	Preliminary Code	Final Code
	Student 3	<i>of my little knowledge, and then I am confused about how to use them properly, also because I rarely use these features, causing difficulties when I want to use them again. (Line 9)</i>	<b>Complexity</b>	
10	Researcher	What do you feel during the writing argumentative text activity?		
	Student 3	Sometimes when I am in a good mood, I enjoy writing, but <i>there is a feeling of lack of enthusiasm because I am feeling lazy to write. (Line 10)</i>	<b>Psychological Distraction</b>	<b>PD-S3</b>
11	Researcher	Do you often feel positive or negative energy during writing argumentative text activity?		
	Student 3	<i>I can feel both positive and negative. I feel positive when I have a good mood. However, when I feel tired from my daily activities, I will feel lazy and postpone my writing activities. (Line</i>	<b>Mixed Feeling</b>  <b>Environmental Distraction</b>	<b>MF-S3</b>  <b>ED-S3</b>

No		Question and Answer	Preliminary Code	Final Code
		11)		
12	Researcher	What are the reasons when you feel positive/negative energy during writing argumentative text activity?		
	Student 3	I feel negative energy when writing <i>because when there are influences from my surroundings that affect my feelings, so I feel unmotivated when I want to write. (Line 12)</i>	<b>Environmental Distractions</b>	<b>ED-S3</b>

## Student's Interview Transcript

Participant: Student 4

Date: 26 of September 2024

No		Question and Answer	Preliminary Code	Final Code
1	Researcher	Do you have profound knowledge of linguistics aspects to/for writing argumentative text?		
	Student 4	Yes, I have <i>I have a little basic knowledge of handwriting. And a little knowledge of spelling. (Line 1)</i>	<b>Moderate Knowledge of Linguistic</b>	<b>MKL-S4</b>
2	Researcher	Do you have any difficulties in terms of linguistics aspects while writing argumentative text? Explain!		
	Student 4	Yes I have <i>I have difficulty with handwriting, namely distinguishing the use of capital and non-capital letters. (Line 2)</i>	<b>Inability of Using Handwriting</b>	<b>IUH-S4</b>
3	Researcher	What kind of linguistics aspects you found it difficult while writing argumentative text?		
	Student 4	<i>I have difficulty placing comma and period punctuation marks</i>	<b>Inability of Using Punctuation</b>	<b>IUP-S4</b>

No		Question and Answer	Preliminary Code	Final Code
		<p><i>correctly; sometimes I feel unsure where I will put them. Because I sometimes lack concentration when writing. Likewise, with the handwriting aspect, namely in writing capital and non-capital letters, I also difficult to distinguish when I should write capital letters and when I should write non-capital letter. (Line 3)</i></p>	<p><b>Inability of Using Handwriting</b></p>	<p><b>IUH-S4</b></p>
4	<p>Researcher</p>	<p>Do you know how to start writing an argumentative text? Explain</p>		
	<p>Student 4</p>	<p><i>Yes, I know</i> I start the writing activity by creating the introduction then the main body and also the last is conclusion. <i>I only understand the terms in the sequences of argumentative text structures. However, in practice when writing, I did not really understand the content of each structure. (Line 4)</i></p>	<p><b>Moderate Knowledge of Writing Argumentative Text</b></p>	<p><b>MKWAT-S4</b></p>
	<p>Researcher</p>	<p>Have you ever faced difficulties when starting writing argumentative text?</p>		

No		Question and Answer	Preliminary Code	Final Code
5		Explain!		
	Student 4	<i>Yes, I often have difficulties when I want to start writing argumentative texts, namely when I get what topic to discuss, then I feel that is difficult for me, I also find difficult to string words that relate to the topic. (Line 5)</i>	<b>Unfamiliarity of Topic</b>	<b>UT-S4</b>
6	Researcher	Why do you find difficulties when start writing argumentative text?		
	Student 4	<i>I find it difficult because I do not have a lot of vocabulary, so the ideas that I already have and think about are difficult to express in writing. And I feel hesitant and confused and afraid of making mistakes in composing the sentences. Then, titles that do not relate or are difficult to understand affect me when I want to start writing. Because I do not master the topic, I feel confused about where to start writing. (Line 6)</i>	<b>Inability to connect Idea to Content</b>  <b>Unfamiliarity of Topic</b>	<b>ICIC-S4</b>  <b>UT-S4</b>
	Researcher	Do you know the language features of writing		

No		Question and Answer	Preliminary Code	Final Code
7	Student 4	<p>argumentative text? Explain!</p> <p><i>Yes, I know</i></p> <p>I know what language features are in argumentative texts. <i>However, the uses when creating argumentative texts is very rare, then I forget to use it.</i> (Line 7)</p>	<p><b>Moderate Knowledge of Language Features of Argumentative Text</b></p>	<p><b>MKLFAT-S4</b></p>
8	Researcher	<p>Do you have any difficulties in terms of language features while writing argumentative text? Explain!</p>		
	Student 4	<p>I find <i>connectives are features that are difficult to use. I only know a little about connectives.</i> Therefore, <i>the word I used was the usual word that I usually use. Because I was confused to use other words caused by my lack of knowledge.</i> (Line 8)</p>	<p><b>Connectives Complexity</b></p>	<p><b>CC-S4</b></p>
9	Researcher	<p>What kind of language features you found it difficult while writing argumentative text?</p>		
	Student 4	<p><i>I find it difficult to use connectives, because my knowledge is limited and</i></p>	<p><b>Connectives Complexity</b></p>	<p><b>CC-S4</b></p>

No		Question and Answer	Preliminary Code	Final Code
		<i>they are rarely used</i> or only use commonly used words. (Line 9)		
10	Researcher	What do you feel during the writing argumentative text activity?		
	Student 4	<i>I do not feel anything special when I write</i> , because when I write argumentative texts, it's like I am fulfilling my obligation or task. (Line 10)	Mixed Feeling	MF-S4
11	Researcher	Do you often feel positive or negative energy during writing argumentative text activity?		
	Student 4	<i>Sometimes I feel that there is negative energy coming in, which is a feeling where I feel lazy to start writing activities. Then there is the feeling of worry every time I write an argumentative text.</i> (Line 11)	Psychological Distraction	PD-S4
12	Researcher	What are the reasons when you feel positive/negative energy during writing argumentative text activity?		
		The <i>worry that arises from the fear of making mistakes</i>	Afraid of Making Mistake	AMM-S4

No		Question and Answer	Preliminary Code	Final Code
	Student 4	<i>in writing argumentative texts, because the text that I have made will be collected and checked by my supervisor. (Line 12)</i>		

## Student's Interview Transcript

Participant: Student 5

Date: 26 of September 2024

No		Question and Answer	Preliminary Code	Final Code
1	Researcher	Do you have profound knowledge of linguistics aspects to/for writing argumentative text?		
	Student 5	Yes, I have <i>I have a few basic knowledge of spelling and grammar.</i> <b>(Line 1)</b>	<b>Moderate Knowledge of Linguistic</b>	<b>MKL-S5</b>
2	Researcher	Do you have any difficulties in terms of linguistics aspects while writing argumentative text? Explain!		
	Student 5	Yes I have <i>I have difficulty with grammar.</i> Sometimes when I want to write a sentence that follows the grammar requirements, <i>I feel confused and worried to determine what kind of grammar rules are appropriate for the sentence I want to make.</i> However, <i>in spelling I find it difficult to write some words because I am unfamiliar with those words.</i> <b>(Line 2)</b>	<b>Inability of Using Grammar</b>  <b>Spelling Complexity</b>	<b>IUG-S5</b>  <b>SC-S5</b>

No		Question and Answer	Preliminary Code	Final Code
3	Researcher	What kind of linguistics aspects you found it difficult while writing argumentative text?		
	Student 5	<i>I have difficulty with grammar, because the material on grammar has a lot of discussion. Sometimes I am mistaken with the use of verbs and tenses. In addition, the difficulty in spelling is determining the correct writing of a word due to a lack of mastery of language and vocabulary. I know a lot of vocabulary, but only in pronunciation but not in writing. In addition, because I rarely and feel lazy to open the dictionary. (Line 3)</i>	<p style="text-align: center;"><b>Grammar Complexity</b></p> <p style="text-align: center;"><b>Spelling Complexity</b></p>	<p style="text-align: center;"><b>GC-S5</b></p> <p style="text-align: center;"><b>SC-S5</b></p>
4	Researcher	Do you know how to start writing an argumentative text? Explain		
	Student 5	<i>Yes, I know</i> I start the writing activity by creating the introduction, then the main body, and also the last is the conclusion. <i>I understand well about the</i>	<b>Moderate Knowledge of Writing Argumentative Text</b>	<b>MKWAT-S5</b>

No		Question and Answer	Preliminary Code	Final Code
		<p><i>structure of the argumentative text. Furthermore, I do not use or implement the content of each structure well, because I do not master every content that have to use in each structure. (Line 4)</i></p>		
5	Researcher	<p>Have you ever faced difficulties when starting writing argumentative text? Explain!</p>		
	Student 5	<p>Yes, I <i>often have difficulty when I want to start writing argumentative text, namely in the main body section when I have to think hard, even though I was already stuck with my idea. So that the content I convey have to relates to the topic given. (Line 5)</i></p>	<p><b>Inability to connect Idea to Content</b></p>	<p><b>ICIC-S5</b></p>
6	Researcher	<p>Why do you find difficulties when start writing argumentative text?</p>		
	Student 5	<p>I find it difficult because I often postpone writing argumentative texts <i>so that when I start writing, the time is close to the submission</i></p>	<p><b>Limited Ideas</b></p>	<p><b>LI-S5</b></p>

No		Question and Answer	Preliminary Code	Final Code
		<i>deadline. So I feel stuck with the ideas I have. Likewise, topics that are not related or not mastered by me hinder me when I want to start stringing or writing a sentence. (Line 6)</i>	<b>Unfamiliarity of Topic</b>	<b>UT-S5</b>
7	Researcher	Do you know the language features of writing argumentative text? Explain!		
	Student 5	<i>Yes, I know</i> I know language features because I have studied them in class. However, <i>now I have forgotten a bit about language features in argumentative texts</i> because <i>they are rarely discussed again</i> and rarely used when creating texts. <b>(Line 7)</b>	<b>Moderate Knowledge of Language Features of Argumentative Text</b>	<b>MKLFAT-S5</b>
8	Researcher	Do you have any difficulties in terms of language features while writing argumentative text? Explain!		
	Student 5	<i>Yes, I find it difficult to use connectives. Since this material is often rarely repeated or just applies the same sentences, I find it challenging to use</i>	<b>Connectives Complexity</b>	<b>CC-S5</b>

No		Question and Answer	Preliminary Code	Final Code
		<i>connectives. (Line 8)</i>		
9	Researcher	What kind of language features you found it difficult while writing argumentative text?		
	Student 5	I find it <i>difficult to use connectives, because the material is rarely repeated or only uses the same sentences. (Line 9)</i>	<b>Connectives Complexity</b>	<b>CC-S5</b>
10	Researcher	What do you feel during the writing argumentative text activity?		
	Student 5	Sometimes when writing I feel exciting and <i>sometimes I feel annoyed because the topic given is difficult to understand. I have tried to read and understand the title but I do not have any idea what to write about. (Line 10)</i>	<b>Environmental Distraction</b>	<b>ED-S5</b>
11	Researcher	Do you often feel positive or negative energy during writing argumentative text activity?		
		I sometimes feel positive energy because lately, I have had a lot of time to think, so I have become more relaxed in		

No		Question and Answer	Preliminary Code	Final Code
	Student 5	my thinking. However, before that <i>I sometimes felt negative energy when I found an idea but when I looked up the word in the dictionary I could not find it. And there was also a sense of apprehension when I started writing the argumentative text. (Line 11)</i>	<b>Psychological Distraction</b>	<b>PD-S5</b>
12	Researcher	What are the reasons when you feel positive/negative energy during writing argumentative text activity?		
	Student 5	The reason is <i>because I have a lot of activities at the time of making argumentative texts so I am confused about what to do first. The worry arises because I am afraid that the text I made is not accepted by my supervisor, because there are many mistakes in the writing. (Line 12)</i>	<b>Environmental Distraction</b>  <b>Afraid of Making Mistake</b>	<b>ED-S5</b>  <b>AMM-S5</b>

## Student's Interview Transcript

Participant: Student 6

Date: 27 of September 2024

No		Question and Answer	Preliminary Code	Final Code
1	Researcher	Do you have profound knowledge of linguistics aspects to/for writing argumentative text?		
	Student 6	Yes, I have <i>I only have knowledge of punctuation and handwriting. (Line 1)</i>	<b>Moderate Knowledge of Linguistic</b>	<b>MKL-S6</b>
2	Researcher	Do you have any difficulties in terms of linguistics aspects while writing argumentative text? Explain!		
	Student 6	Yes I have <i>I find it difficult in the spelling aspect, namely the limited knowledge of the writing on each word. (Line 2)</i>	<b>Unfamiliar of Word Spelling</b>	<b>UWS-S6</b>
3	Researcher	What kind of linguistics aspects you found it difficult while writing argumentative text?		
	Student 6	<i>I have difficulty with spelling, because sometimes I am unsure of the right word for the word I want to write.</i>	<b>Inability of Word Spelling</b>	<b>IWS-S6</b>

No		Question and Answer	Preliminary Code	Final Code
		<b>(Line 3)</b>		
4	Researcher	Do you know how to start writing an argumentative text? Explain		
	Student 6	<i>Yes, I know</i> I start my writing activities by first understanding what topic to write about, then after preparing it I start with the introduction, then the content, and finally the conclusion. <i>In addition, the understanding of the content in the introduction is limited. I only understand that introduction is consisting of the greeting to the audience. (Line 4)</i>	<b>Moderate Knowledge of Writing Argumentative Text</b>	<b>MKWAT-S6</b>
5	Researcher	Have you ever faced difficulties when starting writing argumentative text? Explain!		
	Student 6	When I started writing the argumentative text, <i>I found it difficult to combine the ideas that I was going to write. (Line 5)</i>	<b>Inability to connect Idea to Content</b>	<b>ICIC-S6</b>
	Researcher	Why do you find difficulties when start writing argumentative text?		
		I find it difficult when I start		

No		Question and Answer	Preliminary Code	Final Code
6	Student 6	writing, then I have an idea of what I want to write, but <i>because I am distracted by the atmosphere around me which causes my concentration to be lost, then the idea that I had previously obtained instantly becomes lost and forgotten. (Line 6)</i>	<b>Inability to connect Idea to Content</b>	<b>ICIC-S6</b>
7	Researcher	Do you know the language features of writing argumentative text? Explain!		
	Student 6	<i>Yes, I know</i> I know the language features of argumentative texts, <i>but only the basic knowledge. (Line 7)</i>	<b>Moderate Knowledge of Language Features of Argumentative Text</b>	<b>MKLFAT-S6</b>
8	Researcher	Do you have any difficulties in terms of language features while writing argumentative text? Explain!		
	Student 6	<i>I have difficulty with modal auxiliaries</i> , especially the use of should, which <i>I sometimes get confused in using. (Line 8)</i>	<b>Inability of Using Modal Auxiliaries</b>	<b>IUMA-S6</b>
	Researcher	What kind of language features you found it difficult while writing argumentative		

No		Question and Answer	Preliminary Code	Final Code
9		text?		
	Student 6	For me, <i>modal auxiliaries are difficult features because I rarely use them in their implementation. (Line 9)</i>	<b>Inability of Using Modal Auxiliaries</b>	<b>IUMA-S6</b>
10	Researcher	What do you feel during the writing argumentative text activity?		
	Student 6	<i>The feeling that arises is a mix feeling</i> , sometimes I enjoy writing, but sometimes I also feel uncomfortable when writing because there are distractions from the environment around me. <b>(Line 10)</b>	<b>Mixed Feeling</b>	<b>MF-S6</b>
11	Researcher	Do you often feel positive or negative energy during writing argumentative text activity?		
	Student 6	<i>Negative energy more often arises, namely feeling lazy to continue writing or becoming unmotivated again because I feel stuck when writing.</i> Sometimes an idea that has come to my mind, then I want to write it down, suddenly I forget the idea, which causes me to have to rethink. <b>(Line</b>	<b>Psychological Distraction</b>	<b>PD-S6</b>

No		Question and Answer	Preliminary Code	Final Code
		11)		
12	Researcher	What are the reasons when you feel positive/negative energy during writing argumentative text activity?		
	Student 6	The <i>laziness that arises or the sense of unmotivated that arises</i> , because <i>the environment causes my concentration to be disturbed, so I feel lazy to continue writing activities.</i> (Line 12)	<b>Environmental Distractions</b>	<b>ED-S6</b>

## Student's Interview Transcript

Participant: Student 7

Date: 27 of September 2024

No		Question and Answer	Preliminary Code	Final Code
1	Researcher	Do you have profound knowledge of linguistics aspects to/for writing argumentative text?		
	Student 7	Yes, I have <i>I just have basic knowledge of handwriting as well as punctuation. (Line 1)</i>	<b>Moderate Knowledge of Linguistic</b>	<b>MKL-S7</b>
2	Researcher	Do you have any difficulties in terms of linguistics aspects while writing argumentative text? Explain!		
	Student 7	Yes I have <i>I have difficulty in spelling. Many words are sometimes confused to write.</i> In addition, I struggled with the grammar aspect, namely the difference in verbs and also the use of tenses. <b>(Line 2)</b>	<b>Inability of Word Spelling</b>	<b>IWS-S7</b>
3	Researcher	What kind of linguistics aspects you found it difficult while writing argumentative text?		
	Student 7	In my opinion, <i>grammar is a difficult aspect to use because</i>	<b>Grammar Complexity</b>	<b>GC-S7</b>

No		Question and Answer	Preliminary Code	Final Code
		<i>there is a lot of material or a lot of discussion, so it causes me to forget its use. (Line 3)</i>		
4	Researcher	Do you know how to start writing an argumentative text? Explain		
	Student 7	<i>Yes, I know</i> The first is to know what title to discuss, then understand the title. Then, starts writing an argumentative text from the introduction, then continue with the main body and conclusion. <i>I know the content of each argumentative text structure, but in practice when writing a conclusion, I do not aware to the content of the structure where I have to draw conclusions or make a summary, because sometimes I am confused about what else I need to write in the argumentative text I made. (Line 4)</i>	<b>Moderate Knowledge of Writing Argumentative Text</b>	<b>MKWAT-S7</b>
5	Researcher	Have you ever faced difficulties when starting writing argumentative text? Explain!		

No		Question and Answer	Preliminary Code	Final Code
	Student 7	Yes, I have When I want to start a writing activity, <i>I find it difficult to express the ideas I have gotten into writing.</i> (Line 5)	Inability to connect Idea to Content	ICIC-S7
6	Researcher	Why do you find difficulties when start writing argumentative text?		
	Student 7	I find it <i>difficult because of my lack of knowledge of grammar and lack of vocabulary which makes it difficult for me to make sentences.</i> (Line 6)	Inability to connect Idea to Content	ICIC-S7
7	Researcher	Do you know the language features of writing argumentative text? Explain!		
	Student 7	<i>Yes, I know</i> I learned about it in class, <i>but I forgot about it because I rarely used it.</i> (Line 7)	Moderate Knowledge of Language Features of Argumentative Text	MKLFAT-S7
8	Researcher	Do you have any difficulties in terms of language features while writing argumentative text? Explain!		
	Student 7	Yes, I have I find it difficult on the modal auxiliaries aspect. <i>I feel that</i>	Modal Auxiliaries	MAC-S7

No		Question and Answer	Preliminary Code	Final Code
		<i>modal auxiliaries have such complicated material that I often make mistakes when I want to use them in my texts. (Line 8)</i>	<b>Complexity</b>	
9	Researcher	What kind of language features you found it difficult while writing argumentative text?		
	Student 7	<i>Modal auxiliaries are a difficult feature to use, because the material is a bit complicated, and then my understanding is limited. (Line 9)</i>	<b>Modal Auxiliaries Complexity</b>	<b>MAC-S7</b>
10	Researcher	What do you feel during the writing argumentative text activity?		
	Student 7	<i>I enjoy writing</i> because I can practice and learn, especially to improve my language skills. However, sometimes when writing, <i>I feel uncomfortable or my mood is not good. (Line 10)</i>	<b>Mixed Feeling</b>	<b>MF-S7</b>
11	Researcher	Do you often feel positive or negative energy during writing argumentative text activity?		
	Student 7	I more often feel negative energy, which is <i>a sense of</i>	<b>Afraid of Making</b>	<b>AMM-S7</b>

No		Question and Answer	Preliminary Code	Final Code
		<i>worry arising from the time or deadline for submitting argumentative texts that is close to the deadline. (Line 11)</i>	<b>Mistake</b>	
12	Researcher	What are the reasons when you feel positive/negative energy during writing argumentative text activity?		
	Student 7	The reason for <i>this I was lack of language skills, which hindered my writing activities. (Line 12)</i>	<b>Psychological Distraction</b>	<b>PD-S7</b>

## Student's Interview Transcript

Participant: Student 8

Date: 6 of October 2024

No		Question and Answer	Preliminary Code	Final Code
1	Researcher	Do you have profound knowledge of linguistics aspects to/for writing argumentative text?		
	Student 8	Yes, I have <i>The knowledge I have about the linguistic aspects for writing argumentative texts is only a little basic knowledge about grammar. (Line 1)</i>	<b>Moderate Knowledge of Linguistic</b>	<b>MKL-S8</b>
2	Researcher	Do you have any difficulties in terms of linguistics aspects while writing argumentative text? Explain!		
	Student 8	Yes I have I experienced difficulties in the grammar aspect, in which <i>I was confused to determine how to use the right grammar in the sentence I wanted to write. Because I think grammar has quite complicated material, so if I am not used to applying it, when I want to apply it, it will be a difficult thing. (Line</i>	<b>Grammar Complexity</b>	<b>GC-S8</b>

No		Question and Answer	Preliminary Code	Final Code
		2)		
3	Researcher	What kind of linguistics aspects you found it difficult while writing argumentative text?		
	Student 8	I also find <i>grammar difficult because I only have limited basic knowledge</i> . In addition, <i>I also find punctuation difficult, because I do not really understand and can distinguish how to use each punctuation mark, so I rarely apply</i> and do not really pay attention to punctuation in the text I create. <b>(Line 3)</b>	<b>Unfamiliarity of Grammar Rules</b>  <b>Punctuation Complexity</b>	<b>UGR-S8</b>  <b>PC-S8</b>
4	Researcher	Do you know how to start writing an argumentative text? Explain		
	Student 8	<b>Yes, I know</b> I know that before I write, I must first understand the title or topic that I will create. Then, I start writing from the introduction, then the main body, and finally the conclusion. <i>Furthermore, because of the time limitation, sometimes I do not aware about the content</i>	<b>Moderate Knowledge of Writing Argumentative Text</b>	<b>MKWAT-S8</b>

No		Question and Answer	Preliminary Code	Final Code
		<i>in each structure. I only aware about the grammar rules to decrease the mistakes that I made during the writing. (Line 4)</i>		
5	Researcher	Have you ever faced difficulties when starting writing argumentative text? Explain!		
	Student 8	Yes, I have I find <i>it difficult to start writing when I have no ideas and I confused about what I want to write. I feel stuck and do not have any clue, which hinders my writing activities. (Line 5)</i>	<b>Limited Ideas</b>	<b>LI-S8</b>
6	Researcher	Why do you find difficulties when start writing argumentative text?		
	Student 8	I find it difficult to express the ideas that are in my mind, because I feel that I have already written all the ideas in my mind into the text. <i>Usually if the topic I am going to write about is not familiar to me, or I feel Unfamiliarity of Topic, it can hinder me when writing.</i>	<b>Unfamiliarity of Topic</b>	<b>UT-S8</b>

No		Question and Answer	Preliminary Code	Final Code
		<b>(Line 6)</b>		
7	Researcher	Do you know the language features of writing argumentative text? Explain!		
	Student 8	Yes, I know <i>I do not really understand the language features of writing argumentative texts, and when I write argumentative texts I only pay attention to the grammar aspects. (Line 7)</i>	<b>Moderate Knowledge of Language Features of Argumentative Text</b>	<b>MKLFAT-S8</b>
8	Researcher	Do you have any difficulties in terms of language features while writing argumentative text? Explain!		
	Student 8	Yes, I have I think the cause and effect connector is a difficult language feature of argumentative text. Because in its use this feature requires two sentences which are then put together through one of the connectors, for example because. <i>I think it is a difficult thing because I am required to think about composing and creating two sentences that are</i>	<b>Inability of Using Connector Cause and Effect</b>	<b>IUCCE-S8</b>

No		Question and Answer	Preliminary Code	Final Code
		<i>interconnected with each other. (Line 8)</i>		
9	Researcher	What kind of language features you found it difficult while writing argumentative text?		
	Student 8	I found the cause and effect connector feature difficult because it required me to construct a sentence that was structured and understood. <i>However, sometimes I struggled to find suitable sentences because I have a small vocabulary. (Line 9)</i>	<b>Inability of Using Connector Cause and Effect</b>	<b>IUCCE-S8</b>
10	Researcher	What do you feel during the writing argumentative text activity?		
	Student 8	<i>The feeling I get when writing an argumentative text depends on the topic I am writing about.</i> If the topic is familiar to me then I feel happy, because it means I can write it easily. However, if the topic is not familiar to me. Then I will feel less excited or lazy to start writing. <b>(Line 10)</b>	<b>Mixed Feeling</b>	<b>MF-S8</b>
	Researcher	Do you often feel positive or		

No		Question and Answer	Preliminary Code	Final Code
11		negative energy during writing argumentative text activity?		
	Student 8	I often feel negative energy when writing. Because <i>sometimes I work in a tight time and close to the deadline to submit the text, so I rush in writing and I become uncomfortable when writing.</i> (Line 11)	<b>Afraid of Making Mistake</b>	<b>AMM-8</b>
12	Researcher	What are the reasons when you feel positive/negative energy during writing argumentative text activity?		
	Student 8	The reason is because <i>I have very little time to write, then I have other activities that I have to do too, so it makes me unfocused and distracted when writing,</i> so it makes my mood becomes less good <i>so that it makes me feel lazy when writing, and confused about what I should do first.</i> (Line 12)	<b>Environmental Distraction</b>	<b>ED-S8</b>

## Student's Interview Transcript

Participant: Student 9

Date: 6 of October 2024

No		Question and Answer	Preliminary Code	Final code
1	Researcher	Do you have profound knowledge of linguistics aspects to/for writing argumentative text?		
	Student 9	Yes, I have <i>I have understanding the aspects of linguistic in argumentative text. Moreover, the knowledge on spelling is limited. (Line 1)</i>	<b>Moderate Knowledge of Linguistic</b>	<b>MKL-S9</b>
2	Researcher	Do you have any difficulties in terms of linguistics aspects while writing argumentative text? Explain!		
	Student 9	Yes I have <i>I found it difficult in the spelling aspect, namely determining the right word writing. Because many words in English have almost the same pronunciation, it makes me mistaken. (Line 2)</i>	<b>Inability of Word Spelling</b>	<b>IWS-S9</b>
3	Researcher	What kind of linguistics aspects you found it difficult while writing argumentative text?		

No		Question and Answer	Preliminary Code	Final code
	Student 9	<p><i>I find spelling difficult, because I only have a little knowledge of vocabulary, and I think memorizing English writing is more difficult.</i> In addition, in terms of handwriting, sometimes I write at night and I lose focus in writing, so <i>I do not pay attention to the use of good and correct letter writing.</i></p> <p><b>(Line 3)</b></p>	<p><b>Unfamiliar of Word Spelling</b></p> <p><b>Inability of Using Handwriting</b></p>	<p><b>UWS-S9</b></p> <p><b>IUH-S9</b></p>
4	Researcher	<p>Do you know how to start writing an argumentative text? Explain!</p>		
	Student 9	<p>Yes, I know</p> <p>I know the order in writing an argumentative text, which is from writing an introduction, main body, and then conclusion. <i>Due to the Limited Ideas, I just write what ideas are on my mind without any attention to the content of each structure.</i></p> <p><b>(Line 4)</b></p>	<p><b>Moderate Knowledge of Writing Argumentative Text</b></p>	<p><b>MKWAT-S9</b></p>
5	Researcher	<p>Have you ever faced difficulties when starting writing argumentative text? Explain!</p>		

No		Question and Answer	Preliminary Code	Final code
	Student 9	<p>Yes, I have</p> <p><i>I find it difficult when I know that the topic I have to write about is a topic that I find difficult to understand, because I do not master the topic. (Line 5)</i></p>	<p><b>Unfamiliarity of Topic</b></p>	<p><b>UT-S9</b></p>
6	Researcher	<p>Why do you find difficulties when start writing argumentative text?</p>		
	Student 9	<p><i>I find it difficult when I start writing because I am not familiar with the topic, so I have trouble coming up with ideas that I will write about in the text.</i> In addition, sometimes I start writing at an inappropriate time, for example, at night, so I cannot think properly and lose my concentration. In addition, <i>there is fear when I start writing, then in the middle of writing I feel that what I wrote is not relevant to the topic that should be discussed. (Line 6)</i></p>	<p><b>Unfamiliarity of Topic</b></p> <p><b>Inability to connect Idea to Content</b></p>	<p><b>UT-S9</b></p> <p><b>ICIC-S9</b></p>
	Researcher	<p>Do you know the language features of writing</p>		

No		Question and Answer	Preliminary Code	Final code
7	Student 9	<p>argumentative text? Explain!</p> <p>Yes, I know</p> <p><i>I know it, but only know it without understanding it more deeply</i>, as well as its use in argumentative texts, because I rarely apply it when writing argumentative texts.</p> <p><b>(Line 7)</b></p>	<p><b>Moderate Knowledge of Language Features of Argumentative Text</b></p>	<p><b>MKLFAT-S9</b></p>
8	Researcher	<p>Do you have any difficulties in terms of language features while writing argumentative text? Explain!</p>		
	Student 9	<p>Yes, I have</p> <p>In my opinion, the cause and effect connector is a challenging linguistic element in argumentative writing. Since this feature requires two sentences to be used, one of the connectors; for instance, because is used to join the two statements. <i>I find it challenging since I have to consider how to construct and produce two sentences that are related to one another.</i></p> <p><b>(Line 8)</b></p>	<p><b>Inability of Using Connector Cause and Effect</b></p>	<p><b>IUCCE-S9</b></p>
	Researcher	<p>What kind of language features you found it difficult</p>		

No		Question and Answer	Preliminary Code	Final code
9		while writing argumentative text?		
	Student 9	<i>The cause and effect connector feature was challenging for me because it needed me to put together a coherent sentence. However, sometimes I find it difficult to come up with appropriate sentences due to my limited vocabulary. (Line 9)</i>	<b>Inability of Using Connector Cause and Effect</b>	<b>IUCCE-S9</b>
10	Researcher	What do you feel during the writing argumentative text activity?		
	Student 9	<i>I feel discouraged when writing, if I am already stuck with the idea I want to write about, and I do not get any more ideas. Because when I write, I am tired. (Line 10)</i>	<b>Psychological Distraction</b>	<b>PD-S9</b>
11	Researcher	Do you often feel positive or negative energy during writing argumentative text activity?		
	Student 9	<i>I more often feel negative, which is a feeling of worry when writing. Because I do not master the topic I want to write about. (Line 11)</i>	<b>Afraid of Making Mistake</b>	<b>AMM-S9</b>
	Researcher	What are the reasons when you feel positive/negative		

No		Question and Answer	Preliminary Code	Final code
		energy during writing argumentative text activity?		
12	Student 9	<i>I feel worried when writing, the feeling arises because I am afraid of making many mistakes when writing an argumentative text, so that the text I have made is not accepted by my supervisor.</i> (Line 12)	<b>Afraid of Making Mistake</b>	<b>AMM-S9</b>

### Appendix 8

#### Documentation of Interview and Students' Documentation



Date : / /

Write : / /

and by the title:

"Late in better then NEVER"

Before i'm talking about the title or the chapter, who know what the meaning late in better then never? no one body know? okay if you are don't know, i'm wanna telling about late in better then never okay don't sleep and must listen what i'm say

then if we are the & the somatate i'll okay if you are not have i have the example for you all i think you must understand what the meaning late in better then never

anna she is today must read public speaking now her group anna forgot for make the public speaking until night public speaking and she is don't know must how and she thinking about that what must he she? and then know she is go to herry room because she dont know

who if she go to room public speaking moment the sister of langgane ask to her and then moment anter to Language

Judgments after that she is go to herry room. you are all dont like anna that not good idea

and i have 1 example to you caca she is must make story telling for public speaking this night caca forgot for make public speaking because she was sleep and caca new collect the book public speaking to the sister (somalate) that better from anna if you are the come late for collect the book public speaking it's okay than be better from you all go to herry room

i know you are all lazy for public speaking and then you are can't go at for your room but if you are lazy for public speaking. Hey! my friend, my sister. In outside moment at university and order place we must can public speaking

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Write : / /

for like a example i this example the name is Rasya. He sit at class 12 SMA, he is student from one school at Jakarta Selatan. He the rich one people at his school. He is maybe the bad boy at his class. suddenly his friend say come on we go to 'bar'. We need happier for our self. but suddenly Rasya, say we dont want for go that, because we know that not a good for his body and healthy too. He is a bad boy but he can subdue his passion for a goodness.

from my example, who can give the example like my example? Maybe I still have a many example because this title good, many people like have many passion and many people to have a little passion.

okay, for the next example, I will give to you all but this the example the easy one

we know sit at sma latansa. we know in here many rules for our goodness. but the many one is boy, maybe girl. to there is but i hope no one do the wrongline.

many rules in here. if can keep our passion may Allah. we can too for keep our self, what for we study in here but still to be a violator one. we must subdue or passion, not we followed the bad and wrong passion - like smoking, go out from this school silent, bring the handphone and others.

maybe enough for speech in front of you all, may Allah you understand about what i say just know. sorry to heve't understand, i will give the speech good to you all later. thanks a lot for your attention

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