

CHAPTER I

INTRODUCTION

This study is entitled “students’ perception on argumentative writing in Writing D class”. This chapter aims to introduce the background of the study, the problem, the objectives, theoretical framework, the scope and limitations of the study, the significance of the study, and the definition of key terms.

1.1 Background of the Study

In nowadays era, English becomes a primary language to learn and master. Because of the globalization era, English has become an international language, which makes it more challenging to learn, especially for Indonesian people. According to Bono (2001), English has four skills that ESL students should master; reading, speaking, listening, and writing. In reading, students must be able to read and understand a certain meaning of written language. Listening has the same purpose as reading, where students are required to be able to listen and understand oral language. While speaking happens when there is face-to-face interaction and the students are involved in dialogue or other types of verbal exchange. Meanwhile, in writing, students are allowed to communicate with others in a form of written language. From the four skills mentioned above, writing is considered as the most difficult and important one.

Wahyuni (2017, in Tjandra, 2021) stated the definition of writing as “a complex, challenging, and difficult process”. Therefore, writing is an essential skill in an academic field that should be mastered, because writing can be used for writing a thesis, a project, news, a thesis, an international project, etc. where the writer can explore ideas, insert a supporting detail, edit, and revise it so that it can be a good piece of writing. The aim of writing is to raise the reader’s awareness so that they understand the message written by the writer and avoid misunderstanding. For English Department students, writing is considered as the most challenging skill to be master. They often encountered a lot of obstacles learning writing skills because writing always demands correct grammar, spelling, and punctuation (Santoso, 2014).

There are several types of writing; narration, exposition, description, and argumentation. From the types of writing mentioned above, argumentation is the most difficult one. When writing an argumentative essay, the writers have to deal with a

controversial issue and opinions that have to be supported with a reasonable reason in the students' point of view. Since argumentative writing demands audience or reader awareness, the writer must consider the potential alternative perspectives of an audience to achieve the compositional goal of convincing an audience to adopt a certain position on an issue (Moore, N. S., and MacArthur, C. A., 2012). Hence, the writer conducts this study to find out the students' perception on argumentative writing in Writing D class.

1.2 The Problem

The study was an attempt to determine the students' perception on argumentative writing. The central questions formulated is:

- What are the students' perceptions on argumentative writing in Writing D class?

1.3 The Objective

Derived directly from the problems mentioned above, the objective of the present study is to know the students' perception on argumentative writing. Specifically, the objective was to see; the students' perception on argumentative writing in Writing D class.

1.4 Theoretical Framework

The theoretical framework used in this study is a metacognitive model as proposed by Wenden (1991). This theory posits that the goal of writing is to manage the students' writing process. To manage the students' writing process, the students need to know: (1) their learning style preferences and needs, (2) how to plan for an L2 task, (3) how to gather and organize materials, (4) how to arrange a study space and a schedule, (5) how to monitor mistakes, and (6) how to evaluate their task (Goctu, 2017). When the student is aware that they possess a well develop metacognitive skills, they can use the following strategies. These strategies include; (1) planning, (2) monitoring, and (3) evaluating.

From the three strategies above, establishing the purpose of writing is the key role to effective, independent writing. Once the writing strategies have been established, a good writer can control what the writer is writing for, the strategies that the writer use in his or her writing, and what the writer will write. Hence, the writer's writing becomes an active thinking process so that the writer understands what the writer is supposed to read and be able to do so when the writer completes the writing. In other words, the writer's writing purposes affect the writer's writing behavior to obtain the intended goal, that is, to understand the writing and clear-out purpose of writing increases the reader's comprehension.

1.5 Scope and Limitation of the Study

The study itself was delimited to studying on the students' perception on argumentative writing in Writing D class. The researcher conducted this research only the students' perception on argumentative writing. The subjects are the fifth-semester students who were taking Writing D subject in English Language Education Study Program, Faculty of Teacher Training and Education in Widya Mandala Surabaya Catholic University.

1.6 The Significance of the Study

Practically, the data and information collected from this study are expected to give a clear picture of the purposes of writing and the students' perception on argumentative writing. This picture was then expected to be a basis for selecting the right strategies for teaching different purposes for writing comprehension to help the students become effective, creative writers.

1.7 Definition of Key Terms

To prevent misunderstanding, the writer wants to define the following key terms below:

1. Perception

Perception is a belief or opinion often held by many people and based on how things seem (Cambridge Advanced Learner's Dictionary-Third Edition, 2008).

2. Writing

Writing is a process of discovery that involves a series of steps of practice (Langan, 2001).

3. Argumentative writing

Argumentative writing is intended to present, explain, clarify, and illustrate a viewpoint to the reader and persuade that the viewpoint is valid (Bono, 2001).

4. Writing D

In Widya Mandala Surabaya Catholic University, Writing D is a three-credit course that the English Department students have to take after they passed Writing C course.