

**STUDENTS' PERCEPTION ON ARGUMENTATIVE
WRITING IN WRITING D CLASS**

A THESIS



by:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY

2022

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As Partial Fulfilment of the Requirements for Bachelor's Degree in English Teaching

The Faculty of Teacher Training and Education



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2022

APPROVAL SHEET

(I)

This thesis entitled Students' Perception on Argumentative Writing in Writing D Class prepared and submitted by Michelle Angelyn Tjhendrawan, 1213017002 has been approved to be examined by the Thesis Board of Examiners.

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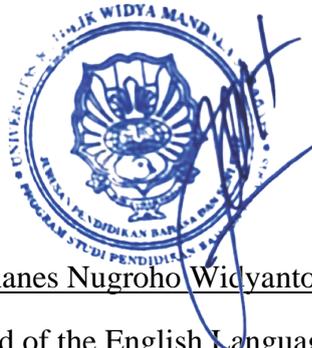
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Surabaya, 6 September 2021

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ABSTRACT

Title: Students' Perception on Argumentative Writing in Writing D Class.

Advisor: Dr. B. Budiyo, M.Pd.

Keywords: Writing, Perception, and Argumentative Writing.

In nowadays era, writing is considered as the most difficult skill to master. A lot of people, especially students who learnt English felt difficult to improve their writing skills. From the several types of writing, argumentation is considered as the most difficult one. Hence, students in writing class communicate in written language. When writing an argumentation essay, the students have to deal with issues and controversies, varieties of opinions, and able to point out their reasonable point of view and facts. Based on the case mentioned above, the writer conducts this study. This study was conducted to answer question about the students' perception on argumentative writing in Writing D class. The study is sort as a non-experimental and descriptive qualitative study. The research instrument used in this study was an online questionnaire named Google Form. The subjects of the study were around fifty students batch 2018 of English Language Education Study Program at Widya Mandala Surabaya Catholic University. The findings of this study showed: (1) the majority of students agreed that writing skills is important for their future career; (2) the majority of students understood about the content of Writing D syllabus; (3) the majority of students had interest on argumentative writing; (4) the majority of students agreed that the implementation of argumentative writing was conducted according to the Writing D syllabus; (5) the majority of students felt anxious on making mistakes on grammar, punctuation, and spelling; (6) the majority of students got more insight and ideas when they were writing an argumentative essay and; (7) the majority of students' writing performance got better after they got feedback, corrections, and advice. Therefore, the writer hopes for future researchers could conduct deeper about argumentative writing than the writer's study.