

STUDENTS' ABILITY IN WRITING ENGLISH ARGUMENTATIVE ESSAY

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Abstract

Learning to write has a significant impact on determining the ability and quality of students in academic activities. One form of essay featured in academic writing is the argumentative essay. Writing an argumentative essay leads students to explore their opinions or arguments to convince the reader. Nevertheless, some studies show that college students face some difficulties in writing argumentative essays. Hence, the purpose of this study was investigating the students' ability in writing argumentative essay in term of essay structure. A qualitative case was used in this study. The data was taken from the final test of the Advance Writing course written by 36 fourth semester students of the English Language Education Program. The research finding showed that mostly students' ability in writing an argumentative essay is well developed, with the result 31%. The result indicated that that the students have known how to write an argumentative essay based on its structure, but they still have some mistakes dealing with sentence structure and credibility of reference used.

Keywords: ability, argumentative essay, writing skill

INTRODUCTION

Writing is an expressive process that involves using written language to convey ideas, thoughts, or information to the reader. Good writing skills are essential skills in academia and the professional world. Among the four language skills, writing skills are considered one of the most challenging skills compared to speaking skills (Bailey, 2018). (Ma, 2021) states that writing is the most difficult skill because we need to consider grammatical rules, formal language use, and cohesive and coherent paragraphs that can keep readers interested. Many students who learn English can easily speak quite well in everyday life, such as greeting, shopping, and so on. However, these students often find it difficult and surprised when they enter the writing class. Writing skills are a very challenging skill for college students. These skills require not only language proficiency but also critical thinking, analytical ability, and the ability to organize ideas and information coherently. In addition, the pressure to meet the standards and expectations set by the institution can also add to the difficulties faced by students.

In a university environment, students have to deal with different types of written discourse including narrative, description, exposition, and argumentation. In short, argumentation essays are one of the most important genres in academic writing, especially at the university level. In fact, argumentation plays an important role because it is one of the *indispensable soft skills* in our lives. Writing argumentative essays is widely recognized as an important aspect of academic literacy and is a high-risk task in standardized tests such as the Scholastic Aptitude Test (SAT) (Aull & Ross, 2020; Hartwell & Aull, 2022). Argumentative

essay is a form of academic writing that requires students to present their arguments or opinions on a particular topic. The main purpose of the essay is to convince the reader of the correctness or validity of the arguments presented. Argumentative essays require students to compile strong evidence and reasons to support their positions, as well as respond to potential arguments that contradict the views expressed (Oshima & Hogue, 2006).

Argumentative essays are arranged based on the introduction, body, and conclusions. The introductory paragraph contains an explanation of the problem that is an important part of the argumentative essay. However, an argumentative essay may also begin with a more compelling introduction—for example, with surprising statistics, memorable quotes, or a dramatic story, called a *Hook*. Then proceed with a thesis statement and confirmation of the author's position on a problem. The body section presents supporting evidence of an issue, explains how the evidence was gathered so that it becomes credible, and shows how the evidence supports the conclusion. The conclusion outlines reaffirming the position or suggesting the author's consequences, evaluating the evidence, and inferring the author's opinions (Reinking & Von der Osten, 2011). In line with Reinking and Osten, (Oshima & Hogue, 2006) also emphasizes five points covered in writing an argumentative essay: first, an explanation of the problem; second, a clear thesis statement; third, a review of opposing arguments; fourth, refutation of opposing arguments; Fifth, the author's argument.

In short, writing an argumentative essay presents an argument as one of the components of writing. In addition, argumentative essays also provide some data relevant to the issue discussed, including facts, examples, and logical ideas to support the author's point of view. On the other hand, a writer must also defend his position and opinion by knowing the background information of the issues discussed to produce a good argumentative essay because argumentative essays lead the reader to agree with the author's point of view.

In the English Language Education Study Program of Nurul Jadid University (UNUJA), argumentative essay material is given in the Advance Writing course in semester IV. In this course, one type of essay that students must master is being able to write argumentative essays. This is related to the ability of students to write a final project (thesis). In writing a thesis, students need to choose interesting problems in the field to be used as good research. In addition, students need strong evidence to strengthen the statements in their research. That is, practicing writing argumentative essays will help students in making a thesis in the final semester because argumentative essays are essays that require students to get good arguments with strong evidence to convince readers.

Based on research conducted last semester, the researcher found that PBI UNUJA students had difficulty writing essays in terms of developing ideas and determining the right diction choices. Therefore, to prepare students' writing skills in the next semester, students' argumentative essay writing skills need to be researched.

Many Researches related to argumentative essays has been conducted. Among them, (Su et al., 2023) stated that argumentative writing is a tough challenge for students and providing feedback on low-level language issues and complex issues related to content and organization can be time-consuming for teachers. Therefore he suggested using chatGPT in

writing classes. (Zarrabi & Bozorgian, 2020) stated the main objective of this study was to explore online argumentative writing activities in a group of EFL students. (Guo et al., 2022) propose a chatbot-assisted approach to teaching and learning argumentative writing. The three studies state that argumentative essays are a type of essay that is not easy. Therefore, this study aims to investigate the ability of UNUJA English Language Education students in writing argumentative essays. The results of this research are expected to be input for teachers to improve students' argumentative essay writing skills.

METHOD

This research was carried out at Nurul Jadid University in the 2022/2023 academic year. Data was collected sourced from the writings of students who took the Advanced Writing Course. The number of texts collected was 36 works and all of them became research samples. The design of this study is descriptive qualitative research. Descriptive research is a research design to describe a phenomenon and its characteristics that are more concerned with what has happened (Gall et al., 2007). This design presents quantitative data collection preceded by qualitative data collection. However, the findings of this study prioritize the qualitative results of this study while the quantitative findings explain the qualitative data to deepen the understanding of the research results.

This research data is the students' argumentative essays from the final test of essay writing subjects in Advance writing courses written by 36 students in the fourth semester of the English Language Education Study Program at Nurul Jadid University for the academic year 2022/2023. The data obtained were validated using the researcher triangulation mode. The researcher triangulation method was chosen because each researcher has different foresight or accuracy in assessment. Therefore, researcher triangulation was used in this study, namely checked the assessment results by two people. Then the result was calculated and percentage to determine the ability of students in writing an argumentative essay. Each validator assessed the structure of the writing based on the scoring rubric by (Lindquist & Mc Carrel, 2017). The assessment was categorized into effective skill, well-developed skill, adequate skill, developing skill, weak skill, and no skill as it is viewed in the following table.

Table 1.1 Writing Rubric Score

No	Range	Category
1	21 – 24	Effective Skill
2	17 – 20	Well-developed skill
3	13 – 16	Adequate skill
4	9 – 12	Developing skill
5	5 – 8	Weak skill
6	1 – 4	No Skill

In conducting a writing assessment, the researchers referred to the theory of essay structure. A good essay should ideally consist of three parts. The three parts of the essay include an introduction, a body paragraph, and a concluding paragraph (Oshima & Hogue, 2017). The introductory paragraph contains brief background information on the topic to be discussed in the essay. The statement paragraph begins with statements about the topic in general, then narrows down to the topic to be discussed. That is, the introductory paragraph contains a general statement and a specific statement or thesis. The body paragraph in the

essay contains details of the topic or subtopics that have been stated in the previous thesis sentence. The body paragraph addresses one subject. The topic sentence in the body paragraph should be put at the beginning of the paragraph. The closing paragraph or conclusion ends the essay as a whole written with the hope that the reader gets his own thoughts or views on the topic discussed.

FINDINGS AND DISCUSSION

This research began by reading the argumentative essay work of 36 students. The essay is titled "*Should middle-class-adult choose not to live in a multi-generational home?*" (Should adults choose not to live with multigenerational families?) Some of them agree that adults should not live with parents or be called multigenerational families, but there are also those who argue that living with multigenerational families has many advantages. In terms of essay structure, the abilities of each student are different. Some of them are adept at writing opening paragraphs, but not writing concluding paragraphs, and vice versa. Based on research data, the results in Figure 1 were obtained.

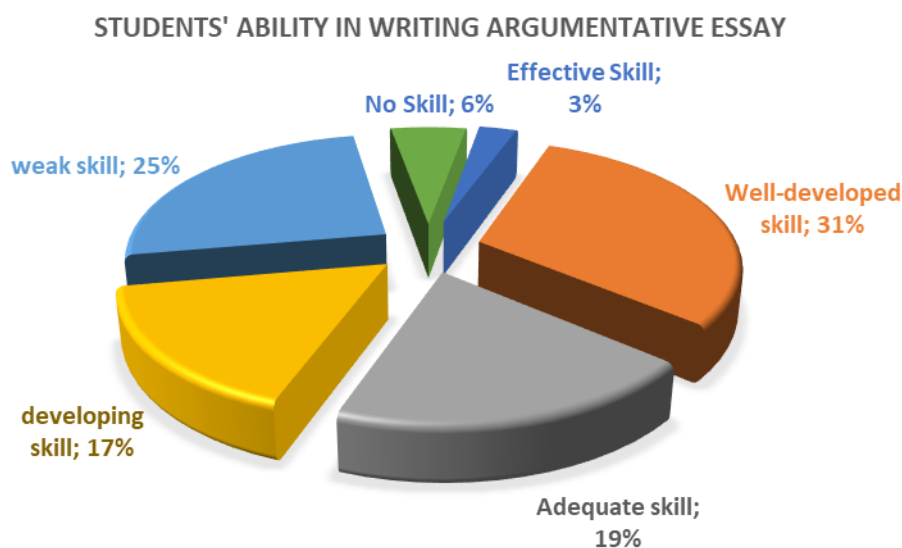


Figure 1. Student Ability to Write Argumentative Essays

Figure 1 shows that the assessment of students' ability to write essays is categorized into 6 levels: *effective skill*, *well-developed skill*, *adequate skill*, *developing skill*, *weak skill*, and *no skill*. Essay writing that is categorized as effective skill is only 1 work, well-developed skill is 11 works, adequate skill is 7 works, developing skill is 6 works, weak skill is 9 works, and no skill or is categorized as not having the ability to write essays as many as 2 students. The following are the details of the assessment results of argumentative essay work of PBI semester 4 students.

Table 1. Details of Student Ability Assessment in Writing Essays

SCORE	CATEGORY	FREQUENCY	PERCENTAGE (%)
21-24	Effective skill	1	3%

17-20	Well-developed skill	11	31%
13-16	Adequate skill	7	19%
9-12	developing skill	6	17%
5-8	weak skill	9	25%
1-4	no skill	2	6%

Based on Table 1, it was found that the level of proficiency of PBI students in writing argumentative essays is divided into 6 levels. First, 1 student is at the effective skill level, 11 students are at the well-developed skill level, 7 students are at the adequate skill level, 6 students are at the developing skill level, 9 students are at weak skills, and 2 students are at the no skill level. In this data, the writing ability of the majority of students is at the level of well-developed skills (Good). This is evidenced by 31% of students' writings obtaining grades in the range of 17-20.

Effective Skill

Effective skill is the highest level in writing ability. Based on (Lindquist & Mc Carrel, 2017) student in this criterion is able to explain and develop argument critically with multiple perspectives, logic and insightful supporting sentences, and relevant conclusion. From all the data obtained, there is only one essay that was included into effective skill.

Another reality of Life with Extended Family

“Being happy in your family is more important than being perfect” (Hanson, 2022). Gathering with family is definitely every one’s dream. The familiar and warm atmosphere that appears in good for the growth and development of children. This togetherness can also provide emotional and social support which is important in everyday life. Some adults choose to live with their extended family for the same reason. However, the other one argues there are other realities of living with an extended family, such as less privacy, economic problem, and generation conflicts.

This is introductory paragraph of one of students’ essay. From its structure, it can be known that it consists of Hook, background of information and thesis statement. Hook is simple sentence to catch the readers’ interest. In this essay, the writer used a “wise quote”-hook to interest the reader. After that it was continued by background of information to help the reader more understand the topic, it is about the extended family. The last sentence of the paragraph, the writer delivered an opposite opinion that became the thesis statement of the essay. This sentence is started by contrast transition *However* to show the opposing opinion. These multiple perspectives show that this introductory paragraph can be included into effective skill.

Another criterion on effective skill is the essay has relevant conclusion. The concluding paragraph has a very important function in the essay. Since it located in the last paragraph of the essay, the writer wants to leave the reader with a clear understanding of the essay’s point. As it is stated in the introductory paragraph, the essay will discuss another reality in living with extended family includes less privacy, economic problem, and generation conflicts. Let’s see the concluding paragraph of this essay.

All in all, living with extended family may promote social relation and support, but it's important to be aware of possible disadvantages. a lack of privacy, economic problems, and generation Conflicts may have an adverse effect on middle-class person's general well-being and personal growth. By encouraging open communication, honoring individual choices, and striking a balance between cultural traditions and contemporary goals, it is crucial to overcome these realities.

The concluding paragraph may consist of a summary of the points made in the body paragraph, a restatement of the thesis statement, and a final comment on the topic. The writer may choose one, two, or all of them (Boardman & Frydenberg, 2008). In this concluding paragraph, the writer chose to use restatement and final comment. The restatement appears in the sentence *a lack of privacy, economic problems, and generation Conflicts may have an adverse effect on middle-class person's general well-being and personal growth*. In this sentence, the writer tried to restate the predictor of the thesis statement. Besides, the writer also chose the final comment to close the paragraph. It is stated in the last sentence of the paragraph. The final comment can make the concluding paragraph more personal. The writer may invite the reader to relate the essay to their lives.

Well-developed Skill

The researcher found there are 11 students' essay included into well-developed skill. In introductory paragraph, a well-developed skill is a writer generated the argument productively with multiple perspective on the given topic, and the argument employs an insightful context for analysis of the topic. From 11 students, the researchers chose one essay to be the representative of those students.

In the United Kingdom, lately, multigenerational homes have become a trend that is very much talked about. This trend involves several generations of families staying together under one roof, establishing close generational relationships, and helping each other in difficult financial situations. They can also learn from the experiences of the older generations. This is also the case in the area where I live. In which, some middle-class adults choose to live in multi-generational homes with reasons to save on living expenses. Some people believe that it is a good solution. However, I believe that for sure one of the generations of families implementing multigenerational homes feels a lack of privacy, differences of opinion, and more responsibility.

This paragraph is an introductory paragraph of student's essays. The reader's attention is started using surprising fact of hook. It is an issue that is lately talked in the society. The following part is the background of information to establish and strengthen the information conveyed in the hook. In the background of information, the writer may develop a multi perspective on the given topic. It is the characteristic of introductory paragraph of an argumentative essay. The writer can bring different perspective in the background of information to invite the reader in line with the writer's position. In the sentence *Some people believe that it is a good solution* the writer delivers what other people may think on the topic. After that the sentence *However, I believe that for sure one of the generations of families implementing multigenerational homes feels a lack of privacy, differences of opinion, and more responsibility* shows the writer's position on the text, it is in the opposite side. Based on the introductory paragraph structure, this paragraph is well-developed skill because it uses proper structure and is able to

deliver multiple perspective in one part.

The following part is the body paragraph of the essay. Generally, topic for each body paragraph is following what the controlling idea talk in the thesis statement. the thesis statement of this essay is “*However, I believe that for sure one of the generations of families implementing multigenerational homes feels a lack of privacy, differences of opinion, and more responsibility*”. The underlined phrase is the predictor. It means that the body paragraph will mostly discuss about, first, privacy, then different opinion, and the last body paragraph discuss the responsibility. Let’s read the following body paragraph.

First, loss of privacy is a con that is often a consideration for implementing multigenerational homes in our lives. The article "The more people who live in a house, the harder it is to find the time and space for privacy on milleniasd.com explains most multi-generational homes rarely have the privacy space they need. This suggests the more families who live at home, the more difficult it is for us to have space to channel hobbies or just want to relax on the weekends. Furthermore, the article with more people living together, each will have less personal space than if they lived separately. www.homes.com explains that more people in the home will reduce the amount of personal space for each individual. This suggests having more people in the house can make it more difficult for each individual to have their own space compared to living apart.

Second, differences of opinion need be discussed and mutually agreed upon before becoming a problem. The article "Disagreements are inevitable between family members in multigenerational households" on www.homes.com explains No two people from different generations agree on everything. Indicates in a multigenerational home there must be several families who oppose one decision. And also, different generations must have different values, which we often consider old-fashioned thinking. Furthermore, the article "Others in the family can give opinions freely and give unsolicited advice even if it causes disagreement on www.nationaldebtrelease.com explains each individual has the freedom to give suggestions and opinions. Indicates that each individual has the freedom to express their own opinions even though there are differences of opinion among other family members.

Third, multigenerational homes can carry more responsibilities for some individuals. The article "The added burden can involve adding tasks to an already busy daily schedule" on rhythmofthehome.com explains that meaning a bigger family means more cleaning and maintenance. This indicates more people in one family means more household chores to do. For example, a load of laundry that is more than usual and more cutlery to wash.

Each body paragraph above started by topic sentence that is relevant to the thesis statement. In the argumentative essay, a writer should bring evidence to support his or her position in the essay. This evidence should be from accurate reference. In these body paragraphs, the writer delivers information with its reference from internet sources. Although it is included into untrustworthy sources, the writer had tried to strengthen his or her opinion with a responsible data. Hence, this essay is included into well-developed skill.

Adequate Skill

Under the well-developed skill, it was found that seven essays are categorized as adequate skill. As another essay, those essays consist of introductory paragraph, body, and

concluding paragraph. The researcher chose one of the students' essays to represent the adequate skill.

It can be enjoyable to live with a large family, and some people even wonder if they don't encounter any difficulties. There are a variety of people with diverse viewpoints who will be negatively impacted by living with an extended family. He claimed in a post on a social media website that a number of people had claimed that having a big family can have some drawbacks. The majority of people in the United States opt to live with their extended families because they think it facilitates better financial, parenting, and direct connection. However, it won't always be advantageous to live with a large family; it will undoubtedly have a negative effect and result in other conflicts, such as a loss of independence and privacy, as well as financial issues.

This paragraph is introductory paragraph of the essay. It consists of hook, background of information, and thesis statement. *It can be enjoyable to live with a large family, and some people even wonder if they don't encounter any difficulties.* The writer starts the essay by using contradiction to interest the reader. It means, a good hook essays can show an opposite ideas or situation in a single excerpt. It then followed by background of information that explain more about the hook, and connect it to the thesis statement. Background of information locates between the hook and thesis statement and consists of more than one sentences. After that, in the last sentence, the writer states the thesis statement of the essay. This sentence is also used to state the writer's position to be argued. The sentence *However, it won't always be advantageous to live with a large family; it will undoubtedly have a negative effect and result in other conflicts, such as a loss of independence and privacy, as well as financial issues* shows that the writer's position is in negative side that means he or she does not agree with multi-generational family. Besides, in this thesis statement, the writer has two predictor that will be explained more in the body paragraph, they are *loss of independence and privacy* and *financial issues*.

The following part of the essay is body paragraph. For one essay, a writer may have more than one body paragraph, depends on what he states in the thesis statement. Each body paragraph consists of topic sentence and supporting sentences.

In multi-family houses, privacy loss is a key issue since it affects how family members interact socially. Living with a large family can result in a lack of privacy because it is more probable that our parents will step in to solve our problems, and because each family is given a portion of the personal space that they would otherwise have for their own home. Because parents are unable to nurture their children in a manner of their choosing, they frequently intervene and reprimand if the method is in their opinion incorrect.

In the home, women typically only rely on their parents, and this behavior develops into a habit. beginning with money issues and others. In this sense, women will lack self-initiative and lack maturity in managing their households. If it is continuously supplied, it would not only prevent it from realizing its ambitions but will also lead to psychological issues. The lack of personal decision-making space inside a single structure in multi-generational life can likewise eliminate freedom.

Living with relatives makes it obvious that you must contribute financially to the household. They will be paid for, just like the price of food or other necessities. Conflicts are more likely to arise in households when there are financial difficulties. Economic difficulties are another source of stress factors, as several Americans have discovered. The variations in generations and belief systems in multigenerational households often cause economic issues. The senior generation frequently leads a different lifestyle and places more value on preserving money than spending it.

The data above is the three body paragraphs of student's essay that is categorized as

adequate skill. The first body paragraph develops the ideas of *loss of independence and privacy* that is mentioned in the thesis statement. It has a good topic sentence which consists of topic and controlling idea. According to (Tanjung & Al Hafizh, 2022) the body paragraph of argumentative essay provides supporting evidence, explains it, and indicates how those evidences support the conclusion. According to rubric, a body paragraph that is categorized into adequate skill is the writer generates the argument and has clear reasoning and illustration. The writer's reasoning can be seen in sentence *Living with a large family can result in a lack of privacy because it is more probable that our parents will step in to solve our problems, and because each family is given a portion of the personal space that they would otherwise have for their own home.*

However, the second body paragraph does not have topic sentence in its first sentence. (Boardman & Frydenberg, 2008) stated that if the first sentence of a body paragraph is not a topic sentence, it may function as a bridge between paragraph and another. If the first sentence is a bridge, the second sentence must be the topic sentence. Unfortunately, the second sentence of this paragraph is not a complete sentence, "*beginning with money issues and others*". Hence, although the second body paragraph is relevant to another predictor, it does not have topic sentence. Topic sentence is the most important sentence in the paragraph because it contains the main idea of the paragraph. Since the topic sentence is missing, it indicates that the second paragraph does not belong to any idea in the thesis statement. Fortunately, the third body paragraph explains another predictor clearly.

Developing Skill

Based on obtained data, there are six students' essay in developing skill. It means that the essay has been written based on the essay structure, but the idea still needs to be more developed. The following essay is the representative of developing-skill essay.

Every family has its own choice of household. Most of them choose to live alone as a new family. But even so, there are not a few families who make multigenerational households as their choice. Many people think that multigenerational households are not the right choice of household. However, in my opinion, multigenerational households are a good option to adopt as they have many advantages.

In this introductory paragraph, the writer used general statement as the hook. It is continued by background of information to expand the information about the hook. The writer explained that every person has right to choose the type of family of his own. Some people may have a multigenerational household as their choice, and some consider it is not a good option. He shared his opinion of having a multigeneration family can be good option than other choices. At glance, *But* and *However* shows a multiple perspective on the given topic. However, in second sentence and the last sentence have the same meaning. It is about living with multigenerational family is a good choice. It shows that in introductory paragraph, the argument establishes in a limited context for analysis the topic.

For developing skill, the writer's body essay is still relevant to the thesis statement as it is shown in the following paragraph:

The first advantage of implementing a multigenerational household is family bonding. By living together, each family member becomes closer to each other. The closeness in family ties can make each family member more open so that they do not feel awkward to share problems that may be experienced. This can certainly make the family more harmonious.

This is the first body paragraph of the student's essay. In this paragraph, he told that having family bonding is one of the advantages of multigenerational household. By having this kind of family, the member can share any problems experienced to other family generation. It can solve the problem easily. The first sentence is the topic sentence that relate to the thesis statement. However, the supporting sentences does not have major and minor supporting sentences that support the topic and broaden the information about the topic. Generally, the supporting sentences explain facts or statistics, examples of cases, and personal experience. In this paragraph, the writer's supporting sentences do not strengthen the topic sentence by any kind of fact or statistic data, cases, or personal experience. It makes the development of the idea is too simple and the argument may be repetitious or imprecise.

Another criterion of developing skill is the concluding paragraph that reflects an emergent controlling idea and the ideas are logically grouped and sequenced.

In conclusion, while there are disadvantages to multigenerational households, there are also many advantages. A family that implements a multigenerational household can benefit more than other families as mentioned above. With the above-mentioned advantages, a family can live well and may even be better than other families.

The concluding paragraph has a very important function. It consists of summary of the points in the body paragraph. It also can be a restatement of the thesis statement, and final comment. A writer may choose one of this way, two or all of them. In this concluding paragraph, the writer chose restatement by stating "A family that implements a multigenerational household can benefit more than other families as mentioned above". It refers to the thesis statement of the essay "multigenerational households are a good option to adopt as they have many advantages". Unfortunately, the writer does not explain the kind of advantages of living with multigenerational family as mentioned in the body paragraph. It shows that the delivered information is too simple. In the phrase "With the above-mentioned advantages" the writer can summarize the main points of the body paragraph to strengthen the reader's understanding. Although this concluding paragraph does not include the summary of body paragraph's main points, it is still relevant to the thesis statement and body paragraph. Hence this is included to developing skill.

Weak skill

There are nine students' essays categorized as weak skill. This number become the second highest students' achievement in writing an argumentative essay. In this level, they wrote the essay based on the structure, but the content seems not relevant each other. The writing produced by students still has not determined the main topic to be discussed. All the information obtained from the reading was rewritten by them without expressing their own opinions. The resulting writing is not focused on one problem to be discussed. The following is an example of an essay that is categorized into weak skill levels.



Introduction

You don't have to worry that everything will be fine, then are you sure you just keep quiet? it is proven that 70 thousand adults in Indonesia who like to live in multi-generational homes are almost around 1-4 more. The number has increased very quickly in a not so long time, in contrast to the presence of men who are active, tasks such as cleaning the house are no longer being done. Maybe there are some people who agree with this reason which causes problems in the family. And for middle class adults this is an excuse that is not really taken up or reconsidered, because there are constraints or other factors.

Body

Increased tendency to family conflicts Another downside is having to handle the opinions of almost everyone. Everyone has an opinion on everything from how to raise children to where to go on vacation. Sometimes people don't hold back from sharing their unsolicited opinions with you. Caregiver burnout When one person takes on most of the responsibility for caring for the older parent, it can lead to caregiver burnout quickly. Likewise, aging parents who shoulder more parenting responsibilities than they can handle can also run out of steam. Jane Graham, who cares for her five grandchildren, said: "I'll be honest, there are days when I'm overloaded maybe overstimulated and I need to have a quiet time and get away."betterup.com.

Increased household upkeep Having more people living in a home means that there will be more chores to complete and as well as more upkeep, plus modifications may be required for seniors' safety. Those with disabilities might require wheelchair ramps be installed on outdoor steps, bathrooms may need to be fitted with handrails, and stair-elevators may be added to indoor staircases. On top of this, cleaning can become a burden with many people occupying space. If daily tasks aren't carefully delegated, family tension could potentially rise. Fear of being a burden: Some seniors may struggle with feeling that they are a burden on their families. Sadly, many in retirement fear this, which is why so many seniors are hesitant to ask for help-financially or otherwise. While this fear can be assuaged by family, it's something to factor in when considering multigenerational housing.

Conclusion

In a multi-generational home, there are several factors which we can actually overcome in our own way, such as family conflicts, in fact our privacy is open because of multi-generations, from that we can overcome it by discussing it carefully. And we can be sure we will get a lot of independence for our old age We need to know that in multi-generation this makes us dependent on our parents, we can see from neighbours who have multi-generational homes. So that the problems seen in multi-generational homes above can be said to be better off living alone without parents.goodlifehomeloans.com

This essay has three parts, introduction, body, and conclusion. For the introductory paragraph, the writer started the essay with interesting question to grab the reader's attention. This is one of styles in writing a hook. However, what make it look strange is the writer used demonstrative pronoun that refers to nothing, such this sentence *You don't have to worry that everything will be fine, then are you sure you just keep quiet?* The reader may be confused with where that word refers to. Besides, the writer also wrote a confusing sentence in the background of information, it is *"The number has increased very quickly in a not so long time, in contrast to the presence of men who are active, tasks such as cleaning the house are no longer being done."* The word 'number' refers to 70.000 adults who choose to live with multi-generational family. It is not relevant to the information delivered after the transition 'in contrast to ...', it talks about the man in the family. Moreover, this paragraph doesn't have correct thesis statement. According to (Boardman & Frydenberg, 2008), a writer should be able to write a clear thesis statement to be a good essay. It is like the topic sentence which has two main parts, they are topic and controlling idea. It is not enough to talk only about the topic of the essay, a writer must tell the reader what the essay will discuss about.

Furthermore, the body paragraph of the essay should be relevant to the thesis statement. Since this essay does not have a clear thesis statement, the topic that is being discussed is not relevant in each body paragraph. In addition, in the body paragraph, it can be seen that the sentence structure written is still unstructured well. This can be seen in some sentences in the body, such this sentence ‘*Increased tendency to family conflicts Another downside is having to handle the opinions of almost everyone*’. This sentence is the first sentence of the body paragraph which indicates that it may be the topic sentence. However, from the structure of the sentence, it cannot be a topic sentence nor bridge to connect one paragraph to another. For some students, writing body paragraph of argumentative essay is difficult as it is told in the research by (Yolanda et al., 2020) which found that students are difficult to express the main idea. It must be caused by the students’ content knowledge is limited. Enhancing the content knowledge can help the students’ writing quality (Mohamed Rubiaee et al., 2019).

CONCLUSION

This study found that mostly students’ ability in writing the argumentative essay is well-developed skill with the result 31% from 36 students. The score presented implied that the students have known how to write an argumentative essay based on its structure, but they still have some mistakes dealing with sentence structure and credibility of reference used. The second highest score of student’s ability in writing is weak skill level in 25% from 36 students. This score implied that students have known the essay structure, but their content knowledge is limited. Hence, the students need more practice to develop their ability to write an argumentative essay correctly. Thus, researchers expect the students to get more practice, instruction, and feedback from lecturers to improve their abilities, especially in writing argumentative essays. In addition, students need to read more references to make it easier to develop an argumentative essay with stronger and more compelling arguments to support their thesis.

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