THE STUDENTS' ABILITY IN WRITING PERSUASIVE ESSAY

SKRIPSI

Submitted in a Partial Fulfillment as the Requirement
For the Degree of Sarjana Pendidikan
English Education Program

By:

YESSI LIA LINATA
NPM : 1402050056

FACULTY OF TEACHER'S TRAINING AND EDUCATION
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BERITA ACARA

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Nama : Yessi Lia Linata
NPM : 1402050056
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Students' Ability in Writing Persuasive Essay

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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PANITIA PELAKSANA

Ketua   Sekretaris

Dr. Elfrianto Nasution, S.Pd, M.Pd   **Dra. Hj. Syamsuyurnita, M.Pd**

ANGGOTA PENGUJI:

1. Pirman Ginting, S.Pd., M.Hum   1.

2. Mandra Saragih, S.Pd, M.Hum   2.

3. Drs. H. Taslim Tanjung, M.Ed   3.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3Telp. (061) 6619056 Medan 20238
Webside : http://www.fkip.umsu.ac.id E-mail:fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

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Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap   : Yessi Lia Linata

N.P.M   : 1402050056

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : The Students' Ability in Writing Persuasive Essay

sudah layak disidangkan.

Medan, Maret 2018

Disetujui oleh:
Dosen Pembimbing

Drs. H. Taslim Tanjung, M.Ed

Diketahui oleh:

Dekan

Dr. Elfrianto Nasution, S.Pd, M.Pd

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

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Webside : http://www.fkip.umsu.ac.id E-mail:fkip@umsu.ac.id

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PerguruanTinggi	:	Universitas Muhammadiyah Sumatera Utara
Fakultas	:	Keguruan dan Ilmu Pendidikan
Nama Lengkap	:	Yessi Lia Linata
N.P.M	:	1402050056
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Students' Ability in Writing Persuasive Essay

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
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Medan, Maret 2018

Diketahui oleh :
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Drs. H. Tajlim Tanjung, M.Ed

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Yessi Lia Linata
N.P.M	:	1402050056
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Students' Ability in Writing Persuasive Essay

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ENAM RIBU RUPIAH

Yessi Lia Linata

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

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This research deals with The Students' Ability in Writing Persuasive Essay. It was aimed to investigate the students' ability in writing persuasive essay. This research was carried out by using quantitative method. The instrument to collect the data was written test. The population was at the semester IV students of University Muhammadiyah of North Sumatera. The total number of semester IV students were 163. The samples that had been tested were 70 students. The Sample of this research was taken by of using cluster random sampling technique. The technique of analyzing data was strived to investigate the students' ability in writing persuasive essay in english. This research was descriptive analyzed. Based on the result of this research, it can be concluded that several phenomena found related to this topic of research, the phenomena are most of the students are not accustomed to writing an essay, especially persuasive essay, most of the students are unwilling to make a persuasive essay, most of the students do not know what persuasive essay is about, most of the students find difficulty to make a persuasive essay. Based on the data analysis, the coclusion can be drawn the finding of the research showed the average of the students score in each components of writing mastery are categorize into fair to poor. It means, the students' ability in writing persuasive essay at the semester IV of University Muhammadiyah of North Sumatera categorized *less* (fair to poor).

Keywords: Students' ability, Writing, Persuasive Essay

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This skripsi is entlited **The Students' Ability in Writing Persuasive Essay.** In wiriting this skripsi, there were many difficulties and problems faced by the writer and without much help from the following people, it may be impossible to finish this skripsi.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Appendix 1. Test

Appendix 2. Students Score (Reader 1)

Appendix 3. Students Score (Reader 2)

Appendix 4. Recapitulation of Students Score

Appendix 5. Documentation of Research (Photos)

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is a part of English skills. Which plays an important role as a medium of communication. In this modern era, people who have writing skill will be proud because they can give and take information easily. They can persuade someone or a group of people to trust or to convince what they say and do. It can be also as a medium to get job, and a way to express emotion, and to admire god's creatures. Actually many people can write, but writing here means not only that simple one. Good writing is one that is composed correctly with the attention to some important elements, namely, content language use, vocabulary used, organization used, and mechanic.

Writing is one of the skills in learning English. It is one of the important subjects to be learned. The students should be able to express their ideas interpersonally, ideationally and textually function in various texts. Interpersonal fuction means that students should be able to communicate to others. The ideal function is that the students are expected to use language according to the function. Textual function is the function that adjusts. Using writing language form or writing is not only the mold of the information, message, or idea in the sentence but also the correctness in a grammatical manner. The information, message, or idea must be created in text forms that have purpose, thetorical structure, and linguistic realization or grammatical patterns. Each written texts must have clear purpose, that all of the information, message or idea must be

created effectively in one form of the texts (descriptive, recount, narrative, exposition, procedure, anecdote, news item, discussion).

By amount of this text elements in a rhetorically manner must rhetorically structured, that is molded in sentences created by using precise and effectively grammtical patterns. It means that to consider the effectiveness of using language, each form of written texts preferable is created based on genre. Genre can be definite as a type of the text functioned as a frame of reference, so the text can be created effectively; in purpose, election, and arranging of text elements, and accuracy in using grammar. In genre concept, there are 11 types of texts. They are description, recount, narration, procedure, explanation, discussion , exposition, news item, information report, anecdote, and review. Each type has differences in purpose and rhetorical structure. Here, the writer wants to focus on persuasive, especially in persuasive essay. Persuasive essay writing is something that demonstrates the knowledge regarding the essay topic in a conversation format. What it takes is the full concentration of the writer towards the theme to get it well. The key of this feature is the vocabulary that one uses in the essay, as it is the reflection of the writer's overall capability.

Persuasive essay is the most difficult level of writing type. Besides giving reason clearly and logically, a writer should find the issues with two or more side, and he or she should identify the readers in order that massages can get the target in writing persuasive essay, a writer has to demonstrate in using between fact and emotion. If persuasion is all emotion, it may seem that the writer has no real thought of the matter carefully. If persuasion is all facts than appeal, it may seem the impersonal; mixture of the two is usually the best persuasion. In writing

persuasive essay, the students must have capability to write. Capability is ability or qualities, necessary to do something. The teacher must lead his or her students in eveloping writing persuasive essay; it is one of the ways for increasing the students' capability. In general, the students have sufficient capability in writing persuasive essay. They can arrange persuasive essay, but there are also many students who cannot write persuasive essay. They get trouble and usually they make some errors in composing persuasive essay, especially in grammar. It is one of the problems, usually faced by the students in writing.

On the basic of the problem, it is nesessary to analyze the students' capability in writing persuasive essay. The result can be used as the reflection for the teacher in teaching writing and the solution to find better technique in teaching writing. Based on the initial observation of the writer, there are several phenomena found related to this topic of research, the phenomena are: Most of the students are not accustomed to writing an essay, especially persuasive essay, most of the students are unwilling to make a persuasive essay, most of the sudents do not know what persuasive essay is about, most of the students find difficulty to make a persuasive essay.

In conclusion, writing is a complex process reflecting the writers' communicative skills. To help EFL students write in English appropriately, the teachers must take their major problems in writing into account if they are expecting a favorable outcome. Therefore, the writer is interested in analyzing students' ability in writing persuasive essay. To do that, this research entitled "Students' Ability in Writing Persuasive Essay"

B. The Identification of the Problem

Based on the problem above, the writer identifies several problems as follows:

1. The students ability in writing persuasive essay.

2. The students uninterested in writing persuasive essay.

3. The students difficulties in writing persuasive essay.

C. The Scope and Limitation

There are three kind of essay, namely: the expressive essay, the informative essay, and the persuasive essay. This study does not investigate all kinds of essay; it just focuses on the persuasive essay, especially for the analysis of the students' ability in writing persuasive essay at University of Muhammadiyah North Sumatera of semester IV 2017/2018 and factors that influence it.

D. The Formulation of the Study

Based on the limitation of the problem above, the writer formulates the problem to be investigated as follows:

1. How are the students' ability in writing persuasive essay?

2. What are difficulties in writing persuasive essay?

E. The Objectives of the Study

1. To know how are the students' ability in writing persuasive essay.

2. To know the students'difficulties in writing persuasive essay.

F. The Significance of the Study

The finding of this study was expected to be useful theoritically and practically.

a. Theoritically:

This study will enrich some theories which related to the areas on how to ability in writing persuasive essay

b. Practically:

1. To fulfill one of the requirements for undergraduate degree at Education and Teacher education English Faculty of Muhammadiyah North Sumatera.

2. The result of the research will be helpfull for the teacher to know the students' ability in writing persuasive essay.

3. To make the students interested in persuasive essay.

4. To give information and contribution to english teacher concerning persuasive essay.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. The Nature of Writing

Writing is a part of the language skills, which plays an important role as means of communication. According to Brown (2001) writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. Leo et al. (2007:1) writing as a process of expressing ideas or thoughts in words should be done at our leisure time. They then add, writing can be enjoy able as long as we have the ideas and the means to achieve it. From the arguments above, the researcher interprets writing as a complex activity, a social act which reflects the writer's communicative skills which is difficult to develop and learn, especially in an EFL context.

Furthermore, writing differs from the other skills (reading, speaking, and listening). In writing, people use graphic symbols that have to be arranged according to certain conventions to form word, and word have to be arranged to form sentences. A writer should master mant aspects of language such as spelling, punctuating, capitalizing, grammatical accuracy, and acceptability to make the relationship between clear words and reader's understanding.

Hughey, et al. (1983) writers have to compose writing correctly with the attention to some important elements such as content, language use, organization, vocabulary, and mechanic.

In addition, Oshima (1981:87) a good writing is when the writing displays to communicate in way that gives the reader full satisfaction. The writing displays as a completely logical organizational structure that enable the message to be the followed effortlessly. Oshima adds that relevant arguments are presented in an interesting way with main ideas prominently and clearly stated, with completely effective supporting materials; the arguments are related to the writer's experiences or views.

Based on the ideas above, the researcher cincludes that writing is a thinking process that requires ideas in order to enjoy it. In order to evaluate the writing performance of the students, the researcher has to pay attention to some important elements of writing. They are content, language use, organization, vocabulary, and mechanic.

2. The Essay

An essay is a series of paragraphs about one topic. In an essay, there are paragraphs (more than one paragraph). An essay is written about one topic, and the topic of an essay is too complex to discuss in one paragraph. Thus, we must write the topic in several paragraphs. Oshima and Hogue (1999:110) parts of an essay as follows:

a. A beginning: Called the introduction, this paragraph is the first in the The purpose of the introduction is to introduce the topic to our audience and to state the purpose of our essay in the thesis statement. The introduction has two parts:

1. General Statements

   The general statement(s) with which we begin our introduction should make our audience interested in our topic, and should lead logically to our thesis statement.

2. A thesis statement

   Each essay we read will contain a thesis statement. This statement is usually one sentence that gives the purpose of the essay. The thesis generally located at the end   of the introduction. The thesis statement must not be a simple statement of fact the requires no elaboration, for example: *Aldo, my brother, has five rabbits and two roosters.* (not a thesis)

   The thesis statement may be a statement of opinion that we will explain and prove in the body paragraph of the essay, for example: *My brorther, Aldo, owns two roosters: these animals present a serious health hazard in our house.*

   The thesis statement may be a statement of intent that we will explain and illustrate in the body paragraphs of the essay, for example: *This essaywill show how to use children's literature with young learners and why this way can be effective and enjoyable way to teach language.*

   b. A middle: Called the essay body, these paragraphs explain, define, clarify, and illustrate the thesis statement. Each body paragraph consist of a topic sentence and several supporting sentence. The number of body paragraphs depends on the length and complexity of the topic of an essay.

   c. An end: Called the conclusion, this paragraph completes the essay. The conclusion may contain a brief summary, will also contain one or more of the following: a prediction, a recommendation, or a solution.

Reid (1987: 68) in writing an essay, "writers must be prepared to write draft, revise it, and then write another draft" in order to produce a good piece of writing. In revising the essay, might be better if we use correction symbols in order to help us remember our revision. As conclusion, essays usually contain an introduction, several body paragraphs, and a conclusion.

The introduction and conclusion are generally shorter than the body paragraphs because they do not have many sentences of supportive detail. The body paragraphs are longer and are approximately equal length. A very short body paragraph shows a lack of balance and often indicates a lack of organization.

3. Writing Persuasive Essay

Students often have essay writing activities in almost all of their subjects. Creating a good essay is a very complicated task. Most of the students fail in completing properly. Teachers' help in essay writing is absolutely crucial to students' academic and career goals. There are many different kinds of essays. The persuasive essay is one of the most common ones.

Nelson (2010) a persuasive or argumentative essay makes a claim or position regarding a subject for the main purpose of persuasion. Nelson then describes the characteristics of persuasive essay is usually presented with statistics, experts' opinions, and well-supported arguments about a claim or controversy. In using an argumentative tone in essay writing it is essential that the issue to be discussed is two-sided where the writer takes a stand. Also, the main argument must be clear, exact, and highly focused.

Holt (2000) a pesuasive essay is meant to change readers' minds or to convince them to take action. It is usually focused on an issue that is very important to its writer's issue that the writer has a strong opinion about.

Winston (2000) persuasive writing attempts to convince the reader that a point of view is valid, or to persuade the reader to take specific action. It is based on a topic that is limited in scope (and therefore manageable), and that is debatable – a topic about which there could be more than one point of view. Persuasive differs from expository writing in that it does more than explain or enlighten; it also takes a stand, and endeavors to persuade the reader to take the same stand.

Macmillan (2001) Persuasive writing states the oponion of the writer and attempts to influence the audience. Then he describes that the persuasive writing: (1) Clearly states an opinion on a specific topic; (2) Supports the opinion with convincing reasons and arguments; (3) Presents reasons in a logical order; (4) Often saves the strongest argument for last; (5) Uses opinion words.

4. Techniques to Study Persuasive Essay

There are many ways to write an essay. Beare (2009) the standard essay form follows the same basic patterns namely: select the topic of your essay; choose the central idea, or thesis, of your essay. For example: Information technology has revolutionized the way we work; outline your essay into introductory, body and summary paragraphs; the introductory paragraph begins with an interesting sentences. For example: Home workers have grown from 150,000 to over 12 million in the past 5 years thanks to the wonders of the

computer; after this first sentence, add your thesis statement from above; use one sentence to introduce every body paragraph to follow. For example: The Internet has made this possible by extending the office into the home; finish the introductory paragraph with a short summary or goal statement. For example: Technological innovation has thus made the traditional workplace obsolete; in each of the body paragraphs (usually two or there) the ideas first presented in the introductory paragraph are developed; develop your body paragraph by giving detailed information and examples. For example: When the Internet was first introduced it was used primarily by scientist, now it is common in every classroom; body paragraphs should develop the central idea and finish with a summary of that idea. There should be at least two examples or facts in each body paragraph to support the central idea; the summary paragraph summarizes your essay and is often a reverse of the introductory paragraph; begin the summary paragraph by quickly restating the principal ideas of your body paragraphs. For example: The Internet in the home, benefits and ease of use of modern computer systems; the penultimate sentence should restate your basic thesis of the essay. For example: We have now passed from the industrial revolution to the information revolution; your final statement can be a future prediction based on what you have shown in the essay. For example: The next step: The complete disappearance of the workplace.

Besides that, Correli (2004: 23) some steps in writing persuasive essay are: read and understand the prompt or writing direction; decide on a topic or issue; make a list of pros and cons for your issue. Pros is for questioning what makes your idea a good one; and cons is to consider your audience. To answer "What

arguments might they make against your idea?"; write a thesis statement; organize and outline ideas; write your essay; revise; proofread and edit; write your draft; read your summary one last time before you turn it in.

In this step, try to look for coreless spelling, punctuation, and grammar errors, espsecially omitted words or letter. Cross out errors neatly with a single line and write the correction above. Smith (2009:3) also suggested some steps to be followed when planning a persuasive essay. The followings are her steps: choose their position; analyze their audience; research their topic; follow the proper format for their persuasive essay. Then smith explains that the purpose of persuasive essay is to persuade its spectators to grip its plan or point of view. To write an effective persuasive essay, try to understand to audience.

5. Features of Persuasive Essay

Macmillan (2001) the features of persuasive essay are:

1. Clearly states an opinion on a specific topic.

2. Supports the opinion with convincing reasons and arguments.

3. Presents reason in a logical order.

4. Often saves the strongest argument for last.

5. Use opinion words.

6. Persuasive Essay VS Argumentative Essay

1. Persuasive Essay

Rinchart (2000) persuasive essay is defined an presenting reasons and examples to influence action or thought. Effective persuasive writing requires a

writer to state clearly an opinion and to supply reasons and specific examples that support the opinion.

Doddy et al.(2008: 62) the generic structure of the persuasive essay is as follows:

1. Introduces a topic and indicates the writer's position; outlines the main arguments to be presented. (Thesis)

2. Restates main arguments oulined in a preview; develops and supports each point/argument. (Arguments)

3. Restates the writer's position. (Conclusion)

2. Argumentative Essays

Carl Bishop (2000) argumentative essay is the art of influencing others through the medium of reasoned discourse, to believe or act as we wish them to believe or act.

Structures of arguments:

1. Claim: Proposition

2. Support: Evidence, motivational appeals

3. Warrant: Assumptio(s) that have been taken for granted

7. The Differences between Persuasive Essay and Argumentative Essay

Carl bishop (2000) argumentative essay, although bearing many similarities to the persuasive (argument) essay, actually they are has several very distinct differences.

The objective of a persuasive essay is to "win" the reader over to your side of an argument, while the primary objective of an argumentative essay is just to

show that you have a valid argument, allowing the reader either to adopt your position or to "agree to disagree".

Another difference between the two types of essay is that in the persuasive essay, although you acknowledge the opposing view, only one side of the issue is debated. An important part of the argumentative essay is to use evidence both to substantiate one's own position and to refute the opposing argument.

The final difference between the argumentative essay and the argument (persuasive) essay is the organization of the composition. The persuasive essay follows the basic format as follows:

Basic Essay format:

I. Introduction

II. Body

    A. First point and supporting info

    B. Second point and supporting info

    C. Third point and supporting info

III. Conclusion

    The differnces can be seen as folow:

Table 2.1

The Differences Between Persuasive Essay and Argumentative Essay Based

On Claim/Counter Claim

Claim / Counter Claim	
Argumentative Essay	**Persuasive Essay**
1.Introduce the topic and state or explain the question. State both the claim (your position) and the counter claim (the opposing position). 2.Start buiding a strong case by refuting or disproving the opposing position. 3.Use one paragraph to state each counter point, following your statement with related evidence that refutes the point. 4.Present your case in the second section of the body. 5.Use one paragraph to state each of your points, following your statement with the evidence that proves or supports your point. 6.The conclusion of this format is a restatement of your claim and a summary of the information that supports it.	1.Introduction (Claim and counter claim statement) 2.Body part I 　a.First counter point and refuting information 　b.Second counter point and refuting information 　c.Third counter point and refuting information 3.Body Part II 　a.First point and supporting information 　b.Second point and supporting information 　c.Third point and supporting information 4.Conclusion – Restatement of claim and summary of the main ideas

Table 2.2

Differences Between Persuasive Essay and Argumentative Essay Based On

the Cluster Format

The Cluster Format	
Argumentative Essay	**Persuasive Essay**
1.Introduce the topic and state or explain the question. 2.Start the first section of the body with your statement of claim or position. 3.In this format, you begin by stating and supporting your points. Use one paragraph to state each of your points, following your statement with the evidence that proves or supports your	1.Introduction (Claim and counter claim statement) 2.Body Part I – Presenting the Case 　a.Statement of the claim 　b.First point and supporting information 　c.First point opposition and refuting evidence 　d.Second point and supporting

point. 4. Follow each point with an opposing view related to that point and evidence thar supports the objection. Use one paragraph for each counter point and its evidence. 5. After you have finished presenting all points, counter points and evidence, start the second section of the body with your rebuttals to each of the counter points. 6. Back your rebuttals with evidence and logic that shows why the objections are invalid. If the opposing view is valid, acknowledge it as so but use your evidence to show that it's somehow unattractive and that your position is the more desirable of the two. 7. Use one paragraph to rebut each counter claim. 8. The conclusion of this format is a restatement of your claim, a summary of supporting information and an assessment of rebuttals.	information e. Second point and opposition and refuting evidence f. Third point and supporting information g. Third point opposition and refuting evidence 3. Body Part II – Author's rebuttal a. First point rebuttal b. Second point rebuttal c. Third point rebuttal 4. Conclusion

8. Students' Ability in Writing Persuasive Essay

Winston (2000) persuasive writing attempts to convince the reader that a point of view is valid, or to persuade the reader to take specific action. It is based on a topic that is limited in scope (and therefore manageable), and that is debatable – a topic about which there could be more than one point of view. Persuasive differs from expository writing in that it does more than explain or enlighten; it also takes a stand, and endeavors to persuade the reader to take the same stand.

Persuasive essy writing is something that demonstrates the knowledge regarding the essay topic in a conversation format. What is take is the full concertration of the writer towards the theme to get it well. The key of this feature

is the vocabulary that one uses in the essay, as it is the reflection of the writer's overall capability.

Persuasive essay is the most difficult level of writing type. Besides giving reason clearly and logically, a writer should find the issues with two or more side, and he or she should identify the readers in order that massages can get the target in writing persuasive essay, a writer has to demonstrate in using between fact and emotion. Strong writers must know how to plan, generate content, organize, address an appropriate audience, revise, and improve their written composition. Outside of the actual creation of text itself, the writing process requires attention to ask, the ability to redirect one's ideas, and self-monitoring of the writing process (Harris, Graham, & Mason, 2003).

In writing persuasive essay, the students must have ability to write. Ability is ability or qualities, necessary to do something. The teacher must lead his or her students in developing writing persuasive essay; it is one of the ways for increasing the students' capability.

9. Factor that influence the Students' Ability in Writing Persuasive Essay

(Muhibin, 2004: 132-138) factors that affect students learning can be devided into three kinds: (a) internal factors (factors from the students themselves), namely state students' physical and spiritual condition, (b) External factors (factors from outside the student), namely state environment around students, and (c) Approaching to learning, where the type of student effort that includes strategies and methods used by students to conducting learning course material. (Mel Silberman 1996: 23) quoted the wise words of Confucius, a Chinese philosopher: "What I see I remember, What I do I understand". Implicitly

Mel Silberman wants to show that learning is more meaningful and useful if students are using all the means of his senses, as well as think, process information and supplemented by doing something. Lindgren and Sullivan (2002), who, in their article entitled *The Is graph: A methodology for visualizing writing revision* propose that the ability to write is not inborn and is generally learned in a formal setting. (Daly, 1985) setting and achieving goals help to build the students's motivation to improve. Such training ought to especially benefit students who are highly apprehensive about their writing abilities and hold low expectations for success. Roger (2001) some feedback from teacher serves unhelpful feedback to student; they are too unclear, subjective and focused on some aspect of performance that make the students cannot change. (Schmidt & Bjork, 1992) intermittent feedback might serve as a desirable learning difficulty that harms acquisition performance but benefits long-term learning of writing skills. Lee (2005) in improving thev effectiveness of writing, there are some important notes must be noticed in teaching writing and assessment. In teaching writing, the teaching ahould engage students in peer/self-evaluation. When they apply the criteria, they become better informed about the requirements of good writing (for specific genres) and Provide students with a language for discussing their writing. In addition, Roger (2001) feedback is not just about weakness. Student will respond if teachers are encouraging as well as allowing mistakes, emerging capabilities, and give ideas for directing further learning.

In providing feedback, teacher should encourage students to continue writing, in order students feel good with their writing and carry the activity through completion (Grabe and Kaplan, 1996: 275). Teachers can offer self-

correction opportunity for their students by providing indirect feedback on student's grammatical errors (Chandler, 2003). The assistance and feedback given by the teacher should not be confined to the last stage of the writing process. The marking of products should always open more opportunities in which students can redraft their work. By depriving them of their opportunity for redrafting and reassessing, the students cannot have the chance of correcting the wrong behavior and re-practicing the correct behavior. From several definitions, it is clear that feedback is very useful in teaching and learning process, beside students will learn how to evaluate their self (self-evaluate), it also help students to take greater confidence of their learning and increasing the students' performance. That is why giving feedback to students' writing is important skill that is seldom taught. Through feedback, we can help students compare their own performance with the ideal and to diagnose their own strength and weaknesses. In assessing writing, teacher should respond to writing based on criteria that have been communicated and taught to students and responses to errors. To respond the error teacher can use a feedback that contains specific criteria for the writing task and criteria that have been taught and communicated to the learners. So, from the theory above it can conclude that the factors that influence the students' ability in writing a persuasive essay can be seen in the internal factor by students' attitude and interest in writing persuasive essay and external factor by motivation and respect from the teacher in students' writing, especially persuasive essay.

B. Relevant Studies

In 2008, Solicha did a descriptive study on students' ability in writing narrative text. The objective of her study is to describe the students' ability in writing narrative text. Forty students participated in her study. She found that 78,5% of the students have good ability in writing narrative text.

Fallahzadeh did another research relevant with this research. He concerned with EFL writing problems at the university level, trying to point out the major difficulties with which Iranian students face when writing their reports. The specific objective of his study will be to determine whether language skills or writing skils were the major problem areas to which his fifth year medical students in Shiraz University of Medical Sciences and interns are confronted. His data analysis indicates that Iranian EFL, medical students have problem both in language and writing skills, but with a higher percentage of problem in writing skills.

C. Conceptual Framework

Since English is very important in this area, it is taught in Indonesia as a foreign language from junior high schools to unversities. The students are expected to master English to that they can communicate with foreigners, can, get a lot of information from English literatures, and can competed with students from other countries to get a good achievement. Writing is ussually considered as a complex activity because thee are many alements include in it, such as grammar, sentence structure, vocabularies and the type of texts that should also be understood by the students.

Realizing that writing is a complex activity, the researcher concludes that there is a way that should be done to make the students interested in doing the writing activity. It is by providing good writing materials. Good materials do not teach but ancourange the learners to learn. The materials, futhermore, should represent the students' needs. Beside, the materials have to meet students' interest, experiences, and future. Developing the materials is an important point since it helps the students to reach their purposes in the teaching and learning process.

Based on the theories, the basis of the reseacher to develop the material is the procedur in developing the materials themselves. First, the researcher needs to uderstand and comprehend the curriculum and the theories of developing of sequecing the materials. Then, the researcher needs analyzing in order to find the students' needs. A need analysis which is aimed at finding the learners' need and interest.

Next, the result of comprehending the curriculum, the theories of developing materials, and the analysis of students' needs and interest are used as a basis in developing in the course grid, writing materials, and designing the tasks and activities. When the materials have been designed, the materials are used in teaching and learning process.

The material however, must be tried out first in the school in order to know wether they are suitable or not. Besides, the evaluation is also condusted by the researcher through giving questionaire or interview some respondents to get the feedback from the students. Finally the result of the tried out and questionaire or interview are used as an evaluation to revise the materials.

D. Hypothesis

     The hypothesis of this study will be formulated as following:

Ho: The students' ability in writing significantly affects on the students' writing

     persuasive essay.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

This reasearch was conducted at University of Muhammadiyah North Sumatera. The reason for choosing this location is the research about persuasive essay more appropriate for students of university and also the same research has never been conducted there to research matter.

B. The Population and Sample

The population of this research was all the students of semester IV English department at Muhammadiyah North Sumatera, in academic year 2017/2018, which the for six classes. For class A morning 36 students, B morning 42 students, C morning 33 students, D morning 21 students, A afternoon 18 students, and A evening 13 students. So the total of all population were 163 students. Cluster random sampling technique was applied to determine the samples. The samples chosen are A morning, C morning, and D morning as the control group. So total number are 93 students. The design is figured as follows:

Table 3.1 Population and Sample

NO	Class	Population	Sample
1	A Morning	36	36
2	B Morning	42	-
3	C Morning	33	-
4	D Morning	21	21
5	A Afternoon	18	-
6	A Evening	13	13
	Total	**163**	**70**

C. Research Design

The research will be applied descriptive qualitative design, which aimed at gathering data of the students in order to know the students' problems and their abilities in writing persuasive essay. The qualitative technique will be used in collecting data to find out the number of percentages of the students' ability in writing persuasive essay.

D. The Instrument of The Research

The instrument of this research will be written test. The students will be given the exercises to create a persuasive essay, looking for factors that affect the abilty of students and researchers to emerge through a series of questions. The data to find out the students' ability in writing persuasive essay.

E. Technique of Collecting Data

In order to get the data for this research, the writer will applied the test. The data was collected from the test of writing persuasive essay. The test administered to semester IV of University of Muhammadiyah North Sumatera. The researcher asked the students to create a persuasive essay by their own words. The students' writing results were collected after the students revised their essay for several times as suggested. In order words, the researcher asked the students to revise their essay for several times or until the data are complete enough before analyzing them.

F. Technique of Analyzing Data

This research was strived to investigate the students' ability in writing persuasive essay in English. This research was descriptive analyzed. Therefore, to analyze the data, the methods that the writer used was field research. Field research is to collect the data from researched area. Later, the students' scores, getting from the result of documentation, are categorized into five classifications:

0 – 20%	: very poor
21 – 40%	: poor
41 – 60%	: enough
61 – 80%	: good
81 – 100%	: very good (Riduwan, 2009:36-41)

To know the mean of the students' ability in writing persuasive essay in English, the formula is used:

$$M = \frac{}{}$$

Where:

M   = Mean

FX = Sum of respondents scores

N   = Number of respondents   (Riduwan,2009:102)

CHAPTER IV

DATA ANALYSIS

A. Data Collection

In the previous chapter, the researcher had explained that the data collecting by giving written test to the students and asked them to answering the question on to write persuasive essay and then the scores were calculated to find out the average of each student's score.

Table 4.1 The Students' Score

NO	Students' initial	Score		Final Score	Category
		Writter 1	Writter 2		
1	DH	45	48	46	Less
2	AP	55	48	51	Fair
3	AM	68	45	56	Fair
4	YLL	87	88	87	Good
5	NZN	40	49	44	Less
6	AA	50	40	45	Less
7	AK	66	54	60	Fair
8	SA	54	44	49	Less
9	MNN	43	53	48	Less
10	MNR	46	45	45	Less
11	EA	53	52	52	Fair
12	NF	55	56	55	Fair
13	DA	41	48	44	Less
14	ASS	58	45	51	Fair
15	AN	44	49	46	Less
16	SF	41	45	43	Less
17	RS	76	81	78	Fair
18	SH	56	45	50	Less
19	EM	56	50	53	Fair
20	SS	49	54	51	Fair
21	DGAT	50	53	51	Fair
22	RAN	41	44	42	Less
23	MP	50	47	48	Less
24	IJP	46	55	50	Less
25	LMN	45	48	46	Less
26	MF	46	66	56	Fair
27	MK	48	57	52	Fair

28	RA	89	69	79	Good
29	WS	45	46	45	Less
30	JS	44	48	45	Less
31	MQF	45	48	46	Less
32	SE	55	48	51	Fair
33	RJ	68	45	56	Fair
34	AA	87	88	87	Good
35	MN	40	49	44	Less
36	MDPH	50	40	45	Less
37	ZA	66	54	60	Fair
38	JS	54	44	49	Less
39	SW	43	53	48	Less
40	AMA	46	45	45	Less
41	NM	53	52	52	Fair
42	RR	55	56	55	Fair
43	SL	41	48	44	Less
44	IH	58	45	51	Fair
45	TLL	44	49	46	Less
46	LMP	41	45	43	Less
47	PDY	76	81	78	Fair
48	RP	56	45	50	Less
49	NW	56	50	53	Fair
50	KN	49	54	51	Fair
51	GF	50	53	51	Fair
52	IS	41	44	42	Less
53	MSH	50	47	48	Less
54	SS	46	55	50	Less
55	RYP	45	48	46	Less
56	NLD	46	66	56	Fair
57	AH	48	57	52	Fair
58	MM	89	69	79	Good
59	WD	45	46	45	Less
60	AHY	44	48	45	Less
61	AT	45	48	46	Less
62	YAS	55	48	51	Fair
63	IL	68	45	56	Fair
64	VA	87	88	87	Good
65	AJN	40	49	44	Less
66	RR	50	40	45	Less
67	RZ	66	54	60	Fair
68	YA	54	44	49	Less
69	ADM	43	53	48	Less
70	DA	46	45	45	Less

Based on the table above, it can be seen that 5 students of 70 respondents are included into good category (6,25%), 27 students are included into fair category (40%), 38 students are included into less category (53,75%) and nobody of the respondents is categorized into bad.

To make it clear about the percentage of students' capability in writing persuasive essay, it can be seen in the following table:

Table 4.2

The Percentage of Students' Ability in Writing Persuasive Essay

No	Category	Frequency	Percentage
1	Good	5	6,25%
2	Fair	27	40%
3	Less	38	53,73%
4	Bad	0	0
Total		**70**	**100%**

The table IV.2 shows that 5 or 6,25% of the respondents are categorized good, 27 or 40% of the respondents are categorize fair, 38 or 53,75% of the respondents are categorized less and nobody of the respondents is categorized into bad.

In order to know student's ability in writing persuasive essay, it was analyzed by persuasive essay rubric based on five components of writing scales. They are namely:

1. Content

2. Organization

3. Vocabulary

4. Language use

5. Mechanic

To make it easier, the writer presented sudents' ability in writng persuasive essay by each component, furthermore, information about them is presented as follows:

Table 4.3

The Index of Students' Mastery in "content"

No	Criteria	Level	Frequency
1	Excellent to very good	30-27	1
2	Good to average	26-22	8
3	Fair to poor	21-17	30
4	Very poor	16-13	31
Total			**70**

From the table above can be seen that 1 student is included into excellent to very good category, 8 students are in good to average level, 30 are students included into fair to poor level and 31 students are in very poor level.

Table 4.4

The Index of Students' Mastery in "Organization"

No	Criteria	level	Frequency
1	Excellent to very good	20-18	8
2	Good to average	17-14	5
3	Fair to poor	13-10	57
4	Very poor	9-7	-
Total			**70**

From the table above can be seen that 8 students are included into excellent to very good category, 5 students are in good to average level, 57 students are included into fair to poor level and nobody of the respondents is in very poor level.

Table 4.5

The Index of Students' Mastery in "vocabulary"

No	Criteria	Level	Frequency
1	Excellent to very good	20-18	3
2	Good to average	17-14	3
3	Fair to poor	13-10	48
4	Very poor	9-7	16
	Total		**70**

From the table above can be seen that 3 students are included into excellent to very good category, 3 students are in good to average level. 48 students are included into fair to poor level and 16 students are in very poor level.

Table 4.6

The Index of Students' Mastery in "language use"

No	Criteria	Level	Frequency
1	Excellent to very good	30-27	-
2	Good to average	26-22	-
3	Fair to poor	21-17	-
4	Very poor	16-13	70
	Total		**70**

From the table above can be seen that there are no students who included into excellent to very good category, good to average, fair to poor level, but 70 students are included into very poor level.

Table 4.7

The Index of Students' Mastery in "mechanic"

No	Criteria	Level	Frequency
1	Excellent to very good	5	6
2	Good to average	4	2
3	Fair to poor	3	20
4	Very poor	2	42
	Total		**70**

From the table above can be seen that 6 students are included into excellent to very good category, 2 students are in good to average level, 20 students are included into fair to poor level and 42 students are i very poor level.

B. The Analysis of Data

In this chapter, the writer analyzed the data through descriptive analysis. This study was descriptive, in which all the collected data were analyzed according to the five components scale of writing.

However, the descriptive analysis only convered the computation of the percentage of the accuracy in each items of the test administered to the respondents. Therefore, in order to know the students' ability in writing persuasive essay at semester IV in University Muhammadiyah of North Sumatera, it is quite important to analyze it is to continue the next finding.

Table 4.8

The Total Frequency of The Students' Score Range in "content"

No	Score	Frequency	Amount
1	30	2	60
2	25	4	100
3	23	3	69
4	20	7	140
5	19	3	57
6	18	12	216
7	17	5	85
8	16	2	32
9	15	10	150
10	14	5	70
11	13	7	91
12	12	6	72
13	11	2	22
14	10	1	10
15	8	1	8
Total		**70**	**1.182**

The average of the students' mastery in content score can be seen as in the following:

$$M = \frac{FX}{N}$$

$$M = \frac{1182}{70}$$

$$= 16.88$$

Students' mastery in content included into the level of 21-17. It means belong to *fair to poor* category.

Table 4.9

The Total Frequency of The Students' Score Range in "Organization"

No	Score	Frequency	Amount
1	19	8	152
2	14	5	70
3	13	2	26
4	12	10	120
5	11	10	110
6	10	35	350
Total		**70**	**828**

The average of the students' mastery in organization score can be seen as inthe following:

$$M = \frac{FX}{N}$$

$$M = \frac{828}{70}$$

$$= 11.828$$

Students' mastery in organization included into the level of 9-7. It means belong to *fair to poor* category.

Table 4.10

The Total Frequency of The Students' Score Range in "vocabulary"

No	Score	Frequency	Amount
1	18	2	36
2	17	2	34
3	12	4	48
4	11	20	220
5	10	18	180
6	9	11	99
7	8	10	80
8	7	3	21
Total		**70**	**718**

The average of the students' mastery in vocabulary score can be seen as in the following:

$$M = \frac{FX}{N}$$

$$M = \frac{718}{70}$$

$$= 10.25$$

Students' mastery in vocabulary included into the level of 13-10. It means belong to *fair to poor* category.

Table 4.11

The Total Frequency of The Students' Score Range in "Language use"

No	Score	frequency	Amount
1	16	2	32
2	15	2	30
3	13	2	26
4	12	2	24
5	11	13	143
6	10	25	250
7	9	6	54
8	8	9	72
9	7	9	63
Total		**70**	**694**

The average of the students' mastery in language use score can be seen as in the following:

$$M = \frac{FX}{N}$$

$$M = \frac{694}{70}$$

$$= 9.91$$

Students' mastery in language us included into the level of 21-17. It means belong to *fair to poor* category

Table 4.12

The Total Frequency of The Students' Score Range in "Mechanic"

No	Score	Frequency	Amount
1	5	6	20
2	4	2	6
3	3	15	50
4	2	47	100
Total		**70**	**176**

The average of the students' mastery in mechanic score can be seen as in the following:

$$M = \frac{FX}{N}$$

$$M = \frac{176}{70}$$

$$= 2.5$$

Students mastery in mechanics included into the level of 3. It means belong to *fair to poor* category.

C. The Research Findings

It can be concluded that factors that influence the students' ability in writing persuasive essay in University Muhammadiyah of Nort Sumatera is categorized *enough.*

On the other hand, there are some indicators of factors influencing the students' ability in writing persuasive essay:

1. The students interested in writing persuasive essay 6 %. It means there are a lot of students uninterested in it.

2. The students who like to write persuasive essay are 3.75%. It means there are a lot of students who do not like it.

3. The students who practice a lot of persuasive essay are 7.5&. It means there are so many students who do not practice a lot.

4. Teacher who give the students motivation to write persuasive essay 18.75%. It means teacher do not gives the students a lot of motivation to write persuasive essay.

5. Teacher appreciate the students' persuasive essay writing 12.5%. It means teacher have lack of appreciation tp the students' persuasive essay writing.

6. Teacher who give the students homework or task to practice their persuasive essay are 7.5%. It means teacher do not always gives the students homework or task to practice their persuasive essay.

7. The students whp try to increase their persuasive essay capability 12.25%. It means there are a lot of students who do not try to increase their persuasive essay capability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, the coclusion can be drawn the finding of the research showed the average of the students score in each components of writing mastery are categorize into fair to poor. It means, the students' ability in writing persuasive essay at the semester IV of University Muhammadiyah of North Sumatera categorized *less* (fair to poor).

B. Suggestion

Related to the coclusion, some suggestions were stated as the following:

1. The students should practice their persuasive essay writing at home as well as at school.

2. The students should train themselves to construct good sentences.

3. The students should add their knowledge by reading many books ro improve their understanding on how to produce good persuasive essay.

4. It is suggestion to the other researchers to use these findings as source of information for further related studies.

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APPENDIX 1

ENGLISH TEST

1. These test is used for scientific research

2. The result of the test does not influence your grade

3. Thank you for you participation

Write a persuasive essay (analytical exposition) of your own. Use these following clues to help you.

1. Introduce a topic and outline the main arguments to be presented.

2. Restates main arguments oulined in a preview; develops and supports each point/argument.

3. Create conclusion.

4. Use the proper format for their persuasive essay.

5. Use grammar, spelling, punctuation, paragraphing, correctly.

APPENDIX 2

Writer 1

No	S I	Con	Org	Voc	L U	Mec	Reader 1
1	DH	16	13	7	7	2	45
2	AP	20	10	11	11	3	55
3	AM	25	15	14	10	4	68
4	YLL	30	20	18	15	5	87
5	NZN	16	12	5	5	2	40
6	AA	15	10	11	11	3	50
7	AK	25	15	12	10	4	66
8	SA	20	10	10	11	3	54
9	MNN	16	10	10	5	2	43
10	MNR	12	10	12	10	2	46
11	EA	24	10	11	5	3	53
12	NF	20	10	11	11	3	55
13	DA	11	10	8	10	2	41
14	ASS	20	15	10	10	3	58
15	AN	14	10	10	10	2	44
16	SF	16	13	5	5	2	41
17	RS	20	20	16	15	5	76
18	SH	20	10	11	12	3	56
19	EM	20	10	12	11	3	56
20	SS	16	10	10	11	2	49
21	DGAT	15	10	11	11	3	50
22	RAN	11	10	8	10	2	41
23	MP	15	10	11	11	3	50
24	IJP	12	10	10	12	2	46
25	LMN	11	10	10	12	2	45
26	MF	11	10	12	11	2	46
27	MK	16	15	8	7	2	48
28	RA	30	20	19	15	5	89
29	WS	11	10	10	12	2	45
30	JS	10	10	10	12	2	44
31	MQF	16	13	7	7	2	45
32	SE	20	10	11	11	3	55
33	RJ	25	15	14	10	4	68
34	AA	30	20	18	15	5	87
35	MN	16	12	5	5	2	40
36	MDPH	15	10	11	11	3	50
37	ZA	25	20	16	15	4	66
38	JS	20	10	11	12	3	54
39	SW	16	10	12	11	2	43
40	AMA	12	10	10	11	2	46
41	NM	24	10	11	5	3	53

42	RR	20	10	11	11	3	55
43	SL	11	10	8	10	2	41
44	IH	20	15	10	10	3	58
45	TLL	14	10	10	10	2	44
46	LMP	16	13	5	5	2	41
47	PDY	20	20	16	15	5	76
48	RP	20	10	11	12	3	56
49	NW	20	10	12	11	3	56
50	KN	16	10	10	11	2	49
51	GF	15	10	11	11	3	50
52	IS	11	10	8	10	2	41
53	MSH	15	10	11	11	3	50
54	SS	12	10	10	12	2	46
55	RYP	11	10	10	12	2	45
56	NLD	11	10	12	11	2	46
57	AH	16	15	8	7	2	48
58	MM	30	20	19	15	5	89
59	WD	11	10	10	12	2	45
60	AHY	10	10	10	12	2	44
61	AT	16	13	7	7	2	45
62	YAS	20	10	11	11	3	55
63	IL	25	15	14	10	4	68
64	VA	30	20	18	15	5	87
65	AJN	16	12	5	5	2	40
66	RR	15	10	11	11	3	50
67	RZ	25	15	12	10	4	66
68	YA	20	10	10	11	3	54
69	ADM	16	10	10	5	2	43
70	DA	12	10	12	10	2	46

APPENDIX 3

Writer 2

No	S I	Con	Org	Voc	L U	Mec	Reader 1
1	DH	20	10	10	8	2	48
2	AP	20	10	8	10	2	48
3	AM	13	10	10	10	2	45
4	YLL	30	18	18	15	5	88
5	NZN	14	11	10	10	2	49
6	AA	10	10	8	10	2	40
7	AK	21	10	10	10	3	54
8	SA	10	10	12	10	2	44
9	MNN	20	10	10	10	3	53
10	MNR	10	12	9	12	2	45
11	EA	11	16	10	12	3	52
12	NF	11	18	12	12	3	56
13	DA	15	11	10	10	2	48
14	ASS	17	10	10	6	2	45
15	AN	10	12	12	12	2	49
16	SF	10	10	11	12	2	45
17	RS	30	18	18	12	5	81
18	SH	10	10	11	12	2	45
19	EM	20	10	10	7	3	50
20	SS	20	10	11	10	3	54
21	DGAT	20	15	6	9	3	53
22	RAN	15	10	9	8	2	44
23	MP	17	10	10	8	2	47
24	IJP	16	10	12	14	3	55
25	LMN	15	11	10	10	2	48
26	MF	30	18	12	12	4	66
27	MK	21	10	10	13	3	57
28	RA	20	18	12	15	4	69
29	WS	13	10	10	11	2	46
30	JS	10	14	12	10	2	48
31	MQF	20	10	10	8	2	48
32	SE	20	10	8	10	2	48
33	RJ	13	10	10	10	2	45
34	AA	30	18	18	15	5	88
35	MN	14	11	10	10	2	49
36	MDPH	10	10	8	10	2	40
37	ZA	21	10	10	10	3	54
38	JS	10	10	12	10	2	44
39	SW	20	10	10	10	3	53
40	AMA	10	12	9	12	2	45

41	NM	11	16	10	12	3	52
42	RR	11	18	12	12	3	56
43	SL	15	11	10	10	2	48
44	IH	17	10	10	6	2	45
45	TLL	10	12	12	12	2	49
46	LMP	10	10	11	12	2	45
47	PDY	30	18	18	12	5	81
48	RP	10	10	11	12	2	45
49	NW	20	10	10	7	3	50
50	KN	20	10	11	10	3	54
51	GF	20	15	6	9	3	53
52	IS	15	10	9	8	2	44
53	MSH	17	10	10	8	2	47
54	SS	16	10	12	14	3	55
55	RYP	15	11	10	10	2	48
56	NLD	30	18	12	12	4	66
57	AH	21	10	10	13	3	57
58	MM	20	18	12	15	4	69
59	WD	13	10	10	11	2	46
60	AHY	10	14	12	10	2	48
61	AT	20	10	10	8	2	48
62	YAS	20	10	8	10	2	48
63	IL	13	10	10	10	2	45
64	VA	30	18	18	15	5	88
65	AJN	14	11	10	10	2	49
66	RR	10	10	8	10	2	40
67	RZ	21	10	10	10	3	54
68	YA	10	10	12	10	2	44
69	ADM	20	10	10	10	3	53
70	DA	10	12	9	12	2	45

APPENDIX 4

Final Score (Writer 1 + Writer 2: 2)

No	Students Initial	Final Score	Category
1	DH	46	Less
2	AP	51	Fair
3	AM	56	Fair
4	YLL	87	Good
5	NZN	44	Less
6	AA	45	Less
7	AK	60	Fair
8	SA	49	Less
9	MNN	48	Less
10	MNR	45	Less
11	EA	52	Fair
12	NF	55	Fair
13	DA	44	Less
14	ASS	51	Fair
15	AN	46	Less
16	SF	43	Less
17	RS	78	Fair
18	SH	50	Less
19	EM	53	Fair
20	SS	51	Fair
21	DGAT	51	Fair
22	RAN	42	Less
23	MP	48	Less
24	IJP	50	Less
25	LMN	46	Less
26	MF	56	Fair
27	MK	52	Fair
28	RA	79	Good
29	WS	45	Less
30	JS	45	Less
31	MQF	46	Less
32	SE	51	Fair
33	RJ	56	Fair
34	AA	87	Good
35	MN	44	Less
36	MDPH	45	Less
37	ZA	60	Fair
38	JS	49	Less
39	SW	48	Less
40	AMA	45	Less
41	NM	52	Fair

42	RR	55	Fair
43	SL	44	Less
44	IH	51	Fair
45	TLL	46	Less
46	LMP	43	Less
47	PDY	78	Fair
48	RP	50	Less
49	NW	53	Fair
50	KN	51	Fair
51	GF	51	Fair
52	IS	42	Less
53	MSH	48	Less
54	SS	50	Less
55	RYP	46	Less
56	NLD	56	Fair
57	AH	52	Fair
58	MM	79	Good
59	WD	45	Less
60	AHY	45	Less
61	AT	46	Less
62	YAS	51	Fair
63	IL	56	Fair
64	VA	87	Good
65	AJN	44	Less
66	RR	45	Less
67	RZ	60	Fair
68	YA	49	Less
69	ADM	48	Less
70	DA	45	Less

DOCUMENTATION

CURRICULUM VITAE

Personal Information

Name   : Yessi Lia Linata

Registered Number   : 1402050056

Place/Date of Birth   : Tanjungbalai, 18th August 1993

Address   : Jl.Malaka Gg.Murai No.32 Medan

Sex   : Female

Region   : Moslem

Material Status   : Single

Parents

Father's Name   : Abdul Manaf

Mother's Name   : Dahlia

Address   : Jl.Cendrawasih Tanjungbalai

Education

Kindergarten   : -

Elementary School   : SD Negeri 134412 Tanjungbalai

Junior High School   : SMP Negeri 10 Tanjungbalai

Senior High School   : SMA Negeri 1 Tanjungbalai

University   : Universitas Muhammadiyah Sumatera Utara