



**MALE STUDENTS' CHALLENGES IN WRITING  
ARGUMENTATIVE ESSAY**  
(A Study of the Fourth Semester Students of English Department of  
UIN Mahmud Yunus Batusangkar 2023/2024 )

**THESIS**

*Submitted to English Teaching Department of Faculty of Tarbiyah  
and Teacher Training of UIN Batusangkar to Fullfil One  
of the Requirement to Obtain a Bachelor Degree  
in Teaching English*

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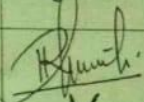
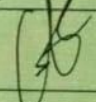
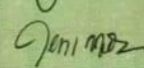
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## ABSTRACT

**FADHILAH RAHMAN, No Reg. 2030104019**, entitled: **“Male Students’ Challenges In Writing Argumentative Essay (A Study of the Fourth Semester Students of English Department of UIN Mahmud Yunus Batusangkar 2023/2024 )”**. English Teaching Department Faculty of Tarbiyah and Teacher Training State Islamic University of Mahmud Yunus Batusangkar.

This study investigates the problems faced by male students in writing argumentative essays. The purpose of this study is to find out the problems faced by male students in writing argumentative essays.

This research uses a qualitative approach with phenomenological method. The informants of this research are Male students majoring in English Education Class of 2022 who take Argumentative Writing course in the academic year 2023/2024 and have written argumentative essays during the course. Number of informants in this research were five male fourth semester students who were selected using purposive sampling technique by using a questionnaire made with google form. In this study, the researcher acted as a key instrument and the interview guide as a supporting instrument. In collecting data, the researcher conducted interviews with the informants. Furthermore, in analyzing the data, data reduction, data display, and data verification were used. To test the trustworthiness of the data, triangulation was used to confirm unclear information in previous interviews.

The results showed that there are psychological problems and linguistic problems faced by male students in writing Argumentative Essay. Psychological problems include laziness and lack of motivation, feeling anxious when writing, stress when writing, feeling nervous when writing, and lack of confidence when writing. Linguistic Problems include spelling mistakes, grammar problems, difficulty writing down ideas, mechanical problems, and vocabulary problems.

## ABSTRAK

**FADHILAH RAHMAN, No Reg. 2030104019**, yang berjudul: **“Male Students' Challenges In Writing Argumentative Essay (A Study of the Fourth Semester Students of English Department of UIN Mahmud Yunus Batusangkar 2023/2024)”**. Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Mahmud Yunus Batusangkar.

Penelitian ini menginvestigasi permasalahan yang dihadapi oleh mahasiswa laki laki dalam menulis essay argumentatif. Tujuan dari penelitian ini adalah untuk mengeksplorasi tantangan yang dihadapi oleh mahasiswa laki-laki dalam menulis esai argumentatif.

Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologi. Informan dari penelitian ini adalah mahasiswa laki-laki jurusan Pendidikan Bahasa Inggris angkatan 2022 yang mengambil mata kuliah *Argumentative Writing* pada tahun akademik 2023/2024 dan telah menulis esai argumentatif selama perkuliahan. Jumlah informan pada penelitian ini adalah lima orang mahasiswa laki-laki semester empat yang dipilih dengan menggunakan teknik *purposive sampling* dengan menggunakan kuisioner yang dibuat dengan google form. Dalam penelitian ini, peneliti bertindak sebagai instrumen kunci dan panduan wawancara sebagai instrumen pendukung. Dalam mengumpulkan data, peneliti melakukan wawancara dengan informan. Selanjutnya, dalam menganalisis data, digunakan reduksi data, display data, dan verifikasi data. Untuk menguji kepercayaan data, triangulasi digunakan untuk mengkonfirmasi informasi yang kurang jelas dalam wawancara sebelumnya.

Hasil penelitian menunjukkan bahwa terdapat masalah Psikologis dan masalah Linguistik yang dihadapi oleh mahasiswa laki laki dalam menulis Essay Argumentatif. Masalah Psikologis diantaranya Kemalasan dan kurangnya motivasi, Merasa cemas saat menulis, Stres saat menulis, Merasa gugup saat menulis, dan Kurang percaya diri saat menulis. Masalah Linguistik diantaranya Kesalahan pengejaan, Masalah tata bahasa, Kesulitan menuliskan ide, Masalah mekanik, dan Masalah kosakata.

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Writing is one of the important skills taught in English besides listening and speaking, Writing is one of the skills that needs to be trained and mastered by students because if they have good and qualified writing skills, it will be easy for them to express themselves, write their thoughts and opinions through words. According to Situmorang et al., (2020), writing has been considered one of the most important skills in learning a second or foreign language. Therefore, writing skills should not be missed in learning English, especially for EFL students at UIN Mahmud Yunus Batusangkar.

According to Ramadhan, (2019), writing is a thought process to express ideas and a form of communicating feelings or thoughts in written form. Writing is a way to express ideas by arranging words to convey information clearly to others. It involves using vocabulary, grammar, and organizing the text correctly to ensure the reader understands. Essentially, writing transforms language into a visual format using symbols that can be understood by the reader. In simple terms, writing is organizing letters, words, or symbols on a surface such as paper to communicate effectively.

Argumentative text is one form of writing, according to Sari et al., (2023), argumentative is an text or piece of writing that contains an issue that is debated and discussed by the author. This essay contains responses, and opinions expressed in written form by the author. It is also accompanied by clear evidence so that the reader believes in the author's opinion. Because basically the purpose of argumentative writing is to convince readers of the arguments written by the author by including scientific sources and also evidence that can support an argument from the author.

Learning to write argumentative essays has benefits, there are several benefits that will be obtained when studying argumentative essays. The first is learning argumentative writing can improve students' ability to express ideas and ideas in the form of essays. This is supported by Sutrisno et al., (2018), writing essays can train students in expressing creative ideas and ideas, the second is writing essays can improve students' critical thinking skills, according to Tabatabaei & Assefi, (2012), writing essays can help improve students' critical thinking skills. If students' critical thinking skills are good and trained, students can produce good writing. Because of these benefits, learning to write argumentative essays is considered necessary for students to improve their English language skills for the better.

Learning how to write argumentative texts is one of the important things that students majoring in English must learn. At UIN Mahmud Yunus Batusangkar, the English department offers several courses that focus on writing and one of these courses is Argumentative Writing. During the fourth semester, students learn about Argumentative Writing. This phase of learning emphasizes the construction of precise and accurate arguments. The choice to focus on fourth semester students is based on the fact that they are already immersed in the study of argumentative text writing during this stage of their academic journey.

Despite learning argumentative writing is one of the important forms of writing to be learned by students, argumentative essay is one of the genres that has its own difficulties and challenges for students because there are many aspects that need to be considered by the writer which is a challenge in itself so that the writer can convey arguments or opinions that can convince readers and readers can understand what is conveyed by the writer to readers.

There are several studies on the problems faced by students in writing argumentative essays collected by researchers from various literatures. In a study conducted by Tasya, (2022) on fifth semester

students majoring in English education at UIN Syarif Hidayatullah Jakarta, it was found that the problems faced by students in writing argumentative essays included Errors in the aspects of content, organization, vocabulary, language use, and mechanics. The results of the analysis showed that students experienced many difficulties in terms of mechanics, especially in the use of capitalization. Research conducted by Septyana et al., (2021) on seventh semester students majoring in English education at Mulawarman University, the results of this study show that students' difficulties in writing argumentative texts are the most common linguistic difficulties were related to grammar, choosing the right diction, and connecting paragraphs. Organizational problems were the main cognitive challenges, while stress and laziness were the main psychological obstacles.

In the next article, research conducted by Saputra et al., (2021) which was conducted on students of the English education department who took advanced writing courses at Lambung Mangkurat University, the results showed that students experienced difficulties related to cognitive aspects (lack of knowledge about the main features of argumentative essays), linguistic aspects (problems with content, grammar, organization, vocabulary, claims, and evidence), and psychological aspects (fear of making mistakes, low self-esteem, and lack of motivation) which had an impact on their writing. In a study conducted by Yulansari, (2019) this research was conducted on third-year students majoring in English education at FKIP Bung Hatta University Padang. Students' difficulties in writing argumentative texts include having difficulty in organizing ideas, having difficulty in grammar, having difficulty in vocabulary, having difficulty in using transition marks, and having difficulty in mechanics.

The next article by Muamaroh et al., (2020), this research was conducted on fourth-semester female students who participated in the communication program. The results of this study show that, writing problems identified include problems with content, organization, vocabulary, language use, and mechanics. Factors that hindered their

writing included lack of confidence, poor grammar and vocabulary acquisition, and lack of writing practice. In a study conducted by Beniche et al., (2021) on first-year Moroccan students found the results of students experiencing various difficulties in writing essays caused by several factors. First, they show a lack of language proficiency, which stems from cumulative language problems in previous years. Second, students lack motivation, finding writing boring and uninteresting. Third, their limited reading habits further compound the writing challenges. Lastly, students struggle to master the technique of essay writing, which involves several steps from introduction to conclusion.

Based on the research on students' problems in writing argumentative essays that have been conducted above, researcher has not seen anyone conducting research that focuses on male students conducted at UIN Mahmud Yunus Batusangkar, since no one has conducted research on the problems faced by male students in writing argumentative essays, researcher is interested in conducting this research on fourth semester male students majoring in English education at Mahmud Yunus Batusangkar State Islamic University.

The researcher conducted preliminary interviews with some fourth-semester male students in academic year 2023/2024 who attended argumentative writing lectures by asking about problems they faced when writing argumentative essays. feedback from fellow students showed that they also experienced difficulties in writing argumentative texts.

Based on preliminary interviews conducted by the researcher to fourth-semester male students in the 2023/2024 academic year of the English Education Department of UIN Mahmud Yunus Batusangkar who took the Argumentative Writing course, the students revealed several problems they faced in writing argumentative texts such as difficulties in finding ideas, difficulties in expressing sentences that match the ideas they want to convey, and errors in writing correct sentences. Motivated by these views, the researcher decided to further investigate the problems faced by

fourth semester male students majoring in English education in writing argumentative essays.

The research conducted by the researcher is to find out what problems are faced by male students in writing argumentative essays based on the experiences of students who are conveyed and told to researcher so that researcher can find out further what problems are faced by Fourth Semester Male Students of the English Teaching Department UIN Mahmud Yunus Batusangkar Academic Year 2023/2024 and the research conducted by researcher will focus on male students because research on the problems faced by male students in writing argumentative essays has never been done and previous research has only focused on female students. Therefore, researcher is motivated and interested in conducting this research.

Based on the above background, the researcher wants to investigate the problems male students face in writing argumentative essays based on their experiences. Furthermore, the researcher will conduct the study on fourth-semester students because the fourth-semester students learn about argumentative writing and produce products in the form of argumentative essays. Therefore, this research is entitled "Male Students' Challenges in Writing Argumentative Essay (A Study of the Fourth Semester Students of English Department of UIN Mahmud Yunus Batusangkar 2023/2024)".

## **B. Research Focus**

The focus of this research is to explore the various problems faced by fourth semester male students related to writing argumentative essays in the English Department, Faculty of Tarbiyah and Teacher training of UIN Mahmud Yunus Batusangkar.

## **C. Research Question**

Based on the above background, the research questions that can be identified are as follows:

- 1) What linguistic problems do male students encounter in writing argumentative essays?
- 2) What psychological problems do male students encounter in writing argumentative essays?

#### **D. Research Purposes**

Based on the formulation of the problem that has been stated, the purpose of this study is to explore linguistic problems and psychological problems faced by fourth semester male students majoring in English Teaching Department, Faculty of Tarbiyah and Teacher Training UIN Mahmud Yunus Batusangkar.

#### **E. Significance of the Research**

The results of this study, researcher hope to be useful and provide information described as follow:

##### a. Theoretical

To explore the problems that male students encounter in writing argumentative essays in writing argumentative essays.

##### b. Practical

###### 1. Lecturers

The results of this study are expected to provide information to lecturers about the problems encountered by male students in writing argumentative essays and can help improve the quality of students, especially in terms of writing skills.

###### 2. Students

The results of this study are expected to provide information to English students, especially students of English Teaching Department of UIN Mahmud Yunus Batusangkar by revealing the problems faced by male students in writing argumentative essays.

### 3. Researchers

This research can provide knowledge and contributions regarding argumentative essay writing. Future researchers can use this study as a comparison with other similar studies and are expected to help future researchers in conducting further research. For the researcher himself, this research is expected to fulfill one of the requirements to obtain a Bachelor's Degree (S1) in the English Language Education Study Program at UIN Mahmud Yunus Batusangkar.

## **F. Definition of the Key Terms**

To avoid any misunderstanding in this study, key terms will be defined as follows:

### 1. Problem

Problems are obstacles faced by students in writing argumentative essays that cause students to experience difficulties in writing argumentative essays well. Writing problems faced by students include linguistic problems, psychological problems, and cognitive problems.

### 2. Writing

Writing is the process of creating and expressing thoughts, ideas, and information in written form.

### 3. Argumentative Essay

Argumentative essay is a form of writing studied by fourth-semester students majoring in English education at UIN Mahmud Yunus Batusangkar in argumentative writing courses. Argumentative essay is a form of writing in which the writer takes a stance on a particular issue, presents arguments to support that stance, and aims to convince the reader to agree with his point of view through logical reasoning and evidence.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review Of Related Theories

##### 1. Writing

###### a. Definition of Writing

There are four language skills that must be mastered by a language learner, especially English. The four skills are Listening, Speaking, Reading, and Writing. Writing is one of the skills that must be mastered by students. Situmorang et al., (2020) states, Writing has been considered one of the most important skills in learning a second or foreign language. According to Alisha et al., (2019), writing is a complicated process that requires a variety of mental activities such as thinking about ideas, planning, drafting, organizing, writing drafts, and refining. Futhermore, Ramadhan, (2019), writing is a thought process to express ideas and a form of communicating feelings or thoughts in written form. That is, writing is a complex thinking process that involves several mental activities such as thinking about ideas, planning, drafting, organizing, drafting, and refining.

Kane, (2000) states, The first, writing is a rational activity and the second that writing is a valuable activity. Writing is said to be rational because what is required in writing is nothing more than an exercise of the mind for habituation and requires mastery of techniques that need to be learned in order to improve and can be learned by anyone. Writing is a valuable activity because writing is worth learning. It has practical benefits that are immediately apparent in almost every aspect of life. One of them is in work, of course there are many jobs that can be done without being able to write clearly. However, if someone knows how to write, then that someone will get along faster and further.

Writing has three meanings which include; First, it is about what a person does physically and mentally when they write (Jesus, 2017). Physically, it is about the actual act of putting down words, whether it is with a pen on paper or typing on a computer. Mentally, writing is about coming up with ideas and figuring out how to organize them well. Secondly, writing is about expressing yourself and making an impact on others who read your work. It is about sharing your thoughts and feelings in a way that really connects with the reader. And finally, writing is both a process and an outcome. Writing is about going through the steps of brainstorming and organizing your ideas to create something clear and meaningful for others to read.

From some of the above experts who explain the meaning of writing, it can be concluded that writing is an activity of thinking and pouring ideas, emotions felt by the author, experiences, and information in the form of well-organized writing so that it is clear to the reader. Writing is not only an activity of pouring ideas or ideas but also a physical activity, namely writing down the ideas obtained into a written product.

## b. Element of Writing

According to Brown in Sa'adah, (2020), there are several aspects that must be considered by writers to make good writing, some of these aspects include:

### 1. Content

The essence of writing lies in its content, which summarizes the core idea or theme explored by the writer. Brown emphasizes the importance of presenting ideas in a logical progression. A well-written essay follows an established topic, offering a solidly developed main idea without unnecessary tangents. The content includes various elements such as thesis statements, supporting ideas, and their elaboration through personal anecdotes, examples, facts, and opinions. This underscores the importance of content in writing, as it determines the clarity of the thesis, the thoroughness of its development, the scope of the topic coverage, and the relevance of supporting details.

### 2. Organization

Brown suggests that a well-structured piece of writing should have an introduction, body, and conclusion, as well as an appropriate title. He emphasizes the importance of a strong introductory paragraph that sets the stage for the topic and a smooth transition into the body of the piece. The arrangement of ideas should be logical and coherent, ensuring a clear and complete conclusion. Brown also highlights the importance of organization, which includes the effectiveness of the introduction, the logical flow of ideas throughout the body, the conclusion, and the appropriate length of the writing. Overall, good organization in writing plays an important role in making the text understandable to the reader by maintaining cohesion and coherence.

### 3. Vocabulary

Vocabulary refers to the set of words that a person knows or uses regularly. Hadfield categorizes vocabulary into two types: productive,

which are words that a person can actively use, and receptive, which are words they understand but may not use. Alqahtani defines vocabulary as the collection of words needed to convey ideas and express oneself effectively. This underscores the importance of vocabulary acquisition in language learning, as vocabulary is essential for comprehension and effective communication. Without a good command of vocabulary, understanding a language will be difficult.

#### 4. Language Use

Grammar refers to the structure of language, including verb phrases that show time relationships. Thornbury explains grammar as a set of rules that govern the formation of sentences and the meaning conveyed by these structures. In writing, the use of language requires the proper use of grammar and syntactic patterns to coherently organize ideas in paragraphs. Basically, grammar in writing involves constructing sentences accurately, ensuring agreement, consistency in word form, word order, and proper use of articles, pronouns, and prepositions.

#### 5. Mechanic

The mechanical aspect of writing revolves around the writer's proficiency in applying the specific conventions of written language, such as punctuation and spelling. This also includes capitalization rules. The use of punctuation is also important in writing, the importance of proper punctuation in conveying meaning is as much as the words themselves. In addition, spelling accuracy is also very important as it ensures that the words are meaningful. Thus, mechanics in writing include capitalization, spelling, and punctuation.

According to Wilbers (2007) in Dhuge et al., (2021), there are several components needed in effective writing, namely Central Idea, Organization, Supporting Material, Expression, Word Choice, and Point Of View, Sentences are free of wordiness and ambiguity. Furthermore,

Rivers (1981) as cited in Setyowati et al., (2020), mentioned that writing involves various linguistic elements, such as vocabulary, sentence structure, grammar, and the skill of translating thoughts into written expression. Therefore, it is important for writers to consider these writing components to produce informative, imaginative, and coherent writing for their readers.

From the ideas of the experts above, it can be concluded that effective writing includes the organization of language skills, word choice, expression, and mechanics. Aspects of language include word comprehension, sentence construction, understanding grammar, and translating thoughts into writing. Focusing on these elements is essential to creating writing that is informative, imaginative, and easy for readers to understand.

c. The Importance of Writing

According to Situmorang et al., (2020), writing has been considered one of the most important skills in learning a second or foreign language. Bora, (2023) states, writing skills can help someone to be more effective in expressing and provide their ideas and information, writing activities are not only needed in the world of education, but will also prepare them for the professional world.

In addition, Klimova, (2013), writing activities are very important because they provide many benefits, including. The first is being able to express yourself by writing, because writing is one way to express feelings and thoughts. the second is building and practicing communication skills, because writing is one way of communicating besides speaking directly. the third, developing skills in thinking, writing is one way to practice thinking skills because when someone writes it is a time when someone thinks about what ideas to write and what ideas want to be expressed through writing. The fourth is being able to argue logically and persuasively. Fifth, it can give a person the opportunity to reflect on their

ideas and re-evaluate them. Lastly, by mastering writing skills, one is not only ready for school but also the world of work because writing skills are an important skill.

According to Durga & Rao, (2018), writing activities are very important because they have many benefits, including the following. To write technical documents, research papers, and present correct facts and information. To make it easier to find and get a job. For making presentations and reports, etc. To improve communication skills. To enhance creativity, exploration, and essential for self-understanding.

It can be concluded that writing is an important activity in learning English as a second language. Writing plays an important role in the global world. By mastering writing skills, one can compete in the world of work. In addition, writing can also make a person exchange information and can effectively express their thoughts so that it can increase a person's motivation in writing.

#### d. Process of Writing

According to Harmer in Dhuge et al., (2021), in writing there are several stages or processes that writers go through to produce good writing and these stages are as follows:

##### 1. Planning

Before actually writing on paper, writers begin the initial stage of the writing process where they brainstorm, ponder, and finalize their thoughts. This phase may require detailed note-taking. Key considerations in this planning phase include the purpose of the writing, the intended audience, and the structure of the content. The purpose determines the nature of the text, the language style, and the information included. In addition, the intended audience shapes the layout and language style, both formal and informal. Finally,

determining the content structure involves determining the optimal arrangement of facts, ideas, or arguments to include in the writing.

## 2. Drafting

Draft is an early version of a piece of writing. A number of drafts may be produced on the way to the final version, as the writing process progresses to editing. Drafting is the initial process and the first version of putting ideas into writing. In the drafting process, the writer does not have to worry about grammar and spelling mistakes. This draft is then edited and revised to get the final version of the initial writing that has been poured in the previous draft.

## 3. Editing (reflecting and revising)

Editing involves refining the draft to clarify unclear or ambiguous passages by focusing on the overall message and structure, including wording and grammar. Revising often benefits from feedback from other readers, who provide comments and suggestions. Writers can use feedback from readers' reactions to further refine their writing.

## 4. Final Version

Once the writer has gone through the editing process, implementing the changes they deem important, they create their final version. This version may look very different from the original plan and the first draft because of the changes made during editing. However, the writer is now ready to share the written text with the intended reader. Publishing involves making the final document freely accessible, which marks the culmination of the writing process. At this stage, writers are ready to present their work.

Meanwhile Tompkins & Jones, (2019) states, there are five stages or processes that the writer goes through to create good writing, including:

## 1. Prewriting

Prewriting is the stage of preparation for writing, this stage is an important stage for writers but is often overlooked, at this stage the writer establishes himself before starting to write something. At this

stage the writer tries to think specifically about what topics will be written and presented to readers, considers the purpose of a piece of writing that will be written by the writer, and consider ideas for writing.

## 2. Drafting

Drafting is a process where the writer pours out ideas that have been found and determined previously, at this stage the writer will be more focused on writing and developing ideas that have been chosen and determined to be written either through the medium of paper or typing them on a computer.

## 3. Revising

In the revision stage, the author checks and improves the draft model step by step. Therefore, in this activity the writer focuses on checking the draft whether: 1) each paragraph has a topic sentence or not, 2) the essay sentence and topic sentence are clear or not, 3) each paragraph is well organized or not, 4) the paragraphs use connecting sentences or not, 5) the first sentence of each paragraph is indented or not.

## 4. Editing

Editing, this process focuses on correcting errors in writing, correcting grammar, punctuation, style, and word choice to ensure the writing is appropriate and understandable to the reader.

## 5. Publishing

Finally, at the publishing stage, writers format their written work according to the required guidelines, correct any last-minute errors, and share the finished work through appropriate publishable channels such as newspapers, blogs, articles, or wherever the written work allows for publication.

From the statements of the experts above, it can be seen that there are several processes involved in writing, namely Prewriting or Planning, in this process the writer will brainstorm or look for inspiration such as

looking for topics, determining the purpose of writing, and generating ideas for the content of a writing. The next process is Drafting, in this process the writer will focus on pouring and developing ideas that have been determined through paper media or typing them on a computer, in this process the writer does not need to think too much about grammar and spelling. Next is Revision, in the revision process the writer will check and improve the draft gradually until it is felt that everything is appropriate. the next process is Editing in this process the writer will correct errors in the writing such as correcting errors in grammar, writing errors, correcting improper word selection, and correcting other errors encountered. the last process is Publishing, in this process the writer will make adjustments to the writing that has been made previously with guidelines before publication.

## 2. Argumentative Essay

### a. Definition of Argumentative Essay

According to Sari et al., (2023), argumentative is an essay or writing that contains an issue that is debated and discussed by the writer. This essay contains responses, and opinions expressed in written form by the author. It is also accompanied by clear evidence with the aim that the reader believes in the opinion written and conveyed by the author. In addition, Prastya et al., (2014), states argumentative essay is a type of essay that has a purpose to convince or persuade the readers. Argumentative essay is a type of essay that contains the author's opinion and point of view on a topic accompanied by evidence and data with the purpose of persuading and convincing readers to believe and agree with the arguments written by the author.

Writing argumentative essays is one of the most difficult activities for foreign language learners and learners of English as a second language. That's because writing an argumentative essay requires logical, systematic, and clear writing, so that readers can understand and capture the intent

conveyed by the author to the reader. According to Ozfidan & Mitchell, (2020), argumentative writing is a genre of writing that establishes a position on an issue or topic, and describes and supports that position with reliable proofs. Argumentative writing is an important component in English language learning programs as it is considered a critical mode of written discourse.

Based on the experts' statement on argumentative writing, it seems that argumentative writing is writing that establishes a position from the author on an issue that contains responses and opinions from the author's point of view accompanied by data and evidence with the aim of convincing and agreeing with the arguments of the author. In writing argumentative texts or essays, writers need logical, systematic, and clear writing so that readers can understand what is conveyed by the writer and the arguments conveyed by the writer can be more convincing to readers.

b. Element of Argumentative Essay

According to Martutik (2006) in Jesus, (2017), in argumentative writing, there are six elements including:

1) Statement.

A statement is an idea or opinion that the writer believes in. In an argumentative essay, a writer can present a statement by giving reasons that can be supported with evidence to convince the reader of the idea or opinion that the writer believes in.

2) Reason.

Reasons are evidence that supports the writer's statements in an argumentative essay. This supporting evidence can come in many forms, including statistical data, personal experience, illustrations, logical reasoning, observations, experiments, and general knowledge that is widely accepted and aims to convince the reader.

3) Verification.

Next comes verification, Verification is a general statement used by an writer to support their statements and reasoning. Without verification, statements written by an writer can be questioned and doubted by readers.

4) Support.

Support is almost similar to verification and serves as a standard to back up statements and reasoning. This can include persuasive experiences, factual realities, expert opinions, research findings, or interview results.

5) Modal.

Modal elements in argumentative essays are words or phrases that express the certainty or likelihood statements written by the writer in the argumentative essay. These include terms such as definitely, certainly, apparently, probably, probably, very likely, and logically.

6) Refutation.

The last element is the rebuttal. A rebuttal is a statement that can weaken or strengthen a topic and is often indicated by words such as unless, so, and if.

From the opinion expressed by Martutik (2006) in Jesus, (2017), it can be seen that there are six elements that make an argumentative essay including Statement which is an idea or opinion believed by the author, Reason which is evidence that supports the statement of the author, Verification used by the author to support the statement and reason, Support which is a statement used by the author to defend the statement and reason, Modals are phrases that express statements of certainty or possibility, and finally Refutation which is a rebuttal that strengthens or weakens a topic.

According to Toulmin, (2003), an argumentative essay has six elements that make up an argumentative essay and these six elements include. First is data, data contains facts or evidence used to strengthen

and prove the arguments given by the author in order to convince the reader. Second is claim, topic statements that are debated and being discussed in an argumentative essay text (thesis). Third element is warrant, generalized, hypothetical logical statements are written by the author that serve as a bridge to connect claims and data. Fourth is Qualifier, A statement that limits the strength of an argument or a statement that proposes conditions under which the argument written by the author is true. Fifth is Refutation, A counter-argument or statement used aims to show opposition to a statement when the general argument is not true. The last is Rebuttal, Statements that serve to support the statement (i.e., arguments that do not necessarily prove the main point being disputed, but prove that the statement is true and convince the reader). Based on Toulmin's statement above, it can be seen that there are six elements that make an argumentative essay including Data which contains data and facts that are useful for strengthening the author's argument, Claim which is a topic that is discussed and debated, Warrant which functions as a link between claims and data, Qualifier is a statement that is useful for limiting the claims of the author which states that not all claims said by the author are all true, Refutation is a counter-statement that aims to counter when the general argument is not correct, and Rebuttal, rebuttal is given by the author to refute an argument from the opponent's side and also to convince the reader of the author's argument.

Meanwhile, according to Oshima & Hogue, (2006), there are five elements in argumentative essays, First is Issue. Explaining the issue to be written about is an element that should not be left out in writing an argumentative essay. Because explaining an issue is the first step in writing an argumentative essay. Second is Thesis, In a thesis, the writer must provide a clear thesis statement. a clearly written thesis will make it easier for the reader to understand the topic that will be explained in the next paragraph. Next element is, A summary of the

opposing arguments. An opposing argument is a presentation of the author's opinion. Usually the author will be in one of the previously described positions of the supporting statement. Opposing arguments will be explained in 2-3 paragraphs containing supporting arguments for each argument of the issue being discussed. Fourth element is Rebuttal, A statement that opposes the arguments contained in another author's position. Last is Author Argument. Argumentative essays also present the opinion of the author. usually the author will be in one of the positions of the previously described supporting statements.

It can be concluded that in argumentative writing, there are six essential elements: statement, reason, verification, support, mode, and refutation. A statement is an opinion or opinion that the writer believes in, while reasons are the evidence that supports the statement. Verification defends the statement, while support is the criteria to back up the statement. Moderate elements indicate certain statements, such as definitely, certainly, certainly, apparently, probably, apparently, very likely, very likely, and logically. Finally, denial is a statement that loosens or strengthens the topic of the issue by using the words unless, so, and if. In addition, there are six elements in writing, namely: data, claim, warrant, qualification, support, and refutation

#### c. Generic Structure of Argumentative Essay

In writing an argumentative essay, there is a generic structure. The generic structure in writing argumentative essays aims to limit and organize argumentative essays not out of context so that argumentative texts are arranged systematically and well. According to Putri & Ahmad, (2022), an argumentative essay has the following structure:

##### a. Introduction

In the beginning section, it is better to have a proper background. When drafting the initial section, the writer should provide thorough background details on the subject of the argumentative essay. This

means explaining or defining the problem clearly. Also, while drafting the introduction, the writer should present the main point of the essay by stating the thesis statement.

b. Body

In the main body of the paragraph, the writer brings out the topic to be discussed. Usually, each topic has its own paragraph and is supported by evidence. When organizing this paragraph, the writer should make at least three main points and should be able to develop them with supporting information.

c. Conclusion

Writers can summarize key ideas without saying the same things again, point out where the opposing side fails, highlight the logic of their argument, emphasize why this debate is important, propose what to do next, or encourage readers to think about how the essay's arguments relate to their own experiences.

Meanwhile Gerot & Wignell, (1994) states, the generic structure of an argumentative essay is as follows:

a. Thesis

Thesis is a section where the author introduces the topic what the author will discuss to the reader, and in this section also contains the author's statement that shows the author is in which position in a topic that is being discussed. in this section the author needs to explain or define a problem clearly to the reader.

b. Argument

In the argument section there are approximately three paragraphs containing a series of statements from the author that are logically arranged supported by clear evidence and reasons in order to convince the reader and the reader can accept the author's view of a problem or topic being discussed.

c. Reiteration

Reiteration is a part of argumentative text that refers to the repetition of main ideas, concepts or statements to emphasize important points and strengthen the argument. This repetition can occur in several parts of the text, especially in the conclusion, to ensure that the reader fully understands and remembers the main argument presented.

From the explanations given by the experts above, it is clear that the standard structure in argumentative writing is designed to structure an argument in a systematic and organized way. This structure usually consists of three parts: introduction (Thesis), body (Argument), and conclusion (Reiteration). The introduction (thesis) or sets the stage by providing background details, defining key terms, and presenting reliable information from various sources. The body section includes topic sentences supported by evidence such as facts, details, or examples. As for the conclusion, it usually consists of two paragraphs: a summary of the argument and the author's final thoughts or opinions that support the argument made. Each paragraph should focus on a single argument or topic to ensure clarity and reader comprehension.

### 3. Problems in Writing

Problems in writing are one of the things that students or second language learners often encounter when learning writing skills, because writing is one of the skills that needs to be trained continuously so that second language learners can master this skill well. Problems in writing are obstacles faced by students or second language learners; however, there are two types of problems faced by students in writing are linguistic problems and psychological problems.

#### a. Linguistic Problem

Linguistic problems in writing refer to difficulties faced by students in the use and understanding of language. Byrne, (1993) states, Linguistic problems occur in sentence construction such as

tenses, word classes, article usage, word formation, and word errors. Moreover Solikhah, (2017) states, problems with linguistics can refer to issues of syntax, grammar, vocabulary, and mechanics. states, these linguistic difficulties often coincide with challenges in developing the rhetorical aspects of an essay.

From the statements of the experts above, it can be seen that linguistic problems in writing are problems faced by students related to language use and understanding, linguistic problems faced by students or second language learners include syntax, grammar, vocabulary, mechanical problems, and tenses problems.

b. Psychological Problem

Psychological problems in writing can affect students' ability to express themselves effectively and this can have an impact on the productivity and quality of the writing written. Based on Byrne, (1993), psychological problems in writing are related to the writer's emotional state and this can be one of the obstacles faced in writing. Sawalha et al., (2012) stated that, writing anxiety is one of the psychological problems in writing and this anxiety causes feelings, attitudes, or actions that prevent a person from starting, working on, or completing writing tasks that they are cognitively capable of doing. Lack of motivation in writing can also be a problem in writing that can affect the writer's writing and make the information conveyed in the writer's writing less interesting to the reader.

From the statements of the experts above, it can be seen that psychological problems in writing are related to the writer's emotions. anxiety in writing is one of the problems that become obstacles in writing because of the feelings, attitudes, or actions that prevent a person from starting, working on, or completing writing tasks that are cognitively capable. lack of motivation is also a problem in writing because it can affect the quality of the writing of the writer.

From all the explanations of the experts above, it can be concluded that there are two groups of problems in writing faced by students and second language learners including linguistic problems and psychological problems. Psychological problems are problems related to the emotions of the writer, psychological problems faced by students and language learners include anxiety in writing and lack of motivation in writing. Linguistic problems are problems related to the use and understanding of language. Linguistic problems in writing include syntax, grammar, vocabulary, mechanical problems, and tenses problems.

#### 4. Gender in Writing

There are many learning factors associated with someone's ability in language learning and one of these factors is gender. According to Oxford (1990) in Alejandra (2021), there are many factors that influence learning strategies and someone's ability to learn a language such as age, gender, proficiency, personality, context, and purpose of learning.

##### a. Male in Writing

Men and women basically have different characters such as differences in style and content that are often discussed. According to Pratama et al., (2020), male more often discuss topics related to money, business, and sports. Furthermore, Ishikawa, (2015), suggests that male students in writing tend to focus on certain aspects of a thing or event, or on the specific time and place where the activity took place. Suganob-Nicolau & Sukamto, (2016), suggests that male students when writing produce sentences that are straight to the point and not as complex as female students. In terms of writing fluency and text quality Al-Saadi, (2020), reported that male students did not outperform female students in writing fluency and text quality. The superiority of female students in writing fluency and text quality is a consequence of their superiority in English language proficiency, because female students have higher learning motivation, while male students' learning motivation is not as

high as female students. Ariartha et al., (2023), stated that male students tend to have low self-confidence and are more easily anxious in writing. Unpleasant and stressful feelings associated with writing, such as nervousness and low self-esteem, contribute to writing anxiety and lack of motivation in writing. This anxiety and lack of motivation hinder their ideas and make them feel stressed, which further hinders their writing ability.

Based on the opinions expressed by the experts above, it can be seen that men prefer to discuss more serious topics such as business, money, and sports. male students in writing tend to focus on certain aspects of a thing or event, or at a certain time and place where the activity occurs, when writing men tend to write sentences that are straight to the point. in terms of writing fluency and text quality, male students do not outperform women because male students' learning motivation is not as high as female students.

b. Female in Writing

According to Pratama et al., (2020), female more often discuss topic related to feeling, relationship, and people. Meanwhile Ishikawa, (2015), states that female students use more personal pronouns and certain words related to psychological cognitive processes (e.g., angry, anxious, remember, nervous). In addition, female students tend to try to show their concern for others or the people around them. Suganob-Nicolau & (Sukanto, 2016) reported that female students produced longer sentences and more complex sentences than male students. This is because female students have strong creativity and imagination in writing down the ideas they think of, so they are able to create complex writing. In terms of writing fluency and text quality Al-Saadi, (2020), reported that females students outperform males students in terms of writing fluency and text quality. females' superiority in writing fluency and text quality is a consequence of their superiority in English language proficiency, because female students students have higher learning motivation when compared

to male students. in writing achievement females are considered superior to males, according to Reilly et al., (2019), Female Students scored significantly higher on standardized tests of spelling and grammar. female students are able to find appropriate words to express certain concepts or nuances is also a daunting task for writers, and refers to verbal fluency (where females also show significantly higher performance than males).

From the statements of the experts above, it can be seen that women prefer to discuss more personal topics, in writing female students tend to use more personal pronouns and certain words related to psychological cognitive processes, female students can write complex sentences because they have strong imagination and creativity, in terms of writing fluency and writing quality, female students outperform male students because female students have higher learning motivation compared to male students.

## **B. Relevant Studies**

Therefore, the researcher found a number of papers relevant to this research. First, “Students’ Difficulties in Writing an Argumentative Essay” by Tasya, (2022). Students in the English Department of UIN Syarif Hidayatullah Jakarta are the population in this study. Using purposive sampling, fifth semester students in the 2020/2021 academic year were selected as the sample in this study. The results showed that students had difficulties in writing argumentative essays. This is evidenced by the errors found in students' argumentative essays which are categorized based on the Jacobs et al. (1981) assessment rubric. Errors in the aspects of content 2%, organization 3%, vocabulary 27%, language use 21%, and mechanics 47%. The results of the analysis showed that students experienced many difficulties in terms of mechanics, especially in the use of capitalization. In addition, this study also defined the causes behind students' difficulties in writing argumentative essays into three categories. The causes of students' difficulties are lack of proficiency in production skills, lack of knowledge related to the subject matter of the content to be written, and lack of effective strategies for planning or revising essays. From the above research, it can be concluded that these research has similarities, which are both about argumentative writing. The difference from this study is that the researcher plans to use interviews as a means of collecting data and the informants are fourth semester male students English Department UIN Mahmud Yunus Batusangkar.

Second, “Difficulties in Developing Idea Encountered by Students in Writing Argumentative Essay” by Saprina et al., (2020). The study, which was conducted at Pakuan University with 23 students as participants. The findings showed that students had difficulties in making thesis statements, organizing paragraphs, ensuring coherence in their writing, and combining ideas into correct sentences. From the research above, it can be concluded that these studies have similarities, which are both about argumentative writing. The difference in this research is that the researcher will conduct research on Fourth semester male students majoring in English Education at UIN Mahmud

Yunus Batusangkar, and this research does not only focus on the problem of developing ideas in writing argumentative essays but what problems students encounter in writing argumentative essays.

Third, “Students’ Grammatical Problems in Developing the Paragraphs of Argumentative Essay” by Permata, (2022). This study uses descriptive research method, with data sourced from essays written by students of English Department of STKIP PGRI West Sumatra. The findings show that the common grammatical problems are subject-predicate congruence, verb tenses, verb forms, plurals, errors in word formation, and difficulties in the use of conjunctions, auxiliary modalities, and personal subjects. From the research above, it can be concluded that these studies have similarities, which are both about argumentative writing. The difference in this research is that the researcher will conduct research on Fourth semester male students majoring in English Education at UIN Mahmud Yunus Batusangkar, and this research does not only focus on students grammatical problem in writing argumentative essays but what problems students encounter in writing argumentative essays.

Fourth, “EFL Students’ Problems in Writing Argumentative Essays” by Saputra et al., (2021). This study involved 55 students enrolled in the Advanced Writing course in the English Education Study Program at Lambung Mangkurat University. The results showed that students faced difficulties related to cognitive aspects (lack of knowledge about the main features of argumentative essays), linguistic aspects (problems with content, grammar, organization, vocabulary, claims, and evidence), and psychological aspects (fear of making mistakes, low self-esteem, and lack of motivation) which impacted on their writing. From the research above, it can be concluded that these studies have similarities, which are both about argumentative writing. The difference in this research is that the researcher will conduct research on Fourth semester male students majoring in English Education at UIN Mahmud Yunus Batusangkar.

Fifth, “An Analysis of the Third Year Students’ Difficulties in Writing Argumentative Essay at English Department of FKIP Bung Hatta University”

by Yulansari, (2019). This research focusing on third year students majoring in English at FKIP Bung Hatta University Padang. the data collection technique used was an essay writing test. The students were divided into four classes: A, B, C, and D. Class B, consisting of 35 students, was selected as the sample using cluster random sampling technique. The results showed that 21 students (60%) experienced difficulties in writing argumentative essays. Specifically, the analysis of writing tasks showed that 21 students (60%) had difficulties in organizing ideas, 22 students (62.85%) had difficulties in grammar, 20 students (57.14%) had difficulties in vocabulary, 21 students (60%) had difficulties in using transition marks, and 21 students (60%) had difficulties in mechanics. From the research above, it can be concluded that these studies have similarities, which are both about argumentative writing. The difference in this research is that the researcher will conduct research on Fourth semester male students majoring in English Education at UIN Mahmud Yunus Batusangkar.

Sixth, “The Difficulties Of Argumentative Essay Writing Experienced By Undergraduate Students Of English Department Mulawarman University” by Septyana et al., (2021). This qualitative case study aims to understand and explain the difficulties faced by seventh semester students in the English Department at Mulawarman University during the 2019/2020 academic year. This study found that students experienced difficulties in linguistic, cognitive, and psychological aspects of writing. The most common linguistic difficulties were related to grammar, choosing the right diction, and connecting paragraphs. Organizational problems were the main cognitive challenges, while stress and laziness were the main psychological obstacles. To overcome these difficulties, the students used the internet to look for explanations of the given topic and examples of proper punctuation and linking. They also used dictionaries to find proper diction and synonyms. In addition, revising and translating were strategies used to overcome spelling and sentence structure problems. From the research above, it can be concluded that these studies have similarities, which are both about argumentative writing. The difference in this

research is that the researcher will conduct research on Fourth semester male students majoring in English Education at UIN Mahmud Yunus Batusangkar. This research only focuses on what problems students encounter in writing argumentative essays .

Next, “Exploring the status of argumentative essay writing strategies and problems of Iranian EFL learners” by Mallahi, (2024). The findings indicated a relatively low use of writing strategies among the students, who mostly relied on their previous writing skills rather than adapting to the conventions of this new genre. Analysis of the open-ended surveys, interviews, and students' essays revealed significant problems in their writing performance. These problems were categorized as cognitive, linguistic and discourse, and psychological, caused by the complexity of the genre, students' poor linguistic and discourse competence, and inefficient writing strategies. From the research above, it can be concluded that these studies have similarities, which are both about argumentative writing. The difference in this research is that the researcher will conduct research on Fourth semester male students majoring in English Education at UIN Mahmud Yunus Batusangkar. This research only focuses on what problems students encounter in writing argumentative essays.

Furthermore, “The Process and Problems of EFL Learners in English Writing: A Case Study in International Class” by Muamaroh et al., (2020). The participants were six international class students at a private university in Central Java. The international class referred to in this context is Indonesian students who take international classes, where they study for two years at a domestic university and two years at an overseas university. They are in the fourth semester of the Communication Studies program which consists of only six female students in the class. They consist of six female students. The results showed that all students followed four stages in their writing process: planning, drafting, editing, and final revision. The writing problems identified included issues with content, organization, vocabulary, language use, and mechanics. Factors that hindered their writing included lack of confidence,

poor grammar and vocabulary acquisition, and lack of writing practice. In contrast, the factors that encouraged them to write were the demand to be in an international class, exposure to English-language movies, books, journals, and songs, and the ambition to get a scholarship abroad. From the research above, it can be concluded that these studies have similarities, which are both about argumentative writing. The difference in this research is that the researcher will conduct research on Fourth semester male students majoring in English Education at UIN Mahmud Yunus Batusangkar This research only focuses on what problems students encounter in writing argumentative essays.

Last, “An Analysis of Major Difficulties Moroccan Engineering Students Encounter in Argumentative Essay Writing : The Case of Preparatory Classes of Higher Engineering Schools” by Beniche et al., (2021). The participants were first-year Physics, Chemistry, and Engineering Science (PCSI) students at CPGE Omar Ibn Al Khattab, Meknes, totaling 68 students, representing all PCSI students. This study utilized a mixed methods design. The findings showed that CPGE students experienced various difficulties in writing essays caused by several factors. First, they showed a lack of language proficiency, stemming from cumulative language problems in previous years. Secondly, students lacked motivation, finding writing boring and uninteresting. Third, their limited reading habits further exacerbate the writing challenge. Lastly, students struggle to master the technique of composing an essay, which involves several steps from introduction to conclusion. The study concludes by proposing potential solutions to overcome these challenges. From the research above, it can be concluded that these studies have similarities, which are both about argumentative writing. The difference in this research is that the researcher will conduct research on Fourth semester male students majoring in English Education at UIN Mahmud Yunus Batusangkar This research only focuses on what problems students encounter in writing argumentative essays.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The design used in this research is qualitative research with a case study design. Gay et al., (2012), define that qualitative research aims to gain a thorough understanding of a particular phenomenon of interest, qualitative research involves the collection, analysis and interpretation of extensive narrative and visual (non-numerical) data. This study investigates the problems faced by male students of the English Education Department regarding the problems encountered in writing argumentative essays in argumentative writing courses. According to Creswell, (2012), qualitative research is a type of educational investigation in which the researcher asks broad, open-ended questions based on the participant's perspective, collects data that is mostly the participant's words (or text), describes and analyzes those words to find themes, and explores in a subjective and unbiased way. In relation to the existing theories, in this study the researcher focuses on the problems faced by fourth semester male students majoring in English in writing argumentative essays in the argumentative writing course.

#### **B. Research Setting**

This research was conducted at UIN Mahmud Yunus Batusangkar, especially the Faculty of Tarbiyah and Keguruan Sciences, which is located at Jalan Jendral Sudirman No. 137, Limo Kaum, Lima Kaum District, Tanah Darat Regency, West Sumatra. This research was conducted on fourth-semester male students who took argumentative writing courses at the English Department in the 2023/2024 academic year.

#### **C. Research Informant**

According to Sugiyono (2012) in Sukmawati et al., (2023) Informants are research subjects who can provide information to

researcher about the phenomenon/problem under study. To find informants who are suitable and in accordance with the research, an informant must meet certain requirements, Sidiq & Choiri, (2019) stated that, there are several criteria for selecting informants involving the following aspects: Requirements in selecting and determining an informant he must be honest, obey promises, obey rules, like to talk, not belong to one of the warring groups in the research setting, and have certain views about the events that occur.

The informants of this study were fourth-semester male students who had taken argumentative writing classes. There were 11 fourth-semester male students majoring in English education who took Argumentative writing in the 2023/2024 academic year. To find informants, the researcher used a purposive sampling technique by using a semi-open questionnaire through a google form link which was distributed to potential informants to find informants to be interviewed and find informants who met the criteria. After carrying out this process, there were 5 male students who were suitable and willing to be used as informants for this research. Purposive sampling is a judgmental sample where the researcher selects a sample based on prior exposure or familiarity with the target group (Gay et al., 2012). Purposive sampling is a technique used to select samples with certain considerations, such as the informant's expected knowledge of the information the researcher wants (Sugiyono, 2013). Characteristics of informants in this study 1) Fourth semester male students majoring in English education class of 2023/2024 who take argumentative writing courses, 2) There are writing argumentative essays during the argumentative writing course 3) Students who experience problems in writing argumentative essays, 4) Students who are willing to provide information why researchers. Students who meet these criteria become informants to provide information and experiences related to this research.

#### **D. Research Instrument**

The main instrument in this study is the researcher himself, who acts as the main data collection tool. The main method used was in-depth interviews, where the researcher asked open-ended questions to students directly using an interview guide to explore the problems they faced in writing Argumentative Essay. This interview is designed to gain a deep understanding of students' experiences, views and opinions on the research topic.

In this research, the researcher not only acts as the main instrument, but also as a supporting instrument. As a supporting instrument, the researcher was also directly responsible for the audio or video recordings of the interviews and their full transcripts. By performing these two roles, the researcher ensured the continuity and accuracy of the data collection process, as well as ensuring that the data generated was reliable and comprehensive. This approach allows the researcher to gain a deep understanding of the problems male students face in writing argumentative essays, while ensuring the integrity and validity of the data collected.

#### **E. Technique of Data Collection**

Data collection was done using interviews. According to Sugiyono, (2013), an interview is a meeting between two people to exchange ideas and information through questions and answers, so that meaning can be constructed on a certain topic. In this research, the type of interview used is a structured interview. The informants of this research are the students of English Department Year 2022 who took Argumentative Writing course in the academic year 2023/2024. In conducting the interviews, the researcher used Indonesian language in order to communicate smoothly and get clear information. Furthermore, the researcher recorded the conversation during the interview using a cell phone after obtaining consent from the participants.

In conducting interviews, researcher conducted several stages, including: a) preparing interview guidelines and recording devices in the form of smartphones; b) arranging the place and time of interviews with informants; c) asking questions to informants based on interview guidelines; d) recording conversations during interviews; and e) taking photos for documentation as evidence that the researcher is really collecting data.

#### **F. Technique of Data Analysis**

Three activities used to analyze data. According to Sugiyono, (2013), when examining qualitative information, three activities are needed, namely:

##### 1. Data reduction

The process of choosing, arranging, streamlining, confirming, and altering data from field notes or transcriptions is known as data reduction. Interview transcripts of data are part of this process.

In the reduction, the researcher took several steps. First, the researcher listened to the audio of the recorded interviews. Second, the researcher made a transcript of the interview. Next, the researcher organized the order of all transcripts and would code and classify the problems faced by students in the transcript data relating to the problems faced by students in writing argumentative essays into a table. Fourth, the researcher wrote the informants' names with initials to the informants on the transcripts, such as I.1 as the first informant, I.2 as the second informant, and so on. R as the researcher. LP as linguistic problem and PP as psychological problem. After that, the researcher bolded the important points related to the problems faced by male students in writing argumentative essays.

The bolded words are problems faced by students in writing argumentative essays and then the researcher categorizes the problems faced by male students in writing argumentative essays..

## 2. Data display

Data presentation includes various types of tables, graphs, charts, matrices and networks. Information should be organized in such a way that it is easily available, integrated and accessible so that readers can quickly determine how the material is presented. The researcher presented the data in tabular form in this step. Then, the researcher categorizes the data into several problems based on the previous findings in the table.

## 3. Drawing conclusion and verification

The final step is conclusion and verification. Simply put, inference is the process of integrating several pieces of information to arrive at a choice. These steps were taken to confirm and equalize the problems faced by male students in writing argumentative essays.

### **G. Checking Data Trustworthiness**

In qualitative study, to test the accuracy of information, researcher use triangulation to find clear and complete information. Triangulation is defined as using various methods or combining several data collection methods to study a phenomenon. According to Sugiyono, (2013), if researchers use triangulation in data collection, it means that researcher collect data while testing its validity. This is done by utilizing various data sources and data collection methods to assess the accuracy of the data.

Retrieved from Sidiq & Choiri, (2019), there are three triangulation techniques including. first, Source Triangulation, which is to test the credibility of the data by checking the data that has been obtained through several sources. second, Triangulation Technique is to check the data to the same source with different techniques. third, Time Triangulation is to check the data collected at a time when the source is in good condition. In this study, researcher used time triangulation to check the truth of the data. Time triangulation refers to using the same method in data collection to test data repeatedly to obtain data certainty, After collecting data from all informants using interviews, researcher rechecked the truth of the data

using interviews. Time triangulation was carried out by means of researcher collecting data at several periods and validating the results of interviews regarding the problems encountered by students in writing argumentative essays.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **A. Research Finding**

This chapter reports the data on the problems faced by students in writing argumentative essays. This research data was obtained through interviews with 2 informants. Researchers conducted interviews starting from November 6, 2024 to February 9, 2025. Interviews were conducted in several places on campus. Then the interviews were conducted individually. When conducting interviews, researcher used interview guideline, in the form of structured questions. The researcher used Indonesian to establish a good relationship with the informants, and for communication to run smoothly and effectively.

Based on the research results, there are five linguistic problems and five psychological problems faced by male students in writing argumentative essays. These problems are, Psychological problems: 1) Laziness and lack of motivation, 2) Feeling anxious while writing, 3) Stress when writing, 4) Feeling nervous when writing, 5) Lack of confidence when writing. Linguistic Problems: 1) Spelling mistake, 2) Grammar issues, 3) Difficulty in writing down ideas, 4) Mechanical problem, 5) Vocabulary problem.

Before analyzing the data, the researcher collected all the data related to the problems faced by male students in writing argumentative essays. After that, the researcher gave codes to the informants as follows: I-1, I-2, I-3, and I-4. After that, the researcher conducted an analysis. The researcher found five psychological problems and four linguistic problems faced by male students in writing argumentative essays. The problems are:

#### **1. Psychological Problem**

Psychological problems refer to emotional, or behavioural disorders that affect individuals in various aspects of life, including in academic activities such as writing.

## a) Lack of Motivation

The researcher asked the informants about the problems they faced in writing argumentative essays. Among the informants, five informants, namely I-1, I-2, I-3, I-4, and I-5 answered that the problem they faced in writing argumentative essays was a lack of motivation. This is evidenced by the answers given by the informants as follows:

R Apa masalah yang anda hadapi dalam menulis essay argumentative?

*(What problems do you face in writing argumentative essays?)*

I-1 Ehh ya saya terkadang **merasa malas atau adanya perasaan kurang motivasi** saat menyelesaikan essay argumentatif terlebih lagi terhadap topik yang tidak saya minati... **saya merasa malas** saat dikelas. faktornya adalah karena judul yang dipilih oleh dosen atau ditentukan oleh dosen tidak menarik atau kurang menarik bagi saya.

*(Yes, I sometimes feel lazy or there is a feeling of lack of motivation when completing argumentative essays, especially on topics that I am not interested in. I feel lazy during class. the factor is because the title chosen by the lecturer or determined by the lecturer is not interesting or less interesting to me.)*

- I-2 Ya *rasa malas pasti ada...* Saat dikelas, tapi dirumah juga ada... *ya jadi malasnya itu mencari evidencenya itu, fakta fakta yang untuk memperkuat opini dari argument kita, itu yang membuat malas...*karena kan namanya argumentative kita kan harus memiliki pendapat yang kuat cuman mencari evidencenya itu terkadang susah jadi *itu yang bikin malas*

*(Yes, laziness is definitely there. When in class, but at home too. yes, so the laziness is looking for the evidence, the facts that strengthen the opinion of our argument, that's what makes it lazy. because it's called argumentative, we have to have a strong opinion, but finding the evidence is sometimes difficult, so that's what makes me lazy)*

- I-3 Uhh *malasnya itu karena iya biasanya saat dikelas itu kadang dosennya itu suruh buat ini essay writing ini tapi topik atau ide yang diarahkan itu kurang menarik bang*

*(I'm lazy because usually when I'm in class, sometimes the lecturer tells me to make this essay writing, but the topic or idea that is directed is not interesting enough.)*

- I-4 Uhh sebenarnya ada pada saat pembuatan teks argumentatifnya, *saya itu merasa malas karena memikirkan gimana cara membuat argumennya itu bisa menjadi kuat karena saking rumitnya bagi saya*

*(Actually there is when making the argumentative text, I feel lazy because I think about how to make the argument can be strong because it is so complicated for me.)*

- I-5 **Disaat sedang mencari ide itu bang, tiba tiba otak rasanya buntu bang dan itu yang membuat saya merasa malas**

*(When I was looking for that idea, suddenly my brain felt stuck and that made me feel lazy.)*

From the above results, it can be seen that the problem faced by fourth-semester male students in the English Department of UIN Mahmud Yunus Batusangkar in writing argumentative essays is a lack of motivation or laziness. Lack of motivation in writing activities is a problem faced by male students in writing argumentative essays, this can be caused by the topic given is less interesting or difficulty in finding appropriate evidence to strengthen the argument in writing argumentative essays as mentioned above. Based on these results, lack of motivation or laziness is one of the problems identified and faced by male students in writing argumentative essays.

b) Anxious Feelings

The researcher asked the informants about the problems they faced in writing argumentative essays. Among the informants, five informants, namely I-1 and I-4, answered that the problem they faced in writing argumentative essays was Anxious when writing. This is evidenced by the answers given by the informants as follows:

R Apa masalah yang anda hadapi dalam menulis essay argumentative?

*(What problems do you face in writing argumentative essays?)*

- I-1 Ya ***merasakan perasaan cemas*** terhadap apakah saya akan kesulitan untuk menemukan bukti atau evidence dari essay argumentative tersebut...***ada perasaan cemas*** ketika kesulitan berusaha untuk menemukan bukti atau evidence yang sesuai dengan topik yang diberikan.

*(Yes, I feel anxious about whether I will find it difficult to find evidence for the argumentative essay... there is a feeling of concern when it is difficult to try to find evidence that is appropriate to the topic given.)*

- I-4 Ya ***saya rasa saya ada merasa cemas dalam membuatnya karena kadang saya dalam penulisan teks argumentatif tersebut saya ada merasa tidak yakin akan argumen itu sudah kuat atau belum***

*(Yes, I think I feel anxious in making it because sometimes in writing the argumentative text I am not sure whether the argument is strong or not)*

From the results above, it can be seen that the problem faced by fourth-semester male students at the English Department of UIN Mahmud Yunus Batusangkar in writing argumentative essays is feeling anxious when writing. Feeling anxious in writing activities is a problem faced by male students in writing argumentative essays, this can be caused by feelings of concern when they cannot find evidence in accordance with the given topic to support an argument and fear of making mistakes as mentioned above. Based on these results, feeling anxious while writing is one of the problems identified and faced by male students in writing argumentative essays.

#### c) Stress when Writing

The researcher asked the informants about the problems they faced in writing argumentative essays. Among the five informants, I-1 and I-3 answered that the problem they faced in

writing argumentative essays was feeling stressed. This is evidenced by the answers given by the informants as follows:

R Apa masalah yang anda hadapi dalam menulis essay argumentative?

*(What problems do you face in writing argumentative essays?)*

I-1 Untuk membuat essay argumentatif itu menurut saya hal yang sulit karena kita dituntut untuk memiliki data data yang valid serta memberikan argumentatif yang logis ditambah kita harus melihat perspektif dari ee pihak yang ee berlawanan dengan apa yang kita sampaikan ooo oposisi dari kita gitu, jadi terkadang ***saya merasakan stress*** terhadap hal tersebut

*(To make an argumentative essay, I think it is a difficult thing because we are required to have valid data and provide logical argumentation plus we have to see the perspective of the opposite party to what we convey the opposition from us, so sometimes I feel stressed about it.)*

I-3 ***Ada bang, stress karena nyari topic atau ide yang ingin ditulis itu bang***

*(There is, the stress of finding a topic or idea to write about.)*

From the results above, it can be seen that the problem faced by fourth-semester male students at the English Department of UIN Mahmud Yunus Batusangkar in writing argumentative essays is the feeling of stress when writing. Feeling stressed in writing activities is a problem faced by male students in writing argumentative essays, this can be caused by feelings of pressure while writing or because of the difficult process in making argumentative essays that require students to have logical arguments and valid data and students need to be able to see how the perspective of the opposition. Based on these results, feeling stressed while writing argumentative essays is one of the problems

identified and faced by male students in writing argumentative essays.

d) Feel nervous when writing

The researcher asked the informants about the problems they faced in writing argumentative essays. Among the five informants, I-1 and I-5 answered that the problem faced in writing argumentative essays was feeling nervous when writing argumentative essays. This is evidenced by the answers given by the informants as follows:

R Apa masalah yang anda hadapi dalam menulis essay argumentative?

*(What problems do you face in writing argumentative essays?)*

I-1 Ehh ya ***saya merasakan perasaan gugup*** karena sejujurnya tulisan saya jelek... ***Saya merasa demikian karena tulisan yang saya buat tidak terlalu bagus***

*(Yes, I felt nervous because honestly my writing was ugly... I feel this way because my writing is not very good.)*

I-5 **Kesalahan kalimat seperti kesalahan penulisan kalimatnya, kayak hurufnya kayak gini tapi tertulis beda gitu bang, jadi maknanya juga berganti dan orang pun jadi tidak paham, itu yang membuat saya merasa gugup bang saat menulis**

*(Sentence errors such as mistakes in writing sentences, like the letters are like this but written differently, so the meaning also changes and people don't understand, that's what makes me feel nervous when writing.)*

From the results above, it can be seen that the problem faced by fourth-semester male students at the English Department of UIN Mahmud Yunus Batusangkar in writing argumentative essays is feeling nervous when writing. Feeling nervous in writing

activities is a problem faced by male students in writing argumentative essays, this can be caused by a lack of confidence in the writing made by oneself and fear that others do not or what is the intention of what is written as mentioned above. Based on these results, nervousness in writing is one of the problems identified and faced by male students in writing argumentative essays.

e) Lack of Confidence when Writing

The researcher asked the informants about the problems they faced in writing argumentative essays. Among the five informants, I-1 and I-4 answered that the problem they faced in writing argumentative essays was a lack of confidence when writing argumentative essays. This is evidenced by the answers given by the informants as follows:

R Apa masalah yang anda hadapi dalam menulis essay argumentative?

*(What problems do you face in writing argumentative essays?)*

I-1 Umm terkadang ***saya merasa kurang percaya diri ketika menulis essay argumentatif*** karena saya merasa mungkin ada yang lebih baik dari saya gitu...***Berdasarkan penulisan dan tulisan mereka jauh lebih bagus yang para mahasiswi itu dari pada saya.***

*(Umm sometimes I feel less confident when writing argumentative essays because I feel there might be someone better than me... Based on their writing and writing, the female students are much better than me.)*

I-4 Uhh ***kurang percaya diri, kalau saat pembuatan itu ada ya karena balik tadi karena sebuah argumen kuatnya atau tidak itu akan mempengaruhi kepercayaan diri saya sendiri***

*(Uhh lack of confidence, if when making it there is yes because back earlier because an argument is strong or not it*

*will affect my own confidence)*

From the results above, it can be seen that the problem faced by fourth-semester male students in the Department of English Tadris UIN Mahmud Yunus Batusangkar in writing argumentative essays is a lack of confidence when writing. Lack of confidence in writing activities is a problem faced by male students in writing argumentative essays, this can be caused by feelings of lack of confidence in one's own abilities and insecurity with the opposite sex in terms of ability as mentioned above. Based on these results, lack of confidence in writing activities is one of the problems identified and faced by male students in writing argumentative essays.

## 2. Linguistic Problem

Linguistic problems refer to difficulties in understanding, using or applying language, either orally or in writing. These problems can relate to grammar, vocabulary and writing mechanics.

### a) Spelling mistake

The researcher asked the informants about the problems they faced in writing argumentative essays. Among the informants, five informants, namely I-1, I-2, I-3, I-4, and I-5 answered that the problems they faced in writing argumentative essays were spelling mistakes. This is evidenced by the answers given by the informants as follows:

R Apa masalah yang anda hadapi dalam menulis essay argumentative?

*(What problems do you face in writing argumentative essays?)*

I-1 Terkadang *saya melakukan kesalahan dalam penulisan, terlebih terhadap typo atau penulisan, salah tulis gitu*

(Sometimes I make mistakes in writing, especially in typos or writing, writing mistakes so)

- I-2 ***Kalau untuk kesalahan kalimat iya sering terjadi*** karena mungkin kompleksitas dalam menyusun argumen yang jelas dan logis itu cukup susah

*(For sentence errors, yes, they often occur because perhaps the complexity of composing clear and logical arguments is quite difficult.)*

- I-3 ***Biasanya kayak kesalahan tata bahasanya gitu, ketika menulis itu ada typonya***

*(Usually like grammatical errors, when writing there are typos)*

- I-4 Uhh ***sejauh saya membuat ada beberapa yaitu dalam pembuatan struktur kalimatnya yang kurang jadi saya memang ada kesalahan kalimat yang saya buat*** dalam membuat sebuah esai argumentative

*(as far as I make there are some, namely in making the sentence structure that is lacking so I do have sentence errors that I make in making an argumentative essay.)*

- I-5 ***...ada melakukan kesalahan penulisan seperti itu bang...saat penulisan itu saya terburu buru jadi ada kesalahan kata atau kalimat itu...***

*(...I made a writing mistake like that...when writing it I was in a hurry so there was a word or spelling mistake...)*

From the above results, it can be seen that the problem faced by fourth-semester male students at the English Department of UIN Mahmud Yunus Batusangkar in writing argumentative essays is spelling errors. Spelling errors in writing are one of the problems that are not infrequently faced by male students in writing argumentative essays, this can be caused by a lack of understanding of a sentence or because of unintentional mistakes, causing the ideas to be conveyed to be incomprehensible due to

spelling errors in a sentence. Spelling mistakes in writing are one of the main results identified by students as problems faced in writing argumentative essays. Based on these results, spelling errors are one of the problems faced by male students in writing argumentative essays

b) Grammar issues

The researcher asked the informants about the problems they faced in writing argumentative essays. Among the informants, the five informants, namely I-1, I-2, I-3, and I-5 who answered the problems they faced in writing argumentative essays were grammar problems. This is evidenced by the answers given by the informants as follows:

R Apa masalah yang anda hadapi dalam menulis essay argumentative?

*(What problems do you face in writing argumentative essays?)*

I-1 Terkadang saya memiliki masalah, kadang ***saya lupa harus menggunakan grammar yang mana atau grammar yang cocok dalam essay argumentatif tersebut... Penggunaan perfect tense dan perfect pasten***

*(Sometimes I have a problem, sometimes I forget which grammar to use or which grammar is suitable in the argumentative essay... Use of perfect tense and perfect pasten)*

- I-2 Tata bahasa atau grammar itu iya, karena itu juga bisa menjadi rumit karena ada *banyak aturan yang perlu diikuti mungkin seperti tensis yang konsistennya, lalu penggunaan penggunaan conjunction yang benar, jadi rumit disitu... Ya untuk grammar di argumentative memang lebih susah dari yang sebelum sebelumnya*

*(Grammar is yes, because it can also be complicated because there are many rules that need to be followed maybe like consistent tensis, then the correct use of conjunctions, so it's complicated there... Yes, the argumentative grammar is harder than the previous one.)*

- I-3 Salah satu contohnya itu ya bang, *kadang saya itu nggak bisa membedakan yang mana adjective sama noun gitu bang kadang bertukar gitu eh bukan tertukar tapi salah masuk gitu yang seharusnya ditulis dengan adjective tapi tertulisnya noun*, ya seperti itu bang

*(One example of that, sometimes I can't tell which one is an adjective and which one is a noun, so sometimes they exchange, uh not exchanged but entered incorrectly, which should be written with an adjective but written as a noun, like that)*

- I-5 **Karena kurangnya pemahaman saya terhadap grammar itu, jadi dalam pembuatan esai itu jadi susah jadinya** karena itu saya takut karena kalau grammarnya salah nanti berbeda juga arti dari sebuah kalimat itu

*(Because of my lack of understanding of grammar, making essays is difficult because I am afraid that if the grammar is wrong, the meaning of a sentence will be different.)*

From the results above, it can be seen that the problems faced by fourth semester male students at the English Department of UIN Mahmud Yunus Batusangkar in writing argumentative essays are grammar problems. Grammar problems in writing are one of the problems that are often faced by male students in writing

argumentative essays, this can be caused by a lack of mastery and understanding of nouns, pronouns, adjectives, verbs and others, causing students to have difficulty in composing sentences that are correct and in accordance with the rules of language in writing argumentative essays. Grammar problems in writing are one of the main results identified by students as problems faced in writing argumentative essays. Based on these results, grammar problems are one of the problems faced by male students in writing argumentative essays.

c) Vocabulary problem

The researcher asked the informants about the problems they faced in writing argumentative essays. Among the informants, five informants, namely I-2, I-3, I-4, and I-5 who answered the problems they faced in writing argumentative essays were vocabulary problems. This is evidenced by the answers given by the informants as follows:

R Apa masalah yang anda hadapi dalam menulis essay argumentative?

*(What problems do you face in writing argumentative essays?)*

I-2 ***...ada kosa kata atau vocabulary yang saya tidak paham gitu, makanya kesulitan dalam merangkai katanya itu kalau di argumentative... ada kosa kata baru atau istilah istilah baru yang bagi saya kurang familiar***

*(...there are vocabulary that I don't understand, so it's difficult to string the words together if it's argumentative... there are new vocabulary or new terms that I am not familiar with.)*

I-3 ***Misalnya kita mau menulis, salah satu contohnya itu **bang kayak kata kesejahteraan kan jadi saya nggak tau kalimat ini dalam bahasa inggris kayak gimana jadi itu perlu buat*****

***cek kamus atau apa gitu***

*(For example, if we want to write, one example is like the word welfare, right, so I don't know what this sentence is in English, so I need to check the dictionary or something.)*

- I-4 Menurut saya beberapa ***ada karena dalam teks argumentatif tentu saja dalam pembuatan argumen pasti orang akan menggunakan kosa kata sulit dan saya sendiri menggunakan beberapa kosa kata yang rumit sehingga saya juga ragu dan tidak yakin dengan makna kosa kata tersebut*** apakah benar dalam penggunaan

*(I think there are some because in argumentative texts of course in making arguments people will definitely use difficult vocabulary and I myself use some complicated vocabulary so I also doubt and am not sure about the meaning of the vocabulary whether it is correct in use)*

- I-5 **Karena kurang atau minimnya vocabulary yang saya kuasai membuat saya itu kadang ada ketemu sama kosa kata baru dan itu masih belum bisa saya pahami**

*(Because of the lack of vocabulary that I have mastered, I sometimes meet new vocabulary and I still can't understand it.)*

From the results above, it can be seen that the problems faced by fourth-semester male students at the English Department of UIN Mahmud Yunus Batusangkar in writing argumentative essays are vocabulary problems. Vocabulary problems in writing are one of the problems faced by male students in writing argumentative essays, this can be caused by a lack of mastery and understanding of vocabulary, causing students to have difficulty in expressing the ideas or ideas they want to write. Vocabulary problem in writing is one of the main results identified by students as a problem faced in writing argumentative essays. Based on these results, vocabulary problems in writing are one of the problems faced by male students in writing argumentative essays.

d) Mechanical problem

The researcher asked the informants about the problems they faced in writing argumentative essays. Among the informants, there were five informants, namely I-1, I-2, and I-4 who answered that the problems they faced in writing argumentative essays were mechanical problems in writing. This is evidenced by the answers given by the informants as follows:

R Apa masalah yang anda hadapi dalam menulis essay argumentative?

*(What problems do you face in writing argumentative essays?)*

I-1 Sebenarnya ehh ada kadang, kadang **salah tulis seperti hal yang disampaikan sebelumnya kadang salah tulis terhadap hal tersebut juga gitu, kadang lupa menggunakan huruf capital** jadi saya menambah lagi atau nggak merevisi lagi, ya sering terjadilah

*(Actually ehh there are sometimes, sometimes it's wrong to write like the thing that was conveyed before, sometimes it's wrong to write about it too, sometimes I forget to use capital letters so I add more or don't revise again, so it often happens)*

R Dan dengan tanda baca juga?

*(And also with the punctuation?)*

I-1 Iya, **tanda baca salah salah** itu juga terjadi dan itu kan juga termasuk kesalahan penulisan juga gitu

*(Yes, incorrect punctuation also occurs and that is also a writing error as well.)*

- I-2 Kalau dari tiga yang disebut itu mungkin ***pada ejaan saja yang susah***, kalau untuk huruf capital dan tanda baca insyaallah kemaren sudah aman Cuma ejaan kadang masih bermasalah.

*(If from the three mentioned it might be on spelling that is difficult, if for capital letters and punctuation, God willing, yesterday it was safe, but spelling is sometimes still problematic.)*

- I-4 Uhh ***saya ada merasakan ada kesusahan membuat esainya yaitu pada pembuatan outlinenya karena saya merasa ragu dan tidak yakin dalam pembuatan esai tersebut dengan outline yang benar***, itu kendala saya dalam membuat esai

*(I feel there are difficulties in making the essay, namely in making the outline because I feel hesitant and unsure in making the essay with the correct outline, that is my obstacle in making the essay.)*

From the results above, it can be seen that the problems faced by fourth-semester male students at the English Department of UIN Mahmud Yunus Batusangkar in writing argumentative essays are Mechanical Problems in writing. Mechanical problems in writing are problems faced by male students in writing argumentative essays, this can be caused by unintentional mistakes, lack of understanding of the use of punctuation marks that make students confused, and errors in the use of capital letters to a sentence that causes writing mistakes. Mechanical problems in writing are one of the main results identified by students as problems faced in writing argumentative essays. Based on these results, mechanical problems in writing are one of the problems faced by male students in writing argumentative essays.

e) Difficulty in writing down ideas

The researcher asked the informants about the problems they faced in writing argumentative essays. Among the informants, five informants, namely I-1, I-2, I-3, and I-4 who answered that the problem they faced in writing argumentative essays was difficulty in writing down ideas. This is evidenced by the answers given by the informants as follows:

R Apa masalah yang anda hadapi dalam menulis essay argumentative?

*(What problems do you face in writing argumentative essays?)*

I-1 Kalau topiknya menarik itu jarang sekali, tapi kalau topiknya kurang menarik saya **mengalami kesulitan terhadap hal tersebut....**lebih kearah **bingung untuk menentukan ide yang akan ditulis** atau hal apa yang akan ditulis atau evidence yang harus diambil berdasarkan dari judul yang dipilih.

*(If the topic is interesting, it is rare, but if the topic is not interesting, I have difficulty with it. .... is more like confused to determine the idea to be written or what to write about or evidence to be taken based on the chosen title)*

I-2 **Rasa sulit dalam mengekspresikan ide** itu ada bang dan itu pasti ada rasa sulit untuk mengekspresikan ide yang ada dalam kepala saya

*(There is a sense of difficulty in expressing ideas and there is definitely a sense of difficulty in expressing the ideas that are in my head.)*

I-3 **Ahh itu ada bang, kalau itu masalahnya itu karena idenya itu udah terlalu banyak gitu kan kita mencari ide ide baru yang berbeda dari yang lain itu sulit** agar essaynya menarik kan bang itu sih misalnya

*(there is, if that's the problem it's because the ideas are*

*already too many so we look for new ideas that are different from the others it's difficult to make the essay interesting, for example)*

- I-4 ***Uhh saya rasa ada karena kadang dalam pembuatan atau penulisan idenya itu saya merasa dalam membentuk kata kata agar mudah dipahami oleh pembaca itu saya merasa itu memang sulit bagi saya***

*(I feel that there is because sometimes in making or writing the idea, I feel that in forming words so that they are easily understood by the reader, I feel that it is indeed difficult for me.)*

From the results above, it can be seen that the problems faced by fourth-semester male students in the Department of English Tadris UIN Mahmud Yunus Batusangkar in writing argumentative essays are difficulties in writing ideas. Writing down ideas in writing activities is a problem faced by male students in writing argumentative essays, this can be caused by confusion to write down ideas that want to be written according to what is mentioned above. Based on these results, difficulty in writing ideas is one of the problems identified and faced by male students in writing argumentative essays.

## **B. Discussion**

From the results of the data analysis above, it is found that there are two types of problems faced by male students in writing argumentative essays, including psychological problems and linguistic problems. For psychological problems, the first finding found is laziness or lack of motivation in writing argumentative essays, this finding is the most common finding based on the statements stated by informants who say that there is laziness or lack of motivation in writing argumentative essays, this is in line with the statement Aswad (2022) which states that male students tend to have lower learning motivation when compared to female students. The next finding is the feeling of anxiety when writing, this finding is in line with what is stated by Ariartha et al., (2023) which says that male students have more severe writing anxiety problems than female students. Feeling stressed when writing because of the difficulty in thinking of ideas to write is one of the next findings, this is also in line with what is stated by Ariartha et al., (2023) which states that men tend to be more vulnerable to stress when writing when compared to female students. The next finding is the feeling of nervousness when writing because of uncertainty about one's own abilities and fear of making mistakes, this finding is the same as stated by Ariartha et al., (2023) that male students are more prone to feeling nervous when writing when compared to female students. Findings related to psychological problems in writing that become challenges faced by male students in writing are the lack of confidence when writing, this is due to the uncertainty of male students with their writing abilities, this is the same as stated by Pratama et al. (2020) who said that female students are more confident in their abilities in writing when compared to male students.

While in linguistic problems, the first finding found is errors in writing, errors in writing are a problem that often occurs in male students in writing this is due to the lack of mastery of male students of the structure of a sentence or vocabulary. The second finding is grammar

problems, grammar problems are linguistic problems that are widely stated and faced by informants in writing an argumentative essay, this is due to the lack of mastery of male students of grammar which causes them difficulty in writing a sentence that is correct and in accordance with the rules of language. Next is the difficulty in writing ideas, male students tend to find it more difficult to express ideas or what they feel when compared to female students who are more open to expressing what they feel Pratama et al. (2020). The next finding is vocabulary problems caused by male students' lack of vocabulary mastery, according to Pratama et al., (2020) in producing vocabulary written female students are able to write longer sentences when compared to male students. The last finding related to linguistic problems that become challenges faced by male students in writing argumentative essays is mechanics in writing, this is due to the lack of mastery of male students in the provisions of mechanics in writing such as in the use of punctuation, capital letters, correct writing of a sentence, and correct outline in writing a text. All of these findings are in accordance with what is stated by Al-Saadi, (2020) which states that female students are more fluent in writing and produce better quality texts when compared to male students. In terms of writing achievement, female students are also superior when compared to male students Reilly et al. (2019).

Based on the results of data analysis, it was found that there are five linguistic problems and five psychological problems faced by fourth semester male students majoring in English in writing an argumentative essay. Among them are, Psychological Problems: 1) Lack of motivation, 2) Feeling of anxiety, 3) Stress when writing, 4) Feel nervous when writing, 5) Lack of Confidence when Writing. Linguistic Problems: 1) Spelling mistakes, 2) Grammar issues, 3) Vocabulary problems, 4) Mechanical problems 5) Difficulty in writing down ideas.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This study concludes that there are five linguistic problems and five psychological problems faced by fourth semester male students in writing argumentative essays at the English Department of UIN Mahmud Yunus Batusangkar. Among them are: Psychological problems: 1) Laziness and lack of motivation, 2) Feeling anxious while writing, 3) Stress when writing, 4) Feeling nervous when writing, 5) Lack of confidence when writing. Linguistic Problems: 1) Spelling mistake, 2) Grammar issues, 3) Difficulty in writing down ideas, 4) Mechanical problem, 5) Vocabulary problem.

#### **B. Suggestion**

In relation to the findings of this study, the researcher would like to provide some suggestions to:

##### 1. For students

There are several problems faced by male students in writing argumentative essays, the researcher hopes to provide information and help students to gain more knowledge about the problems faced by male students of English Department of UIN Mahmud Yunus in writing argumentative essays. From the results of this study, it can be known the linguistic and psychological problems faced by male students in writing argumentative essays. After conducting this study, the researcher hopes that this research can be useful for others.

##### 2. Others Researcher

Based on the results of this study, the researcher would like to provide suggestions to other researchers. The researcher suggests conducting another study on the difficulties of female students in writing argumentative essays.

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