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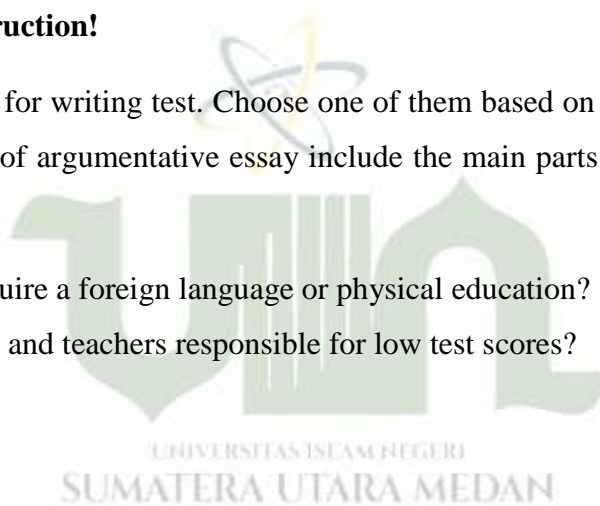
APPENDIX I

This present study aims to search about the students' ability and difficulties in writing argumentative essay by student at eighth semester in TBI UINSU Medan.

Writing Test Instruction!

Here are the topics for writing test. Choose one of them based on your interest. Make at least 200 words of argumentative essay include the main parts introduction, body, and conclusion.

1. Schools require a foreign language or physical education?
2. Are schools and teachers responsible for low test scores?



APPENDIX II

Table of the Students' Initial and Gender

No	Students' Initial	Gender
1	AC	Female
2	DRS	Female
3	IH	Female
4	IVP	Female
5	KA	Male
6	KH	Female
7	KNH	Female
8	NS	Female
9	PDRS	Female
10	RA	Female
11	RAL	Female
12	RHL	Female
13	RFS	Female
14	WH	Female
15	WMS	Female
16	WWSM	Female
17	WA	Female

18	YAUH	Female
19	YRW	Female
20	ZA	Female



APPENDIX III

Research Permission Letter and Research Response Letter

1. Research Permission Letter





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B- 8286/ITK. IV.5/ITK.V.3/PP.00.9/06/2022

29 Juni 2022

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala Kepada Bapak/Ibu Ketua Jurusan Tadris Bahasa Inggris

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Nur Shadila
NIM : 0304182116
Tempat/Tanggal Lahir : Tambak Cekur, 09 Oktober 2000
Program Studi : Tadris Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Dusun/Huta Silandoyung Desa/Nagori Silau Paribuan
Kelurahan Silau Paribuan Kecamatan Silau Kahean

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. William Iskandar, Ps. V, Medan Estate, Kec. Percut Sei Tuan, Kab. Deli Serdang Sumatera Utara, 20371, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Students Ability in Writing Argumentative Essay at English Department State Islamic University of North Sumatera Medan

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 29 Juni 2022
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris



Yani Lubis, M.Hum
NIP. 197006062000031006

2. Research Response Letter



SURAT KETERANGAN

Nomor : B-9071/ITK/ITK.IV.6/PP.00.9/07/2022

Yang bertanda tangan dibawah ini :

Nama : Yani Lubis, S.Ag, M.Hum
NIP : 197006062000031006
Pangkat/Gol : Penata /III.c
Jabatan : Ketua Prodi S1 Tadris Bahasa Inggris

Menerangkan dengan sebenarnya bahwa mahasiswa berikut ini:

Nama : Nur Shadila
NIM : 0304182116
Prodi : Tadris Bahasa Inggris

Telah menyelesaikan penelitian di lingkungan Prodi S1 TBI Semester VIII yang dimulai sejak 20 Juni 2022 s/d 01 Juli 2022 sebagai syarat penyusunan skripsi dengan judul :


"THE STUDENTS ABILITY IN WRITING ARGUMENTATIVE ESSAY AT ENGLISH DEPARTMENT STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN"

Demikian surat keterangan ini dibuat dengan sebenarnya.

Medan, 25 Juli 2022

A.n Dekan

Kes. Program Studi Tadris Bahasa Inggris S1



[Handwritten Signature]
Yani Lubis, S. Ag, M. Hum
NIP. 197006062000031006

APPENDIX IV

The Highest Score, Medium Score, and Lowest Score

1. The Highest Score



Intro : 5
Body : 6
Conclusion : 4
Language : 5
Features : 5
20 +

(20) Very Good

Name : Khairunnisa
Class : TBI-1

TEACHERS SHOULD NOT BE RESPONSIBLE FOR LOW TEST SCORES

Nowadays, especially in the pandemic era, many students are having the low achievements in school. They cannot understand about the subjects that are taught by their teacher through the online media such as Zoom, Youtube, and WhatsApp. There are also many primary students that still cannot read properly due to the lack of practice with their teachers. These problems then make the students had the low test scores. Consequently, the teachers are blamed for this. But, I think it is very wrong to blame teachers. Here are the reasons.

intro

Firstly, the students' low test scores can be happened because of the health care and poverty. Poor children experience cognitive and behavioral problems soon after birth, frequently as a result of hemorrhage and oxygen deficiency, which affect brain function, especially memory. It can make the students cannot memorize the explanation from their teachers although the teachers had already explained the material to them in the classroom. This also can make the student does not concentrate on the materials or subject that are taught in the classroom. They keep losing focus that leads to the inability to perform well in the test.

Alcohol and cigarette use are also more common among poor pregnant women, resulting in their babies having smaller head diameter, cortical gray matter, and total brain capacity, as measured. Poorer women's usage of methamphetamine during pregnancy leads to greater difficulties. During pregnancy, diabetes, or the onset of diabetes, is more likely in poorer women. This, too, has a negative impact on their children's behavior later in life.

bad

Poverty increases the likelihood of a kid committing a significant crime by 10%, making it a risk factor in the development of conduct disorder and conduct disorders. Transient poor youth, in particular, appear to externalize their situations in this way. Kids who live in constant poverty, on the other hand, are more likely to reflect their stress. They show signs of psychosomatic issues as well as anxiety and sadness.

Secondly, the students' low test scores can be happened because the students do not have the enough nutrition provided by their parents. Not all parents have the source and income to

provide their children with the best nutrition, causing them left behind. According to experts, there is no such thing as a "safe" degree of malnutrition in growing children. They point out that even short-term nutritional abnormalities, such as missing breakfast or eating an inadequate lunch, damage children's capacity to function and learn. They say that starving kids become more indifferent and have decreased cognitive capacity, putting all other efforts in poor children's education in danger.

Thirdly, the students' low test scores can be happened because of pollution. Throughout the country, areas with high mercury concentrations have been observed. The levels of pollution seen in these are known to harm growing fetuses and young children's brains and nerves. Mercury levels in the blood of about 6% of American women of fertility age are high enough to harm their unborn children if they become pregnant. Pollutants of all kinds (air, pesticides, PCBs, lead, mercury, and so on) are most prevalent in inner cities and on rural farms, where the poorest people dwell. As a result, the health of children in those neighborhoods is threatened more frequently and severely than that of children in wealthy suburbs.

Fourthly, the students' low test scores can be happened because of the family violence. Every year, between 3 and 10 million children are exposed to domestic violence. These children have symptoms that are similar to those of post-traumatic stress disorder. They have higher rates of symptoms or nightmares, and they are more susceptible to allergies, asthma, gastrointestinal issues, migraines, and the flu than their peers. There is substantial evidence that stress experienced throughout childhood as a result of poverty, family violence, parental depression, carer rejection, and other factors has physiological consequences, influencing hormonal levels and brain anatomy. Early in life, children who have loving and safe relationships with their caretakers are emotionally and physiologically healthier.

Fifthly, the students' low test scores can be happened because of the neighborhood. Urban dwellers know that neighborhoods have characteristics which promote or reduce crime and deviant youth behavior. Schools whose attendance boundaries include dysfunctional neighborhoods, therefore, face far greater challenges in nurturing student achievement than do those that draw students from healthier neighborhoods. It effects on the children and the teachers at each of the schools affected, and it continues to make teaching at those schools much more problematic.

Body

In addition, the students' low test scores can be happened because there is no guardian or parents that can help the students to discuss about their school subjects after school. The student will only learn at school. But there are so many students in one classroom which the teacher cannot control. The teacher should focus on teaching as well as making sure that all of the students understand the material. It is very hard and so close to the impossibility because each student has the different background and ability to understand the material. The students then do not know what the material is about yet do not know what they do not know.

That is why it is very important to have parents or guardians that can help the student to discuss about the material at school. Maybe when a student is taught by her closest one, she will understand better about the material. The parents or guardians can help with giving motivation as well. They can be close by the student by asking their favorite lesson as well as helping them to improve themselves in the lesson they like. But, if the student does not have it, he will completely lose in the subject he does not understand and has the low test scores. In conclusion, the teachers and schools should not be blamed for the students' low test scores. Because the students' scores can be influenced of many things other than the teacher or schools policy.

~~conclusion~~
conclusion

Intro : 4
 Body : 5
 Conclusion : ~~4~~ 3
 Language Features : 6

 18 +

(18) Very Good

Name : Yuni Rizki Wardah
 Class : TBI-1

Are schools and teachers responsible for low test score's

I think the value that a student gets from a teacher depends on which side we look at. If we see that in a subject all students can count on the exam and get high marks. And only one or five people did not get the value as expected, so this is arguably not the responsibility of a teacher or school because many students understand what the teacher is saying so that they can answer the questions or evaluations given. While it could be that students who have low grades do not focus on the subject so that the teacher can try to show a sense of responsibility by asking which questions are making them difficult, and it could also be that a teacher asks why they got such a grade. So the teacher can find the best solution to solve the problem. Meanwhile, if the grades of students in a class are indeed on average or all students cannot answer the evaluation questions or their scores are low, this has gotten an error into the lessons taught by the teacher or the school so that students cannot answer the questions.

Intro

As we know that the teacher is a teacher who educates. He not only teaches fields of study according to his abilities, but also becomes an educator for the youth of his nation's generation. The teacher who teaches students is a person who grows up to become a professional in a particular field of study. As a person he also develops himself into a complete person. As a person who develops personal integrity, he also faces problems of self-development, fulfilling the needs of life as a human being.

Body

The main task of a teacher is to teach students. This means that when the teacher acts to teach, it is expected that students will learn. However, sometimes in teaching and learning activities in schools, it is often found problems related to learning experienced by these students. These problems are influenced by internal factors (which come from within the students) and also by external factors (which come from outside the students themselves).

If the problems experienced by students are not immediately addressed, it will certainly hamper the student learning process and will have an impact on achieving the learning objectives. Students will be successful in the learning process if they do not have problems that

can affect their learning process. If there are students who have problems and the student's problems are not immediately found a solution. Students will experience failure or learning difficulties which can result in low achievement / not passing, interest in learning or not being able to continue learning. Because one of the goals of students in school is to achieve maximum learning achievement according to their abilities. The goal of education to be achieved by the Indonesian government is to educate the nation's life. The success of education is a shared responsibility between families, communities and governments. The government and society provide a place for learning, namely schools. For that, as a teacher or educator we must know the condition of students in order to create a good and conducive learning process.

The efforts made by a teacher in overcoming students who have problems in the learning process are: 1). Approaching students, 2). Searching for data about the problem by communicating with parents and homeroom teachers, 3). Conduct private consultations. By holding such efforts, it is hoped that it can reduce the problems that exist in students.

} *conclusion*



Intro : 4
 Body : 4
~~conclusion~~
 conclusion : 3
 language : 3
 Feature : 4

(14)

Good =

Name : Wriwik Winanda Matondang
 Class : TBI-1

School require a foreign language or physical education?

A student's ability to comprehend all of the courses taught in school is unquestionably essential. However, not all pupils are capable of comprehending all of the available disciplines. His abilities are limited only by his interests and ability. As we all know, various areas, such as natural sciences, social sciences, and linguistic understanding, contain scientific investigations. You should not compel a pupil to understand all of the available disciplines as an educator. Each curriculum has its own set of subjects. A foreign language is one of the disciplines that is always included in the school curriculum. Foreign language instruction is required in every school, and English is the most often learned foreign language.

Intro

There are various levels of English study in the school curriculum. Writing, reading, listening, and speaking are all steps in the process. Essentially, the curriculum taught in elementary school until high school is the same. The primary focus of school-based learning is primarily on material presentation, with only writing and reading abilities being addressed. While students frequently express dissatisfaction with their listening and speaking abilities, both of which need to be improved. As a result, the ordinary student's skills are limited to writing and reading.

Body

Several schools at the higher secondary level use a variety of foreign languages in their curricula in addition to English. The incorporation of foreign languages into school curricula is not haphazard; it is intended to improve students' ability to communicate both nationally and internationally in this global age. The Minister of Education and Culture, Nadiem Karim, once shocked Indonesia by announcing that English subjects will be discontinued and solely studied at the basic school level. Of course, the news caused a sensation in Indonesian education circles. However, it is important to note that this statement is not totally accurate.

In an era where globalization is becoming increasingly influential, every student will undoubtedly require solid language abilities in order to communicate with people from other nations. not only in English, but in other languages as well. It is possible to develop

lauded for its contribution to improving mental health, helping maintain social and moral development, and supporting cognitive and academic performance. Perhaps one of the problems is that physical education is often seen by students as an opportunity to actively have fun. Or in some cases, to relieve stress and as a form of escape from the traditional learning process. Clearly, they are valuable for student well-being, and there is indeed evidence to suggest that physical activity has the potential to support broad learning processes. But it's good, the role of physical education is not just to support and support student learning in other subjects. Instead, it must provide a meaningful learning experience in the physical education lesson itself.

Physical education in schools is absolutely necessary. Not only improves children's physical fitness but also provides varied and meaningful movement for children. The view of physical education is also universal, but it all boils down to the meaning of physical education that builds a whole person.

So from this explanation we can conclude that foreign language education and physical education are equally important because they have their own functions and benefits for us.

} conclusion

Name Wulan arianjani
Class III-1

Intro : 3
Body : 3
Conclusion : 5
Language Features : 3 +
~~11~~ 14
Very Good

School Require a foreign language or physical education?

Physical education is a teaching activity to students as individuals and consciously carry out these educational activities. The purpose of physical education is to increase physical abilities and skills, growth of intelligence and the formation of students' character which is carried out consciously. The benefits of physical education are: 1. Meeting the child's need for movement, 2. Introducing children to the environment and their potential, 3. Instilling the basics of useful skills, 4. Distributing excessive energy, 5. It is an educational process simultaneously well physical, mental and emotional proper physical education will make a very significant contribution to the education of children as a whole.

The real results obtained from physical education are complete development, including physical, mental, emotional, social and moral. It is not wrong if experts believe that physical education is the most appropriate vehicle to form a complete human being. This means that physical education is not just a decoration or ornament attached to school programs as a tool to keep children busy, but physical education is an important part of education.

Therefore, physical education is very important to improve the development and growth of students, for the development of physical education learning today, children prefer to learn while playing rather than sitting and reading books continuously in the classroom and have to learn monotonously without using the media. In learning physical education contained in the curriculum, there are many things that must be learned, one of which is learning volleyball.

Based on the explanation above, it can be concluded that physical learning will help students increase their conscious ability and help students to create good behavior. Language learning is a process that can improve students' memory, concentration and cognitive abilities so that it can help students in their academic education. Based on the explanation above, according to the author, language education is more important in the implementation of learning because from the results of practicing students to master the target language, it helps students improve their thinking skills, memory, and concentration. Improving students' memory and concentration is very important in school learning because most subjects in school focus on students' ability to memorize material.

Learn
Body
Conclusion

2. The Medium Score

Name : Nella Sari

Class : TBI-1

Intro : 3

Body : 4

Conclusion : 2

Language Features : 3

12

Fair

Foreign language education and physical education

Foreign language education and physical education are equally important in schools, below is an explanation of the importance of foreign and physical languages. We cannot deny that the ability to speak foreign languages, especially English as an international language is very necessary to be able to compete in the era of globalization and free markets. } Intro

However, it is unfortunate that most of the population in Indonesia's foreign language proficiency is still far below the average and seems to continue to show signs of decreasing. This lack of foreign language skills creates difficulties for Indonesian workers who will work or study abroad. Often they can't compete with other nations in ASEAN whose foreign language skills are admittedly much better.

In addition to the role of every educational institution/institution to "print" graduates who have good English language skills, support from every Regency/City Government (especially the Education Office) is needed so that this effort can run well.

The teaching methods that can be applied to teach a foreign language in a classroom can vary, but sometimes it is difficult to determine which one is best for a particular class. For example, should all students study together, divided into several groups or should they study alone? By using a language laboratory, all these problems can be solved, because in a language laboratory class all teaching methods can be implemented effectively and efficiently. } Body

Given the importance of the function of the language laboratory in the foreign language teaching program with the added value as described above, it would be better if the school or agency/company/department had language laboratory facilities.

Physical education is often seen as a fringe or unimportant subject in the school curriculum. And many secondary schools are cutting back on physical education lessons in order to increase the hours of lessons that are considered "serious" and "important". One of the main reasons is the high pressure to get high academic grades. Most of the time that students usually spend playing sports at school is now spent receiving additional tutoring for subjects other than physical education.

Despite having cut hours, physical education is still being fought for because of its potential in maintaining health and encouraging physical activity. Physical education is also lauded for its contribution to improving mental health, to helping maintain social and moral development and supporting cognitive and academic performance.

The Association for Physical Education states that high-quality physical education fosters the physical, moral, social, emotional, cultural, and intellectual development of students. But the wide range of benefits of physical education—such as health promotion, skills development, and a focus on social and moral issues—has led to confusion about physical education itself and the limited contribution of physical education to the practice of advancing education.

As part of the project, students are not only recognized for their written contributions at the school's awards night, their work also leaves evidence of learning and intellectual engagement recognized by the school. Physical education effectively stands on a par with other subjects as a valuable education - this is supported by written evidence. These students now have publications used to teach undergraduate students at the University of Central Lancashire.

} *conclusion*

Intro : 3
 Body : 3
 Conclusion : 3
 Language Features : 3

(12) Fair

+
 12

Name : Yasinta Ayundia Utami
 Class : TBI-1

Schools Require a Foreign Language or Physical Education

A foreign language is one of the subjects that are always covered in the school curriculum. Therefore, there is a demand for physical education in foreign languages. Every school is required to offer foreign language instruction, and English is the foreign language that is studied the most frequently. The incorporation of foreign languages into school curricula is not just done; it is done with the intention of enhancing students' capacity for intercultural communication in today's global society. } Intro

Every student requires strong language abilities to interact with people from other nations in today's increasingly globalized world. In addition to English and other foreign languages. Communication abilities in different languages can be improved by incorporating a foreign language in the study curricula. } Body

As we can see, communication must first take place across a medium like language. Language has a crucial part in achieving objectives since it is a tool for communication that links social interactions. In some situations, people connect with one another using various languages, yet this does not prevent them from being able to converse with one another in the international language of English. } Concl

3. The Lowest Score

Name : Rizqia Fitri Siregar
Class : TBI-1

Intro : 1
Body : 2
Conclsium : 4
Language : 3
Features : 3

87 +
(87) Poor

Are schools and teachers responsible for low test scores?

Of course schools and teachers are responsible for low test scores. Maybe it's not entirely the fault of the school, but after all it's the responsibility of the school and the teacher. If many test scores are low, the learning system in the school is questioned. Schools and teachers should be responsible for delivering learning materials until students understand. Teachers must really master the right teaching strategies so that learning can be carried out properly and achieve the goals that have been set. However, if there are only one or two students whose test scores are low, then of course the fault is from the students themselves. It could be that students are lazy to study so they get low scores on exams. A school and teachers are said to be successful or good when their students manage to get good achievements.

APPENDIX V

Documentation



APPENDIX VI
CURRICULUM VITAE



Full Name : Nur Shadila

Place/Date of Birth : Tambak Cekur/ October, 09th 2000

Father's Name : Asmuddin

Mother's Name : Nur Lina

Father's Job : Entrepreneur

Mother's Job : Marketeer

Address : Jln. Bhayangkara, gg. Keluarga no.14

Education :

1. SDN 105381 Tambak Cekur
2. SMP N 1 Bintang Bayu
3. MAN 3 Medan

Profession :

1. English Teacher at MTs TPI Silau Dunia
2. English Teacher at MAS TPI Silau Dunia