

**STUDENTS' ABILITY IN WRITING PERSUASIVE ESSAY
AT THE SECOND YEAR OF SMAN 5 PEKANBARU**

Thesis

Submitted to Fulfill One of the Requirements for
Undergraduate Degree in English Education
(S.Pd.)



By

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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

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SUPERVISOR'S APPROVAL

The thesis entitled “*Students’ Ability in Writing Persuasive Essay at the Second Year of SMAN 5 Pekanbaru*”, is written by Aldinod Fenrico Marta, NIM. 10314021991. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

Pekanbaru, Shafar 26, 1432 H
January 31, 2011 M

Approved by

The Chairperson of
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EXAMINER'S APPROVAL

The thesis entitled “*Students’ Ability in Writing Persuasive Essay at the Second Year of SMAN 5 Pekanbaru*”, is written by Aldinod Fenrico Marta, NIM. 10314021991. It has been approved and examined by the final examination committee of undergraduate degree on January 31, 2011M/ Shafar 26, 1432 H, at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

Pekanbaru, Shafar 26, 1432 H
January 31, 2011 M

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Appendix 4

Writer 2

No	Students	Content	Organization	Vocabulary	Language Use	Mechanics	Reader 2
1	Ria Amanda	20	10	10	8	2	48
2	Tyara Ambarwati	20	10	8	10	2	48
3	Budi Prasetyo	13	10	10	10	2	45
4	Andika Martha	30	18	18	15	5	88
5	Ario Prazuira	14	11	10	10	2	49
6	Lutfi Arthur	10	10	8	10	2	40
7	Yuni Rahmawati	21	10	10	10	3	54
8	Ilham Azan Zuhri	10	10	12	10	2	44
9	Fidhyana Aulia	20	10	10	10	3	53
10	Yoandra Hilmawan	10	12	9	12	2	45
11	Indra Permana	11	16	10	12	3	52
12	M Raya	11	18	12	12	3	56
13	Elsa Putri	15	11	10	10	2	48
14	Rizkia Hasanah	17	10	10	6	2	45
15	Ryan Saputra	10	12	12	12	2	49
16	Dwitya Febriyanti	10	10	11	12	2	45
17	Indria Rezki Arafah	30	18	18	12	5	81
18	Tesha	10	10	11	12	2	45
19	Indah Faramitha	20	10	10	7	3	50
20	Feby Irwani	20	10	11	10	3	54
21	Suha Dizara	20	15	6	9	3	53
22	Putri Maulida Sari	15	10	9	8	2	44
23	Gustio El Findo	17	10	10	8	2	47

24	Mira Afnezta Yuzefo	16	10	12	14	3	55
25	Oki Fitriani	15	11	10	10	2	48
26	Hertika Nanda Putri	30	18	12	12	4	66
27	Wira Adi Putra	21	10	10	13	3	57
28	Ramadhani Febrian	20	18	12	15	4	69
29	Marlia Rahmadhani	13	10	10	11	2	46
30	Hafiza Okta Nasution	10	14	12	10	2	48
31	M Razan	20	10	10	8	2	48
32	Rizki Akbar	20	10	8	10	2	48
33	Eric Permana	13	10	10	10	2	45
34	Rizka Syafitri	30	18	18	15	5	88
35	Kharisma Nadia	14	11	10	10	2	49
36	T Ramona Fitri	10	10	8	10	2	40
37	Tiffany Pratiwi	21	10	10	10	3	54
38	Rifni Amalia	10	10	12	10	2	44
39	Putri Chairun Nisa	20	10	10	10	3	53
40	Dyna Fawaza	10	12	9	12	2	45
41	Frischa Natra Fitra	11	16	10	12	3	52
42	Juliana Maulina	11	18	12	12	3	56
43	TM Yudha Prasadana	15	11	10	10	2	48
44	Monika Shecilia	17	10	10	6	2	45
45	Alif Mandra	10	12	12	12	2	49
46	Dwi Puji Handayani	10	10	11	12	2	45
47	Nikmatul Maula	30	18	18	12	5	81
48	Rismun Sofia Monike	10	10	11	12	2	45
49	Ivony Hidayati	20	10	10	7	3	50
50	Pretty Ayu Miranda	20	10	11	10	3	54
51	Juli Fahria	20	15	6	9	3	53
52	Ayesha Trisha Putri	15	10	9	8	2	44

53	Muhammad Afandi	17	10	10	8	2	47
54	Umul Handayani	16	10	12	14	3	55
55	Lidya Yohana	15	11	10	10	2	48
56	Asa Bhakti	30	18	12	12	4	66
57	Brenda Sekarlina	21	10	10	13	3	57
58	Yogi Arnova	20	18	12	15	4	69
59	Nur Afriani	13	10	10	11	2	46
60	Nur Khalifah	10	14	12	10	2	48
61	Irya Lucita	20	10	10	8	2	48
62	Utary Arvilla	20	10	8	10	2	48
63	Liftri Monita	13	10	10	10	2	45
64	Almuhtadie Billa	30	18	18	15	5	88
65	Tantia Shecilia	14	11	10	10	2	49
66	Nurul Anissa	10	10	8	10	2	40
67	M Irfan HP	21	10	10	10	3	54
68	Heri Gusriani	10	10	12	10	2	44
69	M Safarullah	20	10	10	10	3	53
70	Nelda Yulianti	10	12	9	12	2	45
71	Rini Selvia	11	16	10	12	3	52
72	Ida Wahyuni	11	18	12	12	3	56
73	Juli Putriani	15	11	10	10	2	48
74	M Kamil	17	10	10	6	2	45
75	Sri Rahmi Murni	10	12	12	12	2	49
76	M Yasir	10	10	11	12	2	45
77	Sarita Dewi	30	18	18	12	5	81
78	Ridho Darmawan	10	10	11	12	2	45
79	Ruli Azhari	20	10	10	7	3	50
80	Badria Neliati	20	10	11	10	3	54

Appendix 5

Final Score (Writer 1 + Writer 2: 2)

No	Students	Final Score	Category
1	Ria Amanda	46	Less
2	Tyara Ambarwati	51	Fair
3	Budi Prasetyo	56	Fair
4	Andika Martha	87	Good
5	Ario Prazuira	44	Less
6	Lutfi Arthur	45	Less
7	Yuni Rahmawati	60	Fair
8	Ilham Azan Zuhri	49	Less
9	Fidhyana Aulia	48	Less
10	Yoandra Hilmawan	45	Less
11	Indra Permana	52	Fair
12	M Raya	55	Fair
13	Elsa Putri	44	Less
14	Rizkia Hasanah	51	Fair
15	Ryan Saputra	46	Less
16	Dwitya Febriyanti	43	Less
17	Indria Rezki Arafah	78	Fair
18	Tesha	50	Less
19	Indah Faramitha	53	Fair
20	Feby Irwani	51	Fair
21	Suha Dizara	51	Fair
22	Putri Maulida Sari	42	Less
23	Gustio El Findo	48	Less
24	Mira Afnezta Yuzefo	50	Less
25	Oki Fitriani	46	Less
26	Hertika Nanda Putri	56	Fair
27	Wira Adi Putra	52	Fair
28	Ramadhani Febrian	79	Good
29	Marlia Rahmadhani	45	Less
30	Hafiza Okta Nasution	45	Less
31	M Razan	46	Less
32	Rizki Akbar	51	Fair
33	Eric Permana	56	Fair
34	Rizka Syafitri	87	Good
35	Kharisma Nadia	44	Less
36	T Ramona Fitri	45	Less
37	Tiffany Pratiwi	60	Fair
38	Rifni Amalia	49	Less
39	Putri Chairun Nisa	48	Less
40	Dyna Fawaza	45	Less
41	Frischa Natra Fitra	52	Fair
42	Juliana Maulina	55	Fair
43	TM Yudha Prasandana	44	Less
44	Monika Shecilia	51	Fair

45	Alif Mandra	46	Less
46	Dwi Puji Handayani	43	Less
47	Nikmatul Maula	78	Fair
48	Rismun Sofia Monike	50	Less
49	Ivony Hidayati	53	Fair
50	Pretty Ayu Miranda	51	Fair
51	Juli Fahria	51	Fair
52	Ayesha Trisha Putri	42	Less
53	Muhammad Afandi	48	Less
54	Umul Handayani	50	Less
55	Lidya Yohana	46	Less
56	Asa Bhakti	56	Fair
57	Brenda Sekarlina	52	Fair
58	Yogi Arnova	79	Good
59	Nur Afriani	45	Less
60	Nur Khalifah	45	Less
61	Irya Lucita	46	Less
62	Utary Arvilla	51	Fair
63	Liftri Monita	56	Fair
64	Almuhtadie Billa	87	Good
65	Tantia Shecilia	44	Less
66	Nurul Anissa	45	Less
67	M Irfan HP	60	Fair
68	Heri Gusrini	49	Less
69	M Safarullah	48	Less
70	Nelda Yulianti	45	Less
71	Rini Selvia	52	Fair
72	Ida Wahyuni	55	Fair
73	Juli Putriani	44	Less
74	M Kamil	51	Fair
75	Sri Rahmi Murni	46	Less
76	M Yasir	43	Less
77	Sarita Dewi	78	Fair
78	Ridho Darmawan	50	Less
79	Ruli Azhari	53	Fair
80	Badria Neliati	51	Fair

أردنوت فينريكو مارتا (2010): مهارة الطلاب في المتوسطة العليا الحكومية 5

كان عنوان هذا البحث " مهارة الطلاب في كتابة المقالة المقنعة لطلبة الصف الثاني بالمدرسة المتوسطة العليا الحكومية 5 باكنبارو. غراض أداء هذا البحث لمعرفة "كيف كانت مهارة الطلاب في المقالة المقنعة؟". وما العوامل التي تؤثر مهارة الطلاب في المقابلة المقنعة؟". كان الطلاب بالمدرسة المتوسطة العليا الحكومية 5 باكنبارو غالبا لايتعودون و لايريديون بل يصعبون على كتابة المقالة المقنعة. هذا البحث هو بحث وصفي تحليلي, الأفراد لهذا البحث طلاب الصف الثاني بالمدرسة المتوسطة العليا الحكومية 5 باكنبارو. وكان مجموع طلاب الصف الثاني 394. وعدد الطلاب الذين تم عليهم الاختبار 80 شخصا أو 20 في المائة من مجموع العينات. وأما نوع العينة المستخدم في هذا البحث عينة نسبية. تجمع البيانات في هذا البحث باستخدام الاختبار و الاستبيان. ثم لمعرفة النسبة المئوية لمهارة الطلاب في المقالة المقنعة، استخدم الرموز التالي:

$$P = \frac{F}{N} \times 100\%$$

حيث أن:

$$P = \text{نسبة مئوية}$$

$$N = \text{مجموع المجيبين}$$

$$F = \text{تردد الإجابة الصحيحة}$$

ثم لمعرفة متوسط مهارة الطلاب في كتابة المقالة المقنعة، استخدم الرموز الآتي:

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

حيث أن:

$$M = \text{متوسط}$$

$$\sum FX = \text{مجموع نتائج المجيبين}$$

$$N = \text{مجموع المجيبين}$$

(رضوان، 2009:102)

من نتائج البحث أن مهارة الطلاب في المقالة المقنعة لطلبة الصف الثاني بالمدرسة المتوسطة العليا الحكومية 5 باكنبارو على متوسط ضعيف. إذن، العوامل التي تؤثر الطلاب في استيعاب المفردات على متوسط كفاية.

ABSTRAK

Aldinod Fenrico Marta, 2010: Kemampuan Siswa dalam Menulis Persuasive Essay pada Siswa Kelas 2 di SMAN 5 Pekanbaru

Penelitian ini diberi judul Kemampuan Siswa dalam Menulis Persuasive Essay pada Siswa Kelas 2 di SMAN 5 Pekanbaru. Penelitian ini diadakan guna mengetahui “Bagaimana kemampuan siswa dalam menulis persuasive essay?” dan “Faktor apa saja yang mempengaruhi siswa dalam menulis persuasive essay?”. Berdasarkan penelitian awal yang penulis lakukan, banyak siswa kelas dua SMAN 5 yang tidak terbiasa, tidak mau, dan kesulitan dalam menulis persuasive essay.

Penelitian ini bersifat deskriptif. Populasinya adalah seluruh siswa kelas dua SMAN 5 Pekanbaru. Jumlah keseluruhan siswa adalah 394. Sampel yang diambil adalah 80 siswa / 20% dari total populasi. Penelitian ini menggunakan teknik proportional sampling.

Data penelitian ini dilakukan menggunakan tes dan kuisioner. Untuk mengetahui persentase kemampuan siswa dalam menulis persuasive essay, digunakan rumus sebagai berikut:

$$P = \frac{F}{N} \times 100\%$$

Dimana: P = Persentase

N = Jumlah responden

F = Frekuensi jumlah jawaban yang benar (Arikunto, 1993:210)

Untuk mengetahui rata-rata kemampuan siswa dalam menulis persuasive essay, digunakan rumus sebagai berikut:

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

Dimana: M = Mean

FX = Jumlah nilai responden

N = Jumlah Responden (Riduwan, 2009:102)

Hasil dari kemampuan siswa dalam menulis persuasive essay pada siswa kelas 2 di SMAN 5 Pekanbaru dikategorikan *kurang*. Kemudian, faktor yang mempengaruhi kemampuan siswa dalam menulis persuasive essay dikategorikan *cukup mempengaruhi*.

ABSTRACT

Aldinod Fenrico Marta, 2010: Students' Ability in Writing Persuasive Essay at the Second Year of SMAN 5 Pekanbaru

This research is entitled Students' Ability in Writing Persuasive Essay at the Second Year of SMAN 5 Pekanbaru. It was conducted to know "How is the students' ability in writing persuasive essay?" and "what factors influence the students' ability in writing persuasive essay?". Based on initial observation of the writer, most of the second year students of SMAN 5 were not accustomed, unwilling and difficult in writing persuasive essay.

This research is descriptive analyzed. The population was at the second grade students of SMAN 5 Pekanbaru. The total number of second year students were 394. The samples that had been tested were 80 students / 20% from total population. The type of sampling that used in this research is proportional sampling.

The data of the study was collected by using test and questionnaire. To know the percentage of students' ability in writing persuasive essay, the following formula is used:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

N = Number of respondents

F = Frequency of the correct answer (Arikunto, 1993:210)

To know the mean of the student's ability in writing persuasive essay, the following formula is used:

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

Where:

M = Mean

FX = Sum of respondents scores

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

The result of the research is students' ability in writing persuasive essay at the second year of SMAN 5 Pekanbaru categorized *less* (fair to poor). Then, the factors that influence the students ability in persuasive essay is categorized *enough*.

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Pekanbaru, January 03, 2010
The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a part of English skills, which plays an important role as a medium of communication. In this modern era, people who have writing skill will be proud because they can give and take information easily. They can persuade someone or a group of people to trust or to convince what they say and do. It can be also as a medium to get job, and a way to express emotion, and to admire god's creatures.

Actually many people can write, but writing here means not only that simple one. Good writing is one that is composed correctly with the attention to some important elements, namely, content language use, vocabulary used, organization used, and mechanic.

Writing is one of the skills in learning English. It is one of the important subjects to be learned. The senior high school students should be able to express their ideas interpersonally, ideationally and textually function in various texts. Interpersonal function means that students should be able to communicate to others. The ideal function is that the students are expected to use language according to the function. Textual function is the function that adjusts.

Using writing language form or writing is not only the mold of the information, message, or idea in the sentence but also the correctness in a grammatical manner. The information, message, or idea must be created in text forms

that have purpose, rhetorical structure, and linguistic realization or grammatical patterns. Each written texts must have clear purpose, that all of the information, message or idea must be created effectively in one form of the texts (descriptive, recount, narrative, exposition, procedure, anecdote, news item, discussion).

By amount of this text elements in a rhetorically manner must rhetorically structured, that is molded in sentences created by using precise and effectively grammatical patterns. It means that to consider the effectiveness of using language, each form of written texts preferable is created based on genre.

Genre can be definite as a type of the text functioned as a frame of reference, so the text can be created effectively; in purpose, election, and arranging of text elements, and accuracy in using grammar. In genre concept, there are 11 types of texts. They are description, recount, narration, procedure, explanation, discussion, exposition, news item, information report, anecdote, and review. Each type has differences in purpose and rhetorical structure.

Here, the writer wants to focus on persuasive, especially in persuasive essay. Persuasive essay writing is something that demonstrates the knowledge regarding the essay topic in a conversation format. What it takes is the full concentration of the writer towards the theme to get it well. The key of this feature is the vocabulary that one uses in the essay, as it is the reflection of the writer's overall capability.

Persuasive essay is the most difficult level of writing type. Besides giving reason clearly and logically, a writer should find the issues with two or more side, and he or she should identify the readers in order that messages can get the target in

writing persuasive essay, a writer has to demonstrate in using between fact and emotion. If persuasion is all emotion, it may seem that the writer has no real thought of the matter carefully. If persuasion is all facts than appeal, it may seem the impersonal; mixture of the two is usually the best persuasion.

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

In general, the students at the second year of SMAN 5 Pekanbaru have sufficient capability in writing persuasive essay. They can arrange persuasive essay, but there are also many students who cannot write persuasive essay. They get trouble and usually they make some errors in composing persuasive essay, especially in grammar. It is one of the problems, usually faced by the students at the Second Year of SMA 5 Pekanbaru in writing.

On the basis of the problems, it is necessary to analyze the students' capability in writing persuasive essay. The results can be used as the reflection for the teacher in teaching writing and the solution to find better technique in teaching writing. Based on the initial observation of the writer, there are several phenomena found at the second year students of SMAN 5 Pekanbaru related to this topic of research, the phenomena are:

1. Most of the students are not accustomed to writing an essay, especially persuasive essay.

2. Most of the students are unwilling to make a persuasive essay.
3. Most of the students do not know what persuasive essay is about.
4. Most of the students find difficulty to make a persuasive essay.

In conclusion, writing is a complex process reflecting the writers' communicative skills. To help EFL students write in English appropriately, the teachers must take their major problems in writing into account if they are expecting a favorable outcome. Therefore, the writer is interested in analyzing students' ability in writing persuasive essay. To do that, this research entitled **“Students’ Ability in Writing Persuasive Essay at the Second Year of SMAN 5 Pekanbaru”**.

B. The Problem

1. The Identification of the Problem

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

- a. How to make the students able to write good persuasive essay?
- b. How is students' ability in writing persuasive essay?
- c. Why do the students dislike to writes persuasive essay?
- d. Why do the students get difficulties to write persuasive essay?
- e. Why are the students uninterested in writing persuasive essay?
- f. What factors influence the students' ability in writing persuasive essay?

2. The Limitation of the Problem

There are three kinds of essay, namely: the expressive essay, the informative essay, and the persuasive essay. This study does not investigate all kinds of essay; it just focuses on the persuasive essay, especially for the analysis of the students' ability in writing persuasive essay at the second year students of SMAN 5 Pekanbaru and factors that influence it.

3. The Formulation of the Problem

Based on the limitation of the problem above, the writer formulates the problem to be investigated as follows: "How is the students' ability in writing persuasive essay?" and "what factors influence the students' ability in writing persuasive essay?"

C. The Objective and Significance of the Research

1. The Objective

The objective of this research is to find out the students' ability in writing persuasive essay at the second year of SMAN 5 Pekanbaru and factors that influence it.

2. The Significance of the Research

Based on the objective above, the writer states the significances as follows:

- a. To fulfill one of the requirements for undergraduate degree at Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.
- b. The result of the research will be helpful for the teacher to know the students' ability in writing persuasive essay.
- c. To make the students interested in persuasive essay
- d. To give information and contribution to English teacher concerning persuasive essay

D. The Definition of Terms

In order to avoid misunderstanding in reading this research, the writer gives short explanation of specific terms used this research, such as:

1. Ability

Ability is the quality or state of being able; power to perform, whether physical, moral, intellectual, conventional, or legal; capacity; skill or competence in doing; sufficiency of strength, skill, resources, etc.; in the plural, faculty, talent (ardictionary). In this research, ability means students' qualities in writing persuasive essay.

2. Writing

Writing is a part of language skill, which plays an important role as means of communication. According to Brown (2001), writing is a thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization.

In this research, the researcher only focuses on writing persuasive essay that demonstrates the knowledge regarding the essay topic in a conversation format.

3. Persuasive Essay

An essay is a short piece of writing that discusses, describes or analyzes one topic. According to Smith (2009:1) persuasive essay writing is something that demonstrates the knowledge regarding the essay topic in a conversation format.

CHAPTER II

THEORETICAL FRAMEWORK

A. Review of the Related Literature

1. The Nature of Writing

Writing is a part of the language skills, which plays an important role as means of communication. According to Brown (2001) writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization.

Leo et al. (2007:1) writing as a process of expressing ideas or thoughts in words should be done at our leisure time. They then add, writing can be enjoyable as long as we have the ideas and the means to achieve it.

From the arguments above, the researcher interprets writing as a complex activity, a social act which reflects the writer's communicative skills which is difficult to develop and learn, especially in an EFL context.

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

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

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

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

2. The Essay

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

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

- General statements

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

- A thesis statement

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

The thesis statement may be a statement of opinion that we will explain and prove in the body paragraph of the essay, for example: *My brother, Aldo, owns two roosters; these animals present a serious health hazard in our house.* The thesis statement may be a statement of intent that we will explain and illustrate in the body paragraphs of the essay, for example: *This essay will show how to use children's literature with young learners and why this way can be effective and enjoyable way to teach language.*

- b. A middle: Called the essay body, these paragraphs explain, define, clarify, and illustrate the thesis statement. Each body paragraph consists of a topic sentence and several supporting sentences. The number of body paragraphs depends on the length and complexity of the topic of an essay.
- c. An end: Called the conclusion, this paragraph completes the essay. The conclusion may contain a brief summary, will also contain one or more of the following: a prediction, a recommendation, or a solution.

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

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

3. Writing Persuasive Essay

Students often have essay writing activities in almost all of their subjects. Creating a good essay is a very complicated task. Most of the students fail in completing properly. Teachers’ help in essay writing is absolutely crucial to students’

academic and career goals. There are many different kinds of essays. The persuasive essay is one of the most common ones.

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

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

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

Briefholt (2006) an argumentative essay takes a position on an issue using logic and evidence to convince readers.

Macmillan (2001) Persuasive writing states the opinion of the writer and attempts to influence the audience. Then he describes that the persuasive writing:

1. Clearly states an opinion on a specific topic.
2. Supports the opinion with convincing reasons and arguments.
3. Presents reasons in a logical order.
4. Often saves the strongest argument for last.
5. Uses opinion words.

a. Techniques to Study Persuasive Essay

There are many ways to write an essay. Beare (2009) the standard essay form follows the same basic patterns as follows:

- a. Select the topic of your essay.
- b. Choose the central idea, or thesis, of your essay. For example: Information technology has revolutionized the way we work.
- c. Outline your essay into introductory, body and summary paragraphs.
- d. The introductory paragraph begins with an interesting sentence. For example:
Home workers have grown from 150,000 to over 12 million in the past 5 years thanks to the wonders of the computer.
- e. After this first sentence, add your thesis statement from above.
- f. Use one sentence to introduce every body paragraph to follow. For example:
The Internet has made this possible by extending the office into the home.
- g. Finish the introductory paragraph with a short summary or goal statement. For example: Technological innovation has thus made the traditional workplace obsolete.

- h. In each of the body paragraphs (usually two or three) the ideas first presented in the introductory paragraph are developed.
- i. Develop your body paragraphs by giving detailed information and examples. For example: When the Internet was first introduced it was used primarily by scientists, now it is common in every classroom.
- j. Body paragraphs should develop the central idea and finish with a summary of that idea. There should be at least two examples or facts in each body paragraph to support the central idea.
- k. The summary paragraph summarizes your essay and is often a reverse of the introductory paragraph.
- l. Begin the summary paragraph by quickly restating the principal ideas of your body paragraphs. For example: The Internet in the home, benefits and ease of use of modern computer systems...
- m. The penultimate sentence should restate your basic thesis of the essay. For example: We have now passed from the industrial revolution to the information revolution.
- n. Your final statement can be a future prediction based on what you have shown in the essay. For example: The next step: The complete disappearance of the workplace.

Besides that, Correlli (2004: 23) some steps in writing persuasive essay are:

- a. Read and understand the prompt or writing directions.
- b. Decide on a topic or issue.

- c. Make a list of pros and cons for your issue.

Pros is for questioning what makes your idea a good one; and cons is to consider your audience. To answer “What arguments might they make against your idea?”

- d. Write a thesis statement.
- e. Organize and outline ideas.
- f. Write your essay.
- g. Revise.
- h. Proofread and edit.
- i. Write your draft.
- j. Read your summary one last time before you turn it in.

In this step, try to look for careless spelling, punctuation, and grammar errors, especially omitted words or letters. Cross out errors neatly with a single line and write the correction above.

Smith (2009:3) also suggested some steps to be followed when planning a persuasive essay. The followings are her steps:

- a. Choose their position.
- b. Analyze their audience.
- c. Research their topic.
- d. Follow the proper format for their persuasive essay.

Then Smith explains that the purpose of persuasive essay writing is to persuade its spectators to grip its plan or point of view. To write an effective persuasive essay, try to understand the audience.

b. Features of Persuasive Essay

Macmillan (2001) the features of persuasive essay are:

1. Clearly states an opinion on a specific topic.
2. Supports the opinion with convincing reasons and arguments.
3. Presents reasons in a logical order.
4. Often saves the strongest argument for last.
5. Uses opinion words.

c. Persuasive Essay VS Argumentative Essay

Persuasive Essay

Rinehart (2000) persuasive essay is defined as presenting reasons and examples to influence action or thought. Effective persuasive writing requires a writer to state clearly an opinion and to supply reasons and specific examples that support the opinion.

Based on the national curriculum, KTSP (School Based Curriculum) 2006, one of the aims teaching writing at senior high school is that the students are able to write a simple persuasive essay. Doddy et al. (2008: 62) the generic structure of the persuasive essay is as follows:

- a. Introduces a topic and indicates the writer's position; outlines the main arguments to be presented. (Thesis)
- b. Restates main arguments outlined in a preview; develops and supports each point/argument. (Arguments)
- c. Restates the writer's position. (Conclusion)

Argumentative Essays

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

Structures of arguments:

1. Claim: Proposition
2. Support: Evidence, motivational appeals
3. Warrant: Assumption(s) that have been taken for granted

d. The Differences between Persuasive Essay and Argumentative Essay

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

The objective of a persuasive essay is to “win” the reader over to your side of an argument, while the primary objective of an argumentative essay is just to show that you have a valid argument, allowing the reader either to adopt your position or to “agree to disagree”.

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

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

Basic Essay format:

I. Introduction

II. Body

A. First point and supporting info

B. Second point and supporting info

C. Third point and supporting info

III. Conclusion

The differences can be seen as follow:

TABLE II.1
THE DIFFERENCES BETWEEN PERSUASIVE ESSAY AND
ARGUMENTATIVE ESSAY BASED ON CLAIM / COUNTER CLAIM

Claim / Counter Claim	
Argumentative essay	Persuasive Essay
<ul style="list-style-type: none"> • Introduce the topic and state or explain the question. State both the claim (your position) and the counter claim (the opposing position). • Start building a strong case by refuting or disproving the opposing position. • Use one paragraph to state each counter point, following your statement with related evidence that refutes the point. • Present your case in the second section of the body. • Use one paragraph to state each of your points, following your statement with the evidence that proves or supports your point. • The conclusion of this format is a restatement of your claim and a summary of the information that supports it. 	<ul style="list-style-type: none"> I. Introduction (Claim and counter claim statement) II. Body Part I <ul style="list-style-type: none"> A. First counter point and refuting information B. Second counter point and refuting information C. Third counter point and refuting information III Body Part II <ul style="list-style-type: none"> A. First point and supporting information B. Second point and supporting information C. Third point and supporting information IV Conclusion – Restatement of claim and summary of the main ideas

TABLE II.2
THE DIFFERENCES BETWEEN PERSUASIVE ESSAY AND
ARGUMENTATIVE ESSAY BASED ON THE CLUSTER FORMAT

The Cluster Format	
Argumentative essay	Persuasive Essay
<ul style="list-style-type: none"> • Introduce the topic and state or explain the question. • Start the first section of the body with your statement of claim or position. • In this format, you begin by stating and supporting your points. Use one paragraph to state each of your points, following your statement with the evidence that proves or supports your point. • Follow each point with an opposing view related to that point and evidence that supports the objection. Use one paragraph for each counter point and its evidence. • After you have finished presenting all points, counter points and evidence, start the second section of the body with your rebuttals to each of the counter points. • Back your rebuttals with evidence and logic that shows why the objections are invalid. If the opposing view is valid, acknowledge it as so but use your evidence to show that it's somehow unattractive and that your position is the more desirable of the two. • Use one paragraph to rebut each counter claim. • The conclusion of this format is a restatement of your claim, a summary of supporting information and an assessment of rebuttals. 	<ul style="list-style-type: none"> I. Introduction (Claim and counter claim statement) II. Body Part I – Presenting the Case <ul style="list-style-type: none"> A. Statement of the claim B. First point and supporting information C. First point opposition and refuting evidence D. Second point and supporting information E. Second point opposition and refuting evidence F. Third point and supporting information G. Third point opposition and refuting evidence III. Body Part II – Author's rebuttal <ul style="list-style-type: none"> A. First point rebuttal B. Second point rebuttal C. Third point rebuttal IV Conclusion

TABLE II.3
THE DIFFERENCES BETWEEN PERSUASIVE ESSAY AND
ARGUMENTATIVE ESSAY BASED ON THE ALTERNATING FOMAT

The Alternating Format	
Argumentative essay	Persuasive Essay
<ul style="list-style-type: none"> • Introduce the topic and state or explain the question. • Start the body with your statement of claim or position. • In this format, you begin by stating and supporting your points. Use one paragraph to state each of your points, following your statement with the evidence that proves or supports your point. • Follow each point with an opposing view related to that point and evidence that supports the objection. Use one paragraph for each counter point and its evidence. • Follow each objection with your rebuttal. Use one paragraph to rebut each counter claim. • The conclusion of this format is a restatement of your claim, a summary of supporting information and an assessment of rebuttals. 	<ul style="list-style-type: none"> I. Introduction (Claim and counter claim statement) II. Body <ul style="list-style-type: none"> A. Statement of the claim B. First point and supporting information C. First point opposition and refuting evidence D. First rebuttal and supporting information E. Second point and supporting information F. Second point opposition and refuting evidence G. Second rebuttal and supporting information III Conclusion

B. Students' Ability in Writing Persuasive Essay

Winston (2000) persuasive writing attempts to convince the reader that a point of view is valid, or to persuade the reader to take specific action. It is based on a topic that is limited in scope (and therefore manageable), and that is debatable - a topic about which there could be more than one point of view. Persuasive differs from

expository writing in that it does more than explain or enlighten; it also takes a stand, and endeavors to persuade the reader to take the same stand.

Persuasive essay writing is something that demonstrates the knowledge regarding the essay topic in a conversation format. What it takes is the full concentration of the writer towards the theme to get it well. The key of this feature is the vocabulary that one uses in the essay, as it is the reflection of the writer's overall capability.

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

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

C. Factor that Influence the Students' Ability in Writing Persuasive Essay

(Muhibbin, 2004: 132-138) factors that affect students learning can be divided into three kinds: (a) internal factors (factors from the students themselves), namely state students' physical and spiritual condition, (b) External factors (factors from outside the student), namely state environment around students, and (c) Approaching to learning, where the type of student effort that includes strategies and methods used by students to conducting learning course material.

(Mel Silberman 1996: 23) quoted the wise words of Confucius, a Chinese philosopher: "What I hear I forget, What I see I remember, What I do I understand ". Implicitly Mel Silberman wants to show that learning is more meaningful and useful if students are using all the means of his senses, as well as think, process information and supplemented by doing something.

Lindgren and Sullivan (2002), who, in their article entitled *The ls graph: A methodology for visualizing writing revision* propose that the ability to write is not inborn and is generally learned in a formal setting.

(Daly, 1985) setting and achieving goals help to build the student's motivation to improve. Such training ought to especially benefit students who are highly apprehensive about their writing abilities and hold low expectations for success.

Roger (2001) some feedback from teacher serves unhelpful feedback to student; they are too generalized or unclear, subjective and focused on some aspect of performance that make the students cannot change.

(Schmidt & Bjork, 1992) intermittent feedback might serve as a desirable learning difficulty that harms acquisition performance but benefits long-term learning of writing skills.

Lee (2005) in improving the effectiveness of writing, there are some important notes must be noticed in teaching writing and assessment. In teaching writing, the teaching should engage students in peer/self-evaluation. When they apply the criteria, they become better informed about the requirements of good writing (for specific genres) and Provide students with a language for discussing their writing.

In addition, Roger (2001) feedback is not just about weaknesses. Student will respond if teachers are encouraging as well as allowing mistakes, emerging capabilities, and give ideas for directing further learning”.

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

Teachers can offer self-correction opportunity for their students by providing indirect feedback on student’s grammatical errors (Chandler, 2003). The assistance and feedback given by the teacher should not be confined to the last stage of the writing process. The marking of products should always open more opportunities in which students can redraft their work. By depriving them of their opportunity for redrafting and reassessing, the students cannot have the chance of correcting the wrong behavior and re-practicing the correct behavior.

From several definitions, it is clear that feedback is very useful in teaching and learning process, besides students will learn how to evaluate their self (self-evaluate), it also help students to take greater confidence of their learning and increasing the students' performance.

That is why giving feedback to students' writing is important skill that is seldom taught. Through feedback, we can help students compare their own performance with the ideal and to diagnose their own strength and weaknesses.

In assessing writing, teacher should respond to writing based on criteria that have been communicated and taught to students and responses to errors. To respond the error teacher can use a feedback that contains specific criteria for the writing task and criteria that have been taught and communicated to the learners.

So, from the theory above it can conclude that the factors that influence the students' ability in writing a persuasive essay can be seen in the following:

Internal factor:

- Students' attitude and interest in writing persuasive essay.

External factor:

- Motivation and respect from the teacher in students' writing, especially persuasive essay.

D. Relevant Research

In 2008, Solicha did a descriptive study on students' ability in writing narrative text at the second year of SMAN 1 Kartasura. The objective of her study is to describe the students' ability in writing narrative text at the second year. Forty students participated in her study. She found that 78.5% of the students have good ability in writing narrative text.

Fallahzadeh did another research relevant with this research in 2008. He concerned with EFL writing problems at the university level, trying to point out the major difficulties with which Iranian students face when writing their reports. The specific objective of his study was to determine whether language skills or writing skills were the major problem areas to which his fifth year medical students in Shiraz University of Medical Sciences and interns are confronted. His data analysis indicates that Iranian EFL medical students have problem both in language and writing skills, but with a higher percentage of problem in writing skills.

E. Operational Concept

In this section, the researcher develops operational concept used to avoid misunderstanding and misinterpretation, because the theoretical concept is still an abstract form. According to Lewis (2007), concept is "an abstract or general idea inferred or derived from specific instances". Therefore, the researcher interprets the concepts based on the review of related literature into particular words or indicators in order to be easy to measure and operate it.

The indicators of students' ability in writing persuasive essay can be seen as follows:

1. Students are able of introducing a topic and outline the main arguments to be presented.
2. Students are able of restating main arguments outlined in a preview; develops and supports each point/argument.
3. Students are able of creating conclusion.
4. Students are able of using the proper format for their persuasive essay.
5. Students are able of using grammar, spelling, punctuation, paragraphing, handwriting and capitalization correctly.

Factors that influence the students' ability in writing a persuasive essay can be seen in the following indicators:

1. Students have good attitude in writing persuasive essay.
2. Students are interested in writing persuasive essay.
3. Students are motivated to learn persuasive essay based on teacher's instruction.
4. Teachers respect their student's writing, especially persuasive essay.
5. Teachers give the students opportunity and time to write, especially persuasive essay.

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Time of the Research

The Research was conducted on December 2010 at SMAN 5 Pekanbaru which is located at Bawal street No. 43 Pekanbaru.

SMAN 5 was established on 1983. Until now, since it was established, SMAN 5 has been increasingly developed from year by year which can be seen from the number of the students accepted.

B. The Subject and Object of the Research

The subject of this research was the second year students at SMAN 5 Pekanbaru, in academic year 2009/2010. The object of the research was the students' ability in writing persuasive essay and factors influence it.

C. The Population and Sample of the Research

The population of this research was all the students of the second year students at SMAN 5 Pekanbaru, in academic year 2009/2010, which the science stood for six classes and social were four. For the science class, the male students were 93 and females were 158. For the social class, the male students were 86 and females were 57. So, the total of all population were 394.

The reason for choosing this population is that the second year students at SMAN 5 Pekanbaru have been taught persuasive essay.

Gay and Airasian (2000:112) state, “for descriptive research, it is common to sample 10% to 20% of the population, although this range will change with the size of population studied”. Because the number of population of this research was more than 100 participants, the writer took 20% from the population to be the sample, so the samples that had been tested were 80 students. The type of sampling that used in this research is proportional sampling.

D. The Technique of Collecting Data

In order to get the data for this research, the writer will applied the following techniques:

1. Test

The data was collected from the test of writing persuasive essay. The test administered to the 20% of the second year students of SMAN 5 Pekanbaru. The researcher asked the students to create a persuasive essay by their own words.

The students' writing results were collected after the students revised their essay for several times as suggested by Reid (1987:68). In other words, the researcher asked the students to revise their essay for several times or until the data are complete enough before analyzing them.

2. Questionnaire

To look for the factors that affected the students' ability in writing persuasive essay, the researcher had elicited them through a set of question (questionnaire).

The questions in this questionnaire described some problems as a hindrance progress or ability in writing English, in this study, the questionnaire dealt with respondents' opinions in responding the following option:

- Always
- Often
- Sometimes
- Never

E. The Technique of Data Analysis

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

- 0 – 20 % : very poor
- 21 – 40% : poor
- 41 – 60% : enough
- 61 – 80 % : good
- 81 – 100 % : very good

(Riduwan, 2009:36-41)

Suharsimi Arikunto (1998: 246) to analyze the data obtained from the data collection, the writer used the descriptive qualitative with percentage technique. There are some formulas that are used to analyze the data. They are as the following:

- a. To know the percentage of students' ability in writing persuasive essay. The following formula is used:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

N = Number of respondents

F = Frequency of the correct answer (Arikunto, 1993:210)

- b. To know the mean of the student's ability in writing persuasive essay in English, the formula is used:

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

Where:

M = Mean

FX = Sum of respondents scores

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

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

1. The Description of Research Instrument

In this chapter, the writer presented the result of the research data, which had been collected from the second year students of SMAN 5 Pekanbaru. The populations of the second year students at SMAN 5 Pekanbaru were 394 students. Which the science stood for six classes and social were four. For the science class, the male students were 93 and females were 158. For the social class, the male students are 86 and females were 57.

Gay and Airasian (2000:112) for descriptive research, it is common to sample 10% to 20% of the population, although this range will change with the size of population studied". Because the number of population of this research was more than 100 participants, the writer took 20% from the population to be the sample, so the samples that had been tested were 80 students.

The presented data were obtained from the test and questionnaire. They were all about how is the students' ability in writing persuasive essay at the second year of SMAN 5 Pekanbaru. The presented data use table and percentage form, whereas the respondents answer are descriptively presented.

The following is the description of research instruments employed in this research:

1. Test

The test consisted of one command, which the students were asked to write persuasive essay by their own words. The readers or the correctors of students' writing in persuasive essay were Vita Tiningsari, M.Pd and Zainal Nasrun, S.pdi. They are the English lecturers of LP3I Pekanbaru.

In assessing the students' writing Quality, Jacob (1981: 60) suggests five components or criteria to evaluate the students' writing quality: content, organization, vocabulary, language use (grammar) and mechanics.

In order to assess the students' ability in writing persuasive essay, the following rubric score were used:

TABLE IV.1
PERSUASIVE ESSAY RUBRIC SCORE
BASED ON FIVE ELEMENTS SCALE OF WRITING

No	Level	Criteria
Content	30-27	EXCELLENT TO VERY GOOD: All supporting facts are reported accurately. Sentences are clear, complete, and of varying lengths. Care about argument. Tell how writer think and feel about it. Make a claim and explain why it is controversial. Discuss the reasons against claim and explain why it is valid anyway. Give clear and accurate reasons in support of claim.
	26-22	GOOD TO AVERAGE: Almost all supporting facts are reported accurately. Have well-constructed sentences. Essay marches along but doesn't dance. Tone is right, but paper could have been written by anyone. Need to tell how writer think and feel. Make a claim but don't explain why it is controversial. Give reasons in support of claim, but writer overlook

	21-17	<p>important reasons. Discuss the reasons against my claim but neglect some or don't explain why the claim still stands.</p> <p>FAIR TO POOR: Most supporting facts are reported accurately. Sentences are often awkward, run-ons, or fragments. Writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like writer faking it. Claim is buried, confused, and/or unclear. Give 1 or 2 weak reasons that don't support claim and/or irrelevant or confusing reasons. Say that there are reasons against the claim, but writer don't discuss them.</p>
	16-13	<p>VERY POOR: No facts are reported or most are inaccurately reported. Many run-on sentences and sentence fragments make writer essay hard to read. Writing is too formal or informal. It sounds like writer don't like the topic of the essay. Writer doesn't say what her / his argument or claim is. Writer doesn't give reasons in support of her/his claim. Writer doesn't acknowledge or discuss the reasons against my claim.</p>
Organization	20-18	<p>EXCELLENT TO VERY GOOD: The introduction is inviting, states the main topic, and previews the structure of the paper. Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. The conclusion is strong and leaves readers with a feeling that they understand what the writer is arguing for.</p>
	17-14	<p>GOOD TO AVERAGE: The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. Details are placed in a logical order, but the way in which they are presented sometimes makes the writing less interesting. The conclusion is recognizable and ties up almost all the loose ends.</p>
	13-10	<p>FAIR TO POOR: The introduction states the main topic, but does not adequately preview the structure of the paper, nor is it particularly inviting to the reader. Some details are not in a logical or expected order, and this distracts the reader. The conclusion is recognizable, but does not tie up several loose ends.</p>

	9-7	VERY POOR: There is no clear introduction of the main topic or structure of the paper. Many details are not in a logical or expected order. There is little sense that the writing is organized. There is no clear conclusion. The paper just ends.
Vocabulary	20-18	EXCELLENT TO VERY GOOD: The words that writer uses are striking but natural, and varied. Consistently exhibits variety in word choice. Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural, and not forced.
	17-14	
	13-10	GOOD TO AVERAGE: Writer makes some fine and some routine word choices. Exhibits some variety in word choice; occasionally, words may be used inaccurately. Uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.
	9-7	FAIR TO POOR: The words that I use are often dull or uninspired or sound like I'm trying too hard to impress. Word choice is mostly accurate. Uses words that communicate clearly, but the writing lacks variety, punch, or flair. VERY POOR: I use the same words over and over. Some words may be confusing. Word choice may often be inaccurate.
Language use	25-22	EXCELLENT TO VERY GOOD: Uses precise language effectively and purposefully (voice/tone). Conveys conviction (voice/ tone). Possesses overall coherence and internal cohesion. Tone, voice, and point of view are always appropriate to the audience and purpose. Diction and sentence fluency are excellent throughout and the paper is rich in accurate and specific word choices.
	21-18	GOOD TO AVERAGE: Uses appropriate language, but may lack precision (voice/ tone). Usually conveys a sense of conviction (voice/ tone). Tone, voice, and point of view are appropriate to the audience and purpose. Diction and sentence fluency are good and the paper contains many accurate and specific word choices.

	17-11	FAIR TO POOR: Language is predictable and general rather than precise (voice/ tone). May lack conviction (voice/ tone). Tone, voice, and point of view are usually appropriate to the audience and purpose. Diction and sentence fluency are inconsistent and the paper contains some accurate and specific words choices.
	10-5	VERY POOR: Language may be inappropriate or inexact (voice/ tone). Tone, voice, and point of view are sometimes appropriate to the audience and purpose. Diction and sentence fluency are poor and the paper contains few accurate or specific words choices.
Mechanics	5	EXCELLENT TO VERY GOOD: No major errors (such as run-ons, comma splices, fragments, subject/verb agreement errors, pronoun/antecedent agreement errors, dangling/misplaced modifiers) No minor errors (such as spelling errors, tense shifts, double negatives, homonym errors, punctuation errors) I use correct grammar, punctuation, and spelling. The writer uses perfect citation format, grammar, spelling, punctuation, fonts, and layout.
	4	GOOD TO AVERAGE: No more than two major errors No more than four minor Errors I have a few errors to fix, but I generally use correct conventions. The writer uses correct citation format, grammar, spelling, punctuation, fonts, and layout.
	3	FAIR TO POOR: No more than four major errors No more than six minor Errors I have enough errors in my essay to distract a reader. The writer uses generally correct citation format, grammar, spelling, punctuation, fonts, and layout.
	2	VERY POOR: Five or more major errors Seven or more minor errors Numerous errors make my paper hard to read. The writer uses poor citation format, grammar, spelling, punctuation, fonts, and layout. Tone, voice, and point of view are sometimes appropriate to the audience and purpose. Diction and sentence fluency are poor and the paper contains few accurate or specific words choices.

2. Questionnaire

The questionnaire was administrated based on the operational concept in chapter II, the questionnaire consisted of 8 questions. The questionnaire dealt with what factors influenced the students' ability in writing persuasive essay at the second year in SMAN 5 Pekanbaru, it can be shown as follows:

- a) Students have good attitude in writing persuasive essay. It can be seen from questionnaire number 2, 3, 6 and 8.
- b) Students are interested in writing persuasive essay. It can be seen from questionnaire number 1.
- c) Students are motivated to learn persuasive essay based on teacher's instruction. It can be seen from questionnaire number 4.
- d) Teachers respect their student's writing, especially in persuasive essay. It can be seen from questionnaire number 5.
- e) Teachers give the students opportunity and time to write, especially in persuasive essay. It can be seen from questionnaire number 7.

2. The Data Presentation

a. Students' Ability in Writing Persuasive Essay

It was taken from the test that students did. They wrote a persuasive essay by their own words. In order to present the data about students' ability in writing persuasive essay, it can be seen in the following table:

TABLE IV.2
STUDENTS' ABILITY IN WRITING PERSUASIVE ESSAY

No	Students	Score		Final Score	Category
		Writer 1	Writer 2		
1	Ria Amanda	45	48	46	Less
2	Tyara Ambarwati	55	48	51	Fair
3	Budi Prasetyo	68	45	56	Fair
4	Andika Martha	87	88	87	Good
5	Ario Prazuira	40	49	44	Less
6	Lutfi Arthur	50	40	45	Less
7	Yuni Rahmawati	66	54	60	Fair
8	Ilham Azan Zuhri	54	44	49	Less
9	Fidhyana Aulia	43	53	48	Less
10	Yoandra Hilmawan	46	45	45	Less
11	Indra Permana	53	52	52	Fair
12	M Raya	55	56	55	Fair
13	Elsa Putri	41	48	44	Less
14	Rizkia Hasanah	58	45	51	Fair
15	Ryan Saputra	44	49	46	Less
16	Dwitya Febriyanti	41	45	43	Less
17	Indria Rezki Arafah	76	81	78	Fair
18	Tesha	56	45	50	Less
19	Indah Faramitha	56	50	53	Fair
20	Feby Irwani	49	54	51	Fair
21	Suha Dizara	50	53	51	Fair
22	Putri Maulida Sari	41	44	42	Less
23	Gustio El Findo	50	47	48	Less
24	Mira Afnezta Yuzefo	46	55	50	Less
25	Oki Fitriani	45	48	46	Less
26	Hertika Nanda Putri	46	66	56	Fair
27	Wira Adi Putra	48	57	52	Fair
28	Ramadhani Febrian	89	69	79	Good
29	Marlia Rahmadhani	45	46	45	Less
30	Hafiza Okta Nasution	44	48	45	Less
31	M Razan	45	48	46	Less
32	Rizki Akbar	55	48	51	Fair
33	Eric Permana	68	45	56	Fair
34	Rizka Syafitri	87	88	87	Good
35	Kharisma Nadia	40	49	44	Less
36	T Ramona Fitri	50	40	45	Less

37	Tiffany Pratiwi	66	54	60	Fair
38	Rifni Amalia	54	44	49	Less
39	Putri Chairun Nisa	43	53	48	Less
40	Dyna Fawaza	46	45	45	Less
41	Frischa Natra Fitra	53	52	52	Fair
42	Juliana Maulina	55	56	55	Fair
43	TM Yudha Prasadana	41	48	44	Less
44	Monika Shecilia	58	45	51	Fair
45	Alif Mandra	44	49	46	Less
46	Dwi Puji Handayani	41	45	43	Less
47	Nikmatul Maula	76	81	78	Fair
48	Rismun Sofia Monike	56	45	50	Less
49	Ivony Hidayati	56	50	53	Fair
50	Pretty Ayu Miranda	49	54	51	Fair
51	Juli Fahria	50	53	51	Fair
52	Ayesha Trisha Putri	41	44	42	Less
53	Muhammad Afandi	50	47	48	Less
54	Umul Handayani	46	55	50	Less
55	Lidya Yohana	45	48	46	Less
56	Asa Bhakti	46	66	56	Fair
57	Brenda Sekarlina	48	57	52	Fair
58	Yogi Arnova	89	69	79	Good
59	Nur Afriani	45	46	45	Less
60	Nur Khalifah	44	48	45	Less
61	Irya Lucita	45	48	46	Less
62	Utary Arvilla	55	48	51	Fair
63	Liftri Monita	68	45	56	Fair
64	Almuhtadie Billa	87	88	87	Good
65	Tantia Shecilia	40	49	44	Less
66	Nurul Anissa	50	40	45	Less
67	M Irfan HP	66	54	60	Fair
68	Heri Gusrini	54	44	49	Less
69	M Safarullah	43	53	48	Less
70	Nelda Yulianti	46	45	45	Less
71	Rini Selvia	53	52	52	Fair
72	Ida Wahyuni	55	56	55	Fair
73	Juli Putriani	41	48	44	Less
74	M Kamil	58	45	51	Fair
75	Sri Rahmi Murni	44	49	46	Less
76	M Yasir	41	45	43	Less
77	Sarita Dewi	76	81	78	Fair

78	Ridho Darmawan	56	45	50	Less
79	Ruli Azhari	56	50	53	Fair
80	Badria Neliati	49	54	51	Fair

Based on the table above, it can be seen that 5 students of 80 respondents are included into good category (6.25%), 32 students are included into fair category (40%), 43 students are included into less category (53.75%) and nobody of the respondents is categorized into bad.

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

TABLE IV.3
THE PERCENTAGE OF STUDENTS' ABILITY IN WRITING PERSUASIVE
ESSAY

No	Category	Frequency	Percentage
1	Good	5	6.25%
2	Fair	32	40%
3	Less	43	53.75%
4	Bad	0	0%
Total		80	100%

The table IV.2 shows that 5 or 6.25% of the respondents are categorized good, 32 or 40% of the respondents are categorized fair, 43 or 53.75% of the respondents are categorized less and nobody of the respondents is categorized into bad.

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

1. Content
2. Organization
3. Vocabulary
4. Language use
5. Mechanic

To make it easier, the writer presented students' ability in writing persuasive essay by each component. Furthermore, information about them is presented as follows:

TABLE IV.4
THE INDEX OF STUDENTS' MASTERY IN "CONTENT"

No	Criteria	Level	Frequency
1	Excellent to very good	30-27	1
2	Good to average	26-22	8
3	Fair to Poor	21-17	30
4	Very poor	16-13	41
Total			80

From the table above can be seen that 1 student is included into excellent to very good category, 8 students are in good to average level, 30 are students included into fair to poor level and 41 students are in very poor level.

TABLE IV.5
THE INDEX OF STUDENTS' MASTERY IN "ORGANIZATION"

No	Criteria	Level	Frequency
1	Excellent to very good	20-18	8
2	Good to average	17-14	5
3	Fair to Poor	13-10	67
4	Very poor	9-7	-
Total			80

From the table above can be seen that 8 students are included into excellent to very good category, 5 students are in good to average level, 67 students are included into fair to poor level and nobody of the respondents is in very poor level.

TABLE IV.6
THE INDEX OF STUDENTS' MASTERY IN "VOCABULARY"

No	Criteria	Level	Frequency
1	Excellent to very good	20-18	3
2	Good to average	17-14	3
3	Fair to Poor	13-10	48
4	Very poor	9-7	26
Total			80

From the table above can be seen that 3 students are included into excellent to very good category, 3 students are in good to average level, 48 students are included into fair to poor level and 26 students are in very poor level.

TABLE IV.7
THE INDEX OF STUDENTS' MASTERY IN "LANGUAGE USE"

No	Criteria	Level	Frequency
1	Excellent to very good	30-27	-
2	Good to average	26-22	-
3	Fair to Poor	21-17	-
4	Very poor	16-13	80
Total			80

From the table above can be seen that there are no students who included into excellent to very good category, good to average, fair to poor level, but 80 students are included into very poor level.

TABLE IV.8
THE INDEX OF STUDENTS' MASTERY IN "MECHANIC"

No	Criteria	Level	Frequency
1	Excellent to very good	5	6
2	Good to average	4	2
3	Fair to Poor	3	20
4	Very poor	2	52
Total			80

From the table above can be seen that 6 students are included into excellent to very good category, 2 students are in good to average level, 20 students are included into fair to poor level and 52 students are in very poor level.

b. What Factors that Influence the Students' Ability in Writing Persuasive Essay

There are many factors that influence the students' ability in writing persuasive essay. Based on research finding, the writer presented the data based on each factor that influence the students' ability in writing persuasive essay. It can be seen as follows:

**TABLE IV.9
THE STUDENTS FREQUENCY INTERESTED IN WRITING PERSUASIVE
ESSAY**

NO	Alternative Answer	F	Percentage
1	Always	5	6%
2	Often	14	17%
3	Sometimes	50	62%
4	Never	12	15%
Total		80	100%

Table IV.9 denotes, that there are 50 or 62% of the students choose *sometimes*. So, it can be concluded that most of the students are sometimes interested in writing persuasive essay. On the other side, there are 14 or 17% of the students are *often* interested in writing persuasive essay. 12 or 15% of the students are *never* interested in writing persuasive essay and 5 or 6% of the students are *always* interested in writing persuasive essay.

TABLE IV.10
THE STUDENTS FREQUENCY LIKE TO WRITE PERSUASIVE ESSAY

NO	Alternative Answer	F	Percentage
1	Always	3	3.75%
2	Often	15	18.75%
3	Sometimes	55	68.75%
4	Never	7	8.75%
Total		80	100%

Table IV.10 denotes, there are 55 or 68.75% of the students choose *sometimes*. So, it can be concluded that most of the students are sometimes interested in writing persuasive essay. On the other side, there are 15 or 18.75% of the students who are *often* interested in writing persuasive essay. 7 or 8,75% of the students are *never* interested in writing persuasive essay and 3 or 3.75% of the students are *always* interested in writing persuasive essay.

TABLE IV.11
THE STUDENTS FREQUENCY PRACTICE A LOT OF PERSUASIVE ESSAY

NO	Alternative Answer	F	Percentage
1	Always	6	7.5%
2	Often	17	21.25%
3	Sometimes	47	58.75%
4	Never	10	12.5%
Total		80	100%

Table IV.11 denotes, that there are 47 or 58.75% of the students choose *sometimes*. So, it can be concluded that most of the students are sometimes interested in writing persuasive essay. On the other side, there are 17 or 21.25% of the students

who are *often* interested in writing persuasive essay. 10 or 12.5% of the students are *never* interested in writing persuasive essay and 6 or 7.5% of the students are *always* interested in writing persuasive essay.

TABLE IV.12
THE STUDENTS FREQUENCY MOTIVATED BY THEIR TEACHER TO
WRITE PERSUASIVE ESSAY

NO	Alternative Answer	F	Percentage
1	Always	15	18.75%
2	Often	15	18.75%
3	Sometimes	34	42.5%
4	Never	16	20%
Total		80	100%

Table IV.12 denotes, that there are 34 or 42.5% of the students choose *sometimes*. So, it can be concluded that most of the students are sometimes interested in writing persuasive essay. On the other side, there are 16 or 20% of the students who are *never* interested in writing persuasive essay. 15 or 18.75% of the students are *always* interested in writing persuasive essay and 15 or 18.75% of the students are *often* interested in writing persuasive essay.

TABLE IV.13
THE STUDENTS FREQUENCY APRECIATED BY THE TEACHER FOR
THEIR PERSUASIVE ESSAY

NO	Alternative Answer	F	Percentage
1	Always	10	12.5%
2	Often	20	25%
3	Sometimes	37	46.25%
4	Never	13	16.25%
Total		80	100%

Table IV.13 denotes, that there are 37 or 46.25% of the students choose *sometimes*. So, it can be concluded that most of the students are sometimes interested in writing persuasive essay. On the other side, there are 20 or 25% of the students who are *often* interested in writing persuasive essay. 13 or 16.25% of the students are *never* interested in writing persuasive essay and 10 or 12.5% of the students are *always* interested in writing persuasive essay.

TABLE IV.14
THE STUDENTS FREQUENCY HESITATE IN WRITING PERSUASIVE
ESSAY BECAUSE FEAR OF MISTAKES

NO	Alternative Answer	F	Percentage
1	Always	6	7.5%
2	Often	16	20%
3	Sometimes	45	56.25%
4	Never	13	16.25%
Total		80	100%

Table IV.14 denotes, that there are 45 or 56.25% of the students choose *sometimes*. So, it can be concluded that most of the students are sometimes interested in writing persuasive essay. On the other side, there are 16 or 20% of the students

who are *often* interested in writing persuasive essay. 13 or 16.25% of the students are *never* interested in writing persuasive essay and 6 or 7.5% of the students are *always* interested in writing persuasive essay.

TABLE IV.15
THE STUDENTS FREQUENCY PRACTICE THEIR PERSUASIVE ESSAY
BY HOMEWORK FROM THEIR TEACHER

NO	Alternative Answer	F	Percentage
1	Always	6	7.5%
2	Often	25	31.25%
3	Sometimes	41	51.25%
4	Never	8	10%
Total		80	100%

Table IV.15 denotes, that there are 41 or 51.25% of the students choose *sometimes*. So, it can be concluded that most of the students are sometimes interested in writing persuasive essay. On the other side, there are 25 or 31.25% of the students who are *often* interested in writing persuasive essay. 8 or 10% of the students are *never* interested in writing persuasive essay and 6 or 7.5% of the students are *always* interested in writing persuasive essay.

TABLE IV.16
THE STUDENTS FREQUENCY INCREASE
THEIR PERSUASIVE ESSAY ABILITY

NO	Alternative Answer	F	Percentage
1	Always	10	12.5%
2	Often	13	16.25%
3	Sometimes	42	52.5%
4	Never	15	18.75%
Total		80	100%

Table IV.16 denotes, that there are 42 or 52.5% of the students choose *sometimes*. So, it can be concluded that most of the students are sometimes interested in writing persuasive essay. On the other side, there are 15 or 18.75% of the students who are *never* interested in writing persuasive essay. 13 or 16.25% of the students are *often* interested in writing persuasive essay and 10 or 12.5% of the students are *always* interested in writing persuasive essay.

B. The Data Analysis

1. The Students' Ability in Writing Persuasive Essay at the Second Year of SMAN 5 Pekanbaru

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

However, the descriptive analysis only covered the computation of the percentage of the accuracy in each items of the test administered to the respondents.

Therefore, in order to know the students' ability in writing persuasive essay at the second year in SMAN 5 Pekanbaru, it is quite important to analyze it as to continue the next finding with what factors that influence them.

TABLE IV.17
THE TOTAL FREQUENCY OF THE STUDENTS' SCORE RANGE IN
"CONTENT"

No	Score	Frequency	Amount
1	30	3	90
2	25	5	125
3	23	3	69
4	20	8	160
5	19	3	57
6	18	14	252
7	17	5	85
8	16	2	32
9	15	12	180
10	14	5	70
11	13	8	104
12	12	8	96
13	11	2	11
14	10	1	10
15	8	1	8
Total		80	1349

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

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

$$M = \frac{1349}{80}$$

$$= 16.86$$

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

TABLE IV.18
THE TOTAL FREQUENCY OF THE STUDENTS' SCORE RANGE IN
"ORGANIZATION"

No	Score	Frequency	Amount
1	19	8	152
2	14	5	70
3	13	3	39
4	12	15	180
5	11	15	165
6	10	34	340
Total		80	946

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

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

$$M = \frac{946}{80}$$

$$= 11.825$$

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

TABLE IV.19
THE TOTAL FREQUENCY OF THE STUDENTS' SCORE RANGE IN
"VOCABULARY"

No	Score	Frequency	Amount
1	18	3	54
2	17	3	51
3	12	5	60
4	11	22	242
5	10	21	210
6	9	11	99
7	8	10	80
8	7	3	21
Total		80	817

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

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

$$M = \frac{817}{80}$$

$$= 10.21$$

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

TABLE IV.20
THE TOTAL FREQUENCY OF THE STUDENTS' SCORE RANGE IN
"LANGUAGE USE"

No	Score	Frequency	Amount
1	16	3	48
2	15	3	45
3	13	2	26
4	12	3	36
5	11	15	165
6	10	27	270
7	9	7	63
8	8	9	72
9	7	9	63
Total		80	788

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

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

$$M = \frac{788}{80}$$

$$= 9.85$$

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

TABLE IV.21
THE TOTAL FREQUENCY OF THE STUDENTS' SCORE RANGE IN
"MECHANIC"

No	Score	Frequency	Amount
1	5	6	30
2	4	2	8
3	3	20	60
4	2	52	104
Total		80	202

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

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

$$M = \frac{202}{80}$$

$$= 2.5$$

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

2. What Factors that Influence Students' Ability in Writing Persuasive Essay at the Second Year of SMAN 5 Pekanbaru

To analyze what factors that influence the second year students in writing persuasive essay, the writer used recapitulation table of questionnaire. The data was also delivered in the chapter IV. In this case, the writer used the technique analysis of

qualitative descriptive with percentage. In addition, every option should be standardized according to the score criteria as follows:

Option A is categorized in to good (score 4)

Option B is categorized in to good (score 3)

Option C is categorized in to good (score 2)

Option D is categorized in to good (score 1)

To obtain the mastery level of what factors that influence students' ability in writing persuasive essay at the second year in SMAN 5 Pekanbaru, the writer used the standard of percentage and it is known as qualitative statements. Riduwan (2009:36-41) says that categories of qualitative statements can be seen as follows:

0 – 20 % : very poor

21 – 40% : poor

41 – 60% : enough

61 – 80 % : good

81 – 100 % : very good

The early step to get the qualitative analysis result is by collecting and counting up the answer in the questionnaire, analyzed based on each option and then the standardized score that had been determined was multiplied.

After the above was done, the writer counted the percentage of the level of what factors influencing students' ability in writing persuasive essay at the second year in SMAN 5 Pekanbaru. Therefore, to find out the percentage, the write used the formulation as follows:

$$P = \frac{F}{N} \times 100\%$$

To clarify all answers in total questionnaire needed the recapitulation all the data. Therefore, it can be seen on the table of the recapitulation for all questions on the questionnaire recapitulation on what factors influencing students' ability in writing persuasive essay. The table can be seen as follows:

TABLE IV.22
THE RECAPITULATION OF QUESTIONNAIRE ON WHAT FACTORS
THAT INFLUENCE STUDENTS' ABILITY IN WRITING PERSUASIVE
ESSAY AT THE SECOND YEAR OF SMAN 5 PEKANBARU

TABLE	A	B	C	D
TABLE IV.13	5	14	50	12
TABLE IV.14	3	15	55	7
TABLE IV.15	6	17	47	10
TABLE IV.16	15	15	34	16
TABLE IV.17	10	20	37	13
TABLE IV.18	6	16	45	13
TABLE IV.19	6	25	41	8
TABLE IV.20	10	13	42	15
TOTAL	61	135	351	94
	641			

The above table shows that option A has 61, option B has 135, option C has 351 and option D has 94. Therefore, the frequency of value (F) is 641

On the other hand, to find out the total value (N), the total students who answered each option were multiplied by determining the standardized score on every

option of the questionnaire. Therefore, to get the total value (N), the scores are counted as follows:

$$\text{Option A} : 61 \times 4 = 244$$

$$\text{Option B} : 135 \times 3 = 405$$

$$\text{Option C} : 351 \times 2 = 702$$

$$\text{Option D} : 94 \times 1 = 94$$

In this case, the value of N is $244 + 405 + 702 + 94 = 1445$

To determine the percentage level of what factors influencing the second year students in writing persuasive essay at SMU 5 Pekanbaru, it is calculated as follows:

$$P = \frac{641}{1445} \times 100\%$$

$$P = 44.35\%$$

It can be concluded the factors that influence the second year students' ability in writing persuasive essay in SMA 5 Pekanbaru is categorized *enough*.

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

1. The students interested in writing persuasive essay 6%. It means there are a lot of students uninterested in it.
2. The students who like to write persuasive essay are 3.75%. It means there are a lot of students who do not like it.
3. The students who practice a lot of persuasive essay are 7.5%. It means there are so many students who do not practice a lot.

4. Teachers who give the students motivation to write persuasive essay 18.75%.
It means teacher do not gives the students a lot of motivation to write persuasive essay.
5. Teachers appreciate the students' persuasive essay writing 12.5%. It means teachers have lack of appreciation to the students' persuasive essay writing.
6. Teachers who give the students homework or task to practice their persuasive essay are 7.5%. It means teachers do not always gives the students homework or task to practice their persuasive essay.
7. The students who try to increase their persuasive essay capability 12.25%. It means there are a lot of students who do not try to increase their persuasive essay capability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The Theoretical Conclusion

An essay is a short piece of writing that discusses, describes or analyzes one topic. Persuasive essay writing is something that demonstrates the knowledge regarding the essay topic in a conversation format (Smith 2009:1).

Students often have essay writing activities in almost all of their subjects. Creating a good essay is a very complicated task. Most of the students fail in completing properly. Teachers' help in essay writing is absolutely crucial to students' academic and career goals.

There are many different kinds of essays. The persuasive essay is one of the most common ones. A persuasive or argumentative essay makes a claim or position regarding a subject for the main purpose of persuasion (Nelson 2010).

Smith (2009:3) the purpose of persuasive essay writing is to persuade the writer's spectators to grip their plan or point of view.

2. Research Conclusion

Based on the explanation in previous chapter, the writer can draw conclusion as follows:

1. Based on research findings, the average of the students score in each components of writing mastery are categorized into fair to poor. It means, students' ability in writing persuasive essay at the second year of SMAN 5 Pekanbaru categorized *less* (fair to poor).
2. Based on questionnaire, it can be concluded that many students are not interested in writing persuasive essay and also lack of motivation and appreciation from the teachers in writing persuasive essay.

B. Suggestion

After conducting the research and explaining the problems of the students' ability in writing persuasive essay in SMAN 5 Pekanbaru, the writer wants to deliver some suggestions:

1. Suggestion for the Teacher

- a. The teacher should give more attention for writing essay, especially for persuasive essay.
- b. The teacher should motivate students to write persuasive essay as often as possible.
- c. The teacher should give an appreciation to the students for their persuasive essay.

2. Suggestion for Students

- a. The students should practice their persuasive essay writing at home as well as at school.
- b. The students should train themselves to construct good sentences.
- c. The students should add their knowledge by reading many books to improve their understanding on how to produce good persuasive essay.

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Appendix 1

NAME : _____

AGE : _____ GRADE: _____ MALE FEMALE

ENGLISH TEST

- 1. These test is used for scientific research**
- 2. The result of the test does not influence your grade**
- 3. Thank you for your participation**

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

1. Introduce a topic and outline the main arguments to be presented.
2. Restates main arguments outlined in a preview; develops and supports each point/argument.
3. Create conclusion.
4. Use the proper format for their persuasive essay.
5. Use grammar, spelling, punctuation, paragraphing, handwriting and capitalization correctly.

Appendix 2

NAME : _____

AGE : _____ GRADE: _____ MALE FEMALE

QUESTIONNAIRE

1. **These questionnaire is for scientific research**
2. **Give a cross on the letter a, b, c, d or e**
3. **Thank you for your participation**

1. I am interested in writing persuasive essay
a. Always b. Often c. Sometimes d. Never
2. I like to write persuasive essay.
a. Always b. Often c. Sometimes d. Never
3. I practice a lot of persuasive essay.
a. Always b. Often c. Sometimes d. Never
4. Teacher always gives me motivation to write persuasive essay.
a. Always b. Often c. Sometimes d. Never
5. Teacher appreciate my persuasive essay writing,
a. Always b. Often c. Sometimes d. Never
6. I am hesitate in writing persuasive essay because fear of mistakes.
a. Always b. Often c. Sometimes d. Never
7. Teacher gives me homework or task to practice my persuasive essay.
a. Always b. Often c. Sometimes d. Never
8. I try to increase my persuasive essay capability.
a. Always b. Often c. Sometimes d. Never

Appendix 3

Writer 1

No	Students	Content	Organization	Vocabulary	Language Use	Mechanics	Reader 1
1	Ria Amanda	16	13	7	7	2	45
2	Tyara Ambarwati	20	10	11	11	3	55
3	Budi Prasetyo	25	15	14	10	4	68
4	Andika Martha	30	20	18	15	5	87
5	Ario Prazuira	16	12	5	5	2	40
6	Lutfi Arthur	15	10	11	11	3	50
7	Yuni Rahmawati	25	15	12	10	4	66
8	Ilham Azan Zuhri	20	10	10	11	3	54
9	Fidhyana Aulia	16	10	10	5	2	43
10	Yoandra Hilmawan	12	10	12	10	2	46
11	Indra Permana	24	10	11	5	3	53
12	M Raya	20	10	11	11	3	55
13	Elsa Putri	11	10	8	10	2	41
14	Rizkia Hasanah	20	15	10	10	3	58
15	Ryan Saputra	14	10	10	10	2	44
16	Dwitya Febriyanti	16	13	5	5	2	41
17	Indria Rezki Arafah	20	20	16	15	5	76
18	Tesha	20	10	11	12	3	56
19	Indah Faramitha	20	10	12	11	3	56
20	Feby Irwani	16	10	10	11	2	49
21	Suha Dizara	15	10	11	11	3	50
22	Putri Maulida Sari	11	10	8	10	2	41
23	Gustio El Findo	15	10	11	11	3	50
24	Mira Afnezta Yuzefo	12	10	10	12	2	46

25	Oki Fitriani	11	10	10	12	2	45
26	Hertika Nanda Putri	11	10	12	11	2	46
27	Wira Adi Putra	16	15	8	7	2	48
28	Ramadhani Febrian	30	20	19	15	5	89
29	Marlia Rahmadhani	11	10	10	12	2	45
30	Hafiza Okta Nasution	10	10	10	12	2	44
31	M Razan	16	13	7	7	2	45
32	Rizki Akbar	20	10	11	11	3	55
33	Eric Permana	25	15	14	10	4	68
34	Rizka Syafitri	30	20	18	15	5	87
35	Kharisma Nadia	16	12	5	5	2	40
36	T Ramona Fitri	15	10	11	11	3	50
37	Tiffany Pratiwi	25	15	12	10	4	66
38	Rifni Amalia	20	10	10	11	3	54
39	Putri Chairun Nisa	16	10	10	5	2	43
40	Dyna Fawaza	12	10	12	10	2	46
41	Frischa Natra Fitra	24	10	11	5	3	53
42	Juliana Maulina	20	10	11	11	3	55
43	TM Yudha Prasandana	11	10	8	10	2	41
44	Monika Shecilia	20	15	10	10	3	58
45	Alif Mandra	14	10	10	10	2	44
46	Dwi Puji Handayani	16	13	5	5	2	41
47	Nikmatul Maula	20	20	16	15	5	76
48	Rismun Sofia Monike	20	10	11	12	3	56
49	Ivony Hidayati	20	10	12	11	3	56
50	Pretty Ayu Miranda	16	10	10	11	2	49
51	Juli Fahria	15	10	11	11	3	50
52	Ayesha Trisha Putri	11	10	8	10	2	41
53	Muhammad Afandi	15	10	11	11	3	50

54	Umul Handayani	12	10	10	12	2	46
55	Lidya Yohana	11	10	10	12	2	45
56	Asa Bhakti	11	10	12	11	2	46
57	Brenda Sekarlina	16	15	8	7	2	48
58	Yogi Arnova	30	20	19	15	5	89
59	Nur Afriani	11	10	10	12	2	45
60	Nur Khalifah	10	10	10	12	2	44
61	Irya Lucita	16	13	7	7	2	45
62	Utary Arvilla	20	10	11	11	3	55
63	Liftri Monita	25	15	14	10	4	68
64	Almuhtadie Billa	30	20	18	15	5	87
65	Tantia Shecilia	16	12	5	5	2	40
66	Nurul Anissa	15	10	11	11	3	50
67	M Irfan HP	25	15	12	10	4	66
68	Heri Gusriani	20	10	10	11	3	54
69	M Safarullah	16	10	10	5	2	43
70	Nelda Yulianti	12	10	12	10	2	46
71	Rini Selvia	24	10	11	5	3	53
72	Ida Wahyuni	20	10	11	11	3	55
73	Juli Putriani	11	10	8	10	2	41
74	M Kamil	20	15	10	10	3	58
75	Sri Rahmi Murni	14	10	10	10	2	44
76	M Yasir	16	13	5	5	2	41
77	Sarita Dewi	20	20	16	15	5	76
78	Ridho Darmawan	20	10	11	12	3	56
79	Ruli Azhari	20	10	12	11	3	56
80	Badria Neliati	16	10	10	11	2	49