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UNPACKING THE STRUGGLES: AN ANALYSIS OF SENIOR HIGH SCHOOL STUDENTS' DIFFICULTIES IN WRITING ARGUMENTATIVE TEXTS

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Abstract
This study aims to identify errors made by students in writing argumentative texts in English. The main focus of this study is to analyze the types of errors based on four assessment aspects: content, organization, language use, and vocabulary. This study used a descriptive qualitative approach, using data from 15 argumentative texts from 11th grade students at MAN 1 Lamongan. Data analysis were conducted by examining each text based on these four aspects and then classifying the types of errors. The results showed that the most frequently encountered error aspect was language use, with a percentage of 62%, followed by content (14%), organization (13%), and vocabulary (11%). Errors found included incorrect grammar, irrelevant ideas, illogical paragraph structure, and inappropriate vocabulary. These findings indicate that students still struggle to construct logical and coherent arguments and use English accurately. This research is expected to provide teachers with consideration in providing more effective and focused writing lessons, as well as serve as a reference for further research to develop strategies to improve argumentative writing skills.

Keywords: Argumentative writing, Content, Organization, Language Use, Vocabulary, Student Difficulties

Introduction

Writing is a very important skill in the world of education, especially in the current era of globalization, where effective communication is needed. These skills enable individuals to express their ideas, thoughts, and feelings clearly through the medium of language. Mastery of writing skills can improve students' cognitive abilities and creativity, as well as strengthen their ability to compete in a world that is increasingly focused on knowledge. In learning English as a foreign language (EFL), writing is one of the most complex skills to master. This skill involves not only vocabulary and grammar mastery but also requires critical thinking, logic, and good organization of ideas. Writing is a high-level cognitive process that requires the integration of linguistic knowledge and reasoning skills. In the EFL context, the writing process is often challenging due to limited exposure to English in everyday life, making it difficult for students to develop ideas in depth and logically (Ozfidan & Mitchell, 2020).

The importance of writing skills cannot be overstated, especially in the world of education that demands academic communication skills. Through writing, students can convey ideas, develop logical thinking, and demonstrate understanding of a topic in writing, riting is not only a medium of expression but also a means of intellectual reflection that allows students to structure and develop arguments. This skill is also crucial for academic and professional success, particularly in the era of globalization that emphasizes high literacy competencies (Sari Sibuea et al., 2023).

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In the writing learning process, students are introduced to various types of texts, including descriptive, narrative, expository, and argumentative. Among these types, argumentative texts are considered the most challenging form of writing because they require students to present claims, support them with reasons and evidence, and consider counterarguments. (Dang et al., 2020) stated that many EFL students lack a thorough understanding of argumentative writing structures and strategies, resulting in their writing often being less than convincing. Argumentative texts also require students to think critically and assess the validity of arguments, which is not easy in a foreign language. However, in practice, many students still encounter various obstacles when writing argumentative texts, including in terms of content, organization, language use, and vocabulary. Students' writing is often shallow, disorganized, and contains numerous grammatical errors and inappropriate word choice (Ginting & Harahap, 2025).

There are many difficulties experienced by students in writing argumentative texts, when writing argumentative texts, students often produce writing that lacks focus on the main topic. They tend to convey distorted or overly general information, resulting in weak and unconvincing arguments. Many students' writings also lack a clear opinion or fail to express a position on the issue being discussed. This error makes it difficult for readers to understand the intent of the writing. Argumentative writing that lacks a clear position or concrete arguments loses its communicative purpose as a persuasive text (Nababan et al., 2025).

According to (Nenotek et al., 2022) another common error is a lack of clear structure in the writing. Students often mix the introduction, body, and conclusion into one long paragraph without proper pauses. Some begin their writing directly with their personal opinion without first introducing the issue. This prevents readers from following the writer's logical flow. states that this type of structural confusion often occurs in EFL students due to a lack of understanding of the logical sequence of thought in argumentative texts. Most students also write with incomplete sentences or lack proper subjects and predicates. Some writings used phrases instead of sentences or constructed unbalanced clauses. The sentences used were often too simple and lacked a clear connection between ideas, unclear sentences and weak connections between ideas make argumentative writing ineffective and difficult to understand. Word usage errors were also common, such as inappropriate diction, repetition of the same word within a single paragraph, or use of words with inappropriate meaning (Beniche, 2021).

In some cases, students inconsistently mixed formal and informal words within a single text. The word choice errors can obscure the meaning of an argument and diminish the overall credibility of the writing, especially in academic contexts that demand accuracy and consistency of language. Students' writing failed to conclude their opinions logically. (Seyoum et al., 2022). Some simply restated initial ideas without providing a conclusion that confirmed their position or solution to the issue being discussed. Others concluded their writing with new information that should have been presented in the main body. This indicates that students do not yet understand the function of the conclusion in argumentative texts. The conclusion that is incoherent or does not touch the core of the argument will weaken the overall message the author wants to convey (Mallahi, 2024).

Based on these problems, this study to analyze the errors made by students in writing argumentative texts in English, specifically in the EFL learning at the upper secondary level. This study focuses on four main aspects in writing: content, organization, language use, and vocabulary. By identifying and examining the most dominant types of errors, the results of this study are expected to provide a foundation for designing more effective and focused writing learning strategies, and help students significantly improve the quality of their writing.

Literature Review

Writing is a productive skill in learning EFL context requiring mastery of various linguistic and cognitive elements. One type of academic writing that is important for students to master is argumentative text. Argumentative text is a type of writing to convey an opinion or position on an issue, supported by logical arguments and relevant evidence. According to(Lee & Lee, 2024), argumentative text serves to persuade readers to accept the author's point of view through a coherent structure and the use of appropriate rhetorical strategies. This type of writing

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encourages students to think critically, organize their logic systematically, and use formal and targeted language. In practice, the ability to write argumentative texts depends not only on technical language skills but also on the extent to which students understand text structure and are able to develop convincing arguments.

The ability to argue in writing demonstrates mature thinking and mastery of the content, structure, and style of academic language. However, many EFL students struggle with writing this type of text because they are not accustomed to constructing logical arguments in written form. To assess the quality of student writing, including argumentative writing, many experts recommend the use of comprehensive assessment aspects. One widely used approach is the assessment rubric by Brown (2010), which covers four main aspects: content, organization, language use, and vocabulary. These four aspects allow assessors to evaluate students' writing from the substance of ideas to the accuracy of language use.

The first aspect is content, which refers to the extent to which the writing is relevant to the topic, the depth of the argument, and the adequacy of the evidence. According to Brown, good writers are able to convey ideas clearly, logically, and convincingly. The second aspect is organization, which includes paragraph structure, coherence between sections, and the use of appropriate transitions. A good text has a clear and organized introduction, body, and conclusion. Third, language use, which encompasses grammatical accuracy, sentence form, tense, and sentence structure. Brown emphasizes the importance of using proper grammar to convey ideas clearly. Finally, vocabulary focuses on appropriate word choice, vocabulary variety, and the appropriateness of style to the academic context. These four aspects support each other in producing effective and coherent writing

Research Method

This researcher used a qualitative descriptive method because it aims to reveal in depth the difficulties experienced by students in writing argumentative texts. This method choosed because it allows researcher to describe phenomena naturally the real conditions experienced by students in the writing process. In this research, the researcher did not use quantitative measurements, but rather emphasized a comprehensive understanding of the forms and types of errors that appear in students' writing. The subjects in this research were 15 class XI students of the Religious Studies program at MAN 1 Lamongan for the 2024/2025 academic year. The subject selection was carried out purposively with the consideration that the students had received learning material about argumentative texts, so that they could provide relevant data regarding the difficulties faced in the writing process.

The data collection technique used in this research is a writing test. In its implementation, students are asked to write an argumentative text in English according to the structure they have learned. The writing topic was predetermined by the researcher, and students were given 30 minutes to complete the assignment. The results of students' writing are then collected to be analyzed based on aspects of writing assessment, namely of content, organization, language use and vocabulary.

The data analysis technique was carried out in three stages referring to the model from (Gerring, 2017),namely data reduction, data presentation, and data verification. At the data reduction stage, researchers selected and classified errors found in students' writing based on four main assessment categories. Next, at the data presentation stage, the reduced data is arranged in the form of tables and descriptive narratives to provide a systematic picture of the types of difficulties experienced by students in writing argumentative texts. The final stage is data verification, where researchers draw conclusions based on the most dominant error patterns and their relevance to academic writing theory. Thus, the findings obtained can provide an accurate picture of students' difficulties in writing argumentative texts.

Results and Discussion

Result of Students' Difficulties in Argumentative Text

This research aims to identify the difficulties experienced by class XI students of the Religious Program at MAN 1 Lamongan in writing argumentative texts in English. The analysis focuses on four main aspects of writing assessment by Brown theory. Data was obtained

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through a writing test which was then analyzed qualitatively to find out the types and forms of errors that were most dominantly made by students.

a) Students' Errors in Content Aspect

Content is the primary foundation in writing argumentative texts, as it concerns the accuracy and clarity of the ideas developed by the writer. In this context, many students demonstrate difficulty developing relevant arguments, structuring their opinions logically, and maintaining consistency of ideas from beginning to end. This problem stems from a lack of understanding of argumentative structure and a lack of the distinction between personal opinion and arguments that must be supported by evidence or rational reasoning.

Student 3:

"Heavy trappe is a safety hazard, Rather than walking to places nearby, people drive or take car services."

This sentence conveys the habits of modern society, but does not explain the impact or significance of this behavior. It does not explain how the habit of using vehicles for short distances is related to the issue (e.g. health, environment, or urban lifestyle). This shows insufficient elaboration, which is when a good idea is not developed with explanations or supporting data. Students should have explained why the habit is problematic (e.g. causing pollution, obesity, congestion), and how it supports an opinion or attitude towards the main topic.

Student 6:

"Water helps the body carry out their its duties properly the kidneys need sufficient water intake ."

This sentence contains two main errors. First, the use of the pronoun "their" does not match the singular subject "the body"; "its" should be used. Second, and more importantly, the claim that "water helps the body carry out its duties" is too general and does not explain how water helps biological processes in the body. This is a form of vague argument, which is when the argument is too vague and unspecific. As part of an argumentative paragraph, this statement fails to convince because it does not mention specific functions of water, such as body temperature regulation, nutrient transportation, or toxin removal.

Student 8:

"Thesis : The rapid advancement of technology has had a profound impact on society. Conclusion : So, bilingual education offers cognitive and cultural benefit for students."

The opening sentence discusses technological advancement and its impact on society, which indicates that the main topic of this text is abouttechnology. However, the next sentence switches to the topic of bilingualeducation, which is never mentioned before in the paragraph or in thethesis statement. This is a form of topic drift error, which is when the mainidea shifts to another topic without explanation or logical transition. Inargumentative text structure, the first statement is likely to be in the thesis section, and the next sentence appears to be in the conclusion section. This mismatch shows that students do not understand the importance of maintaining one main idea from the beginning to the end of the writing.

b) Students' Error in Organization Aspect

Errors in organization ideas are also found in many students. Some students are not yet able to structure their writing logically and coherently. Some texts exhibit jumps in ideas without clear transitions, inappropriate conjunctions, and too many ideas combined within a single paragraph. This makes the text difficult to follow and interferes with the reader's understanding of the argument.

Student 1:

"Fast food restaurant spread rapidly within a few years oddly, obesity and cancer started to rise at the same time."

This sentence states a fact that sounds important, but is structurally undeveloped and unexplained in direct relation to the main topic, which is the effect of fast food on

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health. In the context of an argumentative text, the statement should be evidence or support for the main argument. However, because it is not explained how fast food causes obesity and cancer, this statement becomes a dangling statement that is not logically connected to the claim. This decreases the coherence of the paragraph and disrupts the flow of the argument, as the reader is not given an explanation of the cause-and-effect relationship that should exist. Another student,

Student 3:

"Cars are used every day but most pf us tend to ignore their disadventage " and "Rather tons of walking to nearby places nearby".

This sentence shows a too rapid transition of the topic from car use to sedentary lifestyle, without a logical transition. In argumentative texts, this is a form of organizational error, where ideas are not developed gradually and coherently. There is no introduction or cause-and-effect explanation of why car use leads to decreased physical activity. As a result, the reader has difficulty following the argument as there is a confusing jumping of ideas. The paragraph should start with a general statement about car dependency, and then explain how it reduces physical activity and impacts health.

Student 12:

"Literacy in adolescence extends far beyond reading and writing-it encompasses empowerment, critical thinking, and empathy."

This sentence contains several complex ideas (empowerment, critical thinking, empathy), but there is no explanation or example that elaborates on each point. In argumentative texts, when mentioning several concepts, the writer needs to discuss them one by one in depth, as a result the reader can understand how the concepts are interrelated and support the main claim. Lack of elaboration causes the paragraph to feel unfocused and lack a clear logical flow. This is a weakness in organizational aspect, especially in terms of supporting details and coherence between sentences.

c) Students' Errors in Language Use Aspect

This aspect is the aspect with the dominant of errors. Almost all students obatin grammatical errors, including tenses, subject-verb agreement, and sentence structure. One example of a fairly common mistake is the use of redundant verbs as in the sentence:

Student 1:

"Chemical additives do such as monosodium glutamate and aspartame."

This sentence is used to support the argument that certain food additives have negative effects on the body. However, the use of the word "do" before "such as" is an unusual and ungrammatical structure. "Such as" already functions as a connector to provide examples, so it does not require the addition of the verb "do". This incorrect structure makes the argument lose clarity and seem unacademic.

Student 3:

"This might be convenient, but having too many cars on the road cond cause problems,"

There is the use of the plural verb form "cause" for the singular subject, namely "having too many cars on the road." The correct verb form should be "causes." And the second error, This error weakens the argument about the negative impacts of using private cars because the structure is confusing. Second, still in the same text, there is the sentence "People's reliance on cars prevent them from exercising." The subject "reliance" is a singular noun, but the student uses the plural verb form "prevent."

Student 5:

"However, many parents believe that no other education system are better than homeschooling"

The error in this sentence shows a mismatch between the singular subject "education system" and the plural verb "are." In a comparative argument like this, the use of the correct sentence structure is very important, therefore the readers clearly understand that homeschooling is considered better than other systems.

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Student 6:

"Kidneys function to filter zoo liters of blood which contains waste in the body everyday in the form of urine."

This is intended to support the argument that kidney function is very important for the body. However, the error occurs in the inappropriate placement of the time adverb "everyday", thus disrupting the cohesion of the sentence. The incorrect placement of the time adverb reduces the effectiveness of the argument that aims to show the importance of routine body activities. To clarify that the process occurs routinely, the position of the time adverb should be at the end.

Student 11:

"This aspect serve as a foundation..." and "Education transcend cultural barriers...".

The verbs "serve" and "transcend" are not adjusted to the singular subject. The forms used should be "serves" and "transcends" to comply with English grammar rules. This error has the potential to weaken the argument because the verb form that does not match the subject makes the clause ungrammatical, so that the meaning and trust in the author's opinion can be disturbed.

d) Students' Errors in Vocabulary Aspect

In this aspect, some students showed limitations in the variety and accuracy of word choice. Many of them use very general or repetitive vocabulary. An example is the use of phrases such as,

Student 1:

"Fast food only satisfies hunger and cravings."

This sentence states that fast food satisfies hunger and cravings, but does not explain how this is relevant to the argument being built. In addition, the use of the word "satisfies" is contextually inappropriate as it tends to refer to emotional, rather than physiological, satisfaction. In an argumentative text, the writer should show the relationship between the function of fast food and its impact on diet or health.

Student 3:

"People's reliance on cars prevents them from exercising."

The word "reliance" is used here to indicate dependence on cars, but semantically "reliance" has a neutral or positive connotation. In the context of an argument criticizing a passive lifestyle. This word choice reduces rhetorical power. In argumentative texts, it is important to choose words that connotatively support the author's position.

Student 5:

"This education system won't wrap the entire learning aspect...".

The word "wrap" literally means to wrap, and is not commonly used in abstract contexts such as education. The use of this word makes the argument sound unacademic and confusing. In argumentative texts, it is important to use terms that are common and appropriate in academic contexts so that the message is conveyed effectively.

Student 14:

"Many experts says that exercise has great role in making our body helathy".

The sentence "Many experts says that exercise has great role in making our body healthy" contains phrases that are too general and not strong enough to support the argument in the argumentative text. The phrase "great role" sounds informal and inappropriate in an academic context; it should use "important role" give a stronger and more formal nuance.

Table 1. Frequency of Students' Errors in Writing Argumentative Text

Aspect	Frequency	Total
Content	11	14%
Organization	10	13%
Language Use	48	62%
Vocabulary	9	11%
Mean		**100%**

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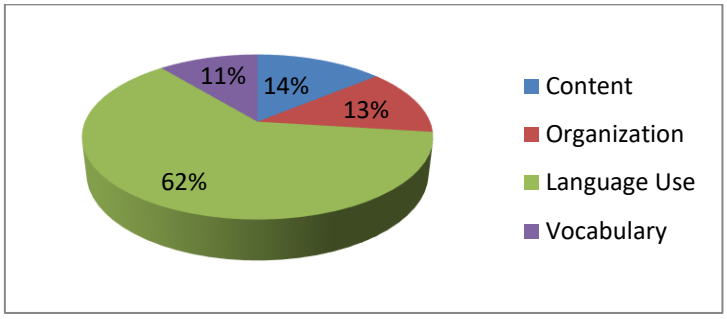


Figure 1. Percentage Result of Students' Writing Errors

Discussion

This study shows that students experience various difficulties in writing argumentative texts in English. The main difficulties lie in four aspects: content, writing organization, grammar, and vocabulary. These errors indicate that students' ability to present arguments logically and structurally is still low. First, a study by (Ali et al., 2023) found that students frequently made grammatical errors in tense, subject-verb agreement, and inappropriate word choice in spontaneous writing assignments. This finding corroborates your research findings, which indicate the prevalence of grammatical errors in almost all student texts.

Second, the findings regarding weaknesses in organization and coherence of ideas are consistent with a study in by(Arraya, 2025), which found that addition, misformation, and omission were the most common types of grammatical errors in ESL students' argumentative writing. A lack of transition between idea and a lack of coherent paragraph structure were key textual characteristics. Third, in terms of developing ideas and argumentative content, a study by researchers (Ghanbari & Salari, 2022) showed that EFL students often failed to develop coherent arguments and lacked understanding of how to integrate counterarguments. This corroborates your students' findings about their difficulties in constructing logical and consistent arguments.

In general, this research confirms that EFL students' main challenges in writing argumentative texts include: grammatical inaccuracies, illogical flow of ideas, and immature argument development. Therefore, supporting previous research, an integrated learning approach is needed that emphasizes grammar practice, argumentative text structure, and critical thinking strategies.

Conclusion

Based on the research findings, it can be concluded that students' experience various difficulties in writing English argumentative texts, covering four main aspects: content, organization, language use, and vocabulary. Of the total data analyzed, the most common errors were found in language use (62%). This indicates that the majority of students still struggle with correct grammatical structures, such as tense usage, subject-verb agreement, and appropriate sentence structure. Furthermore, errors in content came in second place with 14%. This indicates that many students are unable to present arguments that are relevant, logical, and supported by strong reasons or data. In terms of organization, 13% of errors indicate that students are still lacking in organizing paragraph flow, connecting ideas coherently, and using connecting devices between paragraphs appropriately. Meanwhile, in terms of vocabulary, which recorded 11% of errors, students still tend to use words that are inappropriate to the context, are limited in their choice of diction, and lack variety in academic expression.

These findings suggest that students' writing skills, particularly in argumentative texts, still need improvement, both in terms of language and in developing the content and structure of their writing. The prospects for developing the results of this research are wide open, particularly in designing learning programs that focus on error correction. One application is to create an error-based writing learning module that covers these four aspects in an integrated manner. Such a module is expected to help students better understand the types of errors they make and learn to correct them independently.

Furthermore, the results of this study can serve as a foundation for further research

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examining the effectiveness of specific teaching strategies, such as providing written feedback, peer review, the use of model texts, or the integration of technology such as autocorrect platforms in writing instruction. Future research could also expand the scope to higher education levels or compare the levels of writing difficulty among students with different academic backgrounds. Thus, the findings of this study are expected to not only contributed to improving writing instruction practices but also encourage the development of new, more effective approaches to addressing students' difficulties in writing argumentative texts in foreign language learning contexts.

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