ANALYZING ARGUMENTATIVE TEXTS PRODUCED BY ENGLISH EDUCATION MASTER'S STUDENTS AT UIN SYARIF HIDAYATULLAH JAKARTA

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Abstract
This research investigates the grammatical construction and common logical problems in argumentative essays produced by Master of English Education students at UIN Syarif Hidayatullah Jakarta. This study utilized a qualitative research framework and content analysis as the design. The data collection involves a detailed syntactical analysis, facilitated by Shang's syntax tree generator, with the researcher actively engaged in the evaluation and categorization of grammatical and logical elements. The main arguments are identified, and connections to the overarching thesis are established. Systematic coding is applied to categorize findings, encompassing sentence structure, evidence usage, tone, logical connectives, cohesions, counterarguments, and identification of logical fallacies. Findings reveal notable technical errors in sentence construction, especially in constructing complex sentences. Moreover, difficulties in understanding the appropriate genre in argumentative writing and logical errors in expressing opinions and drawing conclusions are identified. This study discovered that students encounter difficulties in maintaining a coherent and logically sound progression of ideas throughout their essays.
Keywords: *Argumentative text, Grammatical Construction, Logical Construction*

Introduction

Writing skills are important for students, especially those in higher education, throughout their academic journey. This ability allows them to effectively structure their thoughts and emotions while conveying meaning through skilful expression. Sokolik (2003, p. 88) defined writing as a "physical" and a "mental" act, as it involves

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the "physical act" of transcribing words or concepts into medium, combined with the "mental work" of generating ideas, figuring out how to convey them, and organizing them into coherent statements and paragraphs. Additionally, Sokolik (2003, p. 88) also mentioned that the purpose of writing is to "express and impress" which mean writers must balance their desire for self-expression with the need to effectively communicate with their targeted audience. This requires selecting the appropriate form of writing, as each type of writing has a different level of complexity. Further, Sokolik (2003, p. 88) defined writing as both a "process" and a "product". Writing process involves cycles of imagination, organization, drafting, editing, revising, and resulting in a final product. In academia, these capabilities empower students to engage in critical discussions, present their research findings, and contribute to the body of knowledge in their respective fields. Writing clearly and well-structured improves their ability to persuade and inform, deepening their understanding of complex subjects. Additionally, as students' progress in their academic careers, they often become involved in research projects, where effective writing skills become essential for publishing papers, creating reports, and collaborating with peers.

In academic writing, the ability to compose a convincing and well-organized argumentative essay is an important skill, as it allows students to hone their critical thinking, communication, and persuasive skills. This statement is supported by research conducted by Khunaifi (2015), which investigated the impact of teaching critical thinking on students' argumentative writing skills. This quasi-experimental research used seventh-semester students from the Department of English Education at the Palangka Raya State Islamic College as participants. The results of this study showed a significant increase in the post-test scores of the experimental group after the critical thinking intervention; shows that the intervention carried out (teaching critical thinking) improves students' argumentative writing skills. Additionally, recent research by Beniche (2023) investigated the relationship between critical thinking and argumentative writing in Moroccan Higher Education. The findings show a positive and strong correlation between critical thinking skills and argumentative writing, with a Pearson correlation coefficient of 0.683 for semester 4 students and 0.781 for

semester 6 students. These findings provide additional support for the importance and relationship of critical thinking in improving students' argumentative writing skills.

Argumentative text is a form of composition that states a view or perspective about a subject and addresses it using reliable evidence (Ozfidan & Mitchell, 2020). The main goal of writing argumentative texts is to convince readers to agree with a certain opinion (Knapp & Watkins, 2005). To achieve this, the writer must take a stance (show approval or rejection of a phenomenon), estimate the perspective of the intended readers, and respond to conflicting perspectives (Toulmin, 2012). This approach requires writers to state their thoughts rationally and persuasively by using the data, research, and well-planned reasoning. When writing argumentative texts, writers must use structural components such as claims to create a unified discourse supported by genre-specific structures (Stavans et al., 2019). In practice, students are expected to not only illustrate linguistic competence but also be able to offer a coherent and well-structured argument that can stand up to scrutiny and convince their audience. Therefore, in the practice of writing argumentative texts, students are not only expected to demonstrate proficiency in English but also to present a coherent and well-structured argument that can withstand scrutiny and convince the intended reader.

Furthermore, writing argumentative texts not only requires the application of critical thinking, but also organizational skills to strategically plan the logical construction of arguments. An informal observation conducted by Afdaliah et al., (2019) identified challenges in students' writing achievement. The English teacher noted issues such as a lack of focus, difficulty in expressing ideas, and a lack of confidence among students affected the quality of their writing. This observation supporting the understanding that effective writing involves not only the application of critical thinking, but also organizational skills for logical argument construction. This process of logical construction involves careful organization of evidence, reasoning, and counterarguments. A well-structured argumentative text should demonstrate clarity and coherence, ensuring that each point logically flows into the next, while maintaining internal consistency. It's not just about presenting an opinion; logical validity is essential to supporting the author's claims with sound reasoning and credible

evidence. Logical construction guides the precision of language and definitions, reducing the risk of misinterpretation or logical errors. A predetermined structure, which usually includes an introduction, a clear thesis, supported body paragraphs well, and conclusions, following the principles of logical construction. Additionally, careful reasoning, both deductive and inductive, is essential to drawing well-supported conclusions and effectively addressing counterarguments. By constructing the arguments logically, authors not only convince their audience but also provide a solid foundation for constructive debate, promoting the advancement of knowledge and understanding.

Many studies have shown that, for both lecturers and students, argumentative essays are widely considered to be the most complex form of essay compared to other types of essays. This statement is in accordance with a study by Oktavia (2016) which revealed significant deficiencies in the essay writing skills of English Department students at Padang State University (UNP). Of the 200 students enrolled in the Essay Writing Course, only a few achieved the highest grades (A and B), with the majority receiving lower grades (C, D, and E); showing that students' abilities in composing argumentative essays do not meet expectations. Students also reported challenges in generating persuasive ideas and understanding the topics discussed, while also prioritizing grammatical accuracy over effective argumentation.

This current research is based on the recognition of significant problems in argumentative essays produced by Master of English Education (MPBI) students. The urgency of this research lies in the critical need to address this issue because of its profound impact on the quality of argumentative writing. The key problems that have been identified involve both grammatical and logical construction. Regarding grammatical construction, this student experiences difficulties with problems such as drawn-out sentences, inconsistent use of time, and complex sentence structures. This is in line with a study by Husin and Nurbayani (2017) which found that the internal factor that caused respondents' low scores in writing with appropriate and acceptable English structures was their inability to compose adequate paragraphs in English. These grammatical deficiencies compromise the clarity, cohesion, and overall readability of their essays. Additionally, the findings of pre-test in the study of Lestari

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and Nurhamdah (2019) which was conducted on Vocational School (SMK) students showed that as many as 14 (82.3%) of 17 students received bad grades and 1 student out (5.8%) of 17 students received a very poor grade in their writing assignments. The assessment is made based on the result analysis done by Lestari and Nurhamdah (2019) with the following aspects, such as content (how the writing is relevant to the topic), organization (how the ideas are written in a good structure and supported by decent evidences), effective use of vocabularies, language use, and technical writing (spelling, capitalization, paragraphs, and punctuation). This research indicates that students encountered difficulties in writing before interventions were implemented by Lestari and Nurhamdah (2019). Hence proved that the combination of these findings highlights the significance of addressing students' errors in grammatical construction.

Regarding logical construction, there are problems related to the structured presentation of arguments, the absence of specific examples and evidence to support claims, and the lack of adequate transitions between different points. These logical construction issues directly affect the persuasiveness of the arguments presented in the essay, leaving the reader unfazed. Several previous studies also found that students often tend to ignore counter-arguments, ignoring information that is not in line with the author's views, so that they present their own claims from a one-sided point of view (Özdemir, 2018). Reflecting on these concerns, this research seeks to conduct a comprehensive analysis of grammatical and logical constructions in argumentative texts produced by Master of English Education (MPBI) students at UIN Syarif Hidayatullah Jakarta. In addition, this research aims to identify common logical and grammatical errors in Master of English Education (MPBI) students' argumentative texts.

Method

This research utilized a qualitative method with a content analysis as its design. Creswell (2007) states that qualitative research is a comprehensive inquiry process based on distinct methodological traditions that investigates a social or human problems. Content analysis is a research method that entails subjectively interpreting textual data by systematically coding, identifying themes or patterns (Hsieh &

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Shannon, 2005), drawing inferences about the meanings, contexts, and objectives embedded in texts (Prasad, 2008). The content analysis was used to draw valid and reproducible conclusions from text (Mayring, 2000) regarding the context in which they were used (Krippendorff, 2019). The specific information from the eight argumentative texts produced by Master of English Education students at UIN Syarif Hidayatullah Jakarta were being used in this study. This approach encompasses an effort to reduce and make sense of qualitative data, identifying core consistencies and meanings within a body of qualitative material (Patton, 2002).

The data collection for this study involved the syntactical analysis of the main arguments in the argumentative essays written by Master of English Education (MPBI) students at UIN Syarif Hidayatullah Jakarta. Following ethical guidelines, consent was obtained from the participating students, and anonymity was granted. The data reduction process began by focusing on grammatical construction within the essays. Detailed syntax trees were examined to reveal the intricate web of sentence structures and grammatical relationships within paragraphs. The main arguments within each paragraph were identified to draw the connection to the overarching thesis of the essay. These syntactical findings were systematically coded, with each code corresponding to a specific category. The categories included the structure of the sentence, evidences used, tone or mood, usage of logical connectives, cohesions, counterarguments, and identification of logical fallacies. Sentence structure were categorized and percentages were provided to illustrate their prevalence. This research utilized a descriptive analysis of argumentative essays crafted by Master of English Education (MPBI) students at UIN Syarif Hidayatullah Jakarta in 2022. Hence, the researchers served as the integral instrument for this investigation. The researchers actively engaged in data collection, evaluation in the field, and the preparation and reporting of the research. Moreover, for the creation of syntax trees, the researchers employed Shang's (2011) syntax tree generator.

Content analysis typically initiated during the early stages of data collection. This early engagement in the analysis phase enabled researchers to navigate a dynamic process of moving back and forth between concept development and data collection. Additionally, it could guide the direction of subsequent data collection

efforts by identifying and prioritizing sources that are most beneficial for addressing the research questions (Miles & Huberman, 1994). This iterative approach enhances the research's effectiveness in generating meaningful insights from the data. To ensure the validity and reliability of inferences, qualitative content analysis employs a structured and transparent set of procedures for processing data (Zhang & Wildemuth, 2009). These procedures helped maintain consistency and rigor in the analysis, enabling researchers to draw accurate and trustworthy conclusions from the qualitative material. Following the framework established by Miles and Huberman, the researchers followed a structured approach for analyzing the data, involving three concurrent steps: data reduction, data display, and conclusion drawing or verification. In this process, the data obtained from argumentative texts created by Master of English Education (MPBI) students at Syarif Hidayatullah Jakarta was classified based on the errors on its grammatical and logical construction through a coding process. Subsequently, all data was displayed and categorized using the same coding process. The data interpretation could also take place concurrently with the coding process or data classification.

Results

The data below would be utilized to answer the research problem stated. The data provided answers the comprehensive analysis on Master of English Education (MPBI) students' argumentative essays, specifically on grammatical construction and the common logical problems. The first data shows the syntactic features and grammatical cohesions devices used by the Master of English Education (MPBI) students in their argumentative essays.

Table 1. The Syntactic Features and Grammatical Cohesions

Title	Syntactic Features	Cohesions
Learning Techniques Using Grammatical Cohesion in Undergraduate	**Structure:** Complex sentence. **Main clause:** Cohesiveness refers to the attachment of elements to one another.	**References:** 22

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Students in English - Indonesian Translation.	**Subordinate clause:** which is characterized by conjunction, repetition, replacement, and release.	**Conjunctions:** 20
	Structure: Compound sentence. **Conjunction:** in addition to.	**Repetition:** 9
	Structure: Complex sentence. **Main clause:** Students can decode and comprehend both languages. **Subordinate clause:** By translating coherent devices from one language to the other.	**Substitution:** 2
The Online Learning Issues.	**Structure:** Complex sentence with multiple dependent clauses. **Main clause:** The new development of information, communication, and technology (ICTs) have introduced many conveniences.	**References:** 32 **Conjunctions:** 41
	Structure: Complex sentence. **Coordinate:** In addition. **Main clause:** It found that online learning has advantages and disadvantages for the education system.	**Repetition:** 15
	Structure: Compound-complex sentence. **Conjunction:** But (connects the two independent clauses). **Main clauses:** - Online learning gives an interesting offer.	**Substitution:** 7

- The most important thing is it improves the teaching and learning quality.

Subordinate clause: That learning can be accessed everywhere and we can sit comfortably at home.

Structure: Complex sentence.

Transition word: However.

Main clause: Some researchers argue.

Subordinate clause:

- That traditional teaching and learning methods are still powerful.
- Because numerous things could not be facilitated by online learnings.

Structure: Simple sentence.

Transition word: However.

The Drawbacks of Online Learning for Senior High School Students.	**Structure:** Complex sentence. **Main clause:** Online learning had been used globally during Covid-19 Pandemic era.	**References:** 26
	Subordinate clause: because governments in some countries implemented it as the main part of the emergency curriculum.	**Conjunctions:** 33 **Repetition:** 9
	Structure: Complex sentence **Main clause:** The first reason is because their dependency of internet use. **Subordinate clause:** That online learning should not be supported for senior high school students.	**Substitution:** 6

	Structure: Simple sentence.	
	Structure: Complex sentence. **Main clause:** The last reason is **Subordinate clause:** due to the students' emotional management and social attitude in the in interaction of teachers and students.	
	Structure: Complex sentence. **Main clause:** online learning should not be considered for senior high school students specifically in Indonesia. **Subordinate clause:** because of several reasons such as the dependency of the internet use, the limited communication of teachers and students, and the lack of students' emotional management and social attitude.	
First Language in English Learning: Good or Bad?	**Structure:** Simple sentence.	**References:** 10
	Structure: Compound sentence. **Conjunction:** and. **Independent clause (1):** using the student's first language in the teaching-learning process may help students understand. **Independent clause (2):** keep them focused on learning English without making any mistakes.	**Conjunctions:** 7 **Repetition:** 6 **Substitution:** 4
	Structure: Complex sentence. **Main clause:** It can be difficult and time-consuming.	

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	Subordinate clause: if the instruction is presented in the target language.	
	Structure: Simple sentence.	
Is Merdeka Kurikulum Good News?	**Structure:** Complex sentence. **Main clause:** The learning curriculum is one of the important factors influencing the activities and quality of learning. **Subordinate clause:** because this curriculum is used as learning materials or references for teaching.	**References:** 46 **Conjunctions:** 37
	Structure: Simple sentence.	**Repetition:** 7
	Structure: Complex sentence. **Main clause:** The most important thing is how to improve the quality of teachers. **Relative clause:** who are actors in implementing the existing curriculum. (Providing additional information about the teachers.)	**Substitution:** 8 **Ellipsis:** 1
	Structure: Simple sentence.	
	Structure: Complex sentence. **Main clause:** The first step is to change teachers' old mindset and paradigm. **Subordinate clause:** that the government should take before implementing the Merdeka Curriculum.	
	Structure: Complex sentence. **Main clause:** there may be regions. **Subordinate clause:** Because there may be regions that don't care about mobilizing and facilitating their teaching staff to learn.	

	Structure: Complex sentence. **Infinitive phrase:** to change the mindset of teachers and expect them to get out of their comfort zone. **Main clause:** It is not easy. **Subordinate clause:** from having never carried out project assignments before it becomes a necessity.	
	Structure: Complex sentence. **Main clause:** Teachers can understand the intent and purpose of the Merdeka Curriculum and can apply it. **Subordinate clause:** When the teacher's mindset has gradually changed.	
Bilingual Education Practice In Indonesia.	**Structure:** Simple sentence.	**References:** 28
	Structure: Simple sentence.	**Conjunctions:** 22
	Structure: Simple sentence.	**Repetition:** 10 **Substitution:** 2
Is Teachers' Certification Effective to Enhance the Teaching Quality?	**Structure:** Complex sentence. **Main clause:** The low quality of education in Indonesia at this time will certainly have a negative impact on the life of the nation. **Subordinate clause:** because one of the actors for the advancement of a country is caused by advanced education. **Structure:** Complex sentence.	**References:** 50 **Conjunctions:** 59 **Repetition:** 8

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Main clause: Teacher certification does not always mean the increased quality of service.

Subordinate clause: as some of certified teachers continue to teach ineffectively.

Substitution: 12

Structure: Complex sentence.

Main clause: there were several teachers.

Subordinate clause: who were not disciplined in preparing the learning administration.

Structure: Complex sentence.

Main clause: The fact that is often found in schools is the lack of discipline of teachers.

Subordinate clause: especially the discipline of teachers when they come to school or attend class.

Structure: Simple sentence.

Structure: Complex sentence.

Main clause: they do not do classroom action research or participate in professional development programs.

Subordinate clause: Despite attending several seminars.

Structure: Complex sentence.

Main clause: It can be concluded.

Subordinate clause: that teacher certification is not always interpreted as an increase in teacher quality.

Structure: Complex sentence.

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A Good Quality of Education for All	**Main clause:** Education is the method **Relative clause:** that is created to enable the transmission of cultural knowledge between and across generations.	**References:** 54
	Structure: Compound sentence. **Independent (1):** Indonesia's government already provides enough access to education. **Independent (2):** It is in big cities	**Conjunctions:** 47 **Repetition:** 4
	Structure: Complex sentence. **Main clause:** the financial they spent could be allocated to others. **Dependent clause:** If the students and parents have a nearer school.	**Substitution:** 17
	Structure: Complex sentence. **Main clause:** It is easier for schools' teachers, administrators, and parents in monitoring the students inside or outside the school.rs when they come to school or attend class. **Dependent clause:** Having the students live nearby the school.	
	Structure: Simple sentence.	
	Structure: Complex sentence. **Main clause:** The writer thinks the background of education of teachers. **Dependent clause:** that needs to be concerned.	

Structure: Complex sentence.

Main clause: It is the parent's involvement in guiding their children.

Dependent clause: when they are not at school.

Structure: Compound sentence.

Independent (1): The government should place a high value on it

Independent (2): The government should strive hard to achieve it.

Based on the table 1, complex sentence is the most frequent sentence structure used by the students with 61.9%, to write their main ideas. The second type is simple sentence with 28.5%, and the last type is compound sentence 9.5%. This result draws into the assumption that the students of Master of English Education (MPBI) are able to apply complex sentence in expressing the complexity of their arguments. This is evident in their ability to show the cause and effects connections and provide additional information to their arguments. Here is the instance of a complex sentence that illustrates a well-defined argument.

Teacher certification does not always mean the increased quality of service; as some of certified teachers continue to teach ineffectively.

This complex sentence starts with an independent clause that clearly stating the main idea. This independent clause establishes the statement that there is not a direct correlation between teacher certification and improved service quality. Additionally, the use of semicolon indicates a strong connection between the independent and dependent clause. Furthermore, the dependent clause provides a specific example or evidence to support the main statement. However, it needs to be noticed that some essays exhibit a lack of clear complex sentences. For instance, in the sentence of:

> *However, some researchers argue that traditional teaching and learning methods are still powerful because numerous things could not be facilitated by online learning, especially students' understanding and comprehension of the materials, the competencies and skills that could not be monitored, lack of communication, and less social interaction with the teacher, friends, and school environment, especially students-teacher interaction at class.*

The sentence is grammatically correct, but it is too long and contains several elements, which may affect readability. This sentence would be better clarity, if it is separated or rephrased. Even if the student wanted to keep the length, she can consider adding punctuation to improve the comprehension. Additionally, there are other examples of complex sentence found with only two dependent clauses, as seen in the sentence of:

> *Because there may be regions that don't care about mobilizing and facilitating their teaching staff to learn.*

The error in this sentence is there is no clear independent clause, affects the clarity and completeness of the meaning. A complete complex sentence typically consists of at least one independent clause that expresses a complete thought. Without a clear independent clause, the reader is left hanging, waiting for the main idea presented in the dependent clause.

Furthermore, the data presented above additionally illustrates the grammatical cohesion devices utilized by Master of English Education (MPBI) students in writing their argumentative texts. Based on the data, reference is the most frequent used by Master of English Education (MPBI) students, with 41.6% (274) of all grammatical cohesion devices. The second type of grammatical cohesion devices used is conjunction, with 39.05% (257). Repetition is on the third place with 10.33% (68) and followed by substitution with 8.81% (58). Lastly, the ellipsis received only 0.15% (1).

Table 2. The Evidence Words

Essay	Type of Evidence	Logical Connectives	Counter-arguments	Logical Fallacies
1.	Cited statements from scholars.	- Conditional (If … then …) - Disjunction (or) - Conjunction (and)	(None)	(None)
2.	- Cited statements from scholars. - Research findings.	- Disjunction (or) - Conjunction (and) - Negation (Not)	(None)	(None)
3.	- Cited statements from scholars. - Research findings.	- Disjunction (or) - Conjunction (and) - Negation (Not)	(None)	(None)
4.	- Cited statements from scholars.	- Disjunction (or)	(None)	(None)
5.	- Cited statements from scholars. - Research findings.	- Conditional (If … then …) - Disjunction (or) - Conjunction (and)	The parties who agreed to change the curriculum stated that it was legal to do it if it was felt that the old one was not following the times. It is hoped that the Merdeka Curriculum will answer the challenge of	For nearly nine years of implementing the 2013 Curriculum, with all its advantages and disadvantages, the quality of Indonesian education has not made significant progress.

			restoring education and maintaining the quality of education in Indonesia.	
6.	Cited statements from scholars.	Conjunction (and)	(None)	(None)
7.	- Cited statements from scholars. - Research findings.	- Disjunction (or) - Conjunction (and) - Negation (Not)	It relies on presenting findings from multiple studies to build its argument.	It relies on presenting findings from multiple studies to build its argument.
8.	Cited statements from scholars.	- Conditional (If … then …) - Disjunction (or) - Conjunction (and) - Negation (Not)	(None).	Logical fallacies are not explicitly present in the provided text. The essay relies on presenting information and making arguments based on observations and research.

Based on the data above, all of Master of English Education (MPBI) students utilized the opinions of the other scholars as supporting evidence for their statements or arguments. This indicates that there is a tendency among students to rely on the authority and perspectives of experts in constructing their arguments. Here is the instance of using the other experts' perspectives as supporting evidence for student's argument:

> *Using one's first language can be crucial when discussing certain complex topics. According to Swain and Lapkin (2000), without their L1 utilization,*

the work assigned to them could not have been completed as efficiently.

The experts' perspectives in this argument used to shape the narrative that the student delivered. By quoting the insight of Swain and Lapkin (2000), which emphasized the significant role of using student's first language, the writer not only incorporated their arguments to reinforce the significance of utilizing the first language in English teaching, but also added credibility to her arguments. While this example highlights the used of another scholars' opinion to construct their arguments, some of students expand their scope by integrates statements from researchers with research findings. Here is the instance of utilizing both expert's perspective and research findings to strengthen student's argument.

The first reason that online learning should not be supported for senior high school students is because their dependency of the internet use. As they have got familiar with the use of internet, students depend their learning assignments with the use of internet that leads them to cheat. The research conducted by Daniel et. al. (in Rapanta, 2021) showed that students' perception of cheating increased while their performance objectives, engagement, and perceptions of success all significantly decreased. Also, distraction was a barrier in online learning. The over-use of online games, social networking, and other readily unrelated internet information of learning likely distracted online students who were taking classes (Daly et al. in Chang, 2020).

In the given instance, it can be seen that after expressing her opinions on why she does not support the implementation of online learning in high schools, she strengthens her reasons by presenting research findings by Daniel, which she cited

from Rapanta (2021). Following the presentation of research findings, she also provides additional recent evidence by presenting Daly's perspectives on this matter.

The next discussion is about the logical connectives used by students. Most students undoubtedly use conjunction and disjunction to connect the logic of their arguments. However, only a few employs negation and conditional if. Here are examples of arguments that utilize negation and conditional if in conveying their points.

Online learning should not be considered for senior high school students in Indonesia.

The instance provided illustrates the incorporation of negation in an argument. In this context, the student as the writer aims to affirm her stance as a writer that she does not support the implementation of online learning in high schools.

As good as the structure and concept of a curriculum are, If the main actors are not ready, it will still be a waste.

The use of conditional if in connecting the logic introduces a conditional relationship between two statements or events. In this sentence, the logic connectives of conditional if is utilized to express the cause-and-effect relationship of "if the main actors (teachers) are not ready, it (curriculum) will be a wasted." This implied that the condition or premise is not met (teachers are not ready), then the consequence (a waste of curriculum changing) would follow. The utilized of conditional if allows the writer to establish the reasoned connections between different elements of the argument. It helps her to structure and clarify the logical flow.

To explain why some essays, lack a clear counter-argument or have none at all, the researcher would explain the tone or mood of each essay written by the students.

Table 1. The Words Tone

Essay	Tone/Mood
1.	Informative
2.	Analytical

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3.	Argumentative
4.	Argumentative
5.	Argumentative
6.	Informative
7.	Argumentative
8.	Informative

Despite the expectation that this assignment involves writing an argumentative essay, certain students exhibit a limited comprehension of the genre. Consequently, some students tend to adopt an informative or analytical tone and mood in their writing. This phenomenon contributes to the absence of counter-arguments in various essays, even when the intention is to present an argumentative piece. It highlights the fact that students enrolled in Master of English Education (MPBI) still possess a subpar understanding of how to effectively compose argumentative essays.

Discussion

The findings of this research highlight that there are still errors in the composition of argumentative essays. These errors mainly include technical aspects, especially in constructing sentences that use complex structures, while this type of sentence structure is the most used sentence in students' argumentative essays. This indicates the need for further attention to improving syntactic understanding. Because the mastery of syntax plays a pivotal role in the development of students' writing skills, it is evidenced by the prevalent use of complex sentences in crafting argumentative essays (Cahyono & Widiati, 2009; Tsang & Wong, 2000). Typically, students, especially EFL students, in schools allocate their focus predominantly to reading (Altınmakas & Bayyurt, 2019) and comprehending written texts. This indicates that students should already have a sufficient understanding of technical elements, such as grammar, to construct complex sentences effectively. This current research finding is in line with a study by Subekti (2018) which analyzed the 40 students' essays using thematic analysis and identified the five predominant mistakes made. These encompassed issues such as tense inconsistency, omission errors (including verbs and

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subjects), addition errors, improper verb formations (such as double finite verbs), and the amalgamation of multiple errors. Thus, the research revealed that mastering grammar alone may not guarantee flawless execution in the intricate art of composing written content.

Because of prioritizing the mastery of mechanical aspects, rather than mastering the skills in constructing introduction, identifying or crafting thesis statements, developing coherent texts, expressing opinions in well-structured form, and crafting the conclusion (Suhartoyo, 2017), EFL students might find themselves insufficiently prepared to meet the demands of argumentative essay. This may create a potential gap in their academic preparedness. According to Suhartoyo's et al., (2020) study conducted at the University in Malang with undergraduate students, the process of writing argumentative essay is notably stressful and demanding for these students. Participants expressed that this challenge involves dealing with multiple components, including the necessity to extensively read literature to substantiate their opinions and the confusion in the writing process, especially in writing introduction and conclusion. Another study done by Ozfidan and Mitchell (2020) highlighted the common challenges in writing argumentative essays. These challenges included organization or structure, formulation of thesis statements, finding evidences, writing counter-arguments, writing refutation paragraph, maintaining an academic tone, and ensuring content and development of the essay.

In addition, this current research identified the lack of understanding the appropriate tone in composing argumentative essays. Argumentative writing is a form of academic writing and a widely practiced genre at university (Ozfidan & Mitchell, 2020); aiming to persuade the audience and foster comprehension of alternative viewpoints by presenting logical reasons that support a particular belief or idea, encouraging a comprehensive understanding of the opposing argument (Wolfe et al., 2009). The different nature of expressing persuasive arguments is reflected in the challenges students face in conveying the appropriate tone and evidence to support their arguments. The critical part in writing an argumentative essay lies in students' capacity to convey their perspectives, substantiate it with empirical evidence, and adeptly defend the arguments even when encountered with the opposing arguments.

This complex process requires not only the articulation of a clear and informed opinion but also the integration of relevant scientific evidences to validate the argument's validity.

Furthermore, logical fallacies emerge as another significant findings in this current study. Students encounter difficulties in maintaining a coherent and logically sound progression of ideas throughout their essays. This current finding aligns with the study of Abdollahzadeh et al., (2017) which analysed the 150 essays written by Iranian graduate students in their argumentative essays. The study revealed that despite a high frequency of utilizing elements in arguments, the overall quality of students' arguments was notably weak. In essence, while students demonstrated proficiency in constructing a convincing surface structure for their arguments, the substantive quality of the arguments remained deficient. Additionally, the students encountered challenges in effectively aligning their arguments with counterarguments, leading to a failure in refutation. This difficulty may be attributed to the intricate nature of the argument-counterargument structure in a second or foreign language (Qin & Karabacak, 2010), coupled with factors such as risk avoidance, lack of confidence, and challenges in reformulating claims and supporting data within argument-counterargument contexts (Kobayashi & Rinnert, 2008). Another study by Lismay (2020) which involved fourth-semester English department students also revealed that a substantial 76 percent of students made mistakes in constructing the logic of their opinions in their argumentative essay. This finding discovered that students frequently draw conclusions without providing sufficient and good evidences to support their arguments. Beyond the lack of supporting evidence, students also commit logical fallacies through manipulative language. In essence, they draw conclusion without elucidating the significance of arguments that have been presented. This makes their arguments biased or ambiguous to read.

In analysing the complexity of the grammatical and logical construction within argumentative essays among the students, it is crucial to acknowledge the limitations inherent in this study. This study is limited by the sized and specificity of the sample. Therefore, the findings might not be fully representative of the broader university-level student population. A more extensive and diverse sample could provide more

comprehensive understanding. Additionally, this study doesn't cover the individual factors that could possibly influence the quality of their argumentative essays, such as prior educational experiences and language proficiency. Moreover, this study is also limited by time constraints, which could affect the depth of analysis and the scope of the investigation. Another aspect to consider is the potential subjectivity involved in the analysis of writing errors, challenges, and logical fallacies.

Conclusion

Based on the research results, it is evident that the students of Master of English Education (MPBI) UIN Syarif Hidayatullah Jakarta encounter notable challenges in the composition of effective argumentative essays. The identified errors involve the technical aspects such as constructing sentences, particularly those involving complex structures, struggling with the correct genre in argumentative writing, and the logical fallacies, especially in expressing the opinions and formulating the conclusions. The technical errors, prominently observed in the construction of complex sentences, emphasize the need for focused attention on syntactic understanding and proficiency. This is crucial as complex sentence structures are frequently employed in argumentative essays, emphasizing the necessity for university-level students to master such technical intricacies in order to enhance the overall quality of their written work. Additionally, the difficulty in understanding the correct genre or tone in argumentative writing suggests a need for targeted interventions to improve students' understanding of the distinctive features and expectations associated with this form of academic expression. Moreover, the presence of logical fallacies in expressing their opinions and drawing conclusions highlight the importance of cultivating robust critical thinking skills among students. Effectively conveying perspectives and defending arguments necessitates not only clear articulation of ideas but also the ability to construct logically sound and well-supported conclusions.

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