

Factors Influencing Students' Difficulties in Writing an Argumentative Text in Senior High School

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ABSTRACT

The ability to write argumentative text is one of the important skills that requires students to express ideas in a logical and convincing manner. However, many students difficulties in writing this text. This study aims to analyze the factors that causes of difficulties by grade XI students of MAN 1 Lamongan in writing argumentative texts. Data were collected through closed questionnaires. This data analysis techniques used a qualitative descriptive. The results showed that students experienced various difficulties in writing argumentative texts. The factors that influence the difficulties are divided into three main categories, namely psychological factors (46%), sociocultural factors (44.8%), and linguistic factors (46.2%). Linguistic factors are the most dominant factor in causing students' difficulties. Based on these findings, it can be concluded that students experience many difficulties in writing argumentative texts, it is recommended that the teaching of writing is focused on improving understanding of language structure and sentence structure in argumentative texts.

Keywords: *Students' Difficulties, Linguistic Factors, Sociocultural Factors, Psychological Factors, Argumentative Text.*

INTRODUCTION

Writing is a very important skill for students to master in the world of education. Through writing activities, students can improve their ability to express ideas or ideas that are in their minds in writing. However, writing skills are not abilities that can be acquired instantly or automatically. Continuous and regular practice is needed so that students are able to write well and effectively (Ramadhan, 2023).

Writing is also understood as a productive activity that aims to convey a message or form of communication using writing as a medium of delivery. In the learning context, writing plays an important role as a bridge to grow and develop the potential writing skills of each students, by writing, students can train critical thinking, creativity, and skills in organizing ideas in a structured and logical manner (Yulianingsih, 2021).

There are many types of texts that must be mastered by high school students, one of which is argumentative text. Argumentative text is a text that tells or discusses an issue or problem that occurs supported by data, real evidence, with the aim of convincing the

reader of the statement or point of view that has been conveyed, it can also be interpreted as text that explains an opinion or statement by developing the content in the writing. (Hikmah, 2024).

This argumentative text is very important to master because this text can improve students' critical thinking skills, this argumentative text can also encourage students to be able to analyze a person's point of view or opinion before taking action. The skills to master this type of text improve students in expressing opinions and also broaden students' scientific knowledge. This argumentation strengthens students' mentality and helps them express their ideas more widely and freely. Mastering this argumentation can encourage students to analyze someone's opinion or point of view before taking action. (Sa'adah, 2020).

However, in reality, many students have not fully mastered argumentative texts. Students have difficulty writing this type of text because they are not yet able to convey their ideas logically and coherently. Apart from that, they also have difficulty developing their ideas properly according to the structure that should exist in argumentative texts. This

shows that students' understanding of the characteristics and objectives of argumentative texts is still low, a lack of understanding of argumentative texts is one of the main causes that makes it difficult for students to write these texts effectively and convincingly. (Tasya,2020)

These problems can be caused by various factors, both internal and external factors. According to Brown (2007) these factors are classified into three, namely Psychological Factors, Sociocultural Factors, and Linguistic Factors. Psychological Factors are related to conditions that originate within students, be it mental, motivational, or spiritual. While Sociocultural Factors also have an important role in student development. Linguistic factors include grammar or language rules that comply with writing standards. This problem often occurs in writing because language difficulties in language usually appear in several important aspects, namely language use, vocabulary, and word selection.

REVIEW OF RELATED LITERATURE

The Students' Difficulties in Argumentative text

In the world of foreign language education, especially in learning English as a second language (EFL), writing argumentative text is one of the major challenges faced by students. Argumentative writing requires the ability to organize ideas logically, express opinions with convincing reasons, and provide responses to other points of view. However, many students have difficulty in meeting these demands due to several main factors, such as poor understanding of text structure, low critical thinking skills, limited vocabulary and grammar, and minimal pedagogical guidance.

In Sohrabi's (2022) study, it was revealed that EFL students were still unable to understand the basic structure of argumentative texts, especially in conveying counterarguments and rebuttals. Many of them only present one side of the argument without considering the opposing view, so their writing is less critical and unconvincing. This shows that weaknesses in critical thinking are the

main cause of poor argumentative writing skills.

Meanwhile, Ghanbari & Salari (2023) revealed that EFL students have difficulty organizing ideas and developing arguments in a structured manner. They not only have difficulty finding relevant evidence to support their opinions, but they are also not used to integrating alternative perspectives into their writing. This shows that argument building skills and the ability to structure writing still need to be improved through proper practice and guidance.

A similar study by Müller and Busse (2025) involving secondary school students found that the counterargument and rebuttal sections were the most frequently neglected components. Students had difficulty using adversative connectives or negation connectives such as "however", "on the other hand", or "although" to compare ideas logically. This causes the transition between ideas to be weak and the logic of argumentation not to develop well.

Furthermore, Amani et al (2023) in their literature review concluded that the three main obstacles in argumentative writing for EFL learners are weak understanding of argumentative structures, lack of critical thinking skills, and minimal feedback from teachers or peers. Without constructive input, students tend to repeat the same mistakes and do not experience significant development in writing.

It can be concluded that the difficulty in writing argumentative texts does not only come from linguistic constraints, but also from cognitive and pedagogical aspects. Therefore, this study aims to determine the factors that cause difficulties in writing argumentative texts. These difficulties may arise from internal factors, such as lack of self-confidence, low motivation, and anxiety, as well as external factors, including limited exposure to argumentative writing, inadequate instructional support, and lack of feedback. By identifying and analyzing these contributing factors, this study is expected to provide insights for educators in designing more

effective strategies to support students in improving their argumentative writing skills.

Psychological Factors

Psychological factors are factors that originate from oneself or can be called internal factors or can also be interpreted as factors that are related to a person's mental or emotional state. According to Brown (2007), there are several cases of this psychological factor that originate from this factor, including self-esteem, motivation, and anxiety. This problem has a big influence on students' writing abilities.

a) Self Esteem

In psychology, self-esteem is a view of oneself, how a person views himself as a valuable person by giving values or appreciation to himself. Evaluation of oneself that ranges from both positive and negative. This assessment must also be based on other people's opinions or certain experiences. Self-esteem is an individual's evaluation of himself/herself that reflects the extent to which a person feels himself/herself valuable, capable, and worthy of respect. In the context of learning, self-esteem influences students' confidence in expressing ideas in writing. (Rahmawati, et, all, 2022).

b) Motivation

Motivation is a very important thing to increase a person's enthusiasm for development. However, motivation is also a word that is very easy to say but very difficult to interpret and do. This can be used to support a person's process to be more active in achieving the desired goals. This motivation can also have an influence on students' writing skills. Brown (2001) Motivation is the main determinant of success because it encourages students to continue learning despite facing difficulties. In writing activities, motivation is very necessary to direct students in the process of thinking, planning, and composing texts. However, not all students have strong motivation. Some of them find it difficult to maintain enthusiasm and consistency in completing argumentative

texts, especially if they have no interest in the topic or feel that their abilities are inadequate.

c) Anxiety

Anxiety is a feeling of restlessness or worry that is usually found in a person. This anxiety usually appears when they are under stress. Anxiety can be interpreted as a form of feeling or attitude that affects every individual during an uncertain period of their life. If someone is in a situation that is not right for them, they will feel uneasy because they are in a situation that makes them depressed and is an undesirable situation. Horwitz, & Cope (1986) explained that in learning a foreign language, anxiety often appears in the form of language anxiety, which can hinder students' ability to speak and write.

Sociocultural Factors

According to Brown (2007), sociocultural factors include values, norms and habits in social life that can influence a person's attitudes, behavior and way of thinking. In the context of second language learning, this factor plays an important role, especially in writing skills. There are three main aspects of sociocultural factors that are relevant to students' difficulties in writing argumentative texts, namely social distance, culture, and communication competence.

a) Social Distance

Social distance refers to interpersonal relationships between individuals, such as between students and teachers. Good relationships can increase students' success in writing, because they feel more confident and open to receiving direction or input. On the other hand, a tenuous relationship can hinder the learning process, including writing argumentative texts. emotional closeness between teachers and students contributes significantly to students' confidence in expressing ideas, including in writing. (Dawaele & Li, 2020).

b) Culture

Cultural differences often cause difficulties for students in writing English texts. Students who are accustomed to the language and mindset of local cultures may

feel unfamiliar with the writing styles and argumentative structures in English culture, thereby impacting their ability to develop appropriate writing. Liu and Stapleton (2020) stated that cultural differences can cause a gap between the expectations of academic readers in English and the delivery style of students from different cultural backgrounds. As a result, students often do not organize their arguments clearly or fail to follow the conventions of academic writing in English.

c) Communication Competence

Communication competency is a student's ability to use language appropriately according to the social context. In writing, this includes the ability to compose cohesive sentences, choose appropriate vocabulary, and build coherent paragraphs. Inability to do so can make student writing difficult to understand and less convincing logically. Alnofaie (2022) emphasized that low communication competence causes many students to have difficulty in building a logical argument flow and conveying ideas coherently. Without this competence, writing becomes unconvincing and difficult for readers to understand, especially in academic genres such as argumentative texts.

Linguistic Factors

According to Brown (2007) Linguistic aspects are fundamental elements in writing ability, especially in foreign languages such as

Likewise with spelling errors, which can cause the meaning to be unclear or incomprehensible to the reader. In terms of organization, students also experience difficulties in compiling coherent and logically structured paragraphs. They are often unable to convey ideas systematically, so their writing becomes incoherent and difficult to follow.

METHODOLOGY

This research uses a qualitative descriptive approach because it aims to reveal in depth the factors that influence students' difficulties in writing argumentative texts. This approach was chosen because it allows researchers to describe phenomena

English. This aspect includes various language elements that students must master, including grammar, syntax (sentence structure), morphology (word formation), vocabulary selection (diction), and the use of language functions that are appropriate to the context. In the context of writing argumentative texts, errors in linguistic aspects are often the main obstacle in conveying ideas effectively and convincingly.

Grammatical errors are the most frequently found errors. These errors can be in the form of using inappropriate tenses, errors in subject-verb agreement, incorrect use of articles (a, an, the), and errors in the use of prepositions and pronouns. For example, students often use the past tense despite the context *kalimat bersifat umum atau menggunakan bentuk tunggal saat subjeknya jamak*.

Apart from that, syntactic errors also often occur, especially when students try to compose complex sentences. They often fail to differentiate between compound and complex sentences, so that the sentences they write become incoherent or even illogical. This error results in a lack of coherence between sentences, which is needed in argumentative texts.

Difficulties in using capitalization often occur when students do not understand the correct rules for capitalization, for example when writing names, the beginning of sentences, or titles. contextually and naturally according to the real conditions experienced by students. Through this method, researchers do not focus on quantitative measurements, but rather on a comprehensive understanding of the various aspects that cause students to experience difficulties in the writing process.

The subjects in this research were 15 class XI students of the Religion study program at MAN 1 Lamongan in the 2024/2025 academic year. The selection of subjects 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 factors causing their difficulties in writing.

The data collection technique was carried out using a closed questionnaire (Creswell, 2012).

A questionnaire is a data collection tool where respondents must answer or fill in statements provided by the researcher. In the writing test, students are asked to create argumentative texts according to the structure they have learned. Meanwhile, the questionnaire was designed based on Brown's (2007) theory which includes linguistic, psychological and sociocultural factors. This instrument uses a 4-point Likert scale to measure students' perceptions of the difficulties they experience.

The data analysis technique in this research was carried out in three stages according to the Miles and Huberman (2014) model, namely data reduction, data presentation, and verification or drawing conclusions.

- 1) Data Reduction At this stage, the data that has been collected from test results and questionnaires is selected and classified based on the categories of factors that cause writing difficulties that have been previously determined, namely linguistic, psychological and socio-cultural.
- 2) Data Presentation The reduced data is then presented in the form of tables and descriptive narratives. This presentation aims to systematically describe the factors and factors of students' difficulties in writing argumentative texts.
- 3) Data Verification final stage is to match the results of the analysis of students' written texts with the answers from the questionnaire to strengthen the validity of the findings. By matching these two data sources,

researchers can draw more accurate and in-depth conclusions regarding the factors that influence students' writing difficulties.

FINDINGS AND DISCUSSION

Result of Factors causes of Students' Difficulties in Writing Argumentative Text

The Researcher obtained the data by distribute questionnaires using Google Form to respondents to identify influencing factors students' difficulties in writing argumentative texts. 15 students in class XI Religion Man 1 Lamongan were involved as respondents in this study. The questionnaire consists of 28 items grouped into three factors, namely psychological factor, sociocultural and linguistic factors factor. The results of the research are presented as follows:

a) Questionnaire Analysis Results

Data from the questionnaire are calculated using the percentage formula. Students have difficulty in writing argumentative text because of three factors: psychological, sociocultural factors factors, and linguistic factors. The following table is created to display percentage of each item based each factor category:

Psychological Factors

The following table shows the percentage of students' responses to each statement in the psychological factors category, reflecting the level of difficulty they felt in this aspect. These results provide a comprehensive picture of the psychological barriers that influence students' ability to write, such as anxiety, lack of motivation, and low self-confidence. Understanding these internal barriers is important for identifying students' needs and designing learning approaches that can help them write more confidently and effectively.

Factor	Statement	Frequency				Total
		SA	A	D	SD	
Psychological Factors	1.I find it difficult to write argumentative texts	2	9	4	0	43%
	2.When writing, I often feel unsure and have difficulty starting.	3	8	4	0	44%
	3.I feel that argumentative texts are difficult to understand.	2	10	3	0	44%
	4.I am worried that my writing will not satisfy the teacher.	5	9	1	0	49%
	5.I find it difficult to determine the topic of argumentative text.	4	8	3	0	46%
	6.I find it difficult to create sentences in the Thesis statement section.	8	4	3	0	50%
	7.I find it difficult to compose sentences in the Argument section.	3	10	2	0	46%
	8.I find it difficult to compose sentences in the conclusion section.	4	9	2	0	47%
Mean					46%	

Table 1. Questionnaire Result of Psychological Factors

Based on the results of data analysis on psychological factors that influence students' difficulties in writing argumentative texts, it was found that the average level of student agreement with statements reflecting psychological barriers reached 46%. This shows that psychological factors play a significant role in the writing process. The three statements with the highest percentages indicate that many students experience mental and emotional difficulties when asked to write argumentative texts.

First, as many as 50% of students stated that they found it difficult to create sentences in the thesis statement. This indicates that they do not fully understand how to structure the main idea that is the basis of the argument to be developed.

Second, as many as 49% of students were worried that their writing would not satisfy the teacher. This anxiety indicates pressure that can hinder students' creativity and courage in expressing ideas freely.

Third, as many as 47% of students found it difficult to construct sentences in the

conclusion. This shows that they lack confidence in summarizing and closing arguments effectively. Overall, psychological factors such as lack of self-confidence, anxiety about assessment, and lack of understanding of text structure greatly affect students' ability to write argumentative text.

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Sociocultural Factors

Sociocultural factors are an important aspect that influences students' ability to write argumentative texts. These factors include the influence of the surrounding environment,

communication habits, cultural background, and the teaching approaches that students receive. Even though the percentage is lower than linguistic and psychological factors, the influence of socio-cultural factors cannot be ignored. The following table presents the

percentage of students' responses to a number of statements related to socio-cultural factors, which overall illustrate the extent to which the social and cultural environment plays a role in shaping their writing skills

Factor	Statement	Frequency				Total
		SD	A	D	SD	
Sociocultural Factors	9. A less supportive environment can affect my ability to write.	4	9	2	0	47%
	10. I find it difficult because of my lack of experience in conveying and defending arguments.	4	8	3	0	46%
	11. I find it difficult to write argumentative texts because the teacher does not provide enough constructive feedback, so it is difficult for me to improve my writing.	2	10	3	0	44%
	12. I find it difficult because I rarely exchange ideas with other people, so I lack ideas and perspectives.	2	8	5	0	42%
	13. I find it difficult to write argumentative texts because the teacher's teaching style is not very interactive, making it difficult for me to understand how to write argumentative texts well.	4	7	4	0	45%
Mean					44.8%	

Table 2. Questionnaire Result of Sociocultural Factors

Based on the results of the analysis of sociocultural factors that influence students' difficulties in writing argumentative texts, it is known that the average level of student agreement with statements in this category is 44.8%. This shows that the influence of the surrounding social and cultural environment is also quite in large shaping students' writing skills. The three statements with the highest level of difficulty indicate obstacles originating from the surrounding environment, social experiences, and the way teachers teach.

First, as many as 47% of students stated that a less supportive environment could affect their ability to write. This shows that a learning atmosphere that is not conducive or lack of support from the people around them can reduce students' enthusiasm and concentration in writing.

Second, as many as 46% of students revealed that they experienced difficulties due

to lack of experience in presenting and defending arguments. This shows that limited social interaction makes students less accustomed to thinking critically or building arguments logically. The lack of healthy discussion or debate in everyday life makes it difficult for students to organize their ideas and arguments in a coherent written form. Learning that encourages students to practice arguing, both orally and in writing, is needed to overcome this difficulty.

Third, 45% of students stated that they felt difficulties because the teacher's teaching style was less interactive, so they had difficulty understanding how to write argumentative texts correctly. This shows that a teaching approach that does not actively involve students in the learning process can hinder their understanding of the material being taught. Based on these findings, it can be concluded that socio-cultural factors, such as

the surrounding environment, discussion experiences, and teachers' teaching approaches, play an important role in influencing students' ability to write argumentative texts.

Linguistic Factors

Linguistic factors include mastery of grammar, sentence structure, use of vocabulary, and the ability to compose

coherent and logical paragraphs. Difficulties in this aspect often cause students' writing to be less structured, illogical, and difficult for readers to understand. The following table displays data on the percentage of students' responses to statements in the linguistic factor category, which indicates the extent of difficulty they experience in linguistic aspects when writing argumentative texts.

Factor	Statement	Frequency				Total
		SA	A	D	SD	
Linguistic Factors	14. I find it difficult because it is difficult to formulate a clear and strong thesis, so my argument becomes weak.	4	7	4	0	45%
	15. I find it difficult because it is difficult to develop a paragraph with a clear main idea, so my writing feels incomplete.	7	6	2	0	50%
	16. I find it difficult to find relevant information for my argumentative text	3	11	1	0	47%
	17. I find it difficult because I often use sentences that are too long and complicated, so my writing becomes confusing.	2	12	1	0	46%
	18. I find it difficult because I often make grammatical errors, so my writing becomes unclear and difficult to understand.	2	12	2	0	45%
	19. I find it difficult to find evidence that is relevant to the topic I have determined.	5	8	2	0	48%
	20. I feel confused in making reaffirmation sentences	3	10	2	0	46%
	21. I feel that the arguments I presented were not well structured.	8	5	2	0	51%
	22. I find it difficult to construct complex and orderly sentences.	3	8	4	0	44%
	23. I find it difficult to develop arguments well.	1	13	1	0	45%
	24. I feel that the argumentative text I have created cannot be understood.	4	9	2	0	47%
	25. I find it difficult because I often use the same sentences over and over again, so my writing feels boring.	3	10	2	0	46%
26. I find it difficult to connect paragraphs to create a coherent flow of writing.	3	10	2	0	46%	

27. I find it difficult to use relevant examples and illustrations to clarify my arguments.	2	10	3	0	44%
28. I find it difficult to develop paragraphs that contain main ideas.	1	12	2	0	44%
Mean					46.2%

Table 3. Questionnaire Result of Linguistic Factors

Based on the results of the analysis of linguistic factors that influence students' difficulties in writing argumentative texts, an average level of agreement was obtained of highest level of difficulty revealed that students found it difficult to structure and content the text effectively. First, as many as 51% of students stated that the arguments they presented were not well structured. This indicates that most students still do not understand how to organize arguments logically and orderly in argumentative texts. Irregularities in constructing arguments can cause writing to become difficult to understand and lose its persuasive power, which should be the main characteristic of argumentative texts.

Second, as many as 50% of students have difficulty developing paragraphs with clear main ideas, so that their writing seems incomplete. This difficulty shows that students have not been able to build a focused and coherent paragraph. Paragraphs that do not have a strong main idea tend to make it difficult for readers to understand the main idea that is being conveyed.

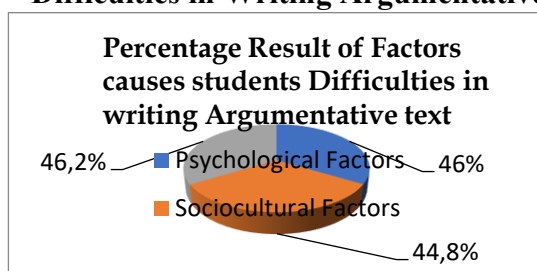
Third, 48% of students stated that they had difficulty finding evidence or data that was relevant to the topic they had determined. This shows that students are not yet skilled in

46.2%. This shows that the linguistic aspect is one of the main challenges faced by students. The three statements with the searching for, selecting, and integrating evidence that supports their arguments effectively. In fact, the existence of strong and relevant evidence is very important in strengthening arguments in an argumentative text.

Overall, linguistic factors such as the inability to organize arguments logically, develop paragraphs with clear main ideas, and use appropriate and relevant evidence greatly influence the quality of argumentative texts produced by students. Lack of skills in constructing arguments coherently makes students' writing tend to be confusing and less convincing for readers. In addition, paragraphs that do not have a focus or main idea cause the writing to become incoherent and lose direction. The use of evidence that is inappropriate or does not support the argument also weakens the power of logic in the text. Therefore, these linguistic weaknesses become the main obstacle in students' efforts to produce effective, structured and persuasive argumentative texts.

a) Percentage Result of Factors Causes

Difficulties in Writing Argumentative text



Based on the diagram data displayed, it can be concluded that linguistic factors are the main cause of students' difficulties in writing argumentative texts, with a percentage of 46.2%. This high number shows that many students experience problems in linguistic aspects such as mastering grammar, sentence structure, and using appropriate vocabulary.

Weaknesses in this aspect cause students' writing to be less logical, not well structured, and difficult for readers to understand.

Psychological factors rank second with a percentage of 46%. Even though the difference is very small with linguistic factors, this factor also has a significant influence on students' writing abilities. This difficulty is related to internal obstacles such as lack of self-confidence, low motivation, and anxiety when writing. Unsupportive psychological conditions can hinder students' ability to express ideas and develop arguments effectively in their written texts.

Meanwhile, socio-cultural factors are in last place with a percentage of 44.8%. Even though it is in the lowest position compared to the other two factors, this factor still contributes to students' difficulties, especially in terms of cultural differences in conveying arguments, limited social interaction, and low academic communication competence. This shows that the influence of the social and cultural environment cannot be ignored in shaping students' writing abilities. Thus, to improve the ability to write argumentative texts as a whole, a learning approach is needed that considers these three factors in an integrated manner.

Discussion

Based on the results of the analysis of the writings of class XI students of MAN 1 Lamongan, it was found that the greatest difficulty experienced by students in writing argumentative texts.

In addition, regarding the factors that influence writing difficulties, the results of the questionnaire showed that linguistic factors were the most dominant cause (46.2%), followed by psychological factors (46%) and sociocultural factors (44.8%). Linguistic factors include lack of mastery of grammar, sentence structure, and vocabulary. While psychological factors include anxiety, lack of self-confidence, and lack of motivation in writing. Sociocultural factors include environmental influences, minimal English practice outside the classroom, and lack of cultural references that support understanding

of the writing context. These three factors influence each other and strengthen students' difficulties in producing good argumentative texts.

Linguistic difficulties experienced by students, especially related to mastering grammar, sentence structure and vocabulary, are the main obstacles in writing argumentative texts. This is in line with research conducted by Saputra (2021) which found that students' lack of understanding of grammatical rules and the ability to build coherent sentences were the main inhibiting factors in writing argumentative texts. This research reveals that a lack of understanding regarding the use of tenses, inappropriate subject-predicate, and inappropriate vocabulary choices often result in texts that are unclear and difficult to understand. Therefore, better linguistic skills are essential to overcome the difficulties of writing argumentative texts

Psychological Factors also play a significant role in students' writing difficulties. Anxiety, lack of self-confidence, and lack of motivation in writing are several factors that influence students' ability to write well. Research by Prabowo (2020) reveals that anxiety and lack of motivation can reduce the quality of students' writing. Anxious students often struggle to express their ideas clearly and in an organized manner, resulting in illogical and poorly structured texts. This shows that psychological support and building self-confidence are very important in helping students overcome writing difficulties.

Apart from linguistic and psychological factors, socio-cultural factors also contribute to writing difficulties. Research by Nurhadi (2022) states that environmental influences, such as a lack of English language practice outside the classroom and a lack of relevant cultural references, can hinder students' understanding of the writing context. For example, students who do not have access to English language media or do not often interact in contexts that support the development of their writing skills, will have difficulty building strong arguments and

developing ideas that are appropriate to the culture and context required in writing argumentative texts.

These three factors, linguistic, psychological, and sociocultural, influence each other and exacerbate students' writing difficulties. Research by Harahap (2021) shows that linguistic difficulties can increase anxiety, while low motivation caused by socio-cultural factors will further worsen the quality of students' writing. Therefore, it is important to address these three factors simultaneously in an effort to help students overcome difficulties in writing argumentative texts. Providing structured language training, adequate psychological support, and strengthening the socio-cultural context can be effective steps in improving students' writing abilities.

CONCLUSIONS

Based on the results of the study, it can be concluded that students of class XI Religion Man 1 Lamongan experience various difficulties in writing argumentative texts. The most dominant difficulty lies in the aspect of language use, which is 46.2%. These difficulties indicate that students' writing abilities have not fully developed optimally, especially in terms of grammatical structure, idea development, and appropriate word selection.

The main factors causing these difficulties are linguistic factors, such as weak mastery of grammar, limitations in developing complex sentences, and lack of understanding of the structure of argumentative texts. In addition, psychological factors also influence, such as low self-confidence, anxiety when writing, and

lack of motivation. Sociocultural factors also contribute, especially related to the lack of support from the surrounding environment, minimal writing habits outside the classroom, and limited student access to good text models.

These findings indicate that writing learning is not enough to only emphasize text structure and language rules, but must also pay attention to students' psychological conditions and their learning environment. Students need a comprehensive approach so that these difficulties can be minimized. Teachers play an important role in assisting students, not only as teachers of the material, but also as facilitators who build self-confidence and form positive writing habits in the classroom. Therefore, it is recommended that teachers provide more intensive guidance in learning to write, especially in mastering grammar, developing logical ideas, and ongoing writing exercises. In addition, creating a supportive and interactive learning environment can help increase students' motivation in writing. Thus, students will be more confident, skilled, and accustomed to writing argumentative texts effectively. As a follow-up to these findings, it is recommended that teachers provide more intensive writing guidance, especially in mastering grammar, developing ideas logically, and continuing writing practice. Apart from that, teachers also need to create a supportive and interactive learning environment so that students feel more comfortable and motivated in writing. With this holistic approach, it is hoped that students will become more confident, skilled, and accustomed to writing argumentative texts effectively.

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