

## **CHAPTER II**

### **THEORETICAL REVIEW**

This chapter reviews various theories and perspectives that support this research. The theoretical review includes theories and research relevant to the topic, so that it can be the basis for the author in carrying out this research.

#### **A. Writing**

Writing is a form of creative expression used to communicate thoughts, ideas, knowledge, and feelings in written form. Writing is not just an activity to describe or explain a topic, but an ever-evolving process that allows individuals to explore ideas, broaden horizons, shape viewpoints, and explore deeper meanings.

##### **1 Definition of Writing**

Writing is a crucial skill in learning English as a Foreign Language. Ikhlimah (2024) said in his research that writing is challenging not only for junior or senior high school but also for college students. Asrtiati and Maharida (2013) also said that many students express that writing is the most difficult aspect of English, due to their lack of knowledge about what to write and how to do it. Based on both opinions, writing is a skill that cannot be ignored in English learning. Among the four main skills of listening, reading, speaking and writing, writing is often a challenge for many students. This difficulty is generally caused by a lack of knowledge that supports their writing ability. Writing is different from speaking, listening, and other skills. Writing has very special features (Ikhlimah, 2024).

In addition, writing also plays a role in changing ways of thinking and conveying information in a way that is inspiring, educational, and has a meaningful

impact on the reader or audience. While, teaching writing refers to the learning process designed to improve students' writing ability. It includes various methods, approaches and strategies applied by teachers to help students understand, master and improve their skills in producing clear and structured writing. In this study, writing instruction is more focused on developing argumentative essay writing skills, which includes learning how to organize arguments, convey ideas logically, and use language that suits the purpose of academic writing.

## **2 Types of Writing**

Brown (2004) explains that writing skills develop in four stages. The first is imitative writing, where students learn the basics like writing letters, words, punctuation, and simple sentences. The second is intensive writing, which includes using correct vocabulary, grammar, and expressions in short sentences, with more focus on accuracy. The third stage is responsive writing, where students write connected sentences and short paragraphs, such as summaries, reports, or responses. They start focusing more on meaning, context, and organizing ideas clearly. The final stage is extensive writing, where students write longer texts like essays or research papers. At this level, they work on organizing ideas, developing arguments, and editing their work to make it clear and effective.

This current research analyze, argumentative essays typically fall under the responsive category, as they require students to respond to a prompt or issue by forming an argument and providing evidence to support their stance. Hyland (2004) also said that responsive writing usually involves a response to a particular issue, text, or idea, which often requires students to present an argument or position. This

type of writing involves critical thinking and the ability to construct well-supported arguments based on research or personal reasoning. An argumentative essay is a form of writing that presents a clear position on a topic, supported by evidence and reasoning, to persuade the reader. Effective persuasion relies on logical reasoning, emotional appeals, and avoiding logical fallacies while considering the audience's knowledge, beliefs, and values to craft a compelling argument.

## **B. Argumentative Essay**

An argumentative essay is a form of writing in English that aims to convey an opinion or position through logical arguments and relevant evidence. This type of writing encourages students to develop critical thinking skills, analyze information, and organize ideas systematically. According to Fitriani et al. (2021), argumentative essay writing requires the writer not only to convey an opinion, but also to defend it with structured logic and credible sources. In the context of language learning, argumentative essays are also a tool to improve academic written communication skills.

The general structure of an argumentative essay generally consists of three main parts: introduction, body paragraph, and conclusion. The introduction presents the topic and the author's thesis or position. The body section contains the main arguments accompanied by evidence, examples, and critical analysis. Meanwhile, the conclusion serves to summarize the key points and reaffirm the writer's position. As explained by Yunita & Irwansyah (2020), coherence between paragraphs and clarity of the writer's position are important elements for argumentative essays to

convince readers. This structure helps the reader follow the writer's logical flow coherently and clearly.

In terms of language, argumentative essays are characterized by the use of academic vocabulary, complex sentence structures, and a clear and orderly flow. The use of logical conjunctions such as “however”, “therefore”, or “in contrast”, as well as modality expressions such as “should”, ‘must’, or “might”, strengthen the position of the argument and show academic nuances. According to Lailiyah and Setiawan (2022), the proper use of language features in argumentative essays not only improves the clarity of ideas, but also shows the maturity of the writer's thinking.

Here is an example of an argumentative essay by participant along with general structure :

### **Use of Plastic Bags**

*(Thesis) Plastic bags or crackle bags are wrapping bags made of plastic. Plastic bags are used for loading and carrying consumer goods. The bottom and left/right sides of the bag are generally glued together with a plastic sealing machine, **but** there are plastic bags that are held together with adhesive or sewn. when looking at the properties of plastic, plastic has the characteristics of being strong, lightweight, flexible, and durable. Plastic can also be made to be biodegradable, **but** it is not durable. The use of plastic bags has become a serious problem around the world. Banning the use of plastic bags in law can be considered a wise and beneficial step for the environment. In addition to the use of plastic bags*

*that provide many benefits, but in my opinion the use of plastic bags has a negative effect on several aspects. (Thesis)*

That paragraph is a thesis paragraph because it contains the main topic and the author's opinion on the issue being discussed, namely the use of plastic bags. At the end of the paragraph, the author takes a clear stance, for example, that the use of plastic bags has negative impacts and that restricting their use is considered beneficial for the environment. Thus, this paragraph serves as an initial statement of opinion before the reasons are explained in the following section.

*(Body) **The first** reason for the ban is that plastic bags are difficult to decompose and can pollute the environment and harm the ecosystem. Plastic waste poses a threat to life on earth **because** it is difficult to decompose. The reason why plastic is difficult to decompose is **because** of the long chain of plastic that is difficult to decompose. **As** explained earlier, the long chains of plastic require a lot of energy to form. **Thus**, these chains also require a lot of energy to be broken (decomposed). Reporting from Chemistry LibreTexts, bacteria can only attack molecules at the ends. **So**, the decomposition of plastic can only start from the ends of the chain. This results in the decomposition of plastic by bacteria taking a very long time. **As** we know, plastic can only be broken down in tens to hundreds of years. The difficulty of plastic to decompose is a strong reason why we must save the use of plastic in our daily lives. Improperly disposed plastic waste has the potential to damage and pollute the environment. Plastic waste is also one of the largest sources of environmental pollution worldwide. If left unchecked, the effects*

of plastic waste can be harmful to ecosystems and life on Earth, such as water and soil pollution.

**The second** reason is that plastic bags have an impact on human health. **Not only** the environment, the impact of plastic waste can also affect health conditions. This needs to be considered **because** human life is inseparable from the use of plastic in it. there are types of plastic waste that cannot be decomposed, **such as** straws, bags, and tableware. This results in these plastics becoming microplastics **because** they are exposed to the sun and hot temperatures when in water. For example, Phthalate DEHP is one of the chemicals that is often added to certain plastic products and is also considered a possible human carcinogen by the United States Environmental Protection Agency. **Not only** is it bad for the environment, the various chemical compounds contained in plastic waste can also cause various health problems, **such as**: cancer, organ damage, impaired fetal and child growth,

**The last** reason for the plastic bag ban is **that** it can support local economic growth. **In addition to** the environmental and health aspects, a ban on plastic bags can also support local economic growth. **By** banning plastic bags, people will switch to locally produced alternative packaging materials, creating business opportunities and increasing the competitiveness of local industries. **However**, enforcement of the ban needs to be fair and thoughtful. The government must educate the public on the positive impacts of the ban **and** provide support for the plastic bag replacement industry. (Body)

That paragraph is classified as a body paragraph because it serves to develop and support the main idea presented in the thesis statement. In this paragraph, the writer no longer states general opinions but provides clear reasons, there are three statements to support the impact of plastic on the environment, human health, and economic growth. Furthermore, the explanations, accompanied by examples and facts such as the difficulty of plastic breaking down and the dangers of the chemicals it contains further strengthen the argument being made. Therefore, this paragraph is called a body paragraph because it contains detailed explanations aimed at supporting and proving the author's main argument.

*(Conclusion) The use of plastic bags has become a serious problem around the world. Banning the use of plastic bags in law can be considered a wise and beneficial step for the environment. In my opinion the use of plastic bags has a negative effect on several aspects. The first reason for the ban is **that** plastic bags are difficult to decompose and can pollute the environment and harm the ecosystem. The second reason is **that** plastic bags have an impact on human health. The last reason for the plastic bag ban is that it can support local economic growth.*

*(Conclusion)*

It is called a conclusion because the paragraph summarizes the main points of the text that were explained earlier. In this section, the author does not introduce any new ideas, but rather reiterates that the use of plastic bags is a serious problem and restates the three main reasons: they are difficult to decompose, they have health implications, and they can impact the local economy. Thus, its function is to

conclude the text with a final summary of all the arguments that have been discussed.

The text underline and **bold** is an example of a logical conjunction because it serves to connect ideas or sentences so that the flow of the text becomes clearer and more structured. These words or phrases indicate logical relationships between ideas, such as sequence (e.g., first, second, last), addition (e.g., in addition, not only), or cause and effect (e.g., because, as, thus). With logical conjunctions, readers can more easily understand how one idea relates to another within a paragraph.

### **C. Media to Learn Writing**

Writing learning media is very diverse and can be adjusted to the needs and ability levels of students. With the right media, students are not only helped in understanding the structure of writing, but also motivated to continue developing their writing skills.

#### **1. Definition of Media**

Learning media is everything that is used to convey messages or information from teachers to students with the aim of stimulating students' attention, interest and motivation so that the learning process can occur effectively and efficiently. According to Hasan and Astuti (2021) learning media is anything that is used as an connector between teachers and students which aims to stimulate students to be motivated and able to follow the learning process in a complete and meaningful way. Overall, in the context of education, media is one of the tools that play an important role in helping teachers and students communicate better, so that students

can be more motivated, easier to understand the material, and the learning process becomes more effective.

## **2. Types of Media**

Media for teaching writing can be divided into two main categories, traditional and modern. Traditional media, such as textbooks, paper and stationery, and whiteboards, are still widely used to provide basic writing guidance, structured exercises, and hands-on examples. For example, research by Wahyudi et al. (2024) shows that the use of interactive methods, such as educational games and group discussions, is often used by teachers in writing learning. Students feel highly engaged and more motivated in interactive writing activities, which help them understand writing materials more easily. Meanwhile, modern media include digital writing applications such as Google Docs and Microsoft Word that allow students to easily write, edit, and share their writing, as well as several online learning platforms or applications that facilitate students to develop their abilities in writing such as artificial intelligence, quillbot, duolingo, etc.

## **3. Artificial Intelligence (AI)**

The emergence of Artificial Intelligence (AI) as one of the leading technologies nowadays has made a significant impact on human lives. It is the deepest technology we are working on today. Artificial Intelligence (AI) has been used in various fields including medicine, engineering, journalism, and forensics. In this category, artificial intelligence (AI) also plays an important role, with automated tools such as providing ideas for writing topics grammar checks, correction suggestions, and personalization of learning improving teaching

effectiveness. Kurt & Kurt (2024) found that Students can benefit from AI feedback by refining their writing independently. According to Ray (2023), Generative AI refers to the ability of online tools to create data from (past) repeated patterns as well as the ability to influence human cognitive abilities. In other words, generative AI is capable of compiling information based on a set of data that has been fed into the system. One example of the use of AI in writing instruction is ChatGPT. Therefore, educators and students commonly utilize generative AI, especially ChatGPT, to obtain the information they need.

ChatGPT is able to identify errors in writing style and grammar, thus making writing clearer and easier to understand. It also supports the development of students' research skills by providing field-related information and resources, proposing unexplored aspects, and integrating them into new research topics, ultimately helping students gain a deeper understanding and assessment of a topic. Many people are surprised that ChatGPT's answers seem well-structured, have consistent relationships between words or sentences, and are quite accurate (Putra et al., 2023). ChatGPT has the ability to remember previous conversations, allowing users to continue discussions with the context maintained. The creation of scientific articles or even books can be done in less time than conventional methods. In addition, ChatGPT can be accessed through various platforms, including websites, apps, and software.

However, inappropriate use of chatGPT can also cause the results displayed by chatGPT to be inappropriate. Some strategies that can be used are the use of clear prompts, making sure that the prompts entered are in accordance with the

results that will be obtained. When ChatGPT is used with clear, purposeful and interactive guidance it becomes much more useful. This approach helps students write better, think more critically and engage more actively in the learning process. As supported by Lodge et. al (2023), one of the challenges for preparing students for a world where generative AI exists is ensuring that they have the necessary skills and knowledge to work alongside and with the technology effectively.

Prompting strategies refer to the methods or techniques students use to provide instructions, questions, or commands to ChatGPT in order to obtain responses that meet their needs. Prompting strategies refer to the ways students give instructions, questions, or commands to ChatGPT to get responses that fit their needs. The concept of prompting strategy can be explained through Scaffolding Theory proposed by Jerome Bruner. According to Bruner (1983), scaffolding is temporary support that helps learners become more independent. In the context of ChatGPT, prompting strategies can be seen as a form of digital scaffolding that supports students in completing writing tasks. Through prompts, students can generate ideas, organize arguments, and improve the coherence of their essays. This theory is relevant to argumentative essay writing because students often face difficulties in developing ideas and arranging logical arguments. Therefore, ChatGPT acts as a supportive tool that helps students write argumentative essays more effectively while still encouraging independent learning.

#### **D. Students' Perception**

A person's interaction in perceiving an object results in two types of perception (Irwanto, 2002). These perceptions include positive perception and

negative perception, positive perception is essential in shaping how students engage with educational tools and methods. Research shows that when students perceive learning tools positively, such as digital games or AI aids, they are more motivated, engaged, and likely to apply them effectively. This perception influences their behavior, fostering a constructive approach to learning. Students who view tools positively are also more likely to recommend them, promoting wider adoption. Irwanto (1989) adds that individuals who give a positive perception of a stimulus object are described as liking, following, and trying to follow up or being active towards the stimulus. Overall positive perception enhances motivation, cooperation, and academic success in educational settings.

While negative perception, can significantly affect how students engage with educational tools and methods. When students view tools like digital games or AI-based aids negatively, they may feel disengaged, frustrated, or resistant to using them. According to Ahmadi (1999), a negative reaction is a type of behavior, action, or attitude that expresses rejection or disapproval of the prevailing norms in the environment in which the individual resides. This perception often leads to decreased motivation and limited efforts to utilize the tools effectively. Negative perceptions not only hinder learning but can also create barriers to adopting new methods, as students may reject these tools based on their unfavorable views. In turn, this can lead to lower academic performance and a lack of participation, as the negative view affects their overall experience and outcomes in the learning environment.

Despite having different positive or negative views, students usually have strategies to deal with the impact. Students with a positive outlook tend to make the most of learning media, for example by finding more practical ways, sharing experiences with friends, or learning through additional tutorials. Meanwhile, students with a negative outlook often try to overcome difficulties by asking for help from lecturers or friends, combining new media with learning methods they have mastered, or providing feedback so that the media can better suit their needs. These strategies are important for understanding how students' perceptions influence how they use learning media.

#### **E. Students' Motivation**

Motivation is an internal process that drives individuals to act to achieve certain goals or fulfill their needs. Motivation involves the desire, energy and determination to engage in activities or behaviors that lead to a specific goal. Rukmini et al. (2024) emphasizes that intrinsic motivation (internal interest) and extrinsic motivation (external rewards) both play an important role in increasing students' interest in learning. Motivation can be innate, arising from personal interest or enjoyment, or an additional factor, influenced by external rewards or pressures. Furthermore, here the types of motivation include intrinsic motivation refers to the drive to perform an activity because of the pleasure or satisfaction derived from the activity itself. Individuals are driven by internal rewards such as personal development, learning, or satisfaction in completing a task. For example, a student who enjoys reading to gain knowledge demonstrates intrinsic motivation.

While extrinsic motivation is concerned with performing an activity to gain external rewards or avoid negative consequences. This type of motivation is influenced by factors such as grades, money, praise, or approval from others. For example, a student who studies to get good grades or an employee who works to get a bonus are both motivated by external factors. Fitriani (2024) asserts that praise from teachers and parents serves as extrinsic motivation that boosts enthusiasm for learning, even though it can reduce depth of understanding.

#### **F. Previous Studies**

Several studies have shown that students have a positive perception of the use of ChatGPT in the process of writing argumentative essays. Research by Ikhlimah (2024) used a mixed method to examine students' views and experiences. The results showed that ChatGPT helped students in finding ideas, giving suggestions, and improving creativity and analytical thinking skills. Students felt that the technology accelerated their writing process and broadened their perspectives in constructing arguments. Zebua and Katemba (2024) using a qualitative descriptive approach to investigate students' perception towards the use of chatGPT app in improving their writing skills also concluded that students considered ChatGPT to be able to increase learning motivation, assist in grammar correction, and provide easy-touse features.

Similarly, Puspitasari (2024) through qualitative descriptive research to determine the impact of using chatGPT on students' English learning behavior showed the use of ChatGPT in learning activities has a positive impact on students' learning behavior. ChatGPT is able to improve students' knowledge, critical

thinking skills, and confidence in presenting arguments. Nevertheless, students still rely on books as the main source in their learning activities. This shows that although ChatGPT provides convenience and a more enjoyable learning experience, the use of traditional media such as books is still relevant in supporting students' learning process.

However, in the negative perception, there were concerns about the adverse effects of using ChatGPT. Abdelhamid et al. (2023) with a qualitative method to understand the perception of the use of chatgpt in students' argumentative essays, it be concluded that although students recognize the great benefits offered by ChatGPT, such as providing information, guidance, and reducing research costs and time, they also have concerns regarding its negative impact. The main concerns include over-reliance on ChatGPT which may reduce their critical thinking and learning abilities, as well as potential accuracy and plagiarism issues. Therefore, while ChatGPT can speed up the argumentative writing process and increase efficiency, its use needs to be done with caution and should not replace in-depth learning in argumentative writing.

Similarly, Song & Song (2023) with a mixed-method to evaluate the impact of AI-assisted language learning on Chinese English as a foreign language showed that artificial intelligence (AI)-assisted learning has a significant positive impact on the writing skills and writing motivation of EFL students in China. The experimental group learning with ChatGPT showed improved writing skills in terms of organization, coherence, grammar, and vocabulary, as well as increased motivation to write compared to the control group. Qualitative findings also

revealed an appreciation of the role of AI, despite concerns regarding context accuracy and over-reliance..

In the both perception, students recognized the benefits of ChatGPT, but were also aware of certain consequences. Dan et al. (2024), in their quantitative study to investigate EFL students' perceptions and practices regarding the use of chatgpt in developing their skills in writing argumentative essays in English, noted that that the use of ChatGPT has a positive impact on the development of argumentative essay writing skills in English among EFL students. Students showed a positive attitude towards the use of ChatGPT to improve their writing skills, particularly in aspects such as vocabulary, grammar, and organization of ideas. However, the study found a negative correlation between students' positive perceptions of ChatGPT and their engagement in writing, suggesting that more favorable views led to lower usage. Despite varied usage patterns, perceptions remained consistent. These findings offer valuable insights for educators to adapt teaching strategies and support effective writing skill development through AI integration.

Mun (2024) with quantitative study to investigate the utilization of AI-assisted feedback by EFL students in their English writing also found that AI-assisted feedback, specifically ChatGPT, can improve EFL college students' writing skills in English, especially in terms of reducing grammatical and lexical errors, compared to peer feedback. Although word count and vocabulary use showed no significant differences, holistic analysis revealed notable improvements in content and organization. Students generally viewed ChatGPT positively for

editing English writing, though some raised concerns about reliability and over-reliance. The study highlights the importance of balancing the benefits and limitations when integrating AI into writing instruction.

Based on previous research, there are similarities with this study in examining student perceptions of the use of ChatGPT in developing writing skills that have positive and negative impacts. Most previous studies only focused on how students perceived ChatGPT as a writing tool, without specifically examining the types of texts used and their usage strategies as well as students' motivation in using ChatGPT to write argumentative essays. In fact, in an academic context, types of writing such as argumentative essays require critical thinking, logical structure, and clarity of position, which demands a more strategic approach to using AI. Combining two important aspects, namely perceptions not only positive, but also negative perception and student motivation in using ChatGPT, has not been studied in depth. One study that alludes to the motivation aspect is Song & Song (2023) study, but it does not specifically explain the type of text analyzed. Therefore, this study aims to fill the gap by linking the positive and negative perceptions and strategies that students develop in order to use ChatGPT more effectively and in accordance with their writing goals. In addition, this study will also explore students' motivations in using ChatGPT to write argumentative essays. By using a descriptive qualitative approach, this study is expected to provide a comprehensive picture of the relationship between students' perceptions, strategies, and motivations in using ChatGPT in the context of argumentative essay writing.