CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses several theories related to the subjects. It covers the fundamentals of writing, error analysis, and composing an argumentative essay.

A. Writing

This part explains some points such as definition of writing, the importance of writing, writing process, and characteristic of effective writing.

1. Definition of Writing

Oral and written communications are two methods of communication. When a person is unable to express herself verbally, he or she might communicate with others through writing. It is the most crucial ability in learning English. Writing, according to Syarfuni (2013), is a text-creation activity that deals with how humans utilize language to communicate through written language.

According to various scholars, there are some definitions of writing. According to Gaith (2001), writing is a multifaceted process that allows academics to explore and concretize their thoughts and ideas. Writing promotes critical thinking and learning. It encourages dialogue and allows for ideas to be reflected on. Ideas may be studied, evaluated, added to, reorganized, and modified when they are written down. Writing is expressing in writing ideas, ideas, views, or thoughts and feelings, according to Tarigan (2009). As a result, writing is a talent that includes making rather than receiving words. Simply defined, writing is the

process of delivering a message (something to say) through the use of signs on a page. To write is to record the visual symbols that represent a language that one knows so that others who are familiar with the language and the graphic representation may read them. Writing is a kind of communication as well.

According to Byrne (1980), writing is a major way of documenting speech, despite the fact that it must be recognized as a secondary medium of communication in order to assist us socialize and convey our thoughts, feelings, and views in order to have healthy connection with our society. Brown (as cited in Syarfuni, 2013) defines writing as the pictorial representation of spoken language, and that written performance is similar to spoken performance, with the sole difference being graphic signals instead of auditory signals. Writing, according to the statement, refers to both productive and communicative abilities. Speaking abilities are just as useful as writing abilities. Written language is created in a written format, but spoken language is created in a spoken format that may be comprehended via listening. As a result, spoken language represents written language.

Brown (as cited in Syarfuni, 2013) claims that writing products are frequently the outcome of thinking, drafting, and rewriting procedures that demand specific abilities, talents that not every speaker learns naturally. According to Anthony Seow, who is referenced by Richards and Renandya (2002), the four primary stages of the writing process are planning, drafting, revising, and editing.

To begin with, prewriting or planning is an activity that stimulates kids to write. Second, drafting is the initial step in the process of acquiring ideas. Finally, revising is the process of going over the texts again after receiving criticism. Fourth, in preparation for the final draft, editing is the act of cleaning up the texts for grammar, spelling, punctuation, diction, sentence structure, and correctness.

Writing is a productive written language talent; it may be concluded. Writing abilities are used to communicate information from spoken to written language. To develop literature, considerable thought is required, which begins with identifying the core concept, planning, and the revision process. It takes a special ability that not everyone can learn in order to reach the entire population.

2. The Importance of Writing

Students must examine a variety of factors in order to produce a successful writing outcome, as writing has certain value and benefits that impact the teaching and learning process. Harmer (2008) is in support of it. Writing has several rewards. Writing enables students to concentrate on correct language usage, stimulates language growth, and may be used to enhance students' English proficiency. There are several advantages to learning to write, according to Harmer (2008). Students can do the following by writing:

a) Avoid writing's limits. Students have more time to consider in writing than they do in speaking activities. They can go over what the students already know in their heads and verify their vocabulary and grammatical patterns with the help of a dictionary, grammar books, or other reference.

b) Practice your linguistic skills. Writing practice can help them improve their writing abilities.

c) Summarize the materials that the teacher has explained. The students write a message to the teacher asking him to clarify the content so that they are aware of it.

d) Assist in making a note as part of the activity preparation.

e) Before beginning the assignment or activity, the teachers provide an explanation to the students so that they may make a mental note of it.

f) In a speaking exercise, write a dialogue. When students are in a speaking class, they frequently write.

Writing is an ability that has grown over time in society and has several purposes that can assist individuals in their daily activities. Some functions of written language in everyday life, according to Halliday and Nunan (1991), will impact the text produced. These are the ones:

1. The utilization of written language in public signs, product labels and instructions, recipes, maps, television and radio guides, and other places might be characterized as "writing for action."

2. Writing is collecting data. Public notices, advertising, and reports may all be found in newspapers and current affairs publications, as well as public notices, ads, and reports.

3. Writing for the sake of amusement. Light periodicals, comic strips, fiction books, poetry, theatre, newspaper features, film subtitles, and games might all be used to display it.

3. Writing Process

The four main writing phases are included in the writing process as a school exercise. Planning, drafting (writing), rewriting (redrafting), and editing are the four steps. Three further phases that the instructor externally imposes on learners are responding (sharing), assessing, and post-writing. The plot of the writing process is as follows:

i. The planning stage, often known as pre-writing, is the first phase. Planning, according to Richards and Renandya (2002), is any classroom activity that promotes students to write. This is the first of 14 steps that students must complete before writing a text. Some activities, such as group brainstorming, clustering, fast free writing, and WH-questions to create ideas for students before they compose a text, give learning opportunities for students at this level.

ii. Drafting is the next step. The researchers are only concerned with the fluency of writing at this point, not with grammatical precision or the neatness of the manuscript (Richards and Renandya, 2002). Students are asked to put the arrangement they established in the planning stage on paper in the draft step.

At this point, the printed text's spelling conventions are disregarded. The students' main goal is to develop content.

iii. The following stage is to revise. This step entails students reviewing the written draft, sharing the document with a writing group created in the classroom, and rearranging the content based on input from writing group members. At this point, the students can either add new ideas to the text or eliminate sections that aren't essential. For learners, revision is a challenging step.

iv. Editing is the final stage. The attention has been on the material up to this point. The mechanical aspects of writing, such as spelling rules and punctuation, are verified at this stage. Before sharing their work with others, the students go over the document one more time and make readability changes. An editing check-list with examples of spelling problems might be created. This list may be useful to the learners in the future for their learning.

4. Characteristic of writing

According to Tarigan, good writing reflects the author's ability to arrange available materials into a whole as a whole, reflects the author's ability to use harmonious tones, reflects the author's ability to write clearly and not vaguely so that the reader does not struggle to grapple with the implicit and explicit meaning, reflects the author's ability to write conclusively, reflects the author's ability to write conclusively, reflects the author's ability to write conclusively (Theresia, 2013). As a result, effective writing has the following characteristics: it is clear or

readily understood by the reader, it has meaning, it is always cohesive and intact, it is economical, it follows grammatical rules, it has a final solution, and it may reflect the author.

B. Error Analysis

This section includes various concepts such as error analysis, the distinction between error and errors, and classification of error.

1. Definition of Error

According to Gafes, the error is accuracy or departure from accuracy (Teresia, 2013). The Oxford Advance Learner's Dictionary (2009) defines errors as "errors that cause issues or have an impact on the result of something." If a learner generates the incorrect speech or spelling because he lacks the necessary information to fix it, inference might be used to infer the error. Making errors is an unavoidable aspect of the learning process. It is impossible to learn a language without making errors in advance. As a result, it goes without saying that errors are made when learning a language.

The error should not be seen as a failure of the learner. On the contrary, they are credible proof that students are truly learning. It is a variant for learners who are still working on their language skills. Error is a part of the language learning process that students are unable to rectify when they make errors. According to Brown (as cited in Syarfuni, 2013), learning to succeed, comprehend, and read all include a process in which success is

achieved by benefitting from errors, utilizing errors to acquire feedback from the environment, and then using that input to create new tries that gradually approach goals. It indicates that the errors must be thoroughly investigated.

2. **Definition of Error Analysis**

There are many definitions of Error Analysis have been given from different perspective. Dulay defines that making errors are a natural behavior in every learning process because errors are the flawed side of learner speech or writing (Hikmah, 2020). Researchers cannot learn and master the language without systematically doing errors. Crystal (as cited Salmaweh, 2013) claims error analysis is unacceptable forms produced by someone learning foreign language, especially a foreign learner. It is a natural thing if there are errors appear in language learning and we cannot convict anyone. We cannot say that errors seem as an indication of students' failure but they are the real sign that students are learning.

Error analysis, according to Tayler, is the study and assessment of linguistic uncertainty (Popescu, 2013). Brown (as cited in Syarfuni, 2013) also constructs a significant component of learning in knowing and obtaining information in his correctness, mistakenness, wrongness, and erroneousness assumptions. Learners are unable to readily fix the errors, which necessitates more explanation. According to the definition above, error analysis is a method of analyzing a learner's errors with a single goal in mind: finding, characterizing, analyzing, and explaining the errors.

3. **The Differences between Error and Mistake**

It is critical to distinguish between errors and mistakes. Technically, these are two very distinct things. Nobody expects students learning a language to generate nothing but errors in both speaking and writing. Furthermore, sentences are erroneous products, according to Corder adopted from (Popescu, 2013), if they are unsuitable or improper.

It is tough to tell the difference between an error and a mistake. According to Ellis (as cited Aisyah and Rahmawati, 2019) there are two ways to tell the difference between an error and a mistake. Examining the constancy of learners' competency is one method. If they repeatedly use the wrong form of the phrase, it is a sign that they're making a mistake. It is, however, a mistake if they do the language well at times and incorrectly at other times. Another option is to have the students try fixing their own errant speech. Errors occur when they are unable to turn it into the right shape. If they are successful in correcting it, however, the variances are errors.

According to explanations above, it can be concluded that error is a mistake that learners are unable to correct the deviation when they perform their speaking or writing so that they need more explanations from the teachers or other experts. Meanwhile, a mistake is a deviation of the learners when they perform an exercise or speak about something. They can correct their deviation and improve it to be right.

4. **Classification of Error**

There are two elements of the classification of error. The categorization of errors based on a set of criteria, as well as identifying and categorizing of the errors made by students. According to Keshavarz (2012), error analysis is a technique that entails collecting samples of learner language, finding the errors in the sample, explaining these errors, categorizing them according to their type and sources, and assessing the learners' severity. To begin, as a language student, learners must make errors, which are unavoidable. Second, they may profit from errors. Third, all errors are caused by factors other than the learner's mother tongue. Based on Aisyah and Rahmawati (2019) (adapted from Keshavarz), to identify errror which is separated into nine categories: tenses, to-infinitive, gerund, preposition, active and passive voice, agreement, word order, article, and modal are all examples of errors:

a) Tenses

According to Kreml as cited from (Febriyanti & Sundari. 2016), in English, tense indicates when an event occurs or describes a condition.The errors in tenses usage occurred because the students are unaware of the regulations. Tenses become the aspect of time in English grammar, however there are no tenses to convey the aspect of time in Indonesian language. When researcher sees a variety of verb forms and links them with time, the students are perplexed. Verb tenses are always

related with specific periods of time. As far as the learners are aware, many types of verb tense are not always connected to time.

b) To infinitive

The primary purpose of to-infintive is not understood by the students. "The government also offers facilities for homeless people who obey the guidelines," for example. The learner should add to- before the word "obey" and use "to obey."

c) Gerund

There is no gerund to represent some verbs in Indonesian grammar, the students are unable to comprehend the essential purpose of gerund. Because ordinary students are encouraged to utilize the present tense, the researcher understands that students seldom employ gerunds or verbs ending in -ing. "They beg from one house to the next to acquire money for buy food," for example. The learners should use "for buying" since it must be followed by gerund (verb+ing) after the preposition.

d) Preposition

Preposition is generally relatively short and unassuming in appearance, yet they serve vital purposes based on Kreml as cited from (Febriyanti & Sundari. 2016). Nouns are usually used after prepositions (or pronouns). it is connective words that illustrate the connection between the nouns that come after them and one of the essential sentence

elements: subject, verb, object, or complement. It frequently imply links between their objects and other sections of the phrase, such as location, place, direction, time, method, agency, ownership, and condition.

e) Active and passive voice

It is also possible that the learners misinterpreted the passive voice as a sign of the past tense. "Every religion must teach that the one who places the hand above is nobler than the one who places the hand below," for example. The phrase "must be taught" should be used instead.

f) Agreement

The SVO word order is used in the majority of English sentences (clauses). It signifies that the Subject comes first, followed by the Verb, and then the Object. The students are still baffled as to how to behave themselves and rearrange the words into a coherent phrase. On their essays, the students are likely to utilize Indonesian grammar. The majority of the students convert Indonesian structures into English structures word for word. It produces an odd result in their written work. It starts while the students are writing in English and they follow the first language guideline.

g) Word order

The arrangement of words from phrases, clauses that form sentences in English that have complete meanings. Sentences are arranged with the arrangement of subject + verb + object which finally has meaning to be used.

h) Article

In this study, the largest number of inaccuracies is discovered. The students are unable to decide whether the items are included in the definite or indefinite article in this case. Furthermore, the functions of the definite and indefinite articles are quite similar, making it difficult to know which one to employ. It's also likely that, due to the effect of their original language, participants neglected to utilize articles at times. Furthermore, Indonesia grammar does not employ articles, making it difficult for students to master.

i) Modal

The students had no idea how the modal rules are structured. The students are unable to employ the modal pattern in either no verb or verb form. Because there is no verb to be in Indonesian structures, this situation arose.

5. **The Possible Causes of The Errors**

There are certain factors that impact errors, according to Kumala et al (2018). The first component is carelessness, which refers to a student's motivation to learn English. Second, first language interference and

translation may be defined as the first language interfering with the sentences created by students. Those issues are undoubtedly challenges for the students as they learned English. As a result, misformation errors arose in students' work. Then there's the teacher's explanation, followed by the students' confusion over grammar. The teacher's explanation would have an impact on the students' misunderstanding of grammar. The teacher's job is to ensure that the students comprehend and apply English grammatical rules appropriately. It would be detrimental to students' comprehension if the teacher is unable to effectively explain the English lesson. As a result, the students committed blunders and made errors. Some rules are frequently generalized by the students.

From the explanation above, it could be summarized that the factors mentioned caused the errors occurred. However, those factors relate to students' characteristics, background knowledge, and experiences in learning English would gave impact on the students' writing performance. Therefore, the more factors faced by the students, the more frequency of errors on writing occurred.

C. Argumentative Essay

This part explains definition of argumentive essay, components of argumentive essay, skills of argumentive essay, generic structures of

argumentive essay, language features of argumentive essay, and types of argumentive essay.

1. **Definition of Argumentative Essay**

An essay is a brief piece of writing written from the perspective of the researcher. An essay is a type of formal academic writing that is used to assess how well students grasp a subject. According to Oshima (2006), an argumentative essay is one in which you agree or disagree with a topic while providing evidence to back up your position. The goal is to persuade the reader that your point of view is correct. Argumentative essay questions are popular because they require students to think for themselves. Students must adopt a position on a subject, justify their position with strong reasons, and back up their arguments with reliable evidence.

The purpose of an argumentative essay is to convince someone to do or not do something. The reasons for your perspective, concept, belief, etc. are expressed in an argumentative essay. Argumentative (adjective): someone who is argumentative is someone who frequently argues or enjoys arguing. Argument (n): a series of reasoning that demonstrate whether something is true or false, correct or incorrect, and so on. An argumentative essay is one in which the author strives to persuade the reader of his or her point of view by presenting both pro and con arguments.

When learners agree with or disagree with something when you have an opinion and try to persuade your listener or reader to accept it. For example, you may try to persuade a person to go someplace in ordinary life, or the instructor might assign you to favour or oppose the usage of nuclear energy to generate power in a writing or speaking class. If you agree or disagree on a topic, you'll want your reader or listener to agree with you. As a result, we must be able to persuade listeners with what we say, and we must also have precise proof.

2. **Components of Argumentative Essay**

The argument component, according to Stab and Gurevych adopted from (Syarfuni, 2013), involves a claim that is supported or rejected by at least one premise. A claim is the central focus of one of an argument's components. A claim is a contentious sentence that should not be accepted by the reader until it is backed up by other sentences. A premise is a component that describes whether or not a claim is true. A classical description of the structure of an argumentative document, according to Hatch (1992), consists of an introduction, reason, rebuttal, and conclusion.

a) **Introduction.**

Learners might begin by stating the problem and providing background information for the argument and thesis.

b) **Reasons.**

It is typically best to dedicate one paragraph to each reason. Typically, there are two or three explanations.

c) Rebuttal.

One or two paragraphs are normal, depending on the arguments the researcher wishes to emphasize.

d) Conclusion.

Restate the main idea you need to highlight. So, the argumentative essay contains points that we must follow when creating arguments, as seen in the structure above.

3. Generic structure of Argumentative Essay

Thesis statement: In the body of the essay, the general assertion will be justified with evidence and argument. A good thesis has a structure to it. There are numerous models for arranging argument dialogue in a written text, according to Maccoun (1983). Body of this essay such as, argument pro, argument contra, and conclusion (a summary, a solution)

4. Language feature of Argumentative Essay

a) Simple present tense

It describes a real phenomenon; argumentative essays primarily need the usage of simple present tense. However, depending on the demands of the study, additional tenses are likely to be employed. Argumentative essays use a lot of reference terms like it, the, they, and this. Taking it for granted will

inevitably lead to the readers' lack of comprehension. Readers may become disoriented in the middle of a book if a reference is unclear as to what it relates to. Because it is an argumentative essay, strong phrases are used to persuade the reader.

b) Coherence

Cohesion (lexical and grammatical linkages), plausibility or interpretability (semantic relationship between old and new knowledge), and justifiability are three characteristics of coherence (Gao, 2012). This analysis addresses limitedly on cohesion aspects. To produce a cohesive argumentative essay, the researcher needs to concern about the topic sentences of each argument. The arguments, which might take the form of assertions, reasons, instances, or evidences, must all be well connected. It is beneficial and beneficial to the readers' flow of thought. If the ideas are distributed without a clear emphasis, the thesis becomes muddled, and readers may become overwhelmed in the middle of the reading.

Therefore, there are connectives can be used by the researcher. Mostly the connectives are used in body paragraphs with certain intention of the researcher. For example, to write points of arguments into list, the connectives are first, first of all, second, third, finally etc. To provide more supporting explanation or details, the researcher might use moreover, furthermore, in addition, besides etc. If the researcher would like to write the same ideas in

different way, the connectives could be in other words, with this in mind and so on. To give examples, there would be for example, for instance, especially, particularly etc. In order to draw a conclusion, a researcher asserts the thesis statement started by in conclusion, to sum up, thus etc.

D. Previous Study

Several articles have been conducted in error analysis research, Mitchell and Myles (as cited in Sawalmeh 2013) if errors are studied, could reveal a developing system of the student's L2 language. Sawalmeh (2013) errors is inevitable that learners make. Error is unavoidable and a necessary part of the learning curve. In the past few years, there has been a large and growing amount of the literature an error analysis. Safraz (2011), he examined the errors that were made by 50 participants of undergraduate Pakistani students in written essays, he found that the overwhelming majority of errors the students were made resulted from learners' inter-language process and some errors resulted from mother tongue interference.

In a recent study conducted by Mustakim and Samad (2019), in their article about compose great essay writing. They collected 14 essays to identify, and they found students' errors, such as article, preposition, spelling, meaningless, word choice, subject-verb agreement, auxiliary verb, plural form, verb form, and capital letter. Syarfuni (2013), his study examiners error in a corpus 25 essay written and 25 participants, these errors were singular/plural,

word choice, verb tense, word form, subject-verb agreement, missing space, spelling, word order, verb form, missing word, redundancy, and capitalization.

In addition, Aisyah and Rahmawati (2019), their article investigated common English language errors made by Third Semester Students in Writing Argumentative Essay. The subject of the study was the third semester students in the academic year of 2017/2018, there were two classes. In class A there were 25 students an in-class B there were 25 students. So, there were 50 writing of argumentative essays that would be the subject of this research. They find out the most dominant errors are article, tense, gerund, preposition, word order, agreement, modal, to infinitive. Furthermore, they found out that most of the learners rely on their mother tongue in expressing their ideas. They added that although the rating processes showed that the participants' essays included different types of errors, the grammatical errors and the mechanical errors were the most serious and frequent ones.