

CHAPTER II

LITERATURE REVIEW

This chapter contains several definitions related to this research, among others, the definition of writing, the writing process, argumentative text, problems faced by the writing process, strategies that can be used and there are previous studies that distinguish it from this research.

2.1 Writing

According to Cambridge Learner's Dictionary (2015) essay is a short of writing about particular subject, especially one written by a student and writing per se is the skill or activity of producing words on a surface. It means that text writing is the activity of producing short of written text that can be understood by the readers. Essay is a piece of writing several paragraphs long instead of just one or two paragraphs (Oshima et al, 1983). According to Susanto Leo (2007), essay is a short piece of writing by a student as part of a course of study. In other part essay is short piece of writing on a particular subject, written in order to be published. In other book essay is a composition that expresses the writer's personal view on a single subject (Paul, 1955). Writing essay has three parts, first as introduction paragraph and consist of two parts (Oshima et al, 1983). There are a few general statements about your subject to attract your readers' attention and a thesis statement to state the specific subdivision of your topic or the "plan" of your paper. A thesis statement for an essay is just like a topic and the controlling ideas or major subdivision of the topic.

2.2 Process of Writing Essay

According to Oshima cited in Edi (2015) in his article , writing is a process not a "product" (1991). This means that a piece of writing is never complete; that is, it is always possible to correct and revise, and review and revise again. The writing process is a person's way of finding what he wants to express, how to say it well and put it in written form. Because the writing process is a reflection of a person's natural thought process, the writing process will allow ideas to be generated and expressed in written language. However, a writer sometimes experiences "writer's block" when it comes to writing. This means that the ideas will not be easy pop into your head, and the writer will sit staring at a blank sheet of paper. To solve this problem, it is important for a writer to study the stages or process of writing.

Oshima (1991) states that there are four main stages in the writing process: pre-writing, planning, writing and revising drafts, and writing the final copy. The first stage is pre-writing. Two steps to be considered in pre-writing stage are choosing and narrowing a topic and brainstorming. Firstly, choosing a topic is used to determine the topic a writer is interested in and he masters or, at least, has background knowledge about. Secondly, narrowing a topic is used to narrow the subject to a particular aspect of the general subject that is too broad to be discussed in an essay. After a writer has chosen a topic and narrowed it to a specific focus, the next prewriting step is brainstorming.

Brainstorming that is also called generating ideas has function to get the writer started writing more quickly and save time in the later stages of the writing process. Listing, free-writing, and clustering are the three useful brainstorming techniques. The

second stage is planning. In the planning stage, the writer organizes the ideas he generated by brainstorming; then, he makes an outline that is very useful as a skeleton of an entire essay. The next stage is writing and revising drafts, in this stage, a writer writes the first rough draft and then, he reads and revises it. Next, he writes the second draft, proofreads, and revises again. The important aspects of composition to be revised are: content, vocabulary, organization, language use, and mechanics. After these three stages have been done, it comes to the last stage that is writing the final copy. In this stage, a writer must be sure that he makes all the corrections and is ready to hand in.

In line with the statements above, McCrimmon (1983) states that the writing process is divided into three stages: planning, drafting, and revising. Planning, as the first stage in the writing process, is a series of strategies designed to find and produce information in writing. It is an orderly procedure used to bring the desired result. Secondly, drafting, as the second stage in the writing process, is a series of strategies designed to organized and develop a sustained piece of writing. It is the procedure for drawing up a preliminary sketch. Finally, revising, as a third and final stage in the writing process, is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing. It is the procedure for improving or correcting a work in progress.

2.3 Argumentative Essay

Based on the explanation from Oshima and Hogue (2006: 142) that, argumentative essay is mainly focusing on in which you as the students, the writers agree or disagree with an issue, focusing on reasons to support your opinion. Then, the goal is to convince you, the readers that your opinion is completely right. The other

reason is why do the argumentative essay is proper to students, it forces the students to think on their own: the students have to take on an issue, support their stand with solid reason, and support their reason with solid evidence (see also: Rumisek and Zemach, 2010: 56; John, 2001: 38; Myers, 2001: 66; Hewing and Hewing, 2001: 215).

For more deep, from the book of Academic Writing English, Oshima and Hogue (2006: 143) argue that, what make the argumentative essay unique is about that the argumentative essay do not only just give reasons to support your point of view, the reasons to stand with your point of view but also you must discuss the other sides reasons, the other side point of view and then rebut them. Furthermore, Oshima and Hogue (2006: 143) explain that rebut means to point out problems with the other side's reasons to prove that they are not good reasons. We do this because we want the readers to know that we have considered all sides of the issue. When we show that we are reasonable and open-minded, readers are more likely to listen to our point of view.

Besides the researcher discussion about the definition above, there will be the organization of the argumentative essay. As according to Oshima and Hogue (2006: 143) that there are several ways to organize an argumentative essay, including the style in writing the argumentative essay (Jordan, 2003: 88). The students can use a block pattern or a point-by-point pattern. The outlines in the following chart show these two possible patterns.

Here is the table pattern of argumentative essay adapted from Oshima and Hogue (2006:143)

Table 2.1

Pattern of argumentative essay

adapted from Oshima and Hogue (2006:143)

BLOCK PATTERN	POINT-BY-POINT PATTERN
1. Introduction Explanation of the issue Thesis statement 2. Body Block 1 a. Summary of other side's arguments b. Rebuttal to the first argument c. Rebuttal to the second argument d. Rebuttal to the third argument Block 2 e. Your first argument f. Your second argument g. Your third argument 3. Conclusion – may include a summary of your point of view	1. Introduction Explanation of the issue, including a summary of the other side's arguments These statement 2. Body a. Statement of the other side's first argument and rebuttal with your own counterargument b. Statement of the other side's second argument and rebuttal with your own counterargument c. Statement of the other side's third argument and rebuttal with your own counterargument 3. Conclusion – may include a summary of your point of view

2.4 Strategies in Developing Ideas

Essay is an project for all students in writing college and the essay is independent project, so the students need some strategies in developing their ideas in writing essay.

There are some strategies cited from Dhani, et al (2021) :

Mapping Sometimes Called Clustering Or Webbing.

Mapping is way of visually analyzing the parts of subject. Mapping is one of the

most important preparations for producing quality writing. This technique could help to generate ideas and connect them together. Place individual ideas and connect together in lines. Writer might start with writing the topic in the middle of the page and draw a circle around it. Ideas that are related to your main topic and connect the center circle with line. Third, making a list, that is write single words, phrases, or sentences that are connected to your topic.

Free Writing

As the same like brainstorming, it occurs intensely for a short period of time and it is unselfconscious. The subject matter does not even have to be related the topic after write something. To look at the words and sense whether or not and really say what you are trying to express. Free writing can help students overcome the sense of block and can even help you get other things off your mind so that you can focus on your assignee topic. Jacob outlines the nature of free writing as having three important aspects “ concentrating on content not worrying about form and writing without stopping.

Making a list

Write single words, phrases, or sentences that are connected to the topic (Dorothy, 2003)

2.5 Problems in Developing Ideas

Essay writing is an activity of assembling sentences into a group of paragraphs written about one topic consisting of a thesis statement and supporting paragraphs that can be understood by the reader. There are some problems in writing essay stated by Alfaki (2015):

2.5.1 Grammatical Problems

Learners have a number of problems in their attempts to write in the second language . “As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students” (Tyner, 1987). Similarly, Kharma (1987) in Melese (2007: 12) states that students have problems with subject verb agreements, pronoun references, and connectors.

2.5.2 Problem Organization

According to Kharma (1986), learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. “The most common students’ problem in paragraphing is either the paragraph is not limited to a single topic or the single topic is not developed or exemplified adequately” (West, 1966: in Tsegay 2006: 17). Raimes (1983) states that the other problem of organization in student’ writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details. Pincas (1982) has also showed that learners have the problems of writing united paragraphs because of their failure to use cohesive devices appropriately.

2.5.3 Word Choice

A good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures (Norish, 1983;Alamirew, 2005). Reid (1983) in Melese (2007: 13), when the writer practices the choice of vocabulary that would reflect a concern for the reader and the purpose of writing, the composition written by the student would become sensible to his/her reader. However, writing in a second language using the appropriate words in the appropriate place is a problem for students. For example, White (1980) states that usually students use ‘big words’ in their essays to impress the reader, their teacher. The effort to impress the reader leads to a problem of diction.

2.5.4 Content Problem

Learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate with others (Clifford, 1987). According to Leki (1991) this could be because of the traditional methods teachers use to teach writing for spelling, punctuation, and mastering grammar. Clifford (1987) suggests that teachers should encourage students to focus on the message, ideas or thoughts they wish to convey rather than grammar, spelling, punctuation and others.

According to Raimes (1983) in Dhani,et al (2021) “When students complain about how difficult it is to write in a second language, they are talking not only about the difficulty of finding the right words and using the correct grammar but also about the difficulty of finding and expressing ideas in a new language”. Therefore, every student must be applied that strategies in writing essay, to solve this problems in his writing. So in this research the researcher will be tried to make a sample for applying the strategies in developing their ideas in writing essay.

2.6 Previous Studies

Some studies about writing essay, difficulties in writing, and about strategies in writing essay have conducted by some researcher. The current study conducted by :

1. Dhani, et al (2021) used descriptive qualitative research through questionnaire, interview and analysis data to 62 students' of fourth semester at IAIN Curup. But 10 students who have the best score of writing. In this study, the author uses an expository essay to find out how students can develop their ideas. The result shows the prime of the problems for the students is lack of writer motivations, and awkward structure or grammatical problems. In writing essay the students also have another problems such as write the thesis statement, problems of the content word choice. And the researcher find that the student is not used all the strategy in developing their ideas in writing essay. It can be caused by some strategy which is can develop their ideas. it can be concluded in his research that using strategies will help students in developing ideas.
2. Other research conducted by (Yulianti, 2018) This study is aimed at verifying the finding of a study on what learning strategies applied by the students in writing text qualitative descriptive study, the result shows that learning strategies influence the students' writing score; the students who get good score use metacognitive strategies and the students who get fair score use affective strategies.
3. Study on student problem in writing essay also conducted by (Asisa, 2020) Through The researcher applied the Descriptive Quatitative Method Design

with used a questionnaire and interview as a instrument to collecting the data. It Shows that The result of this research was showed the students' problems faced was lack of Self-Esteem, there 73,3% students agree if they were lack of basic knowledge about writing thesis, 60% students had an anxiety when they would come to guidance, another students faced was lack of communication with their supervisor there 66,7% students agree about that. Meanwhile, the factor causes students problem in writing thesis were Psychological Factor in decide to: (SelfEsteem, motivation and anxiety) and Sociocultural factor refers to: (social distance among students and society, and social distance between students and the supervisor).

4. Other study also conducted by (Alfiah, 2018) This study aims at finding out the kinds of problems in writing argumentative essay for Indonesian EFL Learners. Using qualitative research in collecting data. The instrument used to collect the data were document of student task about argumentative essay and interview. The result shows that the students' problems in writing argumentative essay was lack of exercise in writing, lack of structure and grammar, confused in word classes, understanding in English learning.
5. Another research was conducted by Maulidini in 2022 entitled "Students' Difficulties In Writing An Argumentative Essay" Students in the English Department of UIN Syarif Hidayatullah Jakarta were the population in this study. Using a purposive sample, students in the fifth-semester of the 2020/2021 academic year were selected as samples in this study. This study used a qualitative descriptive method. The instruments used in this study were

student essays and questionnaires. In carrying out the research, researchers used an online platform to obtain instrument. The results showed that students had difficulty in writing an argumentative essay. This was evidenced by the finding of errors in students' argumentative essay categorized according to the assessment rubric of Jacobs et al. (1981). Errors in the aspect of content 2%, organization 3%, vocabulary 27%, language use 21%, and mechanics 47%. The results of the analysis showed that students have many difficulties in terms of mechanics specifically in capitalization. On another note, this study also defines the causes behind students' difficulties in writing argumentative essay into three categories. The causes of student difficulties were lack of proficiency in production skills, lack of knowledge related to the subject matter of the content to be written, and lack of effective strategies for planning or revising essays.

From previous related studies explained above, it can be seen that all researchers aim to identify students' difficulties in writing an essay. Even though those studies mentioned above have similar focus but each also has its own differences. By having an argumentative essay as the core of this research, the writer intended to analyze students'

problem and strategies in developing their ideas in writing argumentative text and using eleventh accounting one students at SMK Pawiyatan Daha 1 Kediri as the participants.