CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

This chapter will review theoretical framework that is related with this study. The theory that underlies writing will be presented and explained in deep understanding and thought by the author to make the reader more understand about this study. This section will discuss about (1) the nature of writing they are; (a) definition of writing (b) the aspects of writing (2) essay writing (a) types of essay writing (b) argumentative essay and (c) students' ability in writing argumentative essay (3) Previous Studies.

1. The nature of writing

a. Definition of writing

There are many definition of writing that the researcher got according some expert. Related with education, writing is fundamental importance to develop person in learning and to success in the educational system.¹It means that in educational system spesially in university or collage, writing is the important one for students to finish their final exam in the last smester. They

¹ Trần Thu Hà. Thesis: "Integrating Reading and Writing Teaching to Improve VNUH-ULIS First Year English Majored Students' Writing Skills" (University of Languages and International Studies, 2011), 4.

have to produce a thesis if they want to graduate from the university and in making thesis is not simple. The students have to have good ability in writing and have to think criticallyl.

The second definition, writing is one of the four in language skills which is taught in the school and in writing students can express their feelings, ideas, thoughts and opinions.² In this definition, it means that writing will help the students success in learning process beacuse by writing the lecturer will know how well their students master their subjects that the lecturer gave to them during in the teching and learning process. Then, writing require the students to think critically by expressing their feelings, ideas, thought and opinion.

Writing also can be called as telecommunication tool because in writing the author can convey their opinion, idea or their thought in deep understanding to be communicated to the reader. As we probably know that writing is not a simple thing although everyone can write. In writing the author needs much time to create good writing. They should give attention in the content of every paragraph, the structure or grammar and the vocabulary that will be used by the author in their writing.

² Herliwati. Thesis: "Error analysis in the studens writing narrative paragraph at MTsN pajajaran panulang" (Jakarta: State Islamic University Syarif Hidayatuallah, 2011), 2.

According to these definitions of writing above, we can conclude that writing is a way to get success in education system for students and writing is a telecommunication tool to convey what we feel and what we think in writen form confidently in order to make the reader understand more about what we want to convey to them.

b. The aspects of writing

There are many aspects of writing that should be mastered by students if they want to increas their ability in writing. According to Weigle, the aspects of writing are content, organization, vocabulary, language use, and mechaics.³ It means that in writing, the students have to consider the good content, organization, appropriate vocabulary, language use, and consider the mechanics such as spelling, punctuation, and capitalization.

According to Geoffrey Broughton there are the numbers of aspects which need to be considered in writing⁴. They are:

- a) Mechanical problems with the script of English;
- b) Problems of accuracy of English grammar and lexis;
- c) Problems of relating the style of writing to the demands of a particular situation;
- d) Problems of developing ease and comfort in expressing what needs to be said.

³ Sara Cushing Weigle. Assessing Writing (Cambridge: Cambridge University Press, 2002), 115.

⁴ Geoffrey Broughton. *Teaching English as foreign language* (London: Rouledge, 1980), 116

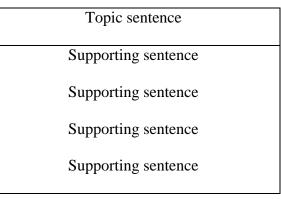
2. Essay Writing

a. The definition of writing essay

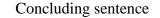
When we want to write and extend a topic more extensively or complex, we must convey it into essay form, in which a kind of writing that consists of more than one paragraph.⁵ It means, an essay is communication way in writing form that is conveyed with extensive knowledge, thought and understanding. An essay is different from paragraph because an essay is longer than paragraph. We can look at the difference both of them in concept maps bellow;

Concept map 2.1

Paragraph

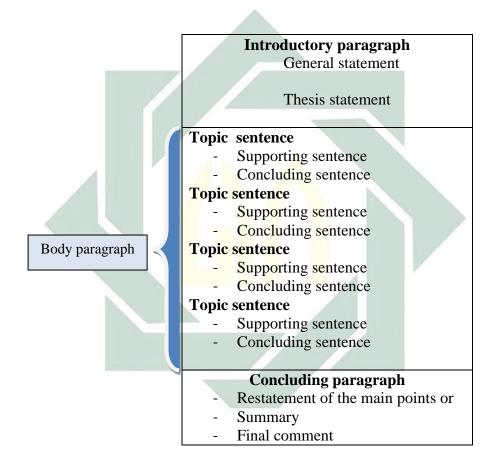


⁵ Otong Setiawan D. *Essay Writing* (Bandung: YRAMA WIDYA, 2009),11.



Concept map 2.2

Essay



According the concept maps above, it can be concluded that an essay is longer than the paragraph. In writing essay, it needs the author's extensive knowledge, thought, idea and opinion to make a good essay that has longer paragraph and content.

b. Types of essay writing

There are some types of writing that we should know specially for English students. They are letter writing, essay writing and creative writing. In this study we will talk about essay writing. There are four types of essay that could be distinguished in the English language. They are narrative, descriptive, expository and argumentative essays.⁶ This study only concerns with argumentative essay because arguentative essay is used in college to make students think critically in writing by expressing their feeling, idea, thought and opinion.

c. Argumentative essay

Argumentative essay is another types of essay writing and it is concerned with the reasoning ability of the writer to present an issue logically with an overriding view.⁷In this kind of essay, the author not only gives information but also present an argument with the PROS (supporting ideas) and CONS (opposing ideas) of an argumentative issue.⁸ The argumentative essay is also called a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.⁹ According to the meanings above, it is stated that

⁶ V.A.Alabi – Babatunde. *The Use of English in Higher Education* (Nigeria, Ilorin University Press, 1998), 172.

⁸ Oya Ozagac, Argumentative Essay, (Www.buowl.boun.edu,tr, Accessed on September 2004)

⁹ Jack Baker-Allen Brizee, Elizabeth Angeli. "*Argumentative essay*" (<u>https://owl.english</u>.purdue. edu, Accessed on october 3rd 2013)

argumentative essay is an essay that requires the writer or the author to convey their thinking in deep understanding and extensive knowledge by considering the evidence or supporting ideas to make the reader believe about the writer's argument. Therefore, in producing a good argumentative essay the author must have extensive knowledge, good ideas, deep thought and opinion about what they want to write.

Looking for the argumentative topic is not an easy task because according the definitions above the topic in argumentative essay should be narrowed down and it should contain an argument. The author also must have deep understanding, deep thought and extensive knowledge if they want to take a good topic to their writing.

According the explanation above, there are three possible organization patterns in writing argumentative essay.

There are three possible organization patterns:

Pattern 1:

Thesis statement: PRO idea 1 PRO idea 2 CON(s) + Refutation(s) Conclusion

Pattern 2:

Thesis statement:

CON(s) + Refutation(s)

PRO idea 1

PRO idea 2

Conclusion

Pattern 3:

Thesis statement: CON idea 1 -----> Refutation CON idea 2 -----> Refutation CON idea 3 -----> Refutation Conclusion

d. Students' ability in writing argumentative essay

There are some theories that can define the students' ability in writing argumentative essay. The first theory comes from Wingate. She says that *"The 'argumentative essay' is the most common genre that undergraduate students have to write and the value of the essay is its 'ability to display critical thinking and development of an argument within the context of the curriculum"*.¹⁰ According to the definition, it shows that students' ability in writing argumentative essay is their ability to display their critical thinking

¹⁰ Ursula wingate. "Argument!' helping students understand what essay writing is about" (London, 2012), 145-154.

and develop their argument that they have into some paragraph by following the supporting pargraph that will make their argument to be more strong.

The second theory comes from Bob, he says that "More likely than not, your writing program's best answer will be found in a rubric or scoring guide."¹¹According the statements, it seems that the students' ability can be known by assessment. The assessment that is in this study is scoring procedures for writing assessment. There are three kinds of scoring procedure. They are primary trait procedure, holistic procedure and analytic procedure.¹² It shows that there is kind of assessing or testing writing ability like assessing by using a rubric or scoring guide. There are some aspects of writing which should be noticed in assessing writing essay such as content, organization, vocabulary, language use, and mechanic.¹³ likes Alice and Ann says that"Good writing in English requires both good grammar and good organization".¹⁴ The statement explains that grammar and organization are included in the aspects of writing which should be noticed by the students in writing essay spesially in writing argumentative essay. According to Setiawan, every essay has to consist of the clear topic sentence, supporting

¹¹ Bob Broad. *What We Really Value "Beyond Rubrics in Teaching and Assessing Writing* (United States of America: Utah State University, 2003),1.

¹² Sara Cushing Weigle. Assessing Writing (Cambridge: Cambridge University Press, 2002), 108.

¹³ Sara Cushing Weigle. Assessing writing, 114.

¹⁴ Alice Oshima – Ann Hogue. Writing Academic English "A writing and Sentence Structure Workbook for International Students (United State Of America: Wesley Publishing Company,inc,1983), x.

sentences, concluding sentence and every paragraph has to be unity, completeness, and coherence.¹⁵

The third theory is from the Karen's rubric for assessment argumentative essay. The content of the rubric can be seen as follow:

Table 2.1

Table 2.1		
	Rubric for the assessment of the argumentative	Points
	essay	
Introduction	Well developed introductory, paragraph contains	4
	detailed background information, a clear	
Background or	explanation or definition of the problem, and a	
history	thesis statement	
	Introductory paragraph contains some background	3
Define the	information and states the problem, but does not	
problem	explain using details. States the thesis of the paper	
	Introduction states the thesis but does not	2
Thesis	adequately explain the background of the problem.	
statement	The problem is stated, but lacks detail.	
	Thesis or problem is vague or unclear.	1
	Background details are a seemingly random	
	collection of information, unclear, or not related to	
	the topic.	
	Conclusion summarizes the main topics without	4
	repeating previous sentences; writer's opinions	
	and suggestions for change are logical and well	
	thought out.	
Conclusion	Conclusion summarizes main topics. Some	3
	suggestions for change are evident.	
	Conclusion summarizes main topics, but is	2
	repetitive. Not suggestions for change and or	
	opinions are included.	
	Conclusion does not adequately summarize the	1
	mains points. No suggestions for change or	

¹⁵ Otong Setiawan D. "Essay Writing "(Bandung: YRAMA WIDYA, 2009), 16.

	· · · · · · · · · · · · · · · · · · ·	
	opinions are included.	
	Three or more main points are well developed	4
	with supporting details. Refutation paragraph	
	acknowledges the opposing view, and summarizes	
Main points	their main points.	
	Three or more main points are present but may	3
Body	lack detail and development in one or two.	
paragraphs	Refutation paragraph acknowledges the opposing	
	view, but doesn't summarize points.	
Refutation	Three or more main points, but all lack	2
	development. Refutation paragraph missing and or	
	vague.	
	Less than three main points, with poor	1
	development of ideas. Refutation missing or	
	vague.	
	All source material is used and smoothly	4
	integrated into the text. All sources are accurately	
	documented and in the desired format on the work	
	cited page. All sources are relevant and reliable.	
Use of source	All sources material is used. All sources are	3
	accurately documented, but a few are not in the	5
	desired format on the works cited page. Most	
	sources are relevant and reliable.	
	All sources are accurately documented, but many	2
	are not in the desired format on the works cited	2
	page. Some sources are relevant and reliable.	
	Lacks sources and or sources are not accurately	1
	documented. Innocent format is used. Sources are	T
	not relevant or reliable.	
	The writer treats the subject seriously using formal	4
Sentence	language. All sentences are complete, accurate,	7
precision	and clear; the writer controls the point of view	
Sentence	appropriately.	
clarity	The writer uses some informal language and	3
Clarity	•••	5
	slang. Most sentences are complete, accurate and	
	clear; there is an occasional use of "you" in the	
	essay, indicating a lack of revision or control.	2
	Some unclear or confused sentences; the writer	2
	shifts person throughout the essay or uses "you"	
	and "I" frequently.	

	Many unclear or complete sentences.		
	Punctuation and capitalization are correct.	4	
Mechanics Punctuation	Sentence structure is generally correct. Some 3 awkward sentences do appear. There are one or two errors in punctuation and capitalization.		
and capitalization	Work contains structural weaknesses and 2		
Work contains incorrect sentence structure. Thre are four or more errors in punctuation and capitalization.		1	

The fourth theory is adapted from Sara's book. In analytic scoring, there are some analytic scales that should be notice by the evaluator of essay. According to Jacobs in Sara's book, there are some aspects of essay writing and level of essay writing that should be noticed by the evaluator of essay. The aspects are content, organization, vocabulary, language use and mechanics (spelling, punctuation, capitalization and paragraphing) and the level begins from very poor, fair to poor, good to average and excellent to very good. The scoring profile of Jacobs can be seen as follow:

Table 2.2

Jacobs et al.'s (1981) scoring profile

ASPECT	SCORE	LEVEL/ CRITERIA
CONTENT	30-27 26-22 21-17 16-13	 EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to the topic, but lacks detail FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate

ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well- organized • logical sequencing • cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
tGAN	13-10	FAIR TO POOR: non-fluent • ideas confused or
OR	9-7	disconnected • lacks logical sequencing and development
		VERY POOR: does not communicate • no organization • OR not enough to evaluate
	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/ idiom choice and usage • word form mastery • appropriate register
VOCABULARY	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/ idiom form, choice, usage <i>but meaning not obscured</i>
DCAB	13-10 9-7	FAIR TO POOR: limited range • frequent errors of word/ idiom form, choice, usage • <i>meaning</i>
A V	9-7	confused or obscured
		VERY POOR: essential translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate

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	25-22	EXCELLENT TO VERY GOOD: effective
LANGUAGE USE		complex constructions • few errors of agreement,
		tense, number, word order/ function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple
		constructions • minor problems in complex
	17 11	constructions • several errors of agreement, tense, number, word order/ function, articles, pronouns,
	17-11	prepositions but meaning seldom obscured
		FAIR TO POOR: major problems in simple/ complex constructions • frequent errors of negation,
	10-5	agreement, tense, number, word order/ function,
		articles, pronouns, prepositions and/ or fragments, run-ons, deletions • <i>meaning confused or obscured</i>
		VERY POOR: virtually no mastery of sentence
		construction rules • dominated by errors • does not
		communicate • OR not enough to evaluate
	5	EXCELLENT TO VERY GOOD: demonstrates
		mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
MECHANICS	4	GOOD TO AVERAGE: occasional errors of
	3	spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
		FAIR TO POOR: frequent errors of spelling,
		punctuation, capitalization, paragraphing • poor
	2	handwriting • <i>meaning confused or obscured</i> VERY POOR: no mastery of conventions •
		dominated by errors of spelling, punctuation,
		capitalization, paragraphing • handwriting illegible
		• OR not enough to evaluate

In Sara's book, Weir also has criteria and aspects of writing essay for assessing essay by using analytic scoring. The aspects are the relevance and adequacy of content, compositional organization, cohesion, adequacy of vocabulary for purpose, grammar, mechanical accuracy I (punctuation) and mechanical accuracy II (spelling). The score in weir's attribute writing scale begins from 3 to 0. In this study, the researcher only focuses on the adequacy of vocabulary for purpose, grammar, mechanical accuracy I (punctuation) and mechanical accuracy II (spelling) to assess students' argumentative essay. The criteria or the level of the grammar, mechanical accuracy I (punctuation) and mechanical accuracy II (spelling) in attribute writing scale of Weir can be seen as follow:

1) Grammar

- (0) Almost all grammatical patterns inaccurate.
- (1) Frequent grammatical inaccuracies.
- (2) Some grammatical inaccuracies.
- (3) Almost no grammatical inaccuracies.
- 2) Mechanical accuracy I (punctuation)
 - (0) Ignorance of conventions of punctuation.
 - (1) Low standard of accuracy in punctuation.
 - (2) Some inaccuracies in punctuation.
 - (3) Almost no inaccuracies in punctuation.
- 3) Mechanical accuracy II (spelling)

- (0) Ignorance of conventions of spelling.
- (1) Low standard of accuracy in spelling.
- (2) Some inaccuracies in spelling.
- (3) Almost no inaccuracies in spelling.

In Sara's book also has a scoring rubric for structure or composition course and the scoring rubric has some score that show the level of the essay. They are 9-10, 7-8, 5-6, 3-4, and 1-2. This study only focuses on the organization from the rubric and the criteria of the organization can be seen as follow:

- In the score (9-10), the introduction orients the reader effectively to the topic and the author's thesis (purpose, plan, and focus). The conclusion effectively reinforces and comments on the thesis, providing closure to the essay. The supporting ideas are provided in a relevant and credible way. Then, the paragraphs are separated and logical units, fully developed, clearly related to the thesis and effectively connected to each other by appropiate, well-chosen and varied transitions.
- 2) In the score (7-8), the introduction orients the reader sufficiently to the topic and to the author's thesis. The conclusion competently reinforces and comments on the thesis. The supporting ideas are provided in relevant and credible way. Then, the paragraphs are separated and logical unit, well-

developed, clearly related to the thesis and well-connected to each other by appropriate and varied transitions.

- 3) In the score (5-6), the introduction orients the reader sufficiently to the topic and the author's thesis, though it may be brief and undeveloped. The conclusion reinforces and comments on the thesis. The supporting ideas are provided in relevant and credible way. Then, the paragraphs are separated and logical units, related to the thesis and connected to each other by appropriate transitions.
- 4) In the score (3-4), the introduction may not orient the reader sufficiently to the topic or to the author's thesis. The conclusion may neither reinforce nor comment on the thesis. The supporting ideas are insufficient and irrelevant. Then, the paragraph may not be separated and logical units, related to the thesis or connected to each other by appropriate transitions.
- 5) In the score (1-2), the introduction does not orient the reader sufficiently to the topic or to the author's thesis. The conclusion neither reinforces nor comments on the thesis. The supporting ideas are insufficient and irrelevant. Then, the paragraphs are not separated and logical units, clearly related to the thesis or connected to each other by appropriate transition.

The last theory is from Alice and Ann's book. In the Alice and Ann's rubric, the organization of an essay will get highest points (45), if the introductory paragraph begins with several general sentences and ends with a

thesis statement. In the body paragraph, each paragraph discusses a new point and begins with a clear topic sentence and each paragraph has specific supporting material; facts, examples, quotations, and paraphrased or summarized information. Then, each paragraph has unity, coherence and appropriate transitions are used to link paragraph. The last is about the conclusion. In the highest points (45), the concluding paragraph summarizes the main points or paraphrases the thesis statement, begins with conclusion signal, and leave the reader with the writer's final thought on the topic.¹⁶ In Alice and Ann's questioner or self-editing worksheet, they mention about grammar and sentence structure. They asked the writer if the writer has varied their sentence structure by writing simple, compound, and complex sentences.¹⁷ It means that good essay can be shown by the varied sentence in the students' essay.

According to all of the criteria, level and score of assessment essay writing above that stated by some experts, it can be concluded that students' ability in writing argumentative can be known by using assessment rubric to assess or measure students' ability in writing argumentative essay. Then, the researcher should consider some aspects in assessing argumentative essay such as content, organization (development of thesis statement or topic in

¹⁶ Alice Oshima – Ann Hogue. "Itroduction to Academic Writing" (PearsonEducation, Inc, 2007), 197

introduction paragraph, body paragraph, and concluding paragraph), cohesion, sources, grammar or sentence structure, cohesion, sources, mechanic (spelling, punctuation, capitalization), and vocabulary or language use.¹⁸ In this research, the researcher only focuses on some aspects of writing argumentative essay such as the organization (development of thesis statement or topic in introduction paragraph, body paragraph that focuses on the supporting and refuting sentences , and concluding paragraph), style and mechanics (grammar, sentence structure, spelling, punctuation, capitalization and vocabulary).

B. Review of Previous Studies

There are some studies that related with this study. The first previous study was carried out by Saito who conducted a research entitled "¹⁹An Analysis of Argumentative Essays of Thai Third Year English Majors Instructed by the Integrated Process-Genre Approach". This study investigated wheter the third-year English majors improve the quality of their argumentative essays from the first draft to the second draft after the intergrated process-genre approach applied in the class. This study also investigated the major characteristics of the first draft and the second draft of argumentative essay written by SWU third-year English majors. This study involved an exploratory design combining qualitative

¹⁸ Sara Cushing Weigle. *Assessing writing* (Cambridge: Cambridge University Press, 2002), 116-117.

¹⁹ Siwaporn Saito." An Analysis of Argumentative Essays of Thai Third Year English Majors Instructed by the Integrated Process-Genre Approach" (Thesis--Srinakharinwirot University, 2010)

and quantitative data collection and analysis. In the final of this study, this study found that the students had improvement in the quality of writing from the first draft to the second draft and this study found that the students were interested in debating on five main categories of topics including technology, ethic, moral value, health, education, media and the topic that could not be categorized.

The second previous study was conducted by Gusman by the title "Analysis of Students' Cause and Effect Essay Writings at Batu Sangkar".²⁰ The study had purpose to know the students' ability in writing cause and effect essay by focusing on the aspects of writing essay such as content, organization, grammar and sentence structure, mechanics and vocabulary. The study used descriptive-qualitative method in analyzing students' ability in writing cause and effect essay. In the final, the researcher that is in the previous study found that only 5 or 16,67% of students' cause and effect essay was very good in using the aspects of writing, 12 or 40% of students' cause and effect essay was good, 10 or 33,33% of students' cause and effect essay was enough, 3 or 10% of students' cause and effect essay was poor and 0% of students' cause and effect essay was very poor

The third study was conducted by Rokhmah with title "Students' Capability In Writing Persuasive Essay At The Second Year In SMU

²⁰ Elvina Gusman. "Analysis of Students' Cause and Effect Essay Writings at Batu Sangkar". Vol. 2 No. 1, Maret 2014.

Muhammadiyah 1 Lasem".²¹ This study analyzed the students' persuasive essay at the Second Year in SMU Muhammadiyah 1 Lasem to know the capability of students in writing persuasive essay, which is specified into the students' capability of the development of content, organization, vocabulary, language use, and mechanics. The result of the analysis showed that the students' capability in writing persuasive essay at the second year in SMU Muhammadiyah 1 Lasem was fair. The content of the students' essay ranged from fair to poor. The capability of organization ranged from good to average. The capability of vocabulary, language use, and mechanics ranged from fair to poor.

The fourth study was done by Diniya and the title is "An Analysis on Students' Ability and Difficulty in Writing Narrative Text".²² This study investigated the errors was made and the difficulty was faced by eleventh grader students in writing narrative texts and this study discovered the kinds of process and circumstances on students' narrative texts. The researcher designed this study in descriptive-qualitative form. The result of this study were most of the students have acquired the main purpose and schematic structures of narrative text, the processes and the circumstances found from the students' text are varied, and the students' grammatical errors found in their text are varied.

²¹ Nurul Lailati Rokhmah. "Students' Capability In Writing Persuasive Essay At The Second Year In SMU Muhammadiyah 1 Lasem "(Thesis--Universitas Muhammadiyah Surakarta; 2008)

²² Tabah Ghifary Diniya. An Analysis on Students' Ability and Difficulty in Writing Narrative Text, (Thesis—Indonesia University of Education Bandung ;2013)

According the previous studies above, the researcher concludes that the three studies above are different from this study. The first previous study has purpose to investigate whether the third-year English majors improve the quality of their argumentative essays from the first draft to the second draft by applying the intergrated process-genre approach. However, this study doesn't apply either certain techniques that improve students' argumentative essay because this study focuses on analyzing the students' ability in writing argumentative essay by noticing the aspects of writing argumentative essay.

The second previous study has purpose to know the students' accuracy in using the aspects of writing in their essay. Although the previous study has similar purpose to know students' ability in writing essay by noticing the aspects of writing such as content, organization, grammar and sentence structure, mechanics and vocabulary, but this study doesn't focus on the content and this study focuses on the argumentative essay not cause and effect essay. Then, in the previous study the researcher collected the data by asking the students to write essay according to some aspects that the lecturer given to the students, while this study collects the students' essay that they produce in the middle test.

The third previous study has purpose to know the capability of students in writing persuasive essay, which is specified into the students' capability of the development of content, organization, vocabulary, language use, and mechanics. Although the study has same purpose but this study categorizes the organization into some aspects (introduction, body paragraph, and conclusion) to be analyzed. The way the researcher takes the document was also different from this study. The study used test to collect the data, while this study collects the data from the result of the students' middle test in the fourth semester. The level of the students is also different. The subject of the study was the students in SMU 1 Muhammadiyah, while the subject of this study is the students in the State Islamic University (SIU) Sunan Ampel Surabaya. It seems that the students' level of the second study is low that the students' level in this study and it make the result of this study different with this study because of the differences of the level in second language learning.

The last diference is about the kind of the essay. Some experts maybe say that argumentative essay and persuasive essay have same aim to present a specific point of view but in writing argumentative essay the author more care in using facts, statistic, and other evidence to make the reader agree that the writer's position is correct while on the other hand in writing persuasive essay the writer more uses their passion and emotion in an attempt to sway the raders's loyalties.²³ There are other differencess both of argumentative essay and persuasive essay that will be explained in table 2.3.²⁴

Table 2.3

The differences between Argumentative Essay and Persuasive Essay

Argumentative essay	Persuasive essay
 Makes claims based on factual evidence. Makes counter-claims.The author takes opposing views into account. Neutralizes or "defeats" serious opposing ideas. Convinces audience through the merit and reasonableness of the claims and proofs offered. Often compares texts or ideas to establish a position. Logic based 	 May make claims based on opinion. May not take opposing ideas into account. Persuades by appealing to the audience's emotion or by relying on the character or credentials of the writer – lesson the merits of his or her reasons and evidence. Emotionbased.

The fourth previous study has purpose to investigate the errors are made and the difficulty are faced by eleventh grader students in writing narrative texts and the study discovered the kinds of process and circumstances on students' narrative texts. The differences of the study from this study is about the kinds of the essay. The study was analysing the students' narrative text while this study is

²³Mitchell. "What Is the Difference between an Argumentative and Persuasiven Essay?" (<u>http://</u>www.wisegeek.org,accessed on june 04,2015)

²⁴ Anderson. Argumentation and Persuasion (<u>http://www.berkeley.k12.sc.us</u>, accessed on june 27,2015)

analysing the students' argumentative essay. However, the elements of argumentative essay is different from the elements of narrative text.

