# CHAPTER II

## REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews some relevant theories and previous studies related to the main topics of this research. This part presents some theoretical frameworks and previous studies.

## A. Theoretical Frameworks

### 1. Writing in the Language Classroom

Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.[1] In addition, writing was divided into two categories; writing for learning and writing for writing.

a. Writing for learning

When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even check to dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use because they think as they write. It may provoke language

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[1] Jeremy Harmer, *How to teach writing,* (England: Longman, Pearson Education, 2004), 31

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development well as they resolve problems which the writing puts into their minds. Writing will help them learn better.[2]

b.  Writing for writing

Teaching 'writing for writing' is different, however, since our objective here is to help students to become better writers and to learn how to write in various genres. General language improvement may occur but that is by-product of a 'writing-for-writing' activity, not necessarily its main purpose. The kind of writing teaching is quite separate and distinct from the teaching of grammatical or lexical accuracy and range, even though both may improve as a result of it[3].

Those are clear explanation of the position of writing in this research. This research is categorized students' writing in classroom as writing for learning. Then, students' writing in public is categorized as writing for writing. This research connects both of writing for learning and for writing.

## 2.  Paragraph Writing

In academic writing, a paragraph has a topic sentence that directly told the reader the main idea. The other sentence in the paragraph, called supporting sentence, give more information about the topic[4]. Then, they state there are three major structural parts in paragraph. The first is *topic sentence.*

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[2]Jeremy Harmer, *How to teach writing,* (England: Longman, Pearson Education, 2004), 31
[3] Jeremy Harmer, *How to teach writing, ……….,* 34
[4] Dorothy E Zemach& Carlos Islam, *Paragraph Writing*, (Oxford: MacMillan, 2005) , 9

This part contains with a problem or issue that will be discussed in the paragraph. Next, the second part is supporting sentences or body. It is used to develop and support the topic sentence. Usually, supporting sentences contain with reasons, facts, examples or statistics in explaining the topic. The last part is concluding sentence which gives the sign to the readers about the end of the paragraph.

**a. Topic Sentence**

Every good paragraph has a topic sentence, which clearly states the topic and the controlling idea of the paragraph. Topic sentence told the main idea of paragraph. It briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is a helpful guide to both the writer and the reader. The writer can see what information to include (and what information to exclude). The reader can see what the paragraph is going to be about and is therefore better prepared to understand it. A good topic sentence should include one clear topic and an opinion or idea about the topic[5].

The topic is the foundation for the paragraph. It can be at the beginning, in the middle, or at the end of the paragraph[6]. The topic sentence helps the reader understand what the paragraph is about. The

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[5] Dorothy E Zemach& Carlos Islam, *Paragraph Writing*, (Oxford: MacMillan, 2005) , 14
[6] Keith S, April M, Elena V.S, *Great Writing 2: Great paragraph (Third Paragraph)*, (United State: HeinleCengage Learning, 2009), 9

sentences in a paragraph are about one topic. They are connected to one sentence. There are no unrelated or extra sentences.

Writers should choose a topic they want to write. This list below an example of ideas in chooses a topic and makes the topic sentence.

**Table: 2.1 A good topic sentence examples**

| Topic | Topic Sentence |
|-------|----------------|
| Food | The easiest food to prepare is … <br><br> The best meal I ever had was … |
| Color | Each color in my country's flag represents something special. <br><br> Colors can affect the way you feel. |
| Sports | _____ is an excellent _____ (name a sport) player. <br><br> The rule for _____ (name a sport) are not (easy/difficult) |
| People | _____ has taught me many things about life. <br><br> If I could meet anyone in history, I would like to meet… |

A  good topic sentence should guide the whole paragraph. It is not a general fact that everyone can accepts as true, and be specific but not too specific. A good topic sentence has controlling ideas –words or phrases that help guide the flow of ideas in the paragraph.

**b.  Supporting Sentences**

Supporting sentences explain or prove the topic sentence. One of a biggest problem in student writing is that student writers often fail to

support their ideas adequately. They need to use specific details to be thorough and convincing. Lopez and Dequilla define that a paragraph has unity when every sentences in the paragraph works toward developing a single idea[7]. Supporting ideas develop the paragraph by adding more information[8]. In other words, if the paragraph connects the sentences each other to discuss only one topic, it will create and appear the unity naturally in the paragraph. Therefore, the writers should make the appropriate supporting details to support the topic sentence in order to appear and get the unity in the paragraph.

Supporting sentences develop the topic sentence. They explain or prove the topic sentence by giving more information about it. Good supporting sentence are related to the topic sentence and its controlling ideas. Supporting sentences are like the interior walls of a house. If a house does not have interior support, it will collapse. Likewise, if a paragraph does not have good supporting sentences, its meaning will collapse, and readers will not be able to follow the ideas. The paragraph may be confusing or illogical. Good supporting sentence give information that supports and explains the topic of the paragraph. They answer questions −who? what? where? when? why? and how? and give details.

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[7] Lopez, MernaG.Rico&Dequilla, Ma. Asuncion Christine.*Learning to Write: Worktext in Writing for grade Six.(1st Edition)*. (Philippine: Rex Printing Company, 2000), 54
[8] Dorothy E Zemach& Carlos Islam, *Paragraph Writing*, (Oxford: MacMillan, 2005) , 21

Good writers think of these questions when they provide support- that is, write supporting sentences– for the topic sentence.

**c. Concluding Sentence**

A paragraph does not always need a concluding sentence. For single paragraphs, especially long ones, a concluding sentence is helpful to the reader because it is a reminder of the important points. However, a concluding sentence is not needed for every paragraph in a multi paragraph essay. A good concluding sentence signals the end of the paragraph and summarizes the important points briefly or restates the topic sentence in different words.

**3. Writing an argument**

a. Definition of Argument

Argument is not simply dispute, as when people disagree with another. Argument is making a case to support of claim for everyday affairs such as in science, in policy making, and in courtroom[9].

An argument, whether written or oral, is different from an opinion. An *opinion* is not based so much on evidence but on belief, intuition, or emotion. On the other hand, argument is a position supported by clear thinking and reasonable evidence, with a secure connection to solid facts. While arguments rarely prove a conclusion to be absolutely true but

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[9] George Hollocks, Jr, *Teaching Argument Writing Grades 6–12,* (Washington DC: Government Printing Office, 1996), 10

arguments demonstrate the probability of that conclusion. Opinions tend to be expressions of personal taste that have not been tested by the application of reasonable principles. As the example your opinion claim that history is a more interesting subject than literature, or that yellow is prettier than red. There are not thoughtfully and fully justified[10].

It indicates when someone writes an argument, they should apply some principles in argumentative writing. Argumentative writing could not be written freely without any consideration.

b. The classes of argument

Once you start to pay attention to the writing you do for school and work, you will notice how frequently your assignments appropriate with the definition of argument. You may also notice that the claims, or propositions, of these arguments tend to fall into certain patterns. In addition, papers in economics or history courses concentrate on identifying the causes of certain events, whereas lab reports in biology or physics focus on describing a particular process and interpreting its results. In fact, argument can be divided into four classes: (1) factual arguments, (2) causal arguments, (3) evaluations, and (4) recommendations. These classes are distinguished both by the type of

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[10] Katherine J. Mayberry, *Everyday Arguments a guide to Writing and Reading Effective Argument third edition,* (New York: Houghton Mifflin Company, 2009), 4-5

claim being argued and the degree of agreement expected from the reader[11].

1) Factual arguments try to convince the audience that a certain condition or event actually exists or has existed.

2) Causal arguments often found in those economics or history papers-try to convince readers that one event or condition caused another in the future.

3) Evaluations, or evaluative arguments, make value judgments. The film critics Roger Ebert and Richard Roeper are in the business of oral evaluations as they share their judgments about the quality of recent films with their television audience. Because evaluations are often influence in personal tastes and opinions, they are the hardest of all arguments to make successfully; nevertheless, they *can* be reasonable and effective. That is the example of evaluative argument.

4) Finally, it is recommendations. It tries to get readers to *do* something, to follow a suggested course of action. While the other three classes of arguments aim for armchair agreement, most recommendations want the reader's agreement to be translated into action[12].

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[11]Katherine J. Mayberry, *Everyday Arguments a guide to Writing and Reading Effective Argument third edition,* (New York: Houghton Mifflin Company, 2009), 5-6

[12]Katherine J. Mayberry, *Everyday Arguments a guide to Writing and Reading Effective Argument third edition,* (New York: Houghton Mifflin Company, 2009), 5-6

Almost the essays, reports and articles have the same basic pattern of organizations. There are introduction, main body and conclusion[13]. Thus, here are the parts of argumentative essay:

a. The introduction

This part is the opening one. The opening should support with some following requirements:

1) Opening with a strong statement

2) Opening with a Statistic or Fact

3) Opening with a Quotation: (Elbert Hubbard once said, "Truth is stronger than fiction.")

4) Opening with a Question. For example, have you ever considered how many books we'd read if it were not for television?[14] .

In order to make an effective introduction, there are some strategies, the following:

1) Introduction by narrative

This kind of opening engages readers in two ways: first, in its narrative approach, it satisfies our delight in being told a story, and second, it gains our interest by its *particularity*. The detail

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[13] Stephen Bailey, *Academic writing a handbook for academic writing,* (London and New York: Routledge, 2006), 10

[14] Katherine J. Mayberry, *Everyday Arguments, ……*, 5-6

is about people, places, and events that give readers a firm footing as they enter an unknown text.

2) Introduction by generalization

This kind of opening begins with a strong, unambiguous generalization related to the readers' experiences.

3) Introduction by quotation

Some introductions begin with quotations that are eventually connected to the topic of the essay. While perhaps overused and over taught, this technique *does* work if practiced thoughtfully. The writer using an opening quotation must be sure that it can be made to apply to the subject in an interesting way, and that the quotation is interesting, provocative, or well written (preferably all three)[15].

b. The body

This part are consists of both negative and positive side of the topic. Thus, make your position be clear, where you actually stand. The writer can give the fact as the evidence to strength the sentence[16]. In another words, the body consists of claim[17]. In addition, there are four types as the following:

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[15] Katherine J. Mayberry, *Everyday Arguments, ……*, 204
[16] Stephen Bailey, *Academic writing……*, 10
[17] Katherine J. Mayberry, *Everyday Arguments, ……*, 5-6

1) Factual claim is to convince an audience by giving condition or phenomenon exists or has existed.

2) Causal claim is to assert that one event or condition produces or helps to produce another event.

3) Evaluation claim is to make a value judgment of a person, activity or object.

4) Recommendation claim is to argue for a particular course of action in order to change existing circumstances[18].

c. Conclusion

The content of this part are summary of main points or reasons, restate thesis statement and Personal comment[19]. In addition, argument can have three basic types of conclusions:

1) Findings

The findings or results conclusion usually ends an argument of fact, such as the reporting of a scientific experiment or a case study. Some causal arguments, such as certain historical studies, may also end with findings or results. Actually, these findings are the argument's claim, which may be given in general form early in the argument and then with more detail at the end, or they may be given only at the end.

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[18] Katherine J. Mayberry, *Everyday Arguments, ……*, 31
[19]Stephen Bailey, *Academic writing……*, 10

2) Recommendation

Not surprisingly, recommendations typically conclude arguments of recommendation. Their purpose is to tell readers exactly what the argument expects of them. If the findings conclusion tells readers what they should *know,* the recommendation conclusion tells them what they should *do.*

3) General closing

The general closing is what we usually think of when we think of conclusions. This type of conclusion can work in several ways: it can move from the specific argument to a statement of the argument's broader significance, it can suggest future directions for research, or it can raise related issues. The general closing suggests a movement *onward* (where we go from here) or a movement *outward* (how this specific argument relates to other arguments), though the emphasis in any case will vary between these two elements[20].

## 4. Writing Argument for Publication

The first key consideration in deciding whether to publish or not is whether you have anything useful to say at this point. Premature publication is frustrating, messy and really to be avoided. Therefore do not waste your energies and efforts and those of journal editors and peer reviewers or try the

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[20] Katherine J. Mayberry, *Everyday Arguments, ……*, 209

patience of readers. Conversely, don't be shy about your writing that you constantly delay submitting anything for publication because it is not perfect yet. Perfection is a chimera – it could not be achieved and you can waste a lot of time and energy seeking of the perfect publishable paper[21].

Here is a list of the sorts of papers that you might be interested in writing for publication:

a.  A paper describing and analyzing your empirical or archival data from a research project. This can be written at various stages in the research process – you don't have to wait until the project is completed to write about it. Often researchers find it useful to publish 'along the way' once they have appropriate data to comment on. Of course, you should publish articles (and/or books) on completed research projects too.

b.   Most argumentative essay has special issues around particular themes from time to time. The themes are generally broad and, with imagination, you may be able to craft your research into a paper that fits them.

c.  A review essay, which takes a critical look at a range of literature in your field, synthesizing it and building on it to develop new insights. This can be a good one if you are doing a doctorate and therefore having to really master a whole field of literature. A 'think piece' which develops theoretical insights and ideas within your field of enquiry. A response to someone else's work. You are more likely to do this when you disagree

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[21] Adele Ramet, *Creative Writing 7th edition,* (UK: How to books, 2007), 146

with someone, but sometimes journals invite specific individuals to respond to a particular piece of work.

d. A methodological reflection in which you explore problems and dilemmas that may have arisen in the course of your writing.

e. Some canny people planning their doctoral theses do so in such a way that they can develop papers for publication in parallel with their dissertation chapters. In this way, they give themselves confidence that their work passes muster; polish, through the refereeing process; and a significant career advantage when they start applying for jobs. Keep in mind, though, that some of the sorts of pieces listed above may not be peer-reviewed. Whilst you will need to make clear the level of scrutiny to which your paper was subjected, even non-refereed pieces can help to build careers and reputations, especially in the early stages.

In addition, the explanation above is used to know the criteria of writing for publication.

## 5. Sending writing to a publisher

Surveys conducted by both the Workers' Educational Association and adult education authorities have shown that over 90 per cent of students enroll on creative writing courses with the intention of learning how to write for

publication. Unfortunately, the harsh realities of the publishing world can, for some, come as a terribly cruel shock[22].

a. Meeting the publisher's requirements

   Creativity is a vital ingredient but even the most gifted writer will fail to publish their writing if they are unable to fulfill certain criteria. For example, the majority of mainstream newspaper and magazine editors expect to be able to contact you via both fax and email and the non-fiction articles and features you write for them to:

   1) be computer-produced in double-line spacing

   2) be written to the specified length

   3) cover previously-agreed subject matter

   4) have a beginning, middle and an end

   5) Arrive by an agreed deadline[23].

b. Entering competitions

   Competitions offer big opportunities for writers in every field of writing but perhaps most particularly in the women's magazine market. Thus, for many winners, they can be the first step towards a career as a novelist. Competitions are regularly listed in the writing press and often

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[22] Adele Ramet, *Creative Writing 7$^{th}$ edition,* (UK: How to books, 2007), 146
[23] Adele Ramet, ….., 146

charge a legitimate entry fee of up to £10, but be aware that some advertisements, particularly in national newspapers, can be misleading[24].

According to Editor Richard Bell, competition winners should expect to receive a complimentary copy of any anthology containing their work or if this is not possible, it should at least be available in the library[25].

There are, however, plenty of reputable bodies running competitions which, depending on the rules, conditions and the prize on offer, may open useful doors for the winning author[26].

6. **Achievement in writing**

As developed nation move out of the industrial age into the information/conceptual age, there is an ongoing debate how to best prepare children and youth for adult success[27]. In addition, it believes that school play major role for this process. Some beliefs that students' achievement is needed to prepare[28].

Achievement is raising expectations for valuable, higher order skills like critical thinking, communication, innovation, creativity, collaboration,

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[24]Adele Ramet, *.....,* 149
[25]Adele Ramet, *Creative Writing .......,* 150
[26]Adele Ramet, *Creative Writing …..*, 150
[27] William G. Huitt. *A system-based synthesis of research related to improving students' avademic performance* (http://www.edpscinteractive.org/papers/improving-school-achievement,pdf accessed on December 3rd 2015)
[28] William G. Huitt. *A system-based synthesis of research related to………*

and entrepreneurship[29]. In this case critical thinking is related to the writing activity. Therefore, this research focuses on achievement in writing. For this term, there are four considerations to get achievement in writing[30].

### a. The writing habit

Some students are extremely unconfident and unenthusiastic writers. There are may be many reasons for this: perhaps they have never written. Perhaps they think that they do not have anything to say come up with ideas[31]. Even, writing habit is needed for student to develop their critical thinking.

Building the writing habit can be done with a range of activity. In the classroom, the teacher can promote instant writing by dictating half a sentence which the students have to complete. Teacher can get students to respond to music by writing what words or scenes a piece of music suggest. The students also can write about how a piece of music makes them feel. Besides, they can write a diary book at home[32].

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[29] Minister' Students Advisory Council Representatives. *Achieving excellence.* McKinsey & Company
[30] Frank Pajares, *self efficacy beliefs, motivation, and achievement in writing.*Taylor & Francis 19: 139-158
[31] Jeremy Harmer, *The practice of English Language Teaching,* (England: Longman, Pearson Education, 2004), 329
[32] Jeremy Harmer, *The practice of English Language Teaching ,..... ....* 329

**b. Writing with confidence**

Sometimes writing can express your personality. But when someone can command over writing, they can be confident that they are presenting their self as intend to in college, in graduate school, and beyond[33]. In addition, the confidence depends upon individual learner. There are young children, adolescents, and adult learners[34].

For young learners, they are confident to respond to meaning even if they do not understand individual words. Adolescent learner is confidence to respond to text and situations with their own thought and experience rather than by answering question and doing abstract learning activities. Thus, adult learners can engage with abstract thought. They are confidence with their abstract thought[35]. Therefore, writing with confidence usually appears in adolescent learner.

**c. Motivation**

Motivation is some kind of internal drive which pushes someone to do things in order to achieve something[36]. In addition, there are two types of motivation extrinsic and intrinsic motivation that is motivation which comes from outside and inside.

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[33] St. Edward'd University OWL. *Writing with confidence (http://think.stewards.edu/acadeic success/owl)* accessed on December2nd, 2015)
[34] Jeremy Harmer, *The practice of English Language Teaching,..... 81*
[35] Jeremy Harmer, *The practice of English Language Teaching,....... 81*
[36] Jeremy Harmer, *The practice of English Language Teaching, ........* 98

Extrinsic motivation is the result of any number of outside factors, for example the need to pass exam, the hope of parents, the hope of financial rewards. Intrinsic motivation comes from within the individual. Thus, a person might be motivated by the enjoyment of the learning process itself[37]. Most researchers and methodologist have come to the view that intrinsic motivation produces better result than extrinsic motivation.

**d. Environment**

Children's sense of futility versus control over their environment, in addition to other attitudes about school, appears to be one of the important predictors of achievement. In addition, Steven and Lee (1990) investigated achievement differences in Japanese, Taiwanese, and American children and found evidence for several factors that explained these differences: emphasis on group participation in the classroom, (b) realistic evaluation of children by both parents and teachers, (c) a strong emphasis on achievement in the home and classroom, and the underlying assumption that effort rather than ability controls test score. These results suggest that positive

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[37] Jeremy Harmer, *The practice of English Language Teaching, ........* 98

environment from parental, child, teacher attitudes may all be important for achievement[38].

## B. Previous Research

Some decades ago, some researchers have studied about argumentative essay. Firstly, Tuti Purwati has focused on error analysis on students' writing. This study paper mainly discusses about the problem in students' writing and analyzes it with linguistic category taxonomy. Based on this study, she noted that mostly college students of Jenderal Soedirman University Purwokerto got error about noun phrase. However, they are good enough to arrange their idea[39]. This study give information to the researcher that college student are not difficult to produce an essay.

Thus, the study come from Ismawati entitled "*Analyzing readability levels of students writing argumentative essay in the fourth semester of English education department IAIN Sunan Ampel Surabaya 2013*"[40]. This study showed that total of unreadable text is more than the readable text as equivalent with their education level. Ismawati's study supports the researcher to analyze argumentative skill in the same place. After 2013, today needs to know the improvement that happened on this department.

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[38] Hillary Coon. *Influence of environment on the academic achievement score adopted and nonadopted children,* 79-104

[39] Tuti Purwati. *Error analysis on students' writing.* (http://download.portalgaruda.org/article.php?article=9838&val =6312 accesed on September, 3rd 2015 )

[40] Ismawati. *Analyzing readability levels of students writing argumentative essay in the fourth semester of English education department IAIN Sunan Ampel Surabaya 2013.* Unpublished thesis, (Surabaya, UINSA Surabaya: 2013)

Thus, the research is conducted by Beth Jillian Chase entitled "*An analysis of the argumentative writing skills of academically underprepared college students*"[41]. The result of this research show that underprepared college student are low in aspect cohesion of paragraph. The objects of this research are new students. They are 112 of students. They have not got material about argumentative essay explicitly. In addition, the researcher used cohesion concept to analyze the argumentative skill of the students.

Thus, the content, purposes and the result of research study will be different from those previous studies. This research focuses to analyze students who ever got argumentative essay material and published their writing on newspaper. The researcher will analyze their argumentative skill not readability, or error analysis. This research will analyze use some element of argumentative essay such as introduction, main pints, conclusion, organization, work cited and mechanics. Certainly, it is different with Beth Jillian Chase's study which focuses on cohesion. Therefore, the researcher decides to continue this research because it has not observed yet. Finally, the researcher conducts this thesis entitled "An analysis the argumentative writing skill of students at English Education Teacher Department of UIN Sunan Ampel Surabaya."

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[41]Beth Jillian Chase. *An analysis of the argumentative writing skills of academically underprepared college students*(https://www.google.com/search?q=An+analysis+of+the+argumentative+writing+skills+of+academically+underprepared+college+students+Beth+Jillian+Chase+&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a&channel=sb accessd on September 3rd, 2015)