

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 The Nature of Writing

Writing is essential for EFL (English as a Foreign Language) students, particularly college students. Improving students' writing skills is an essential goal in academic contexts. (Al-Khazraji, 2019). Students are expected to write well-structured writing to improve their writing skills. (Ceylana, 2019). Furthermore, knowing how to arrange and organize writing behavior, review compositions, and educate readers. Bakry and Alsamadani (2015) Stated that good writing skills are vital to successful writing. Writing is a productive skill that understands cognitive processes such as expressing intentions, structuring ideas, problem-solving, and critical thinking. Writing also assembles and refines ideas into well-presented and polished pieces so readers can accurately grasp them. Writing is thinking, composing, and encoding words into text and text in written script. As a result, writing necessitates an entirely distinct set of skills, as it necessitates additional work in learning, thinking, planning, and revising. Similarly, emotions such as writing interest, anxiety, lack of self-efficacy, and perplexity all have a role in the development of individual learning (Driscoll & Powell, 2016).

Teaching writing in Indonesian schools should encompass specific competencies students must acquire to write. Some pupils could find it challenging to write texts appropriately (Widiastuti et al., 2020). Furthermore, according to Brown (2004), educators must teach and evaluate students' macro and micro writing abilities. Micro skills, which explain writing mechanics at the word level, such as coherent devices, past tense verbs, etc., apply more suitably to intensive and imitation writing performance types. The macro skill, on the other hand, encompassed a broader range of writing topics, including the structure and purpose of written texts, the major and supporting ideas, writing with both implicit and literal meaning, etc. Therefore, it concerns the entire written text rather than just a single word. To write well in English

independently, pupils must fully grasp both talents. Writing macro and micro skills help define the final evaluation criterion. The following are the macro and micro writing skills (Brown, 2004):

Micro Skills	Macro Skills
<input type="checkbox"/> Produce grapheme and orthographic patterns of English; <input type="checkbox"/> Produce writing at an efficient rate of speed to suit the purpose; <input type="checkbox"/> Produce an acceptable core of words and use appropriate word order patterns; <input type="checkbox"/> Use acceptable grammatical systems <input type="checkbox"/> Express a particular meaning in different grammatical forms; <input type="checkbox"/> Use cohesive devices in written discourse	<input type="checkbox"/> Use the rhetorical forms and conventions of written discourse; <input type="checkbox"/> Carry out communicative function of written texts; <input type="checkbox"/> Convey links and connection between events, and communicate; <input type="checkbox"/> Distinguish between literal and implied meanings; <input type="checkbox"/> Carry out culturally specific references in the context of the written text; <input type="checkbox"/> Develop and use of writing strategies;
Types of Writing Performance	
<input type="checkbox"/> Imitative and Intensive (controlled)	<input type="checkbox"/> Responsive and Extensive

Figure 2.1 Two Categories of Writing Skills (Brown, 2004)

Writing has become the most essential skill students must learn in an academic setting, and writing an essay is still the most common assignment category. The essential components of the essay are the introductory paragraph, which presents attractive statements to grab readers' interest; the body paragraphs, which develop a sub-subject of the issue in each paragraph; and the conclusion paragraph, which restates the critical points and includes additional quotations.

2.1.2 Types of Writing Form

There are many recognised types of writing. Using organizational patterns, the various forms of writing should strive for a particular effect on the readers. (Zribi & Smaoui, 2021). Four common writing forms are used in education. There are four commonly recognised types of writing: narrative, descriptive, expository, and argumentative.

Writing that tells a tale about actions or events that follow a naturally occurring temporal sequence is referred to as narrative writing. The most straightforward technique to explain narrative is to highlight events that happen before or after one another in time and describe an action or set of events so that the reader feels as though they are an actual witness to the occurrences (Gultom

& Pravitasari, 2013). This technique is used in novels and short stories, for instance.

Writing that describes something, such as an animal, a person, or simply something in our immediate surroundings, in written form is called descriptive writing. It is used to illustrate or explain something (Ade, 2019). Readers are expected to be able to imagine the thing or person being described in descriptive writing.

Writing that provides information explains something, and conveys meaning is known as expository writing. Expository writing is typically structured according to the author's objectives and goals rather than following a narrative format. Essays, informative articles, editorials, and instructional materials are examples of expository content type (Kurniati & Kusumastuti, 2019).

Argumentative writing is used to convince or persuade readers by supporting or refuting a claim or viewpoint. Argumentative writing is expressing the writer's viewpoint on a motion, whether they agree or disagree, and supporting it with facts to persuade the reader (Rachmawati, 2016).

2.1.3 Argumentative Essay

2.1.3.1 Definition Argumentative Essay

Argumentative essays highlight an issue and present grounds for the writer's agreement or disagreement (Rachmawati, 2016). In addition to providing justifications, the writer must present evidence to support their claim. An argumentative essay is viewed as a dynamic literacy exercise in which the writer engages the reader in dialogue while presenting a point of view and attempting to persuade, adhere to, or convince them. Argumentative writing is the process of stating a point, refuting it, examining its reasoning, rebutting it, and then coming to a conclusion. Researchers have shown that argumentative writing is the most challenging writing style because it requires tertiary students to express their thoughts in ways that are appropriate for academic contexts (Ferretti et al., 2007). Three general patterns compose an argumentative essay as a type of academic writing. Despite the general framework, the argumentative essay also

includes claims and refutations (Setyowati et al., 2020). Composing an argumentative essay is a frequently assigned task in higher education. Students writing this genre must present arguments for and against a compelling proposal. Most university students, whether studying L1, L2, or EFL, cannot make a strong case for or formulate a thesis statement. Arguments involve gathering factual evidence to support a claim or thesis statement. This is known as argumentation. For EFL and ESL students, producing a solid argumentative essay might be challenging. Writing an argument starts with having a position and supporting it with facts to persuade the audience to act or adopt the notion in light of a dispute (Ka-kan-dee & Kaur, 2014). In other words, an argumentative essay will always contain elements of an expository essay because it needs to explain its position on a particular problem or topic. An argumentative essay is a free topic text to convince or persuade the reader of the presented ideas. Its purpose is to incite in the reader an inclination towards the author's opinion (Javed & Shah, 2023). To summarise, the definitions described above for argumentative essays are one form of essay that focuses on providing the writer's opinion, whether they support or oppose the topic given by giving reasons and evidence to strengthen. When writing an argumentative essay, the writer must make it obvious whose side they are taking on the topic, and the supporting evidence must be demonstrated so that the reader has no doubts after reading the essay.

2.1.3.2 Characteristics of an Argumentative Essay

An argumentative essay is characterised by three stages, which represent the organising structure of the writing: thesis, argument, and conclusion (Hyland, 1990). The thesis is the first stage in writing an argumentative essay, which is to introduce the reader to the content which will be argued in the essay. The writer must first catch the reader's attention by writing a thesis. Rather than trying to impress the reader through the thesis, the writer needs to be able to make the reader grasp the content of the writing. Giving background information about the topic for contextualisation is also crucial in the thesis. The argument is the second stage. Describe the reasons for the introduction given in the thesis.

Describing reasons for the thesis needs better supporting evidence, which not only comes from the writer's conclusion. The writer needs to stand firm with their statement to hold the momentum of the readers' trust. Do not forget to provide data or cite references when writing an argument. The last stage is to mark the writing and affirm the correctness of the thesis. The conclusion mostly sums up the whole essay in brief paragraphs and merges the data given.

An argumentative essay is a type of writing that requires a writer to be able to investigate a topic and establish their position on the topic discussed concisely. In an argumentative essay, the authors must offer evidence to back up their position and highlight the flaws in the opposing arguments and the proof of their errors. (Romadhoni et al., 2022).

Like other essay forms, an argumentative essay uses rhetorical devices like metaphors and other figures to support its thesis. It is where intellectual rigour and the issuer's subjectivity belong. Javed & Shah (2023) stated that an argumentative essay typically possesses the following qualities: The essay's introduction presents the author's point of view through the thesis he upholds. The analysis is an integral component of the argument because it reveals the author's reasoning for taking a particular stance by contrasting ideas on the benefits and drawbacks and the pros and cons of various positions. The structure of an argumentative essay is the same as that of other essay types: introduction, development of the argument, and conclusion. The author will outline the topic of the essay in the introduction. It will accomplish this in a way that entices the reader to read on. It will highlight the main idea and state which side will make the argument, whether it is in favour of or against it, and why. In terms of arguments or growth, it is the essay's body. If there are multiple reasons, they should ideally be given in paragraph form, each addressing a single issue. To keep the reader interested, they must, in any case, be quite explicit and provide a comprehensive explanation of the logic. In the conclusion, the author concludes the topic again but in the light of a larger context, demonstrating to the reader that reading this will alter their understanding and view of the subject. Especially when writing theses, inserting new arguments is a common blunder. The

resolution ought to end the matter, not spark a fresh debate. Since the article is merely a contribution, it is wise to acknowledge and direct (in any event) any further research that others may like to do, beginning with that first reading. (Javed & Shah, 2023)

2.1.3.3 The Advantages of Writing an Argumentative Essay

Students benefit significantly from this procedure as far as writing an argumentative essay is concerned. The argumentative essay aids in the development of student's analytical and critical thinking abilities as well as their capacity to formulate and persuasively present an argument (Ferretti et al., 2007). When composing an argumentative essay, students must substantiate their claims with proof. As a result, producing an argumentative essay helps students acquire research skills, including locating reliable sources, putting together pertinent research summaries, and synthesising data.

Students might also benefit from writing argumentative essays by honing their critical thinking abilities. Critical thinking is one of the most important things people may learn in a formal education. Students who can write strong arguments can also analyse the elements of rational thought, identify flaws in the arguments of others, and generally improve their argumentative abilities. Strong argument writers are likely to be better at identifying fallacies and faulty reasoning in other people's arguments in the actual world (Kusumayanthi & Malik, 2022).

Students are expected to possess a broad knowledge base because writing an argumentative essay necessitates in-depth understanding to support the points. With a broad understanding, students must be able to address opposing viewpoints, integrate them into their broader argument and defend the thesis statement in the essay. The advantage of an argumentative essay is that the writer can express their thoughts, ideas, or opinions, accompanied by evidence and facts that state an opinion and its reasons (Inderawati et al., 2022).

2.1.3.4 Challenges and Solutions in Writing Argumentative Essay

The argumentative essay is the most challenging type of writing. As a result, pupils may likely struggle to write one. Byrne (1993) divided the pupils'

writing difficulties into cognitive, linguistic, and psychological issues. Linguistic issues arise in sentence structure, word class, tenses, article usage, word formation, and word mistakes. Linguistic issues can generally be related to syntax, grammar, lexicon, and mechanics (Solikhah, 2017). Psychological issues arise because of how students' emotional states relate to their argumentative essay writing (Byrne, 1993). Psychological issues may have a connection to pupils' anxiousness when writing. Another definition of writing anxiety is the term used to describe any one or a combination of thoughts, feelings, or behaviours that make it difficult for a person to begin, work on, or complete a writing assignment that they are cognitively capable of completing (Al-Sawalha & Chow, Thomas, 2012). On the other hand, cognitive issues deal with how we put ideas in order, punctuate, address and follow a subject, and adhere to guidelines and instructions. Writing assignments that call for creativity and critical thinking can be challenging, as can coming up with ideas or expanding on them, developing and organising ideas, and lacking opinion or sense. These cognitive issues are all connected to writing difficulties.

Writing is the most challenging skill, particularly in English education, since it requires a multi-component approach. The challenges derive from many aspects of the foregone research, such as vocabulary and diction (Toba et al., 2019), grammatical features, organisation, and teaching process (Hajeid, 2018), exploring and generating ideas (Bulqiyah et al., 2021).

When writing an argumentative essay, people first question themselves about what to write about and how to structure it. Furthermore, an argumentative essay aims to persuade the reader or audience when the writer/speaker's and the reader/audience's opinions and attitudes disagree (Rahmatunisa, 2014). Therefore, for readers to disagree with the writer's argument or accept the author's opinion as valid, an argumentative essay needs both strong opinion and critical thinking.

Students' issues with writing argumentative essays can be resolved in a few different ways. According to Rahmatunisa (2014), students typically seek input from their lecturers, edit and revise their work, create an outline, ask friends to

serve as proofreaders and read more to expand their vocabulary. Rahmatunisa (2014) conducted a study to discover the problems Indonesian EFL learners face in writing an argumentative essay. She conducted the Byrne (1995) analysis of the three problems in writing. The provision of planning helps improve the student's writing performance in an argumentative essay (Setyowati et al., 2020). The research was done by Setyowati., et al (2020) to provide planning for solving the students' argumentative essay writing issues. This research aims to determine how various preparation styles can enhance EFL students' argumentative essay writing abilities. The study's findings demonstrate that students' ability to write argumentative essays can be enhanced by using planning.

2.2 Study of Relevant Research

The writer found several studies exploring students' challenges in writing an essay. Those studies are explained briefly as follows:

The first research was done by Ka-kan-dee & Kaur (2014), who conducted the challenges that Thai EFL English primary students encountered when writing an argumentative essay. This study included 60 fourth-year English students enrolled in the Advanced Composition Writing course at two Thai public universities during the academic year 2013/2014. Think-aloud methods and semi-structured interviews were employed to collect data during the study phase. In the Thai context, the biggest hurdle to producing argumentative essays has been identified as vocabulary and grammar structure.

Like Ka-kan-dee & Kaur (2014), Rahmatunisa (2014) also investigated problems faced in Writing Argumentative essays by students majoring in English in their second year of university participation in this study. This research was done using a qualitative approach to characterise the issues faced by students and identify solutions. This research used the interview and writing assignments from the students to gather data for the study. The study's findings are different from the previous one; it is indicated that the majority of students' linguistics difficulties were with grammatical structure (23.25%), formatting words (30.2%), word classes (16.3%), word usage errors (9.3%), and article

usage. This investigation also revealed cognitive and psychological issues in addition to language-related ones.

The other related research found by Yassin & Hamed (2023) to investigate the difficulties that Prince Mohammad bin Fahd University (PMU) Saudi undergraduate male students had in writing topic sentences for traditional argument essays for a core writing course they took in the fall semester of 2017/2018. The document review method was employed to collect data for this research, which included thirty traditional argument essays. The research revealed five difficulty themes: lack of accuracy, lack of concision, lack of orientation, mechanical issues, and grammatical challenges. Writing difficulties were related to the following cognitive competencies in the five themes: comprehension, analysis, and assessment.

Meanwhile, Ariyanti (2017) investigated EFL students' challenges while writing essays to see what they need to learn to write better in English. To identify students' broad-spectrum issues, 33 English Department students at Widya Gama Mahakam University in Indonesia had their essays examined and filled out open-ended questionnaires using a semi-structured interview. Additionally, a semi-structured interview with the writing lecturer was conducted to learn more about his perspectives on complex issues related to teaching essay writing. The results demonstrated that pupils struggle significantly with grammar, coherence, and cohesive words.

In the last previous research, there was research regarding the challenges and the solutions in writing argumentative essays that were done by Setyowati et al., (2020) the goal of this study is to find out the issues that students face when writing argumentative essays and how they resolve them. The fourth-semester English Education study program students at the University of PGRI Wiranegara's Faculty of Pedagogy and Psychology during the 2019–2020 academic year served as the study's subjects. Byrne's (1995) taxonomy of writing problems, psychological, linguistic, and cognitive, was applied in this study. A descriptive quantitative design is used. Interviews and written assignments completed by the students served as the instruments. The result

shows that nearly all students have no trouble developing thesis statements and counterarguments for their argumentative essays on gender issues. The student's psychological issues include uneasiness, anxiety, low self-confidence, negative anticipation of their writing, pressure to produce flawless work on time, and pressure to write. According to the results of the two sets of data, pupils had difficulties with word formation, word tenses, word class, article usage, and word errors regarding language issues. The pupils' cognitive issues include poor grammar use, a lack of understanding of the relevant instances and facts in the essay's body, and ignorance of how to write references. The solutions proposed by the students, among others, are to have more readings on the topic, to be self-motivated learners, to propose untimed writing to the lecturer, and to use writing tools applications.

These researches revealed that producing argumentative essays is a significant barrier for students in academic writing. According to the findings of these studies, the problems students experience when writing argumentative essays include a variety of factors such as linguistics, background information, organisation, and argument building. Consequently, students will be able to understand their challenges and limit their errors when writing argumentative essays.

From previous related studies explained it can be seen that all researchers aim to identify students' challenges and limited solutions in writing argumentative essays. The difference with this research is that it focuses on challenges and varied solutions.