#### CHAPTER II REVIEW OF LITERATURE

* 1. **Writing**

#### Definition of Writing

Writing, in addition to speaking, is a method of communicating to convey messages. Abidin in Susanto (2017:4), suggests that writing is a process that communicates indirectly between the writer and the reader. According to Harmer in Sari (2107:5), states that writing is used for a wide variety of purposes, it is produced in many different forms. Writing is all about a set of processes and products (Sokolik in Thohid 2014:8). Writing is a process of expressing one's ideas that others can read and understand and produce something called "written work."

Dalman in Widaningsih (2016:8), states that writing is a creative process of expressing ideas in the form of written language for purposes, such as informing, convincing or entertaining. The author has his own purpose in writing a written work, among others, providing information, persuading, or engaging and educating readers. According to Marwanto in Mahmud (2017:35), states that wrote a person's ability no express ideas, thoughts, knowledge, science and his life experience in Written language is clear, coherent, expressive, easy to read, and accessible to others.

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From the various statements above, it can be concluded that writing is an activity to express ideas, life experiences into a written work that is easy to read which has the aim of providing information, entertaining, educating and persuading readers or listeners. Writing is one of the important skills that must be mastered. But of cousre, every language skill has its difficulties to master. The ability to write will be obtained after a person practices repeatedly. Means and Lindner in Ratnaningsih (2016:3), states that learning to write is like learning to drive in that one is learning to do several things simultaneously. The same thing was also expressed by Mohamad in Mahmud (2017:35) that writing or composing it's like riding a bicycle must maintain balance. It is easy for those who are already familiar with writing to start,

Boardman in Rahmawati (2018) also states that writing is a constant process of planning and arranging, rethinking, and reorganization. The following is an example of writing. "I do not agree with the idea that chocolate milk should be taken out of school cafeterias. Chocolate milk in school cafeterias? Say that people think that the sugar in chocolate milk is not healthy. They want to take it out of the cafeterias. That is not a good idea.

Kids who buy lunch in the cafeterias don't have many choices. There might be only one thing they can have for a main dish or vegetable. Then they can choose chocolate milk instead of white. If they can't choose, they might eat more potato chips, cookies, donuts, and other junk food. Plenty of kids buy only junk food for lunch. Chocolate milk is better than soda or gatorade. Kids who bring

lunch need to buy a drink, and these kids can bring a sugary drink instead of buying milk.

Even though chocolate milk has some sugar in it, it is still better than other things to drink. It has vitamins and minerals, so it's still a good thing. I think it's better for kids to at least drink some milk than not to drink milk at all, and some kids just don't like white milk. "This is what they say at the American Heart Association and the American Academy of Pediatrics, and I agree!"Writing with a purpose for audiences is significantly shown in the example above; it can be concluded that the writer intended to deliver their opinion and convince the reader. In order to be able to convey the purpose well in writing, there's no doubt that the writer must plan out the flows to be put into the writing so that the message can be fully conveyed.

As some experts stated above regarding writing definitions, it can be concluded that writing is an activity that has the purpose of communication by conveying messages or ideas in written form. By writing, we can express our ideas, emotions and thoughts while following the correct grammatical and language rules.

Doyin and Wagiran in Susanto (2017:22), states that a writer must be skilled at utilizing graphology, vocabulary, sentence structure, paragraph development, and speaking logic. It can be concluded that writing is not something that is obtained. through continuous practice. It's not impossible for everyone to have the opportunity to become a great writer, it just takes time and practice to get it.

#### Purpose of Writing

Every activity has a purpose, so do writing. Purpose is everything that someone wants to achieve in doing something. We write something for many different purposes. Abidin in Susanto (2017:4), suggests that writing is a process that communicates indirectly between the writer and the reader. Abidin explained that writing had a purpose to communicate indirectly. According to Haiston in Mahmud (2017:35) states that some reasons about the importance of writing is as a means to discover something, come up with a new idea, ability to organize and clarify various concepts or ideas that are owned, helps to absorb and process information, enabling practice solving some problems, and expressing themselves to be active and not only as a recipient of information. According to Miharja in Mahmud (2017:49), the state of the purpose of writing as follows:

* + - 1. A writer can recognize the ability and his potential. By writing you can know where the knowledge of a topic is. To develop that topic, the author must think, recognize knowledge and his understanding.
      2. He can practice in various disclosure of ideas. With writing he is forced to reason, connect as well compare facts or developed ideas.
      3. A writer can absorb more, as well as master information related to the topic written.
      4. A Writer can practice organizing ideas systematically and express it explicitly.
      5. A Writer can review and explore this own ideas more effectively.
      6. By writing something on paper, it will be easier for the writer to solve the problem. That is by analyzing it explicitly with more concrete cintext.
      7. By writing, a writer is encouraged to continue to learn actively. The writer becomes an inventor and problem solver, not simply absorbent from others.
      8. With planned writing activities, gets a writer used to writing and thinking, speaking in an orderly and orderly manner.

The conclusion that can be drawn from the opinions of the experts above, the purpose of writing is very diverse. Whether it aims to inform, to entertain, to explain, to persuade, to argue, to evaluate and to express readers or listeners or it aims to explore the potential of the writer.

#### 2.1.2. Aspect of writing

Writing requires several aspects that should be considered in order to be able to deliver a well-written document. There are five aspects of writing (Yuliana et al., 2016):

1. Content

How the writer develops their ideas into their writing is best described as "content" (Roza et al., 2011). Material refers to the stuff of writing, the core concept of experience (unity), ie, groups of similar statements presented by the writer in creating a topic. The paragraph content conveys ideas rather than serving a special purpose of change, statement, or emphasis.

It refers to the logical organization of material (coherence). It is scarcely more than an effort to gather all the facts and jumble ideas. And, in early drafts, it can still seek orders, identify trends in its content, and work to align subject information with what is, after all, a half-formed notion of the intended notion.

1. Vocabularies

This refers to selecting words that fit the content. It starts by assuming the writer wants to convey ideas as clearly and simply as possible. Overall, clarification should be the primary goal. Instead of distorting or blurring words, words that express their meaning are chosen. By providing various vocabularies, it can help the reader explore the meaning of what the writer intends to deliver (Roza et al., 2011).

1. Language Use

It refers to the right grammatical and syntactic patterns by separating, combining ideas into sentences, phrases, clauses, and creating logical relationships in paragraph writing. In language use, A writer needs to make coherent sentences into paragraphs.

It refers to the traditional graphic usage of the language, ie, the steps of arranging letters, words, sentences, and paragraphs using structural information, and some other related steps. The mechanic also describes the way A writer arranges and chooses words for his writing.

#### Argumentative Text

#### Definition of Argumentative Text

Each text has a different function and purpose, as well as an argumentative text. Arguments accompanied by logical reasons prove that the author can account for what has been stated. Beaugrande and Dressler in Sari (2017) define Argumentative texts which are used to promote the acceptance or evaluation of certain beliefs about ideas as true or false, positive or negative, conceptual relations such as reason, significance, violation, value and opposition should be.

According to Knudson in Özdemir (2018:112), the author should not only have a strong idea about the issue discussed, but also be wise for a successful argumentative essay. It means the author not only pays attention to the reasons he puts forward ideas that benefit him, but also pays attention to the truth side of the equation. facts presented so that the reader can draw meaning from the argumentative text.

Based on the various opinions above, the can be conclude that an argumentative text is a message that aims to influence the reader or listener about a belief or idea held by the author by showing evidence or facts that support the idea. An argumentative text that requires strong reasoning to express a fact.

#### Structure of Argumentative Text

According to Keraf and Gorys in Fransiska (2014), there are four structures of argumentative text as follows:

1. Introduction

Introduction is a part to attract attention from the reader, focusing the reader's attention on the arguments to be presented, and showing the basics of why the argument should be put forward in the conclusion. The facts must be carefully selected so that the author does not state things that are actually argumentative.

1. Body of argument

The whole process of argumentation lies in the skill and expertise of the writer, who must be able to convince the reader that what is stated is true until the conclusion is also true. There was a lot of good evidence that was true, but the presentation style was inappropriate. The writer must be on the side of the curious reader.

1. Conclusions and summaries

Conclusions must keep the reader's attention and refresh their memory about what has been accomplished and why the conclusion is accepted as logical.

#### Kinds of Argumentative Text

According to Hatim in Sari (2017), there are two arguments that can be distinguished as follows:

1. Through-Argumentation

This is started by stating a point of view to be debated. There is no explicit reference to an advertisement. Hatim represents the format or structure of through-argumentation as follows:

* 1. The thesis must be supported.
  2. Substantiation
  3. Conclusion

1. Counter-Argumentation

This is initiated by a selective summary of someone else's point of view, followed by a counter-claim, a substantiation outlining the grounds for the opposition, and finally a conclusion. Hatim represents the format of counterargumentation as follows:

* 1. Theses cited in opposition
  2. Opposition
  3. Substantiation
  4. Conclusion

#### Relevant research

In this research have carried out searches as sources or references that have similar topics or relevance to the subject matter. There are several researches as follows :

Retno Yulansari in 2019 entitled “An Analysis of the Third-Year Students' Difficulties in Writing Argumentative Essay at English Department at FKIP Bung Hatta University”. The research used descriptive method and the third- year students of FKIP Bung Hatta University enrolled in the English department as participants. In order to get a representative sample, this research used a cluster random sampling technique. The researcher used the writing essay test to collect data. The results of the research found that 60% of students had difficulties in the organization of ideas, 62.85% in grammar, 57.14% in vocabulary, 60% in signal transitions, and 60% in mechanics.

Second, Teaching writing using contextual teaching and learning in 2nd grade junior high school at SMP N 1 Kalijambe, Sragen by Ningtyas (2018), in her research, Ningtyas explains some of the objectives in conducting this research. First, the purpose of using contextual teaching and learning. She said in her research the objective of using contextual teaching and learning in

teaching writing is to make the students more interested in learning to write and so that students can more easily in writing because the contextual teaching and learning is concerned in the daily profession of students, not in accordance with the lesson plan. The second aim of her research is materials used in contextual teaching and learning. She concluded that in contextual teaching and learning teachers use descriptive and narrative material which is in accordance with the syllabus but less profound. The third aim of her research is procedures used in contextual teaching and learning. She explained that the procedure of contextual teaching and learning in writing opening, main activity and closing. There are seven aspects: inquiry, questioning, constructivism, modeling, learning community, authentic, assessment, reflection. And the last aim of her research is media used in contextual teaching and learning. She concluded that the teacher uses the media around the school for example UKS and scouts which i am not always in line with the syllabus. All the results of the research objects carried out by Ningtyas have been explained briefly. The difference between the research that has been done by Ningtyas and the research will be doing is, Ningtyas uses the contextual teaching and learning approach to attract students' interest in writing, while the research conducted by researchers is to increase students' writing skills using the contextual teaching and learning approach. The material used in implementing contextual learning is narrative text, while the researcher uses argumentative text.

The last related research found by the writer was done by A. Ariyanti and Rinda Fitriana. In 2017, the research was done with the title “EFL Students' Difficulties and Needs in Essay Writing”. The instruments used in this research were open-ended questionnaires and students' essays for 33 fourth- semester students of the English department at Widya Gama Mahakam University Indonesia as the participants. Not only using instruments through students, but the researcher also did a semi-structured interview for the writing lecture to dig more about the challenge of teaching essay writing. The findings of the research showed that students have major difficulties in grammatical, cohesion, and coherence terms. The results of the interviews through writing lectures showed that time was limited and many students in one class became a challenge in teaching.

There are differences between this research and the previous studies above. The difference between the first, second and third research with this research is in the participants. The first research used second-year students, the second research used third-year students as a participant, and the third research used fourth-semester students. Meanwhile, this research is going to use fifth-semester students in the English education department as the participants. As for the third research, which not only focuses on finding students' difficulties but also trying to identify students' needs while writing an essay, the essay from this research is also general. In contrast, this research focuses on analyzing students' difficulties in writing an argumentative essay and the causes.

From the 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 a similar focus but each also has its own differences. By having an argumentative essay as the core of this research, the writer intended to Develop Writing Paragraph Materials By Using argumentative text at The Eight Grade Student's of Madrasah Tsanawiyah Negeri 4 Mandailing Natal.

#### Framework of Thinking

Writing is a description of language in to written form, which is conducted by relating one sentence to another sentence, that is still forming one idea, and writing an argumentative text, it is intended to influence the reader's opinion, attitude and their way of thinking to do whatever the writer wants. The students can be said successful whenever they are able to make an effective paragraph where their writing is in good arrangement of sentence and logically and menaing.

Argumentative text is the act of forming reasons, making inductions, drawing conclusions and applying to be cases in discussions; the inferring proposition, not known or admitted as true, from facts or principles known as admitted, or proved to be true. In this study the researcher gives a way to make it easier to write argumentative text that is by applying writing paragraphs. It is a conception of teaching and learning that helps teachers relate subject matter content to real

world situations and its application to their lives as families, citizens, and workers and engage in the hard work that learning requires.

#### Figure 2.1. framework of thinking

Teaching of Writing

Argumentative Text

Students' Ability in Writing Argumentative Text