

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous the Study

The previous of the studied done by Faisal in “*FRIEND to develop an argumentative essay*” aims to help learners to develop their ability in organization an argumentative essay. FRIEND standing for Fact, Reason, PoInt, Elaboration, aNd, Decision.¹⁷

The second is “*The Goals Affect the Structure of Student’s Argumentative Writing Strategy?*” by Ralph p. Ferretti, William, E. Lewis, and Scott Andrews-Weckerly in University of Delaware. It aims to evaluate obtain from the structure of students argumentative strategy were highly analytical of essay quality, and they accounted for the effect of goal condition, grade, and disability status.¹⁸

For the last study is “*The Effect of Journal Writing Technique and Students’ Achievement Motivation Toward Writing Achievement of The Fourth Semester Students of English Education Department of UNDIKSHA*”. The method used post-test just control group design. And the result was there is

¹⁷ Faisal, Friend to Develop an Argumentative Essay, *Leksika Journal*, 7 (1), 2013, p. 45-50, (www.researchgate.net/publication/280730407_FRIEND_to_develop_an_argumentative_essay)

¹⁸ Ralph p. Ferretti, William, E. Lewis, and Scott Andrews-Weckerly, The Goals Affect the Structure of Student’s Argumentative Writing Strategy?, *Journal of Educational Psychology*, 101 (3), 2009, p. 577-589.

significant interactional effect between the implementation of those techniques and the students' achievement motivation.¹⁹

The differences between previous studies and this study are: First previous are about place, Faisal was used the senior high school as a subject, assessment was used holistic scoring, besides, the writer was used students at institute level, and the assessment was used analytical scoring. Second previous are the aim was evaluated the structure, meanwhile this study focus on organization on writing of argumentative essay. And the last, it was used control group and using effect of motivation on writing. Instead, this study was used experimental group.

B. Writing

1. The Definition of Writing

Writing is one of four skills expected listening, speaking, and reading. Writing is a process of writing activity where who want to write with often heavily influenced by the constrain of genres, and then these elements have to be presented in learning activities.²⁰

In writing process will represent a detail process that involves multiple brain mechanisms.²¹

¹⁹Gustiana Mettaningrum, Dantes, & Suarnajaya, The Effect of Journal Writing Technique and Students' Achievement Motivation Toward Writing Achievement of The Fourth Semester Students of English Education Department of UNDIKSHA, *e-Journal Program University Pendidikan Ganesha*, Volum 1, 2013, p. 1-10.

²⁰ Jeremy Harmer, *how to teaching writing*, Cambridge: Longman, 2007, p.33.

²¹ Ali Aghaei and Abdollah Hashemi Jashni, Survey and Comparison of Move Skills in Students with Specific Disorders in Dictate Notes with Normal Students at Fifth Grade in Mashhad City, *International Journal of Administration and Governance*, (1-4), 2015, p. 2.

2. The Nature of Writing

The nature of writing is to be displaced in time and space. That is any piece of writing transients throughout time and space. It has been argued that learning to write fluently and expressively is the most difficult of the macro skill for all language users regardless of whether the language in question is a first, second or foreign language.²² Writing needs specifically ability that the result is a good writing appropriately with the role of writing itself. Practice with continually will be support students ability.

3. The writing Process

The process of writing with a general sequence of stages are prewriting, drafting, revising, and editing. They are:²³

a. Prewriting

Prewriting is first step to think about your topic and idea to be focus on writing activity.²⁴ Lauren says that prewriting become one of strategies that will appear the unique thought and experiences with using effectively writing on number of possible essay topics.²⁵

²²David Nunan, *Design Tasks for The Communicative Classroom*, UK: Cambridge University Press, 2001, p. 35-36.

²³Regina L. S., Mary K. R., and Joann Rishel K., *Refining Composition Skills*. US: Heinle & Heinle, 2000, p. 3

²⁴*Ibid.*

²⁵Lauren Starkey, *How to Write Great Essay*, New York: Learning Express, 2004, p. 2.

b. Drafting

Drafting is the true writing of the paragraph. It become a first draft with grammatical correctness and will follow the general plan we have mapped out.

c. Revising

Come to the next step is revising. It is re-seeing our writing content and organization of the paragraph. The important one reason is revising as a way to evaluate the writing from drafting.²⁶

d. Editing

Editing is re-phrase some sentences on paragraph where not clear. It is also back to review and check the grammatically area and mechanically correct.²⁷ It is the last step on writing process to find a good writing.

4. Writing Assessment

The term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Internationally, assessment is alternated as the nature of teaching and learning in post-compulsory education changes.²⁸

²⁶ *Ibid*, p. 8.

²⁷ *Ibid*, p. 9.

²⁸ Sally Brown, *Assessment for Learning, Learning and Teaching in Higher Education*, Issue 1, 5, 2004, p. 81-89.

Sabarun states in Laila, assessment is as integral part in teaching of writing.

1. Process Assessment

This step aims to giving information about students' performance.

There are three kinds of measurements.

- a) Writing process checklist is formatting for observing student's writing, and as a teacher uses note to students' writing process stage.
- b) The discussion on aspects of the writing process. In this kind, the teacher and students to discuss about student's writing, include topic selection, prewriting activities, word choices, type of revision, etc.
- c) Self-assessment is persuading students to think their writing process.

2. Product Assessment

Product assessment is representation as giving a score to students in the last composition. In this part, there are three methods of scoring. There are holistic, primary trait, and analytic scoring.²⁹ Weigle in Assessment Writing Book say that in a table 6.1 Type of rating scales used for the assessment of writing.³⁰

²⁹ Laila Tanor, *The Effect Guided-Questions Strategy on the Students' in Writing Recount Text at the Tenth Grade of SMA NU Palangka Raya*, Unpublished Thesis, Palangka Raya: IAIN Palangka Raya, 2015, p. 25.

³⁰ Sara Cushing Weigle, *Assessment Writing*, Atlanta: Cambridge University Press, 2002, p. 109.

	Specific to a particular writing task	Generalizable to a class of writing tasks
Single score	Primary Trait	Holistic
Multiple score		Analytic

In this research will use analytic scoring that appropriate to assessing argumentative Essay. Analytic scoring is a scoring procedure in a piece of writing with referring to a list sub skill. In addition, rated on several aspect of writing that has a single score. There are five aspects are content, organization, vocabulary, language use, and mechanics.³¹

5. Essay Writing

1. Definition of Essay Writing

Oshima and Hogue, Reid and leggett et all in Siahaan point out that similarly part that a paragraph as a small part of text consist some sentences and the miniatur of an essay and legth of the paragraph is relative but this defenition implicate refers to a reasonably number of sentences that depend on the stationary of the data to carefully the main topic and the controlling idea in number of sentences.³²

Essay is the text that demonstrate an idea based on research and reading, where it's focus on developing an argument or analyzing idea and following structure paragraph that include: introducing, body paragraph, and conclusion.³³

³¹ *Ibid*, p. 114.

³² Sanggam Siahaan, *Issue in Linguistic*, Yogyakarta: Graha Ilmu, 2008. p. 214-215.

³³ www.qmu.ac.uk/ESL (Received on 7 October 2015)

2. Structure of Essay

The essay structure provided by Rolls and Wignell in Lesley Macgibbon³⁴

Introducing	
	General Statement
	Thesis statement
	Outline of main ideas you will discuss
Body of Essay	
	Paragraph A Topic sentence Supporting evidence Supporting evidence Supporting evidence Concluding sentence
	Paragraph B Topic sentence Supporting evidence Supporting evidence Supporting evidence Concluding sentence
	Paragraph C Topic sentence Supporting evidence Supporting evidence Supporting evidence Concluding sentence
Conclusion	
	Summary of main points; final comment.

a. Introduction

Introduction will present the idea and problem on the research and lade all background of information, concept, and term.³⁵

³⁴ Lesley Macgibbon, *Accademic Essay Writing*, Autralia: Charles Darwin University, 2013, p. 10.

1) General Statement

General Statement is opening the information to introduce the topic.

2) Thesis Statement

Thesis statement is the main idea in essay to introduce is based.

3) Outline

Outline is face of essay that makes the reader know how it is organized.³⁶

b. Body of Essay

Body paragraph is advocate the sentences in a paragraph and increase the topic with prove the point.³⁷

1) Topic sentence

Topic sentence is the main idea of paragraph.

2) Supporting Evidence

Supporting Evidence is the reason for the point of view of the introduction from proof reading to make clear the topic.³⁸

³⁵Journal of Young Investigators, Writing Scientific Manufactures, *Undergraduate Science Journal*, 2015, p. 11.

³⁶ Lesley Macgibbon, *Accademic Essay Writing*, p.12.

³⁷ Alice Oshima and Ann Houge, *Writing Academic...*p.64.

³⁸www.qmu.ac.uk/ESL, p. 3.

3) Concluding Sentence

Concluding Sentence has three aims, they are: it signal in the last of essay, to called up the reader of the point of idea, and give the final statement.³⁹

c. Conclusion

Conclusion concludes the point of topic on essay in the last paragraph.

3. Type of Essay Writing

Troyka in Adamson in Faisal's Thesis point out essay divides to five genres. Descriptive describe about person, place, smell, and other object that the reader can see and feel the scenes. Narration tells about event and action that what is happening. Exposition is informing and explaining about observation, idea, scientific data and other object those can find in some media. Argumentative is persuading the reader discuss about particular issue in writer's point of view that investigate a topic or other topic where to influence the readers to agree, support or approve the writer's opinion.⁴⁰

D. Argumentative Text

1. The Definition of Argumentative Text

Argumentative essay is defined by its purpose which is to persuade the reader of the correctness of a central statement. This text type is characterized by a three stage structure which represents the

³⁹ Alice Oshima and Ann Houge, *Writing Academic English*, p. 72.

⁴⁰ Faisal, *Friend to Developed ...* p. 47.

organizing principles of the genre: Thesis, Argument and Conclusion.⁴¹

According Oshima and Houge said that argumentation is a famous essay where the student demanded to think on their own opinion or their statement, such as stand on issue, support their solid reasons, and solid evidence.⁴²

2. The Organization of Argumentative Text

The organization of an argumentative essay should consist with body paragraph where it should be limited to the discussing of one general idea. It is important to note that each paragraph in the body must have some logical connections to the thesis statement with evidence support the thesis. Transition is one of foundation of the essay that consists to logical progression of thought and should wrap up idea from the previous section that is to follow in the next section with evidential supports. The organization of argumentative essay can uses a block pattern or point-by-point. The outlines are:⁴³

Block Pattern	Point-by-Point Pattern
1. Introduction Explanation of the issue Thesis statement	1. Introduction Explanation of the issue, including a summary of the other side's arguments

⁴¹ Ken Hyland, A Genre Description of The Argumentative, *RELIC Journal*, 21 (1), 1990, p. 68.

⁴² Alice Oshima and Ann Houge, *Writing Academi...*, p. 142.

⁴³ *Ibid.*, p. 143.

	Thesis statement
2. Body Block 1 a. Summary of other side's arguments b. Rebuttal to the first arguments c. Rebuttal to the second arguments d. Rebuttal to the third argument Block 2 a. Your first argument b. Your second argument c. Your third argument	2. Body a. Statement of the other side's first argument and rebuttal with your own counterargument b. Statement of the other side's second argument and rebuttal with your own counterargument c. Statement of the other side's third argument and rebuttal with your own counterargument
3. Conclusion May include a summary of your point of view	3. Conclusion May include a summary of your point of view

For the theoretical focus in an argumentative essay with following:

a) The Introductory paragraph

The Introductory paragraph is a part of paragraph in argumentative essay that explaining the issue.⁴⁴ In this part also as background information and giving the reason why the issue is important.⁴⁵

1) Thesis Statement is a part to mention about rebuttal point of view.

With put down the writer's opinion in the independent clause, and the rebuttal point of view put down in a subordinate structure. For

⁴⁴ *Ibid*, p. 147.

⁴⁵ Jason David & Rhonda Liss, *Effective Academic Writing 3*, USA: Oxford University Pers, 2006, p. 93.

example: Despite the claims that curfew laws are necessary to control juvenile gangs (subordinate structure), curfew laws are clearly unconstitutional (independent clause).⁴⁶

Using expression for beginning points of view, such as:⁴⁷

Some people feel that the United State should have a national health, care plan like Canada's.
Many think that genetically engineered crops are a grave danger to environment
Smokers say that they have a right to smoke.

Then for transitional signal to connect the opposing point of view, such as:⁴⁸

Some people feel that the United State should have a national health, care plan like Canada's; however others feel that government should stay out of the health care business.
Although/ Event though many think that genetically engineered crops are a grave danger to environment, such crops can alleviate world hunger and malnutrition.
Smokers say that they have a right to smoke in spite of the fact/despite the fact that smoking will kill them.

b) Body Paragraphs

In this part the topic sentence in each body paragraph will present clear about the reasons on writer's point of view in the thesis. The writers also present opposing opinion and express some arguments. In this part,

⁴⁶ Alice Oshima and Ann Houge, *Writing Academic...*, p. 147.

⁴⁷ *Ibid*, p. 148.

⁴⁸ *Ibid*, p. 148.

the writer uses the connectors to show addition and contrast for the arguments.⁴⁹

c) Conclusion

The conclusion restates the argument in the thesis with end on a prediction, a warning, and type of comment that reinforces the writer's point of view.⁵⁰ For the conclusion we use some transitional words such as: in conclusion, finally, to conclude, in summary, to sum up, it is clear up.⁵¹

The point of the essay is that students may begin to struggle. This is the portion of essay that will leave the immediately impression on the mind of the reader and must be effected and logical. Don't introduce any new information be conclusion, rather synthesize the information present in body paragraph.

Based on the definition above, can conclude that argumentative essay aims to persuade the readers towards the writer's point of view that he will agree, support, and approve the writer's opinions. And the good and effective an argumentative should conclude introductory, one or more body, and concluding paragraph.

⁴⁹ Jason David & Rhonda Liss, *Effective...*p. 100.

⁵⁰ *Ibd.* p. 93.

⁵¹ Alice Oshima and Ann Houge, *Writing Academic...* p. 72.

3. The Transition Signal

Oshima and Houge in writing Academic Book, the transition words and phrases and conjunctive adverbs, they are:⁵²

Meaning/ Function	Transi- tion Phrase	Conjunctive Adverb	Coordina- ting Conjunc- tion	Subordinat- ing Conjunction	Others
To introduce an additional Idea	In addition	*Furthermore *Moreover *Besides *Also *too	And		*Another (+noun) *an addition (+noun)
To introduce an opposite idea or contrast	*On the other hand *In contras	*However *Nevertheless *Instead *Still *Nonetheless	*but *yet	*although *though *even though *whereas *while	*in spite of (+noun) *despite (+noun)
To introduce a restatement or explanation	*In fact *Indeed	That is			
To list in order	First, second, third, next, last, finally				The First, The second, The

⁵² Alice Oshima and Ann Houge, *Writing Academic...*, p. 27.

					third, The next, last, final
To introduce an example	*For example *For intance				*An example of (+noun) *such as (+noun)
To introduce a conclusion or summary	*clearly *in brief *in conclusion *indeed *in short *in summary				
To introduction a result	*Accordingly *as a result *a consequence	*therefore *consequently *hence *thus	So		

4. The Model of Argumentative Essay

The model of argumentative essay by Oshima and Houge in writing Academic Book.⁵³

Separating the Sexes, Just for the Tough Years

The middle school years (grades 7 and 8) are known to be the “tough years.” These are the years when the uneven pace of girls’ and boys’ physical, emotional, and cognitive development is most noticeable. Girls are ahead of boys on all counts, and both suffer. Educators debate whether separating boys and girls during these years might improve students’ academic performance. Separate classes are now prohibited in public schools that receive federal funds, but a change in the federal law that prohibits them is under consideration. Although some parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results.

Opponents of single-sex education claim that test scores of students in all-girl or all-boy classes are no higher than those of students in mixed classes (“Study: All-girls schools don’t improve test scores, 2004”). However, the research is inconclusive. Despite the fact that some research shows no improvement in test scores, other research shows exactly opposite results (“Blum, Justin. Scores soar at D.C. school with same-sex classes, 2002”). More important, many psychologists believe that test scores are the wrong measuring sticks. They believe that self-confidence and self-esteem issues are more important than test scores. In same-sex classes, girls report increased confidence and improved attitudes towards math and science, for example (“Study: All-girls schools don’t improve test scores, 2004”). These are results that cannot be calculated by a test but

⁵³ *Ibid.*, p. 144-145.

that will help adolescents become successful adults long after the difficult years of middle school are past. New York University professor Carol Gilligan is certain that girls are more likely to be “creative thinkers and risk-takers as adults if educated apart from boys in middle school” (Gross, Jane. “Splitting up boys and girls, just for the tough years”, 2004). Boys, too, gain confidence when they do not have to compete with girls. Boys at this age become angry and fight back in middle school because they feel inferior when compared to girls, who literally “out-think” them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning (Gross, Jane. “Splitting up boys and girls, just for the tough years”, 2004).

Opponents also maintain that separate classes (or separate schools) send the message that males and females cannot work together. They say that when students go into the work force, they will have to work side-by-side with the opposite sex, and attending all-girl or all-boy schools denies them the opportunity to learn how to do so (“North Carolina school stops same-sex classes, 2004”). However, such an argument completely ignores the fact that children constantly interact with members of the opposite sex outside school. From playing and squabbling with siblings to negotiating allowances, chores, and privileges with their opposite-sex parent, children learn and practice on a daily basis the skills they will need in their future workplaces.

The final argument advanced by opponents of same-sex education is that it is discriminatory and, therefore, unconstitutional. However, research supports exactly the opposite conclusion: that discrimination is widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls

raise their hands (“North Carolina school stops same-sex classes, 2004”). Clearly, this is discriminatory.

It should be evident that the arguments against same-sex classes are not valid. On the contrary, many people involved in middle-school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork (“Marquez, Laura. No distraction? 2004”). As one teacher noted, “Girls are more relaxed and ask more questions; boys are less disruptive and more focused” (“North Carolina school stops same-sex classes, 2004”). Girls are less fearful of making mistakes and asking questions in math and science; boys are less inhibited about sharing their ideas in language and literature. Furthermore, schoolchildren are not disadvantaged by lack of contact with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public schools should be changed.

C. FRIEND Strategy

1. Definition of FRIEND

FRIEND strategy is eminent for Fact, Reason, Point, Elaboration, and Decision. In this strategy the learners will more practice to write by way of systematic and graded way. Subsequently, this strategy helps the learners’ ability to improve text in particular argumentative essay with accurately organizes each paragraph since it

provides systematic ways. FRIEND is also an easy way to think, express, and organize their ideas into paragraph of a good writing.⁵⁴

2. The Use of FRIEND

According to Faisal was used FRIEND that following:

- a. F which means fact. Fact is something that is known to have happened or to exist, especially something for which proof exists, or about which there is information.⁵⁵ The variety of issue so as to can be argued sensibly is one based on an estimation that can be supported by evidence for instance facts.⁵⁶ The point is fact that giving evident to support our introduction in the first writing.
- b. R which means reason. Reason is a premise of an argument in support of a belief, particularly a slight premise when given after the conclusion.⁵⁷ In an argumentative essay should give an opinion and offers reasons in hold up of its.⁵⁸
- c. I which means point. Point is essentially to controlling an idea of the essay.⁵⁹
- d. E which means Elaboration. Elaboration is the process of developing or presenting a theory, or system in further detail. This point the learners

⁵⁴ Faisal, Friend to Develop an Argumentative Essay, p. 46.

⁵⁵ *Ibid*, p. 48.

⁵⁶ Regina L. S., Mary K. R., and Joann Rishel K., *Refining Composition...*p. 282.

⁵⁷ A S Hornby, *Oxford Advanced...* p. 970.

⁵⁸ Regina L. S., Mary K. R., and Joann Rishel K., *Refining Composition...*p. 281.

⁵⁹ Faisal, Friend to Develop an Argumentative Essay, p. 48.

should develop the point with creatively, completely, and coherently. It will done supporting paragraph of an argumentative essay.⁶⁰

- e. N itself is and. Become conjunction to continue the next point.
- f. D itself is decision. This point uses to conclude or recommended the point why they disagree or agree with the fact.⁶¹

3. The Procedures of Teaching Argumentative Essay using FRIEND

The procedures of writing:

- a. Pre-writing
 - 1) Introducing argumentative essay
 - 2) Mention some contextual issues
 - 3) Introducing purpose, example and pattern of argumentative essay
 - 4) Introducing concept of FRIEND
- b. Whilst-writing
 - 1) Choose one of contextual issues to discuss in an argumentative essay writing
 - 2) Write the argumentative essay with applying the FRIEND each paragraph to an argumentative essay (Drafting). The steps of applying FRIEND to teach each paragraph of argumentative essay, they are:⁶²
 - (a) For Introductory Paragraph

⁶⁰ *Ibid*, p. 48.

⁶¹ *Ibid*, p. 49.

⁶² Faisal, Friend to Develop an Argumentative Essay, p. 48-49.

It consists of thesis statement and some controlling ideas. The teacher asks the student to find and to write the fact (F) or constant opinion that related to the topic with argue it. For example: title *“Cars in the city”*. Result of writing *“Nowadays, having cars a must for people in the city.”*

Subsequent to the reason (R) ask them why it is so, giving the reason for the fact. For instance: *“It is because cars provide a lot of advantages in helping people do activities.”*

Next, for point (I), elaboration (E), and decision (D), lead the student to think the point why they disagree with the fact, than controlling the ideas for argumentative paragraph. For example: *“However, as we all know, cars create pollution, cause a lot of road deaths, and other incidents.”*

(b) For Body Paragraph

Building the body paragraph must have topic sentence and some supporting sentences with through FRIEND. Same like before, take the first controlling idea is *“Cars create population”*. With following the form is fact (F) student thinks the fact or phenomenon commerce by issue and

supporting the fact. Like *“First, it is unarguable that cars contribute to most of the pollution in the world.”*

For the reason (R), the student finds out connected reasons why the fact occurs. For example: *“This is because cars create a deadly gas from the fossil fuel used by the engines”.*

Next, for the point (I), a teacher asks the students what matters result from this. For example, *“This dangerous invisible matter causes illness such as bronchitis, lung cancer, and triggers off asthma.”*

For the elaboration (E) is the students to present explanation to support the point, for instance, *“Some of the illnesses are so bad that people die from them. The data published by WHO in 2012 show that in big cities where most people drive their cars to do their activities, more than 10% of them suffer from a severe respiratory problem, and around 2% of them cannot survive.”*

To limbering up the first body paragraph and decision based on explained before. The student will present with decision (D) and use expression to conclude the explanation. For instance, *“It can be concluded that use of car with its*

dangerous gases leads to severe problem of respiration leading to death.”

And for the next body paragraph can follow the steps before.

3) Revising with Editor’s checklist (First Draft)⁶³

Put a check () as appropriate.

- ... 1. Does the essay have five paragraphs?
- ... 2. Does the essay have a thesis statement that identifies the writer’s point of view?
- ... 3. Do the body paragraphs include topic sentences that support the writer’s position?
- ... 4. Does the third body paragraph contain a counter-argument with either a refutation or a concession?
- ... 5. Do the detail in the body paragraphs support reasons stated in topic sentences?
- ... 6. Does the conclusion restate the thesis in different words, make a prediction, or state the issue in a broader context?

c. Post-writing

1) Proofreading to each other’s work

⁶³ Jason David & Rhonda Liss, *Effective ...* p. 113.

2) Final draft

3) Revising students' work into content of scoring rubric.

4. The Advantage of FRIEND Strategy

a. The advantage of FRIEND Strategy

Faisal said that FRIEND helps the students' writing on developed and organized the essay with following the formation technique. FRIEND also guide the students a great way to think, express, and organize their own ideas into good argumentative essay.⁶⁴

⁶⁴ *Ibid.* p. 45.