

Chapter Two

Literature Review

This chapter discusses the literature review and conceptual framework. There are several parts discussed in the literature review such as definition of writing, definition of essay writing, steps in essay writing, the benefits of essay writing in improving writing skills, the challenges of essay writing in improving writing skills, and also a review of related study. In addition, the conceptual framework discusses the summary of the concept of literature.

Writing

Writing is one of the English language skills that students need to learn during the learning process. Aydogan and Akbarov (2014) stated that writing is one of the productive skills in a written form. Thus, writing is one of the productive skills which produces language in written form. Besides that, Meyers (2005) also stated that writing is a process of determining and managing someone's opinions, putting them on paper, and then revising them. It means that before doing writing the people should think about the ideas first for their writing and the ideas should be related to the topic that the people want to write in their writing. After the people decide the topic and arrange their ideas then the people should develop and write down their ideas in sentences as creative as possible. Then before finishing the writing, the people should review again their writing to check whether grammar, vocabulary, organization, spelling, punctuation, content, and word selection is already appropriate or not. However, Orianda and Rosa

(2013) said that writing is a way to express an idea and it combines several words into written form to communicate the meaningful message to the readers. Thus, through writing the writers can express their idea into sentences that the readers can read and get some information from their writing. Based on the explanation of some experts above, it can be concluded that writing is a way to express ideas into sentences in written form that readable by the readers and it is important for students to learn and understand in learning language, especially in learning the English language.

From four basic skills in learning the English language, writing is one of the important skills that students should learn. Voon Foo (2007) argued that writing is one of the essential skills that students should understand. Students should be able to understand well about writing skills because it is important for them, actually when students complete the task that in line with writing skill such as writing report, essay, close book journal, reflection, and so on, so it can be better if students have good writing skill in order they can complete their task correctly.

In writing students create a written text that is related to a certain topic. To create a written text, students need to develop their ideas about a certain topic clearly in order can produce a well written text which can be readable by the readers. To produce a well written text there are several stages that students need to pay attention to the process of writing. According to Harmer (2004) the process of writing consists of four stages. They are planning, drafting, editing, and final

version. The explanation about four stages in the process of writing will be explained point by point below:

Planning. Before students start to write, students make a plan first about what they are going to write. There are several things in the planning stage that students should be understood well, such as: First, students should decide the language use that they want to apply in their writing, students should be paying attention whether they should be using formal or informal language according to the readers of their writing. The second is content structure, it is about deciding which one to include between idea, facts or argument and how to cycle it. And the last one students should use language that can be understood by the reader in order the reader can get and also understood the information clearly.

Drafting. After getting some ideas, the next step is drafting. In the drafting stage, students create the first version of the writing which in line with a certain topic that was determined before. In creating a draft it can be done with make mind mapping about a few points that in line with the topic. Mind mapping helps students to create the first version of the writing to be easier. The students can share a draft to their teacher or friends to get some feedback about their writing by considering the use of grammar, spelling, punctuation, vocabulary, content, structure, and so on.

Editing. After finishing the first version of writing or draft, then the next step is editing. In the editing step, there were two things that students need to do which involve reflecting and revising. In reflecting, students need to review their

writing, whether the information that they have written is clear or not, ambiguous or not, and also confusing or not. Besides that, the students also should review whether the paragraph in their writing had been arranged well or not and also whether there were spelling, punctuation, and grammatical error or not.

Eventually, if there were some points that are wrong the students should revise the point. Reflecting and revising can be done by other readers or editors who comment and make suggestions. Then, the students can make an appropriate revision.

Final version. After the students have edited their work and might be done some revisions, then the students can make their final version of their work and it can maybe look different from the first draft. After all stages which include planning, drafting, and editing (reflecting and revising) have been done, writing is in the final version. Then, the final version of writing is ready to be published.

Essay writing

An essay is one of the academic writings that is commonly used and learned by students, especially for English students. In essay writing, students need to express their ideas into a written text that in line with essay topic.

Longknife and Sullivan (2012) stated that essay is a short piece of writing that develops a certain point into a group of paragraphs. Zemach and Ruimsk (2005) also stated that there are several paragraphs in an essay. Thus, an essay is a part of writing that develops one topic into paragraphs with logical and clear sentences in order can be readable by the readers.

In general, an essay consists of three main parts including the introductory paragraph, the body paragraph, and the concluding paragraph. The first main part is the introductory paragraph which discusses the topic of the essay. Zemach and Ruimsk (2005) argued that the introductory paragraph is the first paragraph of an essay that explains the essay's topic with general ideas and also states the thesis statement at the end of the first paragraph. It means that the introductory paragraph is the first paragraph of the essay which discusses what essay talking about and also states a thesis statement that in line with the topic of the essay.

The second main part is the body paragraph which discusses about developing ideas of a thesis statement based on the topic of the essay. Zemach and Ruimsk (2005) said that the body paragraph comes between the introductory and concluding paragraph, it explains the developing ideas of the thesis statement. Therefore, in the body paragraph, the writers should develop their ideas clearly based on a thesis statement with supporting arguments that in line with the essay's topic.

The third main part is the concluding paragraph which discusses the conclusion of the essay. Zemach and Ruimsk (2005) stated that the concluding paragraph is the end of the paragraph in an essay that summarizes or restates the thesis statement and supporting ideas of the essay. Thus, the concluding paragraph is the last paragraph of the essay that discusses the summary of a thesis statement which is discussed in the body paragraph based on the topic of the essay.

Steps in essay writing

The students need to pay attention to a few steps in essay writing to produce a good essay. Longknife and Sullivan (2012) stated that in writing a good essay there are several steps that should be applied including narrow the focus and determine the thesis statement, choose the method of development, develop the outline, write the first draft, prepare the final draft, revise and finalize, and proofread. Then Longknife and Sullivan (2012) also stated that it is important to combine and complete each of the steps in writing an essay. Therefore, in essay writing there are a few steps that should be combined and completed each step including narrow the focus and determine the thesis statement, choose the method of development, develop the outline, write the first draft, prepare the final draft, revise and finalize, and proofread. Then a clear explanation about a few steps in essay writing will be explained below each of the steps.

Narrow the focus and determine the thesis statement. Before doing something or assignment the students need to do getting started like when the students write an essay, it is important that the students should do getting started carefully in order can produce a good essay. Longknife and Sullivan (2012) suggested that getting started is the hardest part of any task. The first step in essay writing is to narrow the focus and determine the thesis statement. Longknife and Sullivan (2012) stated that the first step is to narrow focus in choosing the subject of the essay to develop the thesis statement. Thus, the students need to narrow the focus to choose certain essay topics and then develop the thesis statement into a paragraph in the whole of the essay. To make easy in narrowing the focus there

were several ways such as first freewriting, research, and second free writing. Longknife and Sullivan (2012) stated that there are three ways to narrow the focus during essay writing including first freewriting, research, and second free writing.

The first way in narrowing the focus is the first free writing. Longknife and Sullivan (2012) stated that the first freewriting can be used as a method in choosing the specific topic of the essay. Actually, in essay writing the students need to determine the essay topic first before doing essay writing, thus the first free writing stages can help the students in deciding what the students want to write in their essay. The first freewriting is a technique to help the students determine the essay topic using the subconscious mind. By using the subconscious mind the students can get also access all of the information in their subconscious mind which can be beneficial for the students in determining the essay topic. Moreover, Longknife and Sullivan (2012) stated that the first freewriting is a technique to help you write something using the subconscious mind.

The second way in narrowing the focus is conducting research. Longknife and Sullivan (2012) stated that through conducting research, it can help to narrow down the topic. Different by using first freewriting, by conducting research will help narrow the focus to determine the essay topic even more. In conducting research the students need to determine the question first that will be answering in an essay, then identify the main concept or keywords in question to get the keywords for finding the resources that in line with the keywords, after that gather all of the information that already obtained from several sources to be evaluated.

When the students obtain much of the information, it needs to narrow the focus of the subject to choose a specific essay topic.

The third way in narrowing the focus is the second free writing. Longknife and Sullivan (2012) stated that the second freewriting is a technique to help you in determining more of what you know, what you interest, and what you going to write related to the essay topic. The second free writing helps the students in determining the essay topic based on the students want to write both of using consciously and unconsciously with combining what students already knew, the research that students already gathered, fact and experience that the students have developed by the research. Longknife and Sullivan (2012) suggested that by conducting the second free writing, it allows you to combine what you knew, the research you have gathered, fact and experiences you have developed through your research.

Beside narrow the focus in getting started of essay writing, the students also need to write the thesis statement. Longknife and Sullivan (2012) stated that a thesis statement is the last sentence in the introductory paragraph that sets the foundation to build the whole essay. After gathering all of the information by conducting the first freewriting, research, and the second freewriting the next step is to write a thesis statement that clearly identifies the essay topic being discussed that presents a whole essay that wants to write. A thesis statement belongs at the end of the first paragraph which known as an introductory paragraph. An effective thesis statement introduces the essay topic that the students want to write about and also sets a controlling idea which is an idea that needs to be explained in

essay sentences. Therefore Longknife and Sullivan (2012) stated that a good thesis statement always has both the subject and a controlling idea to guide both readers and the writers.

Choose the method of development. Actually, after the students getting started with their essay writing by determining the essay topic and write the thesis statement then the next step in essay writing is developing the idea into essay sentences namely choose the method of development. Longknife and Sullivan (2012) stated that you can apply various methods of writing depending on the result that you want to achieve namely method of development. There are several methods of development that students can apply to develop their idea when doing essay writing. Longknife and Sullivan (2012) defined that there are six methods of development during essay writing including narration, description, process, comparison and contrast, cause and effect, and argument or persuasion. Thus there are six methods of development that students can apply during essay writing such as narration, description, process, comparison and contrast, cause and effect, and argument or persuasion. Then the explanation about six methods of development in essay writing will be explained below.

The first method of development in essay writing is narration. Longknife and Sullivan (2012) stated that narration is most often told in chronological order based on a certain event to make a specific point. Thus, the narration explains the chronological order of an event. Sometimes the students need to tell a story into essay sentences about both of the student's experiences and what the students

interest. Thus the students can apply narration as a method of development to help the students in developing the idea into essay sentences.

The second method of development in essay writing is description. Longknife and Sullivan (2012) suggested that description is the other method of development that can be used when writing an essay. Thus, besides narration, the students also can use description as a method of development during essay writing. Longknife and Sullivan (2012) defined that description helps you to illustrate something to the readers about what you talking about in your writing. Sometimes the students also need to write an essay to descript something in order the readers can understand what the students write. Moreover, Longknife and Sullivan (2012) suggested that the purpose is to let the readers see exactly what you are saying. (p. 25). Thus, description allows the readers to read what the students write in their essays.

The third method of development in essay writing is process. Longknife and Sullivan (2012) said that the process represents a sequence of step, thus the readers can understand how something works or how to do something. Sometimes the students need to explain to the readers how to do something or how something works into essay sentences, so by applying process as one method of development in essay writing it can help the students more easily in developing the idea.

The fourth method of development is comparison and contrast. Sometimes the students need to compare and contrast about somethings and then write essay sentences about it, so it's recommended to apply comparison and contrast as a

method of development in developing the idea into essay sentences. Therefore, Longknife and Sullivan (2012) suggested that comparison explains how two or more things are similar, otherwise contrast explains how two or more things are different.

Then the fifth method of development in essay writing is cause and effect. Sometimes the students also need to explain to the readers about why something happened, thus by using cause and effect as a method of development, it helps the students develop their ideas into essay sentences. Longknife and Sullivan (2012) defined that cause presents the reason why an event happened and the effect presents the consequence of an event. It means that cause and effect present the reason why something happened with the detailed consequences.

And the last method of development is argument or persuasion. Sometimes the students also need to write an essay to persuade the readers about a certain topic. Longknife and Sullivan (2012) suggested that an argument or persuasion essay presents an arguable topic with supporting facts, examples, and also opinions. Therefore the students can apply argument or persuasive as one of the methods in developing the idea into essay sentences supported by facts, examples, and thoughts.

The students can choose the method of development whether narration, description, process, comparison and contrast, cause and effect, or argument or persuasion. Longknife and Sullivan (2012) also said that you should determine whether the method of development that you want to choose depending on the

purpose of the essay. Moreover, it can be concluded that the method of development that students choose should depend on the aim of the essay writing that the students want to write, whether narration, description, process, comparison and contrast, cause and effect, or argument persuasion. Thus, by choosing one of the methods of development it can help the students more easily to develop the idea during essay writing.

Develop the outline. After the students have determined the essay writing topic and chosen the method of development of essay that students want to write, then the next step in essay writing is to develop the outline. Longknife and Sullivan (2012) stated that you can explain your opinion clearly by making an outline. Therefore, the students need to list and write an outline of the idea that in line with the essay topic. The students also should develop a good outline in order can help the students easier during the essay writing process. Moreover, Longknife and Sullivan (2012) suggested that a good outline will guide you to be easier in writing an essay.

Write the first draft. The next step after determining the essay topic, choose the method of development for the essay writing, and develop the outline is to write the first draft. The first draft of essay writing is the first version of the essay writing based on the essay topic that already determined. Longknife and Sullivan (2012) stated that the aim of writing the first draft is to develop your ideas and later will be improved in the next step. It means that in writing the first draft of the essay, the students should not be worried about what the students already wrote in their first draft because it can be improved in the next steps

which in the final draft later. Writing a good essay consists of several elements that the students need to write in their essay including title, introductory paragraph, developmental paragraphs, and concluding paragraph. Thus, Longknife and Sullivan (2012) said that to write a good essay should consist of several elements including title, introductory paragraph, developmental paragraphs, and concluding paragraph. Then in the first draft, the students also need to write an essay consisting of several elements such as title, introductory paragraph, developmental paragraphs, and concluding paragraph.

The first element that should consist in the essay is the title of essay writing. Longknife and Sullivan (2012) said that the essay title aims to get the readers' attention. It means that the students need to determine the interesting title in line with the essay topic which can get the readers' attention to read the essay. The second element is an introductory paragraph which explains what the students want to write in their essay which states the thesis statement at the end of the introductory paragraph. Therefore Longknife and Sullivan (2012) said that the introductory paragraph generally contains three to five sentences that state the foundation for the developmental and concluding paragraphs. The introductory paragraph more or less should consist of three to five sentences that represent what the students want to write in their essay namely thesis statement which as the foundation of the developmental and concluding paragraph. The third element is the developmental paragraph. Longknife and Sullivan (2012) suggested that the developmental paragraph presents the developing idea of the thesis statement. Therefore the developmental paragraph aims to elaborate each point of the

developing idea into a paragraph based on the thesis statement. The fourth element is concluding paragraph that explains a brief summary of what the students already wrote in introductory and developmental paragraphs use different sentences but still in line with what the students already wrote in an introductory and developmental paragraph. Then Longknife and Sullivan (2012) stated that the concluding paragraph is to restate the thesis statement using a different way.

Prepare the final draft. After done with the first draft then the next step is to write the final draft of the essay. Longknife and Sullivan (2012) stated that before finishing the first draft you should check each word, sentence, and paragraph to make sure what you've written is correct. The students should pay attention to whether the first draft of their essay already corrects and clear without grammatical, content, punctuation, or spelling error. Then after the first draft already correct and clear the students can prepare to write the final draft namely the final essay.

Revise and finalize. Actually, after the students write the first draft and prepare the final draft then the next step is to revise and finalize. The students need to revise the first draft whether there were grammatical, content, punctuation, or spelling error in order the students can finalize the essay-writing by writing the final draft. Then if there were no grammatical, content, punctuation, or spelling error the students can write the final draft of their essay writing. Moreover, Longknife and Sullivan (2012) suggested that please write your final draft after revising your first draft.

Proofread. After the final draft was already written then the next step is to do proofreading. In the proofread step the students need to read their whole essay again to ensure that what the students already wrote in their essay is completely one without error spelling, grammar, punctuation, and so on. Longknife and Sullivan (2012) suggested that you should read your writing carefully to find out errors in spelling, grammar, punctuation, and content. By doing proofread it helps the students to produce a good essay that can be readable by the students. Therefore, Longknife and Sullivan (2012) said that your accurate writing helps the readers to understand your writing clearly.

The benefits of essay writing in improving writing skills

Eventually, students can get the benefits from essay writing. First, expressing students' ideas. Sutrisno, Rasyid and Rahmat (2018) said that English essay writing aims to train the students in expressing their creative ideas which cover the criteria of the essay writing including format, mechanics, content, organization, grammar and sentence structure. Thus, essay writing can be as one way to helps students in expressing their thoughts as creative as possible into essay sentences.

Second, increasing students' critical thinking. Writing an essay encourages the students to elaborate their ideas in essay sentences that in line with the topic of the essay. Tabatabaei and Assefi (2012) stated that an essay helps the students to increase their critical thinking. Moreover, students try to explain their thoughts into sentences and indirectly it can encourage students to increase their critical thinking level.

Third, developing students' arguments. Therefore, Nesi and Gardner (2006) found in their survey of assessed writing in 20 disciplines that a commonly recognized value of the essay is its 'ability to display critical thinking and development of an argument within the context of the curriculum' (p. 108). It means that through essay writing, it can help students to try in giving and also developing the argument in a written way. By giving and developing the argument, automatically the students can communicate with the readers through their writing.

Fourth, motivating students to learn the learning material. Actually, before writing an essay the students need to learn the material that related to what the students going to write in their essay. Borthwick and Brown as cited in Wagner (1998) stated that essay can motivate the students to learn the material. Thus, essay writing can be a motivation for students to learn the previous material in order students can write a good essay.

Moreover, based on the explanation of some experts above, it can be concluded that there are four benefits of essay writing. The first is expressing students' ideas. The second is increasing students' critical thinking. The third is developing students' arguments. And the fourth is motivating students to learn the learning material.

The challenges of essay writing in improving writing skills

During the process of essay writing, there are several things that make essay writing not going well. Students faced some challenges during essay

writing. First, students not being able to understand well about what they should write in their essays. Hartley and Chesworth (2000) stated that the students faced difficulties in understanding what they going to write in their essays. Thus, students need more understanding of what they have to write about their essays about.

Second, students faced challenges in developing their arguments. Actually, the students need to state and also elaborate their argument into written sentences but sometimes the students difficult to state their argument into written sentences. Bacha (2010) stated that many students difficult to develop their argument. Therefore, during essay writing students difficult to develop their thought, idea, or argument into written form.

Third, students faced challenges in using the appropriate grammar, punctuation, and spelling. Sometimes, there were some mistakes in writing an essay such as grammatical, punctuation, spelling error, and so on. Younes and Albalawi (2015) said that during writing an essay, the students faced some different problems such as grammatical errors, punctuation errors, and spelling errors. Thus, students need to pay attention to avoid grammatical, punctuation, and spelling error.

Fourth, students faced challenges about word choice problems. Alfaki (2015) stated that the use of the right words is one of the problems faced by students in writing an essay. Actually, there is lot of English vocabulary that can use and have the same meanings, but sometimes students are difficult to choose

whether the vocabulary that appropriates to represents what about they want to write.

Moreover, Based on the explanation of some experts above, it can be concluded that there are some challenges faced by students during essay writing. The first is understanding what is students want to write in their essay. The second is developing the argument. The third is using appropriate grammar, punctuation, and spelling. And the fourth is word choice problem.

Review of related studies

There are two previous studies that are related to the topics of this study. First is a study by Ariyanti and Fitriana in 2017 with the title “EFL Students’ Difficulties and Needs in Essay Writing”. This study aimed to investigate the difficulties faced by EFL students in essay writing as well as exploring their learning needs to have a better quality of English composition. This study used mix approach which used a quantitative and qualitative research approach to get the data. The researcher has distributed a questionnaire to 33 students of English Department at Widya Gama Mahakam University Indonesia to find out students’ difficulties in broad-spectrum, then the researcher conducted a semi-structured interview with the writing lecturer to investigate his perception related to challenging matters about teaching essay writing. The finding of this study showed that students have major difficulties in grammatical, cohesion and coherence terms. Moreover, minor aspects also had been revealed regarding students’ writing, namely paragraph organization, diction, and vocabulary misspelling. Besides that, the lecturer also admitted that limited time and the big

number of students in one class became his great barriers to improve the quality of the students' essay.

Another is a study conducted by Sutrisno, Rasyid and Rahmat in 2018 with the title "The Effect of Cooperative language Learning and Personality Types towards Essay Writing". This study aimed to find out the effect of Cooperative learning techniques and personality types on English essay writing. This study used a quantitative approach by applying experimental research method using a 2 x 2 factorial design at 0.05 significant level. The sample was 32 students and divided into two groups in which each group was 16 students. The findings showed that students' English essay writing skill taught with Think-Pair-Share (TPS) technique was higher than with the Student Team Achievement Division (STAD) technique, English essay writing skill on introvert personality type was higher than extrovert personality types, there was interaction effect between learning techniques and personality type toward English essay writing skill, and students with introvert type taught with TPS technique was higher than those taught with STAD technique. There is an interaction effect between learning techniques and personality types on English essay writing skills.

Both two researchers have been done about the same topic which is related to the topic of this study, but there are some differences between two studies such as the research method and also research design that applied. The first study applied mix approach and also distributed questionnaires and also conducted semi-structured in collecting the data. In contrast, the second study used a

quantitative approach by applying experimental research method using a 2 x 2 factorial design at 0.05 significant level.

Conceptual Framework

Writing is a way to express ideas into sentences in written form that readable by the readers and it is important for students to learn and understand in learning language, especially in learning the English language. In writing, students need to develop their ideas about a certain topic clearly in order can produce a well written text. There are several stages in the process of writing that students need to be considered to produce a well written text including planning, drafting, editing, and final version.

Essay writing is commonly learned by students during the learning process, especially for English students. In essay writing, the students need to express their ideas into the written text that in line with essay topic. Generally, the essay consists of three main parts including an introductory paragraph which discusses the topic of the essay and state thesis statement, then body paragraph which discusses developing ideas of thesis statement, and the concluding paragraph state about a summary of the thesis statement which was discussed in the body paragraph.

There are several benefits of essay writing. According to Sutrisno, Rasyid, and Rahmat (2018), essay writing can help the students to express their ideas. According to Tabatabaei and Assefi (2012), essay writing can increase students' critical thinking. According to Nesi and Gardner (2006), essay writing can help

students in developing an argument. And according to Borthwick and Brown as cited in Wagner (1998), essay writing can motivate students to learn the learning material.

Besides that, there are several challenges during essay writing that faced by students. According to Hartley and Chesworth (2000), during essay writing students not being able to understand well about what they should write in their essay. According to Bacha (2010), during essay writing, students faced challenges in developing their argument. According to Younes and Albalawi (2015), during essay writing, students faced challenges in using the appropriate grammar, punctuation, and spelling. And according to Alfaki (2015), during essay writing, students faced challenges on the use of the right words and related each other. Finally, the conceptual framework can figure out below:

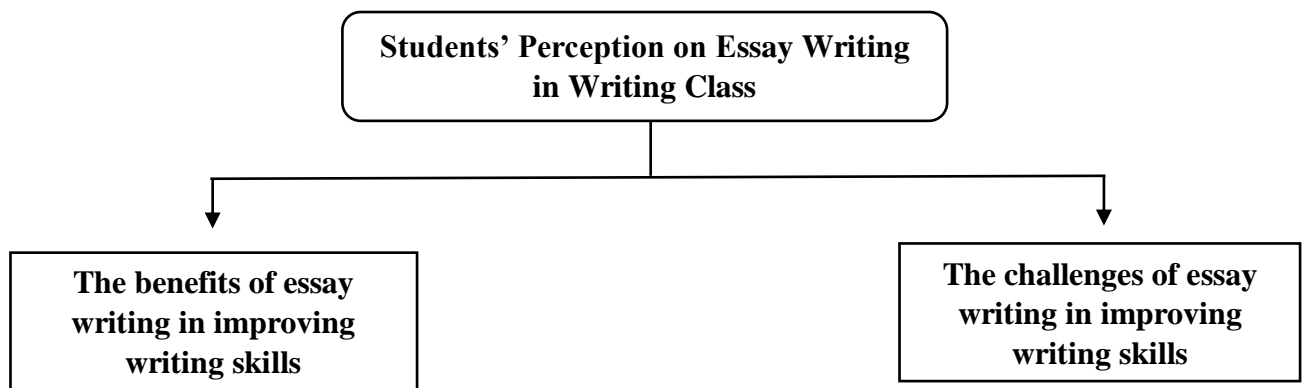


Figure 1. Conceptual Framework