

CHAPTER II

LITERATURE REVIEW

The following related literature guides the researcher in selecting relevant theories to assist the process of collecting data, analysing the data, and providing explanations to propose findings and suggestions

2.1. Argumentative Writing

This sub-chapter explains argumentative writing, including its definition, characteristics, and challenges.

2.1.1. Definition of Argumentative Writing

Argumentative writing is a type of writing that focuses on persuading readers with reasoned arguments backed up by facts (Hyland, 2019). Ozfidan and Mitchell (2020) said that argumentative writing is one type of academic writing that college students frequently use in colleges or universities. It helps students not only to develop their critical thinking and analytical skills but also to practice how to structure their thoughts coherently and convincingly. Additionally, structured argumentative writing assignments could enhance students' ability to form logical arguments and support claims with evidence

According to Crowhurst (1990) and Bailey (2018), this type of writing usually has a clear structure. It starts with an introduction that shows the writer's opinion, followed by body paragraphs that give reasons and examples to support the opinion. It ends with a conclusion that repeats the main idea and sometimes responds to different opinions. The goal of argumentative writing is not just to express an opinion, but to persuade the reader to accept or at least understand the writer's viewpoint through a combination of facts, logical reasoning, and sometimes emotional appeal. However, students often face several challenges when writing argumentative essays, which may include difficulty in organizing ideas logically and a lack of sufficient evidence to support their arguments. Another common issue is their limited knowledge of the topic, which makes it harder for them to develop strong and relevant content in their essays (Tasya,

2022). These challenges can make it difficult for students to write clear and persuasive arguments. As a result, the essay may not be organized very well and may not have detailed explanations and logical connections between ideas. As a result, mastering argumentative writing requires both practice and guidance in order to become a skilled and confident writer.

2.1.2. Characteristics of Argumentative Writing

Argumentative writing has several key characteristics that make it different from other types of writing:

1. Having a clear stance or position on a specific issue or topic.

The writer must state their opinion clearly, so the reader understands the main argument from the beginning. Without a clear opinion, the writing may become confusing and fail to persuade the audience

2. Maintaining unity and coherence between ideas.

Ramadan (2024) states that in essay writing, unity and coherence are two key elements. Unity means that all sentences in a paragraph should support the main idea or topic sentence. If any sentence is off-topic, it should be removed to keep the paragraph clear and focused (Ahmed, 2019; Wali & Madani, 2020). This helps show the writer's skill and keeps the writing organized. Coherence means that the sentences should be arranged in a logical order so the ideas flow smoothly and are easy to understand (Boardman & Frydenberg, 2008; Fernandes & Fatimah, 2021). Both unity and coherence are important for making writing clear, readable, and effective.

3. Providing evidence to support claims

According to Kirpouiki and Agaliotis (2025), argumentative texts need clear and up-to-date information, always include at least one claim, which is the main opinion or point the writer wants to make. This claim is supported by logically connected reasons, meaning that the writer gives clear and reasonable explanations to back up their opinion. To make the argument stronger, it should include factual, logical evidence. These features help writers tell their points effectively and persuade the reader.

2.1.3. Challenges in Argumentative Writing

Despite its importance, many students experienced difficulties in writing argumentative texts. Wei (2001) concludes that rhetorical concerns (e.g., organization and development of arguments) were a major challenge for students

Furthermore, Peloghitis (2016) also explained that students' difficulties in writing argumentative essays are organizing and structuring ideas, finding evidence, writing topic sentences, and counterclaims. grammar, punctuation, vocabulary, and using an academic tone.

In Indonesia, many students face similar problems. For example, according to Ananda (2024), her research at the English Education Study Program of one university in Jambi found that EFL students (Indonesian students) often struggle with developing and organizing arguments, creating an argumentative thesis statement, understanding counterclaims and refutations, and finding supporting evidence.

Additionally, as stated before, according to Tasya (2022), students of one university in Jakarta have difficulties in writing an argumentative essay that is categorized into five aspects, which are content, organization, vocabulary, language use, and mechanics.

These challenges show that students need proper guidance and constructive feedback to improve their argumentative writing skills. Without support, students may struggle to express their opinions clearly and structure their essays in a logical and convincing way.

2.2. Feedback in Writing

This sub-chapter explains feedback in terms of writing, including the definition of feedback and types of feedback

2.2.1. Definition of feedback

Feedback is one of the important parts of the education field. According to Herra and Kulinska (2018), feedback is the information given to learners about their progress in language learning. It focuses on their language output, such as speaking and writing, but it can also relate to other areas like reading, listening, study habits,

attitudes, and effort. It should offer details on how well students have performed on the learning objectives.

The use of feedback to improve students' argumentative writing has been the subject of several earlier studies (e.g., Bitchener & Ferris, 2012; Hyland & Hyland, 2006). Effective feedback greatly improves the quality of students' argumentative writings by assisting them in better organizing their thoughts and presenting more convincing evidence. Peer and instructor feedback are essential for developing students' critical thinking and honing their written arguments.

Furthermore, feedback can take various forms, including teacher comments, peer reviews, self-assessment, written notes, and oral discussions. According to Brookhart (2017), good feedback is timely, specific, and understandable to students. It should focus on the task rather than the learner personally, and it should offer clear guidance on how to improve. For example, instead of just simply stating that an essay is "not good," effective feedback would highlight which aspects (e.g., organization, use of evidence, grammar) need attention and how the student can revise them. This helps students understand what areas need improvement and encourages them to put in the effort to achieve the learning targets.

In terms of feedback, Herra and Herra (2018) stressed the value of both formative and summative feedback in improving students' writing performance. Brookhart (2017) further emphasized that feedback should be specific, timely, and task-oriented in order to effectively support learning.

2.2.2. Types of feedback

According to Pirhonen (2016), students might receive three feedback types: oral feedback, written feedback, and corrective feedback. Oral feedback refers to direct verbal comments or suggestions given by peers during discussions or peer review sessions. Different from oral feedback, written feedback involves comments, suggestions, or questions provided in written form, usually on the student's draft or through feedback forms. Corrective feedback focuses specifically on identifying and correcting language errors, such as grammar, spelling, vocabulary, or sentence structure mistakes. Corrective feedback helps students notice their errors and learn the correct forms. The use of different feedback types, including oral, written, and

corrective feedback, shows that a mix of feedback sources, such as peer and teacher feedback, can help students improve both content and language accuracy

There are different ways to give feedback in class, which is called peer feedback, so that students can exchange ideas more easily. Besides peer feedback, another commonly used method is teacher feedback. Teacher feedback refers to comments, suggestions, and corrections given directly by the teacher to guide students in improving their writing. This type of feedback is often considered more reliable and trusted by students (Hyland & Hyland, 2006) because it comes from someone with more knowledge and experience, such as a teacher or instructor. Besides peer and teacher feedback, the rapid development of technology has introduced AI-generated feedback as a new tool in writing. AI feedback tools like ChatGPT provide instant responses, corrections, and suggestions to help students revise their work independently.

2.3. ChatGPT as a feedback writing tool

This sub-chapter explains ChatGPT as a writing tool in giving feedback, including the definition of ChatGPT, the benefits of ChatGPT's feedback, and the limitations of ChatGPT's feedback.

2.3.1. Definition of ChatGPT

With the rapid change of technology, Artificial Intelligence (AI) has gained remarkable attention for its potential to make significant advancements, especially in the education field. One notable example of this is the use of AI-powered tools that support teaching and learning activities, such as ChatGPT. ChatGPT stands for Chat Generative Pre-Trained Transformers. ChatGPT is an artificial intelligence language model developed by OpenAI that is capable of generating human-like responses and assisting in many language tasks, including providing writing feedback.

The presence of ChatGPT in education has attracted growing interest from students, teachers, and researchers due to its ability to improve the overall learning experience. Unlike a traditional classroom, where students often have to wait for teacher feedback, ChatGPT offers immediate responses that can help students

identify their writing mistakes and correct them directly. This instant feedback encourages students to become more independent and reflective in their writing process. According to Kasneci et al. (2023), AI tools like ChatGPT can serve as helpful writing assistants by providing personalized feedback and guiding students toward clearer and more organized writing.

Overall, ChatGPT represents a powerful innovation in the field of language education. Its ability to produce instant, human-like feedback makes it not only a practical tool for writing improvement but also a valuable learning partner that can help students to improve their writing and grow as more confident and capable writers.

2.3.2. Benefits of ChatGPT's feedback

Feedback from ChatGPT helps students with their writing process in many ways. Grammar and vocabulary correction are one of its primary purposes, supporting students in recognizing and correcting mistakes in their sentences. Furthermore, ChatGPT offers recommendations for better text organization, including improving concept coherence and rearranging paragraphs for clarity.

Xiao and Zhi's (2023) exploratory study of EFL learners' use of ChatGPT for language learning tasks showed that many students saw ChatGPT as a helpful and valuable learning partner. They liked how easy it was to use and how quickly it could respond to their questions or writing. One of the biggest benefits students mentioned was the immediate feedback they received. Instead of waiting for a teacher to correct their work, they could get instant feedback and suggestions from ChatGPT, which helped them improve faster and more efficiently, without waiting for a teacher's feedback. The students also liked how ChatGPT could adjust to their own needs, give explanations or examples based on their level of understanding. This made learning feel more personal and less stressful. Because of these features, many students felt more motivated and confident in their language learning process, as they had a reliable tool they could turn to anytime for support and practice.

One great thing about ChatGPT is that it can give answers directly and is always available anytime you need it. This is very helpful for students because it means they can get feedback on their writing immediately, without having to wait

for a teacher. Whether it's late at night or during the weekend, students can still use ChatGPT to check their work and get suggestions for improvement. This makes learning more flexible and helps students become more independent, since they don't have to rely on specific times or places to get help (Kalla & Kuraku, 2023)

Furthermore, ChatGPT can provide a variety of views and viewpoints, helping students in trying out various approaches to expressing their thoughts. Additionally, ChatGPT's feedback encourages students to revise and enhance their work, encouraging a more focused writing process. Because of these characteristics, ChatGPT is a useful tool for assisting students' self-directed learning and writing improvement. This can support students' language development through practice and repetition and help them improve their writing over time.

2.3.3. Limitations of ChatGPT's feedback

ChatGPT feedback has disadvantages despite its advantages. ChatGPT's feedback can occasionally be weak or general, especially when it comes to discussing difficult concepts or writing that is context-specific. Furthermore, ChatGPT may misunderstand the writer's goal, particularly if the user's prompt or input is ambiguous (Kalla & Kuraku, 2023). This can result in recommendations that are incorrect or unnecessary.

A further limitation is that, in contrast to human feedback, which can offer more individualized and sympathetic replies, ChatGPT lacks emotional or contextual awareness (Kalla & Kuraku, 2023). ChatGPT sometimes doesn't fully understand the context or topic being discussed, so it might give wrong or confusing answers.

Another problem is that ChatGPT's answers can be shallow and not always clear or logical (Stojanov, 2023). Sometimes, it even gives answers that do not match each other, which can make the information confusing (Stojanov, 2023). This is a big issue for beginners, who may not have the skills yet to spot mistakes or judge if the information is correct (Allehyani & Algamdi, 2023; Stojanov, 2023). On the other hand, students who already know more about the topic and have good

critical thinking skills can check ChatGPT's answers and use them better (Stojanov, 2023).

Because of this, it is better not to rely only on ChatGPT for feedback. Combining ChatGPT with help from teachers and clear instructions can make ChatGPT more useful. This way, ChatGPT can still help, but students stay active and responsible in their learning.

2.4. Related Studies

With the rise of artificial intelligence, recent studies have examined the potential of AI tools like ChatGPT to support writing. For example, Kasneci et al. (2023) highlighted the benefits of ChatGPT in providing immediate and individualized feedback, which can be especially useful for revising argumentative texts. They observed that students who used ChatGPT could revise their drafts more frequently and independently. Another study by Kalla and Kuraku (2023) investigated both the benefits and limitations of ChatGPT's feedback. While students appreciated its instant grammar correction and structural suggestions, the researchers noted that ChatGPT sometimes provided overly general or context-insensitive feedback, especially when prompts were not clear or unspecified. These findings suggest that while ChatGPT can be an effective writing assistant, it is not a full substitute for human feedback.

Despite the growing body of research on AI in education, few studies have combined both quantitative and qualitative methods to measure the impact of ChatGPT feedback specifically on university students' performance in argumentative writing. Studies that directly compare students' writing scores before and after using ChatGPT, while also analysing their perceptions and experiences through questionnaires and interviews, compared with lecture feedback it is difficult to find.

Although previous studies have investigated students' difficulties in argumentative writing (Peloghitis, 2016; Wei, 2001), the role of feedback (Brookhart, 2017; Pirhonen, 2016), and the general potential of ChatGPT as a writing tool (Kalla & Kuraku, 2023; Kasneci et al., 2023), there is a limited of mixed- method research examining how students' argumentative writing improves

through ChatGPT feedback and how they perceive this process. In the current era of AI- assisted learning, understanding both the measurable impact and student perspectives is very important. Therefore, this study aims to fill this gap by using an explanatory sequential design to explore the impact of ChatGPT feedback on argumentative writing performance and student perceptions in a university writing course.