CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of writing, (2) principles for teaching writing, (3) definition of academic writing, (4) teaching academic writing, (5) academic writing challenges, and (6) previous related studies.

2.1. Concept of Writing

Writing skill is specific abilities which help people put their thought in to words in meaningful form and mentally interact with the message. The purpose of writing is not only for media, but also giving information. Everyday many people do writing activity by using mobile phone to sending a message. It has purpose that giving information. Linse (2005) states that writing is a combination of process and product. The process refers to the act of gathering ideas and working until the writers are presented in a manner that is polished and comprehensible to readers, the very nature if writing indicates it must be learned through actual experience in putting words together to express one's own meaning.

People who use English as a foreign language fell difficult to construct the idea in writing. Ka-kan-dee and kaur (2015) think that in the area of second and foreign language instruction, teaching writing has long been a controversial issue. Writing becomes the most difficult skill when it is learned by the foreign language learners. As Rass (cited in Husna, Zainil, and Rozimela, 2013, p. 3) state that writing is a difficult skill for native speaker and non-native speaker; because writers must be able write it in multiple issues

such as content, organization, purpose, audience, vocabularies, and mechanics such as punctuation, spelling, and capitalization.

Writing needs a process which must be surpassed by writer. According to Linse (2005), the process writing involves the process than necessary to produce a good quality final piece of writing. In addition, Peregoy (2008) stated that in process writing, students experience five interrelated phrases, such as prewriting, drafting, revising, editing, and publishing. As a result, process writing allows students to concentrate on one task at a time and to experience the value of feedback in developing their ideas for effective writing.

2.2. Principles for Teaching Writing

These principles can be adapted to many different learning situation that every teacher should consider the following a few principles while planning a course, whether it is a writing course, or a course in which writing will play a part. These principles are mentions by Nunan (2003, p. 92):

2.2.1. Understand your students' reasons for writing

It is important to understand the teacher's goal and students goal should match each other and understand both to convey goals to students in ways that make sense to them.

2.2.2. Provide many opportunities for students to write

Writing almost always improves with practice. Practice writing should provide students with different types of writing as well. Short

response to a reading, journal entries, letter writing, summaries, poetry, or any type of writing you find useful in your class should be practice in class.

2.2.3. Make feedback helpful and meaningful

Students crave feedback on their writing, yet it doesn't always have the intended effect. If you write comments on students' paper, make sure they understand the vocabulary or symbols you use. Take time to discuss them in class. Finally, feedback should not entail "correcting" a student's writing.

2.2.4. Clarify for yourself, and for your students, how their writing will be evaluated.

Students often feel that the evaluation of their writing is completely subjective. Teachers often hear, "I just don't understand what you want." One way to combat that feeling is to first develop a statement for yourself about what is valuated in students writing, either in your classroom or in your institution as a whole.

Teaching writing there are two main types or genre: Academic writing and non academic writing but this research only focus on academic writing.

2.3. Definition of Academic Writing

The definition of academic writing by Hogue (2008); Bailey (2003) propose their ideas on definition of academic writing. According to Hogue (2008), academic writing is regarded as a kind of writing done in a college and aims either to explain or to give information about something, especially for

lecturers and classmates regarded as the audience in the academic writing. Additionally, Bailey (2003) points out that academic writing is for everyone who is studying at both English-medium colleges and universities and is for everyone who has to write essays and other assignments for his/her exams or coursework. Morley and Warner (2009) defines academic writing in more detail as a formal way to write a well-structured paper by using more formal vocabulary, grammar, and sentence structure.

Considering the ideas on definition of academic writing (Hogue, 2008; Bailey, 2003), this research states that academic writing is a kind of writing that done in colleges and universities, that is related to essays written for students' exam or coursework, and whose audiences are teachers and classmates. Essentially, the discussion on key characteristics of academic writing provided in the next section would also help to determine the ideas of academic writing used in this research.

A simple definition of academic writing is hard to come by because it refers to writing done for several reasons. Also, academic writing is used in many different forms. Following are the important, characteristics, structure, purpose, and a list of works where academic writing is used.

2.3.1. Key characteristics of Academic Writing

Some essential characteristics of academic essays in academic writing aims to achieve these four purposes, which are: to report on a piece of research the writer has conducted, to answer a question the writer has

been given or chosen, to discuss a subject of common interest and give the writer's view, and to synthesize research done by others on a topic.

In this research, the analytical exposition essays written by the students are in line with the third purpose of academic writing, which is to discuss a subject of common interest and to give the writer's view.

Second, a level of formality, which is also called as register, and hedging, can become one thing that can differentiate academic writing from other types of written works. Specifically, Murray and Hughes (2008) assert that, in academic writing, writers are suggested to avoid writing contracted forms, such as they're, it's, and so on. Writers are also suggested to use a gender-neutral language. Then, Wallwork (2011) states that hedging becomes another key characteristic of academic writing. In that case, hedging suggests us to express ourselves with honesty, precision, and caution, and to be diplomatic in any criticisms we make of other authors (Wallwork, 2011, p. 43).

Third, academic writing can be in some different forms of written works essentially, such written works as an essay, a journal article, a thesis, and a book can be categorized into any piece of academic writing (Murray & Hughes, 2008, p. 87). In addition to those written works, Bailey (2011) asserts that a paper and a dissertation can also be categorized to other forms of academic writing.

Fourth, in relation to academic essays, which become the focus of this research, Hinkel (2004) points out that the students' essays meet these

criteria. The essays require the forms of out-of-class assignments. Most of the essays writing projects also require library research and syntheses of literature and relevant information from a variety of sources. Then, medium-length essays required as in-class and out-of class assignments are usually between one up to five pages long.

2.3.2. The Structure of Academic Writing

Academic writing has its own distinct organization which differs from that on non-academic text and it has three distinct sections - the introduction, body and conclusion (Awelu, 2011):

The first, the introduction is the opening paragraph where the writer should introduce the topic and indicate the particular focus in the essay. It is the key part in which the writer gives an outline of the essay and set the scene for the main body, as well as defines important concepts and terms.

The second, part is the body which is the heart of an essay. This part is normally divided into developmental paragraphs that should flow smoothly from one to the next. These paragraphs should support the essay topic introduced in the opening paragraph and also link to the preceding paragraph, with logical reasoning and evidence.

The last part is conclusion which summaries the main of the text by being careful not to repeat exactly what has been written before. It present the results of the investigation which are the essay findings, and provides a solution to the problem that has been set, it also suggests further areas of investigation.

2.3.3. The Importance of Academic Writing

Academic writing is the primary form of communication at university and plays a role both in students' understanding of course content and sequent in the assessment of student knowledge that both contribute significantly to good grades and degrees. According to Bromley (2013), students practice developing academic arguments and become more articulate about their own knowledge of writing. Unlike other form of writing such as journalistic or creative writing. It is important extends to teaching the students how to think critically and objectively while clearly conveying complex ideas and well structured, concise format. Therefore, it is very important to clearly state to students the requirement of how to write well academically and why they writing academic texts at the university of college (Mbirimi, 2012, p. 24).

Furthermore, it is important in the development and enhancement of various qualities in university students, which enables the individual to lead a successful life after the completion of studies and also in their professional careers (John, 2010, p. 46). For example, as the teachers' low proficiency in English, and particularly in writing, when teacher-education students complete their studies, they would want to use the skills they have acquired to prepare the learners that they are going to teach to become successful writers. Moreover, when students write theses or any academic text, they are not just writing for grades but they learn more and become more knowledgeable in the subject under study (Mbirimi, 2012, p. 35).

2.3.4. The Purpose of Academic Writing

There are three aspects of purposes on academic writing according to Coffin et al. (2003):

First is assessment, is often major purpose for student writing. In assessing such writing, lecturers focus on both the content and form of the writing that is the language used, the text structure, and the construction of argument, grammar and punctuation.

Second is learning, which can help students grapple with disciplinary knowledge as well as develop more general abilities to reason and critique. Students may also be asked to write texts that trace their reflections on the learning process itself, as with journals where they record thoughts, questions, problems, and ideas about readings, lectures, and applied practice.

The third is entering particular disciplinary communities, whose communication norms are the primary means by which academics transmit and evaluate ideas.

2.4. Teaching Academic Writing

Teaching writing is always a challenges task. In writing there are two fields, namely academic writing and non-academic writing. Academic writing is focus on a specific field or an academic category. But non academic writing might be a general issue or someone's idea or someone's thinking. Fadda (2012) states that Academic writing in English at advance level is a challenge even for most native English speaker.

2.5. Academic Writing Challenges

Academic writing is a difficult skill to be learnt or taught due to the fact that it is not a simple cognitive activity, rather it is believed to be a complex mental production which requires careful through, discipline and concentration (Grami, 2010). Academic writing challenges for students begin as soon as they enter university. When students are given essay assignment to write, they find it difficult to generate ideas about what they can write. Also they face the challenge of a lack resources and blame is pointed at the libraries which do not have adequate literature to supplement what they are writing.

Referencing is another big challenge for students. Both in-text citation and listening references are found to be quite challenging. Failure to reference in students' written work at university results in plagiarism which is a very serious form of academic dishonesty (Bowker, 2007). Also the world grammar is also quite challenging to students because it has a variety of rules. Students' academic papers are usually fraught with mechanical weaknesses, especially in areas like paragraphing, punctuation, word class and sentence construction. Another common challenge mentioned by Meltem (2007) is too much description and not enough analysis. This means students in general tend to outline rather than analyze in their writing. Furthermore, universities have moved away from hand-written, academic assignment to typed ones. There have been challenges when it comes to the typing of assignments, particularly of academic essay, because students lack computer skills and some do not have computer which to type their work.

2.6. Previous Related Studies

There were five studies which are related to this research. First, the study from Hidayati (2018), this study was conducted at school in East Java. There are ten English teachers who come from different part of East java, Indonesia and teach English either private or public junior and senior high school. The aim of this study was to find the teacher challenges factor in teaching writing. Therefore, the result of this study from the main sources was structured interview. Challenges factors there were internal and external factors. The internal factors included linguistics competence, native language interference, motivation, and reading habits of the learners; while the external factors included the class condition, aids available for teaching writing, and availability of time. The similarity between this study and my study was in using qualitative design. The different between this study and my study was in the interview, this study was used the structured interview, while my study was semi-structured interview.

The second related study was from Nuraini (2013), this study was conducted in Madrasah Tsanawiyah Jambi Timur and Madrasah Dharma Wanita. There are three participants of this study. The aims of this study was to identify and describe the challenges faced by English teacher in teaching English in Madrasah Tsanawiyah and to identify and investigate the effort from the teachers to anticipate the challenging factors. Therefore, the result of this study form the main sources was interviews. Challenges factors: There are academic and non academic factors. From academic factor are students'

demotivation and low students' basic English ability. Whereas, in non academic writing are crowded classroom, lack of facilities, socio economic level, and school management issue. Unchallenged factor: academic factor is attitude, and non academic factor is curriculum. The similarity between her study with my study was in analyze the challenges in teaching English and the difference between my study and her study was in my objective was Challenges in teaching academic writing.

The third interesting study by Molly Muelezi Mutimani (2016). In University of Namibia, Katima Mulilo Campus. The participants comprised 40 first year, 40 second year, and 33 third year students, as well as 20 lecturers of the 2013 academic year. Questionnaires, semi-structured, individual interviews and previously marked student essays were employed as data collection instruments. The data analysis included statistical analysis of the two questionnaires, a thematic analysis of students and lecturers' interview data and an integrative analysis that involved continuously checking back and forth between quantitative and qualitative findings. The data revealed that the academic writing challenges of students in the study were consequences of their linguistic and general literacy backgrounds, their attitudes toward academic writing and the privileging of middle-class literacy practices in Namibian higher education. The similarity of this study and my research is in investigating the challenges in academic writing. The difference is she investigates the students' perspective but my study in lecturers' perspective.

The fourth findings from Pineteh (2013), conducted a research of undergraduate students at Cape Peninsula University of technology in South Africa. It examines challenges such as lack of a mastery of academic writing conventions, analysis of writing topics, using writing to construct social identities; ability to research and apply knowledge across different context and poor sentence skills. The research draws on sustained interviews with twenty 2nd year students, 1st year student reflections and discussions with four communication lecturers. The result of this study found that challenges are lack of a mastery of academic writing conventions, analysis of writing topics, using writing to construct social identities; ability to research and apply knowledge across different context and poor sentence skills. The similarity of this study and my research is investigating the challenges in teaching academic writing. The differences this study and my research are this study design is case study and my research is descriptive qualitative design and this study investigated the undergraduate students' challenges and my research was investigate the lecturers' challenges.

The fifth research that has been done by Ntereke and Ramoroka (2015) which investigated at the University of Bostwana. Students were selected through convenience sampling. 46 students and two lecturers as the participants. The aims of this research to report on the University of bostwana undergraduate students' and lecturers' perceptions of the effectiveness of academic writing activities and instruction. Than the result have implications for classroom pedagogy in that lecturers need to consider the perceptions and

needs of students if they are to fully adopt a learner centered approach to learning and teaching that is suggested by the University of Bostwana (UB) Learning and teaching policy. The differences of their study and my research are their research design is mixed method but my research is qualitative method, they used questionnaire and interview as the instruments but my research will using interview only. The similarity in their study and my research is the sample is lecturers who teach the course.