## LITERATURE REVIEW

This chapter describes (1) definition of writing, (2) Process of writing (3) Academic writing (4) Thesis Writing (5) The factors affecting students' difficulties in thesis writing, (6) previous related studies.

### 2.1. Definition of Writing

Writing is one of important skills that language learners need to learn as an essential component not only for their academic practice but also later in their professional life. Writing is one of the four language skills besides listening, speaking, and reading. Writing is an activity in arranging words, phrases, and sentences (Nunan, 2003). Writing is one way of expressing ideas in order to communicate with others. By writing, a writer can express his/her thoughts or ideas on the paper. Leo (2007) says that writing as a process of expressing ideas or thoughts in words should be done at our leisure.

Writing is difficult for several reasons. *First*, writer should be able to use proper grammar in order to make a good writing. Reid (1993) states "Writing is just another way of practising grammar." Thus, the *second* difficulty in writing is that the writers should pay attention to the planning and organizing of the writing. Moreover, Richards and Willy (2002) explains that second language writers have to pay attention to higher level skill of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. *Third*, it might be difficult to write a good writing if writers difficult to use a combination of content and proper punctuation without leaving out any important information. As Checkett and Feng-Checkett (2004) claim that to make a good writing, a writer has to keep writing as short and simple as possible without leaving out any

important information, and forbidden to use slang language or confusing expressions, but use a combination of content and proper punctuation.

### 2.1.1. The Component of Writing

To create a good writing, there are several aspects for the writer to pay a close attention to. An effective composition should meet the qualities in some terms proposed by Jacobs e t al. (1981: 90) below:

1. Content

   The substance of writing, the experience of the main idea, i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization

   It is scarcely more than an attempt to place together all condition of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make our pattern in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary

   The selection of words that is suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning is precise.

4. Language Use

   The use of correct grammatical form and synthetic pattern of

separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

5. Mechanic

The use of graphic conventional of the language, i.e., the steps of arranging letters, words paragraphs by using knowledge of structure and some other related to one another.

## 2.2. Procesess of Writing

Furthermore, Oshima and Hogue (2007) present that he four step process writing approach described by is presented here.

1. Prewriting

The first step is called prewriting . Prewriting is a way to get ideas. In this step, you choose a topi.c and collect ideas to explain the topic.

2. Organizing

The next step in the writing process is to organize the ideas into a simple outline. The writer of our models wrote a sentence that named the topic (his grandfather) and told the main idea (his grandfather helped his community). Below the first sentence, he listed the two main ideas and any other words and phrases from the list that gave more information about them.

3. Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many en·ors in your rough draft. This is

perfectly usual and acceptable- after all. this is just a rough draft. You will fix the errors later.

4. Revising and Editing

In this step, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

## 2.3. Academic Writing

There are content, register and topic that should be considered in writing an academic writing. According to Proske (2010) academic writing is a complex task that involves a variety of cognitive and metacognitive. Richard and Miller (2008) stated that Academic writing is generally held to be writing that conforms to specific expectations of language, structure, and purpose. Oshima and Hogue (2007) say that academic writing is focusing on the kind of second language learner used in high school and college or in university area. It is different from creative writing, which is the kind of writing stories, and it is also different from personal writing, which is the kind of writing letters or e-mails. Academic writing is formal, so the writer should not use slang or contractions. Also the writer should take to write complete sentences and to organize them in a certain way (Oshima & Hogue (2007).

Furthermore, academic writing is more difficult than the other kind of writing. Oshima and Hogue (1998) also agree that academic writing is not easy. Oshima and Hogue (2007) say that academic writing in English is probably

different from academic writing in your native language. The words and grammer and also the way of organizing ideas are probably different from what you are used to. Therefore, Oshima and Hogue also say that academic writing need a lot of study and practice in order to develop learners' writing skill. Furthermore, Bowker (2007), Academic says that writing is a special genre of writing that prescribes its own set of rules and practices. Acad emic writing focused the written product with in deep investigation over the resource to provide relevant product.

Academic writing is one of the cornerstones of university study. In all disciplines, students and their teachers need writing to express their ideas clearly. However, academic writing can come in many forms and you may be asked to write an essay, a report or even a reflective journal article. These different types of academic writing adhere to specific styles but all of them have similarities. Furthermore, this study will focus in writing thesis as one kinds of academic writing.

## 2.4. Thesis Writing

Thesis writing is different from other kinds of writing that students have ever faced. It is likely to be the biggest and longest project for the students in term of academic life. Berndtsson et al. (2008) stated that the thesis project was probably the biggest project that student would had undertaken in students' academic life, and maybe even in their life. Furthermore, Murray (2012) states that thesis is a far bigger project than most students will ever have undertaken before. It requires more independent study, more self-motivation. In addition. Hardling (2004) states that writing a thesis is an exercise in carrying out research

and writing an account of that research activity. Furthermore, Martens (2010) explain that writing a thesis is a completely new task for most postgraduate students.

In term of academic life, thesis writing becomes the college students' last project in fulfilment of the requirements for academic degree. According to Lipson (as cited in Sariyanto, 2013), "Most students write a thesis for a very simple reason: it's required to graduate with honours." In line with that, Berndtsson et al (2008) mentioned one of purposes of thesis is a stepping-stone towards graduate studies.

In order to write a good thesis, we need to identify the critical points in writing a good thesis. Blaxter (as cited in Dwihandini, 2013) identifies the critical points in writing a good thesis are learners have to know and generate the topic or ideas of what they want to write, learners also have to take advice from the related subject experts who are masters in their field because the experts have already done it themself, or will be in a position to judge the learners point of view and finally, learners need to proceed their academic writing briefly. According to Evans, Gruba, and Zovel (2014), to pass a thesis must demonstrate logical, structured, and defendible based on credible and verifiable evidentce presented in such a way that it makes ab origibal contribution to knowledge, as judge by experts in the field.

Thesis should be written in correct, coherent language, in an appropriate style, correctly following the conventions of citation. In term of style, the thesis should be written in an appropriate formal academic style. Paltrige and Starfield (2007) assert that the form of the thesis or dissertation is also influenced by the

values and expectations of the academic discipline in which it is produced and will be assessed. The structure of a text is, nevertheless, a central issue in text processing and production.

### 2.4.1. The Component of Thesis

Thesis writing seems to be the biggest project for all college students. It can be very long process until the students finish writing all components of the thesis. The thesis have some of components, in general it is classified into five chapters. Paltridge and Starfield (2007) classified some main chapters that must be written in the thesis writing: introductory chapter, literature review chapter, methodology chapter, result chapter and conclusion chapter. Each chapter has its own level difficulties and it is challenging for the students to write each chapter properly.

Based on Technical Book of Thesis Writing and Scientific Work of English Education Studi Program UIN Raden Fatah Palembang (2015) there are five main components of thesis writing that we have to know such as introductions chapter, review literature chapter, methodology chapter, result chapter, and conclusion chapter; the body of the thesis includes five different chapters as follows:

1. In the first chapter, we write an introduction including a precise background of the study, an explicit statement of problem, some clear objectives, research questions, significance of the study, delimitations of the research and operational definition of the key terms

2. Chapter two of the thesis includes review of the related literature. The review can be of both theoretical and empirical. This chapter also

includes implications of the review of related literature and conceptual framework as a su mmary of the theory used in the research.

3. The third chapter of the thesis presents the methodology ,including research design, samples, sampling procedures, data collection tools and procedures and data analysis and interpretation procedures.

4. The fourth chapter states the analysis and interpretation of the data. Different charts, tables, figures, descriptions explanations, discuss ions, narratives etc. are used in order to process and display the collected data.

5. Finally, in the fifth chapter effective conclusion of the entire thesis is written. Based on the analysis, findings and recommendations are also presented. These are the specific suggestions for policy level and practice level.

## 2.5. The Factors Affecting Students' Difficulties in Thesis Writing

In writing thesis many undergraduate students face problem in writing their thesis. Levine (2002) mentioned the language problems in writing are poor vocabulary, awkward phrasing and unconventional grammar, difficulty with sentence structure and word order. Therefore, the students must have productive skill in writing. Brown and Atkins (1988) say that the difficulties encountered in writing-up could be classified as lack of necessary skill. Furthermore, Rudd (1985) found two interrelated aspects to the problem: slowness in formulating what to write, and difficulty in bringing the material into coherent shape (as cited in Brown and Atkins, 1988). In addition, Bryne (1988) divided the problem that

make writing difficult into three categories such as; linguistic problem, psychological, and cognitive problem.

The fact that thesis is a challenging project for students, it is assumed that there should have been some factors causing students' difficulties in writing a thesis after conducting a research. According to Paltridge and Starfield (2007:25), "For all students, writing a thesis is a challenge; for those writing in English whose first language is not English, the challenges are even greater." Dwihandini et al (2013) analyzed three factors hindering students in accomplishing their thesis, namely psychological factor, sociocultural factor, and linguistics factor. While, Alafgani (2013) mentioned different major factors: basic knowledge of thesis factors, process of consultation factors, and social academic environment factors.

There are some factors that affecting students difficult to writing thesis. Murray (2006) explains that internal and external factors was very influence in writing thesis. Morover, Lipson (as cited in Irwandi and Arisanti) explains that there are two kind of problem in writing thesis. the first is internal factors, it is problems that come from inside the students. It is about knowledge of the students include; psychological problems, linguistics problems. The second is external factors. It is problems that support the students in writing their thesis. Furtherore, Sariyanto (2013) found the factors affecting students difficult to write thesis. He divided into four factors namely basic knowledge of thesis comonents factor, process of consulation factor, psychological factor,and economic factor. In this research, these factors can be classified into linguistic, psychological, and cognitive (Haider,2012; Hyland, 2003).

### 2.5.1. Psychological Factors

The success and failure we face in various activities we perform each day most often depends on our everyday psychology. Martos (2006) reveal thet psychological factors can be divided into two categories: affective or emotional, and cognitive. Paltridge and Starfield (2007) say that psycho-affective/emotional is the factors related which may directly affect a student's ability to write. Beharu (2018) says that the problems mainly emanates from psychological factors such as stress, anxiety, depression, lack of motivation, loneness, helplessness and phobias. Further, Paltridge and Starfiel (2007 explain that the affecting factors which become the psycho-affective factors that will affect the undergraduate students to create good thesis writing are: Low of confidence, fear of failure, anxiety, and motivation.

a. **Anxiety**

The construct of anxiety plays a major affective role in second language acquisition. Even though we all know what anxiety is and we all have experienced feelings of anxiousness, Brown (2007) says that anxiety is still not easy to define in a simple sentence. Anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. More simply, anxiety is associated with feelings of uneasiness, frustration, self- doubt, apprehension, or worry. Task anxiety is the most frequent affective variable related to student performance and achievement. Research results consistently show a negative effect of anxiety on academic performance (Pintrich & Schunk, 2002)

**b. Lack of Confidence**.

Lack of confidence is one of common problem among students in writing thesis. They will have a tendency to be inconsistent or capable, even though they have good abilities. Boscolo and Gelati (2007) assume that learners" self-confidence about their writing level correlates with the level of their motivation to write. Lack of confidence called is fear of failure. Murray (2002) points out that fear of the supervisor's feedback or fear of the supervisor him or herself can also have an effect on the student's ability to write. Paltridge and Starfield (2007) say that fear is related less to something the supervisor may have done but more to the student's own image of the supervisor as a punishing and judging figure.

**c. Lack of Motivation**

Motivation is also become a factor make students difficulties in writing. According to Al-Daihani, AlYaman, and Almututairi (2016) state that motivation i*s* one of the most important factors which has a great influence on language learning. In line with that, according to Al Kaboody (2013:45), "Motivation plays a significant role in the rate and success s of second and foreign language learning in general, and in classroom language learning in particular". Brown (1980) says that motivation is an inner drive impulse, emotion or desire that moves one to a particular action; motivation is a task-oriented.

**2.5.2. Linguistic Factors**

Linguistic features of writing refer to the language rules accepted in a standard academic writing. The linguistics features deal with the sentence maturity the writer uses based upon the conventional good grammar. The ability to write a clear, concise, logical and convincing paragraph or essay involves more than just the ability to be able to write a grammatical sentence.

The proficiency of the linguistics features in writing is also obvious and it indicates how well a writer is able to develop good ideas and good grammar. Conversely, immature demonstration of linguistics in the writing will produce awkward sentences and poor writing. The linguistics features in writing include four types: syntax, grammar, vocabulary and mechanics (Budiharso, 2005:44).

    a. Syntax

Syntax is defined as the ways in which words are put together to form phrases, clauses, and sentences. The syntactical features in writing refer to types of sentence construction: simple, compound, complex, or compound complex sentences. The description of the syntactical features follows Latief's (1990:9)

    b. Grammar

Grammar in writing is defined as the ways in which the writer handles basic rules of writing, such as parallelism, pronoun reference, double negatives. According to Latief (as cited in Solikhah, 2017), the grammatical features in writing refer to the use of grammatical errors in a sentence that include awkward construction and agreement errors. Specifically, grammatical errors cover: agreement, tenses, word order, articles, pronouns, prepositions, and other parts of speech.

c. Vocabulary

Vocabulary in writing refers to the word choice used to express ideas appropriately. The vocabulary includes: sufficient arrangement and variation, effective word or idiom choice and usage, correct form of word form mastery, e.g. accurate prefixes, compound words, word classes, and appropriate register.

d. Mechanics

Mechanics in writing refers to ways the writer handles basic convention of writing, such as punctuation, spelling, and capitalization. The mechanical errors include punctuation errors, spelling errors, capitalization errors, paragraphing, and handwriting

### 2.5.3. Cognitive Factors

There may be a number of the reasons for the causees of these cognitive problem. Alfaki (2015) mentions that the cognitive problems faced by students include problems of punctuation, capitalization, spelling, content and organization.

a. Punctuation

The fact that punctuation has never been standard to the extent as spelling, makes it is problematic (Byrne, 1988). Similarly, Carrol and Wilson (1995, p191) state that students' writing encounter punctuation problems as there are no universal rules of punctuation.

b. Capitalization

Capital letters are useful for sentence initials, the beginning of

important words, in topics, headings (Kroll, 1991). However, learners have problems in using capitalization properly. There are reasons for students' problems in using proper capitalization. The rules of capitalization are not universal and classifying nouns as proper and common noun is difficult for students (Gowere et al,. 1995 as cited in Alfaki 2015)

c. Speeling

Due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students (Gowere et al, 1995 as cited in Alfaki, 2015).

d. Content

Learners of English as a second or foreign language are also faced problems of exploring ideas and thought to communicate with others (Clifford, 1987).

e. Organization

Learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse (Kharma, as cited in Alfaki, 2015)). Furthermore, Raimes (1983) states that the other problem of organization in student' writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details.

**2.6. Previous related Studies**

The first previous study is conducted by Puspita (2019) the research describes about the factors that affect students' difficulties in writing thesis at English Study Program of IAIN Curup. The objectives of this research are to find the students' difficulties in writing thesis. In this study, the researcher used mixed-methods study. The population and the subject of this research were consisted of all students at TBI, which are the total number 49 students. In this study, the researcher took total sampling and the instruments are used questionnaire and interview. The questionnaire is also used to find the students' difficulties in writing thesis and the interview was used to find the factors that affect students' difficulties in writing thesis. The data showed significant finding (1) there are 82% or 40 students have difficulties in personality factors. (2) There are 83% or 41 students have difficulties in sociocultural factors. (3) There are 86% or 42 students have difficulties in linguistic factors. From the three factors, it is concluded that linguistic factor is the highest difficulties face by English students. The interview result showed that the first factor is personality factors. They were lack of confidence in deciding the thesis topic and in writing a proper literature review. The second, sociocultural factors that covered in have an understanding about the culture department of the university regarding the format of thesis writing. Finally, the third factor is linguistic factors. They were difficult in paraphrasing sentences from the source to the thesis writing.

Another study was conducted by Lee and Tajino (2008) the present study was aimed to found students' perceptions of difficulty with academic writing in English. The subjects of this research were consisted of all students from 95

first-year Japanese university students. In collecting the data, the writer applied two instrument, questionnaire and interview. The data were collected by using questionnaire with total of 18 items designed on five points Likert-type scale items (5=*very difficult*; 1=*very easy*) to captured students the students' perceptions of difficulty in academic writing. Descriptive quantitative design was used in this research. The results of the study show that the students tended to perceive academic writing to be difficult. In particular, they perceived language-related components of academic writing to be more difficult than structure/content-related components. Moreover, it was found that a great number of students expressed a high degree of difficulty with research design. This paper concludes with a discussion of some of the implications for teacher development.

The last study was conducted by Sariyanto (2013) the purpose of this research was to found out the most causing factor of undergraduate students' difficulties in writing thesis in the English Education Study Program of FKIP Tanjungpura University Pontianak. Descriptive research design was used in this research. 28 students were chosen as the sample and selected by using purposive sampling. The data was collected by using questionnaire with 31 items designed on a five-point likert-type scale to capture students' opinion about the causing factors of their difficulties in writing thesis. Data analysis shows that basic knowledge of thesis main components factor has percentage 27.68%, process of consultation factor has percentage 26.04%, psychological factor has percentage 25.25%, while economic factor has percentage 21.03%. Therefore, it is concluded that basic knowledge of thesis main component factor is the most causing factor of students' difficulties in writing thesis.