

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This Chapter presents review of related literatures which tells about the theoretical review and framework of the research. These theories becomes the foundation to the research.

#### **A. Theoretical Review**

##### **1. The Nature of Writing**

###### **a. Definition of writing**

Writing is a way to express ideas to communicate with others. In writing, every idea you put forward must be supported by certain reasons or details. By writing, a writer can put their thoughts or ideas into a piece of writing. Writing as a language skill is defined differently by some experts. According Susantoleo (2010:102) writing is a process of expressing ideas or thoughts in words should be done at leisure. According to Lado (1964), writing is a partial representation of units of language expression. Brown (2001) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revision before its release. Writing is the writers manipulate words in grammatically correct sentences and link those sentences to form a piece of writing which successfully communicates the writers' thoughts and ideas on a certain topic (Heaton & Harmer, 1988). So it can be concluded that writing is a process of expressing ideas or ideas that are made grammatically correct and planned so that in the writing process revisions need to be made before publication.

Writing and speaking are productive skills. It means that the writers and speakers go through producing a language (Harmer, 2015) Furthermore, Weinrib & Rivers (1972) states that writing is more difficult than speaking as writing is “communicating into space”. In face-to-face communication, there is little time to think and produce it. However, the product of writing is not as instant as speaking. Writing does not only put the idea into a paper but how the written text can be understandable by paying attention to some aspects to create a good written text. Writing involves complex thinking that must integrate all of the components such as the topic or the theme, the word choices, the organization, the purpose, the audience, the clarity, the sequence, the cohesion and the transcription (Westwood, 2008:56).

b. Micro and Macro Skills of Writing

In writing, there are some aspects that have to be considered. Brown (2004:221) has summarized all those aspects into two main skills; they are the micro skills and macro skills of writing. Later they can be used in teaching writing as well as assessing writing. Those skills are described as follows:

- 1) Micro skills:
  - a) Produce graphemes and orthographic patterns of English.
  - b) Produce writing at an efficient rate of speed to suit the purpose.
  - c) Produce an acceptable core of words and use appropriate word order patterns.
  - d) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
  - e) Express a particular meaning in different grammatical forms.

- f) Use cohesive devices in written discourse.
- 2) Macro skills:
- a) Use the rhetorical forms and conventions of written discourse.
  - b) Appropriately accomplish the communicative functions of written texts according to form and purpose.
  - c) Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
  - d) Distinguish between literal and implied meanings of writing.
  - e) Correctly convey culturally specific references in the context of the written text.
  - f) Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In conclusion, micro skills are more appropriately applied to imitative and intensive types of writing performance. Meanwhile macro skills cover broader areas of writing, such as the form and communicative purpose of a written text, the main idea and supporting ideas, the writing of literal and implied meanings, and so on. Thus, these skills are not only about a word, but also about the whole written text. In this research, researcher find out the students ability related to macro skills, which is identifying the students writing quality in writing introduction for research articles in various aspects.

### c. Types of Writing Performance

According to Brown (2004:220), there are four categories of written performance as follow:

#### 1) Imitative

In imitative performance, the learners must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phonemegrapheme correspondences in the English spelling system..

#### 2) Intensive (controlled)

In intensive performance, the learners have to attain skills in producing appropriate vocabulary within a context, collocations, and idioms, and correct grammatical features up to the length.

#### 3) Responsive

Learners are to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Under specified conditions, the learner begins to exercise some freedom of choices among alternatives forms of expressions or ideas.

#### 4) Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

This research focused on knowing the quality and finding students difficulties in writing introductions in research articles. So this research focused on extensive writing.

#### d. Elements of Writing

According to Junaid (2012), there are five components of writing. The five elements are content, organization, vocabulary, language use, and mechanics.

- 1) Content is the topic development serviced by the writer. It is how the writer delivers his thoughts about the topic in paragraphs.
- 2) The organization is how the writer makes his paragraphs coherent with each other.
- 3) Vocabulary is the use of diction in organizing the paragraphs without making the ideas or topic is hazy.
- 4) Language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out the logical relationship in paragraph writing.
- 5) Mechanics refers to the use of graphic conventional of the language, the steps of arranging letters, word sentences, paragraphs by using knowledge of the structure, and some others related to one another.

According to Brown (2001: 335) mentioned some components in scoring writing that is organization, content, grammar, vocabulary, and mechanic.

- 1) Organization means how the writer organizes his idea. Whether each paragraph is organized well or not. The organization of the text is fluent in expressing, revealing clearly ideas, good organization, logic sequence and cohesive.
- 2) Content refers to the development of the topic using supporting sentences. The excellent content had to fulfill the criteria such as full of information; substantive makes a clear thesis development and relevant to the problem.
- 3) Language means the students use practical complex sentence construction and make only a few faults in the use of grammar.
- 4) Vocabulary means if the students could choose the correct words as it is function and master informing words.
- 5) Mechanic means a paragraph is a combination of some sentences which need proper spelling and punctuation. If the use of punctuation is not appropriate, the article will be unreadable. So the students should be mastered in writing a good paragraph.

Based on the description of the aspects or elements in writing above, it concludes that there are some aspects or features in writing. The aspects are content or central idea, organization, language use or grammar, vocabulary or words choice, and mechanic. In this research, researcher analyzed the quality of student writing in these aspects.

#### e. Difficulties in Writing

In writing, many undergraduate students experience various kinds of difficulties. Therefore, in this research, the factors that will be underlined are the factors proposed by Brown (2007:86-278) as explained as follows:

## 1) Psychological Factors

Factors related to the author's internal factors can also be referred to as psychological factors. Brown (2007:153) argues that students psychological factors can be identified from students affective factors. Furthermore, brown (2007:154-174) explains that affective factors - which are psychological factors that will influence students in creating good scientific article writing are a) self-esteem; b) attribution theory and self-efficacy; c) willingness to communicate; d) inhibition; e) risk taking; f) anxiety; g) empathy; h) extroversion; i) motivation. All the psychological factors mentioned by brown (2007:152-174) will influence a learner's decision in making research objectives, data for research, research findings, and overall research.

## 2) Sociocultural Factors

Culture establishes for each person a context of cognitive and affective behavior, a template for personal and social existence. But peoples tend to perceive reality within the context of own culture, a reality that have created, and therefore not necessarily a reality that is empirically defined. Since language cannot be separated from culture, it is also important to analyze the difficulties in writing research articles from the point of view of sociocultural factors. As said by Brown (2007:189) that culture becomes very important in second language learning. Therefore, the focus of sociocultural factors that will be raised in this research regarding difficulties in writing research articles is emphasized on three aspects, namely: a) social distance among each student and the relationship between students and lecturers, b) the culture in

the language classroom used by students, and c) communicative competence among students and lecturers.

### 3) Linguistic Factors

This factor will first consider of contrasts between native and target language and the effect of the first language on a second. Brown (2007: 262-263) classifies four categories to describe errors in second language learner production data. Brown's first overview is to identify errors based on addition, omission, substitution, and ordering. The second category according to Brown for identifying errors puts into consideration the level of the student's language (phonology, lexicon, grammar, and discourse) that should be considered. Thirdly, errors can also be analyzed based on global errors or local errors as explained by Brown (2007:263) suggested to identify errors by considering two related error dimensions, namely domain and extent. Brown (2007: 263) explains "domain is the level of linguistic units (from phonemes to discourse) that must be taken as context for the error to become apparent, and extent is the level of linguistic units that must be deleted, replaced, supplied, or re-ordered to correct the sentence.

## 2. The Nature of Academic Writing

### a. Academic Writing

Academic writing is one of the most interesting and important topics for students to learn, especially for students who want to graduate because the final assignment, which is research, requires students to master academic writing (Thaiss, 2006). Thaiss (2006) defined academic writing as a term that fulfills and



meets the purposes of education in colleges, universities, and institutions related to the use of academic writing features like paraphrasing, strong vocabulary, and organized paragraphs. Academic writing involves implementing knowledge and skills in order to build up students overall writing activities and to increase their academic writing skills.

The importance of writing for students is explained by Tahaine (2010). He states that writing is an important skill for university students because they have to use it for note taking, essay writing, answering written questions, and composition writing. It is rather important for English-major undergraduates who need to answer subjective questions related to their literature and linguistics courses in the form of multiple paragraphs. Regarding academic writing, Al-Khairi (2013) underlines the importance of writing in all university curricula not only because of its immediate practical application, i.e. as an isolated skill or ability, but also because people believe that, when seen from a broader perspective, writing is a thinking tool. It is a tool for language development, for critical thinking and in extension, for learning in all disciplines.

In academic writing, several things need to be considered, one of which is the use of references. Citations refer to the author's acknowledgment of other people's work in his writing. The importance of citation has been discussed by researchers including Bereiter and Scardamalia (as cited in Hinkel, 2004, p. 11). Both researchers argue that in academic writing, students are required to "acquire, synthesize, integrate, and analyze information from multiple sources, such as published materials, textbooks, or laboratory experiments". In addition to giving

credit to the author whose work is cited, citation aims to show readers or audiences what the author knows about a topic and help them to follow up on the source material and find relevant sources that may be useful for their own work (Lipson, 2018).

There are many types in academic writing. Some experts have their own definitions for academic writing. According to Poel & Gasiorek (2012) academic writing is a prominent component of academic discourse which may take a number of different forms, including essays, projects, lecture notes, and these. Brown (2004) mentions type of writing involves three points: academic writing, job related writing and personal writing. Academic writing includes papers and general subject report, essay, abstract, thesis and dissertation.

#### b. Features of Academic

Writing According to Valdes (2019), some characteristics or features of academic writing described below:

##### 1) Clear and limited focus

The focus of academic writing is clear and usually mentioned in the problem statement. The paragraphs in the academic essay are always related to the topic or focuses.

##### 2) Logical structure

All form of academic writing has a consistent structure. Academic writing always consists of an introduction, body, and conclusion. The background, statements, and scope ever discussed in the introduction part. The supporting thoughts of the comments addressed in the body paragraphs. In the

conclusion part, it is often talking about the arguments, review of the main ideas, and the paper findings.

3) Evidence-based arguments

Academic writing requires well-informed discussions statements in academic writing support by evidence from many sources.

4) Impersonal tone

Delivery of arguments in academic writing should contain logic and objective, and not use emotional or biased language. These features will influence the style of academic writing.

c. Problems in Academic Writing

Most students of any college have some issues and difficulties. while they faced the tasks in any of the academic purposes. David (2019) in Academic Writing Pro blog stated that there are some difficulties faced by the students while writing an academic paper that mentioned in the following paragraphs.

1) Plagiarism

In academic writing, the work or idea of someone else can not be copied and presented in our paper. It just can be paraphrased or summarized with mention the source of the concept using appropriate citations and references.

2) Grammatical Errors

It can be said an excellent academic paper if it has no errors in terms of grammar, punctuation, language, or style. The morphological of the academic writing paper should pay more attention to get the proper academic writing paper. The fewer grammatical errors can enhance the worth of academic

writing and make it more authentic. Grammatical errors can be avoided by proofreading. There are some the academic writing service on websites the can help to get rid of any grammatical mistakes.

### 3) Lexical Difficulties

The lexical difficulties are the difficulty in choosing words or the diction election, or any problem related to terms. Sometimes, the students“ cannot put the right name in the right place, or the word that chosen is less precise. That condition also influences the sentence structure. As a result, their academic writing contains some mistakes. This lexical difficulty can be avoided by reading more to increase the exposure, experience, knowledge, or even give an authentic idea in doing academic writing.

### 4) Lack of Planning

Any academic writing problems mostly occur because of the lack of planning. The first thing that you should do before writing any academic writing is planning. With the planning process, the information, ideas, and facts that put in the academic paper can be organized well so that people are not getting lost. In the planning stage, some steps can help the students to organize their writing, such as outlining, prewriting, drafting, and etc.

Al Fadda (2012) stated that students face many difficulties in academic writing, such as:

- 1) Avoid the epidemic words and phrases by knowing them.
- 2) They are reviewing the grammar in their writing.

- 3) They are experiencing difficulty in using pronouns and maintaining the pronoun-antecedents agreement.
- 4) They are making mistakes with subject-verb agreement.
- 5) They are also making a sentence fragment in their writing.
- 6) They are challenging in combining sentences in their writing.

### **3. Introduction in Research Articles**

Research article has been regarded as the most valuable tool in spreading and disseminating research findings around the globe. Knowledge and new information are easily obtained through research articles. However, writing a research article is not easy. Several requirements need to be fulfilled in order to be accepted by the publisher. Safnil (2013) further explains that research Article Introductions (RAIs) has become an important section of all sections in research article because of two significant reasons. First, since it comes first in the article where readers will read it first before reading other sections. Second, as it introduces the entire article, it will determine whether or not readers read other sections of article. He also asserts that the importance of introduction section in the article is because of its position and function. The introduction of research article also represent the connection between the readers and the authors' work, if it can bridge the gap between the knowledge of the intended readers and the research papers, thus it will show that the introduction is successful (Safnil, 2013).

The introduction serves the purpose of leading the reader from a general subject area to a particular field of research. It establishes the context of the research being conducted by summarizing current understanding and background

information about the topic, stating the purpose of the work in the form of the hypothesis, question, or research problem, briefly explaining your rationale, methodological approach, highlighting the potential outcomes your research can reveal, and describing the remaining structure of the paper.

## **B. Relevant Studies**

This section presents several previous researches or studies related to the topic of this research which is difficulties faced by students in academic writing especially writing introduction in research paper.

1. Jovita Espineda-Villanueva, Ed.D.,LPT, entitled *Identifying Problems of Undergraduate Students in Writing Research: Basis for Scaffolding*. Bulacan State University. This paper aims to identify the difficulties in various areas in research writing where undergraduate students of Bulacan State University, especially in the parts of the research from writing chapter 1 to chapter 5. The researcher used a descriptive qualitative method where questionnaires are the main tool in data collection. The respondents of this study were students of the Faculty of Education of Bulacan State University who were enrolled in the 2nd semester of 2016-2017. In the study, it was found that students experienced some difficulties. Especially in writing chapter 1 or introduction, students have difficulty in formulating a research title, using appropriate theories to support their arguments and difficulty in finding or collecting reference sources. After obtaining the results of the study, the researcher proposed an intervention program to help overcome the problems of undergraduate students in research writing.

2. Khadijah, 10535629715, entitled *An Analysis of Students' Problems in Academic Writing at English Department Students in 2019 Academic Year Of Unismuh*. This study aims to determine the ability of students in academic writing and to find out the problems faced by students in academic writing of fifth semester students majoring in English in the 2019 academic year of Universitas Muhammadiyah Makassar. This research method is descriptive quantitative research. This study used two instruments: an academic writing test and a questionnaire about students' problems in academic writing. The subjects of this study were fifth semester students majoring in English. This study used purposive sampling technique. The result of this study found that students' ability in academic writing can be categorized as good. However, students still found problems in the aspects of plagiarism, grammatical errors, lexical difficulties and lack of planning.
3. Mirrah Diyana Binti Maznun, Roya Monsefi, Vahid Nimehchisalem, entitled *Undergraduate ESL Students' Difficulties in Writing the Introduction for Research Reports*. The study aims to investigate what are the difficulties faced by undergraduate ESL students in writing the Introduction section of a project report as well as find out the lecturers' perceptions of the students' main areas of difficulty in writing the Introduction section of a project report. The researchers analyzed the students' introduction sections using the Swales' CARS model. The researchers also conducted an in-depth interview with a lecturer regarding the students' areas of weakness. It was found that students had difficulties in writing the research background, theoretical framework,

and statement. The researcher assumed the results of this case could provide useful information for similar situations and cases.

The three relevant research above discuss student difficulties in academic writing. The similarity between the second and third studies with the researcher's research is from the participants. The participants of this research are students who are learning a second language.

There are some differences with the three relevant studies, they use a qualitative research design while the researcher uses a quantitative descriptive research design. Then the difference between the researcher's research and the first research and the second research above is the purpose of the research. The purpose of the two previous studies is the causes of difficulties in writing research papers in general, while this research is more specific to find out the factors faced by students in writing the introduction. Although this research also has similarities with the third research in terms of objectives, the third research used a different analysis model than the researcher used in this research.

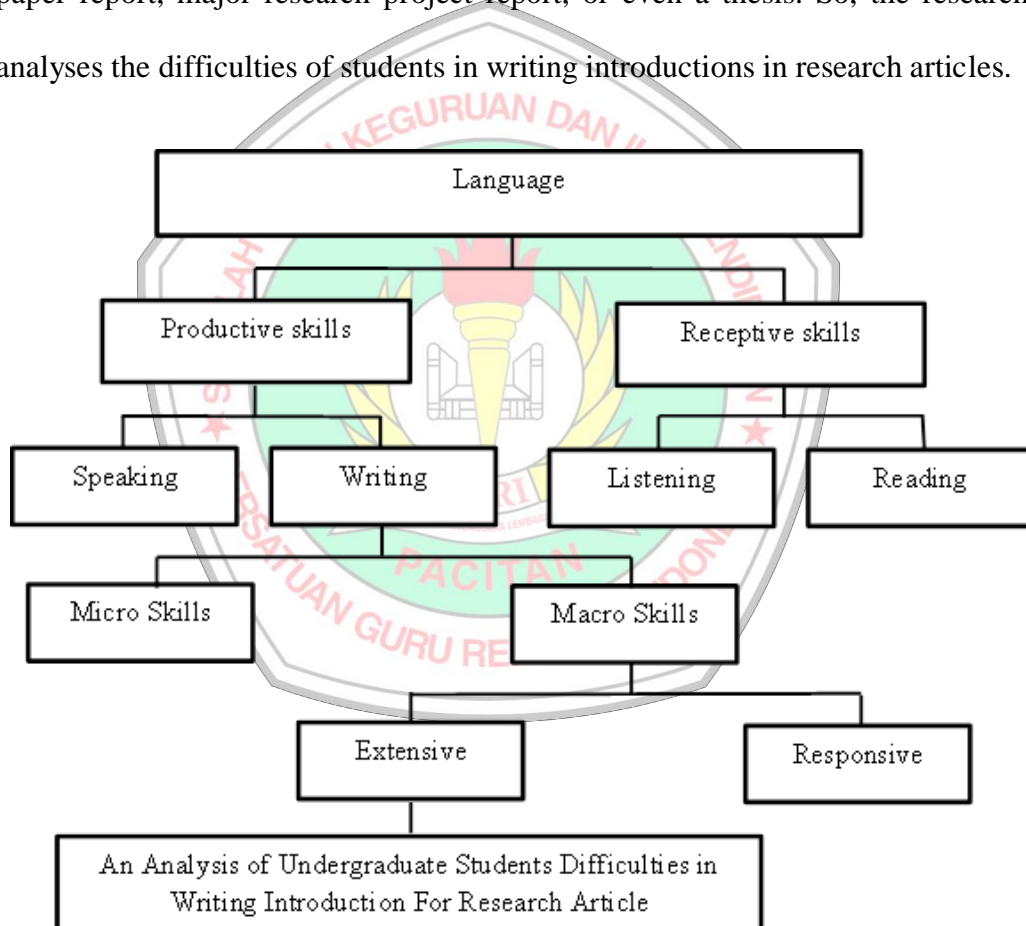
### **C. Conceptual Framework**

Writing is a very important skill for students who are learning a second language. Writers must consider the micro and macro aspects of skills in writing so that learners are able to do this in writing. Ur (1996:162) states that writing should take care of micro and macro aspects. In the micro aspect, the learners practice certain forms of writing at the word or sentence level (handwriting or typing, spelling, punctuation). On the other hand, the learners are emphasized on



the macro aspect of writing which includes the content and organization of writing.

In the macro aspect of writing, there are two types of written performance categories, namely Responsive and Extensive. According to Brown (2004:220), Extensive writing implies successful management of all writing processes and strategies for all purposes, up to the length of an essay, term paper, paper report, major research project report, or even a thesis. So, the researcher analyses the difficulties of students in writing introductions in research articles.



**Figure 1** Conceptual Framework