CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Review

1. The Nature of Writing

a. Definition of Writing

Writing is an activity of finding, arranging, and expressing ideas in order to give benefit to others. Communication can not only be done orally, but can also be conveyed through words in the form of writing (Sigit, 2013). So that, an idea will be produced in the form of meaningful writing. Writing also is a productive and expressive activity. Writing is seen as a challenging element of linguistic practice. Many students in primary school, secondary school, as well as those pursuing further education such as college, lament the difficulties of writing, grouse about how difficult writing is. These criticisms have led to the widespread belief that writing is challenging (Sukirman, 2013).

From the definitions mentioned, it can conclude that writing is an activity of pouring ideas that are beneficial to others conveyed in the form of writing which is considered a productive and expressive activity.

b. The Goals of Writing

The writing process may be used to learn to write, which has benefits. According to Indihadi (2016), the benefits of writing includeIf students follow the steps of the writing process, there are benefits to learning to write. Students can first choose, group, and arrange the writing's material in accordance with their prior knowledge and experience. Second, based on the subjects or concepts they select, students can arrange the writing's substance. Thirdly, depending on the information being expressed, students can select the format (media) of their work. Fourth, they can learn how to employ appropriate and effective writing styles. Fifth, students can develop writing goals and purposes, as well as identify the audience for their work.

c. The Elements of Writing

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

1) Content is the topic development by writer. It is the way the author delivers his paragraphs to convey his ideas on the subject.

2) The organization is how writer creates coherence between his paragraphs through structure.

3) Vocabulary is the diction used to structure the paragraphs without obscuring the ideas or subject.

4) Language usage is the process of dividing, combining, and organizing thoughts into words, phrases, clauses, and sentences to highlight the logical link in paragraph writing.

5) The term mechanics refers to the usage of the language's visual conventions, or the process of putting words, phrases, and paragraphs in the right order utilizing structural knowledge and other factors.

According to Nurgiantoro in Yuniati (2015), organization, content, grammar, vocabulary, and mechanics are some factors that go into writing elements.

1) Organization refers to the way a writer structures an idea. Whether or not each paragraph is properly organized. The writing is organized in a way that is fluid in expression, clear in revealing concepts, well-organized, logically sequenced, and cogent.

2) Content is the way a topic is developed utilizing supporting sentences. The top-notch material has to meet requirements including being rich information, substantial, and pertinent to the issue at hand.

3) Language entails that the students write complicated sentences practically and with minimal grammatical errors.

4) Vocabulary refers to the students' ability to select the appropriate words given their role and command of informative terms.

5) Mechanic refers to the fact that a paragraph is made up of several sentences that require precise spelling and punctuation. The article won't be readable if the punctuation is incorrect. As a result, students should be proficient in paragraph writing.

According to the description of the aforementioned writing elements or aspects, it can be concluded that some writing elements or aspects include content or the main concept, organization, language usage or grammar, vocabulary or word choice, and mechanics.

d. The Process of Writing

According to Alice Oshima and Ann Hogue in Putri (2014), there are four process of writing that writers should do, namely:

1) Prewriting. Prewriting can help you generate ideas. In this stage, authors select a subject and gather evidence to support their argument.

2) Planing (Outlining). The writer must arrange the thoughts produced by brainstorming during the planning stage. The process of outlining brainstorming is the most effective technique to arrange the thoughts produced.

3) Writing and Revising Draft. The writer can begin to write and modify multiple drafts often until the writer has generated a final copy to hand in after performing brainstorming and outlining as the first draft and second writing phase.

4) Write the final draft. Writing the final version of the text or product to submit is the last step.

According to Richard and Renandya in Cakrawati (2012) some stages in the process of writing are planning, drafting, revising, and editing.

1) Planning. The students are encouraged to write throughout the planing stage.

2) Drafting. The drafting stage is concerned more with writing flow than it is with grammatical precision or the organization of the draft.

3) Revising. The students rewrite their texts during the revising phase using the feedback they received during the responding phase.

4) Editing. The students polished their writing throughout the editing step in order to have it ready for final draft.

2. **The Nature of Academic Writing**

a. **Definition of Academic Writing**

Academic writing, according to Valdes (2019) is any formal written work created in a learning environment. Students, educators,

and researchers usually employ academic writing to create papers, argumentation, or other writing that serves public aims. Evidence-based arguments, proper word choice, logical arrangement, and an impersonal tone are some characteristics of academic writing. Meanwhile, according to Muray and Moore in Brodhacker (2016), academic writing differs from informal writing due to the layout of the work as well as how we choose to employ words and phrases to express our thoughts. Johnson (2016) states academic writing can be written creatively in a number of ways and for a variety of purposes. Academic writing, like other types of writing, aims to convey ideas from the author to the reader. Its primary objective is to communicate knowledge, just as technical writing and the majority of writings used in professional contexts. In educational environments, academic writing is utilized to create reports, inquiries, and essays.

Based on the description above, it concludes that academic writing is written work made to express thoughts and compiled and written with standard word selection in an educational environment to fulfill academic requirements.

b. **Features of Academic Writing**

According to Valdes (2019), some features of academic writing described below.

Some features of academic writing are outlined below, according to Valdes (2019).

1) A clear, limited focus. The problem statement often has a clear focus that is the subject of academic writing. Every paragraph in a piece of writing addresses the subject or main idea.

2) A logical structure. Every type of academic writing follows the same format. An introduction, a body, and a conclusion are required components of academic writing. The background, statements, and scope that were ever covered in the introductory section. The body paragraphs discuss the arguments in support of the statements. The conclusion section frequently discusses the arguments, an explanation of the basic concepts, and the paper's results.

3) Arguments supported by evidence. Well-informed discussions are necessary for academic writing, and statements must be supported by evidence from a variety of sources.

4) Impersonal tone. Arguments should be presented logically and objectively in academic writing, without the use of sentimental or prejudiced terminology.

3. **The Nature of Writing Thesis**

   a. **Definiton of Thesis**

   A thesis is a scientific paper that university students write as their last piece of formal education in the subject area they choose to

study. Huda (2011) defines a thesis as a scientific document published by undergraduate students that examines a particular subject or set of subjects using the findings of expert literature studies, field study, or development experimentation. According to Mutakien (2015) a thesis is a student-prepared scientific work that is according to the rules of scientific logic and proper technique and is based on the findings of research utilizing primary or secondary data. Then, Damayanti (2020) defines thesis as a scientific paper resulting from the research of undergraduate students (S1) that discusses the results of their research according to the rules of writing and thesis rules.

Based on the definitions mentioned, it can conclude that thesis is a scientific work of undergraduate students (S1) based on research on a particular subject according to scientific principles and correct writing techniques.

b. The Purpose of Writing Thesis

The purpose of writing thesis for students is to solve and to describe a problem in a systematic way, so they must be able to think logically and scientifically. According to Aisiah (2018) the purpose of thesis writing is compiled as a prerequisite for obtaining a degree in accordance with the study program pursued. Through the preparation of the thesis, students are required to carry out a research activity which begins with the writing of a research proposal.

c. The Difficulties in Writing Thesis

Most students of any college have some difficulties while they faced the tasks in writing thesis. They will face some difficulties in writing a thesis, whether in the concepts, structures, and so on.

Asmawan (2016) stated that there are some difficulties in writing thesis faced by the students while writing a thesis that mentioned in the following paragraphs.

1) Internal factors, are the motivation and understanding of students in writing a thesis.

2) External factors, are environments such as supervisors and bureaucratic systems that support students to immediately complete the thesis.

According to Musa (2019), There are four difficulties in writing a thesis including technical factors, internal factors, external factors, and non-technical factors.

1) Technical factors or problems are caused by difficulties in determining research titles and topics, difficulties in identifying and formulating problems, difficulties in determining the type and design of research, difficulties in finding journals, books and reviewing literature, difficulties in pouring ideas or ideas into scientific writing, and also difficulties in collecting, processing and presenting data.

2) Internal factors include motivation, interest and enthusiasm of students, level of self-confidence, intellectual ability or intelligence, and laziness.

3) External factors because they do not understand the flow, steps and procedures of the thesis well, the influence of peers, the guidance process with the supervisor, feeling pressured and the surrounding environment.

4) Non-technical and non-academic factors are caused by damage to the laptop used to work on the thesis, having problems with friends or girlfriends, lack of expertise in using Microsoft word software, mood or feeling conditions, clashing thesis schedules with class schedules, not passing certain courses as a condition for taking thesis courses and also suffering from illness.

Based on the definitions mentioned above, there are some difficulties in writing a thesis, namely internal factors, exsternal factors, technical factors, and non-technical factors.

B. Previous of Related Research Finding

1. Asmawan (2016), in the study entitled Analisis Kesulitan Mahasiswa Menyelesaikan Skripsi described about the difficulties of students in completing thesis. The research problems were the factors that cause the length of students incompleting the thesis, as well as solutions to overcome the problems of old students in completing the thesis. The respondents were accounting education students of the

Faculty of Teaching and Education who took courses thesis and proved by the study plan (KRS). The research used purposive sampling technique. This was a qualitative research. Data collection techniques were documentation, interviews and observation. The triangulation technique used to validate the data. The research found several factors that hinder the completion of the thesis. The first factor was the inability of students in writing; the external factor was the difficulty in communicating with the supervisor. While supporting factors were the motivation, a supportive environment and management system.

2. Rismen (2015), in the study entitled Analisis Kesulitan Mahasiswa Dalam Penyelesaian Skripsi Di Prodi Pendidikan Matematika STKIP PGRI described about the types of difficulties/forms of difficulties experienced by students in completing the thesis and see the effectiveness of guidance by supervisors. This type of research is descriptive research. The subjects of this study were supervisors and undergraduate students of mathematics education study program who were guiding their thesis in 2014. Questionnaire difficulties given to students who are writing a thesis. Data analysis techniques using percentage techniques and then described. The results of the study in general obtained information that students have difficulty in pouring ideas into scientific writing, which is around 66.67%., the use of statistics in data processing, namely with a percentage of 61.54%, and narrating

the results of research with a percentage of 64.10%. The results of the study are expected to be input, information and reference to the Mathematics Education Study Program of STKIP PGRI Sumbar so that the factors of student difficulty in completing the thesis will be overcome.

3. Damayanti (2020), in the study entitled Analisis Kesulitan Mahasiswa Menyelesaikan Skripsi Pada Situasi Pandemi Covid 19 described about the difficulties of students in completing their theses in the covid-19 pandemic situation. The problem of this study are the factors that cause the length of time students complete the thesis, as well as solutions to overcome the problems of old students in completing the thesis. Respondents are accounting education students in thesis courses and are evidenced by the study plan card (KRS). This research uses qualitative descriptive techniques. This type of research is qualitative research. Data collection techniques with questionnaires, and documentation. The tringulation technique is used for data analysis. This study determines several factors that hinder thesis completion in the covid-19 pandemic situation. The first factor is internal factors, namely the inability of students to write and compile a thesis. The second factor is external factors, namely difficulties in communicating with the supervisor, while the supporting factors are covid-19, motivation, a supportive environment and a management system.

4. Musa (2019), in the study entitled Analisis Kesulitan Mahasiswa Menyelesaikan Skripsi Pada Program Studi Pendidikan Akuntansi Universitas Muhammadiyah Surakarta determined the factors of difficulty experienced by students in completing the final project or thesis. This research was conducted on fifteen Accounting Education students of FKIP UMS in the year of 2014 who were pursuing a thesis course. This study included a type of qualitative descriptive research. The data collection technique is done by observation and interview methods. The results of the study show that there are several factors that become difficulties for students in completing the thesis; Technical factors that are directly related to the work of the thesis, internal factors that originate from within the student, external factors that originate from the surrounding conditions and conditions, and non-technical and non-academic factors that influence student difficulties in completing the thesis.

5. Dwihandini (2013), in the study entitled The Analysis of The Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in The English Department of Mahasaraswati University aimed at finding out the factors affecting undergraduate students' difficulties in writing thesis. This study followed the descriptive survey research proposed by Sapsford (1999:34-40) which involves problem definition, sample selection, design measurement, and concern for participants. The subjects of the study were the undergraduate students in the English Department

of Mahasaraswati University. The data were collected through expert judgment sheet, questionnaire, and interview. The findings of the study identified three major factors that affected undergraduate students' thesis writing. First, psychological factors that comprised lack of confidence in deciding thesis title, having prior knowledge due to thesis topic, and writing a good thesis. Second, sociocultural factors that covered ability to connect and form each sentence into meaningful thesis writing, to have knowledge of proper lexical items and linguistic units, and to have an understanding about the culture department of the university regarding the format of the thesis writing. Finally, the third factor is the linguistic factors that consisted of difficulties in minimalizing grammar error, and in knowing and/or deciding the grammatical items which should be deleted, replaced, supplied and reordered. This study has an implication to academic writing pedagogy, especially in thesis writing.

Based on the previous study, the researcher wants to do research on The Difficulties of Students in Writing A Thesis at STKIP PGRI Pacitan. The following are the differences between this study and the previous study. First, the researcher identify the difficulties of students in writing a thesis based internal factors and external factors and identify how the students strategies to face the difficulties in writing a thesis at STKIP PGRI Pacitan in eight semester students. The data will be take from seven study program in STKIP PGRI Pacitan.

C. Theoritical Framework

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│ Difficulties in Writing A Thesis │
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Internal Factors:

1. Difficult to determine the topic and title

2. Difficult to identify the problems

3. Difficult to make the formulation of the problem

4. Difficult to write the literature review

External Factor:

1. Difficult to find the research references

The Difficulties of Students in Writing
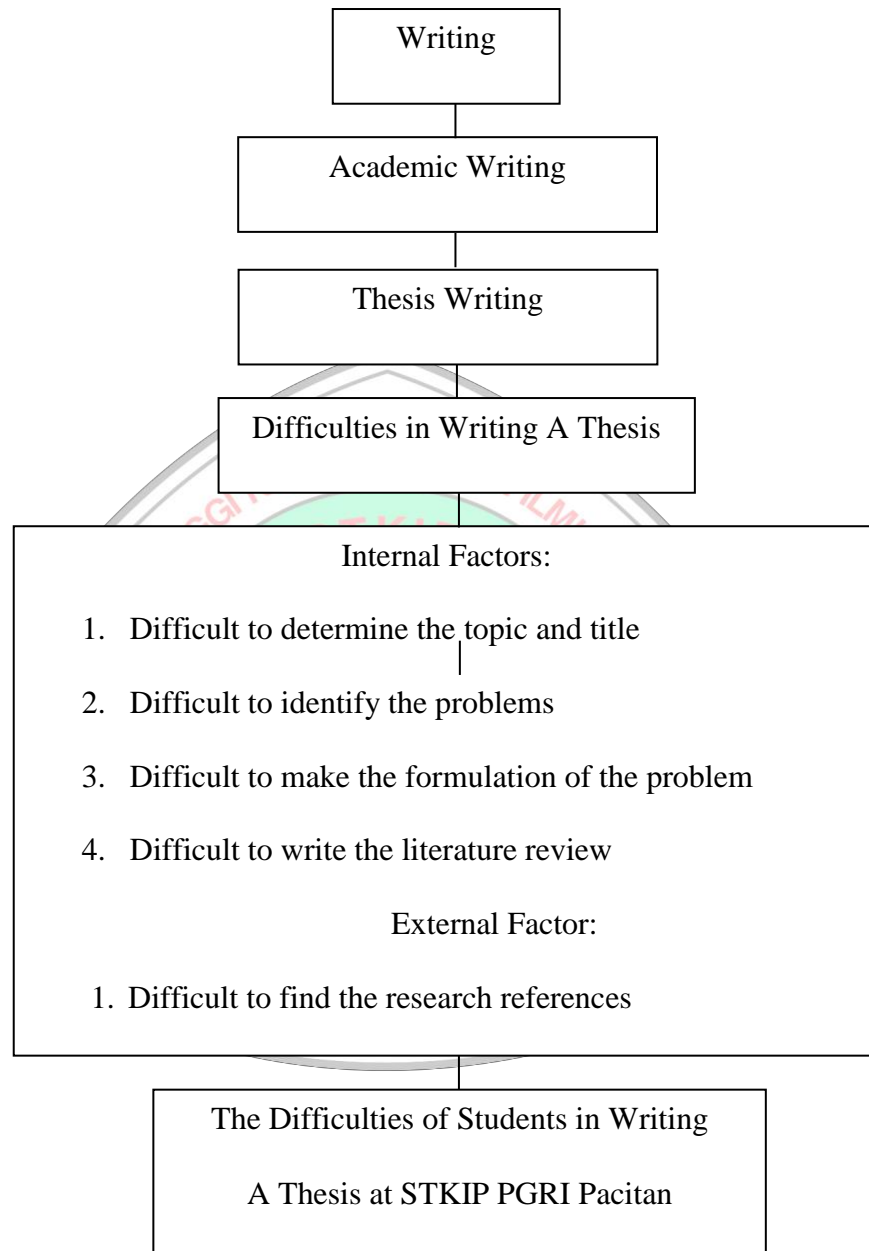
A Thesis at STKIP PGRI Pacitan

Figure 2.1 Theoritical Framework of The Research

In writing thesis, students face many difficulties in internal factors such as find it difficult to choose a topic and title, and to create a research concept, and students find it difficult to write literature reviews. Then, the students face difficulties from external factors such as find it difficult to

collect the data, and difficult to find relevant journals. Students with low writing skills are a condition that shows the inability of students to write well. This inability is one of the difficulties in writing a thesis that students often encounter. Therefore, researchers conducted research on what difficulties they faced when writing a thesis.