

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

In this part the researcher presents some research had concluded to this study in the following :

Hari Prasad Tiwari, stated that in their research about, “Writing thesis in English education: Challenges faced by students”, and this research indicated that, the interview aims to investigate the major challenges faced by the students while writing a thesis in English Education under the Faculty of Education, T.U. The researcher conducted the interviews with the sample students. The audio-recorded interviews were analyzed qualitatively and during the analysis, five themes of challenges emerged. Analysis and interpretation of each theme have been presented here.¹

Cyntia Puspita, stated that in their research about, “Factors affecting students difficulties in writing thesis”, and this research indicated that, student difficulties in writing thesis and factors that affecting students difficulties in writing a thesis.²

Suyadi, Husnaini, Elvina stated that in their research about, “Undergraduate students difficulties in writing a research proposal: A case study”, and this research indicated that, from the students' problem factors above, factors faced by students in writing a research proposal for thesis at the eight semesters of English education study program at one private university in Jambi city academic year 2017/2018 is the problem that mostly comes from themselves or psychological factor or the inner

¹ Hari Prasad Tiwari, “Writing thesis in English education: Challenges faced by students,” *Journal of NELTA Gandaki* 1, (2019).

² Cyntia Puspita, “Factors Affecting Students Difficulties in Writing Thesis,” *English Language and Literature International Conference* 3, (2019).

problems. Other problems that come from the advisor or lecturer are only lack of communication which resulted in a misunderstanding of the materials given.³

B. Some Pertinent Ideas

1. The Concept of Writing

a. Definition of Writing

English is a foreign language that to be mastery not only how to communicate but also must be focus to grammatically especially on international research. To learn English we must mastery all skill namely listening, speaking, reading, and writing, all the skill function to master and to communicate and write.⁴

Writing is a skill that involves judgment.⁵ It can be said that writing used the opinion or idea to complete the writing, it means to write we must have not just good vocabulary and grammar but also the knowledge about what we wrote. In the writing process, we must know what we wrote and had clear content to make good writing.

In the writing process, we must have some knowledge, according to the Oxford dictionary, write is a marked letter or numbers on a surface with a pen or pencil that produce an idea, opinion, and feeling in form therefore people can read, perform or use it.⁶ It is mean to learn English we must have the mastery of all the skill especially if we want to write the research.

Based on many theory we can conclude that writing had many forms to complete and writing is the one way to reveal the skill, therefore we must mastery all the skill and reveal it well written on the research.

³ Suyadi, Husnaini, Elvina, "Undergraduate Students Difficulties in Writing a Research Proposal: A Case Study," *Journal of Scientific and Technology Research* 9, no.03 (2020).

⁴Kaharuddin Bahar, *The Communicative Competence-Based English Language Teaching* (Yogyakarta: Trust Media, 2013).

⁵ J.B Heaton, *Writing English Language Test* (London and New York: Longman Group UK Limited, 1991).

⁶ Oxford University Press, *Oxford Learner's Pocket Dictionary* Third Edition (Printed in China,2003).

a. Component of Writing

There are some significant components in writing. Those are content, organization, vocabulary, language use, and mechanic. The detailed explanations are as follows:

1) Content

The content of writing should have clear content, which means the writing can be understood by the reader, a good explanation to make reader what the content of writing and use the good language also the proper use of the word. Three things can be measured into the content connections with content, the point of information in the writing, the sequence in which the point in writing, and formal signals that give the reader to easily understand the topic fully.

2) Organization

In the organization of writing, the writer focuses on the way to arrange the writing and organize the content regularly according to the plan made before. They also should present the idea in order which flows from the beginning until the end. Perhaps the writers organize their idea from general to specific or from specific to general, chronological order and order in the pattern.

3) Vocabulary

Vocabulary is one of the important things, must have in English because in writing vocabulary is the key point to organize the writing. In writing, we must select the good words to make good content in writing, and vocabulary in components of writing to express the idea.

4) Language use

The language used in writing involves things to use the rules of English especially good grammar and use the correct language. It focuses on grammatical language and uses formal language in the same situation. Specific grammatical make the reader easy. The grammatical and use of the correct language help the student improve the ability in writing.

5) Mechanics

Mechanics in writing deal with capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads the reader to understand and to recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing will make readers easy to understanding the conveying ideas other messages stated in the writing.⁷

b. Process of writing

In the writing process, there are four basic to construct the writing, four of the basic are planning (pre-writing), drafting (writing), revising, editing, and final version.⁸ Prewriting means preparation before starting to write the writing. It can conclude by making a plan about what we want to write, getting the idea, and feeling the writing. There are some activities on the writing process, some of that are:

1) Planning

Planning is the first process in writing, in this step, the writer prepares what they want to write. A good writer will be making a note or preparation before writing the letter before, it will have the writer organize and make the writing

⁷ Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002), p.115.

⁸ Jeremy Harmer, *How to Teach Writing* (England: Longman, 2004), p. 4-5

more direct than using the note. Planning is important in the first process of writing because it determines whether the research will be good or not.

2) Drafting

Drafting is a major of the writing because in this process the writer begins to write to formulate and specify the corresponding word in writing correctly and to keep referring to the plans already made. After that planning or idea draft into the word, sentence, paragraph, and a complete text

3) Revising

In this process the writing is complete but not finish, the writer reviews the writing, after which the marks a sentence or an error the mistake when the writer writes the writing process.

4) Editing

Editing is the continuing stage from revision to this process the writers correct the errors that exist in the revision after which they fix and determine what needs to be done in writing.

5) Final Version

If the writer finishes doing the drafting, revising, and editing then they make a chance to consider the necessary, they produce the final version.

c. The purpose of writing

The purpose of writing is the important thing for the activities, the reason purpose of writing is to know the purpose of writing and the writing more directional.

Reid summarizes the purpose of writing as follows:

- 1) To explain or educate
- 2) To entertain or amuse

3) To persuade or convince

1. The Nature of Undergraduate thesis

a. Definition of Undergraduate thesis

To write the undergraduate thesis we must to mastering in academic writing, in writing not only grammar but must about mastery in vocabulary, punctuation, and idiom. The undergraduate thesis represents a demonstration of a student's ability to integrate the knowledge they acquired from more than one course and subject, to produce a final work that shows their readiness to graduate.⁹ To write up the undergraduate thesis completion had followed finish academic guidelines, integrity, creativity organization, and research skills.

During the final semester, a student in university must complete the undergraduate thesis call thesis as a requirement to graduate. According to Widiamartaya undergraduate thesis is a scientific paper to fulfill one of a requirement to achieve bachelor degree.¹⁰ The final assignment to complete the study at the university is to complete the undergraduate thesis research such as thesis or dissertation.

According to Chandrasekhar explains thesis is a work that had been undertaken by students in the form of a written record.¹¹ A thesis is an obligation for every student at university to be evidence of the research and requirement of a college degree. The thesis is an important thing that students must to completion.

b. Process in writing an undergraduate thesis

⁹ Fadi Safieddine, *Student's Guide: Final Year Project Thesis*, (New York and Amazon: CreateSpace Independent Publishing, 2015).

¹⁰ Al Widiamartaya, Veronica Sudiati, *Dasar-dasar Menulis Karya Ilmiah*, (Jakarta: PT Gramedia Widiasarana, 2000).

¹¹ Chandrasekhar, *How to Write a Thesis: A Working guide*, (Sidney: The University of Western Australia, 2008).

According to Lipson, there is some process writing the undergraduate thesis:

- 1). Planning or and prewriting is an important part of the process in writing. Prewriting is everything you do before you begin to draft the paper. There are four steps in prewriting is set up main categories, line up categories in order, file items in the individual category and check for holes (Missing Categories).
- 2). Writing your best means the writer reports the research with the best reference, by the following sense in the rule and regulation of the guidelines.
- 3). The editing of the draft these are already prepared, this is done to ensure the correctness and accuracy of the writings that have been made.
- 4). All the information must be submitted in writing, straightforward, and informative.¹²

c. The Elements of Undergraduate thesis

The undergraduate thesis is a scientific work based on field research (penelitian lapangan) or library research (kajian pustaka) and maintained before the munaqasyah undergraduate thesis congregation for completing a bachelor degree (S1) strata level study. There are elements of an undergraduate thesis in IAIN Parepare:

- 1). Undergraduate thesis Cover
- 2). Undergraduate thesis inside cover
- 3). Endorsement of consultant commissions
- 4). Endorsement of examiner commission
- 5). Acknowledgment
- 6). Declaration on the authenticity of the thesis

¹² Charles Lipson, *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper* (Chicago: University of Chicago Press, 2005).

- 7). Abstract
- 8). List of contents
- 9). List of tables
- 10). List of figures
- 11). List of appendix
- 12). Transliteration guide
- 13). The main body:
 - a). Qualitative research thesis

Chapter I Introduction

- (1). Background
- (2). Research Question
- (3). The objective of the Research
- (4). Significance of the Research

Chapter II Review of literature

- (1). Previous Research Finding
- (2). Some Pertinent Ideas
- (3). Operational Definition
- (4). Conceptual Framework

Chapter III methodology of the research

- (1). Research Design
- (2). Location and duration
- (3). The focus of the research
- (4). Types and data source
- (5). Instruments of the research

- (6). Data validity test
- (7). The procedure of data analysis

Chapter IV Finding and discussion

- (1). Findings
- (2). Discussion

Chapter V Conclusion and Suggestion

- (1). Conclusion
- (2). Suggestion

b). Quantitative Research thesis

Chapter I Introduction

- (1). Background
- (2). Research Question
- (3). The objective of the Research
- (4). Significance of the Research

Chapter II Review of literature

- (1). Previous Research Finding
- (2). Some Pertinent Ideas
- (3). Conceptual Framework
- (4). Hypothesis

Chapter III methodology of the research

- (1). Design of the Research
- (2). Location and Duration of the Research
- (3). Population and Sample
- (4). The technique of Collecting Data

(5). Operation definitional of research

(6). Instrument of the Research

(7). The technique of Data Analysis

Chapter IV Finding and discussion

(1). Findings

(2). Discussion

Chapter V Conclusion and Suggestion

(1) Conclusion

(2) Suggestion

c). Classroom action research thesis

Chapter I Introduction

(1). Background

(2). Research Question

(3). The objective of the Research

(4). Significance of the Research

Chapter II Review of literature

(1). Previous Research Finding

(2). Some Pertinent Ideas

(3). Conceptual Framework

(5). Action Hypothesis

Chapter III methodology of the research

(1). The subject of the research

(2). Location and Duration of the Research

(3). Research design

- (4). The technique of collecting data
- (5). Instrument of the Research
- (6). The technique of Data Analysis

Chapter IV Finding and discussion

- (1). Findings
- (2). Discussion

Chapter V Conclusion and Suggestion

- a) Conclusion
 - b) Suggestion
- d). Library research thesis

Chapter I Introduction

- (1). Background
- (2). Research Question
- (3). The objective of the Research
- (4). Significance of the Research
- (5). Definition of the key term
- (6). Review of related theory
- (7). Some pertinent ideas
- (8). methodology of the research
 - (a). Research design
 - (b). Research approach
 - (c). Kinds of data
 - (d). The technique of collecting data
 - (e). The technique of data analysis

Chapter II As material discuss

Chapter III As material discuss

Chapter IV Adjust the material

Chapter V Conclusion and Suggestion

(1) Conclusion

(2) Suggestion

14). The final

a) Bibliography

b). Appendix

c). Curriculum vitae¹³

d. Difficulties factor in Completion Undergraduate thesis

The difficulties in writing the undergraduate thesis, many students have some factors to face the completion undergraduate thesis, according to Brown there are 3 aspect students difficulty to writing the undergraduate thesis, allow by:

1). Personality factor

The factors relate to the students' internal factors can also know by the personality factors. According to Brown personality factors of students can be identified from the affective factors which become the personality factors that will affect the undergraduate students to create good thesis writing. All the personality factors mentioned by Brown will affect the decision of a learner to create the objective of the research, the data for the research, finding of the research, and whole research based on the proved ratio. There some personality factors, some of that are:

¹³ Muhammad Kamal Zubair, et al., eds., *Pedoman Penulisan Karya Ilmiah IAIN Parepare*, (Parepare: IAIN Parepare Nusantara Press, 2020).

a). Self-Esteem

Self-esteem is a very important aspect of personal well-being, happiness, and adjustment and to know how positively or negatively we feel about ourselves.¹⁴ Self-esteem is the perception about ourselves either negative or positive depending on our view. There are 2 types of self-esteem are high self-esteem and low self-esteem, self-esteem is an individual evaluation of the discrepancy between self-image and the ideal self.¹⁵ From the statement about developing self-image and ideal self it can be appreciated ourselves and make the differences of itself, it will be able to make positive or negative factor.

b). Inhibition

The concept of inhibition all human beings in their understanding of themselves, build sets of defenses to protect the ego. Gradually it learns to identify a self that is distinct from others. The growing degrees of awareness, responding and valuing begin to create a system of affective traits that individuals identify with themselves. The physical, emotional, and cognitive changes of the inhibitions to protect against ideas, experiences, and feelings threaten to dismantle the organization of values and beliefs on which appraisals of self-esteem have been found.

c). Risk-Taking

These factors suggest that risk-taking is an important characteristic of successful learning of a second language. Learners have to be able to gamble a bit, be willing to try out hunches about the language, and take the risk of being

¹⁴ Brown H. Douglas, *Principles of Language Learning and Teaching*, (London: Longman Group, 2000)

¹⁵ Dennis Lawrence, *Enhancing Self-esteem in the Classroom*, (Great Britain: T.J International Padstow Cornwall, 2006).

wrong. Risk-taking variation seems to be a factor in several issues in second language acquisition and pedagogy

d). Anxiety

Anxiety is one of the factors that affect the process of learning. When students perform activities that require productive skills, their experience a considerable amount of anxiety.¹⁶ Anxiety is a productive skill, writing had been a process that requires and demands.

There are three indicators of anxiety, allow by First is Somatic anxiety as the perception of a psychological effect from the experience, second is cognitive anxiety as referring to the cognitive aspect of experience anxiety, including negative expectations, preoccupation with performance, and concern about other people perceptions. And the last is avoidance behavior as general anxiety deals with the students' behavior in avoiding writing in English.¹⁷ Anxiety is not new it's been around for as long as students write in English.

e). Empathy

Empathy is usually described as the projection of one's personality into the personality of others to understand them better. Empathy implies more possibility of detachment. Empathy is "a process of comprehending in which a temporary fusion of self-object boundaries permits an immediate emotional apprehension of the affective experience of another."

f). Extroversion

¹⁶ Selma Kara, "Writing Anxiety: A Case Study on Students Reasons for Anxiety in Writing Classes," *Turkey: Anadolu Journal of Educational Sciences International*, (2013).

¹⁷ Y.-S Cheng, "A Measure of Second Language Writing Anxiety: Scale Development and Preliminary Validation," *Journal of Second Language Writing*, 13. (2004).

Extroversion and introversion are also potentially important factors in the acquisition of a second language. The terms are often misunderstood because of a tendency to stereotype extroversion. Introverts, conversely, are thought of as quiet and reserved, with tendencies toward reclusiveness. Extroversion is the extent to which a person had a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself.

g). Motivation

According to Harmer motivation is some kind of internal drive that pushes someone to do think to achieve something.¹⁸ Related to the difficulties dealing with students' motivation, most of the students feel that they had no strong desire to finish it. This type of motivation should be put in the first position to write a thesis because if someone had a strong desire, another factor can be solved. According to Brown, there are two types of motivation, they were the intrinsic and extrinsic motivation.¹⁹

2). Sociocultural factor

Culture is the way, the context of culture exists, think feel and relate to other also can be defined as the idea, customs, skill, arts and tool that characterize a given group of people in a period. Culture is a dynamic system of rules, explicit and implicit, established by a group to ensure their survival, involving attitudes, values beliefs, norms, and behavior, by each specific unit within the group, communicating across generations, relatively stable with the potential to change

¹⁸ Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, (Essex: Person Education, 1998).

¹⁹ Brown H. Douglas, *Principles of Language Learning and Teaching*, (London: Longman Group, 2000)

across time. As Brown claims that culture strongly becomes strongly important in the learning of a second language. The focus factor on sociocultural effect on completion undergraduate thesis are three aspects:

- a). The social distance among each undergraduate student and the relationship between undergraduate students and their tutor.
- b). The culture in the language classroom of the undergraduate students and the communicative competence among each undergraduate students
- c). The communicative competence between undergraduate students and their tutor.

3). Linguistic Factor

The linguistic factor will consider the contrast between native and target language and the effect of the first language on a second language. Brown classified four categories to describe the errors of second language learner production data. The effect of the acquisition of input, interaction, feedback, awareness, and error.²⁰

Based on the research done by Dwi Monica the linguistic factors faced student difficulties to completion undergraduate thesis are:

- 1) The factor of language vocabulary
- 2) Difficult to understand the theories
- 3) Difficult to determine the idea when first writing
- 4) Difficult to write the first chapter (background, etc.).
- 5) Difficult to review the theories
- 6) Difficult to determine the appropriate methodology

²⁰ H. Douglas Brown, *Principles of Language Learning and Teaching*, (United States of America: Pearson Education Inc, 2007).

7) Difficult to analyze the data.²¹

e. The mistake in writing the thesis statement

According to Langan, there are some mistake in writing the thesis statement:

1. It is usually an announcement of the subject, not a statement.
2. The statement is either too broad or too specific
3. The statement had more than one idea.²²

C. Conceptual Framework

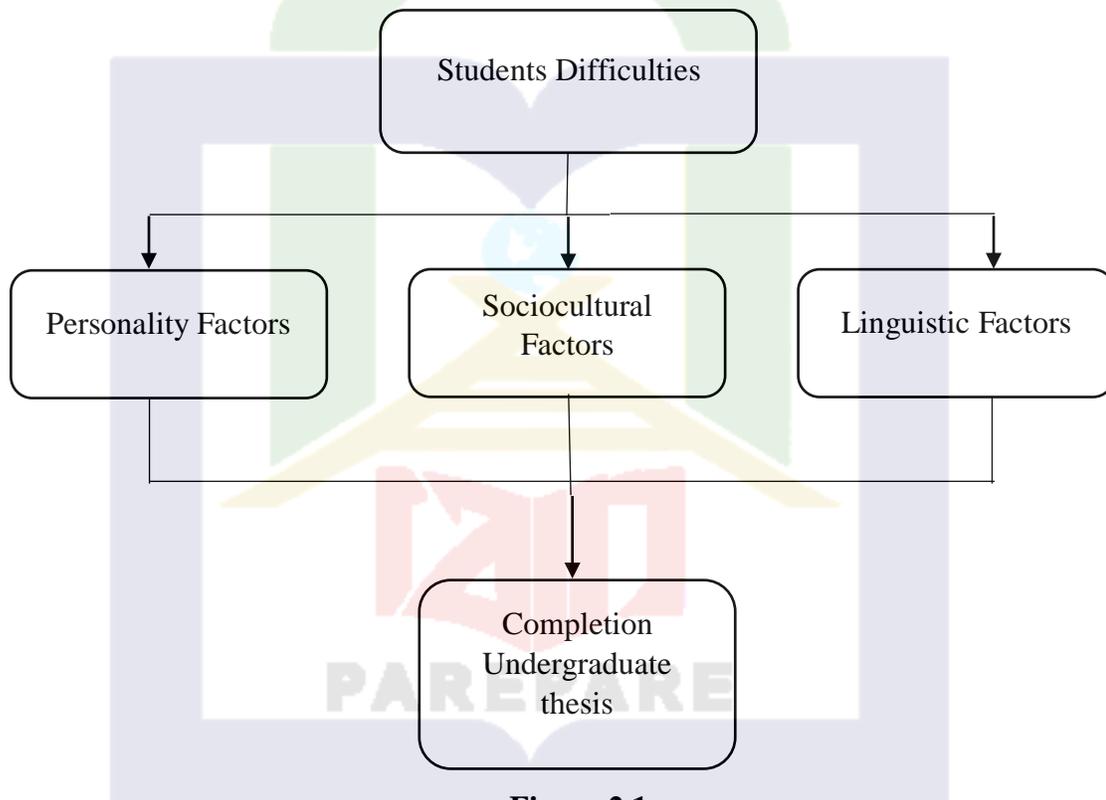


Figure 2.1

In the diagram above, three steps of the research was explain more:

1. Questioners Form

²¹ Dwi Monica Lestari, "An Analysis of Students difficulties in Writing Undergraduate Thesis at the English Education Program of Muhammadiyah University of Bengkulu," *Journal of English Education and Applied Linguistics*, 9 No 1, 2020.

²² J. Langan, *College Writing Skills*, (New York: The MacGraw-Hill Companies Inc, 1996).

The researcher spread the questionnaire on google form about Students difficulties writing an undergraduate thesis, the questionnaire question found out about students' difficulties in writing an undergraduate thesis

2. Interviewing Students

The researcher interview the students about their difficulties in writing an undergraduate thesis.

3. Analyzing data, the researcher analyzed data about the students' answers from the questionnaire and interview that was given by the researcher.

