

CHAPTER II

LITERATURE REVIEW

A. The Difficulties of Thesis Writing

Thesis writing is an academic writing that contains a research report by college students to get a bachelor's degree. Writing a thesis is for college students who have passed some requirements which have been determined by their program. Writing a thesis is different from creative writing. In writing it, the writer needs wide knowledge toward what topic they will study and the systematic on it. Murray (2011:2) states that "Thesis is a far bigger project than most students will ever have undertaken before, it requires more independent study, more self-motivation". According to Berndtsson,*et all* (2008:4), "Thesis project is probably the biggest project that students would have undertaken in students academic life". Having the same opinion as to the two statements, Paltridge and Starfield (2007:25) state that 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. It can be concluded that writing a thesis is not an easy project for college students. Facing difficulties in writing a thesis, there will be a factor in influencing it.

Here are the factors of difficulties in writing thesis explained by Brown (2007;152) cited in Puspita (2019:15-17) as explained as follows:

1. Personality Factors

The internal factors of the writer might also be referred to as personality factors. Brown (2007) argues that pupils' personality traits can be identified through their affective factors. Brown (2007) goes on to say that the affective variables, which become personality factors, will influence undergraduate students to write good thesis papers. All of the personality variables listed by Brown (2007) will influence a learner's decision to develop the purpose of the study, the data for the research, the research findings, and the entire research based on the proven ratio.

a. Self-Esteem

Self-esteem is most likely the most widespread component of human conduct. It is easily argued that no successful cognitive or affective action can be carried out without some degree of self-esteem, self-confidence, knowledge of oneself, and self-efficacy belief in one's ability to do that task well. By self-esteem, we mean the assessment that people form and sustain about themselves. It expresses acceptance or disapproval and reveals the degree to which people believe they are capable, relevant, successful, and worthy. In a nutshell, self-esteem is a personal evaluation of worthiness shown in the attitudes that people have toward themselves. It is a subjective feeling that the individual communicates to others through verbal reports and other outwardly expressive conduct. Students with poor self-efficacy may also ascribe failure to a lack of skill at the outset. Both of the latter attributions can lead to an initial self-fulfilling sense of failure. In plain terms, these strands of psychology theory state that learners must believe in themselves in order to succeed at a set of tasks. The idea of learning a second language can be so overwhelming that learners can and frequently do lose momentum in the face of various sorts of self-doubt.

b. Inhibition

All human beings, in their understanding of themselves, construct sets of defenses to protect the ego. It gradually learns to recognize a distinct self from others. The increasing levels of awareness, responding, and valuing begin to form a system of affective qualities with which individuals identify. The physical, emotional, and cognitive modifications in inhibitions to protect against ideas, experiences, and feelings threaten to demolish the organization of values and beliefs upon which self-esteem assessments have been discovered.

c. Risk-Taking

These criteria show that taking risks is a crucial aspect of successful second language learning. Learners must be willing to experiment a little, to try out hunches about the language and risk being wrong. Variation in risk-taking appears to be a factor in a number of issues in second language learning and education. When those dumb mistakes are made, a person with high global self-esteem is not scared by the prospective repercussions of specific patterns of error, which may be attributable to a lack of willingness to take chances.

d. Anxiety

Anxiety is an important affective component in second language acquisition. Even if we all understand what anxiety is and have experienced anxiety, it is difficult to define in a single line. Anxiety is defined as "the subjective experience of tension, uncertainty, nervousness, and worry linked with autonomic nervous system activation." Anxiety is defined as feelings of unease, frustration, self-doubt, concern, or worry. Some people are predictably and generally concerned about a wide range of issues. At a more immediate or situational level, state anxiety is experienced in response to a specific occurrence or conduct. However, contemporary research on language anxiety, as it is now known, focuses on the situational aspect of state anxiety. Finally, anxiety was linked to low self-esteem, competence, and Intellect. Many of these findings support the preceding assumption that self-efficacy and attribution are important predictors of other emotional variables, particularly anxiety.

e. Empathy

Empathy is typically defined as the projection of one's personality onto the personality of another in order to better comprehend them. Empathy suggests a greater likelihood of detachment. Empathy is defined as "a process of comprehension in which a transient merger of self-object boundaries allows an immediate emotional awareness of another's subjective experience." That developing and exercising empathy requires

two components: first, awareness and knowledge of one's own feelings, and second, identification with another person.

f. Extroversion

Extroversion and introversion are also potentially essential characteristics in second language acquisition. Because of the tendency to stereotype extroversion, the terms are frequently misconstrued. Introverts, on the other hand, are regarded to be quiet and reserved, with a penchant for seclusion. Extroversion refers to a person's strong need to get ego enhancement, self-esteem, and a sense of wholeness from others rather than receiving that validation within oneself. Extroverts require the approval of others in order to feel "good." Introversion, on the other hand, is the degree to which a person feels entire and fulfilled apart from other people's reflections of this self.

g. Motivation

Motivation is a fundamental element of students' learning; teachers can assist in increasing and developing motivation for optimal achievement. Teachers may assist in improving and strengthening motivation for optimal accomplishment in the classroom by supporting an intriguing classroom atmosphere, engaging learning experiences, goal setting, and instructor enthusiasm. Teachers can encourage students to find joy and passion in their learning (Valerio, 2012: 30). Student motivation is a critical component required for educational excellence (Hafis, 2016:243). The extent to which students are internally or extrinsically driven to complete a task. Intrinsically motivated activities are those in which there is no obvious reward other than the activity itself. Intrinsically motivated conduct is motivated by the desire to achieve particular internally rewarding outcomes, such as emotions of competence and self-determination. Extrinsic motivation, on the other hand, is motivated by the prospect of a reward from outside and beyond the self.

h. Sociocultural Factors

Culture is a Culture is an attitude toward life. It is the setting within

which we live, think, feel, and interact with others. Culture may also be defined as the beliefs, habits, skills, arts, and tools that define a particular group of people at a particular moment. Culture is a dynamic system of explicit and implicit rules established by groups to ensure their survival, involving attitudes, values, beliefs, norms, and behaviors shared by the group but held differently by each specific unit within the group, communicated across generations, relatively stable but subject to change over time.

Culture shapes each individual's cognitive and affective surroundings, acting as a blueprint for personal and societal existence. However, we tend to interpret reality through the lens of our own culture, creating an universe that is not necessarily factually defined. Because language cannot be separated from culture, the difficulties in writing a thesis must also be examined through the lens of sociocultural issues.

Culture, according to Brown (2007: 189), plays an important role in second language acquisition. As a result, the emphasis on sociocultural variables that will emerge in this study of thesis writing obstacles is highlighted in three components.

1. The social distance between each undergraduate student, as well as the relationship between undergraduate students and their instructor
2. The culture of undergraduate students in the language classroom, and
3. Each undergraduate student's communication competence, as well as the communication competency between undergraduate students and their tutor.

Several applications of cultural considerations in the language classroom have already been covered in previous sections. *Crossing Cultures in the Language Classroom* by De Capua and Wintergerst is one of the best resources available to help you further your attempts to include culture into your classroom. A measure of perceived social distance is utilized instead of attempting to define actual social distance. The actual cultural divide is unimportant since what learners perceive shapes their

own environment. As previously said, humans perceive the cultural environment via the filters and screens of their own worldview and then act on that perception, regardless of how skewed it may be. When learners encounter a new culture, how they perceive their own culture influences their acculturation process. The actual cultural divide is unimportant since what learners perceive shapes their own environment. As previously said, humans perceive the cultural environment via the filters and screens of their own worldview and then act on that perception, regardless of how skewed it may be. According to Acton, when learners encounter a new culture, their acculturation process is influenced by how they see their own culture in relation to the culture of the target language, and vice versa.

i. Linguistic Factors

This component will examine the distinctions between the native and target languages, as well as the impact of the first on the second. Consider how the contrastive analysis era gave way to the error analysis era, with its guiding idea of interlanguage, often known as learner language. The impact of input acquisition, interaction, feedback, awareness, and error handling will be discussed. These snippets also demonstrate the transfer of native language vocabulary and grammatical standards. Brown (2007: 262) classified errors in second language learner production data into four categories.

- 1) Browns' (2007) first overview is to look for errors by adding, omitting, substituting, and ordering.

"Domain is the rank of linguistic unit (from phoneme to discourse) that must be treated as context in order for error to become visible, and extent is the rank of linguistic unit that must be removed, replaced, furnished, or reordered in order to repair the sentence," writes Brown (2007). Lennons' review of two linked dimensions of mistake will be utilized to study the linguistic features affecting undergraduate students' difficulties in thesis writing in the framework of the analysis of the causes affecting undergraduate students'

difficulties in thesis writing.

As can be seen, the model is simple and reflects a technique that teachers and researchers can easily implement. Of course, once a mistake is discovered, the next step is to effectively explain it, which is something that the prior approach has only begun to do. A number of different categories for describing errors have been established in studies on learner language. Identifying errors of addition, omission, replacement, and ordering, as well as a definite article deleted, an item substituted, or a word order confusion, allows for the most comprehensive analysis. Such categories, however, are plainly quite broad.

- 2) The second category, according to Brown (2007), is the students' degrees of language (phonology, lexicon, grammar, and discourse) that should be considered in identifying faults.

Within each category, language levels are classified as lexicon, grammar, and discourse. Of course, distinguishing between different levels of error is usually challenging. Errors can be characterized as either global or local. Global errors hinder communication by prohibiting the listener from understanding a portion of the message. Local errors do not prevent the message from being heard because they usually consist of only a minor violation of one segment of a sentence, allowing the hearer/reader to make an informed decision about the intended meaning.

- 3) Third, errors can be classified as global or local, as described by Brown (2007) in a statement from Burt and Kiparsky.

Finally, as mentioned by Brown (2007), Lennon advises recognizing errors by taking into account the two linked dimensions of error, such as domain and extent. Finally, Lennon advises that any error analysis take into account two related dimensions of error, domain and extent. Domain is the rank of linguistic unit (from phoneme to discourse) that must be used as context to reveal the

problem, and extent is the rank of linguistic unit that must be removed, replaced, provided, or reordered to fix the sentence. Error Sources After examining error analysis methodologies used to discover errors in second language learner production data, our final step in the study of erroneous learner speech is to determine the cause of error. By attempting to identify sources, we can take another step toward understanding how the learner's cognitive and affective processes interact to the linguistic system and build an integrated picture of the process of second language acquisition. Of course, these are limited to the specific data that Taylor was studying and are hence not exhaustive within a grammatical category.

Furthermore, they only apply to overgeneralization errors, leaving out a slew of other types of errors that he discovered to be caused by interlingual transfer. Similarly, presented a list of common English intralingual article errors. These, too, are not exhaustive, but they are samples of some of the faults that English learners from various native language backgrounds regularly make. Taylor's and Richards' lists are both in English, but their counterparts in other languages are clearly available.

From the explanation above, it can be concluded that students difficulties in writing thesis is divided into internal and external factor. Personality factor also known as internal factor that affect the undergraduate students in writing good thesis. Whereas, the external factor of students difficulties in writing thesis is sociocultural and linguistic factor. Those factors is the concern of this research to identify students difficulties in writing thesis.

B. The Nature of Writing

1. Definition of Writing

Writing is a skill of English where it is a productive skill in a language besides speaking. The difference between these two productive skills is the output of the productive speaking skill is oral, whereas the

output of productive writing skill is in written form. This state is supported by Rohananingrum (2015:22) "Communication can be done in two ways: in oral and written form". The output of productive skill comes from an idea, information, knowledge, experience which is produced by the writer in purposing share their opinion and information to a reader. According to Al Jawi (2011:2), writing is a system for thinking processes and interpersonal communication put on paper using visible signs or graphic symbols on a flat surface such as paper, cloth or even stone slabs". White in Khasanah (2015:7) defines writing as the process of expressing the ideas, information, knowledge, or experience and understanding the writing to acquire the knowledge or some information to share and learn. Another definition of writing by Olson (2009:8) is that writing is nothing more than thought on paper considered organized thought but also expressed your ideas in clear, grammatically correct ways.

Based on some definitions of writing, it could be concluded that writing is an activity where the writer is had to think deeply about what they writing are. Writing is not only about expressing an idea, information, knowledge, or experience by the writer but also having a good in grammatical, spelling, vocabulary, punctuation for the reader will be easier receive the knowledge from the written.

2. Aspects of Writing

Writing included numerous components such as content, structure, vocabulary, language use, and mechanics (Jacobs, 1981:83). Each part of writing has qualifications, which will be discussed further in the following section. The following are the written explanations for each element:

a. Content

The content's meaning refers to the substance in the composition, such as the topic, explanations, discussion, and the core of the major topic discussed. According to Byrne (1988: 93), "content is how a writer develops the concept relating to the topic." That type of issue

should be carefully analyzed in order to generate a concept for a good writing outcome.

b. Organization

In this context, writing organization indicates that the sequencing of each phrase or paragraph is noticeable while composing the writing content. Byrne (1990:113) states that "ideas are the most crucial aspect in writing because nobody can write meaningfully if he/she has nothing in mind yet." As a result, there should be strong organization among them in order to produce good writing.

c. Vocabulary

Vocabulary is concerned with the ability to make the most of the words used in the work. According to Byrne (1990:127), "having many vocabularies, a writer might let readers examine deeper what he/she is writing about." The more vocabularies used for the text, the more likely a better outcome will be achieved.

d. Language Use

The construction of language is important to its usage. In written text, structure, as well as linguistic components such as syntax and sentence complexity, are used.

e. Mechanic

Mechanics is concerned with punctuation, spelling, capitalization, and the sort of handwriting used, whether clear and legible or not. It is critical to carefully arrange the writing mechanics because this can have an impact on the final product. Understanding the role of actual mechanics in writing will make the sentence legible and appropriate for the meaning.

According to the explanations, each part of writing influences the others. Students must examine language norms, punctuation and spelling, information case, and relevancy to the writing task's difficulties or themes.

3. Kind of Writing

Writing is an essential component of communication abilities. Writing can be utilized to communicate with others in an effective and efficient manner (Husni, 2019:36). Before beginning to write, the writer must decide what type of writing will be done. According to Brown (2003:219), types of writing include personal writing, job-related writing, and scholarly writing.

a. Personal Writing

Personal writing, according to Brown (2001:358), is writing that is focused on personal beliefs or sentiments rather than facts or evidence. Writing content is based on personal observation, experience, or opinion. Email, diary, message, and other forms of personal writing.

- 1) An email is a communication or document that is sent by computer (Hornby, 1995:120).
- 2) A diary is a book having a different section or page for each day in which you record your future plans, meetings, and so on, or one used to record your thoughts and feelings or what happened that day (Amarain, Shirin. Et al, 2009:38).
- 3) A message is a written or spoken request, piece of information, or other item that is delivered from one person to another in an indirect manner (Hornby, 1995:733).

b. Job-Related Writing

Job-related writing, which includes memos, letters, advertising, and announcements, is considered well-paid job (Brown, 2003:219).

- 1) A memo is a brief communication sent from superiors to subordinates to remind them of something (Amarain, Shirin. *Et al*, 2009:38).
- 2) A letter is a written or printed indication that represents a speaking sound (Hornby, 1995:677).
- 3) An advertisement is a public notification that offers or requests goods, services, or other items (Hornby, 1995:18).

4) An announcement is a public statement that educates people (Hornby, 1995: 41).

c. Academic Writing

Academic writing is a type of formal writing that follows a theme and is supported by lines of supporting details, instances, logics, arguments, and explanations. Whitaker (2009: 2) admits that academic writing is primarily a component of university students' academic studies. According to Welfe (2007), the main qualities portrayed in academic writing are context, thesis (theme), navigation, evidence, and counter argument. Similarly, Whitaker (2009: 2-3) defines the guiding principles of academic writing as clear purpose, audience, engagement, clear point of view, style focus, logical arrangement, strong supporting detail, clear and thorough explanation, effective use of research, and accurate style.

In this way, academic writing differs from personal or non-academic writing. Academic writing has a formal form and style, objective information, explicitness in its numerous elements and components, and spelling, grammatical, and meaning accuracy. It employs sophisticated vocabulary that is difficult for the average person to comprehend. As a result, it is writing for a certain group of scholarly readers. It is written in a certain framework that requires consistency from beginning to end. Editing the drafted work is the most important step in making an academic writing effective, efficient, and smooth while preserving all of these qualities.

C. The Nature of Writing Thesis

1. Definition of Writing Thesis

Writing a thesis is a kind of formal writing and one of the types in academic writing. Before discussing the definition of a writing thesis, the researcher discusses two kinds of writing by Oshima & Hogue first. Oshima & Hogue (2007:3) explain writing in two different uses (formal

and informal). They state that informal writing is creative writing and personal writing, in informal writing the writer may use slang, abbreviations, and incomplete sentences. However, academic writing is formal, and the writer should not use slang or contractions, also the writer should take care to write complete sentences and to organize them in a certain way. Furthermore, the definition of academic writing explained by Geyte (2013:9) is writing which is done by scholars (students or academics) for other scholars to read, that it can take many forms: journal articles, textbooks, dissertations, group project reports, etc. According to Oshima & Hogue (2000:265) "Academic writing, as the name implies, is the kind of writing that you are required to do in college or university, that it differs from other kinds of writing, such as personal, literary, journalistic, or business writing". Writing in academic writing is different from the word choices, systematical, and even where this kind of writing is given.

Writing a thesis is a student's last project in bachelor degree which is about a research of certain phenomena or issues. According to Eco (2015:1) "A thesis is a typewritten manuscript, usually 100 to 400 pages in length, in which the student addresses a particular problem in the chosen field". Whereas, James & Namgi (2003: 4) state that thesis and dissertation study is a part of higher learning intended to identify significant problems, investigate them, analyze the findings, relate them to important concepts or issues, and convey conclusions and implications to others in clear, objective prose.

From the explanation above, the researcher concludes that writing a thesis is an activity that must be done by undergraduate students as the final assignment in their bachelor's degree program. In making this final assignment, the students need to consider the system of writing a thesis and determine what kind of issue or phenomena will be studied. The systematic of writing a thesis could be different for each Institute or University. The difference in its system could be the identity of each

Institute or University. That is why following the system is needed for students in writing a thesis. Even the system of writing a thesis is only a guideline of the writing thesis process, it will make the students easier in the writing process. Besides the systematic, some regulations must be passed by students to begin writing a thesis. Such as, getting a minimum grade for a certain subject or passing some training programs. These some regulations are a wise step since writing a thesis is a part of higher learning which needs wide knowledge and diligence on it.

2. The Stages of Thesis Writing Process

A thesis is a formal written document that is used to elicit the truth from the problem or phenomenon under consideration. The phrase thesis, according to the Oxford American Dictionary (757), is "a statement or a view that is developed logically and given with evidence to indicate that it is correct." Because a thesis is a form of academic writing. The first step in the writing process, according to Oshima and Hogue (2006:15), is to generate ideas. Organize the thoughts in the second stage. Write a rough draft in the third phase. The final stage is to refine your rough draft by editing and revising it.

a. Prewriting (creating)

Prewriting is a technique for generating ideas. In this step, students select a topic and brainstorm ideas about how to explain it. Here are two guidelines for choosing a smart choice in the first stage if you are assigned a specific writing task.

- 1) Pick a topic that interests you.
- 2) Select a topic that is appropriate for the assignment.

The first phase in the writing process is to select and narrow a topic. The second prewriting step is to gather information and generate ideas. Journal writing, listening, free writing, and clustering are four excellent ways for searching within oneself. The first is journal writing, in which you might record your daily events or meaningful phrases. Second, listening is a brainstorming technique in

which you consider your topic and rapidly make a list of any words or phrases that occur to mind. Third, free writing is a brainstorming practice in which you write freely about a topic in order to narrow your focus. Fourth, clustering is another another brainstorming technique that can be used to produce ideas. To employ this technique, first put the topic in the middle, or core, balloon, and then write whatever ideas occur to you in the balloons surrounding the core (Oshima & Hogue, 2006: 271).

b. Drafting

Students should seek a structure to position their prewriting, unstructured findings at this point in the writing process. Students should be encouraged to define a focus statement, which is a sentence that outlines what they hope to examine in their writing, at this point. Students should be encouraged to expand on their prewriting ideas during the draft writing process (New Nouveau, 2007: 70).

- 1) Write in an unrestrained and natural style.
- 2) Create detailed drafts.
- 3) Keep writing until you've covered all of the major points.
- 4) Work through drafts diligently with little regard for mechanics.
- 5) Take a break from drafts for a brief period of time to obtain fresh perspective and objective.

c. Writing

The third phase in the writing process is to create a rough draft. Follow the outline as closely as possible, and don't worry about grammar, punctuation, or spelling; writing is a constant journey of discovery. While writing, you will come up with new ideas that were not on your brainstorming list or outline. You can add or delete ideas at any time during the writing process. Just make certain that any new ideas are relevant (Oshima & Hogue, 2006: 272).

d. Revising

Revision should be viewed as a chance to make decisions about style and substance, as well as how information might be organized to make writing more effective (New Nouveau, 2007: 70). According to Oshima and Hogue (2006: 273), during the rewrite, focus on content and organization, specifically: Read over your paragraph carefully for a general overview, focus on general aspects of the paper and make notes in the margins about rewriting the parts that need to be improved.

- 1) Verify that you have accomplished your stated goal.
- 2) Examine the overall logic and coherence. The audience should be able to readily follow the concepts and comprehend what has been stated.
- 3) Verify that the paragraph contains a topic sentence and that the topic sentence has a central (main) focus.
- 4) Examine for consistency. Remove any sentences that are irrelevant to the issue.
- 5) Double-check that the sentence is well-developed and includes enough supporting facts. Each paragraph should provide the reader with enough information to grasp the main concept.
- 6) Examine the application of transition signals.
- 7) Finally, do you have or do you need an ending sentence in your paragraph?

e. Editing

Editing is the last stage before publishing. After revising the final draft, students must go through it line by line to clarify meaning and strive for technical competency. Effective editing, according to New nouvea (2007: 71), entails numerous careful readings of the writing in question. When editing, the writer should look for any flaws

in grammar, sentence structure, spelling, and punctuation (Oshima & Hogue, 2006: 275). The writer must complete the following tasks:

- 1) Double-check each statement for accuracy and completeness.
- 2) Look for a subject and a verb, subject-verb agreement, correct verb tenses, noun plurals, articles, and so on in each phrase.
- 3) Double-check the mechanics, including punctuation, spelling, and capitalization.
- 4) Look for mistakenly (can't, isn't, I'll, etc.).

f. Publishing

Students should be encouraged to write for actual and diverse audiences and to submit written material to various venues such as newspapers, magazines, and writing contests. Students must be aware of the relevance of the audience and the need of writing with clarity (New Nouveau, 2007: 71).