**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

In this chapter, the literature that would be used by the researcher in this research project will be explained in details. The literatures are definition of writing, kinds of writing, definition paragraph, types of paragraph, terms eshtablishment paragraph, definition of introduction, definition of background of study, and the steps of developing GAP into introduction section.

**2.1 Definition of Writing**

Writing is one skill that should be taught for every level. This skill must be improved by practicing a lot because writing has many contributions for our life, we can make a habit of writing to develop this skill. According to Carrolin T. Linse (2005) “that writing is the act or art of forming letters and characters on paper in form of printing or cursive. It may called as an arranging text”.

Alice Ocima (2006) states “Writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas, in the third step, you write a rough draft, in the final step you polish your rough draft by editing it and making revisions”.

Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students’ minds.

**2.2 Kinds of Writing**

Writing can be classified by several approaches. As stated by Crème and Lea (2000:26) claim that different types of writing require different approaches. Furthermore, Harris (1993:18-24) assumes that writing can be classifying by two approaches, namely purpose, form and audience, and readership.

Windschuttle and Windschuttle (1988:16) note that how much knowledge to take for granted is the most difficult about writing for an audience. Therefore, writing can be classified by defining the purpose, the audience, and the form of the writing. In this study, the researcher will concern only to the academic writing.

**2.2.1 Academic Writing**

There are content, register and topic that should be considered in writing an academic writing. As Leo (2007: 1-5) claims that three basic principles that should be considered in a piece of academic writing are content, register and topic.

While Blaxter (1998:148) comments that academic writing comes in a variety of lengths. As Brookes and Grundy (1991:108) add that students in some academic disciplines are trained to write evaluation papers or proposals, such as project work papers, work experience papers, or thesis writing. Furthermore, this study will focus in writing thesis as one kinds of academic writing.

**2.2.2 Writing Thesis**

Thesis writing is a writing activity of research. Hardling (2004) states that “Writing a thesis is an exercise in carrying out research and writing an account of that research activity.” Brookes and Grundy (1991:106) add that most of student who write a thesis, will be trying to prove a set of implicationally related to the students hypothesis. However, the difficulties of writing a thesis might be because of the objective of a research, the data for the research, findings of the research, and the whole research based on the proved ratio. In order to write a good thesis, we need to identify the critical points in writing a good thesis.

Blaxter (1998:145) identifies the critical points in writing a good thesis are learners have to know and generate the topic or ideas of what they want to write, learners also have to take advice from the related subject experts who are masters in their field –because the experts have already done it themselves, or will be in a position to judge the learners point of view– and finally, learners need to proceed their academic writing briefly.

Thesis writing is an academic writing that is in context of the academic environment. Oshima and Hogue (2007:3) stated that academic writing itself is the kind of writing used in high school and college classes. It is different from creative writing, which is the kind of writing stories, and it is also different from personal writing, which is the kind of writing letters or e-mails.

Oshima and Hogue (2007:3) added that academic writing is formal, so the writer should not use slang or contractions. In addition, the writer should take care to write complete sentences and to organize them in a certain way.

Thesis writing is a research report that is written by college students who want to get bachelor (sarjana) degree. According to Murray (2011:2), “Thesis is a far biggerproject than most students will ever have undertaken before, it requires more independent study, more self motivation.”

In addition, Berndtsson, et al (2008:4) stated that the thesis project was probably the biggest project that students would have undertaken in students’ academic life. In line with those two ideas, Paltridge and Starfield (2007:25) stated 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. No doubt, that thesis writing is not an easy project to be done and it is more challenging among the other types of writing for the students.

**2.3 Definition of Paragraph**

Understanding paragraph of several experts, among others, the paragraph is part of an essay consisting of a number of sentences which reveal information unit with the main idea as controller Ramlan (in Rohmadi and Nasucha, 2010:23). Thus, according to Ramlan a paragraph always have the main idea is the core of the information disclosed in the paragraph

In connection with the Handy et al, (2013: 97-98) also said about the importance of ideas in a paragraph. He expressed paragraph (Alenia) is a set of coherent sentences to create an idea / ideas.

With the paragraph, can be distinguished an idea began and ended. Readers will be exhausted reading an article or book, if there are no paragraphs, because the word as if whipped to read continuously until completion. In addition, the reader is difficult to concentrate the mind on the idea to another. With the paragraphs readers can pause and be able to concentrate on the ideas contained in that paragraph.

A paragraph is a group of sentences that are interconnected and together explain the basic unit of thought (Wiyanto, 2004: 20). Author stringing paragraph by paragraph to convey the overall subject matter easily, so that authors can arrange the paragraphs in a systematic and logical, it takes a number of supporting elements, namely transition, a topic sentence, explanatory sentences and sentences confirmation. Although, not all the paragraphs containing four elements, three elements or two elements alone, in fact contains only one element.

From some of the expert opinion, it looks essentially the same view regarding paragraph. Paragraph always had the idea that the principal / main idea used to build the unity of the sentence in a paragraph.

**2.4 Types of Paragraph**

Before writing paragraphs, the writer must know the types of paragraphs in order to facilitate the writing. The types of paragraphs will be further explained as follows:

**2.4.1 Introduction Paragraph**

Rohmadi and Nasucha (2010: 39) suggested the opening paragraph can be called introductory paragraphs (introduction). Its function as an introduction to the subject for the essay. Essay or essay should have a good opening paragraph which is located at the beginning essay. Total opening paragraph should be one and should not be more than one. The opening paragraph is more than one, then the principal speech becomes unclear. The opening paragraph that shorter is better, which is about four sentences.

**2.4.2 Content Paragraph**

The paragraph is the paragraph that has a liaison between the opening paragraph with a concluding paragraph (Rohmadi and Nasucha, 2010: 40). Paragraph connecting the content of the problems outlined in the essay. Therefore, paragraph liaison also referred to the paragraph content. This issue contains the conclusions of the paragraph which shall be described in the paragraphs contained liaison. Liaison paragraph contains the core issues raised.

Therefore, quantitatively is the most long paragraphs and between paragraphs with paragraphs logically interconnected (Nasucha, Rohmadi and Wahyudi, 2009: 34). For example in a story, a paragraph or link is the core content of the story between the opening paragraph and closing paragraph.

**2.4.3 Conclusion Paragraph**

Ending the closing paragraphs of an essay. This paragraph contains the conclusions of paragraphs liaison. Closing paragraphs can also contain a reaffirmation of the things that are considered important in liaison paragraphs (Nasucha et al, 2009: 35). Closing paragraph that serves an end to an essay should not be too long, however, does not mean this paragraph may suddenly decided offhand. So, the writer should be able to maintain the ratio between the opening paragraph, liaison, and cover.

**2.5 Definition of Introduction**

As the idea of Nesbitt-Johnston Writing Center Hamilton College Clinton, (2003), The introduction is a key paragraph for both readers and writers. First impressions matter. The reader will be more inclined to read a paper and consider a position if the iinitial paragraph is clear, organized, and engaging. For the writer, a carefully crafted first paragraph acts as a springboard, establishing the order and direction for the entire paper. The form and content of an introduction depend upon many factors, including the specifics of the assignment, the intended audience, the style of the discipline, and the expectations of your professor. In general, your introduction should

• capture the reader’s attention

• reflect the question raised by the assignment

• provide essential context for your topic

• define key terms

Most importantly, your introduction should

• convey the *pattern of organization* you will follow in the paper

• build to the *thesis sentence*: a clear, concise statement of the specific

position you will explore in your paper

**2.5.1 Definition of Background Study**

Chioma anozie, (2015)argues that background studyis a compilationof sufficient information based on the analysis of your proposed argument or problem and the steps required to arrive at the design and implementation of feasible solutions and the results achieved. Thus background study is the work you did to determine this is a problem, these are the methods required to solve this problem and this and that is the purpose of any method or experiment used. Background study requires research and proper interpretation of the research as well as citation backing the research done. A way to write a background study is shown below:

1. First you should give a general overview of the thesis topic and introduce the pivoting ideas you will be using throughout the thesis. this should take a paragraph.

2. Then you provide detailed, precise information about the methodologies researched. depending on individual and thesis topic, this could take several paragraphs

1. To avoid plagiarism, cite your sources and resources
2. Introduce your experiment after this by briefly describing the methodology used and the objective of this methodology. in other words, why this method and not the other?

Beside that, (Wahono,2012:1) stated that Background of the study is good can be seen from how to organize the flow of thought. Do paragraphs made jump around or coherently. If the flow coherently as an inverted pyramid (deductive) then it can be said that the background is good. The first paragraph begins with a general explanation is not separated from the title. Then the next paragraph over and leads development last few paragraphs that explore the full research topics, selected research problems, and why do some research. Some of the components that have been described above, such as: (1)There is a variable, thesis statement and references that associated with variables research, (2)There is a gap, (3)There is a problem analysis, (4)There is a reason why doing the research.

Purnomo (2008) argues tell things behind why the researchers chose the title of his research. In the background of this issue, the researcher as though as a detective who was looking at the environmental situation of the crime. To bring a variety of reasons for choosing the title, then a researcher in this case can refer to the legislation in force, but has not been effective in practice.  
 Background Problems can also refer to the ideological crisis, economic, social, political, cultural, defense and security. Background closed with a key phrase that emphasizes the importance of these issues for immediate study and research the impact if delayed for not investigated. The question is, how many pages the number of background issues?. The answer is proportionate, depending on the number of pages throughout the research proposal or research report. It should be underlined that not to the background issues that exist in the proposal or that is in Chapter 1 in the research report are more numerous than in other chapters, except for the last chapter, the conclusions and suggestions.  
 So before deciding the title of the study, the researcher is required to find a problem. The problem then maketh as a backdrop lifted a title that will be investigated by researchers. umpteen of expert information regarding the terms of the background of the problem, hopefully writing expert information about the definition of the background issues can be beneficial.

Hertzman (2014) said that ideally, a research background reflects hope and fact of the topic, includes related theories or research finding, the relevant information and the reason of choosing the course. In this case, hopes, the findings to be gained by the researcher on the students’ thesis background. Facts those are research finding that reflects problems appeared in writing. Relevant information in this section is scientific information that is given in the research background, which may concern on the importance of the topic, reason that is based on the theories and assumption of the writer. In short, those aspects of the research background are intended to inform the audience about the topic, hope and fact, and supporting literature review, and the relevant information.

According to McKinney (2003) a research background should contain the

following things:

1. Define or identify the general topic, issue, or area of concern, thus

providing an appropriate context for reviewing the literature.

2. Point out overall trends in what has been published about the topic; or

conflicts in theory, methodology, evidence, and conclusions; or gaps in

research and scholarship; or a single problem or new perspective of

immediate interest.

3. Establish the writer's reason (point of view) for reviewing the literature;

explain the criteria to be used in analyzing and comparing literature and the organization of the review (sequence); and, when necessary, state

why certain literature is or is not iclued (scope)

While Taylor said that the requirements of writing the background are:

Include background research paragraphs that include the information researcher

reviewed when formulated background research questions. This information

should be written in such a way that the info below is included and reads in a

logical, not choppy manner. In other words, the researcher should take the

research that have done and write out the paragraphs in meaningful way. The

research should include (a) answers to research questions you were given to

research. (b) aparagraph about what the researcher will do in experiment to test

the hypothesis or demonstrate the models.

Feak and Swales (2004) said that an introduction or the background

requirements are:

1. Establishing a research territory

Included: by showing that the general research area is important, central, interesting, problematic, etc. (optional) and introducing and reviewing items of previous research in the area (obligatory)

2. Establishing a niche

Included: by indicating a gap in the previous research or by extending previous knowledge in some way (obligatory)

3. Occupying the niche

Included: by outlining purposes or stating the nature of the present research (obligatory),listing research questions of hypotheses, announcing principal findings,stating the value of the previous research, and indicating the structure of the research paper.

**2.6 Research Gap**

Cartica (2013) stated tell things behind why the researchers chose the title of his research. In the background of this issue, the researcher as though as a detective who was looking at the environmental situation of the crime. To bring a variety of reasons for choosing the title, then a researcher in this case can refer to the legislation in force, but has not been effective in practice.   
 Background Problems can also refer to the ideological crisis, economic, social, political, cultural, defense and security. Background closed with a key phrase that emphasizes the importance of these issues for immediate study and research the impact if delayed for not investigated. The question is, how many pages the number of background issues?. The answer is proportionate, depending on the number of pages throughout the research proposal or research report. It should be underlined that not to the background issues that exist in the proposal or that is in Chapter 1 in the research report are more numerous than in other chapters, except for the last chapter, the conclusions and suggestions.  
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**2.7 Theory Gap**

Cartica (2013) stated Theory gap is the gap or the inability of a theory in explaining a phenomenon, therefore the theory and questioned. Differences theory gap with research gap is the amount of coverage.Once the sources of the problem is found, researchers will begin to gain a lot of problems on a condition. To make it easier to focus diiri in the study, the researchers need to do first with the formulation of a problem specific background, then pursed into the formulation of research problems, then designing the research itself.  
 Equally, the process of stating the problem can be made of all sources of the problem, whether the problem comes from the phenomenon of field or previous research or theory - a theory that has been considered to be established. The research problem is the formulation of how a problem will be solved through a scientific study. After the research problem developed, researchers can study details how to solve the problem by developing a variety of research questions that will lead researchers to conduct literature review in order to developing research hypothesis. The research question is the question - the question of deliberate submitted by investigators to elicit a response to the problems research.

**2.8 Step of Developing GAP into Introduction Section**

Based on the book writing an introduction section in EFL context by Yudhi Arifani, the next stage after finding a research topic is to develop these topics into the introductory part of the study. There are three main parts in its efforts for the development of research topics into the introductory part of the research that will be developed, namely a) the introduction that contains introduce the area of research topics along with citations literature appropriate support, b) the content section that includes how identification gap research topics along with citations literature supporters which is also in line, and c) the concluding section containing how to fill in the gaps that have been identified. Here is presented an explanation of each of the three sections above:

**2.8.1 Introduction Section**

The introductory part contains general information about how the author introduces his research area. In this section the author usually identifies the topic or area of research will be discussed and supported by various quotations from the literature review in accordance with the study area as a general overview over the extent and depth of research areas which will be discussed by researchers. The breadth and depth of the author's understanding review the relevance of the study area with a library that is assessed in accordance with any development topic or area of research that is being studied from the beginning of the study area into a growing niche topic to development in the next 5 to 10 years. However, for other types of research fields such as linguistics and historical research that requires a grand theory for example, can use the reference beyond the provisions above.

In the next section, the author also must be able to explain the benefits or importance to the development of scientific research area of research there is a good area to strengthen the findings, add to the repertoire of knowledge or theory, or for other purposes in accordance with the principles of research. Related reference citations against the benefits of research must also be supported by related references corresponding to the depth and breadth of the author.

**2.8.2 Content Section**

On the content, the authors identify the Research Gap that is not only derived from empirical data or facts in the field but also the gap between the facts with the existing theory or between researchers with other researchers. The assorted Reseacrh Gap due to differences between the results of the research, this blurring of the concept, the keterbatasana previous studies, and the order of concepts that need to be repaired. There are three kinds, namely Practical gap Reseacrh Gap, Gap Theoretical and methodological Gap.

In the field of English education Practical Gap is a discrepancy or gap phenomena associated with the implementation of English language learning in the field or in schools where teachers of English teaching English and usually done by students of S-1 for this type of Practical Gap. While Theoretical Gap (a gap from the standpoint of theory) and methodological Gap (gap seen through the eyes of the research methodology) is usually much studied by students of S-2 or S-3.

* + 1. **Concluding Section**

In this section, researchers can reaffirm that the research that will be developed will contribute and clear direction to the development of science as well as introduce an overview of research that will be done.

* 1. **Previous Study**

Research conducted by Dwihani et al (2013) on undergraduate students in the English Department of Mahasaraswati University analyzed three fators that considered as potential causing factors of students difficulties in writing thesis. Namely psychological factor, sociocultural factors, and linguistic factor. The finding of the research showed that the main cause of student’ difficulties in writing thesis in the linguistics factor was found in domain and extent error analysis.

Similar research conducted by Alafgani (2013) in order to fulfill the requirement to get bachelor degree, he analyzed three major factors : basic knowledge of thesis factors, process of consultation factors, and social academic environment factors. He found that the process of consultation was the most factor causing student’s difficulty in writing thesis.

Research conducted by Sariyanto (2012) on undergraduate students in the English Department of Tanjungpura University Pontianak analyzed causing factor of undergraduate students’ difficulties in writing thesis. The finding of the research concluded that basic knowledge of thesis main component factor is the most causing factor of students’ difficulties in writing thesis.

Equation research conducted by the author with the previous writer is the author of this equally examines the writing of a thesis. But the difference, if researchers had previously focused on the factors that influence in the writing of a thesis, whereas for this study, the authors focused on researching how do the student developing background study in writing thesis.