

CHAPTER II

LITERATURE REVIEW

2.1 Definition of writing

According to (Finocchiaro & Brumfit, 1983), writing is the way to express ideas, experiences and feeling in a written form. "Writing" is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Generally, we write using a pen/pencil (handwriting) or a keyboard (typing). With a pen/pencil we usually write on a surface such as paper or whiteboard. A keyboard is normally attached to a typewriter, computer or mobile device. Voice recognition programs allow those who can't see or use their hands to have their thoughts transcribed. Writing is the fourth of the four language skills, which are listening, speaking, reading and writing.

Nunan (2003:88) also said that writing is both physical and mental activities. At the most basic level it is physical activities of committing words or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. He defines writing as both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical and sometimes disorderly. Ultimately, what the audience see, whether it is an instructor or a wider audience is a product. It can be an essay, letter and story of research report.

Based on the explanation above, it can be concluded that writing is a system of communication which represents a symbol. By writing, we can share our idea, feeling, or everything in our minds. Therefore, students who want to be able to write good writing, they must learn to write regularly.

2.2 Academic Writing

(Whitaker, 2009) states Academic writing is essential writing that you have to do for your university courses.(Abdulkareem, 2013) characterizes academic writing as the construction and development of techniques in universities which consist of organizing and generating students' ideas and critical thinking, and developing vocabulary and grammatical syntax. There are some examples of academic writing assignments such as essay, paper, research paper, term paper, argumentative paper or essay, analysis paper or essay, an informative essay and position paper), but all of these assignments have the same goal and principles.

According to (Al Fadda, 2012), Academic writing in English at advanced levels is a challenge even for most native English speakers. Academic Writing has a very important role to play in acquiring a foreign language. It includes a number of essential elements such as critical thinking and self- expression. Also, techniques that involve paraphrasing and summarizing cannot be overlooked in academic writing (Abdulkareem, 2013). This is a fact especially working on research papers as students have to use other people's works by exploiting those references into their own voice.

2.3 Journal article

Journals are composed of collections of academic articles, which are written by scholars and are usually read by other experts in the discipline. Journal articles can be written by anyone who has something to contribute to the field, and the type of article written will depend on the kind of information the writer wishes to share. Journal articles are often categorized as: empirical research articles, literature reviews, case studies, technical articles, theoretical articles, methodological articles, book reviews, or letters (McKenzie, 2018).

The most common of these is the empirical research article. These report original studies and include descriptions of why and how the work was done, as well as what was learned. Literature reviews, also very common, rely on the use of previously published materials only, but the author will read and combine these papers in order to contribute some new idea or perspective.

Journals frequently dictate the types of articles in which they are interested. According to their websites, for example: the Journal of Nanotechnology publishes research articles or review articles (2010); the Journal of Animal Sciences accepts research articles, literature reviews, technical notes, or letters (2010); and Administrative Science Quarterly publishes research articles, theoretical articles, or book reviews (2010). The kind of article written will depend on the work which has been done, and the target journal for publication.

In order to guarantee the quality of a journal, submitted writing undergoes a process of review by a committee of peers. These peers are people accepted as

experts in the field of study, and have proven themselves capable as publishing researchers. The reviewers will decide whether the written article is satisfactory, needs revision, or unacceptable. Although the value of peer-review is under debate, it remains that internationally respected journals are those which utilize this system.

2.4 How to Write A Journal Article?

According to Mack and Mack (2018), most scientific journal articles currently apply the “IMRaD” structure to organize the content of the paper. IMRaD refers to Introduction, Method, Results and Discussion, and Conclusion. This structure helps writers arrange their ideas systematically and also allows readers to find information more easily and efficiently. The following explanation describes each section of the IMRaD structure in detail.

A. Introduction

In academic writing, the introduction section is intended to explain the focus of the study and the reasons why the topic is important for readers. Generally, the introduction begins with broader information before moving to more specific issues. Swales explains that a research article introduction usually consists of three stages: first, introducing the research field, its importance, and previous related studies; second, identifying research gaps, raising questions, or challenging previous studies; and third, stating the purpose of the current research and, if necessary, briefly presenting the findings.

B. Method

The method section explains the procedures used to obtain the research results rather than only presenting a sequence of activities conducted by the researcher. This section may include the development of theories, descriptions of research designs, or explanations about models and tools used in the study. In addition, the method section should clarify the reasons for selecting certain methods, including statistical considerations such as sampling techniques and data analysis procedures. Researchers may also use figures or diagrams to make the methods easier to understand. Furthermore, information regarding the validity of instruments or research procedures can also be included in this section.

C. Results and Discussion

The results and discussion section presents the findings obtained from the research procedures described previously. The findings are usually organized systematically to help readers understand the information clearly. Results may be displayed through tables, charts, or graphs. Meanwhile, the discussion section functions to interpret and explain the meaning of the findings presented in those tables or figures.

D. Conclusions

The conclusion section summarizes the main findings and discussions of the study. It also highlights the significance of the findings by explaining the contribution of the study to the related field. In this section, writers should focus on presenting

general claims supported by evidence rather than emphasizing personal achievements using expressions such as “I” or “we”.

In journal articles, the title and abstract are important elements because they are the first parts noticed by readers. Although the title appears before the abstract, the abstract is commonly written first since it represents the complete content of the paper. Therefore, authors usually create the title after finishing the abstract.

An abstract generally contains the background of the study, research objectives, methods, findings, and conclusions. The background explains the issue and its importance, while the objective describes the purpose of the study or the gap addressed by the research. The method explains the approach used to achieve the objectives. Furthermore, the results present the major findings, and the conclusion provides the main interpretation and significance of the study. In most journals, abstracts are commonly limited to approximately 150–200 words, so concise and precise language is required.

A good title should clearly reflect the purpose and approach of the research. It must be specific enough to describe the scope of the study while remaining concise and easy to understand. Therefore, writers should balance clarity and brevity when creating a journal article title.

2.5 Students’ Problems in Writing

According to Bryne (1988), writing problems can be classified into three main categories: psychological problems, linguistic problems, and cognitive

problems. Psychological problems are related to students' feelings and attitudes during the writing process, linguistic problems concern language use and vocabulary, while cognitive problems are associated with organization and writing mechanics.

Psychological difficulties are closely related to students' affective factors. These factors may influence undergraduate students in producing effective journal articles. Students often experience low motivation, lack of confidence, and anxiety when writing academic papers (Octaviana, 2016). Such conditions can reduce students' ability to express their ideas clearly in written form.

From the linguistic aspect, EFL students usually encounter difficulties because they are required to understand concepts in English and express ideas through a foreign language that they may not fully master. In addition, they must adapt to a cultural context different from their own (Heaton, 1975). Students also commonly face vocabulary-related problems, including incorrect spelling and inappropriate word choice (Octaviana, 2016).

Cognitive problems in writing may arise from several factors. These include limited reading habits, insufficient writing resources, lack of learning materials, and inadequate practice in writing activities. Reading resources are important because they provide students with knowledge and ideas that can support their writing development. Without enough practice and exposure, students may struggle to organize and develop their ideas effectively.

A. Psychological Problems

At the psychological level, students often encounter several difficulties in writing journal articles, such as low motivation, lack of confidence, and writing anxiety (Octaviana, 2016). Brown explains that psychological aspects play an important role in helping undergraduate students produce effective academic writing, including journal articles. These psychological aspects are related to internal factors that influence students during the writing process. In addition, students' psychological conditions can be seen through their affective factors, which affect how they think, feel, and behave while writing.

Gardner (1985) states that motivation is one of the most important affective factors in psychological aspects. Students who have strong motivation in writing journal articles are usually more enthusiastic about learning and more willing to apply higher cognitive skills in the writing process. On the other hand, students who only aim to complete assignments tend to rely on memorization and simple knowledge-telling strategies. Therefore, students' motivation strongly influences the way they develop and improve their writing ability. A lack of motivation may negatively affect students' progress in journal article writing (Al-Khasawneh & Maher, 2010).

Another psychological factor that may influence students' writing performance is self-confidence. According to Yendri (2019), self-confidence refers to an individual's personal evaluation and belief about themselves, whether positive or negative. In writing journal articles, self-confidence is closely connected to students' belief in their ability to express ideas successfully. Students with high self-confidence are generally more motivated and willing to complete their

writing tasks. In contrast, students with low self-confidence often hesitate to share their ideas because they feel unsure, afraid, or less capable during the writing process.

Moreover, writing anxiety can negatively influence students' motivation and academic performance (Cheng, 2002). Several factors may cause writing anxiety, including insufficient written feedback, negative comments from teachers, limited writing time, and difficult writing topics. Because of this, students need supportive and constructive feedback from teachers to help maintain their confidence and motivation in developing writing skills. Byrne (1988) also suggests that teachers should pay attention not only to students' weaknesses but also to their achievements in writing. Positive comments may encourage students to appreciate feedback and use it to improve their revisions. Furthermore, Lee (2003) explains that writer's block may appear because students are pressured by limited time during the writing process. In process-based writing instruction, the amount of time given to students can influence the quality of their written work. Adequate time allows students to organize ideas more effectively and produce writing with better coherence and organization.

B. Linguistic Problems

From the linguistic aspect, students commonly experience difficulties in mastering English when writing journal articles. They are required not only

to understand the content and concepts of the topic, but also to express their ideas using a foreign language that they may not completely master. In addition, they must write within a cultural context that can be very different from their own background (Octaviana, 2016).

Similarly, Heaton (1975) explains that EFL students often face several challenges when writing in English. Besides understanding the topic, they need to communicate ideas accurately through a second language while adapting to unfamiliar linguistic and cultural patterns. As a result, many students struggle to construct complete and meaningful sentences. They often feel confused about how to organize and express their thoughts appropriately in written form. Consequently, students continuously deal with difficulties related to language use and written expression.

Vocabulary also becomes one of the major linguistic problems faced by students. Many students experience difficulties in spelling English words, understanding their meanings, recognizing pronunciation, and choosing appropriate vocabulary in their writing. Because of their limited vocabulary mastery, students frequently repeat the same words in their sentences. This problem may occur because English vocabulary and language structure are different from Indonesian, making it more difficult for students to vary their word choices effectively in academic writing.

C. Cognitive Problems

From the cognitive aspect, several factors may cause students to experience difficulties in writing. According to Octaviana (2016), these problems are related to limited reading habits, insufficient writing resources, and lack of training and practice in writing activities.

One of the cognitive problems is students' limited habit of extensive reading. Students who rarely read books or other written materials usually have difficulty developing ideas for their journal articles. Reading activities help students gain background knowledge and understanding about various issues, which can support them in composing academic writing. In addition, knowledge of written English is considered an important factor influencing students' writing achievement. Zamel (1992) explains that reading and writing are interconnected processes because both activities contribute to the development of knowledge and language competence.

Another factor affecting students' writing performance is the lack of accessible writing resources. Although students may find English learning materials from printed books or online sources, resources specifically related to writing are still limited and are not fully utilized by students. Many books available in school libraries mainly focus on grammar, vocabulary, and reading skills rather than writing practice. Even when writing books are available, students often ignore them because they are not commonly used in classroom learning activities.

Learning resources play an important role in providing students with useful input for improving writing skills. Students can benefit from various

resources such as books, online journals, and writing applications that assist them in correcting grammar and selecting appropriate vocabulary. Besides learning materials, teachers and peers also contribute significantly to students' writing development. Through interaction and feedback, students can identify mistakes, solve writing problems, and improve the quality of their written work.

The final cognitive problem is the lack of writing practice and training. Williams and Cui (2005) state that students need sufficient time to understand and explore a new language during the learning process. Writing is considered a complex skill because it involves specific rules and conventions that cannot be mastered instantly. They also explain that learning a second or foreign language is a continuous process. Even though students may already understand certain vocabulary and sentence structures, they still need to improve their fluency and expand their knowledge. Therefore, students should be given more opportunities to practice writing both inside and outside the classroom. Regular practice can help students become more familiar and confident in expressing ideas through writing.

2.5 Previous Research

There are relevant previous studies to support this research.

1. Yanti (2017) in her study entitled 'Students' Difficulties in Writing Thesis at English Education Study Program of Muhammadiyah University of Bengkulu.

This study concluded that students' writing difficulties are students' English proficiencies and student time management.

2. Oktina (2018) in her thesis "Analysis of English Students Writing Problems in the Previous Research and Suggestion. The result of the research showed that Students have a problem in writing essays, namely chronological orders, cause effects, comparison of argumentative essays and descriptive texts.
3. Astuti (2019) in her thesis entitled "English Students' Problems in Writing Paraphrase in Literature Review of Thesis at English Education Program of Muhammadiyah University of Bengkulu. The researcher found that students have problems writing inaccuracies in interpreting meaning at the original source, using too many words, adding opinions and expanding or narrowing the meaning.
4. Al-Mukdad (2019) entitled "Investigating English Academic Writing Problems Encountered by Arab International University Students" concluded that students tend to perceive all aspects of academic writing to be difficult. One reason is that they poorly recognize the difference between academic and general English writing due to the lack of background knowledge about writing academically. Another prime reason is attributed to having problems in different linguistic elements even at this supposedly high proficiency level. The study concludes with suggesting a number of ways to address this issue.
5. (Novariana et al., 2018) entitled "Senior High School Students' Problems in Writing: A Preliminary Study of Implementing Writing E-Journal as Self Assessment to Promote Students' Writing Skill". The result indicated the most

internal and external problems faced by students in writing class and the impacts of students' understanding of their writing problems in implementing writing e-journal as self assessment to promote students' writing skills. Furthermore, the paper concludes with some guidelines for students how to face their own problems in writing.

6. (Hadiani, 2017) entitled "The Students' Difficulties in Writing Thesis Statement".

The research found that that the main problems were on the grammar rules of the essay and how the ideas were delivered. These were mostly caused by the low capacity of the students' grammatical competence. It is therefore suggested that the teacher should give various exercises in the use of grammar of essay writing and how the ideas could be delivered well.

7. (Yendri, 2019) in her thesis entitle "Psychological Factors Affecting Undergraduate Students' Difficulties In Writing Thesis" concluded that the students' difficulties in psychological factor namely self-esteem, anxiety and motivation.

Some recent research dealing with students' ability in writing a certain text have done by some experts, but those previous studies haven't discussed about students' problems in writing Journal Article submitted by English Education Students of Muhammadiyah University of Bengkulu yet. Therefore, the researcher is interested to do the research about English Students' Problems in Writing Journal Article Submitted at English Education Study Program of Muhammadiyah University of Bengkulu.