

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. This chapter provides the background of the research, identification of the problem, delimitation of the problem, research question, objective of the research, and significance of the research. In the last part of this chapter, the researcher mentions organization of chapters.

### **Background of the Research**

Writing is an important skill in learning English. The crucial aspect of writing is to convey the idea of the author which is easily understood by the readers (Narasi, 2007). Therefore, good writing is essential for the readers to understand the material easily.

Writing is an expression of communication through letters. According to Bjork and Raisanen as cited in Umer and Javid (2014), writing is a thinking tool called as a tool for presenting ideas in written form for language learning. In addition, Meyers (2005) said that writing is a process of determining and managing opinions by putting and editing them on the paper. The researcher can conclude that writing is a tool and process of creating ideas for communication in a written form.

In addition, writing is crucial for the students regarding several reasons mentioned by some experts. Weigle (2002) asserted that the importance of writing is not only forwarding the messages from the author to the readers but also it is still creating new knowledge for the readers. Following this, the students must be able to create the written works in a sequence of steps for the readers to easily understand the context. By presenting the ideas clearly and using the correct language, it will make the writing of

students clearly and enable the readers to acquire new knowledge correctly. Therefore, it shows that writing is significant to the students in the development of their communication skill.

One of writing English text types is academic writing. Tribble (1996) said that academic writing is often in formal writing in which the purpose is to present the clear information and provide the information which is accurate and has a source. From these characteristics, the academic writings usually use formal language. According to Fahmida (2010), this academic writing must be based on clear reasoning. From the statement mentioned, the written guidelines must be more formal than general writing. In academic writing, the students must use the terminology in writing of each category. In addition, the students need to apply some rules of academic writing such as the use of correct grammar, proper punctuation, correct vocabulary, and others.

Academic writing skill is crucial in higher education level. Based on the researcher's experience, the academic writing is necessary in which the students should focus on presenting the ideas clearly through the sentences. For the reason, there are assessments and other works which the students need to write and measure the students' understanding in the higher education level (Fadda, 2012). Students in higher education needs to have academic writing ability as they have many academic writing assignments such as research paper, essay report, thesis, and other writing works. Furthermore, the academic writing is difficult for EFL learners to master as written in a second language requires both grammar and vocabulary knowledge (Somchai and Siriluck, 2013). From the statement mentioned, the process of creating good academic text has become problems for the students owing to the fact that they need to be aware of grammar accuracy and use appropriate vocabulary. Academic writing is rather difficult because

doing good things; the writer must meet certain needs of good academic text. Oshima and Hogue (1999) explained that academic writing skill requires a lot of knowledge and practice from the students. Based on the statement mentioned, it shows that in academic writing, the students often encounter the problems or difficulties in academic writing. Therefore, good academic writing in English becomes a challenge for the students. Especially, the learners of second language often have the problems when they are asked to write their thoughts in English because as known that English is not their first language. Accordingly, it indicates that the students should be advised to be able to develop their academic writing.

Academic writing is not an easy skill, especially in a second language. For international students learning English in countries that do not use English as their first language, the international students face stress and many obstacles when assigned, this may be due to different cultures that students must rely on to fully learn from the teacher. They still have to learn and practice thinking. In addition, insufficient language ability is one of the reasons why international students are impaired in academic writing. It may be caused by the L1 disturbance, the lack of ambiguity, and unclear ideas of the work. It is assumed to be specifically difficult for those of "non-Anglicized linguistic and cultural and backgrounds" (Al Fadda, 2012, p. 123) Therefore, it shows that international students, especially international students learning English in countries that do not use English as their first language. Therefore, this is causing many students to encounter problems in academic writing.

Based on the researchers' observations and informal interviews, Thai students of English Language Education Department (ELED) at a Private university in Yogyakarta as International students their still face the difficulties in learning English especially in

academic writing. The problems which they often encountered when writing academic texts was the use of incorrect words, lack of grammar, lack of vocabulary, spelling mistakes, and so on because English language is not their own first language. Regarding the statement mentioned, international students face the difficulty to convey English academic writing which requires a high level of vocabulary and grammar. Therefore, they have the difficulty in writing and presenting the ideas in English.

Based on the background of the research mentioned above, the researcher is interested in investigating the problems faced by Thai students in academic writing texts because during the study at ELED of a private university in Yogyakarta, it is essential for the students to write English texts such as papers, reports, annotated bibliographies, research papers, and other academic texts. Therefore, this study focuses on investigating Thai students' problems in writing and their strategies to overcome their problems in academic writing in ELED at a Private university in Yogyakarta based on the phenomena mentioned above.

### **Identification of the Problem**

Students who study English at ELED of a Private university in Yogyakarta may find problems in their learning process, and those problems may be related to speaking, writing, listening, and reading. These four basic skills might be experienced by the majority of the students at ELED including those who are originally from Thailand. Besides, Thai students have different problems in writing English texts especially in academic writing. However, academic writing comes as an important aspect for the students of ELED at a private university in Yogyakarta owing to the fact that they need to write English text during their study at ELED of a private university in Yogyakarta. Following this, the students must write various academic essays such as papers, reports,

annotated bibliographies, research papers, and other academic essays. On the other hand, to write academic writing is not as easy for Thai students to put their ideas and describe each of them in written context.

The researcher is interested in researching the problems faced by ELED students at a private university in Yogyakarta in academic writing problems. Then, the researcher also has the willingness to explore the students' strategies in overcoming their problems in academic writing skill. Therefore, this research is expected to be important for those parties involved in this research so that this research must be conducted.

### **Delimitation of the Problem**

This research is limited to discuss the problems in academic writing texts and strategies to overcome its problems faced by Thai students of ELED of a private university in Yogyakarta. Thus, this research focuses on investigating Thai students who are in touch with the problems of academic writing texts. In addition, the researcher focuses on the strategies used by Thai students use to solve the problems of academic writing texts. In this study, the researcher will delimit the study by choosing the students who have experienced to study at ELED for years in batch 2017 at a private university in Yogyakarta as the participants.

### **Research Questions**

This research is intended to answer the following questions:

1. What are the problems faced by Thai students in academic writing texts?
2. What are the strategies used by Thai students to solve the problems?

### **Objectives of the Research**

Based on the research questions, the objectives of the research are:

1. To investigate the problems faced by Thai students in academic writing at ELED of a private university in Yogyakarta.
2. To identify the strategies used by Thai students to solve their problems in academic writing at ELED of a private University in Yogyakarta.

### **Significances of the Research**

The researcher believes that this research is beneficial to be conducted. The findings of this research can contribute to the development of English language learning. This research is aimed to give positive advantages for some parties such as English learners, English teachers, and other researchers.

**For International Students.** In this research, international students can learn the strategies used to respond to academic writing problems. In addition, the researcher expect this research to help international students understand the challenges they may encounter and they can try other strategies that are appropriate for them to improve their academic writing skills.

**For English learners.** The results of this research can give information about students 'problems and strategies in academic writing texts. The existence of this research is expected to help the students to know the problem and understand their own personality. Besides, the students can modify the learning process of writing skill. Furthermore, the findings of this research can be additional information for the students to solve their problems in academic writing texts.

**For English teachers.** From this research, the result of this research can provide detailed information for the teachers to have ideas in helping the students to solve the problems in enhancing their skills. Following this, the teachers can also know and understand the students' problems and strategies in the learning process of writing

English texts. Additionally, this research can be useful for the teachers as a reflection to their teaching.

**For other researchers.** This research will show the findings with some theories related to the students' problem and strategies in learning writing English. From this research, it can give explanations and inspirations for the other researchers who are interested in exploring issues such as teaching method for students to improve their language skill especially in English academic writing. Following this, the other researchers can use the findings of this research as the theoretical overview of other research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to research the problems and strategies of academic writing related to the same area of this research.

### **Organization of the Chapters**

This research is presented in five chapters which explain an overview of each research chapter. The first chapter presents the introduction of the research. In introduction, there are seven parts of the introduction such as background of the research, identification of the problem, delimitation of the problem, research question, objective of the research, and significances of the research. In the last part of this chapter, the research presents the organization of the chapters.

The second chapter of the research is a literature review. This chapter presents all the information and basic theory which covers a topic discussion problem and strategies in academic writing. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers definition of academic writing, the problem faced by the students in learning English academic writing, the strategies in

learning English academic writing and review of related studies. In the following of the chapter two, it includes the conceptual framework.

In chapter three, it discusses about research methodology. This chapter gives clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists seven parts of methodology namely research design, research setting, research participants, research instrument, data collection method, and data analysis as well as trustworthiness.

In chapter four, the research showed the finding and discussions. This chapter was based on the analysis of interview data based on perceptions of the participants. The research results show data obtained from the results of the analysis to look at problems and strategies of academic writing among Thai students. There are two studies found in this research. These findings are some of the problems faced by academic writing and strategies used by Thai students to solve problems facing academic writing problems.

Lastly, chapter five in this chapter consists of two main discussions. That is the conclusion of the research and the recommendations of the research. Besides, some recommendations related to the research are also suggested.