

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses the relevant literature review for this research, including the concepts of academic writing and thesis background.

#### **A. The Concept of Academic Writing**

##### **1. The Nature of Academic Writing**

Writing is one of the four English language skills. Writing is a way for someone to communicate through writing. Prabavathi and Nagasubramani (2018) state that written communication refers to formal communication commonly employed in educational institutions, colleges, and the business sector. Meanwhile, Lin (2017) states that English writing serves as a means of international communication and cross-cultural interaction, particularly in academic contexts. Thus, writing is more than just communicating information; it also serves as a bridge connecting persons and cultures all over the world. Thus, writing is more than just communicating information; it also serves as a bridge connecting persons and cultures all over the world.

Academic writing is a type of writing at a higher education level. As Sajid and Siddiqui (2015) mentioned, academic writing, also called "scientific writing," is a form of structured study widely employed by academics in higher education. Kabaran (2022) states that academic writing materials produced in higher education and subsequent procedures likewise assist other scientific progressions. Academic writing is purposely informative, written by an expert with specific expertise for a specified audience that shares said information, highly edited, and produced over time (Gray & Biber, 2018).

In addition, academic writing is different from other writing types. As mentioned by Wilson (2022), Academic writing differs from forms of creative writing such as poetry or fiction, which aim to entertain, or journalism, which aims to provide information. Academic writing has a well-organized, formal, and unbiased format and frequently employs

abstract and intricate vocabulary (Fatimah, 2018). The use of slang should also be avoided, and the writing should adhere to a more organized framework (Oshima & Hogue, 2007). In other words, academic writing is characterized by its intricacy and a higher level of formality than other forms.

Furthermore, Salim, Chudari, Widjojoko, and Hanif (2022) claim that academic writing is characterized by logical arguments supported by evidence and can be easily differentiated from well-organized writing. A writer must support their arguments in academic writing by evidence (Fatimah, 2018). Academic writers are responsible for exhibiting their comprehension of the original text to the audience. Tasked with presenting evidence and justification for every assertion put forth (Hendrianto et al., 2021). Therefore, arguments and evidence are important in academic writing.

Academic writing is essential at the higher education level. Skendaj (2024) states that academic writing plays a vital role in earning a degree in numerous Western colleges. The significance of writing in higher education is evident across all disciplines since students are required to study research techniques and develop skills in academic writing. Engaging in academic writing fosters the cultivation of analytical thinking skills and the capacity to articulate ideas concisely and logically. These skills are essential for acquiring proficient academic writing skills. Moreover, it is imperative to tailor one's message to diverse audiences in order to achieve effective communication (Leon, 2023). Thus, writing skills are not just a form of communication but also a critical basis for students' intellectual and professional development in various fields of study.

Moreover, critical thinking is essential in academic writing. As mentioned by Tahira and Haider (2019), critical thinking in academic writing is demonstrated through argumentation, which involves the development of an argument, such as an essay or dissertation. Zeynep and

Irgin (2022) state that critical thinking involves writing clearly, coherently, and reflectively. Through writing, students develop and express critical thinking. Learners must learn to summarize, compare texts, link concepts in an argument, and conceptualize how reasoning is arranged in different academic genres to become critical writers. In other words, critical thinking is an essential component of academic writing due to the enable learners to build well-reasoned arguments and present their views clearly and logically.

To summarize, academic writing is a particular type of writing utilized in higher education. It differs from other types of writing in terms of formality, structure, and the need for logical arguments supported by evidence. Critical thinking is necessary for excellent academic writing because it enables students to construct well-reasoned arguments and communicate their views clearly and coherently. Academic writing abilities are essential not only for academic success but also for professional development in various fields.

## **2. Purpose of Academic Writing**

Academic writing has its own purpose in writing. The purpose of academic writing is to report research, answer questions, discuss topics of common interest, express the author's ideas, and synthesize other research (Bailey, 2011). The main goal is to ensure that one's argument is communicated to the reader in a way that is intended to be understood. As a result, the work must be coherent, comprehensive, and well-articulated in the context of the discipline, subject, or topic (Gabi, 2022). Besides, Chauhan (2022) posited academic writing aims to assist writers in cultivating crucial abilities for college tasks, such as describing, analyzing, convincing, critical, and questioning writing, while adhering to specified conventions and phases. In other words, the primary goal of academic writing is to disseminate knowledge, progress the discipline, and foster higher-order thinking skills for the writer.

Moreover, Leon (2023) states that the aim of academic writing is to enhance communication proficiency by succinctly, coherently, and impartially disseminating knowledge while also accommodating diverse audiences and contexts, thereby fostering the development of more effective communicators. Academic writing improves language proficiency, cultivates analytical thinking, and facilitates the clear and efficient transmission of ideas and research outcomes to readers (Medvid & Podolkova, 2019). This means that academic writing not only has a purpose but also has an important role in improving student ability.

To summarize, academic writing is designed to fulfill specific objectives, including the explicit expression of ideas, the discussion of topics, and reporting research. It strengthens language skills, fosters critical thinking, and improves communication proficiency. Academic writing enables students and professionals to communicate more efficiently by effectively conveying ideas.

### **3. Types of Academic Writing**

Academic writing is classified into numerous types. Types of academic writing are a single-source paper, which is the study of simple text; a multi-source paper is a paper that talks about more than one book; and A research paper is a piece of writing that talks about, cites, and advances a previous study on a subject (Wilson, 2022). Altikriti (2022) claimed that academic writing is a type of formal written assignment that can take various forms, including dissertations, literature analyses, and research papers, which are the focus of the current study. Meanwhile, Bailey (2011) states that there are types of academic writing, such as notes, reports, projects, essays, dissertations/thesis, and papers.

Moreover, Johnson (2016) states that the common types of academic writing are exploratory writing, in which the purpose is to explain, describe, provide information, or share knowledge; persuasive writing, in which the purpose is to argue or against a topic using clear, objective language and logic; and inquiry writing that refers to the

systematic process of posing a question, collecting relevant information, and subsequently utilizing that information to provide a response to the initial query. Meanwhile, Akkaya and Aydin (2018) state that academic writing encompasses several genres, such as thesis, essays, papers, projects, and posters. Typically, these categories entail presenting a research procedure as a written article. Therefore, the type of academic writing is usually used in education to write scientific papers.

One type of academic writing used by undergraduate students is a thesis. As mentioned by Safitri et al. (2021), writing a thesis is a crucial task for students since it is a necessary condition for completing their studies at university and obtaining an academic degree. Within the field of academic writing, a thesis is an example of a two-way conversation between the author and the readers. Based on the data, the writer goes into great detail about a topic to give readers accurate information (Nurkamto et al., 2022). The act of writing a thesis is more crucial than the thesis itself. Writing a thesis is an extensive task for EFL students that will take up most of their last year of college. To make sure the project moves forward, good management and review tools should be used (Han, 2014). Thus, a Thesis as one of the academic writings is very important for final-year students to complete their studies.

To summarize, academic writing incorporates a variety of forms, including theses, research papers, and dissertations, each of which serves a unique purpose within the academic community. These forms are employed to explore topics systematically, argue arguments, or convey information. Writing a thesis is an essential aspect of the academic journey for undergraduate students, as it serves as a testament to their capacity to conduct comprehensive research and effectively communicate their findings. This process is especially critical to guarantee the successful completion of their studies.

#### 4. Components of Academic Writing

The main thing that makes the writing good is the components of writing. Celce-Murcia (2007) states that a good written work consists of various components such as ideas, language, syntax, and spelling. In addition, content, structure, grammar, vocabulary, and mechanics are also part of these components. Meanwhile, Wilson (2022) states that the elements of academic writing include evidence, analysis, responding to inquiries or solving difficulties, structure, and argumentation. In essence, good writing requires a harmonic combination of these elements in order to convey ideas effectively and clearly.

Moreover, other elements are main idea, structure, supporting evidence, expression, vocabulary selection and perspective, syntax, grammar, and punctuation (Dhuge et al., 2021). Then, Soraya (2018) states that good writing requires proficiency in every element of the target language, including content, structure, vocabulary, language usage, and mechanics. It can be concluded that good writing must be able to fulfill several important elements, including evidence, structure, main ideas, and language use, such as grammar, punctuation, syntax, and vocabulary.

Critical thinking is also an essential element of academic writing. As mentioned by Safriyani et al. (2019), critical thinking is employed in the composition of a thesis, as well as in other forms of academic writing, including essays, papers, articles, proposals, and reports. Davies (2015) states that critical thinking in thesis writing is essential for students in higher education as it enables them to effectively summarize, paraphrase, and provide clear, coherent, and cohesive interpretations. Critical thinking in academic writing has several elements, such as references, role models, and styles. Academic writing is distinguished from most other forms of writing by the use of referencing or footnotes, which is a sign of critical thinking. It is worthwhile to consider the reasons for this (Noys, 2013). In other words, practicing critical thinking enables students to effectively



negotiate academic writing difficulties and make valuable contributions to their field of study.

To summarize, good writing requires several crucial elements, such as evidence, structure, main ideas, and language use, such as grammar, punctuation, syntax, and vocabulary. Furthermore, critical thinking is of the utmost importance in academic writing as it allows authors to proficiently examine, condense, and evaluate information. This critical methodology, characterized by using citations and a well-organized thesis, sets academic writing apart from other types of writing.

## **5. Process of Academic Writing**

Academic writing is not a one-time process; it requires steps from time to time. Writing allows students to progress from describing to analyzing, utilizing the teacher's and their peers' guidance and assistance. Throughout the writing process, it is the writer's obligation to determine which advice and critique to embrace and which to dismiss (Mattisson, 2012). Johnson (2016) states that the process of writing requires much pre-writing, brainstorming, drafting, editing, and rewriting to ensure precise communication of ideas. Therefore, academic writing necessitates a lengthy process due to the importance of the components above.

Furthermore, Oshima and Hogue (2007) state that the writing process consists of four stages: prewriting, organizing, writing, revising, and editing. Johnson (2016) states that the writing process is conducting research to get data, pre-draft, creating a first draft, revising, editing, and publishing. Meanwhile, Hermansyah (2022) states that the process of text creation involves multiple stages, including idea generation, drafting, revising, and editing. Therefore, the common process of academic writing is pre-writing, drafting, revising, and editing.

The first step in the writing process is pre-writing. Oshima and Hogue (2007) state that prewriting is a method of generating ideas and gathering information to elucidate a topic. Al Fadda (2012) posited that novice writers may succeed in academic writing by creating an outline of

their topics before commencing writing and adhering to the three primary phases of the writing process (planning, writing, and editing). Hafidz (2010) said that prewriting includes the process of free writing, which means writing without spelling, grammar, or punctuation; questioning that relates to the topic; making a list that is known is brainstorming based on the topic; clustering or mapping; and creating a preliminary outline that elucidates the point with a supporting sentence.

The second step in the writing process is drafting. In the process of drafting, students must write their first draft. In the first draft, spelling, grammar, and punctuation are also disregarded. The students merely compose the concept and elaborate on the supporting idea (Langan, 2010). Meanwhile, Oshima and Hogue (2007) advised students to compose a preliminary draft that is derived from the outline that has been generated. Students compose ideas without regard for the appropriate structure, which will be rectified in the subsequent phase. Johnson (2016) also posits that students in draft writing channel all of their ideas and thoughts into the writing process and seek out sources that substantiate the content. In other words, draft writing is the process of converting concepts into written form without regard for the correct structure, as it will be rectified in the subsequent stage.

The final process is revision and editing. The previously written draft is improved by fixing small things like grammar, punctuation, and mechanics (Oshima & Hogue, 2007). Hafidz (2010) states that the sentences should be arranged accurately during revision. The scholars concentrate on grammar. The sentences can be arranged, deleted, or added by the students. The editing procedure involves selecting the sentences that are more pertinent and engaging. After pouring out ideas in the drafting process, students then need to choose which ideas are the most interesting and which are most relevant to the topic Rumisek & Zemach (2009). In this situation, the prior draft will be revised and edited to provide a better final writing.



To summarize, academic writing is a multifaceted process that entails prewriting, composing, revising, and editing. The refinement of ideas and the establishment of clear communication are essential components of each stage. Prewriting is instrumental in the generation and organization of ideas, while drafting is concerned with transforming those ideas into text. Revising and editing are essential in ensuring that the final product is well-organized and refined. This procedure is indispensable for the development of exceptional-quality academic writing.

## **B. The Concept of Thesis Background**

### **1. Definition of Thesis Background**

The background is one of the first parts of the thesis, which is located in the introduction. As mentioned by Thahirah et al. (2023), the introduction includes the background of the research. The background of the research should explain what and why the research is being conducted and include details in the chapter on literature review. Susanti, Rufinus, and Sutafa (2015) state that the research background is a description and elucidation of the primary aspects of the research in academic writing. Parwati and Sugesti (2023) state that existing research is summarized in the background, which emphasizes gaps, prospective directions, and weaknesses that require resolution. The research background should ideally encompass the anticipated outcomes and empirical evidence of the subject matter, such as hypotheses or pertinent research discoveries, pertinent data, and the rationale behind selecting the topic (Hertzman, 2014).

Writing the thesis background is an important part because it covers all the contents of the thesis and is the basis of the research. As stated by Putra and Astari (2022), the background of the thesis is the fundamental foundation that the writer or researcher uses to ensure that the reader has a comprehensive understanding. Sintya and Hafizh (2022) state that the purpose of the problem background is to underscore the significance of the research. The problem background needs to be supported by coherent

arguments. To construct a strong argument, it is necessary to have a well-crafted topic and rhyme. It means that a well-organized thesis background not only offers a thorough examination of the research but also creates a strong foundation for the research, thereby directing the reader toward a more profound comprehension of its significance and relevance.

There are components of writing thesis background stated by Susanti, Rufinus, & Sutafa (2015), including (1) Clearly specify the subject matter of interest; (2) Provide context by reviewing relevant published literature on the subject in a concise and unbiased manner; (3) Clearly articulate the theory that will be examined; and (4) The researcher's rationale for selecting this type of research study. According to Bhatia (2016), students need to possess outstanding abilities in articulating the importance of the study issue in the background section. The purpose of the background component of the study is to provide the audience with information about the topic, including expectations, facts, a review of supporting literature, and pertinent information. Hence, it is important for researchers to ensure that these components are included in the background writing.

Nurdiyanti et al. (2022) also noted the following fundamental elements: (a) the fundamental motivations for research and solving unsolved problems; (b) the symptoms of gaps between field occurrences and theory that can be used to understand the problem's origin. (c) Impairments that will materialize in the absence of intervention. (d) The advantages to the community, businesses, and researchers that will result from studying the problem. The research background should be substantiated using several theories, data, empirical evidence, experiment observations, and literature reviews. When producing a research paper, students must engage in critical thinking, modify their ideas, and effectively organize their thoughts. This involves evaluating the coherence between each idea and its subsequent sentence (Parwati & Sugesti (2023). It means the theoretical frameworks, empirical data, and critical thinking

are necessary to provide a research foundation that detects and addresses gaps and ensures the research's academic and practical relevance.

To summarize, the thesis background is an essential aspect of the introduction that establishes a thorough summary and the groundwork for the research. It provides an explanation of the study's context, significance, and purpose. The essential components of the thesis background are specifying the subject matter, examining pertinent literature, articulating the theory, and elucidating the rationale for the study. In order for the reader to comprehend the significance of the research, it must be adequately supported by coherent arguments.

## **2. The Problems of Academic Writing in Writing Thesis Background**

There are several challenges that students face when writing academically, especially in writing thesis background. Academic writing has a more complex structure than writing in general. This makes it difficult for writers to write academically. Bailey (2011) posits that academic work is complex due to the necessity of paraphrasing, summarizing, and citing the ideas and work of other authors. Meanwhile, Belkhir and Benyelles (2017) discovered that EFL learners face challenges when writing academically in English due to the need for proficient general writing skills, including the ability to assess grammar, paraphrase, summarize, and incorporate evidence from journal articles to develop supporting ideas. The study by Fareed, Ashraf, and Bilal (2016) found that grammar and syntax were the major issues students had with their writing. Among these issues were the wrong use of prepositions, sentence structure, articles, singular/plural, tenses, verbs, and casual and spoken language.

Moreover, Uyên, Khanh, & Nhur (2023) stated that the difficulties faced by students in academic writing include grammar errors, punctuation errors, vocabulary deficiencies, and organizational ideas. Meanwhile, Al-Khairy (2013) states that the primary challenges faced by higher education students include the lack of ability to select suitable academic vocabulary,

improper use of punctuation, and linguistic and grammatical mistakes. He also stated that students generate their ideas by translating them, and it became incoherent. Al-Samadani (2010) claimed there are additional difficulties in academic writing, including the task of crafting a strong thesis statement, as well as the processes of creating, organizing, revising, and ultimately editing the work to produce a successful and error-free piece of writing. Other problems that students face in academic writing are grammar, spelling, punctuation, sentence organization, and tenses of verbs (Lasaten, 2014). In line with Prescante-Malimas and Samson (2017), this shows that students have issues with grammar, punctuation, and spelling in their work, particularly in thesis papers. However, in the statement above, the common problems are grammar, vocabulary, punctuation, and linguistics.

Furthermore, background as an essential part of the thesis also has several challenges. Sintya and Hafizh (2022) noted that writing a thesis background is difficult because it begins the chapter and summarizes the thesis contents. The challenges include creating coherent, cohesive rhymes and themes as well as text structure, word choice, and organization. In the meantime, Thahirah, et al. (2023) asserted that the challenges associated with composing a thesis background include the compilation and development of ideas, the rationale behind the research, the challenge of identifying gaps with previous research, and the challenges of grammar. This is supported by Belkhir & Benyelles (2017), who demonstrated that students encounter numerous challenges that may be linked to the problems of topic narrowing and rationale development.

Soraya et al. (2019) state that students frequently encounter challenges in organizing their thoughts when composing backgrounds. Furthermore, their challenges in composing backgrounds are exacerbated by their rhetorical issues. Rhetorical issues are challenges that arise when individuals attempt to transform their existing knowledge. Therefore, they will encounter challenges in refining their concepts. Harahap and Syarief

(2021) mentioned that students encounter challenges when composing backgrounds as a result of their inadequate knowledge. Despite the fact that students have been studying the language for years, they continue to struggle with writing. Additionally, they discovered that students encounter challenges in identifying gaps. Arsyad and Zainil (2023) mention that authors must identify a research gap at the beginning of their paper to demonstrate to readers that previous research has limits. Thus, this highlights the necessity and significance of their research. However, students face challenges in identifying research gaps. As mentioned by Bailey (2011), difficulties in identifying research gaps can pose a serious problem to academic writing, particularly for novice writers. In this case, critical thinking is needed to identify research gaps. Fareed et al. (2016) state that identifying detailed differences among studies requires critical analytical skills and extensive reading. This means that the knowledge that students have is very important to their writing background.

Moreover, research problems are one part of the background. A research problem is the problem being investigated in a study. A research problem assists in limiting the topic to something appropriate for attending a study (Pardede, 2018). Meanwhile, Creswell (2012) states that a research problem is a general educational problem, issue of concern, or controversy focused on in research that narrows the topic. Creswell (2012) also states that effective research begins with clearly comprehending the research problems, which is a foundation for further investigation. This means that the research problem is a problem that needs to be narrowed down.

In the thesis background, there is a research problem. It makes students difficult in this area. The students' difficulty was then assessed based on their ability to create research problems in the introduction section. Basthomi (2009) found that doctorate academic English language education (ELE) students, unlike master's students, struggled to present research problems related to the topic under investigation. Another challenge is selecting a research approach that is appropriate to the

research problem and evaluating it in light of the researcher's perspective, individuality, and skills. The most crucial stage in determining and using the method is identifying the research problem in order to make the appropriate selection when selecting the optimal technique (Merriam, 2013).

Furthermore, critical thinking is an essential aspect of writing a thesis background. Students frequently encounter challenges in developing their concepts through critical thinking. Pramonojati et al. (2020) state that the challenges of critical thinking are related to the development of ideas that can generate logical, fluid, and well-crafted thinking, as well as the organization and adjustment of theories from experts to ensure that they are well-organized with the research. Madjid et al. (2020) said that students have difficulty in writing apprehension. They often feel nervous and insecure in writing backgrounds. It makes students experience a level of anxiety in writing backgrounds. Furthermore, they face challenges in aligning supporting theories, considering the goal of the introductory part, their level of English ability, comprehending paraphrasing, expressing their motivation, and grappling with paraphrasing (Helmanda, Novrizal & Safura, 2022).

To summarize, students faced several challenges in academic writing, particularly when writing the background of the thesis. These challenges arise from the complexities of academic writing, which necessitates paraphrasing, summarizing, and referencing sources. EFL learners struggle with grammar, vocabulary, and organization of ideas, which frequently results in incoherence. Furthermore, producing an effective background involves extra challenges such as developing logical arguments, finding research gaps, and selecting acceptable research problems. Students also frequently feel anxious and lack confidence when organizing and expressing their ideas properly. As a result, these difficulties impair their capacity to create well-structured academic papers, especially when writing a thesis background.



### **3. Strategies To Overcome the Problems of Academic Writing in Writing Thesis Background**

Several strategies are employed to address the challenges that students face in academic writing, especially in writing thesis background. Apriyani (2021) states students use several strategies, namely using writing tools such as Google, Grammarly, and Quillbot; asking advice and feedback from friends; asking advice and feedback from mentors; and engaging in a significant amount of writing practice. Belkhir and Benyelles (2017) asserted that the development of reading and writing behaviors can facilitate the composition of effective essays. Meanwhile, Fareed et al. (2016) present remedial strategies for academic writing challenges, including the implementation of reading enhancement, conscious and incidental vocabulary instruction, writing practice, the training of instructors, examination reforms, and writing competitions. It means that getting used to reading and writing can help students overcome the problems they face in academic writing.

Moreover, Uyên et al. (2023) asserted that students must acquire a great deal of new vocabulary that is applicable in a variety of contexts and must engage in daily writing exercises that begin with grammar exercises and extend to the real world. In addition, guidance from teachers or instructors in academic writing is essential. They should encourage students to read extensively to enrich their academic vocabulary (Aldabbus & Almansouri, 2022). It is also crucial to offer students additional guidance and constructive feedback in order to enhance and refine their writing abilities. Also, lecturers may implement a variety of effective teaching strategies to assist students in enhancing their proficiency in English and applying them in real-world scenarios (Eng & Anne, 2024).

On the other hand, Amin and Alamin (2012) propose that instructors can facilitate the development of critical thinking skills and the

ability to translate the work of others into their own words by providing students with examples of exceptional assignments written by their peers and engaging in guided discussions. Academicians also can overcome these challenges by leveraging their expertise and the assistance of their peers and social environment (Kabaran, 2022). Olness (2005) also contends that the use of appropriate literature can significantly enhance the writing abilities of students. If they are able to incorporate this significant knowledge into their own writing, they will develop an understanding of a variety of genres, writing styles, and structures.

Moreover, Thahirah et al. (2023) asserted that students can surmount this obstacle by reading many references that are relevant to the research, engaging in regular consultations with their supervisor, and engaging in discussions with friends who have a more comprehensive understanding. Parwati and Sugesti (2023) stated that strategies that can assist in resolving issues include studying the references of journal articles, requesting revisions from supervisors, and making revisions consistent with a sentence structure review. This is supported by Al-Khairy (2013), who emphasized that supervisory support is essential for assisting students in managing intricate writing assignments and enhancing the clarity of their arguments. In the context of critical thinking, students can use strategies to overcome problems by reading numerous books, journals, and background materials to improve their prior knowledge (Pramonosaji et al., 2020).

The difficulties experienced by students with writing backgrounds often make them feel anxious. To overcome this, students can read many references, consult with supervisors to find solutions to the problem, and occasionally go to a cafe or take a vacation to relax (Madjid et al., 2020). Hallam et al. (2002) demonstrate that music can significantly diminish anxiety and improve focus by fostering an ideal working environment. Craft and Perna (2004) observe that exercise enhances physical health and substantially elevates mental well-being, which is essential during

demanding writing periods. This is supported by Madjid et al. (2020), who assert that effective stress management positively influences the writing process, aiding students in maintaining attention and motivation while finishing tasks. Helmanda, Novrizal, and Safura (2022) also mentioned that the students engaged in a comprehensive consultation and extensively studied several relevant materials. In order to enhance the clarity and effectiveness of their introductions, the students can employ genre analysis (Stapa et al., 2014). Genre analysis is a multidisciplinary field of study that examines the manner in which language is employed in a specific context, which encompasses discourse analysis and stylistic analysis. It emphasizes the examination of the structural regularities that differentiate one type of text from another (Cao & Guo, 2015).

Overall, other researchers stated that reading many references will help students deal with difficulties in writing. In research writing, referencing is an essential strategy that is employed to support the statements, minimize plagiarism, and disseminate research findings (Shrivastava, S. R., & Shrivastava, P. S., 2022). It is crucial to ensure that published articles are accurately referenced, as citation errors can have a substantial impact on the evidence base (Rivkin, 2020). Nevertheless, numerous writers fail to recognize the significance of references, leading to mistakes in spelling, grammar, and word selection. These mistakes can impede the process of searching for references, restrict readers' capacity to search further, and impact citation indexes (Taylor, 2002). This means that ignoring references will make it difficult for students to develop their writing skills. Therefore, references become a very important part, especially in writing a thesis or other academic writing fields.

Journal is one of the references that can facilitate pupils in acquiring enhanced comprehension, exercising textual analysis, and cultivating critical thinking skills (Li, 2015). The development of ideas, improvement of textual cohesion, and the enhancement of students' writing abilities can be achieved through the use of reading journals (Apsari,

2018). Furthermore, reading books also can help students improve their writing ability. Students are able to enhance their writing abilities and resolve the challenges they face when composing a task by reading a book (Tulkinjonovna & Jurakulovna, 2021). It means reading a lot of journals or books can improve students' abilities, especially in writing skills.

To summarize, several strategies are often used to assist students in overcoming academic writing challenges, particularly while developing thesis backgrounds. The important strategies involve utilizing writing tools like Grammarly and QuillBot, soliciting input from peers and mentors, and participating in significant reading and writing practice. Vocabulary growth, frequent grammar exercises, and reading appropriate references are all important steps toward developing writing abilities. Instructor assistance, criticism, and the usage of excellent assignments can improve critical thinking and writing skills. Furthermore, communicating with supervisors and peers, performing genre analysis, and ensuring appropriate references all assist students in improving their work, reducing anxiety, and generating well-structured academic papers.

#### **4. Factor Contributing to the Problems of Academic Writing in Writing Thesis Background**

Based on the problems discussed previously, there are various factors that influence the challenges of academic writing. Darius and Subramanian (2009) identify the three main factors that contribute to students' challenges in writing, such as interference from their first language, the difficulty of the target language, and a lack of understanding about the components of writing. Meanwhile, Puspita (2021) states that the factors are personality factors, including self-esteem, inhibition, risk-taking, anxiety, empathy, extroversion and introversion, and motivation; Sociocultural factors; and linguistic factors. Overall, a number of factors influence academic writing challenges, including first language interference, target language complexity, and personal characteristics.

Cohesion and coherence are additional factors that influence academic writing. They are essential in ensuring that the written content is well-structured and comprehensible (Eng & Anne, 2024). Jeyaraj (2018) also pointed out that students' capacity to use appropriate vocabulary can be limited by inadequate foundation, especially for those who are not EFL. Furthermore, Alharbi (2018) asserted that academic writing in students can be affected by a lack of reading. Poor readers cannot enjoy reading because of its difficulty. Thus, to write well in academic settings, students must focus on grammatical precision, cohesion, and coherence, as well as expand their reading and vocabulary abilities.

Furthermore, Li (2023) stated that the factors affecting academic writing also come from universities and teachers themselves. Lack of understanding and provision of academic writing courses from an early age. This makes students lack sufficient understanding of academic writing. In addition, the role of teachers also affects academic writing skills, as they must provide sufficient direction and understanding to students. Ackerman (2006) highlighted the significance of motivating factors in writing, asserting that instructors' demonstration of their writing abilities will enhance students' motivation to write. Therefore, the role of universities and teachers is important in helping students understand and increase their motivation in academic writing.

In addition, Fareed, Ashraf, and Bilal (2016) also state that the factors influencing writing difficulties include: (1) the perception that writing is not urgent enough. Writing is considered a secondary ability after speaking. As a result, the culture of reading and writing does not develop at the academic and social levels, and these skills remain ignored; (2) students are not given enough encouragement and teaching to write; (3) the examination system used does not encourage students to be critical; (4) students experience anxiety and have difficulty overcoming it, hindering which the writing process; and (5) students are dependent on their mother's tongue, so they often have difficulty.

To summarize, a complex interaction of linguistic, individual, and social factors leads to the difficulties students have while writing for academic purposes. Key variables such as first language interference, the complexity of the target language, and psychological traits like self-esteem and anxiety strongly affect writing proficiency. These difficulties are further compounded by low language and reading foundations as well as a lack of encouragement and assistance from educators and educational institutions. As such, an all-encompassing strategy that takes into account these various effects is necessary to improve student's academic writing skills while highlighting the significance of good teaching methods and encouraging a culture of reading and writing in learning environments.

