CHAPTER II

REVIEW OF RELATED LITERATURE

In his chapter, the researcher reviews the related theories and literature to understand the question theorically.

A. Review of Previous Studies

In this review study, the researcher aims to avoid replication of study. Before choosing this topic, the researcher found two theses related to this study.

1. The first thesis entitled *"Students' Difficulties Of Writing Thesis (Linguistic Aspect)"* a case study the eight semester students at English Department of Muhamadiyah University of Malang in academic years 2001-2002" By Heru susanto. The research problems of that research are:

    1. What linguistic difficulties are faced by the students of eight semesters in writing thesis?

    He found that many students had difficulty in writing thesis especially in grammar, choosing vocabulary, punctuation and spelling. Grammar was the most difficult aspect faced by the research students with the percentage 67.56%. Vocabulary was the second difficulty faced by the students with

18.54%. Punctuation was the third difficulty faced by students with 10.73%. And the last difficulty was spelling with 3.17%.[7]

2. Second thesis entitled " A Study on The Errors of Subject- verb Agreement Made by Students in Their thesis Writing , a case study the eight semester students at English Department of Muhamadiyah University of Malang" A study conducted by Heri Siswantoro, (2005). The research problems of that research are:

1. What are the causes of Errors of Subject- verb Agreement Made by Students in Their thesis Writing?

2. What type of errors are made by students in their thesis writing ?

 He found that many students are 94% made errors of Basic Subject-verb agreement, while 3% of them made errors on Using expression quantity and 3% of them did error on indefinite pronouns. The highest error done by student is also related to language aspect or it is classified into linguistic difficulties.[8]

3. The third thesis was conducted by Nur Habibah with title "analysis of plagiarism in seminar proposals by the eighth semester students of PBI at IAIN sunan ampel in academic years 2012 Surabaya" her study focused on plagiarism in seminar proposals. The research problems of that research are:

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[7] Heru susanto, thesis : "Students' *Difficulties Of Writing Thesis (Linguistic Aspect)"* a case study the eight semester students at English Department of Muhamadiyah University of Malang in academic years 2001-2002," p.98

[8] Heri Siswantoro, thesis: " *A Study on The Errors of Subject- verb Agreement Made by Students in Their thesis Writing* , a case study the eight semester students at English Department of Muhamadiyah University of Malang 2005", p.82

1) Is there really any plagiarism in seminar proposals by eighth semester students of PBI? 2) What are the forms of plagiarism that most likely occur in seminar proposals by eighth semester students of PBI? 3) What are the students' perceptions of plagiarism? This study Find out 1) Find out the certainty of plagiarism incidents in eighth semester students' seminar proposals. 2) Find out the forms of plagiarism occurring in seminar proposals by eighth semester students of PBI. 3) Find out the students' perceptions of plagiarism

4. The fourth thesis entitled "The English Department Students' Motivation Of Writing Thesis" English Department Faculty Of Teacher Training And Education Muhammadiyah University Of Malang, 2006. A study conducted by Supardi, The research problems of that research is :

   1. "How far is the students' motivation in writing thesis?".

The following conclusion is based on the result and discussion. The researcher found that from 31 respondents from English Department students in writing thesis were 19.4 % the students who have very high motivation, 54.8% the students who have high motivation, and 25.8% the students who have moderate motivation.

In general, the researcher concludes that the English Department students in academic year 2001/2002 have high motivation in writing thesis.[9]

5. The fifth Thesis entitled "Advisors' Difficulties in Guiding Thesis Writing (Non-Linguistics Factors)" Muhammadiyah University of Malang Faculty of Teacher Training and Education English Department 2006. A study conducted by Deni Hamarismul, The research problems of that research is :

   1. What difficulties are faced by thesis advisors when supervising their students writing the thesis?

based on the research finding. All thesis advisors in English Department, Muhammadiyah University of Malang experienced difficulties when guiding their research students. Their difficulties are from the top to the less in a sequence as follows;

   1. Difficulties dealing with students' English proficiencies,

   2. Difficulties dealing with students' time management,

   3. Difficulties dealing with students' research methodology,

   4. Difficulties dealing with students motivation,

   5. Difficulties dealing with students' attitude,

   6. Difficulties dealing with students' research topic

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[9] Supardi, thesis *: The English Department Students' Motivation Of Writing Thesis* " " English Department Faculty Of Teacher Training And Education Muhammadiyah University Of Malang, 2006. P.79

7. Difficulties dealing with co-advisor relationship, students' plagiarism, students' personalities, the big number of supervised students and advisor workload.

Meanwhile, the writer does not find any relationships between the advisors' difficulties and the length of time they supervise the students. Also, there is no relationship between the subjects taught and the advisors' difficulties level.[10]

My study is different from all of these theses, because they want to know and describe grammatical errors, Students' Motivation Of Writing Thesis, the difficulties in writing thesis and Advisors' Difficulties in Guiding Thesis Writing However, in my study, the researcher focuses on the elements are employed in the research proposals. In this study, the researcher wants to find the students' pproblems in writing a research proposal and the possible causes of the problems are faced by the students in writing a research proposal that always happen to students especially to student of english education department in IAIN Sunan Ampel Surabaya .

B. Genre Analysis: English in Academic and Research Setting

Since 1990s, genre has become a crucial focus in applied linguistics. Swales provides a detailed definition of genre within the field of English for Specific Purposes:

A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by

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[10] Deni Hamarismul, Thesis*: "Advisors' Difficulties in Guiding Thesis Writing (Non-Linguistics Factors)"* Muhammadiyah University of Malang Faculty of Teacher Training and Education English Department 2006. P.112.

the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rational shapes the schematic structure of discourse and influences and constrains choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as. Narrowly focused on comparable rhetorical action, In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience. If all high probability expectations are realized, the exemplar will be viewed as a prototypical by the parent discourse community. The genre names inherited and produced by discourse communities are imported by other constitute valuable ethnographic communication, but typically need further validation.[11]

Swales' genre analysis offer an approach to the teaching of academic and research English, including a research proposal. Paltridge also provides a comprehensive genre analysis. Different from Swales, Paltridge relies on English as the first language[12]. Despite the difference of the two theories above, both of them are applicable to this study since they can be used for the benefits of teaching foreign language research writing.

The theory of genre analysis as the first main theory is associated with writing a research proposal as one of academic texts, especially with the elements of a research proposal proposed by the theorists of academic texts.

The genre analysis applied in this study falls into four fundamental areas. The first area is associated with a research proposal as one of academic texts. It

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[11] Swales, J. M. *Genre analysis: English in academic and research settings*. Cambridge Cambridge University Press, (1990).P58
[12] Paltridge. *Thesis and dissertation writing: Preparing ESL students for research*. English for Specific Purposes, B. 1997. p16

describes the purposes and major elements of a research proposal.[13]

The second area is associated with the first chapter of a research proposal, i.e. introduction. It describes the purposes of the introduction, the typical moves in thesis introduction and the criteria to evaluate the moves and its linguistic features[14].

The third area is associated with the second chapter of a research proposal, i.e. literature review. It describes the purposes and the nature of the literature review for undergraduate students, including its elements and linguistic features.

The fourth area is associated with the third chapter of a research proposal, i.e. methodology. It discusses the purposes, elements, and linguistic features of the methodology chapter.

C. Research Proposal as One of Academic Texts

This section will discuss the first area of a research proposal as one of academic texts. It covers the purposes and major elements of a research proposal

D. Purpose of a Research Proposal

The research proposal serves several purposes. As it is prepared by the students for conducting their study, it communicates their intentions by stating the purpose of their intended study and its importance, together with a step-by-step plan for conducting the study[15]. It also provides sufficient information to enable the reader to evaluate the proposed research and provide the reader with a clear indication of what the students are expecting to do, how, when, and why. It will

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[13] Fraenkel, J. R., & Wallen, N. E. *How to design and evaluate research in education.* (5th ed.). Boston: McGraw-Hill Higher Education, (2003).p53

[14] Swales and Feak, *Academic Writing for Graduate Students: Essential Tasks and Skills: A Course for Nonnative Speakers of English* (English for Specific Purposes) 1994, p56

[15] Ibid.,p. 102

be a mechanism for the students to gauge the level of assistance likely to be given by supervisors and the reaction of supervisors to the research plan. In other words, it can be said that a research proposal is the first step in producing a graduation thesis and intends to convince a supervisor or academic committee that the students' topic and approach are sound, so that they gain approval to proceed with the actual research and write their graduation thesis.

E. Major Elements of a Research Proposal

In a research proposal, there are major elements or schematic structure required to be included as proposed by the theorists. These elements include table of content, introduction, literature review, methodology, and references. The major elements of a research proposal and their purpose can be seen in Table 2.1.

Table 2.1 Major elements of a research proposal and their purpose

Elements	Purpose
Table of contents	To give an overview of the scale and anticipated organization of the proposal.
Introduction	To create a research space (CARS).
Literature Review	To show that the student is familiar with the previous research and opinion on the topic and understands their relevance to the study being planned.
Methodology	To describe how the research will be conducted, and how the data will be obtained and analyzed.
References	To provide detailed references and bibliographic support for the proposal.

1. Introduction Chapter

This section will discuss a second area associated with the first chapter of a research proposal, i.e. introduction. It covers the purpose, typical moves, and linguistic features of the introduction.

A. Purpose of Introduction

The communicative purpose of an introduction chapter is to create a research space for the writer (CARS)[16]. It is in the introduction that the writer makes claims for the centrality or significance of the research in question and begins to outline the overall argument of the thesis.

B. Elements of Introduction

As Swales and Feak mentioned in CARS model, the organizational structure of introduction can be said to move from a fairly general overview of the research terrain to the particular issues under investigation through three key moves which capture the communicative purposes of the introduction:

- to establish a research territory (move 1);

- to identify a niche or gap in the territory (move 2);

- to then signal how the topic in question occupies that niche (move 3).[17]

In line with Swales, this present study used Swales' CARS model to analyze the students' introduction chapter. The CARS model has been chosen for a standard model for many reasons. First, the model has been through several revisions since its conceptions in 1981 by John Swales, one of the major pioneers in the field of genre analysis. Second, the model is widely accepted in the field of English Language Teaching (ELT) as realized by a number of references reflected in textbooks on writing. Third, the model is originally based on research into the structure of research article introduction that illustrate many of the concepts and techniques used in the field of genre analysis as a whole.

Table 2.2 shows CARS move structure which can usefully be applied to

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[16] Ibid., p. 98
[17] Ibid., p 121

introduction chapters. In Table 2.2, the sub-moves (indicated by lower case a, b, etc.) have been elaborated on. It is important to note that not all sub-moves will necessary be found: these are labeled optional.

Table 2.2 Typical moves in thesis introductions

Move 1	*Establishing a research territory*
	a. by showing that the general research area is important, central, interesting, problematic, or relevant in some way (optional)
	b. by providing background information about the topic (optional)
	c. by introducing and reviewing items of previous research in the area (obligatory)
	d. by defining terms (optional)
Move 2	*Establishing a niche*
	a. by indicating a gap in the previous research, raising a question about it, or extending previous knowledge in some way (obligatory)
	b. by identifying a problem/need (optional)
Move 3	*Occupying the niche*
	a. by outlining purposes/aims, or stating the nature of the present research or research questions/hypotheses (obligatory)
	b. by announcing principal findings/stating value of research (optional)
	c. by indicating the structure of the thesis and providing mini-synopses (preview)of each subsequent chapter (obligatory)
	d. by outlining the theoretical position (optional)
	e. by describing the methods used in the study (optional)

2. Literature Review Chapter

This section will discuss the third area associated with the second chapter of a research proposal, i.e. literature review. It describes the purpose and the nature of literature review for undergraduate students, including its elements and linguistic features.

A. Purpose of Literature Review

The communicative purpose of a literature review chapter is to show that the student is familiar with the previous research and opinion on the topic and

understands their relevance to the study being planned[18]. It suggests that the student should indicate the relevance or implication for the study they have planned before they cite the references.

Literature review varies depending on the level of the thesis or dissertation the student is working on Table 2.3 summarizes these differences. As can be seen from this table, the higher the level of the study, the more depth and breadth is expected in the review of the literature.

Table 2.3 Degrees and the nature of the literature review

Degree and research product	Function and format of the literature review in research at these level
BA, BSc, BEd project	Essentially descriptive, topic focused, mostly indicative of main current sources on the topic. Analysis in the topic is in terms of justification.
MA, MSc, MPhil dissertation or thesis	Analytical and summative, covering methodological issues, research techniques and topics. Possibly two literature-based chapters, one on methodological issues, which demonstrates knowledge of the advantages and disadvantages, and another on theoretical issues relevant to the topic/problem.
PhD, DPhil, DLitt thesis	Analytical synthesis, covering all known literature on the problem, including that in other languages. High level of conceptual linking within and across theories. Critical evaluation of previous work on the problem. Depth and breadth of discussion on relevant philosophical traditions and ways in which they related to the problem.

B. Elements of Literature Review

A literature review needs to be an extensive review of the area with reference to many sources and previous research. The literature review may be arranged

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[18] Fraenkel, J. R., & Wallen, N. E. *How to design and evaluate research in education.* (5th ed.). Boston: McGraw-Hill Higher Education, (2003), p. 77

according to the various questions to be asked, the various topics and sub-topics that are central to the study, specific variables in study, chronologically from oldest to more recent research, different points of view, or a combination of these[19].

Table 2.4 below shows the elements of literature review and their purpose and criteria used as the main theories in the analysis of the students' literature review chapter.

Table 2.4 Elements of literature review and their purpose and criteria

Elements	Purpose	Criteria
Coverage	To show that the researcher is familiar with the major trends in previous research and opinion on the topic.	1. The criteria for the inclusion and exclusion from review is justified 2. The review is essentially descriptive, topic focused, mostly indicative of main current sources on the topic. 3. The major finding on the research topic is presented, by whom and when.
Synthesis	To show the researcher understands the relevance of the topic and previous study to the study being planned	1. The topic is analyzed in terms of justification to be correlated to the present study. 2. The main findings of previous research are focused to be correlated to the present study.

3. Methodology Chapter

This section will discuss a fourth area associated with the third chapter of a research proposal, i.e. methodology. It presents the purpose, elements and linguistic features of methodology chapter.

A. Purpose of Methodology

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[19] Swales and Feak, *Academic Writing for Graduate Students: Essential Tasks and Skills: A Course for Nonnative Speakers of English* (English for Specific Purposes) 1994, p.86

The communicative purpose of a methodology chapter is to describe how the research will be conducted, and how the data will be obtained and analyzed. It develops an explanation as to why the research method(s) under discussion have been chosen. This chapter will require a restatement of research aims/questions and involve explaining to the reader how the chosen research method(s) will help answer the research questions.

B. Elements of Methodology

Methodology chapter is not simply a descriptive account of the way in which data is to be collected. It should be far more than that. Table 2.5 will show the elements required in the methodology chapter. It has been used as the main theories in the analysis of the students' methodology chapter. Table 2.5 Elements of methodology and their purpose[20].

Elements	Purpose
Research design	To show the plan for conducting and organizing the study including the steps taken to ensure rigors. This is defined for the methodology used.
Research site and participants	To describe where the study will be conducted, who will participate and how they will be selected.
Data collection Techniques	To show the details of what data will be collected and how.
Data analysis	To describe how data will be processed, analyzed, and managed.

F. Conclusion

This chapter has provided a theoretical background of the study including a detail description of the two main theories, i.e. genre analysis and SFL. It has been demonstrated that despite the distinctiveness of each theory reviewed, aspect

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[20] Ibid., p 126

of these two theories emphasized in this study are interrelated and complementary. In addition, it has also been argued that each area of the two theories is relevant to the present study as it has been the standard in academic writing, particularly in writing a research proposal.

The next chapter, Chapter Three, will discuss the methodology of the study. It will describe the research design, location of the study, Subject of the Study, Population and Sample, Data Collection and Instrument, Data Analysis.