

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. General Description of Writing**

Numerous linguistic scholars have discussed their ideas about literature. The ideas are strikingly similar. One of the theories comes from Trudy Wallace, Winifred E. Stariha and Herbert J. Walberg. They explained that writing is the culmination of many distinct actions that are extremely difficult to learn concurrently. Note-taking, describing a core theme, outlining, drafting, and editing are only a few of these distinct acts (Wallace, Stariha, & Walberg, 2004).

Meanwhile Gordon Rohman explained that writing is the best described as a phase, something that changes over time, just like organic development (Christina, 2002). Another theory has explained by H. Douglas Brown. He said that written items are often the culmination of processes such as reasoning, copying, and revising that involve advanced skills that not every speaker instinctively possesses. (McDonald & et al, 2002).

According to the experts' explanations, writing is a lengthy procedure comprised of many actions that include conceptualizing the idea, outlining, copying, and editing, many of which include specific competencies. Writing is not an innate human ability. It is necessary to work continuously in order to obtain the best quality.

## **B. The Concept of Scientific Writing**

Nowadays, the word science writing is not uncommon. It is extremely common in culture. Numerous findings of scientific writing have been published continuously in a variety of areas, including education, technology, industry, health, and science itself. It is used by readers as both a source of knowledge and a guide.

According to Janice R. Matthews and Robert W. Matthews, science writing can be described loosely as the publication of original research in journals or more generally as other forms of scientific communication between scientists, such as review papers, posters, and slide-based presentations (Janice & Robert, 2008). According to Jennifer Peat, science writing is about choosing the right terms and discovering a precise way to communicate what has been done, what has been discovered, and why it matters (Jennifer, *Scientific Writing Easy When You Know How*, 2002).

It may be argued that science writing is the product of scientific study undertaken by researchers with the aim of communicating facts, opinion, and knowledge to readers through the written word. Scientific writing is a wider term than scientific writing, which refers to writing about science that is intended for a specific audience. The word science writing may also refer to writing products in other fields such as social, education, and industry that are acceptable to all segments of society.

The primary aim of science writing is not to demonstrate how well facts and thought are presented, but rather to communicate them to the

readers. It makes no difference how happy a researcher is to have transformed all of the necessary data into sentences and paragraphs. The only thing that matters is that the readers correctly grasp what the study was attempting to accomplish. (George & Judith, 1990).

A well-written article is one that is easy to understand, tells an engaging narrative, contains pertinent detail, and is visually appealing. This also occurs in science writing. Then, in order for scientific writing to be professional and interesting, it must be written in a well-organized grammar. This would have an impact not only on the readers, but also on the study itself. The knowledge contained in the science writing would be easily understandable to the readers. Meanwhile, the study would result in an increase in writing ability.

Scientific writing is best described as a technique than as an artistic art, since it requires careful attention to certain details during the study process. The three fundamental components of scientific literature are as follows (Jennifer, Scientific Writing):

- a. Thought, on the other hand, is a matter of ideas to publish.  
Before a piece of research can be published, it must be capable of being correctly interpreted.
- b. Structure is simply a matter of arranging the appropriate items in the appropriate locations.
- c. Style is a matter of using the fewest and most appropriate words and adhering to proper grammar rules.

To summarize, effective science writing should be founded on concepts that the study really understands. Then, the research should be able to write academically in the proper manner. Typically, universities have varying guidelines for science writing. The final step in creating a high-quality science paper is to use appropriate language and grammar.

### **C. A Summary**

A summary is a condensed version of a text that expresses the text's central ideas through recorded expression and is related to paraphrasing. It must be shorter than the original text, contain the text's central idea, and, when necessary, use reported speech. This research concentrated on four critical techniques: reading each paragraph at least twice to grasp the main idea; creating an outline prior to writing a summary; using one's own words to avoid plagiarism; and comparing the summary writing to the original text to avoid distortion.

Summarizing, according to Khatayut & Karavi (2011), is “an abridgement expressing the main ideas of the text through reported speech and relating to paraphrasing; and the result of summarizing has to be shorter than the original text, contain the main idea of the text” (p. 4). Summarizing is common in academic writing field as it is one of the ways for the researchers to make use the sources besides quoting, paraphrasing, and referencing. Summarizing can also be considered as what Hudson (2007) calls as “readto-write” activity which means that writing activity is conducted after the students finish reading the text. In other words, summarizing is a kind of recursive

activity that begins by encoding the meaning in the text which later to be decoded in the form of a written text. Further, according to (Sarig, 1993), the students must realize that the text is too long and complex to fully comprehend and commit to memory without direct, intentional manipulation. In this case, the summarizing process has a big power to help the students comprehend the ideas in the text and keep them in their memory.

Even though it looks simple, summarizing involves more than simply identifying important ideas and reproducing them. This is because the researchers do need to really understand what the text is about before they summarize the text as they have to be able to choose the most important points or the propositions from the text. This infers that to be able to make a short version of a text, a researcher only needs to pick the main ideas of the text. In addition, summary of the text has to be written by using the researchers' own word, so it does not merely copying the text and pasting material from the reading text as a summary. However, when summarizing, one is not allowed to include a personal response to the ideas originally taken from the text. Another important thing to consider is that they need to condense those ideas in a structure recognized as the summary genre.

The review of literature above suggests that summarizing is an important activity that can be done after reading in order to get a deeper understanding of the reading materials. The review also shows the strategies that can be undertaken to summarize reading materials. To address the first research issue, "Do summarizing techniques have some impact on students' reading comprehension?" the result indicates that summarizing techniques do have an

effect on students' reading comprehension, especially when it comes to locating the key concepts, committing plagiarism, and committing distortion.

#### **D. The Concept of A Good Summary**

One of the important skills taught in schools to help improve comprehension ability is summarization. This skill involves a few main processes such as reading and understanding the content of a text, identifying the most important information in the text, and producing a shorter version of it called summary. Summary writing is included in schools' syllabus to assess students' understanding and ability in summarizing texts. It is also a vital skill required by students to navigate learning at tertiary level to effectively support other learning skills needed at that level such as note taking, extensive reading and writing.

As opposed to other types of writing such as writing a story or a report, the production of a summary is dependent on existing texts (Hidi & Anderson, 1986). It does not require basic planning of content and structure by generating new ideas since the operations are based on ideas generated from the original text. It depends on the reader's decision on what to include, what to eliminate, how to organize information and how to ensure that the summary retains the meaning of the original text. However, to produce a good summary requires a full understanding of the original text. It involves recursive readingwriting activities between the text and the summary being produced (Kirkland & Saubders, *Maximizing Students Performance in Summary Writing: Managing Cognitive Load*, 1991). In summary writing, there are essential summarizing

strategies to produce adequate summaries and students are required to use these strategies efficiently to write good summaries.

### **E. The Definition of Sentencial Problem in Writing**

Writing is one of the productive English skills that English students in Indonesia can learn in order to communicate effectively in writing and for academic purposes, such as academic summaries. It asserted that writing is critical to the development of languages that are used for global intelligence mediation (Fereed & Bilal, 2016). However, it is not only used for communications and transfers, but also offers opportunities for students to study abroad (Yi, 2009). Nevertheless, students studying English as a Foreign Language encountered writing difficulties that harmed their ability to write.

Several experiments have been undertaken to ascertain Indonesian students' writing difficulties. This research discovered that English as a Foreign Language students face cultural, emotional, and psychological difficulties. Students at Indonesian universities struggled with grammar, continuity, coherence, paragraph organization, pronunciation, and spelling mistakes in writing English academic summary (Ariyanti & Fitriana, 2017). Additionally, the skill of Indonesian students to write is assessed by assigning them writing tasks within a defined time frame. Their results indicated that the students' writing contained grammatical errors related to the use of plural forms, articles, verbs in clauses, passive speech, and prepositions.

### **F. Sentencial Problem**

Most common errors the researcher made in an English academic summary deal with sentential problem as a result of imperfect development of sentences. The sentential problems arise from incomplete mastery of syntax in writing. The sentence problems are characterized into four kinds of awkward sentences, reflecting incomplete knowledge of basic rules of syntax.

The description of four types of sentence problems in this section refers to argument of Oshima and Hughes (1983:239-246). According to Oshima and Hughes (1983) sentence problems appear in terms of: sentence fragment, choppy sentence, run-on sentence, and stringy sentence.

Traditional grammar defines a sentence in one of two ways, by the meaning and the function (Bergmann & Hall, 2007):

1. By the meaning “sentence is a complete thought”. It is integral to semantic errors in writing.
2. By the function “a sentence consists of a subject and a predicate”. It is integral to grammatical errors in writing.

It can be conclude that sentence is a complete thought that consists of subject and predicate. In other hand, length and type of the sentence affect quality of the writing.

### **1. Sentential Problem by Meaning**

Sentence length and sentence type are factors that determine the level and the appeal of writing. Sentence length refers to the number of words per sentence; sentence type refers to the structure of the sentence, i.e. simple, compound, complex. Generally, short simple sentences are easier to



understand than longer sentences. However, long and complex words are sometimes associated with important and sophisticated material. Sometimes such words are necessary to convey a precise meaning to a specific audience (Caroso & Standford, 1983). In addition, formal writing generally inserts the relative pronouns (that, which, whom) that are almost always omitted in speech (Hogins & Lillard, 1972). In conclusion, sentential problem by mening deal with the length and type of sentence and long and complex covered by semantic errors.

In philosophy of language, semantics and reference are closely connected. Further related fields include philology, communication, and semiotics. The formal study of semantics is therefore complex (Frawley, 1992). Semantics contrasts with syntax, the study of the combinatorics of units of a language (without reference to their meaning), and pragmatics, the study of the relationships between the symbols of a language, their meaning, and the users of the language (Philip & Wesley, 1989). In linguistics, semantics is the subfield that is devoted to the study of meaning, as inherent at the levels of words, phrases, sentences, and larger units of discourse (termed texts). The basic area of study is the meaning of signs, and the study of relations between different linguistic units and compounds: homonymy, synonymy, antonymy, hypernymy, hyponymy, meronymy, metonymy, holonymy, paronyms. A key concern is how meaning attaches to larger chunks of text, possibly as a result of the composition from smaller units of meaning. Traditionally, semantics has included the study of sense and denotative reference, truth conditions, argument structure, thematic roles,

discourse analysis, and the linkage of all of these to syntax (Otto, Rudolf, & Charles, 1955).

A term used in semantics to refer to the semantic relations that link a predicate to its arguments in the description of a situation. Thus in the sentence Roger milked the cow the entities are related by the action described by the verb: Roger as the volitional instigator is often termed the agent; and the cow as the affected entity, the patient. There is no general agreement on the number of participant roles available to speakers of languages, but others include: instrument, the means by which an action is performed or something comes about; theme, the entity which is moved by an action, or whose location is described; experiencer, the entity which is aware of the action described by the predicate but which is not in control; beneficiary, the entity for whose benefit the action was performed; location (locative), the place in which something is situated or takes place; goal, the entity or place towards which something moves; and source, the entity or place from which something moves.

## **2. Sentential Problem by Function**

Linguistic features of writing is integral to proper grammatical pattern in writing which refer to the language rules accepted in a standard academic writing. The linguistics features deal with the sentence maturity the researcher uses based upon the conventional good grammar. The ability to write a clear, concise, logical and convincing paragraph or English academic summary involves more than just the ability to be able to write a grammatical sentence. Sentential problem by function deals with

Normally, in writing most students suffer from two points: (1) the ability to write long sentences that requires various coordinating, subordinating tools, vocabulary, and grammar; and (2) knowledge of the meaning and proper use of linking devices, especially those needed to establish inter-sentential relationship.

Besides objectivity, neutrality, and observation, in writing the researcher should have her or his own style. Sentence structures, sentence length, sentence types, and diction are important factors in writing. Sentence structure is generally long and complex; it does not restrict itself to a simple vocabulary. It avoids slang and contractions and the use of grammar that are generally ignored.

Another important element of formal writing is the diction, kind of words used. In all writing, direct and unambiguous vocabulary is most effective. For general audiences, straightforward and clear words are best (Carosso & Standford, 1983).

In sum, good writing requires good grammar and good organization. The grammatical features of academic writing must fulfill a rhetorical function such as verbal complementation, nominalization, use of definite and indefinite articles, relative clauses, tenses, subject-verb number agreement, and cohesive devices such as lexical repetition, referential pronouns, conjunctions, synonyms and substituted phrases (Halliday & Hassan, 1976). The use of proper sentence structure, precise vocabulary, and proper rhetoric helps the reader identify proposition in the text more readily.

The language of academic writing uses specialized symbols that illustrate features of vocabulary, grammar, and rhetoric. The statement is described accurately. The use of proper sentence structure, precise vocabulary, and proper rhetoric helps the reader identify proposition in the text more readily. The proficiency of the linguistics features in writing is also obvious and it indicates how well a researcher is able to develop good ideas and good grammar. Conversely, immature demonstration of linguistics in the writing will produce awkward sentences and poor writing. The

linguistics features in writing include four types: syntax, grammar, vocabulary and mechanics (Budiharso, 2004).

In terms of language, the researcher should have her or his style, a set of characteristics generally found in an researcher's writing. The style is manifested in the use of three most important elements of formal writing: tone, sentence structure, and diction (Wingersky, Boener, & Holguin-Balogh, 1992). Tone reveals the researcher's attitude towards her or his subject by the choice of words, choice of grammatical structure, and even by the length of sentence. Sentence structure indicates the preference of the researcher in using certain types of sentence. Diction refers to the kinds of words used.

#### **a) Syntax**

In linguistics, the study about the sentence of language is syntax. Chomsky (2002) defines that "Syntax is the study of the principles and processes by which sentences are constructed in particular language". Further, according to (Yule, 2010) "Syntax is the study about relationship between linguistic forms, how they are arranged in sequence, and which sequences are well formed".

Based on the definition of syntax above, it can be concluded that syntax is the study of principle and arrangement of words, phrases, and clauses that forming sentences based on grammatical rules.

#### **b) Grammar**

Grammar in writing is defined as the ways in which the researcher handles basic rules of writing.. The grammatical features in writing refer to the use of proper grammatical pattern in a sentence that include awkward construction and agreement errors. Specifically, grammar pattern covers parts of speech.

##### **1) Noun**

A noun can be defined as a word used to name a person, place, or thing. By a thing here, it means that it comprises something which can be perceived by human senses, or that which cannot be perceived but can be thought of. Noun is word used to refer to people (boy),

object (backpack), creature (dog), place (school), quality (roughness), phenomena (earthquake), and abstract idea (love) as if they were all “things”. According to their kinds, nouns can be classified into proper and common nouns.

## **2) Article**

English has two kinds of articles, i.e. the indefinite (‘a/an’) and definite (‘the’) articles. Different from the articles that the Indonesian language has, these articles are far more complex.

*She eats **an** apple*

*We hold **the** apple*

## **3) Adjective**

Adjectives typically refer to properties which people or things possess and they are used to modify nouns ,e.g. happy man, noisy engine they also affirm that adjectives share with articles the property of appearing in front of a noun, if an article and an adjective both combine with a noun, they do so in a fixed order (a happy man , \*happy a man, the noisy engine, \*noisy the engine)

## **4) Verb**

Verbs can be identified as any of a class of words expressing action, existence or occurrence or used as an auxiliary copula and usually constituting the main element of a predicate (Martin, 2000). Since verbs are the main element of a predicate in a sentence, they can show what people and things do, how they act and change, and when they did the activity.

## **5) Adverb**

Adverbs are words used, usually with verbs, to give more information about actions, states and events (hardly, next week). Several adverbs (really, very) are also used with adjectives to modify information about things.

## **6) Preposition**

Prepositions are words (at, in, on, near, without) used with noun in phrases, and it gives an information about time, place, and other relations including actions and things.

### **7) Pronoun**

A pronoun (from Latin pro, meaning for, and nomen, meaning name) is a word used instead of a noun or a noun-equivalent. The meaning of a pronoun is restricted to relation or reference. It may name a person by his relation to the act of speaking such as I, you, he, she or a thing by its relation of nearness or remoteness from the speaker like this, that. They are regarded as a major subclass of nouns because they can sometimes replace a noun in a sentence.

### **8) Conjunction**

According to Chalker (1984) correlative conjunction is a conjunction that split around an adjective or adverb. There are several connective words refer to correlative conjunction; either...or, not only...but (also), neither...nor, both...and, just as...so, the...the, no sooner...than, rather...than. The last type of conjunctions is relative conjunction. Relative conjunction has special functions. Relative conjunction is used when combining relative clause. There are several conjunctions that used to introduce relative clause; who, whom, which, and whose.

## **c) Phrase**

### **1) Definition of Phrase**

Phrase is a small group of words, but it is not a sentence. Phrase also can be analysed into constituents, each with a function and realization. The head of a phrase is realized by a noun, verb, adjective, adverb, or preposition (Verspoor & Sauter, 2009:119).

### **2) Type of Phrase**

According to Kim and Sells (2008:22), phrase are projected from the lexical categories and divided into five types, there are:

#### **a. Noun Phrase**

Noun phrase is a composite of two or more words that has a noun as the head word and the other words as a modifier of the head word. It can be a noun, determiner or article, adjective, etc.

Noun phrase can be in the forms as the follows:

***The book.***

Description:

***The*** is determiner.

***Book*** is noun (the head)

***The current situation.***

Description:

***The*** is determiner

***Current*** is adjective of the (head) noun

***Situation*** is noun (the head)

#### **b. Verb Phrase**

Verb phrase contains a verb as the head word, and it will be modified by the other words, like noun phrase, prepositional phrases, and so on. For examples:

The man ***hit the ball.***

They ***are going*** to campus.

He ***will study*** in USA.

#### **c. Adjective Phrase**

Before getting into other consideration about adjective, it is worth noting to define adjective phrase. Quirk, et al. (1985) define adjective phrase as a phrase with adjective as head, as in (He was) so very happy. Praniniskas, (1975) argues that adjective phrases are phrases which modify common nouns. it means a group of words which work together as unit to perform a single function.

Adjective phrase is a group of words which commonly occurs in linking verb. The head of this this phrase is an adjective, and it is usually modified by an adverb. For examples:

You are ***so tired.*** You need to take a rest.

Carol is *much clever* than Enid.

The view is *very beautiful*.

#### **d. Adverb Phrase**

Adverb phrase is a composite of two or more words which acts as an adverb, and it can modify a verb, adverb, or an adjective. For examples:

She celebrates her birthday *every year*.

He did his homework *quickly enough*.

#### **e. Prepositional Phrase**

Commonly, prepositional phrase consists of a preposition and a noun phrase. For examples:

The fly fell *into the soup*.

I got the gift *from my friend*.

He was standing *in front of me*.

#### **d) Vocabulary**

Vocabulary skill is often considered as a critical aspect of foreign language learners as limited vocabulary in a second language, impedes successful communication. Considering the importance of vocabulary acquisition, Schmitt, (2000) emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language. Nation (2005) then describes the correlation between vocabulary knowledge and language practice as complementary: The skill of vocabulary enables language use and conversely. Language use leads to an increase in vocabulary knowledge

Vocabulary in writing refers to the word choice used to express ideas appropriately. The vocabulary includes: sufficient arrangement and variation, effective word or idiom choice and usage, correct form of word form mastery, e.g. accurate prefixes, compound words, word classes, and appropriate register.

#### **e) Mechanics**

Mechanics of writing as a “sub-skill of writing” (Norman, Singer, et al., 2015) are generally referred to as convention of writing that do not exist



in the spoken language. They are generally described as “technical aspects of writing”, including elements, such as punctuation, capitalization and spelling. On the other hand, the mechanics of writing are considered the established conventions for the words to be used in one’s documentation (Sun, 2003). However, giving the same definition, the different scholars consider slightly different classifications for this term.

Mechanics in writing refers to ways the researcher handles basic convention of writing, such as punctuation, spelling, and capitalization. The mechanical errors include punctuation errors, spelling errors, capitalization errors, and paragraphing.

Concerning the above-mentioned writing problem, it is true that writing is the most difficult ability for students to master, since it requires not only the generation of ideas but also their translation into perceived-text (Richards & Renandya, 2002) and necessitates the integration of neurological, emotional, cognitive, and affective competencies. (Murray & Moore, 2006). It found two reasons why English as a foreign language students struggled with writing. The first factor was their poor English writing proficiency, while the second factor was their insufficient consistency in learning the writing skills (Husin & Nurbayani, 2017). As a result, they became dissatisfied with their writing ability.

**a) Sentence Fragment**

Sentence fragments are incomplete sentences or parts of sentences. Examples of sentence fragments are:

- a. Because some students have part-time jobs in addition to going to school.
- b. For example, the increase in the cost of renting an apartment.
- c. Having no money and being lonely in the big city.
- d. Many people who get married before they are mature enough.

To revise the fragment, two techniques may apply: (1) attach the fragment into an independent clause, or (2) rewrite the sentence so that it

has a subject and a verb. Implementing the rules, the above fragment may be revised as follows:

- a. Because some students have part-time jobs in addition to full-time class work, they have very little free time.
- b. For example, the cost of renting an apartment has increased.
- c. She has no money and was lonely in the big city.
- d. Many people get married before they are mature enough.

#### **b) Choppy Sentence**

Choppy sentences are sentences that are too short. They are the result of using too many simple sentences. Although simple sentences are quite effective sometimes, overuse of them is considered poor style in academic writing (Oshima and Hughes, 1983: 241). For examples:

##### **Incorrect**

We must find new source of energy. The earth's natural sources of energy are dwindling. Solar energy is a promising new source of energy. Solar energy is energy from the sun's radiation.

##### **Revision**

We must find new sources of energy, because the earth's natural energy sources are dwindling. Solar energy, which is energy from the sun's radiation, is a promising new source of energy.

Choppy sentences are easy to correct. Just combine two or three simple sentences to make one compound or complex sentence.

#### **c) Run on Sentence**

A run-on-sentence is a sentence in which two or more independent clauses are incorrectly joined by a comma without a coordinating conjunction or sentence connector. This kind of error is also called a run-on-sentence or a comma splice. For examples,

*Getting married is easy, staying married is a different matter.*

*Jakarta is a very cosmopolitan city, there are people from many cultures and ethnic groups living there.*

A run-on-sentence can be corrected in four ways:

- a. a period: Getting married is easy. Staying married is a different matter.
- b. a semicolon: Getting married is easy; staying married is a different matter.
- c. a coordinating conjunction: Getting married is easy, but staying married is a different matter.
- d. a subordinating conjunction: Getting married is easy although staying married is a different matter.

**d) Stringy Sentence**

Stringy sentence is a sentence in which too many clauses are connected, usually with and, but, so, because, forming one long sentence. The result is a sentence that seems endless. In addition, the stringy sentence is usually hard to read and to understand because it has too many clauses.

**e) Coherence**

Coherence in writing refers to the sense of wholeness or interconnectedness among sentences and ideas within a paragraph or among the paragraphs within any piece of connected discourse. The sense of wholeness requires that an English academic summary develops a unified idea, a major topic idea supported by all the rest of minor topic ideas in the English academic summary. An English academic summary which develops two or more separate ideas, or has ideas irrelevant to the major topic idea, does not have sense of wholeness.

In addition, the sense of interconnectedness requires that all sentences and paragraphs are interconnected well. For example, the ideas flow smoothly from one sentence to the next sentence and from one paragraph to the next paragraph (Latief, 1990:67).