CHAPTER I

INTRODUCTION

This chapter provides a brief explanation of the present study. It covers background of the study, statement of problems, aims of the study, scope of the study, significance of the study, clarification of key terms and organization of the paper.

1.1 Background of the Study

It is hardly surprising that tertiary education generally involves some writing activities called academic writing. The process of making the academic writing is slightly different from other types of writing, such as popular writing (magazine and newspaper). Glatthorn and Joyner (2005, as cited in Emilia, 2010), for instance, define academic writing as a unique composition since it has some rules regarding the procedure of the writing. The rules include the use of third person point of view, passive voice, complex terminology, various footnoting and referencing systems (Hartley, 2008; Glatthorn and Joyner, 2005 as cited in Emilia, 2010).

The purpose of composing academic writing can vary depending on who writes it. Lecturers, for example, produce the academic writing especially journal articles to share their knowledge and develop their careers (Murray, 2005). However, it is not only the lecturers who get the credit, but also the university where the lecturers work. This is in line with Murray (2005) who suggests that publishing a journal article will help the university build the institution's status. Besides, the quality of the university may be seen from the quality of its lecturers. Thus, National Commission on Writing in America's Schools and Colleges states that the university has an important role to trigger its lecturers to make a work that would be beneficial for both of them (2003, as cited in Richards & Miller, 2005).

Another aspect of making good academic writing, such as journal articles, is to ensure that each journal article has a great quality, whether from the contents or the writing technique. Smyth (1996, as cited in Hartley, 2008, p. 3) argues that the content of journal article has to be objective which means the text must

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present "a balanced discussion" of a number of views. In other words, the text has to be neutral in presenting the ideas from different perspectives. Furthermore, the latest and significant topics are the major issues that should be considered in making journal articles. Besides the content of writing, the writing technique or the way the authors deliver the ideas is also essential, it is because no matter how good the content is, if it is without considering a proper writing, it would not be published in reputable journals.

Regarding the way the authors deliver their ideas, not all the authors have the ability to express their ideas perfectly. For instance, the structure of sentence, which is linked to the logic of sentence becomes one of the highlighted issues since the way the authors write the sentence influences the entire ideas of the writing. Similarly, the use of citations and references also help to support the whole writing. Most of the time, authors do not pay attention totally in this technical thing. As a result, many of them got a rejection from the publisher. Even worse, some of them were trapped in plagiarism issue or also known as academic cheating. Sometimes, they do not intend to plagiarize or copy someone else's work, but the problem is they do not know how to put it correctly in their own works.

Since academic writing has been an important issue, many studies related to this research area have been conducted. Vogel (2008), for instance, conducted a study on academic writing in terms of sentence linkers in essays and papers written by native and non-native students. He then concluded that non-native students tend to use more linkers in their essays. Another study related to sentence structures in academic writing has been done by Utami and Syaifudin (2013) who observed the scientific articles written by students of non-language study in a university. The study was aimed at minimizing the mistakes found in the sentences by applying indirect correction method. The result showed that there is a decreasing frequency of mistakes in pretest, test I, and test II. Besides sentence structure, other components in writing have been studied by Moore (2014) who focused on the accuracy of referencing and plagiarism in electronically published theses. The results showed that almost 50% of selected theses are accurate and the rest are inaccurate. The examples of inaccuracies include mistakes in year or page

of publication, mistakes in alphabetical order, inconsistency between citation and reference, referrals to webpages instead of referring to the author, and citations being mentioned in-text but not in the reference list.

Many studies on academic writing mostly take students as their objects because students mainly have to deal with writing as their assignments. However, research on teachers or lecturers' writing is rare to be found. Therefore, to fill the gap, this present study is conducted to observe the academic writing which focuses on the lecturers' writing. Specifically, it is designed to investigate the three major components in writing, which are the sentence structures, citations and references. It focuses on academic writing in the form of journal articles written by lecturers from the faculty of social sciences and the faculty of language and literature in one of the universities in Bandung. The journal articles obtained in this study are written in Bahasa Indonesia, thus the analysis of sentence structures is based on the frameworks proposed by Alwi, Dardjowidjojo, Lapoliwa, and Moeliono in *Tata Bahasa Baku Bahasa Indonesia* (2003) combined with Oshima and Hogue in *Introduction to Academic Writing* (2007). Meanwhile, the analysis of citations and references takes *Publication Manual of the American Psychological Association Sixth Edition* (2010) as the basis of study.

1.2 Statement of Problems

The problems of this current study are formulated into three questions below:

1. What types of sentence are used in the journal articles written by lecturers from the faculty of social science and the faculty of language and literature?

2. How is the quality of sentence logic in the journal articles written by lecturers from the faculty of social science and the faculty of language and literature?

3. How is the quality of citations and references in the journal articles written by lecturers from the faculty of social science and the faculty of language and literature?

1.3 Aims of the Study

Based on the questions stated above, the study aims to do the following:

1. To investigate the types of sentences used in the journal articles written by lecturers from the faculty of social science and the faculty of language and literature.

2. To evaluate the quality of the sentence logic in the journal articles written by lecturers from the faculty of social science and the faculty of language and literature.

3. To evaluate the quality of citations and references in the journal articles written by lecturers from the faculty of social science and the faculty of language and literature.

1.4 Scope of the Study

Due to its diversity in the components of academic writing, this present study focuses only on three major components: the use of sentence structures, citations and references. The types of academic writing obtained in this study is journal article. The journal articles are taken from two different faculties in a university in Bandung, namely the faculty of social science and the faculty of language and literature, to see the structure of journal articles in social and language studies. The journal articles observed in this study are written in Indonesian language. Moreover, the journal articles are limited to only one journal article for each department and only the journal articles published in the last three years. Therefore, this study only took the most recent journal articles in order to maintain the latest and significant issues.

1.5 Significance of the Study

This study is conducted to provide theoretical and practical benefits. In terms of theoretical benefits, the results of this study are expected to give a new concept related to the pattern of mistakes in academic writing, especially in terms of sentence structures, citations and references, and provide guidelines for further study related to this study. In practical benefits, the findings of this study are expected to invoke people's awareness to the technical thing in writing in order to

make a better journal article by using correct sentence structures and proper citations and references. A correct sentence structure may increase the readability and meaningfulness of the writing because it lowers the possibility of the readers to misunderstand the text. Meanwhile, using proper citation and reference may avoid the possibility of doing plagiarism as well. Therefore, this study is important especially for scholars and academicians, because academic writing has been a part of their world.

1.6 Clarification of Key Terms

Some terminologies used in this study need to be clarified in order to minimize the misunderstanding about the concept. The terminologies mostly used in this study are described as follows:

1. **Academic Writing**

   Particular kind of writing that can be recognized by its style (including essays, research reports, journal articles, surveys and dissertations), mainly formal, impersonal and objective (Jordan, 1999).

2. **Journal Article**

   A type of most common academic writing which is written by scholars or professionals who are experts in their fields, also known as peer reviewed article since it commonly goes through the process of peer review before being published (Rankin, 2001; Cornell University Library, 2015).

3. **Sentence**

   A group of words that expresses a complete thought, usually contains Subject-Verb agreement and other elements, such as conjunction and punctuation (Demirezen, 2012; Oshima and Hogue, 2007).

4. **Citations**

   A word or piece of writing derived from a written work which is put within the text to respect other people's work and give an acknowledgement for them (Walter, 2008; Gustavii, 2008).

5. **References**

A book, an article, or other written works, which is mentioned in a piece of writing, showing where the writer found their information, written in a list at the end of the paper (Walter, 2008).

6. **Case Study**

A study of phenomenon (the case) in its real world context, allows the researcher to explore individuals or organizations, simple through complex interventions, relationships, communities or programs (Yin, 2011).

1.7 Organization of the Paper

This study is organized in five chapters. Each chapter tell the details about different information needed to construct the idea of the study. It will be elaborated below.

CHAPTER I INTRODUCTION

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CHAPTER II THEORETICAL FOUNDATION

This chapter presents relevant theories, ideas, and issues in which the principles and justifications of the study are described. It discusses academic writing, sentences, citations, and references. It also provides findings of previous studies which support information relevant to the present study.

CHAPTER III METHODOLOGY

This chapter describes approaches and procedures of how the study is conducted. It is separated into three sub chapters, including design of the study, data collection and data analysis.

CHAPTER IV FINDINGS AND DISCUSSIONS

This chapter elaborates the result of the present study which concerns the major issues stated in research questions. In addition, it also provides the discussion on the significance of the result and connects the result to related theories and previous studies.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

This chapter is the last section of the present study. It presents conclusions drawn from the results of this study. In addition, suggestions for future study are also included in this chapter.