

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter the researcher presents some theories related to academic writing to appropriate used informal word and writing which consist of the definition of writing, academic writing, character of academic writing, rule of academic writing, the use of formal and informal word, role of good thesis writing and previous study.

#### **A. Academic Writing**

Academic writing is important for student. Grabe & Kaplan (1998) state in the academic settings, writing skills are practiced in the form of compositions, composing consists of two kinds of writing: the writing as telling or retelling, and the writing that involves transforming. The former contains narrative and descriptive writing, and the latter expository and argumentative writing. Academically valued writing requires composing skills which transform information or transform the language itself. Moreover, academic writing does many of the things that creative writing or personal writing does not by which it has its own set of rules and practices. These rules and practices may be organized around a formal order or structure in which to present ideas and to ensuring that ideas supported by author citations in the literature.

In contrast to creative writing or personal writing contexts, academic writing is different because it deals with underlying theories and causes

governing process and practice in everyday life as well as exploring alternative explanations for these events. In this regard, academic writing has some kind of structure required such as a beginning, middle, and end. The simple structure is typical of an essay format, as well as other assignment writing tasks, which may not have a clearly articulated structure. Oshima, A. & Hogue, A., (2007:3) suggests "If make judgment about something in academic writing, there is an expectation that researcher will support researcherr opinion by linking it to what publish author has previously written about the issue". In other words, Academic writing is different from creative writing and personal writing which are informal as writing stories, letters or e-mails to researcherr friends and family typically using slang or abbreviations, and incomplete sentence not used in the academic one. Wennerstrom (2003) means academic writing is characterized by formality that entails frequent nominalizations, parallel structures, or sentential organization.

One of the prominent things in academic writing is citing. It is the work of other authors is central to academic writing due to it denotes, can read the literature, can understood the ideas, and integrated these issues in varying perspectives into the assignment task. Besides, it also follows the rules of punctuation and grammar that can minimize the misunderstanding.

Therefore, academic writing is used in high school and college classes. It is used for publications that are read by teachers and researchers or presented at conferences. It also could include any writing assignment given in

academic setting such as books and book reports, essays, research papers, conference papers, academic journals, skripsi, thesis, dissertation, and so on.

The purpose of academic writing is to elaborate, to explain, to describe and to give information about certain topics which related to the academic topics. In line Stephen (2011) states the purposes of academic writing is first to report on a piece of research the writer has conducted, Second, to answer a question the writer has been given or chosen. Third, to discuss a subject of common interest and give the writers view and the last to synthesise research done by others on a topic. The purposen Hogue (2008). The academic writing skill includes in the construction the sentences structure; organization; grammar; and punctuation.

## **1 The Principle Applied in Academic Writing**

In making a good academic paper, the researcher needs to consider several principle applied in the writing as Whitaker (2009) stated that there 10 priciples of academic writing such as :

### **a. Clear purpose**

The author of the academic writing paper needs to have a clear purpose of the writing and there are three purposes in the academic writing that are comonly used: persuasive purpose, analytical purpose and informative purpose

### **b. Audiences engagement**

The academic writing is strictly directed to the academic audiences and formal situations. Thus the researcher needs to use the academic vocabularies, academic writing style and critical writing.

c. Clear point of view

It has to have a clear explanation about what the paper is about and where the author will stand on this paper. As Whitaker (2009) mentions that the academic paper will support the general idea of the author about the topic. Thus it will not confuse the reader about the content of the writing.

d. Single focus

In an academic writing paper, the focus of the writing is only one. As what has already mentioned above, the author and the paper should not confuse the readers about the main topic of the writing.

e. Logical organization

The organization of the paper includes:

a. The introduction

In the introduction, the author will attract readers' attention, provide the background information, and notice the readers about what is the topic of the paper and then they will have a clear expectation for the paper.

b. The body paragraphs

In the body paragraphs contain the thesis statement, topic sentence and the supporting details. The points of the paragraphs are supported by logical reasoning and evidences and each sentence is connected to each other.

c. The conclusion

In consist the conclusions of the main points in the paragraph and it shows the readers thethe significance of the paper's findings.

f. Strong support from the reliable resources

The strong supports of the academic paper consist of facts, example, descriptions, personal experiences, expert opinions, theories and quotations.

g. Clear and complete explanations

In an academic paper, the organization of the paper should be clear. The explanations should be complete and clear to avoid readers' confusion while reading the paper. This is the work that the author should pay, close attention to.

h. Effective use of research

Another thing to support the academic paper is the use of previous academic research. This is to support the author's idea and those researches will be introduced, analyzed, explained and cited briefly in the paper.

i. Correct APA style

This is one of the obligations that all the authors of the authors of academic paper should pay attention to. The authors should follow the guidelines of American Psychological Association.

## 2 Type of Academic Writing

According to Oshima, A. & Hogue, A., (2007) The four main types of academic writing are descriptive, analytical, persuasive and critical. Each of these types of writing has specific language features and purposes.

### a. Descriptive

The simplest type of academic writing is descriptive. Its purpose is to provide facts or information. An example would be a summary of an article or a report of the results of an experiment. The kinds of instructions for a purely descriptive assignment include: identify, report, record, summarise and define.

### b. Analytical

It is rare for a university level text to be purely descriptive. Most academic writing is also analytical. Analytical writing includes descriptive writing, but researcher also reorganise the facts and information researcher describe into categories, groups, parts, types or relationships. Sometimes, these categories or relationships are already part of the discipline. The kinds of instructions for an analytical assignment include: analyse, compare, contrast, relate, examine.

### c. Persuasive

In most academic writing, researcher are required to go at least one step further than analytical writing, to persuasive writing.

Persuasive writing has all the features of analytical writing (that is, information plus reorganising the information), with the addition of researcherr own point of view. Most essays are persuasive, and there is a persuasive element in at least the discussion and conclusion of a research article.

d. Critical

Critical writing is common for research, postgraduate and advanced undergraduate writing. It has all the features of persuasive writing, with the added feature of at least one other point of view. While persuasive writing requires researcher to have researcherr own point of view on an issue or topic, critical writing requires researcher to consider at least two points of view, including researcherr own.

## **B. Genres in Academic Writing**

According to Bruce (2008) various genres in academic writing is essays, reports, case studies, research proposal, book reviews, brief research reports, literature reviews, reflective writing, introductions, research methods, research results, research discussions, writing conclusions, and research abstract, research dissertation and thesis.

### **1. Essays**

Essay is essay is a description of a historical event or a character of a person. In other words, it can be said that literature is the source for writing an essay. Researcher will take the help of the available literature to prepare or write an essay.



## **2. Reports**

According to Poonam (2016) report is a document that presents information in an organized format for a specific audience and purpose. Summary of an event to be precise. Mass communication forms the basis of report writing. In other words, it can be said that journalism is the source for writing a report. When it comes to writing a report, the researcher will write a report of an event that took place based on the first-hand information available to researcher. The researcher would have witnessed the event researcherrself to write the report. As a result, a report is said to have been derived from journalism or mass communication. Direct experience is involved in a report. Contrary to writing an essay, imagery is not needed in the writing of a report. The researcher will have to be descriptive while writing a report.

## **3. Case Studies**

Kathleen (1991) stated that in the social sciences and life science a case studey is method involving an up-close, in-depth, and detailed examination of a subject of study (the case). As well as its related contextual conditions. Cese study can be produced by following a formal research method. These case studies are likely to appears in formal research veneus, as journal and professional conferences, rather than popular works.

#### **4. Research Proposal**

Research proposal is a document a project, generally in the science or, and generally constitutes a request for of that research (Paul: 2016). Proposals are evaluated on the cost and potential impact of the proposed research, and on the soundness of the proposed plan for carrying it out. Research proposals generally address several key points. Research proposals is includes all information about researcherr proposed project including an abstract, aims of the investigation, problem formulation, a brief literature review, fieldwork plans, research design, validity statement, and a discussion of ethics.

#### **5. Book Reviews**

According to Priceton (2011) is a form of literary criticism in which book is merely described (summary review) or analyzed based on content, style, and merit. A book reviews may be a primary source, opinion case, summary review or scholarly review.

#### **6. Brief Research Reports**

Brief research report or research statement is important for researcher. According to Thompson (1993) A research statement is a summary of research achievements and a proposal for upcoming research. It often includes both current aims and findings, and future goals. Research statements are usually requested as part of a relevant job application process, and often assist in the identification of appropriate applicants.

## **7. Literature Reviews**

A literature review or narrative review is a type of review article. According to Chris (2018) literature review is a scholarly paper, which includes the current knowledge including substantive findings as well as theoretical and methodological contributions to particular topics. Literature reviews as secondary sources, and do not report new or original experimental work. Most often associated with academic oriented literature, such reviews are found in academic journals, and are not to be confused with book reviews that may also appear in the same publication.

## **8. Reflective Writing**

The purpose of reflective writing is to help researchers learn from a particular practical experience. It will help researchers to make connections between what researchers are taught in theory and what researchers need to do in practice. Researchers reflect so that researchers can learn.

In reflective writing, researchers are trying to write down some of the thinking that researchers have been through while carrying out a particular practical activity, such as writing an essay, teaching a class or selling a product. Through reflection, researchers should be able to make sense of what researchers did and why and perhaps help researchers to do it better next time.

## **9. Introductions**

Introduction is in an essay, article, or book, an introduction (also known as a prolegomenon) is a beginning section which states the purpose and goals of the following writing. This is generally followed by the body and conclusion. The introduction typically describes the scope of the document and gives the brief explanation or summary of the document. It may also explain certain elements that are important to the essay if explanations are not part of the main text. The readers can have an idea about the following text before they actually start reading it.

#### **10. Research Methods**

Weissberg and S. Buker, (1990) stated the method describes and justifies the steps that the researcher followed in conducting researcher study and the materials researcher used in each step. The methods section of the report clearly describes and justifies these materials and procedures. It should show the readers that the research has been carried out appropriately and the results can be believed. The elements included in the method section and the order in which they are presented may differ from department to department.

#### **11. Research Results**

Research results is the results section of the report clearly describes the findings of the study. It is usually presented both in diagrams and text. The elements included in the method section text and the order in which they are presented may differ from department to department. However, the list in the following box is typical and provides researcher with a good model.

## **12. Research Discussions**

The main purpose of the discussion is to show that the results lead clearly to the conclusion being drawn. This may include any limitations that might cause problems with any claims being made as well as any possible explanations for these results. The discussion section of the report takes a broad view of the research and puts it in a wider context. The discussion section moves from the narrow specific focus of the research to a more general view. It must clearly show how the results found lead to the conclusions being drawn and therefore how these conclusions should be understood. This should include any limitations that might cause problems with any claims being made as well as any possible explanations for these results.

## **13. Writing Conclusions**

Writing conclusion is conclusion is an ending section which states the concluding ideas and concepts of the preceding writing. This generally follows the body or perhaps an afterword, and the conclusion may be followed by an epilogue, outro, postscript, appendix/addendum, glossary, bibliography, index, errata, or a colophon.

## **14. Research Abstracts**

Abstract is important for research. The abstract is the first section of the report. It usually comes after the title and before the introduction. In some subject areas, this section may be titled "summary". The abstract provides an overview of the study based on information from the other

sections of the report. The reader can read the abstract to obtain enough information about the study to decide if they want to read the complete report. Because it contains elements from the whole report, it is usually written last.

## **15. Research Dissertations and Theses**

One of the preeminent forms of academic writing in education, and scholarly writing in general, is that of the dissertation or thesis. Every scholarly student and many Master's degree students participate in some form of thesis project. The purpose of the thesis is to show the ability to effectively communicate the information on a given topic on a professional level. However, the foundations of other scholarly writing apply. The audience expects high quality writing. Although the audience is specifically a committee in higher education, the expectations are of that the writing be professional and academic. Brause (2001) notes that, "many of the participants [in the study] remarked that they had no idea what to expect in the thesis process and totally independent at the time of their thesis writing". Torrance and Thomas (1992) agree by noting that although many scholarly students have writing abilities that mirror those of productive academics, there is a significant minority that finds the writing difficulties might hinder the completion of degrees. Torrance and Thomas found that the biggest problems in student writing included clarity, flow, fact development, grammatical errors, text structure and redundancy.

This explanation in line Both Delyser and Riebschleger (2001) suggest that students are unprepared for this type of writing when they get to that point in their education or find that there are few resources to help them learn how to write. They both note that most of the information about this type of writing focuses on the process of writing, namely the form and laresearchert of the text, rather than how to write. Riebschleger in particular suggests that although she loved to write, that fact was not helpful in the dissertation process. The lack of preparation in this particular style of writing limited her effectiveness. Most, if not all, works on dissertation writing focus on this process and product in terms of laresearchert, format and composition of the text, not focus on formal in formal word on thesis writing. According to Paltridge (2002) found that the content of most published advice on dissertation and thesis writing is directed toward the structure and laresearchert of such works

## **C. Formal and Informal Word**

### **1 Definition of Informal Word**

There are two main styles of writing in English. These are, formal and informal. These two specific styles are distinguished to classify the writing accurately to get fixed in any particular context. The Formal writing style addresses in a way with no warm feelings or frankness. Informal writing is comparatively spontaneous and casual. The tone of formal writing is not personal or expressive. The tone of informal writing

is more personal than formal word. It is a general way of writing, used when one is writing to closed ones. Formal writing adopts a complex sentence structure. Informal writing takes a simple sentence structure. The target audience of formal writing is teacher, boss, head or any higher authority with whom you have no openness. The target audience of informal word is friends, siblings. This writing contains text messages, personal emails. Their difference lies in the art of writing, selection of words, tone, syntax, and vocabulary. All of them changes with the change in the occasion and the situation.

Formal word theory studies primarily the purely syntactical aspects of such languages that is, their internal structural patterns. Formal word theory sprang out of linguistics, as a way of understanding the syntactic regularities of natural languages. In computer science, formal word are used among others as the basis for defining the grammar of programming languages and formalized versions of subsets of natural languages in which the words of the language represent concepts that are associated with particular meanings or semantics. In computational complexity theory, decision problems are typically defined as formal word, and complexity classes are defined as the sets of the formal words that can be parsed by machines with limited computational power.

Formal word though there seems to be little classification by formal and informal style, some that has been done on classification by genre is relevant to our work. There is much research on classifying texts



by topic, but this does not apply in our case since the texts can have different styles and be about the same topic, or similarly, they can be about different topics and have the same style. In addition to classification by topic, there is research on classifying texts by author (from a set of possible authors), by the gender of the author, by opinion (positive, negative, neutral), or by emotion classes (happy, sad, angry). These are also not directly relevant to our work. The researcher discuss related work on formal or informal classification and genre classification.

In our work, the researcher want to build a model based on the main characteristics of formal and informal style. The researcher classify any text into formal or informal, rather than creating a model based on the frequency of the words in both classes. Dempsey, McCarthy, and McNamara (2007) proposed using phrasal verbs as text genre identifiers. Their results indicate that phrasal verbs significantly distinguish between both the spoken or written and formal or informal dimensions. Their experiments are performed on the frequency of occurrence of spoken phrasal verbs versus written text, and on formal versus informal texts.

According to Brooke, Wang, and Hirst (2010) conducted detailed tests on several corpus based methods for deriving real-valued formality lexicons. They compiled two lists of words, one formal and one informal, to use as seeds for their dictionary construction method. While formal word theory usually concerns itself with formal words that are described by some syntactical rules. In practice, there are many languages that can

be described by rules, such as regular languages or context free languages. The notion of a formal grammar may be closer to the intuitive concept of a "language," one described by syntactic rules. By an abuse of the definition, a particular formal words is often thought of as being equipped with a formal grammar that describes it.

## **2 Character of Formal Word in Academic Writing**

The formal writing style is a style which serves an official and professional purpose of language by the use of sophisticated and specific words. The informal writing style is a style which serves a personal and unprofessional purpose of language by the use of casual and general words. Formal writing is the style of writing which is distinguished from the daily casual and careless use of language. It is formal, specific and to the point. It avoids certain things: colloquial words and expressions, contractions, objectivity. Formal writing use in academic essays, official letters, applications, reports, and job interview. Informal Writing is the style of writing which do not restrict the writer and speaker in any way. It is instead a carefree and conventional method of writing. It address es directly to the audience by the use of colloquial words and expressions (guy, kiddo, superb), clichés (loads of, use many), abbreviated words (TV) and second person pronoun (you, your,). Informal writing for personal use, writing in a blog, dialogues, and conversation.

According to Andy (2009) states characteristics of academic writing is formal vocabulary, passive voice, cautious language, objective

language, subjective language, emotive language, use of question and contracted forms. According to Kemp (2009) any six characteristics of formal academic writing, contractions, phrasal verbs, slang or colloquialisms, first person pronouns, acronyms, and initialisms. In line with Mahlab (1994) that recipes or letters use a particular style and form of language, academic assignments usually follow a particular style: Be concise and specific, be tentative, use impersonal language, use formal language, use strong reporting words, use own voice, do not use contracted form, and do not use emotive language. The researcher focuses only on four characteristics of formal academic writing. Informality is generally contrasted to formality. There are many perspectives about the element of informality; the researcher's theory is adapted from John M Swales and Christine B Feak. The formal style has the following characteristics:

a. Multi-word verbs.

Jackendoff (2010) states that English phrasal verbs consist of a verb paired with a particle that is homophonous with an English preposition; the verb and its particle are written as separate words in the orthography, and the phrasal verb shares similarities, such as transitivity and irregularity, with the single-word verb which the 'verb' part of the phrasal verb resembles and from which it presumably originates. The particle used in the phrasal verb is not a preposition, although it resembles one in appearance. Instead, it is

semantically fused to the verb, and the meaning of the verb with its particle may be significantly different from the verb when it does not have a particle attached to it.

Meanwhile, According to Haba (2011) multi word verb or phrasal verb consists of a basic verb + another word or verb. Many multi word verb serve an idiomatic purpose. This means that they should not be taken literally, rather, they have a figurative or metaphorical meaning. Multi-word verbs such as 'look up (an entry in an encyclopaedia)' or 'go out of (a building)' are often used in spoken English but are considered too informal for academic writing. Multi-word verbs always have a more formal equivalent; in this case 'consult' and 'leave'. Multi word verb consist of more than one word. There are three types of multi word verb : prepositional verb, phrasal verb, and phrasal-prepositional verb.

First Prepositional verbs consist of a main verb and a preposition. A preposition links a noun or pronoun to other words in a sentence. Prepositions are often used to show relationships (often in logic, space, or time) between the noun and the rest of the sentence. Prepositions introduce a prepositional phrase, which consists of the preposition and an object. Second phrasal consist of a main verb and a particle. A particle is a function word that does not have meaning on its own and depends on the main verb to have

meaning. The last phrasal-prepositional verbs consist of a main verb, a particle, and a preposition in that order.

Fillmore, Kay, and O'Connor (1988) stated multiword lexemes into a generative grammar of English. In order to achieve it, they proposed their own set of properties and divided multiword lexemes into a set of categories. Fillmore's team identified four sets with two properties each. The properties in all the sets form binary oppositions. First of all, a multiword lexeme can be either encoding or decoding. A decoding multiword lexeme is an expression which the language users could not interpret with complete confidence if they had not learned it separately. On the contrary, an encoding multiword lexeme is one whose understanding requires some special rules, but a speaker of the given language could nevertheless guess its meaning if he did not know them. The first group includes such units as pull a fast one, the second one wide awake.

Secondly, there are grammatical and extragrammatical multiword lexemes. The former include units that follow familiar grammatical patterns and constructions, such as spill the beans. The latter are constructions which a general grammar of a language cannot successfully account for because outside of the multiword lexemes in question such constructions are considered to be ungrammatical. They include e.g. by and large (which is an

anomalous coordination) and at hand (in which a determiner is missing).

Thirdly, Fillmore distinguishes substantive multiword lexemes. Substantive units are fixed as far as their lexical content is concerned, nothing can be added or subtracted from them. These include all the units listed in the previous paragraph. In the research, the researcher only used multiword with generally item.

b. Emotive Language.

Language has always played a very crucial role in our lives. The words we speak or write has the power to pacify, influence, motivate, irritate or agitate somebody. Now when this mode of communication can arouse so many emotions in a person then it is better to use it prudently in every sphere of life. Emotive language is one such language where the group of words are deliberately chosen to evoke emotions. According to Weston (2000), also known as loaded terms, emotive language, high-inference language and language persuasive techniques, is rhetoric used to influence an audience by using words and phrases with strong connotations associated with them in order to invoke an emotional response and exploit. Loaded words and phrases have significant emotional implications and involve strongly positive or negative reactions beyond their literal meaning. Emotive language is word choice that is used to evoke emotion. Emotive language could also be called

emotional language. Emotive language pertains to word choice. Specific diction is used to evoke emotion in the reader. Word choice greatly effects how writing and speech is received. Different words can be used to cause different reactions in the audience.

In line Fillmore, Kay, and O'Connor (1988) state This emotive writing is very persuasive in nature, it loses the essence of a formal writing and makes it look very subjective rather than objective. Further, the reasons for not using it in easy writing are as follows

First make the issue look more significant than it actually. Academic writing is all about stating the facts simply with the required gravity and not with an intention to provoke people or hurt their sentiments. But if see emotive language, the sole purpose of it is to overstate a situation, to provoke emotions in readers and to create a big issue out of a small one. Thus, it should be avoided while doing academic writing.

Second, create a negative impact on readers. As we all know that writing has the power to help others to frame an opinion about something. Writers usually misuse this power to agitate the audience or fool them. Writers write in such way which increases the curiosity in reader's mind and disables them to think anything rationally, that none of these is the purpose of academic writing. Academic writing intends to create an impact on the reader but with an open mind for him to decide.

Third, evoke strong emotional response. Using words which evoke the readers or emphasising the unnecessary sentences are all definitely not part of academic writing. Academic writing should be free from any unnecessary word which can put you or the reader in a controversial situation. It should be simple, effective and free from the words which can evoke a strong emotional response from the reader.

Fourth, a deliberate attempt to play with reader's mind. Emotive language is all about a deliberate attempt to play with reader's mind. It aims to influence people negatively or provoke them with a strong emotion. Whereas academic writing is far away from all these. It intends to impart knowledge to readers. It is always written straight to the point with a wish to impress and not instigate.

Effect of Emotive Language Emotive language is intended to cause an effect on the readers. When used effectively, emotive language can cause an readers to react in a particular way. This readers manipulation is a type of rhetoric. Consequently, emotive language can cause an readers to take action or to argue with the writer. Emotive language very crucial if the writer use it.

c. It does not use question.

Direct question is not usually used in academic writing. Direct question can be a very effective means to draw the readers attention to a point, but it may be particularly useful when laying out an



argument or research questions to be answered. However, direct question in the middle of paragraph is not commonly happened.

d. Contractions form.

According to Roberts (2005) states contraction is a shortened version of the written and spoken forms of a word, syllable, of word group, created by omission of internal letters and sounds. A contraction is a word or phrase that has been shortened by dropping one or more letters. In writing, an apostrophe is used to indicate the place of the missing letters. Contractions are commonly used in speech (or written dialogue), informal forms of writing, and where space is at a premium, such as in advertising. In very formal writing, such as academic papers, grant proposals, or other works that need to appear professional, the writers do not want to use contractions at all. People rely on contractions all the time in normal conversation. When people speak to each other, there is typically an expectation that they will use contractions (*can't*, *won't*, *shouldn't*) whenever they can, as doing so saves time.

Some people are under the impression that contractions should never appear in writing, but this belief is mistaken. The use of contractions is directly related to tone. In informal writing can use contracted form (text messages and blogs to memos and personal essays), but in formal writing can not use contracted form (papers, article thesis or dissertation).

#### **D. Research Report**

According to Paltridge (2002), research is the systematic investigations into study of a natural phenomena or materials or sources or existing condition of the society in order to identify facts or to get additional information and derive new conclusions. It is a production process, which needs a number of inputs to produce new knowledge and application of new and existing knowledge to generate technology that ultimately may generate economic prosperity of a nation. In other definition, J.aahan (2009) states research report is a condensed form or a brief discription of the research work done by the researcher. Research paper/report is a systematic write up on the findings of the study including methodologies, discussion, conclusions and following a definite style. The research report writers in making the report good qualitative should remember the saying 'Try to express, not to impress'. More elaborately and precisely, a report or systematic write up on the findings of a research study including an abstract/executive summary/summary, introduction (Background with literature review, justification, objectives) methodology/materials and methods (including statistical design, if any), results and discussion, conclusions and recommendations, references. The purposes of research to present in conference, publish in journal or article, have implications or recommendation in clinical practice, education, and administration. The example of research report:

## **1 Journal**

An academic or scholarly journal is a periodical publication in which scholarship relating to a particular academic discipline is published. Academic journals serve as permanent and transparent forums for the presentation, scrutiny, and discussion of research. They are usually peer-reviewed or refereed. Content typically takes the form of articles presenting original research, review articles, and book reviews.

## **2 Article**

A research article reports the results of original research, assesses its contribution to the body of knowledge in a given area, and is published in a peer-reviewed scholarly journal. A given academic field will likely have dozens of peer-reviewed journals. For university professors, publishing their research plays a key role in determining whether they are granted tenure. Once, research articles had only a limited audience consisting mainly of other scholars and graduate students.

## **3 Thesis and Desertation**

According to Thomas (2009) thesis or desertation is a document submittet in support of candidature for an academic degree of professional qualification presenting the author's research and findings. In some context, the word thesis is used fort part of a master's course. The term of graduate thesis is sometimes used to refer to to both master's thesis. The required complexity or quality of research of a

thesis can vary by country, university, or program, and the required minimum study period may thus vary significantly in duration.

Rudestam and Newton (2007) stated that thesis arranged as a thesis by publication or a monograph, with appended papers, respectively, though many graduate allow candidates to submit a curated collection of published papers. An ordinary monograph has a title page, an abstract, a table of contents, comprising the various chapters like introduction, literature review, methodology, results, discussion, and bibliography or more usually a references section. They differ in their structure in accordance with the many different areas of study (arts, humanities, social sciences, technology, sciences) and the differences between them. In a thesis by publication, the chapters constitute an introductory and comprehensive review of the appended published and unpublished article document.

A thesis (or dissertation) may be arranged as a thesis by publication or a monograph, with or without appended papers, respectively, though many graduate programs allow candidates to submit a curated collection of published papers. An ordinary monograph has a title page, an abstract, a table of contents, comprising the various chapters like introduction, literature review, methodology, results, discussion, and bibliography or more usually a references section. They differ in their structure in accordance with the many different areas of study (arts, humanities, social sciences, technology,

sciences, etc.) and the differences between them. In a thesis by publication, the chapters constitute an introductory and comprehensive review of the appended published and unpublished article documents. Dissertations normally report on a research project or study, or an extended analysis of a topic.

The structure of a thesis or dissertation explains the purpose, the previous research literature impinging on the topic of the study, the methods used, and the findings of the project. Inline Phillips and Pugh (2005) state the universities use a multiple chapter format for thesis or desertation:

1. Introduction: which introduces the research topic or background, the methodology, as well as its scope and significance. One of the preliminary steps to completing a thesis is the background study. The background study for a thesis includes a review of the area being researched, current information surrounding the issue, previous studies on the issue, and relevant history on the issue. Ideally, the study should effectively set forth the history and background information on thesis problem. The purpose of a background study is to help to prove the relevance of thesis question and to further develop thesis.
2. Literature review: reviewing relevant literature and showing how this has informed the research issue.

3. Methodology chapter, explaining how the research has been designed and why the research methods/population/data collection and analysis being used have been chosen.
4. Findings chapter: outlining the findings of the research itself.
5. An analysis and discussion chapter: analysing the findings and discussing them in the context of the literature review (this chapter is often divided into two analysis and discussion).
6. Conclusion: which shows judgement or decision reached by thesis.

#### **E. Previous Study**

Previous study is the result of previous research related to academic writing that has been conducted by some researchers of the study. One of the previous studies towards academic writing was conducted by Taufiq Rahman in 2017 with title (*Investigation of Grammatical Cohesion on Student' Academic Essay Writing*). This research was focused on investigating grammatical cohesion on students' academic essay writing concerned with the use of grammatical cohesive features between sentences. According to the study, the researcher found that most students had sufficient knowledge to use grammatical cohesive features appropriately compared to the total of the inappropriate one. The researcher detailed that reference (62.4%) was the predominant of the appropriate use of grammatical cohesive features followed by conjunction (32.6%), ellipsis (4.6%), and substitution (0.4%). However, the students were found still have difficulties in using the conjunction. In detail, the conjunction (72.7%) was the predominant of the inappropriate use

of grammatical cohesive features followed by reference (21.9%), ellipsis (3.9%), and substitution (1.6%). In addition to the findings of the study, it showed that based on the interview result embraced two causes of the students' committed incohesive writing. The causes were mother tongue interference (interlingual transfer) and overgeneralization (intralingual transfer).

The second study was conducted by Fadi Abu Sheikha and Diana Inkpen (2012) with title (*Learning to Classify Documents According to Formal and Informal Style*). They conduct a study focused on classifying texts as formal or informal styles. In this study, they explained how to build a model that will help to classify any text or sentence as formal or informal style automatically. Fadi and Diana presented the main characteristics of formal and informal language styles then they derived the features of their model. They made two datasets, general-domain documents of formal and informal style and the second represents medical texts, by collecting documents for both formal or informal styles from different sources. As the result, they found that it is possible to classify any text or sentence according to formal or informal styles. Built classification text into formal and informal is very useful in different applications such as evaluating texts of research papers to determine formality degree of different types of texts.

The third study was conducted by Zulkifli Akhmad and Islan Nur Rizal Amiri (2018) with title (*Analysis Of Students' Understanding In Using*

*Formal And Informal Expression*. They were focused to analyze students' understanding in using formal and informal expression. This study was intended to know the ability of fourth and sixth semester students at English Department of IAIN Sultan Amai Gorontalo. Zulkifli and Islan conducted observation to the students' worksheet and interview them to collect the data. From this research result, they found that the majority students had understood the use of formal and informal expressions. In addition, students' difficulties in understanding formal and informal expression is that they are accustomed in using informal phrases and it make them tricky to recognize whether the expression they used is formal or informal.

The fourth previous study was conducted by Zaidatus Sholihah (2018) with title *(The Use of Informal Language in Academic Writing by the Students of English Teacher Education Department at UIN Sunan Ampel Surabaya)*. She studied the academic writing that written by the fifth semester students of English Teacher Education Department at UIN Sunan Ampel Surabaya. The research was intended to know the use of informal language in students' thesis proposal. The researcher also wanted to know the teachers' response toward informal language used by the students. From her study, she found that students of English Teacher Education Department at UINSA Surabaya used nine kinds of informality element in their thesis proposal. The nine elements are unattended anaphoric pronouns, first person pronoun, construction, sentence initial conjunctions, sentence fragment, listing expression, direct question, adverb in initial or final position and second



person pronouns. Meanwhile, the element which is not used in their thesis proposal is split infinitive.

According to several previous studies that explained above, there is some differences between them and this present study. The difference is this research focuses on identifying the use of formal and informal words in academic writing especially in research report and this research use quantitative method. Meanwhile, the study that had been conducted by Taufiq Rahman (2017) before was focused on other characteristic of academic writing, for example grammatical cohesion. While the study belongs to Fadi A. S. and Diana I. (2012) focused on classifying texts as formal or informal styles, and Zulkifli and Islan (2018) only focused on students' understanding in using formal and informal expression. The last study, Zaidatus (2018) has investigation resemblance to this present study. However, Zaidatus's study investigated the use of informal language in students' thesis proposal and the responses from the teacher