



Language Constrain in Academic Writing in The Form of Thesis For Students of Letters Faculty of Universitas Muslim Indonesia Makassar

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ABSTRACT

This research aims to describe the students' dominant influence in writing their thesis and the factors they faced in writing their thesis. The method of the study was library research, which meant that the researcher only collected data from their thesis, which was under the researcher's supervision, and students tested in the thesis examination. The population of this research was all language aspects in the language constraints in academic writing. Because the language aspects are too large, the researcher limited the sample using a purposive sample technique, such as diction, effective sentences (coherence and parallelism), conjunctions, punctuation, and paragraphs (open, main, and closed). Then, the techniques for collecting data were observation, noting, and documentation. Those data were taken from 21 students writing their thesis and tested in the thesis examination. The result of this research was the dominant students' influence in writing their thesis was to compose effective sentences, chose exact words (diction), used conjunction, and made/built open and closed paragraphs. The factors that made it them were students' less practiced writing, less reading, and only depending on their lecture.

Keywords: *Language constraints and Academic Writing*

INTRODUCTION

Language is a communication tool used to convey ideas, whether the ideas are conveyed orally or in writing. Humans simply cannot exist without language (Astri & Fian, 2020; Noer et al., 2021; Syamsir et al., 2021; Wahab et al., 2021). Ideas conveyed in writing are a substitute for the author's dialogue with the readers. Therefore, readers should accept and understand the ideas the author conveys. So that readers can understand what they read, the writers need to pay attention to the rules of writing scientific

papers, especially those related to language, such as diction, effective sentences, unity of ideas, coherence, parallelism, and paragraphs.

The writer's ideas can parallel the reader's understanding if the writer uses language as a basic element to build Academic Writing, choosing straightforward or unemotional words that are logical, effective, and efficient. The directness of language can be marked by the choice of words (diction), sentences that only have one meaning, and do not use figurative

words so that readers do not make their interpretations.

The logicity of a sentence can be seen from the structure of the sentence that is built, that is, does the sentence fulfill syntactic rules or not? It is said to fulfill syntactic rules if the elements in the sentence are interconnected, both in meaning and structure (coherent).

The effectiveness of sentences also needs to get the attention of academic writers, particularly thesis writers. Thesis writers (students) are required to write Academic Writing as a thesis as one requirement for a bachelor's degree. When writing an idea, the writer faces various demands, namely methodology, systematics, formulating problems, and structuring the language following linguistic rules. This is in line with (Wahab & Astri, 2022) stated that writing is more complex language skill and more challenging than others because the students need to have a solid concept of writing, construct correct grammatical sentences, and know as many words as possible.

Structuring language is the main thing in writing a thesis because whatever language is used to convey the concept of Academic Writing becomes an instrument for conveying the writer's message to the reader. Thus, the use of language must be informative and dialogical.

Even though language is one of the requirements, and its use is strict in writing a thesis, prominent obstacle for students writing a thesis. Especially building effective, logical, and

coherent sentences. Therefore, it needs to be researched intensively and extensively to determine students' linguistic constraints when writing a thesis.

Based on the aforementioned background, the problems at hand revolve around two key inquiries. Firstly, what linguistic constraints do the students face when writing a thesis? Secondly, what factors influence these constraints?

To address these issues, the research objectives have been outlined. This study aims to delve into the intricacies of linguistic barriers encountered by undergraduate students while crafting their theses. It also strives to identify and understand the influential elements that contribute to these language-related obstacles.

The potential advantages stemming from this research endeavor are multifaceted. Firstly, it seeks to aid students in the proficient application of linguistic principles when constructing scientific papers in the form of theses. Secondly, it aims to minimize prevalent errors typically found in such academic compositions. Lastly, it endeavors to offer valuable insights and serve as a constructive resource for individuals engaged in the evaluation and assessment of thesis writing, thereby providing a nuanced perspective for their appraisal.

LITERATURE

1. Understanding Academic Writing

Academic writing is written work that must obey scientific principles, such as systematic, methodological, and empirical, and use sentences that comply with linguistic rules. Likewise, Dwiloka and Riana stated that Academic Writing is a work of development through literature review, research, and other people's previous knowledge to develop science, technology, and art. Furthermore, Kaharuddin (2007) stated that Academic Writing works in accordance with scientific principles, an outcome agreed upon by the academic community, which is written according to the guidelines resulting from conventions in a field of science, and as an instrument for conveying information from empirical studies.

In this regard, academic writing must, of course, be written as carefully as possible because the work is not only a written report but also the responsibility of each author for what has been stated in the scientific writing. Thus, Academic Writing is very important in developing science, technology, and art. This is in accordance with its essence: conveying the truth through systematic, methodological, and consistent methods.

As work that must be accounted for, that is the function of Academic Writing very strategic in three ways, namely:

a. Academic Writing as a tool of explanation.

This means that Academic Writing can be used to explain something previously unclear

to become clear, unknown to become known, and uncertain to become specific.

b. Academic Writing as a Prediction Tool. This means that things that might happen in the future can be predicted by utilizing Academic Writing. In particular, research results, whether in theses, dissertations, or others.

Academic Writing is a means of controlling whether something is true.

Based on the statement above, it can be concluded that Academic Writing must be written as carefully as possible because it has a strategic function to explain, predict, and control something. In line with what Dwiloka, et al (2005) stated, the function of academic writing is essential, so writers need to try to maintain the quality of the academic writing they write.

2. Elements of Language and Academic Writing

A number of demands are required in Academic Writing, including a thesis, one of which is the language element. These elements can be explained individually because of the importance of linguistic elements in writing scientific papers.

a. Diction

Diction or word choice is an essential element for building a sentence. Therefore, choosing words to construct a sentence should be considered carefully, avoiding the use of words with double meanings, apart from causing conflict of understanding between the writer and the reader, it also violates the provisions for writing scientific papers, as stated by Firth

(1986) that every scientific word must have one meaning. (Every word in an article has a single meaning). The difficulty that often occurs for writers in choosing words is when the writer finds several equivalent words for a word, for example, woman, girl, village girl, virgin, lady, girl, and virgin. These words have the same meaning but are used differently. Therefore, the writer's skill in choosing such terms is essential.

b. Effective sentence

A sentence is a unit of language built by a group of words to be used as a tool to convey ideas. The idea can be in the form of a statement, question, command, or prohibition. This type of sentence must be translated into an effective sentence.

Keraf (1993) explains that effective sentences can represent the contents of the writer's thoughts accurately and freshly and can attract the reader's or listener's attention regarding what is being discussed. The essential things that need to be considered in building effective sentences are unity of idea, coherence, and parallelism. These elements are described sequentially.

■ Unity of Ideas

A good sentence is a sentence that embodies a unity of ideas and contains one main idea. The unity of the concept can be manifested into a single unity, a combined unity, a unity containing conflict, and a unity of choice. The subject's position and predicate in the sentence must be clear for the unity of the idea. The unity of the idea

becomes blurred if the subject's position and predicate are unclear.

■ Coherence

Coherence is the reciprocal relationship between the elements that form a sentence.

This relationship between subject and predicate, predicate and object, and other elements. Coherence is often damaged due to errors in placing prepositions and conjunctions in a sentence, including the use of wasteful words.

■ Parallelism

Parallelism or parallelism of forms is used to build sentences by including equal parts.

Parallelism can be verbs, nouns, and even categorical forms.

c. Paragraph

A paragraph or alenia is a collection of a number of sentences that contain one main idea or unity of thought. When building a paragraph, one should pay attention to the function of the paragraph. The function of a paragraph is divided into three parts: opening, connecting, and closing.

The opening paragraph gives the reader an initial understanding of the main ideas that will be developed in the next paragraph. Furthermore, the connecting paragraph connects the opening paragraph with the closing paragraph. In contrast, the closing paragraph is a paragraph that ends a piece of writing, which

usually contains a conclusion or summary of the entire idea of the previous paragraph.

METHODS

This research is library research. It is said that because the researcher used several written materials relevant to this research problem through student theses, both students supervised by researchers and students tested in the thesis exam. English Literature Study Program, Letters Faculty, Muslim Indonesia University Makassar: 10 guidance students and 12 students were tested in the closing seminar.

Observation, note-taking, and documentation are the data collection techniques chosen by researchers. These three techniques were selected because they are relevant to the type and implementation of research, namely observing and recording various data pertinent to the research problem, which is documented in student writing.

The collected data is described so that all linguistic elements, as stated in the sample, which violate the provisions for writing scientific papers in the form of scripts, are depicted as research results.

FINDING AND DISCUSSION

The obstacles that many students face when writing a thesis are diction or word choice, the use of linking words or conjunctions, the use of effective sentences, and opening and closing paragraphs.

1. Diction or Word Choice

The tendency of students to choose words in writing a thesis without considering the meaning determined by the word, as shown in the data below:

1) from the modernization paradigm, which is strongly influenced by

The word from above is a word that should not be used. Apart from the word meaning to leave, this word is also used due to everyday communication, which refers to the pride of speaking. Therefore, replacing the word depart with the word based is best. Likewise, the word paradigm. This word is a foreign element with the equivalent word in Indonesian, point of view/thought. The choice of the word paradigm in writing scientific papers is justified even if it comes from foreign elements. However, elements like that should be avoided as much as possible so that the ideas conveyed to the reader can be understood.

2. Effective Sentence

Students' enjoyment of building long sentences and unclear main ideas is a sign that thesis writing students have difficulty building effective sentences, as shown in the following data:

The inclusion of poor groups in rural areas, usually intended to be reached by various policies, is proven in many countries to be the most effective way to increase their participation.

Data (2) above is built with sentences that are quite long but do not have a clear main idea.

Therefore, data (2) can be formulated into ideas that have clear information, namely:

"In many countries, policies that address the rural poor effectively increase their participation."

The data formulation (2) has indicated the subject and predicate, so the ideas conveyed are clear.

Like other languages, English is full of problems for foreign learners.

Data (3) above does not provide clear information because the sentence above can have a double meaning, namely, on the one hand, it can mean that English has many problems, and on the other hand, it can mean that students have many problems learning English.

Therefore, sentence (3) should be changed to **"Like other languages, English makes students/learners have many learning problems.** This sentence informs us that the students have a lot of difficulties learning English.

Thus, the next generation of humans does not need to experience all events themselves to gain knowledge about a particular natural condition; they simply learn from previous generations through descriptions in language.

Data (4) above contains information that is difficult to understand, including the use of connecting words and what it should be because it seems that the sentence constructed by the author is a single unit.

Based on the data above, it can be concluded that thesis writers generally like long sentences. Still, these sentences do not provide clear information about what ideas the writer wants to convey to the reader. This unclear information is caused by the thesis writing students' lack of skills in constructing effective sentences. Thus, the thesis writer and the reader have different understandings. Readers may not understand what ideas the author is conveying.

Apart from effective diction and the opening, main, and closing paragraphs. Generally, thesis writers place the main paragraph as the opening paragraph, such as the following data:

In carrying out this research and data collection, the author hopes to obtain data from respondents or information sources originating from the government or the community, so the author used six twenty days or two months for the reason that the time is used to obtain objective data and can be used as scientific reading in society.

The main idea of the paragraph above is not at all clear about what the author wants to convey to the reader. This data is placed in the opening paragraph; if examined carefully, this paragraph is a connecting or main paragraph. This illustrates that building and using paragraphs is one of the factors that becomes an obstacle for students writing a thesis or Academic Writing. Apart from linguistic factors, the habit of writing, reading, and analyzing things logically is very lacking, and the influence

of regional languages is the basis for building sentences, including daily interaction and communication.

CONCLUSION

There are several things that can be concluded from the results of this research, namely as follows:

1. The most prominent obstacle undergraduate thesis writing students face is the accuracy of choosing words (diction). Generally, the words used have double meanings and effective sentences, paragraphs, and connecting words (conjunctions).
2. Factors out of the language are also one of the reasons why thesis writers develop ideas into something logical. Factors outside of the language in question, namely the habit of writing, reading, and analytical thinking, are still lacking, including the influence of interactions in daily interactions and the influence of regional languages, which tend to be the basis for building sentences.

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