

**AN ANALYSIS OF STUDENTS' DIFFICULTY FACTORS IN WRITING
THESIS ON THE ELEVENTH SEMESTER AT ENGLISH LANGUAGE
EDUCATION STUDY PROGRAM OF UIN RADEN MAS SAID
SURAKARTA IN THE ACADEMIC YEAR OF 2022/2023**

THESIS

Submitted as a Partial Requirement for the Undergraduate Degree in English
Language Education



By :

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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2023

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Assalamu'alaikum Wr. Wb.

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Has already fulfilled the requirments to be presented before the Board of Examiners (munaqosyah) to gain Undergraduate Degree in English Languages Education.

Thank you for the attention.

Wasalamu'alaikum Wr. Wb.

Sukoharjo, December 22nd 2023

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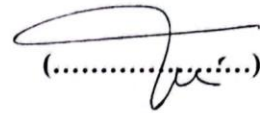
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RATIFICATION

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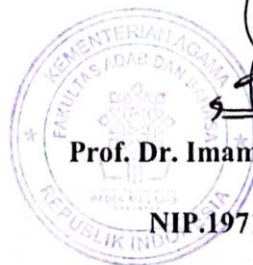
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DEDICATION

This Thesis is dedicated to

My self

My beloved parents

My beloved sisters

My advisor

My beloved friends

My Almamater UIN Raden Mas Said Surakarta

MOTTO

“Effort makes you. You will regret someday if you don’t do your best now. Don’t think it’s too late but keep working on it. It’s takes time, but there’s nothing that gets worse due to practicing. You may get depressed, but it evidence that you are doing good”

(Jeon Jungkook)

“Life is tough, and things don’t always work out well, but we should be brave and go on with our live”

(Agust D)

PRONOUNCEMENT

Name : Agus Refandi Budi Rahayu
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I hereby sincerely state that that the thesis “An Analysis of Students’ Difficulty Factors in Writing Thesis on Eleventh Semester at English Language Education Program of UIN Raden Mas Said Surakarta in Academic Year of 2022/2023” is my real masterpiece. The things out of my masterpiece in thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 22 December 2023

Stated by

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Alhamdulillah, all praises to Allah SWT, the single power, the Lord of the Universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish the thesis entitled “An Analysis of Students’ Difficulty Factors in Writing Thesis on Eleventh Semester at English Language Education Study Program of UIN Raden Mas Said Surakarta in Academic Year of 2022/2023”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the worldrevolution.

The researcher is sure that thesis would not be completed without the helpes, support, and suggestion from several sides, Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to :

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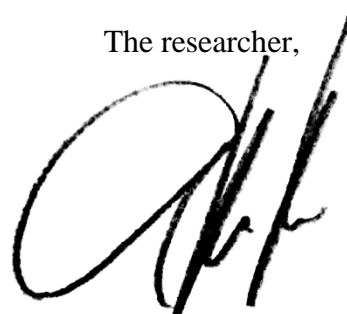
Always giving spirit and motivation to me. Thank you very much

6. All of my friends, who always be my moodbooster and support anything and sincerely help me in finishing this thesis. Thanks and I love you all
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The researcher relizes that this thesis is still far from being perfect. The researcher hopes that thesis is useful for the reseacher in particularand the readers in general.

Sukoharjo, 22 December 2023

The researcher,

A handwritten signature in black ink, consisting of a large, stylized 'A' followed by 'R' and 'B' in a cursive script.

Agus Refandi Budi Rahayu

TABLE OF CONTENT

TITLE	i
ADVISOR SHET.....	ii
RATIFICATION.....	iii
DEDICATION.....	iv
MOTTO	v
PRONOUNCEMENET	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	xi
LIST OF APPENDICES	xii
ABSTRACT	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	1
B. Identification of the Problem	6
C. Limitation of the Study	6
D. Formulations of the Problem.....	7
E. Objectives of the Study	7
F. Benefits of the Study.....	7

G. Definition of key term	8
CHAPTER II REVIEW OF RELATED LITERATURE	10
A. Theoretical Review	10
1. The Concept of Writing	10
2. Writing Thesis	11
3. The Process of Writing Thesis	13
4. The Importance of Writing Thesis	16
5. The Principal of Writing Thesis	17
6. The Difficulty In Writing Thesis.....	21
B. Previous Studies	40
CHAPTER III RESEARCH METHOD	48
A. Research Design.....	48
B. Research Setting.....	49
C. Research Subject and Informant	50
D. Data and Source of Data	51
E. Research Instrument.....	51
F. Technique of Collecting the Data	55
G. The Trustworthiness of the Data	58
H. Technique of Analyzing the Data	60

CHAPTER IV RESEARCH FINDING AND DISCUSSION	65
A. Research Finding.....	65
1. Questionnaire Findings of Students’ Difficulty Factors in Writing Thesis on Eleventh Semester of English Language Education Study Program in Raden Mas Said State Islamic University of Surakarta In Academic Year of 2022/2023	65
2. Interview Findings of Students’ Difficulty Factors in Writing Thesis on Eleventh Semester of English Language Education Study Program in Raden Mas Said State Islamic University of Surakarta In Academic Year of 2022/2023	83
B. Discussion	97
CHAPTER V CONCLUSION AND SUGGESTION	98
A. Conclusion	103
B. Suggestion	105
BIBLIOGRAPHY	106
APPENDICES	114

LIST OF APPENDICES

Appendices 1 Respondent Answer

Appendices 2 Transcript of The Interview

ABSTRACT

Agus Refandi Budi Rahayu. *An Analysis of Students' Difficulty Factors in Writing Thesis on Eleventh Semester at English Language Education Study Program of UIN Raden Mas Said Surakarta in Academic Year of 2022/2023*. Thesis. English Education Language Education Study Program, Cultures, and Language Faculty. Raden Mas Said State Islamic University of Surakarta.
Advisor : Maria Wulandari., M. Hum.

This research is intended to describe the students' difficulty factors in writing thesis on the Eleventh Semester at English Language Education Study Program of UIN Raden Mas Said Surakarta in the academic year of 2022/2023. The problem of this study is what are the students' difficulty factors in writing thesis on eleventh semester at english language education study program of UIN Raden Mas Said Surakarta in academic year of 2022/2023 .

The research was conducted from August-November 2023. It was descriptive qualitative research. The subject of this research was eleventh semester students of english language education study program in UIN Raden Mas Said Surakarta. The data were collected from the close-ended questionnaire and interview.

The data is analysed by data reduction, data display, data conclusion. The data showed that (1) there are 73% students have difficulties in personality factors. (2) there are 61% students have difficulties in sociocultural factors. (3) there are 73% students have difficulties in linguistic factors. (4) there are 72% students have difficulties in research design factor. From the four factors it is concluded that personality factors and linguistic factor were the highest difficulties face by English students. The study result showed that there was two dominant factors of students difficulty in writing their thesis, The first factor is personality factors they were afraid to do write their theis writing as good as possible. The other factor was linguistic factors. They were difficult in paraphrasing sentences from the source to the thesis writing.

Keywords : *Writing, Thesis Writing, difficulty in Thesis Writing.*

CHAPTER I

INTRODUCTION

This chapter is an introduction to the research. It describes how and why the writer chooses this topic. The basic details of the research are described as following topics: Background of the Study, Identification of the Problems, Limitation of the Problems, Formulation of the Problems, Objective of the Study, Benefits of the Study, and Definition of Key Terms.

A. Background of the Study

As a human being we need communication to reach our goals. Most of people use to communicate in verbal but much of it still familiar with writing. Even in learning activity is never separable from writing activity. Writing is the important aspect in communication and express our thoughts, feelings and opinions to others. Based on Anjayani (2016: 2), writing is the activity of making a recording language in a piece of paper or any other areas to express the idea and message from the writer including the structure of language and usage of vocabulary. Writing is basic language skill that becomes the complex skill to master for the learners. Writing is a productive skill that involves the way to generated and organize the ideas in written form. People need to learn writing skill because it is a process of transforming thought and ideas into written language. Hermenita & Yuli (2013) also state that writing is one of the language skill that must be mastered by English learners.

Writing is also the key to success in college and university (Huy, 2015: 56). For this reason, writing develop the ability in vocabulary and grammar. Then, writing help the student and support in read the text effectively. Writing helps in habitual action. Writing should be appropriate and related to the title and also need to know the parts of writing such as conjunctions, grammar, vocabulary and types of writing like general to specific. Therefore, in writing process students should think about language components such as grammar, vocabulary and spelling. For college university, writing is very important because for the final task of students have to do a Thesis writing. Thesis writing is a research report that is written by college students who want to get bachelor degree.

According to Murray (2011:2), "Thesis is a far bigger mission than most college students will ever have undertaken earlier than, it calls for more unbiased observe, more self-motivation." Berndtsson, et al (2008:4) stated that the thesis project became probably the largest challenge that scholars might have undertaken in college students' academic existence. In keeping with the ones thoughts, Paltridge and Starfield (2007:25) said that for all college students, writing a thesis is a project; for the ones writing in English whose first language is not English, the challenges are even more. No doubt, that thesis writing isn't always an smooth challenge to be performed and it is more challenging some of the different types of writing for the students. From the explanation above we know that writing a thesis is not easy, so much diffiiculties that must be faced by the student to finish the a thesis. The difficulties faced by students are

certainly different, it is depending on the student's understanding of the thesis he is doing.

However, lots of students have difficulty to finishing writing thesis, that is characterized by the duration of the steering they have traveled. He carried out studies aimed toward describing the kind of difficulties experienced by means of students in completing the thesis by inspecting the effectiveness of the guidance furnished through the mentor lecturers. Meanwhile, Hasan and Al badi (2015) argue the difficulty thesis writing is the students trouble to finding a topic inside the process of writing, and having difficulty in writing questions, he also said one of the most domination things that the students have within the beyond level in can write before. Based on Asmawan (2016) factors that prevent the writing of student in writing thesis are difficulties in consultation with the mentor's lecturer and his self-motivation. Furthermore, Dirgeyasa (2016) argue most of the natural failed writing system due to the fact it is because of numerous elements which includes gaining knowledge of technique, issue in writing background and lack of motivation. Miles (2019) additionally shows that the pupil mistake in writing is the proper use of grammar.

According to the pre-research that conducted on August 2023. The researcher collected data by interview with the college students at eleventh semester . From the interwies, it was revealed that there are many reasons why the students experienced the difficulties doing their thesis such as the students lack of motivation to do their thesis writing and students often makes a mistake to use grammar properly. Then, students experience excessive anxiety during the

thesis writing process. Beside that the problem source is the students also have difficulty communicating with the advisor because in writing thesis the students' are have a lot of difficulties during the process of writing thesis itself.

In order to see the novelty, the reseracher uses two previous studies. First, according to Pusita (2019) with title "An Analysis Factors That Affecting Students' Difficulties In Writing Thesis (A Mixed- Methods Research at Eighth Semester of English Study Program in IAIN Curup)." The aims for this previous study is to find the students' difficulties in writing thesis. For final year students, the thesis writing period is the most challenging process. To complete a thesis, students need physical, mental, and often financial strength. Moreover, many steps need to be passed. The result for this research find that several difficulties for students to write the thesis come from the internal and external factors. The questionnaire is also used to find the students' difficulties in writing thesis and the interview was used to find the factors that affect students' difficulties in writing thesis. Linguistic factor is the highest difficulties face by English students. The interview result showed that the first factor is personality factors. They were lack of confidence in deciding the thesis topic and in writing a proper literature review. The second, Sociocultural factors that covered in have an understanding about the culture department of the university regarding the format of thesis writing. Finally, the third factor is linguistic factors. They were difficult in paraphrasing sentences from the source to the thesis writing.

Second previous study is coming from Asisa, the title is "The Analysis Of Students' Problems On Writing Thesis (A Descriptive Research Design at 8th

Semester English Department Muhammadiyah University of Makassar). The objective of this research is to find out the students problems in writing thesis and to find out the factor causes students problems in writing thesis. The researcher applied the descriptive quantitative method design with used a questionnaire and interview as a instrument to collecting the data. The result of this research that showed the students' problems faced was lack of Self-Esteem, there 73,3% students agree if they were lack of basic knowledge about writing thesis, 60% students had an anxiety when they would come to guidance, another students faced was lack of communication with their supervisor there 66,7% students agree about that. Meanwhile, the factor causing students problem in writing thesis were Psychological Factor which includes Self-Esteem, motivation and anxiety and Sociocultural factor which refers to social distance among students and society, and social distance between students and the supervisor.

The novelty of this research is the researcher adding aspect in difficulty factor in writing thesis, it is research design factor. The research design factor is the important aspect to write the thesis, it is also become the different from this research and any other research. Because, by knowing the type of research design is one of the biggest contributors to the quality, relevance, and accuracy of a result.

From the explanation above, the researcher is interested in investigating student's difficulties in writing thesis at English Language Education Study Program of Raden Mas Said State Islamic University of Surakarta and also the

difficulties factors. Therefore, the students can solve their problem by find out the reasons or the factors that give them obstacles in order to finish their thesis. Based on the descriptions above, the researcher want to conduct a research which is entitled **AN ANALYSIS OF STUDENTS' DIFFICULTY FACTORS IN WRITING THESIS ON ELEVENTH SEMESTER AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF UIN RADEN MAS SAID SURAKARTA IN ACADEMIC YEAR OF 2022/2023.**

B. Identification of the Problems

According to the background study above, the researcher aims to answer some problems as follow :

1. The students lack of motivation to do their thesis writing and students often makes a mistake to use grammar properly.
2. The students experience excessive anxiety during the thesis writing process.
3. The students experience difficulty to communicate with the advisor because in writing thesis the students' are have a lot of difficulties during the process of writing thesis itself.

C. Limitation of the Problem

From the identification of the problems, the researcher focuses on analyzing the students' difficulty factors in writing thesis on eleventh semester at english language education study program in of Raden Mas Said State Islamic University of Surakarta, based on Brown theory. Beside that, the reseacher also

gives an addition about the difficulties in research design factor on eleventh semester of english language education study program at UIN Raden Mas Said`

D. Formulation of the Problem

Based on the background of this study, the research questions of this study are formulated as follows:

What are the factors of students' difficulties in writing thesis on eleventh semester at english language education study program of UIN Raden Mas Said Surakarta in academic year of 2022/2023?

E. Objectives of the Study

According to the research question above, the relevant objectives of this study is to reveal the factors of students' difficulties in writing thesis on eleventh semester at english language education study program of Raden Mas Said State Islamic University of Surakarta.

F. Benefits of the Study

This research provides the results that gives benefits of student difficulties in writing thesis at english language education study program of Raden Mas Said State Islamic University of Surakarta, as follows :

1. Theoretical Benefits

The researcher hopes that this research gives a new contributions and information for everyone, especially for students that difficulties in writing a thesis.

2. Practical Benefits

a. For the Students

The researcher is expected to give useful information for students that solves the difficulties of writing a thesis.

b. For the Lecturer

The result of this research can make a contribution to data regarding the description of the readiness in students thesis writing, the recognize what are limitations experience through thesis writing and what factors make the students difficult to write a thesis, so that the researcher hopes that this study may discover a solution in the form of an interest assistance to prevent the difficulties in students thesis writing.

c. For the Writer

The writer have an understanding of the description of difficulties in student thesis researcher and have knowledge of the signs of the difficulties to writing thesis.

G. Definition of Key Terms

1. Writing

Writing is the important aspect in communication and express our thoughts, feelings and opinions to others. Based on Anjayani (2016: 2), writing is the activity of making a recording language in a piece of paper or any other areas to express the idea and message from the writer including the structure of language and usage of vocabulary.

2. Thesis Writing

According to Bella (2010) writing thesis refers to scientific papers in the form of descriptions that containing the results of undergraduate

research regarding the discussion of the phenomenon or the problems in a field of science base on applicable principle. In the writing rule, it must be regular, structured and accountable to lecturers and examiners

3. Difficulty in Thesis Writing

Hasan and Al badi (2015) argue the difficulty thesis writing is the studnets trouble to finding a topic inside the process of writing, and having difficulty in writing questions, he also said one of the most domination things that the students have within the beyond revel in can wrote before.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. The Concept of Writing

Writing is one form of recognition linguistic competence which are expressed in the shape of written language (written), besides within the shape of spoken language (oral). Writing is one form of manifestation of using language as a medium of communication. In writing activities, the writer as a resource isn't always in a scenario of dealing face to face with readers as the goal information. therefore, if there is misunderstanding because readers misinterpreting the text, then the effects can be fatal (Pardiyono : 2016).

According to Tarigan (1985: 5) writing is a productive ability to write and to communicate indirectly, and the concept of the character is very different from that communicated by speaking directly, thus writing requires the ability to write. Beside that Harmer (2004) also state writing is a form of communication that can be conveyed or expresses through written form.

Writing is a process of imagination in the form of writing language to spill out ideas. Sometimes refers to the outcomes of writing innovation by the word writing or even essay. Even though there is an opinion that says both terms have different understandings, both terms apply to the same

result. The word writing itself is also connected to a scientific-type method of creativity

In improving writing skill, there are five components of writing namely : content, organization, vocabulary, grammar, and mechanics. Beside that, There are three steps in writing process, they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic (Helmi : 2012). Many students experience a lot of problem while they are in writing, and the majority of their problem is grammatical problems such as they difficult to choose a good word, word usage that is acceptable in particular situation, and the last one is punctuattion and capitalization.

Learning writing is important because writing help us to organize our ideas, we can arrange our ideas into the coherent form. Writing is a discovery tool, we can stimulate our thingking process by act of writing become information and picture that there are under our unconscious mind.

2. Writing Thesis

Writing thesis is a process in completing the graduate program in University that students should do to get the title of bachelor degree. According to Bella (2010) writing thesis refers to scientific papers in the form of descriptions that containing the results of undergraduate research regarding the discussion of the phenomenon or the problems in a field of science base on applicable principle. In the writing rule, it must be regular, structured and accountable to lecturers and examiners. The higher the

standard dissertation is achieved, improving the skill map of the person working on it to master the discipline.

Chandrasekhar (2008) explains thesis is a work that has been undertaken by students in the form of a written record. Thesis is an obligation that must be undertaken by students as evidence has been doing a research as final project and as a requirement obtaining a college degree (Hidayat, 2009). Thesis is the results of field research and compiled by a student according to their field of study, as a requirement for obtaining a college degree. In thesis writing, there are some processes which have to complete.

To write a good thesis, the critical points in writing is needed. Blaxter (1998) identifies briefly the critical points needed in writing a thesis, includes the topic or ideas of what the learners want to generalize, they could gain it by consulting to the related subject experts because the master one has done even master it (p.145).

From the explanation above, the researcher can conclude that students have to be prepare well in writing thesis because is really important. Thesis is very important for every student if they want to graduate from their universities. Thesis is usually assigned to students taking Studies Program Strata 1. In the other word, thesis is scientific work done by students doing a research. Research could be done by the field study and library studies. Thesis work is basically done to reveal the phenomena, facts and issues even analyzed to give a conclusion from the result of the analysis. Therefore, to

ignore the problem in doing thesis the student should know the factors influence students difficulties in writing thesis.

3. The Process of Writing Thesis

According to Syamsuri et.al (2018), in writing there are several measures that have to be taken, both for beginners and for this who have regularly writtrn that is implemented by several universities. This is intended to encourage the writing cycle of aspiring authors themselfe. Below are some of the steps in the writing thesis process :

a. Topic Selection

First step is the topic selection of writing thesis. The writer have to choose the topic based on the ability of the researcher itself. In writing thesis is not about how much or length the written but how good and interisting of the written. In choosing the topic there are several things that resercher must be noted, there are : the researcher should be interested with the topic, the researcher must be mastered or had a prior understanding of what was to be raised up the topic, the researchers should pay attention about how many journals on the topic itself, the topic that must be raised up should be important to the community, and the last is the topic that will be adopted must be beneficial for the researcher and others in the future.

b. Read a Previous Research Journals

Reading is the important activity in the writing a thesis. From the reading activity we can get the knowledge testing that we did not know before. In process of writing thesis, reading previous research journal is very crucial activity. Reading a previous research journals there are several benefits that make researcher understand about the thesis, here some benefits from reading a previous research journals are :

- 1) Researcher should provide an overview of the subject, such as :
 researchers get a description about the techniques to be used in the research process, researchers know the relationship between the papers to be read and the study to be performed, or researchers find out about the research is going to be past or new.
- 2) Help the researchers to develop theories and focus on the substance of the thesis.
- 3) Researchers can develop their skills, such as being able to critically review literature in order to find possible limitations or helping the researcher to establish the researcher's own point of view.

c. Research Plan (Drafting)

Planning is the method of thinking about the actions required to achieve the desired goal. The first and the most important is the achievement of the intended result. It involves the production and management system, such as psychological aspects requiring analytical

skills. There are also a few tests to determine someone's ability to plan well. Here are the several steps of making drafting :

- 1) Introduction; it is a general plan on the work to be carry out. With the progress of the research itself, this initial design will evolve.
- 2) Significant of the research, is the section on the importance of study provides the reader with information about how the study can contribute. Nonetheless, it must be explicitly mentioned what the study will contribute and who will benefit from it.
- 3) Research question, the research question is at the base of a research, study or literature review project. It focuses on the study, defines the methodology, and guides all stages of investigation, analysis and interpretation.
- 4) List of references, according to Anne (2010 : 3) a bibliography is a list of books, scientific articles, statements, private documents, diaries, interviews, rules, letters, blogs, and other references that you use while researching a subject and writing a document. At the end, the bibliography appears. Bibliography records must be presented in a very particular setting, although this format may depend on the unique style of writing that the writer has practice. The instructor or publisher will ask which type to use, and most academic papers will include MLA, American Psychological Association (APA), Chicago (author-date references or footnotes / endnotes) or Turabian type.

d. Revise the Research

Start this at least a week before the paper is needed. In fact, researchers would not have to wait until have a complete first draft to start a revision. Authors may also edit individual paragraphs after authors have finished so. Until making a revision, the author should understand when and how to correct it by providing input on each sentence, then concentrate on every sentence that has been written, It is means there is little we can apply the most rational sentences and delete it

4. The Importance of Writing Thesis

In education especially in undergraduate or master program need to write a scientific paper in the form of thesis, this is required by almost of the entire university for undergraduate and master programs. In writing the thesis itself there are still many students who do not understand what is actually the importance or the purpose of a scientific writing work. According to Huang (2016) described several benefits in writing thesis include:

- a. The results of study in scientific papers written by students are considered to contribute to the science field. In this case the work written is not from the result of free writing rather purely from the research, a good scientific work must have the level of originality or new findings so that it can enrich the scholarship.

- b. When students are able to write scientific work and answer the results of his research in the presence of testers who have experts in the field, of course it is said to show that the student is competent in the field of certain sciences and can be expressed as a result and a formal test.
- c. The results of the scholarly work of the student can be used as reference or reference for others to study the particular field of science.

5. The Principal of Writing Thesis

In any writing, whether that essay, thesis, proposal or short narrative has the same objectives and rules. This extends to scholarly writing as well. Through writing, is given the chance to explore, discover what the author know on the basis of experience, or what inspired, so that readers are also interested in reading what the author have written. The most important thing in writing is not just displaying or writing on a subject that the author think is interesting, but also have an analysis and criticism of our writing. Below are some of the guidelines for writing according to Anne (2010: 2).

a. Clear Purpose

The aim of the paper is to respond a comment as a subject. The question has a meaning for their self. The most common purpose of academic writing is to persuade, analyze / synthesize, and inform.

1) Persuasive Purpose

In persuasive academic writing, the goal is to get the readers to respond to the issue. The authors going to take one solution for their question, to support the response with argument and facts, and seek to shift the reader's point of view on the topic. Persuasive writing activities cover argumentative and position papers.

2) Analytical Purpose

In analytical academic writing, the aim is to describe and assess alternative solutions to their question by choosing the best answer based on their criteria. Analytical tasks often investigate triggers, examine consequences, evaluate the efficacy, evaluate ways to solve problems, identify associations between various concepts, or analyze other people's points.

3) Informative Purpose

The aim of insightful writing is to clarify possible answers the question and to provide readers with new knowledge of the subject. This varies from an analytical subject in that, do not put point of view on the reader, but rather try to extend the view of the reader.

b. Audience Engagement

Find the audience as classmates with much the same level of experience as the research. As field students, they are interested in the subject, but they may not be so interested in reading a paper. So the writer

going to engage them with the ideas and then get their interest in style of writing.

c. Clear Point of View

Academic writing, even for information purposes, is not even a list of facts or summaries of sources. Although the authors going to present the ideas and research of other people, the aim of the paper is to show what their thinking about these things. The paper should have and will endorse their own original idea of the subject. This is called the statement of thesis, and it is their response to the issue.

d. Single Focus

Thesis argument must be assisted by every paragraph in the article. There will be no redundant, irrelevant, unimportant or conflicting details.

e. Logical Organization

Academic writing is in accordance with the traditional organizational pattern. According to Anne (2010), there are an introduction, body, and the conclusion to academic writing and papers. Each paragraph model implies to the next one.

- 1) Introduction, Catch the attention of the readers, continue providing basic information, and let the reader know exactly what to expect. This one has a statement of thesis.
- 2) Body, sections of the body are part of an essay, report, or speech that describes and creates the main idea. Body paragraph are coming after the introduction even before the conclusion. The body is probably the

initial part of the essay, and each paragraph of the body may start with a sentence to indicate what the paragraph has been about.

3) Conclusion, this is the last paragraph of your article. It closes the paper and leaves the reader happy with what they have just read. The writers illustrate their paper in an efficient way.

f. Strong Support

Body paragraph shall have adequate and valid support for the theme of the sentence and the thesis argument. This support will include of facts, examples, explanations, personal knowledge and scientific information and citations.

g. Clear and Complete Explanations

This is very valuable, the writer have to do all the tasks for the reader, as a writer. The reader should never have to think difficulty to comprehend thinking, logic, or organization. English readers anticipate anything to be completed for them such as creativity and thingking process should be clearly and explained fully.

h. Effective Use of the Research

The paper will link to a number of recent, high-quality, technical and academic sources. The paper work should be used to endorse own ideas hence, it must be incorporated into their writing and not addressed separately. It means that the source material should be used, examined, explained and then referenced. The Research and APA Style Guide 2010 discusses this subject in depth.

i. Correct APA Style

All academic papers must follow the instructions of the American Psychological Association (APA) as set out throughout the 2010 research and APA style guide on in-text citations, the annotated bibliography and also the format.

j. Writing Style

Even though this is work, the writer use own words whenever possible. Use the natural conversational tone that writer used in comment language. The writing needs to be clear, descriptive and easy to understand. It is also very critical that there are no mistakes in grammar, spelling, punctuation or vocabulary in academic literature.

6. The Difficulties In Writing Thesis

Writing thesis is a process that involves planning, drafting, revision, and editing. So to write well, people have to go through the several levels to make a well developed pices of writing. The difficulties in writing thesis, most undergraduate students have some variety of diffiferent difficulties that must be faced. Start with the idea, structure, lack vocabularies, revision or difficultt to paraphrase are some exmples of the difficulties of the writing thesis that students commonly face.

According Rismen (2015) in wrirng thesis there are lot of students that have difficulty to finishing their writing thesis because the length of the guidance they traveled. While Dirgeyasa (2016) claaim that many studnets failed in writitng process because they are having difficulties in writing

background and lack of motivation. Then, the aspect that will be highlighted in this research are a consideration from the outside and within the student based on the Brown (2007) theory. In the Brown theory is about second language acquisition. The researcher choose this theory because in the second language acquisition there are a lot aspect or skill in the theory such as reading, speaking, writing and any other. Then, this theory is related with the the researcher topic, so that the researcher decides to implement Brown (2007) theory. Brown decided the difficulty factor in the three aspects, that consist of :

a. Personality Factor

The factors related to the writers internal factors can also be known as the personality factors. Brown believes that the personality factors of students can be identified from the affective factors of the students. Further, Brown explains that the affective factors -which becomes the personality factors that will affect the undergraduate students in order to create a good thesis writing. All of the personality factor mentioned by Brown will affect the decision of a learner to create the objective of a research, the data for the research, findings of the research, and the whole research based on the proved ratio.

1) Self-Esteem

Self-esteem is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some

degree of self-esteem, self-confidence, knowledge of yourself, and self-efficacy—belief in your own capabilities to successfully perform that activity. By self-esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves. It expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior.

Students with low self-efficacy might also attribute failure to an initial lack of ability. Both of the latter attributions can create a self-fulfilling sense of failure at the outset. What these strands of psychological theory say, in simple terms, is that it is essential for learners to believe in themselves in order to succeed at a set of tasks. The prospect of learning a second language is itself potentially so overwhelming that learners can and often do lose momentum in the face of a number of forms of self-doubt.

2) Inhibition

The concept of inhibition all human beings in their understanding of themselves, build sets of defenses to protect the ego. Gradually it learns to identify a self that is distinct from

others. The growing degrees of awareness, responding, and valuing begin to create a system of affective traits that individuals identify with themselves. The physical, emotional, and cognitive changes of the inhibitions to protect toward off ideas, experiences, and feelings that threaten to dismantle the organization of values and beliefs on which appraisals of self-esteem have been founded.

3) Risk Taking

These factors suggest that risk taking is an important characteristic of successful learning of a second language. Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong. Risk-taking variation seems to be a factor in a number of issues in second language acquisition and pedagogy. Self-esteem seems to be closely connected to a risk-taking factor, when those foolish mistakes are made, a person with high global self-esteem is not daunted by the possible consequences of certain patterns of error, may be due to a lack of willingness to take risks.

4) Anxiety

The construct of anxiety plays a major affective role in second language acquisition. Even though we all know what anxiety is and we all have experienced feelings of anxiousness, anxiety is still not easy to define in a simple sentence. Anxiety as "the subjective feeling of tension, apprehension, nervousness, and

worry associated with an arousal of the autonomic nervous system." More simply put, anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

Some people are predictably and generally anxious about many things. At a more momentary, or situational level, state anxiety is experienced in relation to some particular event or act. However, recent research on language anxiety, as it has come to be known, focuses more specifically on the situational nature of state anxiety. Finally, anxiety was correlated with low-perceived self-worth, competence, and intelligence. Many of these findings reinforce the assertion earlier that self-efficacy and attribution are keys to other affective variables, especially to anxiety.

5) Empathy

In more sophisticated terms, empathy is usually described as the projection of one's own personality into the personality of others in order to understand them better. Empathy implies more possibility of detachment. Empathy as "a process of comprehending in which a temporary fusion of self-object boundaries permits an immediate emotional apprehension of the affective experience of another." That there are two necessary aspects to the development and exercising of empathy: first, an awareness and knowledge of one's own feelings, and second, identification with another person.

6) Extroversion and Introversion

Extroversion and introversion are also potentially important factors in the acquisition of a second language. The terms are often misunderstood because of a tendency to stereotype extroversion. Introverts, conversely, are thought of as quiet and reserved, with tendencies toward reclusiveness. Extroversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. Extroverts actually need other people in order to feel "good." Introversion, on the other hand, is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people.

7) Motivation

The degree to which learners are intrinsically or extrinsically motivated to succeed in a task. Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination. On the other hand, extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self.

b. Sociocultural Factor

Culture is a way of life. It is the context within which we exist, think, feel, and relate to others. Culture might also be defined as the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time. Culture is a dynamic system of rules, explicit and implicit, established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms, and behaviors, shared by a group but harbored differently by each specific unit within the group, communicated across generations, relatively stable but with the potential to change across time.

Culture establishes for each person a context of cognitive and affective behavior, a template for personal and social existence. But we tend to perceive reality within the context of our own culture, a reality that we have "created," and therefore not necessarily a reality that is empirically defined. Since language cannot be separated away from the culture, so, it is also important to analyze the difficulties in writing thesis through the eyes of the sociocultural factors.

As Brown claims that culture becomes strongly important in the learning of a second language. Therefore, the focus factor on sociocultural factors that will be arisen in this study of the difficulties in writing thesis are bold in three aspects.

- 1) The social distance among each undergraduate students, and the relationship between undergraduate students and their tutor

- 2) The culture in the language classroom of the undergraduate students, and;
- 3) The communicative competence among each undergraduate students, and the communicative competence between undergraduate students and their tutor.

In the previous sections a number of applications of cultural issues have made it to the language classroom. One of best resources available to direct you further in injecting culture into your classroom is in De Capua and Wintergerst's *Crossing Cultures in the Language Classroom*. Instead of trying to measure actual social distance a measure of perceived social distance. The actual distance between cultures is not particularly relevant since it is what learners perceive that forms their own reality. We have already noted that human beings perceive the cultural environment through the filters and screens of their own worldview and then act upon that perception, however biased it may be. According to Acton, when learners encounter a new culture, their acculturation process is a factor of how they perceive their own culture in relation to the culture of the target language, and vice versa.

c. Linguistic Factor

This factor will first consider of contrasts between native and target language and the effect of the first language on a second. Then see how the era of contrastive analysis gave way to an era of error analysis, its guiding concept of interlanguage, or what is also called learner language. The

questions about the effect on acquisition of input, interaction, feedback, awareness, and error treatment will be addressed. These excerpts also capture the transfer of vocabulary and grammatical rules from the native language. Brown classified four categories to describe the errors in second language learner production data.

- 1) Browns' first overview is to identify errors by addition, omission, substitution and ordering.

Brown explains "domain is the rank of linguistic unit (from phoneme to discourse) that must be taken as context in order for error to become apparent, and extent is the rank of linguistic unit that would have to be deleted, replaced, supplied or reordered in order to repair the sentence. In the context of the analysis of the factors of students difficulties in thesis writing, Lennox' overview about two related dimensions of error will be used to research the linguistics factors affecting undergraduate students in writing their thesis.

It can be seen that the model is not complicated and represents a procedure that teachers and researchers might intuitively follow. Of course, once an error is identified, the next step is to describe it adequately, something the above procedure has only begun to accomplish. A number of different categories for description of errors have been identified in research on learner language. The most generalized breakdown can be made by

identifying errors of addition, omission, substitution, and ordering, a definite article omitted, an item substituted, or a word order confused, But such categories are clearly very generalized.

- 2) Second category as Brown believes to identify the errors is put in the students levels of language (phonology, lexicon, grammar and discourse) that should be considered.

Within each category, levels of language can be considered lexicon, grammar, and discourse. Often, of course, it is difficult to distinguish different levels of errors. Errors may also be viewed as either global or local. Global errors hinder communication, they prevent the hearer from comprehending some aspect of the message. Local errors do not prevent the message from being heard, usually because there is only a minor violation of one segment of a sentence, allowing the hearer/reader to make an accurate guess about the intended meaning.

- 3) Third, Errors can be also analyzed by the global errors or local errors as explained by Brown quoted from Burt and Kiparsky. Finally, as Lennon quoted by Brown suggests identifying errors by considering the two related dimensions of error, such as domain and extent.

Finally, Lennon suggests that two related dimensions of error, domain and extent should be considered in any error analysis. Domain is the rank of linguistic unit (from phoneme to discourse)

that must be taken as context in order for the error to become apparent, and extent is the rank of linguistic unit that would have to be deleted, replaced, supplied, or reordered in order to repair the sentence. Sources of Error Having examined procedures of error analysis used to identify errors in second language learner production data, our final step in the analysis of erroneous learner speech is that of determining the source of error. By trying to identify sources we can take another step toward understanding how the learner's cognitive and affective processes relate to the linguistic system and to formulate an integrated understanding of the process of second language acquisition. And of course these are limited to the particular data that Taylor was analyzing and are therefore not exhaustive within a grammatical category.

Moreover, they pertain only to errors of overgeneralization, excluding another long list of categories of errors that he found attributable to interlingual transfer. Similarly, provided a list of typical English intralingual errors in the use of articles. These are not exhaustive either, but are examples of some of the errors commonly encountered in English learners from disparate native language backgrounds. Both Taylor's and Richards's lists are restricted to English, but clearly their counterparts exist in other languages.

d. The Influence of Research Designs

The researcher also adding the new aspect to find out the difficulty factor in writing thesis, the factor is research design factor. Research design factor is very related with the writing thesis. It is because research design as the different for the thesis writing and any other writing. The research design factor is hold the important aspect, because by knowing the research design we use, it will make our thesis more quality, relevant and accurate with our result.

1) Types of the Research Design

The type of research design is one of the biggest contributors to the quality, relevance, and accuracy of a result. Therefore, before setting out to outline a proposal, it is always a good idea to distinguish the type of research by including it in the research design.

There are a few ways to approach a research design type, but literature has not always been clear-cut on these types (Abutabenjeh, 2018). In fact, existing publications have made it even impossible to distinguish between types, methods, and approaches, with some older references talking about fixed and flexible designs (Bouma, 1994).

To make designing research as simple as possible, we have broken down the types of research design into four major ones, as explained below :

a) Descriptive Research

In studies where the researcher is interested in describing a case, situation, or phenomenon, they are acting under a descriptive research design. As a theory-based design, it is interested in answering the how, what, when, and where questions, instead of the why. Descriptive research directs the researcher to understand the research problem before investigating why it even happens in the first place.

Descriptive design furnishes the researcher with an opportunity to gain insight into the problem itself. It also helps the research team to see the need for the research. If it is not as clear or as necessary, exploratory research (which, according to Blaikie (2000), is considered as the first phase of research) may be needed. Descriptive research attempts to build on the groundwork made by exploration, such as providing additional information, filling in gaps in knowledge, or expanding it. Unique to descriptive research is that it also aims to collect as much data and information as possible.

An example of descriptive research is market research. An investor, for example, may need to look at the market, such as its current state, its trends, and so on. Descriptive research can answer all these questions for the investor, which is why market research is an investment in itself, as evidenced by the following graphic.

b) Experimental Research

Using an experiment, the research attempts to establish a cause-and-effect relationship in a situation or phenomenon. It is a causal research design type where the researcher tries to observe the impact of a variable on a dependent one. In doing so, the researcher attempts to determine or predict what may occur based on experimental models (Anastas, 1999).

In the example above, experimental research entails the investor modifying a variable to look at how such a change affects other factors, such as price.

Experimental research is a practical route to take, as it allows the researcher to find exactly what is working and what is not, and account for these changes accordingly to solve the research problem. Experiments are often used in the social sciences and in the medical field by grouping people, such as by using a control group as an independent variable.

c) Correlational Research

Like experimental research, correlational research aims to establish a relationship between two variables. The difference is that while experimental research tries to monitor changes between variables (causal), correlational research tries to look for associations and similarities between them (Sassower, 2017).

As a non-experimental technique, it instead relies on evaluating the relationship between these variables using statistical analysis. To calculate the amount of correlation between two variables, a statistical method called Pearson's correlation coefficient is used (Mukaka, 2012), which is a value between -1 and +1. The more it leans toward a positive value, there is indeed a relationship between the two. A negative value denotes the variables are related but indirectly proportional, and zero denotes no relationship.

d) Explanatory Research

As evidenced by the name, explanatory research aims to explain the researcher's findings and ideas to expand the theory. Using this research design, the researchers explore the limits and boundaries of a subject in order to present the reader with the results that answer the what, how, and why of the research's central thesis. When conducting the research, the researcher should leave all biases behind and adapt to new data and/or findings.

Researchers and students conduct explanatory research to find the underlying problem or a new angle to a problem. These may not always be readily apparent when initially proposing the research or it was not studied in-depth before (GradesFixer, 2019). Note that explanatory research does not seek to provide

conclusive answers, but to give an avenue to researchers to plumb the depths of the subject.

2) Research Design Approaches

Any researcher would need an understanding of the research design types to see which is more appropriate for the study or which one brings to fruition the most accurate results. To do this, there are three broad ways to approach the design, as we will discuss below.

a) Quantitative

The first approach is to design the research using a quantitative perspective. This approach best suits a research goal where actionable insight is tied to a statistical conclusion. As the name implies, the quantitative approach frames numbers as a representation of data. Because numbers are objective, a quantitative approach is necessary, for example, in making data-driven business decisions where margins of profits turn on the most minute of details and/or figures.

Often called a "top-down" approach (Burney, 2008), it involves taking away the parts from the general to the specific. This way, the researchers arrive at a conclusion based on the premises or the available facts. Because quantitative data also tend to be voluminous, statistical software and other services are used to analyze them, the most popular of which are illustrated below.

Objectivity is highly prized in a quantitative approach to research. As a result, researchers go to great lengths so that the results of their research are untarnished by their own presence, behavior, or expectations. One such way to do so is by self-examination such that their methods or conclusions are free of unwarranted biases or presumptions. A quantitative approach to research must mean that the design itself must account for and/or control external variables; they can never be eliminated completely, and as such must be acknowledged in the interpretation of the findings. A basic example would be the process of registering a business name: check availability first to avoid duplicates, which impede the likelihood of achieving natural outcomes.

In order to approach a design with quantitative intent, researchers often start with one or more hypotheses and the relationships between the variables they want to investigate. The design must also factor in stricter forms of methodology and tools used to measure and validate the collected data, a clear plan of action, a statistical procedure to analyze data, and a valid way to present these results.

b) Qualitative

A qualitative approach, on the other hand, to research sets out to determine a relationship between collected data and

observations. As it is about recording, analyzing, and discovering the web of interconnectedness that underpins related subjects, it generates a plethora of raw data, whether obtained through statistical means or otherwise. This nature of a qualitative approach thus lends itself well to exploratory research (Blaikie, 2009).

Unlike quantitative approaches, a qualitative approach is its opposite. It uses an inductive way of approaching the conclusion of the study. Also called a "bottom-up" approach, it infers meaning or looks for patterns on the basis of the data that they have collected.

Qualitative research is employed extensively in the social sciences. It is concerned with observing and uncovering the social constructs that human societies are framed in and looks at the significance of the human experience in the lens of beliefs, behaviors, and emotions. A qualitative approach is, thus interested in gaining an understanding of what works as the participant sees and feels it (that is, subjectively).

While qualitative research also uses some form of quantitative analysis, the way it collects data allows for greater freedom. Unlike quantitative methods that gather and collate data in computer-readable forms to be crunched at a later time, qualitative approaches record data in textual format from

observation and interaction with the subjects. In addition, the methods used vary wildly, with open-ended, exploratory, and wide-ranging processes and little, if any, assumptions on the part of the researchers so as to make the data pristine and as accurate as possible.

Ultimately, quantitative and qualitative methods should not be considered as strict, divergent dichotomies, opposites, or categories. Rather, they should be seen as representing distinctive ends on a continuum or large system (Creswell, 2015). For instance, a research work tends to be more quantitative than qualitative or the other way around (Creswell & Creswell, 2018).

c) Pragmatic

Aristotle himself probably initiated the first pragmatic approach to research (Teddlie, 2008), though this is more of a proto-mixed method. A true pragmatic researcher, instead, uses any or both approaches to research design as fits the scope of the study and the questions it seeks to answer.

True to its name, the pragmatic approach cares nothing about which approach is better or in the philosophical ramifications of choosing one over the other. Instead, it uses the method that appears to best suit the task at hand. As a result, pragmatists use whatever tools, reasoning, and techniques that are appropriate

to the situation without worrying over what kind of approach they are doing. Central to this idea is that they recognize that each approach has its attendant pros and cons, but they can be complementary as well.

Data that pragmatists collect this way are measured and analyzed using the appropriate manner (for example, a qualitative literature review is examined qualitatively, while a statistical survey is done quantitatively). The advantage, however, is that data can be converted between these two measures (especially qualitative to quantitative).

B. PREVIOUS STUDIES

This chapter discusses the reviews from the previous study of other researchers. It reviews the similarities and the differences with the proposed research topic. It also discusses the values contained in it and which can support the research. In accordance, the researcher found some studies that related to this research.

First previous study from Lestari (2020) with entitled "*An Analysis of Students' Difficulties in Writing Undergraduate Thesis at English Education Program of Muhammadiyah University of Bengkulu.*" The objectives of this research are: 1) To find out the undergraduate students' Difficulties In Writing Thesis at The English Study Program of Muhammadiyah University Bengkulu (UMB) in Academic Year 2018-2019, and 2) To find out the most difficult variable they faced in writing

theses. The design of this research is descriptive quantitative research. 74 students of the Seventh Semester Students of English Education Study Program of Muhammadiyah University of Bengkulu in the Academic Year of 2018-2019 took part in this study. The design of this research is descriptive quantitative research because, in this research, the researcher described the Undergraduate Students' Difficulties at Seventh Semester in Writing Thesis at the English Education Study Program of Muhammadiyah University Bengkulu Academic Year 2018-2019. The results of this research was found that the students' difficulties in writing thesis were related to 1) Difficulties dealing with students' English proficiencies; 2) Difficulties dealing with students' time management; 3) Difficulties dealing with co-advisor relationship, students' plagiarism, students' personalities, the big number of supervised students and advisor workload; 4) Difficulties dealing with students' research methodology; 5) Difficulties dealing with students' research topic; 6) Difficulties dealing with students' motivation; and 7) Difficulties dealing with students' attitude.

The researcher choose this research because there are similarities with the researcher thesis, both of them use descriptive qualitative as the research design and two of them also analyze the difficulties in writing thesis. While, the difference between the previous study with this research is the previous study takes seventh semester students but this researcher choose eleventh semester. Beside that, the previous study is located in

Muhammadiyah University of Bengkulu while this research located in Raden Mas Said University of Surakarta.

Second previous study is taken from Puspita (2019) entitled *Factors Affecting Students' Difficulties in Writing Thesis : A Mixed-Methods Research at Eighth Semester of English Study Program in IAIN Curup.*”

The aim of this researcher is to find the students' difficulties in writing thesis. In this study, the researcher used mixed-methods study. The data showed significant finding (1) there are 82% or 40 students have difficulties in personality factors. (2) There are 83% or 41 students have difficulties in sociocultural factors. (3) There are 86% or 42 students have difficulties in linguistic factors. From the three factors, it is concluded that linguistic factor is the highest difficulties face by English students. The interview result showed that the first factor is personality factors. They were lack of confidence in deciding the thesis topic and in writing a proper literature review. The second, Sociocultural factors that covered in have an understanding about the culture department of the university regarding the format of thesis writing. Finally, the third factor is linguistic factors. They were difficult in paraphrasing sentences from the source to the thesis writing.

The researcher choose this research because it has similarity, both of them analyze the difficulties in writing thesis. While the differences from the previous study with this research are the previous study uses mixed-method study then this study uses descriptive qualitative method. Beside

that this research not only analyze the difficulties factors in writing thesis but also gives the solutions for the difficulties that faced by the students.

The next previous study is coming from Armia (2022) with entitle “*The Difficulties in Writing Thesis Proposal Faced by English Education Students of UIN Raden Mas Said in The Academic Year of 2021/2022 .*”

The objectives of this research are to investigate the student’s difficulties in writing thesis proposal and the factors that influence in writing thesis proposal. This study uses descriptive qualitative as research method. The result from research showed that most of the students still have difficulties in writing thesis proposal. The major difficulty faced by the students in writing thesis proposal were : background of the study, review on theory, references, and the trustworthiness. Beside that the factors that caused the difficulties in writing thesis proposal were : motivation (Psychological factor), Inhibition (Psychological Factor)), Communicative Competence (Sociocultureal Factor), and last was Sosial Distance (Sociocultural Factors).

Based from the explanation, the researcher choose this research because it has the similarity. Both of them uses descriptive qualitative as the research method. While the diffrence for the previous study with this researcher is the previous study analyze the dificulties in writing thesis proposal, while this research analyze the difficulties in writing thesis.

The last previous study is from Atin Kurniawati and Atmojo (2022) with entitled “*EFL Thesis Writing Anxiety: Causes, Effects, And Coping*

Strategies.” The aim of this study is to explore how thesis writing anxiety causes delay in thesis writing completion along with its coping strategies. This study also generates fruitful implications and insightful recommendations for graduate students, thesis supervisors, and graduate program stakeholders to optimally encounter this urgent issue. The results suggest that thesis writing anxiety was caused by family and financial problems, full-time working duties and poor time management, as well as unpleasant administrative staff services. Thesis writing anxiety empirically affected thesis writing completion in terms of thesis writing procrastination as well as lack of confidence and feeling worried of making mistakes. Successful coping strategies include identifying problems and seeking solutions, establishing mutual communication with thesis supervisors and workplace stakeholders, as well as maintaining self-motivation. Practical implications and suggestions for further studies are also discussed.

The researcher choose this thesis as previous study because both of the studies are researching about thesis writing and is located in Raden Mas Said University of Surakarta. Then, diffrence this previous study with this researcher is the previous study focus on anxiety causes delay in thesis writing completion along with its coping strategies while this research focus on the difficulties and the factors causes in writing thesis. Beside that the previous study using narrative inquiry method as research method, then this research uses descriptive qualitative as research method.

Table 2.1. Table of Previous Study

No.	Title of Previous Study	Similarities	Differences
1.	<p><i>“An Analysis Of Students’ Difficulties In Writing Undergraduate Thesis At English Education Program Of Muhammadiyah University Of Bengkulu.”</i></p> <p>Dwi Monica Lestari (2020)</p>	<p>both of them use descriptive qualitative as the research design and two of them also analyze the difficulties in writing thesis.</p> <p>While, the difference between the previous study with this research is</p>	<p>the previous study takes seventh semester students but this researcher choose eleventh semester. Beside that, the previous study is located in Muhammadiyah University of Bengkulu while this research located in Raden Mas Said University of Surakarta</p>
2.	<p><i>Factors Affecting Students’ Difficulties In Writing Thesis : A Mixed-Methods Research At Eighth</i></p>	<p>both of them analyze the difficulties in writing thesis.</p>	<p>this research are the previous study uses mixed-method study then this study uses</p>

	<p><i>Semester Of English Study Program In Iain Curup.”</i></p> <p>Cyntia Puspita (2019)</p>		<p>descriptive qualitative method. Beside that this research not only analyze the difficulties factors in writing thesis but also gives the solutions for the difficulties that faced by the students.</p>
3.	<p><i>“The Difficulties In Writing Thesis Proposal Faced By English Education Students Of UIN Raden Mas Said In The Academic Year Of 2021/2022 .”</i></p> <p>Hani Vian Armia (2022)</p>	<p>Both of them uses descriptive qualitative as the research method.</p>	<p>the previous study with this researcher is the previous study analyze the difficulties in writing thesis proposal, while this research analyze the difficulties in writing thesis</p>

4.	<p><i>“EFL thesis writing anxiety: Causes, effects, and coping strategies.”</i></p> <p>Atin Kurniawati and Arief Eko Priyo Atmojo (2022)</p>	<p>both of the studies are researching about thesis writing and is located in Raden Mas Said University of Surakarta.</p>	<p>this previous study with this researcher is the previous study focus on anxiety causes delay in thesis writing completion along with its coping strategies while this research focus on the difficulties and the factors causes in writing thesis.</p> <p>Bdeside that the previous study using narrative inquiry method as reseach methon, then this reseach uses descriptive qualitative as reseach method.</p>
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CHAPTER III

RESEARCH METHODOLOGY

The purpose of this chapter is to discuss how the research is conducted. This chapter is broken down into some sub-headings including research design, research setting, subject of the research, data and source of the data, techniques of data collection, techniques of data analysis and trustworthiness of the data.

A. Research Design

This study, the researcher used the descriptive qualitative method that describes phenomenon from the data analysis out of which a researcher's conclusion will be drawn. According to Creswell in Sugiyono (2014: 347) qualitative research is exploring and understanding the meaning individual or group assigned to a social or human. Since the current study was investigated a process which involved human behavior in the natural setting, this study used descriptive qualitative. The use of descriptive research is based on its meaning, which was to describe the teaching and learning in a course factually and accurately. There were many procedures in employing qualitative descriptive method. The researcher collected the data, then classified them, and finally drew conclusion the data (Sugiyono, 2009). In this study, the researcher used descriptive qualitative researcher that focus on the analysis of students' difficulties in writing thesis on eleventh semester at English Language Education Study Program of UIN Raden Mas Said Surakarta. The researcher used descriptive qualitative with the direct observation, interview and questionnaire.

B. Research Setting

1. Place

This study was conducted in Raden Mas Said Islamic University of Surakarta. It was located on Jl. Pandawa, Dusun VI, Pucangan, Kartasura, Sukoharjo, Jawa Tengah. In this study, the researcher analyzed the English Language Education Study Program class of in eleventh semester about the difficulties in writing thesis. The researcher takes 20 respondents to collect the data, the respondent is voluntarily.

2. Time

The pre-research was conducted in August 2023. The researcher collected the data on November to take the data with interview and questionnaire. The research schedule will be explained in the table below:

Table 3.1. The Research Schedule

No.	Activities	August 2023	September 2023	October 2023	November 2023	December 2023
1.	Pre-Research					
2.	Making Proposal					
3.	Proposal Seminare					
4.	Collecting Data					
5.	Analyze the Data					
6.	Writing Thesis					
7.	Munaqosh					

C. Research Subject and Informant

Individual that participate in research called as a research subject. Information (or 'data') was collected from or about the individual to help answer the question under study. In qualitative research, the researchers selected the subject based on the subjects' knowledge which was capable to answer the question.

The research entitled "An Analysis of Students' Difficulty Factors in Writing Thesis on Eleventh Semester at English Language Education Study Program of Uin Raden Mas Said Surakarta in Academic Year of 2022/2023." The subject of this research are students in eleventh students of UIN Raden Mas Said Surakarta. The researcher choose English Language Education Study Program students in eleventh semester. The researcher choose eleventh semester because students struggle in writing thesis. The researcherer decided to conduct the reseacher in UIN Raden Mas Said Surakarta because it was one of the islamic university which has great progress ,intelect students and professional educators.

Based on the explanation above, the researcher would to know the difficulties in writing thesis that experienced by the students at eleventh semester. Beside that, this study also found out the factors that make students feel diffiult in writing thesis at eleventh semester.

D. Data and Source of Data

Based on Lofland (in Moleong, 2010: 157) that the main data sources in qualitative research were words and actions, the rest was additional data such as documents and others. This data of this study was field note of observation, deep interview with the English tutors, open questionnaire, and documentations. The researcher conducts deep interview with English students of eleventh semester to know the difficulties in writing thesis and found out difficulty factors faced by English students of eleventh semester in UIN Raden Mas said Surakarta.

The source of this study was all of the English students of eleventh semester in UIN Raden Mas Said Surakarta. Beside that, the students did the close-ended questionnaire to know the difficulty factors in writing thesis, then students do interview to know the difficulty that experienced by them.

E. Research Instrument

Based on Arikunto (2010) in order to facilitate the researcher, research instrument was chosen as assisting tool to collect the data. The instrument in this study is the researcher herself. Researcher used a structured interview guide and a voice recorder to do the interview. After the entire interview, data was collected and the researcher described the data. The researcher used a cell phone to record the interview and took notes as well. Then, the interview's outcome was from the recording and note taking would be merged and presented. There were some questions that the interviewee asked to the students. The question was organized by the researcher based on the facts

needed to complete the investigation. In which the researcher functions to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusion.

The next research instrument was questionnaire. For answering the research question, the researcher will make the questionnaire based on the theory from Brown which the researcher used to know the first research question “what are the students difficulties in writing thesis”. The questionnaire was close-ended questionnaire that consist of 28 questions related the students difficulty factors in writing thesis.

Table 3.2. Questionnaire of The Students’ Difficulties in Writing Thesis

FACTORS	STATEMENTS	SA	A	U	D	SD
Personality Factor	1. I feel I difficult in deciding the topic of my thesis					
	2. I found difficulties in deciding the title of my thesis					
	3. I feel confuse because a lot of ideas in writing my Thesis					
	4. I have financial problem during the thesis writing					
	5. I am difficult to write a thesis as best as I can whether it is right or wrong					
	6. I feel I afraid of making mistakes while doing					

	writing a thesis					
	7. I feel self-doubt in writing a thesis					
	8. I feel I frustration in writing a thesis					
	9. I am not being awareness of the current issues toward my thesis writing					
	10. I have problem in identifying of some issues related to the thesis writing					
	11. I feel not being critical about some issues regarding the thesis writing					
	12. I am difficult to choose one phenomenon that suit with my thesis because I have a lot of ideas.					
	13. I don't have intrinsic motivation toward the thesis writing					
	14. I dont't have extrinsic motivation in writing a thesis					
Sociocultural Factor	15. I am difficult in discussing about the thesis writing with undergraduate students.					
	16. I feel uncomfortable in communicating with undergraduate students about writing a thesis					
	17. I feel discouraged in discussing about the thesis writing with advisor					

	18. I feel I difficult to understand about the advisor advice to write a thesis					
	19. I do have problem in understanding about the rules in writing a thesis.					
	20. I found difficulties to make the correct structure for writing thesis.					
	21. I am difficult in having knowledge about the roles of the social context related on the study of thesis writing					
	22. I found difficulties in maintaining communication through speech styles on the thesis writing					
Linguistic factor	23. It feels difficult in minimalizing the error of the grammar on my thesis writing					
	24. I feel incompetent in paraphrasing sentences from the sources to my thesis writing					
	25. I have difficult in knowing which grammar use that suppose tobe deleted, replaced, supplied and reordered on my thesis writing					
	26. I feel I difficult in deciding which set of linguistic units that have to be deleted, replaced, supplied and reordered on my thesis writing					

Research	27. I am difficult in deciding types of research design to use in writing thesis`					
Design	28. I feel it's difficult in deciding approaches of research design to use in writing thesis					

(Adaptation From Cyntia Puspita : 2019)

F. Technique of Collecting the Data

The data collection techniques used in this research were questionnaire and also interviews. Here will explain the description of each data collection technique, as follows:

1. Questionnaire

According to Ary (2010), questionnaire was an instrument in which respondents provide written responses to questions or mark items that indicate their responses. In this research, the researcher uses questionnaire to collect the data, because by using questionnaire, the answer will be well organized. According to Cresswell (2012), there are three types of the questions:

- a. Close-ended question is the researcher poses a question and provides pre-set response options for the participant
- b. Open-ended questions are questions for which researchers do not provide the response options; the participants provide their own responses to questions.

- c. Semi-closed-ended questions: This type of question has all the advantages of open- and closed-ended questions. The technique is to ask a closed-ended question and then ask for additional responses in an open-ended question.

The researcher used close-ended questionnaire. The questionnaire was used to find out the student's problems in writing thesis. The questionnaire was adopted based on blueprint of questionnaire the students' difficulties in writing thesis, which covers 28 number of questionnaire. Then the data collection processed by using questionnaire were as the questionnaire was given to the English studnets on 11th semester at UIN Raden Mas Said, collecting the questionnaire, the questionnaire analyzed according to the theories, the questionnaire tabulated and analyzed based on percentage formula by Likrt Scoring.

Table 3.2. Blue Print Questionnaire of The Students' Difficulties in Writing Thesis

No	Factors	Indicators	Number of Questionnaire
1	Personality Factor	a. Self Esteem	1,2,
		b. Inhibition	3,4
		c.Risk Taking	5,6
		d. Anxiety	7,8
		e. Empathy	9,10
		f.Extroversion and introversion	11,12

		g. Motivation	13,14
2	Sociocultural Factors	a. The social Distance among undergraduate students	15,16
		b. The social distance between undergraduate students and their tutors	17,18
		c. The culture in the language classroom of the undergraduate students	19,20
		d. The communicative competence	21,22
3	Linguistic Factor	a. Domain error analysis	23,24
		b. Extent error analysis	25,26
4	Research Design	a. Types of research design	27,28

2. Interview

According to Ary (2010), the interview is one of the most generally used and basic methods for obtaining qualitative data, and it is used to collect the data from people's opinions, beliefs, and feelings about situations in their own words. So, the researcher uses interview as another instrument to get more information about students' difficulty factors in writing thesis. Interview techniques using in this research was in-dept interview, where the interview would be used to get the data statement to make the questionnaire strong point concern to the factors causes students problems in writing thesis.

Table 3.3. The Interview Guidance by Blueprint

Factors	Questions
Personality Factor	<ol style="list-style-type: none"> 1. Do you have any difficulties in deciding the topic of your thesis ? To what extend ? 2. Do you have any difficulties in writing good thesis as best as you can ? Why ?
Sociocultural Factor	<ol style="list-style-type: none"> 3. Do you have any difficult in discussing about the thesis writing with undergraduate students? Why ? 4. Do you have any difficulty in comunicating with your advisor while discussing your thesis? Why?
Linguistic Factor	<ol style="list-style-type: none"> 5. Do you have any difficulties in paraphrasing sentences from the sources to your thesis writing ? To what extend ? 6. Do you have any difficulty in minimalizing the error of grammar on your thesis? Why?
Reseach Design Factor	<ol style="list-style-type: none"> 7. Do you have any difficulty in deciding types of research design to use in thesis writing? Why? 8. Do you have any difficulty in deciding approaches of research design in writing thesis? Why?

G. The Trustworthiness of the Data

According to Moleong (2016: 324), to reach the trustworthiness data there are four criteria: credibility, dependability, transferability, and conformability. In this study, the researcher focused only on credibility, dependability, and conformability as tools to check the trustworthiness of the data. Data credibility is the method of establish the credibility of study and the interpretation of the study to get the best result from the data. In this study, the researcher used triangulation method to show the credibility of the study.

In this study, the researcher used technique of data triangulation. There are several methods of triangulation, and review informant to examine the credibility of data.

1. Data triangulation

In collecting the data in this study the researcher used some sources. Some of the data such as document (field note from the observation, questionnaire, textbook, and interview) and informants (students)

2. Method triangulation

To get the same data the researcher used the dissimilar method. The method of collecting data used by researcher like interview and questionnaire. The researcher look completed the result of data by conducting the direct interview and questionnaire.

3. Review informant

As the verification of the data credibility review informant is needed in this research. When the researcher has got enough data but it is possible there are some mistakes data, so it is good to re-communicate the data credibility gotten from the informant.

The researcher used method triangulation, researcher used various data collection technique to obtain data from the same source and then combine to form a conclusion. In this case, the researcher do observation, interviews, and questionnaire of the score to obtain the valid information about students' difficulties in writing thesis on eleventh semester at UIN Raden Mas Said Surakarta.

H. Technique of Analyzing the Data

Based on the Miles and Huberman theory, the data analysis consists of four steps: data reduction, data display, conclusion drawing, and verification. This process is called as interactive analysis. The explanation of the steps as follows:

1. Data Reduction

Data reduction is concerned with the process of selecting, focusing, simplifying, reducing, and organizing the data that has been collected. At this step, the data that has been obtained were organized and the irrelevant data were discarded. In this step, the researcher focused on the students' difficulty factors in writing thesis. After the researcher get the data by questionnaire and interview, the researcher selecting, focusing, and

organize the data that suit with the research question. Then, the researcher simplifies and reduces the data that will use in this study.

2. Data Display/Description

Data display deals with providing an organized, compressed, assembly of information that allows conclusion drawing. A display can be in the form of texts, graphs, diagrams, charts, matrices, or other graphical formats. In this study, the researcher will display the data in the form of table and graphical for the questionnaire and descriptions for the data interview. The researcher displayed the data about the students' difficulty factors in writing thesis.

3. Conclusion Drawing/Verification

Conclusion drawing involves moving back to consider what the analyzed data mean and to assess whether the data findings fit the objectives of the study. According to Miles & Hubberman (1994: 11), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. The conclusions, then, verified by revisiting the data as many times as necessary.

Beside that the researcher also using questionnaire to analyze the data. A questionnaire is a set of question for gathering information from individuals.

Based on Taylor Power (1998) a questionnaire can be spread out by mail, telephone, as handout, uses face-toface interviews, or electronically. In this study, the questionnaire is the main instrument to collect the data. Questionnaire is technique for collecting data by giving a group of question or written question to the respondent to be answered.

In this research, the questionnaire was close-ended questionnaire. It means that respondent answered the question based on the answers provided that was prepared by the researcher. The questionnaire that was used for knowing a research question the researcher decided to use closed-ended questionnaires with designed by Likert Scale. According to Kinear as cited in Arif stated that Likert Scale is the most common scale that is used in masuring attitude, opinion and perception of respondents toward subject. The researcher will give the respondent five options to answer the questionnaires. The answer will be guided by Strongly Agree, Agree, Uncertain, Disagree And Strongly Disagree in every question of questionnaire. It is the easiest form of questionnaire for the respondent in terms of responding it. Here, the 5 choice response format of questionnaire consisted are :

Table 3.2. Likert Scoring

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

The score would be analyzed by this formula:

$$P = F/N \times 100\%$$

P = Percentage

F = Frequency

N = Sum of Students

(Sugiyono, 2017 : 135)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to present the results focused on the students' difficulty factors in writing thesis on eleventh semester in Raden Mas Said State Islamic University of Surakarta. There is one term of research finding in this research. The result is about the students' difficulty factors in writing thesis on eleventh semester in Raden Mas Said State Islamic University of Surakarta.

A. Research Findings

In the findings presented deal with the result of the students' difficulty factors in writing thesis. The researcher got the data from the questionnaire and also interview. The questionnaire consisted of 28 items, 8 items of interview question. The respondents were 20 students of English Departemen in the Eleventh Semester of Raden Mas Said State Islamic University of Surakarta. The researcher concluded the difficulty factors students' faced in writing thesis refers to the external factors such us psychological, sociocultural factors and linguistic factors.

1. **Questionnaire Findings of Students' Difficulty Factors in Writing Thesis on Eleventh Semester of English Language Education Study Program in Raden Mas Said State Islamic University of Surakarta In Academic Year of 2022/2023**

This questionnaire provided five possible responses. The respondents should choose one of five alternative responses for each item : Strongly

Agree (score 5), Agree (4), Uncertain (3), Disagree (2), and Strongly Disagree (1). The scale was based on the score from the theory of Sugiyono (2017). Then the students' responses in the questionnaire was about students' difficulty factors in writing thesis were tabulated in the percentages of each statements from student's and presenting in table and chart.

The Percentage (%) was the result of data collected from the students' response. To find out the percentage, the researcher used percentage formula. Frequency divided of total numbers of the students, and then multiplied 100%. .For more clearly it can be seen :

Table 4.1. Likert Scoring

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

$$\text{Max score} = 5 \times N$$

$$X = ((f1 \times 5) + (f2 \times 4) + (f3 \times 3) + (f4 \times 2) + (f5 \times 1))$$

$$P = F/N \times 100\%$$

Note :

N = Total

X = Total Frequency of Likert Scoring

P = Percentage

F/f = Frequency

a. Personality Factors

The personality factors was the factors that related to the writer internal factors. The psychological factors of students can be recognized from the emotional factors of students. Brown believed that the personality factors of students can be identified from the affective factors of the students. From the table beow showed the percentages of students' difficulties in personality factors, the researcher made 14 items for questionnaire of them. The respondents should choose on of five alternative responses for each item: Strongly Agree (score 5), Agree (4), Uncertain (3), Disagree (2), and Strongly Disagree (1). This table investigate about percentage of students' difficulties of personality factors in the 16 item. The table was tabulated below:

Table 4.2. Precentage of Personality Factors

FACTOR	STATEMENTS	FREQUENCY					Total Score (%)
		SA	A	U	D	SD	
Personality Factor	1. I feel difficult in deciding the topic of my thesis	10	3	5	2	0	81%
	2. I feel difficult in deciding the title of my thesis	11	5	3	1	0	86%
	3. I feel confuse because a lot of ideas in writing my Thesis	6	7	2	5	0	74%
	4. I have financial problem during the thesis writing	5	2	1	9	3	57%
	5. I feel difficult to write a thesis as best as I can whether it is right or wrong	5	8	3	2	2	72%

6. I feel afraid of making mistakes while doing writing a thesis	5	8	5	2	0	76%
7. I feel self-doubt in writing a thesis	7	7	5	1	0	80%
8. I feel frustration in writing a thesis	7	5	6	2	0	77%
9. I am not being awareness of the current issues toward my thesis writing	8	6	2	4	0	78%
10. I have problem in identifying of some issues related to the thesis writing	4	10	4	2	0	76%
11. I feel not being critical about some issues regarding the thesis writing	5	5	5	5	0	70%
12. I feel difficult to choose one phenomenon that suit with my thesis because I have a lot of ideas.	5	6	5	4	0	72%
13. I don't have intrinsic motivation toward the thesis writing	6	1	3	6	4	59%
14. I don't have extrinsic motivation in writing a thesis	5	3	4	4	4	61%
Mean						73 %

1) Self-Esteem

Based on the table above for the item 1 (in deciding the topic of my thesis) the students who answer Strongly Agree were 10 students. After that, the students who answered Agree were 3 students. And then, the students who answered Uncertain are 5 students. For the answer Disagree were 2 students. And for the Strongly Disagree was 0 students. The result percentage for the item number 1 was 81%. The item number 2, the

students who answered strongly agree there were 11 students, for the students who answer agree were 5 students, then the students who answer undecided were 3 students. After that, the students who answer disagree were 1 student and the students who answer strongly disagree there were 0 student. The result percentage of the statement number two was 86%.

2) Inhibition

The statement number 3, the students who answer strongly agree there were 6 students. After that the students who answer agree were 7 students. For the students who answer undecided were 2 students. Then, the students who answer disagree were 5 students. And for the students who answer strongly disagree were 0 student. For the percentage was 74%. After that, the statement number 4. The students who answer strongly agree were 5 students. For the students who answer agree were 2 students. Then, the students who answer undecided there were 1 student. The students who answer disagree there were 9 students. And for the students who answer strongly disagree there were 3 students. For the percentage was 57%.

3) Risk Taking

The statement number 5, the students who answer strongly agree were 5 students. After that, the students who answered agree were 8 students. And then, the students who answered uncertain are 3 students. For the answerd disagree were 2 students. And for the strongly disagree was 2 students. The result percentage for the item number 5 was 72%. The item number 6, the students who answered strongly agree there were 5 students,

for the students who answer agree were 8 students, then the students who answer undecided were 5 students. After that, the students who answer disagree were 2 student. For the students who answer strongly disagree were 0 student. The result percentage of the statement number two was 76%.

4) Anxiety

The statement number 7, the students who answer strongly agree there were 7 students. After that the students who answer agree were 7 students. For the students who answer undecided were 5 students. Then, the students who answer disagree were 1 students. And for the students who answer strongly disagree were 0 student. For the percentage was 80%. After that, the statement number 8. The students who answer strongly agree were 7 students. For the students who answer agree were 5 students. Then, the students who answer undecided there were 6 student. The students who answer disagree there were 2 students. And for the students who answer strongly disagree there were 3 students. For the percentage was 77%.

5) Emphaty

The statement number 9, the students who answer strongly agree were 8 students. After that, the students who answered agree were 6 students. And then, the students who answered uncertain are 2 students. For the answerd disagree were 4 students. And for the strongly disagree was 0 student. The result percentage for the item number 9 was 78%. The item number 10, the students who answered strongly agree there were 4

students, for the students who answer agree were 10 students, then the students who answer undecided were 4 students. After that, the students who answer disagree were 2 student. For the students who answer strongly disagree were 0 student. The result percentage of the statement number two was 76%.

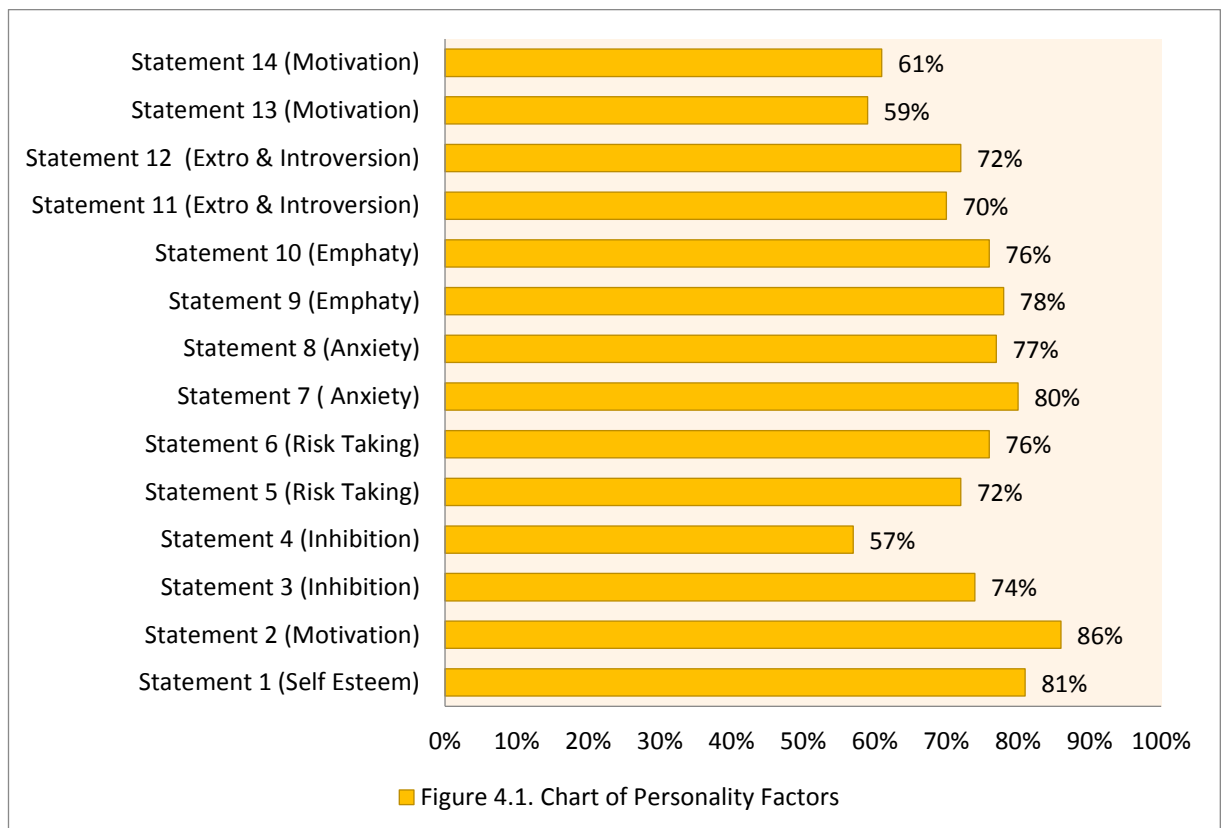
6) Extroversion and Introversion

The statement number 11, the students who answer for strongly agree there were 5 students. After that, there were 5 students who answer agree. Then, the students who answer undecided there were 5 students. For the students who answer disagree there were 5 students. And for the students who answer strongly disagree there were 0 students. And the percentage for the statement number 11 was 70%. The statement number 12, there were 5 students who answer strongly agree. For the students who answer agree there were 6 students, undecided answer there were 5 students, disagree answer there were 4 students, and 0 student for the student who answer strongly disagree. The percentage from the statement number 12 was 72%.

7) Motivation

The statement number 13 (motivation), there were 6 students who answer strongly agree, 1 students who answer agree, 3 students who answer undecided, 6 students who answer disagree and 4 students who answer strongly disagree. The percentage for statement number 13 was 59%. Next was the statement number 14 (motivation), the students who answer

strongly agree were 5 students. Then the students who answer agree were 3 students. After that, the students who answer undecided were 4 students. The students who answer disagree there were 4 students. And the students who answer strongly disagree there were 4 students. So the result percentage for the statement number 14 was 61%



From the statement personality factors the researcher displayed in chart, the most students difficult in statement number 2, it is the students difficult in deciding the title of the thesis. It is mean in personality factor the most students difficult to writing thesis is in deciding the title of thesis. In the other hand, the mean from the table is 73%, it showed that the

percentage was quite high, it means that a lot of students feel that they were difficult in personality factor.

b. Sociocultural Factors

Culture establishes for each person a context of cognitive and affective behavior, a template for personal and social existence. But we tend to perceive reality within the context of our own culture. Since language cannot be separated away from the culture, so, it is also important to analyze the difficulties in writing thesis through the eyes of the sociocultural factors. The table showed the percentages of students' difficulties in sociocultural factors, the researcher made 8 statements for questionnaire of them. The respondents should choose one of five alternative responses for each item: Strongly Agree (score 5), Agree (4), Uncertain (3), Disagree (2), and Strongly Disagree (1). This table investigate about percentage of students' difficulties in sociocultural factors in the 8 statements. The table was tabulated below:

Table 4.3. Percentage of Sociocultural Factors

FACTOR	STATEMENTS	FREQUENCY					TOTAL SCORE %
		SA	A	U	D	SD	
Sociocultural Factor	15. I feel difficult in discussing about the thesis writing with undergraduate students.	4	3	3	5	5	56%

16. I feel uncomfortable in communicating with undergraduate students about writing a thesis	3	4	6	3	4	59%
17. I feel discouraged in discussing about the thesis writing with advisor	6	6	3	4	1	72%
18. I feel difficult to understand about the advisor advice to write a thesis	5	4	5	4	2	66%
19. I do have problem in understanding about the rules in writing a thesis.	2	4	6	6	2	58%
20. I feel difficult to make the correct structure for writing thesis.	1	5	2	7	5	50%
21. I feel difficult in having knowledge about the roles of the social context related on the study of thesis writing	2	6	4	7	1	61%
22. I feel difficult in maintaining communication through speech styles on the thesis writing	2	7	6	5	0	66%
Mean						61%

1) The Social Distence Among Undergraduate Students

Based on the table above for the statement number 15 the students who answer Strongly Agree were 4 students. After that, the students who answered Agree were 3 students. And then, the students who answered Uncertain are 3 students. For the answerd Disagree were 5 students. And for the Strongly Disagree was 5 students. The result percentage for the item number 15 was 56%. The item number 16, the students who answered

strongly agree there were 3 students, for the students who answer agree were 4 students, then the students who answer undecided were 6 students. After that, the students who answer disagree were 3 student and the students who answer strongly disagree there were 4 students. The result percentage of the statement number two was 59%.

The statement number 17, the students who answer for strongly agree there were 6 students. After that, there were 6 students who answer agree. Then, the students who answer undecided there were 3 students. For the students who answer disagree there were 4 students. And for the students who answer strongly disagree there were 1 student. And the percentage for the statement number 17 was 72%. The statement number 18, there were 5 students who answer strongly agree. For the students who answer agree there were 4 students, undecided answer there were 5 students, disagree answer there were 4 students, and 2 student for the student who answer strongly disagree. The percentage from the statement number 18 was 66%.

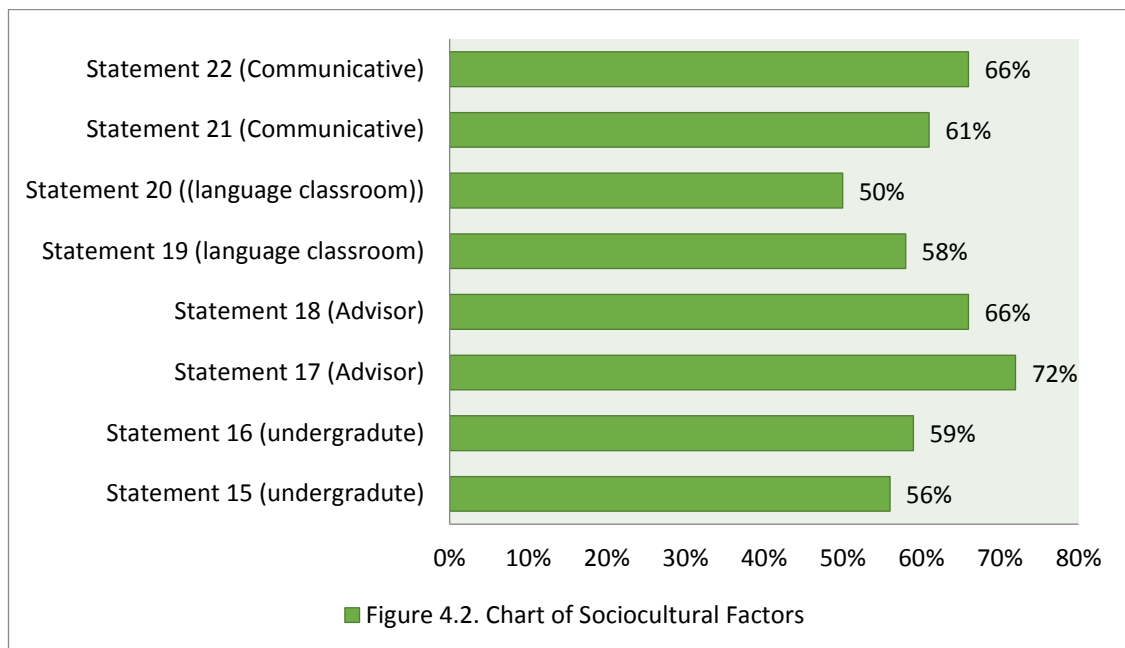
2) The Social Distance between Undergraduate Students and Their Advisor

The statement number 19, there were 2 students who answer strongly agree, 4 students who answer agree, 6 students who answer undecided, 6 students who answer disagree and 2 students who answer strongly disagree. The percentage for statement number 19 was 58%. Next was the statement number 20, the students who answer strongly agree were 1 student. Then

the students who answer agree were 5 students. After that, the students who answer undecided were 2 students. The students who answer disagree there were 7 students. And the students who answer strongly disagree there were 5 students. So the result percentage for the statement number 20 was 50%.

3) The Culture in the Language Classroom of the Undergraduate Students

The statement number 21, the students who answer strongly agree there were 2 students. After that the students who answer agree were 6 students. For the students who answer undecided were 4 students. Then, the students who answer disagree were 7 students. And for the students who answer strongly disagree were 1 student. For the percentage was 61%. After that, the statement number 22. The students who answer strongly agree were 2 students. For the students who answer agree were 7 students. Then, the students who answer undecided there were 6 student. The students who answer disagree there were 5 students. And for the students who answer strongly disagree there were 0 student. For the percentage was 66%.



From the statement sociocultural factors factors the researcher displayed in chart, the most students difficult in statement number 17, it is the students discouraged in discussing about the thesis writing with advisor. It is mean in sociocultural factors the most students difficult to dicuss the thesis with their advisor. From the table it can be showed that the mean of the socioculturl factor was in 61%. This precentage is still low, so the students not really have difficult to communicate with their undergraduate students and their advisor.

c. Linguistic Factors

This factor considered of contrasts between native and target language and the effect of the first language on a second. Then see how the era of contrastive analysis gave way to an era of error analysis, its guiding concept of interlanguage, or what is also called learner language. The questions about the effect on acquisition of input, interaction, feedback,

awareness, and error treatment will be addressed. The table showed the percentages of students' difficulties in linguistic factors, the researcher made 4 item for questionnaire of them. The respondents should choose on of five alternative responses for each item: Strongly Agree (score 5), Agree (4), Uncertain (3), Disagree (2), and Strongly Disagree (1). This table investigate about percentage of students' difficulties in linguistic factors in the 4 item. The table was tabulated below:

Table 4.4. Percentage of Linguistic Factors

FACTORS	STATEMENTS	FREQUENCY					TOTAL SCORE %
		SA	A	U	D	SD	
Linguistic factor	23. I feel difficult in minimalizing the error of the grammar on my thesis writing	6	8	2	2	1	73%
	24. I feel incompetent in paraphrasing sentences from the sources to my thesis writing	3	7	5	4	1	67%
	25. I have difficult in knowing which grammar use that suppose tobe deleted, replaced, supplied and reordered on my thesis writing	7	5	5	3	0	76%
	26. I feel difficult in deciding which set of linguistic units that have to be deleted, replaced, supplied and reordered on my thesis writing	5	7	7	1	0	76%
Mean						73%	

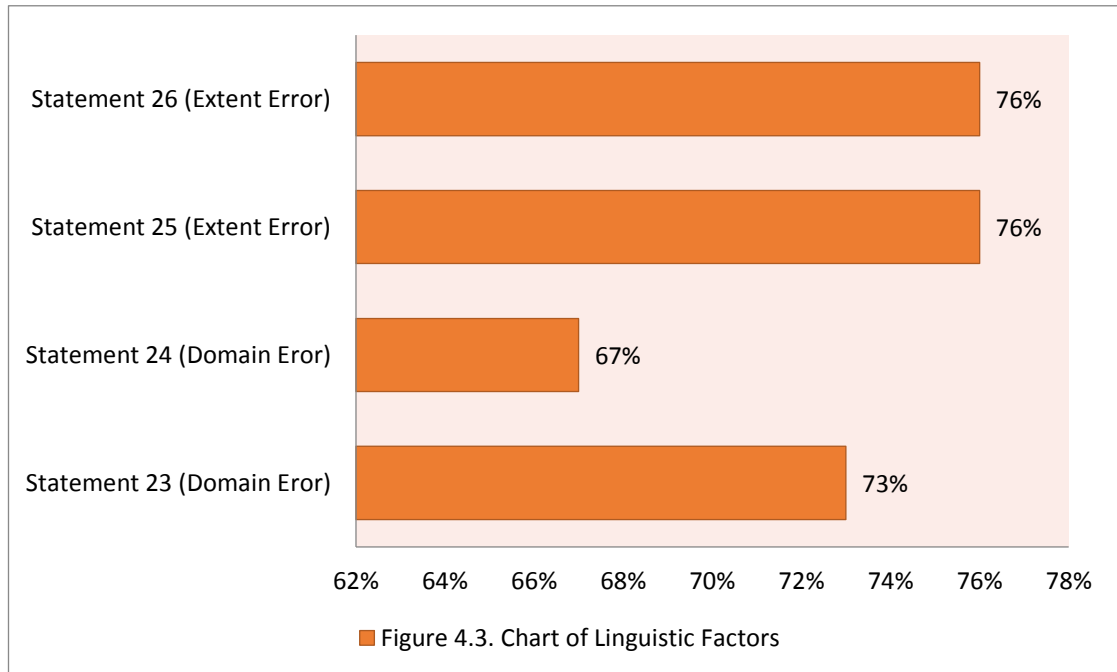
1) Domain Error Analisis

Based on the table above for the statement number 23 the students who answer Strongly Agree were 6 students. After that, the students who answered Agree were 8 students. And then, the students who answered Uncertain are 2 students. For the answer Disagree were 2 students. And for the Strongly Disagree was 1 students. The result percentage for the item number 23 was 73%. The item number 24, the students who answered strongly agree there were 3 students, for the students who answer agree were 7 students, then the students who answer undecided were 5 students. After that, the students who answer disagree were 4 student and the students who answer strongly disagree there were 1 student. The result percentage of the statement number two was 67%.

2) Extent Error Analisis

The statement number 25, the students who answer for strongly agree there were 7 students. After that, there were 5 students who answer agree. Then, the students who answer undecided there were 5 students. For the students who answer disagree there were 3 students. And for the students who answer strongly disagree there were 0 student. And the percentage for the statement number 25 was 76%. The statement number 26, there were 5 students who answer strongly agree. For the students who answer agree there were 7 students, undecided answer there were 7 students, disagree answer there were 1 student, and 0 student for the student who answer

strongly disagree. The percentage from the statement number 18 was 76%.



From the statement linguistic factors factors the researcher displayed in chart, the most students difficult in statement number 25 and 26, the students felt difficult in using grammar that suit for the writing thesis. Beside that, the students difficult to use the linguistic unit for their writing thesis. From the table above, the mean percentage of linguistic factor is 73%. It can be concluded as the high percentage, it means that the students feel difficult in linguistic factors.

d. Research Design Factor

Research design is one of the biggest contributors to the quality, relevance, and accuracy of a result. Therefore, before setting out to outline a proposal, it is always a good idea to distinguish the type of research by

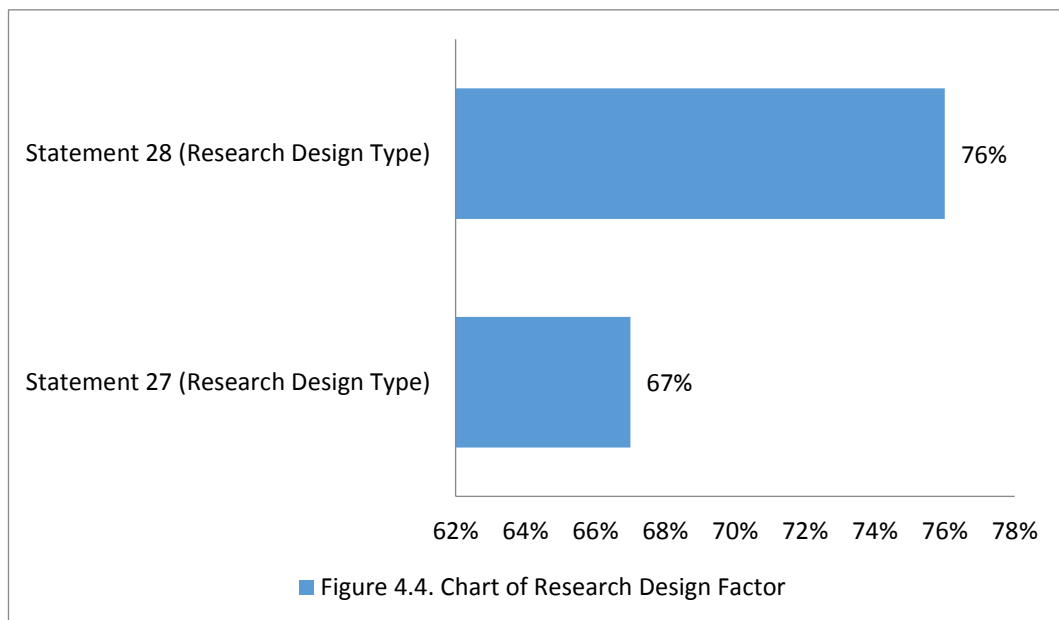
including it in the research design. The table showed the percentages of students' difficulties in research design factors, the researcher made 2 statements for questionnaire of them. The respondents should choose on of five alternative responses for each item: Strongly Agree (score 5), Agree (4), Uncertain (3), Disagree (2), and Strongly Disagree (1). This table investigate about percentage of students' difficulties in research design factors in the 2 statements. The table was tabulated below:

Table 4.5. Percentage of Research Design Factor

FACTOR	STATEMENTS	FREQUENCY					TOTAL SCORE (%)
		SA	A	U	D	SD	
Research Design	27. I feel difficult in deciding types of research design to use in writing thesis`	3	7	5	4	1	67%
	28. I feel difficult in deciding approaches of research design to use in writing thesis	7	5	5	3	0	76%
Mean							72%

From the table above, the statement number 27, the students who answer for strongly agree there were 3 students. After that, there were 7 students who answer agree. Then, the students who answer undecided there were 5 students. For the students who answer disagree there were 4 students. And for the students who answer strongly disagree there were 1 student.

And the percentage for the statement number 27 was 67%. The statement number 28, there were 7 students who answer strongly agree. For the students who answer agree there were 5 students, undecided answer there were 5 students, disagree answer there were 3 student, and 0 student for the student who answer strongly disagree. The percentage from the atement number 28 was 76%.



From statement research desin factors the researcher displayed in chart, the most students difficult in statement number 28, the students felt difficult in deciding approaches of the research for their writing thesis. It is mean that students lact of knowledge to know the approaches in writing thesis. Beside that, in the table above, the percentage of research design factor is 72% and

it is a high percentage. It can be concluded that the students still have the problem of deciding their research design.

Based on the explanation from percentages the researcher got the result of the percentage of students' difficulties in personality factors are 73%, percentage of students' difficulties in sociocultural factors are 61%, percentage of students' difficulties in linguistic factors are 73%. For the difficulty in research design factor, the percentage was 72%. And based on the explanation from chart the researcher got the result in personality factors the most difficult is in statement number 2, in deciding the title of the thesis. In sociocultural factors there was one statement that made students difficult in statement number 17, it is the students discouraged in discussing about the thesis writing with advisor. For the linguistic factors the most difficult item is in statement number 25 and 26, the students felt difficult in using grammar that suits for the writing thesis. Besides that, the students found it difficult to use the linguistic unit for their writing thesis. And the last was in research design factors there was, there was in the statement number 28, the students felt difficult in deciding approaches of the research for their writing thesis.

2. Interview Finding of Students' Difficulty Factors in Writing Thesis on Eleventh Semester of English Language Education Study Program in Raden Mas Said State Islamic University of Surakarta In Academic Year of 2022/2023

Based on the interview to the eleventh students about the difficulty factors in writing thesis that conducted on 1st December. The subject of this interview only five students. The researcher found the difficulty factors in writing thesis that faced by the students, the result will be explained below :

a. Personality Factor

The questions for the personality factor there were 2 questions that the students have to answer, the questions are :

- 1) Do you have any difficulties in deciding the topic of your thesis ? To what extend ?
- 2) Do you have any difficulties in writing good thesis as best as you can ? Why ?

Here some answers that the students given from the interview. The explanation will be explained below :

1) Self-Esteem

For the first respondent, she felt difficult to decide the topic for her thesis writing. It can be proven by her answer : *“Yes I do, I feel difficult to decide the topic for my thesis. Because **I have to know first about the new phenomena arround us before we decide the thesis topic. Beside that, it’s difficult to find unique topic because there are a lot of topics that already used by another resercher.**”*

For that answer above, first respondent feel difficult to write the thesis because she didn’t know about the new issues related the

writing thesis, beside that to find an unique or newest topic was very hard because of a lack of refences and there was a lot of topics that already used in previous reseacher. So that, many students difficult to find a topic to their thesis, and ended up with using same topic from the previous research.

In the other hand, here the answer for the seond respondent. the reseacher asked the difficulties in deciding topic of the writing thesis. The second respondent claimed that *“Yes I do. Because we have to know **first about current issues, beginning from the rules or regulations which use in certain situation.**”* From that anwer the researcher knew that the respondent also felt difficult to deciding the topic because the respondet can not update about the current phenomena that happening right now. So that, having various references was very important, it can help us to know the new issues arround us, so we will not confuse about the topic that we wanted to explained in our thesis.

After that, the third respondent also gave answer about the question about the difficulties in deciding topic in thesis writing. The third respondent said that : *“Yes, because we have to choose a topic in the field we like, **while the supevisor demoands to choose a topic that is currently updated and not widely discussed by other students.**”* From the anwer showed that the third respondent felt difficult in deciding topic because her advisor demanded to change

the topic that have to issues that happening now. In the other hand, it felt hard because a lot of topics was widely discussed by another researrcher. So that, it will be the challenged for the students to decide their topic.

2) **Anxiety**

In addition the researcher also asked about the difficulties while the students writing their thesis as best as they can. And this is the asnwer for the first respondent : *“Yes I have, I feel confused when I write the thesis. Because there are a lot of doubtful while I am writing the thesis. While writing my thesis, I feel that whatever I wrote was not enough, although I have read some references but I feel not confident about my thesis writing, then I hang up my thesis unfinished.”*

From that anwer, it can be concluded that the respondent was feel anxious with her thesis, she feel that her writing thesis there were various mistakes that make her doubtful, not confodent, and not enough with her thesis writing. However, it would be better if we tried first, so that we knew our mistake and revised our thesis to be good thesis.

3) **Risk Taking**

Then, the resercher also asked about the difficulties in writing good thesis as best as she can. The third respondent answered that she also had difficulty while writing the thesis, she claimed that :

“Yes I have. Because of a lack of understanding regarding the topic I took. The difficulty of finding unique problems is also a difficulty for me in writing my thesis and I also have difficulty finding references that are appropriate or relevant to the topic I am rising.” From the answer, third respondent also difficult to know the update phenomenon around that now happening. So that, by having many references will help researcher in deciding the newest issues that happening right now. Beside that by having various references we will find many unique topic and relevant with the topic we will rise up.

From the data interview above it can be concluded that from the 5 students there were 5 students that difficult in deciding topic (self-esteem) and there were 4 students difficult in writing good thesis as best as the student can, that can devided that there were 2 students feel anxious with their writing theisis (anxiety) and another one is 2 students not to try to writing their thesis (risk taking). So, the most anwer is in question number 1, it is mean that the students feel incapable to write thesis wether their thesis good or not.

b. Sociocultural Factor

Based on the interview conducted the questions for the sociocultural factor consist of 2 number questions, there were :

- 3) Do you have any difficulty in communicating with your advisor while discussing your thesis? Why?

- 4) Do you have any difficult in discussing about the thesis writing with undergraduate students.

Here some answers that the students given from the interview. The result will be showed below :

1) **The Social Distance Among the Undergraduate Students**

The first respondent give answer about the difficulty in discussing writing thesis with undergraduated students. The first respondent said that *“Yes, because my friends also have the same activities, like working on their thesis, so my friends are also more focused on writing their respecting thesis.”* It showed that the first respondent difficult to communicate with her friends because her friends were in the same activity by doing writing thesis, so she felt reluctant to asking about her thesis writing to her friends. It was made sense because to felt reluctant because we afraid to bother our friends for asking about our thesis. But sometimes, friends also could help if we stucked or had problems with our problem.

The second respondent said that *“No, I dont have. In my space time, I often discuss with my friends about my thesis. We also sharing each other opinions about the each other thesis to improve our thesis.”* For the second respondent, it can be seen that there was no any difficulties in discussing with their friends. It was good, because by often communicating with your friends, your friends

will help you as best they can. By sharing your problem with your friends it made your problem will be solved and also can improved your thesis writing.

2) The Social Distence Between Undergraduate Students and Their Advisor

For the first respondent, she felt difficult to communicate with her advisor for discussing her thesis writing.. It can be proven by her anwer : *“Yes, because **my adviosor was busy**, it makes difficult for me to get help with my advisor.”* From the answer, the first respondent felt difficult to communicate because her advisor always be busy. It can be one of big problem, because advisor was taking important influence about the students thesis improvement, as fast as the advisor gave feedback for guiding the students it made the students thesis finish quickly. So, the advisor have to made a space time to guide the students writing thesis.

The answer from second respondent answer that *“Yes I do. **First, I feel difficult to communicate with my advisor. Second, when we already have research concept and the advisor feels our research concept is not suit, the advisor immediately ordered to change the topic without any negotiation or disscuss first with the students.**”* From this answer showed that the respondent a lack of communication with her advisor, so there was a little change with the thesis writing with the previous. For that case, communication

was very important, by any good communication with the advisor will give positive feedback and minimalizing the the fault writing thesis.

From the data interview above it can be concluded that from the 5 respondents there were 3 students that difficult in communicating with the advisor (question 3) and there were 1 students difficult in discussing about the thesis writing with undergraduate. So, the most answer is in question number 3, it is mean that the students feel difficult to communicate with their advisor to make improvement for their thesis.

c. Linguistic Factor

Based on the interview conducted the questions for the sociocultural factor consist of 2 number questions, there were :

- 5) Do you have any difficulties in paraphrasing sentences from the sources to your thesis writing ? To what extend ?
- 6) Do you have any difficulty in minimalizing the error of grammar? Why?

The result of the interview in linguistic factor will be explained by the researcher below :

1) Domain Error Analysis

The researcher asked about the difficulty in paraphrasing sentences from the sources of writing thesis, the first respondent answer that “Yes, I have. *First, we have lack of vocabulary.*

Second, we often using Bahasa to arrange passive sentence, while in English was used in the thesis was better in using active sentences.” From that answer, the first respondent felt difficult because she had a lack of vocabulary. Beside that, first respondent also had problem with her second language, because she usually using Bahasa to create sentences. From that case, we needed to learn English as much as we could. Anytime we have space time, just try to learn English, rich the vocabulary, and started to learn grammar in English. So that, we could improved our English skill and not having much problem with our English.

After that, the researcher also gave the answer for the second respondent. the researcher also asked about the difficulties in paraphrasing sentences from sources to write their thesis. The second respondent said that *“Yes I do have. Because a lack of vocabullary that make me difficult to paraphrase the sentences. Beside that I have to back and return to the google translate only for translating the word that I feel difficult to paraphrase. So that why I answer yes I have diffidcult for this question there are many error grammar in my thesis writing.”* From the answer, the respondent also have problem with the vocabulary so that she used google to translate the word, but it made her difficult because always to turn back to the google translate. By that answer, it was so important to mastering the vocabulary, as much as we have richh

of vocabulary it will make easier to us for paraphrase the sentences for our thesis.

After that, the researcher asked the third respondent about the same question in difficulties to paraphrase the sentences from the sources in thesis writing. The second respondent claimed that *“Yes, I have. I have lack vocabulary to paraphrase the sentences. So that, I feel difficult to find another word to replace the words and organize the correct sentences. Beside that, I feel difficult to arrange the sentences become meaningful that suit with my thesis writing.”* From that answer, the respondent felt difficult because she had lack vocabulary to arrange the meaningful sentences for thesis writing.

2) Extent Error Analysis

In addition, the researcher also asked about the difficulty in minimalizing the error grammar in writing thesis. First respondent experienced the difficulties in minimalizing the grammar error, the first respondent said *“Yes I do, I have difficult in minimalizing error of grammar. Because I only check the grammatical error by asking my friend. Then, the result is the correct accuracy was not optimal.”* From that answer, the first respondent only asking her grammar problem with her friend, so the result was not accurate or correct. Because our friends knowledge was sometimes equal with other undergraduate students. So when we

have problem in grammar, we have to ask with the profesional or used some services of grammar checker. It will make us easier to minimalize our grammar error.

In any chance, the researcher asked about the difficulties in minimalizing the error grammar in writing thesis. The second respondent responded “*Yes I do. Because **I translate and arrange the sentences by myself.** So, there are many error grammar in my thesis writing.*” The second respond felt difficult in minimalizing the error grammar because she write the all sentences by herself, so that there were many mistaken in her writing thesis. It was very normal if we had trouble with our grammar, but we needed to solve that problem. We can used any profesional services to correct our error grammar.

In the other hand, the researcher asked about difficulties in minimalizing the grammar error. The rsepondent anwer that “*Yes, sometimes **I ask about grammar to my friends.** It is because I graduated from vocational school, so that my linguistic is less than my friend.*” From that answer, the respondent felt difficult because she did not understand how to minimalize the grammar error, so that she got help from her friends.

From the data interview above it can be concluded that from the 5 respondents there were 5 students that difficult in paraphrasing the sentences from the sources for writing thesis (question 5) and there

were 1 students difficult to minimalizing the error of grammar. So, the most answer is in question number 5, it is mean that the students hard to paraphrase the sentences because they were lack of vocabulary that caused their thesis were inhibited.

d. Reseach Design Factor

Based on the interview conducted the questions for the research design factor consist of 2 number questions, there were :

- 1) Do you have any difficult in deciding types of research design to use in thesis writing? Why?
- 2) Do you have any difficult in deciding approaches of research design in writing thesis? Why?

Here some interview result from the respondents. For the first respondent, the researcher asked about the difficulties in deciding types of research design that suit with the thesis writing. The first respondent answered that *“Yes I do, I have difficulties in deciding types of design, because of the less of my knowledge about the previous references that already explained while in research subject. Therefor, the students have to leran by theirsself from the various referrences like journals and articles. Beside that, **research design was not clearly enough.**”* From that answer, the first respondent claimed that she had difficult because she lack of knowledge to have references about the types of research design, so that she not understand about the reserach design that she wanted to use in her writing thesis. For

that case, by reading as much as references we could, it will help us to understand about what we needed in our thesis writing just like the type of research design that suit with our thesis writing

In other hand, the researcher also asked about the difficulties in deciding the approaches that suit with her thesis. The first respondent answer that *“No, I don’t have any problem with my approaches in deciding my approaches. Because in research subject was explained clearly. Because **it can be seen from the title or abstract in a research thesis**. From that answer, the respondent was already known about the research approaches of the thesis writing by reading some references. So that, having a lot of references was one of important aspect to know well about thesis writing. By reading references we will know what will we use and write in our thesis, including the approaches that suit with your thesis writing.*

After that, the researcher asked the same question to the second respondent about the difficulties in deciding types of research design. The second respondent said that *“No. Because **I have read the references before, so that at least I know what I have to use research design for my thesis. Beside that I also have the research material or subject in my collage.**”* From that answer, the respondent was not have any difficulties in deciding types of research design. The respondent has known about the types of research design that he wanted to use, and she also read some references that suit with her thesis writing.

In the other hand, the researcher also asked about the difficulties in deciding the approaches that suit with the thesis writing. The second respondent said that *“No I don’t. Because the material that already taught in unuversity, so that I am not confused or difficult to decide my research approach.”* From that answer showed that the respondent did not have any difficulties in deciding approaches for her thesis, because it was already taught in university, so she was not confused to use approaches that suit wit her thesis.

From the data interview above it can be concluded that from the 5 respondents there were 1 student that difficult in deciding types of their research design for writing thesis (question 7) and there were 1 student difficult to decide approaches that have to be used in their thesis. So, the most anwer is in question number 5, it is mean that the students hard to paraphrase the sentences because they were lack of vocabulary that caused their thesis were inhibited.

Table 4.6. Table of Interview Answer

No	Factors	Item	Respondent
1.	Personality	Question 1	5
	Factors	Question 2	4
2.	Sociocultural	Question 3	3
	Factors	Question 4	1
3.		Question 5	5

	Linguistic Factor	Question 6	4
4.	Research	Question 7	1
	Design Factor	Question 8	1

From the table above we can conclude that the most difficulty was in personality factor (question number 2) by reached 5 respondent that answer they had difficult in writing good thesis as good as they can. And the next high number was on linguistic factor that there were 5 respondents who answered they difficult to paraphrase the sentences from the sources which were made them difficult to finish their thesis.

B. Discussion

After all the obtained data are reported in detail as result of this research, they also need to be analyzed based on the order issues that have introduced earlier in this study. The questionnaire and interview consist of several indicators based on the theory raised by Brown.

In this part, the researcher discussed what are the factors that affecting the students' difficulties in writing thesis. The questionnaire includes four difficulties factors in writing thesis, they are: personality factor, sociocultural factor, linguistic factor, and research design factor. Based on the result of questionnaire, the researcher found all of the point about difficulties in writing thesis. That means the students do have all of the difficulties in writing thesis.

1. Personality Factors : for the personality factor the researcher devided into seven indicators, the results were a) self-esteem : statement 1 (81%) statement 2 (86%), b) inhibition : statement 3 (74) statement 4 (57%), c) risk tsaking : statement 5 (72%) statement 6 (76%), d) anxiety : statement 7 (80%) and the statement 8 (77%), e) empathy : statement 9 (78%) and the statement 10 (76%), f) extroversion and introversion :statement 11 (70%) and the statement 12, g) motivation : statement 13 (59%) statement 14 (61%). The mean of the personality factor is 73%, it means that the precentage is higher. It can be conclude that the students feel difficult in the personality factor. Beside that the researcher also give support by collect the data of interview. From the interview result 5 of 5 respondents all of them explained that they are difficult in personality factor especially in the self-esteem indicator, the students did not know about the current issues that happening right now. Then, for the anxiety the students feel confused and self-adoubt with their thesisi writing. And the las one is in indicator of taking risk. The students feel not confident about what they wanna write in their thesis, so that they not try again to finished their thesis.
2. Sociocultural factor : for the sociocultural factor, the researcher found out four indicators, will be showed that a) the social distance among the undergraduates students : statement 15 (56%) and the statement 16 (59%), b) the social distance between undergraduate students and their advisor : statement 17 (72%) and the statement 18 (66%), c) the culture

in the language classroom of the undergraduate students : statement 19 (58%) and the statement 20 (50%), d) the communicative competence : statement 21 (61%) and the statement 22 (66%). The mean of the sociocultural factor is 61%, it means low percentage. So a lot of students still can communicate well with their advisor. In addition, the researcher also conducted the interview to support the data. The results are 3 respondents are difficult to communicate with their advisor and 1 respondent is feel difficult to discuss among the undergraduate students. From the interview above, it can be conclude that the students are difficult to communicate with their advisor but they can be easily discuss with their friends if they are having problems with their thesis writing.

3. Linguistic factor : for the linguistic factor the researcher decided on 2 indicators, a) domain error analysis : statement 23 (73%) and the statement 24 (67%), b) extent error analysis : statement 25 (76%) and the statement 26 (76%). So the higher percentage is on statement number 25 and the 26 (extent error analysis), the percentage is 76%. It means a high percentage, it can be conclude that students difficult in linguistic factor especially in using grammar and linguistic units. The mean of the linguistic factor is 73%, it is a high percentage. It means that the students feel difficult in the linguistic factor. In the other hand, the researcher also conducted the interview with 5 respondents. The results showed that all of 5 respondents are feel difficult to paraphrase the

sentences from the sources to write their thesis and there are 4 respondent are feel difficult to minimalize their error grammar. from the interview result, it can be conclude that may studentseel difficult in linguistic factor, futhermore in the parahrase sentences and minimal the grammar error.

4. Research design factor : in the research design factor the researcher found one indicator is about the type of research design, for the statement number 27 (67%) and the statement number 28 (76%). From that precentage, the highest difficulty factor in research design is in the statement number 28 with the precebtage 76%. The mean of the research design factor is in 72%. It means the precentage is quite high, so there are many students tahat difficult in decideng the research design that they wanna use. Beside that, the researcher also gave the interview result to support the data. The interview results are there is 1 respondent difficult in deciding the type research design and there is 1 respondent that student difficult to deciding the approaches that the wanna use in their thesis writing. From the interview result, it can be conclude that the students are already know about the research design that they want to use.

From that explanation above we can conclude that from the personality factor the data shows that's 73%. Second, students' difficulties in sociocultural factors the data shows 61%%. Third, students' difficulties in linguistic factors the data shows 73%%. And last, students' difficulties

factor in reseach design, the data showed 72%. Based on the test result, the researcher concludes that the most difficult feature in writing thesis is students' difficulties in personality factors and linguistic factors due to the fact that the percentage is the highest. The indicator for the personality factor that the studens difficult in deciding the title of the thesis. Then, for the linguisttic faactor , the students felt difficult in using grammar that suit for the writing thesis. Beside that, the students difficult to use the linguistic unit for their writing thesis.

After that, the researcher compared the result of this study with other previous studies. First, it was coming from Puspita (2019) the title was "*An Analysis Factors That Affecting Students' Difficulties in Writing Thesis (A Mixed- Methods Research at Eighth Semester of English Study Program in IAIN Curup).*" The result of the first previous research showed that linguistic factor was the highest difficulties face by English students, it can be proven by the highest precentage of linguistic factor was 86%. The second previos study was from Asisa (2021) the title was "*The Analysis Of Students' Problems on Writing Thesis (A Descriptive Research Design at 8th Semester English Department Muhammadiyah University of Makassar).*" The result of second previous study was the personality factor as the most difficulty that experienced by the students. The precentage of the personality factor was the highest with precentage of 73,3%.

Meanwhile, this results of this study were diffrent with other previous study. The result of this stud showed that there were two difficulty factors

that experienced with the students, that were personality factor and linguistic factor that both of them reached same percentages on 73%. For the personality factor, the students felt difficult in deciding the title because they did not know about the current issues that happening right now. From the result of the questionnaire and interview there were many students that difficult to decide the title and topic, then it should be our concern. It was very necessary to give more informations or knowledge about writing thesis to the students. The university have to make introduction about writing thesis in their subject, the intoduction of thesis have to do for the students who in the first or middle semester, so that the students had base knowledge to write the thesis.

In the other hand, the students also had difficulty in linguistic factor. From the results data of questionnaire and interview showed that most students difficult in paraphrasing the sentences from the sources for the thesis writing. Many students lack of vocabulary, whereas by mastering the vocabulary was the key to improve our writing thesis. A lot of students used google translate to help them paraphrasing the sentences, but it was proven that by using translator have to turn back from the thesis to the translator and it felt a botheration.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher divides the content into two points based on the explanation in the chapter before. They are conclusions, and suggestions. The explanation of each point is presented below.

A. CONCLUSION

From the description was about the main problem, the researcher found all of the factors that affecting students difficulties in writing thesis faced by the students. They were the students' difficulties in personality factor, students' difficulties in sociocultural factor students' difficulties in linguistic factor and students' difficulties in research design. The researcher found all of the factor of students difficulties in writing thesis faced by the students. They were :

1. Personality factor : the highest percentage in the personality factor is in the self-esteem. In the self-esteem the percentage is 86% (statement 2), it is a high percentage. The students feel difficult to decide their title thesis writing that suit with themselves. It can be explained from the result of the interview that the students are difficult in deciding the topic of their thesis writing. The students did not update about the new phenomenon or issues that happening right now. So that, it impacted that the students did not decide the title of their thesis. The mean of the personality factor is quite high is in 73%. It means that a lot of students are difficult in the personality factor.

2. Sociocultural factor : from the sociocultural factor the highest percentage is the students are feel difficult in discussing with their advisor, the percentage is 72% (statement 17). the students are difficult because their advisor alsway busy with their work so that it take a long to do the thesis guide. Beside that the lack of communicating between advisor and the students, so that the students revise the thesis more that the standard. The mean of the sociocultural is 61%, it is still low percentage. It means that sociocultural factor are not realy struggling for the sudents.
3. Linguistic factor : the highest percentage from the linguistic factor is in using the correct grammar and linguistic units, the precentage is the same 76%. In the other hand, it was caused because many students difficulties in parahasing the sentences that suit with their thesis writing. The main problem is because the students lack of vocabulary. The mean of the linguistic factor is in 73%. It means that many students are difficult in linguistic factor.
4. Research design factor : a lot of stdents are feel difficult to decide their approaches that suit with their thesis writing, the precentage of this difficulty is 76% (statement 28). The mean of the research design factor is 72%, it can be conclude that a lot of students still difficult in deciding types of research design

From that explanation above we can conclude that from the personality factor the data shows that's 73%. Second, students' difficulties in sociocultural factors the data shows 61%%. Third, students' difficulties in linguistic factors

the data shows 73%. And last, students' difficulties factor in research design, the data showed 72%. Based on the test result, the researcher concludes that the most difficult feature in writing thesis is students' difficulties in personality factors and linguistic factors due to the fact that the percentage is the highest

B. SUGGESTIONS

After analyzing the data gained from the questionnaire and the interview, the researcher would like to present some suggestion they were as follows:

1. It was suggested for students, learning English was not easy so you have to keep the enthusiasm for working on your thesis, read more references especially English journal to increase your knowledge.
2. For the lecture and the advisor, the lecture and also the advisor should pay attention to their students in the learning process until the writing thesis process and the supervisor should to found solution of the student problems, and make the guidance process was more easily.
3. For the university, it will be good if there is a subject about the writing thesis. It aimed to give introduction to the students how to write the thesis. Beside that, this subject have to be introduced for the students who in the first or middle semester, so that the students had base knowledge to write the thesis.
4. For the next researcher, use this research as references about writing thesis as one kinds of Academic Writing subject to make the new research about it but in the different discussion.

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APPENDICES

APPENDIX 1
RESPONDENTS ANSWER

FACTORS	STATEMENTS	FREQUENCY				
		SA	A	U	D	SD
Personality Factor	1. I feel difficult in deciding the topic of my thesis	10	3	5	2	0
	2. I feel difficult in deciding the title of my thesis	11	5	3	1	0
	3. I feel confuse because a lot of ideas in writing my Thesis	6	7	2	5	0
	4. I have financial problem during the thesis writing	5	2	1	9	3
	5. I feel difficult to write a thesis as best as I can whether it is right or wrong	5	8	3	2	2
	6. I feel afraid of making mistakes while doing writing a thesis	5	8	5	2	0
	7. I feel self-doubt in writing a thesis	7	7	5	1	0
	8. I feel frustation in writing	7	5	6	2	0

a thesis					
9. I am not being awareness of the current issues toward my thesis writing	8	6	2	4	0
10. I have problem in identifying of some issues related to the thesis writing	4	10	4	2	0
11. I feel not being critical about some issues regarding the thesis writing	5	5	5	5	0
12. I feel difficult to choose one phenomenon that suit with my thesis because I have a lot of ideas.	5	6	5	4	0
13. I don't have intrinsic motivation toward the thesis writing	6	1	3	6	4
14. I dont't have extrinsic motivation in writing a thesis	5	3	4	4	4

Sociocultural Factor	15. I feel difficult in discussing about the thesis writing with undergraduate students.	4	3	3	5	5
	16. I feel uncomfortable in communicating with undergraduate students about writing a thesis	3	4	6	3	4
	17. I feel discouraged in discussing about the thesis writing with advisor	6	6	3	4	1
	18. I feel difficult to understand about the advisor advice to write a thesis	5	4	5	4	2
	19. I do have problem in understanding about the rules in writing a thesis.	2	4	6	6	2
	20. I feel difficult to make the correct structure for writing thesis.	1	5	2	7	5
	21. I feel difficult in having knowledge about the roles of	2	6	4	7	1

	the social context related on the study of thesis writing					
	22. I feel difficult in maintaining communication through speech styles on the thesis writing	2	7	6	5	0
Linguistic Factors	23. I feel difficult in minimalizing the error of the grammar on my thesis writing	6	8	2	2	1
	24. I feel incompetent in paraphrasing sentences from the sources to my thesis writing	3	7	5	4	1
	25. I have difficult in knowing which grammar use that suppose to be deleted, replaced, supplied and reordered on my thesis writing	7	5	5	3	0
	26. I feel difficult in deciding which set of linguistic units that have to be deleted,	5	7	5	4	1

	replaced, supplied and reordered on my thesis writing					
Research	27. I feel difficult in deciding types of research design to use in writing thesis`	3	7	5	4	1
Design Factors	28. I feel difficult in deciding approaches of research design to use in writing thesis	7	5	5	3	0

APPENDIX 2

(Transcrip of The Interview)

Transcript of interview 1

Title : Interview

Informant : HTA

Place : UIN Raden Mas Said

Date : 29 November 2023

The Interview Questions	The Students Answer
<p>1. Do you have any difficulties in deciding the topic of your thesis ? To what extend ?</p>	<p>1. Yes I do, I feel difficult to decide the topic for my thesis. Because I have to know first about the new phenomena arround us before we decide the thesis topic. Beside that, it's difficult to find unique topic because there are a lot of topics that already used by another resercher.</p>
<p>2. Do you have any difficulties in writing good thesis as best as you can ? Why ?</p>	<p>2. Yes I have, I feel confused when I write the thesis. Because there are a lot of doubtful while I am writing the thesis. While writing my thesis, I feel that whatever I wrote was not</p>

	<p>enough, although I have read some references but I feel not confident about my thesis writing, then I hang up my thesis unfinished</p>
<p>3. Do you have any difficulty in communicating with your advisor while discussing your thesis? Why?</p>	<p>3. I don't have any difficult to communicate with my advisor. I think my advisor guide me well, she also give me some advices to correct my thesis.</p>
<p>4. Do you have any difficult in discussing about the thesis writing with undergraduate students.</p>	<p>4. No, I dont have. In my space time, I often discuss with my friends about my thesis. We also sharing each other opinions about the each other thesis to improve our thesis.</p>
<p>5. Do you have any difficulties in paraphrasing sentences from the sources to your thesis writing ? To what extend ?</p>	<p>5. Yes, I have. I have lack vocabulary to paraphrase the sentences. So that, I feel difficult to find another word to replace the words and organize the correct sentences. Beside that, I feel difficult to arrange the sentences become meningful that suit with my thesis writing.</p>

<p>6. Do you have any difficulty in minimalizing the error of grammar on your thesis? Why?</p>	<p>6. No, I don't have. Because I am using grammar equipment to correct my grammar. Actually I am using Grammarly to correct my grammar.</p>
<p>7. Do you have any difficult in deciding types of research design to use in thesis writing? Why?</p>	<p>7. No, I don't have. Because I already find out and reading much refences about the reseach design. So that I can decide what type of research design that I have to use.</p>
<p>8. Do you have any difficult in deciding approaches of research design in writing thesis? Why?</p>	<p>8. No, I don't have any problem with my approaches in deciding my approaches. In my deciding approaches I take some previous study and adobted the approaches that I think it's suit with my writing thesis.</p>

Transcript of Interview 2

Title : Interview

Informant : AN

Place : UIN Raden Mas Said

Date : 29 November 2023

The Interview Questions	The Students Answer
1. Do you have any difficulties in deciding the topic of your thesis ? To what extend ?	1. Yes, I have. Sometimes. Yes I do. Because we have to know first about current issues, beginning from the rules or regulations which use in certain situation
2. Do you have any difficulties in writing good thesis as best as you can ? Why ?	2. No, because I feel confident about what I write in my thesis. I am not afraid that my thesis writing is not good enough
3. Do you have any difficulty in communicating with your advisor while discussing your thesis? Why?	3. No, I don't have. Because my advisor is supportive and skillful to help me.

<p>4. .Do you have any difficult in discussing about the thesis writing with undergraduate students.</p>	<p>4. No. Because I have smart friends, so he can help me and explain about my materials that I didn't know.</p>
<p>5. Do you have any difficulties in paraphrasing sentences from the sources to your thesis writing ? To what extend ?</p>	<p>5. Yes, I do. Sometimes I get new vocabularies that I don't know before and also I have bad grammar that influence in making paraphrase.</p>
<p>6. Do you have any difficulty in minimalizing the error of grammar on your thesis? Why?</p>	<p>6. Yes, sometimes I ask about grammar to my friends. It is because I graduated from vocational school, so that my linguistic is less than my friend</p>
<p>7. Do you have any difficult in deciding types of research design to use in thesis writing? Why?</p>	<p>7. No, I dont have. Because I read a lot of refences about my thesis, and I exited to descriptive research design because I think that design is easier than other research design.</p>
<p>8. Do you have any difficult in deciding approaches of</p>	<p>8. No, because I already know what approach I have to used in</p>

<p>research design in writing thesis? Why?</p>	<p>my thesis. I have read many previous thesis and research articles, so that I know well approach in my thesis.</p>
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Transcript of Interview 3

Title : Interview
 Informant : ANW
 Place : UIN Raden Mas Said
 Date : 29 November 2023

The Interview Questions	The Students Answer
1. Do you have any difficulties in deciding the topic of your thesis ? To what extend ?	1. Yes I do. Because we have to know first about current issues, beginning from the rules or regulations which use in certain situation.
2. Do you have any difficulties in writing good thesis as best as you can ? Why ?	2. Yes I have. Because there are a lot of rules that I have to know to write my thesis. In the other hand, we have to give update of situation that happening now.
3. Do you have any difficulty in communicating with your advisor while discussing your thesis? Why?	3. Yes I do. First, I feel difficult to communicate with my advisor. Second, when we already have research concept and the advisor

	<p>feels our research concept is not suit, the advisor immediately ordered to change the topic without any negotiation or discuss first with the students.</p>
<p>4. .Do you have any difficult in discussing about the thesis writing with undergraduate students.</p>	<p>4. No, I dont have. We have to support each other when we have any difficulties. This thing will give motivation for us to keep finishing our thesis as the last task.</p>
<p>5. Do you have any difficulties in paraphrasing sentences from the sources to your thesis writing ? To what extend ?</p>	<p>5. Yes, I have. First, we have lack of vocabulary. Second, we often using Bahasa to arrange passive sentence, while in English was used in the thesis was better in using active sentences.</p>
<p>6. Do you have any difficulty in minimalizing the error of grammar on your thesis? Why?</p>	<p>6. Yes I do, I have difficult in minimalizing error of grammar. Because I only check the grammatical error by asking my friend. Then, the</p>

	<p>result is the correct accuracy was not optimal.</p>
<p>7. Do you have any difficult in deciding types of research design to use in thesis writing? Why?</p>	<p>7. Yes I do, I have difficulties in deciding types of design, because of the less of my knowledge about the previous references that already explained while in methopen subject. Therefor, the students have to leran by theirsself from the various referenrences like jounals and articles. Beside that, research design was not clearly enough.</p>
<p>8. Do you have any difficult in deciding approaches of research design in writing thesis? Why?</p>	<p>8. No, I don't have any problem with my approaches in deciding my approaches. Because in methopen subject was explained clearly. Because it can be seen from the title or abstract in a research thesis.</p>

Transcript of Interview 4

Title : Interview
 Informant : KD
 Place : UIN Raden Mas Said
 Date : 29 November 2023

The Interview Questions	The Students Answer
1. Do you have any difficulties in deciding the topic of your thesis ? To what extend ?	1. Yes, I have. Because I feel lack of reading a lot of previous research, so that I feel confused what I have to do for my research
2. Do you have any difficulties in writing good thesis as best as you can ? Why ?	2. Yes I have difficult in finding the theories from the expert, so that I my thesis stuck and difficult to improve
3. Do you have any difficulty in communicating with your advisor while discussing your thesis? Why?	3. Yes of course, because of the lack of communication. My advisor have a lot of works that she have to do.
4. .Do you have any difficult in discussing about the thesis	4. No. Because my friends always help me when I got stuck on my

writing with undergraduate students.	thesis.
5. Do you have any difficulties in paraphrasing sentences from the sources to your thesis writing ? To what extend ?	5. Yes. I feel difficult to pharaprase the sentences, because I have lack of vocabullary. grammar that influence in making paraphrase.
6. Do you have any difficulty in minimalizing the error of grammar on your thesis? Why?	6. No, I don't have because I use grammar checker service to correct my grammar for my thesis
7. Do you have any difficult in deciding types of research design to use in thesis writing? Why?	7. No, I dont have. Because from the beginning I want to use descriptive qualitative as my research design.
8. Do you have any difficult in deciding approaches of research design in writing thesis? Why?	8. No, because my thesis is based on previouch research, so that I don't have any promblem with it.

Transcript of Interview 5

Title : Interview

Informant : SL

Place : UIN Raden Mas Said

Date : 29 November 2023

The Interview Questions	The Students Answer
1. Do you have any difficulties in deciding the topic of your thesis ? To what extend ?	1. Yes, because we have to choose a topic in the field we like, while the supervisor demands to choose a topic that is currently updated and not widely discussed by other students
2. Do you have any difficulties in writing good thesis as best as you can ? Why ?	2. Yes I have. Because of a lack of understanding regarding the topic I took. The difficulty of finding unique problems is also a difficulty for me in writing my thesis and I also have difficulty finding references that are appropriate or relevant to the topic I am rising
3. Do you have any difficulty in	3. Yes, because my friends were busy, it makes difficult for me to get help or

<p>communicating with your advisor while discussing your thesis? Why?</p>	<p>other with my friends.</p>
<p>4. .Do you have any difficult in discussing about the thesis writing with undergraduate students.</p>	<p>4. Yes, because my friends also have the same activities, like working on their thesis, so my friends are also more focused on writing their respecting thesis</p>
<p>5. Do you have any difficulties in paraphrasing sentences from the sources to your thesis writing ? To what extend ?</p>	<p>5. Yes I do have. Because a lack of vocabullary that make me difficult to paraphrase the sentences. Beside that I have to back and return to the google translate only for translating the word that I feel difficult to paraphrase. So that why I answer yes I have diffidcult for this question.</p>
<p>6. Do you have any difficulty in minimalizing the error of grammar on your thesis? Why?</p>	<p>6. Yes I do. Because I translate and arrange the sentences by myself. So, there are many error grammar in my thesis writing.</p>
<p>7. Do you have any difficult in deciding</p>	<p>7. No. Because I have read the refences before, so that at least I know what I</p>

<p>types of research design to use in thesis writing? Why?</p>	<p>have to use research design for my thesis. Beside that I also have the reseach material or subject in my collage.</p>
<p>8. Do you have any difficult in deciding approaches of research design in writing thesis? Why?</p>	<p>8. No I don't. Because the material that already taught in unuversity, so that I am not confused or difficult to decide my research approach.</p>