AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING THESES IN ENGLISH EDUCATION STUDY PROGRAM OF RADEN INTAN STATE ISLAMIC UNIVERSITY

Undergraduate Thesis
Submitted as a Partial Fulfillment of the Requirements for S-1 degree

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ABSTRACT

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Undergraduate theses writing is an activity of research that is written by college students who want get bachelor degree. The undergraduate thesis should be written in an appropriate formal academic style. This research was aimed to analyze the students' difficulties in writing undergraduate thesis English Education Department of Raden Intan Lampung in academic year 2017-2019 and to analyze the causes of the students' difficulties in writing thesis English Education Department of Raden Intan Lampung in academic year 2017-2019. The researcher used descriptive research with a qualitative method. There were two instruments of this research namely questionnaire and interview. The researcher analyzed the data at the semesters 2017-2019 students which consisted of 12 participants. The researcher used purposive sampling in taking the sample of research. Based on the data analysis, it was found that there were 4 students who had difficulty of learning to write undergraduate thesis from academic year 2017, 3 students from 2018 and 4 students from academic year 2019. Then, there were 2 students who had difficulties of criticism of quality from 2017, 4 students from 2018 and 4 students from 2019. After that, there were 3 students who had difficulties about complicated requirement from 2017, 3 students from 2018 and 4 students from 2019. Meanwhile, there were 2 students who had difficulties time and money from 2017, 4 students from 2018 and 3 students from 2019 semester. Then, there were 4 students that had difficulties caused by psychological cause from academic year 2017, 4 students from 2018 and 3 students from 2019. There were 1 student who had difficulty caused by socio-cultural from 2017, 2 students from 2018 and 1 student from 2019. There was no student who had difficulty caused by linguistic and there were 2 students who had difficulties caused by cognitive from 2017, 3 students from 2018 and 4 students from 2019.
Keywords: *Academic Writing, Descriptive Research, Undergraduate Thesis.*

DECLARATION

I hereby declare that the thesis entitled "An Analysis of Students' Difficulties in Writing Undergraduate Thesis in English Education Study Program of Raden Intan State Islamic University" is entirely my own work. I am fully aware that I have quoted several statements and ideas from various sources and all of them are well expressed in this thesis.

Bandar Lampung, 23 October 2023
Declared by,

Ananda Muhammad Revaldo Syahaq

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APPROVAL

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Writing Theses In English Education
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ADMISSION

A research thesis entitled: "**An Analysis Of Students' Difficulties In Writing Theses In English Education Study Program Of Raden Intan State Islamic University**" By: **Ananda Muhammad Revaldo Syahaq**, NPM: **1811040351**, Study Program: **English Education**, was tested and defended in the examination session on : **Thursday, 14ᵗʰ December 2023.**

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DEDICATION

1. My beloved parents, Asnawi and Mrs. Suzanna

2. My beloved brothers and sisters, Ananda Ruri Vianora, Ananda Rara Deskavilia, Ananda Muhammad Ronaldo Syahaq, and Ananda Resty Nabila Putri

3. My beloved almamater, State Islamic University of Raden Intan Lampung.

CURRICULUM VITAE

The name of the researcher is Ananda Muhammad Revaldo Syahaq. His nickname is Revaldo. He was born in Bandar Lampung, February 23rd, 2000. He is the fourth child of Mr. Asnawi and Mrs. Suzanna. He started his education at SDN 1 Negeri Sakti and finished in 2012. After that he remained his studies at SMP Negeri 02 Menggala and completed in 2015. After graduating from junior high school, he persisted his studies at SMAN 02 Menggala and accomplished in 2018. Then he lasted his studies at Raden Intan Lampung State Islamic University as a student in the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training.

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In the name of Allah, the Almighty, the most beneficent and the most merciful, for blessing the researcher with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers.

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher

sincerely welcomes criticisms and suggestions from the readers to enhance the quality of

this thesis.

Bandar Lampung,   October 2023
The Researcher,

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MOTTO

اِلَّا اللّٰهِ رَّوْحِ مِنْ يَايْـئَسُ لَا اِنَّهٗ ۗاللّٰهِ رَّوْحِ مِنْ تَايْـئَسُوْا وَلَا وَاَخِيْهِ يُّوْسُفَ مِنْ فَتَحَسَّسُوْا اذْهَبُوْا يٰبَنِىَّ الْكٰفِرُوْنَ الْقَوْمُ

"Wahai anak-anakku! Pergilah kamu, carilah (berita) tentang Yusuf dan saudaranya dan jangan kamu berputus asa dari rahmat Allah. Sesungguhnya yang berputus asa dari rahmat Allah, hanyalah orang-orang yang kafir."

(Go, seek (news) about Yusuf and his brothers and do not despair of Allah's mercy. Indeed, those who despair of Allah's mercy are only those who disbelieve)

(QS. Yusuf: 87) [1]

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[1] Departemen Agama RI, Al- Quran Tajwid Dan Terjemahnya, (PT Syamil Cipta Media, 2006), p.71

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CHAPTER I
INTRODUCTION

A. Title Confirmation

Title affirmation is the clarification of title in detail. It is important to add the title affirmation at the beginning concept to know representation the title of this research. So that there is no misunderstanding to understand all aspects of this research. The subject of this research was the students in English Education Department of Raden Intan Lampung in writing their thesis in academic year 2017-2019 and the object of this research was students' undergraduate theses.

In this research, the researcher was specifically wanted to analyze the students' difficulties in writing thesis, especially in English Education Study Program because as general there were many students who graduate late because they have not finished their thesis, especially since the thesis is in English, so they experience double difficulties in completing it. Although not all students graduate late due to thesis difficulties, there were also difficulties from their colleges.

B. Background of Problem

English has become a popular foreign language studied by students in Indonesia. It has also become famous around the world in the education area. As English Education students, the students learn four language skills based on Standard Competence and Basic Competence; listening, speaking, reading, and writing.[1] Writing expresses sentiments, concerns, events, hopes, and goals to compose structure. Writing education is an activity firmly recognized with the development of intellectual aptitudes, obliging all of the accomplishments of language skills.

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[1] Kula, S. S., & Tekkol, I. A. (2019). Investigation of narrative texts used by fourth grade primary school students. Eurasian Journal of Educational Research, 2019(81), 165–188. https://doi.org/10.14689/ejer.2019.81.10

Writing's primary function serves as an indirect communication tool between the writer and the reader. Further, mastering writing skill offers several benefits. Durga & Rao stated that generally, students who have excellent writing abilities are easy to state and communicate their thoughts and get their goals. The main thing that has to be learned by the students in writing is to know how to write incoherence, the right grammatical structure, and adequate spelling.[2] It can be said that mastering writing skills can improve our ability to communicate and express our ideas in written form.

Furthermore, college students, especially English Education students, they have to finish the study by conducting research, is commonly known as Thesis (*Undergraduate thesis*). Thesis is one of the types of academic writing. Khazaal pointed out that academic writing is essential to provide students' arguments in a logical order and to make conclusions. In academic writing, writers continually engage with some texts.[3] Therefore, there will be several references for the thoughts, thinking or other research that write the same subject. Further, Fadda stated that academic writing is an activity that requires the writer to think cognitively and mentally, considering that it is a product of the ideas.[4] It can be concluded that academic writing requires the writer to think scientifically because it should use references from other researchers to support the ideas.

Undergraduate theses writing is an activity of research that is written by college students who want get bachelor degree. A thesis consists of an argument or a series of arguments combined with the description and discussion of research you have undertaken. According to Hardling states that thesis writing is an

[2] Durga, M. V. S. S., & Rao, C. S. (2018). Developing Students " Writing Skills in English-A Process Approach. Journal for Research Scholar and Professionals of English Language Teaching, 2(6).

[3] Khazaal, N. E. (2019). Improving Postgraduates Academic Writing Skills with Summarizing Strategy. Arab World English Journal, 10(3), 413–428. https://doi.org/10.24093/awej/vol10no3.29

[4] Fadda, H. A. (2012). Difficulties in Academic Writing: From the Perspective of King Saud University Postgraduate Students. English Language Teaching, 5(3), 123–130. https://doi.org/10.5539/elt.v5n3p123

activity done by a researcher to carry out the findings of their research finding in the form of writing. Thesis should be written in correct, coherent language, in an appropriate style, correctly following the conventions of citation.[5] In term of style, the thesis should be written in an appropriate formal academic style. Moreover, thesis have a logical and visible structure and development that should at all-time assist the readers understanding of the argument being presented and not obscure it and in thesis 5 writing the text must be clear. There are five thesis main components that we have to know such as introduction chapter, review literature chapter, methodology chapter, result chapter, and conclusion chapter.

Undergraduate thesis writing is not without any treatment. Learners usually found themselves blank when they write a thesis. The condition of learners to lose their focus in writing a good thesis is categorized in one of psychological factors area. While, if learners have less acknowledgment of the rules in thesis writing in their department or university rules, it identifies as one of the sociocultural factors learners have to affect their thesis writing. Moreover, lack of grammar use in students writing ability could be one of the linguistic factors to suspend their thesis writing.[6] However, most learners engage in thesis writing without knowing the basic factors or what difficulties they face. It might be the students' psychological factors itself, or their society and cultural factors, or even the linguistic factors. Nonetheless, in order to reveal the difficulties in academic writing (or to specify, the difficulties in writing thesis), further research of the factors on the difficulties of writing thesis is needed.

Thesis writing is a writing activity of research. Hardling states that thesis writing is an activity done by a researcher to report the findings of their research in a written form.[7] Budiharso also adds

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[5] Hardling, Chris, *Planning and organising a master's thesis*, (United Kingdom: Studymates limited, 2004).

[6] Budiharso, Teguh, *Panduan Lengkap Penulisan Karya Ilmiah: Skripsi, Thesis dan Disertasi,* (Yogyakarta: Venus, 2009), p.24

[7] *Ibid.*

that the aim of writing a thesis is to do research examination and to practice writing a research result. People can conclude from the argument that thesis writing is doing the research and then writing the research findings.[8] In English Education Department the Faculty of Teacher Training and of Raden Intan Lampung many students faced the difficulties in writing their thesis. This is evident from the number of student academic years 2016/2019 who needed more than 4 years to relate this to thesis writing. As we know the normal period for S1 degree is eight semesters (4 years) but the faculty also gives opportunity for students who need more than 4 years to finish their study just only until 7 years (14 semester).

However, some students still encounter some difficulties in writing thesis. The difficulties could be challenges and offend the students in writing thesis. Research conducted by Fadda showed that students face many difficulties in academic writing, such as they should know how to avoid the plague words and phrases, grammatical, the difficulty in using pronouns and maintaining pronoun-antecedent agreement, the use of the subject-verb agreement, creating sentence fragments, the difficulty in creating coherence sentences in their writing.[9]

The title of the research was "Difficulties in Academic Writing: From the Perspective of King Saud University Postgraduate Students". The purpose of this study was to determine what difficulties King Saud University students encounter when learning to write academic English and to differentiate between students' learning needs and objectives. The sample consisted of 50 postgraduate students enrolled in King Saud University during the academic year 2009-2010. Analysis of the data showed that English as a second language (ESL) students face many difficulties and stresses in their academic writing, such as

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[8] Budiharso, Teguh. *Panduan Lengkap Penulisan Karya Ilmiah: Undergraduate thesis, Thesis dan Disertasi*, (Yogyakarta: Venus, 2009), p.136.

[9] Al Fadda, Hind. "Difficulties in academic writing: From the perspective of King Saud university postgraduate students." *English Language Teaching* 5.3 (2012): 123-130.

difficulty distinguishing between spoken and written English, making an outline before writing a draft, identifying the skills needed for successful writing, and avoiding plague words and phrases.

The Problems in Writing Thesis in writing thesis many undergraduate students face some problem in writing their thesis. Many students carry out research work easily, but when it comes to writing the thesis, they are a failure. Students cannot deny the fact of problem in developing thesis. Writing a thesis in English especially for learners in Indonesia is difficult, students should think not only about the content and organization of the thesis but also the language as we know English language is not our first language. According to Phillips & Pugh state that research students often feel disappointed with the amount of work they achieve in a given time, because their aims are overambitious, or because they do not realize how complicated a task is.[10] In this research the researcher will analyze the difficulties are usually faced by students in English Education Department of Raden Intan State Islamic University academic year 2017/2019.

Based on the descriptions above, the researcher interested to conduct the research entitled "Student Difficulties in Writing Thesis: Case Study at English Education Department of Raden Intan Lampung". In this research, the focus was to investigate the problems and the causes of difficulties faced by students in English Education Department of Raden Intan Lampung in writing their thesis.

C. Focus and Sub-Focus of the Research
1. Focus of Research

In this research, the focus was to analyze difficulties students in writing undergraduate theses and the sub focus was what the causes of difficulties faced by students in English Education Department

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[10] Phillips, E. M., & Pugh, D. S, *How to get a PhD (3rd ed.),* (Bristol, USA: Open University Press, 2000)

of Raden Intan Lampung in writing their thesis in academic year 2017-2019.

2. Sub-Focus of Research

The sub-focus of this research were about internal and external factors of students' difficulties in writing thesis English Education Department of Raden Intan Lampung in academic year 2017-2019. The reason of choosing the internal and external factors because there were might be so many reasons from the students who cannot finish their undergraduate theses such as busy, working, money, or difficulties to get access in college.

D. Problem Formulation

Based on the background of the problem, the research questions to be answer as follows:

1. What are the students' difficulties in writing thesis English Education Department of Raden Intan Lampung in academic year 2017-2019?
2. What are the causes of the students' difficulties in writing thesis English Education Department of Raden Intan Lampung in academic year 2017-2019?

E. Objective of the Research

Based on the formulation of problem above, the objectives of this research as follows:

1. To analyze the students' difficulties in writing thesis English Education Department of Raden Intan Lampung in academic year 2017-2019.
2. To analyze the causes of the students' difficulties in writing thesis English Education Department of Raden Intan Lampung in academic year 2017-2019.

F. The Significance of the Research

The researcher thinks that this study would benefit everyone. The benefits that the researcher intends to provide were divided into two categories:

1. Theoretically

   The results of this study can help students to solve the problems in writing their thesis

2. Practically

   1) For the advisor, this study can be used as consideration to make the students easier to finish their undergraduate theses, because sometimes the difficulty comes from the advisor.

   2) For the chief of English Education, this study is also can be used as evaluation that the causes of unfinished undergraduate theses might be from the college itself.

G. Relevant Research

The title of the first study was "Students Difficulties in Writing Undergraduate thesis", which is aimed at knowing the students' difficulties in writing Undergraduate thesis at under students. The population of this research was the whole students at third semester in University of Bengkulu, they were 79 students. All of them are taken as a sample of this research. The data of this research were obtained by using the test of writing a composition, which was scored by using ESL Composition Profile suggested by Jacobs, et al. Writing difficulties at the third semester varied in the result of the students' score. The writing difficulty related to the linguistics difficulty (language use and vocabulary aspects) was most difficult one compare to the Cognitive Difficulty (organization and mechanics aspects) and Physiology Difficulty (content aspect) as well.[11] The different of this study was on the object of research. It was on whole students at third semester while this research will be on the students at the last semester.

The second study was conducted by Alisha et al. entitled Students' Difficulties in Writing EFL which focuses on students' difficulties in teaching writing in English. The method used is quantitative research. In this data obtained through a single data

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[11] Kristy Dwi Pratiwi, "TUDENTS' DIFFICULTIES IN WRITING ENGLISH (A Study at the Third Semester Students of English Education Program of UNIB in Academic Year 2011-2012)" (Universitas Bengkulu, 2012).

collection method is a questionnaire. The result indicates students had a significant problem in writing English. The findings revealed that the most significant problems were because of their lack of vocabulary mastery and language use. They assumed that they had limited knowledge in constructing sentences grammatically and also their lack of vocabulary mastery made them feel confused in choosing the word. Besides, they also had problems in spelling. They often hesitate in writing English words and assume their spelling is not good enough.[12] The difference of this study was about the focus of research. It was focused on writing English EFL while this research will focus on writing thesis.

The third research was conducted by Dwi Handini *et al*. on this study aims to find the factors that influence students' difficulties in writing thesis.[13] Data is collected through expert assessment sheets, questionnaires and interviews. The results of this study identify three main factors that influence students' difficulties in writing thesis. First, psychological factors which include a lack of confidence in deciding the thesis title, having basic knowledge of the thesis topic, and writing a good thesis. Second, socio-cultural factors which include the ability to connect and form sentences into good thesis writing, to have good knowledge in thesis writing, and to understand the academic culture in the department or university regarding thesis writing. The different of this study was about the instrument of research. It was used assessment sheet while this research would not use assessment sheet.

Research conducted by Nisrina discussed the problems of students at the University of Muhammadiyah Malang face in writing Thesis and how they solve them. This research used the quantitative method as the methodology of this research. Besides, this research used interview and observation as the research instrument. The research participant is students of the University of Muhammadiyah Malang who are in the process of writing thesis project. The result of

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[12] Santoso Iman, Alisha Fika, Safitri Nisfu, "STUDENTS' DIFFICULTIES IN WRITING EFL," *EFL Writing Difficulties, Writing,* 2, no. 1 (2019).

[13] Dwihandini,, Marhaeni, &, Suarnajaya, The Analysis of The Factors Affecting Undergraduate Students' Difficulties In Writing Thesis in the English Department Of Mahasaraswati University, e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa (Volume 2 Tahun 2013)

this research is students have problems in academics and non-academic. The academic problem is students' vocabularies and grammatical. While the non-academic problem, students have problems in thesis advisor, time management, family, and laziness.[14] The differences of this research was about the aim of research. It was aimed to solve the problem in writing thesis while this research will analyze the factor of students' difficulties in writing thesis.

Research conducted by Singh discussed the strategies to overcome the challenges in academic writing practices. This research used the quantitative method as the methodology of this research. Besides, this research use interview as the instrument of the research. The research participants are 70 international graduate students pursued in several master-level programs. The result of this research is that the students face some difficulties, such as inability to write academically, grammatical rules, paraphrasing from sources, and limited vocabulary. Besides, this research also revealed strategies to overcome the challenges in academic writing practices, such as utilizing correct writing techniques, utilizing tools to assist in their writing, referring to non-formal advisory services, and improving English language proficiency.[15] The difference of this study was about the aim of research. It was aimed to overcome the challenges in academic writing practice while this research will analyze the students' difficulties in writing thesis.

Research conducted by Fadda discussed the difficulties that King Saudi University (KSU) students face when writing academic English and distinguished between what students require to learn and their learning objectives. This research implemented a descriptive-analytic approach to facilitate the collection of information and data that would aid in achieving the research objective. Besides, the main instrument for gathering the necessary information in this study was a questionnaire. The research participant is used fifty KSU postgraduate students during the 2009-2010 academic year. The findings of this

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[14] Dzakirah Nisrina, "The Problems of Students in Writing Thesis at Muhammadiyah Malang University" (2020).
[15] M. K. M Singh, "International EFL / ESL Master Students " Adaptation Strategies for Academic Writing Practices at Tertiary Level.," *Journal of 49 International Students* 7, no. 3 (2017).

study revealed that students face numerous challenges in academic writing, including not knowing how to avoid plague words and phrases, grammatical, the difficulty in using pronouns and maintaining pronoun-antecedent agreement, the use of the subject-verb agreement, creating sentence fragments, and the difficulty in creating coherence sentences. Further, students who have overcome some challenges should interact with native English speakers in order to advance their academic writing. From the explanation above, the researcher conducted research to find the students' difficulties in writing Undergraduate thesis and how the strategies overcome the difficulties. The researcher utilized graduated students from Undergraduate Program to participate in the research because they have finished writing Undergraduate thesis. While the first previous research used students who are writing a thesis project, the second previous research used postgraduate students and the third previous used graduate students from the master program.[16] The difference of this study was about the method of research. It was used a descriptive-analytic approach while this research used descriptive qualitative research method.

H. Research Method
1. Research Design

This research was descriptive qualitative research, because the data was obtained from the research instruments are described systematically and clearly in word based on specified criteria of the students' difficulties and causes of difficulties in writing undergraduate thesis. Descriptive qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon. It is design to describe students' response during the process of students' activity, and the result of students' improvement before and after the activity. Besides, it was arranged as words, pictures, quoted data and not as numerals. Quantitative data from different sources, such as quantitative test data along with qualitative interview data, to

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[16] Fadda, "Difficulties in Academic Writing: From the Perspective of King Saud University Postgraduate Students."

find out if findings from the two sources converge.[17] Descriptive qualitative research is the research that produce descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal of research is an individual understanding and it is background completely.[18] This research was conducted to find out students' opinions toward the difficulties in writing undergraduate thesis and the cause of difficulties for writing undergraduate students.

2. Subject of Research

In conducting the research, data was the most important thing. There were some students who were interviewed in this study who were the students in English Education Department of Raden Intan Lampung in academic year 2017-2019. In this research, the researcher selected the subject of research based on theory and it used purposive sampling. Jack and Norman said purposive sampling is rather use judgment to select a sample that the researcher believes, based on prior information, will provide the data needs.[19] While, Louis, Lawrence and Keith said in purposive sampling, often (but by no means exclusively) a feature of qualitative research, researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought.[20] In this way, they build up a sample that is satisfactory to their specific needs.

In this research, the researcher just chooses Twelve (12) students as samples. Similarly, Guest, Bruce, and Johnson in Suyadi said that saturation often occurred around 12 participants (sample

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[17] *Creswell, J. Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research,* (New York: Pearson, 2015), p.132

[18] *Ibid.*

[19] Jack, R. Fraenkel and Norman, E.Wallen, How to Design and Evaluate Research in Education — 7th ed. New York: The McGraw-Hill Companies, Inc.John R. Latham. (2000-2018). Qualitative Sample Size – How Many Participant is Enough?. Accessed in https://www.drjohnlatham.com/many-participantsenough/

[20] Cohen, L. M, Lawrence and Morrison, Eith, *Research Methods in Education: Sixth edition*, (London and New York: Routledge, the Taylor & Francis e-Library, 2007).

size) in homogenous groups.[21] The researcher also was established some criteria such as: students of English Education Study Program, students who have started working on an undergraduate thesis such as submitting a title and looking for references, students who have completed the proposal seminar and students who are currently conducting research and completing an undergraduate thesis in academic year 2017-2019.

3.Place and Time of Research

This research was conducted at English Education Department of Raden Intan Lampung and the research was conducted in academic year 2023/2024 which specifically analyzed the students that have problem in writing undergraduate theses in academic year 2017-2019.

4.Research Instrument

In quantitative research used the researcher as the instrument of the research, Therefore, in this research, the researcher was main instrument. However, in conducting this research used interview guide and questionnaire. The questionnaire is used to get information about graduate students' difficulties in writing Undergraduate thesis and strategies they used to encounter the difficulties. The data in this research were collected by used two instruments they were questionnaire and interview. The target of the research focuses on 2017-2019 students who were working on their writing thesis.

a. Interview

The researcher made list of questions in interview sheet that related to the students' difficulties in writing thesis. It consisted of 10 questions in form of essay. Interview sheet was given to the students at the English Education Department of Raden Intan Lampung in academic year 2017-2019 (*available on appendix*).

b. Questionnaire

Questionnaire was in form essay questions that related to the

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[21] Suyadi et al, Undergraduate Students' Difficulties in Writing a Research Proposal: A Case Study, *International Journal Of Scientific & Technology Research* Volume 9, ISSUE 03, MARCH 2020, ISSN 2277-8616

cause of difficulties in writing undergraduate thesis. Questionnaire was given to the students at the English Education Department of Raden Intan Lampung in academic year 2017-2019 (*available on appendix*).

4. Data Collecting Technique

The data collection technique in this research were observation and interview techniques, namely data collection techniques that are combining from existing data. This means that researcher uses data collection techniques from the same source.[22] Researcher used interviews and questionnaire.

a. Interview

The interview process was carried out simultaneously with observation. In this process, it was carried out with students in the field of study in English Education Study Program. This process was carried out so that researcher gets more in-depth information about the research that will be carried out.[23] Interview was another data collecting technique which was used in this research. The research subject was given the freedom and opportunity in expressing their idea, opinion, statement and their feeling about the problems and the causes of problems in writing their thesis. The opinion of research subject was found from the process of interview in this research, which was useful to understand the phenomena under investigation

b. Questionnaire

A questionnaire was a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions. Open-ended, long-form questions offer the respondent the ability to elaborate on their thoughts.[24] In other words, it means that a questionnaire is a type of research tool used to gather data from respondents and consists of a series of questions or other prompts. Typically, a research

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[22]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D edisi kesatu* (Bandung: Alfabeta Ikapi, 2018), 83.

[23] Ary, D et al, *Introduction to Research in Education*, (Canada: Thompson Wadsworth, 2010).

[24] *Ibid*

questionnaire had open-ended questions. Long-form, open-ended inquiries enable the reply to go into more detail about their ideas. The researcher used open-ended questions in order to know the students' reason related to the question given.

I. Data Analysis

According to Miles and Huberman the analysis can be defined as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification.[25] It means that in analyzing the data in the type of qualitative research, there were some activities to get the data of research, they are data reduction, data display and conclusion drawing. The researcher followed some steps of data analysis which stated by Miles and Huberman as follows:

1) Data reduction
   Data reduction was about the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.
2) Data display
   Data display was about an organized, compressed assembly of information that permits conclusion drawing and action.
3) Conclusion drawing
   Conclusion drawing was the final activity of research that the researcher needs to conclude the research finding related to the research question

J. Trustworthiness of Research

To make the research findings of this research were valid, the researcher did trustworthiness by using a triangulation data. Triangulation is the criteria based on the process of observing something from different view of points in order to get a fix on its true location. The triangulation of criteria has been led into content data analysis. Triangulation is supposed to support a finding by showing that independent measures of it agree with it, or at least, do not contradict it. It means that triangulation aims to assess the result

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[25] Miles B Matthew, Huberman A Michael, and Saldana J, *Qualitative Data Analysis,* (London, Sage Publications, 2014), p.14

of research in order to validate the data of research itself. Lincoln and Guba states that there are the quality criteria of qualitative research as follows:

1) Credibility

   Credibility establishes whether the research findings represent plausible information drawn from the participant's original data and is a correct interpretation of the participant's original view.

2) Transferability

   The researcher facilitates the transferability judgment by a potential user through quick thick description.

3) Dependability

   Dependability involves participant's evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study.

4) Confirmability

   Confirmability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data.

5) Audit Trails

   An audit trail provides readers with evidence of the decisions and choices made by the researcher regarding theoretical and methodological issues throughout the study, which requires a clear rationale for such decisions. Keeping records of the raw data, field notes, transcripts, and a reflexive journal can help researchers systemize, relate, and cross reference data, as well as ease the reporting of the research process are all means of creating a clear audit trail.

6) Reflexivity

   It is the process of critical self-reflection about oneself as researcher own biases, preference, preconceptions to the research.[26]

Based on the explanation above, this research used confirmability triangulation. In other words, the researcher is responsible for providing a complete set of notes on decision made during the research process, reflective thoughts, sampling, research material adopted, emergence of the findings and information about the data

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[26] Lorelli S. Nowell, Jill M. Norris, Deborah E. White, and Nancy J. *Moules, Thematic Analysis: Striving to Meet the Trustworthiness Criteria*, International Journal of Quantitative Methods Volume 16: 1–13, 2017: Sage Publication

management.[27] In this research, the researcher validated the research findings in order to make it valid. There were three types of validations to the finding of this research namely the undergraduate thesis from senior that had same title and same case of research. The second person who validated the finding was the lecturer from English Education in Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung as an expert of academic writing. The last validation was to make the finding appropriate with the main theory in this research that was about difficulty in writing undergraduate thesis and the causes of difficulties in writing undergraduate thesis.

K. Systematics of the Writing

I. Chapter I Introduction

This chapter contained background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, the uses of the research, scope of the research, relevant study, research method, and systematics of the writing.

II. Chapter II

This chapter contained the literature review of this research. In order to have a clear picture of the problem, this chapter discusses the literature review of each variable in the research and previous study related to the topic by means of supporting the title of this research

III. Chapter III

This chapter contained the research methodology. In order to have a clear explanation of the methodology was used by the researcher, this chapter discusses the research setting, research design, research participants, research instrument, research procedure.

IV. Chapter IV

This chapter contained the research findings and discussion.

V. Chapter V

This chapter contained conclusion and some recommendations.

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[27] *Ibid.*

CHAPTER II

LITERATURE REVIEW

A. Writing
1. Definition of Writing

Writing is an expressive activity because it requires writers to express what is in their minds to make it perfect. It can be said that writing is a process of putting opinions, ideas, concepts, and emotions into written form in order to communicate with others indirectly.

Dewi stated that writing ability cannot be separated from everyone's daily life. This writing ability is essential to master because it is productive and expressive, supported by other language skills, such as listening, speaking, and reading.[28] Writing is more than just putting words together. Before beginning to write, writers must understand why and how to write.

As stated by Kurniaman et al., writing is the process of expressing thoughts, desires, and feelings through meaningful writing. To improve the writing skills, it is necessary to go through continuous training to develop writing well.[29] Therefore, one must master the basic writing skills related to word choice, sentence effectiveness, and reasoning.[30] It can conclude that writing is an expressive activity that requires writers a long process. It needs a long way to become proficient in writing skills because it has required linguistic elements to master.

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[28] Dewi, R. S. (2020). The Influence of Diary on the Students" Narrative Writing Skills Quasi-Experimental Study at UIN Syarif Hidayatullah, Jakarta. Jurnal Pendidikan Dan Pengajaran, 53(1), 66. https://doi.org/10.23887/jpp.v53i1.24892

[29] Kurniaman, O., Yuliani, T., & Mansur, M. (2018). Investigating Think Talk Write (TTW) Learning Model to Enhance Primary Students" Writing Skill. Journal of Teaching and Learning in Elementary Education (JTLEE), 1(1). https://doi.org/10.33578/jtlee.v1i1.5394

[30] Little, C. W., Clark, J. C., Tani, N. E., & Connor, C. M. (2018). Improving Writing Skills through Technology-Based Instruction: A Meta-Analysis. Review of Education, 6(2). https://doi.org/10.1002/rev3.3114

Writing is one of the important skills of a language. Writing is the mental work of inventing ideas, thinking about how to express them and organizing them in to statements and paragraphs that will be clear to reader.[31] It means that writing is quite hard to be learned but if we got it clear once then as sure we mastered it well because that is not only from one aspect. We should think it first then write it down on paper after that we have to collaborate between our ideas and the sentences to become paragraphs.

Writing is an activity which has a significant role in a daily life, because writing is clarification phenomena though and feeling. Through writing the students can explore their minds by using words and paper to control and find out the relationship among their ideas. Writing is used to help students perform a different kind of activity. Students need to be able to write to do these activities, but the activities do not teach students to write[32]. It means that writing helps us to remind what we have got and helps us to open our knowledge and also one of way in sending message or information from the writer to the reader.

From the theories above, the researcher concludes that writing is not easy, that is why we should know how to write well and produce the sentences well by learning all of the aspects in writing. The teacher should pay attention to the indicators of writing ability, in order to make the students able to write good composition.

2. Writing Undergraduate Thesis

At the level of the university, especially university in Indonesia has a requirement as if students would like to finish their study, they must make scientific research.[33] It means that

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[31] David Nunan, *Practical English Language Teaching*, New York: Mc.Graw Hill, 2003.p.88

[32] Jeremy Harmer, *Op Cit*,p.33.

[33] Turmudi, D, English Scholarly Publishing Activities in the Industrial Revolution 4. 0 : What , Why , and How ? ELTEJ, 2020, 3(1), 52–62. Retrieved from http://journal2.uad.ac.id/index.php/eltej/article/view/1890

students should prepare themselves to face those challenges at all. The thesis is academic writing and it so differs from another kind of writing. Harmer said that students will more concerned about language focus, the most benefit greatly is writing subject. In the form of academic writing, there is a need for a detached and objective approach. An academic argument appeals logically and provides evidence in support of an intellectual position.[34] It is important to present your arguments in a logical order and to arrive at conclusions.

The writing style in your work makes it easier to read and comprehend or called Academic writing sense. There are rules and guidelines that the researcher can follow. These rules and guidelines will cover the way the researcher writes the language the researcher uses and the format of his/her assignment. The purpose of academic writing is to make her/his work clear and understandable to whoever is reading and/or marking it.

Another important part of academic writing is to ensure that his/her work is fully and correctly referenced. Academic writing covers many different areas. For example, the researcher needs to pay attention to spelling, grammar, and punctuation. The researcher also needs to consider sentences and paragraph structures, as well as the layout of his/her work.

Fitzmaurice and Farrel said that three skills are particularly important as you write: Summarizing, Paraphrasing, and Direct Quotation. Summarizing means writing an overview in your own words of the main ideas, issues, and general meanings of a text.[35] It draws a general picture where you cite the original author. Any references help the writer become easier in determining a point and academic writers in having a responsibility to cite all sources used.

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[34] Harmer, Jeremy, *The Practice English Language Teaching*, New York: Edinburg Gate, 2002), p.71

[35] Fitzmaurice, Marian, and O'Farrell, *Developing Your Academic Writing Skills: a Handbook,* (London: Trinity Collage Dublin Graham, 2010), p.15

Furthermore, students are also need to take our focus on a particular issue, idea, or section in a text and using their own words to put forward the meaning of the original text which called paraphrasing. In doing a paraphrase, instead of directly quoting the text, students must cite the original author. Try and be confident to write in their voice and to paraphrase in their words. If they want to do the direct quotation, then the words need to be identified by quotation marks or block indentation and are entirely the words of the original author which they have chosen to use.

It can be concluded that academic writing like undergraduate thesis is a complex task, but it is made all the more challenging in university. Writing, particularly academic writing is not easy. A study and practice needed to develop this skill. It is important to note that writing is a process, not a product both for native speakers and new learners of English. It means that a piece of writing whether it is a composition for the English class or a lab report for chemistry class is never complete which is always possible to be revised repeatedly.

3. Process of Writing

There are several stages in the writing process. According to Gezmiş, stated that there are six stages of writing:

a. The first stage is prewriting. In this stage, writers should prepare for writing, deciding what, how, and why to write.
b. The second step drafting. In this stage, writers should develop their ideas into rough drafts without worrying the grammatical accuracy.
c. The third step is revising. In this stage, the writers should criticize their writing, including unity, coherence, and cohesion. The writers could add some new ideas, delete some ideas from the second stage, and replace some ideas with others.
d. The fourth step is editing. In this stage, the writers should correct the grammatical, spelling, and other mistakes.

e. The fifth is proofreading. In this stage, the writers should present their writing as a final assignment as significant and worthwhile.[36]

Besides, according to Oshima & Hogue, there are four stages of the process of writing:

a. Prewriting In this stage, the writers should develop the ideas and gather information to explain a specific subject that has been chosen.
b. Organizing In this stage, the writers should organize the writer's ideas during prewriting.
c. Writing In this part, the writers should write the rough draft without considering spelling, punctuation, and other mistakes.
d. Polishing In this part, the writer is going to polish the rough draft in the third stage. This step is usually called either editing or revising.[37]

There are some principles for teaching writing. It can be described as follows:

1. Understand students' reasons for writing
   It is important to understand the students' goal when they ate writing. It is a big problem when the teacher's goals do not match the students' or when the teacher's goals do not match those of the school or institution in which the students' work
2. Provide many opportunities for students to write
   To improve writing skills, the students must always practice. The teacher must give many choices for them to develop their writing skills by providing them some different types of writing. Narrative, recount, report, procedure, and descriptive texts are the examples of writing types that can be provided by the teacher
3. Make feedback helpful and meaningful

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[36] Gezmiş, N. (2020). Difficulties Faced by the Undergraduate Students in the Process Writing Approach. Journal of Language and Linguistic Studies, 16(2), 565–579. https://doi.org/10.17263/jlls.759249
[37] Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing*. Pearson/Longman.

The students crave feedback on their writing. The teacher must always provide feedback for students. In providing a direct feedback, make sure the students understand the vocabulary or symbols that teacher used.

4. The teacher must clarify himself, and for his students, how their writing will be evaluated.

    Teacher must evaluate the students' writing objectively. A rubric is the answer that can elaborate the elements of writing that are to be evaluated.[38]

From the principles of writing above, the researcher concludes that the teacher need to know what are the principles in writing, in order to make teaching-learning process effective. There are four principles; the first is understand students' reasons for writing, this means a teacher knows the students' problems and the goal of writing. The second is provide many opportunities for students to write, this means a teacher guides students to practice their writing through some kind of texts such as narrative, recount, report, procedure, etc. The third is make feedback helpful and meaningful, this means teacher must always provide a feedback and make sure that the students understand the vocabulary or symbols that teacher used. The last is the teacher must clarify himself, and for his students, how their writing will be evaluated, this means the evaluation will be based on elements of writing such as content, organization, vocabulary, language use, and mechanic.

From the explanation above, it is clear that the teacher also should organize the teaching and learning process. In order to help the students to understand how to write well. So, teaching of writing is not a simple matter but teacher can create a lot of activities which can raise students' motivation in writing. But applying the right strategy in writing class, it is believed that students will have high enthusiasm in joining the lesson.

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[38] Jeremy Harmer, 2004, *Op.Cit*, p.92.

4. Boosting Writing Productively

Motivation is an important aspect of improving the students' writing proficiency. Similarly, a study conducted by Grunke, stated that motivational intervention can improve their writing productivity. After the treatment, students with learning disabilities can easily write more expensive stories.[39] Besides, training students in writing are more important than instructing them. They said that correct spelling, punctuation, grammar, diction, thesis statements, topic sentences, cohesive links within a paragraph, and texts' global organization are essential.

However, their knowledge will never be developed sufficiently for effective writing without training to use what they know. Moreover, Dwyer et al., stated that group working is useful because it can enhance their writing performance and help members improve their writing techniques.[40] Similarly, Sarie, mentioned that giving directive feedback to the students can improve their writing skills. However, several students may feel stressed and confused when they get comments or suggestions from their teachers. Therefore, a teacher should state clear guidance to help the students to know which part they are improving.[41] Therefore, from the statements above, there are many ways to boost writing productivity, such as motivational intervention, training students how to write correctly, group work, and giving feedback from friends or teachers. Teachers in teaching writing can implement those ways. Besides, it can be a reference for students to improve their writing skills.

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[39] Grunke, M. (2019). The Effects of a Motivational Intervention on Improving the Writing Productivity of Students with Learning Disabilities. International Education Studies, 12(3), 36. https://doi.org/10.5539/ies.v12n3p36

[40] Dwyer, A., Lewis, B., McDonald, F., & Burns, M. (2012). It"s Always a Pleasure: Exploring Productivity and Pleasure in A Writing Group for Early Career Academics. Studies in Continuing Education, 34(2), 129–144. https://doi.org/10.1080/0158037X.2011.580734

[41] Sarie, R. F. (2013). Using Directive Feedback to Improve Students" Writing Skills: A Case Study of English Department Students. Advances in Language and Literary Studies, 4(2), 74–92. https://doi.org/10.7575/aiac.alls.v.4n.2p.74

Teaching is not a simple way activity. It is not only transferring knowledge from the teacher to students, but it is also a process how the students' behavioral change. Therefore, the teacher must aware that his/her students get something beneficial that is really important to their future.

Rivers claimed that writing in the language becomes a complicated activity because writing invloves meaningful segments of language; words, sentences, grammar, and how to transfer those segments into written forms.[42] It means that in writing there are four components. They are words, sentences, grammar and how could learners combine those segments to become good paragraph in written forms

Furthermore, Richard and Renandya state that the component of writing consists of planning, drafting, revising, and editing. On planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. Next on the revising stage, the stduents re-write their text on the basis of feedback given in a responding stage. The students on the editing stage are engaged in tidying up thieir texts as they prepare the final draft for evaluation by the teachers.[43]

It means that there are four stages of writing. Each stage provide its own activity which make students easier in making writing composition. They are planning, drafting, revising, and editing. Learning is a permanent process of the change in behavioral tendency and a result of reinforced practice. In teaching the students, a teacher must consider their roles towards students' development in learning, especially writing. Some cases such as various strategies and interest must be prepared by the teacher when he/she is teaching writing. As the conclusion, the

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[42] Wilga Rivers, *Teaching Foreign-Language Skills*, Chicago: The University of Chicago Press, 1981.p.294.

[43] Jack Richard & Willy Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, New York: Cambridge University Press, 2002. p.303.

effectiveness of the process teaching and learning in the class is very affected how performance of teacher when teaching writing.

B. Thesis

1. Definition of Thesis

The undergraduate theses is a form of scientific writing which is used as the final assignment for students in the form of a written document which uses the scientific method to produce a certain degree in higher education. The writing rules are standard and systematic, and can be accounted for by supervisors and examiners.[44] The better the quality of a thesis that is made, the more proven the ability of the person who made it in mastering the scientific disciplines that are practiced.

As for the characteristics of the thesis, the discussion is generally chosen to follow the study program of the student who made it. Thesis topics are usually concentrated on one of the main issues of a discipline. Compiled based on empirical testing of a particular theory.[45] In its preparation, the thesis always uses primary data as the main data. The secondary data is used as an addition or comparison and uses good and correct grammar.

Thesis or Undergraduate thesis is one of the types of Academic Writing. Simultaneously, Undergraduate thesis is used to get a public or private university degree. A thesis is a scientific work accomplished under specific regulations and procedures. As cited in Smith *et al* thesis writing also describes a planned experimental work approach. Experienced researchers relate how designing and conducting experiments.[46] Additionally, thesis writing represents an organized experimental work strategy. Expert researchers describe how planning and carrying out experiments

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[44] Widharyanto, *Ilmu Alamiyah Dasar (Edisi Baru),* (Jakarta: Rineka Cipta, 2008).

[45] *Ibid*

[46] Smith, R. V, Densmore, L. D., & Lener, E. F. (2016). Graduate Research A Guide for Students in the Sciences. Elsevier. http://survey.hshsl.umaryland.edu/?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED420281&site=ehost-live

As cited in Murray, writing a thesis is a completely new project for most college students. On the other hand, it can be said as the most significant task students will ever have done before.[47] Writing Thesis requires more study independently, more self-motivation. It is probably to be the most extended piece of continuous writing.

Thesis Writing Thesis writing is an activity of research that is written by college students who want get bachelor degree. A thesis consists of an argument or a series of arguments combined with the description and discussion of research you have undertaken. According to Hardling states that thesis writing is an activity done by a researcher to carry out the findings of their research finding in the form of writing.[48] Thesis should be written in correct, coherent language, in an appropriate style, correctly following the conventions of citation. In term of style, the thesis should be written in an appropriate formal academic style.

Moreover, thesis have a logical and visible structure and development that should at all-time assist the readers understanding of the argument being presented and not obscure it and in thesis writing the text must be clear. There are five thesis main components that we have to know such as introduction chapter, review literature chapter, methodology chapter, result chapter, and conclusion chapter

2. Purpose of Writing Thesis

Thesis is research used for college students to complete their academic administration as a student. As cited in Taber in her book, she discusses how to write a good dissertation. She mentioned the opportunity of writing research:

1) Produce a research project supervised by lectures.
2) Acquire skills for students to identify problems, analyze data, and interpret.
3) Build the students' skill in methodological and technical skills.

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[47] Murray, R, *How to Write a Thesis (second),* (Oxford: University Press, 2002).
[48] Hardling, *Op, Cit*

4) Improve the students' ability to apply theory and appropriate methodology to analyze research problems.

5) Establish professional working relationships with the members of the dissertation committee.[49]

Besides, in their research, Reynolds & Thompson stated that writing a thesis engages students to think critically and scientifically.[50] The researcher should find the scientific questions, collect literature suitable to the topic, select suitable methods, evaluate data, and interpret the research results.

3. Organization Structure of Thesis

According to Dakhi & Hutabarat, the full undergraduate thesis contains five chapters: introduction, literature review, research methodology, research finding and discussion, and conclusion and suggestions.[51] Further, Diyana et al., also state that the undergraduate thesis structure consists of an abstract and five sections, such as Introduction, Literature review, Method, Results and discussion, and Conclusion.[52]

1) Introduction

Research paper introduction is the first section of a research paper that provides an overview of the study, its purpose, and the research question (s) or hypothesis (es) being investigated. It typically includes background information about the topic, a review of previous research in the field, and a statement of the research objectives

2) Literature review

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[49] Taber, L. C, *Writing Dissertation and Grant Proposals*, (CRC Press, 2014).

[50] Reynolds, J. A., & Thompson, R. J. (2011). Want to Improve Undergraduate Thesis Writing? Engage Students and Their Faculty Readers in Scientific Peer Review. CBE Life Sciences Education, 10(2), 209–215. https://doi.org/10.1187/cbe.10-10-0127

[51] Dakhi, S., & Hutabarat, H. (2018). Language Effectiveness and Factors Influencing Scientific Writing of Indonesian Undergraduate Thesis. English Review: Journal of English Education, 7(1), 61. https://doi.org/10.25134/erjee.v7i1.1496

[52] Diyana, M., Monsefi, R., & Nimehchisalem, V. (2017). Undergraduate ESL Students" Difficulties in Writing the Introduction for Research Reports. Australian International Academic Centre, Australia, 8(1), 9. https://doi.org/10.7575/aiac.alls.v.8n.1p.9

A literature review is a summary of a subject field that supports the identification of specific research questions. A literature review needs to draw on and evaluate a range of different types of sources including academic and professional journal articles, books, and web-based resources

3) Method

Research method is the strategies, processes or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create better understanding of a topic.

4) Results

The results section is where the researchers report the findings of their study based upon the methodology [or methodologies] they applied to gather information.

5) Discussion

The discussion interprets the meaning of the results, puts them in context, and explains why they matter. In quantitative research, results and discussion are sometimes combined. But in quantitative research, it's considered important to separate the objective results from your interpretation of them.

6) Conclusion

The conclusion of a research paper is where people wrap up their ideas and leave the reader with a strong final impression. It has several key goals such as restate the problem statement addressed in the paper, summarize your overall arguments or finding and suggest the key takeaways from your paper.

Therefore, this undergraduate theses will contain five chapters: Introduction, Literature Review, Research Methodology, Result and Discussion, and Conclusion and suggestions.

4. Students' Difficulties in Writing Undergraduate Theses

The difficulties in writing thesis, many undergraduate students have some vary factors of the difficulties they face. The ideas, structure, lack of vocabularies, and re-write or paraphrase are

some examples of the difficulties in writing thesis that the students commonly face. However, there are yet further researches about other factors of acquiring second language as the basic factors to be analyzed by researcher. For second language learner in specific, the factors of the difficulties in acquiring second language may also encounter them difficult to write a thesis.

Brown (2000) said that problems in language are caused by an error in understanding the language and affecting factors (p.219). In writing a thesis, students felt worried or do not have confidence in their ability. They are afraid of doing an error in English. In this case, they will not write more than one paragraph because there is no confidence in their minds. In university-level students have to focus on grammar well and a good idea in creating a clear thesis. This obligation is getting anxiety for students. They think that if they did the mistake their lecturer would be angry with them.[53] Consequently, many of them take a stance from their supervisor rather than do something that will make them learn something related to their thesis.

Writing a thesis is like a mad dash to the finish of a long marathon: it adds luster to your well-deserved degree. In theory, at least. Because the practice will turn out that a thesis is often a stumbling block to students. Sometimes, students do not have the slightest clue as to what is expected from them, and it is becoming increasingly common for them to call in the (paid) help of a thesis agency. According to Gelderen et al, in Lestari, the difficulties are:[54]

1) Students do not learn how to do it
2) Criticism of quality or more demanding requirements
3) The requirements are vague and abstract
4) Time and money

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[53] Brown, H. D, *Principles of Language Learning and Teaching (4th Edition)*, (San Fransisco: Pearson Longman, 2000), p.219

[54] Dwi Monica Lestari, An Analysis of Students' Difficulties in Writing Undergraduate Thesis at English Education Program of Muhammadiyah University of Bengkulu, *Premise: Journal of English Education and Applied Linguistics*, Premise Journal Vo. 9 No 1, April 2020, e-ISSN: 2442-482x, p-ISSN: 2089-3345, page 17-29 https://fkip.ummetro.ac.id/journal/index.php/english

5. Factors of Students' Difficulties in Writing Undergraduate Theses

There are two factors that hinder students from completing their thesis, namely internal factors and external factors. Internal factors are factors that come from themselves (students), while external factors are factors that come from outside. thesis. While external factors include the environment, thesis management system by the Faculty, Advisor.

1) Internal Factor
   a. Motivation.

      Motivation is a condition in a person that encourages him to carry out certain activities in order to achieve a goal. This motivation is the motivation to graduate on time. Motivation to graduate on time is something that creates enthusiasm or encouragement for students to immediately fulfill graduation requirements in order to achieve learning goals within a specified study period. In this case, of course, the motivation to finish the thesis as soon as possible.

   b. Ability.

      A student's ability to write a thesis is a factor that determines whether or not the thesis is finished. This factor is a self-sourced factor such as formulating a problem; determine the title; create a problem background; determine the purpose and benefits of research; the research method used; search for related data or data sources; writing into the thesis when the data has been obtained; write a discussion chapter and the last is drawing conclusions.

   c. Understanding

It turned out that students' understanding of research methodology was not very clear. Most students in writing research methodology only look at research methodology that has been written in various existing studies, especially in previous batch thesis. Whereas in research, research methodology is very important because it will direct the type of research used, how to find data and then process it to become writing material in thesis.

2) External Factor

a. The environment is a supporting factor in students completing their thesis. A supportive environment will have an impact on the speed with which students complete their thesis, one example is that students often meet or share with comrades who are both working on thesis will have a positive impact, namely encouraging students to quickly complete their thesis.

b. It is indeed seen that several students who had finished their thesis exams accompanied their friends who were just waiting for their supervisors. These activities were carried out to fill the free time waiting for graduation. They supported their friends both morally and materially. Based on the results of the interviews, the environment was very supportive of students in completing their thesis. This environment comes from parents, siblings, friends from the same class, friends from a boarding house.

c. The thesis management system by the faculty means the steps that must be taken by students to be able to complete the thesis.

d. Supervising lecturers in carrying out their duties should make it easier or provide solutions to their students, but in reality, many students have the notion that when guidance from supervisors is difficult to find, they lack communication, and sometimes they don't want to explain what is wrong or needs to be corrected.

6. Cause of Difficulties in Writing Theses

The most considerable academic achievement for a university student is the fulfillment of a research project that leads to a better understanding of the problems in the particular field, which is presented in the form of a thesis. Research is a critical and difficult task requiring in-depth knowledge about the topic, planning, concern, and dedication. However, when they produced the thesis, they had some difficulties finishing it. There are some causes of students' difficulties in writing undergraduate thesis as follows:[55]

1) Psychological Causes

The factors relate to the writers' internal factors can also be known as the psychological factor affected 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. Motivation as a part of important factor for students So, motivation becomes the most important factor for students in conducting research. Another problem in psychological factors adopted from the psychologist includes; lack self-management skills, lack a strategy for composing and have no set of procedures for working through a writing assignment from beginning to end, fail to understand and follow directions, write poorly organized papers and sometimes fail to select a topic, their papers lack introductions, and they have problems in understanding and accepting the teachers' criticism.

2) Socio-cultural Causes

Since language cannot be separated from culture, it is also important to analyze the difficulties in writing thesis through the eyes of the socio-cultural factors. Culture becomes

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[55] Suyadi, Husnaini, Elvina, Undergraduate Students' Difficulties in Writing A Research Undergraduate Thesis: A Case Study, *International Journal of Scientific & Technology Research Volume* 9, ISSUE 03, MARCH 2020, ISSN 2277-8616, Retrieved from https://www.ijstr.org/final-print/mar2020/Undergraduate-Students-Difficulties-In-Writing-A-Research-Proposal-A-Case-Study.pdf

strongly important thing in the the learning of a second or foreign language. The focus factor on sociocultural arises to the students' problems in writing thesis. There are three aspects of socio-cultural in writing a thesis, (a) the social distance among each student, and the relationship between undergraduate students and their lecturers; (b) the culture in the language classroom of the undergraduate students, and, (c) the communicative competence among each undergraduate students, and the communicative competence between undergraduate students and their lecturers.

3) Linguistic Causes

As the writer to compensate the absence of the prosodic features in writing, he/she has to write with high degree of organization, careful choice of vocabulary and using complex grammatical devices. In this linguistic factor that hamper students' effective writing in English includes grammatical problems, sentence structure problems and problem of word choice (diction).

4) Cognitive Causes

Lastly is cognitive factor that affecting students' problems in writing a research proposal and undergraduate thesis includes punctuation, capitalization, spelling, content, sample and taking sampling.

CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the finding of research, the researcher concluded two points as follows:

1. The difficulties faced by the students from 2017-2019 related to psychological were low motivation in writing undergraduate thesis, low motivation to find theory and low motivation to study more and remember about how to write undergraduate thesis. The difficulties related to sociocultural was coming to college independently because friends were busy on their own. The difficulties related to linguistic were about grammatical language and limitation of vocabulary knowledge. The difficulties related to cognitive were introduction, method, sampling technique, data processing and results and not paying attention to the punctuation such as full stop (.), comma (,), alphabetical, etc.

2. The cause of difficulties for 2017 students were psychological cause and cognitive cause. Then for 2018 students the cause of difficulties in writing undergraduate thesis were psychological cause, socio-linguistic and cognitive cause. After that, 2019 students also got difficulties from psychological cause, socio-linguistic and cognitive cause.

B. Recommendation

Based on the conclusion above, the researcher would like to give some recommendation for students, lecturer and further researcher as follows:

1. For the students
   a. The students are suggested to increase their motivation in writing undergraduate thesis.
   b. The students should learn how to write undergraduate thesis by reading the guidelines.
   c. The students should learn about the use of Microsoft word and the function of each tool in order to make them able to write undergraduate thesis well, such as to write table of contents,

footnote, etc

2. For the further researchers
   a. The further research is suggested to find more accurate theory about the difficulties in writing undergraduate thesis and the factors of those difficulties.
   b. The further researchers can use this paper as reference in case of analyzing the difficulty in finishing undergraduate thesis.

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