



An Analysis of EFL Students' Difficulties in Writing Thesis

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ABSTRACT

This study aimed to investigate the factors contributing to students' challenges in writing a thesis. Utilizing a Descriptive Qualitative Method Design, the researcher employed a questionnaire and interviews as data collection tools. The sample group consisted of students from Jabal Ghafur University's English Education Department currently engaged in thesis writing, with 12 students selected using purposeful sampling. The findings revealed that students faced difficulties in thesis writing, primarily linked to poor self-esteem. Notably, 58.3% struggled with crafting research backgrounds, while 50% encountered challenges in developing conceptual frameworks. English proficiency emerged as another significant hurdle, with 66.7% of students citing language barriers as a challenge. Additionally, 75% found it challenging to avoid grammatical errors, and a similar percentage expressed unfamiliarity with specific terms. The study identified linguistic factors as the primary contributors to these challenges, followed by personality factors. These insights shed light on key areas where educational interventions may be beneficial in supporting students through the thesis writing process.

Keywords: *Difficulties in writing a thesis, English proficiency, Self-esteem.*

1. INTRODUCTION

English is an international language that is widely used in many nations, including Australia, America, England, and Canada. English speakers speak English as their native language. English is also becoming a second language in other countries such as the Netherlands, Sweden, Norway, Denmark, and Singapore. On the other hand, there are countries that consider English to be a foreign language, such as China, Korea, Japan, Thailand, and Indonesia. Aside from Indonesian, there are numerous languages spoken in Indonesia, such as Aceh, Java, and Sundanese.

In Indonesia, university students are required to write a thesis. [1] underlined that students must conduct scientific research in order to complete their university degrees, particularly in Indonesia. Thus, by identifying and dealing with the obstacles of writing a thesis, undergraduate students be able to recognize and deal with future difficulties.

Aside from speaking, another profitable skill that involves a lengthy approach is writing. Writing may be

the most difficult of the three abilities (listening, speaking, and reading). Writing problems are common in academic writing classes. According to [2], academic writing is difficult. Academic writing includes essays, research papers or academic papers, reports, and other sorts of academic writing. Academic work at the university level is more demanding since students complete their studies and obtain a bachelor's degree, students must prepare a thesis.

Some students claimed that writing a thesis is challenging since they must concentrate on flawless language and a sound topic. Two studies on students' challenges in writing theses have been done. The first study is by [3]. Students' difficulties with writing a thesis are related to their English proficiency, time management, research technique, mindset, and writing skills, as well as plagiarism, personalities, the large number of monitored students and advisor workload, and problems with students' motivation. They have the most trouble writing their thesis because of their limited English skills. Both are at the top of their list of reasons for failing to write their thesis properly.

Additionally, [4] discovered a statistically significant conclusion that 82% of students, or 40 students, battled with personality variables. Students with sociocultural challenges make up 83 percent of the total, or 41 students. 86 percent of students (42 students) have language difficulties. Based on the three factors, the language or linguistics factor causes the most difficulty for English students.

2. LITERATURE REVIEW

2.1 English as a Foreign Language (EFL)

Gebhard [5] defines EFL as the study of English by people who live in areas where English is not spoken as a first language. He went on to say that in this type of environment, students have few opportunities to use English for conversation outside of the classroom. Harmer [6] defines EFL as English instruction when students learn English in their home country or take short courses in English-speaking countries such as the United States, United Kingdom, Australia, Canada, Ireland, or New Zealand. Dooley [2016] proposes a third definition, arguing that EFL students may be required to learn English for academic purposes, travel to an English-speaking country, or commercial purposes while living in a non-English-speaking country.

2.2 Academic Writing Skill

Composing Various definitions of writing have been proposed by academics. Writing is a leisurely process of communicating ideas or thoughts through text. writing is a method for constructing meaning from experience for ourselves and others. According to [8], writing ability is inextricably linked to everyone's daily life. Writing is an important skill to cultivate because it is both productive and expressive, and it is supported by other language skills like listening, speaking, and reading. Writing entails more than just stringing words together. Writers must first understand why and how to write before they begin. According to [9], writing is the act of expressing one's thoughts, desires, and emotions through meaningful writing. It is critical to engage in ongoing training to improve writing skills. As a result, essential writing skills such as word choice, sentence effectiveness, and reasoning must be acquired [10]. To summarize, writing is an expressive activity that necessitates a lengthy process for writers. It takes a long time to become an expert in writing skills because there are important linguistic components to learn.

2.3 Supervision and Support

According to the findings, a person's personality is the most important factor. They expressed doubts about their ability to select a thesis topic and conduct a thorough literature review. Another consideration is sociocultural factors, which are thoroughly discussed in the university's culture department's understanding of thesis

structure and how it should be written. Several difficulties arose when translating sentences from the source to the thesis draft.

3. METHODS

Research design is concerned with how the design is implemented and the analysis is carried out. The research is structured as a descriptive qualitative analysis. Qualitative descriptive analysis is concerned with meaning as it appears to or is achieved by individuals in lived social situations. To present the study's findings, data in the form of quotes from documents, field notes, and interviews, or excerpts from videotapes, audiotapes, or electronic communications are used.

In this study, the author employed a design of descriptive analysis method, which is a method of data analysis The study of objects in order to describe and interpret them in accordance with reality. The descriptive analysis method is used because the data analysis is presented in a descriptive manner.

Descriptive analysis here explains the situation or status of the object/phenomenon without drawing any general conclusions. descriptive research is conducted to provide a study of objects in order to describe and interpret them in accordance with reality. Because of the clear picture of the phenomenon, the descriptive analysis method is used. Furthermore, descriptive research is intended to provide a comprehensive, factual, and reliable explanation of the population's reality and characteristics [11]. These issues addressed using qualitative descriptive analysis. Questionnaires and interviews were used as research instruments in this study. Furthermore, the data subjected to three analysis steps: data reduction, data display, and conclusion drawing.

3.1. Participants and Research Site

This study focuses on students in their final semester of writing their English Education Department thesis at Jabal Ghafur University. The researcher chose this research site because he or she was familiar with the institution where the study was conducted. Researchers' familiarity with study settings leads to more natural research conduct, avoiding false student behavior. Despite knowing about the research and the fact that the class has been prepared for a study. As a result, this website is excellent for conducting research and gathering information. Twelve students are participating in this study. Finally, students who are still working on their thesis receive a total of twelve questionnaires.

3.2. Interview

In this study, interviews to be used to collect data. Interviews are a structured method of speaking and listening to people, as well as gathering information from

them. The interviews are opportunities for people to participate and express themselves. Furthermore, the interviewers discuss how they perceive and comprehend a situation. It is how they express themselves from their perspective. Interviews that are structured, this type of interview, eight important questions are asked; however, the order of the questions may vary depending on the direction of the interview. There is also an interview schedule, though additional questions may be asked. The contents of the encounter are also documented by recording the entire interview. The text is then transcribed word for word, and the transcribed text becomes the data to be examined.

3.3. Questionnaire

In this study, a questionnaire was used. The Google form is used to distribute the questionnaire to the class members. The researcher sends a link to a Google form to the students and instructs them on how to complete the questionnaire. The researcher uses this questionnaire to solicit feedback from the participants on the difficulties they encounter while writing. asked eight key questions; however, the order of the questions may vary depending on the direction of the interview in this form of their thesis and the factors that contribute to those issues. The researcher who used the questionnaire, the respondents' responses would be properly ordered. Furthermore, a questionnaire, according to [11], is a tool in which respondents demonstrate their responses by marking items or providing written responses to questions. The questionnaire for this study is a mixed questionnaire that combines closed-ended questions and open-ended questions. defines closed-ended questions as those in which the researcher provides response options. An open-ended question is one that requires the researcher to provide a response statement.

4. DATA ANALYSIS

Based on Data analysis is a continuous process that necessitates continuous data reflection, analytical questions, and brief notes throughout the investigation. Studying qualitative data, in collecting data, the author of this research prefers to employ semi-structured interviews. Non-standardized semi-structured interviews are widely utilized in qualitative research. The researcher has a list of important questions that must be addressed. The respondents are asked eight important questions; however, the sequence of the questions may be varied depending on the direction of the interview in this form of an interview. There is also an interview outline, although extra questions may be asked. Furthermore, the contents of the encounter are documented by recording the whole interview. Then, word for word, transcribe the text, and the transcribed text becomes the data to be examined. other materials that you acquire in order to improve your own knowledge and share what you have learned. discovered to others.

4.1. Data Consolidation

This step examines and manage the information gathered, whether written or in the form of transcripts [11]. The investigator manages all of the acquired data by separating the significant data from the irrelevant data by identifying a useful part of the data. To achieve the study's goal, important and meaningful data be analyzed, while unimportant and useless data be removed.

4.2. Data Visualization

The reduced data were illustrated with narrative text, which is the most commonly used method in qualitative research. It helps readers understand what is going on and what is implied in the data.

4.3. Conclusion Illustration

The final stage is to draw conclusions. These are results that have not previously been observed in qualitative studies. Findings may be in a type of explanation that is still being developed. Before examination, the environment should be dim or dark so that a causal or interactive interaction, hypothesis, or theory can become clear. An interview with the students is used to supplement the data from the questionnaires. The researcher used following formula to calculate the percentage of students who responded to each statement in the questionnaire:

$$P = \frac{F}{N} \times 100 \%$$

P denotes the class percentage.

F is the total percentage score.

N is the number of students.

5. RESULTS AND DISCUSSION

5.1 Result

Students' Difficulties

To find out are difficulties of EFL students in writing a thesis, the researcher used a questionnaire and did some interviews with the students by asking some questions related to EFL students' difficulties in writing a thesis. The research findings consist of a description of the data found in the research field.

The researcher provides the students with a link to a Google form and instructs them on how to complete the questionnaire. In this study, the researcher used students' difficulties in writing questionnaires.

a. Self-esteem

In this part, the researcher provided the results based on the questionnaire's self-esteem element, which comprises the following 6 items:

1. I have chosen an interesting title for writing a thesis.

2. I do not know how to write a good thesis.
3. I have formulated good research objectives.
4. I have difficulty writing my research background.
5. I have difficulty drawing a conceptual framework in research.
6. I have understood what research design will be used.

Table 1. The Questionnaire Result for the 1st Item

No	Classification	Frequency	Percentage
1	Strongly Agree	5	41,7%
2	Agree	4	33,3%
3	Disagree	2	16,7%
4	Strongly Disagree	1	8,3%
Total		12	100%

The Table which was used to illustrate the 1st item revealed that 5 (41,7%) strongly agreed and 4 participants (33,3%) agreed. 2 participants (16,7%) picked disagree, while just 1 participant (8,3%) selected

strongly disagree. The study concludes that the majority of the English Education Department at Jabal Ghafur University were in agreement that they selected an interesting topic for their thesis.

Table 2. The Questionnaire Result for the 2nd Item

No	Classification	Frequency	Percentage
1	Strongly Agree	1	8,3%
2	Agree	4	33,3%
3	Disagree	6	50%
4	Strongly Disagree	1	8,3%
Total		12	100%

In item 2 that was shown, 1 participant (8,3%) was strongly in disagreement, 6 participants (50%) disagreed, 4 participants (33,3%) agreed, and 1 participant (8,3%)

was in agreement. The researcher deduced as a result that the majority of students believe they are capable of producing a good thesis.

Table 3. The Questionnaire Result for the 3rd Item

No	Classification	Frequency	Percentage
1	Strongly Agree	1	8,3%
2	Agree	6	50%
3	Disagree	4	33,3%
4	Strongly Disagree	1	8,3%
Total		12	100%

Among the students who responded to Item 3's third question, 1 respondent (6,7%) strongly disagreed with the statement, followed by 4 respondents (33,3%) who disagreed, 6 respondents (50%) who agree, and 1

respondent (8,3%) who were strongly in agreement. The researcher may infer from the data that the majority of the students had this belief provided they had well-formulated study objectives.

Table 4. The Questionnaire Result for the 4th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	1	8,3%
2	Agree	6	50%
3	Disagree	4	33,3%
4	Strongly Disagree	1	8,3%
Total		12	100%

1 respondent (8,3%) strongly disagreed and 4 respondents (33,3%) disagreed with item 4. 6 students (50%) of the remaining students were found to agree, while one

respondent was found to strongly agree (8,3%). The researcher came concluded the majority of pupils had difficulty in the process of writing research background.

Table 5. The Questionnaire Result for the 5th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	1	8,3%
2	Agree	5	41,7%
3	Disagree	5	41,7%
4	Strongly Disagree	1	8,3%
Total		12	100%

In response to item 5, 5 participants (41,7%) selected the "disagree" statement, 1 participant (8,3%) opted "strongly disagree" statement, 5 participants (41,7%) students selected the "agree" statement, and 1 participant (8,3%)

student selected the "strongly agree" option. It may be inferred that half of the pupils concurred that they had trouble drawing conceptual frameworks.

Table 6. The Questionnaire Result for the 6th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	3	25 %
2	Agree	7	58,3%
3	Disagree	2	16,7%
4	Strongly Disagree	0	0
Total		12	100%

The last item revealed that 2 students (16,7%) disagreed, 7 students (58,3%) agreed, and 3 students (25%) strongly agreed. As a result, the researcher might conclude the data

that the majority of the students think that they comprehend the purpose of the study design.

b. Motivation

The researcher noted in this section that the questionnaire result belonged to Motivation, which has 4 items below:

7. I am very excited when it comes to guidance.

- 8. I don't have strong motivation as long writing a thesis process.
- 9. The supervisor always be patient in guiding their students.
- 10. I spend a lot of time relaxing with my friends.

Table 7. The Questionnaire Result for the 7th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	2	16,7%
2	Agree	7	58,3%
3	Disagree	1	8,3%
4	Strongly Disagree	2	16,7%
Total		12	100%

Table 4.7 showed that for the 7th item, most students chose the positive; 7 students (58,3%) agreed, and 2 students (16,7%) strongly agreed. As a result, the researcher

concluded that the majority of the English Education Department students at Jabal Ghafur University affirm that they were highly excited about guiding the thesis.

Table 8. The Questionnaire Result for the 8th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	2	16,7%
2	Agree	3	25%
3	Disagree	3	25%
4	Strongly Disagree	4	33,3%
Total		12	100%

Among the students who responded to the 8th item, 4 respondents (33,3%) strongly disagreed, followed by 3 respondents (25%) who chose disagree, then 3 respondents (25%) agreed and 2 respondents (16,7%)

were in "strongly agree" option. Most students disagreed that they lacked significant motivation for the thesis-writing process, according to the item 8 result, which led to this conclusion.

Table 9 The Questionnaire Result for the 9th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	6	50%
2	Agree	6	50%
3	Disagree	0	0
4	Strongly Disagree	0	0
Total		12	100%

All responders to item 11 (a total of 12 respondents) selected the affirmative. The researcher concluded that the

majority of pupils firmly agreed that their supervisor was always patient in mentoring them.

Table 10 The Questionnaire Result for the 10th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	1	8,3%
2	Agree	3	25%
3	Disagree	5	41,7%
4	Strongly Disagree	3	25%
Total		12	100%

The last question, item 10, showed that 3 students (25%) strongly disagreed with the statement, followed by 5 students (41,7%) who disagreed. In contrast, 3 students (25%) and 1 (8,3%) students respectively responded "agree" and "strongly agree." The study concluded that most of the English Education Department thesis writers at Jabal Ghafur University do not agree that they spend a lot of time relaxing with their friends.

c. Anxiety

In this area, the researcher discussed the results from the Anxiety questionnaire, which had 6 items:

11. I am very worried when it comes to guidance.
12. After being criticized by the supervisor, I immediately revised.

13. I always try to find new references when I have difficulties.
14. I am always afraid to make many mistakes while writing a thesis.
15. I spend many times sleeping when I have trouble writing.
16. I felt that writing a thesis will take a long time which hinders the study completion.

Table 11. The Questionnaire Result for the 11th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	2	16,7%
2	Agree	2	16,7%
3	Disagree	5	41,7%
4	Strongly Disagree	3	25%
Total		12	100%

Table 4.11 showed that more than half of the students picked "no" the responses were split into 5 respondents (41,7%) for disagree and 3 (25%) for strongly disagree.

The researcher concluded that the majority of pupils disagreed that they were anxious about supervision.

Table 12. The Questionnaire Result for the 12th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	1	9,1%
2	Agree	7	63,6%
3	Disagree	3	27,3%
4	Strongly Disagree	1	9,1%
Total		12	100%

According to item 12, the proportion of "yes" responses was higher than "no" responses. It may be deduced that

the students thought they quickly corrected after receiving supervisor criticism.

Table 13. The Questionnaire Result for the 13th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	6	50%
2	Agree	4	33,3%
3	Disagree	1	9,1%
4	Strongly Disagree	1	9,1%
Total		12	100%

While item 13 had 1 respondent (9,1%) who strongly disagreed, 1 respondent (9,1%) who disagreed, 4 respondents (33,3%) who agreed, and 6 respondents (50%)

who strongly agreed. According to item 13's findings, the majority of students seek out new sources of information when they are having trouble.

Table 14. The Questionnaire Result for the 14th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	2	16,7%
2	Agree	3	25%
3	Disagree	3	25%
4	Strongly Disagree	4	33,3%
Total		12	100%

Next, item 14 revealed that 7 pupils (or 58,3%) agreed negatively with the statement, followed by the remaining respondents, who made up 5 (or 41,7%), who agreed positively. It indicated that it was not big trouble for the

Jabal Ghafur University students in the English Education Department to commit several errors while writing their thesis.

Table 15. The Questionnaire Result for the 15th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	4	33,3%
3	Disagree	5	41,7%
4	Strongly Disagree	3	25%
Total		12	100%

It is significant to mention that 3 participants (25%) strongly disagreed with the statement, 5 participants (41,7%) disagreed, and 4 participants (33,3%) agreed. The

conclusion that can be drawn is that the majority of students disputed that they often slept throughout the process of writing their theses.

Table 16. The Questionnaire Result for the 16th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	1	8,3%
2	Agree	4	33,3%
3	Disagree	5	41,7%
4	Strongly Disagree	2	16,7%
Total		12	100%

The majority of the students (7 in total) who responded to the final point disagreed with the statement. In conclusion,

the students supposed that the time required to write a thesis would not prevent them from finishing their studies.

d. Social distance among students and society

In this section, the researcher gave the results of a questionnaire on the social distance between students and society, which contained the 5 items listed below:

17. My friends always give a positive advice

18. I waste many times with my friends.

19. For me, a thesis is just a formality and solidarity is everything.

20. When I have troubled my friends always help me.

21. I am very busy with organizational activities in and out of campus.

Table 17. The Questionnaire Result for the 17th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	5	41,7%
2	Agree	6	50%
3	Disagree	1	8,3%
4	Strongly Disagree	0	0
Total		12	100%

Table 4.17 showed that 11 pupils (91,7%), or almost all of the respondents, agreed with the statement. There was just 1 (8,3%) student who disagreed with the assertion. In

conclusion, it was evident that the students' friends offered helpful guidance while they worked on their thesis.

Table 18. The Questionnaire Result for the 18th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	3	25%
3	Disagree	6	50%
4	Strongly Disagree	3	25%
Total		12	100%

There were 3 students (25%) who picked "strongly disagree," 6 students (50%) who chose disagree, and just 3 students (25%) who selected agreement for item 18. The

researcher concluded that most students did not agree that they spend a lot of time hanging out with their friends during the process of producing their thesis.

Table 19. The Questionnaire Result for the 19th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	2	16,7%
3	Disagree	6	50%
4	Strongly Disagree	4	33,3%
Total		12	100%

Regarding item 19, the chart demonstrated that the majority of the students' responses disagree and strongly disagree—were on the "negative" side. 6 respondents

(50%) selected "disagree" and 4 respondents (33,3%) opted for "strongly disagree". As a result, the students did not consider see the thesis as just a formality.

Table 20. The Questionnaire Result for the 20th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	4	33,3%
2	Agree	5	41,7%
3	Disagree	3	25%
4	Strongly Disagree	0	0
Total		12	100%

The responses from the students were mostly "yes" toward the statement for the 20th item. The results

revealed that most students insist that their buddies are always there to aid them.

Table 21. The Questionnaire Result for the 21st Item

No	Classification	Frequency	Percentage
1	Strongly Agree	0	0
2	Agree	2	16,7%
3	Disagree	6	50%
4	Strongly Disagree	4	33,3%
Total		12	100%

In the last item, 4 students (33,3%) selected "strongly disagree," 6 students (50%) opted "disagree," and 2 students (16,7%) listed "agree." It may be inferred that the

majority of the students were not too busy in any off-campus or organizational activity.

e. Social distance between students and supervisor

The researcher provided the results in this section based on the questionnaire findings concerning the social distance between students and the supervisor, which are contained in the following 6 items:

22. The supervisor is always open mind to receiving a complaint from the students

23. The supervisor is hard to find
 24. The supervisor is giving explanations that easy to understand
 25. The supervisor always reschedules the guidance
 26. The supervisor makes it easy for the students to guidance
 27. The supervisor is act at will.

Table 22. The Questionnaire Result for the 22nd Item

No	Classification	Frequency	Percentage
1	Strongly Agree	4	33,3%
2	Agree	3	25%
3	Disagree	4	33,3%
4	Strongly Disagree	1	8,3%
Total		12	100%

Table 4.22 showed that 1 student (8,3%) was in the "strongly disagree" choice, 4 students (33,3%) were in the "disagree" option, 3 students (25%) were in the "agree" option, and 4 students (33,3%) were in the "strongly

agree" option. Thus, the researcher determined that the majority of students believed that their supervisor was always receptive to hearing student concerns.

Table 23. The Questionnaire Result for the 23rd Item

No	Classification	Frequency	Percentage
1	Strongly Agree	1	8,3%
2	Agree	3	25%
3	Disagree	4	33,3%
4	Strongly Disagree	4	33,3%
Total		12	100%

According to the 23rd item, the student's responses were dominated by negative alternatives, disagree, and strongly

disagree. To summarize, the students did not agree that their supervisors were difficult to find.

Table 24. The Questionnaire Result for the 24th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	4	33,3%
2	Agree	5	41,7%
3	Disagree	2	16,7%
4	Strongly Disagree	1	8,3%
Total		12	100%

Item 24 revealed that 1 student (8,3%) chose "strongly disagree", 2 students (16,7%) chose "disagree", 5 students (41,7%) chose agree, and 4 students (33,3%) answered

definitely agree. As a result, the researcher found that most students believed that the supervisor provided an explanation that was simple to grasp.

Table 25. The Questionnaire Result for the 25th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	1	8,3%
2	Agree	4	33,3%
3	Disagree	5	41,7%
4	Strongly Disagree	2	16,7%
Total		12	100%

Item 25 revealed that 2 students (16,7%) chose "strongly disagree," 5 students (41,7%) chose "disagree," 4 (33,3%) students chose "agree," and 1 (8,3%) student chose

"strongly agree." To summarize, the majority of students did not think that the supervisor should always postpone the guidance.

Table 26. The Questionnaire Result for the 26th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	6	50%
2	Agree	4	33,3%
3	Disagree	1	8,3%
4	Strongly Disagree	1	8,3%
Total		12	100%

The outcome of the 26th item revealed that students who agreed with the statement outnumbered those who

disagreed. As a result, the supervisor simplified the pupils' guidance.

Table 27. The Questionnaire Result for the 27th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	1	8,3%
2	Agree	5	41,7%
3	Disagree	6	50%
4	Strongly Disagree	0	0
Total		12	100%

According to the table above, the final result for this section revealed that 6 respondents (50%) chose "disagree," 5 respondents (41,7%) selected "agree," and 1 respondent (8,3%) got "strongly agree." Therefore, the

researcher found that half of the pupils disagree that the supervisor always acts at will.

f. English proficiency

Based on the findings from the questionnaire's three questions on English competence, the researcher reported the findings in this part. These three items are as follows:

28. I am having trouble writing a thesis because my English is still quite poor
29. I am having trouble creating a thesis since I am not familiar with the terminology used in the theory that serve as my thesis's foundation
30. I am having trouble minimizing grammatical errors in my thesis writing

Table 28. The Questionnaire Result for the 28th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	3	25%
2	Agree	5	41,7%
3	Disagree	3	25%
4	Strongly Disagree	1	8,3%
Total		12	100%

Table 4.28 showed the results for question 28, which revealed that more students chose the "positive" choice than the "negative," with 8 (66,7 %) choosing the "positive" and 4 (33,3 %) choosing the "negative." As a

result, it may be inferred that the majority of students acknowledged that their limited English skills made it difficult for them to write their thesis.

Table 29. The Questionnaire Result for the 29th Item

No	Classification	Frequency	Percentage
1	Strongly Agree	2	16,7%
2	Agree	7	58,3%
3	Disagree	3	25%
4	Strongly Disagree	0	0
Total		12	100%

The results for item 29 remained the same; 9 students, or 75%, agreed with the statement. To review, the students thought that another reason for their difficulties with

thesis writing was that they were unfamiliar with several terminologies.

Table 30. The Questionnaire Result for the 30th item

No	Classification	Frequency	Percentage
1	Strongly Agree	3	25%
2	Agree	6	50%
3	Disagree	3	25%
4	Strongly Disagree	0	0
Total		12	100%

The final response showed that 3 students (25%) chose "disagree," 6 students (50%) chose "agree," and 3 students (25%) picked "strongly agree." Overall, the replies from

the students showed that they are still having problems eliminating grammatical errors when writing their thesis.

The researcher would like to examine the issue statement in this study, look at what was discovered in the results of this investigation, and compare the variations in the results of this study with past research based on the data analysis in the findings above this study. The researcher concentrated on the difficulties that students had while writing their thesis in English as well as the factors that contributed to those difficulties.

The researcher would like to investigate the issue statement in this study, look at what was discovered in the findings of this investigation, and compare the variations in the findings of this study with previous

A. Self-esteem

Based on the findings, the researcher identified a few Self-Esteem issues related to thesis writing. First, one of the major issues confronting students at Jabal Ghafur University was their inability to write a solid research background and develop a conceptual framework for their studies, both of which were required. which are critical components of a thesis. As a result, they were unable to complete their theses during the learning process.

This study suggested that students' difficulties in writing theses were due to a lack of self-confidence in selecting the topic and title of their theses, as well as a lack of basic knowledge. The researcher concluded from the research findings that the main difficulty in writing a thesis was a lack of fundamental information.

B. Motivation

Motivation drives a person's greatest efforts to achieve their goals. The final semester of college was a major challenge for students because they had to complete scientific work, such as a thesis, which was difficult because it required extensive research. Students are extremely motivated. According to research conducted in the English Education Department at Jabal Ghafur University, the students used as samples in this study had significant motivation for writing their thesis, which pushed some of the other factors. Students were always

5.2 Discussion

research based on the data analysis in the findings of this study. The researcher focused on the difficulties that students had while writing their thesis in English as well as the factors that contributed to those difficulties.

The difficulties encountered by students at Jabal Ghafur University's English Education Department in writing a thesis.

This section covers five topics: self-esteem, motivation, anxiety, social distance between students and society, and social distance between students and supervisors.

eager to improve their thesis writing because their friends or supervisors usually gave them good advice.

The findings of this study contradicted the findings of [12] research, which claims that one of the students who obstructed writing a thesis was a lack of motivation from the students themselves. According to the data presented, the researcher could claim that the English Education students at Jabal Ghafur University were highly motivated previously.

C. Anxiety

Anxiety was defined as a strong, overwhelming dread that persisted in response to everyday events. Anxiety may be natural in stressful situations such as giving a speech in front of an audience or passing an exam. The anxiety mentioned in this case was related to the thesis-writing process itself. A study conducted at Jabal Ghafur University found that students did not experience anxiety while writing their thesis.

This study's findings did not support Brown's (2000) hypothesis that one of the challenges students faced in their instruction and learning was their own anxiety. This argument was supported by the researcher's findings, which revealed that students at Jabal Ghafur University were anxious about writing their thesis.

D. Students' social distance from society

Throughout the thesis writing process, communication with friends, family, and the community surrounding the students was critical. The students benefited greatly from communication with society, including inspiration, information, and knowledge exchange, which enabled them to learn things they had never known before. Communication with friends was essential throughout the thesis writing process because even students face difficulties that friends can help them resolve. As a result, the researcher examined the impact of social distance between students and society on the thesis writing process.

According to the study's findings, students at Jabal Ghafur University maintain a healthy social distance from society and experience positive effects throughout the thesis writing process. As evidenced by the presentation of study's findings, social distance between students and society was beneficial because it allowed them to communicate with their friends more easily, which aided them in finishing their thesis writing. This finding contradicts [13] theory, which claims that students' social distance issues impair their ability to learn and teach.

E. The students' and supervisor's social distance

According to the findings of this study conducted at Jabal Ghafur University, the students had no difficulty overcoming a social divide with their supervisor. The space between the student and the supervisor was adequate. The supervisor always assists students in improving their theses. It difficult to communicate with the supervisor, the findings of this study contradicted that finding. According to the findings of this study, the supervisor-student relationship was positive.

F. Knowledge of English

They should be fluent in English because they write their theses in it and read some journals in it. Low English proficiency can make writing more difficult for them. These are strong. The researcher discovered in this study that students continue to struggle due to their poor English skills, lack of terminology knowledge, and difficulty reducing grammatical errors in their thesis writing.

This finding is consistent with [3] finding that the majority of problems students encountered while writing their theses were due to their still-limited and weak English skills. As a result, this is the first reason they are unable to effectively construct their writing argument.

2. The factors that contribute to students' difficulties in writing a thesis at Jabal Ghafur University's English Education Department

Personality, sociocultural factors, and linguistic factors were identified as factors that contributed to students' difficulties in writing their theses. The personality traits are classified. The personality factors are classified as (a) self-esteem, (b) motivation, and (c) anxiety. Two major issues are determined by sociocultural factors. (a) between students and society; and (b) between students and their supervisor.

The researcher discovered that the data in the personality factor revealed two issues that students had when writing their theses after calculating the data in the findings above. The first issue was self-esteem; they were perplexed and struggled to write a research background. They also struggled to create a conceptual framework. The students' problem was a lack of fundamental writing skills that they should have learned during the learning process.

The discussion then moved on to language-related issues, such as the students' inability to understand certain words. They lacked confidence in their ability to write in English and used terminology that was critical to the development of their thesis. Their English proficiency affected how difficult it was to write a thesis with as few grammatical errors as possible.

CONCLUSION

The personality aspect, which includes the outcome of the data analysis earlier, as well as self-esteem, motivation, and anxiety, is covered by the researcher's display in this part of what factors students have trouble producing a thesis. The socio-cultural factor was given additional considerations, including the social distance between students and society and also the social distance between students and their supervisors. The last one is linguistic factors. The following figure illustrates the data:

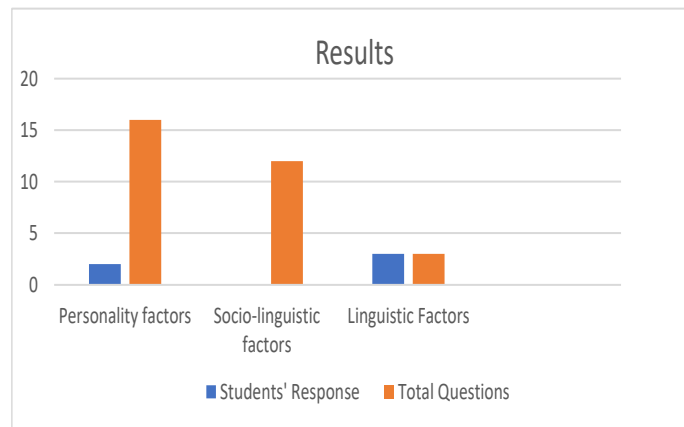


Figure 4.1 Result of Questionnaire

The biggest factor contributing to the student's difficulties is linguistic factors, those were 3 questions and all of the (100%) questions were agreed upon by the students. Then, it is followed by personality factors including self-esteem, motivation, and anxiety. Of 16 questions, the students agree or have difficulty in 2 (12,5%) questions. There were no difficulties in socio-linguistic factors

The following were the students' difficulties with writing their thesis, according to information obtained and evaluated from research conducted at Jabal Ghafur University:

1. Low self-esteem, a lack of fundamental knowledge, fear of making mistakes, and the persistent belief that writing a thesis is merely a formality were among the issues students faced when writing their theses. Furthermore, the students' limited English skills made it difficult for them to complete their theses.

2. The primary causes of students' difficulties

The linguistic factor is the most important in thesis writing, followed by the personality factor, which includes self-esteem and anxiety. Of all the factors, the socio-cultural factor had the smallest proportion.

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