

**THE FACTORS AFFECTING STUDENTS' DIFFICULTIES IN
CONDUCTING THESIS IN ENGLISH LANGUAGE EDUCATION
AT THE UNIVERSITY OF BATANGHARI JAMBI**

A THESIS

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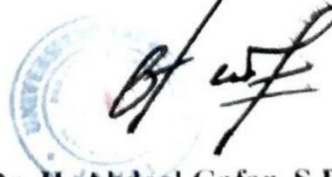
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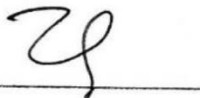




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LETTER OF RATIFICATION

This thesis entitled "The Factors Affecting Students' Difficulties in Conducting Thesis in English Language Education at the University of Batanghari Jambi", written by Fitria Inda Yani, student's number 1800888203045, was approved by team of examiners Faculty of Teacher Training and Education Batanghari University on July, 21st 2022.

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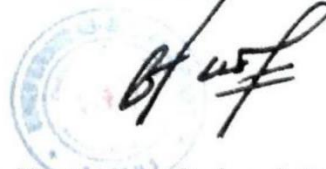
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Here by stated that the research paper that I wrote with entitled:

“The Factors Affecting Students’ Difficulties in Conducting Thesis in English Language Education at the University of Batanghari Jambi” is original and not result of plagiarism or a copy of someone else's scientific work.

Thus I made this statement in solemnly with firm belief without any pressure from any party. If it turns out that in the future I provide incorrect information and or there are allegations of plagiarism, I am willing to accept sanctions in accordance with the provisions of the applicable laws and regulations.

Jambi, July 21st, 2022

The Signee


Fitria Inda Yani

Motto

“Don’t stop when you tired. Stop when you are done!”

DEDICATION

الْعَالَمِينَ رَبِّ لِلَّهِ لِحَمْدُ

I would like to deep gratitude Allah SWT for all the graces that have been bestowed upon me so that I can complete this thesis. Thanks God for bringing the best people around me to give me support and pray. So that I can be at the point of writing this dedication page.

I dedicate this work to my loved ones,

Appa dan Amma

Two of the greatest people in my life.

Thank you for being my superhero!

Thank you for your love and affection, for your extraordinary patience in raising and caring for me with great affection. And also support that never goes out.

My two best sisters,

Desy Wulansari, S.E and Yuni Zulaiha, S.Psi

Thanks to always want to be bothered

For the two of you who always encourage and strengthen me in your different ways.

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My bad.

My numb brother, M. Nuzul Firansyah

Thank you for being a place to keep my thesis on your phone.

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The researcher realise that this thesis would not be completed properly without the support, patience, advice, help and contribution from some people. Therefore, the researcher wants to express her gratitude to everyone who has helped the researcher in a process of completing this thesis. The writer shows her gratitude to:

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Jambi, July 21st, 2022

Fitria Inda Yani

ABSTRACT

Yani, Fitria Inda. 2022. The Factors Affecting Students' Difficulties in Conducting Thesis in English Language Education at the University of Batanghari Jambi. English Language Education. Faculty of Teacher Training and Educational Sciences. University of Batanghari. The first advisor: Dr. Suyadi, MA. The second advisor Ridho Praja Dinata, S.Pd., M.Pd.

This research was included in quantitative research which aims to find out the problems and factors experienced by students so that it affects their difficulties in completing the thesis. The subjects of this study were 19 students of the 2018 English Department of Batanghari Jambi University who had completed their thesis. Researcher collected data through questionnaires distributed online using google form. In this research, three main factors are identified that affecting undergraduate thesis writing. First, psychological factors which include self-esteem, anxiety, and motivation. Furthermore, the second factor is socio-cultural factors which include the social distance among each student and the social distance between students and supervisors. Lastly, linguistic factors which include domain error analysis and extent of error analysis. The results showed that psychology factors got a percentage of 40.36%, socio-cultural factors got a percentage of 29.66%, and linguistic factors got a percentage of 29.96%. Thus, it can be concluded that the most influencing factor in the difficulty of students completing the thesis is the psychological factor.

Keywords : students' difficulties, psychological factors, socio-cultural factors, linguistic factors

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Education is an important and mandatory need in human life as a conscious effort made to gain a process of experience. With education, humans can develop themselves and take advantage of the potential of nature and the environment for the benefit of their lives. Education requires human resources who are knowledgeable and qualified to carry out their role in serving the educational needs of the community. This is also by one of the goals of the Unitary State of the Republic of Indonesia in the 1945 Constitution, which is to educate the life of the Nation.

Rousseau (2003) defines education as a conscious effort to provide individuals with knowledge and skills that can be used later when they are adults, namely a condition in which individuals must be responsible for their own behavior. The educational process is a journey that never stops throughout human life and is a very significant thing in human life. In Indonesia, education consists of various levels. Beginning with early childhood education, basic education, junior secondary education, senior secondary education, and tertiary education. Higher education is the last education and is the highest level which includes diploma, bachelor, master, doctoral, and specialist education programs organized by universities. Higher education is an educational unit that is obliged to provide education, research,

and community service. Educators in higher education are called lecturers, while students in higher education are called students.

Students are young intellectuals who must have more advanced insight than the graduates below them, are expected to be able to improve the quality of education for the next generation. Not only in higher education, but students also have a very important role in society. Students are the driving force of change for the better, following his role as an agent of change who brings a revolution in all things in life. In the educational process, students are required to think critically, cultivate the attitude and character of a student, and gain knowledge as much as possible so that later it can be applied in the life of society, nation and state. In accordance with the tri dharma of higher education, namely, (1) education and teaching, (2) research and development, and (3) community service.

In the last stage, students are faced with a final project or what is commonly called a thesis. A thesis is a requirement to obtain undergraduate status (S1) in every State University (PTN) and Private University (PTS). A thesis is a written work in the form of a research report conducted on a problem or phenomenon in a particular field based on applicable rules. According to Oliver (2013) thesis is a piece of structured scholarly writing that reports on a thesis sample. Students who can write a thesis are considered to be able to combine their knowledge and skills in understanding, analyzing, describing, and explaining problems related to the scientific field of the major.

In fact, students who are writing a thesis often have facing some difficulties. There are various difficulties faced by students, such as difficulty in pouring ideas into scientific writing, lack of understanding of the problems being studied, limited references, or problems faced by supervisors. According to Kirom (2019) said that the factors that influence students' difficulties in writing a thesis are external factors and internal factors. External factors consist of learning materials and the selection of learning strategies carried out during the research. Meanwhile, the internal factors consist of students' low motivation and writing ability, low student resilience, and low use of Indonesian. External factors experienced by students are also influenced by lack of references, unfamiliarity in writing scientific papers, and problems experienced by students and their supervisors (Darmono, 2002).

In line with Asmawan (2016) states that the difficulties experienced by students in completing a thesis are divided into two factors, namely internal factors related to motivation and student understanding in writing a thesis. And external factors, namely the environment and the bureaucratic system that supports students to immediately complete the thesis and supervisors who are considered to hinder students in completing the thesis.

In addition, Brown (2007) classifies into three factors that will influence students in writing a thesis, namely psychological factors which can also be referred to as internal factors and are related to mental and spiritual aspects. Second, socio-cultural factors related to social and cultural factors. In this case, socio-cultural factors play an important role in individual

development and function. Finally, linguistic factors related to language. The linguistic features of writing include language rules that are accepted in academic writing standards. Linguistic features refer to dealing with the maturity of sentences that the writer uses based on good and proper conventional grammar.

Blumner, Eliason, & Fritz (2001) said that the problems found in thesis writing, one of which was about language. This language problem consists of the suitability of the content, the connectedness of the content, the effectiveness of the content, the use of punctuation marks, and the right choice of words. In addition, the problems faced by students also lie in the inconsistent presentation. Data inconsistency results in inconsistent presentation, this is certainly caused by low language skills.

Based on the description above, the problems that arise need to be studied more deeply. This has prompted researcher to research "The Factors Affecting Students' Difficulties in Conducting Thesis in English Language Education at the University of Batanghari Jambi".

1.2 Identification of the Problem

Based on the problem description above, there are several identification problems.

1. Lack of understanding of the problems being studied
2. The low writing ability of students

3. Lack of student motivation, self confidence and anxiety in conducting a thesis
4. Lack of communication between students and supervisors
5. Lack of references

1.3 Limitation of the Problem

This research was be carried out easily, directed, and not widespread and get the results as expected, so it is necessary to limit the problem. Based on the identification of the problem above, the problem limitation in this study lies in point (2) the low writing ability of students. (3) Lack of student motivation, self-confidence, and anxiety in conducting a thesis. (4) Lack of communication between students and supervisors.

1.4 Formulation of the Problem

Based on the explanation above, the formulation of the problem in this study is “What are the factors affected student of the difficulty in conducting a thesis?”

1.5 Purpose of the Problem

The purpose of this research to determine what the factors affected students' difficulties in conducting their thesis.

1.6 Significant of the Research

In this study there are two significances, the first is theoretical and the second is practical.

1. Theoretically

The theoretical benefits in this research are expected to be able to contribute and provide information, especially regarding the description of difficulties in thesis writing students. Then find out the obstacles faced by thesis writing students and find out what factors cause students to have difficulty in completing the thesis.

2. Practically

a. For Lecturers

It is hoped that the results of this research can be a contribution in the form of information regarding the description of the difficulties of the final thesis writer. Then, knowing what obstacles and factors are faced by students in conducting their thesis. So that it is expected to find a solution in the form of more assistance to prevent difficulties for thesis writing students.

b. For Students

In this case, it is hoped that it can provide a general description of the thesis and become useful information for students regarding the difficulties faced by final students in conducting the thesis, which can affect physical, cognitive, emotional, and behavioral aspects. And can minimize the things that can hinder the writing of the thesis.

c. For Researcher

In this case, the researcher will gain a lot of knowledge and broad insight and of course useful regarding the problems experienced by students in conducting the thesis.

d. For Further Researchers

It is hoped that for future researchers, the results of this study can be used as a contribution of thoughts, references, and further information for similar research.

1.7 Definition of Key Terms

1. Difficulties

Difficulties are something that have a hard quality. It means that difficulties are situation or condition that make something not good or hard happen (Hornby, 2014).

2. Students

Student is a person who attends a school, college, or university (Merriam-Webster dictionary). A student is someone who is already registered who is studying or undergoing higher education at a college.

3. Thesis

Thesis is a long piece of writing on a particular subject that is done to earn a degree at a university (Merriam-Webster dictionary). Thesis is used as a condition for students to complete their education and get a bachelor's degree.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Difficulty of Students Conducting Thesis

In higher education, especially in the academic field of English, students are not only required to master listening, speaking and reading but are also required to be able to write, especially in this case writing a thesis. However, in reality, many students do not often write and think that writing a thesis is a scary thing that inevitably has to be done. Tiwari (2019) also said that students face many challenges during thesis writing. In this case, students' difficulties in choosing the right topic and problems with supervisor behavior frustrated students.

Quoted from the oxford dictionary, the problem is something that refers to the difficulties faced. Clearly, a problem is a situation that is not expected to occur. Payne and Turner (1999) and Strickland, et.al (2002) explain in Josephine (2012) that students who experience problems in writing are related to the difficulty of communicating their ideas. They may have difficulty constructing sentences, using punctuation in sentences and using grammatically accepted vocabulary and paragraph organization.

In the research of Wang and Yang (2012) revealed that the problems faced by students revolve around the lack of theoretical knowledge and logical organization that students have, then students lack the ability to synthesize literary works, and finally the problem faced by students is the lack of critical

thinking during the writing process. In addition, Blumner, Eliason, & Fritz (2001) say that one of the problems lies in language. This language problem consists of the suitability of the content, the relevance of the content, the effectiveness of the content, the use of punctuation marks, and the selection of the right words.

In sum, the difficulties faced by students while working on theses are related to difficulties in pouring ideas into scientific writing, lack of understanding of the problems being studied, or problems faced by supervisors, such as difficulties in meeting when they want thesis guidance.

2.2 The Nature of Student

The student is a term for someone who is taking college. Students are young scholars whose presence is expected to improve the quality of education for the next generation. According to Santoso (2012), students are people who study at colleges, whether at a university or institute or academy, they are who registered as students at the tertiary institution can be referred to as college students. Even so, the meaning of student is not that narrow. Students are the next generation of the nation who must have more advanced insight than the graduates below them, who must be able to compete and make the nation proud, who must be able to unite and convey thoughts to advance the nation.

Students are a very valuable asset. Students are the high hope of a nation that will become the successor who has high loyalty for the progress of the nation, especially in the world of education. Sarwono (1978) argues that a

student is anyone who is officially registered to take lessons at a university with an age limit of around 18-30 years. In Suwono's (1978) book, Knopfemacher defines the meaning of a student as an individual prospective undergraduate at one of the universities (PT). Students are prospective undergraduates who, in their involvement with universities, are expected to become intellectual candidates.

According to the description above, it can be assumed that students are students in higher education whose presence as young scholars can improve the quality of themselves and the quality of the nation and is expected to be able to become intellectual candidates.

2.3 Characteristics of Students

Students are considered to have a high level of intelligence, intelligence in thinking, and planning in action. Critical thinking and acting quickly and appropriately are traits that tend to be inherent in every student which is complementary principles. Characteristics of students in general, namely stability in the personality which began to increase, due to reduced fluctuations in feelings. They tend to establish and think carefully about something that will be achieved, so they have a realistic view of themselves and their environment. In addition, students usually tend to be closer to their peers to exchange ideas and provide mutual support.

The most prominent characteristic of students is that they are independent. As the nation's next-generation, students are expected to be able to give their role in real life. Students have several important roles for the

nation, the first is Iron Stock, where students must have honest personalities and morals. Second, Agent of Change is expected to be able to bring about change for the community to lead a more advanced life. Then, as a Guardian of Value, who must maintain the values that apply in society. Next, students play the role of Moral Force, which relates to how to behave, speak, act, and think. Finally, as Social Control, in other words, as a bridge between the community and the relevant government to express aspirations or criticize the policies that have been made by the government.

From the description above, it can be assumed that students as the nation's successors have a tendency to think critically and act quickly. Students have predictions for the future, including in terms of their careers. Students will deepen their expertise in their respective fields to prepare themselves for the world of work that requires a high mentality.

2.4 The Nature of Thesis

The thesis is an undergraduate research paper that discusses a problem/phenomenon in a particular field of science by using applicable rules. The thesis aims so that students can compose and write a scientific work, according to their field of knowledge. Chandrasekhar (2008) explains thesis is a work that has been undertaken by students in the form of a written record. Meanwhile, Paltridge (2002) has defined thesis as a written product of a systematic study that results from a period of supervision of the supervisor. The thesis is a far bigger project than most students will ever have undertaken

before, it requires more independent study, more self-motivation (Murray, 2011)

In addition, Berndtsson, et al (2008) stated that the thesis project was probably the biggest project that students would have undertaken in students' academic life. In line with those two ideas, Paltridge and Starfield (2007) stated that for all students, writing a thesis is a challenge; for those writing in English whose first language is not English, the challenges are even greater. No doubt, thesis writing is not an easy project to be done and it is more challenging than the other types of writing for the students.

Based on the above definition, it can be concluded that the thesis is a scientific work that must be written by undergraduate students based on the results of field research, development, or the results of a literature review as a condition for completing their education.

2.5 Characteristics of Thesis

Based on the complete guidebook for writing a thesis, the characteristics of the thesis can be seen from the following descriptions:

1. Thesis is a scientific work so it must be produced through the scientific method.
2. Thesis is a written report of the results of research on one aspect of community or organizational life (for social sciences). The results of this study are reviewed by referring to a phenomenon, theory, or relevant research results that have been carried out previously.

3. The thesis is prepared based on the results of a literature review and or field observations.
4. The field of study is focused on a problem and its solution, both in the micro and macro scope.
5. Thesis is written using good and correct language based on enhanced spelling.

It can be concluded that the thesis is a scientific paper based on the results of field research and/or literature studies compiled by students according to their field of study as a final project in their formal studies at universities.

2.6 Factors Students Difficulties in Conducting Thesis

In this research, the factors raised by Brown (2007) as explained as follows:

1. Psychological Factors

Psychological factors can also be referred to as internal factors. Psychological factors are factors related to aspects mental or spiritual. In this case, involves four of many factors, such as anxiety, attitude, aptitude, and motivation since they have been proved through some research findings. Brown (2007) considers that the psychological factors of students can be recognized from the emotional factors of students. Brown explained that psychological factors will affect the undergraduate students in creating good thesis writing. These factors are (1) Self-Esteem; (2) attribution theory and

self-efficacy; (3) Willingness to communicate; (4) Inhibition; (5) Risk-Taking; (6) Anxiety; (7) Empathy; (8) Extroversion and Introversion; (9) Motivation.

All psychological factors mentioned by Brown influence the student's decision to set research objectives, data for research, research findings, and overall research based on proven ratios. However, this study only took three psychological factors such as self-esteem, anxiety, and motivation.

a. Self-esteem

In psychology, self-esteem is termed to describe subjective feelings in a person as a whole, whether related to personal worth or value. In other words, self Esteem is one form of self-assessment that is usually associated with self-appreciation. Typically voicing congruence or disagreement allows the ability to believe in oneself, feel significance, result, and value.

According to Rosenberg (1965) self-esteem is a person's attitude towards himself. In a sense, an attitude that can be favorable or unfavorable towards oneself. Meanwhile, Branden (2005) states that Self-esteem is a confidence in our right to be happy, a feeling of dignity, worth, affirming our desires and values, and enjoying the outcomes of our jobs. Accordingly, every human being is entitled to feel worthy and give himself an appreciation for our hard work.

It can be concluded that self-esteem is the same as well-being which is essentially very important in life as an attitude of self-assessment, where a person respects himself or accepts himself.

b. Anxiety

Anxiety is a feeling of restlessness or worries that are usually expressed with an excessive reaction, and may not focus on the situation that exists as a threat to it as a response to a situation or a real-life experience. Usually, anxiety is caused by environmental influences or genetic factors. Brown (2000) states that anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, and worry.

While, Alrabai (2014) says that anxiety is a state based on a vague sensation of fear, nervousness, discomfort, and fear that is not related to a particular cause or situation. In line with Ormrod (2011), who says that anxiety is the same as having feelings of discomfort and fear that a person experiences about a situation with uncertain results.

From the understanding of some experts above, it can be concluded that anxiety is an uncomfortable feeling as a natural response that a person has for some situations. Obviously, someone who is experiencing anxiety will feel a sense of restlessness, either feeling like being threatened, feeling tense, worried, and sometimes experiencing excessive fear.

c. Motivation

Motivation is a simple word to say but it is hard to define. Motivation is considered as important aspect to do certain activities in order to be success. According to Brown (2007) states that motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit.

In addition, Santrock (2004) argues that motivation is a process to energize, direct, and sustain behavior. That is, motivation as a process to encourage and show someone to carry out activities continuously. On other hand, Woolfolk (1998) considers motivation as an integral part to achieve a goal. That is, it is associated with providing a positive influence in every process.

Based on the above understanding, it can be concluded that motivation is an important role in the learning process. In other words, motivation is a person's energy both from inside and outside that will help or encourage someone to do something.

2. Socio-Cultural Factors

Sociocultural means related to social and cultural factors. In this case, socio-cultural factors play an important role in the development and functioning of individuals. It is said that sociocultural factors are larger-scale forces in culture and society that will influence thoughts, feelings, and behavior. The term is widely used in sociological contexts to refer to the most extraordinary drivers behind the way people make decisions in society.

According to Brown (2007), culture is important for second language learners. Therefore, the focus on socio-cultural factors that will be arisen in this study of the difficulties in writing a thesis is bold in two aspects, such as (1) The social distance among each student, and; (2) the social distance between students and supervisors.

a. The social distance among each student

Humans are social creatures which means that humans always interact with other humans. Obviously, humans need other humans to run their lives or to fulfill their needs. Humans are social creatures who always interact with other humans. Clearly, humans need other humans to run their lives or to fulfill their needs. This applies to all humans.

Human nature as social beings will form a law, establish a code of behavior and cooperation between larger groups. Rahmat (2017) states that the relationship is another form of interaction between certain individuals that prioritizes feelings and the use of individual words as a mirror of the individual's nature and feelings. Based on this, the relationship between students and the outside environment will be very closely related to completing the thesis itself.

b. The social distance between students and supervisors

In writing the thesis, students will have one or two supervisors who are lecturers at the college where the student is studying. Students will be guided, directed, and supervised, especially in the study method in the field of science needed by students in carrying out their thesis/final project, starting from the proposal preparation stage, conducting research, to compiling research reports and writing publication manuscripts.

During the guidance process, the interaction between the supervisor and students becomes crucial. Usually, when doing guidance, some students will have difficulty in establishing contact with the supervisor for various

reasons. Like feeling awkward to ask questions when having difficulties, or for lecturers who are difficult to find, thus preventing students from completing their thesis.

3. Linguistic Factors

Linguistics is a social science. Linguistic factors in learning are usually included in the field of educational linguistics which includes multilingual research; situation and language policy including instructional media; how linguistic practices and factors can guide effective pedagogy; and classroom discourse analysis for effective teaching and learning.

Linguistic factors are factors related to language. The linguistic features of writing include language rules that are accepted in academic writing standards. Linguistic features refer to dealing with the maturity of sentences that the writer uses based on good and proper conventional grammar. Quoted from Suyadi, Husnaini, Elvina (2020) linguistic factors that obstruct the effectiveness of students in writing English appear in grammatical problems, sentence structures problems and word choice problems (diction). The ability to be able to write grammatical sentences requires the ability to write paragraphs or essays that are clear, concise, logical, and convincing. To show how good a writer is in developing good ideas and good grammar, it is necessary to be proficient in linguistic features in writing. On the other hand, demonstration of immature linguistics in writing will result in awkward sentences and poor writing.

Lennon in 1991 quoted by Brown (2007) suggests identifying errors by considering the two related dimensions of error, such as domain and extent. Brown have been ever explained domain is the rank of linguistic unit (from phoneme to discourse) that must be taken as the context for the error to become apparent. Meanwhile, extent is the rank of a linguistic unit that would have to be deleted, replaced, supplied, or reordered to repair the sentence.

In the context of the analysis of the factors of student difficulties in thesis writing, Lenbons' overview about two related dimensions of error will be used to research the linguistics factors affecting undergraduate students in writing their thesis.

2.7 Previous Study

In this case, the researcher found 3 related studies. First, research conducted in 2012 by WANG Xia and Yang Luxin. This research is entitled "Problems and Strategies in Learning to Write a Thesis Proposal: A Study of Six M.A. Students in a TEFL Program" with the aim of investigating the experiences of students majoring in English in writing an English thesis proposal. This research has a sample of six students and their supervisors with data collection using various methods such as questionnaires, interviews, class observations, and presentation profiles. The data shows that students experience many difficulties in terms of choosing research topics, then difficulties in designing research proposals, understanding the genre of thesis proposals, and also in conducting literature reviews. The results of the research found that the problems faced by students revolved around the lack of

theoretical knowledge and logical organization that students had, then students had less ability in synthesizing literature, and finally the problems faced by students were deficiencies in critical thinking during the writing process.

The second research conducted by Dwihandini in 2013 was entitled "The Analysis Of The Factors Affecting Undergraduate Students' Difficulties In Writing Thesis in The English Department of Mahasaraswati University" which aims to determine the factors that influence student difficulties during thesis writing. In this research, data collection was taken through questionnaires and interviews with 50 respondents from the English Department, Mahasaraswati University Denpasar, who were currently taking their final semester or working on a thesis. This research found three factors considered to have the potential to cause difficulties for students in writing thesis, namely psychological factors, socio-cultural factors, and linguistic factors. The results showed that the main cause of students' difficulties in writing thesis on psychological factors was self-esteem. While the main cause of student difficulties in writing thesis about socio-cultural factors is communicative competence. However, the students' difficulties in writing thesis in linguistic factors is in the domain and error extent analysis.

The third research was conducted by Cyntia Puspita in 2019 entitled Factors Affecting Students' Difficulties In Writing Thesis at English Study Program of IAIN Curup. The purpose of this study was to determine the factors that influence students' difficulties in writing thesis. This research uses mixed research methods. In this study, the population and subjects were all students at TBI, totaling 49 students. Questionnaires and interviews were used

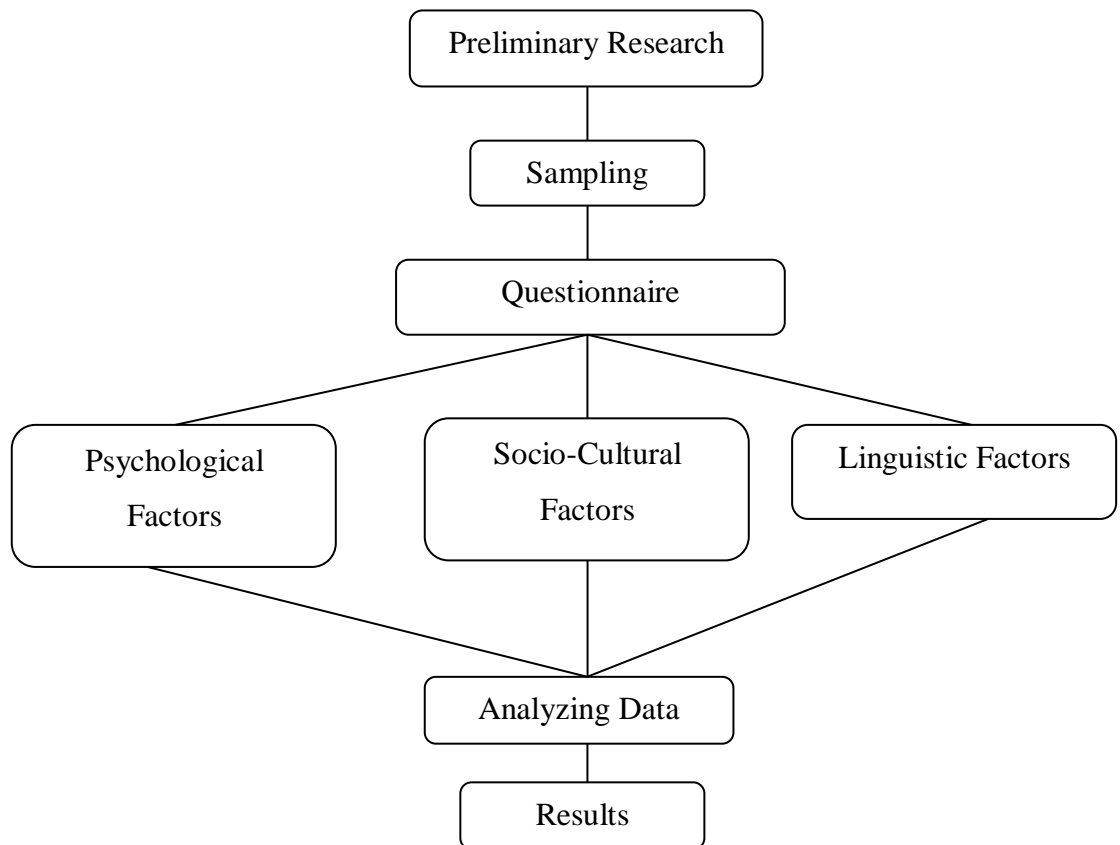
as instruments. The data found showed that there were 40 students (82%) having difficulty with personality factors. The percentage is 83% with 41 students experiencing difficulties in socio-cultural factors. And there are 86% with 42 students who have difficulty in linguistic factors. Based on the results found, it can be concluded that the factor that most influences students' difficulties in writing a thesis is the linguistic factor. And the interview results show that the first factor is the personality factor. They lack confidence in deciding the thesis topic and in writing an appropriate literature review. Furthermore, socio-cultural factors related to the understanding of the university's cultural department regarding the format of thesis writing. Finally, on the third factor, namely the linguistic factor, they have difficulty in paraphrasing sentences from the source to writing the thesis.

Finally, from the review of the three related types of research mentioned, the difference lies in the location, time, and also research sample. Researcher conducted this research at the University of Batanghari Jambi. The sample of this research is the batch 2018 English Language Education students which is have finished the thesis. The researcher will conduct re-research to add to the achievements and to study, mix and complement the previous research. The researcher hopes that this research will get maximum and accurate results. Therefore, the researcher wants to research The Factors Affecting Students' Difficulties in Conducting a Thesis in the English Language Education at the University of Batanghari Jambi.

2.8 Conceptual Framework

A thesis is a scientific work that discusses a problem/phenomenon in a particular field of science by using the applicable rules that are drawn up by students as a requirement to obtain undergraduate status (S1). Thesis in the world of education means a result of the preparation of scientific writings that have been proven true based on the data that has been collected and processed to become valid data as reference material to prove the truth of an article. Students who can write a thesis are considered to be able to combine their knowledge and skills in understanding, analyzing, describing, and explaining problems related to the scientific field they are taking.

Figure 1
Conceptual Framework



The process of achieving the goals in this study is illustrated by the diagram above. The researcher started the research by distributing questionnaires to final semester students to be precise in the 2018 batch of students to get data on student problems in completing the thesis based on the experiences and perspectives of participants. The questionnaire is a derivative of three factors developed by Brown (2007), namely psychological factors, socio-cultural factors, and linguistic factors. After obtaining the data, the researcher analyzed the data to get the results.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research, researcher used quantitative methods with type of research is included in survey research. Quantitative research is a research approach that primarily uses paradigms, such as thinking about cause and effect, reduction to variables, hypotheses, and specific questions. This research is generally a study with large sample size. According to Creswell (2014) quantitative research is an approach to examine objective theories with the relationship between variables. In turn, these variables can be measured and usually on the instrument, so numbered data can be analyzed using statistical procedures. Meanwhile, Leavy (2017) said that quantitative research is research that is classified as a deductive approach with the aim of proving, disproving, or providing confidence in existing theories.

Survey research is a quantitative description wherein administering a survey or questionnaire from a sample (small group) to identify trends in attitudes, opinions, behaviors, or characteristics of a population (large group) (Creswell, 2012). In line with Lawrence (2003), survey research is a quantitative research to ask several people (respondents) related to beliefs, opinions, or characteristics of an object and behavior. In short, the survey research method is concerned with questions about one's own beliefs and behavior.

In sum, the researcher concludes that quantitative research is a research method that aims to measure theories by using a strategy that requires statistical data. This research is natural. Researcher do not try to manipulate the circumstances or environmental conditions in which researchers conduct research. Researcher deliberately see and let the conditions under study be in their actual state.

3.2 Population and Sample

3.3.1 Population

Creswell (2012) states that a population is a group of individuals with the same characteristics. Meanwhile, according to Gay (1981), the population is a group that is of interest to researcher. In a sense, the group who wants to be known to see the results of research in general.

Based on the above understanding, the population is a group of individuals with the same characteristics that are of interest to researcher to obtain results. In this case, the population in this research are students of English Education batch of 2018 at Batanghari University Jambi.

Table 1
Population

No	Gender	Total
1	Male	9
2	Female	36
Total		45

Source: Academic Section of the Faculty of Teacher Training and Education

3.3.2 Sample

According to Creswell (2012), the sample is a subgroup of the population that the researcher has targeted to study and generalize. The sampling technique in the research is to use a purposive sampling technique. Sugiyono (2016) states that purposive sampling is a process where the sampling technique is based on data sources that have certain considerations. That means the research is based on certain characteristics and has a close relationship with the characteristics that have been determined. The sample in this research amounted to 19 people with the following criteria:

- a. Active students taking Thesis course.
- b. Students who have completed the thesis.

3.3 Technique of Research Instrument

In this research, the instrument used was a closed questionnaire. A closed questionnaire means a questionnaire that has been equipped with alternative answers so that respondents can directly choose one of the answers provided. The questionnaire in this study was adapted from previous research by Dwihandini (2013) which has been modified by the researcher. Researcher collect data by distributing online questionnaires using one of the platforms, namely google form.

The type of scale used in this study is a Likert scale. The Likert scale is used to measure attitudes, perceptions, and opinions of a person or group of people towards the potential and problems of an object (Sugiyono, 2014). In

this scale, the researcher was provide four answer choices consisting of four responses, namely Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

In this research, the score used is a score 4, 3, 2, 1, with a distribution that can be seen in the table:

Table 2
Table of Scale Value

Responses	Scale Value	
	Negative statement (-)	Positive statement (+)
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Source : Sugiyono (2016)

Table 3
Blue print of the questionnaire

No.	Factors	Sub-Factors	Indicators
1.	Psychological Factors	a. Self-Esteem b. Anxiety c. Motivation	1. Determine the title of the thesis 2. Have knowledge of thesis writing 3. Identify and formulate thesis research Problems 4. Identify the background of thesis research 5. Draw the correct conceptual framework for thesis research 6. Determine the thesis research method 7. Get thesis research data 8. Feelings that arise in writing a thesis 9. Have intrinsic motivation towards the thesis writing 10. Have extrinsic motivation in writing thesis
2.	Socio-Cultural Factors	a. The social distance among each student b. The social distance between students and supervisors	11. In discussing about the thesis writing 12. In discussing about the thesis writing
3.	Linguistic Factors	a. Domain error analysis b. Extent error analysis	13. Minimize grammatical errors in my thesis writing 14. Paraphrasing sentences from the source to my thesis writing 15. Knowing which grammar usage will be deleted, replaced, provided and rearranged in my thesis writing 16. Deciding which set of linguistic units should be removed, replaced, supplied, and rearranged in my thesis writing

Adopted from Dwihandini (2013)

3.4 Technique of Data Collection

Data collection techniques are a method or process that is most needed in research. In this research, the data collection technique used by the researcher was a questionnaire. Questionnaires are the primary data collection tool in survey research (Leavy, 2017). The questionnaire is a method or technique used by researcher to explore data according to the research problem, in the form of a list of questions given to respondents. The questionnaire in this research consisted of a list of statement items distributed to respondents to obtain data relating to the factors that affect the difficulty of completing the thesis of English Education students.

This questionnaire contains 40 statements which are divided into 3 factors, namely psychological factors, socio-cultural factors, and linguistic factors. Psychological factors relate to mental and spiritual aspects, consisting of self-esteem, anxiety, and motivation. Students' difficulties in terms of psychological factors include difficulty in determining an interesting thesis title to study, difficulty in writing background, difficulty in drawing a conceptual framework, and fear of not being able to complete the thesis on time, or working on a thesis makes it difficult for students to sleep peacefully.

Furthermore, socio-cultural factors consist of the social distance among each student and the social distance between students and supervisors. Socio-cultural factors play an important role in individual development and function. It is argued that socio-cultural factors are larger-scale forces in culture and society that will influence thoughts, feelings, and behaviors.

Difficulties experienced by students from socio-cultural factors include difficulties in meeting with lecturers when they want to do thesis guidance. Another problem, the supervising lecturer always acts as he pleases by rearranging the schedule for guidance. Finally, on linguistic factors related to domain error analysis and extent error analysis. Linguistic factors related to language. Students have difficulty in arranging or compiling grammar in writing their thesis.

3.5 Technique of Data Analyzing

After the data was collected, the researcher conducted data analysis. In this research, the data were analyzed based on the results of a questionnaire that had been distributed using a Likert scale. The data from the questionnaire was analyzed quantitatively to analyzed the highest percentage determines as the most of problems faced by the students in conducting their thesis. Each respondent's answer is associated with a point value that has a score, which is finally determined by adding up the point scores for each statement.

The following points may be awarded for responding to a negative statement, 4 for strongly agree, 3 for agree, 2 for disagree, and 1 for strongly disagree. To get quantitative results, the data was be calculated and arranged in a table as follows:

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

Which:

P : Percentage

F : Frequency

N : Number of sample

100% : Constant value

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

This research was conducted on 2018 students who have completed their thesis at Batanghari University Jambi. Researcher conducted research for 9 days to prove the difficulties faced by final students in completing their thesis. This research started from May 19, 2022 to May 27, 2022. The total sampling results consisted of 19 people, namely 15 females and 4 males. Researcher presented data from closed questionnaires distributed online. The test in this study contained 40 questionnaires, which were divided into 3 factors, namely psychological factors, socio-cultural factors, and linguistic factors. Psychological factors consist of self-esteem, anxiety, and motivation. Socio-cultural factors consist of the social distance between each student and the social distance between students and supervisors. Lastly, linguistic factors, which consist of domain error analysis and extent error analysis.

4.1.1. Results of Students Questionnaire

In this section, the researcher shows the results based on a questionnaire that refers to 3 factors, namely, psychological factors, socio-cultural factors, and linguistic factors, which can be seen in the table below:

Table 4
Table of the Score Percentage

Factors	Item Number	The total of respondents' answer				Total score of each item	Total score of each factor	Percentage
		SA	A	D	SD			
Psychological	1.	1	12	6	0	52	656	40,36%
	2.	4	13	2	0	36		
	3.	4	8	7	0	54		
	4.	3	6	9	1	49		
	5.	3	12	4	0	39		
	6.	4	5	9	1	45		
	7.	5	8	2	4	52		
	8.	3	7	6	3	48		
	9.	8	6	4	1	59		
	10.	2	7	9	1	48		
	11.	11	8	0	0	27		
	12.	11	7	1	0	28		
	13.	1	2	11	5	37		
	14.	15	4	0	0	23		
	15.	7	7	5	0	59		
Socio – Cultural	16.	3	9	7	0	42	482	29,66%
	17.	0	4	9	6	36		
	18.	7	12	0	0	31		
	19.	0	5	8	6	37		
	20.	7	6	4	2	39		
	21.	1	5	8	5	40		
	22.	12	7	0	0	26		
	23.	1	2	9	7	35		
	24.	9	10	0	0	20		
	25.	0	3	11	5	36		
	26.	7	12	0	0	31		
	27.	0	5	11	3	40		
	28.	9	10	0	0	29		
	29.	0	5	11	3	40		
Linguistics	30.	10	9	0	0	28	487	29,96%
	31.	1	13	4	1	52		
	32.	13	6	0	0	25		
	33.	0	6	10	3	41		
	34.	0	2	15	2	57		
	35.	2	10	5	2	50		
	36.	4	14	1	0	35		
	37.	2	12	4	1	53		
	38.	1	5	13	0	50		
	39.	1	4	14	0	51		
	40.	0	9	8	2	45		
Total						1625	1625	100%

The data above is the result that has been calculated using a scale value (see table 2). The following is an explanation of each item contained in the three factors.

A. Psychological Factors

The total score of psychological factors is 656 with a percentage of 40.36%. Psychological factors have 15 questionnaire statement items (items 1-15). Where of the 15 items, there are 3 aspects, which include self-esteem, anxiety, and motivation.

The description below is a detail of each item in psychological factors. In the first statement item, namely the difficulty in determining an interesting thesis title, it shows that 1 person chose to strongly agree (5.3%), 12 people chose to agree (63.2%), and 6 people chose to disagree (31.6%). The item value is 52. So, based on the total percentage obtained 68.5% indicates that most students agree if they have difficulty in determining an interesting thesis title. The item in the second statement is to formulate the research objectives well, indicating that 4 people choose to strongly agree (21.1%), 13 people choose to agree (68.4%), and 2 people choose to disagree (10.5%). The value of the item on this item is 36. Thus, it can be concluded that most students agree if they have formulated the research objectives well, indicating a total percentage of 89.5%. In the third statement item that gets a score of 54, namely the difficulty in writing the background, it shows that 4 people vote strongly agree (21.1%), 8 people choose to agree (42.1%), and 7 people choose to disagree (36.8%). Based on these data, the total percentage obtained

was 63.2% and it was concluded that most of the students agreed that they had difficulties when writing the background of their thesis research.

In the fourth item, namely difficulty in drawing a conceptual framework, it shows that 3 people voted strongly agree (15.8%), 6 people chose to agree (31.6%), 9 people chose to disagree (47.4%), and 1 person chose to strongly disagree (5.3%) with an item value of 49. The total percentage obtained is 52.7%, so it can be concluded that most students do not agree that drawing a conceptual framework on their thesis is difficult. The fifth item of the statement received a point value of 39, indicating that 3 people chose to strongly agree (15.8%), 12 people chose to agree (63.2%), and 4 people chose to disagree (21.1%) with the item, understanding the research design used well. So, the total percentage obtained is 79% indicating that most of the students agree if they understand well how to design the research used in their thesis. The sixth item is to get research data very easily, showing that 4 people choose to strongly agree (21.1%), 5 people choose to agree (26.3%), 9 people choose to disagree (47.4%), and 1 person strongly disagrees (5.3%), giving a value of 45. Thus, the total percentage of 52.7% indicates that most students do not agree that getting research data in thesis research is very easy.

The seventh item that gets a value of 52 with statement items is the fear of not being able to finish writing the thesis on time, indicating that 5 people strongly agree (26.3%), 8 people chose to agree (42.1%), 2 people chose to disagree (10.5%), and 4 people chose to strongly disagree (21.1%). So, it can be concluded that most students agree that if they cannot finish their thesis on time, it becomes their fear with a total percentage of 68.4%. The

eighth item of the statement is feeling anxious when conducting thesis guidance with a supervisor, indicating that 3 people voted strongly agree (15.8%), 7 people chose to agree (36.8%), 6 people chose to disagree (31.6%), and 3 people chose strongly disagree (15.8%), getting an item value of 48. Thus, the total percentage of 52.6% shows that most students agree that they often feel anxious when they want to do guidance with their supervisor. Difficulty sleeping peacefully, the ninth item, got a score of 59 points, indicating that 8 people chose to strongly agree (42.1%), 6 people chose to agree (31.6%), 4 people chose to disagree (21.1%), and 1 person chose strongly disagree (5.3%). Based on these data, the total percentage is 73.7%. So, it can be concluded that most students strongly agree that when doing their thesis it is very difficult to sleep well.

In the tenth statement item, which is spending a lot of time sleeping when having difficulty writing a thesis, it shows that 2 people chose strongly agree (10.5%), 7 people chose to agree (36.8%), 9 people chose to disagree (47.4%), and 1 person chose strongly disagree (5.3%), with a point value of 48. So, the total percentage obtained is 52.7%. It can be concluded that most students do not agree that spending a lot of time sleeping is the right choice for them when they have difficulty doing their thesis. The eleventh item with a point value of 27, which is very much looking forward to the thesis guidance schedule, shows that 11 people voted strongly agree (57.9%) and 8 people chose to agree (42.1%). Thus, the total percentage obtained is 100% and it is concluded that students strongly agree that the thesis guidance schedule is highly anticipated by them. The item value is 28 with the twelfth statement

item being motivated to work on the thesis, indicating that 11 people chose to strongly agree (57.9%), 7 people chose to agree (36.8%), and 1 person chose to disagree (5.3%). So, it can be concluded that most of the students strongly agree that they are highly motivated to work on the thesis, showing a total percentage of 94.7%.

In the thirteenth item, which is not having high motivation when working on the thesis, it shows that 1 person chose strongly agree (5.3%), 2 people chose to agree (10.5%), 11 people chose to disagree (57.9%), and 5 people chose strongly disagree (26.3%), getting a point value of 37. Thus, the total accumulated percentage of 84.2% indicates that most students do not agree if they do not have high motivation when working on their thesis. The fourteenth item, with a point value of 23, always has parents' support in working on the thesis, indicating that 15 people voted strongly agree (78.9%) and 4 people chose to agree (21.1%). So that the total percentage obtained is 100%, indicating that students strongly agree when working on their thesis, parents always provide support. The fifteenth item, which has a value of 59 with the statement item family letting when working on the thesis, shows that 2 categories, both agree and strongly agree, have a similar percentage of 7 (36.8%) and 5 people choose to disagree (26.3%). The total percentage of 73.6% indicates that students strongly agree if their parents let them work on their thesis.

B. Socio-Cultural Factors

The second factor that affects the difficulties of students when working on the thesis is the socio-cultural factor, which has a total score of 482 and a percentage of 29.66%. The second factor has 14 questionnaire statement items (16–29). There are two aspects to these items: the social distance between students and the social distance between students and supervisors. Below is a description of each statement item on socio-cultural factors.

The sixteenth item, which is often asked to do thesis together with friends, shows that 3 people chose to strongly agree (15.8%), 9 people chose to agree (47.4%), and 7 people chose to disagree (36.8%). This item has a value of 42. Thus, the total percentage obtained is 68.5%, it is concluded that most students agree that they often invite friends to work on their thesis together. The seventeenth statement item, which has a value of 36, which is often spending a lot of time relaxing with friends without thinking about the thesis, shows that 4 people choose to agree (21.1%), 9 people choose to disagree (47.4%), and 6 people choose to strongly disagree (31.6%). Thus, it can be concluded that most students do not agree that they spend a lot of time relaxing without having to worry about working on their thesis showing a total percentage of 79%. The eighteenth item shows that 7 people choose to strongly agree (36.8%) and 12 people choose to agree (63.2%) with the statement item that friends often give positive suggestions that have a value of 31. Based on the data above, the total percentage is 100%. So, it can be concluded that students agree that they often get positive advice from friends.

In the nineteenth item with a point value of 37, friends always invite to play instead of working on the thesis together. This item shows that 5 people choose to agree (26.3%), 8 people choose to disagree (42.1%), and 6 people vote strongly disagree (31.6%). Thus, it can be concluded that most students do not agree if their friends always invite them to play rather than work on their joint thesis, the total percentage is 73.7%. Items with a value of 39 indicate that 7 people choose strongly agree (36.8%), 6 people choose agree (31.6%), 4 people choose disagree (21.1%), and 2 people choose strongly disagree (10.5), the twentieth statement item is not liking being disturbed by friends when working on a thesis. Thus, it can be concluded that most students strongly agree that they do not like being disturbed by friends while working on their thesis with a total percentage of 68.4%. In the twenty-first statement item that got a value of 40, namely the thesis is just a formality and solidarity is everything, it shows that 1 person voted strongly agree (5.3%), 5 people chose to agree (26.3%), 8 people chose to disagree (42.1%), and 5 people chose strongly disagree (26.3%). The total percentage is 68.4%, so it can be concluded that students do not agree that the thesis is a formality while solidarity is everything.

The twenty-second statement item, namely the patience of the supervisor in guiding students in preparing the thesis, has a point value of 26. This item shows that 12 people chose to strongly agree (63.2%) and 7 people chose to agree (36.8%). Based on the results obtained, a total percentage of 100% is obtained which indicates that students strongly agree that their supervisor is always patient in guiding the preparation of their thesis. The

twenty-third statement item with a point value of 35 is the supervisor who makes it difficult for students when guiding with confusing questions, showing that 1 person chose to strongly agree (5.3%), 2 people chose to agree (10.5%), 9 people chose to disagree (47.4%) and 7 people chose strongly disagree (36.8%). Thus, the total percentage obtained is 84.2%. So, it can be concluded that most of the students do not agree if their supervisor makes it difficult with questions that make them confused when being guided. On the twenty-fourth item, namely immediately working on revisions after the guidance was finished, it showed that 9 people chose to strongly agree (47.4%) and 10 people chose to agree (52.6%). This item has a value of 20. Thus the total percentage shows 100% if the student agrees to work on his thesis revision as soon as possible after completion of guidance.

The twenty-fifth statement item, which has a value of 36, shows that 3 people chose to agree (15.8%), 11 people chose to disagree (57.9%), and 5 people chose to strongly disagree (26.3%) with a revised statement given by the supervisor. Thus, the total percentage obtained is 84.2%. It can be concluded that most students do not agree if they do not immediately work on the revision given by the supervisor after the guidance is complete. In the twenty-sixth statement item, namely the supervisor who is open to receiving complaints given by students during guidance, it shows that 7 people chose to strongly agree (36.8%) and 12 people chose to agree (63.2%). This item has a value of 31. So it can be concluded that students agree that as long as the guidance of their supervisor is always open to accept their complaints, as evidenced by the total percentage reaching 100%. The twenty-seventh

statement item, which has a value of 40, is the difficulty faced by students in meeting with their supervisor when they want thesis guidance, indicating that 5 people chose to agree (26.3%), 11 people chose to disagree (57.9%), and 3 people chose strongly disagree (15.8%). Based on these data, the total percentage of 73.7% indicates that most students do not agree if they have difficulty meeting their supervisor when they want thesis guidance.

In the twenty-eighth statement item, the supervisor always provides an easy-to-understand explanation, showing that 9 people chose to strongly agree (47.4%) and 10 people chose to agree (52.6%). This item has a value of 29. So, it can be concluded that some students agree that the supervisor always provides an explanation that is easily understood by them. Proven by the results of the total percentage of 100%. The twenty-ninth statement item that gets a value of 40 indicates that 5 people choose to agree (26.3%), 11 people choose to disagree (57.9%), and 3 people strongly disagree (15.8%) with a statement item, namely that the supervisor acts as he pleases by rearranging the guidance schedule. Based on these data, it can be concluded that most students do not agree if their supervisor wants to reschedule their thesis guidance, as evidenced by the total percentage of 73.7%.

C. Linguistics Factors

The last factor that affects the difficulty of students working on the thesis is the linguistic factor, which has a percentage of 29.96% with a total score of 487. This linguistic factor has 11 questionnaire statement items which include 2 aspects, namely domain error analysis and extent error analysis

(items 30–40). The description below is a detailed account of each statement item contained in the linguistic factor.

The thirtieth statement item, namely being careful in arranging writing language when writing a thesis, has an item value of 28. This item shows that 10 people choose to strongly agree (52.6%) and 9 people choose to agree (47.4%). Thus, it can be concluded that students strongly agree that when writing a thesis, they are very careful in managing the written language. It is proven by the total percentage of 100%. The thirty-first statement item is the frequency of getting revisions on thesis writing. This item shows that 1 person chooses strongly agree (52.3%), 13 people choose agree (68.4%), 4 people choose disagree (21.1%), and 1 person chooses strongly disagree (5.3%) with a point value of 52. So, based on the results of these data, the total percentage obtained is 73.7% explaining that most students agree that they often get revisions in writing thesis. Statement items that get a score of 25 on the thirty-second item are frequently rechecking thesis writing, whether it is correct or not. This item shows that 13 people choose to strongly agree (68.4%) and 6 people choose to agree (31.6%). So, it can be concluded that students strongly agree if they often re-check their thesis writing to find out whether it is correct or not. Proven by the results of the total percentage of 100%.

The thirty-third statement item, namely the number of repetitions of words in thesis writing, gets a value of 41. This item indicates that 6 people choose to agree (31.6%), 10 people choose to disagree (52.6%), and 3 people strongly disagree (15.8%). Thus, the total percentage obtained is 68.4%. So, it can be concluded that most students do not agree if in writing their thesis there

are many repetitions of words. The thirty-fourth statement item, which is very easy to compose grammar for thesis writing, shows that 2 people choose to agree (10.5%), 15 people choose to disagree (78.9%), and 2 people choose to strongly disagree (10.5%). This item has a value of 57. Based on the data, the total percentage of 89.4% indicates that most students do not agree that compiling grammar for thesis writing is very easy. The thirty-fifth statement item, which has a point value of 50, is the difficulty in preparing good grammar for the thesis, indicating that 2 people strongly agree (10.5%), 10 people voted agree (52.6%), 5 people choose to disagree (26.3%), and 2 people strongly disagree (10.5%). So, it can be concluded that most of the students agree that they have difficulty in preparing good grammar in their thesis. It is proven by the total percentage of 63.1%.

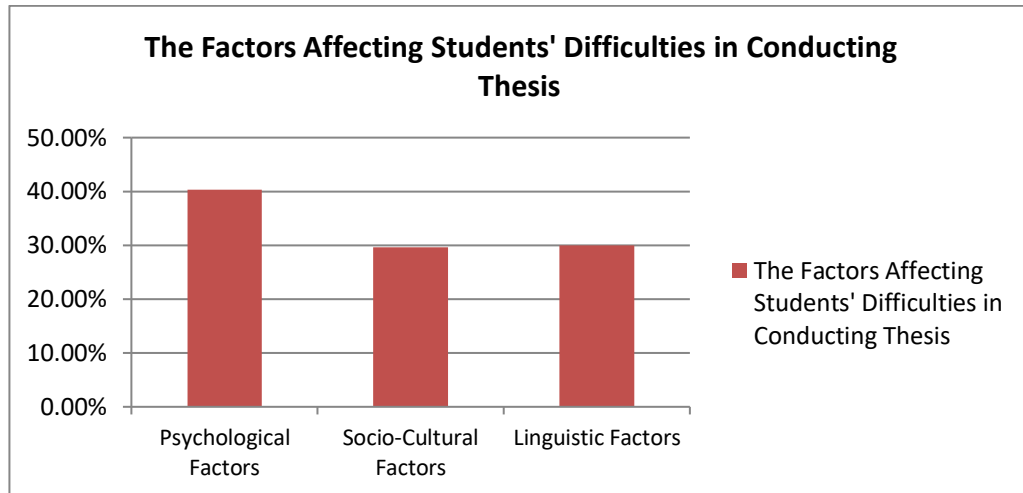
In the thirty-sixth statement item, which has a value of 35, which often changes the language of thesis writing with language that is easy to understand, it shows that 4 people choose to strongly agree (21.1%), 14 people choose to agree (73.7%), and 1 person chooses to disagree (5.3%). Based on these data obtained a total percentage of 94.8%. So, it shows that students agree that they often change the written language to a language that is easy to understand in their thesis. The thirty-seventh statement item is the number of sentences that must be revised in the thesis research, indicating that 2 people voted strongly agree (10.5%), 12 people chose to agree (63.2%), 4 people chose to disagree (21.1%), and 1 person chose strongly disagree (5.3%). This item has a value of 53. So, it can be concluded that most of the students agree that the sentences in their thesis research have undergone many revisions,

showing a percentage of 73.7%. The thirty-eighth item shows that 1 person chooses to strongly agree (5.3%), 5 people choose to agree (26.3%), and 13 people choose to disagree (68.4%). This item has a value of 50 with a statement that it is very rare to get revisions in the preparation of language in the thesis. Thus, the total percentage is 68.4%. It can be concluded that most students do not agree if it is very rare to get language revisions in the preparation of the thesis.

It has 51 points in the thirty-ninth item, namely in the preparation of the thesis. This item shows that 1 person chose to strongly agree (5.3%), 4 people chose to agree (21.1%), and 14 people chose to disagree (73.7%). Thus, the total percentage obtained is 73.7%. It can be concluded that most students do not agree that their thesis writing is always appropriate. The forty items, which have a point value of 45, are often negligent in writing good grammar in the thesis, indicating that 9 people choose to agree (47.4%), 8 people choose to disagree (42.1%), and 2 people strongly disagree (10.5%). So, based on these data it can be concluded that most of the students do not agree that when writing good grammar in the thesis, they are often negligent. This is evidenced by the accumulated total percentage of 52.6%.

4.1.2. Factors affecting students' difficulties conducting in Thesis

Figure 2
The Factors Percentage



In research conducted by researcher at the University of Batanghari Jambi on the factors that influence the difficulties of students in working on theses, namely psychological, socio-cultural and linguistic factors. The diagram above shows that the factors that influence students' difficulties in doing thesis include psychological factors which have the highest percentage of 40.36% with a total score of 656. Difficulty in determining an interesting thesis title for them and also the emergence of excessive anxiety becomes problems faced by students in doing their thesis. Then, the linguistic factor with a total score of 487 and a percentage of 29.96%. Finally, socio-cultural factors with the lowest percentage 29.66% with a total score of 482.

4.1 Discussion

Based on the analysis of the findings above from the data found in this study, the researcher would like to discuss the formulation of the problem in

this study and see what was found in the results of this study. The researcher focuses on the factors that influence the final student's difficulty in working on the thesis at the English Department, Batanghari University, Jambi.

The results showed that the factors that most influenced students' difficulties in doing thesis were psychological factors with the highest score and percentage of 40.36% compared to the other two factors, namely linguistic factors which had the second highest percentage of 29.96% and socio-cultural factors with a percentage of 29.66%.

Psychological factors are related to self-esteem, anxiety, and student motivation in doing thesis. In the questionnaire session given, most of the students said that the problem in writing a thesis was the difficulty in determining an interesting thesis title to be researched. Another problem faced by students refers to feelings of anxiety that arise when writing a thesis, such as difficulty sleeping peacefully and the fear of not being able to finish the thesis on time. This is due to a lack of confidence in their own abilities so that students have high or excessive anxiety.

In line with the research conducted by Dwihandini et al (2013) in the undergraduate program at the English Department, Mahasaraswati University. However, in Dwihandini's research, it was found that the psychological factor that most influenced students' difficulties in doing thesis was only self-esteem, while student anxiety was not proven to cause students difficulties in doing thesis.

Furthermore, the second factor is the linguistic factor related to the domain error analysis and extent error analysis, where from the results of the study it was found that the obstacle for students to work on theses was the difficulty in compiling the grammar of their thesis writing. So, that in this case the most influencing student difficulties in working on thesis in linguistic factors is the domain error analysis while the extent error analysis has no significant evidence of influencing the difficulties of students working on the thesis.

Lastly, socio-cultural factors related to the social distance between each student and the social distance between the student and the supervisor. Where from the results of the study it was found that the thing that made it difficult for students to work on their thesis was the difficulty in meeting with the supervisor when they wanted to do thesis guidance. In this case, the most influential socio-cultural factor is the social distance between students and their supervisors, while the social distance between each student is not found to be significant if it affects students' difficulties in doing thesis.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data collected and analyzed from research conducted at the University of Batanghari Jambi, it can be concluded that the difficulties that affect students in completing the thesis are divided into 3 factors, each of which is found to a problem. First, on psychological factors, students experience difficulties in self-esteem such as finding it difficult to determine an interesting thesis title to study and also excessive anxiety related to not being able to complete the thesis on time or having difficulty sleeping peacefully. Furthermore, on socio-cultural factors related to the difficulty of meeting with supervisors when they wanted to do thesis guidance. Finally, on linguistic factors related to domain error analysis. Students have difficulty in arranging grammar in their thesis writing. Of all these causes, the most dominant cause of student difficulties is doing thesis which makes it difficult for them to sleep peacefully. Of all these problems, psychological factors occupy the most dominant factor influencing student difficulties in doing thesis with a percentage of 40.36% with a total score of 656.

5.2 Suggestion

Based on the conclusions above, the researcher gives some suggestions as follows:

1. Students

For students to read more English journals to increase knowledge. Keep working on the script. Students should not be pessimistic in doing thesis. Students should not give up when they have difficulty writing a thesis. Everyone grows at a different rate, so don't feel anxious and less than the rest of your friends. If they move fast, so be it. Focus on yourself. Walking slowly is not a failure. Just trust you completely if you are able to work to completion.

2. Supervisors

It is expected that they will pay more attention to students in the learning process up to the thesis preparation process. The communication that has been established during the guidance is expected to be improved. Making an agreed guidance schedule between students and supervisors is also something that must be done so that the guidance process continues as planned. Supervising lecturers are also expected to receive input or complaints from students and provide positive suggestions so that communication continues to run well. This aims to avoid the fear or anxiety experienced by students when working on a thesis or when meeting with a supervisor during thesis guidance.

3. The next researcher

It is hoped that this research can be used as a reference for others regarding thesis writing as one of the courses. This study focuses on 3 factors. The first factor is that psychological factors only take 3 aspects out of the 9 available aspects. It is hoped that further researchers will not focus on these 3 aspects (self-esteem, anxiety, and motivation) but can examine 6 other aspects (self-efficacy,

willingness to communicate, inhibition, risk-taking, empathy, extroversion, and introversion). The researcher also hopes that this research can be useful in providing contributions or information for further researchers and is expected to be able to improve this research well with the methods or variables.

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APPENDIX I
LIST OF QUESTIONNAIRE

Respondent Identity

Name :

NIM :

Please tick ✓ on the following questionnaire based on your experience in or during the process of conducting the thesis honestly

Note :

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree

Questionnaire

No.	Questionnaire	SD	D	A	SA
1.	I find it difficult to determine an interesting thesis title for me to research (Saya sulit menentukan judul skripsi yang menarik untuk saya teliti)				
2.	I have formulated the research objectives well (Saya telah merumuskan tujuan penelitian dengan baik)				

3.	I have difficulty in writing a thesis research background (Saya mengalami kesulitan dalam menulis latar belakang penelitian skripsi)				
4.	I have difficulty drawing a conceptual framework in thesis research (Saya kesulitan menggambar kerangka konseptual dalam penelitian skripsi)				
5.	I already understand what research design will be used in my thesis research (Saya sudah mengerti desain penelitian apa yang akan digunakan dalam penelitian skripsi saya)				
6.	In my opinion, getting research data for a thesis is very easy (Menurut saya, mendapatkan data penelitian untuk skripsi sangatlah mudah)				
7.	I always afraid I can't finish writing my thesis on time (Saya selalu takut tidak bisa menyelesaikan skripsi saya tepat waktu)				
8.	I feel anxious when I want to do thesis guidance to my supervisor (Saya merasakan cemas ketika ingin melakukan bimbingan skripsi kepada dosen pembimbing)				
9.	Doing a thesis makes it very difficult for me to sleep peacefully (Mengerjakan skripsi membuat saya sangat sulit untuk tidur dengan tenang)				
10.	I spend a lot of time sleeping when I have difficulty writing my thesis (Saya menghabiskan banyak waktu untuk tidur ketika saya mengalami kesulitan dalam				

	menulis skripsi)				
11.	I'm looking forward to the schedule of my thesis guidance (Saya sangat menantikan kapan jadwal bimbingan skripsi saya)				
12.	I am very motivated to do a thesis (Saya sangat termotivasi untuk mengerjakan skripsi)				
13.	I don't have a strong motivation to do thesis (Saya tidak memiliki motivasi yang kuat untuk mengerjakan skripsi)				
14.	My parents always support me in doing my thesis (Orang tua saya selalu mendukung saya dalam mengerjakan skripsi)				
15.	My family let me when I will do my thesis (Keluarga saya membiarkan saya kapan akan mengerjakan skripsi)				
16.	I often invite my friends to work on thesis together (Saya sering mengajak teman-teman saya untuk mengerjakan skripsi bareng)				
17.	I spend a lot of time relaxing with my friends without having to worry about doing my thesis (Saya menghabiskan banyak waktu bersantai dengan teman-teman saya tanpa harus pusing mengerjakan skripsi)				
18.	My friends always give positive advice (Teman-teman saya selalu memberikan saran positif)				
19.	My friends always invite me to play instead of doing a thesis (Teman-teman saya selalu mengajakku bermain daripada mengerjakan skripsi)				

20.	I don't like when I'm doing my thesis being disturbed by my friends (Saya tidak suka ketika mengerjakan skripsi diganggu oleh teman-teman saya)				
21.	In my opinion, thesis is just a formality and solidarity is everything (Menurut saya, skripsi hanyalah formalitas dan solidaritas adalah segalanya)				
22.	My supervisor is always patient in guiding my thesis (Dosen pembimbing saya selalu sabar dalam membimbing skripsi saya)				
23.	When guiding the thesis, the supervisor often makes it difficult for me with questions that make me confused (Ketika bimbingan skripsi, dosen pembimbing sering kali menyulitkan saya dengan pertanyaan ² yang membuat saya bingung)				
24.	After guidance, I immediately worked on revisions to my thesis (Setelah bimbingan, saya segera mengerjakan revisi pada skripsi saya)				
25.	The revision given by the supervisor, I didn't do it right away (Revisi yang diberikan dosen pembimbing, tidak langsung saya kerjakan)				
26.	My supervisor is always open to receiving complaints from his guidance students (Dosen pembimbing saya selalu terbuka untuk menerima keluhan dari mahasiswa bimbingannya)				
27.	I find it very difficult to meet the supervisor when I want thesis guidance (Saya sangat				

	sulit bertemu dengan dosen pembimbing ketika ingin bimbingan skripsi)				
28.	The supervisor always gives an explanation that is easy for me to understand (Dosen pembimbing selalu memberikan penjelasan yang mudah dipahami oleh saya)				
29.	My supervisor always acts as he pleases by rescheduling for tutoring (Dosen pembimbing saya selalu bertindak sesuka hati dengan mengatur jadwal ulang untuk bimbingan)				
30.	When writing my thesis I am very careful in arranging the writing language (Ketika menulis skripsi saya sangat berhati-hati dalam menata bahasa penulisan)				
31.	I often get revisions about thesis writing (Saya sering mendapatkan revisian tentang penulisan skripsi)				
32.	I often recheck my thesis writing whether it is correct or not (Saya sering mengecek kembali penulisan skripsi saya apakah sudah benar atau tidak)				
33.	A lot of repetition of words in my thesis writing (Banyak pengulangan kata di penulisan skripsi saya)				
34.	It is very easy to arrange grammar for thesis writing (Sangatlah mudah menyusun tata bahasa untuk penulisan skripsi)				
35.	I have difficulty in composing good grammar for my thesis (Saya kesulitan dalam menyusun tata bahasa yang baik untuk skripsi saya)				

36.	I often change the writing language of the thesis with a language that is easier to understand (Saya sering mengganti bahasa penulisan skripsi dengan bahasa yang lebih mudah dimengerti)				
37.	Sometimes, many sentences have to be revised in my thesis research (Terkadang, banyak kalimat yang harus direvisi dalam penelitian skripsi saya)				
38.	I very rarely get revisions in the preparation of thesis language (Saya sangat jarang mendapatkan revisi dalam penyusunan bahasa skripsi)				
39.	My thesis writing is always appropriate (Penulisan skripsi saya selalu sesuai)				
40.	I often neglect to write a good grammar for my thesis (Saya sering lalai dalam menulis tata bahasa yang baik untuk skripsi saya)				

Adopted from Dwihandini (2013)

APPENDIX II

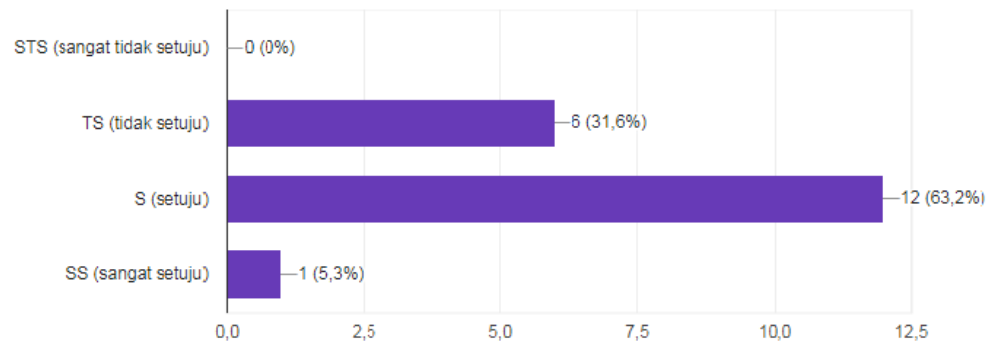
RESULTS OF QUESTIONNAIRE

The Factors Affecting Students' Difficulties in Conducting Thesis in English Language Education at the University of Batanghari Jambi

1. I find it difficult to determine an interesting thesis title for me to research (Saya sulit menentukan judul skripsi yang menarik untuk saya teliti)

[Salin](#)

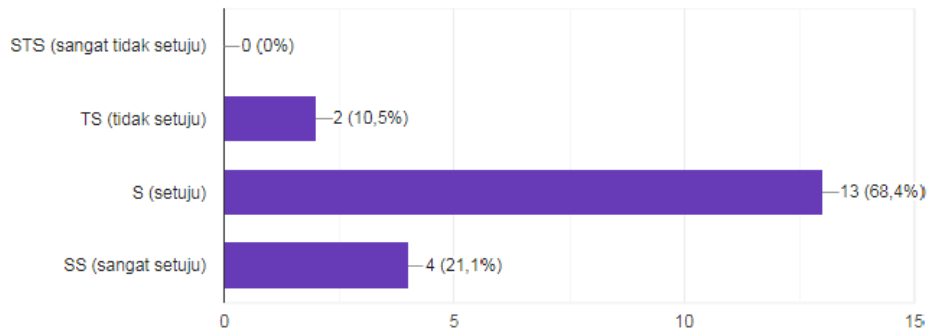
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2. I have formulated the research objectives well (Saya telah merumuskan tujuan penelitian dengan baik)

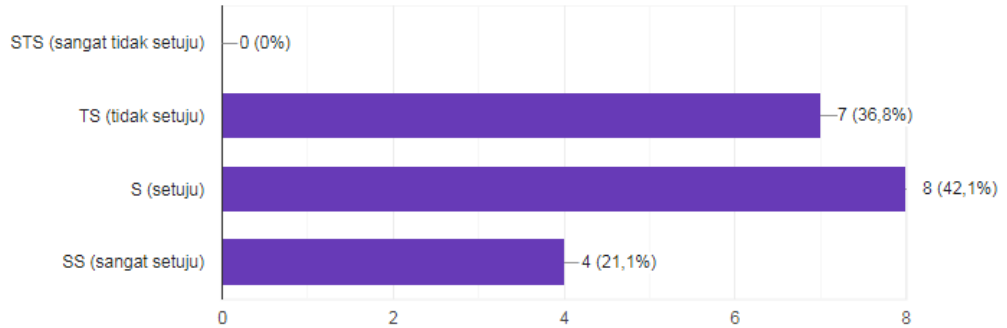
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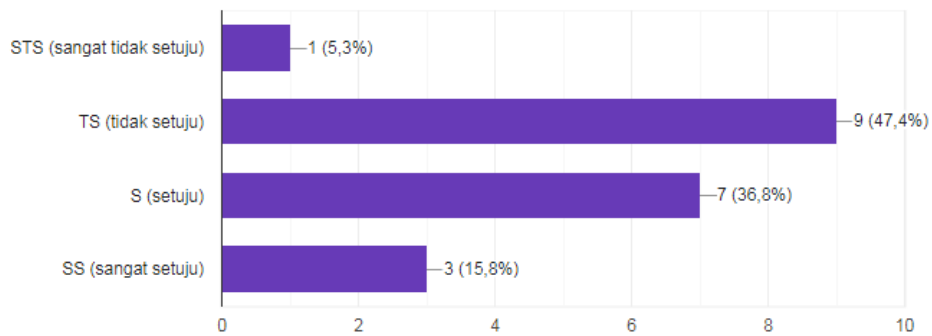
3. I have difficulty in writing a thesis research background (Saya mengalami kesulitan dalam menulis latar belakang penelitian skripsi) [Salin](#)

19 jawaban



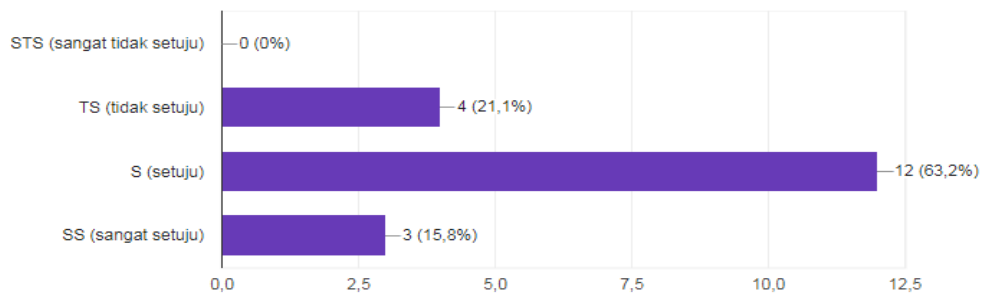
4. I have difficulty drawing a conceptual framework in thesis research (Saya kesulitan menggambar kerangka konseptual dalam penelitian skripsi) [Salin](#)

19 jawaban



5. I already understand what research design will be used in my thesis research (Saya sudah mengerti desain penelitian apa yang akan digunakan dalam penelitian skripsi saya) [Salin](#)

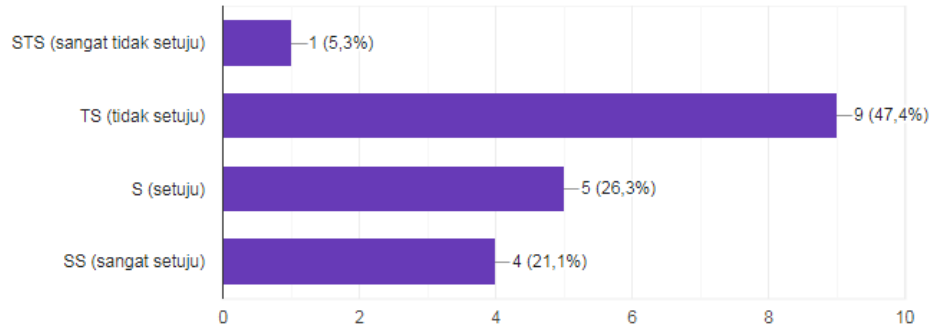
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6. In my opinion, getting research data for a thesis is very easy (Menurut saya, mendapatkan data penelitian untuk skripsi sangatlah mudah)

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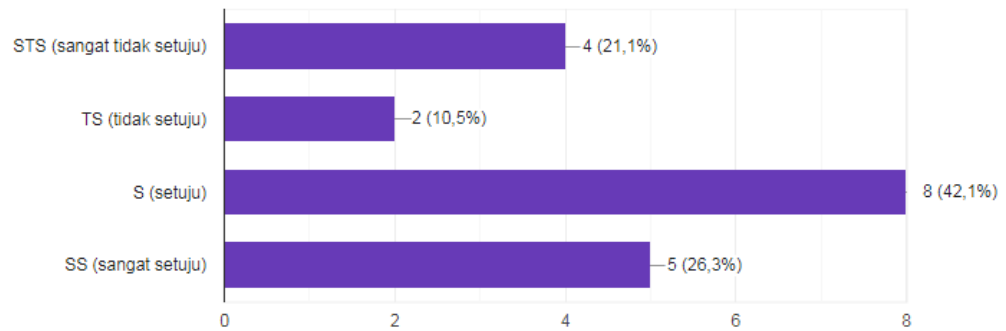
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7. I always afraid I can't finish writing my thesis on time (Saya selalu takut tidak bisa menyelesaikan skripsi saya tepat waktu)

[Salin](#)

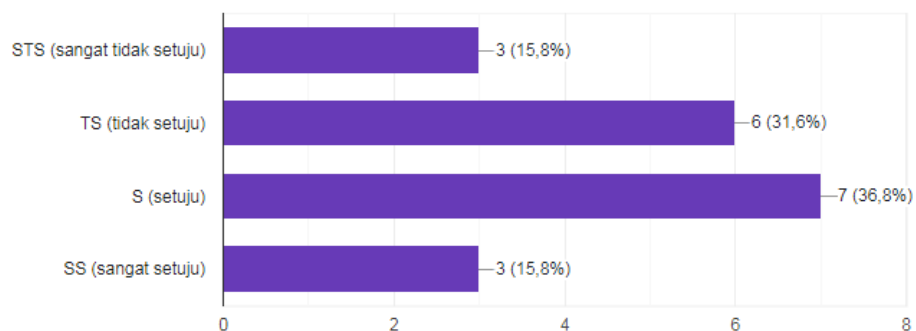
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8. I feel anxious when I want to do thesis guidance to my supervisor (Saya merasakan cemas ketika ingin melakukan bimbingan skripsi kepada dosen pembimbing)

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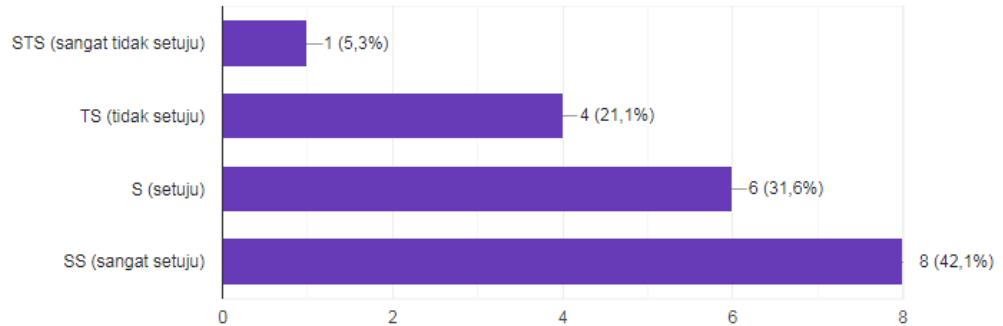
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9. Doing a thesis makes it very difficult for me to sleep peacefully (Mengerjakan skripsi membuat saya sangat sulit untuk tidur dengan tenang)

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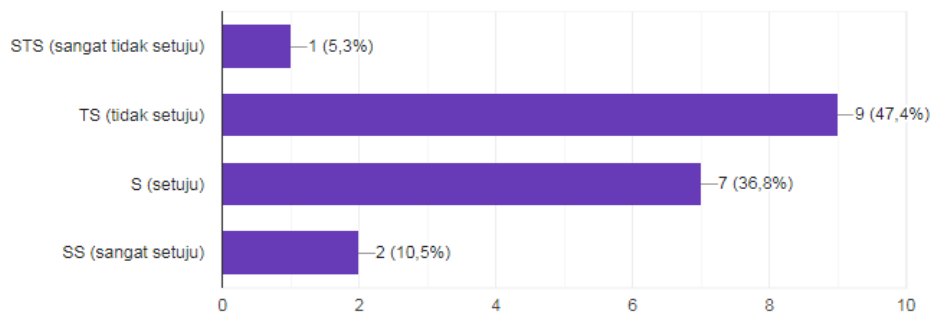
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10. I spend a lot of time sleeping when I have difficulty writing my thesis (Saya menghabiskan banyak waktu untuk tidur ketika saya mengalami kesulitan dalam menulis skripsi)

[Salin](#)

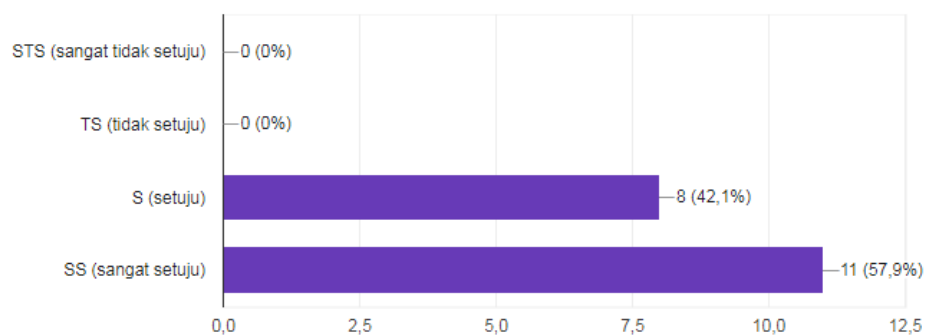
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11. I'm looking forward to the schedule of my thesis guidance (Saya sangat menantikan kapan jadwal bimbingan skripsi saya)

[Salin](#)

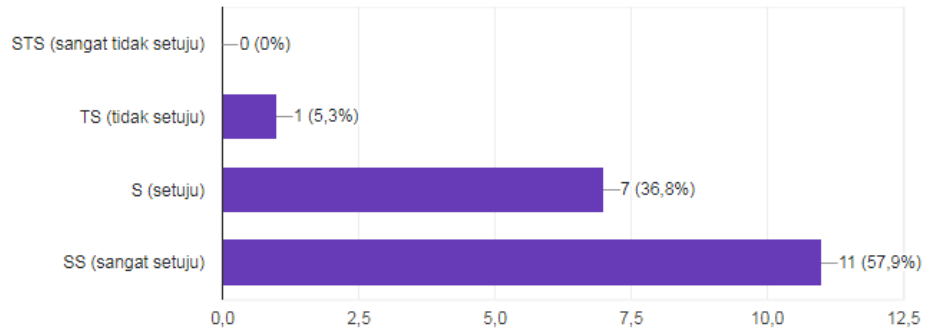
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12. I am very motivated to do a thesis (Saya sangat termotivasi untuk mengerjakan skripsi)

[Salin](#)

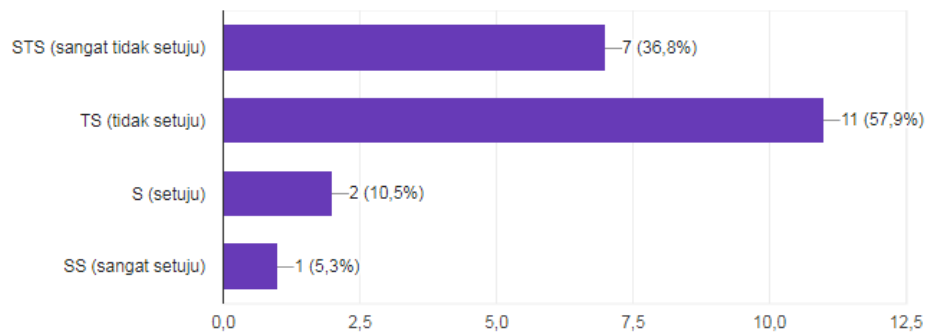
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13. I don't have a strong motivation to do thesis (Saya tidak memiliki motivasi yang kuat untuk mengerjakan skripsi)

[Salin](#)

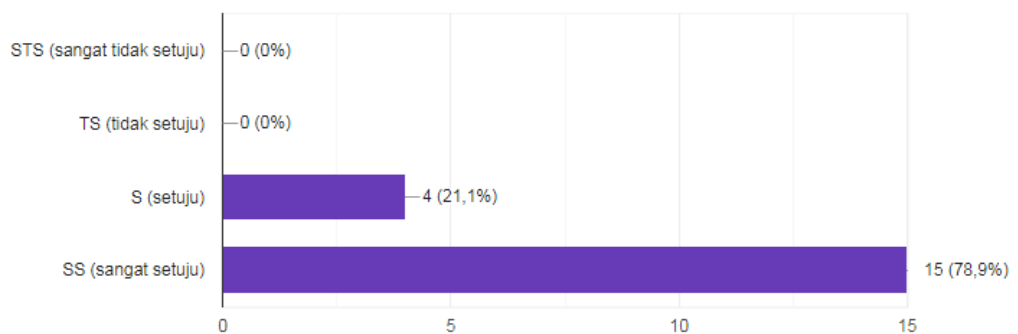
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14. My parents always support me in doing my thesis (Orang tua saya selalu mendukung saya dalam mengerjakan skripsi)

[Salin](#)

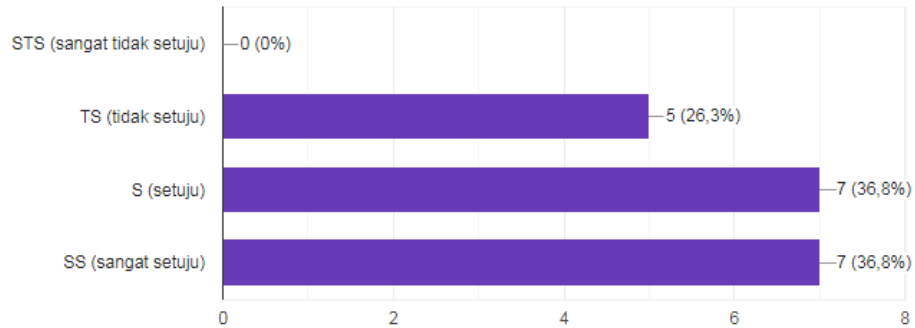
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15. My family let me when I will do my thesis (Keluarga saya membiarkan saya kapan akan mengerjakan skripsi)

[Salin](#)

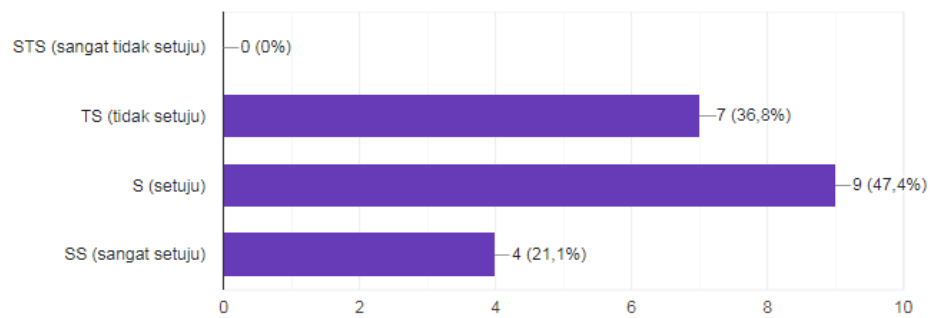
19 jawaban



16. I often invite my friends to work on thesis together (Saya sering mengajak teman-teman saya untuk mengerjakan skripsi bareng)

[Salin](#)

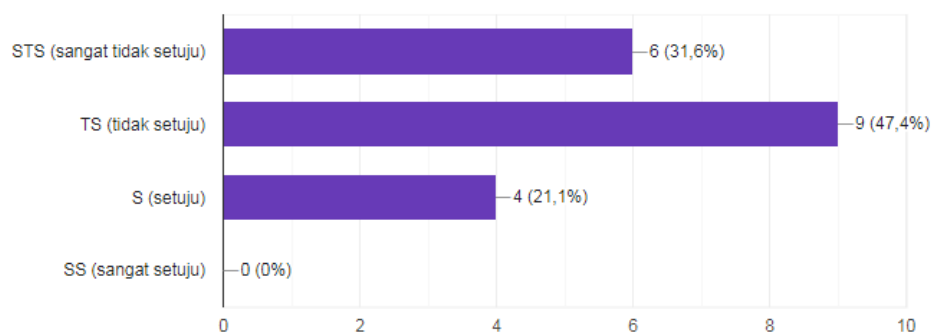
19 jawaban



17. I spend a lot of time relaxing with my friends without having to worry about doing my thesis (Saya menghabiskan banyak waktu bersantai dengan teman-teman saya tanpa harus pusing mengerjakan skripsi)

[Salin](#)

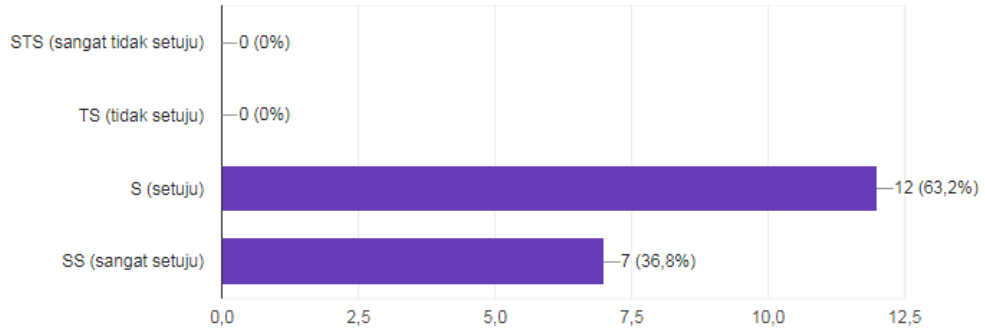
19 jawaban



18. My friends always give positive advice (Teman-teman saya selalu memberikan saran positif)

[Salin](#)

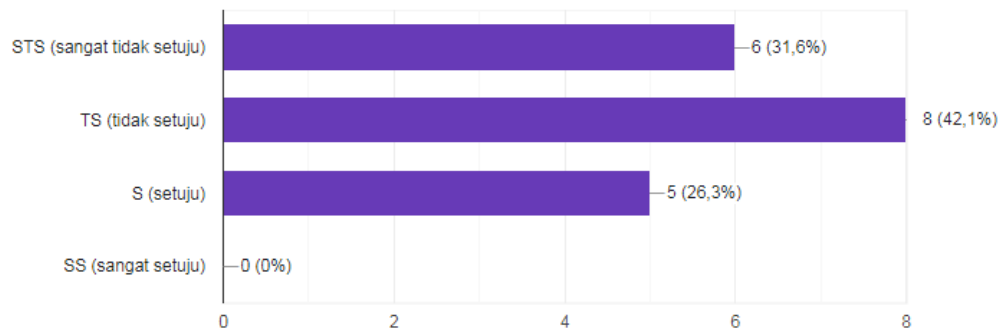
19 jawaban



19. My friends always invite me to play instead of doing a thesis (Teman-teman saya selalu mengajakku bermain daripada mengerjakan skripsi)

[Salin](#)

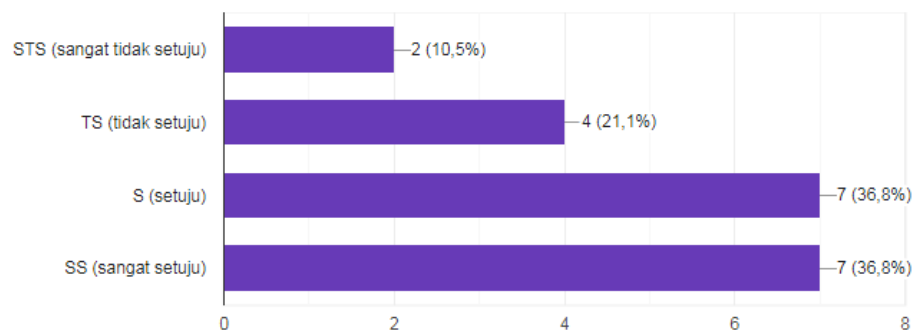
19 jawaban



20. I don't like when I'm doing my thesis being disturbed by my friends (Saya tidak suka ketika mengerjakan skripsi diganggu oleh teman-teman saya)

[Salin](#)

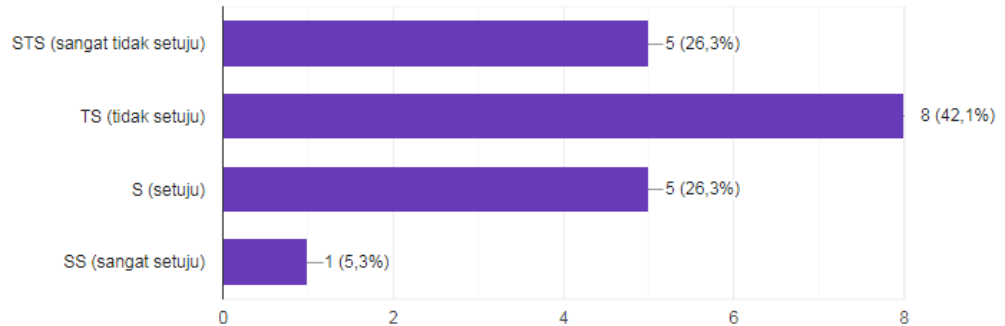
19 jawaban



21. In my opinion, thesis is just a formality and solidarity is everything (Menurut saya, skripsi hanyalah formalitas dan solidaritas adalah segalanya)

[Salin](#)

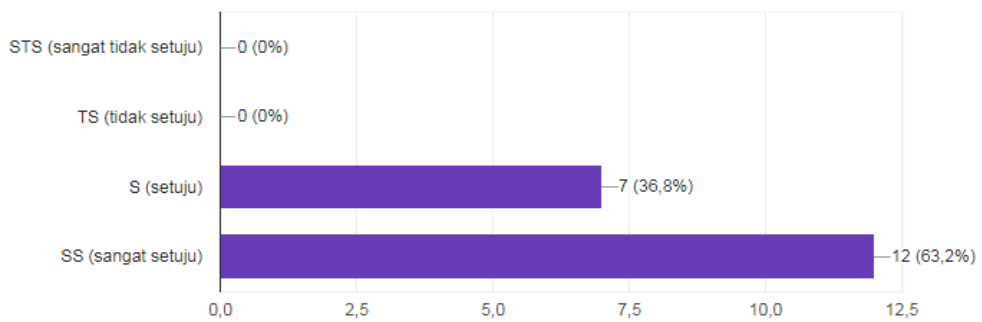
19 jawaban



22. My supervisor is always patient in guiding my thesis (Dosen pembimbing saya selalu sabar dalam membimbing skripsi saya)

[Salin](#)

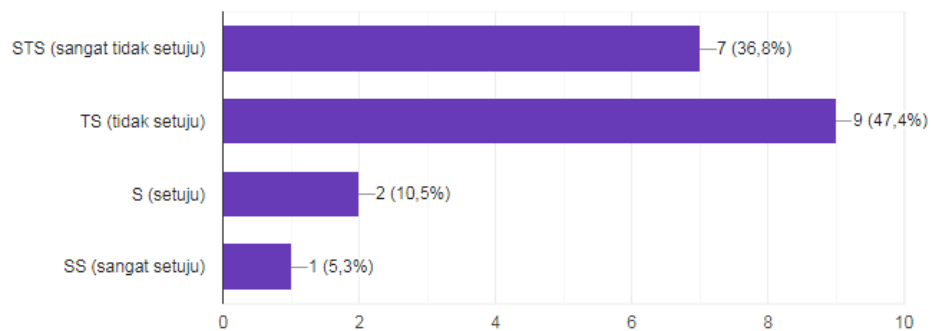
19 jawaban



23. When guiding the thesis, the supervisor often makes it difficult for me with questions that make me confused (Ketika bimbingan skripsi, dosen pembimbing sering kali menyulitkan saya dengan pertanyaan² yang membuat saya bingung)

[Salin](#)

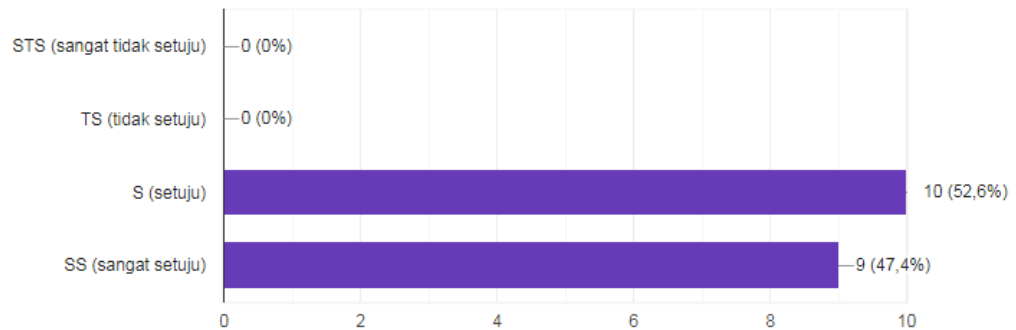
19 jawaban



24. After guidance, I immediately worked on revisions to my thesis (Setelah bimbingan, saya segera mengerjakan revisi pada skripsi saya)

[Salin](#)

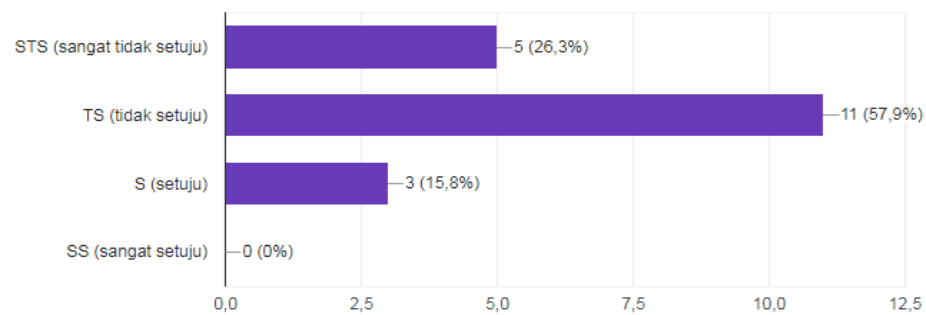
19 jawaban



25. The revision given by the supervisor, I didn't do it right away (Revisi yang diberikan dosen pembimbing, tidak langsung saya kerjakan)

[Salin](#)

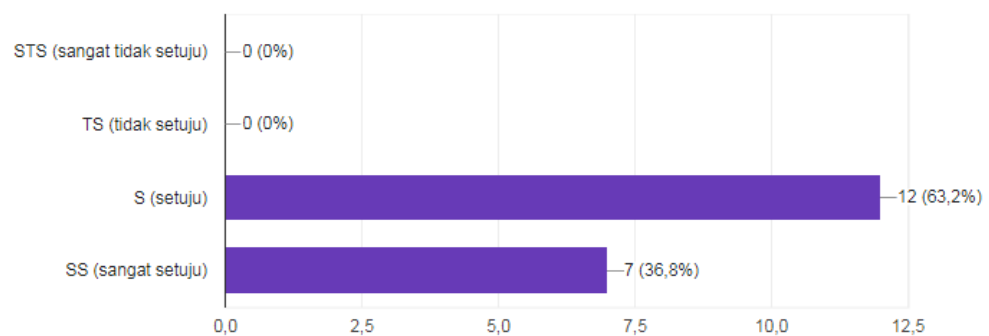
19 jawaban



26. My supervisor is always open to receiving complaints from his guidance students (Dosen pembimbing saya selalu terbuka untuk menerima keluhan dari mahasiswa bimbingannya)

[Salin](#)

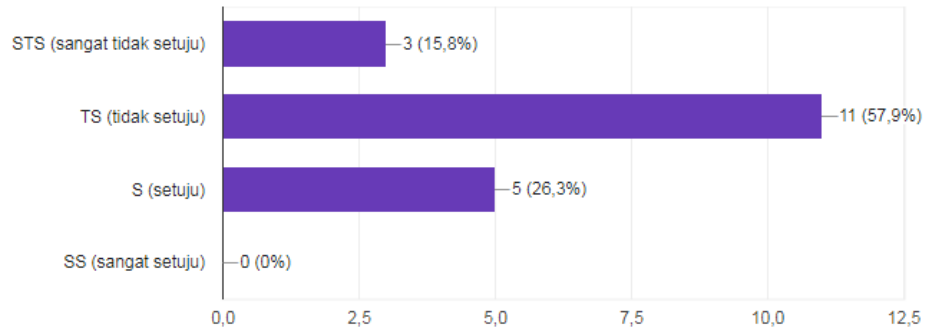
19 jawaban



27. I find it very difficult to meet the supervisor when I want thesis guidance (Saya sangat sulit bertemu dengan dosen pembimbing ketika ingin bimbingan skripsi)

[Salin](#)

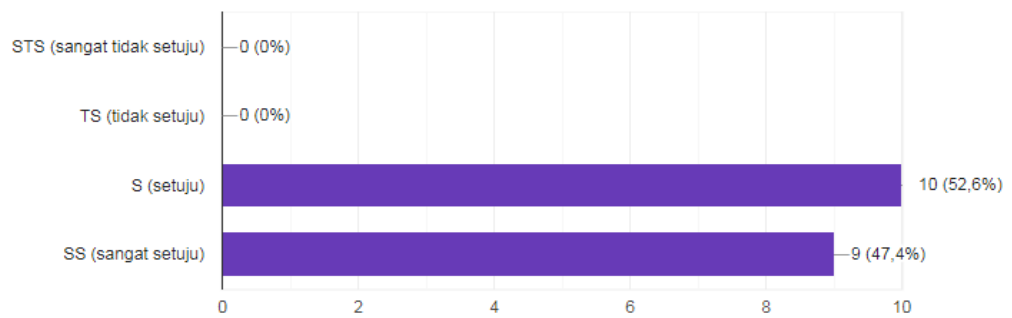
19 jawaban



28. The supervisor always gives an explanation that is easy for me to understand (Dosen pembimbing selalu memberikan penjelasan yang mudah dipahami oleh saya)

[Salin](#)

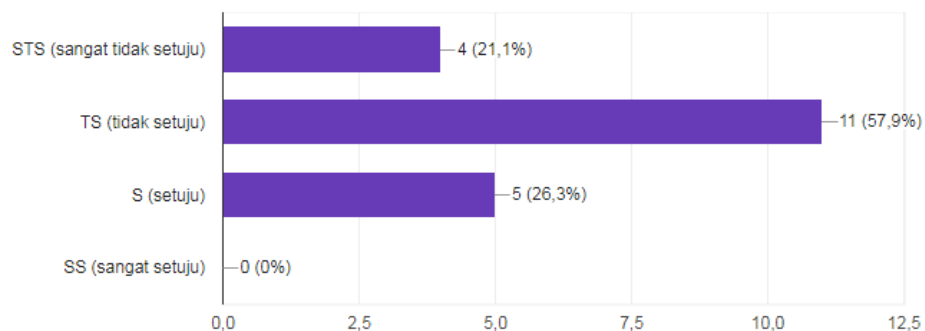
19 jawaban



29. My supervisor always acts as he pleases by rescheduling for tutoring (Dosen pembimbing saya selalu bertindak sesuka hati dengan mengatur jadwal ulang untuk bimbingan)

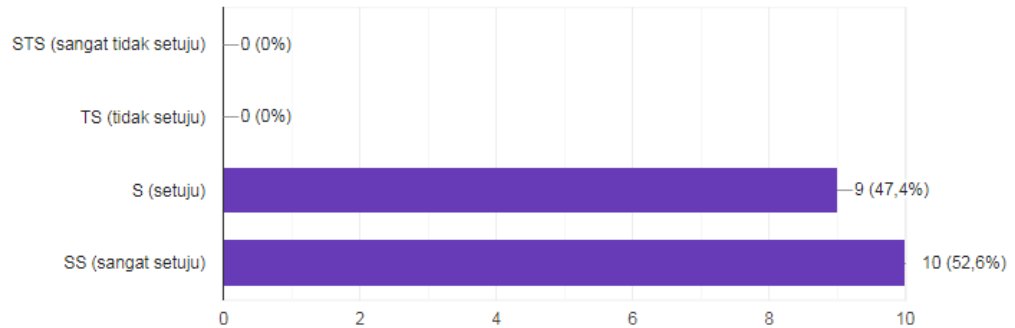
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19 jawaban



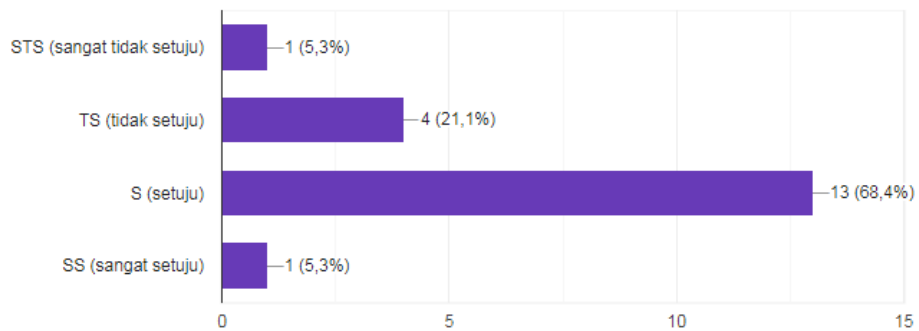
30. When writing my thesis I am very careful in arranging the writing language (Ketika menulis skripsi saya sangat berhati-hati dalam menata bahasa penulisan) [Salin](#)

19 jawaban



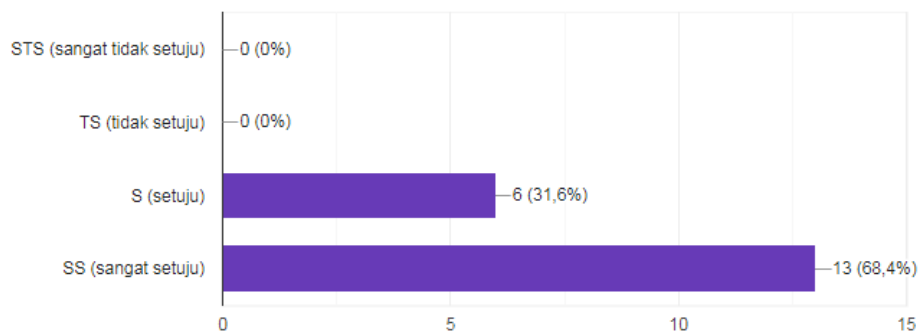
31. I often get revisions about thesis writing (Saya sering mendapatkan revisian tentang penulisan skripsi) [Salin](#)

19 jawaban



32. I often recheck my thesis writing whether it is correct or not (Saya sering mengecek kembali penulisan skripsi saya apakah sudah benar atau tidak) [Salin](#)

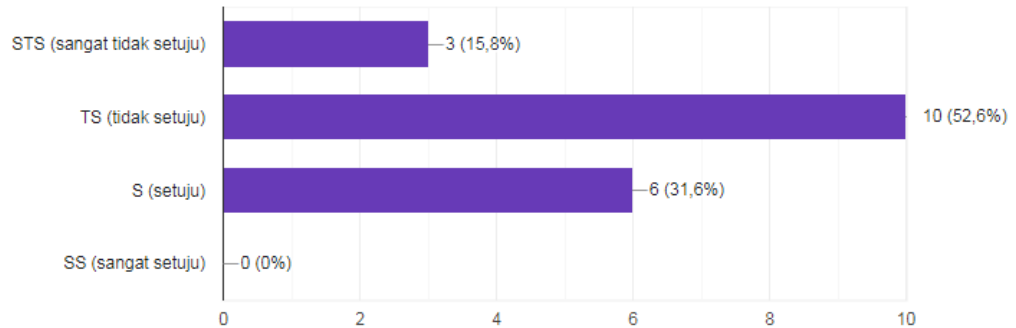
19 jawaban



33. A lot of repetition of words in my thesis writing (Banyak pengulangan kata di penulisan skripsi saya)

[Salin](#)

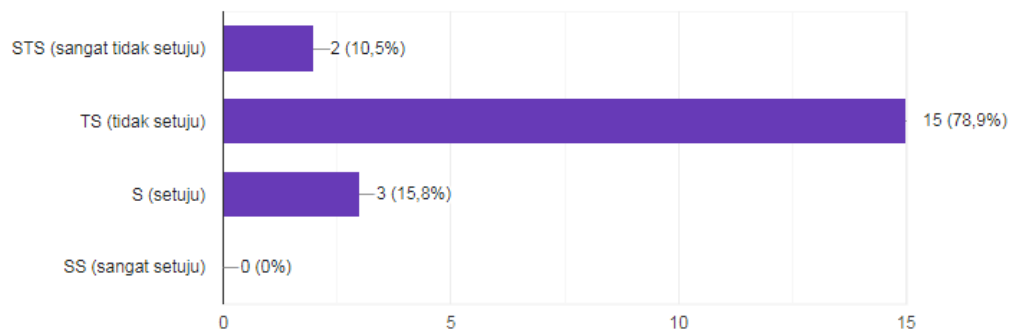
19 jawaban



34. It is very easy to arrange grammar for thesis writing (Sangatlah mudah menyusun tata bahasa untuk penulisan skripsi)

[Salin](#)

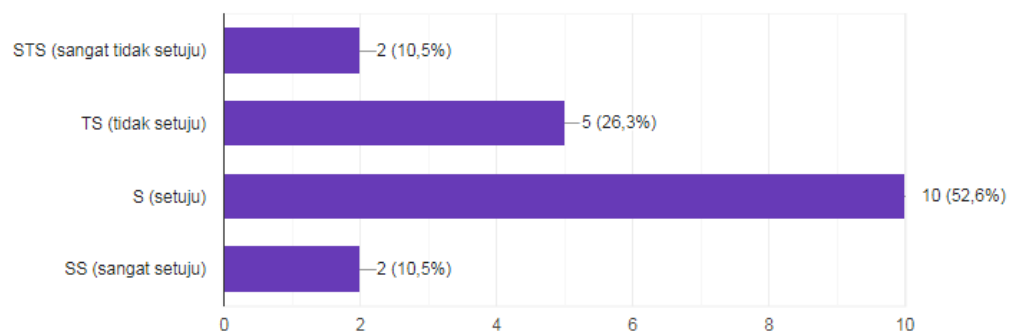
19 jawaban



35. I have difficulty in composing good grammar for my thesis (Saya kesulitan dalam menyusun tata bahasa yang baik untuk skripsi saya)

[Salin](#)

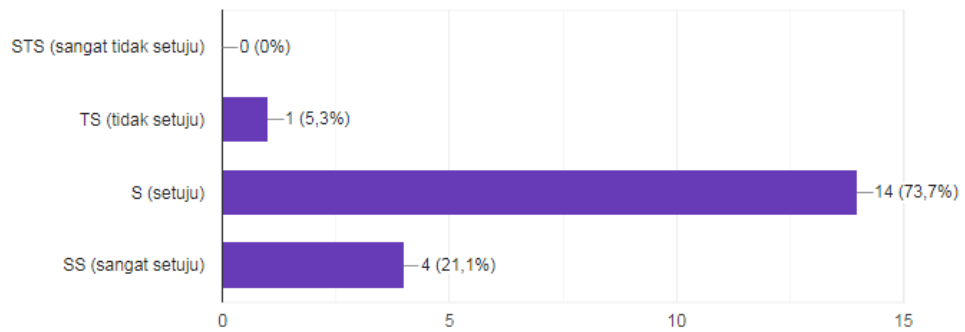
19 jawaban



36. I often change the writing language of the thesis with a language that is easier to understand (Saya sering mengganti bahasa penulisan skripsi dengan bahasa yang lebih mudah dimengerti)

[Salin](#)

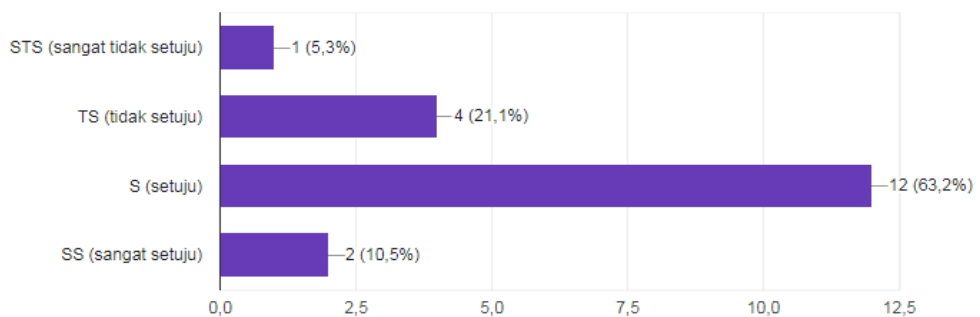
19 jawaban



37. Sometimes, many sentences have to be revised in my thesis research (Terkadang, banyak kalimat yang harus direvisi dalam penelitian skripsi saya)

[Salin](#)

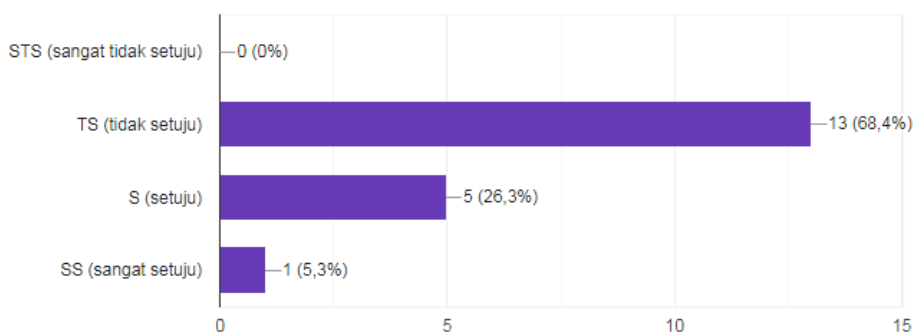
19 jawaban



38. I very rarely get revisions in the preparation of thesis language (Saya sangat jarang mendapatkan revisi dalam penyusunan bahasa skripsi)

[Salin](#)

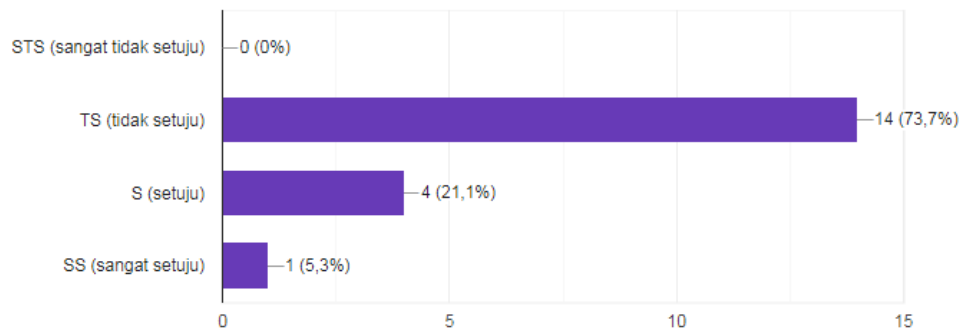
19 jawaban



39. My thesis writing is always appropriate (Penulisan skripsi saya selalu sesuai)

[Salin](#)

19 jawaban



40. I often neglect to write a good grammar for my thesis (Saya sering lalai dalam menulis tata bahasa yang baik untuk skripsi saya)

[Salin](#)

19 jawaban

