

**AN ANALYSIS OF FACTORS AFFECTING STUDENTS IN
THESIS WRITING IN ENGLISH STUDY PROGRAM FKIP-
UIR**

A THESIS

*Intended to Fullfill One of the Requirements For the Award of Sarjana Degree
in English Language Teaching Education Faculty Islamic University of Riau*



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**ENGLISH STUDY PROGRAM
FACULTY OF TEACHER'S TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2020**

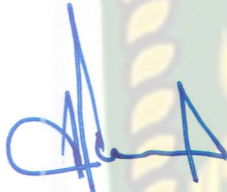
THESIS

AN ANALYSIS OF FACTORS AFFECTING STUDENTS' IN WRITING
THESIS OF ENGLISH STUDY PROGRAM FKIP-UIR

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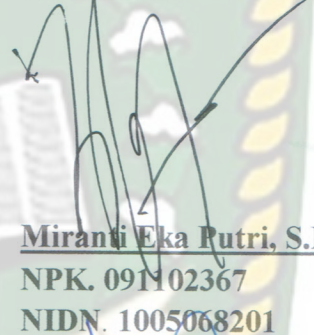
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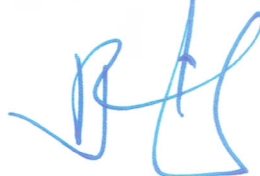


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THESIS APPROVAL

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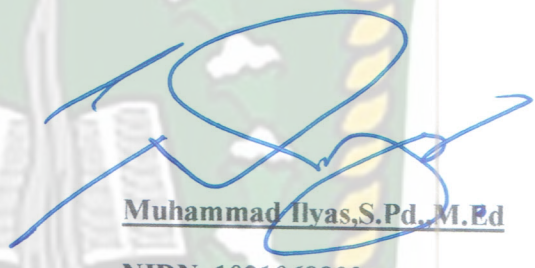
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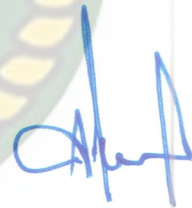
Has been completely written a thesis which entitled:

An Analysis of Factors Affecting Students In Writing Thesis In English
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NO	Date	Guidance Agenda	Signature
1	10/10/2019	Constructing the title	
2	14/10/2019	Acc Title	
3	18/10/2019	Consultation Chapter 1-2	
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6	10/11/2019	Consultation Chapter 1-3	
7	12/11/2019	Approved join seminar proposal	
8	20/12/2019	Join seminar proposal	
9	08/05/2020	Asking signature from advisor	
10	31/5/2020	Consultation the instrument	
11	08/06/2020	Checked all chapters	
12	29/06/2020	Join thesis examination	

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DECLARATION LETTER

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I declare that this thesis is the result of my own work, to the best of my knowledge; This thesis does not contain material written by other people except for certain section Which I adopted as a reference by following the usual procedures and ethics of writing scientific paper.

Pekanbaru, June 2020

The researcher,



Rizki Muliani

166310707

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First of all, researcher would like to say greatest thanks to ALLAH SWT for all of blessing given and also for the mercy, so that the researcher can finish her thesis well. And also say the researcher want to thank to our prophet Muhammad SAW for the guidance.

This thesis entitled “An analysis of Factors Affecting Students in Thesis Writing in English Study Program FKIP-UIR”. It has been written and presented to English Education Department, Faculty of Language and Education of UIR in order to fulfill one of the requirements for degree of “Sarjana Pendidikan”.

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The researcher realize that this thesis may have several weaknesses. Therefore, coments, suggestions or supportive feedback for improvement of this research are really appreciated.
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Pekanbaru, September 2020
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ABSTRACT

RizkiMuliani, 2020. An Analysis of Factors Affecting Students in Thesis Writing in English Study Program FKIP-UIR.

Keywords: Factors Affecting, Thesis Writing

This study aims to analyze factors affecting students in writing thesis. The participants were students at English Study Program FKIP-UIR academic year 2016/2017. In this research, the researcher used qualitative approach and the study was designed as a descriptive method.

The instrument for this study is questionnaire and interview. The questionnaire used to explore the detailed information related to the factors affecting students' in writing thesis. The researcher took 20 students to fill out the questionnaire, then, chose 5 students from 20 students as interviewee to give emphasize answer the questionnaire's result. The questions related to the factors affecting writing thesis. There are 3 factors; Personality/Psychological Factors, Sociocultural Factors, and Linguistics Factors. The result revealed that English language education students have high score criteria for each factors affecting in thesis writing. According to questionnaire result, in the personality/psychological factors, they got 73 % that means high in score criteria.

For sociocultural factors, they got 75% that students have high difficulties in this factor. And the last factors, it is linguistics factors, they got 80%.this is the highest percentage beside 2 factors before. In this factors, got very high for score criteria. The researcher also counted the average of 3 factors affecting students in thesis writing. It showed that they got 76 % which mean have high score criteria. Students have to be more pay attention in linguistics factors. Because, it is the highest factors that can inhibit students in writing thesis. Based on the result, it showed that the questionnaire's result and interview's answer is matched. In the interview's answer, there are no interviewees who don't agree at all interview's questions

ABSTRACT

RizkiMuliani, 2020. An Analysis of Factors Affecting Students in Thesis Writing in English Study Program FKIP-UIR.

Kata kunci: Faktor-faktor yang Mempengaruhi, Tesis Menulis

Penelitian ini bertujuan untuk menganalisis faktor-faktor yang mempengaruhi siswa dalam menulis tesis. Para peserta adalah mahasiswa di Program Studi Bahasa Inggris FKIP-UIR tahun akademik 2016/2017. Dalam penelitian ini, peneliti menggunakan pendekatan kualitatif dan penelitian ini dirancang sebagai metode deskriptif.

Instrumen untuk penelitian ini adalah kuesioner dan wawancara. Kuesioner yang digunakan untuk mengeksplorasi informasi rinci yang berkaitan dengan faktor-faktor yang mempengaruhi siswa dalam menulis tesis. Peneliti mengambil 20 siswa untuk mengisi kuesioner, kemudian, memilih 5 siswa dari 20 siswa sebagai orang yang diwawancarai untuk memberikan jawaban yang menekankan hasil kuesioner. Pertanyaan-pertanyaan yang berkaitan dengan faktor-faktor yang mempengaruhi tesis menulis. Ada 3 faktor; Faktor Kepribadian/Psikologis, Faktor Sosial budaya, dan Faktor Linguistik. Hasilnya mengungkapkan bahwa siswa pendidikan bahasa Inggris memiliki kriteria skor tinggi untuk setiap faktor yang mempengaruhi tesis menulis. Menurut hasil kuesioner, dalam kepribadian / faktor psikologis, mereka mendapat 73% yang berarti tinggi dalam kriteria skor.

Untuk faktor-faktor sosial budaya, mereka mendapat 75% bahwa siswa memiliki kesulitan tinggi dalam faktor ini. Dan faktor terakhir, itu adalah faktor linguistik, mereka mendapat 80%.this adalah persentase tertinggi di samping 2 faktor sebelumnya. Dalam faktor ini, mendapat kriteria skor yang sangat tinggi. Peneliti juga menghitung rata-rata 3 faktor yang mempengaruhi siswa dalam tesis menulis. Ini menunjukkan bahwa mereka mendapat 76% yang berarti memiliki kriteria skor tinggi. Siswa harus lebih memperhatikan faktor linguistik. Karena, itu adalah faktor tertinggi yang dapat menghambat siswa dalam menulis tesis. Berdasarkan hasilnya, itu menunjukkan bahwa hasil kuesioner dan jawaban wawancara cocok. Dalam jawaban wawancara, tidak ada orang yang diwawancarai yang tidak setuju sama sekali pertanyaan wawancara

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Thesis is a requirement for the award of sarjana degree. In the field of English Department, every student must submit their research before graduating. To graduate at the right time students must write a proposal and thesis. Then, their research will be examined by the examiners. But, before that students must look for the title of their research, knowing the indicators of the research, choosing the best method, and also knowing about the variable of the research. Sometimes, students do not know about what they will write on their research.

Furthermore, they must to collect their research on English Department right at the moment. Research is a process to investigate a problem that happen in the society which aim to find out, to interpret, and revise all the facts with systematic and active. There are various problems that going to faced by the students on writing thesis, one of them is the way they classifying the ideas of a subject that they are going to write. It is not easily to conclude one idea into one paragraph and another paragraph.

As a student surely the researcher has problems on writing research and also the researcher have to find the solution to solve the problems of the research itself. Not only knowing about the problems in writing the research but also the researcher want to resolve students problems in writing thesis especially at Islamic University of Riau in English Department. As time goes by the

researcher found some difficulties of students in English Department of University of Islam Riau on their writing.

Such as difficulties in grammar structure, less vocabulary, and so on. In this study the researcher will not examine the difficulties encountered by students in writing thesis in the linguistic factors but the researcher wants to analyze the difficulties that face by the students on non-linguistic factors. Based on Nur Wangid and Sugianto (2013) as for the non-linguistic factors that occur on writing thesis are lack of knowledge about thesis writing methodology; confusion in thesis developing theory and often faced emotional interference; lack of ability in writing thesis; difficult in preparing the discussion of thesis; lack of reference books; lack of motivation; difficult on deciding a problem in the thesis; the supervisor is too busy; difficult on compile or understanding literature review of the thesis.

From the theory above the researcher found many difficulties students in writing thesis. That can be from the student and also from the supervisor. But actually the most problems found on the student, in fact the supervisor also play a role in the difficulties student on writing their thesis. If the student can improve their ability about writing thesis ability, writing methodology, and developing their theory into structural text and then put aside their emotional feeling at that moment. Then the supervisor will help students on their thesis.

Finally, researcher conducting this study to find out the difficulties of Islamic University of Riau in the English Department students in writing their research, and tried to find out the solution to the problems. Although to write a

research is difficult but students must write their thesis in a clear structure and problem.

1.2 Setting of the Problems

There are some problems usually found in writing thesis, researcher discover the problems based on the student who is going to write a thesis. Problems that usually found are students get difficulty in making revision caused the supervisor is hard to be found or the advisor is too busy and it is make the student indolent to write the thesis an revise the thesis. Not only from the advisor but the problem also come from student, the student still did not familiar in writing the thesis and how to write methodology, and expanding the theory to make a structural paragraph.

1.3 Limitation of the Problem

This study will focus on searching difficulties that faced by students on writing thesis at Islamic University of Riau, once the problems found the researcher will trying to resolve learners problems on writing thesis. The problems about linguistic factor and non-linguistics factors like social and personal factors on writing ability of the learners, and the researcher wants to know the causes about their problems.

1.4 Formulation of the Problem

Based on limitation of the problems, researcher would formulate the question, as follows:

1. What are the factors that affect student's difficulties in writing thesis of English Study Program student's FKIP UIR.

1.5 Objective of the Research

The objective of this research is to figure out the possible factor affecting students' in writing thesis of English study program FKIP-UIR

1.6 Significance of the Research

The result of this research is expected to give theoretical and practical valuable significance. Theoretically it is expected that the result of this research can enrich the theory of factors affecting thesis writing in writing thesis. Then practically, it is expected that this research can be a guideline or information for English students about how to face the difficulties on factors affecting thesis writing. Besides, it is expected for students that have good writing on their thesis. It is useful as a reference in doing relevant research.

1.7 The Definition of Key Term

1. Factor

Factors are things (circumstances, events) that contribute to influence something and the cause of a problem. This factor means factors that influence students in writing thesis. Based on Brown (2007) there are three factors that influence thesis writing on students, namely psychological factor, sociocultural factor, and linguistic factor.

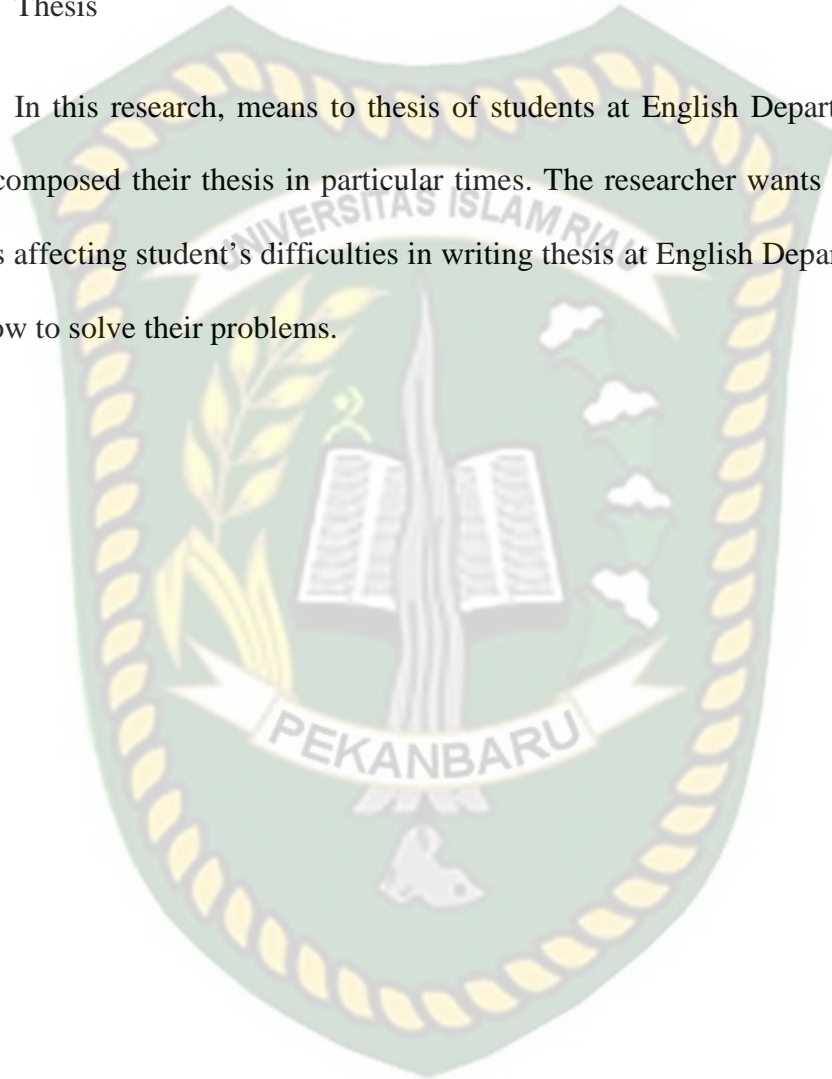
2. Writing

In this research, writing means a skill in a language which is turned into a thesis, writing skill in thesis has important task on doing a research. The writing components is focuses our ideas for the paper, the key point of writing thesis it's

depends on your argument or viewpoint of our subjects then crystallized into sentences that gives our reader the main idea of our research.

3. Thesis

In this research, means to thesis of students at English Department UIR. Who composed their thesis in particular times. The researcher wants to discover factors affecting student's difficulties in writing thesis at English Department UIR and how to solve their problems.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

This chapter describes the theoretical background of the writer's research. It contains the definition of Writing, and definition of thesis.

2.1.1 Definition of Writing

Writing is an activity to create a note or information on a media using letters. Writing is usually done on paper media using tools such as pen or pencils. And writing a thesis is a scientific work produced from research. In accordance with the prevailing formal systematic, standard writing techniques and according to the method of scientific thinking and subject to academic ethics and adhering to the principles of intellectual honesty. According to Suaedi (2015) Writing is the activity of the entire brain that uses the right brain hemisphere (emotional) and the left hemisphere (logic). Right brain activity for writing skills includes planning, outline, grammar, editing, rewriting, research and punctuation, while left brain activity is spirit, spontaneity, emotion, color, imagination, passion, new elements, and excitement.

As for the purpose of writing based on Syarif, Zulkarnaini, and Sumarno (2009):

- A. Inform everything, as well as facts, data, or events, including opinions and views on facts, data and events so that the audience can gain new knowledge and understanding of various things that can or might be happen on this earth.

B. Persuade; through the writings of an author, it is hoped that the reader can determine the attitude, whether approving or supporting what is stated. The author must be able to persuade and convince readers by using a persuasive language style. Therefore, the persuasion function of an article will be able to produce if the author is able to present in a style that is interesting, familiar, friendly, and easy to digest,

C. Educating is one of the goals of communication through writing. Through reading the result of writing the insights of one's knowledge will continue to grow, intelligence will continue to be sharpened, which in turn will determine one's behavior. Educated people.

D. Entertaining; entertaining function and purposes in communication, not the monopoly of mass media, radio, television, but print media can also play a role in entertaining the readers.

According to Iftani (2016) Writing is very important thing and is usually used by everyone in his life both for personal and in writing letters or statements from a research result. It is hard to define the ability of writing. Writing a journal is one way to improve one's writing skills, as found in Hernandez (2007), because the students are motivated to write because they have opportunity to express their opinions about the books they read. And then they have the opportunity to use the language learned in reading in real context. The application of cooperative learning strategies such as jigsaw can improve students' writing skill. Elbow P (1998)

2.1.2 Academic Writing

According to Boikanyo (2015) The students need more time to write an academic writing and a lot of practice exercise should be done before writing the academic writing. While According to French Amanda (2018) Researcher who do the academic writing in HE (higher education) have positive and emotionally sensitive approach to academic writing development obviously challenge the ways in which HE appreciate academic success, achievement, and progression. But they do not value the experience of trial and error as part of development of academic writing.

2.1.3 Thesis

According to Gaigaliene V.D (2015) Thesis is research compiled by students based on their respective fields as a requirement to get a bachelor's degree. To make a thesis several processes must be completed. While Sotco C (2015) said that writing a thesis is not an easy matter, every student needs to be given good training in writing a thesis. Thesis is a long argument that must be done logically, structured, and can be accounted for based on tangible evidence. Based on Evans D, Gruba P, and Zobel J (2014) there are two types of thesis at the master degree level. So based on the explanation above, the researcher conclude that thesis must be prepared well. From the tittle until the last chapter, it must be arranged orderly. The reasons why do students get many obstacles in accomplishing thesis is because they do not know how to finish their thesis based on the standard process of writing thesis.

2.1.3.1 Types of thesis:

A. Minor Thesis

Minor thesis is a thesis that has more than 10.000 to 25.000 words that are done within 1-2 years, It's finished in one or two years with the course, and usually requires one or two semesters full time effort.

B. Masters by Research

Masters by research is a thesis that contains 30.000 until 40.000 words in it, this thesis examined by experts in their field.

According to Saehu A (2013) There are four stages in the process of writing thesis:

1. The initial process, including the process of finding a topic, proposing a topic, and defending the proposed topic.
2. Researching, consisting of research questions, preparing instruments, going to the field, collecting data, and analyzing data.
3. Reporting, including prewriting, drafting, and revising. All respondents have experienced all these stages.
4. Deals with problems, these problems fall into several categories, namely procedural, academic, and non-academic problems.

2.1.4 Factors Affecting Writing Thesis

Writing a thesis in English for EFL learners like Indonesians, is difficult as students should think not only about the content and the organization of thesis, but also the language. For most people writing is considered as a difficult activity both in the mother tongue and in a foreign language.

In writing thesis many undergraduate students have some vary factors of the problem they face. The ideas, structure, lack of vocabularies, and rewrite or paraphrase are some examples of the problem in writing thesis that students commonly face. According to Brown (2007) there are three factors that affect students in writing thesis, which will be explained in the following paragraphs.

a. Psychological Factors

Psychological factors of students can be identified from the affective factors of the students.

1. Self-esteem

Self-esteem is probably the most pervasive aspect of any human behavior. Self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individual hold toward themselves. By self-esteem it can be evaluated which individuals make and customarily maintain with regard to themselves, it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy.

In writing thesis the difficulties of self-esteem such as: in deciding topic of thesis, in deciding the title of thesis, in having prior knowledge due to the thesis topic, in identifying and formulating the thesis problem, in identifying the thesis purposes, in writing a proper literature review, in deciding the method used in writing thesis, in gaining the thesis data, in writing the finding of thesis, in writing good thesis.

2. Inhibition

Every human being has many obstacles in passing something, for example in passing final project. Not all students can pass writing thesis well. There are many obstacles in passing thesis writing such as: in thought due to a lot of ideas in writing thesis and financial during the thesis writing.

3. Risk taking

Risk taking is some decision to make an effort in finishing project. Everyone has different mental in making some decision. In this chapter risk taking is become the most important characteristic in successful passing final project. For the example: In trying or to presentiment to write a thesis.

4. Anxiety

Anxiety can be defined as subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. More simply anxiety is associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry.

5. Empathy

Empathy is process comprehending in which a temporary fusion of self-object boundaries permits an immediate emotional apprehension of the affective experience of other.

Empathy described as the projection of one own personality into the personality of others in order to understand them better. In writing thesis the difficulties of empathy for the example: in being awareness of the current issues toward writing thesis and in identifying of some issues related to the thesis writing.

6. Extroversion and introversion

Extroversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. Introversion on the other hands is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people.

The extroversion person may actually behave in an extroverted manner in order to protect his or her own ego, with extroverted behavior being symptomatic of defensive barriers and high ego boundaries. At the same time the introverted quieter, more reserved person may show high empathy. In thesis writing the difficulties between extroversion and introversion is the students cannot distinguishing both extroversion and introversion

7. Motivation

Theories of motivation have been purposed over the course of decades of research. Three different perspectives emerge:

- a. From a behavioral perspective, motivation is seen in very matter of fact term. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement.
- b. In cognitive terms, motivation places much more emphasis on the individual's decision, "the choice people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in the respect".
- c. A Constructivist view of motivation places even further emphasis on social context well as individual personal choice. Each person is motivated differently, and will therefore act on his or her environment in ways that are unique.

b. Sociocultural Factor

Brown (2007: 189), claims that culture becomes strongly important in the learning of a second language. Therefore, the focus factors that will be arisen in this study of difficulties in writing thesis are bold in three aspects, such as:

(1) Social distance

A social distance refers to the cognitive and affective proximity of two cultures that come into contact within an individual. Social distance describes the distance between different groups in society and is opposed to locational distance.

In writing thesis, social distance between undergraduate student and their tutor should be built. It relates among undergraduate students and their tutor in finishing thesis writing. The social distance among undergraduate students and her tutor become the students' difficulties factor in writing thesis. It can be seen when the students doing guidance n discussing about the thesis writing.

(2) The culture

Culture becomes one of the most factors in students' difficulties of writing. For example the students' habit in classroom in using second language, the students who rarely used or spoken English in the classroom are have a difficulties sin writing thesis more than the students who often used English.

(3) Communicative competence

The communicative competence is term in linguistics which refer to language user's grammatical knowledge of syntax, morphology, phonology, and the like as well as social knowledge about how and when to use utterances appropriately.

In thesis writing the difficulties of communicative competence consist of: in having knowledge of proper lexical items and linguistic unit on the thesis writing, in connecting each sentence and to form it into a meaningful thesis writing, in having knowledge about the roles of the social context related on the

study of thesis writing, in sustaining communication through speech styles on the thesis writing.

c. Linguistic Factors

There are four categories to describe the errors in second language learner production data. Browns' *first* overview is to identify errors by addition, omission, substitution and ordering. *Second* category as Brown believes to identify the errors is put in the students levels of language (phonology, lexicon, grammar and discourse) that should be considered. *Third*, Errors can be also analyzed by the global errors or local errors. *Finally*, identifying errors by considering the two related dimensions of error, such as domain and extent.

According to Xia W & Luxin Y (2012) Students in particular have problems in determining research topics, makes appropriate research designs, arrange their writing logically, and give a critical review of previous studies, and have adequate theoretical knowledge. That statement also supported by Murray R (2006) There are many student problems in writing a thesis, some of these problems can be dealt with the sensitivity of students with their shortcomings in writing, what is expected, and what is contained in the writing itself.

Many supervises do not know how to do a research, even thought they already MA or PhD students who are accepted with high marks in the entrance examination, they were also unable to critically review the literature.

2.2 Relevance Studies

There are several studies that related to students' difficulties in writing thesis. Martin A.M & Khan M.A.W (2017) did a study about "Common problem faced by postgraduate students during their thesis work in Bangladesh" . In this research, the researcher said that Thesis work is an integral part of postgraduate medical education. It serves as the first stepping stone into scientific writing. But during research work, students and supervisors face various problems. A number of research works has been conducted in different parts of the world this issue.

Some of the problems are candidate related and some of them are supervisor related. In Bangladesh, no re-search work has been done to find out the problems faced by the students and supervisors during thesis work. Once the problems are identified, we can find ways and means to solve those problems as much as possible. Thus the students as the primary group will be benefited from the results of this study and the supervisors will gain in-sights and will be able to lighten the problems. A cross sectional descriptive study was conducted in 20 different medical colleges and institute in Bangladesh. A total of 133 postgraduate students, 46 supervisors participated in this study.

Purposive sampling technique was used, two pre-tested semi-structured questionnaire were used (one for the students and one for supervisors) to collect data and data analysis was done using SPSS version 19.

The problems in general identified were lack of students' knowledge, experience, commitment in thesis work, time constraint, excess workload, lack of fund, inadequate and irregular meeting with supervisors. Institute related problems

were inadequate guidance and resources of the institute, absence of research cell and formats of thesis writing in the institute and inadequate cooperation from the institute.

The pre-sent study revealed that lack of knowledge, lack of experience, lack of fund and lack of regular meetings with supervisor were found the most important general problems. Lack of research project and lack of resource were found the most common problems related to the institute.

The second researcher that had been researched related to students' difficulties in writing thesis is Puspita (2019) with title "Factors Affecting Students' Difficulties in Writing Thesis". Based on the researcher explanation, it is about The objectives of this research are to find the students' difficulties in writing thesis. In this study, the researcher used mixed-methods study. The population and the subject of this research were consisted of all students at TBI, which are the total number 49 students.

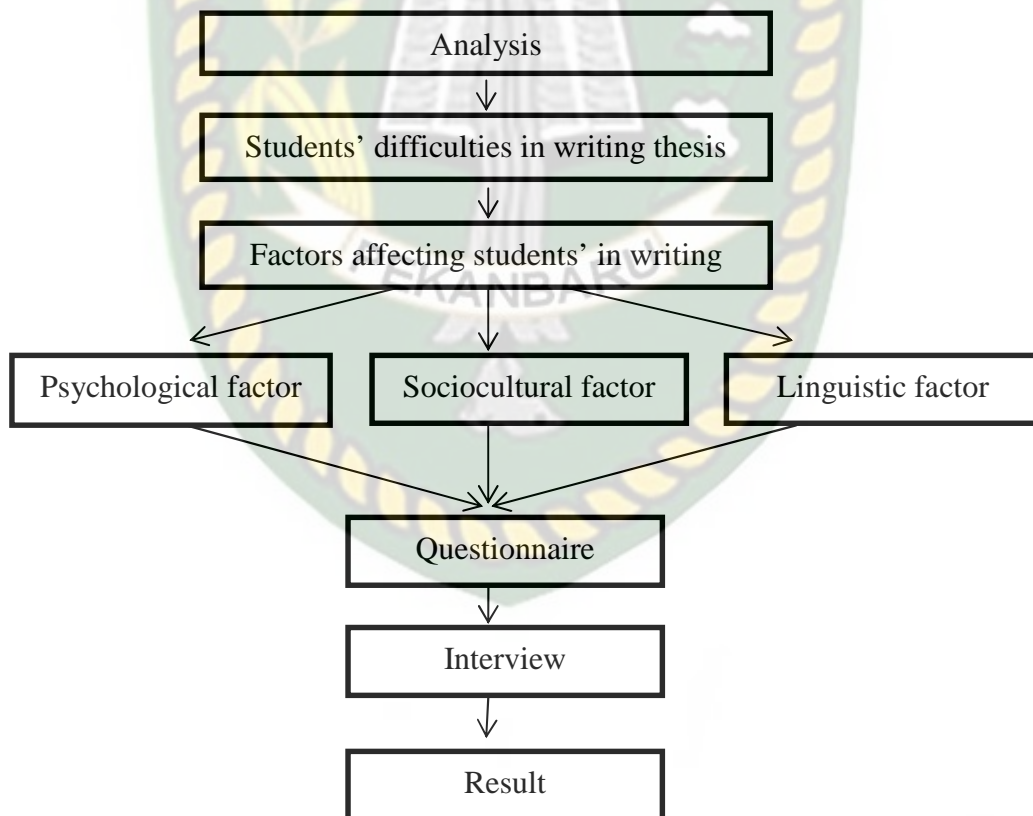
In this study, the researcher took total sampling and the instruments are questionnaire and interview. The questionnaire is also used to find the students' difficulties in writing thesis and the interview was used to find the factors that affect students' difficulties in writing thesis. The data showed significant finding (1) there are 82% or 40 students have difficulties in personality factors. (2) There are 83% or 41 students have difficulties in sociocultural factors. (3) There are 86% or 42 students have difficulties in linguistic factors. From the three factors, it is concluded that linguistic factor is the highest difficulties face by English students.

The interview result showed that the first factor is personality factors. They were lack of confidence in deciding the thesis topic and in writing a proper literature review. Second, sociocultural factors that covered in have an understanding about the culture department of the university regarding the format of thesis writing. Finally, the third factor is linguistic factors. They were difficult in paraphrasing sentences from the source to the thesis writing.

2.3 Conceptual Framework

The exposure that has been elaborated on theories can put several concepts:

Figure 1 Conceptual Framework



2.4 Assumption

Based on the problem of the research and theoretical frame work, the researcher makes assumes that there are some factors affecting students' in writing thesis of the eight semester of English Study Program students FKIP-UIR.



CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the research method which present research design, Location and time of research, Population and Sample of Research, Instrument of the research, Technique of Collection Data, Technique Analysis Data.

3.1. Research Design

In this research, the writer used qualitative approach and the study was designed as a descriptive method. According to Cresswell (2014) said that qualitative data tends to be close-ended without predetermined responses. So, this is based on the data obtained from the questionnaire were analyzed by using descriptive statistics and presented in percentage. While the data obtained from interviews were analyzed qualitatively that have been collected by the researcher. It aims to give an accurate data and then make it clearly with the explanation about that data. In qualitative data, the researcher will explain more widely.

3.2. Location and Time of Research

This study conducted in Islamic University of Riau especially at English department teachers training and education. It is located at Kaharudin Nasution street, Pekanbaru, On June 2020

3.3. Participants of Research

The participants in this research are students at Islamic University of Riau especially English education department of academic year 2016/2017. According to Seno (2014) the researcher could take 50%, 25%, and 12,5% of the population. So, the students of academic year 2016/2017 at English Education Department are 159 students. And in this case, the researcher takes more than 12,5% of the population. It means there are 20 students of academic year 2016/2017.

3.4. Instrument of the Research

3.4.1 Questionnaire

In questionnaire, we have to use detailed questions in the research questions Mason J (2002). The questionnaire used to explore the detailed information related to the factors affecting students' in writing thesis. The researcher gave the questionnaire that adopted from Dwihandini (2013) to 20 students. There are three indicators found about factors affecting problem in writing thesis that will be a reference to questionnaire. It is Psychological Factors, Sociocultural Factors, and Linguistics Factors.

3.4.1.2 Validity and Reliability of Questionnaire

According to Dwihandini (2013) The content validity of the questionnaire was measured through the experts' judgment. The content validity of the product was examined from two processes, such as: (1) two experts reviewed the questionnaire and compare it to the blue print of the questionnaire and; (2) the experts' judgement was analyzed using Gregor's formula.

The internal reliability in this research was estimated by using Cronbach Alphas' formula. The reliability of the questionnaire was measured by determining how entire items of the questionnaire relate to other items and to the whole questionnaire. The coefficient criteria of Cronbach Alphas' formula should be 0.60 to be considered acceptable.

3.4.2 Interview

According to Edwards & Holland (2013) The interview can be simply described as consultation of a form where the researcher seeks to know about some issues as opinionated originating from individuals. Interviews can be classified from implementation of their nature to their perfect motif in any qualitative study. Based on their nature, interviews can either be classified as formal or informal. Informal interviews are part of the daily live people experience while formal interviews are very rampant, more so professional word.

In this research, researcher will use informal interview. Where, the questions from the interview are obtained from the indicators that the researcher has described, interviews carried out by ten individuals who will be answered directly and recorded by the author. The researcher will use interview to know the students' factor affecting the students' problem in writing thesis, the interviewees were the English Education students' of UIR in academic year of 2016/2017 who were on process of writing thesis. This interview was intended to follow up and verify the questionnaire to gain the further information.

3.5. Data Collection Technique

3.5.1 Questionnaire

The data are collected after the samples fill the questionnaire. The procedures of gathering data from questionnaire are as follow:

1. The questionnaires were distributed to the respondents via online (google form)
2. They had to fill out the questionnaire by giving only one checklist
3. The researcher calculates the data by using Likert Scale formula.
4. The researcher explain the data by using a chart

3.5.2 Interview

The procedures of gathering data from interview are as follow:

1. The interviews are doing around 2 to 5 minutes by via phone.
2. Only 5 interviewees that have been chosen randomly by the researcher to be asked
3. Make a transcript from the interview's record
4. Identifying the answer from the interview
5. Explaining and describing the result of the interview.

In this research, researcher will use informal interview. Where, the questions from the interview are obtained from the indicators that the researcher has described, interviews carried out by 5 interviewees who will be answered directly and recorded by the author

3.5.2.1 Interview's Question

NO	Questions
1.	Do you have any problems in writing thesis?
2.	Data showed that students at FKIP UIR of academic year 2016/2017 get some difficulties in deciding title when writing thesis. What do you think about that?
3.	Based on the data, showed that students got difficulties when they were discussing with their friends who don't graduate yet. Do you agree with that? Please, explain!
4.	Based on the result of questionnaire, minimalizing grammar error is the most difficult thing in writing thesis, do you feel that too? Please, explain!
5.	What do you do when you encounter a problem? Will you discuss it with: <ol style="list-style-type: none"> Your thesis advisor Peers (friends) Senior Friends? Other lecturer besides your thesis advisor Why, did you choose them? Please, Explain!.

3.6. Data Analysis Technique

3.6.1 Questionnaire

After gathering the data through questionnaire and, the researcher calculates the data by using Likert Scale. According to Joshi A` and Kumar, D (2015) said that Likert scale is applied as one of the most fundamental and frequently used psychometric tools in educational and social sciences research. It really helps the researcher to measure the result of questionnaire.

According to Wijaya, Raden (2013) there are some steps to calculate the questionnaire by using Likert Scale. The researcher will explain how to find out the calculation:

1. Determining the items' score

In this research is using 5 frequents, it is SA (Strongly Agree), A (Agree), N (Netral) D (Disagree), SD (Strongly Disagree).

Table 3.1 determining the items' score

SA	A	N	D	SD
5	4	3	2	1

Explanation:

SA : Strongly Agree

A : Agree

N : Netral

D : Disagree

SD : Strongly Disagree

2. Interpretation of Score Calculation (Ideal Score)

Maximum Items' Score x Total of Respondents

$$5 \times 20 = 100$$

3. Index Formula

Interval Formula:

$I = 100 / \text{total of Likert Scale that have been used}$

$$I = 100 / 5 = 20$$

4. Interpretation of Interval

- 0 - 19,99% = Very Low
- 20% - 39,99% = Low
- 40% - 59,99% = Fair
- 60% - 79,99% = High
- 80% - 100% = Very High

5. Percentage (%)

$$P = \frac{f}{n} \times 100$$

P = Percentage

f = Frequency of Each Answer

n = Number of Sample

100 = Fixed Number

f : T x Pn = Total Score

Explanation:

T : Total of option that have been chosen by respondent

Pn: Likert Scale option number

Example:

$$f = SA : 15 \times 5 = 75$$

$$A : 10 \times 4 = 40$$

$$N : 5 \times 3 = 15$$

$$D : 0$$

$$SD : 0$$

$$f = 130$$

3.6.2 Interview

After gathering the data through interview, the researcher analyzed the data based on the steps below:

1. Make a transcript from the interview's record
2. Identifying the answer from the interview

3. Explaining and describing the result of the interview.

In this research, researcher will use informal interview. Where, the questions from the interview are obtained from the indicators that the researcher has described, interviews carried out 5 interviewees who will be answered directly and recorded by the author.



CHAPTER IV

RESEARCH FINDINGS

This chapter presents the research findings and discussion of the study. The researcher calculates the data by using formula of Likert Scale and describes the data result in findings part. While in discussion, the researcher deduces the findings about factors affecting students' in writing thesis of English study program FKIP UIR.

The researcher has conducted the data on June, 2020 through the techniques of collecting data which have been explained in the research methodology. The data collected were devoted to answer the research question of What are the factors that affect student's difficulties in writing thesis of English Study Program student's FKIP UIR

In order to answer the research question, the researcher distributed online questionnaire to students especially of academic years 2016/2017 at FKIP UIR. After that, the researcher conducted an interview to 5 students who want to be Interviewee.

4.1 Data Description

4.1.1 Questionnaire

The data presentation is presented according to three factors' indicators. In this research, the researcher will analyze the result for each factors' indicators. The result will be showed by using table and figure.

Table 4.1 Questionnaire's result

Psychological Factors/Personality Factors								
NO	ITEMS	FREQUENCY					TOTAL	CS
		SA	A	N	D	SD		
1.	In deciding the topic of my thesis	5	7	4	4	0	73%	H
2.	In deciding the title of my thesis	7	7	5	1	0	80%	VH
3.	In having prior knowledge due to the thesis topic	1	11	3	5	0	68%	H
4.	In identifying and formulating the thesis problem	1	9	3	6	1	63%	H
5.	In identifying the thesis purposes	2	9	5	3	1	68%	H
6.	In writing a proper literature review	4	11	3	2	0	77%	H
7.	In deciding the method I would like to use in my thesis writing	6	7	4	3	0	76%	H
8.	In gaining the data of my thesis	3	13	2	2	0	77%	H
9.	In writing the findings of my thesis	1	9	8	2	0	69%	H
10.	In writing a good thesis	5	8	4	3	0	75%	H
11.	In thought due to a lot of ideas in writing my thesis	6	9	2	3	0	78%	H
12.	In financial during the thesis writing	4	9	4	3	0	74%	H
13.	In trying or to presentiment to write a thesis	3	12	4	1	0	77%	H
14.	Being anxiety in writing a thesis	6	8	3	2	1	76%	H
15.	In being awareness of the current issues toward my thesis writing	4	12	2	2	0	58%	F
16.	In identifying of some issues related to the thesis writing	3	11	3	2	1	73%	H
17.	Being critical about some issues regarding thesis writing	4	10	4	1	1	75%	H
18.	Having intrinsic motivation toward the thesis writing	5	8	6	1	0	77%	H
19.	Having extrinsic motivation	5	7	7	1	0	76%	H

	in writing thesis							
MEAN							73%	H
Sociocultural Factors								
No	ITEMS	FREQUENCY					TOTAL	CS
		SA	A	N	D	SD		
20.	In discussing about the thesis writing with undergraduate students	5	9	5	1	0	78%	H
21	In discussing about the thesis writing with advisor	4	8	5	3	0	73%	H
22.	In understanding about the culture in the university standard of format in writing thesis	3	11	4	2	0	75%	H
23.	In having knowledge of proper lexical items and linguistic units on the thesis writing	4	12	3	0	1	78%	H
24.	In connecting each sentences and to form it into a meaningful thesis writing	3	10	4	2	1	72%	H
25.	In having knowledge about the roles of the social context related on the study of thesis writing	3	9	7	1	0	74%	H
26.	In sustaining communication through speech style on the thesis writing	2	13	3	2	0	75%	H
MEAN							75%	H
Linguistics Factors								
NO	ITEMS	FREQUENCY					TOTAL	
		SA	A	N	D	SD		
27.	In minimalizing the error of the grammar on my thesis writing	7	9	2	2	0	81%	VH
28.	In paraphrasing sentences from the sources to my thesis writing	5	11	1	3	0	78%	H
29.	In knowing which grammar use that supposed to be deleted, replaced, supplied, and reordered on my thesis writing	6	9	2	2	1	77%	H
30.	In deciding which set of linguistic units that have to be deleted, replaced, supplied, and reordered on my thesis writing	6	11	2	1	0	82%	VH
MEAN							80%	VH

The average of 3 factors	76%	H
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Adopted from Dwihandini, L.A et al. (2013)

EXPLANATION:

CS : Criteria Score

VL: Very Low

L : Low

F : Fair

H : High

SA : Strongly Agree

A : Agree

N : Neutral

D : Disagree

SD : Strongly Disagree

Figure 2 Personality/Psychological Factors

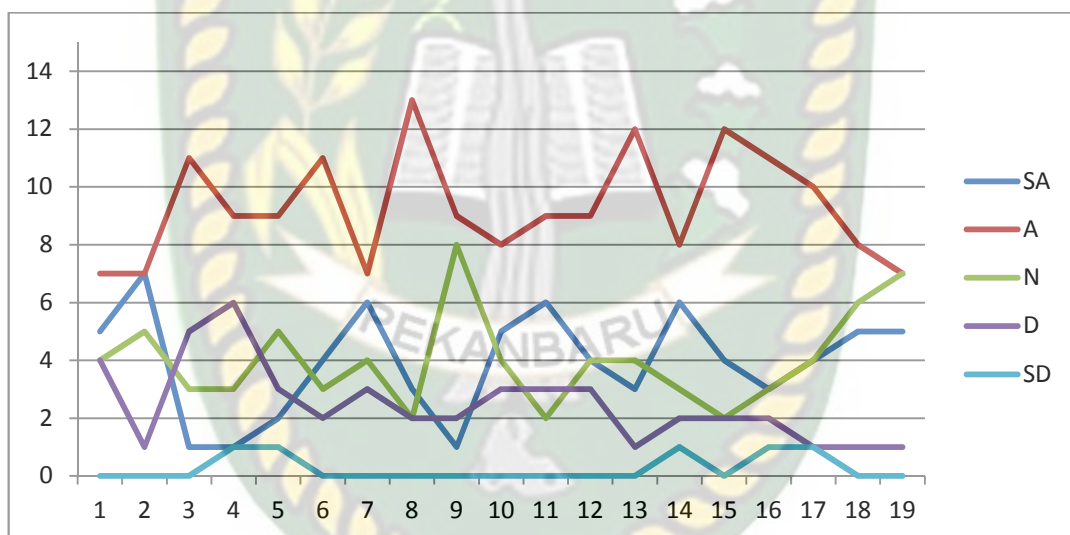


Figure 3 Sociocultural Factors

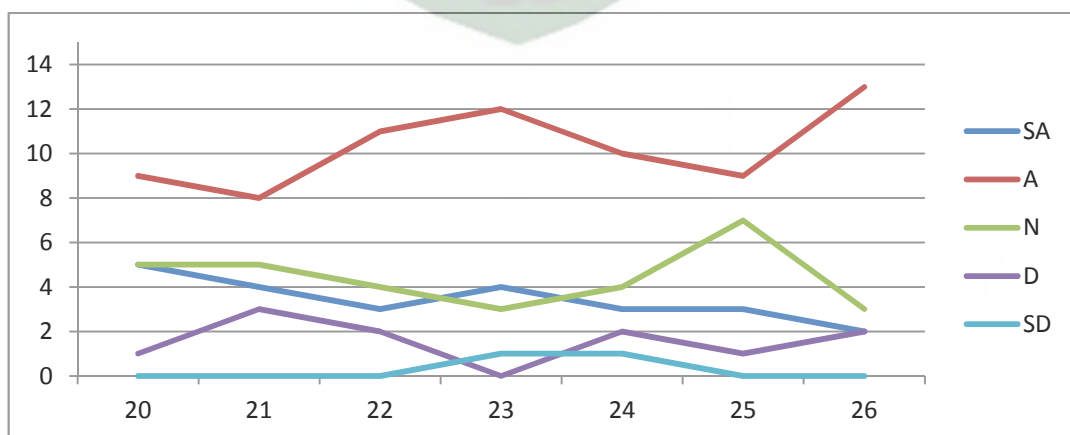


Figure 4 Linguistics Factors

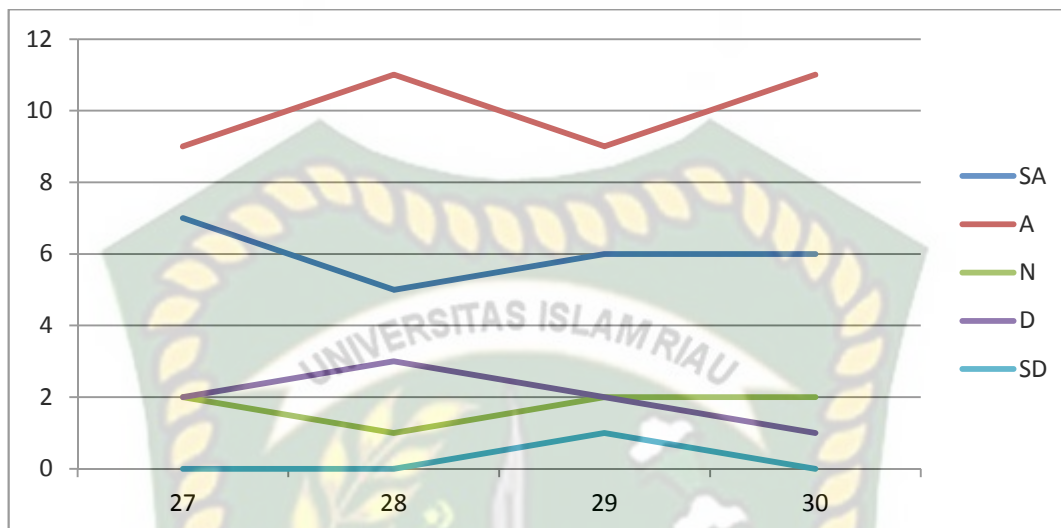
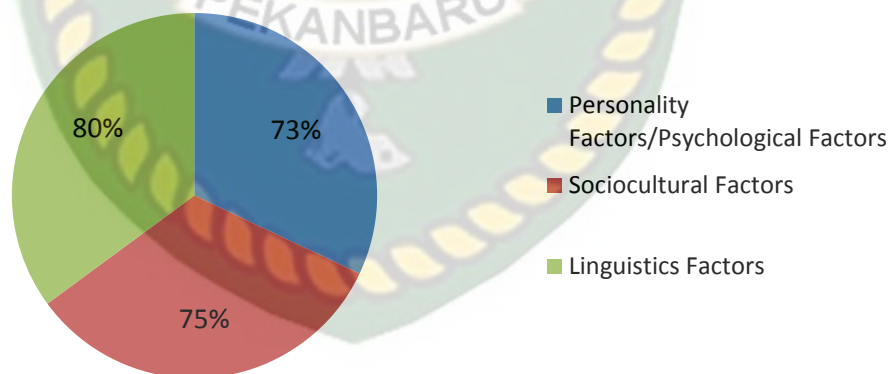


Figure 5. The average of Questionnaire's Result

Factors Affecting Students' in Writing Thesis at FKIP UIR of Academic Year 2016/2017



From the table and figure above, the percentage for personality/psychological factors got high. It is in a high enough place. Personality factors/psychological factors got 73%. In the same position,

sociocultural factors got 75%. And linguistics factor is the highest percentage. It is 80%.

4.1.2 Interview

The questionnaire showed that students got some difficulties that can be barriers for students in writing thesis at FKIP UIR academic year 2016/2017. This result is supported by interview's answers from 5 respondents. There are 5 questions in this interview, and only 3 questions that adopted from questionnaire. It gets from the highest percentage for each factor.

Respondent 1: Yurike Rama Dhani

Respondent 2: Dewang Dewani Nila Kandi

Respondent 3: Bhimbi Angelia

Respondent 4: Endah Sylviana

Respondent 5: Intan Marisa Fitri

Based on the interview's result, showed that match with the questionnaire result. It could be seen on the interview's transcript in Appendix 3. All of interviewees are in the same line and support the questionnaire's answers. In the question 1, all of students did agree with the question. The interviewees said that they will find problems in writing thesis.

In the question 2, it contains personality factors/psychological factors. All of the interviewees said that they got difficulties in deciding title. There are some reasons, one of them is if they interest with their topic, and then ask their advisor about their ideas, some advisor who feel that topic is not good will suggest the

students to change their title. So, based on that experience, they said that in deciding title got a little bit difficult.

Sociocultural factors contained in the question 3. The interviewees said that they will feel better to discuss with their advisor, because the advisor's opinion will give big impact for their thesis. Asking their undergraduate friends is okay but it will not be really useful, because, every student has different focus in writing thesis.

In the question number 4 that contains linguistic factors, 5 interviewees did agree that the biggest problem of students at FKIP UIR is grammar. Even they are English student, it is really possible for them to make mistake especially in grammar. Some interviewees said that they did believe that all of students at FKIP UIR will agree that grammar is the most difficult one in writing. Moreover, this is writing thesis, students have to be more careful and paying more attention grammar.

The last question is about the general information. All of interviewees did agree that advisor is really helpful. Whenever they have barriers, they will contact their advisor. For respondents, advisor's existence is really important and can be a guidance to be more understand about thesis writing.

4.2 Data Analysis

4.2.1 Questionnaire

Based on result of questionnaire, the highest percentage for each affecting factor is in question number 2 for personality factors/psychological factors. It is about students at FKIP UIR got difficulties in deciding title for their thesis. There are 7 students did chose strongly agree and also there are 7 students did chose agree. Based on this data, the students felt that deciding title is the most difficult and it give a big impact for their personality/psychological factors.

Move to the result for sociocultural factors, it got 75 % that means students at FKIP UIR academic year 2016/2017 more feel difficult if they discuss their thesis with their undergraduate friends. They are more comfortable to discuss it with their advisor. Advisor's existence is the biggest thing for them to accomplish their thesis.

It could be seen for linguistic factors that got the highest percentage. It means that students have to be more pay attention in learning grammar because, at the end, they will be confused if they are not understand then feel got barriers in writing thesis. So, the researcher concluded that the biggest factors affecting students in writing thesis is when the students do not understand the linguistics, such as; unit of languages, grammar and stuff. After that, the students have dificculties in discussing with their undergraduate friends. But most of students at FKIP UIR have known that advisor's existence is important so they more comfortable to discuss with their advisor. The last factor is about personality/psychology factors. There are pros and cons between student and advisor. So it is a little bit make students confused and then lazy to find the right title for them.

4.2.2 Interview

The researcher has analyzed the interviewees' answer. The researcher will analyze it one by one. There are 5 questions but only 3 questions that focus with the research question. It is number 2,3, and 4. In the question number 1, the researcher asked 5 interviewees. "Have they gotten difficulties in writing thesis?" we could see in the appendix that all of interviewees said that they all got some problems in writing thesis.

In the next question is talking about personality/psychological factors. In this question is talking about how difficult students at FKIP to decide their title. This statements support by respondent 1's answer.

"I agree with that, because, I personally got that problem that inhibit me in writing thesis"

In the same line, respondent 2 also agreed with that factors will inhibit students. Because of pros and cons between students and advisors because sometime the students are not interest with advisors' suggestion or the advisors are not allow students to apply the mainstream title/field. This is support by respondent 2's statement.

"I agree with that, because, sometime the lecturer is not in the same line with the students"

Move to question number 3 that is talking about sociocultural factors, the result of questionnaire is matched with the interviewees' answer that students at FKIP UIR got difficulties in discussing their thesis with their undergraduate friends. This is the statement of Respondent 5.

“Yes, totally agree. Whatever the barriers we have, we have to consult it with our advisor. Even we ask it with our friends, it will be useless and make us confused”

In the same side respondent 4 said

“Yes, I agree. Moreover, we have to talk to about our thesis with the advisor, because advisor’s opinion is the important thing.”

Still in the same side, respondent 2 give the clearly reasons why students at FKIP UIR got difficulties in discussing thesis with their undergraduate friends.

“Agree. Because if we discuss with our undergraduate friends. It is not totally useful. Maybe our friends do not understand with our focus. For example, I chose reading as my focus, my undergraduate friend who take the another focus will be confused”

Question number 4 is talking about linguistics factors. This is the highest percentage of factors affecting that hit students so much. This answer is supported by respondent 1 with clearly reason.

“I personally felt difficult to minimize grammar error. For example, if I should use past tense, but I write it in present tense. Fortunately, I have auto correct system in my laptop, so it really helpful for me. I totally agree that grammar is the main point of English, all the more, it is for research. So we have to be more pay attention on it”

Respondent 1 said that she agreed that grammar is the most difficult. By English is foreign language, students at FKIP UIR should be more pay attention in grammatical rules. To be like a native, students at FKIP UIR should put more extra effort.

The last question is general question, it is talking about who will be they choose to discuss their thesis with. Based on the interviews’ data, all of

interviewees are agreed that advisors' is the important role for them. This statement is supported by respondent 4.

“When I got problem in analyzing data, I am confused where should I go first? But after that I discuss with my advisor, and my advisor gave me some input and taught me how to analyze the data”

In the same line respondent 1 give a statement showed agree that advisors' existence is the important thing for students at FKIP UIR academic year 2016/2017

“If I find problem, I will discuss it with my advisor. Because I am sure that all the advisors have known how to guide their students, writing thesis well, and what is the next step”

For respondent number 4, she will read the related thesis with hers, and then still asking advisor how to do the next step

“If I got problems, I read the previous thesis that related to mine. And then I discuss it with advisor”

So, based on the questionnaire's results and interview's answers, students at FKIP UIR academic year 2016/2017 is matched. So, the questionnaires' result could be said that it valid because of supporting by interview's answers.

CHAPTER V

FINDINGS, IMPLICATION, AND SUGGESTION

5.1 Findings

In this research, researcher got the percentage for personality/psychological factors got high. It is in a high enough place. Personality factors/psychological factors got 73%. In the same position, sociocultural factors got 75%. And linguistics factor is the highest percentage. It is 80%. The questionnaire showed that students got some difficulties that can be barriers for students in writing thesis at FKIP UIR academic year 2016/2017. This result is supported by interview's answers from 5 respondents.

Based on the interview's result, showed that match with the questionnaire result. It could be seen on the interview's transcript in Appendix 3. All of interviewees are in the same line and support the questionnaire's answers. There is no interviewee who cons with the result of questionnaire.

5.2 Implication and Suggestion

After doing the research about factors affecting students in writing thesis at FKIP UIR academic year 2016/2017, the researcher has some suggestions that could be taken for English students to solve their problem in writing thesis.

1. For the students

When writing thesis, the students have to be more open and often to ask about their thesis with their advisor because, advisor's existence is the important role for them. Do not doubt or afraid to ask advisors, because the advisor will do not know your struggle if you are not open with them and lazy to contact them. Believe that your advisor could guide you in the right path because they have more known than you. Always to put extra effort in writing thesis, if you do not interest with your thesis, it will be finished well as your target.

2. For the other researcher

The result of this research is expected to encourage the other researchers to conduct further research. Since in this research the researcher used factors affecting students in writing thesis, the next researcher is suggested to have the different thing such as students' anxiety, or what thing that inhibit English students in learning English. Probably, the next researcher could use another level or the general students to be respondent. So that, it will give some people information what are the factors and how to solve it.

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