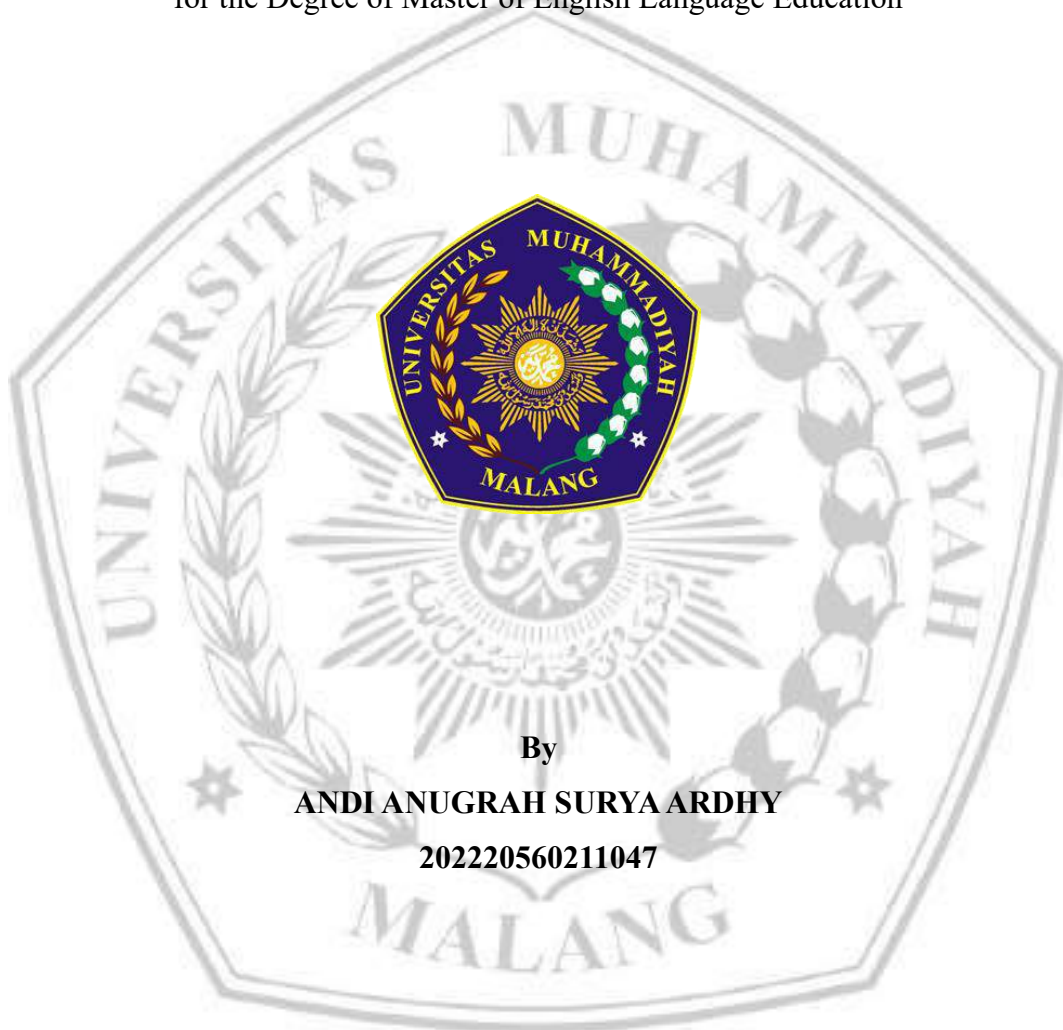


**AN ANALYSIS OF EFL STUDENTS' DIFFICULTIES
IN WRITING THESIS FOR THE FINAL PROJECT**

THESIS

In partial fulfillment of the requirements
for the Degree of Master of English Language Education



By

ANDI ANUGRAH SURYA ARDHY

202220560211047

**MASTER OF ENGLISH EDUCATION
DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG**

2024

**AN ANALYSIS OF EFL STUDENTS' DIFFICULTIES
IN WRITING THESIS FOR THE FINAL PROJECT**

by

**ANDI ANUGRAH SURYA ARDHY
202220560211047**

Accepted on

Tuesday, 04th June 2024

Advisor I



Ria Arista Asih, Ph.D

Advisor II



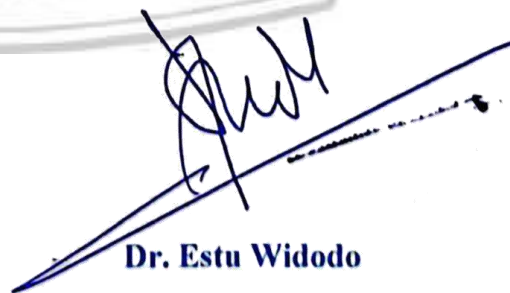
Bayu Hendro Wicaksono, Ph.D

Director of the
Graduate Program



Prof. Estu Widodo, Ph.D

Head of Department



Dr. Estu Widodo

THESIS

Written by:

ANDI ANUGRAH SURYA ARDHY

202220560211047

Defended in front of the examiners
on Tuesday, 04th June 2024 and it was
decided that it fulfilled the requirements
to get the Degree of Master of English Language Education
at the Postgraduate Program of Universitas Muhammadiyah Malang

The Examiners

Chief : Ria Arista Asih, Ph.D

Secretary : Bayu Hendro Wicaksono, Ph.D

1st Examiner : Dr. Estu Widodo

2nd Examiner : Dr. Sri Hartiningsih

LETTER OF STATEMENT

I, the undersigned:

Name : **ANDI ANUGRAH SURYA ARDHY**

NIM : **202220560211047**

Department : Masters in English Education

Hereby, declare that:

1. The thesis entitled: **AN ANALYSIS OF EFL STUDENTS' DIFFICULTIES IN WRITING THESIS FOR THE FINAL PROJECT**

is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 04th June 2024

The Writer,



ANDI ANUGRAH SURYA ARDHY

ACKNOWLEDGEMENT

Praise to be Allah SWT, the Almighty God of all the worlds, the wisest of all abundance of grace and blessing for giving strength and guidance to the researcher so that this thesis can be finished. *Shalawat* and greetings hopefully bestowed on our Great Prophet Muhammad SAW, to his family, friends, and all his followers.

This research aims to analyse and understand the difficulties EFL (English as a Foreign Language) students face in writing a thesis as their final project. Hopefully, this research will provide new and valuable insights for developing more effective learning and guidance methods in the thesis writing process.

While writing this thesis, I received a great deal of support and assistance from various parties. My deepest gratitude goes to:

1. My supervisors have provided guidance, direction, and motivation throughout the process of writing this thesis.
2. My parents and family have given their prayers, moral support, and material assistance.
3. My fellow students have constantly provided encouragement and assistance in various forms.
4. All parties who have contributed to the completion of this thesis, whom I cannot mention one by one.

The writer realizes that this thesis could be better. Therefore, the author hopes for constructive criticism and suggestions to improve and perfect this thesis.

Finally, the author hopes this thesis can be helpful for all who read it and can positively contribute to the development of science.

Malang, 04th Juni 2024



The writer

TABLE OF CONTENTS

APPROVAL SHEET	ii
LEGALIZATION	iii
LETTER OF STATEMENT	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF GRAPHS	vii
LIST OF TABLES.....	viii
LIST OF APPENDICES	ix
ABSTRACT.....	x
ABSTRAK	xi
INTRODUCTION.....	1
LITERATURE REVIEW	1
English academic writing.....	1
<i>Thesis writing</i>	2
Influencing factors in thesis writing.....	3
<i>Psychological factors</i>	4
<i>Sociocultural factors</i>	5
<i>Linguistic factors</i>	6
RESEARCH METHOD.....	1
Research design.....	1
Data and source of data	1
<i>Questionnaire</i>	2
<i>Interview</i>	3
Data Collection.....	4
<i>Quantitative Analysis</i>	5
<i>Qualitative Analysis</i>	5
FINDINGS AND DISCUSSION	1
Findings.....	1
Discussion	17
CONCLUSION	1
REFERENCES.....	1

LIST OF GRAPHS

Graph 1 Distribution of research samples 2



LIST OF TABLES

Table 1 Likert Scale Rating.....	2
Table 2 Interview transcription codes	6



LIST OF APPENDICES

Appendix 1 Questionnaire Statements	6
Appendix 2 Interview Questions	10
Appendix 3 Questionnaire Results	11
Appendix 4 Results of a questionnaire on students' difficulties in writing a thesis based on psychological factors	16
Appendix 5 Results of a questionnaire on students' difficulties in writing a thesis based on sociocultural factors	19
Appendix 6 Results of a questionnaire on students' difficulties in writing a thesis based on linguistic factors	21
Appendix 7 Interview Transcript	22



**AN ANALYSIS OF EFL STUDENTS' DIFFICULTIES
IN WRITING THESIS FOR THE FINAL PROJECT**

Andi Anugrah Surya Ardhy

andianugrah.sar@gmail.com

Master of English Education, Universitas Muhammadiyah Malang,
Malang City, East Java, Indonesia

ABSTRACT

This research aims to determine the extent to which psychological, sociocultural and linguistic factors influence student thesis writing at a university in Malang. The research method used is a mixed approach using questionnaires and semi-structured interviews as data collection instruments. Data analysis was carried out through descriptive statistical analysis for quantitative data and thematic analysis of the Miles and Huberman model for qualitative data. Data collection was carried out for one month, from 10 October to 10 November 2023, involving 86 students from the class of 2020 who were writing their theses. The research results show that psychological factors such as motivation and anxiety, sociocultural factors such as social support from friends and interactions with supervisors, and linguistic factors such as grammar and vocabulary skills significantly influence the difficulties students face in writing their thesis. Self-esteem has proven essential in motivating students and helping them manage anxiety when writing their thesis. However, the anxiety felt by students can be a motivation or cause difficulties for students depending on the practical guidance from the supervisor. Apart from that, social interactions with peers and supervisors are beneficial, but the lack of clear guidance from supervisors can cause anxiety. Linguistic factors also pose a significant difficulty, with students often relying on digital tools to overcome this deficiency. For future researchers, it is recommended to conduct research with a larger sample and involve additional variables that might influence the difficulty of writing a thesis, such as economic factors and access to academic resources. In addition, further research could use longitudinal methods to see changes in the influence of these factors over time.

Keywords: linguistic factors, psychological factors, sociocultural factors, students' difficulties, writing a thesis

ANALISIS KESULITAN MAHASISWA EFLDALAM MENULIS SKRIPSI SEBAGAI TUGAS AKHIR

Andi Anugrah Surya Ardhy

andianugrah.sar@gmail.com

Master Pendidikan Bahasa Inggris, Universitas Muhammadiyah
Malang, Kota Malang, Jawa Timur, Indonesia

ABSTRAK

Penelitian ini bertujuan untuk mengetahui sejauh mana faktor psikologis, sosiokultural, dan linguistik mempengaruhi penulisan skripsi mahasiswa di salah satu universitas di kota Malang. Metode penelitian yang digunakan adalah *mixed methods* dengan menggunakan kuesioner dan wawancara semi-terstruktur sebagai instrumen pengumpulan data. Analisis data dilakukan melalui analisis statistik deskriptif untuk data kuantitatif dan analisis tematik model Miles dan Huberman untuk data kualitatif. Pengumpulan data dilakukan selama satu bulan, dari 10 Oktober hingga 10 November 2023, melibatkan 86 mahasiswa angkatan 2020 yang sedang menulis skripsi. Hasil penelitian menunjukkan bahwa faktor psikologis seperti motivasi dan kecemasan, faktor sosiokultural seperti dukungan sosial dari teman dan interaksi dengan dosen pembimbing, serta faktor linguistik seperti keterampilan tata bahasa dan kosa kata secara signifikan mempengaruhi kesulitan yang dihadapi mahasiswa dalam menulis skripsi. *Self-esteem* terbukti penting dalam memotivasi mahasiswa dan membantu mereka mengelola kecemasan saat menulis skripsi. Namun, kecemasan yang dirasakan mahasiswa dapat menjadi motivasi atau menyebabkan kesulitan tergantung pada proses bimbingan dari dosen pembimbing. Selain itu, interaksi sosial dengan teman sebaya dan dosen pembimbing sangat bermanfaat, tetapi kurangnya bimbingan yang jelas dari dosen pembimbing juga menyebabkan kecemasan terhadap mahasiswa. Faktor linguistik juga menjadi kesulitan yang signifikan, dengan mahasiswa sering menggunakan alat digital untuk mengatasi kekurangan ini. Bagi peneliti selanjutnya, disarankan untuk melakukan penelitian dengan sampel yang lebih besar dan melibatkan variabel tambahan yang mungkin mempengaruhi kesulitan menulis skripsi, seperti faktor ekonomi dan akses ke sumber daya akademik. Selain itu, penelitian lebih lanjut dapat menggunakan metode longitudinal untuk melihat perubahan pengaruh faktor-faktor ini dari waktu ke waktu.

Kata Kunci: faktor linguistik, faktor psikologis, faktor sosiokultural, kesulitan mahasiswa, penulisan skripsi

INTRODUCTION

Writing a thesis is an unavoidable requirement for obtaining a bachelor's degree (S-1) in various fields of science. As a scientific work, a thesis must be prepared systematically and logically (Olande & Lindström, 2023; Sugiyono, 2020). Various theses from students throughout Indonesia have universal goals and benefits, namely fundamental contributions to overcoming societal problems with a scientific approach and scientific professionalism (Chandrasekhar, 2008). In addition, preparing a thesis is central to the undergraduate educational journey, enabling an in-depth understanding of research and reporting findings and requiring students to go through a series of complex stages (González et al., 2019; Wang & Yang, 2012). One is the ability to formulate relevant problems, design appropriate research methodology, and carefully collect and analyse data.

Furthermore, choosing a thesis topic requires stages that are no less important, which involve students having to deepen their understanding of the particular field they choose, undergo a comprehensive literature study, and interact continuously with supervisors and experts (Fitria, 2022). These steps contribute to developing a deeper and broader understanding of the research topic while improving data collection and analysis skills.

Apart from the academic benefits, choosing a thesis topic also allows students to explore their interests and talents, which can open up future career opportunities in the field they are interested. Thus, the thesis process is an integral component of education and an essential step towards developing student initiative and personality in finding solutions to society's problems. Apart from these benefits, writing a thesis also provides other positive aspects, including the development of the ability to think deeply and comprehensively in a scientific context, involvement in disclosing research results in a clear and structured way, and the ability to evaluate thoughts that have been generated in that context critically scientific research.

Eventually, writing a thesis provides students with a valuable opportunity to develop their abilities and potential, both in a professional and academic context,

while preparing them to face the complexity and variety of challenges in the world of work in the future. As stated by Oshima & Hogue (2007), writing in an academic context is recognised as a task that requires dedication to learning and continuous practice to allow students' writing abilities to develop significantly.

A thesis, as explained by Hardling (2004), is an activity in which a researcher presents his research findings in written form. The thesis writing process is often a significant challenge for students majoring in English, mainly because English is not their mother tongue. However, Brown's (2007) view shows that difficulties in language communication are often influenced by a lack of understanding of the language and other factors that influence it. Therefore, to write a thesis in English, students must master a broad vocabulary and good grammar skills. Apart from that, psychological aspects and the influence of the writer's social culture also significantly impact the difficulty of writing a thesis.

Several previous studies have examined students' difficulties in completing their thesis as the final part of their undergraduate education. The challenges faced include aspects of paragraph development, where students often need help regarding topic sentences, which can be too specific or too general, lack of supporting sentences, lack of closing sentences, and inconsistency in discussing the topic (Fauzan et al., 2022). In addition, factors that cause these difficulties also include problems with the mother tongue and the need for a deeper understanding of the rules for paragraph development and writing elements (Phuong, 2021; Pratiwi, 2016). For English students, there are additional challenges in language skills, determining the right research topic, choosing an appropriate methodology, and managing time effectively (Hendrita & Ariani, 2022; LOBO, 2023). Lastly, students also face difficulties understanding the aspects of writing scientific papers in-depth and need guidance in finding relevant research topics, especially in English Language Education (Perdomo & Morales, 2022; Thahirah et al., 2023).

From the above background, this research explores students' difficulties in writing a thesis as the final stage of undergraduate education. Apart from considering linguistic factors, researchers will also analyse the influence of

psychological and sociocultural factors on students' ability to write a thesis. This approach is in line with the views of Brown (2007), who emphasises that psychological factors can influence students' motivation, concentration and creativity in writing a thesis. Students experiencing high stress or anxiety levels may require additional support in completing their thesis. In addition, sociocultural factors such as the social environment, cultural norms in the academic environment, and social norms can also influence students' thesis writing style (GulRaihan & S. C., 2018; Puspita, 2019). Thus, understanding and managing psychological factors and sociocultural aspects is essential for students to write their thesis effectively and efficiently. Therefore, based on the background above, the researcher formulated the research questions as follows:

1. To what extent do psychological factors influence students' difficulties in writing their thesis?
2. To what extent do sociocultural factors influence students' difficulties in writing their thesis?
3. To what extent do linguistic factors influence students' difficulties in writing their thesis?

Language problems in student thesis writing are increasingly important and complex because they are rooted in errors in understanding language and factors that influence writing skills. Difficulties in writing a thesis can be influenced by three main factors, namely psychological, sociocultural and linguistic aspects. Psychological aspects include self-esteem, motivation, and anxiety, all of which can influence a student's writing ability. In addition, sociocultural factors are related to social dynamics, the academic environment, and cultural values that influence students' writing process. The language factor also has essential relevance in this context, involving appropriately understanding grammar. Therefore, this present study is expected to provide valuable insight for lecturers and students in English education study programs, enabling them to provide additional guidance and motivation to students who experience difficulties in writing their theses. The

results of this research can also be a source of alternative solutions and references for other researchers interested in conducting further research in this field.



LITERATURE REVIEW

English academic writing

Academic writing in English refers to the type of writing used to convey academic information using that language (Alhusaiyan, 2023). According to Oshima and Hogue (2007), academic writing must adhere to correct grammar and avoid using language that can create ambiguity or connotation. In addition, writers must be able to use references and quotations accurately and consistently. Bailey (2011) also emphasizes that academic writing must consider the relevant scientific context and use terminology appropriate to a particular field of study. Additionally, academic writing skills have essential significance in university learning activities, with various terms such as essay, paper, research and thesis referring to types of academic writing (Cui et al., 2023; Ginting et al., 2023). Although it varies in name and purpose, academic writing in English refers to the type of writing that adheres to academic standards, considers the scientific context, and uses English to present information clearly and structured.

Thesis writing is an essential form of academic writing in English and closely relates to students' abilities in an academic context (Wirantaka, 2016). As one of the requirements for obtaining a bachelor's degree, thesis writing has a similar goal to other types of academic writing, namely presenting scientific information supported by relevant evidence and references. Cuschieri et al. (2018) prove that thesis writing follows a particular structure and format, similar to an academic research paper, which includes various chapters such as background, problem formulation, research objectives, methodology, research results, analysis and conclusions. In addition, thesis writing must comply with correct grammatical and syntactic norms and avoid the use of language that is ambiguous or has double connotations (Pasaribu et al., 2021). Therefore, the ability to write academically in English is a crucial aspect of composing a thesis well and precisely.

Academic writing in English, including thesis writing, is closely related because students carry out both forms of academic expression. Both types of writing adhere to a particular structure and format and adhere to the norms of correct

grammar. Proficiency in writing in good academic English will help students meet quality standards for scientific writing and can increase future scientific publication opportunities (Anh, 2019; Sajid & Siddiqui, 2015). Moreover, the importance of writing proficiency in academic English in the context of thesis writing lies in the student's capacity to convey information accurately, clearly and structured. It not only improves the quality of the thesis itself but also enriches students' communication abilities and critical thinking skills.

Thesis writing

Writing a thesis is an essential aspect of a student's academic journey, which requires them to produce scientific work that involves in-depth research or analysis of a problem or topic related to the field of science being studied. A thesis is also one of the essential requirements for obtaining a bachelor's degree, where the aim is to test the student's ability to apply research methodology, collect data, analyze research results, and present the findings in a systematic and structured written report. Writing a thesis is also a complex process and requires a long time, involving essential stages such as selecting a topic, collecting data, analyzing data, writing, and presenting research results. These definitions also show that the thesis has an essential role as a scientific work that contributes to the development of science and has the potential to provide solutions to various problems in a field of science.

Writing a thesis has the primary goal: creating a scientific work that meets academic standards and can make a meaningful contribution to the field of science being studied (Karmiyati, 2021). In the process of writing a thesis, several characteristics must be met, such as the ability to present information systematically, logically and straightforwardly, as well as compliance with applicable academic writing rules (Lestari, 2020). Using relevant and trustworthy sources of information is also essential in writing a thesis, while critical and analytical skills in solving the problems posed are also highly desirable. Apart from that, when writing a thesis, essential criteria must be considered, such as originality, sharpness of analysis, and relevance of the topic to the field of science being studied.

Research regarding students' difficulties in writing theses has become a widespread focus in recent years. Findings from several studies show that writing a thesis is a task that raises various challenges and requires quite a long time to complete. For example, Rahmah (2020) found that in the process of writing a thesis, students face various obstacles ranging from cognitive problems, such as difficulty expressing ideas in good paragraph form, to psychological problems, such as a lack of confidence in writing a thesis, and also limitations in finding relevant and adequate reference sources. Meanwhile, difficulties in designing a thesis research proposal are expected, including finding an appropriate title, topic, or problem to be researched, overcoming English language barriers, finding adequate references, understanding the format of a research proposal, developing research ideas, and designing a methodology proper research and understanding of research articles (Moh'd et al., 2022). Moreover, many students face challenges and delays in completing their theses, which are influenced by internal factors such as student's academic abilities in research methodology and scientific writing, as well as their self-esteem. External factors, such as the availability of research references, good research guidance, and respondent participation, also play a role in facing challenges in writing a thesis (Suyadi et al., 2020).

Many previous studies have revealed that students often face difficulties writing their thesis, and the factors and obstacles that influence the quality of their thesis writing are very diverse. These factors include, among others, students needing more confidence in the writing process, difficulties in conceptualizing and expressing ideas into coherent paragraphs, as well as limitations in access to relevant research references. Therefore, this research aims to dig deeper into the psychological, sociocultural and linguistic factors that influence students' ability to write a thesis as their final project and understand how these three factors interact and influence the outcome of the writing process thesis.

Influencing factors in thesis writing

In writing a thesis, students are influenced by various factors in psychology, socio-culture, and language. The factors influencing thesis writing are essential in

determining students' success in completing their academic assignments. In addition, these factors can also help students to improve the quality of their thesis and increase their educational value. Therefore, students need to understand the factors that influence thesis writing and try to fulfill each to complete their academic assignments correctly.

Psychological factors

Psychological factors involve various psychological dimensions that have a significant impact on student behaviour and actions during the learning process. These components include motivation, level of self-esteem, self-perception, level of anxiety, and level of stress experienced (Aprieliava et al., 2021; Brown, 2007). Students who can maintain a high level of motivation show strong enthusiasm and dedication in completing their academic assignments, such as writing a thesis of good quality (Puspita, 2019). Meanwhile, a high level of self-esteem also has the potential to influence students' ability to communicate their thoughts effectively in written form. Conversely, high levels of anxiety and stress can hinder students' ability to focus and thus can hurt their academic results (Fitria, 2022).

Several studies have been carried out to explore psychological factors that have an impact on student's performance in completing their final assignments, especially in writing their thesis. The limitations that students often face in completing their final assignments can often be related to psychological factors such as self-doubt, the level of anxiety they feel, and the level of motivation they have (Harahap & Syarif, 2022). Although these three factors have significant relevance in the context of thesis writing, the most influential factor is the student's level of confidence in their ability to complete the thesis successfully.

Meanwhile, psychological factors do have a significant role in influencing students when they try to write their thesis. It is based on interview findings, which show that almost all students experience a level of anxiety and lack of self-esteem when they have to choose the research title they will explore (Muliani, 2020). Apart from that, their motivation, emotional feelings, and level of self-esteem in their academic abilities can also shape students' academic performance patterns, which

in turn will influence how quickly or slowly they can complete their thesis writing (Aminah, 2021). In general, the lower the academic achievement a student has, the longer it will take to complete their thesis. In contrast, the higher the academic achievement they have, the faster the thesis writing process can be completed.

Psychological factors such as motivation, level of self-esteem, anxiety, and stress play an important role in student performance during the thesis writing process (Yendri, 2019). High motivation and strong self-esteem can improve the quality of writing, while anxiety and stress can hurt academic results. Although previous research has provided initial insight into these factors, there is still room for improvement. It is hoped that further studies with larger samples and more structured research methods will deepen understanding of the psychological factors that influence students in completing their thesis.

Sociocultural factors

Blair (2016) stated that writing a thesis is the final stage of student studies, which must be undertaken as one of the main requirements to obtain an academic degree. However, in the context of writing a thesis, it must be addressed that sociocultural factors have a significant impact. Sociocultural aspects, such as cultural norms and the values contained therein, have a solid ability to shape students' motivation to learn a foreign language (Brown, 2007; Dornyei, 2008). This is due to the significant influence that cultural norms and values have on students' perceptions and attitudes towards the language learning process. Therefore, these sociocultural factors can influence various aspects of writing a thesis, including the choice of research topic, the methods used, the type of data analyzed, and the research results produced by students. In addition, sociocultural factors also have the potential to influence the writing strategies and writing styles used by students in preparing their theses.

Based on several studies, there is evidence showing that sociocultural factors significantly influence the difficulties students face in completing their academic assignments, especially in the process of writing a thesis in English. Social and cultural aspects, such as writing habits, cultural norms in writing, and the influence

of the social environment, can all play a role in influencing students' level of ability to write a thesis in English (Muliani, 2020). In addition, a lack of experience writing in English and a lack of understanding of grammatical rules and academic writing conventions can also be sociocultural factors that complicate students' tasks in writing a thesis in English (Rastri et al., 2023; Rizwan & Naas, 2022).

In Mali's (2023) research, it was emphasized that EFL students face various challenges, both internal and external, when they write research proposals. Internal challenges include self-esteem, inadequate knowledge, low self-motivation, and feelings of pressure. Conversely, external challenges include lecturers' input, limited materials availability, and lack of support from family and friends.

In line with Mali's findings, Rohim (2023) also highlighted various difficulties students face when conducting research and writing their theses. One of the main factors explained by Rohim is sociocultural factors. Students' difficulties predominantly come from interactions with friends, parents and supervisors. Thus, the problems students face is not only internal but also related to their interactions in the social and cultural environment. These factors complicate the research and thesis writing process, requiring further efforts to overcome these complex challenges.

Linguistic factors

When writing a thesis, it is essential to pay attention to language factors, which include linguistic aspects such as grammar, vocabulary, writing style, and sentence structure. These factors do not only stand alone but are also interconnected and influence each other in determining the level of writing quality. Chomsky, in his view, describes language as a formal system that has rules for creating messages that a group of individuals can understand (Barman, 2014). Furthermore, according to Halliday's view, language structure includes elements such as grammar, sentence structure, and semantics (Trinh et al., 2017). Thus, understanding and mastering these language factors is the primary key to maintaining the quality of student thesis writing.

Linguistic factors have a significant role in presenting the challenges faced by students when they are writing their thesis. These linguistic aspects include several critical factors, including language ability, understanding of language structure, and language errors (Ozfidan & Mitchell, 2020; Perdomo & Morales, 2022). Language ability includes students' competence in understanding and using it efficiently, while understanding language structure involves mastering correct grammar. In addition, errors in language use, such as incorrect spelling and grammatical problems, can reduce the quality of written work and significantly make it easier for students in the process of writing their thesis.

In describing errors in the production data of second language learners, (Brown, 2007, p. 263) classifies them into four categories, namely:

“First, Brown identifies errors with additions, omissions, substitutions, and sorting. Second, Brown identifies errors placed at the student's language level (phonology, lexicon, grammar, and discourse) that must be considered. Third, quoted from Burt and Kiparsky in 1972, errors in data can also be analyzed with global errors or local errors. Furthermore, fourth, Brown quoted Lennon (1991), who suggested that two related error dimensions, domain, and range, must be considered in any error analysis. The domain is the ranking of linguistic units (from phonemes to discourse) that must be taken as the context to make the error clear. Extent is the ranking of linguistic units that must be removed, replaced, provided, or rearranged to improve sentences.”

Brown (2007) also explains that errors in writing become evident when the domain, which encompasses linguistic units from phonemes to discourse, is considered. The range, however, refers to the linguistic units that need to be deleted, replaced, provided, or rearranged to enhance sentence construction. In investigating the difficulties when writing their thesis, Lennon's examination of these two error dimensions will focus on the linguistic factors that impact undergraduate students' thesis writing.

Several studies have been conducted to explore the linguistic factors that play a role in thesis writing by students. Language components, such as inappropriate use of grammar and inaccurate use of vocabulary, have the potential to impact the quality of the final thesis produced by students (Lestari, 2020). Superior language skills can play a significant role in improving the quality of theses produced by students. Apart from that, the language factor also has an impact on the difficulties

faced by students in exploring and understanding reference materials for their thesis, as well as in compiling the text correctly and consistently (Laily, 2019). From this perspective, limited language skills can be a significant obstacle in efforts to organize and convey ideas effectively within the framework of a thesis.

Language has a crucial role in the context of thesis writing, considering that language functions as the primary means of communicating in the academic sphere (Ra'uf & Foo, 2017). In this context, choosing the right words and using transparent and efficient sentence structures can greatly clarify and emphasize the ideas the writer wants to convey, which, in turn, will increase the reader's understanding of the material. Furthermore, keep in mind that the language used can also have a significant impact on the interpretation of research results. For example, using language that is easier to understand can ensure understanding in the process of interpreting research findings. Thus, a deep understanding of language factors in thesis writing is crucial because this can help thesis writers produce writing that is not only clear and structured but also able to be understood well by readers.



RESEARCH METHOD

Research design

In this study, the researcher used a mixed methods approach with a survey research design to explore a deeper understanding of students' obstacles in writing a thesis as part of their final project. This mixed methods approach involves combining quantitative and qualitative methods in one study or series of studies to gain a more holistic insight into the research problem (Gay et al., 2012).

The survey design was chosen as one of the main components of this study to obtain quantitative data that describes trends, behaviors, or views of the population being investigated through samples taken from that population (Cohen et al., 2018). The choice of the survey method was based on identifying factors that contribute to the difficulties students face in completing their thesis. Therefore, this research employs a complex and comprehensive approach, combining mixed methods with a survey design, to thoroughly understand the challenges students face in writing a thesis as their final project of study.

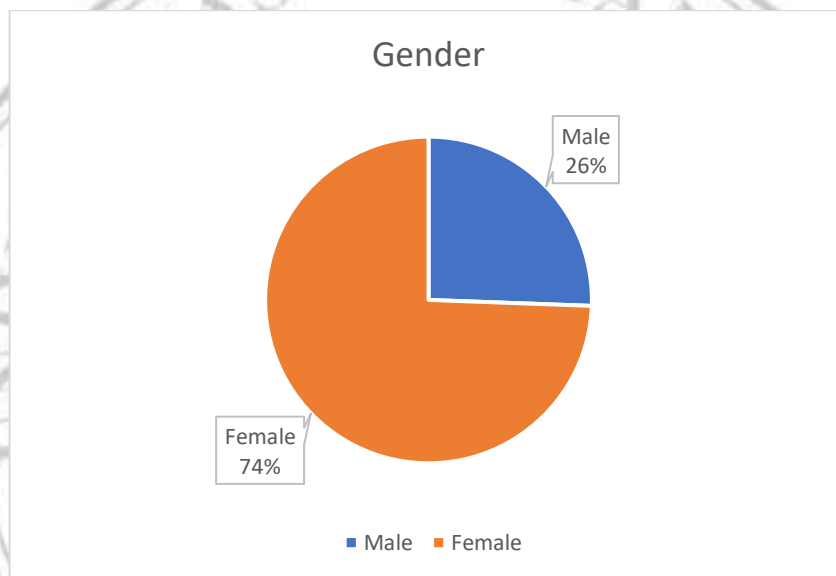
Data and source of data

This research was conducted at Universitas Muhammadiyah Malang (UMM) because the researcher hopes that this research can help in the thesis supervision process at UMM, especially in the English language education study program. By identifying the difficulties experienced by students, supervisors can take more effective strategies to provide relevant and appropriate guidance. It can help students achieve their academic goals more efficiently.

The data collected in this research discusses factors influencing students' difficulties when writing a thesis, such as psychological, sociocultural, and linguistic factors. The study involved 120 students from the class of 2020. The researcher used a purposive sampling method to determine the sample, which considers specific criteria to obtain an in-depth understanding of the phenomenon under study rather than simply producing statistics on a smaller and specific population (Siregar, 2013). In this research, 86 students were writing a thesis as

their final project and were selected from the English education study program, as shown in Table 3.1.

Graph 1 Distribution of research samples



Research instrument

Questionnaire

In this research, the researcher used a research instrument in the form of a questionnaire. The researcher used a closed questionnaire design with a Likert scale to measure respondents' responses to research questions. Respondents were asked to indicate their level of agreement with the statements presented using an ordinal scale, which consists of five choices of questionnaire answer formats consisting of:

Table 1 Likert Scale Rating

Strongly	Agree	Uncertain	Disagree	Strongly
----------	-------	-----------	----------	----------

Agree					Disagree
5	4	3	2	1	

Researcher use questionnaires as instruments because they allow the researcher to obtain numerical data that can be processed statistically to produce more accurate and accountable information. The researcher adopted a questionnaire from research conducted by (Dwihandini et al., 2013) which consisted of 30 statements covering three main factors: psychological, sociocultural, and linguistic. The researcher used a questionnaire in this study because it is an efficient tool for data collection. After all, it can be disseminated to many respondents relatively quickly. It allows researchers to collect data from more respondents faster than other research instruments, such as individual interviews. Questionnaire statements from the three research factors above can be seen in *Appendix 1*.

Interview

Interviews are a form of verbal communication consisting of conversations to obtain the desired information. This interview involves two parties, the interviewer and the respondent, where the interviewer will submit many questions expected to be answered by the source. According to Sugiyono (2022), interviews are an interaction between two individuals who exchange information and ideas through a question-and-answer dialogue to obtain answers and ideas from sources. The type of media used in interviews can be face-to-face meetings, telephone calls, or even conversations through online chat media with video calls.

Meanwhile, according to Creswell (2014), three types of interviews can be applied: structured, semi-structured and unstructured. Structured interviews refer to a type of interview in which the questions and answers have been arranged in detail based on specific topics that the respondent wants to disclose. In contrast, unstructured interviews allow the interviewer more freedom in formulating questions and engaging in dialogue, thus allowing more depth in extracting information from sources. Furthermore, semi-structured interviews are interviews

with planned questions, but the interviewer allows the interviewee to describe and explain specific issues through open questions.

Thus, in this study, the researcher used semi-structured interviews to obtain more in-depth information regarding students' difficulties in completing their thesis as their final assignment. The interview guide was developed based on the questionnaire statements. It was designed to assist researchers in exploring additional questions that emerged from the questionnaire results, which included three main factors: psychological, sociocultural, and linguistic, to answer the research problem. Interview questions from the three research factors above can be seen in *Appendix 2*.

Data Collection

In this research, the data collection approach involved two main methods: questionnaires and semi-structured interviews. The data collection process was carried out intensively for a month, from 10 October to 10 November 2023. The data collection process began by compiling questionnaire, combining questions relevant to the research objectives. After completing the questionnaire, the researcher created a Google Forms link to distribute to respondents via the WhatsApp instant messaging application. In the message sent, the researcher conveyed the research objectives, asked for respondents' cooperation, and provided clear instructions on how to fill out the form.

Before engaging with respondents, the researcher underwent a licensing process by submitting a research permit letter to the English language education study program. This licensing step is essential to ensure that research is conducted with integrity and complies with applicable research ethical standards.

Furthermore, in addition to the questionnaire, the researcher applied semi-structured interviews. This method allows for flexibility in the question-and-answer process, allowing resource persons to convey views and experiences more deeply. Interviews are conducted directly with respondents in a careful and in-depth manner, opening up opportunities for exploration of topics that arise naturally

during interactions, which can provide more comprehensive insight into aspects that may not have been covered in the initial questionnaire.

Data Analysis

Quantitative Analysis

Data analysis in this research uses descriptive statistical analysis. The data that has been collected is analyzed descriptively to answer the problem formulation and research objectives. The data analysis process is carried out in detailed steps as follows:

- a. First, data was collected through distributing questionnaires that explored information related to factors that influence students' difficulties in writing their theses.
- b. Second, the answers from the questionnaire were extracted into a data file in Microsoft Excel; the aim was to facilitate further manipulation and analysis.
- c. Then, to calculate the questionnaire data score, the percentage statistical method is used with the formula:

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

Description:

P : Percentage

F : Frequency

N : Number of respondents

- d. After getting the percentage score, the results of the descriptive analysis will be interpreted to determine how much difficulty students have in writing their thesis. The results of this interpretation will provide a more in-depth picture of the findings of this research.

Qualitative Analysis

In this research, the approach used to analyse qualitative data refers to the thematic analysis of the Miles and Huberman analysis model. Data analysis consists

of three main stages: data reduction, data display, and conclusion drawing/verification (Miles et al., 2014).

a. Data reduction

The initial data analysis stage involved data reduction from interviews with EFL students writing a thesis for their final project. At this stage, data from interviews with six respondents will be reduced through a coding and categorization process. Subsequent, each respondent's answer was recorded and transcribed based on the code in Table 3.2 thus each line of interview results related to the research had its own code.

Table 2 Interview transcription codes

No	Code	Meaning
1	Apn	Appendix
2	Std	Student
3	Ln	Line

By coding and categorizing, the researcher can see patterns that emerge from respondents' answers to interview questions. These results become the basis for further analysis at the stage of data presentation and drawing conclusions.

b. Data Display

After going through the data reduction process, the next step is the data presentation stage. At this stage, the researcher groups the information carefully reduced into a clear and structured format. This aims to provide a comprehensive overview of the findings and patterns that emerge from the results of the interviews that have been conducted.

c. Conclusion drawing/verification

After carrying out the data reduction and presentation stages, the next step is drawing conclusions or verification. At this stage, the main focus is to provide concrete answers to the research problem formulation that has been proposed based on the information that has been collected and presented previously. The

process of drawing conclusions involves in-depth analysis of the data, identifying emerging patterns, and linking them to the research questions.



FINDINGS AND DISCUSSION

Findings

In this study, the researcher explored the extent of difficulties faced by students majoring in English as a foreign language in writing their theses. Thus, this research provides a comprehensive picture of the extent to which psychological, sociocultural, and linguistic factors can influence students' difficulties in writing a thesis.

Psychological Factors

The researcher identified seven sub-factors for research in the context of psychological factors as a tool for collecting data. These sub-factors include self-esteem, inhibition, risk-taking, anxiety, empathy, extroversion and introversion, and motivation. Each of these sub-factors is explained further in a questionnaire consisting of 19 statements. Details of sub-factors and questionnaire statements can be seen in *Appendix 4*.

The data presented in Appendix 4 explores various psychological factors that influence the process and quality of thesis writing. This table includes statements reflecting various aspects of the research process, each rated on a scale ranging from strongly disagree (SD) to strongly agree (SA), providing insight into students' experiences during their thesis writing.

In the self-esteem sub-factor, which includes the ten statements of the questionnaire, the researcher observed a very supportive tendency in the context of students' thesis writing difficulties. In the first statement, most respondents (69.8%) agreed, and 7% strongly agreed that they had chosen their thesis topic independently based on careful consideration and a deep understanding of the research area they were interested in writing a thesis. It shows high confidence in individual abilities in selecting and developing relevant topics, an essential component in the research process.

Furthermore, the second statement revealed that 64% of respondents agreed and 12.8% strongly agreed that they had determined the thesis title by considering

understanding the essence and relevance of the topic. The combination of high percentages in these two answers illustrates a high awareness of the importance of the relevance and depth of the topic in the broader academic and research context. The third statement shows that 61.6% of respondents agreed and 23.3% strongly agreed that their knowledge and background regarding the thesis topic significantly impacted their understanding and ability to carry out this research. It confirms again that self-esteem impacts topic selection and the successful conduct of research.

In the fourth statement, 57% agreed, and 23.3% strongly agreed that they had carried out in-depth analysis and creativity in identifying and formulating problems, aiming to determine the topic's relevance to existing issues. It shows high analytical skills and the application of creativity in research, which are highly valued in thesis writing. Next is the fifth statement, where 55.8% of respondents agreed and 15.1% strongly agreed that their thesis reflects a deep understanding of the benefits and relevance of research to a broader field of study. It shows that students are focused on fulfilling academic requirements and contributing substantially to their field of knowledge.

The sixth statement further confirmed that 53.5% agreed and 17.4% strongly agreed that they could identify and integrate relevant sources well in the literature search process, which resulted in a solid theoretical foundation for this research. This ability is essential in developing robust and supporting arguments in a thesis. In the seventh statement, 53.5% of respondents agreed, and 24.4% strongly agreed that they had chosen research methods with careful consideration of the suitability of the process to the research objectives and their ability to carry them out. It shows a high level of planning and a good understanding of the research methodology.

In the eighth statement, 58.1% agreed, and 18.6% strongly agreed that they reflected on their ability to plan and implement effective data collection methods so that the data obtained was high quality and could be used for in-depth analysis. Data quality is at the heart of successful scientific research. The ninth statement presented that 51.2% agreed and 18.6% strongly agreed that their ability to organize and present data clearly and structure was highly reflected, providing an in-depth

understanding of the research results. It underscores the importance of communication skills in academic writing.

Finally, the tenth statement revealed that 59.3% agreed and 16.3% strongly agreed that while writing this thesis, they showed high dedication to producing quality research. It is done logically, coherently, and persuasively, which is essential in delivering effective research. Overall, the results of this analysis show that the self-esteem sub-factor significantly influences the entire thesis writing process, from topic selection to data presentation. Students with high levels of self-esteem tend to be more confident and effective in navigating the challenges of writing a thesis.

Furthermore, the two main aspects highlighted in the inhibition sub-factor are the creative integration of ideas and financial management during thesis writing. In the 11th statement of the questionnaire, the data shows that 53.5% of respondents agree and 14% strongly agree that they can integrate various ideas and thoughts creatively and effectively. This percentage reflects that most students have practical thinking skills, which helps in enriching their research content.

Meanwhile, the 12th statement relates to financial management during the thesis writing process, which is no less critical. As many as 52.3% of respondents agreed that they could manage finances well to support the smoothness and quality of their research, and 15.1% strongly agreed with this statement. These figures show that most students can manage financial resources effectively, an essential part of the research process to ensure that all logistical aspects can be met.

The next sub-factor is risk-taking regarding respondents' confidence in writing a thesis, which reflects their ability to take risks and make a meaningful contribution to research. The 13th statement shows that 54.7% of respondents agree, and 20.9% strongly agree that they have confidence in writing a thesis. This percentage indicates that most students feel brave enough to face the challenges of writing a thesis, including making decisions that may involve high risks regarding methodological choices, analytical approaches, or proposing counterintuitive findings that could spark discussion or controversy within the academic community.

Following, the anxiety sub-factor is found in the 14th statement of the questionnaire. This statement explores the influence of anxiety felt by students on their performance and final results. According to the data collected, 47.7% of respondents agreed, and 27.9% strongly agreed that the anxiety they experienced during thesis writing was a positive driver that motivated them to improve themselves and achieve the best results. It indicates that most students could transform anxiety into a motivating driver, which may have strengthened their efforts and focus on research.

In the empathy sub-factor, the researcher reveals the extent to which students feel connected to and responsive to the latest developments in their field of study and their ability to overcome obstacles during the research process. In the 15th statement, 57% of respondents agreed, and 16.3% strongly agreed that their awareness of current issues related to their thesis topic reflects their commitment to ensuring the relevance and contribution of their research to the latest developments in the field of study. These responses indicate that most students feel it is essential to maintain the relevance of their research to current developments, which is an important indicator of an empathetic and informed research approach.

Statement 16 further explores how understanding the problems during the thesis writing process can reflect a student's ability to creatively and effectively overcome these obstacles. 54.7% of respondents agreed, and 12.8% strongly agreed that their understanding of various problems during the thesis writing process reflects their ability to overcome these obstacles creatively and effectively. These figures confirm that more than half of respondents feel competent in identifying and responding to challenges in a productive way, which is a critical quality in academic research.

Furthermore, in the sub-factors Extroversion and Introversion influencing the thesis writing process, primarily through the ability to critically reflect on issues that arise, the researcher explores insights from student responses to the 17th statement of the questionnaire. This statement aims to evaluate how students use

their personality characteristics—extrovert or introvert—to improve their understanding of the thesis material and the overall quality of research.

The data collected showed that 58.1% of respondents agreed and 16.3% strongly agreed that they could reflect on and critically evaluate various issues during the thesis writing process. This percentage reflects students' significant ability to utilize their critical reflection skills in identifying and solving research problems, a skill that is important in supporting academic quality and research results.

Finally, for the motivation sub-factor, there is an in-depth analysis of how intrinsic and extrinsic motivation influences students in completing their thesis, focusing on the questionnaire's 18th and 19th statements. In the 18th statement, which measures intrinsic motivation, the data shows that 46.5% of respondents agreed, and 22.1% strongly agreed that their deep enthusiasm for the research topic was an important factor that encouraged them to complete their thesis.

Meanwhile, the 19th statement reflects extrinsic motivation, where 39.5% of respondents agreed and 22.1% strongly agreed that encouragement from external factors, such as supervisor expectations, family pressure, or requirements to graduate, also played an essential role in completing their thesis. In total, more than 60% of respondents felt that external factors encouraged them to continue and complete their final assignment. It highlights the importance of academic and social environmental support in helping students stay motivated throughout the thesis writing process.

Overall, it can be concluded that sub-factors such as self-esteem, anxiety, and motivation are essential in student thesis writing. High levels of self-esteem reflect students' ability to face complex challenges in their research, while productive anxiety drives them to reach higher standards. Motivation from within and triggered by external factors is essential in maintaining focus and momentum during the thesis writing process. In conclusion, a good understanding and management of these psychological factors facilitates smoother thesis writing and produces more weighty and meaningful academic work.

Sociocultural Factors

The researcher identified four sub-factors to be studied in the context of sociocultural factors. These sub-factors include social distance between undergraduate students, social distance between undergraduate students and supervisors, culture in language classes, and communicative competence. Each sub-factor is detailed in more depth through a seven-statements questionnaire. Further information regarding the details of the sub-factors and questionnaire statements can be seen *Appendix 5*.

The data describes the sociocultural factors that influence the thesis writing process, providing a nuanced understanding of how students' interactions with peers and lecturers and awareness of cultural and linguistic aspects impact the quality and effectiveness of research. Respondents were asked to rate their experiences and attitudes on a scale ranging from strongly disagree (SD) to strongly agree (SA), with percentages calculated for each statement.

The sub-factor discussion with peers shows that most students feel the benefits of discussing with peers during the thesis writing process. The 20th statement shows that 45.3% of respondents agreed and 31.4% strongly agreed that discussing helped them gain new perspectives and contributed positively to their understanding of the research topic. This high percentage indicates that such interactions are considered very important by students, confirming that interactions with peers lead to knowledge exchange and strengthen critical interpersonal skills such as communicating, debating, and collaborating effectively.

Furthermore, the sub-factor of interaction with supervisors shows that most students appreciate discussions with their supervisors during the thesis writing process. It can be seen from the 21st statement of total respondents that 40.7% agreed and 41.9% strongly agreed that interactions with supervisors provide deeper insight and valuable guidance. This high percentage emphasizes the importance of the supervisor-student relationship, where the supervisor is not only a provider of information but also a supporter of the student's critical and analytical development.

The sub-factor understanding of academic culture shows a high awareness among students regarding the importance of understanding and complying with the academic culture and thesis writing format that applies at their university. It can be seen from the 22nd statement, which states that of all respondents, 50% agreed, and 18.6% strongly agreed that their understanding of academic culture reflects their commitment to strictly following academic guidelines. It confirms that most students strive to ensure that their scientific work meets academic standards and includes aspects such as ethical use of sources, avoiding plagiarism, and presenting research data and results honestly and transparently.

The sub-factor of communicative ability in thesis writing reveals the importance of communicative competence in ensuring that thesis writing is not only effective in conveying research but also easy to understand and enjoyable for readers. It contains four questionnaire statements that reveal several aspects of this communicative competence. In the 23rd statement related to students' understanding of lexical terms and linguistic units appropriate in writing a thesis, 46.5% of respondents agreed, and 19.8% strongly agreed that they could convey messages clearly and effectively. It indicates that most students understand the importance of using appropriate language in scientific contexts to ensure their research is accessible to an academic audience.

Meanwhile, the 24th statement further measures students' ability to connect each sentence in their thesis writing, which reflects their commitment to producing a coherent and meaningful manuscript. From the data collected, 55.8% agreed, and 20.9% strongly agreed that they could produce a coherent manuscript that made it easier for readers to follow their train of thought. It shows that most students can build logical and well-flowing narratives in their written work.

On the other hand, the 25th statement assesses students' understanding of the role of social context in thesis writing studies, highlighting their awareness of the influence of social factors in the research process. Results showed that 43% agreed and 25.6% strongly agreed that they understood and could interpret their findings more deeply by considering social context. Moreover, the 26th statement shows that

47.7% of respondents agree, and 17.4% strongly agree that they try to maintain effective communication with readers through an appropriate writing style. This percentage indicates that most students recognize the importance of successfully employing a writing style that facilitates better understanding and deeper interaction with readers.

Overall, social interaction and communicative competence are crucial to students' success in writing their thesis. Interaction with peers and supervisors has been proven to provide significant benefits in shaping students' understanding and improving the quality of their research. Discussions with peers broaden perspectives and deepen understanding of research topics, facilitating valuable knowledge exchange. Meanwhile, practical guidance from supervisors enriches the learning process by opening deeper insights and providing much-needed guidance.

Linguistics Factors

In the linguistic factor, there are two sub-factors which, according to the researcher, are relevant in the context of linguistic factor research. These two sub-factors include domain error analysis and extent error analysis. The questionnaire discusses these two subfactors consisting of four statements. Details of the subfactors and questionnaire statements can be seen *Appendix 6*.

The data focuses on linguistic factors that influence the quality and coherence of thesis writing. Respondents provided feedback regarding their experiences and practices, ranging from strongly disagree (SD) to strongly agree (SA). The data collected provides an in-depth picture of the attention paid to grammar, sentence structure, and language choice to achieve a clear, professional, and well-organized level of research communication.

In the error domain analysis sub-factor, there are two statements regarding students' efforts to minimize grammatical errors (Statement 27) and students' ability to reorder sentences from sources (Statement 28). The results illustrate a strong commitment to writing quality. The 27th statement showed that 58.1% agreed and 15.1% strongly agreed that their efforts to minimize grammatical errors reflected

their commitment to communicating ideas. In comparison, 22.1% felt neutral, indicating room for improvement in understanding grammatical errors. Furthermore, statement 28 saw 55.8% agree and 19.8% strongly agree that they effectively rearranged sentences to create a smooth narrative flow, indicating their ability to effectively manipulate source texts to support their research arguments.

Furthermore, in the extensive error analysis sub-factor, there are two statements regarding evaluating their understanding of the grammatical changes required in their thesis (Statement 29) and selecting appropriate linguistic units to organize the text (Statement 30). The 29th statement shows that 40.7% agree and 23.3% strongly agree that they can produce quality texts that are easy to understand, with 33.7% still neutral, indicating the challenges some students face in improving grammar.

Furthermore, the 30th statement shows that 50% agree and 17.4% strongly agree that their choice of linguistic units supports effective text organization, underlining the importance of understanding how language components influence the fluency and clarity of text. It can be concluded that although many students have succeeded in implementing effective grammatical and structural control in their thesis writing, there is still a need for further learning and support.

Interview Results and Transcriptions

This section presents the findings obtained from interviews to determine the extent to which psychological, sociocultural and linguistic factors influence students' difficulties in writing their theses. The number of respondents interviewed was six, and they were selected based on three criteria: First, they were students of the English study program at Muhammadiyah University of Malang. Second, they have actively participated in proposal seminars and are conducting their thesis research. Finally, respondents were selected based on their availability to spend time in the interview process. The selection of the number of respondents was based on the principle of data saturation in qualitative research, where more in-depth interviews with limited respondents are preferred over quantity.

Psychological factors

In psychological factors, the researcher focuses on two subfactors, namely anxiety and motivation. The researcher focused interviews on these two sub-factors because anxiety often prevents students from being able to focus when writing a thesis. At the same time, motivation, both from within and from external factors, is very important to maintain consistency and continuity in the thesis writing process.

Anxiety

To determine how anxiety sub-factors influence students' difficulties in writing their thesis. Below are statements from six students regarding the anxiety they experienced during the process of writing their thesis.

“Initially, I felt confused and less motivated to do it, especially when looking for a suitable journal and paraphrasing. I am having difficulty finding journals that are relevant to my research.” (Apn7, Std1, Ln1)

First of all, student 1 felt confused and lacked motivation when starting his thesis, especially when searching for relevant journals and paraphrasing. Finding journals that suit the research is quite a significant obstacle.

“When I started working on my thesis, I felt afraid and worried that I would not be able to complete the thesis” (Apn7, Std2, Ln2)

“Initially, I felt anxious because I didn't have clear guidance, especially during the online Program Kampus Mengajar. Lecturers only provided templates and directions, causing confusion among me and my friends” (Apn7, Std3, Ln3)

Instead, the student 2 expressed feelings of fear and worry when starting his thesis. This fear may be related to uncertainty regarding his or her ability to complete the thesis well. Student 3 also expressed similar sentiments and initially felt anxious because the lack of clear guidance, the absence of explicit instructions, and the reliance on templates by lecturers created a sense of confusion not only among respondents but also among colleagues.

“Initially I felt somewhere between enthusiastic and a little anxious. Excited because the topic is interesting, but anxious because I won't be able to finish it.” (Apn7, Std4, Ln4)

“Initially, of course, there were mixed feelings. I felt enthusiastic about exploring my chosen topic but worried about whether I could finish it well. A particular moment that motivates me is finding literature supporting my ideas” (Apn7, Std6, Ln6)

Meanwhile, there were similarities in the statements between the student 4 and student 6 respondents regarding the feelings they experienced. Both expressed a combination of enthusiasm for an exciting research topic and anxiety regarding completing the thesis. However, differences emerge in the focus of motivational causes. The fourth respondent indicated that deep interest in the topic was the primary source of motivation despite the challenges faced. In contrast, the sixth respondent highlighted the importance of literature support that strengthened their self-esteem.

“Initially, I felt enthusiastic and motivated to explore my chosen topic. But, of course, there are moments when deadlines are approaching that make me feel stressed. Overall, I stay focused on the goal and the result” (Apn7, Std5, Ln5)

In contrast, student 5 felt initial enthusiasm and motivation to explore their chosen subject matter. While acknowledging the stress caused by looming deadlines, there is an unwavering commitment to maintaining focus on the overarching goal and result.

From the results of this interview, the initial experience of writing a thesis was a moment filled with various complex and varied feelings. Students experience varying degrees of confusion, worry, anxiety, and enthusiasm, which are natural reactions to the challenges and responsibilities of completing their theses. Factors such as lack of clear guidance, difficulty finding relevant references, and time pressure are part of the challenges they face. Nevertheless, some of them maintain focus on their ultimate goal, while others find motivation from searching for literature that supports their ideas. Although initial feelings may vary, students have different strategies and motivations for facing their thesis writing.

Motivation

The various strategies used by the six respondents to maintain self-motivation during the thesis writing process reveal a combination of internal drivers and external support systems.

“My motivation comes from within me, specifically the desire to quickly graduate within 3.5 years and prove my abilities to my father” (Apn7, Std1, Ln.7)

Student 1 was motivated by a strong internal desire to graduate quickly within the specified period and to prove their abilities to parental figures, outlining personal and familial encouragement as their motivating forces.

“I often take short breaks, such as playing online games or looking for inspiration. And I always keep my end goal in mind. Giving yourself small rewards after achieving specific goals also helps” (Apn7, Std2, Ln.8)

“I maintain motivation by setting daily or weekly goals, giving myself small rewards every time I reach a target, and staying connected with friends going through the same process” (Apn7, Std5, Ln.11).

In contrast, Student 2 and Student 5 took regular breaks and sought inspiration from activities such as online games, underscoring the importance of keeping the end goal in mind and rewarding oneself after achieving certain milestones as a means of maintaining motivation while also utilizing social connections with peers undergoing the process together to support and motivate each other.

“I put my supervisor's photo on my laptop as motivation. This helps me stay focused on the goal and reminds me of the responsibilities I have to complete” (Apn7, Std3, Ln.9)

Meanwhile, student 3 took a unique approach by placing a photo of their supervisor on their laptop, turning it into a motivational tool. This visual reminder helps them stay focused on the end goal and reinforces their responsibility in completing their thesis.

“I focus on the end goal and always find interesting aspects of my research. It helps me stay motivated” (Apn7, Std4, Ln.10)

Student 4 found motivation by exploring exciting aspects of their research, emphasizing the importance of finding exciting elements in the thesis to maintain motivation.

“I often set small goals and celebrate these achievements. Apart from that, I also sometimes discuss with friends who have similar projects which also helps maintain enthusiasm because we support and motivate each other” (Apn7, Std6, Ln.12).

Finally, Student 6 emphasized setting small goals and celebrating accomplishments, complementing discussions with peers involved in similar projects. This collaborative approach contributes to maintaining morale through mutual support and motivation.

These diverse approaches highlight the importance of intrinsic motivation and external support systems in facing the challenge of writing a thesis. Whether drawing motivation from personal aspirations, incorporating visual reminders, implementing structured goal setting, or cultivating a supportive network, these strategies demonstrate the versatility necessary to maintain motivation throughout the arduous process of completing a thesis.

Sociocultural factors

In sociocultural factors in writing a thesis, the researcher conducted interviews with a focus on the sub-factor of social support from friends and supervisors. It was done to explore how support from friends and supervisors influenced their experience of writing a thesis, an essential component that has yet to be fully explored through questionnaires.

Social Support from Friends and Supervisors in the Thesis Writing Process

As expressed by six respondents, the impact of social support on the thesis writing process underscores the importance of collaboration, guidance, and sharing insights in navigating the complexities of research.

“There is support from both. My friends invited me to work on my thesis together. At the same time, my supervisor monitored my thesis writing process by providing weekly guidance so that I could focus on working on my thesis” (Apn7, Std1, Ln.13)

“Social support influenced my thesis writing process, such as discussions with friends and lecturer guidance, which helped me get new perspectives and valuable directions in completing my thesis” (Apn7, Std2, Ln.14)

Student 1 highlighted dual support from peers and supervisors, explaining how collaborative thesis work with peers and weekly guidance from supervisors contributed to a focused and structured approach to the thesis. Similarly, Student 2 emphasized the influence of social support, connecting discussions with friends and lecturer guidance to provide new perspectives and valuable direction that contributed to completing their thesis.

“Friends are not too influential; however, from the start, my supervisor gave them freedom without clear guidance. This made me feel disengaged and confused, especially when there were many revisions in chapter 3” (Apn7, Std3, Ln.15).

However, Student 3 provided a contrasting view, stating that friends had little influence on his thesis writing and that the lack of clear guidance from his supervisor led to feelings of disengagement and confusion, especially during revision.

“Discussions with friends provide new perspectives, and lecturer guidance helps overcome obstacles that arise” (Apn7, Std4, Ln.16).

“There was an influence because discussions with friends helped me gain new perspectives, and my superior's approval provided invaluable direction to improve my research” (Apn7, Std5, Ln.17)

Furthermore, student 4 emphasized the significant impact of social support, where discussions with friends offered new perspectives, and lecturer guidance helped overcome obstacles during the thesis writing process. Likewise, Student 5 acknowledged the influence of discussions with peers in gaining new perspectives and underscored the critical role of the supervisor's approval in providing invaluable direction for research improvement.

“Social support is critical. My friends in our study group provide each other with moral support and share information resources. Supervisors also help by providing valuable insights and guidance to find the right research direction” (Apn7, Std6, Ln.18)

Student 6 emphasized the critical role of social support, citing the moral support of the study group, the sharing of resources among friends, and the supervisor's contribution of valuable insight and guidance in determining the direction of the research.

Based on the data above, these various experiences collectively emphasize the importance of social support, whether from friends or supervisors, in shaping the flow of the thesis writing process. Collaborative efforts, supervisorship, and shared insight contribute significantly to students' success and progress in their research endeavours.

Linguistic factors

In linguistic factors in writing a thesis, the researcher conducted interviews with a focus on two sub-factors, namely domain error analysis and extent error analysis, to further explore the patterns that emerged in error analysis and how their understanding of overcoming these errors influenced their learning process.

Domain error analysis

The experiences respondents shared regarding grammar, sentence structure, and vocabulary challenges during thesis writing highlight the linguistic factors inherent in academic writing.

“The lecturer suggested using Quillbot, but I still had difficulty because I had to translate first before paraphrasing” (Apn7, Std1, Ln.19)

Student 1 expressed difficulty in paraphrasing, even with the help of Quillbot, emphasizing the additional difficulty of translating before attempting to rephrase the content.

“Sometimes, I have difficulty finding the right words” (Apn7, Std2, Ln.20)

Student 2 acknowledged occasional difficulty finding the right words, indicating challenges related to vocabulary selection.

“There are difficulties, especially in grammar, vocabulary, and sentence structure” (Apn7, Std3, Ln.21)

“Sometimes, I have difficulty with sentence structure” (Apn7, Std4, Ln.22)

Student 3 articulated a broader variety of difficulties that included grammar, vocabulary, and sentence structure, indicating a comprehensive struggle with various aspects of language use in thesis writing. In line with the statement above,

student 4 mentioned occasional challenges with sentence structure as a focal point of difficulty.

“Yes, sometimes I find it difficult with grammar” (Apn7, Std5, Ln.23)

“I experienced some difficulties, especially in grammar” (Apn7, Std6, Ln.24)

Student 5 and Student 6 mentioned grammatical difficulties, reflecting the shared challenges of navigating grammatical intricacies in academic writing.

These data collectively highlight the diverse language-related challenges faced during the thesis writing process. From difficulties in paraphrasing and translation to difficulties in vocabulary selection, grammar, and sentence structure, students face various linguistic obstacles that contribute to the complexity of academic writing. These challenges underscore the importance of language proficiency and the need for supportive resources and strategies to improve writing skills in the context of thesis composition.

Extent error analysis

Respondents' strategies to overcome linguistic difficulties in writing their thesis highlighted a combination of personal effort, use of technology, and collaboration with colleagues.

“I think consistently allocating at least one hour daily to work on your thesis is an effective strategy. Before the proposal seminar, I once used AI, such as GPT chat, but no longer because sentences become unstructured. Now, I compose my sentences or paraphrase from the journal” (Apn7, Std1, Ln.25)

Student 1 emphasized the effectiveness of consistently allocating daily time for thesis work, avoiding reliance on AI tools such as GPT chat due to potential problems with sentence structure and choosing to compose his sentences or paraphrase from journals.

“I usually recheck my writing and ask for input from friends. I also use applications such as Google Translate or Quillbot to help overcome these difficulties” (Apn7, Std2, Ln.26)

“I use Quillbot, but it's still difficult because I have to translate first before paraphrasing. Sometimes I also use Google Translate, then move the text to Grammarly for checking and paraphrasing” (Apn7, Std3, Ln.27)

Meanwhile, student 2 and student 3 implemented a collaborative approach by proofreading their writing, seeking input from peers, and utilizing applications such as Google Translate or Quillbot to overcome linguistic challenges. They then used Grammarly to check and paraphrase, demonstrating a multi-step process for improving the quality of their thesis writing.

“I revise my writing repeatedly using applications like Quillbot or Grammarly to make sure what I mean in my thesis is clear. Apart from that, I read a lot of references and asked for input from friends” (Apn7, Std4, Ln.28)

Student 4 implemented a thorough revision process, using applications such as Quillbot or Grammarly to ensure clarity in their thesis. Additionally, reading references extensively and seeking input from friends improves their writing.

“I use online resources, such as grammar checkers, and ask friends to provide feedback on my writing” (Apn7, Std5, Ln.29)

“I use grammar-checking apps like Grammarly and also ask friends to provide feedback and constructive feedback helps improve” (Apn7, Std6, Ln.30)

However, student 5 utilized online resources, such as grammar checkers, and actively sought peer feedback to improve their writing. Similarly, Student 6 utilized grammar-checking apps such as Grammarly and valued peer feedback, recognizing the constructive nature of the feedback for improvement.

Based on the data above, these diverse strategies collectively underscore students' proactive steps to improve their linguistic proficiency during thesis writing. The combination of personal dedication, technological tools, and peer collaboration highlights the multifaceted nature of overcoming linguistic challenges in academic writing. Integrating various resources and feedback mechanisms reflects an adaptive and resourceful approach to overcoming linguistic difficulties in the thesis preparation process.

Discussion

This section examines several findings related to students' difficulties when working on their thesis as a final assignment. The analysis focused on three main factors: psychological, sociocultural, and student-linguistic factors. Further discussion can answer the problem formulation in this research, namely the extent

to which these three factors influence students' difficulties in completing their thesis as a final assignment.

Psychological Factors and Students' Thesis Writing Difficulties

The first research question is about how psychological factors influence students' difficulties in writing a thesis. The research results show that most students admit that their confidence in choosing and developing a thesis topic is essential in determining their writing success. Self-esteem plays a crucial role in a student's ability to effectively select and develop their thesis topic. In addition, students also expressed that their self-esteem impacted their thesis writing, with most of them considering their research areas of interest in depth before deciding on a topic. In addition, students with high self-esteem have enthusiasm for exploring the chosen topic, which is very important in maintaining focus and dealing with pressure. This finding is in line with the findings of Fitria (2022), where a high level of self-esteem influences students' ability to communicate their thoughts effectively in written form.

Additionally, these findings highlight the critical role of anxiety in the thesis writing process. Anxiety often arises from the fear of not being able to complete the thesis well and concerns about unclear guidance from the supervisor. In addition, the anxiety that arises due to uncertainty and lack of support also shows how vital practical guidance and good communication between students and supervisors are in reducing psychological barriers. Interestingly, these findings reflect students' experiences in this context and are the findings of research conducted by Harahap and Syarif (2022) and Muliani (2020). These two studies highlight that almost all students experience a level of anxiety and lack of confidence when faced with the stage of selecting a research title. Furthermore, the findings from these two studies show that the limitations that students often face in completing their final assignments are not only physical or technical but are often closely related to psychological aspects.

Furthermore, motivation also emerged as another critical factor in overcoming obstacles during thesis writing. Both intrinsic and extrinsic motivation play a significant role, with many students driven by deep interest in their research topic and external encouragement from supervisors and family. Some students cited their internal desire to graduate within a specific time frame as a source of motivation. In contrast, others highlighted the importance of support from peers and family, using strategies such as taking short breaks and setting small achievable goals to maintain motivation.

This finding aligns with research by Aminah (2021) Puspita (2019), which emphasizes that students with high motivation show strong enthusiasm and dedication in completing academic assignments, including writing quality theses. In other words, high motivation is needed to guide students towards optimal academic achievement. Apart from motivation, the level of self-esteem in academic abilities is also emphasized by research as a factor that plays an essential role in shaping students' academic achievement patterns. This motivation influences the quality of the thesis writing and the student's overall academic achievement.

Overall, the influence of psychological factors on the student's thesis writing process is quite significant, answering the extent to which psychological factors influence students' writing difficulties. Some students can maintain focus on the end goal, while others gain motivation through exploring literature that supports their ideas. Even though, at first, students often feel anxious, worried, stressed and depressed when they start writing their thesis; they show various strategies and motivation when facing the journey of completing their thesis. Some use visual reminders, implement structured goal setting, or build a support network. This diversity of strategies reflects the importance of flexibility and adaptability in maintaining motivation throughout the challenging thesis completion process.

Thus, psychological factors such as self-esteem, anxiety, and motivation significantly affect students' ability to write a thesis. High levels of self-esteem reflect students' ability to face difficulties in writing, while anxiety drives them to achieve higher standards. Internal motivation triggered by external factors is

essential in maintaining focus and momentum during the thesis writing process. Therefore, a good understanding and management of these psychological factors will make it easier to write a thesis more smoothly and produce more weighty and meaningful academic work.

Sociocultural Influences and Their Role in Thesis Writing

In answering the second research question regarding the extent to which sociocultural factors influence students' difficulties in writing their theses, data from questionnaires and interviews provide in-depth insight into the role of interactions between students and their peers and supervisors. One important finding was the critical role discussions between students and peers played in their thesis writing. Students frequently expressed the value they gained from engaging in discussions with peers, citing enriched understanding and exposure to diverse perspectives as crucial benefits. Such interactions encourage knowledge exchange and foster essential skills such as communication and collaboration, which are integral in navigating the complex landscape of academic writing.

In line with this, one student interviewee highlighted the transformative role of peer discussions in refining his thesis work, underlining how peer support plays a role in stimulating intellectual innovation and helping students overcome the sense of isolation they may experience during the long and often solitary research process. This research's findings align with Muliani (2020), who stated that communication with friends around students is essential in the thesis writing process. Students gain significant benefits from communication, including inspiration, information, and knowledge exchange with peers, which allows them to learn things they never knew before. Communication with friends is essential in writing a thesis because students face challenges that friends can help them solve.

Likewise, interactions with academic supervisors are essential in shaping a student's thesis writing experience. Many students attested to the valuable insight and guidance provided by their supervisors. They noted the importance of weekly supervising sessions in deepening their understanding of the research objectives and methodology. This kind of supervising provides more than information; it

also catalyzes the development of analytical and critical thinking skills that are important for academic success.

However, this research also highlights gaps in students' experiences of supervising. Some students expressed frustration over the lack of guidance, especially when faced with ambiguous instructions or excessive autonomy. These challenges underscore the importance of clear and supportive guidance in navigating the complexities of writing a thesis. This finding supports previous findings by Mali (2023) and Rohim (2023), who highlighted that the difficulties students face in writing their theses largely stem from the interactions they experience with their supervisors. This research shows that the quality of guidance students receive directly influences their ability to navigate the complexities of the thesis writing process.

These findings underscore the significant impact sociocultural factors, particularly peer and supervisor interactions, have on students' thesis writing experiences. Positive interactions enrich students' emotional and intellectual resources, effectively empowering them to overcome academic challenges. Conversely, negative or inadequate interactions can hinder progress, exacerbate confusion, and hinder academic achievement.

Linguistic Factors: A Crucial Dimension in Thesis Writing

In answering the third research question regarding the extent of influence of linguistic factors on students' difficulties in writing a thesis, the findings in this study underline the critical role of language skills in academic writing, with an emphasis on grammatical accuracy and narrative coherence. Several students expressed a concerted effort to minimize grammatical errors and construct sentences that flowed smoothly, reflecting a high awareness of linguistic precision's importance in effectively conveying scientific ideas. However, amidst these efforts, most respondents expressed doubts about their proficiency in performing grammatical changes well, highlighting areas of concern that may hinder their ability to articulate complex concepts convincingly.

These findings emphasize the importance of language in thesis writing. They show that the success of scientific work does not only depend on the essence of the research but is also closely related to the ability to convey it effectively through appropriate language. Therefore, language skills are a tool for conveying ideas and are a determining factor in strengthening substance and designing efficient communication in an academic context. Awareness of the important role of language can be the basis for improving students' writing and communication skills when completing thesis research.

Apart from that, these findings align with the results of research conducted by Laily (2019), which explains that superior language skills can play an essential role in improving the quality of the theses produced by students. The implications of these findings show that good language skills not only influence the presentation aspect of research material but also significantly contribute to the substance and quality of scientific work. Apart from that, research conducted by Lestari (2020) also strengthens these findings by stating that language factors also impact students' difficulties in exploring and understanding thesis reference materials and compiling texts correctly and consistently. It shows that language proficiency influences the final research presentation and the information search process, understanding reference materials, and consistency in compiling texts.

Despite positive progress in overcoming linguistic challenges, interview responses shed light on the persistent obstacles faced by students. Difficulties in paraphrasing, navigating grammatical rules, and selecting appropriate vocabulary emerged as recurring themes, underscoring the multifaceted nature of the linguistic obstacles encountered during thesis writing. Technological aids, such as translation tools and grammar checkers, provide some respite but often fail to provide comprehensive solutions, especially for students who master a second language.

The research results also show the importance of time management and peer collaboration in overcoming linguistic complexity. Integrating digital tools into the writing process, coupled with regular peer feedback sessions, is emerging as a proactive strategy for refining language skills and improving text clarity. This

collaborative ethos reflects a holistic approach to overcoming linguistic challenges, where students leverage technological innovations and interpersonal networks to improve their writing proficiency.

The research results also revealed students' strategies for overcoming these linguistic challenges. Some students use tools like Google Translate, Grammarly, and Quillbot not just as a quick fix but as part of a broader revision process, including peer and supervisor proofreading. The use of this technology, although helpful, only partially solves the existing problem; however, combining digital tools with peer collaboration will create a more supportive environment for improving linguistic skills. Students who consistently allocate time to writing and revising and actively seek peer input show higher success in overcoming language difficulties.

This finding aligns with Mali's (2023) research, which noted that some students also implemented special applications to help them minimize grammatical errors in their writing, such as using Grammarly as one example. These tools respond positively to technological developments that support academic writing, especially in improving language skills. Apart from that, the results of interviews with several students also revealed that they applied interpersonal strategies by discussing with friends to get feedback on their thesis writing.

Thus, students collaborate when facing language difficulties and utilize peer support to improve the quality of their writing. This integration of various resources and feedback mechanisms reflects an adaptive and thoughtful approach to overcoming linguistic challenges in the thesis preparation process, demonstrating a willingness to improve and enrich language skills through various means continuously. Additionally, discussions with peers provide immediate feedback on grammar and new insights and points of view that can enrich their writing.

CONCLUSION

This research has explored the influence of psychological, sociocultural and linguistic factors on the difficulties students face in writing their theses. The results show that self-esteem is essential in motivating students and helping them manage anxiety while writing a thesis. However, the anxiety felt by students is often two sides of a coin; on the one hand, it can be motivating, but without practical guidance, this anxiety can also hinder their progress. Furthermore, social interaction with peers and supervisors was very influential in broadening their knowledge and helping students overcome the complexity of their assignments. However, the lack of clear guidance from supervisors sometimes causes significant frustration and confusion for students. Linguistic factors, such as grammatical skills and the ability to construct a coherent narrative, are also significant barriers, indicating that students often rely on digital tools to overcome these deficiencies.

Based on the findings of this research, which explores the extent of the influence of psychological, sociocultural and linguistic factors on students' difficulties in writing a thesis, several strategic recommendations are proposed to improve the thesis writing process in the academic environment, such as further development of academic skills development programs. First, it is recommended that students set clear and realistic goals in their writing process, which can help reduce feelings of overwhelm and gradually build the sense of accomplishment necessary to maintain motivation throughout the writing process. Additionally, developing practical time management skills will enable students to organize their daily and weekly schedules better, ensuring that each task is managed efficiently and allowing sufficient space for rest and mental recovery. Secondly, considering the importance of social interaction in the learning process, it is recommended that universities provide more platforms for productive interaction between students and supervisors and between students. It could include increasing the number of physical and virtual face-to-face meetings and creating online discussion forums where students can collaborate, share ideas, and receive feedback in a more supportive and interactive setting. Second, related to linguistic challenges, it is

recommended that language learning resource centres in universities be strengthened to provide resources, such as writing help, peer editing sessions, and access to professional editing software such as Grammarly or Quilboot. This program will help students improve their language skills and the academic quality of their written work.

However, it is essential to note that although this research has identified several key factors that influence students' thesis writing process, many aspects still need to be fully explored. Therefore, further research is recommended to explore the use of technology more deeply in supporting students' academic writing. It includes using various applications and digital platforms to make it easier for students to manage research sources, prepare a thesis framework, and improve the quality of their written language and content. Additionally, comparative research on the effectiveness of individual versus group tutoring in motivating and assisting students during the thesis writing process would also be very beneficial. The study may provide new insights into the most effective supervising methods for different types of students so that tertiary education can more effectively prepare students for a broader range of academic and professional writing challenges.

REFERENCES

- Alhusaiyan, E. A. (2023). Ideational Metaphor in Saudi EFL Students' Academic Writing: A Systemic-Functional Linguistic Analysis. *Journal of Language Teaching and Research*, 14(5), 1255–1261. <https://doi.org/10.17507/jltr.1405.13>
- Aminah, Z. A. (2021). *The Influence of Self- Efficacy on Students' Academic Achievement* [UIN Ar-Raniry Banda Aceh]. <https://repository.ar-raniry.ac.id/id/eprint/16252/>
- Anh, D. T. N. (2019). EFL Student's Writing Skills: Challenges and Remedies. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 9(6), 74–84. <https://doi.org/10.9790/7388-0906017484>
- Aprieliava, I. V., Demchenko, V. A., Kovalevska, A. V., Kovalevska, T. Y., & Hladun, T. S. (2021). Psychological Factors Influencing on the Motivation to Study of Students of TEI. *Propósitos y Representaciones*, 9(SPE2). <https://doi.org/10.20511/pyr2021.v9nspe2.993>
- Barman, B. (2014). The Linguistic Philosophy of Noam Chomsky. *Philosophy and Progress*, 51(2). <https://doi.org/10.3329/pp.v51i1-2.17681>
- Blair, L. (2016). *Writing a Graduate Thesis or Dissertation*. SensePublishers. https://doi.org/https://doi.org/10.1007/978-94-6300-426-8_1
- Brown, H. D. (2007). *Principles of Language Learning and Teaching: Fifth Edition*. Pearson Education.
- Chandrasekhar. (2008). *How to Write a Thesis: A Working Guide*. University of Western. https://www.student.uwa.edu.au/__data/assets/pdf_file/0007/1919239/How-to-write-a-thesis-A-working-guide.pdf
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education: Eighth edition*. Routledge.
- Creswell, J. W. (2014). *Research Design: Quantitative, Qualitative, and Mixed Methods Approaches* (Fourth). Sage Publication.
- Cui, Y., Jin, H., & Gao, Y. (2023). Developing EFL teachers' feedback literacy for research and publication purposes through intra- and inter-disciplinary collaborations: A multiple-case study. *Assessing Writing*, 57, 100751. <https://doi.org/10.1016/j.asw.2023.100751>
- Cuschieri, S., Grech, V., & Savona-Ventura, C. (2018). WASP (Write a Scientific Paper): How to write a scientific thesis. *Early Human Development*, 127, 101–105. <https://doi.org/10.1016/j.earlhumdev.2018.07.012>
- Dornyei, Z. (2008). Motivation Foreign Language Motivating in Classroom the. *The Modern Language Journal*, 78(3), 273–284.
- Dwihandini, L. ., Marhaeni, A. A. I. ., & Suarnajaya, I. . (2013). The Analysis of

- the Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in the English Department of Mahasaraswati University. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program*, 2(0), 1–12. https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_bahasa/article/view/903
- Fauzan, U., Hasanah, N., & Hadijah, S. (2022). The Undergraduate Students' Difficulties in Writing Thesis Proposal. *Indonesian Journal of EFL and Linguistics*, 7(1), 175. <https://doi.org/10.21462/ijefl.v7i1.515>
- Fitria, T. N. (2022a). Analysis of EFL Students' Difficulties in Writing and Completing English Thesis. *LLT Journal: A Journal on Language and Language Teaching*, 25(1).
- Fitria, T. N. (2022b). ANALYSIS OF EFL STUDENTS' DIFFICULTIES IN WRITING AND COMPLETING ENGLISH THESIS. *LLT Journal: A Journal on Language and Language Teaching*, 25(1), 295–309. <https://doi.org/10.24071/llt.v25i1.3607>
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational Research: Competencies for Analysis and Application (10th Edition)*. Pearson Education.
- Ginting, P., Lestari, E., & Hasnah, Y. (2023). University Instructors' Attitude Towards Writing Academic Articles in English for Publication: Voices From Indonesia. *Theory and Practice in Language Studies*, 13(7), 1738–1748. <https://doi.org/10.17507/tpsl.1307.17>
- González, L., Peralta, M., & Meneses, G. (2019). La investigación en el pregrado: evaluación de su calidad a través de las tesis. *Bibliotecas. Anales de Investigación*, 15(1), 51–67. <https://search.proquest.com/openview/6a886eaf9ae4e5baee79d3fc7edf6d1c/1?pq-origsite=gscholar&cbl=4400982>
- GulRaihan, M., & S. C., S. (2018). Sociocultural Adaptation Challenges of International Students at a Higher Learning Institution in Malaysia. *LSP International Journal*, 4(2). <https://doi.org/10.11113/lspi.v4n2.58>
- Harahap, Y. O., & Syarif, H. (2022). Students' Anxiety in Writing Introduction of Thesis Proposal at Universitas Muslim Nusantara Al-Washliyah Medan. *Proceedings of the 67th TEFLIN International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021)*. <https://doi.org/10.2991/assehr.k.220201.041>
- Hardling. (2004). *Planning and organizing a master's thesis*. Study mates limited.
- Hendrita, R., & Ariani, S. (2022). Students' Difficulties in Writing Thesis of English Education Study Program in Muhammadiyah University of Sumatera Barat. *TELL-US Journal*, 8(3), 132–140. <https://doi.org/10.22202/tus.2022.v8i3.6415>
- Karmiyati, D. (2021). *Pedoman Penulisan Artikel, Tesis, & Disertasi*. Direktorat Program Pascasarjana UMM.

- Laily, F. N. (2019). *An Analysis of Students' Error in Writing Introducton of The Undergraduate Thesis of Enflish Educaton Department of IAIN Metro 2017*. IAIN Metro.
- Lestari, D. M. (2020). An Analysis of the Students' Difficulties in Writing Undergraduate Thesis at English Education Study Program of Muhammadiyah University of Bengkulu. *Premise: Journal of English Education*, 9(1), 17–29. <https://doi.org/10.24127/pj.v9i1.2588>
- LOBO, J. (2023). Students' Challenges and Barriers in the Completion of an Undergraduate Thesis in the Case of A Premier Local College in the Philippines. *International Journal of Disabilities Sports and Health Sciences*, 6(1), 38–52. <https://doi.org/10.33438/ijdshs.1230630>
- Mali, Y. C. G. (2023). EFL STUDENTS' CHALLENGES IN WRITING THEIR RESEARCH PROPOSAL. *LLT Journal: A Journal on Language and Language Teaching*, 26(1), 293–310. <https://doi.org/10.24071/llt.v26i1.5296>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebooks* (Third). Sage Publication.
- Moh'd, O., Al-Shboul, Y., & Fathi, I. (2022). Supervisors' Perspectives on Graduate Students' Problems in Academic Writing. *European Journal of Educational Research*, 11(1), 545–556. <https://doi.org/10.12973/eu-er.11.1.545>
- Muliani, R. (2020). *An Analysis of Factors Affecting Students in Thesis Writing in English Study Program FKIP-UIR*. Universitas Islam Riau.
- Olande, O., & Lindström, T. (2023). Exploring undergraduate thesis manuscript assessment feedback. *The Curriculum Journal*, 34(3), 437–456. <https://doi.org/10.1002/curj.188>
- Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing* (Third). Pearson Education.
- Ozfidan, B., & Mitchell, C. (2020). Detected Difficulties in Argumentative Writing: The Case of Culturally and Linguistically Saudi Backgrounded Students. *Journal of Ethnic and Cultural Studies*, 15–29. <https://doi.org/10.29333/ejecs/382>
- Pasaribu, A. N., Pasaribu, T. K., Hutauruk, M. N., & ... (2021). Error in students' thesis writing: Syntactical and morphological error analysis. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 4(4), 8695–8704. <https://doi.org/10.33258/birci.v4i4.2818>
- Perdomo, B., & Morales, O. A. (2022). Errores y dificultades en la elaboración de las tesis de pre y postgrado del estudiantado peruano: Implicaciones pedagógicas. *Revista Electrónica Educare*, 26(1), 1–21. <https://doi.org/10.15359/ree.26-1.21>
- Phuong, W. T. N. (2021). DIFFICULTIES IN STUDYING WRITING OF ENGLISH-MAJORED SOPHOMORES AT A UNIVERSITY IN

- VIETNAM. *European Journal of Education Studies*, 8(10).
<https://doi.org/10.46827/ejes.v8i10.3962>
- Pratiwi, K. dwi. (2016). Students' Difficulties in Writing English (A Study at The Third Semester Students of English Education Program At University of Bengkulu Academic Year 2011-2012). *Linguists : Journal Of Linguistics and Language Teaching*, 03(01).
- Puspita, C. (2019). Factors affecting students' difficulties in writing thesis A Mixed-Methods Research at Eighth Semester of English Study Program in IAIN Curup. *3rd English Language and Literature International Conference (ELLiC) Proceedings*, 3, 13–22.
<https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/4683/4210>
- Ra'uf, M. M., & Foo, T. C. V. (2017). Academic Writing in Science: Iraqi EFL Postgraduates' Difficulties in Writing Abstracts of Theses and Dissertations in Physical Disciplines. *Advanced Science Letters*, 23(4), 2734–2739.
<https://doi.org/10.1166/asl.2017.7587>
- Rahmah, S. (2020). *The Factors Affecting Undergraduate Students' Difficulties in Writing Their Thesis in English: A Case Study at English Education Study Program of Tarbiyah Faculty of Islamic State University Raden Fatah Palembang*. State Islamic University of Raden Fatah.
- Rastri, A., Rezeki, Y. S., Salam, U., Riyanti, D., & Surmiyati, S. (2023). An Analysis of Students' Problems in Writing a Research Proposal. *Acitya: Journal of Teaching and Education*, 5(1), 57–71.
<https://doi.org/10.30650/ajte.v5i1.3479>
- Rizwan, M. S. M., & Naas, A. R. F. (2022). Factors Affecting Undergraduates' Difficulties in Writing Thesis. *International Journal of Research Publication and Reviews*, 03(10), 244–250. <https://doi.org/10.55248/gengpi.2022.3.10.14>
- Rohim, A. (2023). STUDENTS' DIFFICULTIES IN FINISHING A THESIS OF ENGLISH STUDY PROGRAM AT MUHAMMADIYAH UNIVERSITY OF TANGERANG. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 12(1), 49.
<https://doi.org/10.31000/globish.v12i1.7804>
- Sajid, M., & Siddiqui, J. A. (2015). Lack of Academic Writing Skills in English Language at Higher Education Level in Pakistan: Causes , Effects and Remedies. *International Journal of Language and Linguistics*, 2(4), 174–186.
- Siregar, S. (2013). *Metode Penelitian Kuantitatif Dilengkapi dengan Perhitungan Manual & SPSS*. Kencana.
- Sugiyono. (2020). *Cara mudah menyusun skripsi, tesis dan disertasi*. Alfabeta.
- Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Suyadi, Husnaini, & Elvina. (2020). Undergraduate students' difficulties in writing a research proposal: A case study. *International Journal of Scientific and Technology Research*, 9(3), 838–843.

- Thahirah, Muhayyang, M., & Ariyani, A. (2023). Students' Difficulties in Writing Thesis Background. *Journal of Excellence in English Language Education*, 2(1), 82–89.
- Trinh, N. T. T., Hoa, P. Van, & Phuc, T. H. (2017). Halliday's Functional Grammar: Philosophical Foundation and Epistemology. *Jurnal Humaniora*, 29(2). <https://doi.org/10.22146/jh.v29i2.24295>
- Wang, X., & Yang, L. (2012). Problems and strategies in learning to write a thesis proposal: A study of six M.A. students in a TEFL program. *Chinese Journal of Applied Linguistics*, 35(3), 324–341.
- Wirantaka, A. (2016). Paragraph Writing of Academic Texts in an EFL Context. *Journal of Foreign Language Teaching and Learning*, 1(2). <https://doi.org/10.18196/ftl.1212>
- Yendri, Y. (2019). *Psychological Factors Affecting Undergraduate Students' Difficulties in Writing Thesis*. State Institute for Islamic Studies (IAIN) Bengkulu.



Appendix 1 Questionnaire Statements

Factors	Sub-factors	STATEMENTS
Psychological Factors	Self-esteem	1. I have chosen my thesis topic independently from careful consideration and an in-depth understanding of the research area I am interested in.
		2. I have carried out the process of determining the thesis title by considering an understanding of the topic's essence and relevance.
		3. My knowledge and background of the thesis topic significantly impacted my understanding and proficiency in conducting this research.
		4. In the process of writing this thesis, I carried out in-depth analysis and creativity in identifying and formulating problems, intending to determine the topic's relevance to existing issues.
		5. My thesis reflects a deep understanding of the benefits and relevance of research to a broader field of study through a thorough process of identifying the purpose of the thesis.
		6. I can identify and integrate relevant sources well in the literature review search process. This results in a solid theoretical foundation for this research.
		7. In writing this thesis, I have chosen a research method with careful consideration of the suitability of the process to the research objectives and my ability to implement it.
		8. In this thesis, I reflect on my ability to plan and implement effective data collection methods. As a result, the data obtained is of high quality and can be used for in-depth analysis.
		9. In writing this thesis's findings, my ability to organize and present data clearly and structure was well-reflected. It provides a deep understanding of the research results.

	10. While writing this thesis, I demonstrated a high dedication to delivering quality research. It is done in a logical, coherent, and persuasive manner.
Inhibition	11. In the thesis writing process, my ability to integrate various ideas and thoughts creatively and effectively was reflected in my thinking process. It contributes to enriching the research content.
	12. How I manage finances during thesis writing reflects my ability to allocate resources to support the smoothness and quality of this research.
Risk-taking	13. My confidence in writing a thesis reflects my determination to contribute meaningfully to this research.
Anxiety	14. The anxiety I felt when writing my thesis was a positive impulse that pushed me to improve myself and achieve the best results.
Empathy	15. My awareness of current issues related to writing my thesis reflects my commitment to ensuring that the research I conduct is relevant and contributes to recent developments in my field of study.
	16. My understanding of several problems that emerged during the thesis writing process reflects my ability to overcome these obstacles creatively and effectively.
Extroversion and Introversion	17. My critical view of several issues in the thesis writing process reflects my efforts to improve the quality of the research and a deeper understanding of the material.
Motivation	18. My intrinsic motivation in completing my thesis reflects a deep enthusiasm for my research topic and a desire to contribute to scientific understanding in this field.
	19. My extrinsic motivation in completing my thesis reflects a sense of responsibility and encouragement from external factors, which helped me maintain my commitment to conducting this research well.

Sociocultural Factors	The social distance among undergraduate students	20. Discussing the thesis writing process with undergraduate students helps me understand new perspectives and positively contributes to developing their understanding of the research topic.
	The social distance between undergraduate students and their supervisors	21. Discussions with supervisors in the thesis writing process open up opportunities to gain in-depth views and valuable guidance, which contribute significantly to the quality of research results.
	The culture in the language classroom of the undergraduate students	22. My understanding of the university's standard culture of thesis writing format reflects my commitment to complying with academic guidelines and producing scientific work that meets established standards.
	The communicative competence	23. My understanding of lexical terms and appropriate linguistic units in thesis writing reflects my efforts to convey messages clearly and effectively, ensuring that my language supports proper communication in a scientific context.
		24. My ability to connect each sentence in my thesis writing reflects my commitment to producing a coherent and meaningful manuscript so that readers can easily follow the flow of my thoughts.
		25. My understanding of the role of social context in thesis writing studies reflects my awareness of the influence of social factors in the research process, which helps me to interpret the findings in more depth.
26. Using an appropriate speaking style in writing my thesis reflects my efforts to maintain effective communication with readers so that the message conveyed can be understood well and have a significant impact.		
Linguistic Factors	Domain error analysis	27. My efforts to minimize grammatical errors in thesis writing reflect my commitment to conveying the message clearly and professionally, strengthening the research's substance.
		28. My ability to reassemble sentences from sources in writing my thesis reflects my efforts to integrate

literature to create a smooth and cohesive narrative flow in my research.

Extent error analysis 29. My understanding of the grammar that should be deleted, replaced, added and transposed in writing a thesis reflects my ability to produce quality text that is easy for readers to understand.

30. The choice of linguistic units in writing a thesis reflects my understanding of the need for effective text organization and my ability to maintain a smooth flow of thought by deleting, replacing, adding and changing the order.

(Adapted from Dwihandini et al., 2013)



Appendix 2 Interview Questions

Factors		Questions
Psychological Factors	Anxiety	How did you feel when you started writing your thesis?
	Motivation	How do you manage your self-motivation to complete the thesis?
Sociocultural Factors	Social Support from Friends and Supervisors in the Thesis Writing Process	How has social support, such as colleagues or supervisors, influenced your thesis writing process?
Linguistic Factors	Domain error analysis	Did you struggle with grammar, sentence structure, or vocabulary when writing your thesis?
	Extent error analysis	How would you overcome any linguistic difficulties in your thesis?

Appendix 3 Questionnaire Results

No.	Name	Gender	Statements																													
			01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	DU	F	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	5	5	5	5	5	5	5	5	5	5	
2	TM	F	2	4	5	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4	3	3	3	3	4	4	3	4	4	4	4	
3	AM	F	4	3	5	4	4	5	4	5	3	4	5	4	5	5	4	3	5	4	4	4	5	5	4	4	5	4	4	3	3	3
4	FA	F	5	5	4	5	4	4	5	4	5	4	5	5	5	5	4	4	4	5	4	5	5	5	5	5	5	5	4	5	5	5
5	FR	F	4	4	4	5	3	4	5	5	4	4	4	4	4	4	4	4	5	5	5	4	4	4	4	4	4	5	5	5	5	
6	FM	F	4	4	5	5	4	5	5	5	4	4	4	5	4	4	4	5	3	5	4	5	5	5	5	5	5	5	4	4	4	4
7	MR	M	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	4	4	5	4	4	5	5	5
8	EP	M	4	4	5	5	4	5	4	5	5	5	4	5	5	4	4	4	4	3	3	5	5	4	3	3	3	4	4	4	5	4
9	AK	M	4	4	5	3	4	4	5	4	5	4	4	5	4	4	5	5	4	4	4	5	5	5	4	4	5	4	4	4	5	5
10	AM	M	4	5	4	4	5	5	4	4	4	4	4	4	4	4	5	4	4	5	5	5	4	4	3	3	4	4	5	5	5	
11	RQ	F	5	5	5	4	4	5	5	5	5	5	5	5	4	5	4	3	4	4	5	4	4	4	5	5	5	4	4	4	4	4
12	DT	F	4	3	4	4	3	4	4	4	5	5	4	4	3	4	4	4	3	3	3	5	5	4	3	3	3	3	3	3	3	3
13	BK	F	3	4	3	4	3	3	4	4	4	4	3	4	3	3	4	4	4	3	2	4	4	4	4	4	4	3	3	4	3	3
14	Y	F	4	5	4	3	4	4	3	5	4	5	4	4	3	5	4	4	4	4	5	5	5	3	3	3	3	3	4	4	3	3
15	Z	F	4	4	5	4	3	4	4	3	3	4	4	3	4	4	3	4	4	5	5	5	4	3	4	4	4	4	3	4	3	4
16	TP	M	4	3	3	4	4	4	4	5	4	4	3	3	4	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	3	4
17	A	F	4	3	4	5	4	4	3	4	3	3	4	4	4	3	4	4	4	3	3	4	4	3	4	4	4	4	3	4	4	4
18	MR	M	4	4	3	4	3	4	4	3	4	4	3	4	4	4	4	3	3	4	3	4	4	3	4	3	3	4	4	4	3	4
19	MA	M	3	4	4	4	4	3	4	4	3	4	3	4	4	3	4	4	3	4	4	3	4	3	4	4	4	4	4	3	4	4
20	MF	M	3	4	4	3	4	3	4	4	4	4	3	4	3	4	4	4	4	3	3	4	3	4	3	4	4	4	3	4	4	3
21	R	M	4	4	3	4	4	4	3	4	4	4	3	4	4	3	4	4	4	4	3	4	4	3	4	4	4	3	3	4	3	4

22	SN	F	4	4	4	3	3	3	4	4	4	3	3	2	3	2	3	3	4	4	3	5	5	3	3	3	3	4	3	4	3	4
23	LH	M	4	4	4	3	3	3	4	4	4	4	3	3	3	2	5	2	2	3	3	5	4	4	3	4	3	4	4	3	4	3
24	TW	F	3	3	4	3	4	4	3	4	3	4	2	2	3	4	5	4	3	3	3	4	5	3	4	4	3	2	3	3	4	3
25	ZA	F	4	3	4	3	3	3	4	3	3	4	3	3	4	4	3	3	4	3	4	3	4	4	3	3	3	3	3	4	3	4
26	RM	M	4	4	5	4	3	4	4	3	4	5	3	4	3	5	5	4	3	4	4	4	4	3	3	4	3	3	4	5	4	3
27	HA	F	4	4	4	4	3	4	4	4	4	4	4	4	5	2	4	4	4	3	4	5	5	4	4	4	4	5	5	4	4	4
28	MP	F	4	4	4	3	3	3	3	4	3	4	3	3	4	2	3	3	4	3	3	2	4	3	3	3	3	3	3	3	3	3
29	RA	F	4	4	4	4	4	4	4	4	3	3	4	3	4	5	4	4	4	3	3	5	4	3	3	4	3	4	3	4	3	3
30	AF	F	4	3	4	3	4	3	4	3	4	3	3	3	4	4	3	3	4	3	3	4	3	3	4	3	4	3	3	3	3	3
31	IA	F	4	2	4	4	3	4	4	4	4	4	3	4	4	4	4	4	4	3	3	4	4	4	3	4	4	4	4	3	4	3
32	WD	F	3	4	4	4	4	4	4	4	3	3	3	3	4	3	3	4	4	4	3	4	4	4	3	3	4	4	4	4	4	3
33	AN	F	4	4	5	5	4	3	4	5	5	3	4	4	3	4	4	4	4	5	5	5	5	4	5	4	5	3	4	4	5	5
34	DC	F	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	4	5	4	4	4	4	5	4
35	RD	F	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	3	4	4	4	4	4	4	3	4	4	4	3	4	3	4
36	MH	F	4	4	5	4	3	4	5	4	5	5	4	4	4	5	4	3	4	4	4	5	5	4	4	5	5	5	4	4	4	5
37	SA	F	4	4	5	4	4	4	3	3	3	3	4	3	4	4	3	3	4	3	3	5	5	4	3	4	4	4	4	4	4	4
38	HAp	F	3	4	4	4	4	3	3	3	4	5	4	3	3	3	4	3	4	4	5	4	5	4	3	4	4	4	4	4	4	4
39	FA	F	3	4	5	4	5	5	4	4	3	4	4	3	5	4	4	3	4	5	5	4	3	3	4	4	5	3	5	5	5	4
40	TD	F	1	3	2	3	1	2	2	3	2	3	3	2	3	2	3	2	3	2	3	3	2	2	2	3	2	3	2	3	3	3
41	TA	F	4	4	4	3	4	3	4	4	3	3	3	5	3	5	3	3	4	3	3	3	3	3	4	4	3	4	4	4	3	3
42	NA	F	3	4	3	4	4	3	4	4	3	4	5	3	4	4	3	3	2	3	3	5	5	3	3	5	4	4	4	4	4	4
43	IAa	F	4	4	4	4	3	4	3	3	4	3	4	4	3	3	3	3	3	3	3	5	3	3	3	3	5	5	5	5	4	
44	LI	F	3	4	5	4	4	3	5	4	3	4	4	3	4	4	2	3	4	4	4	4	4	3	4	3	4	3	4	3	4	3
45	RA	F	4	3	4	3	4	4	3	3	4	4	3	5	3	4	3	4	3	3	3	3	3	4	3	5	5	4	5	4	4	3
46	RV	F	3	4	4	3	4	3	3	4	4	4	4	4	3	3	4	4	3	3	3	3	5	4	3	4	3	3	5	3	5	3

47	MI	M	3	4	4	4	4	4	4	4	4	5	4	4	4	5	5	5	5	5	5	4	4	4	5	5	5	5	4	4	4	4
48	JK	F	3	3	4	4	4	3	5	3	4	3	4	3	5	4	2	3	4	3	4	5	5	4	3	4	5	3	5	3	3	4
49	BZ	F	3	4	4	4	4	4	4	5	3	4	5	4	4	5	5	4	4	4	4	5	4	4	4	4	3	4	4	4	5	4
50	AA	M	5	4	5	5	5	4	4	3	5	4	3	4	5	2	2	5	4	4	4	1	3	3	2	5	5	5	4	1	5	4
51	MF	M	5	5	5	5	5	4	5	4	4	5	5	1	5	5	2	4	4	3	3	5	2	4	4	5	4	3	3	5	4	3
52	AR	M	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
53	FU	F	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	4	4	4	5	5	5	5
54	AM	M	5	4	5	4	3	3	4	3	4	3	4	2	4	1	3	1	2	4	3	3	2	1	4	4	4	3	3	4	3	4
55	AS	F	4	4	4	3	4	4	4	4	3	3	3	3	3	4	4	4	3	3	3	4	4	4	4	4	3	3	4	4	3	3
56	NI	F	5	4	4	4	4	4	4	4	3	4	3	4	3	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	3
57	SJ	F	4	4	4	5	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	5	4	5	4	4	4	4	5	5	5
58	FU	F	1	2	1	2	1	3	1	1	1	1	1	1	2	3	3	2	2	2	2	2	1	2	2	2	2	2	1	1	2	2
59	OC	F	4	3	4	4	4	4	3	4	4	4	3	3	4	4	4	3	3	4	4	4	5	4	3	4	3	4	4	4	3	4
60	E	F	4	4	3	4	5	5	4	4	5	4	5	4	4	5	4	5	4	5	5	5	5	5	5	5	5	4	4	5	5	
61	SL	F	4	5	4	5	4	3	4	5	5	4	3	4	5	4	3	4	5	5	5	4	5	5	5	5	4	3	4	5	4	4
62	N	M	4	4	4	4	5	5	5	5	4	5	4	5	4	5	5	4	5	4	5	4	4	4	4	3	4	3	4	5	3	3
63	RK	F	4	4	5	5	3	4	3	4	4	3	5	4	4	4	4	3	4	4	4	3	4	4	5	3	3	3	4	4	4	3
64	SM	F	4	4	3	4	4	4	5	5	5	3	4	4	5	4	4	3	4	5	5	4	5	5	4	3	4	5	5	5	5	5
65	RA	M	4	3	4	5	4	3	5	4	4	5	4	4	4	5	4	3	4	4	4	3	4	4	4	5	3	4	4	4	4	4
66	W	M	4	3	4	4	5	4	4	5	4	4	4	4	4	3	4	4	5	4	4	3	4	4	4	3	4	3	3	4	3	4
67	RM	M	4	4	3	5	4	3	4	3	5	3	4	4	5	5	4	4	3	5	4	4	5	4	3	4	5	4	4	4	3	4
68	PA	F	4	5	4	4	5	3	3	3	4	4	4	4	5	5	4	3	5	3	4	5	3	4	5	4	3	4	4	3	3	4
69	MA	M	4	4	4	4	3	4	5	4	5	4	3	4	4	4	4	4	5	4	4	5	5	5	5	5	5	5	4	4	4	4
70	EA	F	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
71	V	F	4	3	4	4	3	5	5	4	4	4	5	5	4	1	4	4	5	4	3	4	4	5	4	4	4	4	4	4	4	4

72	VN	F	4	5	4	4	5	4	4	5	3	5	5	5	4	5	5	5	4	5	3	4	5	5	5	4	5	3	5	5	3	4
73	SL	F	4	4	5	5	4	5	5	3	5	5	4	5	4	5	4	5	5	5	5	3	5	4	5	4	4	3	4	5	3	3
74	JK	F	4	3	4	5	3	4	5	3	3	4	4	4	5	5	5	5	4	5	4	4	4	5	4	5	4	4	4	4	4	
75	TJ	F	4	4	4	4	4	4	3	4	4	4	5	4	4	4	4	4	3	4	4	4	4	3	4	4	4	3	4	3	3	4
76	FE	F	4	3	4	4	3	4	4	4	4	3	4	4	4	4	5	4	4	3	4	5	4	3	3	4	4	4	3	4	3	
77	WF	F	3	4	4	4	5	4	5	4	3	4	4	4	4	5	5	4	4	4	3	3	4	4	5	4	4	4	4	4	5	4
78	HF	M	4	3	4	4	5	5	4	4	4	5	5	5	4	5	4	5	5	4	4	4	4	4	5	4	5	4	5	4	4	4
79	FL	F	4	5	4	5	5	4	5	4	4	4	4	5	5	5	4	4	5	5	4	4	4	4	4	5	5	5	3	3	5	5
80	DA	F	4	4	5	5	4	5	4	5	5	4	4	4	5	5	5	4	4	5	5	4	5	5	5	4	4	4	4	4	5	5
81	NH	F	4	5	4	5	5	5	5	4	4	3	4	4	4	5	5	5	4	4	4	4	5	4	5	5	4	4	3	3	3	4
82	JR	F	4	4	3	5	4	5	3	3	3	4	4	3	4	3	2	2	4	4	5	4	3	3	4	4	3	2	3	3	4	4
83	SN	F	3	4	4	4	4	5	5	5	4	4	4	4	5	4	4	4	5	5	5	4	5	4	4	4	5	4	5	4	4	4
84	YR	F	4	5	5	4	3	4	4	4	5	4	3	3	4	4	3	4	4	5	5	5	4	3	4	4	5	4	4	4	3	5
85	DA	F	3	4	4	5	3	3	4	4	4	3	4	4	4	5	4	3	2	5	2	2	3	2	2	4	3	3	2	5	3	1
86	BT	F	4	4	2	3	4	3	3	4	3	4	3	3	3	4	3	4	3	4	2	3	3	2	2	4	3	2	2	4	2	2



f	SD	2	0	1	0	2	0	1	1	1	1	1	2	0	2	0	1	0	0	0	1	1	1	0	0	0	0	1	2	0	1
	D	1	2	2	1	0	1	1	0	1	0	1	4	1	6	5	4	5	2	4	4	3	4	5	1	2	4	3	0	2	2
	N	17	18	10	16	23	24	17	19	24	20	26	22	20	13	18	23	17	25	29	15	11	22	24	19	25	26	19	19	29	25
	A	60	55	53	49	48	46	46	50	44	51	46	45	47	41	49	47	50	40	34	39	35	43	40	48	37	41	50	48	35	43
	SA	6	11	20	20	13	15	21	16	16	14	12	13	18	24	14	11	14	19	19	27	36	16	17	18	22	15	13	17	20	15
N	Total	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	86	

%	SD	2.3	0.0	1.2	0.0	2.3	0.0	1.2	1.2	1.2	1.2	2.3	0.0	2.3	0.0	1.2	0.0	0.0	0.0	1.2	1.2	1.2	0.0	0.0	0.0	0.0	1.2	2.3	0.0	1.2	
	D	1.2	2.3	2.3	1.2	0.0	1.2	1.2	0.0	1.2	0.0	1.2	4.7	1.2	7.0	5.8	4.7	5.8	2.3	4.7	4.7	3.5	4.7	5.8	1.2	2.3	4.7	3.5	0.0	2.3	2.3
	N	19.7	20.9	11.6	18.6	26.7	27.9	19.8	22.1	27.9	23.3	30.2	25.6	23.3	15.1	20.9	26.7	19.8	29.1	33.7	17.4	12.8	25.6	27.9	22.1	29.1	30.2	22.1	22.1	33.7	29.1
	A	69.8	64.0	61.6	57.0	55.8	53.5	53.5	58.1	51.2	59.3	53.5	52.3	54.7	47.7	57.0	54.7	58.1	46.5	39.5	45.3	40.7	50.0	46.5	55.8	43.0	47.7	58.1	55.8	40.7	50.0
	SA	7.0	12.8	23.3	23.3	15.1	17.4	24.4	18.6	18.6	16.3	14.0	15.1	20.9	27.9	16.3	12.8	16.3	22.1	22.1	31.4	41.9	18.6	19.8	20.9	25.6	17.4	15.1	19.8	23.3	17.4

Example of data calculation:

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

$$P = \frac{2}{86} \times 100\% = 2.3\%$$

Appendix 4 Results of a questionnaire on students' difficulties in writing a thesis based on psychological factors

Sub-factors	No.	Statements	SD	D	N	A	SA
Self-esteem	1	I have chosen my thesis topic independently from careful consideration and an in-depth understanding of the research area I am interested in.	2.3%	1.2%	19.7%	69.8%	7%
	2	I have carried out the process of determining the thesis title by considering an understanding of the topic's essence and relevance.	0	2.3%	20.9%	64%	12.8%
	3	My knowledge and background of the thesis topic significantly impacted my understanding and proficiency in conducting this research.	1.2%	2.3%	11.6%	61.6%	23.3%
	4	In the process of writing this thesis, I carried out in-depth analysis and creativity in identifying and formulating problems, intending to determine the topic's relevance to existing issues.	0	1.2%	18.6%	57%	23.3%
	5	My thesis reflects a deep understanding of the benefits and relevance of research to a broader field of study through a thorough process of identifying the purpose of the thesis.	2.3%	0	26.7%	55.8%	15.1%
	6	I can identify and integrate relevant sources well in the literature review search process. This results in a solid theoretical foundation for this research.	0	1.2%	27.9%	53.5%	17.4%

	7	In writing this thesis, I have chosen a research method with careful consideration of the suitability of the process to the research objectives and my ability to implement it.	1.2%	1.2%	19.8%	53.5%	24.4%
	8	In this thesis, I reflect on my ability to plan and implement effective data collection methods. As a result, the data obtained is of high quality and can be used for in-depth analysis.	1.2%	0	22.1%	58.1%	18.6%
	9	In writing this thesis's findings, my ability to organize and present data clearly and structure was well-reflected. It provides a deep understanding of the research results.	1.2%	1.2%	27.9%	51.2%	18.6%
	10	While writing this thesis, I demonstrated a high dedication to delivering quality research. It is done in a logical, coherent, and persuasive manner.	1.2%	0	23.3%	59.3%	16.3%
Inhibition	11	In the thesis writing process, my ability to integrate various ideas and thoughts creatively and effectively was reflected in my thinking process. It contributes to enriching the research content.	1.2%	1.2%	30.2%	53.5%	14%
	12	How I manage finances during thesis writing reflects my ability to allocate resources to support the smoothness and quality of this research.	2.3%	4.7%	25.6%	52.3%	15.1%
Risk-taking	13	My confidence in writing a thesis reflects my	0	1.2%	23.3%	54.7%	20.9%

		determination to contribute meaningfully to this research.						
Anxiety	14	The anxiety I felt when writing my thesis was a positive impulse that pushed me to improve myself and achieve the best results.	2.3%	7%	15.1%	47.7%	27.9%	
Empathy	15	My awareness of current issues related to writing my thesis reflects my commitment to ensuring that the research I conduct is relevant and contributes to recent developments in my field of study.	0	5.8%	20.9%	57%	16.3%	
	16	My understanding of several problems that emerged during the thesis writing process reflects my ability to overcome these obstacles creatively and effectively.	1.2%	4.7%	26.7%	54.7%	12.8%	
Extroversion and Introversion	17	My critical view of several issues in the thesis writing process reflects my efforts to improve the quality of the research and a deeper understanding of the material.	0	5.8%	19.8%	58.1%	16.3%	
Motivation	18	My intrinsic motivation in completing my thesis reflects a deep enthusiasm for my research topic and a desire to contribute to scientific understanding in this field.	0	2.3%	29.1%	46.5%	22.1%	
	19	My extrinsic motivation in completing my thesis reflects a sense of responsibility and encouragement from external factors, which helped me maintain my commitment to conducting this research well.	0	4.7%	33.7%	39.5%	22.1%	

Appendix 5 Results of a questionnaire on students' difficulties in writing a thesis based on sociocultural factors

Sub-factors	No.	Statement	SD	D	N	A	SA
The social distance among undergraduate students	20	Discussing the thesis writing process with undergraduate students helps me understand new perspectives and positively contributes to developing their understanding of the research topic.	1.2%	4.7%	17.4%	45.3%	31.4%
The social distance between undergraduate students and their supervisors	21	Discussions with supervisors in the thesis writing process open up opportunities to gain in-depth views and valuable guidance, which contribute significantly to the quality of research results.	1.2%	3.5%	12.8%	40.7%	41.9%
The culture in the language classroom of the undergraduate students	22	My understanding of the university's standard culture of thesis writing format reflects my commitment to complying with academic guidelines and producing scientific work that meets established standards.	1.2%	4.7%	25.6%	50%	18.6%
The communicative competence	23	My understanding of lexical terms and appropriate linguistic units in thesis writing reflects my efforts to convey messages clearly and effectively, ensuring that my language supports proper communication in a scientific context.	0	5.8%	27.9%	46.5%	19.8%
	24	My ability to connect each sentence in my	0	1.2%	22.1%	55.8%	20.9%

thesis writing reflects my commitment to producing a coherent and meaningful manuscript so that readers can easily follow the flow of my thoughts.

25	My understanding of the role of social context in thesis writing studies reflects my awareness of the influence of social factors in the research process, which helps me to interpret the findings in more depth.	0	2.3%	29.1%	43%	25.6%
----	--	---	------	-------	-----	-------

26	Using an appropriate speaking style in writing my thesis reflects my efforts to maintain effective communication with readers so that the message conveyed can be understood well and have a significant impact.	0	4.7%	30.2%	47.7%	17.4%
----	--	---	------	-------	-------	-------



Appendix 6 Results of a questionnaire on students' difficulties in writing a thesis based on linguistic factors

Sub-factors	No.	Statement	SD	D	N	A	SA
Domain error analysis	27	My efforts to minimize grammatical errors in thesis writing reflect my commitment to conveying the message clearly and professionally, strengthening the research's substance.	1.2%	3.5%	22.1%	58.1%	15.1%
	28	My ability to reassemble sentences from sources in writing my thesis reflects my efforts to integrate literature to create a smooth and cohesive narrative flow in my research.	2.3%	0	22.1%	55.8%	19.8%
Extent error analysis	29	My understanding of the grammar that should be deleted, replaced, added and transposed in writing a thesis reflects my ability to produce quality text that is easy for readers to understand.	0	2.3%	33.7%	40.7%	23.3%
	30	The choice of linguistic units in writing a thesis reflects my understanding of the need for effective text organization and my ability to maintain a smooth flow of thought by deleting, replacing, adding and changing the order.	1.2%	2.3%	29.1%	50%	17.4%

Appendix 7 Interview Transcript

Transcription codes

No	Code	Meaning
1.	Q	Question
2.	Ln	Line
3.	Std	Student

Psychological factors	Q1: Anxiety
	Q2: Motivation
Sociocultural factors	Q3: Social support from Friends and Supervisors in the Thesis Writing Process
Linguistic factors	Q4: Domain error analysis
	Q5: Extent error analysis
Interviewer (Q1)	How did you feel when you started writing your thesis?
Student 1 (Std1)	Initially, I felt confused and less motivated to do it, especially when looking for a suitable journal and paraphrasing. I am having difficulty finding journals that are relevant to my research. <i>(Ln.1)</i>
Student 2 (Std2)	When I started working on my thesis, I felt afraid and worried that I would not be able to complete the thesis. <i>(Ln.2)</i>
Student 3 (Std3)	Initially, I felt anxious because I didn't have clear guidance, especially during the online Program Kampus Mengajar. Lecturers only provided templates and directions, causing confusion among me and my friends. <i>(Ln. 3)</i>

- Student 4 (Std4) Initially, I felt somewhere between enthusiastic and a little anxious. Excited because the topic is interesting, but anxious because I won't be able to finish it. *(Ln.4)*
- Student 5 (Std5) Initially, I felt enthusiastic and motivated to explore my chosen topic. But, of course, there are moments when deadlines are approaching that make me feel stressed. Overall, I stay focused on the goal and the result. *(Ln.5)*
- Student 6 (Std6) Initially, of course, there were mixed feelings. I felt enthusiastic about exploring my chosen topic but worried about whether I could finish it well. A particular moment that motivates me is finding literature supporting my ideas. *(Ln.6)*
- Interviewer (Q2) How do you manage your self-motivation to complete the thesis?**
- Student 1 (Std1) My motivation comes from within me, specifically, the desire to quickly graduate within 3.5 years and prove my abilities to my father. *(Ln.7)*
- Student 2 (Std2) I often take short breaks, such as playing online games or looking for inspiration. And I always keep my end goal in mind. Giving yourself small rewards after achieving specific goals also helps. *(Ln.8)*
- Student 3 (Std3) I put my supervisor's photo on my laptop as motivation. This helps me stay focused on the goal and reminds me of the responsibilities I have to complete. *(Ln.9)*
- Student 4 (Std4) I focus on the end goal and always find interesting aspects of my research. It helps me stay motivated. *(Ln.10)*
- Student 5 (Std5) I maintain motivation by setting daily or weekly goals, giving myself small rewards every time I reach a target, and staying connected with friends going through the same process. *(Ln.11)*
- Student 6 (Std6) I often set small goals and celebrate these achievements. Apart from that, I also sometimes discuss with friends who have

similar projects, which also helps maintain enthusiasm because we support and motivate each other. *(Ln.12)*

Interviewer (Q3) How has social support, such as your friends or supervisors, influenced your thesis writing process?

Student 1 (Std1) There is support from both. My friends invited me to work on my thesis together. At the same time, my supervisor monitored my thesis writing process by providing weekly guidance so that I could focus on working on my thesis. *(Ln.13)*

Student 2 (Std2) Social support influenced my thesis writing process, such as discussions with friends and lecturer guidance, which helped me get new perspectives and valuable directions in completing my thesis. *(Ln.14)*

Student 3 (Std3) Friends are not too influential; however, from the start, my supervisor gave them freedom without clear guidance. This made me feel disengaged and confused, especially when there were many revisions in chapter 3. The lecturer only gave general instructions without concrete guidance. *(Ln.15)*

Student 4 (Std4) Very large. Discussions with friends provide new perspectives, and lecturer guidance helps overcome obstacles that arise. *(Ln.16)*

Student 5 (Std5) Yes, there was an influence because discussions with friends helped me gain new perspectives, and my superior's approval provided invaluable direction to improve my research. *(Ln.17)*

Student 6 (Std6) Social support is critical. My friends in our study group provide each other with moral support and share information resources. Supervisors also help by providing valuable insights and guidance to find the right research direction. *(Ln.18)*

Interviewer (Q4) Did you struggle with grammar, sentence structure, or vocabulary when writing your thesis?

Student 1 (Std1) The lecturer suggested using Quillbot, but I still had difficulty because I had to translate first before paraphrasing. *(Ln.19)*

Student 2 (Std2) Sometimes, I have difficulty finding the right words. *(Ln.20)*

Student 3 (Std3) There are difficulties, especially in grammar, vocabulary, and sentence structure. *(Ln.21)*

Student 4 (Std4) Sometimes, I have difficulty with sentence structure. *(Ln.22)*

Student 5 (Std5) Yes, sometimes I find it difficult with grammar. *(Ln.23)*

Student 6 (Std6) I experienced some difficulties, especially in grammar. *(Ln.24)*

Interviewer (Q5) How would you overcome any linguistic difficulties in your thesis?

Student 1 (Std1) I think consistently allocating at least one hour daily to work on your thesis is an effective strategy. Before the proposal seminar, I once used AI, such as GPT chat, but no longer because sentences become unstructured. Now, I compose my sentences or paraphrase from the journal. *(Ln.25)*

Student 2 (Std2) I usually recheck my writing and ask for input from friends. I also use applications such as Google Translate or Quillbot to help overcome these difficulties. *(Ln.26)*

Student 3 (Std3) I use Quillbot, but it's still difficult because I have to translate first before paraphrasing. Sometimes I also use Google Translate, then move the text to Grammarly for checking and paraphrasing. *(Ln.27)*

Student 4 (Std4) I revise my writing repeatedly using applications like Quillbot or Grammarly to make sure what I mean in my thesis is clear. Apart from that, I read a lot of references and asked for input from friends. *(Ln.28)*

- Student 5 (Std5) I use online resources, such as grammar checkers, and ask friends to provide feedback on my writing. *(Ln.29)*
- Student 6 (Std6) I use grammar-checking apps like Grammarly and also ask friends to provide feedback and constructive feedback helps improve. *(Ln.30)*

