

## STUDENTS' DIFFICULTIES IN FINISHING A THESIS OF ENGLISH STUDY PROGRAM AT MUHAMMADIYAH UNIVERSITY OF TANGERANG

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### ABSTRACT

This study aims to determine the difficulties faced by students of Muhammadiyah University of Tangerang English Education Study Program in conducting research and writing thesis as their final project in the University. This type of research is descriptive research. The subjects of this study were undergraduate students of the English education study program who were undergraduate thesis guidance in 2020. Data collection in this study used questionnaires. The questionnaire is given to students who are writing their thesis. Data were analyzed using percentage techniques which were further described. The results of the study generally show that there are various factors of difficulties faced by students in conducting research and writing it into thesis, both psychological factors and sociocultural factors. Psychological factors are caused by challenges of adapting research topics to the current situation, lack of understanding of research methods and academic writing styles and lack of motivation. In sociocultural factors, student difficulties are dominated by social factors from their friends, parents and supervisors.

**Key words: Difficulty, Thesis,**

### INTRODUCTION

Academic writing is one of the major activities in universities. Academic writing is a written work that has been identified within the fields of science, education, and art. Scientific works are written according with scientific methods and follow scientific guidelines or conventions which have been agreed upon or set up through a higher education institution. One type of scientific writing produced by university students is a thesis, in addition to a thesis and a dissertation. Every student who will complete his research, either on the bachelor's diploma (S1) or postgraduate (S2), is required to finish one educational work.

The thesis is a scientific essay that needs to be written by college students as part of the final requirements of their instructional education. In line with Hasan (in Fatma, 2013:161) the thesis is a systematic work written by undergraduate college students at the end of their studies based totally on the effects of studies, or literature review, or the development of a problem that is achieved carefully. Writing a thesis for some college students is a frightening thing that unavoidably should be executed because for some university students writing a thesis is considered a totally hard task

Rismen (2015) stated writing thesis is the final project that students must complete in the undergraduate program at university. However, quite a few students

have problems finishing writing a thesis that is characterized by the duration of the guidance they've traveled. He completed research geared toward describing the kind of problems experienced by university students in completing the thesis with the aid of analyzing the effectiveness of the guidance furnished through the mentor lecturers.

## **THEORETICAL FRAMEWORK**

### **The Problem in Writing Thesis**

In writing a thesis, many undergraduate students have some varying factors of the difficulties they face. The ideas, structure, lack of vocabulary, and rewriting or paraphrase are some examples of the difficulties in writing thesis that the students commonly face. However, there is yet further research about other factors of acquiring a second language as the basic factors to be analyzed by researchers. For second language learners in specific, the factors of the difficulties in acquiring a second language may also make them difficult to write a thesis. Thus, in this research, the factors to be underlined are the factors raised by Brown (2007:86-278) as explained as follows:

### **Psychological factors**

The factors related to the writer's internal factors that can also be known as the psychological factors. Brown (2007:153) believes that the psychological factors of students can be identified from the affective factors of the students. Further, Brown (2007:154-174) explains that the affective factors -which becomes the psychological factors that will affect the undergraduate students in order to create a good thesis writing- are (1) Self-Esteem; (2) attribution theory and self-efficacy; (3) Willingness to communicate; (4) Inhibition; (5) Risk Taking; (6) Anxiety; (7) Empathy; (8) Extroversion; (9) Motivation. However this research will be focused on only three factors of psychological aspects such as self-esteem, anxiety and also motivation. All of the psychological factors mentioned by Brown (2007:152-174) will affect the decision of a learner to create the objective of a research, the data for the research, findings of the research, and the whole research based on the proved ratio.

### **Sociocultural Factor**

Since language cannot be separated away from the culture, it is also important to analyze the difficulties in writing a thesis through the eyes of sociocultural factors. As Brown (2007:189) claims that culture becomes strongly important in the learning of a second language. Therefore, the focus factor on sociocultural factors that will be arisen in this study of the difficulties in writing thesis are bold in three aspects, such as (1) the social distance among each undergraduate students, and the relationship between undergraduate students and their tutor.; (2) the culture in the language classroom of the undergraduate students, and; (3) the communicative competence among each undergraduate students, and their tutor.

## **RESEARCH METHODOLOGY**

This research used descriptive qualitative design. This design was intended to describe phenomena or problems in writing an English thesis. Related to the statement, the researcher described the students' analysis problems faced and factors that cause students' writing thesis based on questionnaire results by the students. Study population was undergraduate theses students and students who had not completed thesis within the last 2 years. The sample in this research was 10 Number

of students. In this research the sample was used purposive sampling technique because the sample are classified as involved in the process of activities that would be examined by researchers.

Data collection in this study used questionnaires. The questionnaire is a written question that is used to get information from respondents about them or something that they know (Krosnick, 2018). The questionnaire format for this research was close-ended. This means that the respondent answered the question based on the answers provided by the researcher. The questionnaire used to know the research questions, the researchers decided to use a closed-ended questionnaire designed by the Likert scale. As mentioned by Mclaud that likert scale (typically) provides five possible answers to a statement or question that allows respondents to indicate their positive-to-negative strength of agreement or strength of feeling regarding the question or statement. Respondents are asked to indicate their level of agreement with a particular statement using an ordinal scale. This study primarily measured perceptions obtained from questionnaires given to students. Therefore, the researcher used a Likert scale to describe the results of a questionnaire in which he offered five options as alternative answers. They are:

STS : Sangat Tidak Setuju (Strongly Disagree : 1)

TS : Setuju (Disagree : 2)

N : Netral (U : 3)

S : Tidak Setuju (Agree : 4)

SS : Sangat Setuju (Strongly agree :5 )

To analyze the data the researcher used Tabulating to arrange for processing data, also for getting the data better for systematic process and making percentage. Then, the researcher also calculated total number and percentage of each student's perception based on the result of questionnaire given to them, by using the formula:

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

P= Percentage

F = Frequenscy

N = Number of sample

## RESEARCH FINDING AND DISCUSSION

### 1. Research Finding

As stated in chapter three the instrument of this research is questionnaire . Through that instrument the researcher got the answer of the research problems – what is the problems faced by students' in finishing their thesis.

#### 1. Self- esteem.

In this section the researcher showed the result based on the questionnaire that refers to Self-Esteem which covers 6 points below:

1. I have choosen an interesting title on writing thesis
2. I don't know how to write a good thesis
3. I have formulated good research objective
4. I have difficulty in writing the research background

5. I have difficulty to draw a conceptual framework in research
6. I have understood what research design will be used

Table 1: Frequency distribution of statements of Self-esteem on the problems during thesis works by undergraduate students (n=10).

No	Statements	1	2	3	4	5
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
1	I have chosen an interesting title on writing thesis	4 (40%)	3 (30%)	1 (10%)	2 (20%)	0 (0%)
2	I know how to write a good thesis	6 (60%)	2 (20%)	1 (10%)	1 (10%)	0 (0%)
3	I have formulated good research objective	2 (20%)	6 (60%)	2 (20%)	0 (0%)	0 (0%)
4	I have difficulty in writing the research background	5 (50%)	4 (40%)	0 (0%)	1 (10%)	0 (0%)
5	I have difficulty to draw a conceptual framework in research	4 (40%)	5 (50%)	1 (10%)	0 (0%)	0 (0%)
6	I have understood what research design will be used	4 (40%)	4 (40%)	1 (10%)	1 (10%)	0 (0%)
<b>Total (mean)</b>		<b>4.1 (41%)</b>	<b>4 (40%)</b>	<b>1 (10%)</b>	<b>0.8 (8%)</b>	<b>0 (0%)</b>

Tabel 1 showed that out of 10 students 8 (80%) disagreed with the statements about self-esteem with the details as follows: Statement 1 showed 4 (40%) students strongly disagreed and 3 (30%) students disagreed. Therefore, the researcher concluded that most students in University Muhammadiyah of Tangerang disagreed if they had chosen an interesting title for writing their thesis. In sentence 2 display 6 (60%) students strongly disagree and 2 (20%) students disagree. Therefore, the researcher concluded most of the students agreed that they do not know how to write a good thesis. In sentence 3 display 2 (20%) students strongly disagree and 6 (60%) students disagree. Therefore, the researcher concluded most students agreed that they can not formulate good research objectives. In sentence 4 display 5 (50%) students strongly disagree and 4 (40%) students disagree. Therefore, the researcher concluded

most students agreed that they have difficulty in writing the research background. In sentence 5 display 4 (40%) students strongly disagree and 5 (50%) students disagree. Therefore, the researcher concluded most students agreed that they have difficulty to draw a conceptual framework in research. In sentence 6 display 4 (40%) students strongly disagree and 4(40%) students disagree. Therefore, the researcher concluded most students agreed that they have not understood what research design will be used.

## 2. Anxiety

In this section the researcher showed the result based on the questionnaire that refers to Anxiety which covers 6 points below:

7. I am very happy when I come to go guidance
8. After being criticized by the supervisor, I immediately made a revision
9. I always try to find new references when I have difficulties
10. I always be confident when I make many mistakes while writing thesis
11. I spend many times for trying when I have trouble in writing
12. I felt that writing a thesis will not take a long time which hinders the study completion.

Table 2: Frequency distribution of statements of Anxiety on the problems during thesis works by undergraduate students (n=10).

No	Statements	1	2	3	4	5
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
7	I am very happy when I come to go guidance	2 (20%)	6 (60%)	1 (10%)	1 (10%)	0 (0%)
8	After being criticized by the supervisor, I immediately made a revision	5 (50%)	4 (20%)	1 (10%)	0 (0%)	0 (0%)
9	I always try to find new references when I have difficulties	4 (40%)	5 (50%)	0 (0%)	1 (10%)	0 (0%)
10	I always be confident when I make many mistakes while writing thesis	5 (50%)	4 (40%)	0 (0%)	1 (10%)	0 (0%)
11	I spend many times for	4 (40%)	5 (50%)	1 (10%)	0 (0%)	0 (0%)

	trying when I have trouble in writing					
12	I felt that writing a thesis will not take a long time which hinders the study completion.	2 (40%)	4 (40%)	3 (30%)	1 (10%)	0 (0%)
<b>Total (mean)</b>		<b>3.6 (36%)</b>	<b>4.6 (46%)</b>	<b>1 (10%)</b>	<b>0.6 (6%)</b>	<b>0 (0%)</b>

Tabel 2 showed that out of 10 students 8.2 (82%) disagreed with the statements about anxiety with the details as follows: Statement 7 showed 2 (20%) students strongly disagreed and 6 (60%) students disagreed. Therefore, the researcher concluded that most students in University Muhammadiyah of Tangerang disagreed if they are very happy when they come to go guidance. In sentence 8 display 5 (50%) students strongly disagree and 4 (40%) students disagree. Therefore, the researcher concluded most of the students agreed that after being criticized by the supervisor, they immediately did not make a revision. In sentence 9 display 4 (40%) students strongly disagree and 5 (50%) students disagree. Therefore, the researcher concluded most students disagreed that they always try to find new references when they have difficulties. In sentence 10 display 5 (50%) students strongly disagree and 4 (40%) students disagree. Therefore, the researcher concluded most students agreed that they are afraid when they make many mistakes while writing thesis. In sentence 11 display 4 (40%) students strongly disagree and 5 (50%) students disagree. Therefore, the researcher concluded most students disagreed that they spend many times for trying when they have trouble in writing. In sentence 12 display 2 (20%) students strongly disagree and 4(40%) students disagree. Therefore, the researcher concluded most students disagreed that they felt that writing a thesis will not take a long time which hinders the study completion.

### 3. Motivation

In this section the researcher showed the result based on the questionnaire that refers to Motivation which covers 6 points below:

13. I am very excited when it comes to guidance
14. I have strong motivation as long writing thesis process
15. My parents always support on me
16. My parents always insisted on graduation
17. The supervisor always be patient in guiling their students
18. I spend a lot of time studying with my friends

Table 3: Frequency distribution of statements of Motivation on the problems during thesis works by undergraduate students (n=10).

No	Statements	1	2	3	4	5
		Strongly disagree	Disagree	Neither agree nor	Agree	Strongly agree

				<b>disagree</b>		
		<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>	<b>f (%)</b>
13	I am very excited when it comes to guidance	2 (20%)	6 (60%)	1 (10%)	1 (10%)	0 (0%)
14	I have strong motivation as long writing thesis process	6 (60%)	2 (20%)	1 (10%)	1 (10%)	0 (0%)
15	My parents always support on me	3 (30%)	3 (30%)	2 (20%)	2 (20%)	0 (0%)
16	My parents always insisted on graduation	5 (50%)	4 (40%)	0 (0%)	1 (10%)	0 (0%)
17	The supervisor always be patient in guiling their students	4 (40%)	5 (50%)	1 (10%)	0 (0%)	0 (0%)
18	I spend a lot of time studying with my friends	4 (40%)	5 (50%)	1 (10%)	0 (0%)	0 (0%)
<b>Total (mean)</b>		<b>4 (40%)</b>	<b>4.1 (41%)</b>	<b>1 (10%)</b>	<b>0.8 (8%)</b>	<b>0 (0%)</b>

Tabel 3 showed that out of 10 students 8.1 (81%) disagreed with the statements about motivation with the details as follows: Statement 13 showed 2 (20%) students strongly disagreed and 6 (60%) students disagreed. Therefore, the researcher concluded that most students in University Muhammadiyah of Tangerang disagreed if they had motivation when it comes to guidances. In sentence 14 display 6 (60%) students strongly disagree and 2 (20%) students disagree. Therefore, the researcher concluded most of the students agreed that they do not have strong motivation as long writing thesis process . In sentence 15 display 3 (30%) students strongly disagree and 3 (30%) students disagree. Therefore, the researcher concluded most students agreed that their parents do not always support on them. In sentence 16 display 5 (50%) students strongly disagree and 4 (40%) students disagree. Therefore, the researcher concluded most students disagreed that their parents always insist on graduation. In sentence 17 display 4 (40%) students strongly disagree and 5 (50%) students disagree. Therefore, the researcher concluded most students disagreed that they their supervisor always be patient in guiling their students. In sentence 18 display 4 (40%) students strongly disagree and 4(40%) students disagree. Therefore, the researcher concluded most students disagreed that they spend a lot of time studying with friends

#### **4. The social distance among each undergraduate students, and the relationship between undergraduate students and their tutor**

In this section the researcher showed the result based on the questionnaire that refers to the social distance among each undergraduate students, and the relationship between undergraduate students and their tutor which covers 4 points below:

19. My friends always give a positive advice
20. I waste many time studying with my friends
21. My friends and family always support me in process of writing proposal
22. When I have trouble my friends always help me



Table 4: Frequency distribution of statements of the social distance among each undergraduate students, and the relationship between undergraduate students and their tutor on the problems during thesis works by undergraduate students (n=10).

No	Statements	1	2	3	4	5
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
19	My friends always give a positive advice	3 (30%)	6 (60%)	1 (10%)	0 (0%)	0 (0%)
20	I waste many time studying with my friends	5 (50%)	3 (30%)	1 (10%)	1 (10%)	0 (0%)
21	My friends and family always support me in process of writing proposal	2 (20%)	6 (60%)	2 (20%)	0 (0%)	0 (0%)
22	When I have trouble my friends always help me	5 (50%)	5 (50%)	0 (0%)	0 (0%)	0 (0%)
<b>Total (mean)</b>		<b>3.7 (37%)</b>	<b>5 (50%)</b>	<b>1 (10%)</b>	<b>0.2 (2%)</b>	<b>0 (0%)</b>

Tabel 4 showed that out of 10 students 8.7 (87%) disagreed with the statements about the social distance among each undergraduate students, and the relationship between undergraduate students and their tutor with the details as follows: Statement 19 showed 3 (30%) students strongly disagreed and 6 (60%) students disagreed. Therefore, the researcher concluded that most students in University Muhammadiyah of Tangerang disagreed if their friends always give a positive advice. In sentence 20 display 5 (50%) students strongly disagree and 3 (30%) students disagree. Therefore, the researcher concluded most of the students disagreed that they waste many time studying with friends. In sentence 21 display 2 (20%) students strongly disagree and 6 (60%) students disagree. Therefore, the researcher concluded most students agreed that their friends and family always support in process of writing proposal. In sentence 22 display 5 (50%) students strongly disagree and 5 (50%) students disagree. Therefore, the researcher concluded most students disagreed that their friends always help them when in trouble.

## 5. The culture in the language classroom of the undergraduate students

In this section the researcher showed the result based on the questionnaire that refers to the culture in the language classroom of the undergraduate students which covers 2 points below:

23. I love to study research methodology subject
24. I would prefer to study in the classroom rather than outside the class

Table 5: Frequency distribution of statements of the culture in the language classroom of the undergraduate students on the problems during thesis works by undergraduate students (n=10).

No	Statements	1	2	3	4	5
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
23	I love to study research methodology subject	4 (40%)	5 (50%)	1 (10%)	0 (0%)	0 (0%)
24	I would prefer to study in the classroom rather than outside the class	2(20%)	3 (30%)	3 (30%)	2 (20%)	0 (0%)
<b>Total (mean)</b>		<b>3 (30%)</b>	<b>4 (40%)</b>	<b>2 (20%)</b>	<b>1 (10%)</b>	<b>0 (0%)</b>

Tabel 5 showed that out of 10 students 7 (70%) disagreed with the statements about self-esteem with the details as follows: Statement 23 showed 4 (40%) students strongly disagreed and 5 (50%) students disagreed. Therefore, the researcher concluded that most students in University Muhammadiyah of Tangerang disagreed if they love to study research methodology subject. In sentence 24 display 2 (20%) students strongly disagree and 3 (30%) students disagree. Therefore, the researcher concluded most of the students agreed that they would prefer to study in the classroom rather than outside the class.

## 6. The communicative competence among each undergraduate students and their tutor.

In this section the researcher showed the result based on the questionnaire that refers to the communicative competence among each undergraduate students and their tutor which covers 6 points below:

25. The supervisor always open mind to receiving complaint from the students
26. The supervisor is easy to find
27. The supervisor is giving explanation that easy to understand
28. The supervisor always be on time for the guidance
29. The supervisor make easy the students for Guidance
30. The supervisor is not act at will.

Table 6: Frequency distribution of statements of the communicative competence among each undergraduate students and their tutor on the problems during thesis works by undergraduate students (n=10).

No	Statements	1	2	3	4	5
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		f (%)	f (%)	f (%)	f (%)	f (%)
25	The supervisor always open mind to receiving complaint from the students	4 (40%)	4 (40%)	1 (10%)	1 (10%)	0 (0%)
26	The supervisor is easy to find	6 (60%)	4 (20%)	0 (0%)	0 (0%)	0 (0%)
27	The supervisor is giving explanation that easy to understand	3 (30%)	4 (40%)	2 (20%)	1 (10%)	0 (0%)
28	The supervisor always be on time for the guidance	5 (50%)	4 (40%)	0 (0%)	1 (10%)	0 (0%)
29	The supervisor make easy the students for Guidance	4 (40%)	4 (40%)	2 (20%)	0 (0%)	0 (0%)
30	The supervisor is not act at will.	5 (50%)	4 (40%)	0 (0%)	1 (10%)	0 (0%)
<b>Total (mean)</b>		<b>4.1 (41%)</b>	<b>4 (40%)</b>	<b>1 (10%)</b>	<b>0.8 (8%)</b>	<b>0 (0%)</b>

Tabel 6 showed that out of 10 students 8 (80%) disagreed with the statements about self-esteem with the details as follows: Statement 25 showed 4 (40%) students strongly disagreed and 4 (40%) students disagreed. Therefore, the researcher concluded that most students in University Muhammadiyah of Tangerang disagreed if their supervisors always open mind to receiving complaint from the students. In sentence Statement 26 showed 6 (60%) students strongly disagreed and 4 (40%) students disagreed. Therefore, the researcher concluded that most students in University Muhammadiyah of Tangerang disagreed if their supervisor is easy to find. In sentence 27 display 3 (30%) students strongly disagree and 4 (40%) students disagree. Therefore, the researcher concluded most students disagreed their supervisor is giving explanation that easy to understand. In sentence 28 display 5 (50%) students strongly disagree and 4 (40%) students disagree. Therefore, the

researcher concluded most students disagreed that their supervisor always be on time for the guidance. In sentence 29 display 4 (40%) students strongly disagree and 4 (40%) students disagree. Therefore, the researcher concluded most students agreed that their supervisor did not make easy the students for Guidance. In sentence 30 display 5 (50%) students strongly disagree and 4(40%) students disagree. Therefore, the researcher concluded most students agreed that their supervisor is act at will

## **2. Discussion**

From the description mainly about the main problem, The researchers would like to address the statement of the problem in this research and what was discovered in the findings of this research based on the analysis in the findings above of the data found in this research. In this study, it was discovered that the students' issues with low self-esteem, lack of motivation, and anxiety were caused by external factors, while the students' issues with social distance from society and their supervisor were caused by external factors such as psychological and sociocultural factors. The psychological component included self-worth, drive, and anxiety, while the sociocultural component included social distance between students and society as well as social distance.

### **Self -Esteem**

Based on the result of the finding above, the researcher found some problems cited to the Self-Esteem related to thesis writing. First was a lack of basic knowledge about writing thesis as one of the biggest problems of the students in Muhammadiyah University of Tangerang for example ; they do not know how to write a good thesis

### **Anxiety**

Anxiety was the intense or excessive persistent fear associated with everyday situations. Anxiety could be normal inn stressful situation such as speaking in public or taking a test. In this case the anxiety referred was related to the writing thesis process itself. Based on the result of the research in Muhammadiyah University of Tangerang indicated students anxiety levels was very influential om completion their study especially in writing thesis. One of the big anxiety that students faced in the guiding process was they felt anxiety when they comes to guidance because they afraid to made a much mistakes in writing thesis, another problems refers to anxiety was the students very anxious the writing thesis process took a long time so that would hinder the students completion study in University.

### **Motivation**

Based on the result of this research there were 60% students agree if their strong motivation was their parents, beside that the supervisor also could be separated from the writing thesis process because they were guiding the students to finished their thesis writing. They need to be supported by their friends, parents and supervisors.

### **The social distance among each undergraduate students, and the relationship between undergraduate students and their tutor.**

Communication with friends, family, and the community around the students was crucial during the thesis writing process. The students benefited much from

communication, including inspiration, information, and knowledge exchange with society, which allowed them to learn things they had never known before. Communication with friends was crucial during the thesis writing process because even students encounter challenges, which friends can assist in resolving. The researcher measured the social distance between each undergraduate student as a result of those causes.

### **The culture in the language classroom of the undergraduate students**

The culture in the language classroom of the undergraduate students can be next issue in finishing thesis, the culture becomes strongly important in the learning of a second language. Therefore, the focus factor on sociocultural factors that will be arisen in this study of the difficulties in writing thesis, it is the culture in the language classroom of the undergraduate students.

### **The communicative competence among each undergraduate students, and their tutor.**

The social distance between the students and the supervisor was the next issue that students ran into when writing theses. Most students concur that their supervisor did not make it easy for them to guide themselves. According to the findings of this study conducted at Muhammadiyah University of Tangerang, a social gap between the students and the supervisor became a significant obstacle for students to overcome when writing their theses, which was one of the contributing factors. First, the majority of students claimed that it was difficult to locate the supervisor during the interview process.

### **CONCLUSION AND SUGGESTION**

The researchers made conclusions from the result of the research as follows : There are also several factors of students' difficulties in writing and finishing a thesis, both psychological and Sociocultural factors. They are: 1) Self - esteem, for example, most students have a lack of basic knowledge about writing thesis, they did not know how to write good thesis. 2) Anxiety, for example lecturers are difficult to contact, lecturers reply to old messages for a long time, or do not reply to messages. 3) Most of students have problems with motivation, They need to be supported by their friends, parents and supervisors. 4) The social distance among each undergraduate students, and the relationship between undergraduate students and their tutor. Communication with friends, family, and the community around the students was crucial during the thesis writing process. 5) The culture in the language classroom of the undergraduate students. the focus factor on sociocultural factors that will be arisen in this study of the difficulties in writing thesis, it is the culture in the language classroom of the undergraduate students. 6) The communicative competence among each undergraduate students, and their tutor. The findings of this study conducted at Muhammadiyah University of Tangerang, a social gap between the students and the supervisor became a significant obstacle for students to overcome when writing their theses

Finally, the researchers hope this research will be useful for the test takers, teachers. It is very necessary to give some valuable information for students who will finish the thesis. In addition, the research results are expected to be input, information and reference to the English Education Study Program of Muhammadiyah University

of Tangerang so that the factors of student difficulties in completing their thesis can be overcome. The last one, the researchers suggest to the next researchers when they want to conduct the same discussion about the same issue. It is better for them to expand the research into the cause of the problems.

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