

**PSYCHOLOGICAL FACTORS AFFECTING UNDERGRADUATE  
STUDENTS' DIFFICULTIES IN WRITING THESIS**

(A Descriptive quantitative of English Students of IAIN Bengkulu in Academic  
Year of 2018/2019)

**THESIS**

Submitted as a Partial Requirements for "Sarjana" Degree (S.Pd) in English  
Education Program



By :

**YEPA YENDRI**

**SRN: 1516230121**

**ENGLISH EDUCATION STUDY PROGRAM**

**DEPARTMENT OF TADRIS**

**FACULTY OF TARBIYAH AND TADRIS**

**STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) BENGKULU**

**2019**



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU**  
**FAKULTAS TARBIYAH DAN TADRIS**

Alamat: Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276, 51171 Fax. (0736)51172 Bengkulu

**ADVISORS SHEET**

Subject : Thesis of Yepa Yendri

NIM : 1516230121

To: The Dean of Tarbiyah and Tadris Faculty

IAIN Bengkulu

In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as the advisors,

we state that the thesis of:

Name : Yepa Yendri

NIM : 1516230121

Title : Psychological Factors Affecting Undergraduate Students

Difficulties in Writing Thesis (A Descriptive Quantitative of  
English Students of IAIN Bengkulu Academic Year 2018/2019)

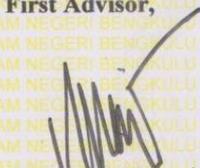
Has already fulfilled the requirements to be presented before The Board of  
Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank  
you for the attention.

Wassalamu'alaikum Wr.Wb

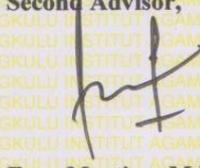
Bengkulu,.....August 2019

First Advisor,

Second Advisor,

  
**Dr. H. Ali Akbarjono, M.Pd**

**NIP. 197509252001121004**

  
**Feny Martina, M.Pd**

**NIP. 19870324201532002**



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU**  
**FAKULTAS TARBIYAH DAN TADRIS**

Alamat: Jln. Raden Fatah PagarDewaTlp. (0736) 51276, 51171 Fax. (0736) 51172 Bengkulu

**RATIFICATION**

This is certify the *Sarjana* thesis entitled “Psychological Factors Affecting Undergraduate Student Difficulties Students’ Difficulties in Writing Thesis (A Descriptive Quantitative of English Students of IAIN Bengkulu in Academic Year of 2018/2019)” by Yepa Yendri” has been approved by the Board of Thesis Examiners as the requirement for *Sarjana* degree in English Education Program.

Chairman :

**Dr. Ahmad Suradi, M.Ag**

NIP. 19760119 200701 1 018

Secretary :

**Heny Fryantary, M.Pd**

NIP.19850802 201503 2 002

Examiner I :

**Dr. Svamsul Rizal, M.Pd**

NIP.19690129 199903 1 001

Examiner II :

**Dedi Efrizal, M.Pd**

NIDN.2013129001

Bengkulu, August 2019

Approved by the Dean of Islamic and Tadris Faculty



**Dr. Zubaedi, M.Ag., M.Pd**

NIP. 19690308 199603 1 005

## MOTTO

*It's okay to admire the strengths and potentials of others. Then you can learn from them about good things that are useful for you. No need to compare with your life. Worse yet after that, you even wish to be like them.*

## **DEDICATION**

With gratitude and my love, this thesis is dedicated:

1. Especially for my beloved father (Junaidi) and my beloved mother (Halimah Tusakdiah), thank you very much for your sincere struggle, love, and support to make my dream come true to finish my study.
2. My beloved brother (Yolanda Juhaldy), my beloved sisters (Umdatul Lulfiah & Najiyah Afigah) who give me support and motivation to finish this thesis.
3. My First Advisor, Dr. H. Ali Akbarjono, M.Pd and Second Advisor Feny Martina, M.Pd. Thank you very much for your time, careful guidance, clear briefing, helpful correction, and awesome advice during the consultation of this thesis.
4. My Uncle, Muhammad Syukrianto, M.Pd who has give me support and help me to complete my thesis.
5. My big family Datuk St. Muhammad Djurai who has give me everything, support to finish my thesis.
6. Sir Pebri Prandika P, M.Hum, as English lecturer who has give suggest and help me to complete my thesis.
7. My Kutam Squad “KKN 53 Keban Agung 2018” ( bun Meilani, Tetew, Malik Kutam, Syahril, Yoyok).
8. My best friends Deta Alvia Sari, Marinda RC.Gultom, Diana Agustina, Jeka Agustia Utama Sinta Harahap, & Juliansyah. Thanks fo togetherness and always give me support to finish my thesis well.
9. My classmates TBI C 2015.
10. My Almamater IAIN Bengkulu.

## PRONOUNCEMENT

Name : Yepa Yendri  
SRN : 1516230121  
Faculty : Tarbiyah and Tadris  
Study Program : English Education

I hereby sincerely state that the thesis **PSYCHOLOGICAL FACTORS AFFECTING UNDERGRADUATE STUDENTS' DIFFICULTIES IN WRITING THESIS** ( A Descriptive Quantitative of English Students of IAIN Bengkulu in Academic Year of 2018/2019 ) is my real masterpiece. The things out of my masterpiece in thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic in form of repealing my thesis and academic degree.

Bengkulu, August 2019



Yepa Yendri  
SRN: 1516230121

## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim*

*Alhamdulillah* All praises be to Allah SWT, who has given her mercy and bless for me until this this thesis entitled “**Psychological Factors Affecting Undergraduate Students’ Difficulties in Writing Thesis** (A Descriptive Quantitative of English Students of IAIN Bengkulu in Academic Year of 2018/2019).”

I realize that I cannot complete this thesis without supports, patience, cooperation, help and encouragement from a lot of people. Therefore, in this occasion I would like to deliver my thanks to all of them, especially to:

1. Prof. Dr. H. Sirajuddin, M.M.Ag, M.H. As the Rector of IAIN Bengkulu;
2. Dr. Zubaedi, M.Ag, M.Pd. As the Dean of English Faculty of Tarbiyah and Tadris IAIN Bengkulu;
3. Eva Dewi, M.Ag., as the Head of Tadris Department of IAIN Bengkulu;
4. Feny Martina, M.Pd. As the Head of English Education Study Program of IAIN Bengkulu;
5. Supervisor I, Dr.H. Ali Akbarjono, M.Pd and Supervisor II, Feny Martina, M.Pd.
6. Lecturers in English Education Department of Education and Teacher Training

7. All of staff Administration of Faculty of Tarbiyah and Tadris IAIN  
Bengkulu;

## ABSTRACT

**Yepa Yendri, SRN. 1516230121, Agustus 2019 thesis title: “Psychological Factors Affecting Undergraduate Students’ Difficulties in Writing Thesis”. Skripsi: English Education Study Program, Faculty of Tarbiyah and Tadris, State Institute for Islamic Studies (IAIN) Bengkulu. Advisors: 1. Dr.H. Ali Akbarjono, M.Pd 2. Feny Martina, M.Pd.**

Keywords: psychological factors, writing thesis

There are three (3) psychological factors that can influence students' difficulties in writing a thesis, namely: self-esteem, anxiety, and motivation. The purpose of this study is to find the psychological factors that most cause students of the English IAIN Study Program Bengkulu to have difficulty in writing a thesis. The method used in this research is a quantitative descriptive method. 25 students were selected as samples using random sampling. Data were collected using a questionnaire of 30 items designed based on a 4-point Likert scale to capture things experienced by students regarding psychological factors that cause them difficulty in writing a thesis. Analysis data shows that self-esteem from getting a percentage of 37.45%, anxiety gets a percentage of 33.86%, and motivation gets a percentage of 28.68%. Therefore, it was concluded that the most influential psychological factor in the difficulty of students writing a thesis of these three factors was self-esteem.

## ABSTRAK

**Yepa Yendri, NIM. 1516230121, Agustus 2019 judul skripsi: “Psychological Factors Affecting Undergraduate Students’ Difficulties in Writing Thesis”. Skripsi: Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris, IAIN Bengkulu. Pembimbing: 1. Dr.H. Ali Akbarjono, M.Pd 2. Feny Martina, M.Pd.**

Kata Kunci: psychological factors, writing thesis

Ada tiga (3) faktor psikologi yang dapat mempengaruhi kesulitan mahasiswa dalam menulis skripsi yaitu: self-esteem, anxiety, dan motivation. Tujuan penelitian ini adalah untuk menemukan faktor psikologi yang paling menyebabkan mahasiswa Prodi Bahasa Inggris IAIN Bengkulu kesulitan dalam menulis skripsi. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kuantitatif. 25 siswa dipilih menjadi sample menggunakan random sampling. Data dikumpulkan menggunakan angket yang berjumlah 30 item didesain berdasarkan 4 poin skala likert untuk menangkap hal yang dialami mahasiswa mengenai faktor psikologi yang menyebabkan mereka kesulitan dalam menulis skripsi. Data analisis menunjukkan bahwa self-esteem dari mendapat persentase 37.45%, anxiety mendapat persentase 33.86%, dan motivation mendapat persentase 28.68%. Oleh karena itu, disimpulkan bahwa faktor psikologi yang paling berpengaruh dalam kesulitan mahasiswa menulis skripsi dari ketiga faktor tersebut adalah self-esteem.

## TABLE OF CONTENT

TITLE.....	i
ADVISOR SHEET. ....	ii
MOTTO. ....	iii
DEDICATION.....	iv
PRONOUNCEMENT.....	v
ABSTRACT.....	vi
ABSTRACT.....	vii
ACKNOWLEDGEMENT. ....	viii
TABLE OF CONTENT. ....	x
LIST OF TABLES AND CHARTS.....	x
LIST OF APPENDICES.....	xi

### CHAPTER I : INTRODUCTION

A. Background of Study .....	1
B. Identification of The Problems .....	6
C. Limitation of the Problem.....	7
D. Research Questions.....	7
E. Research Objectives.....	7
F. Significance of the Research .....	8
G. Definition of Key Term .....	8

### CHAPTER II : LITERATURE REVIEW

A. Conceptual Framework .....	9
B. Concept Writing .....	9
1. Definition of Writing.....	9
2. Process of writing.....	11
3. The Purpose of Writing.....	13
4. Academic Writing .....	14
5. Thesis Writing.....	15

C. The Difficulties in Writing Thesis .....	
1. Psychological Problems. ....	17
a. Self-Esteem. ....	19
b. Anxiety.....	24
c. Motivation.....	28
D. Related Previous Studies.....	35

**CHAPTER III : RESEARCH METHOD**

A. Research Design.....	38
B. Population and Sample.....	39
C. Research Instrument.....	40
D. Technique for Collecting Data .....	42
E. Technique for Analysis Data .....	43
F. Research Procedure.....	43

**CHAPTER IV: RESULT AND DISCUSSION**

A. Result. ....	45
B. Discussion. ....	56

**CHAPTER V: CONCLUSION AND SUGGEST**

A. Conclusion. ....	59
B. Suggestion.....	60

**REFERENCES.....**

**APPENDIXES.....**

## LIST OF TABLES

### Table

Table 3.1 Table of Scale Value. ....	41
Table 3.2 Kisi- kisi Instrument.....	41
Table 4.1 Mean Score and Percentage of psychological factors.....	46
Table 4.2 The students' score anxiety.....	50

### Chart

Chart 4.1 The Students' Score Anxiety in Psychological Factors Affecting Undergraduate Student Difficulties in Writing Thesis. ....	49
Chart 4.2 Dominant Score of Psychological factors. ....	55

## **LIST OF APPENDICES**

1. Questionnaires item about psychological factors. ....
2. Documentation. ....

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the study**

English is an international language used in many countries as a mean of communication and has a large function in many aspects of life such as in politics, business, trade and diplomatic relations. In addition, English also cannot be separated from the development of technology, science, economics, and education. Given the importance of English, the Indonesian government has chosen English as the first foreign language and a basic subject in our education system. English is taught as one of the main compulsory subjects in middle and high school.

There are four main skills when we learn a foreign language, which is listening, speaking, reading, and writing. There are surveys about that, listening & reading are the steps for learners to collect information, and speaking & writing are the steps to produce the information that you've collected from listening & reading. The subjects speaking & writing are more difficult than listening & reading. In the survey, writing is the most difficult one of the four skills.

Writing is one of the four basic language skills and is very important in teaching and learning English. Writing is one way to express ideas in

communicating with humans.<sup>1</sup> Writing may be the most difficult skill among other skills (listening, speaking, and reading). Writing is a complex activity and demands a lot of attention. According to Graham et al, writing can be used as a tool for learning and as a tool to convince people of the arguments of the author.<sup>2</sup> It means that writing is the most important tool in communication between one person and others.

At the final level, most students experience problems when working on TA (final project) or what is called a thesis. Thesis preparation is the last phase in carrying out education for students by following the occupied field. A student at a college is required to immediately complete his studies. In general, at the end of the study period, a student is given a final assignment or commonly called a thesis. Yulianto stated that the thesis is a scientific essay that must be written by students as the final requirement for education.<sup>3</sup> Thesis written by students contains research that will be examined by researchers and also becomes one of the requirements to get a bachelor's degree.

Thesis writing is a research report written by students who want to get a bachelor's degree. Thesis is a project that is far greater than most students have ever done before, it requires a more independent study, more

---

<sup>1</sup> Dwihandini, L.A., Marhaeni, A.A.I.N., Suarnajaya, I.W, *The Analysis of The Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in the English Department of Mahasaraswati University*, (Singaraja: Ganesha University Of Education, 2013) .

<sup>2</sup> Anke Wischgoll, *Combained Training of One Cognitive and One Metacognitive Strategy Improves Academic Writing Skill*, (Spain: University of Almeria, 2016).

<sup>3</sup>Henricus Dimas Frandi Cahyo Broto, Skripsi: “*Stres Pada Mahasiswa Penulis Skripsi*” (Yogyakarta: Universitas Sanata Dharma), Page.1.

self-motivation." Also, Berndtsson stated that a thesis project might be the biggest project students will do in students' academic lives. Paltridge and Starfield also expressed the opinion that for all students, writing a thesis is a challenge; for those who write in English whose first language is not English, the challenge is even greater.<sup>4</sup> There is no doubt that thesis writing is not an easy project to do and is more challenging among other types of writing for students.

In writing a thesis, many undergraduate students have some factors of the difficulties they face. The difficulties of students in linguistic problem, for example the ideas, structure, lack of vocabulary, and rewrite or paraphrase are some examples of the difficulties in writing a thesis that the students commonly face. However, there are yet further researches about other factors of acquiring the second language as the basic factors to be analyzed by the researcher. For second language learners in specific, the factors of the difficulties in acquiring the second language may also encounter them difficult to write a thesis.

In writing a thesis beside problem about linguistic problems, but there is also nonlinguistic problem, such as psychological problems when students write their thesis. Psychology is currently defined as the scientific study of the behavior and mental processes.<sup>5</sup> It means that psychology is

---

<sup>4</sup> Sariyanto, Iwan Supardi, Syarif Husin, *An Analysis on Factors Causing Undergraduate Students' Difficulties in Writing Thesis*, (FKIP UNTAN, Pontianak: English Education Study Program of Language and Arts Education Department)

<sup>5</sup> Ronald Roesch, Stephen D Hart, James RP Ogloff, *Psychology and Law : The State of the Discipline*, (Springer Science & Business Media), 1999,

related to a person's mental state, feelings and behavior related to thesis writing for students.

In this research, the researcher analyzed one factor, it was a psychological factor. It means that something scientists and philosophers have created from various persuasions to understand the thoughts and behavior of various types of organisms from the most primitive to the most complex. It affected the undergraduate students to create a good thesis writing are (1) Self-Esteem; (2) Anxiety; (3) Motivation.<sup>6</sup> The psychological factor in undergraduate students of writing a thesis is new research and interest to be a title in a thesis. Therefore, this study focused on the psychological factors affecting undergraduate students in writing a thesis.

Based on observation with eighth semester of TBI students, the researcher saw initially the subject had high enthusiasm and motivation towards the thesis because he wanted to complete the thesis and quickly graduate, but in the process of writing the thesis the enthusiasm and motivation seemed to decrease along with the obstacles or difficulties experienced in the process preparation of thesis. The researcher read the status several times on Facebook, WhatsApp, and Instagram, which contained complaints about the thesis she was writing, such as anxiety; decreased motivation, and the weak self-esteem of the thesis writer. Several times he seemed lethargic and lacked enthusiasm when at the

---

<sup>6</sup> Sariyanto, Iwan Supardi, Syarif Husin, *An Analysis on Factors Causing Undergraduate Students' Difficulties in Writing Thesis*, (Pontianak : Fkip Untan), P.4

campus, especially after guidance with lecturers, sometimes there were those who did not meet with the lecturer after waiting from morning to evening.<sup>7</sup>

Researchers also observed from student guidance papers, it was seen that the first and subsequent guidance distance was very far around several weeks later the students met with the advisor again, it was due to lack of communication between advisor and students, sometimes advisor could while students were sick or returned home, on the contrary when students wanted advising but the advisor cannot because she is busy and does not have time to guide.

Students are also afraid to show the results of revisions for fear of being wrong, always thinking that he is no better than other students. The students have less motivation, if we see friends who are faster than our thesis we should be more motivated and have to be enthusiastic to do the thesis instead of not being enthusiastic and not sure we can do the thesis. Students are very anxious when writing a thesis, afraid to meet and be asked by a supervisor, anxious because they always get questions from people around, "When is Graduation?", Afraid of not being able to complete the thesis on target and fear of disappointing both parents. The students have low self-esteem. The students feel they are not confident with their ability in writing a thesis.

---

<sup>7</sup>Observation of students at the eighth semester IAIN Bengkulu, (June 26, 2019)

The researcher also interviewed the subject, and talked for a while, the researcher asked: "when will there be more guidance?" However, the subject answered, "tomorrow or the day after, my thesis has not finished its revision, and even when I meet my lecturer, I am afraid and anxious when asked".<sup>8</sup> From the fact seen by researchers, it seemed that the subject was experiencing anxiety, weakening motivation, and was not sure about the abilities she had. This greatly affected someone's psychology when she was writing a thesis which was later revealed in the form of status on social media and from his body language that seemed unenthusiastic then there were his fears and anxieties when writing a thesis because she was not sure she could finish quickly and well.

Based on the background above the researcher was interested in investigating related to the psychological factor affecting undergraduate students' difficulties in writing a thesis. So that the researcher was interested in conducting research entitled: "Psychological Factors Affecting Undergraduate Students' Difficulties in Writing Thesis".

## **B. Identification of Problems**

Based on the background above, the researcher found some information about the problem in writing a thesis, they were: (1) Students could not determine the right time for consultation. (2) Sometimes the advisor was busy, so the students could not meet their advisor. (3) The

---

<sup>8</sup> Diana Agustina, student of IAIN Bengkulu. Interviewed on (June 25, 2019)

students have less motivation from themselves or others. (4) The students feel not confident because they are unsure of their abilities. (5) Students feel anxiety when they meet their advisors or when writing their thesis. (6) Students always thinking that he is no better than others. (7) Students are afraid of being unable to complete the thesis on target and afraid to disappoint their parents. (8) Students are anxious because they always get questions from people around about their thesis.

### **C. Limitation of the Problems**

The limitation of the problem only focus on psychological factors affecting undergraduate students' difficulties in writing a thesis that consists of 3 problems, namely: self-esteem, anxiety, and motivation.

### **D. Research Question**

Based on the background of the research formulation of research question is:

1. What psychological factors do affect undergraduate students' difficulties in writing a thesis?

### **E. Research objective**

The research objective of this research is:

1. To determine which one is dominant for students in writing a thesis (self-esteem, or anxiety, or motivation).

## **F. Significance of the Research**

The writer hopes this study will be able to:

1. For students

To give information for the students who have psychological affecting of the difficulties in writing thesis, because in writing a thesis is not only linguistic aspect.

2. For next researcher

Contribute to researchers who are currently or will conduct similar research. The next researcher uses the research as a reference. Furthermore, the future researcher can develop this research.

## **G. Definition of Key Term**

In this study, there are two key term in this below:

1. Psychology is a scientific study of mind and behavior.
2. Thesis is a research report that is written by college students who want to get a bachelor degree.

## CHAPTER II

### LITERATURE REVIEW

#### A. Conceptual Framework

In this chapter, the writer elaborates the theory related to this research. In this section the discussion will center around review on Psychological Factors Affecting Undergraduate Students' Difficulties in Writing Thesis.

#### B. Concept Writing

##### 1. Definition of Writing

According to Finocchiaro writing is one of the way to express ideas, experiences and feeling into written form. It means that students should be encouraged to express their ideas, experiences, thoughts, and feeling.<sup>9</sup> Nunan also said that writing is not a natural activity. Physically and mentally, usually normal people learn to speak a language.

According to Dumais, writing in the English is meant to fill the gap that exists between the ability to express ideas, feelings, opinions, and others in Indonesia and the ability to express the same things in written form in English. It means that by written forms, people can express ideas

---

<sup>9</sup>Kristy dwi pratiwi, *Students' Difficulties in Writing English, (A Study at the Third Semester Students of English Education Program At University of Bengkulu)*, (Bengkulu: Universitas Bengkulu), 2015.

and sense more correctly. In writing we have to choose the good and right words and phrases, and must follow the proper structure.

Writing is one of the productive skills, besides speaking, which involves a complex process. Writing might be the most complicated skill among the other skills (listening, speaking, and reading). According to Mertens, “writing is a complex and cognitively demanding activity.”<sup>10</sup>

Writing is one way of expressing ideas to communicate with others. By writing, a writer can express his/her thoughts or ideas on the paper. Leo says that writing as a process of expressing ideas or thoughts in words should be done at our leisure.

Writing is a functional communication tool, enabling students to create an imaginary world from their own design. It means that, through writing, learners can express thought, feeling, ideas, experiences, etc. to convey a specific purpose. Writing has the aim to provide information to the reader.

Writing is one of the productive skills, which contains a symbol (orthographic) and involves a complex process. When wanting to make good and beautiful writing, we must use the correct grammar rules, choose the right vocabulary, and consider coherence and cohesion. Some linguists gave some definitions of writing that may help us get a clearer definition.

---

<sup>10</sup>Sariyanto, Iwan Supardi, Syarif Husin, *An Analysis on Factors Causing Undergraduate Students' Difficulties in Writing Thesis*, (Pontianak : Fkip Untan)

Based on the explanation above, it can be concluded that writing is a system of communication which represents a symbol. By writing, we can share our idea, feeling, or everything in our minds. Therefore, students who want to be able to write good writing, they must learn to write regularly.

## **2. Process of writing**

The five-step process writing approach described by Donald Graves is presented here. This will provide a context for the writing activities.

### **a. Prewriting.**

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) is all ways to generate ideas.

### **b. Drafting.**

Drafting is when a writer first starts capturing ideas and material on paper. Quantity in this case is valued more than quality. If done the right way, the draft is a collection of long-winded and interrupted collections of ideas. Most writing activities in class involve only the first two steps. Only concepts that students find interesting and valuable should be taken in the next step (Donald Graves calls this hot topic)

c. Revising.

Revising is the heart of the writing process. Here, piece by piece, it has been revised and reshaped many times. This concept stage is like throwing a big clay lump in the potter's wheel. Revision is where you form blobs, add parts, take parts, add parts, and keep printing and changing. In this case you are looking for flow and structure. You keep rereading paragraphs and moving things. Please note, not every draft must be brought to this stage. Graves recommends that students be given the design choices they want to take the revision step. In general, students can only find one of the five concepts that are worth investing in the mental and emotional energy needed to revise and create a finished product. The rest of the story concept can be stored in a file folder as a trash can for other writing ideas or included in a portfolio to document students' writing trips.

d. Editing.

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in steps 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing

suffer. The valuable brain space that has been devoted to generating and connecting ideas and thoughts to be used is worried about mechanical writing.

e. Publishing and sharing.

In this section students' writing or work is distributed to the public. Writing is real and lively now. In this publication can involve compiling class books, collections of writings, school or class papers, school or class magazines, or displaying samples of short writing in the hall or going out in the community. The experience in writing becomes stronger by asking students to read their work in small groups, to other classmates, or in large groups. The valuable brain space that has been devoted to generating and connecting ideas and thoughts to be used is worried about mechanical writing.

### 3. The Purpose of Writing

Purposes are very important in all of the activities. Writing activity also has many purposes. Reid has stated that writing has purposes<sup>11</sup>:

- a. To explain or educate,
- b. To entertain or amuse, and
- c. To persuade or convince

Raimes also mentioned that purposes of writing are:

- a. To communicate with readers,

---

<sup>11</sup>Khairunnas Syafi'i, *The Comparison between Individual and Collaborative Writing on Narrative Paragraphs Achievement*. (Riau, Indonesia: Indonesian Journal of Integrated English Language Teaching Volume. 2 No. 2 Juni 2016.) P.188.

- b. To express ideas without the pressure of face to face communication,
- c. To explore subjects, and to record experiences.

#### 4. Academic Writing

Academic writing is essentially the writing you have to do for your university courses<sup>12</sup>. Your instructors may have different names for academic writing assignments (essay, paper, research paper, term paper, argumentative paper or essay, analysis paper or essay, an informative essay, position paper), but all of these assignments have the same goal and principles.

There are contents, register, and topic that should be considered in writing academic writing. There are three basic principles that should be considered in a piece of academic writing are content, register, and topic. Academic writing comes in a variety of lengths.

Brookes and Grundy explained that students in some academic disciplines are trained to write evaluation papers or proposals, such as project work papers, work experience papers, or thesis writing. Furthermore, this study will focus on writing a thesis as one kind of academic writing.<sup>13</sup> The truth is that academic papers are a specially-designed torture instrument. They are preferred because instructors are undirectly involved in the torture. Sometimes students torture

---

<sup>12</sup>Anne Whitaker, *A Step by Step Guide to Writing Academic Papers*. ( Bratislava, Slovakia: City University of Seattle), 2009, P.2.

<sup>13</sup>Ibid.P.3

themselves by waiting until the last minute to write their papers and by not knowing what they are doing.

The convened set of academic writing rules are fixed in terms of systematic of writing, punctuation, format, and other features of writing. *Skripsi* (thesis) is one of academic writing forms that demand different expectation of writing features of writing in discourse community point of view. *Skripsi* (thesis) in this study refers to scientific composition/writing that has to be written by students as requisite for completing academic education, usually for undergraduate degree.

## 5. Thesis Writing

Thesis writing is a writing activity of research that is in the context of academic writing. Writing a thesis is an exercise in carrying out research and writing an account of that research activity<sup>14</sup>. Brookes and Grundy also add that most student who writes a thesis, will be trying to prove a set of implicational related to the students' hypothesis. However, the difficulties of writing a thesis might be because of the objective of the research, the data for the research, findings of the research, and the whole research based on the proved ratio.

Thesis writing is writing up research reports which follow a special format and organization of research. Hardling states that thesis writing

---

<sup>14</sup> Dwihandini, L.A., Marhaeni, A.A.I.N., Suarnajaya, I.W, *The Analysis of the Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in the English Department of Mahasaraswati University*, (Singaraja, Indonesia: e-Journal Program Pascasarjana Universitas Pendidikan Ganesha), (Volume 2 Tahun 2013) P.3

is an activity done by a researcher to carry out the findings of their research findings in the form of writing. Budiharso also adds that the aim of writing a thesis is to do research examination and to practice to write a research results. This means that thesis writing is aimed at doing research and writing up the research findings.

However, thesis writing is not without any treatment. Learners usually found themselves blank when they write a thesis. The condition of learners to lose their focus in writing a good thesis is categorized in one of psychological factors area. While, if learners have less acknowledgment of the rules in thesis writing in their department or university rules, it identifies as one of the sociocultural factors learners have to affect their thesis writing.

Moreover, lack of grammar use in students writing ability could be one of the linguistic factors to suspend their thesis writing. However, most learners engage in thesis writing without knowing the basic factors or what difficulties they face. It might be the students' psychological factors itself, or their society and cultural factors, or even the linguistic factors.

Nonetheless, in order to reveal the difficulties in academic writing (or to specify, the difficulties in writing thesis), further research of the factors on the difficulties of writing thesis is needed. Therefore, this research in focused of analyzing the factors of the difficulties on writing thesis need to be conducted.

In order to write a good thesis, we need to identify the critical points in writing a good thesis. Blaxter also identifies the critical points in writing a good thesis are learners have to know and generate the topic or ideas of what they want to write, learners also have to take advice from the related subject experts who are masters in their field – because the experts have already done it themselves, or will be in a position to judge the learners point of view– and finally, learners need to proceed their academic writing briefly.

### **C. The Difficulties in Writing Thesis**

#### **1. Psychological Problem**

Psychology is the scientific study of thought and behavior of people. The word "psychology" comes from the Greek word "psyche," which has a meaning that is life, and "logo," which means an explanation or definition.<sup>15</sup> Psychology is what scientists and philosophers have created from various inducements to understand the thoughts and behavior of various organisms from the most primitive to the most complex.<sup>16</sup> Psychology in this era is defined as a scientific study of behavior and mental processes.<sup>17</sup> It means that psychology is related to a person's mental state, feelings and behavior.

---

<sup>15</sup>The Saylor Foundation, *Introduction to Psychology*, 2011, Page.7

<sup>16</sup>Gregg R.Henriques, *Psychology Defined*. (James Madison University:Journal of Clinical Psychology), 2004.

<sup>17</sup>Ronald Roesch, Stephen D Hart, James RP Ogloff, *Psychology and Law : The State of the Discipline*, (Springer Science & Business Media), 1999,

Brown believes that students' psychological factors can be identified from students' affective factors. Brown also explained that affective factors—which are psychological factors—will influence undergraduate students in order to create good thesis writing. The factors related to the writers' internal factors can also be known as psychological factors. The psychological factors of students can be identified from the affective factors of the students.<sup>18</sup> Further, the affecting factors which become the psychological factors that will affect the undergraduate students to create good thesis writing are:

Self-Esteem	Anxiety	Motivation
-------------	---------	------------

All of the psychological factors mentioned by Brown will affect the decision of a learner to create the objective of the research, the data for the research, findings of the research, and the whole research based on the proved ratio.

According to Brown, some problems or factors faced by the students in writing:

---

<sup>18</sup>Brown as cited in Dwihandini, Marhaeni, Suarnajaya, *The Analysis of the Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in the English Department of Mahasaraswati University*. (Singaraja, Indonesia: E-Journal Program Pascasarjana Universitas Pendidikan Ganesha). (Volume 2 Tahun 2013) P.4

### a. Self-esteem

Self-esteem, how positively or negatively we feel about ourselves, is a very important aspect of personal well-being, happiness, and adjustment.<sup>19</sup> Self-esteem is a relatively permanent positive or negative feeling about a person that can become less positive and negative when individuals find and interpret successes and failures in their daily lives.<sup>20</sup>

Self-esteem refers to the individual's perception or subjective appraisal of one's self-worth, one's feelings of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self.<sup>21</sup>

As such, self-esteem is an attitude about self and is related to one's personal beliefs about skills, abilities, social relationships, and future results. This is very important in order to distinguish self-esteem from the more general self-concept terms because the two terms are often used interchangeably.

Self-esteem is the individual's evaluation of the discrepancy between self-image and the ideal self.<sup>22</sup> From the discussion about developing self-image and ideal self, it can be appreciated that the

---

<sup>19</sup>Brown, H Douglas. *Principle of Language Learning and Teaching*. Fourth Edition. (London: Longman Group), (2000)

<sup>20</sup> Ibid page.5

<sup>21</sup> Ahmed M Abdel-Khalek, *Introduction to the Psychology of Self-Esteem*, (University of Alexandria, Egypt: Nova Science Publishers, Inc), 2016, P.3

<sup>22</sup>Denis Lawrence, *Enhancing Self Esteem in the Classroom 3rd edition*, (Great Britain:T.J. International, Padstow, Cornwall, 2006) Page.5

difference between the two cannot be avoided and thus can be considered a normal phenomenon.

Self-esteem here can be global or specific and has a relationship between these two sides of self-esteem. Global self-esteem refers to the feeling of total self-esteem and confidence in someone. Specific self-esteem refers to feelings of self-esteem and confidence about certain activities or behaviour. If certain activities or attitudes are assessed, the opportunity is ultimately, it will affect human global self-esteem.<sup>23</sup>

Self-esteem is able to negative or positive factor in the area of language learning because of its high influence on learning a foreign language.

There are two types of self-esteem:

a. High self-esteem

High self-esteem will arouse confidence, self-esteem, a sense of self-confidence, a sense of usefulness and a sense that his presence is needed in this world. Example: a student who has high self-esteem, he will be sure to complete the thesis that he and others expect. That confidence will motivate the student to work on the thesis so that it is finished quickly.

Characteristics of the student who has high self-esteem according to Clemes and Bean, among others:

---

<sup>23</sup> Ibid.P.6

1. Proud of the work of his thesis
2. Act independently when working on a thesis
3. It's easy to accept the responsibilities given by the adviser during guidance
4. Overcome achievements well
5. Responding to new challenges with enthusiasm provided by the adviser
6. Shows a wide range of feelings and emotions

Benefits of having high self-esteem including:

1. Individuals will be stronger in facing the final thesis sorrow, more resilient, and more resistant in facing thesis pressures, and not easily give up and despair when working on the thesis or revision given by the advisor.
2. Individuals are increasingly creative in developing ideas on each page of the chapter.
3. Individuals are increasingly ambitious in doing the thesis both emotionally, creatively and spiritually.
4. Individuals will have great expectations of building good and constructive relationships.
5. Individuals will be more respectful and wise in treating others because they do not view others as a threat.

b. Low self-esteem

Someone who has low self-esteem will tend to feel that he is incapable and worthless. Besides that students with low self-esteem tend not to dare to look for new challenges in their lives, prefer to face things that are well known and like things that are not full of demands, tend to not feel confident in thoughts and feelings they have, tend to be afraid of facing responses from other people, unable to foster good communication and tend to feel their lives unhappy.

Low or unhealthy self-esteem in students is characterized by a lack of desire to do something, always saying negatively on the abilities they have such as *"I'm stupid!"*, *"I can't finish this thesis well"*. Another characteristic is tolerance, frustration, and pessimism. Generally, they are reluctant or lazy to work on a thesis because they feel worried or do not believe in their abilities, do not work hard to improve their shortcomings and feel enough with what they have done.

Characteristics of a person with low self-esteem according to Clemes and Bean include:

1. Avoid situations that can trigger anxiety
2. Lowering his talent while working on his thesis
3. Feel no one appreciates it
4. Blaming others for their weaknesses

5. Easily influenced by others
6. Easy frustration and pessimism during revisions and guidance.
7. Feel helpless and unable to finish the thesis properly
8. Shows a narrow range of feelings and emotions

As a result of having low self-esteem, namely:

1. Easy to feel anxious, stressed, feeling lonely and easily contracting depression
2. Can cause problems with good friends and social
3. Can be seriously damaging, academic and work performance
4. Making underachiever and increasing the use of drugs and alcohol.

The student with high self-esteem is likely to be confident in social situations and in tackling schoolwork. He/she will have retained a natural curiosity for learning and will be eager and enthusiastic when presented with a new challenge.<sup>24</sup>

The student with low self-esteem, in contrast, will lack confidence in his/her ability to succeed. Consequently, he/she may try to avoid situations that he/she sees as potentially personally humiliating.

---

<sup>24</sup> Denis Lawrence, *Enhancing Self Esteem in the Classroom 3rd edition*, (Great Britain:T.J. International, Padstow, Cornwall, 2006) Page.8

Based on the explanation above the researcher can conclude that self-esteem is a situation where the students lost their confidence. The emotional response that people experience as they contemplate and evaluate different things about themselves. The students' advice from the teacher to reduce their self-esteem. Since the learning process has needed big confidence so the students must be aware of their psychology especially self-confidence.

#### **b. Anxiety**

Anxiety is one of the factors that affect the process of learning. When students perform activities that require productive skills, they experience a considerable amount of anxiety.<sup>25</sup> As a productive skill, writing has been seen as a process that requires and demands.

According to Horwitz, anxiety as “a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system”<sup>26</sup>, was perceived intuitively by many second language learners to have a negative influence in L2 learning and was one of the most highly examined variables in psychology and education. Anxiety can interfere with learning and the deficit model may be true to some extent but not for all cases of anxiety. The

---

<sup>25</sup>Selma Kara, *Writing Anxiety: A Case Study on Students' Reasons for Anxiety in Writing Classes*. (Turkiye: Anadolu Journal of Educational Sciences International), 2013, P.104.

<sup>26</sup>Horwitz, E. K., Horwitz, M. B., & Cope, J., *Foreign language classroom anxiety*. The Modern Language Journal, vol. 70, 1986, pp. 125-32.

interference model claims that the low performance of learners in anxiety is due to their difficulty in retrieving information.

Anxiety has been a concern for many years in the language teaching and applied linguistics. In *Advanced American English* Longman anxiety is defined as a feeling of being very worried about something that may happen or may have happened so that you think about all the time or is a feeling of wanting to do anything very much, but being very worried that you will not succeed.

On the other hand, in support of the interference model, Horwitz claims that anxiety can interfere with learning and the deficit model may be true to some extent but not for all cases of anxiety. The interference model claims that the anxious learners low performance is due to their difficulties in retrieving information.

Writing anxiety as a subject and situation specific anxiety, defined as a general avoidance of writing behavior and of situations thought to potentially require some amount of writing accompanied by the potential for evaluation of that writing. Cheng offered a multidimensional L2 writing scale—the Second Language Writing Anxiety Inventory (SLWAI) which conforms to a three-dimensional conceptualization of anxiety, such as Somatic Anxiety, Cognitive Anxiety, and Avoidance Behavior.

There are three indicators of anxiety. They are Somatic anxiety, Cognitive anxiety, and Avoidance behavior.<sup>27</sup> From the list above, it is clear that there are three indicators of writing anxiety.

a. The first is somatic anxiety,

Somatic anxiety refers to the perception of a person's psychological effects from the experience of anxiety in writing a thesis or thesis, such as nervousness and tension. Here is how they are anxious. The students are afraid on their writing thesis. The students worry about their low writing thesis so that they could achieve graduation so fast. Sometimes students feel nervous and tense when they are below the time limit for graduation and they have not finished working on their thesis material. For example, *students are asked by the supervisor to correct some ideas or material in their thesis during guidance and must be completed in a few days. Maybe they will be nervous and anxious when they have not finished while their other friends who are working on repairs have finished and will continue to the next stage.*

b. The second is cognitive anxiety,

Cognitive anxiety is referring to the cognitive aspects of experience anxiety, including negative expectations, preoccupation with performance and concern about other

---

<sup>27</sup>Karmi Serewara Tupang, Skripsi: *Investigating students' writing anxiety: A study at English Teacher Education of Satya Wacana Christian University*, 2011, p.7.

people's perceptions, how students make their thesis can be greatly influenced by students or mentors. Two points of view can cause anxiety for students. The first one is the expectation of advisor about the thesis. The second is the perception of another friend who takes the subject thesis also. The expectation from the advisor is the most worrying for the students. For example, the adviser gives high hopes and students must reach the high standards of the adviser. This can affect students in working on revisions of the adviser because they will be more focused on the expectations of others, the supervisor's expectations that students can finish the thesis well. Here is how the student feels anxious about their advisors' expectation. *"I am anxious in advising my thesis because of the expectation from advisors. First advisor and second advisor have a different expectation. It makes student feels worried because each advisor have their own expectation and standard about writing a thesis."*

c. The last, Avoidance behavior

Avoidance behavior in general is anxiety which deals with the students' behavior in avoiding writing in English. Sometimes, there are some students afraid of grammar, because it is very difficult. So the students avoid the lecture who really focused on assessing grammar. Avoidance behavior refers to

where students avoid writing a thesis, this is the behavioral aspect of the experience of anxiety. For example, *students do not do a thesis for months or do not do revisions obtained from the supervisor. That is the most dangerous because if students avoid writing thesis, revisions, or guidance with a supervisor, it can make no changes and progress in their thesis like other friends if they don't do anything in their thesis. then students cannot get results (graduation) if they always avoid writing a thesis or counselor.*

Anxiety is not new it's been around for as long as students write in English. Most students who have experienced write anxiety know the importance of being concentration and confident when writing. Students sometimes not believe with their ability because there is no more preparation before writing in English.

Based on the explanation above the researcher can conclude that anxiety will be worst for students if there is no treatment from the lecturer. Anxiety will really bother the students in learning. Anxiety is one of nuisance of leaning where the students did not have braveness to show their ability because they are afraid of mistakes.

### **c. Motivation**

Motivation is a process cause intensity (intensity), direction (direction), and continuous effort (persistence) individuals towards

achieving goals. Intensity shows how hard someone tries. But high intensity is unlikely to lead to good performance results, unless effort is made in a direction that benefits the organization. Therefore it must be considered the quality of the business and its intensity. The motivation is a measure of how long a person can take care of their business. Motivated individuals will carry out the task long enough to achieve their goals.

Motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity<sup>28</sup>. Because human behaviour has two basic dimensions, direction and magnitude (intensity), motivation is closely related with the choice of a particular action, the effort expended on it, and the persistence with it.

Dealing with motivation, Brown divides the definition motivation into two, based on the schools of psychology. They are behaviourist definition and cognitive definition. Behaviourists stress on the role of rewards and perhaps punishments in motivating behaviour. Cognitive definition places the focus on how individual's conscious attitude, thoughts, beliefs, and interpretation of events influence behaviour; that is, how mental processes are transformed into actions.

Motivation is a condition in a person that drives him to do certain activities to achieve a goal. Motivation is the motivation to graduate on

---

<sup>28</sup> Dornyei adapted by Septa Aryanika, *The Correlation Between the Students' Writing Motivation and the Writing Ability*, (IAIN Raden Intan Lampung: English Education Jurnal Tadris Bahasa Inggris, 2016)

time. Motivation to graduate on time is something that gives enthusiasm or encouragement to students to immediately meet the graduation requirements to achieve the learning objectives in the determined study period. Motivation is very supportive to complete the thesis. A strong desire is embedded in students to immediately complete their thesis. Students want to quickly finish completing their thesis and want to graduate soon. They want to immediately walk to the next level, namely work.

If students do not have enthusiasm and motivation in himself then the thesis will not be completed on time. Sometimes students feel bored and tired of doing a thesis in a long time. Students do not try to the maximum when doing thesis because of lack of motivation from themselves or others, such as family and friends.

Based on the explanation above the researcher can conclude that motivation is the power of learning. Motivation can only be inferred by noting a person's behaviour, a type of movement as a part of process of taught, desire, emotion, need, interest, curiosity, and psychology aspects. In this research, motivation is as inner power that come from inside and outside of a person to get his goal and it has role as the positive power or attitude toward learning writing, especially in writing. It is very important to support the writing ability. Actually it is not enough for students only get the achievement without giving the motivation. They really need a motivation to burn their spirit. In fact

there are many students that have lack achievement become success because they always the motivation. So that is why the researcher said that the motivation is the power of learning.

There are 3 indicators for measuring motivation:

The first, Persistence is one of the strengths of character possessed by individuals that are closely related to the completion and achievement of a thesis. Persistence is work resilience, for example many students cannot stand and are able to do thesis for a long time. Motivation promotes the initiation of certain activities and persistence in these activities. This enhances the livelihood that people will start something themselves, survive in the face of difficulties, and continue the task after a temporary disruption.

Persistence is the duration with which a person expends energy and effort towards the direction or goal. The sustenance of behavior is influenced by extrinsic and intrinsic factors. The factors that initially energized or initiated behavior may not necessarily be the same factors that sustain behavior and provide for persistence.

Someone who has high persistence more diligently can complete the thesis that is being carried out. Persistence is an important factor in realizing desire to become a reality to achieve a goal even though there are various obstacles, difficulties or despair.<sup>29</sup>

---

<sup>29</sup> Heru Mugarso, Ninik Setyowani, & Latih Buran Tedra, *self-efficacy dan persistensi mahasiswa ketika mengerjakan skripsi ditinjau dari kecemasan akademik*, (Universitas Negeri Semarang, Volume 1 Number 3 (2018), 171-175

According to McClelland, the characteristics of individuals who have motivation, namely, resilience or persistence (persistence) in working on a thesis, with indicators<sup>30</sup>:

- a. Have a strong heart in doing thesis seriously and passionately.
- b. It is not easy to give up when experiencing failure when given input and when suggestions when writing thesis by an adviser.
- c. Seeing success when guidance or failure in a thesis is not a factor caused by an outsider himself, but he is the controller;
- d. Working not only according to the target and even exceeding the target; working on a thesis may have a target, but if it exceeds the predetermined target it will be better. Then the thesis will be completed sooner than the target.
- e. Having a happy, happy, and satisfied instinct to do the best when doing a thesis.

Thesis is one of the main requirements for a student to get a graduation degree, where not all students have readiness when facing the final assignment. Students who do not have high persistence can experience stagnation, procrastination, even setbacks in order to complete the final task. This can happen one of them because the final task is seen as a worrying thing, if students have a weak self-persistence, the student is not persistent and always complained and despaired in overcoming the problems faced regarding the completion of the final assignment.

---

<sup>30</sup> Bunga Ayu Lestari, *Layanan Responsif Bimbingan dan Konseling untuk meningkatkan motivasi berprestasi siswa*, Skripsi, Universitas Pendidikan Indonesia, 2012.

In the period of completion of the thesis for final year students usually become a separate stressor among students. It is not uncommon to cause anxiety and despair when completing a thesis.

The second, intensity is the ability or strength, persistent absence, the greatness of.<sup>31</sup> According to KBBI written by Hasan Alwi, intensity is the state of the level or the size of the intense. It can be said that intensity is how much power someone is mobilized with enthusiasm to obtain a certain outcome or goal. Motivation is very influential with intensity because the higher a person's motivation in carrying out an activity, the higher the person's intensity towards these activities.

Intensity is the strength of the response in the chosen direction and also how hard student tries to complete their thesis. Typically, there's a close relationship between intensity and the expectation of a desired outcome. Intensity, or motivational force, depends on the individual's perception of the likelihood that effort will yield a certain result. This is true whether or not perception is realistic. For instance, if an individual believes a raise is imminent it can be a motivator to pursue the goal with vigor.

In the relationship between motivation and intensity, intensity is related to how actively a person tries, but high intensity does not produce satisfactory work performance unless the effort is associated with a direction that benefits the organization. Instead the last element,

---

<sup>31</sup> Partanto dkk, *Kamus Ilmiah Populer* (Surabaya: Penerbit Arloka, 2013), P.265

perseverance, is a measure of how long a person can maintain his thesis or task. Intensity the motivation of a student will greatly determine the level of achievement in their thesis.

The last is Direction, Eccles & Wigfield stated Motivation directs a person towards a particular goal. Motivation influences the choices made by undergraduate students and the results they find useful. Directing behavior to achieve certain goals is the essence of motivation. Motivation is not always directly observable. It was concluded and used to explain behavior.

Direction is simply the goal that spurs the individual to action. A goal is actively chosen among a set of alternatives, whether the individual realizes it or not. The goal is determined by different influences, including extrinsic and intrinsic factors, which may contradict each other. An advisor might guide a student to set goals or find their direction, the truly intrinsic goal-setting process and achievement is personal. Students are often the most successful when they take ownership and believe in themselves and the process they are going through.

The direction of motivation is a combination of two elements of inspiration and action. Some people have the difficulty stepping over the line from motivation to action something. All the main indicators give them a reason to act, but they don't do it. This can result in missed

opportunities.<sup>32</sup> For example students who have the opportunity for working on the thesis. Those who are not working on a thesis miss the opportunity to complete the study quickly. They may be motivated, but they do not have the momentum or direction that causes them to act to do the thesis. Those who act may have received advice from advisors or people around who are working on a thesis. Others may have the desire to do a thesis and act on their own risk tolerance or even an instinctive feeling. The direction in motivation is not always real or easily identified.

#### **D. Related Previous Study**

Review of Previous Studies Before choosing this topic, the researcher found several studies related to this study. They are:

The first studies conduct by Dwihandini, (2013) entitled “The Analysis Of The Factors Affecting Undergraduate Students’ Difficulties In Writing Thesis in The English Department of Mahasaraswati University. In this study it was found that there are three factors that considered as potential causing factors of students difficult in writing thesis, namely psychological factor, socio cultural factor and linguistic factor. The finding of the research showed that the main cause of students’ difficulties

---

<sup>32</sup>Jared Lewis, *What Is an Example of Direction Motivation?*, <https://smallbusiness.chron.com/example-direction-motivation-38700.html>, accessed on May 16, 2019, 11:29 pm.

in writing thesis of psychological factor was self-esteem. While the main cause of students difficulties in writing thesis in the socio cultural factor was found in the communicative competence. Nonetheless the main cause of students difficulties in writing thesis in the linguistic factor was found in domain and extent error analysis.

The second studies entitled “An Analysis on Factors Causing Undergraduate Students Difficulties in Writing Thesis”. English Education Study Program of Language and Arts Education Department FKIP UNTAN, Pontianak conduct by Sariyanto. He analyzed four major factors that considered as potential factors causing students’ difficulties in writing thesis. These four factors are basic knowledge of thesis main components factors, process of consultation factors, psychological factors, and economic factors. Based on his research finding it can be concluded that the most causing factor difficulties in writing thesis is basic knowledge of thesis main components factor. Among 16 items of the questionnaire that relates to the basic knowledge of thesis main components factor, analyzing the data is the main cause of students’ difficulty in writing thesis.

Third studies entitled “Students Problems in Writing Research Proposal “A Case Study of The Fifth Semester Students of English Education Department, State Institute for Islamic Studies Sunan Ampel Surabaya, conduct by Muh Yusuf (2013). In this research he analyzed the problems in writing their research proposal and its causes. In this study it was found that there are three elements of research proposal that become

serious problems for students in writing their research proposal. Those three problems are classified as follow: In the methodology, in the review of literature, in the introduction. The causes of students problems in writing research proposal are: Students do not understand the methodology, students are confused in determining the review of literature and the students feel difficult in composing good introduction.

From the explanation above, researcher will try to analyze another problem from the study above. This study aimed to investigate problems faced by the students and the cause of problem faced by students in writing thesis. This research will analyse thesis main component that considered as potential problems faced by students in English department of IAIN Bengkulu. It is psychological factor, they are: self-esteem, anxiety, and motivation

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The design of this research was a descriptive quantitative research, because in this research the researcher described the Psychological Factors Affecting Undergraduate Students' Difficulties at Eight Semester in Writing Thesis of English Department of IAIN Bengkulu Academic Year 2018-2019 used questionnaire as an instrument in the study.

Creswell states that a quantitative study, consistent with the quantitative paradigm was an inquiry into social or human problems based on testing a theory composed of variables, measured with numbers, and analyzed.<sup>33</sup>

This is the definition of descriptive quantitative according to Sugiyono that explained it as a scientific method because it has fulfilled the rules, such as concrete/emprical, objective, measurable, rational, and systematic. This method is called quantitative because the research data are numerical analysis.<sup>34</sup>

---

<sup>33</sup>John W.Creswell, *Qualitative And Quantitative Approach*, 1994, california: SAGE Publications, inc, 1994, p.2

<sup>34</sup>Prof. Dr. Sugiyono, *Metode Penelitian Pendidikan (pendekatan kuantitatif, kualitatif, dan R&D)*.Bandung; Alfabeta, 2007, P.13

## B. Population and Sample

### 1. Population

According to Sugiyono, “populasi adalah kelompok subjek yang ditentukan oleh peneliti untuk dipelajari dan untuk menarik kesimpulan”.<sup>35</sup> It’s mean poulation is group of subject that is determined by the researchers to be studied and drawn the conclusions. Population of this research conducted to the eighth semester TBI of IAIN Bengkulu who takes thesis subject. The researcher decided to select this subject because the eight semester was writing thesis, because subject thesis as the last task to be graduate.

### 2. Sample

Donal Ary states that the meaning of the sample is part of the population or a representation of a population. The sample is part of the small proportion of the population selected for observation and analysis.<sup>36</sup> The sample is a representation of the all total population. It is made the research easier to run optimally.

Arikunto states “ if the population is less than a hundred, it is better to take all of population as the subject of research, if the number of population more than a hundred it is suggested to take 10%-15% or 20%-25% or more.<sup>37</sup> From the statement above the research merely choose 20% of the population as the sample of this research. There

---

<sup>35</sup> Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010), p. 117

<sup>36</sup> Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010), p. 78

<sup>37</sup> Baiq Rani Swarni, *Student’s Problem in Writing Thesis: Case Study at English Department Mataram University* (Mataram, 2016) , p.7

were 25 students academic year 2018/2019 noon class were chosen as the sample in this research to know what is the most dominant problems are faced by the students in psychological factors affecting in writing a thesis

### **C. Research Instrument**

In this research the researcher uses questionnaires as research instrument to find the data.

#### **a. Questionnaire**

Questionnaire is a method or technique used by researchers to collect data by spreading a number of sheets of paper containing questions that must be answered by the respondents. Questionnaire in this research as the data to collecting the data from the participants. Questionnaire will be made by the researcher based on the theory from the expert.

There are three kinds of questionnaires. They are anxiety (somatic anxiety, cognitive anxiety, and avoidance behaviour), self-esteem (students' high self-esteem or low self-esteem), and motivation (persistence, direction, and intensity). The total of questionnaires 47 items, of which 10 items for self-esteem, 22 items for anxiety, and 15 items, the researcher would take each 10 items for each indicator.

The questionnaire used provides four choices, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly disagree (STS).

The items raised are negative items, so the score used is a score 4,3,2,1, with a distribution that can be seen in table:

**Table 3.1**

**Table of Scale Value**

Responses	Scale Value
Strongly Agree	4
Agree	3
Disagree	2
Strongly disagree	1

**Table 3.2**

**Kisi- kisi Instrument**

<b>Factors</b>	<b>Indikator</b>	<b>Items</b>
<b>Self-Esteem</b>	<b>High Self Esteem &amp; Low Self-Esteem</b>	<b>1, 2, 3, 4, 5, 6, 7, 8, 9,10</b>
<b>Anxiety</b>	- <b>Somatic Anxiety</b> - <b>Cognitive Anxiety</b> - <b>Avoidance Behavioral</b>	<b>11, 12, 13 14, 15, 16 17, 18, 19, 20</b>

<b>Motivation</b>	- <b>Persistence</b>	<b>21, 22, 23</b>
	- <b>Direction</b>	<b>24, 25, 26</b>
	- <b>Intensity</b>	<b>27, 28, 29, 30</b>

#### **D. Technique for Collecting Data**

In collecting the data, the researcher used questionnaires. The researcher distributed the questionnaire to the sample. The next step was the result of the questionnaire displayed in table percentage of the problems. After that, the percentage ranked by the researcher to decide the problems and dominant problems that make the eighth semester students' of TBI program IAIN Bengkulu difficulty in writing thesis.

The procedure of data collection was follow:

##### 1. Pre data collection stage

The instrument writes, and then revises and prepare for the instrument of the researcher.

##### 2. Data collection stage

The instrument distributed to the respondents of this research, they were 25 students.

##### 3. Post data collection

The students responded in the instrument analysis.

#### **E. Technique for Analysis Data**

The data from the questionnaire was analyzed quantitatively to analyzed the highest percentage determines as the most of problems faced

by the students in writing their thesis. The data were obtained from the questionnaire. After the respondents filled out the statements on the questionnaire, the answer from each respondent for each item on the questionnaire was counted by the researcher.

The score of each student's answer of the questionnaire was analyzed in order to determine the most dominant cause of psychological problems of students in writing thesis. The data was analyzed by counting the percentage of each factor by using the formula below:

$$\text{Percentage} = \frac{\text{Mean score of each factor}}{\text{Total Mean score}} \times 100\%$$

Factor that has the highest percentage is considered as the most dominant problems faced by the students in writing their thesis.

In interpreting the score, the researcher divides the four options into two group, they were:

- a. In negative response was the combination of “strongly agree” and “agree”
- b. In positive response was the combination of “strongly disagree” and “disagree”.

## **F. Research Procedure**

### **1. Planning**

The researcher used the eight semester TBI's students of IAIN Bengkulu as the research. The researcher contacted some students to find quality time and then permission for the participants to do

research, give some questionnaires about psychological factor affecting undergraduate students in writing thesis.

## 2. Data Collection

The process to get the data in this research as follow:

### a. Questionnaire

The researcher used questionnaires to get the data of students about psychological factors, they were: questions about anxiety, self- esteem, and motivation. Students only choose or checklist in the paper from researcher.

### b. Documentation

Documentation used by the researcher to support the data from participants of this research as supplementary.

## **BAB IV**

### **RESULT AND DISCUSSION**

This chapter presents the analysis and the interpretation of the data psychological factors affecting undergraduate students' difficulties in writing thesis. The chapter involves findings and discussions. Each finding has discussions of the data that is presented in relation to the research questions.

The data of the psychological factors affecting undergraduate students' difficulties in writing thesis was taken from the questionnaire, the researcher found the results of psychological factors affecting undergraduate students' difficulties in writing thesis. The results of the study were presented as follow:

#### **A. Results**

The data of psychological factors affecting undergraduate students' difficulties in writing thesis were taken from questionnaire about problems in psychological, they were: self-esteem, anxiety, and motivation of undergraduate students.

##### **a. Result of students' self-esteem**

After receiving the questionnaire from the respondents, the researcher analyzed the data and the score of TBI students' self-esteem of the eighth semester of IAIN Bengkulu could be seen in the table below:

**Table 4.1**  
**Table of the Mean Score and Percentage of psychological factors**

Item Number	The total of respondents' answer				Total score of each item	Total score of each factor	Mean	Percentage
	SA	A	D	SD				
1	1	10	12	2	60	709	70.9	37.45%
2	5	13	7	0	73			
3	1	14	9	1	65			
4	4	13	7	1	70			
5	6	13	6	0	75			
6	4	14	7	0	72			
7	1	18	6	0	70			
8	0	17	8	0	67			
9	5	19	1	0	79			
10	11	10	4	0	78			
11	8	10	5	2	74	641	64.1	33.86%
12	4	9	10	2	65			
13	2	13	9	1	66			
14	1	10	11	3	59			
15	5	11	9	0	71			
16	5	8	11	1	67			
17	1	9	11	4	57			
18	1	17	6	1	68			
19	1	15	9	0	67			
20	0	4	14	7	47			
21	0	2	21	2	50	543	54.3	28.68%
22	0	0	20	5	45			
23	4	16	4	1	73			
24	0	10	15	0	60			
25	1	4	13	7	49			
26	0	2	15	8	44			
27	0	14	7	4	60			
28	2	12	10	1	61			
29	0	5	15	5	50			
30	0	3	20	2	51			
Total					1893	1893	189.3	100%

\*SA= Strongly Agree

\*A= Agree

\*D= Disagree

\*SD= Strongly Disagree

The total score of self-esteem is 709 with the mean is 70.9 and percentage is 37.45%. Self-esteem in psychological factors consisted of 10 items (item no 1-10), the description below is the detail of each item in the process consultation factor ranging from the highest score to the lowest score. Item that has the highest score of this factor is the item number 9 (I certainly felt very useless when my thesis was not good). There were 5 students who answered strongly agree, 19 students answered agree, 1 student answered disagree, and there was no student answered strongly disagree, the score of this item is 79.

Item number 10 (I think I am a person who fails when I cannot complete my thesis) has the score 78. In this item, 11 students answered strongly agree, 10 students answered agree, 4 students answered disagree, and there was no students answered strongly disagree. Item number 5 (I often become pessimistic about myself when writing a thesis) has the score 75. In this item there were 6 students answered strongly agree, 13 students answered agree, 6 students answered disagree, and there was no student answered strongly disagree.

Item number 2 (I feel that I lack good quality in writing thesis) has the score 73. In this item there were 5 students who answered strongly agree, 13 students answered agree, 7 students answered disagree, and there was no student answered strongly

disagree. Item number 6 (Overall, I was not satisfied with myself, because I was not able to write a thesis well) has the score 72.

In this item there were 4 students who answered strongly agree, 14 students answered agree, 7 students answered disagree, and there was no student answered strongly disagree. Item number 4 (I cannot write a thesis like most people) and number 7 (I feel my thesis has not been successful) have the score 70.

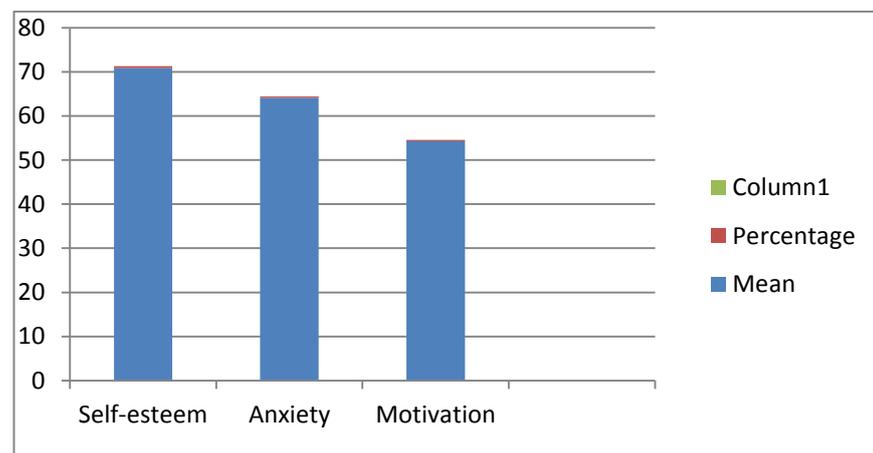
In item number 4 there were 4 students who answered strongly agree, 13 students answered agree, 7 students answered disagree, and 1 student answered strongly disagree. In item number 7 there was 1 student who answered strongly agree, 18 students answered agree, 6 students answered disagree, and there was no student answered strongly disagree.

Item number 8 (I feel I am not proud of the results of my thesis) has the score 67. In this item there was no student who answered strongly agree, 17 students answered agree, 8 students answered disagree, and none student answered strongly disagree. Item number 3 (I lack self-respect in writing a thesis) has the score 65. In this item there was 1 student who answered strongly agree, 14 students answered agree, 9 students answered disagree, and 1 student answered strongly disagree. Item number 1 (I feel that I am a worthless person, and not on par with others when writing a

thesis) has the score 60. In this item there was 1 student who answered strongly agree, 10 students answered agree, 12 students answered disagree, and 2 students answered strongly disagree.

#### b. Result of students' anxiety

The following are the results of the eighth semester of TBI students' anxiety in academic year 2018/2019. For more details, you can see in chart 4.1 below.



**Chart 4.1**

#### **The Students' Score Anxiety in Psychological Factors Affecting Undergraduate Students' Difficulties in Writing Thesis**

Based on the graph above it can be seen that the results of psychological factors of students' anxiety at TBI in the eighth semester of IAIN Bengkulu. The score of anxiety was 641 with a mean of 64.1, and a percentage of 33.86%. Can be seen table 4.2.

**Table 4.2****The students' score anxiety**

<b>Indicator</b>	<b>Mean</b>	<b>Percentage</b>
<b>Self-esteem</b>	70.9	37.45%
<b>Anxiety</b>	64.1	33.86%
<b>Motivation</b>	54.3	28.68%

The second factor of psychological factors affecting undergraduate students' difficulties in writing thesis is the anxiety. The total score of anxiety is 641 with the mean 64.1 and percentage is 33.86%. Anxiety consist of 10 items (item number 11-20), the the description below is detail description below is the detail description of each item in the process consultation factor ranging from the highest score to the lowest score.

Item number 11 (My heart was beating fast when writing a thesis under the time limit) has the score 74. In this item there were 8 students who answered strongly agree, 10 students answered agree, 5 students answered disagree, and 2 students answered strongly disagree.

Item number 15 (If my thesis will be evaluated by an advisor, I will worry about getting many revisions by my advisor) has the score 71. In this item there were 5 students who answered strongly agree, 11 students answered agree, 9 students answered disagree,

and none student answered strongly disagree. Item number 18 (I avoid difficult words in my thesis) has the score 68. In this item there was 1 student who answered strongly agree, 17 students answered agree, 6 students answered disagree, and 1 student answered strongly disagree.

Item number 16 (I am afraid that my thesis will be judged very poorly) has the score 67. In this item there were 5 students who answered strongly agree, 8 students answered agree, 11 students answered disagree, and 1 student answered strongly disagree.

Item number 19 (I rarely choose to write my thoughts in English) has the score 67. In this item there was 1 student who answered strongly agree, 15 students answered agree, 9 students answered disagree, and none student answered strongly disagree. Item number 13 (I tremble or sweat when I write my thesis under time pressure) has the score 66. In this item there were 2 students who answered strongly agree, 13 students answered agree, 9 students answered disagree, and 1 student answered strongly disagree.

Item number 12 (My mind often goes blank when I start working on my thesis if I'm not focused) has the score 65. In this item there were 4 students who answered strongly agree, 9 students answered agree, 10 students answered disagree, and 2 students

answered strongly disagree. Item number 14 (When writing my thesis I was very nervous) has the score 59. In this item there was 1 student who answered strongly agree, 10 students answered agree, 11 students answered disagree, and 3 students answered strongly disagree.

Item number 17 (I worry that my thesis is far worse than the others) has the score 57. In this item there was 1 student who answered strongly agree, 9 students answered agree, 11 students answered disagree, and 4 students answered strongly disagree. And the lowest is item number 20 (I always waste time working on revisions my thesis) has the score 47. In this item there was no student who answered strongly agree, 4 students answered agree, 14 students answered disagree, and 7 students answered strongly disagree.

**c. Result of students' motivation**

The last factor of psychological factors affecting undergraduate students' difficulties in writing thesis is the motivation. The total score of motivation is 543 with the mean 54.3 and percentage is 28.68%. Motivation consist of 10 items (item number 21-30), the description below is detail description below is the detail description of each item in the process consultation factor ranging from the highest score to the lowest score.

Item number 23 (I doubt I can finish the thesis earlier than the targeted time) has the score 73. In this item there were 4 students who answered strongly agree, 16 students answered agree, 4 students answered disagree, and 1 student answered strongly disagree.

Item number 28 (I'm not sure I can catch up to the graduation target when working on my thesis) has the score 61. In this item there were 2 students who answered strongly agree, 12 students answered agree, 10 students answered disagree, and 1 student answered strongly disagree. Item number 24 (I am not able to apply the direction given by my thesis advisor) and number 27 (I am not able to do my thesis to the maximum) have the score 60.

In the item number 24 there was no student who answered strongly agree, 10 students answered agree, 15 students answered disagree, and none student answered strongly disagree. In the item number 27 has the score same, there was no student who answered strongly agree, 14 students answered agree, 7 students answered disagree, and 4 students answered strongly disagree.

Item number 30 (I did not do the thesis well even though it was my responsibility) has the score 51. In this item there was no student who answered strongly agree, 3 students answered agree, 20 students answered disagree, and 2 students answered strongly disagree. Item number 21 (I lacked a very strong will in compiling

my thesis in a serious and enthusiastic way) and item number 29 (I did not try to be diligent in doing my thesis) have the score 50. In item 21 there was no student who answered strongly agree, 2 students answered agree, 21 students answered disagree, and 2 students answered strongly disagree. In the item number 29 there was no student who answered strongly agree, 5 students answered agree, 15 students answered disagree, and 5 students answered strongly disagree.

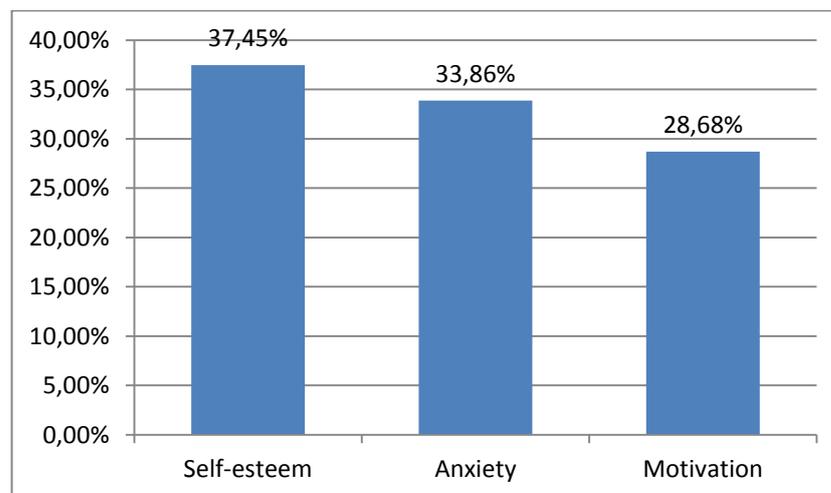
Item number 25 (I was faced with a difficult task, I was less motivated to work more actively in doing my thesis) has the score 49. In this item there was 1 student who answered strongly agree, 4 students answered agree, 13 students answered disagree, and 7 students answered strongly disagree. Item number 22 (I give up easily when there is a failure and I don't accept criticism from my thesis adviser) has the score 45. In this item there was no student who answered strongly agree, none student answered agree, 20 students answered disagree, and 5 students answered strongly disagree.

Item number 26 (I don't get moral support from friends if there are difficulties in my thesis) has the score 44. In this item there was no student who answered strongly agree, 2 students answered agree, 15 students answered disagree, and 8 students answered strongly disagree.

This chapter presents the research findings. The aims are to answer research questions in the chapter I. There is an objective in this research, the first, predominantly self-esteem, or anxiety, or motivation of students' psychological factors in writing thesis.

**1. Dominant Self-esteem, or Anxiety or Motivation of psychological factors in writing thesis.**

Three factors that can affect students' difficulties in writing a thesis, namely: self-esteem, anxiety, and motivation. Among the three factors that most influence the difficulty of students in writing a thesis, Self-Esteem, to be more clearly seen in chart 4.2 below.



**Chart 4.2**

**Dominant Score of Psychological factors affecting undergraduate students' difficulties in writing thesis**

From the result of the data it was found that the most dominant factor of psychological factor affecting undergraduate students' difficulties in writing a thesis was self-esteem. Self-esteem has the

highest score. The total score of self-esteem is 709 with the mean is 70.9 and percentage is 37.45%. It means that self-esteem is most dominant than anxiety and motivation in psychological factors affect undergraduate students' difficulties in writing thesis.

Self-esteem is the highest score than anxiety and motivation. Thus, in writing a thesis is not only about linguistic aspect who affect the difficulties in writing a thesis. But also, non-linguistic aspect (psychological factors can affect in writing a thesis).

## **B. Discussion**

The research finding shows that the most affecting psychological factor of undergraduate students' difficulties in writing thesis was self-esteem which has the highest mean score and percentage. This factor relate to students' low self-esteem in writing their thesis. The fact they still thinking worthless, unconfidence with their ability in writing thesis, feeling did not have good quality in writing thesis, pessimist, and feel fails in complete thesis well.

Self-esteem as the comparatively permanent positive or negative feeling about self which may become less positive and negatives as individuals encounter and interpret success and failures in their daily lives. The overall mean scores from all item was self-esteem. So that it can be concluded eighth semester of TBI's students have low self-esteem.

In line with that, a research conducted by Dwihandini et al (2013) on undergraduate students in the English Department of Mahasaraswati University found that the most caused in psychological factor affecting students' difficulties in writing thesis was self-esteem of the students. In term of students' anxiety, there was no significant evident that students' anxiety could cause students' difficulty in writing thesis.<sup>38</sup>

From 10 items of the questionnaire that represents self-esteem, it was found that the most affecting in self-esteem was student certainly felt very useless when thesis was not good. It shows that students felt their thesis was not good like others.

Anxiety was the second position after self-esteem. Anxiety had 3 indicators: somatic anxiety, cognitive anxiety, and avoidance behavior. Based on the students' responses of the 10 items from questionnaire, which represents the anxiety, it was found that the students' heart was beating fast when writing a thesis under the time limit. Because they felt that students were not finish their thesis with in the given time by the advisors.

Motivation was the last position. Motivation had 3 indicators: Persistence, Direction, and intensity. Based on the students' responses of the 10 items from questionnaire, which represent the motivation, it was found that students doubt can finish the thesis earlier than the targeted

---

<sup>38</sup>Sariyanto, Iwan Supardi, Syarif Husin, *An Analysis on Factors Causing Undergraduate Students' Difficulties in Writing Thesis*, (FKIP UNTAN, Pontianak: English Education Study Program of Language and Arts Education Department), Page. 10

time. It means that students' persistence is low average, because students have to decide the time line when write their thesis, but if it exceeds the predetermined target it will be better. Then the thesis will be completed sooner than the target.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Psychological factor is one of the factor affecting undergraduate students' difficulties in writing thesis. Psychological factors have 3 problems. There are self-esteem, anxiety, and motivation.

Based on the research finding it can be concluded that the most psychological factors affecting undergraduate students' difficulties in writing thesis was self-esteem. Among 10 items of the questionnaire that relates to the self-esteem, felt very useless when thesis was not good is the students' psychological factor affecting undergraduate students' difficulties in writing thesis. From the result of table above can be seen that students have low self-esteem in writing their thesis. The next common is anxiety, and the last is motivation.

Low self-esteem in student is characterized by a lack of desire to do something, always saying negatively on the abilities they have such as "I'm stupid!", "I can't finish this thesis well". Another characteristic is tolerance, frustration, and pessimism. Generally, they are reluctant or lazy to work on a thesis because they feel worried or do not believe in their abilities, do not work hard to improve their shortcomings and feel enough with what they have done.

Self-esteem refers to the individual's perception or subjective appraisal of one's self-worth, one's feelings of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self.

Anxiety as a subjective feeling of tension, fear, nervousness, and worry associated with arousal in the nervous system automatically. Motivation as a process causes the intensity (intensity), direction (direction), and ongoing efforts (persistence) of individuals towards the achievement of goals.

## **B. Suggestion**

From the findings of the research, the writer suggests some opinion for the students, thesis advisors, and the next researcher. For the students should not think that they are less than others when write their thesis. Students also should prepare their mental when write their thesis. Students have to confidence with their ability in writing their thesis. Student who take thesis courses also have to meet with comrades more often (complete thesis) to increase motivation and ability to write a thesis. Trying to understand or improve interpersonal communication with the supervisor so they can understand what the supervisor wants.

Students should not feel that he has a quality that is lacking in writing a thesis, first business is very important, students must also consult with experienced people such as senior-level and friends who are working

on the thesis. Students should not be pessimistic in doing the thesis, may not give up when having difficulties in writing a thesis.

For the advisors, communication that has been established effectively between students and supervisors is expected to be maintained and improved. Create a special schedule for thesis guidance. The schedule is as much as possible to be obeyed together. Supervising lecturers are also expected to receive opinions or aspirations students during the thesis guidance process to establish good communication between lecturers and students. This is to avoid anxiety on students while working on their thesis or to meet with the supervisor during the guidance.

And for the next researcher, this thesis will still be useful for giving some contributions and information to future researcher and also the next researcher is expected to be able to further refine this research both by changing its methods and variables. This research also to give information for the next researcher about difficulty in writing thesis is not only about linguistic aspect but also about psychological affects of students.

## REFERENCES

- Aryanika, S. (2016). The Correlation Between the Students' Writing Motivation and the Writing Ability. *English Education Jurnal*. 2 (3), 7.
- Douglas, B. H. (2000). *Principle of Language Learning and Teaching*. Fourth Edition. London: Longman Group.
- Dwihandini, L.A., Marhaeni, A.A.I.N., & Suarnajaya, I.W. (2013). The Analysis of the Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in the English Department of Mahasaraswati University, *Ganesha e-Journal*, 2 (8), 3
- Henriques, G. R. (2004). Psychology Defined. *James Madison University:Journal of Clinical Psychology*.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986), *Foreign language classroom anxiety*. The Modern Language Journal, 70 (2), 125-132
- Kara, S. (2013). Writing Anxiety: A Case Study on Students' Reasons for Anxiety in Writing Classes. *Anadolu Journal of Educational Sciences International*. 6(3), 104
- Khalek, A. M. A. (2016). *Introduction to the Psychology of Self Esteem*, University of Alexandria, Egypt: Nova Science Publishers, Inc.
- Lawrence, D. (2006). *Enhancing Self Esteem in the Classroom 3rd edition*. Great Britain:T.J. International, Padstow, Cornwall
- Lestari, B. A. (2012). *Layanan Responsif Bimbingan dan Konseling untuk meningkatkan motivasi berprestasi siswa*. (master thesis) Universitas Pendidikan Indonesia, Jabar
- Lewis, (2011) J. *What Is an Example of Direction Motivation?* Retrived from <https://smallbusiness.chron.com/example-direction-motivation-38700.html>.
- Mugiarso, H.,Setyowani, N and Tedra, L, B. (2018). self-efficacy dan persistensi mahasiswa ketika mengerjakan skripsi ditinjau dari kecemasan akademik, *Universitas Negeri Semarang*, 1(3), 171-175
- Partanto. 2013. *Kamus Ilmiah Populer*.Surabaya: Penerbit Arloka
- Pratiwi, K, D. (2015). Students' Difficulties in Writing English.(A Study at the Third Semester Students of English Education Program At University of Bengkulu). *UNIB express*, 7 (3), 15

- Sugiyono. (2007). *Metode Penelitian Pendidikan (pendekatan kuantitatif, kualitatif, dan R&D)*. Bandung; Alfabeta.
- Roesch, R., Hart, S, D and Ogloff, J, R, P. (1999). *Psychology and Law : The State of the Discipline*, London : Business Media
- Sariyanto, Iwan Supardi & Syarif Husin. (2013) An Analysis on Factors Causing Undergraduate Students' Difficulties in Writing Thesis, *Journal English Education Study Program of Language and Arts Education Department*, 1 (4), 2-4
- Sugiono. (2010). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Syafi'i, K. (2016). The Comparison between Individual and Collaborative Writing on Narrative Paragraphs Achievement. *Indonesian Journal of Integrated English Language Teaching*, 2 (2), 15
- Tuppang, K, S. (2011). *Investigating students' writing anxiety: A study at English Teacher Education of Satya Wacana (master thesis) Christian University, DKI Jakarta*.
- Whitaker, A. (2009). *A Step by Step Guide to Writing Academic Papers*. Bratislava, Slovakia: City University of Seattle.
- Wischgoll, A. (2016). *Combined Training of One Cognitive and One Metacognitive Strategy Improves Academic Writing Skill*. Spain: University of Almeria.