

CHAPTER IV

FINDINGS AND DISCUSSION

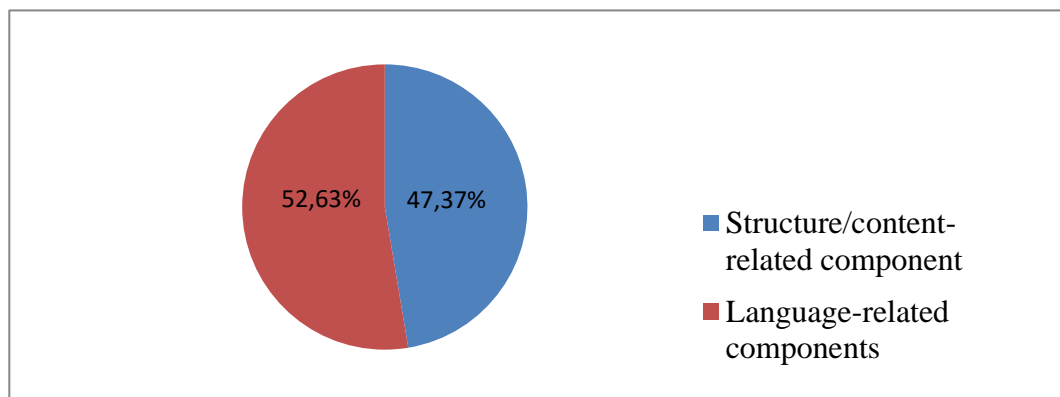
This chapter presents: (1) findings, and (2) discussion.

4.1. Findings

Research findings of this study presented the results of students' difficulties with aspect of writing thesis and the result of factor affecting students' difficulties in writing thesis. The data of this study obtained from questionnaire, and interview. Based on the result of questionnaire, I found that students' difficulties in aspect of writing thesis. Through the result of interview students, I found some factors difficultiess faced by students in writing thesis.

4.1.1. Findings of Questionnaire

The findings of the study showed that the difficulties faced by students in aspect of writing thesis. The questionnaire was collected from several components aspect of thesis writing consisting of 9 items from structure-related components, and 11 item from language components. Overall, there were 30 participants of the study. The specific explanations for their difficulty in writing thesis were as follows.



The result showed that there were (47,6%) who faced difficulties in

structure/content-related component. Then, there were (52,4%) students who faced difficulties in language-related components. In short, the students expressed a higher perception of difficulty in writing thesis was language-related component rather than Structure/content-related component.

Table 3. Percentage of students' difficulties with aspect of thesis writing

No	Question items	Total of students respondents' answer					Total score of each item	Total of each problem	Mean	Percentage
		VE	E	N	D	VD				
Structure-related components										
5	Writing findings/ analysis section	0	3	10	14	3	107	843	93,67	47,37%
6	Writing the discussion	1	1	16	10	2	101			
4	Writing methodology section	0	8	9	9	4	99			
3	Writing literature review	1	6	10	12	1	96			
2	Writing introduction	0	9	10	7	4	96			
1	Writing abstracts	0	5	17	7	1	94			
8	Writing recommendation section	1	5	17	6	1	91			
7	Writing the conclusion	1	14	10	4	1	80			
9	Writing references/bibliography	2	13	9	6	0	79			
Language-related Components										
10	Summarizing /paraphrasing	0	3	5	16	6	115	1.145	104,09	52,63%
12	Expressing ideas clearly and logically	0	2	10	14	4	110			
17	Linking sentences smoothly	0	1	9	20	0	109			
13	Expressing ideas in correct English	0	4	6	18	2	108			
15	Writing coherent paragraphs	0	2	9	18	1	108			
20	Using appropriate academic styles	0	2	16	10	2	102			
11	Revising written work	0	2	16	10	2	102			
16	Proofreading/correcting written assignments	0	2	15	13	0	100			

18	Writing which referring to sources	0	6	10	12	2	100			
14	Synthesizing information/ ideas	0	3	15	11	1	100			
19	Planning writing assignments	1	4	20	3	2	91			
Total							1988	1988	197,76	100%

Scale : 1= very easy, 2= easy, 3, neutral, 4, difficult, 5= very difficult

Difficulty levels were categorized into three groups: difficult (points 4 & 5), neutral (point 3), and easy (points 1 & 2) (see Table 4).

Table 4. The percentage of students' responses in terms of difficulty

No	Question items	Difficult (%)	Neutral (%)	Easy (%)	Total
Structure-related components					
5	Writing findings/ analysis section	56,7	33.3	10.0	100
6	Writing the discussion	40.0	53.3	6.7	100
4	Writing methodology section	43.3	30	2.7	100
3	Writing literature review	43.3	36.7	23.3	100
2	Writing introduction	36,7	33.3	30	100
1	Writing abstracts	26.6	56.7	16,7	100
8	Writing recommendation section	23.3	67.7	20	100
7	Writing the conclusion	16,7	33,3	50,0	100
9	Writing references/bibliography	20,0	30	50,0	100
Language-related Components					
10	Summarizing /paraphrasing	73.3	16,7	10,0	100
12	Expressing ideas clearly and logically	60,0	33,3	6,7	100
17	Linking sentences smoothly	66,7	30,0	3,3	100
13	Expressing ideas in correct English	66,7	20,9	13,3	100
15	Writing coherent paragraphs	63,3	30,0	6,7	100
20	Using appropriate academic styles	40,0	53,3	6,7	100
11	Revising written work	40,0	53,3	6,7	100
16	Proofreading/correcting written assignments	43,3	50,0	6,7	100

16	Writing which referring to sources	46,7	33,3	20,9	100
18	Synthesizing information/ ideas	40,0	50,0	10,0	100
19	Planning writing assignments	16,7	66,6	16,7	100

Table 5. The level of students' responses in terms of difficulty

No	Question items	Level of Difficulty
10	Summarizing /paraphrasing	Difficul (3,83)
12	Expressing ideas clearly and logically	Difficul (3,67)
17	Linking sentences smoothly	Difficul (3,63)
13	Expressing ideas in correct English	Difficul (3,60)
15	Writing coherent paragraphs	Difficul (3,60)
5	Writing findings/ analysis section	Difficul (3,50)
20	Using appropriate academic styles	Difficul (3,40)
11	Revising written work	Difficul (3,40)
6	Writing the discussion	Difficul (3,67)
16	Proofreading/correcting written assignments	Difficul (3,33)
16	Writing which referring to sources	Difficul (3,33)
18	Synthesizing information/ ideas	Difficul (3,33)
4	Writing methodology section	Difficul (3,30)
3	Writing literature review	Difficul (3,2)
2	Writing introduction	Difficul (3,20)
1	Writing abstracts	Difficul (3,13)
8	Writing recommendation section	Difficul (3,03)
19	Planning writing assignments	Difficul (3,03)
7	Writing the conclusion	Neutral (2,67)
9	Writing references/bibliography	Neutral (2,63)

Based on the table above it can be seen that the result most items of the aspect of thesis writing was difficult. There were 18 questions items answered by students were difficult, and 2 question items were neutral. As shown table 5, most of the students expressed a higher perception of difficulty with the language-related components of thesis writing rather

than the structure/content-related component. Items that were claimed to be the most difficult were language-related items, such as item 1 (Summarizing /paraphrasing), item 2 (expressing ideas clearly & logically), item 3 (linking sentences smoothly), item 4 (expressing ideas in correct English), and item 5 (writing coherent paragraphs). whereas the easiest items were rather structure/content-related, such as item 19 (writing the results section), item 20 (writing references),

4.1.1.1. Students' Difficulties in Structure-related Components

The total score of students difficulties in structure-related components was 847 with the mean 94,67 and percentage was 47,5%. The structure-related components consists of 9 items (item 1-6) the discription below was the detail description from highest score to the lowes score. Item that has highest score of this aspect of difficulty. The item number 5 (writing findings/ analysis section) was the highest score. There was no student who answered very easy, 3 students answered easy, 10 students answered neutral, 14 students answered difficult, and 3 students answered very difficult, the score of this item is 107 an this item idicated was (difficult 56,7%). The second higher score was item number 6 (Writing the discussion) has the score 101. In this item there was 1 student who answered very easy, 1 student answered easy, 16 students answered neutral, 10 students answered difficult, and 2 students answered very difficult. This item was indicated 53,3% neutral.

The third higher score was item number 4 (Writing methodology section) There was no student who answered very easy, 8 students

answered easy, 9 students answered neutral, 9 students answered difficult, and 4 students answered very difficult, the score of this item is 99 and this item indicated was difficult 43,3%. Item number 3 (writing literature review) has the score 96. In this item 1 students who answered very easy, 6 student answered easy, 10 students answered neutral, 12 students answered difficult, and 1 students answered very difficult. This item indicated 43,3% was difficult. Next item number 2 (writing introduction). It has score 96. There was no student who answered very easy, 9 students answered easy, 10 students answered neutral, 7 students answered difficult, and 4 students answered very difficult. This item indicated 36,7% was difficult for students. Item number 1 (writing abstracts) has score 94. This item indicated neutral for students. There was no student who answered very easy, 5 student answered easy, 17 students answered neutral, 7 students answered difficult, and 1 students answered very difficult. This item indicated 56,7% was neutral for students.

Next, Item number 8 (Writing writing recommendation section) has score 91. There was 1 student who answered very easy, 5 students answered easy, 17 students answered neutral, 6 students answered difficult, and 1 students answered very difficult. This item indicated 67,7% was neutral for students. The item number 7 (Writing the conclusion) has score 80. There was 1 student who answered very easy, 14 student answered easy, 10 students answered neutral, 4 students answered difficult, and 1 students answered very difficult. This item

indicated 50,0% was easy for students. Item number 9 (Writing writing recommendation section) was the lower score has 79. There was 2 student who answered very easy, 13 students answered easy, 9 students answered neutral, 6 students answered difficult, and there was no student answered very difficult. This item indicated 50,0% was easy for students.

4.1.1.2. Students' Difficulties in Language-related Components

The total score of students difficulties in language-related components was 1145 with the mean 104,09 and percentage was 52,63%. The language-related component consists of 11 items (item 10-20) the discription below was the detail description from highest score to the lowes score. Item that has highest score of this aspect of difficulty. The item number 10 (Summarizing /paraphrasing) was the higherst score has 115. In this item there was no student who answered very easy, 3 students answered easy, 5 students answered neutral, 16 students answered difficult, and 6 students answered very difficult. This item was indicated 53,3% neutral. This item indicated 73,3% was difficult for students. The second higher score was item number 12 (Expressing ideas clearly and logically) has the score 110. In this item there was no student who answered very easy, 2 students answered easy, 10 students answered neutral, 14 students answered difficult, and 4 students answered very difficult. This item indicated 60,0% was difficult for students. The third higher score was item number 17 (Linking sentences smoothly) has score

109. In this item there was no student who answered very easy, 1 student answered easy, 9 students answered neutral, 20 students answered difficult, and there was no student answered very difficult. This item indicated 66,7% was difficult for students.

Next, item number 13 (Expressing ideas in correct English) has score 108. In this item there was no student who answered very easy, 4 student answered easy, 6 students answered neutral, 18 students answered difficult, and 2 students answered very difficult. This item indicated 66,7% was difficult for students. In the middle score there was item 15 (Writing coherent paragraphs) has score also 108. In this item indicated 63,3% was difficult for students. In this item there was no student who answered very easy, 2 student answered easy, 9 students answered neutral, 18 students answered difficult, and 1 student answered very difficult. Next item number 20 and 11 (Using appropriate academic styles and revising written work) has the same score 102. In this item there was also no student who answered very easy, 2 students answered easy, 16 students answered neutral, 10 students answered difficult, and there was 2 students answered very difficult. This item indicated 53,3% was neutral for students.

Next, item number 16, 18 and 14 (Proofreading/correcting written assignments, writing which referring to sources, and Synthesizing information/ ideas) have the same score 100. In this item 16-18 there was no student who answered very easy, 2,6, and 3 students answered easy, 15,10, and 15 students answered neutral, 13,12, and 11 students answered

difficult, and item number 17 there was no students answered very difficult and 2 and 1 students answered very difficult. The item 16 indicated 50,0% was neutral, item number 18 indicated 46,7% was difficult, and item 14 indicated 50,0% was neutral for students. The last lower score, item number 19 (Planning writing assignments) has score 91. In this item there was 1 student who answered very easy, 4 student answered easy, 20 students answered neutral, 3 students answered difficult, and 2 students answered very difficult. This item indicated 66,7% was difficult for students

4.1.2. The Factors Affecting Students' Difficulties in Writing Thesis

Based on data obtained from an interview, I found that the factors affecting students' difficulties in writing their thesis. The themes and codes gained from thematic analysis described in table.

Table 5: Themes and codes the factors students' difficulty in writing thesis.

Theme	Code
1. Students' cognitive Problems	<p>A. Most of students were confused in expressing ideas clearly and logically into sentences or paragraphs in English.</p> <p>B. Most of the students difficult to organized their thesis.</p> <p>C. Most of the students difficult in paraphrasing.</p>

2. Students' linguistics problems	A. Most of students lack of vocabulary B. Most of students lack of grammar
3. Students' psychological problems	A. Most of students were worried and afraid of making mistakes when they written sentences or paragraphs. B. Most of thes students lack of motivation to write their thesis. C. Some students have lack of confidence in writing their theis.
4. Lack of Material Resources	A. There was limited number of English printed material and online resources they were needed.

The themes and codes described in table above would be explained in detail as follows:

4.1.2.1. Students' Cognitive Problems

Based on the interview with some students I found that the first problem that determines the factors which affecting students' difficulties in writing thesis was students' cognitive problem. Most of students were difficult in expressing their ideas clearly and logically into sentences or paragraph. Students also had a difficult in organized their ideas from the sources into thesis writing.

Moreover, it showed that most of students confused when they

required in expressing ideas into certain sentences in English into their thesis. This happened because of the lack of vocabulary and lack of grammar. These problems made them unable to write an idea in English well into their thesis. For example, students with the initial P1 said "*the difficulties in writing my thesis were the difficult to express the ideas in my mind into a sentence*". Students P4 said "*I found difficulty to paraphrase the paragraph from sources*" (personal communication, September 14, 2020). Furthermore, another students with initial P2 explained: It was hard for me to express any ideas clearly and logically into sentences in English because the difficult in organize the sentence it self. Beside that, P5 explained "*the challenges in writing thesis was transferring my own thoughts into sentences*" (personal communication, September 14, 2020).

4.1.2.2. Students' linguistic problems

Based on data from interview, it obtained that the problems determines the factors affecting students' difficulties in writing thesis was lack of vocabulary, and lack of grammar.

The result of interview the most students worried about their vocabulary and grammar. They thought that vocabulary was the factor or the difficulty in writing their thesis. One of students with initial P2 said that "*she has the difficultie to express her ideas into her thesis, because of she cannot mastered some vocabularies and grammar*" (personal communication, September 13, 2020). Students P1 said that "*if I want to express my idea in English, it was difficult, because of my ability in english was still poor, so in order to express my ideas, first I*

used indonesian language, because when wrote in English I was afraid that the sentence will be error in writing grammar or vocabulary" (personal communication, September 7, 2020).

In addition, another student with initial P3 said the factor affecting her difficult in writing thesis were vocabulary and grammar. She said *"I had difficulty in vocabullary, because the limited of my vocabularies and the difficulty when using correct sentence in expressing my idea. So it was hard for me to write down my thesis"* (personal communication, September 13, 2020). Next, student P5 said *"I had difficulties in grammar, becuae I did not know which grammar used that suppose to deleted, replaced, supplied, and reordered in my thesis writing"* (personal communication, September 14, 2020).

4.1.2.3. Students' Psychological Problems

Based on the data obtained interview, I found that the next factors affecting students difficulties in writing their thesis were fear or worry of making mistake in writing their thesis English and they have lack of cnfidents and lack of motivation

From the interview data, I obtained information that most of students were afraid or worried to make mistakes in their thesis writing. This problem happened because the students lack of vocabulary and lack of grammar. For example, students with initial P5 explained *"when I writing in English I was afraid that make mistakes in grammar and vocabulary"* (Personal communication, september 7, 2020). One of students P3 said: *"I worried can not writing my thesis, sometime I felt worried there were many*

mistakes in my thesis, it can be mistakes in expressing ideas or in grammar” (Personal communication, september 13, 2020). Another student P3 said *“I felt worried when my supervisor check my thesis, and my supervisor found there were many mistakes of grammar, vocabullary, spelling or punctuation in thesis writing”* (Personal communication, september 13, 2020). The other students P2 said: *“If my thesis will be evaluated by an advisor, I will worry about getting many revisions by my advisor”* (Personal communication, september 13, 2020). And students with anisial S4 said that: *“I felt worry can not write good thesis like another students”* (Personal communication, January 30, 2019).

Then, another problem showed that the students’ problem in factors affecting students’ difficulties in writing thesis were motivation and confidence. Students P1 said: *“ I felt lack of confidence with the result of mt thesis”* (Personal communication, September 07, 2020). Then, another problem showed that the students’ lack of motivation. Beside that, Students P3, said *“I have no motivation in writing thesis, becuae writing thesis is difficult and also need more attention”* (Personal communication, September 13, 2020). Next, student P3 explained: *“I have lack of motivation whin myself to write my thesis”* (Personal communication, september 13, 2020).

4.1.1.4. Lack of Writing Resources

Based on the data obtained from the interview, I found that the next factor affecting students’ difficulties in writing thesis was lack of available

writing resources. In this case, the lack of writing resources were caused by limited printed and online resources like books or journal in the library or in internet.

Based on the data obtained through interview, I found that most of students faced problem difficulties in finding resources to support theory they used in their thesis. This could happen because limited resources were not available in the library or in internet. Students with anisial P3 and P5 said: *“I found difficulty in finding resources, like book or journal to supported the theory in my thesis”* (personal communication, September 13,14, 2020). Next, student MR added *“I was having trouble with finding source of theory related to my thesis” “the difficulties in collected source information, first I had trouble in getting book, because the source of the books availabe in librabry were still limeted, especially books related to my thesis”* (personal communication, September 7, 2020).

4.2. Discussion

The first research question aimed to find out the students' perception of difficulties in writing thesis at English education study program of Tarbiyah Faculty of State Islamic university Raden Fatah Palembang. Based on the result questionnaire, students faced more difficulties in language-related components rather than structure/content-related component. In short, this result in line with Singh (2015); Lee and Tajno (2008); Evens and Green (2007); who found that the students expressed a higher perception of difficulty in writing thesis was language-related component to be more difficult rather than Structure/content-related component. Lee and Tajino (2008) noted that some of the items related as

among the most difficult may appear to involve structure/content-related components. Evans and Green (2007) argue that students may perceive all aspects of academic writing (thesis) to be difficult.

Furthermore, the items claimed the most difficulty were language-related item, such as item 10, (Summarizing /paraphrasing), 12 (Expressing ideas clearly and logically), 17 (Linking sentences smoothly) and 13 (Expressing ideas in correct English). the item of difficulty in language-related component in this finding were also the same with research finding Lee and Tajino (2008). whereas the easiest items were rather structure/content-related, such as item 7 (Writing conclusion), and 4 (Writing references/bibliography). The former type includes difficulties in communicating ideas ‘appropriately,’ ‘accurately,’ and ‘smoothly,’ while the latter type includes ‘writing the method sections,’ ‘writing references,’ and ‘writing results section.’ This is supported by the results of Bitchener and Basturkmen (2006) and Dalsky and Tajino (2007), in which students experienced problems and difficulties in organizing ideas and arguments, using appropriate styles of writing, and expressing thoughts clearly in English. On the other hand, other studies (Marshall, 1991; Kubota, 1998) have demonstrated different results. Marshall (1991), for example, suggests that students may have difficulties with the structure of a paper more often than the language-related components.

The second research question aimed to find out the factors affecting undergraduate students’ difficulties in writing their at English education study program of Tarbiyah Faculty of State Islamic university Raden Fatah Palembang. Based on the findings above, I found the factor affecting undergraduate students’ difficulties in writing thesis as follows: a) students, cognitive problems, b)

students' linguistics problems, c) students' psychological problems, d) students' lack of material resources.

The first factor was students' cognitive problem. Most of the students' confused to express ideas into sentences or paragraph in Eenglish. Al-badi (2015) say that the challenge is mainly related to transferring students' own thoughts into words. In contrast, this section focuses on the difficulty of incorporating the other writers' ideas into their own views. Furthermore, students faced difficulties in organizing their ideas. Basturkmen (2006); Dalsky and Tajino (2007), in which students experienced problems and difficulties in organizing ideas and arguments, using appropriate styles of writing, and expressing thoughts clearly in English. In addition, the students faced challenges in writing thesis was transferring their own thoughts into sentences and most of the students difficult to organize their thesis.

This phenomenon could be happened because English is different from Bahasa Indonesia, they may find difficulties in the form of understanding the language, arrange good writing. According to Hyland (in Sajid 2015), the majority in academic writing students are constrained with the requisite English language capability e.g. deficiencies in use of tenses, ambiguous or loose sentence construction, unparalleled sentence construction, flaws in the surface and deep structure sentences, poor diction (vocabulary) and expression (style of language), lack of transforming or rephrasing texts for synthesizing information as a member of a discourse community to reproduce a research work, errors in the use of pronouns, articles, punctuations.

Furthermore, most of the students difficulty in paraphrasing. In line research by Lestari (2020) students find difficulties to paraphrase the sentences in the theory, so only copy-paste the theory without giving their sentences. According to Dung (2010), there are some causes that paraphrasing is difficult, namely; mistakes in changing words, mistakes in changing words order, mistakes in changing grammar or structure, and mistakes in changing order ideas

The second problem found that most of students had lack of vocabulary and lack of grammar in writing their thesis. This result in line with Puspita (2019); and Dwihandini (2013); they found that the students lack of vocabulary when they expressed their ideas into their thesis. In addition, Lestary (2020) found that the result from interview, the students had limited vocabulary in English, so it makes them difficult to write a good thesis. Misbah et al. (2017) claimed that lack of vocabulary has caused the students to face challenges in acquiring writing skills. Asep (2014) says that vocabulary is the fundamental element in constructing sentences which is the core of effective writing skills Asep (2014). Students almost use spoken and written words every single day to communicate their ideas, beliefs and feelings with people around them. Good vocabulary repertoire can help students to speak or write to deliver their thoughts. Usage of electronic dictionary and more reading activities can help students with limited vocabulary.

Furthermore, students had lack of grammar. As concluded by Al-Khairy (2013), the participants of his study declared that their major problems comprise grammatical errors, the inappropriate choice of vocabulary, irregular verbs, and incorrect punctuation and spelling. According to Moses and Mohamad (2019), students are also having trouble with grammar, grammar plays important role in

writing. Grammar provides information that helps the readers to understand its meaning. It is a structure that conveys the detailed meaning of the writer to the reader. Grammar also explains the forms and structure of words, called morphology and how they are arranged in sentences, called syntax. By having very limited knowledge in grammar, students will face anxiety to write sentences with correct grammar. According to Fareed et al. (2016) students make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. Grammar ability can be improved through reading activity and grammar related activities.

The next factors was psychological factors. Most of students felt worried to making mistakes. In this result in line with Qasem (2019), for writing difficulties, EFL participant reported that they were worried about how to organize written text and how to present their ideas in the research papers. It was could be happened because students' skill in writing were poor. Beside that, the students were not able to write correctly, because students had lack of vocabulary and grammar.

Furthermore, students also had lack motivation to write their thesis. In this result in line with Dwihandini (2013) one of influence the factor made students difficult in writing their thesis was lack of motivation students in writing their thesis. Moses and Mohamad (2019) lack of motivation is another challenge faced by students in writing. If the students are not motivated, they might not be interested to proceed with their learning process. Motivation is important in improving students' learning results claimed Gbollie & Keamu (2017). Teachers could motivate the students by rewarding them with simple motivational phrases

by saying “Good job!”, “Good try!”, “Keep it up” etc. Positive reward will make the students go further in their learning process.

Related to the difficulties dealing with students' motivation, most of the students feel that they had no strong desire to finish it. This type of motivation should be put in the first position to write a thesis because if someone had a strong desire, another factor can be solved. It was intrinsic motivation, the students stucked to start their thesis writing. in the term of external motivation, the students do not felt it too difficult, because in the finding it was shown as the lowest score they achieved, it means that people around us did not become the difficulties for them. According to Harmer (1998) motivation is some kind of internal drive that pushes someone to do think to achieve something. Also, Brown (2000) states that there are two types of motivation, they were intrinsic and extrinsic motivation (p.164). In the learning process, motivation was an important aspect where it decides students to get success in second language learning. The student who was not had a lot of motivation will get difficulty in learning English. Motivation is the reason that wants to do something. Brown (2000) stated that motivation is the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It clearly means that those who are motivated will have the opportunity to be a successful one (p.160). In short, it could be defined that motivation was very necessary for doing anything.

And the last factor was lack of material resources. Students in processed of writing thesis need more relevant resources to support their ideas and developed critical thinking in writing. Foster (2015) says that lack of exposure to books and reading materials are other challenges for school students in learning writing. this

is supported by Fareed (2016) many students find it very challenging to get enough and significant source of information. Based on the interview, most of the students difficulty in obtained resources because printed books were limited available in the library. Similarly, Al-qadri (2016) found that the most needed references and resources do not available in the libraries and students difficulties in finding them. Another challenge noticed was that students not able to report from sources during writing process. Cumming, Lai and Cho (2016) found that many studies in L2 or in English as Foreign language (EFL) contexts show that learners was met with the complex processes of writing from sources. Moses and Mohamd (2019) explain that lack of extensive reading will not help the students to write good sentences or paragraphs. This is because reading and writing are interrelated. If the students are not reading books or other reading materials, they are going to have lack of ideas and vocabulary to write. Their brain neurons will be connected to each other to come out with a good writing if they read more and connecting the ideas with their prior knowledge. Foster (2015) explained that exposure to different reading materials can help the students to be aware with language awareness explained.