

**Student's Problem in Writing Thesis: Case Study at English Department  
Mataram University**



**ARTICLE**

**Submitted as a Partial Fulfilment of the Requirements for Bachelor Degree in  
English Department Faculty of Teacher Training and Education University of  
Mataram**

**By :**

**BAIQ RANI SWARNI**

**E1D 111 019**

**ENGLISH EDUCATION PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
THE UNIVERSITY OF MATARAM  
2016**



**KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI**  
**UNIVERSITAS MATARAM**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**JURUSAN BAHASA DAN SENI**  
**Jl. Majapahit No. 62 Telp.(0370) 623873 Fax. 634918 Mataram 83125**

---

## **RATIFICATION**

A journal entitled “**Student’s Problem in Writing Thesis: Case Study at English Department Mataram University**” by Bq. Rani Swarni (E1D111019) accepted by the board of advisors on September 2016.

**Mataram, September 2016**

**First Advisor,**

**Dr. Muhammad Amin, S.Pd., M.Tesol.**  
**NIP.197008292006041002**

**Student's Problem in Writing Thesis: Case Study at English Department  
Mataram University**

**ABSTRACT**

**Bq. Rani Swarni. Muhammad Amin. Husnul Lail**

**rhanicnentet1@gmail.com**

This study was aimed to find the factors of the student's problems in writing their thesis and the causes of their problems. The subjects of this study were 15 students in English department of Mataram University academic year 2011/2012 noon class. In collecting the data, the writer applied two instrument, questionnaire and interview. The data were collected by using questionnaire with 22 items designed on five point like type scale to capture students opinion about their problems in writing their thesis and interview was used to discovered the causes of problems in writing their thesis. Descriptive quantitative design was used in this research. The result of analysis shown that most of students faced problems in 5 kinds of problems; They are in writing introduction chapter, writing review literature chapter, writing methodology chapter, writing result chapter and writing conclusion chapter.

*Key words: Thesis, Problems, Causes*

Studi ini bertujuan untuk menemukan faktor permasalahan mahasiswa dalam penulisan skripsi dan penyebab dari permasalahan tersebut. Subjek pada studi ini adalah 15 mahasiswa dalam jurusan bahasa inggris di Universitas Mataram tahun ajaran 2011/2012 kelas sore. Di dalam pengumpulan data, penulis menggunakan dua instrument, kuesioner dan wawancara. Data yang dikumpulkan dengan menggunakan kuisoner terdiri dari 22 item yang di desain dengan lima poin seperti type scale untuk memperoleh pendapat tentang masalah – masalah mereka dalam penulisan skripsi dan wawancara digunakan untuk menemukan penyebab dari permasalahan dalam penulisan skripsi. Dalam penelitian ini menggunakan desain deskriptif kuantitatif. Hasil dari analisis menunjukkan masalah yang paling sering di temukan ada 5 macam: dalam penulisan pendahuluan, penulisan tinjauan pustaka, penulisan methodology penelitian, dalam penulisan hasil penelitian dan pembahasan, dan dalam penulisan kesimpulan.

*Kata Kunci : Skripsi, Masalah, penyebab*

## A. Introduction

Writing is one of four basic language skills and it is very important in teaching and learning English. Writing might be the most complicated skill among the other skills (listening, speaking, and reading). According to Mertens (2010: vii), “Writing is a complex and cognitively demanding activity”. In writing the writer should think hard about grammar, choice of word, punctuation, capitalization, spelling, vocabulary and the unity among the paragraph.

Students often get difficulties when they are asked to write their ideas in English, because as we know English in the context is not our first languages. White and Arndt (1991:14) state that a second language learner will need quite a long time to create an idea in writing something. Oshima and Hogue (1999:3) also agree that academic writing is not easy. Moreover, they explain that writing is an academic writing needs a lot of study and practice in order to develop learners’ writing skill.

In faculty of teacher training and education of Mataram University (FKIP Unram), a thesis is an academic essay written by the student in consultation with two supervisors. Thesis writing is a writing activity of research. Hardling (2004) states that thesis writing is an activity done by a researcher to report the findings of their research in a written form. Budiharso (2009: 136) also adds that the aim of writing a thesis is to do research examination and to practice writing a research result. We can conclude from the argument that thesis writing is doing the research and then writing the research findings.

In English Department the Faculty of Teacher Training and Education of Mataram University (FKIP) many students face the problems in writing their thesis. This is evident from the number of student academic years 2011/2012 who needed more than 4 years to relate this to thesis writing. As we know the normal period for S1 degree is eight semesters (4 years) in which students should achieve 150 credits (Pedoman Penyelenggaraan Akademik FKIP UNRAM 2011), but the faculty also gives opportunity for students who need more than 4 years to finish their study just only until 7 years (14 semester).

Based on the descriptions above, the researcher is interested in conduct the research entitled “Student Problem in Writing Thesis: Case Study at English Department Mataram University”. In this research, the focus is to investigate the problems and the causes of problem faced by students in English department of Mataram University in writing their thesis.

### **Research Questions**

Based on the background of the study above, the researcher sets two statements of the problems, they are :

1. What problems do the students have in writing their thesis?
2. What are the causes of the problems ?

### **Purposes of The Study**

Based on the research questions above, purposes of the study :

1. To investigate problems those are faced by the students in writing their thesis.
2. To investigate the causes of problems which are faced by the students in writing their thesis.

### **Significance of The Study**

It is expected the result of this study will of :

1. Students

The final result of this research hopefully will help students to write a thesis as it is one of requirements to obtain the degree of Sarjana Pendidikan in English Study Program. It provides some information for the students on how they organize the thesis and they know the problems faced by other students, this way they can improve their ability in writing thesis and it may guide them and the writer expects that the students will be able to obtain a lesson from this research so that the same problems can be avoided and resolved.

2. Lecturers of English Education

The result in this study can be used to help the lecturers to understand the problems faced by the students, so they can provide more meaningful feedback to their students and can provide students with better method and media for use in writing the thesis.

3. Other researchers

The result can be used as a reference for those who want to conduct the similar research and give information and general guidance for the researcher.

### **Scope of The Study**

The object of the study is to investigate students in English Department the Faculty of Teacher Training and Education of Mataram University academic year 2011/2012 noon class. The investigation is focused on investigating the problems faced by the students in writing thesis and the causes of those problems.

### **Definition of Key Terms**

#### **1. Problems**

Problem in this research refers to students difficult in writing thesis main component.

#### **2. Causes**

Causes definition in this research is something that causes of students problems in writing thesis component.

#### **3. Thesis**

Thesis writing is an activity done by a researcher to carry out the findings of their research finding in the form of writing (Hardling, 2004).

## **B. REVIEW OF RELATED LITERATURE**

### **Nature of Writing**

Writing is one of the four basic skills in learning English as a second language/ foreign language. Writing has an important role in the context of English teaching as foreign language. Writing is a visual form of communication, either printed in hard-copy or in electronic form. White and Arndt (1991:3) describe writing as a form of problem-solving which involves such processes as generating ideas, discovering a voice with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning. In writing the writer tries to express their ideas in written form using grammatically correct sentences for the purpose of communication. In writing, the writer is demand to pay attention to some aspect of the production of the written text which involves the content, organization, vocabularies, grammatical, spelling and punctuation.

## **Academic Writing**

In most forms of academic writing a detached and objective approach is required. An academic argument appeals to logic and provides evidence in support of an intellectual position. According to Bowker (2007:3), “Academic writing is a special genre of writing that prescribes its own set of rules and practices”. Academic writing focused the written product with in deep investigation over the resource to provide relevant product.

Academic writing is one of the cornerstones of university study. In all disciplines, students (and their teachers) need writing to express their ideas clearly. However, academic writing can come in many forms and you may be asked to write an essay, a report or even a reflective journal article. These different types of academic writing adhere to specific styles but all of them have similarities. Furthermore, this study will focus in writing thesis as one kinds of academic writing.

There are some typical features in academic writing, such as :

- Complexity
- Formality
- Precision
- Objectivity
- Explicitness
- Accuracy
- Hedge
- Responsibility

## **Thesis Writing**

Thesis writing is an activity of research that is written by college students who want get bachelor degree. A thesis consists of an argument or a series of arguments combined with the description and discussion of research you have undertaken. According to Hardling (2004) states that thesis writing is an activity done by a researcher to carry out the findings of their research finding in the form of writing.

Thesis should be written in correct, coherent language, in an appropriate style, correctly following the conventions of citation. In term of style, the thesis should be written in an appropriate formal academic style. Moreover thesis have a logical and visible structure and development that should at all time assist the readers understanding of the argument being presented and not obscure it and in thesis

writing the text must be clear. There are five thesis main components that we have to know such as introduction chapter, review literature chapter, methodology chapter, result chapter, and conclusion chapter.

### **The Problems in Writing Thesis**

In writing thesis many undergraduate students face some problem in writing their thesis. Many students carry out research work easily, but when it comes to writing the thesis they are a failure. Students cannot deny the fact of problem in developing thesis. Writing a thesis in English especially for learners in Indonesia is difficult, students should think not only about the content and organization of the thesis but also the language as we know English language is not our first language. According to Phillips & Pugh (1994) “Research students often feel disappointed with the amount of work they achieve in a given time, because their aims are overambitious, or because they do not realize how complicated a task is”.

In this research the researcher will analyze the problems and the causes of problem are usually faced by students in English department of Mataram University (FKIP) academic year 2011/2012 noon class in writing thesis. The researcher will focus on writing thesis main component. As we know there are five main component in thesis, they are: Introduction Chapter, Review Literature Chapter, Methodology Chapter, Result Chapter and Conclusion Chapter.

### **Review of Previous Studies**

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

1. 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 causes of students difficulties in writing thesis in the 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.

2. 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.
3. 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 analyzed thesis main component that considered as potential problems faced by students in English department of Mataram University in writing thesis. The thesis main components are: Introduction Chapter, Review Literature Chapter, Methodology Chapter, Result Chapter and Conclusion Chapter.

## **C. Research Method**

### **Research Design**

This research employed a descriptive quantitative method, because the data were obtained from the research instrument described systematically and clearly. A descriptive method is describing and interpreting a current event, condition and situation of the present. According to Ary (2002) descriptive research is studies which are design to obtain information concerning the current status phenomena.

This research was concentrated on student's problems and the causes of problems faced by the students in English Department of Mataram University academic year 2011/2012 noon class in writing their thesis.

### **Population and Sample**

In a research, population and sample is very important. The populations of this research were students in English Department Faculty of Teacher Training and Education of Mataram University. They were students in academic year 2011/2012 noon class.

It is impossible for researcher to observe all of the population because the time, facilities, financial and other factor. Arikunto (2006 : 107) 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. From the statement above the research merely choose 10% of the population as the sample of this research. There were 15 students academic year 2011/2012 noon class were chosen as the sample in this research to know what are the most dominant problems are faced by the students in writing five thesis main component.

### **Method of Collecting Data**

The data in this research were collected by used two instruments they are questionnaire and interview

#### **a. Questionnaire**

It is used to know the problems faced in order to conduct alternative solution of their problem. Questionnaire is a written question which is used to get information from respondents about them or something that they know. The questionnaire in this study was adopt the one used in the earlier study conducted by Dwihandini (2013). The question was about the problems faced by students in writing their thesis. The

students were asked to answer the questionnaire based on their problems in writing thesis. The purposed is to know the most dominant problems faced by students in writing thesis.

The model of questionnaire used in this research was the Like type of questionnaire. In the questionnaire it was contains five statements and each statement has scale value ranging from 1 to 5. The scale indicates of positive sense of strongly agree has a score 5, the scale indicates of positive sense of agree has a score 4, the scale indicates sense of neutral has a score 3, the scale indicates of disagree has a score 2, and the scale indicates of strongly disagree has a score 1.

**Table 3.1 Table of Scale Value**

<b>Responses</b>	<b>Scale Value</b>
Strongly agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

The questionnaire was made based on indicators of problems considered as potential problems faced by the students in writing thesis. The questionnaire of the problems in writing thesis was divided into five major parts such as writing introduction chapter, writing literature chapter, writing methodology chapter, writing result chapter and writing conclusion chapter. The questionnaire was made in Indonesian language in order to avoid misunderstanding and misinterpretation of the questions. The questionnaire was distributed to target sample in order to collect the factual data.

#### **b. Interview**

Interview was another data collecting technique which was used in this research. The research subject was given the freedom and opportunity in expressing their idea, opinion, statement and their feeling about the problems and the causes of problems in writing their thesis. The opinion of research subject was found from the process of interview in this research, which is useful to understand the phenomena under investigation.

## Method of Analyzing Data

Method of data analysis was used to analyze the validity and the reliability of the questionnaire and interview. The data analysis was conducted by taking the whole respondents answer from the questionnaire and interview. 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 and interview. 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 student's problems 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.

The interview was used by the researcher to dig detailed information from random respondents. The interview was held in face to face method. The interview was held after the researcher counted the responses of the students in the questionnaire. The questions of the interview were underlined to the causes of problem faced by the students in writing their thesis. All the interviews was recorded and transcribed, to analyze the responses.

## D. RESEARCH FINDINGS AND DISCUSSION

### 1. Finding and Discussion

#### a. Problems faced by the students in writing thesis

The score of each student answers of the questionnaire was analyzed in order to determine the most causing factor of students problems in writing thesis in English department The faculty of teacher training and education of Mataram University academic year 2011/2012. The data is 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 determines as the most causing factor of students problems in writing thesis. The detail of data can be seen from the table below.

**Table 4.1 The Mean Score and Percentage of Each Factor**

Item number	The total of respondents answer					Total score of each items	Total score of each factor	Mean	Percentage
	SA	A	N	D	SD				
1	2	11	1	1	0	59	269	53,8	21,07%
2	4	5	4	2	0	56			
3	0	11	3	1	0	55			
4	0	6	9	1	0	53			
5	0	3	10	2	0	46			
6	6	4	4	1	0	60	167	55,7	21,81%
7	2	8	5	0	0	57			
8	0	5	10	0	0	50			
9	3	6	4	2	0	55	246	49,2	19,27%
10	0	10	4	1	0	54			
11	0	0	12	3	0	42			
12	2	1	9	3	0	47			
13	0	4	10	1	0	48			
14	0	2	11	2	0	45	258	51,6	20,21%
15	0	7	6	2	0	50			
16	0	8	5	2	0	51			
17	0	11	4	0	0	56			
18	0	12	2	1	0	56			
19	0	3	8	4	0	44	180	45	17,62%
20	1	2	9	3	0	46			
21	0	3	11	1	0	47			
22	0	1	11	3	0	43			
Total						1120			

b. \*SA= Strongly Agree \*A= Agree \*N= Neutral \*D= Disagree \*SD= Strongly Disagree

- **Writing Introduction Chapter**

The total score of writing introduction chapter is 269 with the mean is 53,8 and the percentage is 21,07%. Writing introduction chapter consists of 5 items (item no 1-5). The description below is the detail description of each item in writing introduction chapter in thesis which is ranging from the highest score to the lowest

score. Item that has the highest score of this factor is the item number 1 (I feel difficult to write background of research). There were 2 students who answered *strongly agree*, 11 students who answered *agree*, 1 student who answered *neutral*, 1 student who answered *disagree* and there was no student answered *strongly disagree*, the score of this item is 59. Item number 2 (I feel I lack of idea in writing background of research) has score 56. In this item there were 4 students who answered *strongly agree*, 5 students who answered *agree*, 4 students who answered *neutral*, 2 students who answered *disagree* and there was no student who answered *strongly disagree*. Item number 3 (I feel difficult to compose the sentence in writing background of research), there was no student who answered *strongly agree*, 11 students who answer *agree*, 3 students who answered *neutral*, 1 student who answered *disagree* and there was no student who answered *strongly disagree*, the score of this item is 55. Item number 4 (I feel difficult to identity research problems) has score 53. In this item there was no student who answered *strongly agree*, 6 students who answered *agree*, 9 students who answered *neutral*, 1 student who answered *disagree* and there was no student who answered *strongly disagree*. Item number 5 (I feel difficult to identify purpose of research), in this item there was no student who answered *strongly agree*, 3 students who answered *agree*, 10 students who answered *neutral*, 2 students who answered *disagree* and there was no student who answered *strongly disagree*, the score of this item is 46.

#### - **Writing Literature Review Chapter**

The total score of writing literature review chapter is 167 with the mean is 55,7 and the percentage is 21,81%. In this chapter consist of 3 items (item no 6-8). Item that has the highest score of this factor is the item number 6 (I get difficulty in finding relevant references for literature). There were 6 students who answered *strongly agree*, 4 students who answered *agree*, 4 students who answered *neutral*, 1 student who answered *disagree* and there was no student who answered *strongly disagree*. The score of this item is 60. Item number 7 (I get difficulty to understand the content of literature) has score 57. There were 2 students who answered *strongly agree*, 8 students who answered *agree*, 5 students who answered *neutral*, there was no students who answered *disagree* and *strongly disagree*. Item number 8 (I get difficulty in summarizing of the literature) has score 50. There was no student who answered *strongly agree*, 5 students who answered *agree*, 10 students who answered *neutral*, there was no student who answered *disagree* and *strongly disagree*.

- **Writing Methodology Chapter**

The total score of writing methodology chapter is 246 with the mean 49,2 and the percentage is 19,27%. In writing methodology chapter consist of 5 items (item no 9-13). Item that has the highest score of this factor is the item number 9 (I get difficulty in deciding research design to use). There were 3 students who answered *strongly agree*, 6 students who answered *agree*, 4 students who answered *neutral*, 2 students who answered *disagree* and there was no student who answered *strongly disagree*. The score of this item is 55. Item number 10 (I get difficulty in determining technique of selecting sample) has score 54. There was no student who answered *strongly agree*, 10 students who answered *agree*, 4 students who answered *neutral*, 1 student who answered *disagree* and there was no student who answered *strongly disagree*. Item number 13 (I get difficulty I arranging efficient time to analyzed the subject of research) has score 48. There was no student who answered *strongly agree*, 4 students who answered *agree*, 10 students who answered *neutral*, 1 student who answered *disagree* and there was no student who answered *strongly disagree*. Item number 12 (I get difficulty to access to subject research), there were 2 students who answered *strongly agree*, 1 student who answered *agree*, 9 students who answered *neutral*, 3 students who answered *disagree* and there was no student who answered *strongly disagree*. The score of this item is 47. Item number 11 (I get difficulty in determining sample size), there was no student who answered *strongly agree* and *agree*, 12 students who answered *neutral*, 3 students who answered *disagree* and there was no who student answered *strongly disagree*. The score of this item is 42.

- **Writing Result Chapter**

The total score of writing result chapter is 258 with the mean is 51,6 and the percentage is 20,21%. In this chapter consist of 5 items (item no 14-18). Item that has the highest score of this factor is the item number 17 (I get difficulty in explaining in detail about result). There was no student who answered *strongly agree*, 11 students who answered *agree*, 4 students who answered *neutral*, there was no student answered *disagree* and *strongly disagree*. The score of this item is 56. Item number 18 (I get difficulty in using data analysis to answer research questions) has score 56. There was no student who answered *strongly agree*, 12 students who answered *agree*, 2 students who answered *neutral*, 1 student who answered *disagree* and there was no student who answered *strongly disagree*. Item number 16 (I get difficulty in displaying result), there was no student who answered *strongly agree*, 8 students who answered *agree*, 5 students who answered *neutral*, 2 students who answered *disagree* and there was no student who answered *strongly disagree*. The

score of this item is 51. Item number 15 (I get difficulty in analyzing the data) has score 50. There was no student who answered *strongly agree*, 7 students who answered *agree*, 6 students who answered *neutral*, 2 students who answered *disagree* and there was no student who answered *strongly disagree*. Item number 14 (I get difficulty in collecting the data), there was no student who answered *strongly agree*, 2 students who answered *agree*, 11 students who answered *neutral*, 2 students who answered *disagree* and there was no student who answered *strongly disagree*. The score of this item is 45.

#### - **Writing Conclusion Chapter**

The total score of writing conclusion chapter is 180 with the mean is 45 and the percentage is 17,62%. In this chapter consist of 4 items (item no 19-22). Item that has the highest score of this factor is the item number 21 (I get difficulty in summarizing the result of research) has score 47. There was no student who answered *strongly agree*, 3 students who answered *agree*, 11 students who answered *neutral*, 1 student who answered *disagree* and there was no student who answer *strongly disagree*. Item number 20 (I get difficulty in commenting the result of research), there was 1 student who answered *strongly agree*, 2 students who answered *agree*, 9 students who answered *neutral*, 3 students who answered *disagree* and there was no student who answered *strongly disagree*. This items has score 46. Item number 19 (I get difficulty in commenting the result of research) has score 44. There was no student who answered *strongly agree*, 3 students who answered *agree*, 8 students who answered *neutral*, 4 students who answered *disagree* and there was no student who answered *strongly disagree*.

Based on the questionnaire above, it was discovered that the majority of the students had a problems in writing their thesis is in writing review literature chapter (chapter 2) which has the highest mean score and the percentage. In writing review literature chapter the mean is 55,7 and the percentage is 21,81%. In this chapter, students are difficult in finding relevant references for literature. As we know in chapter 2 consist of discussions of facts and principles to which the study is related. These materials are usually found in books, journals, magazines, newspaper from printed or online sources. Less of the books, journal, magazines, newspaper or online sources which are related to the students' research make them hard to write this chapter.

Writing introduction chapter (chapter 1) is the second of problems faced by the students in writing their thesis. The mean is 53,8 and the percentage is 21,07%. In

this chapter students lack of idea in writing background of research as we know in this chapter students must arrange the sentence in paragraph from general to specific, the students must have a lot of vocabulary to make a sentence in order to make varieties sentences and different meaning from other researches.

Writing result chapter (chapter 4) is the third problems are faced by the students in writing their thesis. The mean is 51,6 and the percentage is 20,21%. In this chapter discuss about the findings of the research that must conclude the data that had been observed to answer the research questions in chapter 1. As we know the purpose of this chapter is to summarize the collected data that present using table, figure or other form of summarized data. Some students find difficulties in using table, figure and other form of summarized data in presenting the result of the research also to explain it.

Writing methodology chapter (chapter 3) is the fourth problems faced by the students in writing their thesis. The mean is 49,2 and the percentage is 19,27%. In this chapter tell about the method which is used to calculate the data of research finding to give enough information to the researcher. Writing methodology include the sample, measures and method of assignment to structure the result. Many kinds of methodologies make students hard to determine what methodologies that will be used which are compatible to their research.

Writing conclusion chapter (chapter 5) has the lowest mean score and percentage among those 4 factors. The mean is 45 and the percentage is 17,62%. It means that writing conclusion chapter is in the last place in problems faced by the students in writing their thesis. In this chapter present the major conclusion which is drawn from the findings of the research. The conclusion does not need to be very long. In this chapter students must put the entire conclusion from the research in brief sentences that make students should arrange them carefully.

## **2.The causes of problems faced by the students in writing thesis**

Based on interview from 15 students, the researcher got many kinds of the answer from the students which is related to the causes of their problem in writing thesis. The researcher described the detail description of each students answer from interview about the causes of the problems are faced by the students in writing their thesis. There are 4 students whose answer indicates that they have difficulty in writing introduction chapter, 5 students get difficulty in writing literature review chapter, 2 students get difficulty in writing methodology chapter, 3 students get difficulty in writing result chapter and 1 student get difficulty in writing conclusion chapter.

From the previous paragraph, it can be seen that in writing literature review chapter becomes a major of problems are faced by the students in writing their thesis, it is caused by several factors. The causes are difficulties to find the reference and resources which is appropriate with their thesis, the limitation of books in the library which are not completed and available, the book has expensive price in the bookstore, and the sources from internet are not complete as well. The students think a lectures is less to discusses and explain more specific and clearly about thesis in the class. In line with that, a research conduct by Yusuf (2013) found that in writing literature review was not focused in topic because they find it difficult to find a suitable topic material.

Students difficulties in writing introduction chapter became second problems are faced by them. The causes is students confused in determine the major of problem from the thesis and students difficult to development the ideas and arrange the sentence because the lack of vocabulary and grammar and sometimes wrong in the tenses.

The third problem faced by students was in writing result chapter. The students are difficult to explain in detail about the result because they hard to arrange and to develop a sentence because students less in the vocabulary and grammar.

The fourth problem faced by the students was in writing methodology chapter. The students difficulties in determining the formula to calculate the result of the data. The causes are students less understanding about this chapter because the lecture explained the material less clearly. Yusuf (2013) found that lecturers teach only through face book, this factor that caused the problem students in methodology.

The last problem faced by the students was in writing conclusion chapter. In this chapter students confused to arrange the sentence because as we know in the last chapter is the summary from Chapter 1 to Chapter 4, the causes is student less in the vocabulary and grammar.

## **E.CONCLUSION AND SUGGESTION**

### **1. Conclusion**

#### **a) Problems faced by the students in writing their thesis**

There are five elements of thesis that become serious problems for students in writing their thesis. Those five problems are classified from the highest percentage to the lowest percentage; the first one is students difficult to finding relevant references and resources which are appropriate with the thesis in writing review literature chapter. The second is students' lack of idea in writing background of research in writing introduction chapter. The third problem is presenting the result of the research

in writing result chapter. The fourth one is determining compatible methodology to the thesis in writing methodology chapter. The last one is to create brief sentences that include summarize of the research in writing conclusion chapter.

**b) The causes of student's problems in writing their thesis**

In writing introduction chapter the causes is students confused in determining the problems from the thesis and students difficult to development the ideas and arrange the sentence because the lack of vocabulary and grammar and sometimes wrong in the tenses. In writing review literature chapter the causes is students difficult to find the references and resources which are appropriate with their thesis, the limitation of books in the library which are not complete and available, the book has expensive price in the bookstore, and the sources from internet are not complete as well, the students think a lectures less discussing and explain more specific and clearly about thesis in the class. In writing methodology chapter the students are difficult to determine the formula to calculate the result of the data, the causes are students less understanding about this chapter because the lectures explained the material less clearly. In writing result chapter the students' are difficulties to explain in detail about the result because students difficulty to arrange and to develop a sentence because students less in the vocabulary and grammar. In writing conclusion chapter students are difficult in making good sentences the causes is student less in the vocabulary and grammar.

## **2. Suggestion**

**a) For the students**

The students have to be aware of their weakness in grammar, vocabulary, tenses to overcome their problem. The result showed that the students lack in grammar and vocabulary. The students should learn more about the usage of grammar and increase their vocabulary. It is suggested to the students to read and practice more how to write good thesis. The students should understand well the components in making good thesis and they should be diligent to attend the class and pay any attentions to the teachers' explanation.

**b) For the English teacher**

Based on the result in this research, it is suggested that the teachers should give more specific and clear explanation to the students about thesis writing. The teachers should allocate more time in teaching the students in the class.

**c) For the other researchers**

The result of this research may be used as the one of the reading references for the researcher which wants to conduct similar study related to this topic. The findings

of the study are expected to be used as a consideration for other researchers who plan to conduct the study focused on student's problems in writings thesis.

## REFERENCES

- Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendidikan Praktik*. Jakarta: PT. Reneka Cipta.
- Ary, D. 2002. *Introduction To Research In Education*. USA: Wadsworth Group A Division Of Thompson Learning Inc.
- Budiharso, T. 2009. *Panduan Lengkap Penulisan Karya Ilmiah: Skripsi, Thesis dan Disertasi*. Yogyakarta: Venus.
- Bowker, N. 2007. *Academic Writing : A Guide to Tertiary Level Writing*. Palmerston North: Massey University.
- Dwihandini, L.A. et al. 2013. The Analysis of the Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in The English Department of Mahasaraswaty University. *e-Journal Program Pascabachelor Universitas Pendidikan Ganesha. Volume 2*.
- Hardling, C. 2004. *Planning and organizing a master's thesis*. United Kingdom: Study mates limited.
- Mertens, N. L. 2010. *Writing: Process, Tools, and Techniques*. New York: Nova Science Publishers, Inc.
- Oshima, A and Hogue A. 1999. *Introduction To Academic Writing : Second Edition*. New York : Addison Wesley Longman.
- Phillips, E. M., & Pugh, D. S. 2000. *How to get a PhD (3rd ed.)*. Bristol, USA: Open University Press.
- White, R and Arndt, V. 1991. *Process of Writing*. London: Longman Group. Ltd.