THE ANALYSIS OF THE FACTORS AFFECTING UNDERGRADUATE STUDENTS' DIFFICULTIES IN WRITING THESIS IN THE ENGLISH DEPARTMENT OF MAHASARASWATI UNIVERSITY

Dwihandini, L.A.[1], Marhaeni, A.A.I.N.[2], Suarnajaya, I.W.[3]

Language Education Study Program, Postgraduate Program
Ganesha University Of Education
Singaraja, Indonesia

e-mail: arimesti.dwihandini@pasca.undiksha.ac.id,
agung.marhaeni@pasca.undiksha.ac.id,
wayan.suarnajaya@pasca.undiksha.ac.id

Abstract

This study aimed at finding out the factors affecting undergraduate students' difficulties in writing thesis. This study followed the descriptive survey research proposed by Sapsford (1999:34-40) which involves problem definition, sample selection, design measurement, and concern for participants. The subjects of the study were the undergraduate students in the English Department of Mahasaraswati University. The data were collected through expert judgment sheet, questionnaire, and interview. The findings of the study identified three major factors that affected undergraduate students' thesis writing. *First*, psychological factors that comprised lack of confidence in deciding thesis title, having prior knowledge due to thesis topic, and writing a good thesis. *Second*, sociocultural factors that covered ability to connect and form each sentence into meaningful thesis writing, to have knowledge of proper lexical items and linguistic units, and to have an understanding about the culture department of the university regarding the format of the thesis writing. Finally, the *third* factor is the linguistic factors that consisted of difficulties in minimalizing grammar error, and in knowing and/or deciding the grammatical items which should be deleted, replaced, supplied and reordered. This study has an implication to academic writing pedagogy, especially in thesis writing.

Keywords: Descriptive survey, thesis writing, psychological factors, sociocultural factors, linguistic factors

Introduction

It is quite possible for second language learner to find difficulties in getting and generating their ideas for writing or focusing their attention on particular topic when they were asked to write, students even found it hard to write a paragraph which is the basis for competency in writing. White and Arndt (1991:14) states that a second language learner will need quite a long time to create an idea in writing something. Further, Bracewell as cited by White and

Arndt (1991:12) agrees that writing is not easy. Bracewell also explains that 'writing is the most complex and demanding of all cognitive activities undertaken by human beings'. Therefore, the second language learner is facing the most difficult skill (writing) to be developed.

In fact, the difficulties in writing usually are found in an academic writing. Heinkel (2004) states "According to the earlier study, many non-native students face many difficulties in learning a foreign language. They also identify that these students produce numerous problems and shortfalls in academic writing." Oshima and Hogue (1999:3) also agree that academic writing is not easy. Moreover, they explain that writing an academic writing need a lot of study and practice in order to develop learners' writing skill.

Therefore, writing an academic writing is more difficult than only writing other kinds of writing. Oshima and Hogue (1999:2) crystal clear explain that academic writing is focusing on the kind of writing that second language learner need to do in higher level of education, such as in college or in the university area. Oshima and Hogue also claim that academic writing is different from any other kinds of writing, like personal writing, literally writing, journalistic writing or even business writing. Therefore, for undergraduate students, academic writing means thesis writing.

Thesis writing is writing up research reports which follow a special format and organization of research. Hardling (2004) states that thesis writing is an activity done by a researcher to carry out the findings of their research findings in the form of writing. Budiharso (2009:136) 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.

Theoretical Foundation

The theoretical foundation in this research discussed about the nature of writing and kinds of writing which developed into an academic writing. In more detailed discussion about academic writing is about the thesis writing and the explanations of the difficulties factors in thesis writing, which is divided into three factors that affecting students' thesis writing. The factors discussed further are the psychological factors, sociocultural factors, and linguistic factors.

The Nature of Writing

Writing is one way of expressing ideas in order to communicate with others. By writing, a writer can express his/her thoughts or ideas on the paper. Leo (2007:1) says that writing as a process of expressing ideas or thoughts in words should be done at our leisure.

Writing is difficult for several reasons. *First*, writer should be able to use proper grammar in order to make a good writing. Reid (1993:23) states "Writing is just another way of practising grammar."

Thus, the *second* difficulty in writing is that the writers should pay attention to

the planning and organizing of the writing. Moreover, Richards (2002:303) explains that second language writers have to pay attention to higher level skill of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on.

Third, it might be difficult to write a good writing if writers difficult to use a combination of content and proper punctuation without leaving out any important information. As Checkett and Feng-Checkett (2004:7) claim that to make a good writing, a writer has to keep writing as short and simple as possible without leaving out any important information, and forbidden to use slang language or confusing expressions, but use a combination of content and proper punctuation.

Kinds of Writing

Writing can be classified by several approaches. As stated by Crème and Lea (2000:26) claim that different types of writing require different approaches. Furthermore, Harris (1993:18-24) assumes that writing can be classifying by two approaches, namely purpose, form and audience, and readership. Windschuttle and Windschuttle (1988:16) note that how much knowledge to take for granted is the most difficult about writing for an audience. Therefore, writing can be classified by defining the purpose, the audience, and the form of the writing. In this study, the researcher will concern only to the academic writing.

Academic Writing

There are content, register and topic that should be considered in writing an academic writing. As Leo (2007: 1-5) claims that three basic principles that should be considered in a piece of academic writing are content, register and topic. While Blaxter (1998:148) comments that academic writing comes in a variety of lengths. As Brookes and Grundy (1991:108) add 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 in writing thesis as one kinds of academic writing.

Writing Thesis

Thesis writing is a writing activity of research. Hardling (2004) states that "Writing a thesis is an exercise in carrying out research and writing an account of that research activity." Brookes and Grundy (1991:106) add that most of student who write a thesis, will be trying to prove a set of implicationally related to the students hypothesis. However, the difficulties of writing a thesis might be because of the objective of a research, the data for the research, findings of the research, and the whole research based on the proved ratio.

In order to write a good thesis, we need to identify the critical points in writing a good thesis. Blaxter (1998:145) 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.

The Difficulties in Writing Thesis

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

Psychological Factor

The factors related to the writers internal factors can also be known as the psychological factors. Brown (2007:153) believes that the psychological factors of students can be identified from the affective factors of the students. Further, Brown (2007:154-174) explains that the affective factors -which becomes the psychological factors that will affect the undergraduate students in order to create a good thesis writing- are (1) Self-Esteem; (2) attribution theory and self-efficacy; (3) Willingness to communicate; (4) Inhibition; (5) Risk Taking; (6) Anxiety; (7) Emphaty; (8) Extroversion; (9) Motivation.

All of the psychological factors mentioned by Brown (2007:152-174) will affect the decision of a learner to create the objective of a research, the data for the research, findings of the research, and the whole research based on the proved ratio.

Sociocultural Factor

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

Linguistic Factor

Brown (2007: 262-263) classified four categories to describe the errors in second language learner production data. Browns' *first* overview is to identify errors by addition, omition, substitution and ordering. *Second* category as Brown believes to identify the errors is put in the students levels of language (phonology, lexicon, grammar and discourse) that should be considered. *Third*, Errors can be also analyzed by the global errors or local errors as explained by Brown (2007:263) quoted from Burt and Kiparsky in 1972. *Finally*, as Lennon in 1991 quoted by Brown (2007: 263) suggests identifying errors by considering the two related dimensions of error, such as domain and extent. Brown (2007:263) explains "domain is the rank of linguistic unit (from phoneme to discourse) that must be taken as context in order for error to become apparent, and extent is the rank of linguistic unit that would have to be deleted, replaced, supplied or reordered in order to repair the sentence.

In the context of the analysis of the factors of students difficulties in thesis writing, Lennons' overview about two related dimensions of error will be used to research the linguistics factors affecting undergraduate students in writing their thesis.

Empirical Review

A study conducted by Pattanshetti (2012) on the written examination to inculcate qualities of discipline and decisiveness among students identified that the written examination for students' college "can be modified and adopted apart from testing them for their academic achievement." Jena (2012) on perceived control, self esteem and academic performance of orthopedically handicapped adolescents in integrated and non-integrated school setting found out that 'students in both the school settings and educational levels do not differ significantly in their self esteem and academic performance.' Moreover, Gohain (2012) on academic anxiety among adolescents found out that academic anxiety is conventional among adolescents.

Regarding the empirical studies above on the analysis of written examination, self esteem and anxiety, it could be defined that written examination, self esteem and anxiety still do not have relation in one to another. Yet, the previous empirical studies are still concern in one focus problems of the students regarding their writing ability. Therefore, more factors, like psychological (other than self esteem and anxiety), sociocultural and linguistic factors is still considered adequate for the purpose of researching the factors of students' difficulties in writing thesis.

Conceptual Framework

There are several opinions from the experts regarding the procedures of doing a survey research. Sapsford (1999, page 34-40) quoted by Cohen, Manion and Morrison (2007: 209) classifies four main consideration in planning a survey, such as problem definition, sample selection, design measurement and concern for participants.

Connecting to the four considerations of a descriptive survey procedures suggested by Sapsford, it can be notified that this research used the descriptive survey research to investigate the factors of the difficulties faced by the undergraduate students in writing thesis. The sample of this research was bold to only investigate the undergraduate students in Mahasaraswati University. While the design measurement on this research was using questionnaire and interview in order to gain the data. The concern of participant in this research was the undergraduate students in Mahasaraswati University Denpasar who have started to write a thesis.

Research Design

This research is a descriptive qualitative research, because the data was obtained from the research instruments are described systematically and clearly in word based on specified criteria of the psychological factors, sociocultural factors, and linguistic factors proposed by Brown

(2007). The study was conducted using survey method to find out students' opinions toward the factors of the difficulties in writing thesis for undergraduate students.

The participants of the study were the undergraduate students of English Department of Mahasaraswati University in Denpasar. The sample of the research was limited to those who's taking the last semester or doing their final research or doing their thesis. There were 50 undergraduate students of Mahasaraswati University who become the subject in this research.

Research Procedure

The research procedures in this research were as follows:
1. Problem definition. The problem definition in this research was about the description of factors of undergraduate students' difficulties affecting their thesis writing.
2. Sample and participants selection. The selection of the research subject was limited to Undergraduate students in the English Department of Mahasaraswati University who have started to write a thesis.
3. Design measurement. This included the design and creation of research instruments such as questionnaire and interview that would be checked by the experts before use to collect research data.
4. Instruments Distribution. This treatment was given to target sample after the researcher revise the research instruments analyzed by the experts. This treatment was purposed to identify which factors most affecting undergraduate students' difficulties in writing thesis.
5. Data analysis. Analyzed the data of factors affecting undergraduate students' difficulties in writing thesis.

Research Variable

Research variable were divided into two scopes, such as:

Identification Variables

There were three types of variables involved in this research, namely the independent variable, dependent variable and moderator variable. Independent variable is factors affecting undergraduate students' difficulties in writing thesis (X1). There were three independent variable defies from factors affecting students' difficulties in writing thesis, such as: (a) psychological factor; (b) sociocultural factor; (c) linguistic factor. Dependent variable is writing thesis (Y), while the moderator variable is students' difficulties in writing thesis (X2).

When the products have been revised, the products were ready to be applied in the real teaching and learning process. This testing was done to find out the strengths and the weaknesses of the developed product.

Conceptual and operational definition of variables

The variables to be researched in this research are the variable of factors affecting undergraduate students' difficulties in writing thesis and writing thesis.

Research Instruments

The research used two kind of instruments in order to gather the data. The first instrument was the questionnaire and the second instrument was interview. The model of questionnaire used was the Likert type of questionnaire. The questionnaire of the difficulties in writing thesis was divided into three major factors, such as: psychological factors, sociocultural factors, and linguistic factors.

The questionnaire consisted of the three factors that the undergraduate students may face in writing their thesis. While the interview aimed to add more information to the questionnaires' statement. The following table 1 will show the blue print of the three factors in the questionnaires' statements, while table 2 will show the blue print of the interview of difficulties in thesis writing:

Table 1. Blue print of the questionnaire of difficulties in thesis writing:

NO	FACTORS	SUB-FACTORS	INDICATORS
1.	Psychological Factors	a. Self Esteem	1. in deciding the topic of my thesis 2. in deciding the title of my thesis 3. in having prior knowledge due to the thesis topic 4. in identifying and formulating the thesis problem 5. in identifying the thesis purposes 6. in writing a proper literature review 7. in deciding the method I would like to use in my thesis writing 8. in gaining the data of my thesis 9. in writing the findings of my thesis 10. in writing a good thesis.
		b. Inhibition	11. In thought due to a lot of ideas in writing my thesis 12. in financial during the thesis writing
		c. Risk Taking	13. in trying or to presentiment to write a thesis
		d. Anxiety	14. in writing a thesis
		e. Empathy	15. In being awareness of the current issues toward my thesis writing 16. in identifying of some issues related to the thesis writing

		f. Extroversion and introversion	17. being critical about some issues regarding the thesis writing
		g. Motivation	18. Having intrinsic motivation toward the thesis writing
			19. Having extrinsic motivation in writing a thesis
2.	Sociocultural Factors	a. The social Distance among undergraduate students	20. In discussing about the thesis writing
		b. The social distance between undergraduate students and their tutors	21. in discussing about the thesis writing
		c. The culture in the language classroom of the undergraduate students	22. in understanding about the culture in the classroom or department of the university regarding the format of the thesis writing
		d. The communicative competence	23. In having knowledge of proper lexical items and linguistic units on the thesis writing
			24. In connecting each sentences and to form it into a meaningful thesis writing
			25. In having knowledge about the roles of the social context related on the study of thesis writing
			26. In sustaining communication through speech styles on the thesis writing
3.	Linguistic Factors	a. Domain error analysis	27. in minimalizing the error of the grammar on my thesis writing
			28. in paraphrasing sentences from the sources to my thesis writing
		b. Extent error analysis	29. in knowing which grammar use that suppose to be deleted, replaced, supplied and reordered on my thesis writing
			30. in deciding which set of linguistic units that have to be deleted, replaced, supplied and reordered on my thesis writing

Table 2. Blue print of the interview of difficulties in thesis writing:

1. Do you have any problems in writing thesis?
2. What are your major problems?
a. Grand theory
b. Writing up the rationale
c. Deciding the methodology
d. Self confidence to write a thesis
e. Motivation
f. Following an academic role in writing a thesis
g. Following instructions from your thesis supervisor
h. Minimalizing the grammar errors

> i.   Finding and citing sources or references
>
> j.   Paraphrasing experts statements
>
> 3.   What do you do when you encounter a problem? Will you discuss it with:
>
>   a.   Your thesis supervisor?
>
>   b.   Peers (friends)?
>
>   c.   Senior friends?
>
>   d.   Other lecturer besides your thesis supervisor?
>
> e.   Find references?

Validation instrument

The Content Validity of the Questionnaire and the Interview

The content validity of the questionnaire was measured through the experts' judgment. The content validity of the product was examined from two processes, such as: (1) two experts reviewed the questionnaire and compare it to the blue print of the questionnaire (see table 1.) and; (2) the experts' judgement was analyzed using Gregorys' formula. First, the judges compared the questionnaire and the interview with the blue print of the questionnaire and put (✓) on the column relevant or *non-relevant.* The judges may give notes or suggestions or revisions toward certain items of the questionnaire and the interview. There searcher asked the two English teachers

The findings of the content validity of the factors affecting undergraduate students' in writing thesis at English Department of Mahasaraswati University showed that the questionnaire and interview have very high content validity. The coefficient of the result of the factors of students' difficulties in writing thesis as seen from the questionnaire and the interview was 1.00 (very high), in which the coefficient was more than 0.70 (high).

Empirical Validity

After the questionnaire of factors affecting undergraduate students' difficulties in writing thesis was checked, the validity of each item was calculated by using *product moment correlation* formula in order to find out which items of the questionnaire were dropped and which items were valid.

Based on the analysis of validation items of the questionnaire, the entire items of the questionnaire were found valid. Therefore the factors affecting undergraduate students' difficulties in writing thesis used the entire 30 items of questionnaire.

Internal Reliability

The internal reliability in this research was estimated by using Cronbach Alphas' formula. The reliability of the questionnaire was measured by determining how entire items of the questionnaire relate to other items and to the whole questionnaire. The coefficient criteria of Cronbach Alphas' formula should be ≥ 0.60 to be considered acceptable. However, the *Guilford Reliability Qualification* could also be used to determine internal reliability coefficient besides the Cronbach Alphas' formula. Below is the table of the coefficient of Guilford Reliability Qualification.

Table 3. Guilford Reliability Qualification Table

Coefficient	Qualification
0,900 - 1,000	Very High
0,700 - 0,900	High
0,400 - 0,700	Fair
0,200 - 0, 400	Low
0,000 - 0,200	Very Low

Data Collection Method

The data in this study was collected by analyzing the questionnaire and interview. The data will be analyzed by justifying the percentage of the statements from the questionnaire. Each statement on the questionnaire had a score 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 fair has a score 3, the scale indicates of negative sense of disagree has a score 2, and the scale indicates of negative sense of strongly disagree has a score 1. In order to find out which aspects are the most superior factor of the difficulties in writing thesis, after each statements has been calculated and comes up with the number, the numbers divided into three factors of the difficulties in writing thesis.

The questionnaire was made in Indonesian language in order to avoid the misunderstanding and misinterpretation from the respondents. The questionnaire was designed as questions and statements. The questionnaire was distributed to the target sample in order to collect the factual data. After the respondents filled out the statements on questionnaire, the answers from each respondent for each item on the questionnaire will be counted by the writer.

The interview also used by the researcher to dig more detail information from random respondents. The interview was held in face-to-face method. The interview was held after the researcher counted the responds of the respondents in the questionnaire. The questions of the interview was underlined to the factors of the difficulties the respondents facing in writing thesis. All the interviews were recorded and transcripted, to analyze the responds of the respondents and to strengthened the responds of the respondents in the questionnaire.

Data Analysis Method

The data analysis method is conducted to analyze the validity and the reliability of the questionnaire. The data analysis method will be conducted by taking the whole respondents answers from the questionnaire. The data from the questionnaire and interview were going to be qualitatively described. The data was obtained from the questionnaire and interview guides representing the description of the several major problem from the factors of the difficulties students encountered in writing thesis.

The data was also descriptive qualitatively analyzed by using percentage of frequency. The frequency was obtained by calculating the statements of the students choices in the questionnaire and students' responses on the interview. The formula as shown the following:

$$Percentage = \frac{\text{Frequency of Statement}}{\text{Total Item}} \times 100\%$$

After collecting the data from the whole respondents, then the researcher analyzed the respondents' answers from the questionnaire and relates the answers to the validity and reliability formula.

The validity formula used in this research to analyze the validity of the questionnaire is the Pearson Product Moment Formula:

$$r = \frac{n.\sum xy - (\sum x)(\sum y)}{\sqrt{\{n.\sum x^2 - (\sum x)^2\}\{n.\sum y^2 - (\sum y)^2\}}}$$

Whereas:
n = the number of respondent
x = the score of per items
y = the total score of all items
$\sum x$ = the total number in x distribution
$\sum y$ = the total number in y distribution
$\sum x^2$ = the total number of the squared scores in x distribution
$\sum y^2$ = the total number of the squared scores in y distribution

The score result of a valid item should be more than 0,297. The item is not valid if the score less than 0,297. Otherwise, if the score is more than 0,297 then the questionnaire is valid. Based on the analysis of the answer in the questionnaire, and its relation with the formula above, each items in the questionnaire had averagely more than 0,297 (see appendices of validity of the

questionnaire). The appendices showed that the entire item of statements used in the questionnaire in this study is valid.

After analyzing the statements validity of the questionnaire, the next step will be to analyze the reliability of the questionnaire. In order to analyze the reliability of the questionnaire, the researcher will use the formula of Alpha Method:

$$r = \frac{k}{k-1}\left(1 - \frac{\sum \sigma_i{}^2}{\sigma_t{}^2}\right)$$

Whereas:
k = the total of items
$\sum \sigma_i{}^2$ = the total of variants
$\sigma_t{}^2$ = the total of variants of all items

According to the analysis of the total score of the answers in the questionnaire, and its relation to the formula above, the questionnaire has 0,921 of the reliability score (see apendix of reliability). It showed that the questionnaire in this study had high reliability.

Research Findings

There were 19 items of questionnaires' statements refer to psychological factors. In which from those 19 items of psychological factors, there were 3 indicators of psychological factors most affecting undergraduate students' difficulties in writing thesis. The psychological factors' indicators are (a) having lack of self-esteem in deciding thesis title; (b) having lack of confidence in prior knowledge due to thesis topic, and; (c) having less confidence in writing good thesis.

There were 6 items of questionnaires' statements refer to sociocultural factors. From those items, there were three major indicators most affecting the undergraduate students in writing thesis, they are (a) having ability to connect and form each sentences into meaningful thesis writing; (b) having knowledge of proper lexical items and linguistic units in thesis writing, and; (c) having knowledge about the roles of the social context related on the study of the thesis writing.

While, there were 4 items questionnaires' statements refer to linguistic factor. In those items, there were 3 major indicators of linguistic factors affecting undergraduate students' difficulties in writing thesis, namely (a) having difficulties in minimalizing grammar error in thesis writing; (b) having difficulties in knowing which grammar use that suppose to be deleted, replaced, supplied, and reordered on thesis writing; (c) having difficulties in deciding which set of linguistic units that have to be deleted, replaced, supplied, and reordered on thesis writing.

Discussion

The research discussion was also classified into three main factors of the statements of the difficulties for Mahasaraswati University undergraduate students in writing thesis. The interpretation was as follows:

Psychological Factors

After calculating the data, the psychological factors have 55% influence to the undergraduate students of Mahasaraswati University whose writing a thesis. As one of the interviewee stated when the interviewee were asked about her major problems in writing thesis, "*usually grand theory, deciding methodology...*" She mentioned that it was difficult to have the basic knowledge of the grand theory to be used in her thesis writing. However, the other interviewee stated that the major problems encounter her to write thesis is to motivate herself. While, there were 33% of the respondents felt neutral in facing the difficulties through psychological factors. The respondent failed to think that the psychological factors are one of the factors of the difficulties they may encounter in writing thesis. However, they didn't mean either, that psychological factors were not their boundaries to write thesis.

Nevertheless, there were 12% of the respondents agreed that psychological factors was not one of the factors of the difficulties they encounter in writing thesis.

Sociocultural Factors

The calculated data shown that as much as 53% of Mahasaraswati University undergraduate students agreed that the sociocultural factors influence the undergraduate students of Mahasaraswati University in writing appropriate thesis. Three of the interviewees stated that it was difficult to following the instructions given by thesis supervisor. They had difficulties in following the instructions from their supervisor in order to create a good thesis. Furthermore, one other interviewee claimed that it was difficult to following an academic role in writing thesis. Most of the interviewees agreed that the sociocultural factors were one of the factors they may encounter difficulties in writing thesis.

Nonetheless, there was 33% of the respondents of Mahasaraswati University undergraduate students responded that the sociocultural factors were neutral factors for them in writing appropriate thesis. They didn't think sociocultural factors as the factors they may encounter difficulties in writing thesis, neither did the contrary. However, there were only 14% of the respondents claimed that sociocultural factors were the problems they may encounter in writing thesis.

Linguistic Factors

There were 72% of the respondents of Mahasaraswati University undergraduate students agreed that they are facing their difficulties in writing appropriate thesis through the linguistic factors. There were three statements of linguistic factors that equally has the same percentages of 72%. The statements are (1) having difficulties in minimalizing the error of the grammar on my thesis writing (2) having difficulties in knowing which grammar use that suppose to be deleted, replaced, supplied and reordered on my thesis writing, and; (3) having difficulties in deciding which set of linguistic units that have to be deleted, replaced, supplied and reordered on my thesis writing. However, none of the interviewees mentioned of linguistic factors as one of the probability factors that may encounter difficulties to them in writing thesis.

Nonetheless, there were 22% of the respondents felt neutral for the linguistic factors to be one aspect to difficult them in writing thesis. Meanwhile, there were only 6% of the respondents agreed that the linguistics factors were not a factor to be afraid of in writing good thesis.

Implication

It has been researched that the psychological, sociocultural and linguistic factors affect the undergraduate students' difficulties in writing thesis in the English Department of Mahasaraswati University. Reflecting on the findings of this research, linguistic factor is the most factors affecting the undergraduate students' difficulties in writing thesis.

Therefore, students with linguistic factors affecting their difficulties in writing thesis can improve their writing ability in thesis writing. Even though to reduce or erase the linguistic factors affecting them in writing thesis will need long time to be processed, it still worth trying to learn more about grammar and grammatical items.

Conclusion

From the research findings that have been discussed earlier, it can be concluded that the most indicators in psychological factors affecting undergraduate students' in writing thesis was the self-esteem of the undergraduate itself. While the most indicators affecting in sociocultural factors for students' difficulties in writing thesis was found in the communicative competence. Nonetheless, the linguistic factors' indicators that affecting undergraduate student difficulty in writing thesis was found in domain and extent error analysis.

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