

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses background of the research, statement of research problem, objectives of the research, significances of the research, scope and limitation of the research and definition key terms.

A. Background of the research

Academic writing is one of the important subjects that must be mastered at the university level. This is because academic writing is a skill that requires students to think and express their ideas critically in the form of scientific writings. These skills will be very useful for them because in this modern era students are required to be vocal and critical which can help them during their studies or in their daily lives. Bowker in Swarni (2016) said that academic writing is a particular genre of writing that prescribes its own set of rules and practices. It requires official language, a logical structure, and should prop by evidence. Swarni (2016) said that some urgent things should be paid attention in writing such as grammar, choice of word, punctuation, capitalization, spelling, vocabulary, and unity among the paragraph. In short, the definition of academic writing is a type of script that has an educational purpose with particular rules. The rules should be applied to reach the goal of academic writing.

There are some types of academic writing, such as essay, research, summary, journal, book review, proposal, thesis, and so on. An essay is a kind

of writing that describe or show the writer's perspective or story about a subject. While research, according to Nordquist, R (2019), is the collection and evaluation of information about a particular essay. A summary is the small or simple type of writing that rewritten from a long text. A book review is the commentary of book content. A proposal, thesis, and dissertation are the academic writing that usually occurs in colleges as the obligation task for the students that write about a subject.

In writing any academic writing, many undergraduate students, especially in the English Study Program, face several problems that affect their writing assignments. Oshima and Hogue (1999: 3) both agree that academic writing is not an easy task. Heinkel (as quoted in Dwihandini et.al, 2013) argue that many non-native speakers are experiencing difficulties in learning foreign languages. He also admitted that students experienced several failures and difficulties in academic writing. Moreover, they explain that students need a lot of research and practice to improve their academic writing skills.

To obtain a bachelor's degree, students who are studying at a university or college have to complete their education program, many students are required to writing thesis and research papers. This is because students have to write their thesis as their final project in order to earn a bachelor's degree. Hardling (2004) states that thesis writing is an activity carried out by a researcher to carry out his research findings and the form of his writing. Thus, according to the researcher, this means that the purpose of writing a thesis is to conduct research and write down research results.

Writing thesis is not without challenges. Thesis is a much bigger project than most students have done before, it requires more independent study, more self-motivation. Also, Berndtsson states that a thesis project is probably the biggest project a student will undertake in a student's academic life. Paltridge and Starfield (2007) also argue that writing thesis is a challenge for all students, but it is even more challenging for those who write in English and those whose first language is not English. Writing thesis is not an easy project and is undoubtedly more challenging for students than other types of writing.

In writing a thesis, many undergraduate students may have several factors of difficulty that they face. Students usually find their minds blank when they start writing a thesis. Hasan and Al Badi (2015) argue that the difficulty in writing a thesis is the difficulty of students in finding topics in the writing process, and the difficulty in writing quotation also the one of the most dominant things that students had in the past in their previous writing experience. According to Asmawan (2016) the factors that prevent students in writing thesis are the difficulty of consulting with supervisors and lack of self-motivation.

Moreover most of the students are involved in thesis writing without knowing the basic factors and difficulties they face. According to Brown (2007) these factors include students' personality factors, or society and culture factors, or linguistic factors. However, in order to find the difficulties in academic writing or to determine the difficulties in thesis writing, it is necessary to do further research on the factors of difficulty in thesis writing.

Therefore, this research is focused on analyzing the factors of the difficulties in writing a thesis need to be conducted.

So far, there have been many research conducted on students majoring in English education have difficulty writing such as research from Cyntia Puspita in 2019 entitled “An Analysis Factors that Affecting Students’ Difficulties in Writing Thesis”. This study aimed to describe the factors that affecting students of the Faculty of Teacher Training and Education Institute College for Islamic Studies (IAIN) Curup in writing thesis. After completing so many steps and processes in this study, she concluded that linguistic factor is the greatest difficulties face by English students. Similar study is also constructed Nur Asisa in 2021, conducted research entitled “The Analysis of Students’ Problems on Writing Thesis”. The result of the study indicates that the students’ problems faced was lack of Self-Esteem, lack of basic knowledge about writing thesis, students had an anxiety when they would come to guidance, and lack of communication with their supervisor.

Another several studies there is a article from Sariyanto, Iwan Supardi and Syarif Husain with title “An Analysis on Factors Causing Undergraduate Students’ Difficulties in Writing Thesis”. This research is focused to find out the most causing factor of undergraduate students’ difficulties in writing thesis in the English Education Study Program of FKIP Tanjungpura University Pontianak. The result shows that basic knowledge of thesis main component factor is the most causing factor of students’ difficulties in writing thesis. Any other research is from Yepa Yendri in 2019 entitled “Psychological Factors

Affecting Undergraduate Students' Difficulties in Writing Thesis". This study aimed to find the psychological factors that most cause students of the English IAIN Study Program Bengkulu to have difficulty in writing a thesis. She found that the most influential psychological factor in the difficulty of students writing a thesis of these three factors was self-esteem.

Because there is still limited study on all aspect of problems in writing thesis, this study is aimed to investigate problems faced by the students in writing thesis. The importance and complexity of writing a theis and arouse the curiosity of researchers interested in conducting in-depth research and know about thesis. The researcher has some reasons for conducted this research in English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung. First, researchers are still studying at this campus, and it is easier to conduct research. The second, author saw many students of English department who had not finished their thesis on time in semester 8. Thus, the researcher realized that the students had some problems in writing thesis. In addition, research on difficulties in writing a thesis has never been done at UIN Sayyid Ali Rahmatullah Tulungagung. Therefore, this research is conducted under the title: "The Analysis of Students' Problems in Writing Thesis at English Study Program of UIN Sayyid Ali Rahmatullah Tulungagung".

B. Research question

Based on the background above, the research question of this study are:

1. What are the students' problems in writing a thesis?

2. What is the dominant problem toward students in writing thesis?
3. What are the factor affecting students' problem in writing thesis?

C. Objectives of the research

Based the research question above, the objective of this research find out:

1. This research is to know about the students' problems in writing thesis.
2. This research is to know about the dominant problem toward students in writing thesis.
3. This research is to know about the factors that affecting students' problems in writing thesis.

D. Significance of the research

The researcher hopes that the result of this research will give some contributions for students, lecturer, and other researcher, as follows:

1. For the student

The results of this study are intended to provide students with information about the problems they face when writing their thesis. In this way, students can assess for themselves whether they are having a hard time writing thesis. That way, students can learn to predict these problems in the future.

2. For the lecturer

For lecturers, the results can be used to better understand the student's problems, providing more meaningful feedback to the student and providing the student with a better analytical tool for writing thesis.

3. For the other researcher

The results of this study are also useful for researchers who want to conduct research in a similar field. This means that this study can be used as prior study for researchers who want to do research related to the writing process.

E. Scope and limitation

The scope of this study is writing thesis. This research is the problem of students majoring in English study program of UIN Sayyid Ali Rahmatullah Tulungagung. Using questionnaires and interviews to investigate students' problems in writing thesis. This analysis focuses on the factors affecting students' problems in writing thesis. The factors related to the personality factors, the sociocultural factors, and the linguistic factors. The researchers only focus on Brown's theory (2007), not on other theories. Especially for second language learners, the factors of difficulty in acquiring a second language can also cause them difficulty in writing a thesis. Therefore, in this study, the underlined factors were the factors raised by Brown.

F. Definition of key terms

This study uses several terms related to the topic study. To avoid the misunderstanding the key terms that are used in this study are defined as follow.

1. Problem

According to Kupisiewicz (1964: 16) problem is a difficulty of a theoretical or practical nature that provokes an inquisitive attitude to

the subject and leads him / her to enrich his / her knowledge. In this study the problem is a students' difficulties in write thesis.

2. Writing

According to White (1986: 10) writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. In this research writing means students written on Thesis by students at UIN Sayyid Ali Rahmatullah Tulungagung.

3. Thesis

According to Susan (1996: 3) Thesis is a report that an individual present to others about the conclusions he or she has reached after studying the topic and carefully evaluating the information gathered. In this research, thesis is a writing that students construct to fulfill the requirement for bachelor in English study program on eight semester finished the thesis at UIN Sayyid Ali Rahmatullah Tulungagung.

CHAPTER 2

REVIEW OF RELATED LITERATURE

In this chapter, some literatures related to study are reviewed in order to help clarifying the present study.

A. Concept of writing

1. Definition of writing

Writing is an activity that changes something from thinking to meaningful sentences. Writing is a way of expressing opinions for interacting with others. Writers can write their opinions and thoughts on paper. Leo (2007: 1) states that writing should be done in our spare time as a mechanism for expressing thoughts and ideas in words.

Writing is a skill as a process of transferring words that come from our minds effectively. Through writing, students are able to convey their ideas and thoughts in written form. According to Tarigan (1985: 5), writing is a productive ability to write and communicate indirectly, and writing requires the ability to write because the concept of text is very different from being conveyed through direct speech. Myles (2002: 5) also argues that good writing is not an innate skill. It is acquired through research or cultural transfer as a set of practices in formal learning environment or other setting.

Writing also includes composition. This includes the ability to reproduce information in the form of a description or narrative, or to

transform information into a new text, as in expository or argumentative writing. In writing, writers need time to carry out various processes in it. The length of the writing process really differs between writers. Some take longer just to think about what to write before making the initial draft.

2. The component of writing

There are several aspects that a writer have to pay close attention in order to create good writing. An effective configuration should meet the qualities in some terms proposed by Jacobs e t al. (1981: 90) below:

a. Content

The content of the writing, the experience of the main idea, i.e., a group of relevant statements presented by as a single whole in the development of the subject. Meaningful paragraphs serve to convey ideas rather than perform specific functions of transition, reconstruction, and emphasis.

b. Organization

This is just an attempt to unify all the conditions of fact and messy thinking. Even in his early sketches, he may still be looking for order, creating patterns from his materials and work to adjust the details of the subject with a concept of purpose that is only half-formed.

c. Vocabulary

The choice of words that match the content begins with the assumption that the writer wants to express ideas as clearly as

possible. As a general rule, clarity should be the primary goal. The choice of words that describe the meaning is very valuable.

d. Language use

The use of correct grammatical form and syntactic models for separating, combining, and grouping ideas in words, phrases, clauses, and sentences to identify logical relationship in paragraph writing.

e. Mechanic

The use of the language's graphic conventions, i.e. the use of knowledge of structure to arrange letters, words, paragraphs, and other things related to each other.

B. Academic writing

There are content, register and topic to consider when writing an academic writing. According to Proske (2010) academic writing is a complex task that includes a variety of cognitive and metacognitive tasks. Oshima and Hogue (2007) say that academic writing focuses on the types of second language learner used in high school and college or in university area. This is different from personal writing, which involves writing letters or emails, and also different from creative writing, which involves writing stories. The author should not use slang or abbreviations as academic writing is formal. In addition, the author should write the full text and be careful to compose them in a particular way (Oshima & Hogue (2007).

Furthermore, academic writing is more difficult than the other types of writing. Oshima and Hogue (1998) also agree that academic writing is not easy.

Oshima and Hogue (2007) states that academic writing in English may differ from academic writing in your native language. The words and grammar used as well as the way ideas are organized may differ from what you are used to. Therefore, Oshima and Hogue (2007) also say that academic writing requires a lot of reading and practice to develop students' writing skills. In addition, Bowker (2007) states that Academic writing is a special type of writing that is governed by its own set of rules and practices. Academic writing focuses on written products with detailed study on resources to provide related products.

Academic writing is one of the foundation of university study. In all subjects, students and their teachers need writing to express their thoughts in writing. However, there are many forms of academic writing, and you may be asked to write an essay, a report, or even an article in an analytical journal. These different types of academic writing adhere to a particular style, but they all share some things in common. In addition, this study focuses on thesis writing as a form of academic writing.

C. Thesis writing

1. Definition of thesis

Thesis writing is different from other types of writing that students have encountered before. This will probably be the most important and longest project for students in terms of academic life. Berndtsson et al. (2008) stated that the thesis project was probably the biggest project students undertook in their studies, and perhaps even their lives. Furthermore, Murray (2012) states that thesis is a far bigger project than

most students will ever have ever done before. It takes more time to independent study, more self-motivation. In addition, Hardling (2004) states that writing a thesis is an exercise for conducting a study and writing a report of that study. Furthermore, Martens (2010) explain that writing a thesis is a whole new task for most undergraduate students.

In term of academic life, thesis writing becomes the college students' last project in fulfilment of the requirements for academic degree. According to Lipson (as cited in Sariyanto, 2013), "Most students write a thesis for a very simple reason: it's required to graduate with honours." In line with that, Berndtsson et al (2008) mentioned one of purposes of thesis is a stepping-stone towards graduate studies.

In order to write down a good thesis, we need to identify the important points in writing a good thesis. Blaxter (as cited in Dwihandini, 2013) identifies the key points in writing a good thesis, students need to know and develop ideas and topics about what they want to write. In addition, since experts have done so, students should seek advice from experts on relevant subjects who master their field and can evaluate students' perspectives. Finally, students need to continue academic writing easily. According to Evans, Gruba, and Zovel (2014), to pass a thesis must demonstrate logical, structured, and defensible based on credible and verifiable evidence presented in such a way that it makes an original contribution to knowledge, as judge by experts in the field.

Thesis should be written in precise, coherent language, in an appropriate style, with proper respect for citation conventions. In term of style, the thesis should be written in an appropriate formal academic style. Paltridge and Starfield (2007) assert that the thesis or dissertation format is also influenced by the values and expectations of the discipline in which it is created and evaluated. Nevertheless, text structure is a central topic in word processing and document creation.

2. The important of writing thesis

Education requires writing a academic writing in the form of a thesis, especially in a bachelor's or master's degree program that is required throughout the university for a bachelor's or master's degree program. When writing a thesis, many students still do not understand what the meaning and purpose of a thesis is. According to Huang (2016), some of the benefits of writing a thesis are explained.:

- a. The research finding of scientific papers written by students are considered contributions to the field of science. In this case, a good scientific work should have some degree of originality or novelty that enhances research scholarships written only as a result of the research, not the result of free labor.
- b. When students are able to write scientific work and respond to the research result in the presence of professional examiner, of course it is said to show that the student is proficient in the field of sciences and can be expressed as a result and a formal test.

- c. The results of the students' scientific research of the student can be used as a reference for others to study their respective scientific area.

3. The process of writing thesis

According to Syamsuri et.al (2018), during the writing process, there are many steps that must be taken, both for novice writers and for writers who have high working hours as applied by several universities. This is intended to encourage the writing cycle of aspiring writers. Following are the steps in the writing process:

- a. Topic selection

Topic selection depends on the researcher's own abilities, as topic selection is the first step in writing. When writing, the amount and length of writing is not important, but how good and interesting the writing itself is. There are a few things to consider in your research when choosing a topic. First, the researcher must be interested in the topic, master the problem to be solved, or have previous experience, researchers should pay attention to how many journals on the topic itself, topics to be raised should be important to the community and the last is topics that will be adopted must be beneficial for the researcher and others in the future.

- b. Read a previous research journals

Reading is an important activity in the world of education. By reading, we can get a test of knowledge we didn't know before. Reading previous research journals is one of the most important

activities when writing a thesis. Here are some of the benefits of reading previous research reports:

1. Researchers need to provide outline of the topic. Example: A researcher can get a description of the methods used in the research process. Researchers can find out the relationship between the articles they read and the research they carry out. Alternatively, the researcher can know if the study is long or fresh.
2. Help researchers to develop research theories and focus on the main points of the thesis itself.
3. Throughout this level, researchers are also develops skills such as the ability to critically analyze the literature in order to find potential limits and help researchers to establish the their own perspectives.

c. Research plan

Planning is a method of thinking about the actions needed to achieve a desired goal. The first and most important activity is to achieve the desired result. This includes the creating and managing system such as psychological aspects that require analytical skills. There are also a several tests to determine someone's ability to plan well. The various steps to draw are:

1. Introduction

It includes a general plan of the work to be carried out. As research progresses, this initial concept will evolve.

2. The importance of the research

The section on the importance of the research provides readers with information on how the research can contribute. However, it should be clear what the research will bring and who will benefit from it.

3. Research question

The research question is at the basis of a research work, study or literature review. It focuses on the research, defines the methodology, and guides all phases of investigation, analysis and interpretation.

4. List of references

According to Anne (2010 : 3) a bibliography is a list of books, scientific articles, statements, personal documents, diaries, interviews, rules, correspondence, blogs, and other references that you use when researching a topic and writing a article. At the end, the bibliography appears. Bibliography records should be presented in a very specific format, although this format may depend on the author's unique writing style. The instructor or editor will ask which category to use, and most academic papers will include MLA, American Psychological Association (APA),

Chicago (author-date references or footnotes/endnotes) or Turabian type.

D. The difficulties in writing thesis

Writing thesis is a process that includes planning, writing, revision and editing. Therefore, in order to write well, people need to go through different levels and write well-developed texts. Most students take different aspects of academic writing, especially when writing a thesis, from the challenges they face. There are some examples of thesis writing difficulties that students often face, starting with loss of concept, structure, vocabulary, and difficult in paraphrase.

The fact that thesis is a challenging project for students, it is assumed that there should have been some factors causing students' difficulties in writing a thesis after conducting a research. According to Paltridge and Starfield (2007:25), "For all students, writing a thesis is a challenge; for those writing in English whose first language is not English, the challenges are more greater." Dwihandini et al (2013) analyzed three factors hindering students in accomplishing their thesis, namely psychological factor, sociocultural factor, and linguistics factor. While, Alafgani (2013) mentioned different key factors: basic knowledge of thesis factors, counseling process factors, and social science environment factors.

When student comes to writing a thesis, there are several factors that have a significant impact on students. Murray (2006) explains that internal and external factors have had a significant impact on dissertation writing. Moreover,

Lipson (as cited in Irwandi and Arisanti) explains that there are two kind of problem in writing thesis. The first is an internal factor, a problem that arises from within the student. It's about incorporating student knowledge. Psychological problems; linguistics problems. The second is an external factor. These are issues that help students write their thesis. Furthermore, Sariyanto (2013) found the factors affecting students difficult to write thesis. He divided into four factors namely basic knowledge of thesis components factor, process of consultation factor, psychological factor, and economic factor.

However, more research is still needed on other factors of second language acquisition as the underlying factors to be analyzed by the researcher. Factors that make it difficult to learn a second language, especially for second language learners, can also make it difficult to write a thesis. Therefore, the factors highlighted in this study were addressed by Brown (2007: 86-278) and are explained as follows:

1. Personality factor

The factors related to the writers' internal factors are sometimes called as the personality factors. Brown (2007: 153) believes that the students' personality factors can be determined from the students' affective factors. Further, Brown (2007: 154-174) explains that the affective factors which are the personality factors will influence the undergraduate students in order to write a good thesis. All of the personality factor mentioned by Brown will influence the learners' decision in creating all studies based on study objectives, research data,

findings of the research, and the whole research based on the proved ratio.

a. Self-esteem

Self-esteem is probably the most common aspect of all human behavior. It is easy to argue that without some degree of self-esteem, self-confidence, self-awareness, and self-efficacy, it is impossible to successfully perform cognitive or emotional functions and activity. Self-esteem means that an individual evaluates and maintains himself habitually. It represents a positive or negative attitude and shows how competent, important, successful and valuable people consider themselves. In short, self-esteem is an assessment of an individual's value and is expressed by the attitude a person has towards himself. It is a subjective experience for an individual to communicate with others through verbal reports and other explicit expressions.

For students with low self-efficacy, failure may also result from the initial lack of skill. Both attributions of the latter can initially create a sense of self-fulfilling failure. To put it simply, these psychological theories mean that it is essential for learners to believe in themselves in order to successfully tackle various problems. Therefore, learners can lose momentum in the face of various forms of self-doubt because they may learn a second language on their own.

b. Inhibition

The concept of restraining all people in self-image builds defenses to protect the ego. Gradually, it learns to define a different self. As the level of consciousness, responsiveness, and evaluation increases, a system of emotional traits that identify individuals begins to be created. Physical, emotional, and cognitive changes in restraint to protect against off-ideas, experiences, and emotions that can disrupt the organization of values and beliefs where self-esteem is measured.

c. Risk taking

These factors suggest that risk-taking is an important feature of second language learning success. Learners can play a little and have to be willing to try out the emotions of the language and take the wrong risk. The difference in risk-taking seems to be some factor in the problems of second language learning and pedagogy. Self-esteem seems to be closely related to the risk factor. When these ridiculous mistakes are made, those with high global self-esteem are not threatened by the potential consequences of certain failure patterns that may result from a lack of risk-taking.

d. Anxiety

Anxiety is a feeling of restless or worry often expressed as an overreaction, and may not focus on the current situation as a threat depending on the situation or actual experience. Anxiety is

usually caused by environmental or genetic factors. Tobias in Hamka (2016) argues that fear can be defined as a complex structure that depends not only on one's emotions and performance, but also on the assessment of potential and perceived threats.

Construct fear plays an important role in second language acquisition. We all know what fear is and experience feelings of fear, but it's still not easy to define fear in one simple phrase. Anxiety as "a subjective sensation of tension, anxiety, tension, and anxiety associated with the excitement of the autonomic nervous system." Simply put, anxiety is associated with anxiety, frustration, self-doubt, anxiety, or fear.

Predictable, some are worried about a lot. At a more momentary or situational level, state anxiety is associated with a particular event or action. However, recent studies that have made language anxiety known have a particular focus on the natural state of anxiety depending on the situation. Finally, anxiety correlated with low self-esteem, ability, and intelligence.

e. Emphaty

In more complex terms, empathy is often described as projecting one's personality onto another's personality in order to better understand another's personality. Empathy means that there is a high probability of separation. Empathy is the "process of understanding the emotional experiences of others." There are two

aspects needed to foster and practice empathy. One is the recognition and understanding of one's emotions, and the other is the identity with others.

f. Extroversion

Extraversion and introversion are also potentially important factors in second language acquisition. These terms are often misunderstood because they tend towards extroverted stereotypes. Introversion, on the other hand, is considered a quiet and unobtrusive person who tends to be isolated. Extraversion is the degree to which you feel the need to receive self-esteem, and a sense of unity from others, rather than receiving self-affirmation. Diplomats really need to make others feel "good". Introversion, on the other hand, is the degree to which a person achieves a sense of perfection and perfection outside the introspection of others.

g. Motivation

The motivation is to get people to do something to achieve a particular goal. According to Sardiman (2008), motivation can be described as an action that encourages others to do something. Motivation can be said to be the driving force that motivates people to take those actions to achieve their goals. Motivation can also be described as an internal state. Starting with the word motivation, motivation can be understood as a motivation to be involved,

especially when the need to achieve a goal is very perceived or urgent.

2. Sociocultural factor

Culture is a way of life. Culture can also be defined as ideas, customs, skills, arts, and tools that are unique to a particular group of people in a particular time period. Culture is shared by the group, preserved in different ways by individual entities within the group, and established by the group to ensure the existence of the group, including attitudes, values, beliefs, norms, and behaviors that are communicated between generations. A system of dynamic, explicit, and implicit rules. Relatively stable, but can change over time.

Brown (2007: 189) asserts that culture is very important in second language learning. Since language is inseparable from culture, it is also very important to analyze the difficulty of writing a dissertation caused by sociocultural factors. The emphasis on sociocultural factors raised in this study of the difficulty of writing a dissertation is evident in three aspects.

- a. The social distance among every undergraduate students, and therefore the relationship between undergraduate students and their supervisor.
- b. The culture in the language classroom of the undergraduate students, and

- c. The communicative competence among each undergraduate students, and the communicative competence between undergraduate students and their supervisor.

3. Linguistic factor

The characteristics of the written language refer to the rules of the language accepted by standard scientific writing. Linguistic features refer to the maturity of sentences used by the author based on good traditional grammar. The ability to write clear, concise, logical, and compelling paragraphs and essays is not just about writing grammatical sentences.

The acquisition of linguistic features in writing is also evident, demonstrating the writer's ability to develop good ideas and good grammar. On the other hand, an immature demonstration of linguistics in writing leads to awkward writing and poor writing. Brown categorized three categories to explain the errors in the production data of second language learners.

- a. Browns' first overview is to identify errors by addition, omission, substitution and ordering.

Brown explains “domain is the rank of linguistic unit (from phoneme to discourse) that must be taken as context in order for error to be clear, and the extent is the rank of linguistic unit that would have to be removed, replaced, provided or rearranged in order to correct the sentence. In the context of the analysis of the

factors of students difficulties in thesis writing, Lennox's review of two related error dimensions will be used to examine the linguistic factors that influence undergraduate students in writing their thesis.

It can be seen that the model is simple and the procedure shows a process that teachers and researchers can intuitively follow. Of course, if a bug is found, the next step is to explain it properly. This is just the beginning of the above process. Language learner studies have identified various error description categories. General breakdowns can be created by identifying errors by adding, omitting, replacing, sorting, omitting specific articles, replacing elements, or word order confusion. But such categories are obviously very common.

- b. 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.

Within each category, we can view the language level can be viewed lexicon, grammar, and discourse. Of course, it is often difficult between different levels of errors. Errors can also be displayed as either global or local. Global errors interfere with communication and prevent listeners from understanding certain aspects of the message. Local errors do not interfere with listening to the message. This is to allow listeners / readers to infer exactly

what they intended, as there are usually only a few violations of a segment of a sentence.

- c. Third, Errors can be also analyzed by the global errors or local errors as explained by Brown quoted from Burt and Kiparsky. Finally, as Lennon quoted by Brown suggests identifying errors by considering the two related dimensions of error, such as domain and extent.

Finally, Lennon suggests that error analysis needs to consider the two relevant dimensions, domain and extent should be considered in any error analysis. Domain is the rank of linguistic unit (from phoneme to discourse) that must be taken as context in order for the error to become apparent, and extent is the rank of linguistic unit that would have to be deleted, replaced, supplied, or rearranged in order to repair the sentence. Sources of Error Having examined procedures of error analysis used to identify errors in second language learner production data, the final step in the analysis of the learner's false speech is to identify the cause of the error. By identifying the source, we can further understand how the learner's cognitive and emotional processes relate to the language system and form an integrated understanding of the second language acquisition process. And of course, these are limited to specific data analyzed by Taylor, so they are not exhaustive within one category of grammar.

In addition, apart from another long list of error categories that could be tracked by interlingual communication, they only refer to overly generalized errors. Similarly, a list of typical English in-language errors when using articles is provided. These are also not exhaustive, but are examples of some mistakes common to English learners with different native language backgrounds. Both Taylor and Richards lists are restricted to English, but it seems that equivalent lists exist in other languages as well.

E. Previous Studies

There are some several studies related with students problem in difficulty writing thesis such as research from Cyntia Puspita in 2019 entitled “An Analysis Factors that Affecting Students’ Difficulties in Writing Thesis”. This study aimed to describe the factors that affecting students of the Faculty of Teacher Training and Education Institute College for Islamic Studies (IAIN) Curup in writing thesis. The subject of this study is all students at TBI which are total number 49 students. This study using mixed-methods study. The instruments using are questionnaire and interview. After completing so many steps and processes in this study, she concludes that language factors are the greatest difficulty facing English students. The similarity between her study and my study is talk about the difficulties in writing thesis at English study program. The difference is that

the study takes two research problem with two instruments, while my study only uses one research problem with one instrument.

The second study is constructed from Nur Asisa in 2021, conducted research entitled “The Analysis of Students’ Problems on Writing Thesis”. This study was aimed to find out the students problems in writing thesis and to find out the factor causes students problems in writing thesis in Faculty of Teacher Training and Education University Muhammadiyah of Makassar. The sample in this research was the students University Muhammadiyah of Makassar at 8th Semesters who was started to write a thesis. She was used Descriptive Quntitative Method Design and she found that the students’ problems faced was lack of Self-Esteem, lack of basic knowledge about writing thesis, students had an anxiety when they would come to guidance, and lack of communication with their supervisor.

The third previous study from Sariyanto, Iwan Supardi and Syarif Husain with title “An Analysis on Factors Causing Undergraduate Students’ Difficulties in Writing Thesis”. This research is focused to find out the most causing factor of undergraduate students’ difficulties in writing thesis in the English Education Study Program of FKIP Tanjungpura University Pontianak. This research using Descriptive Research Design. The data was collected by using questionnaire with 31 items designed on a five-point likert-type scale to collecting student feedback on factors that make it difficult to write a thesis. The result shows that basic knowledge of thesis main component factor is the most causing factor of students’ difficulties in

writing thesis. This study also similar with my study, which is also talk about the difficulties in writing thesis. The difference is my study using quantitative descriptive method.

The fourth study is thesis from Yepa Yendri in 2019 entitled “Psychological Factors Affecting Undergraduate Students’ Difficulties in Writing Thesis”. This study aimed to find the psychological factors that most cause students of the English IAIN Study Program Bengkulu to have difficulty in writing a thesis. She used quantitative descriptive method. Data were collected using a questionnaire of 30 items designed based on a 4-point Likert scale to capture things experienced by students regarding psychological factors that cause them difficulty in writing a thesis. She found that the most influential psychological factor in the difficulty of students writing a thesis of these three factors was self-esteem. This study is similar to my study explaining the difficulty of writing a thesis, but in that it focuses on psychological factors, while focusing on three factors based on Brown's theory. Thus there is a difference between my research and their research.

The fifth research is thesis from Khadijah with title “An analysis of students’ problems in academic writing at English department students in 2019 academic year of UNISMUH”. This research aimed to find out the students’ ability in academic writing and to find out the problems faced by the students in the academic writing of the fifth-semester students of the English department in 2019 academic year of Universitas Muhammadiyah

Makassar. The subject of this research was fifth-semester students of the English department at Universitas Muhammadiyah Makassar in the 2019 academic year. This research using descriptive quantitative as the design of the research. The result of this study is the students' ability that categorized as good with the mean score 81.02. The students' problem in the plagiarism aspect reaches 23%, grammatical error 25%, lexical difficulties 25%, and lack of planning 27%. It indicated that most students have various problems in academic writing. This research is similar with my research which discuss about the difficulties in writing academic. While the difference is my research focus on discussing the difficulties of one type of academic writing, namely thesis.

However, early studies do not clearly indicate the factors that make it difficult to write a thesis based on Brown's theory. The purpose of my research is to study student problems in writing a thesis. Therefore, this study will contribute to the lecture to prepare suitable strategies and feedback to overcome the problem. Therefore, this study aims to provide students with knowledge about the problems of writing a thesis.