PSYCHOLOGICAL FACTORS AFFECTING BACHELOR STUDENTS' DIFFICULTIES IN WRITING THESIS

(A Mixed - Method Research of English Students of IAIN Curup in Academic Year of 2020/2021)

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Di tempat.

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudari Jeni Santia mahasiswa IAIN CURUP yang berjudul "Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis" sudah dapat diajukan dalam ujian munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan. Terima kasih.

Wassalamualaikum Warahmatullahi Wabarakatuh.

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PREFACE

All praises to Allah SWT that the writer had finally finished wrting his thesis entitled **"PSYCHOLOGICAL FACTORS AFFECTING BACHELOR STUDENTS' DIFFICULTIES IN WRITING THESIS".**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future**.**

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, June 2022

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The researcher finished this thesis entitled***. "Psychological Factors Affecting Bachelor Students' Difficulties In Writing Thesis".***

This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. In this chance the researcher would like to express her deepest gratitude for:

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Curup, June 2022

Writer

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MOTTO AND DEDICATION

You were born to be a long life learner.
Never give up in learning every single great thing in this wonderful life!

In the name of Allah this thesis is dedicated to:

My Most Beautiful and Greatest my grandma, Mrs Dewi Murni and My Best Grandfa in The World, Mr. M. Dahlan

My Most Beautiful and Greatest my Mother, Mrs Mislaini and Father, Mr Imroni

Thank you so much for all prays, supports, suggestions, smile, loves, cares, and attention you have provided me to pass this entire of life. All my struggles up to this point are always dedicated to the two most valuable people in my life. Life becomes so easier and nicer when we have parents who understand us better than ourselves.

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My beloved friend, Mr Mujiana Sumarjo.

Thank you for supports, suggestions and advices **"you are the best ever"**

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Dina Mardani, Haja Mendi Arina, Dita Levia Anggraini, Fitria Susanti, Dewi Wulandari, Adhelia Pratiwi, Anggi Marlia, and Ade Yunita Annisah.

Thank you for being my crazy and awkward friends. Every single thing that we have passed are meant for me. May Allah always gives us the chance to keep in touch 'till the end of this life and hereafter. Miss you, guys.

My Great Friends TBI A

You are very great friends, guys. Thank you for these 4 years. I am so glad to know and meet all of you. Let's keep this relationship 'till forever.

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You are very great friends, guys. I am so glad to know and meet all of you. Let's keep this relationship 'till forever.

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ABSTRACT

Jeni Santia, 2021	**:**	**Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis**
Advisor	**:**	**Prihantoro, SS, M.Pd**
Co-advisor	**:**	**Paidi Gusmuliana, M.Pd**

The main result of this research was to investigate about Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis. The objectives of this research are to find the Psychological Factors Affecting Students' Difficulties in Writing Thesis. This research used a mixed method research design. Furthemore, the subject of the research were 57 students at eight semester English Students of IAIN Curup in Academic year 2021. The technique of collecting data used is questionnaire and Interview. Close-ended questionnaire and interview giude were used in this research. Close ended questionnaire was used to the the respondent to capture things experienced by students regarding psychological factors that caused them getting difficulties in writing a thesis. Interview giude was used to the extent to which psychological factor influenced students' writing proses. The psychology factors can be seen from three aspects by Brown Theory. They are self-esteem, anxiety and motivation. Analysis data showed that Self-Esteem got a percentage of 73,0159 %, and it was high category, Motivation got a percentage of 68,2823 %, it was high category, and Anxiety gets a percentage of 65,3439 % and it was high category. Based on the questionnaire, it could be concluded that the most influential psychological factor in the difficulty of students writing a thesis of these three factors was Motivation. And then, based on the interview, the difficulties that students faced in writing thesis truly gave an effect towards the process of finishing the thesis itself. Knowing the factors affecting students' difficulties in writing thesis were important.

Keywords: Writing, Writing Thesis, Psychological factors.

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CHAPTER I

INTRODUCTION

A. Background of The Research

The psychology has given a new concept about how the learner to be centred in learning not the teacher. Psychology also has given a contribution in education, the theory of individual differences that every students has different mental ability and learns at a different pace. In addition, psychology is science and applied science that studies human behavior, mental functions, human mental processes through scientific procedures both as individuals and in connection with their environment. It means that, psychology has been correlated to an education. Even, the theory or the concept of learning has been developed by psychology academicians. According to Jean Piaget as a psychologist and a developer of constructivism theory said that cognitive structures, which are basic, interconnected psychological systems that enable people to process information by connecting it with prior knowledge and experience, finding patterns and relationships, identifying rules, and generating abstract principles relevant in different applications.[1] As we know, learning is a process of getting information or knowledge. Therefore, psychology has influenced, fulfilled the need, the development in the process of learning itself.

[1] Jean piaget in cited as Blake, B. (2015). *Developmental psychology: incorporating Piage's and Vygoysky's theories in classrooms.*

Besides, psychology helps in understanding the learners, fulfil the need, the development, the potentialities,the interest and the aptitude of learners to get a better result in learning. Learners' psychology is also deals with mental health condition of students and the education system. Furthermore, in learning process especially in English Language Learning, psychology absolutely needs to be considered. It is because psychology can influence learners whether in their skill improvement or ability in the process of ELL itself. As what Shakir and Sharma mentioned, psychology is needed for the learners, learning process, instructional strategies and provides basis for the selection of appropriate methods, techniques, approaches, tools to satisfy and fulfil the need of learners that results in better learning[2].

However, in learning English students have the difficulties that can influence their skills, particularly in writing. Writing skill becomes one of the most important skill because it is one of English skill and the form of communication. As what the researcher found the recent studies related to the students' difficulties in acquiring English skill was conducted by Choosri Banditvilai and Robert Cullen in 2018, entitled with "Problems and Obstacles in Learning English as a Foreign Language". The findings indicate that, writing was generally thought to the biggest problem area followed by listening. Results also indicate that

[2] Shakir and Sharma as cited in Kufakunesa, moses, et al. "professional enhancement or needless baggage: attitudes ofundergraduate in-service secondary school student teachers towards educational psychology in zimbabwe.

the great majority of students do not study or practice English on a daily basis. This study concludes with recommendations for ‘Writing’ courses, focusing on basic grammar structures to be introduced and for a comprehensive ‘Listening’ course to be added to the curriculum.

In addition, Suryanto Zahra Eka Sari in 2020 conducted the research with the same issue, “Difficulties and Strategies in Learning English: An Analysis of Students From English and Non-English Education Department in Indonesia”. In this research, the researcher finds out that English Language Education Department and non- English Language Education Department faced difficulties in vocabulary, grammar, pronunciation, developing ideas, writing, speaking, and listening. Each participant, whether English Language Education Department or non- English Language Education Department students, faced those difficulties aside from developing idea and writing. English Language Education Department students only face the difficulty in Developing ideas in writing. In developing ideas, English Language Education Department students mentioned that it's hard to write and pour the idea in writing even though they already had the idea.

Moreover, the researcher has found and done previous and preliminary study. The previous study has disccussed about the psychology affecting the difficulties in writing, The study is conducted by Dwihandini in 2013, “The Analysis Of The Factors Affecting Undergraduate Students' Difficulties In Writing Thesis in The English

Department of Mahasaraswati University. In this study, it was discovered that three aspects, namely psychological, sociocultural, and linguistic factors, are believed to be probable causes of students' difficulty in writing thesis. Then, to complete this phenomenon, the researcher has done a preliminary study by doing the interview to the last students in TBI of IAIN Curup to see their responses about the dificulties in writing thesis. Based on the result of it the researcher got the answers or informations that they felt difficult to write thesis because of some reasons such as feeling afraid to unable fulfilling their advisors' expectations in doing that thesis, feeling a little bit unable to find the topic of the research, using the right grammar, etc, and feeling unsure that they can manage the time to write thesis well.

Thus, considering on phenomenon and preliminary above, the researcher was interested in examining the issue of research conducted by the student of strata one or bachelor degree in completing their bachelor education, entitled **"Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis".** (A Mixed-Methods research of english students of IAIN Curup in Academic year 2020/2021).

B. Research Question

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

1. What are the psychological factors that affect Bachelor students' difficulties in writing thesis?
2. To what extend do the psychological factors influence students' writing process?

C. Objective of the Research

The research objective of this research are:

1. To explain the psychological factors that affect bachelor students' difficulties in writing thesis
2. To find out to what extend do the psychological factors influence students' writing process

D. Significance of the Research

In the significance of the research, the result of this research is expected to be useful in any use such as follows:

1. Practical

a. For students

The goal of this study's findings is to provide benefits to pupils. Students are expected to comprehend the psychology elements that influence thesis writing challenges, particularly at IAIN Curup's English Study Program, which provides thesis writing issues. As a result, students can

utilize this information as a guide to identify and resolve their own problems.

b. For Teacher/lecturer

The findings of this study are supposed to provide information and an assessment of students' difficulties in writing theses during the guidance process, and the professor is required to assist students throughout the process.

c. For further researcher

The researcher hopes that the findings will be useful to other researchers who are interested in investigating other written works with similar topics, particularly in regards to the psychological factors influencing thesis writing difficulties, and that the findings of this study can be used as a starting point for further research on some topics.

The thesis will then be beneficial for providing some contributions and information to future researchers, and the next researcher will be anticipated to be able to refine this research further by adjusting the methodologies and variables.

2. Theoretical

This study provides a clear account of the psychological aspects that influence thesis writing challenges. It may theoretically be utilized by another researcher as a review of related findings in their research.

E. Definition of Key Term

The next section provides a brief description of certain key terminology or operational definitions of the research in order to minimize misinterpretation of the concept employed in this study. Below are two crucial terms to remember:

1. Writing.

   Write is express or point graphic symbol that describe understand a language by someone, so another we can understand and read that graphic symbol if they understand the language graphic.[3] In this case writing means students written on Thesis by students at IAIN Curup.

2. Thesis.

   Thesis is a report that an individual present to others about the conclusions he or she has reached after investigating a subject and

[3] Hendri Guntor Tarigan, Bicara Suatu Keterampilan Bahasa,(Bandung: Angkasa,1992),p.21

carefully assessing the information he or she gathered.[4] In this researh, thesis is a writing that students construct to fulfill the requirement for 'Sarjana' degree in english study program on eight semester finished the thesis at IAIN Curup.

3. Difficulties in Writing thesis.

The difficulties means the challenge that students found in writing their thesis. It can influence from some factors. In this research, difficult factor is the things make the student as researcher feel hard to write their thesis writing in English study program on eight semester at IAIN Curup

F. Organization Of the Research

To make a organization of the thesis more systematic, the researcher organize the thesis into the following parts: chapter I is introduction that consist of the background of the research, Identification of Problems, Limitation of the Problems, research question, Objectives Of The Research, Significant Of The Research**,** Definition of Key Term, Organization Of the Research. Then it is followed by chapter II, which consist of review of Related Theories that consists of review of the related theory. Chapter III was research methodology. It dealt with type of the research, population and sample, Instrumet of Research, Technique of Collecting Data, Technique of Data Analysis. Continued

[4] Susan m. Hubbuch, Writing Research Papers Across the Curriculum, (United State of America:1996), p.3

with chapter IV consist of research result and discussion. This chapter involves deta analysis, research finding and discussion. it provides several finding and discussion of the problems. The last, in chapter V conclusion and suggestion, which consist of conclution and suggestion that is taken from the result of the research.

CHAPTER II

LITERATURE REVIEW

A. Concept of Writing

1. Definition of Writing

Writing in English, according to Dumais, is intended to bridge the gap between the ability to express thoughts, feelings, opinions, and other things verbally in Indonesia and the ability to do so in written form in English. It means that people can convey their thoughts and senses more accurately through written forms. In writing, we must choose the best and most appropriate words and phrases, as well as adhere to the proper format.[5]

Aside from speaking, writing is a productive talent that entails a complex procedure. Among the other skills, writing may be the most difficult (listening, speaking, and reading). "Writing is a difficult and cognitively demanding activity," says Mertens.[6]

Writing is one technique to communicate with others by conveying thoughts. A writer can communicate his or her thoughts or ideas on paper by writing. "Writing is a process of conveying

[5]Pratiwi, K. D. (2016). Students' difficulties in writing English (A study at the third semester students of English education program at University of Bengkulu Academic Year 2011-2012). *Linguists: Journal of Linguistics and Language Teaching*, *3*(1).

[6] Sariyanto, S., Supardi, I., & Husin, S. (2013). *An Analysis On Factors Causing Undergraduate Students' Difficulties In Writing Thesis* (Doctoral dissertation, Tanjungpura University).

ideas or thoughts in words should be done at our leisure," Sutanto Leo and companions said in their book.[7]

Writing is a useful communication tool that allows kids to imagine a world of their own construction. It means that learners may express their thoughts, feelings, ideas, experiences, and so on through writing in order to deliver a certain message. The purpose of writing is to deliver information to the reader.

Writing is a productive talent that entails a complex process and includes a sign (orthographic). When writing well and beautifully, we must follow proper grammar rules, select appropriate word, and consider consistency and cohesion. Some linguists provided definitions of writing that may aid in our understanding.

Writing can be concluded from the previous definition that it is a system of communication that represents a symbol. Students can express themselves through writing by sharing their thoughts, feelings, or anything else that comes to mind. As a result, students who want to be able to write well must learn to write on a regular basis.

[7] Sutanto.English for Academic Purpose "Essay Writing".Yogyakarta.CV. Andi Offset.2007:1

2. Process of writing

Donald Graves' five-step process writing approach is detailed in this article. This will set the tone for the writing exercises.[8]

a. Prewriting.

The purpose of this exercise is to produce ideas. Lists, brainstorming, outlining, silent pondering, talking with a neighbor, and power writing (explained below) are all methods for generating ideas.

b. Drafting.

When a writer begins drafting, he or she is collecting ideas and information on paper for the first time. In this scenario, quantity is more important than quality. The draft, when done well, is a collection of extensive and interrupted collections of thoughts. Only the first two steps are covered in most writing activities in class. In the next level, only concepts that students find engaging and valuable should be considered (Donald Graves calls this hot topic).

c. Revising.

The heart of the writing process is revising. It has been altered and reshaped many times here, piece by piece. This

[8] Andrew P. Johnson, Teaching Reading and Writing, (UK: Rowman & Littlefield Educcation, 2008), p. 179

concept step is similar to throwing a large lump of clay into a potter's wheel. The student adds pieces, takes parts, adds parts, and continues to print and change during revision. We're searching for flow and structure in this scenario. We're always rewriting passages and shifting things around. Please keep in mind that not every draft needs to be brought to this point. According to Graves, students should be offered design choices when it comes to the revision process. In general, students can only choose one of the five concepts to devote the cerebral and emotional resources required to modify and create a polished project. The rest of the tale notion can be saved in a file folder as a trash can for additional writing ideas, or it can be put in a portfolio to track students' writing journeys.

d. Editing.

Grammar, spelling, and punctuation mistakes are rectified at this stage. A word of caution: insisting that step 4 be included in stages 1, 2, or 3 is the quickest way to wreck a good writing project or harm a writer. The flow of ideas and the quality of writing suffer when writers edit or worry about mechanics during the prewriting, drafting, and revision processes. Mechanical writing is a threat to the important brain area that has been allocated to producing and connecting ideas and thoughts.

e. Publishing and sharing.

Students' writing or work is distributed to the general public in this part. Now, writing is alive and well. Compiling class books, collections of writings, school or class papers, school or class magazines, or showing samples of short writing in the hall or going out into the community can all be part of this publication. Students' writing experience is enhanced when they are asked to read their work in small groups, to other classmates, or in large groups. Mechanical writing is a threat to the important brain area that has been allocated to producing and connecting ideas and thoughts.

3. Academic Writing

Academic writing is the writing that you must accomplish for your academic courses.[9] Academic writing assignments may be referred to by different names by your teachers (essay, paper, research paper, term paper, argumentative paper or essay, analysis paper or essay, informative essay, position paper), but they all have the same purpose and concepts.

In academic writing, there are three things to consider: content, register, and topic. Content, register, and topic are the

[9] Anne Whitaker, *A Step by Step Guide to Writing Academic Papers*. (Bratislava, Slovakia: City University of Seattle), 2009, P.2.

three essential criteria that should be considered in academic writing. Academic writing is available in a range of lengths.

Students in several academic areas, such as project work papers, work experience papers, or thesis writing, are taught to produce evaluation papers or proposals, according to Brookes and Grundy.[10] Furthermore, this research will concentrate on thesis writing as an example of academic writing. Academic papers, in reality, are a particularly constructed torture instrument. Because instructors are not actively involved in the torture, they are preferred. Students can torture themselves by putting off writing their papers till the last minute and not knowing what they're doing.

In terms of systematic writing, punctuation, format, and other aspects of writing, the agreed set of academic writing norms is set. Skripsi (thesis) is one of the academic writing genres that necessitates a different set of writing expectations from the point of view of the discourse community. In this study, skripsi (thesis) refers to scientific composition/writing that students are required to write as part of their academic education, usually for an undergraduate degree.

[10] Brookes and Grundy as cited in DWIHANDINI, L. A., Marhaeni, A. N., & Suarnajaya, I. W. (2013). The Analysis of the Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in the English Department of Mahasaraswati University. *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia*, *2*.

B. Thesis Writing

Thesis writing is a type of research writing that takes place in the setting of academic writing. Writing a thesis is an exercise in conducting research and documenting the results of that investigation. According to Brookes and Grundy, most students who write a thesis will be attempting to show a set of implicational connections to their hypothesis. The challenges in writing a thesis, on the other hand, may be due to the research's purpose, data, findings, and the fact that the entire study is based on a proven ratio.[11]

Thesis writing is the process of compiling research reports in a specific structure and arrangement. According to Hardling, thesis writing is an activity that a researcher engages in to put their study findings into writing form. Budiharso goes on to say that the purpose of creating a thesis is to do research and practice writing research results. This indicates that the goal of thesis writing is to do research and write up the results.[12]

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[11] Brookes and Grundy as cited in DWIHANDINI, L. A., Marhaeni, A. N., & Suarnajaya, I. W. (2013). The Analysis of the Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in the English Department of Mahasaraswati University. *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia, 3*

[12] Hardling and Budiharso as cited in DWIHANDINI, L. A., Marhaeni, A. N., & Suarnajaya, I. W. (2013). The Analysis of the Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in the English Department of Mahasaraswati University. *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia, 2*

Thesis writing, on the other hand, is not without its complications. When writing a thesis, students frequently find themselves at a loss for words. Learners' inability to maintain attention when writing a decent thesis is classified as a psychological aspect. While learners' lack of understanding of the regulations in thesis writing in their department or university is one of the sociocultural variables that affects their thesis writing, it is also one of the sociocultural factors that affects their thesis writing.

Furthermore, a lack of grammar use in a student's writing skills could be one of the linguistic problems preventing them from finishing their thesis. Most students, on the other hand, begin thesis writing without understanding the fundamentals or the challenges they will confront. It could be psychological elements, societal and cultural aspects, or even language factors that influence kids.

However, more research into the elements that contribute to the difficulties in writing thesis is required in order to uncover the challenges in academic writing (or, to be more specific, the difficulties in writing thesis). As a result, this study must be undertaken with the goal of studying the components that contribute to thesis writing challenges.[13]

[13] *Ibid, p.2*

We must discover the essential areas in creating a strong thesis in order to develop a good thesis. Blaxter also identifies the critical points in writing a good thesis as follows: learners must know and generate the topic or ideas of what they want to write; learners must also seek advice from related subject experts who are masters in their field because the experts have already done it or will be able to judge the learners point of view; and finally, learners must know and generate the topic or ideas of what they want to write, , students must begin their academic writing in a concise manner.[14]

C. The Difficulties in Writing Thesis

1. Psychological Problem

Psychology is the scientific study of people's thoughts and actions. The term "psychology" is derived from the Greek words "psyche," which means "life," and "logo," which means "explanation" or "definition."[15] Psychology is the product of many inducements devised by scientists and philosophers in order to comprehend the thoughts and behaviors of various animals ranging from the most primitive to the most complex.[16] In today's world, psychology is defined as the scientific study of

[14] Blaxter as cited in DWIHANDINI, L. A., Marhaeni, A. N., & Suarnajaya, I. W. (2013). The Analysis of the Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in the English Department of Mahasaraswati University. *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia, 3*

[15] The Saylor Foundation, *Introduction to Psychology*, 2011, Page.7

[16] Gregg R.Henriques, *Psychology Defined*. (James Madison University:Journal of Clinical Psychology), 2004.

human behavior and mental processes.[17] It means that psychology is concerned with a person's thoughts, feelings, and actions.

Brown believes that pupils' affective elements can be used to identify psychological aspects. Brown also stated that affective elements, which are psychological aspects, will have an impact on undergraduate students' thesis writing. Psychological factors are factors that are related to the writers' internal factors. The emotional elements of students can be used to identify psychological issues in students.[18] Self-Esteem, Anxiety, and Motivation are also impacting aspects that become psychological factors that will affect undergraduate students' ability to write a decent thesis.

All of Brown's psychological aspects will influence a learner's decision to construct the research purpose, data for the research, research outcomes, and the entire research based on the proven ratio.

[17] Ronald Roesch, Stephen D Hart, James RP Ogloff, Psychology and Low : *The State of the Discipline*, (Springer Science & Business Media), 1999,

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

According to Brown, some of the issues or obstacles that students face when writing include:[19]

a. Self-esteem

Self-esteem, or how we feel about ourselves whether favorably or negatively, is a critical component of personal well-being, happiness, and adjustment. Self-esteem is a generally persistent positive or negative feeling about oneself that might become less positive or negative as people experience and interpret achievements and failures in their daily lives.[20]

Self-esteem is defined as an individual's subjective assessment of one's self-worth, emotions of self-respect and self-confidence, and the amount to which one holds positive or negative attitudes about oneself.[21]

As a result, self-esteem is a feeling about oneself that is linked to one's personal views about one's abilities, social interactions, and future outcomes. This is critical in distinguishing self-esteem from more generic phrases like self-concept, as the two are frequently used interchangeably.

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[19] Brown, H Douglas. *Principle of Language Learning and Teaching.Fourth Edition*. (London: Longman Group), (2000)

[20] Ibid page.5

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

Self-esteem is a person's assessment of the gap between their current self and their ideal self.[22] The contrast between the developing self-image and the ideal self may be seen in the discussion about developing self-image and ideal self, and so can be considered a natural phenomenon.

Self-esteem can be global or localized, and the two sides of self-esteem have a link. The feeling of comprehensive self-esteem and confidence in someone is referred to as global self-esteem. Self-esteem and confidence about specific activities or behaviors are referred to as specific self-esteem and confidence. If particular acts or attitudes are evaluated, the possibility exists that it will have an impact on human global self-esteem.[23]

Because of its strong influence on learning a foreign language, self-esteem can be a detrimental or positive aspect in language learning. There are two types of self-esteem:

1). High self-esteem

Confidence, self-esteem, a sense of self-confidence, a sense of usefulness, and a sense that his presence is essential in this world are all engendered by high self-esteem. For example,

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

[23] Ibid.P.6

a student with high self-esteem will ensure that the thesis that he and others expect gets completed. This self-assurance will encourage the student to work on the thesis as rapidly as possible.

According to Clemes and Bean, among other things, the following are characteristics of a student with strong self-esteem:[24]

1) They are proud of their thesis work. Being proud of their thesis means that students believe that they can finish it by their own abilities.
2) When working on a thesis, act autonomously. Without any doubt, students are able to take some risks in doing their thesis. Then, one of the way to do it, is becoming the independent one.
3) Accepting the tasks assigned by the adviser throughout guidance is simple. In this case, students feel proud of his work, act independently, easy to accept responsibility, coping with good achievement, and responding to new challenges with enthusiasm.
4) Accomplishments should be well-recognized. will be able to show significance, its ability and competence to be able to perform tasks in a timely manner.

[24] Clemes and Bean as cited in Batubara, J., & Asriatuzzeky, A. (2017). Contribution Locus of Control and Self Esteem to Student Academic Procrastination (Study at Department of Islamic Guidance And Counseling, IAIN IB Padang). *Guidena: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling*, *7*(1), 54-62.

5) Responding to new difficulties with the adviser's zeal. This is such a belief in the ability to act and face the challenges of something.
6) Demonstrates a wide spectrum of emotions and feelings. These emotions and feelings are related to happiness, feeling worthless, decent, enabling it to assert needs and our desires and enjoy the fruits of our hard work.

Benefits of having high self-esteem including:

1. Individuals will be more durable and resistive in the face of thesis pressures, and will be less likely to give up and despair when working on the thesis or revision supplied by the advisor.
2. Individuals are becoming more inventive when it comes to producing concepts for each page of the chapter.
3. People are becoming more ambitious in their thesis writing, both emotionally, creatively, and spiritually.
4. People will have high expectations for developing positive and constructive interactions.
5. Because they don't see others as a threat, others will treat them with greater respect and wisdom.

2). Low self-esteem

A person with low self-esteem is likely to believe that they are incompetent and useless. Apart from that, students with low self-esteem are less likely to seek out new

challenges in their lives, preferring to face things that are well-known and less demanding, are less confident in their own thoughts and feelings, are afraid of receiving responses from others, are unable to foster good communication, and are unhappy in their lives. Students with low or unstable self-esteem have a lack of motivation to complete things and constantly criticize their abilities, such as "I'm stupid!" or "I can't finish this thesis well." Tolerance, frustration, and pessimism are other characteristics. . They are generally hesitant or lethargic to work on a thesis because they are frightened or doubtful of their talents, do not work hard to correct their flaws, and are satisfied with what they have accomplished.

According to Clemes and Bean, a person with poor self-esteem has the following characteristics:[25]

1. Stay away from circumstances that can make you feel anxious.
2. While working on his thesis, he lowered his ability.
3. You have the impression that no one cares.
4. Placing blame on others for one's flaws
5. Capable of being swayed by others

[25] *Ibid, p.58*

6. During revisions and guidance, it's easy to become frustrated and pessimistic.
7. Feel helpless and unable to complete the thesis in a timely manner
8. Demonstrates a limited variety of emotions and feelings

As a result of poor self-esteem, such as:

1. Anxiety, tension, loneliness, and depression are all common feelings.
2. Can cause issues with good friends and social situations.
3. Academic and professional performance can be severely harmed.
4. Creating underachievers and promoting drug and alcohol abuse.

A kid with high self-esteem is more likely to be self-assured in social circumstances and when it comes to education. When faced with a new task, they will keep their inherent passion for learning and will be eager and enthusiastic.[26]

In contrast, a student with poor self-esteem will have doubts about their abilities to succeed. As a result, they may

[26] Denis Lawrence, *Enhancing Self Esteem in the Classroom 3rd edition*, (Great Britain:T.J. International, Padstow, Cornwall, 2006) Page.8

try to avoid situations that they perceive to be potentially humiliating.

Based on the foregoing, the researcher can deduce that low self-esteem is a scenario in which students lack confidence. The emotional response that people have when they consider and assess various aspects of themselves. The teacher's recommendation to the kids was to lower their self-esteem. Because the learning process necessitates a high level of confidence, students must be aware of their psychology, particularly their self-confidence.

b. Anxiety

Anxiety is one of the elements that influences the learning process. When students participate in activities that need productive skills, they feel a lot of worry.[27] Writing has been viewed as a process that requires and demands as a productive ability.

Anxiety, defined as "a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system"[28] by Horwiz, was

[27] Selma Kara, Writing Anxiety: *A Case Study on Students' Reasons for Anxiety in Writing Classes.* (Turkiye: Anadolu Journal of Educational Sciences International), 2013, P.104.

[28] Horwitz, E. K., Horwitz, M. B., & Cope, J., *Foreign language classroom anxiety*. The Modern Language Journal, vol. 70, 1986, pp. 125-32.

intuitively perceived by many second language learners to have a negative impact on L2 learning and was one of the most extensively researched variables in psychology and education. Anxiety can obstruct learning, and while the deficit model may be accurate in some circumstances, it is not in all. According to the interference model, learners' poor performance in anxiety is due to their trouble recalling knowledge.

For many years, anxiety has been a source of worry in language teaching and applied linguistics. Longman defines anxiety in Advanced American English as a sensation of being really concerned about something that may or may not happen and that you worry about all of the time, or as a feeling of wanting to do something very much yet being extremely concerned that you will fail.

Horwitz, on the other hand, supports the interference model by claiming that worry can interfere with learning, and that while the deficit model may be valid in some circumstances of anxiety, it is not true in all cases. According to the interference hypothesis, nervous students' poor performance is related to their difficulties retrieving information.

Writing anxiety is characterized as a general avoidance of writing behavior and situations that are perceived to potentially

involve some degree of writing, as well as the possibility of being judged on that writing. Cheng proposed the Second Language Writing Anxiety Inventory (SLWAI), a multidimensional L2 writing scale that adheres to a three-dimensional model of anxiety, such as Somatic Anxiety, Cognitive Anxiety, and Avoidance Behavior.[29]

There are three signs of nervousness, according to Cheng. Somatic anxiety, Cognitive anxiety, and Avoidance behavior are the three types of anxiety. There are three indicators of writing anxiety, as shown in the list above.

1) The first is somatic anxiety.

Somatic anxiety is the impression of a person's psychological affects, such as anxiousness and tension, as a result of experiencing anxiety when writing a thesis or thesis. This is how they are worried. Students are apprehensive about writing their thesis. Students are concerned about their low writing thesis scores in order to graduate as quickly as possible. When students are approaching their graduation deadline and have not completed their thesis content, they can become nervous and agitated. . For example, during

[29] Cheng as cited in Wahyuni, S., & Umam, M. K. (2017). An analysis on writing anxiety of Indonesian EFL college learners. *JEELS (Journal of English Education and Linguistics Studies)*, *4*(1), 105-128.

assistance, the supervisor may ask students to amend some concepts or content in their thesis, which must be accomplished within a few days. Perhaps they will be nervous and concerned if they have not completed their task while their other buddies who are working on repairs have completed their work and are moving on to the next step.

2) The second is cognitive anxiety.

Negative expectations, preoccupation with performance, and concern about other people's judgments are all examples of cognitive anxiety. How students write their thesis can be highly influenced by students or mentors. Students may experience anxiety as a result of opposing points of view. The first is the advisor's expectation of the thesis. The second point of view is that of another buddy who is also writing a thesis on the same topic. The pupils' greatest concern is the advisor's expectations. For example, the adviser has high expectations, and students must meet those expectations. This may have an impact on students' ability to concentrate on adviser revisions since they will be more focused on the expectations of others, such as the supervisor's expectations that students can complete the thesis successfully. This is how the student feels about the expectations of their advisors. “Because of the expectations from advisers, I am

nervous about advising my thesis. The expectations of the first and second advisors are different. It makes students nervous because each advisor has their unique expectations and standards when it comes to thesis writing.

3) The last, Avoidance behavior.

Avoidance behavior is a type of anxiety that concerns with pupils' avoidance of writing in English. Some kids are apprehensive about grammar since it is so tough. As a result, the pupils ignore the lecture that is primarily concerned with assessing grammar. The behavioral side of anxiety is avoidance behavior, which refers to when students avoid writing a thesis. Students, for example, do not complete a thesis for months or do not complete modifications requested by their supervisor. That is the most harmful because if students avoid writing thesis, revisions, or guidance from a supervisor, they will not be able to make any adjustments or advancement in their thesis, just as other friends will not be able to do anything in their thesis if they do not do anything in their thesis. Students will not be able to achieve their goals (graduation) if they avoid writing a thesis or counseling.[30]

[30] *Ibid, p.111*

Anxiety is not a new phenomenon; it has existed for as long as students have written in English. Most students who have had write anxiety understand how important it is to remain focused and confident when writing. Because there is no more preparation before writing in English, students may lose faith in their abilities.

Based on the foregoing argument, the researcher might deduce that students' anxiety will worsen if they do not receive treatment from the lecturer. Anxiety will obstruct students' ability to learn. Anxiety is a leaning annoyance in which students lack the courage to demonstrate their ability because they are afraid of making mistakes.

c. Motivation

Motivation is a process that causes individuals to exert increased effort (intensity), direction (direction), and tenacity (persistency) in order to achieve their objectives. Intensity is a measure of how hard someone is trying. However, unless effort is directed in a way that benefits the company, high intensity is unlikely to result in positive performance results. As a result, the business's quality and intensity must be examined. A person's motivation is a measure of how long they can handle their business. Individuals that are motivated will complete the task for long enough to reach their objectives.

Motivation describes why people choose to undertake something, how hard they will work to achieve it, and how long they will continue to do so.[31] Motivation is directly linked to the choosing of a particular action, the effort invested on it, and the perseverance with it, because human behavior has two basic dimensions, direction and magnitude (intensity).

Brown separates the definition of motivation into two categories depending on the schools of psychology. There are two types of definitions: behaviorist and cognitive. The importance of rewards and maybe punishments in motivating behavior is emphasized by behaviorists. The focus of the cognitive definition is on how a person's conscious attitude, ideas, beliefs, and interpretation of events influence behavior; in other words, how mental processes are translated into actions.[32]

Motivation is a state of mind in which a person is compelled to engage in certain behaviors in order to achieve a specific goal. Motivation to graduate on time is something that inspires or encourages students to reach graduation requirements as soon as possible in order to complete the learning objectives within the

[31] Dornyei adapted by Septa Aryanika, *The Correlation Between the Students' Writing Motivation and the Writing Ability*, (IAIN Raden Intan Lampung: English Education Jurnal Tadris Bahasa Inggris, 2016)

[32] Brown as cited Aryanika, S. (2016). The correlation between the students' writing motivation and the writing ability. *English Education: Jurnal Tadris Bahasa Inggris, 9*(1), 215-232.

specified study period. The motivation to finish the thesis is quite helpful. Students have a tremendous urge to finish their thesis as soon as possible. Students aim to finish their thesis as rapidly as possible and graduate as soon as possible. They want to get to the next level, which is work, as soon as possible.

The thesis will not be completed on time if the student does not have excitement and motivation. Students may become bored and tired of working on a thesis for an extended period of time. Because of a lack of motivation from themselves or others, such as family and friends, students do not put forth their best effort when writing their thesis.

The researcher can conclude that motivation is the power of learning based on the previous reasoning. Only by observing a person's behavior, a form of movement as part of a learned, desire, emotion, need, interest, curiosity, and psychology features, can motivation be deduced. In this study, motivation is defined as an inner power that comes from within and without a person to achieve a goal, and it plays a role as a positive power or attitude toward learning writing, particularly in writing. It is critical to encourage and promote the capacity to write. It is in fact insufficient for students to attain success without being motivated. They are in desperate need of a source of inspiration to keep their spirits burning. In fact, many students who have

struggled academically have become successful as a result of their constant determination. As a result, the researcher stated that motivation is the ability to learn.

There are 3 indicators for measuring motivation:

1). Persistence.

Persistence is one of the character traits associated with the completion and achievement of a thesis. Persistance is defined as the ability to persevere in the face of adversity. For example, many students cannot stand and are unable to complete a thesis for an extended period of time. Motivation encourages the start of and continued participation in specific activities. This increases the likelihood that people will start anything on their own, persevere in the face of adversity, and resume their work after a little interruption.

Persistence refers to how long a person devotes their energy and effort to a particular path or goal. Extrinsic and intrinsic factors influence the persistence of behavior. The elements that sparked or launched behavior may or may not be the same as the factors that maintain behavior and generate persistence.

Someone with a high level of perseverance will be able to finish the thesis more diligently. Persistence is a key

aspect in turning a dream into a reality and achieving a goal, even when faced with hurdles, problems, or despair.[33]

According to McClelland, individuals with motivation exhibit traits such as resilience or tenacity (persistence) in working on a thesis, with indicators such as:[34]

a. Have a strong desire to complete your thesis in a serious and enthusiastic manner.
b. It is difficult to quit up when faced with failure when receiving input and suggestions from an adviser when preparing a thesis.
c. Observing success when guidance or failure in a thesis is not a factor created by an outsider, but rather by him;
d. Working not only to the target but also beyond the target; working on a thesis may have a target, but it will be preferable if it exceeds the predetermined target. The thesis will thereafter be completed ahead of schedule.
e. When writing a thesis, having a happy, happy, and fulfilled urge to do your best.

[33] Heru Mugiarso, Ninik Setyowani, & Latih Buran Tedra, *self-efficacy dan persistensi mahasiswa ketika mengerjakan skripsi ditinjau dari kecemasan akademik,* (Universitas Negeri Semarang, Volume 1 Number 3 (2018), 171-175

[34] Bunga Ayu Lestari, *Layanan Responsif Bimbingan dan Konseling untuk meningkatkan motivasi berprestasi siswa, Skripsi*, Universitas Pendidikan Indonesia, 2012.

Thesis is one of the most important prerequisites for obtaining a bachelor's degree, and not all students are prepared for the final task. In order to complete the ultimate work, students with low tenacity may face stagnation, procrastination, and even failures. This can happen because the last activity is viewed as a stressful task; if students have a low level of self-persistence, they are not persistent and constantly grumble and lament about the difficulties they have in completing the final project.

The completion of the thesis for final year students is frequently a separate source of stress for students. When writing a thesis, it's typical to feel anxious and depressed.

2. Intensity

Intensity refers to a person's ability or strength, as well as their absence or magnificence.[35] Intensity, according to Hasan Alwi's KBBI, is the state of the level or the size of the intense. Intensity can be defined as the amount of power mobilized by a person's passion to achieve a specific end or goal. Because the more a person's interest in carrying out an activity, the higher the person's intensity towards these activities, motivation has a strong influence on intensity.

[35] Partanto dkk, *Kamus Ilmiah Populer* (Surabaya: Penerbit Arloka, 2013), P.265

Intensity refers to the power of a response in a particular direction, as well as how hard a student tries to finish their thesis. In most cases, intensity and the expectation of a desired outcome are inextricably linked. The individual's judgment of the possibility that effort will yield a specific result determines the intensity, or motivational drive. This is true regardless of whether perception is actual or not. For example, believing that a raise is on the way can motivate someone to work hard to achieve their goal.

When it comes to the relationship between motivation and intensity, intensity refers to how hard a person tries, yet high intensity does not equal satisfactory work performance unless the effort is directed in a way that benefits the business. Instead, perseverance is a measure of how long a person can stick to his or her thesis or activity. The amount of achievement in a student's thesis is mostly determined by the intensity of their motivation.

3. Direction.

According to Eccles & Wigfield A person's motivation guides them toward a specific objective. Undergraduate students' choices and the findings they deem valuable are influenced by their motivation. Motivation is defined as the act of directing one's behavior toward a set of

objectives. Motivation isn't always easy to detect. It was completed, and the results were utilized to explain behavior.

The purpose that motivates an individual to take action is known as direction. Whether the individual recognizes it or not, a goal is deliberately chosen from a collection of options. Different influences, such as extrinsic and intrinsic causes, influence the objective, which may conflict with one another. While an adviser may assist a student in defining goals or determining their path, the goal-making process and achievement are completely individualized. Students that take ownership and believe in themselves and the process they are going through are frequently the most effective.

The two elements of inspiration and action combine to form the direction of motivation. Some people find it difficult to cross the threshold from motivation to action. They have every reason to act based on all of the major indicators, but they do not. This can lead to opportunities being missed.[36] Students who have the opportunity to work on a thesis, for example. Those who are not working on a thesis miss out on the chance to finish the research swiftly.

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

They may be inspired, but they lack the impetus or sense of direction to act on their ideas. Those who take action may have sought help from advisors or those working on a thesis.

have a strong drive to write a thesis and act on their own risk tolerance or even an instinct. Motivation does not always have a clear or obvious direction.

2. Non- Psychological Problem

   a. Sociocultural Factor

Culture is a way of life for many people. It is the setting in which we live, think, feel, and interact with others. Culture may also be defined as the beliefs, habits, skills, arts, and tools that define a particular group of people during a specific time period. Culture is a dynamic system of explicit and implicit rules established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms, and behaviors, shared by a group but held differently by each specific unit within the group, passed down through generations, relatively stable but with the potential to change over time.

Culture creates a cognitive and affective framework for each individual, as well as a blueprint for personal and societal existence. However, we tend to interpret reality through the lens of our own culture, a reality that we have

"made" rather than one that is factually determined. Because language and culture are inextricably linked, it's also crucial to look at the challenges of writing a thesis through the lens of sociocultural variables.

As Brown believes, culture plays a significant role in the acquisition of a second language.[37] As a result, the emphasis on sociocultural elements that will emerge in this study of thesis writing challenges is bold in three ways.

1. Each undergraduate student's social distance, as well as the relationship between undergraduate students and their tutor
2. The culture of undergraduate students in language classes, and
3. Each undergraduate student's communicative competence, as well as the communicative competence between undergraduate students and their tutor.

A lot of cultural issues have been brought into the language classroom in the preceding sections. De Capua and Wintergerst's Crossing Cultures in the Language Classroom is one of the best resources available for directing you further in introducing culture into your classroom. Rather than attempting to quantify actual social distance, a measure of

[37] Ibid.,p189.

perceived social distance is used. The actual cultural barrier between learners is unimportant because it is what they see that shapes their own world. Humans perceive the cultural environment via the filters and screens of their own worldview, and then act on that perception, no matter how skewed it may be. When learners encounter a new culture, their acculturation process is influenced by how they see their own culture in connection to the target language's culture, and vice versa, according to Acton.

b. Linguistic Factor

This element will look at the differences between native and target languages, as well as the impact of the first on the second. Then study how the contrastive analysis era gave way to the error analysis era, with its guiding principle of interlanguage, also known as learner language. The impact on input acquisition, interaction, feedback, awareness, and error treatment will all be discussed. The transfer of vocabulary and grammatical rules from the local language is also captured in these passages. Brown divided the faults in second language learner production data into four groups.[38]

[38] Ibid.,p262-263.

1. Browns begins by looking for errors in addition, omission, substitution, and ordering.

"Domain is the rank of linguistic unit (from phoneme to discourse) that must be taken as context in order for the error to become obvious, and extent is the rank of linguistic unit that would have to be removed, replaced, provided, or reordered in order to repair the sentence," Brown adds. . In the context of researching the linguistics variables affecting undergraduate students' thesis writing, Lennon's review of two linked dimensions of mistake will be used to investigate the linguistics factors impacting undergraduate students' thesis writing.

It is clear that the model is simple and offers a technique that teachers and researchers may follow instinctively. Naturally, after an error has been detected, the next step is to appropriately characterize it, which the above approach has only begun to do. In studies on learner language, a number of different categories for describing errors have been identified. Identifying errors of addition, omission, replacement, and ordering, such as a definite article omitted, an item substituted, or a word order confused, is the most generalized breakdown, but such categories are clearly quite broad.

2. The second category, according to Brown, should be examined when identifying mistakes in students' language levels (phonology, lexicon, grammar, and discourse).

   Lexicon, grammar, and discourse are examples of language levels within each category. Of fact, it's not always easy to tell the difference between different levels of mistake. Errors can also be classified as global or local. Global mistakes obstruct communication by preventing the listener from comprehending a portion of the message. Local errors normally do not prevent the message from being heard because only one segment of a sentence is violated, allowing the hearer/reader to make an appropriate judgment about the intended meaning.

3. Third, as mentioned by Brown citing Burt and Kiparsky, errors can be studied using global or local errors. Finally, Brown quotes John Lennon as saying that finding errors requires addressing the two associated aspects of error, domain and extent.

   Finally, Lennon recommends that any error analysis should take into account two related dimensions of mistake: domain and extent. The domain is the linguistic unit (from phoneme to discourse) that must be treated as context in order for the error to be visible, and the extent is the linguistic

unit that must be deleted, replaced, provided, or reordered in order to fix the sentence. Error-Producing Sources After looking at the error analysis approaches that are used to find errors.

The final step in the analysis of erroneous learner speech in second language production data is to determine the cause of error. By attempting to identify sources, we can gain a better knowledge of how the learner's cognitive and affective processes interact with the linguistic system, as well as a more comprehensive comprehension of the second language acquisition process. Of course, these are limited to the specific data Taylor was looking at, so they aren't exhaustive within a grammatical category.

Furthermore, they only apply to overgeneralization errors, eliminating a broad list of other types of errors he determined to be caused by interlingual transfer. Similarly, a list of common English intralingual errors in the use of articles was published. These aren't all-inclusive, but they do

represent some of the most typical errors made by English learners from various native languages. Both Taylor's and

Richards' lists are limited to English, but their equivalents are plainly available in other languages.[39]

D. Related Previous Study

Examining Previous Research The researcher found various studies connected to this subject before deciding on this topic. They are as follows: The first study, "The Analysis Of The Factors Affecting Undergraduate Students' Difficulties In Writing Thesis in The English Department of Mahasaraswati University," was conducted by Dwihandini in 2013. In this study, it was discovered that three aspects, namely psychological, sociocultural, and linguistic factors, are believed to be probable causes of students' difficulty in writing thesis. The findings of the study revealed that low self-esteem was the primary cause of students' difficulty in writing psychology thesis. While communication competence was determined to be the main reason of students' difficulty in writing thesis in the sociocultural component. Nonetheless, domain and extent error analysis revealed the main cause of students' difficulty in writing thesis in the language aspect.[40]

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[39] Taylor and Richard as cited in Puspita, C. (2019). *An Analysis Factors That Affecting Students' Difficulties In Writing Thesis (A Mixed-Methods Research At Eighth Semester Of English Study Program In IAIN Curup)* (Doctoral dissertation, IAIN Curup).

[40] Dwihandini, "*The Analysis Of The Factors Affecting Undergraduate Students' Difficulties In Writing Thesis"*(Mahasaraswati University,2013)

The second study, titled "The Students' Process in Writing Thesis," was conducted by Ike Trisnawati in 2017. The purpose of this study was to find out how students write thesis and what their process is based on the thesis scores from the eight semesters that finished the thesis test in 2016 at STAIN Curup. In 2016, there were 66 students that were working on their thesis. There were 32 students in the sample. Based on the research findings, the researcher might conclude that the diverse processes utilized by students influence the outcome.[41]

Muh Yusuf conducted the third study, titled "Students Problems in Writing Research Proposal: A Case Study of Fifth Semester English Education Department Students at the State Institute for Islamic Studies Sunan Ampel Surabaya" (2013). In this study, he examined the issues that students have when preparing their research proposals, as well as the factors that contribute to these issues. According to the findings of this study, there are three parts of a research proposal that cause considerable difficulties for students while writing their research proposals. These three issues are categorized as follows: In the approach, the literature review, and the introduction. Students' difficulties in creating research proposals are caused by a lack of understanding of methodology, confusion in

[41] Ike Trisnawati, "*The Students' Process In Writing Thesis*"(STAIN Curup,2017)

determining the review of literature, and difficulty in producing a solid beginning.[42]

Based on the preceding explanation, the researcher will attempt to examine another problem from the study. The purpose of this study was to look at the challenges that students have when writing their theses, as well as the causes of those problems. This study will examine the thesis' primary component, which is thought to be a possible source of difficulty for students in IAIN Curup's English department. Self-esteem, anxiety, and motivation are examples of psychological elements.

[42] Muh Yusuf, *"Students Problems in Writing Research Proposal"*(STAIN Sunan Ampel Surabaya,2013)

CHAPTER III

RESEARCH METHOD

A. Research Design

In conducting this research, the researcher applied mixed method research design as kind of this research, in which two types of data used to answer the research questions. Mixed method research, according to Jack Fraenkel et al, is when researchers apply both quantitative and qualitative methodologies in the same study.[43] To answer a specific issue or group of questions, a research design employs both qualitative and quantitative data. By combining qualitative and quantitative data in a single study, mixed methods research integrates qualitative and quantitative approaches. The goal of mixed methods research is to take advantage of the synergy and strength that exists between qualitative and quantitative research approaches to gain a better understanding of a phenomenon than is attainable with either method alone.[44] It develops explanations for social phenomena by describing them as they occur naturally.

In this study, the quantitative data obtained from questionnaire and qualitative data gained from interview. This combination of methods was chosen because the researcher wanted to find out psychological factors affecting bachelor students' difficulties in writing thesis, quantitatively by using a questionnaire as an instrument in data collection. Furthermore, to investigate in depth the to what extend do the psychological factors

[43] Fraenkel, Wallen, and Hyun, *"How to Design and Evaluate Research in Education"*, (New York: Mc Graw Hill, 2012), p. 555

[44] Gay L. R, *Education Research: Competencies for Analysis and Application (Third Edition)*, (Columbus: Merril Publishing, 1987), p. 481

influence students' writing process, the researcher choose a qualitative method that used interviews as instrument.

B. Population and Sample

1. Population

According to Fraenkel and Wallen, the population is the group to which the finding is hoped to be applied.[45] Its mean population is a set of subjects chosen by the researchers to be investigated and conclusions taken from. The participants in this study were last semester TBI students at IAIN Curup who were working on their thesis. The researcher chose this subject since the seventh semester's assignment was to write a thesis, and the thesis was the last work before graduating. The following table shows the demographics of the study's participants:

Table 3.1
The population of the research

No	Class	Students
1	TBI VIII A	16 students
2	TBI VIII B	16 students
3	TBI VIII C	25 students
Total		57 students

Sources: IAIN Curup january 2021

2. Sample

[45] Fraenkel and Wallen. (2009). *How to Design and Evaluate Research in Education (7th Ed)*, New York, NY: McGraw-Hill, Inc. p.90

The sample is part of a small group of people who have been chosen for observation and analysis.[46] The sample represents a microcosm of the entire population. It has made it easier to run the research at its best. If the population is smaller than 100, the entire population becomes the sample, according to Sugiyono.[47]

The research focuses on all students enrolled in the English Tadris Study Program in the last semester. Because the researcher had recently seen cases during that semester, all TBI students in the last semester were included in this study. On the 15th of november 2021, all respondents in the last semester of the English Study Program at IAIN Curup for the 2020/2021 academic year were taken. Only 51 people filled out the questionnaires out of the 57 that were supplied. As a result, the total number of participants that participated in this survey as samples for the current study is 51. To collect data from individual, first, the researcher employed convenience sampling for the quantitative. Convenience sampling is affordable, easy and the subjects are readily available. It is compulsory for the researcher to describe how the sample would differ from the one that was randomly selected. It is also necessary to describe the subjects who might be excluded during the selection process or the subjects who are overrepresented in the

[46] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010), p. 78
[47] Sugiyono, *metode penelitian pendidikan* , (Bandung: Alfabeta, 2006) p11

sample.[48] Second, for the collection of qualitative data in this research, The researcher selected the subject of the research by using random sampling. Cresswel stated that random sampling is sampling that the researcher selects participants (or units, such as schools) for the sample so that each individual has an equal probability of being selected from the population.[49] and the researcher choose several students who were collected to investigate to what extend do the psychological factors influence students' writing process. So, researcher took 3 students as interview respondents.

C. Research Instrument

In this study, the researcher collects data using questionnaires as a research tool.[50]

1. Questionnaire

The questionnaire is a written collection of self-report questions to be answered by the selected research participant group.[51] In this study, a questionnaire was used to collect data from the participants. The researcher will create a questionnaire based on the expert's theory. There are two types of questionnaires: open-ended and closed-ended. In this study, the questionnaire format is a closed-ended questionnaire.

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[48] Explorable.com. (2009, Sep 16). *Convenience Sampling*. Retrieved Nov 13, 2015, from https://explorable.com/convenience-sampling

[49] Creswell.

[50] Suharsimi Arikunto, Procedure Penelitian Pendekatan Praktik. (Jakarta: Rineka Cipta,1996),p.136

[51] Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing (Pendekatan Kuantitatif dan Kualitatif),* (Yogyakarta: Graha Ilmu, 2006), p.388

It signifies that the respondents responded to the question based on the information they were given. Questionnaires are divided into three categories. Anxiety (somatic anxiety, cognitive anxiety, and avoidance behavior), self-esteem (students' high or low self-esteem), and motivation are the three variables (persistance, direction, and intensity). Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (TS) are the four options on the questionnaire (STS).

Because the items raised are negative, the score utilized is 4,3,2,1, with a distribution as shown in the table:

Table 3.2
Likert Scale

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

The Likert Scale is the most widely used method for assessing respondents' attitudes, opinions, and perceptions of an object.[52] The pupils just respond to the questionnaire question in this method. The researcher is certain that collecting data with a questionnaire is the ideal method because students are more likely to provide information based on their responses to the questionnaire's questions.

[52] *Ibid*, P. 135

Table 3.3

Blueprint of Questionnaire

"Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis"

No	Indicator	Sub Indicator	Questionnaire	SD	D	A	SA
1	Self-Esteem	High Self Esteem	I definitely believe in my own ability when I conduct my thesis?				
			I feel sure that can conduct and finish my thesis by my own ability?				
			I do not have any doubt in understanding the information delivered by my advisors towards my thesis?				
			I am very interested when that advisors give the ideas and suggestions towards my thesis?				
			I am very excited to get the new sources that can be references to my thesis?				
		Low Self-Esteem	I feel unable in finishing my thesis?				
			I do not have any good ability to understand my thesis?				
			I do not feel easy enough to understand some parts that should be revised after thesis consulting process?				
			I do not feel sure that can finish my thesis revising on the time determined?				
2	Anxiety	Somatic Anxiety (psychological	I feel unhealthy enough whenever the worry arises if my research ideas arranged well?				

		cases which are observable physical indications)	When I have not finished my thesis on time, I will feel worry and make my physical condition drop?				
			I feel over worry if i can't understand the suggestions given by my advisors towards my thesis well, so that it causes my physical condition low?				
		Cognitive Anxiety	I am worry that can't follow my advisors guidance well?				
			I am worry if the advisors have the high expectation towards my thesis?				
			I do not feel able to finish my thesis if my both advisors have different point of views each other towards my research?				
		Avoidance Behavior	I always procrastinate to revise my thesis?				
			I often do my thesis revising more than the time determined?				
			I often refuse to meet my advisors to discuss about my thesis?				
3	Motivation	Persistence	I try to revise my thesis continuously?				
			I always set the schedule in the process of my thesis revising?				
			I try to always focus in revising my thesis?				
		Intensity	I never waste my time to revise my thesis, when my advisors give the revising of it?				
			I believe that i can finish it on time, if I always do my thesis revising given by my advisors?				

		Direction	I am very excited to finish my thesis when my friends give some motivations and support to me?				
			I always accept some advises and motivations from my friends to finish my thesis?				

2. Interview Guidance

In obtaining the data, the researcher used one technique of data collection. Interview guidance was the technique data collection on this the research. According to Sugiyono, the researcher should have guidance in interview activity to direct the question to be asked, in what order and how much additional prompting or probing is permitted. In constructing the question used in interview section, the researcher focused on the content validity. The steps of constructing the question were; First, the researcher determined the indicator of each theory. The main theory used in this research is to what extend do the psychological factors influence students' writing process. Second, researcher determined the question based on the indicator researcher found. Third, to establish the question, researcher formulated it to validator. It is for checking and classifying the accuracy of the question. Last, researcher made several improvements to get appropriate question in the content and context of the question.

Table 3.4

Interview Guidance

Factor	Indicator	Questions
Personality Factor	**Self-Esteem**	1. Are you sure and belief with your own ability to found your research ideas and finish your thesis? To what extend? 2. Are you sure your thesis will be finish on the time determined? Why? 3. Can you understand every suggestion and critics delivered by your advisors towards your thesis? Explain it!
	Anxiety	4. Do you feel worry when you get some Difficulties in finishing your thesis, so that your physical condition drops? Why? 5. Do you often procrastinate in revising your thesis because of difficulties at the time of guidance? Why? 6. Are you afraid of your advisors have high expectations towards your thesis? Why?
	Motivation	7. Are you always excited to finish your thesis? Explain it! 8. Do you always reach your target to finish your thesis? Why? 9. What is your big motivation in doing your thesis? Explain it!

3. Tape/Video Recorder

The researcher used tape recorder in doing the interview. It aims to make the researcher focus on what interviewee says and get the information completely and accurately. Catherine says that he advantages of using tape recorder are: a) It can concentrate on listening to what they say. b) It can maintain the eyes contact. c) It can have a complete record of interview for

analysis, including what is said and interaction between interviewer and interviewed. d) I can have plenty of useful quotation for report.

D. Validity

Validity is a condition for obtaining reliable research results. According to Sugiyono, a legitimate instrument is one that can be used to measure what should be measured.[53] The construct validity was used in this study's instrument because, according to Sugiyono, no test instrument is required to have construct validity. It used expert judgment to verify construct validity, and then analyzed the item by counting the correlation between the item score of the instrument and the total score of the instrument.[54] The researcher used one lecture in the English Study Program to obtain criticism and input for this study. The researcher then administered a questionnaire to 20 students as respondents in order to determine construct validity. After the try-out, the researcher analyzed the data in Ms. Excel to see whether the questionnaire was legitimate or not, and the questionnaire was found to be valid.

E. Reliability

Cronbach Alpha was used to assess the research's dependability. Cronbach's alpha is the most often used dependability metric. When a researcher has numerous questions using a likert scale in a survey/questionnaire, it's usually used to see if the scale is dependable. In

[53] *Ibid*, P 173
[54] *Ibid*, P. 178

the psychometric exam, the majority score between 0.75 and 0.83, with at least one claiming a Cronbach's alpha of 0.90.

Table 3.5 Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Ms. Excel was used to analyze the reliability in this study. As a result, the questionnaire's internal consistency is only 0.9%. It denotes that the items have a "Excellent" internal consistency rating. As a result, the questionnaire items were trustworthy.

F. Technique of Collecting Data

The researcher followed the following approach to collect data in this study:

1. Questionnaire
    a. The researcher designed the questionnaire and distributed it to validators.
    b. After the questionnaire was validated by validators, the researcher changed it and tested it on students who were not in the sample to ensure that the instrument was valid using Ms. Excel.

c. The true questionnaire was given to the respondents once the questionnaire was validated.
d. Gathering information for the questionnaire
e. Using percentage calculations to analyze the questionnaire
f. Conducted the meetings.
g. I came to some conclusions.

2. Interview

The researcher also took an interview in order to get deep information of the data. Interview is a research tool to gather data in which the interviews are given space to discuss and express their opinions on particular issue. In this research, interview means a dialogue process between interviewer and students which held face to face. The purpose is to get the information about to what extend do the psychological factors influence students' writing process. In this study, researcher used semi structured interview. Catherine definite that in semi structured interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher. Gay further explained that semi-structured interview is to take advantage of strengths of interviews.[55] The respondents were given some questions about to what extend do the psychological factors influence students' writing process. In the process researcher

[55] L.R. Peter Airasian Geoffrey E. Mills Gay, *Educational Research Competencies for Analysis and Applications Tenth Edition*, 10th edn (USA: Pearson Education, 2012).

used an interview guidance and tape recorder. Then, the file recorded was change into transcript text.

G. Technique of Data Analysis

The data for this study was collected using a questionnaire and an interview, and then analyzed to accurately depict the genuine situation. The following instruments were used to examine the data:

1. The Data from Questionnaire.

the researcher examined the data from the questionnaire by utilizing a 4 value on the Likert Scale, which is used to measure the mean score of psychological factors affecting undergraduate students' challenges with thesis writing. Each statement was given a number (Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1) to calculate the mean score.

The formula is as follows:

Where:	D : Disagree
f : Frequency	A : Agree
SA : Strongly Agree	SD : Strongly Disagree

$$x = \frac{(f\ SA \times 4) + (f\ A \times 3) + (f\ D \times 2) + (f\ SD \times 1)}{N}$$

The researcher would next categorize the range score to characterize the types of blogging activity in writing class after each respondent's score was accounted for.

a. The next step is the researcher accounted its percentage of each items of questionnaire that answered by respondents. It follows the formula:

$$P = \frac{\sum score}{Max\ score} \times 100\%$$

Where:

P : Percentage

∑ score : Total score

Max score : Maximum score[56]

The researcher consulted it after counting the percentages of all elements and indicators to uncover psychological factors affecting undergraduate students' difficulties in writing theses according to the following criteria:

Table 3.6
"Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis"

Interval Presents	Category
76%-100%	Very High
51%-75%	High
26%-50%	Low
0%-25%	Very Low

Source: Ridwan, 2004[57]

[56] Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researchers* (Vol.2). Oxford: Blackwell.

[57] Ridwan as cited in Wisnu Budiman, *Students' Perception Of Lecturers' Role In Enhancing Efl Learners' Communication Ability (A Study at Eight Semester on Academic Year 2018 in IAIN CURUP)* P.53

The psychological elements affecting Bachelor students' difficulty in writing thesis were grouped into four categories by Ridwan, as shown in the table above. Strongly Agree, Agree, Disagree, and Strongly Disagree are the four options. The outcome of much computations was classified as very high, high, low, and very low based on the four categories.

2. The data from interview

According to Gay and Peter Airasian, there are a few steps to evaluating data, and they are as follows:

a. Data Managing

Before the data from the interview can be read and analyzed, it must first be controlled by imagining what the data from the research interview would look like. The data was sorted into categories based on the resources available to the researcher. The interview data would be saved in a single folder. Aside from that, the data folders would be segregated by the date they were obtained. The goal of data management is to assess the data and ensure that it is comprehensive before beginning the process of evaluating and interpreting the data with the researcher.

b. Reading/Memoing

Reviewing/memoing is the initial step in data analysis; reading field notes, transcripts, memoranda, and observer

comments to gain a sense of your data. During this procedure, the researcher makes notes in the margins or highlights key points from the data. The researcher used the results of the interview to read the data from the interview. The researcher looked into the aspects that influence students' thesis writing challenges. Then there's the interpretation of the students' responses.

c. Classifying

After reading the data from the interview, the data is classified. The information was categorized depending on the students' challenges in writing their theses.

d. Description

The researcher provided a description based on the interview results in order to present a genuine picture of the setting and events that occurred there. As a result, both the researcher and the reader will have a better knowledge of the study's background. In this step, the researcher began to detail all of the data that would aid him in the next step of data analysis.

e. Interpreting

Data interpretation continues after a study's data collecting, analysis, and interpretative stages; it is also a component of the process of writing the study's results. The introspective, integrative, and explanatory components of dealing with study findings are referred to as interpretation. The links,

common characteristics, and linkages among the data, particularly the recognized categories and patterns, are heavily used in data interpretation. When a researcher utilizes some conceptual foundation or understanding to group a range of data bits into a category, he or she is interpreting data. To facilitate interpretation, it's vital to state clearly what the categories' conceptual foundations or understandings are, as well as what distinguishes one category from another.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding of The Research

The researcher's findings on Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis are presented in this chapter. The survey's results were obtained through the use of a questionnaire and interview. It was carried out by distributing a questionnaire to all respondents of the English Study Program at IAIN Curup (last semester) and doing the interview to the three respondents. It was taken from the 15th to the 22th of november 2021, and only 16 students out of a total sample of 57 pupils did not return the questionnaire. A questionnaire with 25 statements was created to determine the Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis, which should be completed by all students in order to improve their Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis.

1. Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis.

A questionnaire with 25 statements is used to perform the survey. There were 42 students that completed the questionnaire in its entirety. Because the goal of this study is to determine Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis, a survey

method was used. A statistical quantification was used to calculate the questionnaire replies. Each statement response in the questionnaire was assigned a scale value based on Likert scale values of "Strongly Agree" (value (4)), "Agree" (value (3)), and "Disagree" (value (4)). (2). Which value did you "strongly disagree" with? (1). The researcher will then divide the sample into three portions depending on each of the self-esteem markers, as shown below:

a. Finding of students' self-esteem

Table 4.1
Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis on self-esteem

Categories	Statements	No Items	SD	D	A	SA	TOTAL	
			F	F	F	F	Score	%
Self-esteem	High Self Esteem	1	0	5	17	20	141	83,9286
		2	0	8	16	18	136	80,9524
		3	0	0	14	28	154	91,6667
		4	1	6	19	16	134	79,7619
		5	0	0	19	23	149	88,6905
	Low Self-Esteem	6	9	21	12	0	87	51,7857
		7	14	18	10	0	80	47,619
		8	4	20	18	0	98	58,3333
		9	0	1	41	0	125	74,4048
	Average/Mean						73,0159	

The percentage of each item from the questionnaire would be displayed by the researcher. The researcher utilized frequency (F) as a student's frequency in selecting one choice on the table. The result of data obtained from the students'

responses is the percentage (percent). The researcher utilized the % formula to calculate the percentage. The frequency was divided by the total number of students and then multiplied by 100%. X = (f SA x 4) + (f A x 3) + (f D x 2) + (f D x 2) + (f SD x 1). As a result, the questionnaire's maximum score is 42x4=168. Using the formula P= F/168 x100%, the percentage of each statement was computed.

Statement 1 (I definitely believe in my own ability when I conduct my thesis) had 20 respondents who strongly agreed, 17 respondents who agreed, 5 respondents who disagreed, and no respondents who strongly disagreed, according to the data on the self-esteem factor. It was a very high category with a total score of 141 and a percentage of 83,9286%

Statement 2 (I feel sure that can conduct and finish my thesis by my own ability) had 18 strongly agreeing respondents, 16 agreeing respondents, 8 disagreeing respondents, and no strongly disagreeing respondents. It was a very high category with a total score of 148 and a percentage of 80,9524%

Statement 3 (I do not have any doubt in understanding the information delivered by my advisors towards my thesis.) revealed 28 strongly agreeing responses, 14 agreeing respondents, no disagreeing

respondents, and no strongly disagreeing respondent. It was a very high category with a total score of 154 and a percentage of 91,6667%.

Statement 4 (I am very interested when that advisors give the ideas and suggestions towards my thesis.) had 16 strongly agreeing respondents, 19 agreeing respondents, 6 disagreeing respondents, and 1 strongly disagreeing responder. The overall score was 134, and the percentage was 79.7619%, making it a very high category.

Statement 5 (I am very excited to get the new sources that can be references to my thesis*)*, showed that there were 23 respondents who answered strongly agree, 19 respondents who answered agree, no respondents who answered disagree and no respondents who answered strongly disagree. The total score is 149, The percentage was 88,6905 % and it was a very high category.

Statement 6 (I feel unable in finishing my thesis) revealed no strongly agreeing responses, 12 agreeing respondents, 21 disagreeing respondents, and 9 strongly disagreeing respondent. It was a high category with a total score of 87 and a percentage of 51,7857% percent.

Statement 7 (I do not have any good ability to understand my thesis), there were 0 respondents who highly agreed, 10 respondent who agreed, 18 respondents who disagreed, and 14

respondents who severely disagreed. It was a low category with a total score of 80 and a percentage of 47,619%.

Statement 8 (I do not feel easy enough to understand some parts that should be revised after thesis consulting process) had 0 strongly agreeing responder, 18 agreeing respondents, 20 disagreeing respondents, and 4 very disagreeing responses. The overall score was 98, with a percentage of 58.3333% and a high category.

Statement 9 (I do not feel sure that can finish my thesis revising on the time determined). There were 0 respondents who highly agreed, 41 respondents who agreed, 1 respondents who disagreed, and 0 respondents who severely disagreed with It was a very high category with a total score of 125 and a percentage of 74,4048%.

According to the preceding description, the majority of students have high Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis, with an overall average percentage of 73,0159%.

b. Anxiety

Table 4.2
Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis on Anxiety

Categories	Statements	No Items	SD	D	A	SA	TOTAL	
			F	F	F	F	Score	%
Anxiety	Somatic Anxiety	10	12	29	1	0	73	43,4524
		11	11	14	17	0	90	53,5714
		12	2	19	21	0	103	61,3095
	Cognitive Anxiety	13	0	9	29	4	121	72,0238
		14	0	0	35	7	133	79,1667
		15	0	11	31	0	115	68,4524
	Avoidance Behavior	16	0	17	25	0	109	64,881
		17	0	10	30	2	118	70,2381
		18	0	6	30	6	126	75
	Average/Mean						65,3439	

The percentage of each item from the questionnaire would be displayed by the researcher. The researcher utilized frequency (F) as a student's frequency in selecting one choice on the table. The result of data obtained from the students' responses is the percentage (percent). The researcher utilized the % formula to calculate the percentage. The frequency was divided by the total number of students and then multiplied by 100%. X = (f SA x 4) + (f A x 3) + (f D x 2) + (f D x 2) + (f SD x 1). As a result, the questionnaire's maximum score is 42x4=168. Using the formula P= F/168 x100%, the percentage of each statement was computed.

Statement 10 is based on data about anxiety (I feel unhealthy enough whenever the worry arises if my research ideas arranged well), There were 0 respondents who highly agreed, 1 respondents who agreed, 29 respondents who disagreed, and 12 respondents who severely disagreed, according to the results. It was a low category with a total score of 73 and a percentage of 43,4524%.

Statement 11 (When I have not finished my thesis on time, I will feel worry and make my physical condition drop.) had 0 respondents who strongly agreed, 17 respondents who agreed, 14 respondents who disagreed, and 11 respondents who strongly disagreed. The overall grade is 90 It was a high category with a percentage of 53,5714%.

Statement 12(I feel over worry if i can't understand the suggestions given by my advisors towards my thesis well, so that it causes my physical condition low). There were 0respondents who highly agreed, 21 respondents who agreed, 19 respondents who disagreed, and 2 respondents who severely disagreed, according to the results. It was a high category with a total score of 103 and a percentage of 61,3095%.

Statement 13 (I am worry that can't follow my advisors guidance well) had 4 respondents who highly agreed, 29 respondents who strongly disagreed, 9 respondents who disagreed, and 0 respondents who severely disagreed. It was a high category with a total score of 121 and a percentage of 72,0238%.

Statement 14 (I am worry if the advisors have the high expectation towards my thesis.). There were 7 respondents who highly agreed, 35 respondents who agreed, 0 respondents who disagreed, and 0 respondents who strongly disagreed. It was a very high category with a total score of 133 and a percentage of 79,1667%.

Statement 15 (I do not feel able to finish my thesis if my both advisors have different point of views each other towards my research). There were 0 respondents who highly agreed, 31 respondents who agreed, 11 respondents who disagreed, and 0 respondents who severely disagreed. It was a high category with a total score of 115 and a percentage of 68,4524%.

Statement 16 (I always procrastinate to revise my thesis) had 0 strongly agreeing respondents, 25 agreeing respondents, 17 disagreeing respondents, and 0 strongly disagreeing respondents. It was a high category with a total score of 109 and a percentage of 64,881%.

Statement 17 (I often do my thesis revising more than the time determined) had 2 strongly agreeing respondents, 30 agreeing respondents, 10 disagreeing respondents, and 0 strongly disagreeing respondents. It was a high category with a total score of 118 and a percentage of 70,2381%.

Statement 18 (I often refuse to meet my advisors to discuss about my thesis) had 6 strongly agreeing respondents, 30 agreeing respondents, 6 disagreeing respondents, and 0 strongly disagreeing respondents. It was a high category with a total score of 126 and a percentage of 75%.

According to the preceding description, the majority of students have high Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis on Anxiety, with an overall average proportion of 65.3439%.

c. Motivation

Table 4.3
Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis on Motivation

Categories	Statements	No Items	SD	D	A	SA	TOTAL	
			F	F	F	F	Score	%
Motivation	Persistence	19	0	18	22	2	110	65,4762
		20	0	12	30	0	114	67,8571
		21	0	18	24	0	108	64,2857
	Intensity	22	0	10	29	3	119	70,8333
		23	0	17	24	1	110	65,4762
	Direction	24	0	10	30	2	118	70,2381
		25	0	11	22	9	124	73,8095
	Average/Mean						68,2823	

The proportion of each item from the questionnaire would be displayed by rresearcher. The researcher utilized frequency (F) as a student's frequency in selecting one choice on the table. The result of data obtained from the students' responses is the percentage (percent). The researcher utilized the % formula to calculate the percentage. The frequency was divided by the total number of students and then multiplied by 100%. X = (f SA x 4) + (f A x 3) + (f D x 2) + (f D x 2) + (f SD x 1). As a result, the questionnaire's maximum score is 42x4=168. Using the formula P= F/168 x100%, the percentage of each statement was computed.

According to the statistics on motivation ***component Statement 19*** (I try to revise my thesis continuously), there were 2 respondents who

highly agreed, 22 respondents who agreed, 18 respondents who disagreed, and 0 respondents who strongly disagreed. It was a high category with a total score of 110 and a percentage of 65,4762%.

Statement 20 (I always set the schedule in the process of my thesis revising) revealed that 0 respondents highly agreed, 30 respondents agreed, 12 respondents disagreed, and 0 respondent severely disagreed. The overall grade is 114. It was a high category, with a proportion of 67,8571%.

Statement 21 (I try to always focus in revising my thesis). There were 0 respondents who highly agreed, 24 respondents who agreed, 18 respondents who disagreed, and 0 respondents who severely disagreed. It was a high category with a total score of 108 and a percentage of 64,2857%.

Statement 22 (I never waste my time to revise my thesis, when my advisors give the revising of it.) had 3 respondents who strongly agreed, 29 respondents who agreed, 10 respondents who disagreed, and 0 respondents who very disagreed. The total score was 119, with a percentage of 70,8333%, making it a high category.

Statement 23 (I believe that i can finish it on time, if I always do my thesis revising given by my advisors). There were 1 respondents who highly agreed, 24 respondents who agreed, 17 respondents who

disagreed, and 0 respondents who severely disagreed. It was a high category with a total score of 110 and a percentage of 65,4762%.

Statement 24 (I am very excited to finish my thesis when my friends give some motivations and support to me). There were 2 respondents who strongly agreed, 30 respondents who agreed, 10 respondents who disagreed, and 0 respondent who severely disagreed. It was a high category with a total score of 118 and a percentage of 70,2381%.

Statement 25 (I always accept some advises and motivations from my friends to finish my thesis) had 9 strongly agreeing respondents, 22 agreeing respondents, 11 disagreeing respondents, and 0 very disagreeing respondents. It was a high category with a total score of 124 and a percentage of 73,8095%.

Based on the preceding description, it can be determined that the majority of students have very high Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis on Motivation, with an overall average percentage of 68,2823% and a high category.

2. To what extend do the psychological factors influence students' writing process.

This section described the qualitative finding which as supporting the data from the result of survey. In this part presents about to what extend do the psychological factors influence students' writing process. The result of interview will be presented as below:

a. Self-Esteem

1. The lack of students' self-confidence in finishing their thesis and difficult to consider the ideas of the research.

Based on the result of interview with several students, the researcher found that what extend do the psychological factors influence students' writing process. The first students stated that she did not feel confident and belief her own ability to finish her thesis, she stated:

"Yes i'm unconfident to finish my thesis well. *Because, previously I tried to find some ideas and references for my thesis, but I had difficulties to do it. Then, I am not really sure that I can finish it on time. But, I will try and try again to finish it".*

The above statement showed that the student felt lack of confident to finish her own thesis. It was because she looked for some ideas and references of the thesis before, but she found the difficulties to do it. As what the second and third respondents they said that:

"Yes, I am not really sure to my own ability to finish my thesis on time, especially at the appointed time. It was because, I tried to look for some references of my research before, but I got the difficulties to do it.

Based on that answer, the respondents felt unconfident to finish their thesis. Then, they got the difficulties to look for the references of their research. It was caused o some factors the explained before.

b. Anxiety

Based on the result of interview, the researcher found several students from each class in TBI eight semester in English study program. The first students stated:

"Yes, I am a little bit worry to finish my thesis, and also sometimes I get the difficulties to consult my thesis with my advisors. Besides, I feel hard to put the ideas of my first and second advisor together. Thus, it makes my body condition worse.

Especially, my both advisors have a high expectation towards my thesis".

Based on the respondent's answer above, the student felt a little bit hard to consult their thesis with their advisors and put the ideas of them together. It made their body condition became worse. It was same like the second and the third respondent they said that:

"Yes, sometimes I am a little bit hard in finishing my thesis, so that it makes me often postpone to revise my thesis. Besides, I get the difficult when I discuss my thesis with my advisors, and also I often sleep late to finds some references of thesis, without thinking of my body condition. It makes me feel sick and tired a lot. In addition, my advisors put a high expectation on my research that make me feel more worry".

The opinion of the respondents' above was same, It was only their feeling of worry in finishing their thesis. Besides, high expectation of their advisors, made them lack of sleep when they looked for some references for their thesis, so it caused their body condition was not healthy.

Based on all respondents who indicated the causes of students' difficulties in writing thesis, all respondents said that they felt this cause when they faced thesis writing for various reasons.

c. Motivation

Based on interviews conducted with three respondents. The first students stated:

"Yeah. Actually, I am not really excited to finish my thesis, but my parents and friends always give me support. It pushes me a lot to do this research. I just want to see they are proud me when I finish this study later. Event though, the process is not easy, especially the process of thesis consultation. But, I will be excited and will never give up on this".

It was same like as what the second and third respondent, they said:

"Yeah, I am not really excited to do this research, because I get a little bit hard when I discuss my thesis with my advisors. And also, I always set the target to finish this in order to graduate on time. It is because, my biggest motivation in finishing this thesis is my parents. I want to make they are happy and proud of me".

The statement above shows that all students found it hard in finishing their thesis. They got hard in the process of thesis

consultation though they are often motivated and supported by their parents.

Based on all respondents indicate about the cause students' difficulties in writing thesis, all respondents said that they felt psychological factors when they revised or wrote thesis for various reasons.

B. Discussion of The Research

1. What are the psychological factors that affect Bachelor students' difficulties in writing thesis.

The researcher attempts to examine Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis in this section. The researcher employed a questionnaire with 57 respondents and an interview with three respondents from the eighth semester English students in IAIN Curup to find Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis. The questionnaire has 25 things based on three main indicators, while the interview has 9 items based on three main indicators of the personality factor component.[58]

[58] Giofrè, D.; Borella, E.; Mammarella, I.C. *The relationship between intelligence, working memory, academic self-esteem, and academic achievement*. J. Cogn. Psychol. 2017, 29, p. 731–747.

According to the findings of the study, there were three psychological elements that influenced Bachelor students' difficulty in writing theses. The first was a lack of self-esteem. This issue has to do with the students' high self-esteem when it comes to writing their thesis. It can be seen that the average or mean percentage of 73,0159 % is considered high. Because students always consider themselves valuable, have faith in their abilities to write a thesis, believe that their thesis is of high quality, are optimistic, and believe that they will complete their thesis successfully. Self-esteem, according to Geofre and colleagues, is an indirect predictor mediated by reasoning ability. In regard to intellect, self-esteem has an indirect effect that is mediated through skills. As a result, their ability is intimately linked to their self-esteem.

The anxiety component, which comprised three indicators: somatic anxiety, cognitive worry, and avoidance behavior, was the second. This factor receives a 65,3439 % average or mean percentage based on the findings. This demonstrates that students have a high number of factors. When students were writing a thesis under a time constraint, their hearts were discovered to be racing. Because they believed students were not completing their theses in the time allotted by their advisors. Erkan and Saban claim that Anxiety in writing refers to a person's predisposition to avoid the writing process, particularly when it is to be judged in some

way.[59] Furthermore, according to Gardner and Macintyre, anxiety is described as a learner's perception of uneasiness, fears, and physiological responses while executing a task for a specific language skill, such as speaking, reading, or writing. [60]

The third aspect was motivation, which comprised three indicators: perseverance, direction, and intensity. Motivation has the greatest average or mean percentage of 68,2823 %, according to the findings. This demonstrates that students have a high number of factors. Because the students are capable of completing the thesis ahead of schedule. Students must decide on a time frame for writing their thesis, however it is preferable if it exceeds the established deadline. The thesis will thereafter be completed ahead of schedule. According to Emmanuel et al, who found that achievement motivation had a large and favorable impact on academic performance, agree with this viewpoint.[61]

Based on the foregoing explanation, it is clear that the students have high levels of self-esteem and anxiety and Motivation. Furthermore, self-Esteem was a significant role.

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[59] Erkan, Y. D., Saban, A. me. (2011*). Writing performance relative to writing apprehension, self-efficacy in writing, and attitudes towards writing: A correlational study in Turkish tertiary-level EFL*. The Asian EFL Journal Quarterly, 13(1), p. 163–191.

[60] Gardner, R. C., MacIntyre, P. D. (1993). *On the measurement of affective variables in second language learning.* Language Learning, 43(2), p. 157–194.

[61] Emmanuel, A. O., Adom, E. A., Josephine, B., Solomon, F. K. (2014). *Achievement motivation, academic self-concept and academic achievement among high school students. European Journal of Research and Reflection in Educational Sciences,* 2(2), p. 24–37.

Internal variables affecting the author might alternatively be referred to as psychological factors. Brown believes that pupils' psychological variables can be distinguished from their emotional factors. Self-esteem, analysis theory, and personality-efficacy, lack of ability to interact, stimulation, risk-taking, anxiety, emphasis, extroversion, and motivation are among the emotional components, according to Brown.[62]

2. To what extend do the psychological factors influence students' writing process.

Based on the findings in English Study Program, the researcher used interview to get the information about the answer of the second research question. Based on the finding as mention above, the researcher mentioned several factors to what extend do the psychological factors influence students' writing process. There are three categories, there were lack of students' self-confidence in finishing their thesis and being hard to consider research ideas, the process of thesis consultation, and get support as the biggest motivation of them in doing their thesis.

[62] Brown cited as Hajar, I., Salija, K., & Muliati, A. (2019). *THE INTERFERENCE OF INDONESIAN ON THE STUDENTS'ENGLISH WRITING OF MUHAMMADIYAH UNIVERSITY OF MAKASSAR* (Doctoral dissertation, UNIVERSITAS NEGERI MAKASSAR).

a. The lack of students' confident in finishing their thesis and the difficulties in considering the ideas of the research.

Followed by Coopersmith in self-esteem, students have difficulty in determining the ideas of their thesis. From the data obtained by researchers, it shows that the difficulty factor for students in determining the thesis ideas, all respondents stated that the cause was their reason for writing a difficult thesis.[63] Of the 3 respondents, 3 of them have the same answer regarding the factors that cause difficulties in determining the thesis ideas. This causes them to find it difficult and feel unconfident to find new interests in phenomena, facts, or problems that occur in academic English for their research.

b. Students' difficulties during consulting the thesis

Following Asmawan factors that prevent the writing of students in writing thesis are difficulties with the mentor's lecturer and his self-motivation[64]. Besides, I have low self-confidence to finish my thesis, I also a little bit feel hard when I consult and combine the ideas of my advisors towards my thesis. All of respondents mentioned their own

[63] Coopersmith as cited in Puspita, C. (2021, April). *Factors affecting students'difficulties in writing thesis: a mixed-methods research at eighth semester of english study program in iain curup*. In *English Language and Literature International Conference (ELLiC) Proceedings* (Vol. 3, pp. 13-22).

[64] Asmawan,M. H. A. 2017. *Analisis Kesulitan Mahasiswa Menyelesaikan Skripsi*. Jurnal Pendididkan Ilmu Sosial, 26(2), 51-57.

reasons and difficulties in doing their researches as the factors of the difficulties in writing their thesis.

All of respondents admitted that they often postponed to do their thesis. It was because being hard to find the ideas and combine the ideas of their both advisors, so that caused their body conditions were not stable. Besides, it was caused by a high expectation of their advisors as well.

c. The biggest support and motivation of students in finishing their thesis.

The lack of self-motivation, made students feel hard and tired to finish their thesis. Conducted by Asmawan which states that one of the students that obstruct in writing thesis was lack of motivation from the students themselves[65]. In writing thesis, students felt worry and unconfident towards their own abilities. But, through support was given by their parents and friends, made them motivated and wanted to finish their thesis soon. all of respondents mentioned the same reasons during the researcher interviewed them. It was because they felt tired to find the ideas, hard to combine the ideas of their advisors. That was why, this motivation factor influenced students' in finishing their thesis writing.

[65] Asmawan M. H. A. as cited in Nur Asisa, *The Analysis of students' problems on writing thesis (A Descriptive research Design at 8th Semester english Departement Muhammadiyah University of Makaar*). P 23.

CHAPTER V

A. Conclusion

According to the research question, what psychological factors affect Bachelor students' challenges in writing thesis and what psychological component is the most prominent in thesis writing. This can be demonstrated through research and conversation. It is possible to reach a conclusion. One of the factors affecting Bachelor students' thesis writing difficulty is psychological factors. There are three issues with psychological elements. Self-esteem, anxiety, and motivation are all factors to consider. The researcher then discovered that, when looking at the psychological variables impacting Bachelor students' difficulties in writing thesis, the majority of students have a high level of psychological factors affecting Bachelor students' difficulties in writing thesis.

According to the study, Self-Esteem was the most important psychological factor affecting Bachelor students' difficulties in writing thesis, followed by anxiety and motivation, but all psychological factors received a high score of psychological factors affecting Bachelor students' difficulties in writing thesis. Furthermore, based on this research, it was found that actually the psychology factors had a significant effects towards the process of finishing students' thesis.

B. Suggestion

Following the completion of the questionnaire, the researcher would like to make some recommendations that may be useful for:

1. For students

The writer offers some advice to students, thesis supervisors, and the future researcher based on the research findings. When writing their thesis, students should not believe that they are inferior to others. When writing their thesis, students should also prepare their minds. Students must have faith in their capacity to write their thesis. Students in thesis classes are also required to meet with their classmates more frequently (complete thesis) in order to boost their enthusiasm and ability to produce a thesis. Attempting to comprehend or develop interpersonal interactions with the boss in order to comprehend what the supervisor desires.

Students should not believe that he lacks a quality in writing a thesis; first and foremost, students must consult with experienced persons such as senior-level and working-class friends.

2. For Lecturer/Advisor

The advisors are expected to maintain and strengthen the excellent communication that has already been established between students and supervisors. Make a separate timetable for thesis guidance. The schedule should be followed as closely as feasible.

During the thesis counseling process, supervising lecturers are also obliged to receive ideas or ambitions from students in order to develop effective contact between academics and students. This is to prevent students from being anxious when working on their thesis or meeting with their supervisor for help.

3. For further researcher

The researcher hopes that the findings will be useful to other researchers who are interested in investigating other written works with similar topics, particularly in regards to the psychological factors influencing thesis writing difficulties, and that the findings of this study can be used as a starting point for further research on some topics.

The thesis will then be beneficial for providing some contributions and information to future researchers, and the next researcher will be anticipated to be able to refine this research further by adjusting the methodologies and variables.

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APPENDIX

responden	items																								
	p1	p2	p3	p4	p5	p6	p7	p8	p9	p10	p11	p12	p13	p14	p15	p16	p17	p18	p19	p20	p21	p22	p23	p24	p25	JUMLAH
ss	4	3	3	3	4	4	2	1	3	4	2	2	3	3	3	3	3	3	3	4	3	3	4	3	4	77
dd	4	3	4	4	4	3	2	2	4	3	2	2	3	4	4	4	3	4	3	4	4	3	3	4	3	83
fff	3	4	3	3	3	4	1	2	3	4	1	1	3	3	3	3	3	4	4	3	3	4	3	4	3	75
gg	4	4	3	4	4	4	2	2	4	3	1	2	4	4	4	3	4	3	4	4	4	4	4	4	4	87
hh	3	3	3	3	3	3	2	1	3	3	2	2	3	3	3	4	4	4	4	3	2	3	3	4	4	75
hh	4	4	3	3	4	4	2	1	3	4	1	2	4	4	3	4	4	3	3	4	4	4	4	3	3	82
gg	4	3	4	3	4	3	2	1	2	4	1	2	3	4	4	3	3	4	4	3	3	4	3	4	3	78
fff	3	3	4	4	3	4	1	2	2	3	1	1	4	4	4	4	3	3	3	4	4	4	3	4	3	78
dd	4	4	4	4	3	4	2	2	3	4	3	2	4	3	4	3	4	4	3	3	3	4	4	4	4	86
fff	3	4	3	4	4	3	2	1	4	4	1	1	4	4	3	4	3	3	3	4	4	4	4	3	3	80
gg	4	3	4	3	4	3	1	2	4	4	2	2	3	3	3	4	3	4	4	4	4	3	3	3	4	81
hh	4	3	3	3	3	4	1	2	3	4	1	2	4	4	4	3	4	4	3	3	4	4	3	4	3	80
fff	4	4	4	4	4	4	3	1	3	4	1	2	4	3	3	4	4	3	3	4	3	3	4	3	4	83
hh	4	3	4	4	3	3	3	2	3	4	3	2	3	3	4	3	4	4	4	3	4	4	4	4	3	85
fff	4	3	3	4	4	4	2	2	3	4	3	2	3	3	3	3	4	4	4	4	4	3	4	4	4	85
hh	4	4	4	3	4	4	4	4	3	4	3	2	3	3	4	4	3	4	4	4	3	4	3	4	4	90
mm	4	3	4	4	4	4	3	2	3	4	3	2	4	4	4	4	4	3	3	4	4	3	4	3	3	87
dd	4	4	4	3	4	4	2	2	3	4	3	2	4	3	3	4	4	4	4	4	4	4	3	4	4	88
vv	4	3	4	4	4	4	4	3	4	4	3	1	4	4	4	4	4	4	4	4	3	4	3	4	4	92
bb	4	3	3	3	4	4	2	2	3	4	2	2	3	4	3	4	3	4	3	3	4	4	4	4	4	83
Rxy	0,613	0,196	0,445	0,395	0,407	0,337	0,709	0,66	0,349	0,2133	0,651	0,16	0,331	0,053	0,395	0,196	0,4233	0,12	0,181	0,386	0,249	0,184	0,16	0,151	0,359	
t-hitung	3,293	0,848	2,107	1,822	1,892	1,521	4,271	3,77	1,582	0,9261	3,634	0,687	1,486	0,227	1,822	0,848	1,9823	0,5	0,782	1,773	1,089	0,796	0,687	0,649	1,632	
t-tabel	0,444																									
KET	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	
jml valid	25																									
varians	0,168	0,253	0,261	0,263	0,221	0,221	0,766	0,56	0,345	0,1684	0,787	0,168	0,263	0,263	0,263	0,253	0,2605	0,24	0,263	0,239	0,366	0,239	0,263	0,221	0,261	
jmlh varians	7,571																									
varians tot	23,14																									
reliabilitas	0,897																									

	sd	d	a	sa	score	%	avarage
1	0	5	17	20	141	83,92857	73,01587
2	0	8	16	18	136	80,95238	
3	0	0	14	28	154	91,66667	
4	1	6	19	16	134	79,7619	
5	0	0	19	23	149	88,69048	
6	9	21	12	0	87	51,78571	
7	14	18	10	0	80	47,61905	
8	4	20	18	0	98	58,33333	
9	0	1	41	0	125	74,40476	
10	12	29	1	0	73	43,45238	65,34392
11	11	14	17	0	90	53,57143	
12	2	19	21	0	103	61,30952	
13	0	9	29	4	121	72,02381	
14	0	0	35	7	133	79,16667	
15	0	11	31	0	115	68,45238	
16	0	17	25	0	109	64,88095	
17	0	10	30	2	118	70,2381	
18	0	6	30	6	126	75	
19	0	18	22	2	110	65,47619	68,28231
20	0	12	30	0	114	67,85714	
21	0	18	24	0	108	64,28571	
22	0	10	29	3	119	70,83333	
23	0	17	24	1	110	65,47619	
24	0	10	30	2	118	70,2381	
25	0	11	22	9	124	73,80952	

Table 3.3

Blueprint of Questionnaire

"Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis"

No	Indicator	Sub Indicator	Questionnaire	SD	D	A	SA
1	Self-Esteem	High Self Esteem	I definitely believe in my own ability when I conduct my thesis?				
			I feel sure that can conduct and finish my thesis by my own ability?				
			I do not have any doubt in understanding the information delivered by my advisors towards my thesis?				
			I am very interested when that advisors give the ideas and suggestions towards my thesis?				
			I am very excited to get the new sources that can be references to my thesis?				
		Low Self-Esteem	I feel unable in finishing my thesis?				
			I do not have any good ability to understand my thesis?				
			I do not feel easy enough to understand some parts that should be revised after thesis consulting process?				
			I do not feel sure that can finish my thesis revising on the time determined?				
2	Anxiety	Somatic Anxiety (psychological cases which are observable physical indications)	I feel unhealthy enough whenever the worry arises if my research ideas arranged well?				
			When I have not finished my thesis on time, I will feel worry and make my physical condition drop?				

			I feel over worry if i can't understand the suggestions given by my advisors towards my thesis well, so that it causes my physical condition low?				
		Cognitive Anxiety	I am worry that can't follow my advisors guidance well?				
			I am worry if the advisors have the high expectation towards my thesis?				
			I do not feel able to finish my thesis if my both advisors have different point of views each other towards my research?				
		Avoidance Behavior	I always procrastinate to revise my thesis?				
			I often do my thesis revising more than the time determined?				
			I often refuse to meet my advisors to discuss about my thesis?				
3	Motivation	Persistence	I try to revise my thesis continuously?				
			I always set the schedule in the process of my thesis revising?				
			I try to always focus in revising my thesis?				
		Intensity	I never waste my time to revise my thesis, when my advisors give the revising of it?				
			I believe that i can finish it on time, if I always do my thesis revising given by my advisors?				
		Direction	I am very excited to finish my thesis when my friends give some motivations and support to me?				
			I always accept some advises and motivations from my friends to finish my thesis?				

Catatan dari validator

1. Pemetaan teori yang dijadikan construct atau indicators dalam blueprint sudah sesuai dengan orientasi tujuan penelitian yaitu mengungkap faktor psikologis. Namun, penuturan bahasa dalam item kuesioner sebagian besar masih belum efektif. Oleh karena itu validator membantu memperbaiki tuturan bahasa item-item kuesionernya agar face and content validities bisa dicapai. Bagian yang validator bantu revisi, diwarnai biru.
2. Selanjutnya, untuk construct terkait somatic anxiety, validator merubah tuturan item-itemnya karena item-item sebelumnya masih merepresentasikan cognitive anxiety. Apabila kita kaji dalam teori-teori anxiety, somatic anxiety itu menunjukkan kondisi fisik yang menurun yang di triggered oleh kecemasan kognitif. Beberapa indikasi dari somatic anxienty kalau kita lihat dari teori umumnya adalah seperti sakit perut, sakit kepala, kelelahan, ganggua pencernaan, yang mana semua itu merupakan dampak fisik dari kecemasan kognitif. Karena somatic anxienty ini cukup kompleks dan cenderung tumpang tindih dengan gejala sakit non-anxiety-driven, maka validator menuturkan ujaran umum saja untuk merepresentasikan kondisi somatic anxiety. Dalam bahasa kuesioner nya kira-kira seperti (suffer from headache, fatigue, abdominal pain, and other negative physical conditions). Dengan demikian responden bisa memberi grade pada skala likert sesuai dengan kemungkinan ciri-ciri fisik dari somatic anxiety apablia mereka benar-benar mengalaminya.
3. Menurut validator, sekarang kuesioner ini sudah valid secara face dan content
4. Selanjutnya, peneliti harus melakukan tryout untuk mengukur construct validity and reliability dari kuesioner ini secara prinsip statistik.

Curup, 5 Februari 2021

Validator

Ruly Morganna, M. Pd

Table 3.4

Interview Guidance

Factor	Indicator	Questions
Personality Factor	**Self-Esteem**	10. Are you sure and belief with your own ability to found your research ideas and finish your thesis? To what extend? 11. Are you sure your thesis will be finish on the time determined? Why? 12. Can you understand every suggestion and critics delivered by your advisors towards your thesis? Explain it!
	Anxiety	13. Do you feel worry when you get some Difficulties in finishing your thesis, so that your physical condition drops? Why? 14. Do you often procrastinate in revising your thesis because of difficulties at the time of guidance? Why? 15. Are you afraid of your advisors have high expectations towards your thesis? Why?
	Motivation	16. Are you always excited to finish your thesis? Explain it! 17. Do you always reach your target to finish your thesis? Why? 18. What is your big motivation in doing your thesis? Explain it!

Instrument of Questionnaire

Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis

(A Mixed - Method Research of English Students of IAIN Curup in Academic Year of 2020/2021)

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you very much.

A. Respondent Identity:

Name : **Robert.r**

NIM : 17551058

Class : VIII c

Direction

1. Your identity is guaranteed confidentiality.
2. Give "√" in the column provided below. Fill it according to what you experienced when using english as a Foreign Language on English Zone program. You have four choice in this questionnaire, consist of:

   SD : Strongly Disagree

   D : Disagree

   A : Agree

   SA : Strongly Agree

No	Item	Judgments			
		SD	D	A	SA
1	I definitely believe in my own ability when I conduct my thesis?				✓
	I feel sure that can conduct and finish my thesis by my own ability?		✓		
	I do not have any doubt in understanding the information delivered by my advisors towards my thesis?			✓	
	I am very interested when that advisors give the ideas and suggestions towards my thesis?		✓		
	I am very excited to get the new sources that can be references to my thesis?				✓
	I feel unable in finishing my thesis?				✓
	I do not have any good ability to understand my thesis?			✓	
	I do not feel easy enough to understand some parts that should be revised after thesis consulting process?				✓
	I do not feel sure that can finish my thesis revising on the time determined?			✓	
2	I feel unhealthy enough whenever the worry arises if my research ideas arranged well?				✓
	When I have not finished my thesis on time, I will feel worry and make my physical condition drop?		✓		
	I feel over worry if i can't understand the suggestions given by my advisors towards my thesis well, so that it causes my physical condition low?				✓
	I am worry that can't follow my advisors guidance well?				✓
	I am worry if the advisors have the high expectation towards my thesis?		✓		

	I do not feel able to finish my thesis if my both advisors have different point of views each other towards my research?				✓
	I always procrastinate to revise my thesis?			✓	
	I often do my thesis revising more than the time determined?			✓	
	I often refuse to meet my advisors to discuss about my thesis?		✓		
3	I try to revise my thesis continuously?			✓	
	I always set the schedule in the process of my thesis revising?				✓
	I try to always focus in revising my thesis?				✓
	I never waste my time to revise my thesis, when my advisors give the revising of it?				✓
	I believe that i can finish it on time, if I always do my thesis revising given by my advisors?			✓	
	I am very excited to finish my thesis when my friends give some motivations and support to me?			✓	
	I always accept some advises and motivations from my friends to finish my thesis?				✓

Instrument of Questionnaire

Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis

(A Mixed - Method Research of English Students of IAIN Curup in Academic Year of 2020/2021)

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you very much.

B. Respondent Identity:

Name : **muhammad valian**

NIM : 17551039

Class : VIII b

Direction

3. Your identity is guaranteed confidentiality.
4. Give "√" in the column provided below. Fill it according to what you experienced when using english as a Foreign Language on English Zone program. You have four choice in this questionnaire, consist of:

   SD : Strongly Disagree

   D : Disagree

   A : Agree

   SA : Strongly Agree

No	Item	Judgments			
		SD	D	A	SA
1	I definitely believe in my own ability when I conduct my thesis?				✓
	I feel sure that can conduct and finish my thesis by my own ability?			✓	
	I do not have any doubt in understanding the information delivered by my advisors towards my thesis?			✓	
	I am very interested when that advisors give the ideas and suggestions towards my thesis?				✓
	I am very excited to get the new sources that can be references to my thesis?				✓
	I feel unable in finishing my thesis?			✓	
	I do not have any good ability to understand my thesis?			✓	
	I do not feel easy enough to understand some parts that should be revised after thesis consulting process?				✓
	I do not feel sure that can finish my thesis revising on the time determined?			✓	
2	I feel unhealthy enough whenever the worry arises if my research ideas arranged well?				✓
	When I have not finished my thesis on time, I will feel worry and make my physical condition drop?		✓		
	I feel over worry if i can't understand the suggestions given by my advisors towards my thesis well, so that it causes my physical condition low?				✓
	I am worry that can't follow my advisors guidance well?				✓
	I am worry if the advisors have the high expectation towards my thesis?				✓

	I do not feel able to finish my thesis if my both advisors have different point of views each other towards my research?				✓
	I always procrastinate to revise my thesis?			✓	
	I often do my thesis revising more than the time determined?			✓	
	I often refuse to meet my advisors to discuss about my thesis?		✓		
3	I try to revise my thesis continuously?			✓	
	I always set the schedule in the process of my thesis revising?				✓
	I try to always focus in revising my thesis?				✓
	I never waste my time to revise my thesis, when my advisors give the revising of it?				✓
	I believe that i can finish it on time, if I always do my thesis revising given by my advisors?			✓	
	I am very excited to finish my thesis when my friends give some motivations and support to me?				✓
	I always accept some advises and motivations from my friends to finish my thesis?				✓

Instrument of Questionnaire

Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis

(A Mixed - Method Research of English Students of IAIN Curup in Academic Year of 2020/2021)

Give answers honestly, objectively, and responsibly due to your answer gives invaluable aid to this research. Thank you very much.

C. Respondent Identity:

Name : **Annisa Febriani**

NIM : 17551006

Class : TBI 8A

Direction

5. Your identity is guaranteed confidentiality.
6. Give "√" in the column provided below. Fill it according to what you experienced when using english as a Foreign Language on English Zone program. You have four choice in this questionnaire, consist of:

   SD : Strongly Disagree

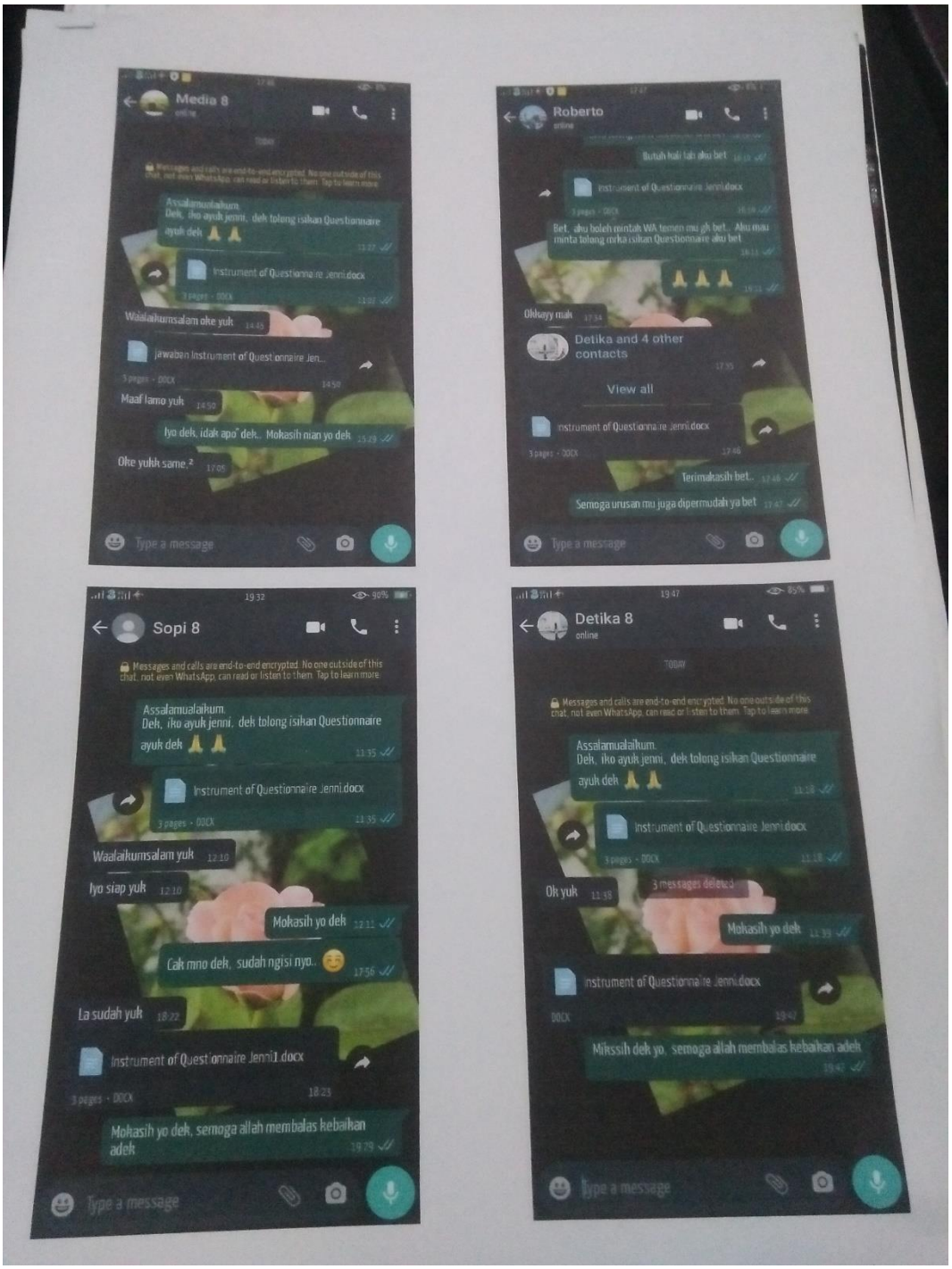
   D : Disagree

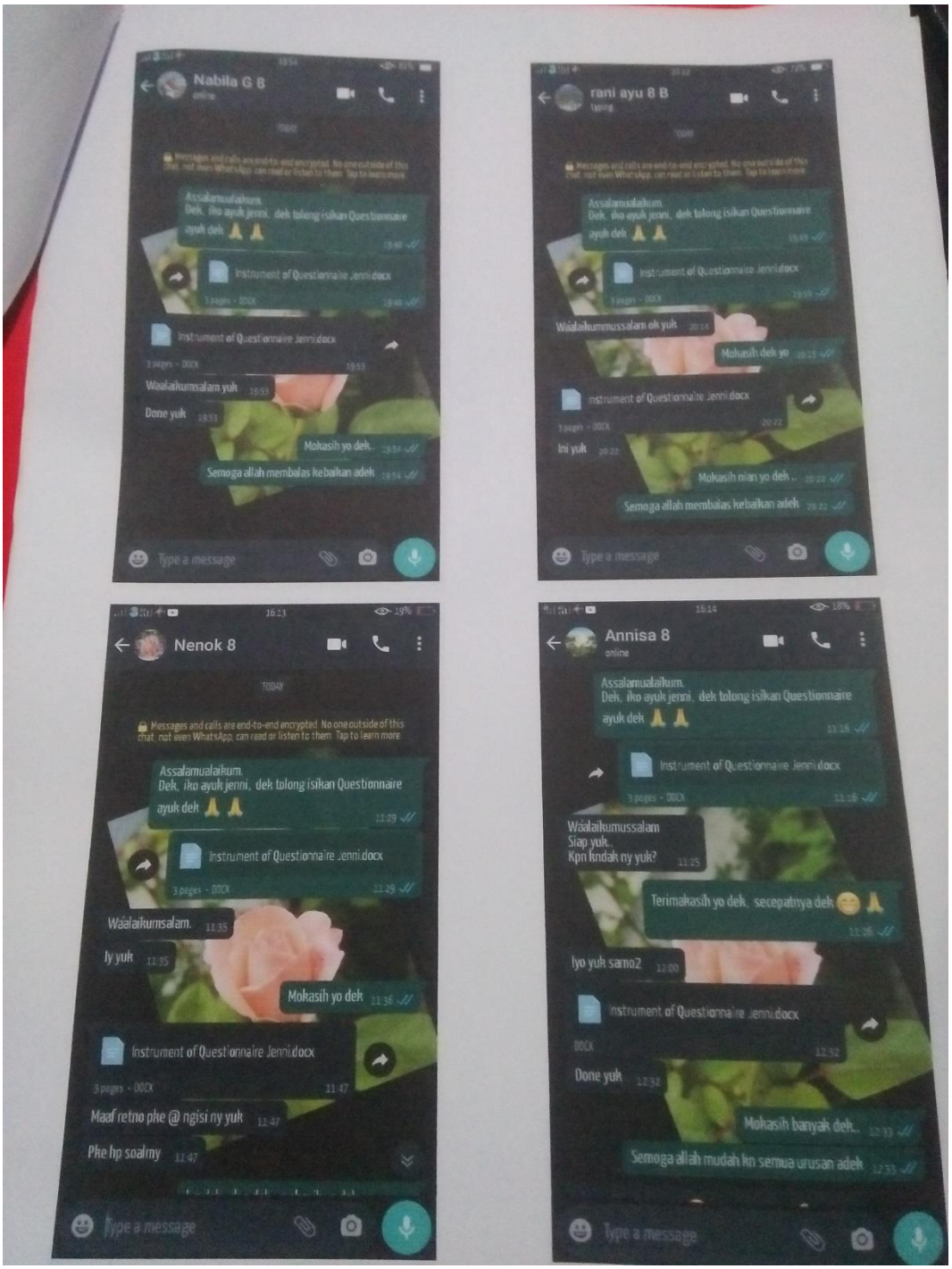
   A : Agree

   SA : Strongly Agree

No	Item	Judgments			
		SD	D	A	SA
1	I definitely believe in my own ability when I conduct my thesis?				✓
	I feel sure that can conduct and finish my thesis by my own ability?			✓	
	I do not have any doubt in understanding the information delivered by my advisors towards my thesis?			✓	
	I am very interested when that advisors give the ideas and suggestions towards my thesis?		✓		
	I am very excited to get the new sources that can be references to my thesis?				✓
	I feel unable in finishing my thesis?				✓
	I do not have any good ability to understand my thesis?		✓		
	I do not feel easy enough to understand some parts that should be revised after thesis consulting process?				✓
	I do not feel sure that can finish my thesis revising on the time determined?			✓	
2	I feel unhealthy enough whenever the worry arises if my research ideas arranged well?				✓
	When I have not finished my thesis on time, I will feel worry and make my physical condition drop?		✓		
	I feel over worry if i can't understand the suggestions given by my advisors towards my thesis well, so that it causes my physical condition low?				✓
	I am worry that can't follow my advisors guidance well?			✓	
	I am worry if the advisors have the high expectation towards my thesis?		✓		

	I do not feel able to finish my thesis if my both advisors have different point of views each other towards my research?		✓		
	I always procrastinate to revise my thesis?			✓	
	I often do my thesis revising more than the time determined?		✓		
	I often refuse to meet my advisors to discuss about my thesis?		✓		
3	I try to revise my thesis continuously?			✓	
	I always set the schedule in the process of my thesis revising?			✓	
	I try to always focus in revising my thesis?				✓
	I never waste my time to revise my thesis, when my advisors give the revising of it?				✓
	I believe that i can finish it on time, if I always do my thesis revising given by my advisors?			✓	
	I am very excited to finish my thesis when my friends give some motivations and support to me?			✓	
	I always accept some advises and motivations from my friends to finish my thesis?				✓


Media 8
Assalamualaikum.
Dek, iko ayuk jenni, dek tolong isikan Questionnaire ayuk dek
Instrument of Questionnaire Jenni.docx
Waalaikumsalam oke yuk
jawaben Instrument of Questionnaire Jen...
Maaf lamo yuk
Iyo dek, idak apo" dek.. Mokasih nian yo dek
Oke yukh same.²
Type a message
Roberto
Butuh hali lah aku bet
Instrument of Questionnaire Jenni.docx
Bet, aku boleh mintak WA temen mu gh bet.. Aku mau minta tolong cmka isikan Questionnaire aku bet
Okkayy mak
Detika and 4 other contacts
View all
Instrument of Questionnaire Jenni.docx
Terimakasih bet..
Semoga urusan mu juga dipermudah ya bet
Type a message
Sopi 8
Messages and calls are end-to-end encrypted. No one outside of this chat, not even WhatsApp, can read or listen to them. Tap to learn more
Assalamualaikum.
Dek, iko ayuk jenni, dek tolong isikan Questionnaire ayuk dek
Instrument of Questionnaire Jenni.docx
Waalaikumsalam yuk
Iyo siap yuk
Mokasih yo dek
Cak mno dek, sudah ngisi nyo..
La sudah yuk
Instrument of Questionnaire Jenni1.docx
Mokasih yo dek, semoga allah membalas kebaikan adek
Type a message
Detika 8
online
Messages and calls are end-to-end encrypted. No one outside of this chat, not even WhatsApp, can read or listen to them. Tap to learn more
Assalamualaikum.
Dek, iko ayuk jenni, dek tolong isikan Questionnaire ayuk dek
Instrument of Questionnaire Jenni.docx
Ok yuk
3 messages deleted
Mokasih yo dek
Instrument of Questionnaire Jenni.docx
Miksih dek yo, semoga allah membalas kebaikan adek
Type a message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Assalamualaikum.
Dek, iko ayuk jenni, dek tolong isikan Questionnaire ayuk dek
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Waalaikumsalam yuk
Done yuk
Makasih yo dek..
Semoga allah membalas kebaikan adek
Type a message
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typing
Assalamualaikum.
Dek, iko ayuk jenni, dek tolong isikan Questionnaire ayuk dek
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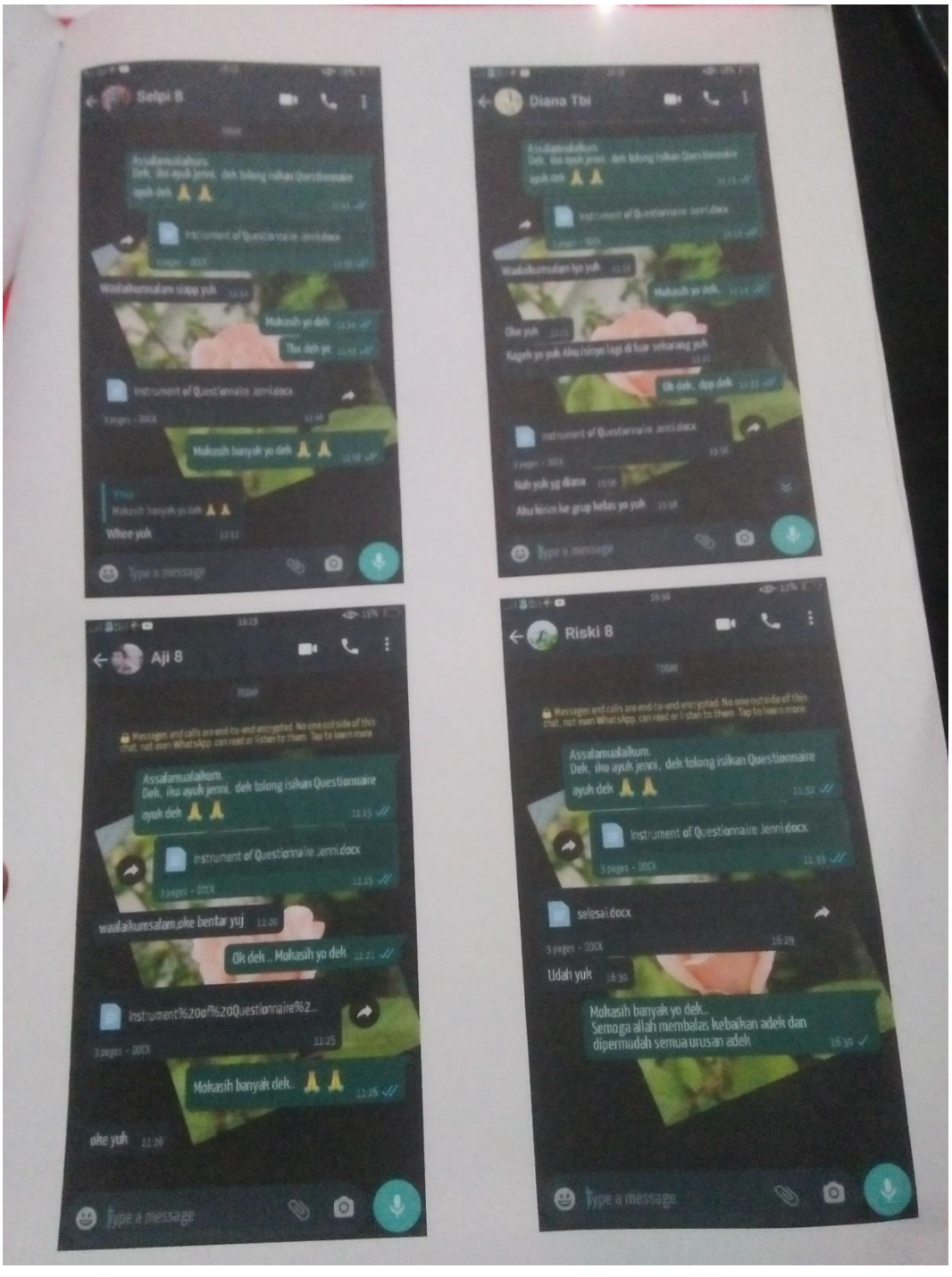
Waalaikummussalam ok yuk
Makasih dek yo
Instrument of Questionnaire Jenni.docx
Ini yuk
Makasih nian yo dek ..
Semoga allah membalas kebaikan adek
Type a message
Nenok 8
TODAY
Messages and calls are end-to-end encrypted. No one outside of this chat, not even WhatsApp, can read or listen to them. Tap to learn more.
Assalamualaikum.
Dek, iko ayuk jenni, dek tolong isikan Questionnaire ayuk dek
Instrument of Questionnaire Jenni.docx
Waalaikumsalam.
Iy yuk
Makasih yo dek
Instrument of Questionnaire Jenni.docx
Maaf retno phe @ ngisi ny yuk
Phe hp soalmy
Type a message
Annisa 8
online
Assalamualaikum.
Dek, iko ayuk jenni, dek tolong isikan Questionnaire ayuk dek
Instrument of Questionnaire Jenni.docx
Waalaikumussalam
Siap yuk..
Kpn kndak ny yuk?
Terimakasih yo dek, secepatnya dek
Iyo yuk samo2
Instrument of Questionnaire Jenni.docx
Done yuk
Makasih banyak dek..
Semoga allah mudah kn semua urusan adek
Type a message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Dek, iko ayuk jenni, dek tolong isikan Questionnaire
ayuk dek
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Mokasih banyak yo dek
Whee yuk
Type a message
Diana Tbi
Instrument of Questionnaire Jenni.docx
Mokasih yo dek..
Oke yuk
Ok dek.. dpp dek
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Nah yuh yg diana
Abu kirim ke grup kelas yo yuk
Type a message
Aji 8
Messages and calls are end-to-end encrypted. No one outside of this chat, not even WhatsApp, can read or listen to them. Tap to learn more
Assalamualaikum.
Dek, iko ayuk jenni, dek tolong isikan Questionnaire
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Ok dek .. Mokasih yo dek
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Mokasih banyak dek..
oke yuh
Type a message
Riski 8
Messages and calls are end-to-end encrypted. No one outside of this chat, not even WhatsApp, can read or listen to them. Tap to learn more
Assalamualaikum.
Dek, iko ayuk jenni, dek tolong isikan Questionnaire
ayuk dek
Instrument of Questionnaire Jenni.docx
selesai.docx
Udah yuk
Mokasih banyak yo dek..
Semoga allah membalas kebaikan adek dan
dipermudah semua urusan adek
Type a message

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 174 Tahun 2020

Tentang

PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang :
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

M E M U T U S K A N :

Menetapkan

Pertama :
1. **Prihantoro, M.Pd** **19750820 200801 1 004**
2. **Paidi Gusmuliana, M.Pd** **19840817 201503 1 004**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Jeni Santia**
N I M : **16551023**
JUDUL SKRIPSI : **Exploring Students Extrovert and Introvert Personality in Writing Class**

: Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 23 Juni 2020
Dekan,

Ifnaldi Nurmal

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 59 /In.34/FT/PP.00.9/02/2021 — 19 Februari 2021
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. **Rektor IAIN Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	: Jeni Santia
NIM	: 16551023
Fakultas/Prodi	: Tarbiyah / TBI
Judul Skripsi	: Psychological Factors Affecting Undergraduate Students' Diffulties in Writing Thesis
Waktu Penelitian	: 19 Februari s.d 19 Mei 2021
Tempat Penelitian	: IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

H. Abdul Rahman, M.Pd.I
NIP. 19720704 200003 1 004

Tembusan : disampaikan Yth ;
1. Rektor
2. Warek 1
3. Ka. Biro AUAK

IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : JENI SANTIA
NIM : 1655023
FAKULTAS/ JURUSAN : TARBIS BAHASA INGGRIS
PEMBIMBING I : PRIHANTORO M.Pd
PEMBIMBING II : DAIDI KUSMULIANA M.Pd
JUDUL SKRIPSI : Psychology Factors affecting Students difficulties in Writing Thesis

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di-harapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : JENI SANTIA
NIM : 1655023
FAKULTAS/ JURUSAN : TARBIS BAHASA INGGRIS
PEMBIMBING I : PRIHANTORO M.Pd
PEMBIMBING II : DAIDI KUSMULIANA M.Pd
JUDUL SKRIPSI : Psychology Factors affecting Students difficulties in Writing Thesis

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Prihantoro SS. M.Pd

NIP.

Pembimbing II,

Daidi Kusmuliana M.Pd

NIP.

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	27/1/2021	Perbaikan secara umum Bab I sampai III		
2	5/2/2021	Revisi background dan topik yang ada di chapter II dan III		
3	22/2/2021	Perbaikan Bab III serta pembuatan instrument		
4	5/3/2021	Acc Penyebaran instrument		
5	9/3/2021	Pembahasan Bab I sampai Bab V		
6	10/4/2021	Acc		
7				
8				

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	12/1/2021	Perbaikan background chapter I		
2	20/2/2021	Perbaikan chapter II Pembahasan topik dan subtopik		
3	26/2/2021	Pembahasan teori-teori yang digunakan di chapter II		
4	5/3/2021	Perbaikan chapter III serta pembuatan instrument		
5	8/3/2021	Acc Penyebaran instrument dan Revisi chapter I s/d III		
6	12/3/2021	Revisi chapter IV dan V		
7				
8	15/4/2021	Acc		

Biography

Bismillah..

Assalamu’alaykum..

I am the usual person that want to reach my dream that not been materialized. My name is Jeni Santia, but my friends call me Mak jenn. I was bron in Curup, on july 17th 1997. I live with grandfa and grandma, my grandfa name Dahlan and grandma is Dewi, my father name Imroni and my mother name Mislaini. I have three sisters and five brothers. Cooking and make up is my hooby. And now i took English Study Program as my faculty in state islamic institute of curup.