

Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis

Jeni Santia

jenisantia@gmail.com

Institut Agama Islam Negeri (IAIN) Curup

Prihantoro

prihantoro@iaincurup.ac.id

Institut Agama Islam Negeri (IAIN) Curup

Abstract: The main goal of this research was to investigate psychological factors that affect bachelor students' difficulties in writing a 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. Furthermore, the subjects of the research were 57 students at eight semester English Students of IAIN Curup in the Academic year 2021. The technique of collecting data used is a questionnaire and Interview. Close-ended questionnaires and interview guides were used in this research. A closed-ended questionnaire was used by the respondents to capture things experienced by students regarding psychological factors that caused them difficulties in writing a thesis. An interview guide was used to the extent to which psychological factors influenced students' writing proses. The psychological factors can be seen from three aspects of Brown's Theory. They are self-esteem, anxiety, and motivation. Analysis data showed that Self-Esteem got a percentage of 73,0159 %, and was a high category, Motivation got a percentage of 68,2823 %, was a high category, and Anxiety got a percentage of 65,3439 % and it was a 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. Then, based on the interview, the difficulties that students faced in writing a thesis truly affected the process of finishing the thesis itself. Knowing the factors affecting students' difficulties in writing a thesis was important.

Keywords: *Writing, Writing Thesis, Psychological factors*

INTRODUCTION

Psychology has given a new concept about how the learner is centered on learning not the teacher. Psychology also has contributed to education, the theory of individual differences that every student has different mental abilities and learns at a different pace. In addition, psychology is science and applied science that studies human behavior, mental functions, and human mental processes through scientific procedures both as individuals and in connection with their environment. It means that psychology has been correlated to education. Even, the theory or the concept of learning has been developed by psychology academicians. According to Jean Piaget 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 (Blake & Pope, 2008). As we know, learning is a process of getting information or knowledge. Therefore, psychology has influenced and fulfilled the need, the development in the process of learning itself.

Besides, psychology helps in understanding the learners, fulfilling the needs, development, potentialities, interests, and aptitudes of learners to get a better result in learning. Learners' psychology also deals with the mental health condition of students and the education system. Furthermore, in the learning process especially in English Language Learning, psychology 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 Kufakunesu et al. (2019) mentioned, psychology is needed for the learners, learning process, and instructional strategies and provides the basis for the selection of appropriate methods, techniques, approaches, and tools to satisfy and fulfill the needs of learners resulting in better learning.

However, in learning English students have difficulties that can influence their skills, particularly in writing. Writing skills become one of the most important skills because it is one of the English skills and a form of communication. As what the researchers found that recent studies related to students' difficulties in acquiring English skills were conducted by Choosri Banditvilai and Robert Cullen in 2018, entitled "Problems and Obstacles in Learning English as a Foreign Language". The findings indicate that writing was generally thought to be the biggest problem area followed by listening. Results also indicate that the great majority of students do not study or practice English daily. 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 2020 conducted research on 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 the 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 an English Language Education Department or a non-English Language Education Department student, faced difficulties aside from developing ideas and writing. English Language Education Department students only face 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 into writing even though they already had the idea.

Moreover, the researcher has found and done previous and preliminary studies. The previous study has discussed the psychology affecting the difficulties in writing, The study was conducted by Dwihandini et al. (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 a thesis. Then, to complete this phenomenon, the researcher did a preliminary study by interviewing the last students in the TBI of IAIN Curup to see their responses about the difficulties in writing a thesis. Based on the result the researcher got the answers or information that they felt difficult to write a thesis because of some reasons such as feeling afraid to fulfill 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 students of strata one or bachelor degree in completing their bachelor education, entitled "Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis".

METHOD

In conducting this research, the researcher applied a mixed-method research design as kind of this research, in which two types of data were used to answer the research questions. Mixed method research, according to Fraenkel et al. (2012), is when researchers apply both quantitative and qualitative methodologies in the same study. In this study, the quantitative data was obtained from the questionnaire, and qualitative data was gained from interviews. This combination of methods was chosen because the researcher wanted to find out the psychological factors affecting bachelor students' difficulties in writing a thesis, quantitatively by using a questionnaire as an instrument in data collection. Furthermore, to investigate in depth to what extent psychological factors influence students' writing process, the researcher chose a qualitative method that used interviews as an instrument.

The participants in this study were TBI students at IAIN Curup last semester who were working on their thesis. The researcher chose this subject since the seventh semester's assignment was to write a thesis, which was the last work before graduating. The following table shows the demographics of the study's participants:

Table 1. The population of the research

No.	Class	Students
1	TBI 8 A	16
2	TBI 8 B	16
3	TBI 8 C	25
Total		57

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 individuals, first, the researcher employed convenience sampling for the quantitative. Convenience sampling is affordable and easy and the subjects are readily available. The researcher must 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 sample.⁴⁸ Second, for the collection of qualitative data in this research,

The researcher selected the subject of the research by using random sampling. Cresswell stated that random sampling is a sampling that which 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 chooses several students who were collected to investigate to what extend do the psychological factors influence students' writing process. So, the researcher took 3 students as interview respondents.

In this study, the researcher collects data using questionnaires and interview guidance as research tools, the questionnaire format is a closed-ended questionnaire. 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 (persistence, direction, and intensity). Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (TS) are the four options on the questionnaire (STS).

In constructing the question used in the 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 extent psychological factors influence students' writing process. Second, the researcher determined the question based on the indicator the researcher found. Third, to establish the question, the researcher formulated it as a validator. It is for checking and classifying the accuracy of the question. Last, the researcher made several improvements to get appropriate questions in the content and context of the question.

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

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:

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

Where:

f: Frequency

SA: Strongly Agree

SD: Strongly Disagree

D: Disagree

A: Agree

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.

1. The next step is the researcher account for the percentage of each item of a questionnaire that is answered by respondents. It follows the formula:

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

Where:

P: Percentage

$\sum$ score: Total score

Max score: Maximum score (Robson, 1993)

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 2. Level of 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

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 student's challenges in writing their theses.
- d. **Description:** The researcher provided a description based on the interview results 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.

RESULTS & DISCUSSION

Results

Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis

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

Table 3. 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
		6	9	21	12	0	87	51,7857
	Low Self- Esteem	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 will 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%. $X = (f SA \times 4) + (f A \times 3) + (f D \times 2) + (f D \times 2) + (f SD \times 1)$. As a result, the questionnaire's maximum score is $42 \times 4 = 168$. Using the formula $P = F/168 \times 100\%$, the percentage of each statement was computed.

Statement 1 (I believe in my 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 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 respondents. 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 advisors give 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 23 respondents answered strongly agree, 19 respondents answered agree, no respondents answered disagree, and no respondents 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 to finish my thesis) revealed no strongly agreeing responses, 12 agreeing respondents, 21 disagreeing respondents, and 9 strongly disagreeing respondents. 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), 0 respondents highly agreed, 10 respondents 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 the thesis consulting process) had 0 strongly agreeing on 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 in the time determined). 0 respondents highly agreed, 41 respondents agreed, 1 respondent who disagreed, and 0 respondents who severely disagreed 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%.

Table 4. 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	

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 worried that can't follow my advisor's 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 worried that the advisors have high expectations of my thesis.). 7 respondents 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 points of view each other towards my research). 0 respondents 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 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%.

Table 5. 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 will 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%. $X = (f \text{ SA} \times 4) + (f \text{ A} \times 3) + (f \text{ D} \times 2) + (f \text{ D} \times 2) + (f \text{ SD} \times 1)$. As

a result, the questionnaire's maximum score is $4 \times 4 = 168$. Using the formula $P = F/168 \times 100\%$, the percentage of each statement was computed.

According to the statistics on motivation component Statement 19 (I try to revise my thesis continuously), 2 respondents 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 respondents 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 on revising my thesis). 0 respondents 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 respondent 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 me some motivation and support). 2 respondents strongly agreed, 30 respondents who agreed, 10 respondents who disagreed, and 0 respondents 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 advice 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 a Thesis on Motivation, with an overall average percentage of 68,2823% and a high category.

To what extent do the psychological factors influence students' writing process?

This section describes the qualitative findings which as supporting the data from the results of the survey. This part presents to what extent the psychological factors influence students' writing process. The result of the interview will be presented below:

1. Self-Esteem

The lack of students' self-confidence in finishing their thesis and difficulty in considering the ideas of the research. Based on the results of interviews with several students, the researcher found that what extent do the psychological factors influence students' writing process. The first student stated that she did not feel confident and believed in her ability to finish her thesis, she stated:

"Yes, I'm not confident to finish my thesis well. Because, previously I tried to find some ideas and references for my thesis, but I had difficulties doing it. Then, I am not 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 a lack of confidence to finish her thesis. It was because she looked for some ideas and references for the thesis before, but she found the difficult to do it. As the second and third respondents said:

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

Based on that answer, the respondents felt confident to finish their thesis. Then, they had difficulties looking for references for their research. It was caused o some factors the explained before.

2. Anxiety

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

"Yes, I am a little bit worried about finishing my thesis, and also sometimes I have difficulties consulting my thesis with my advisors. Besides, I find it hard to put the ideas of my first and second advisors together. Thus, it makes my body condition worse. Especially, my advisors have a high expectation towards my thesis".

Based on the respondent's answer above, the students found it a little bit hard to consult their thesis with their advisors and put their ideas together. It made their body condition became worse. It was the same as the second and the third respondent they said:

"Yes, sometimes I am a little bit hard in finishing my thesis so it makes me often postpone revising my thesis. Besides, I have difficulty when I discuss my thesis with my advisors, and I often sleep late to find some references for my thesis, without thinking of my body condition. It makes me feel sick and tired a lot. In addition, my advisors put high expectations on my research which makes me feel more worried".

The opinion of the respondents above was the same, It was only their feeling of worry in finishing their thesis. Besides, the high expectations of their advisors, made them lack 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 a thesis, all respondents said that they felt this cause when they faced thesis writing for various reasons.

3. Motivation

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

"Yeah. I am not 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 of me when I finish this study later. Even 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 the same as what the second and third respondents, said:

"Yeah, I am not 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 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 to finish 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 indicated the causes of students' difficulties in writing a thesis, and all respondents said that they felt psychological factors when they revised or wrote a thesis for various reasons.

Discussion

What are the psychological factors that affect Bachelor students' difficulties in writing a 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 (Giofrè et al., 2017).

According to the findings of the study, three psychological elements 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. Regarding 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 & Saban (2011) 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. Furthermore, according to Gardner & MacIntyre (1993), 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.

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 Affum-osei et al. (2014), 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 played a significant role.

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, personality efficacy, lack of ability to interact, stimulation, risk-taking, anxiety, emphasis, extroversion, and motivation are among the emotional components (Hajar et al., 2019).

To what extent do the psychological factors influence students' writing process?

Based on the findings in the English Study Program, the researcher used interviews to get information about the answer to the second research question. Based on the findings mentioned above, the researcher mentioned several factors to what extent the psychological factors influence students' writing process. There are three categories, there was a lack of students' self-

confidence in finishing their thesis, and it was hard to consider research ideas, the process of thesis consultation, and getting support as the biggest motivation of in doing their thesis.

Followed by Coopersmith in self-esteem, students have difficulty in determining the ideas of their thesis. The data obtained by researchers 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 (Puspita, 2019). 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.

Following Asmawan (2016) factors that prevent the writing students from writing a thesis are difficulties with the mentor's lecturer and his self-motivation⁶⁴. Besides, I had low self-confidence to finish my thesis, and I was also a little bit hard when I consulted and combined the ideas of my advisors towards my thesis. All of the respondents mentioned their reasons and difficulties in doing their research as the factors of the difficulties in writing their thesis. All of the respondents admitted that they often postponed their thesis. It was because it was hard to find the ideas and combine the ideas of both advisors, so that caused their body conditions were not stable. Besides, it was caused by a high expectation of their advisors as well.

The lack of self-motivation, made students feel hard and tired to finish their thesis. Conducted by Asmawan (2016) states that one of the students who obstruct in writing the thesis was lack of motivation from the students themselves. In writing a thesis, students felt worried and unconfident about their abilities. But, through support given by their parents and friends, made them motivated and want to finish their thesis soon. All of the respondents mentioned the same reasons during the researcher interviewed them. It was because they felt tired of finding the ideas, hard to combine the ideas of their advisors. That was why, this motivation factor influenced students in finishing their thesis writing.

CONCLUSION

According to the research question, what psychological factors affect Bachelor students' challenges in writing a thesis and what psychological component is the most prominent in thesis writing? This can be demonstrated through research and conversation. It is possible to conclude. 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 a thesis, the majority of students have a high level of psychological factors affecting Bachelor students' difficulties in writing a thesis.

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

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