

## **EFL STUDENTS' DIFFICULTIES IN WRITING THESIS**

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### **ABSTRACT**

The objective of this research was to investigate EFL students' difficulties in writing their thesis. This research used qualitative approach. The English Education Study Program of UNPARI students which still doing a thesis took part in this research as subject of the research. The data were collected by asking the students to fill out the questionnaires and being interviewed afterward. In analyzing data, it was done by checking the students' answer in the questionnaire, classifying the students' answers, describing the data and concluding the results. The result showed that there were several internal factors of EFL students' difficulties in writing a thesis. In internal factors are difficulty in choosing the title of the thesis, feel are not sure (pessimistic), bored or saturated, doubtful or pessimistic, fears or worries, having a health problem or down while working on the thesis. Other factors are students' ability in understanding the systematics of writing the thesis, tending to use translation tools, lack of grammar and vocabulary, spelling, and punctuation in writing the thesis correctly. While, external factors were having communication problems with supervisors and supervisors' writing, have difficulty in finding references related to thesis titles in the internet, there are no complete reference sources and no free access to digital libraries on campus, having technical problems on devices, have financial problems, personal problems, surrounding environment is not/less conducive. The researchers hope the result of this research will become important considerations for lecturers in advising their students especially in writing their thesis.

**Keywords:** *Difficulties, EFL Students, Thesis, Writing*

### **INTRODUCTION**

Thesis is one kind of academic writing that must be written by students in university level (Turmudi, 2017). Students have to write the thesis as their final

project and as one of requirements of graduation. In writing thesis, students have to do laboratory research or field research previously (Fitria, 2022). This kind of writing is written by following the guidelines of each college, although the preparation is the same.

The thesis writing period is the most challenging process for final year students. To write a thesis, students need physical, mental, and also financial strength. Moreover, many steps need to be passed. Starting from choosing the title and topic, the students must pass the proposal seminar exam, data collection, data analysis and comprehensive exam or thesis examination. In this final stage, they will present their research results in front of the examiners.

Writing a thesis in English is not easy, considering that English requires a broad vocabulary and the ability to use grammar properly besides having a good idea to be written. Cooley & Lewkowicz (2011) state that writing a thesis is a unique experience. It is considerably more demanding linguistically than any writing they were expected to produce at the undergraduate level.

The topic about students' difficulties in writing thesis became a good topic to be discussed. There are several research related as previous research. Sariyanto et al. (2015) state that factors of basic knowledge of thesis, the factor of the process of consultation, the psychological factor, and the factor of economics became the most popular factors that influenced students in writing their thesis. Next, Swarni (2017) states that the majority of students had difficulties in five types of problems: writing the introduction chapter, writing the review of the literature chapter, writing the methodology chapter, writing the result chapter, and writing the conclusion chapter. Then, several major factors that contributed to the students' difficulties in conducting thesis research, including difficulties in determining the topic of the thesis, insufficient knowledge in writing a thesis, anxiety when interacting with thesis advisors, limited access to interact with lecturers, limited access to the availability of books, and students' desire for friendship and expansion with their peers (Tambengi, 2017). And the newest research about this topic is written by Fitria (2022). She concluded that there are internal and external factors of EFL students' difficulties in writing and finishing a thesis. In internal factors are 1) difficulty in choosing the title of the English title, 2) feeling bored, pessimistic, bored/saturated, and doubtful with their abilities, 3) feeling fears or worries during the proposal seminar exam or thesis examination later, 4) having a health problem or down, 5) students' disability in understanding the systematics of writing a thesis, 6) tending to use online translation tools, 7) having difficulty in using English grammar, choosing the right vocabulary, spelling, and punctuation correctly.

Based on the data gathered from English study program at UNPARI (PGRI Silampari University), the students have to join writing thesis. This takes six credits for all study programs, included English study program (ESP). As a final project at

final year of study, it usually takes more than six months for most of the students to finish it. Some students even spend one until three years to finish their thesis. At ESP of UNPARI, the students are needed 3.9 until 4.9 years in average to finish their study. It means that they need long time to finish their study especially in writing their thesis. There are many reasons for this situation. Some students have difficulties in managing their time because at the same time they have part time job. Others have problems with understanding research methodology and unhealthy relationship with their supervisors. Related to some theories and cases above, students' difficulties in writing English thesis is something that is crucial and should be solved by finding the reason of these some difficulties. Finding kinds of difficulties and reason of these difficulties became the focus in this research. This research analyzed students' difficulties based on internal and external factors that influenced students in finishing their thesis. Conducting research deeply by distributing questionnaire and interviewing students to get data is needed.

As a consequently of the reason which has been explained previously, it is a very crucial to analyze the students' difficulties in writing thesis at English Education study program of UNPARI. The result of this research will become important considerations for lecturers in advising their students especially in writing their thesis. In addition, this research can help ESP to increase students' time average in finishing their thesis.

## **LITERATUR REVIEW**

### **Learning Difficulties**

In Indonesia Dictionary, student is someone who studies at school or university. A student is also as a person who come to school to get knowledge or learn some types of education. In this era, the definition of term "students" has been changed. This term is has been changed physically and psychologically, besides in cognitive. They can think critically such an adult. The comprehension about definition of student is a core point in education. In learning, students sometimes face many difficulties.

A learning difficulty is a condition that makes it difficulties for a student to learn as rapidly or in the same way as most other individuals. Difficult is not impossible but it just takes a lot of time, energy, and usually mental, physical, or intellectual effort to accomplish something difficult. In other words, learning difficulties are a condition that prevents students from studying well and poses a threat to, obstructs, or disturbs learning. Additionally, Indonesia students often use their mother tongue rather than foreign languages such as English because they are taught from a young age and often interact, especially their mothers using everyday language. Mahrina et,al.(2023) states taht learning English is not easy. Students

may experience difficulties when learning English, for example, such as difficulties in translating sentences, lack of vocabulary and lack of motivation

### **Writing Thesis**

The term “thesis” in Indonesia especially for undergraduate program is called as “skripsi”. It is different with term used in other countries. Singapore use “thesis”, also for undergraduate program. While, in America, thesis can be changed by conducting specific project. In addition, Fauziah and Jamaliah (2020) argue that writing a thesis for all students majoring or program on Strata 1 (Bachelor) at public and private tertiary institutions is an obligation.

Fitria (2022) propose a definition of thesis. She defines thesis as a student's final project. In writing this thesis, students take it through field research or library studies arranged by students according to their field of study. It means that students should prepare themselves to face those challenges at all. Lestari (2020) adds the thesis is academic writing and it so differs from another kind of writing.

Writing thesis is a complex activities. This activities are beginning with making proposals as a plan that supports the success of a research. The proposed framework consists of; Title, research, problem background, problem formulation, discussion of relevant theories, formulation of the conceptual framework used, preparation and submission of hypotheses if any, determining population, using samples and respondents, setting and compiling instruments, how to collect data, and how to analyze data. Determining the topic you want to research and study is the first step that must be taken to make a research proposal. Choosing a topic that matches their interests and areas of interest will make students feel satisfied to find answers to their curiosity (Fauziah et.al. (2021).

### **The factors that influence writing a thesis**

As a final project, writing a thesis usually needs more than six months for most of the students to finish it. Some students even spend one until three years to finish their thesis. There are many reasons for this situation. Some students have difficulties in managing their time because some students has part time job during their study at the university. Others have problems with understanding research methodology. The have to comprehend and has good understanding about their research method in conducting their research. And, some students have unhealthy relationship with their supervisors.

One of the reasons is the problem that the students face in writing the thesis. Writing thesis is a complex process. There are many aspect to be considered before writing the thesis. Thesis is consisted into several parts, namely: 1) Introduction; 2) Literature review; 3) research methodology; 4) findings and discussion; 5) conclusion and suggestion. Zuriati (2018) found that most students had problems in writing every chapter in their thesis.

However, the difficulties of writing a thesis might be due to many reasons, such as in point of the objective of the research, the data for the research, findings of the research, and/or the whole research based on the proved ratio (Turmudi,2019).

Fitria (2022) divides factors influence students' difficulties in writing thesis into two parts, namely internal and external factors. Internal factors is the factors that come from the students themselves. While, external factors are factors that come from the external of the students.

## **METHOD**

This research employed descriptive qualitative. It is to gained deep and detail information about phenomena. Case can be an individual, an institution or a group considered as a unit in the research. In this research, the researchers focus on the students' difficulties in writing a thesis at English Education Study Program (ESP) of UNPARI in academic year 2023/2024.

Students of ESP at UNPARI in academic year 2023/2024 which still doing a thesis took part to be the subject of the research. Including they are who still writing research proposal and they are who writing thesis after joining research proposal seminar are.

In collecting data, the researchers used two instruments, namely questionnaire and interview. Close ended questionnaire used as the first and primary instrument in collecting data. The questionnaire was adopted from Fitria (2022) about students' difficulties influencing writing a thesis. This questionnaire was divided into two parts, internal factors and external factors. The internal factors are consisted of 13 statements and external factors are consisted of 12 items of statements.

This research uses some steps of analysis to analyze the data, they are reducing data, displaying data, and concluding descriptively (Hays & Singh, 2011). This reduction stage is carried out to select whether the data is relevant or not with the final goal. After that, the stage of presenting qualitative data can be in the form of narrative text in the form of a table with percentage for each answer. Through the presentation of the data, the data was organized and arranged in a relationship pattern, so that it will be easier to understand. At the conclusion stage, it aimed to find the meaning of the data collected to conclude answers to existing problems.

## **FINDING**

### **Data from questionnaire**

In questionnaire, the researches have distributed two close ended questionnaires to the subject of research. The questionnaire has two parts, internal factors and external factors that face by the students in writing and finishing their thesis.

### Internal Factors

The findings related to the research seen from the questionnaire result are as follows:

**Table 1.** Internal Factors Questionnaire Result

No	Internal Factors	Yes	No
1	Having difficulty in choosing the title of thesis in English major	85%	15%
2	Feeling not sure (pessimistic) about the title of the thesis research that has been taken	65%	35%
3	Feeling bored/saturated while working on and completing the thesis	70%	30%
4	Feeling doubtful/pessimistic about the abilities when working on and completing a thesis	42.5%	57.5%
5	Having fears or worries during the proposal seminar exam or thesis examination later	62.5%	37.5%
6	Having a health problem or problem while working on and completing the thesis	50%	50%
7	There is no support from parents or family in working on and completing the thesis	0%	100%
8	There is no support from peers/classmates or close friends in working on and completing the thesis	7.5%	92.5%
9	Do not understand the systematics of writing the thesis well according to the guidebook well	27.5%	72.5%
10	Tending to write sentences or paragraphs in Indonesian first and then translate into English with a translator application when working on a thesis	55%	45%
11	Having difficulty in writing sentences or paragraphs according to English grammar correctly	77.5%	22.5%
12	Having difficulty choosing the right vocabulary or spelling in writing an English thesis correctly	50%	50%
13	Having difficulty using punctuation in writing the thesis correctly	42.5%	57.5%

The table above shows several internal factors of students' difficulties in writing a thesis. The first statement, "Having difficulty in choosing the title of Thesis majoring in English", there are 34 students (85%) who state "Yes" and 6 students (15%) states "No". In the 2<sup>nd</sup> statement "Feeling not sure (pessimistic) about the title of the thesis research that has been taken". There are 26 students (65%) who state "Yes" and 14 students (35%) states "No". In the 3<sup>rd</sup> statement "Feeling bored/saturated while working on and completing the thesis". There are 28 students (70%) who state "Yes" and 12 students (30 %) states "No". In the 4<sup>th</sup> statement, "Feeling doubtful/pessimistic about the abilities when working on and completing a thesis", there are 17 students (42.5%) who state "Yes" and 23 students (57.5%) states "No". In the 5<sup>th</sup> statement, "Having fears or worries during the proposal seminar exam or thesis examination later", there are 25 students (62.5%)

who state “Yes” and 15 students (737.5%) states “No”. In the 6<sup>th</sup> statement, “Having a health problem or problem while working on and completing the thesis”, there are 20 students (50%) who state “Yes” and 20 students (50%) states “No”. In the 7<sup>th</sup> statement, “There is no support from parents or family in working on and completing the thesis”, there are no one of students (0%) who state “Yes” and 40 students (100%) states “No”. It shows that 100% of students are supported by their parents or family in working on and completing the thesis. In the 8<sup>th</sup> statement, “There is no support from peers/classmates or close friends in working on and completing the thesis”. There are 3 students (7.5%) who state “Yes” and 37 students (92.5%) states “No”. In the 9<sup>th</sup> statement, “Do not understand the systematics of writing the thesis well according to the guidebook well”. There are 11 students (27.5%) who state “Yes” and 29 students (72.5%) states “No”. It shows that 27.5% of students do not understand the systematics of writing the thesis well according to the guidebook. In the 10<sup>th</sup> statement, “Tending to write sentences or paragraphs in Indonesian first and then translate into English with a translation application when working on a thesis”, there are 22 students (55%) who state “Yes” and 18 students (45%) states “No”. In the 11<sup>th</sup> statement, “Having difficulty in writing sentences or paragraphs according to English grammar correctly”, there are 31 students (77.5%) who state “Yes” and 9 students (22.5%) states “No”. In the 12<sup>th</sup> statement, “Having difficulty choosing the right vocabulary or spelling in writing an English thesis correctly”. There are 20 students (20%) who state “Yes” and 20 students (20%) states “No”. In the 13<sup>th</sup> statement, “Having difficulty using punctuation in writing the thesis correctly”. There are 17 students (42.5%) who state “Yes” and 23 students (57.5%) states “No”.

### External Factors

While the result of external factors that influence students in writing a thesis are as follows:

**Table 2.** Results of external factors

No	External Factors	Yes	No
1	Having communication problems with supervisors, for example, lecturers are difficult to contact, lecturers reply to messages in a long time or do not reply to messages	42.5%	57.5%
2	Having problems with supervising lecturers, for example, lecturers' writings/scribbles on thesis sheets cannot or cannot be read clearly, as well as writings/scribbles that cannot or cannot be understood	70%	30%
3	Difficulty finding references related to thesis titles taken on the internet, for example, similar research/thesis, books, or related research journals	62.5%	37.5%
4	In the campus library, there is no complete reference sources, either books or research journals, or scientific works (final project or thesis)	62.5%	37.5%

5	In campus library, there is no access to digital libraries (digital-library)	27.5%	72.5%
6	Having technical problems on devices such as laptops/computers when working on and completing Thesis	62.5%	37.5%
7	Having a cost or financial problems during the process of working on and completing the thesis	77.5%	22.5%
8	Having personal problems during the process of working on and completing the thesis	77.5%	22.5%
9	The surrounding environment is not / less conducive when working on and completing the thesis	20%	80%
10	Having a part-time job while working on and completing the thesis	35%	65%
11	Having a busy life with hobbies or personal pleasures	27.5%	72.5%
12	Having a busy life in organizations both on and off-campus	20%	80%

The table above shows all external factors of students' difficulties in writing and finishing a thesis. The 1<sup>st</sup> statement, "Having communication problems with supervisors, for example, lecturers are difficult to contact, lecturers reply to old messages in a long time or do not reply to messages". There are 17 students (42.5%) who state "Yes" and 23 students (57.5%) states "No". It shows that 42.5% of students have communication problems with supervisors, for example, lecturers are difficult to contact, lecturers reply to old messages for a long time, or do not reply to messages. The 2<sup>nd</sup> statement, "Having problems with supervising lecturers, for example, lecturers' writings/scribbles on thesis sheets cannot or cannot be read clearly, as well as writings/scribbles that cannot or cannot be understood.". There are 28 students (70%) who state "Yes" and 12 students (30%) states "No". It shows that most of students have problems with supervising lecturers, for example, they cannot read the lecturer's suggestion written on the thesis clearly. The 3<sup>rd</sup> statement, "Difficulty finding references related to thesis titles taken on the internet, for example, similar research/thesis, books, or related research journals". There are 25 students (62.5%) who state "Yes" and 15 students (37.5%) states "No". It shows that 62.5 % of students have difficulty in finding references related to thesis titles taken on the internet, for example, similar research/thesis, books, or related research journals. The 4<sup>th</sup> statement, "In the campus library, there are no complete reference sources, either books or research journals, or scientific works (final project or thesis)". There are 25 students (62.5%) who state "Yes" and 15 students (37.5%) states "No".

The 5<sup>th</sup> statement, "In the campus library, there is no access to digital libraries (digital-library)". There are 11 students (27.5%) who state "Yes" and 29 students (72.5%) states "No". The 6<sup>th</sup> statement, "Having technical problems on devices such as laptops/computers when working on and completing thesis", there are 25 students (62.5%) who state "Yes" and 15 students (37.5%) states "No". The 7<sup>th</sup> statement, "Having a cost or financial problems during the process of working



on and completing the thesis”, there are 31 students (77.5%) who state “Yes” and 9 students (22.5%) states “No”. It shows that 77.5 % of students have cost or financial problems during their thesis writing process. The 8<sup>th</sup> statement, “Having personal problems during the process of working on and completing the thesis”, there are 31 students (77.5%) who state “Yes” and 9 students (22.5%) states “No”. It shows that 77.5 % of students have personal problems during completing the thesis. The 9<sup>th</sup> statement, “The surrounding environment is not / less conducive when working on and completing the thesis”. There are 8 students (20%) who state “Yes” and 32 students (80%) states “No”. The 10<sup>th</sup> statement, “Having a part-time job while working on and completing the thesis”, there are 14 students (35%) who state “Yes” and 26 students (65 %) states “No”. It shows that 35 % of students do have a parttime job while working on and completing the thesis. The 11<sup>th</sup> statement, “Having a busy life with hobbies or personal pleasures”. There are 11 students (27.5%) who state “Yes” and 29 students (72.5 %) states “No”. The 12<sup>th</sup> statement, “Having a busy life in organizations both on and off-campus”. There are 8 students (20%) who state “Yes” and 32 students (80%) states “No”.

#### **Data From Interview**

The data about factors which influence writing thesis was also obtained by using interview. There were 5 students taken randomly to be interviewed in this research. From this interview data, it was gathered that the students are still lack of information about thesis. They only know that if they want to graduate from university education, they should write a thesis. Definition, procedure in writing, and writing attitude are still unfamiliar for them. The pattern of organization, such as writing abstract, introduction, literature review, research method, finding and discussion and conclusion are also became factor that influence them in writing thesis. They only followed the previous thesis without comprehending the important point for each pattern of organization.

Besides their understanding about thesis, laziness is also another factor influences their difficulties in writing thesis. They also faced the difficulties in finding reference and the using of correct language aspect, such as punctuation, orthography, variations in diction and expressions, main ideas in one paragraph, cohesion and coherence between paragraphs, as well as a scientific style of writing. The cause is a lack of reading habits and practice critical thinking.

#### **DISCUSSION**

The thesis is a scientific essay that needs to be written by college students as part of the final requirements of their instructional education (Rohim, Putra and Almanar, 2023). Students must write the thesis as their final project and as one of requirements of graduation. In UNPARI, all students included students of ESP must write this thesis according to the topic of their respective scientific fields. For students who are majoring in English, the thesis must be written by using English. It is recognized that writing a thesis by using English is a difficult project.

After collecting data by distributing a questionnaire, the researchers found that there are several factors both internal and external that contribute to students' difficulties in writing their thesis. Here are several internal factors of EFL students' difficulties in writing and finishing a thesis. They are: 1) 85% of students have

difficulty in choosing their title of thesis majoring in English. 2) 65% of students feel are not sure (pessimistic) about the title of the thesis research that has been taken. 3) 70% of students feeling bored/saturated while working on and completing the thesis. 4) 42.5% of students feel doubtful/pessimistic about their abilities when working on and completing a thesis. 5) 62.5% of students feel fears or worries during the proposal seminar exam or thesis examination later. 6) 50% of students have a health problem or are down while working on and completing the thesis. 7) 100% of students are supported by their parents or family in working on and completing the thesis. 8) 92.5% of students are supported by peers/classmates or close friends in working on and completing the thesis. 9) 27.5 % of students do not understand the systematics of writing the thesis well according to the guidebook. 10) 55% of students tend to write sentences or paragraphs in Indonesian first and then translate into English with a translation application when working on a thesis. 11) 77.5% of students have difficulty in writing sentences or paragraphs according to English grammar correctly. 12) 50% of students have difficulty choosing the right vocabulary or spelling in writing an English thesis correctly. 13) 42.5 % of students have difficulty using punctuation in writing the thesis correctly.

Therefore, some students also have difficulties in writing a thesis that come from external (external factors. They are: 1) 42.5% of students have communication problems with supervisors; for example, lecturers are difficult to contact, lecturers reply to old messages for a long time, or do not reply to messages. 2) 70% of students have problems with supervising lecturers, for example, lecturers' writings/scribbles on thesis sheets cannot be read clearly, as well as writings/scribbles that cannot or cannot be understood. 3) 62.5% of students have difficulty in finding references related to thesis titles taken on the internet, for example, similar research/thesis, books, or related research journals. 4) 62.5% of students that in their campus, there are no complete reference sources, either books or research journals, or scientific works (final project or thesis). 5) 27.5% of students that in their campus, there is no access to digital libraries (digitallibrary). 6) 62.5% of students have technical problems on devices such as laptops/computers when working on and completing a thesis. 7) 77.5 % of students have cost or financial problems during the process of working on and completing the thesis. 8) 77.5 % of students have personal problems during the process of working on and completing the thesis. 9) 20% of students state that their surrounding environment is not/less conducive when working on and completing the thesis surrounding environment is not/less conducive when working on and completing the thesis. 10) 35% of students state that have a part-time job does not influence them in working on and completing the thesis. 11) 27.5 % of students state that have a busy time with hobbies or personal pleasures do not influence them in writing the thesis. 12) 20% of students have a busy life in organizations both on and off campus do not influence them in writing the thesis.

Writing a thesis in English for Indonesian students will certainly be more difficult than a thesis written in Indonesia. The process of conveying ideas into English sentences requires good and correct grammar skills. After students writing the thesis, they should consult it to their advisors. The revision process after consulting to their advisors also takes longer time because errors can occur not only

from the content of the thesis but also in terms of grammar. Lestari (2020) states that the most difficulties in writing thesis are related to their English proficiency which are still low and limited. Both have become the first cause that they cannot develop their writing thesis well.

Everything needs a struggle, maybe on campus, students already have a complete library to support their success in compiling an English thesis. However, if it is not enough or still not enough, but students can also visit another campus. In addition, in choosing book literature, students must be careful because not all English books are following the theme of their thesis. So, before deciding to choose a book for writing an English thesis, students should know the direction of their thesis in outline to make it easier for them to find suitable book sources. After all the tools students have, such as books and dictionaries, all students have to do is write down the important points in the book that they feel are in line with the thesis topic they will discuss.

After writing and compiling an English thesis up to several pages, students should edit it first before going to consult with their supervisors. Students can avoid writing while editing because it will be ineffective and take up a lot of their time. The editing process that is done after finishing writing a few pages makes the editing process shorter and more effective because they do not have to flip through sentences every time we finish writing. What students need to do during the editing process is to edit the content starting from writing the correct words. Students' sharpness in thinking by paying attention to the quotations with the descriptions they make, the suitability of the content, and the systematic and appropriate relationship of meaning between sentences. After that, students can proceed to English grammar. In editing this grammar, students must have sufficient knowledge of grammar in English and have good grammar books.

Rohim,Putra and Almanar (2023) sates that there are various factors of difficulties faced by students in conducting research and writing it into thesis, both psychological factors and sociocultural factors. Psychological factors are caused by challenges of adapting research topics to the current situation, lack of understanding of research methods and academic writing styles and lack of motivation.. In sociocultural factors, student difficulties are dominated by social factors from their friends, parents and supervisors. This result is in the same side of this research result. The data shows that lack of unserstanding research method, academic writing skills and motivation are also contributing as difficulties in finishing a thesis writing.

Fitria (2022) states that the students' difficulty in writing and completing a thesis shows that the most difficult parts are in chapter 4 (result/findings and discussion). It is still in line with the result of this research. Furthermore, in this research found that the way in choosing the title of the research become the most difficult one of the process in writing thesis.

In the process of writing a thesis, the students must be dilligent and always consistently doing this prosess. It is not uncommon to feel lazy or boring with writing activities, looking for books, lecturers who are difficult to find, demands from lecturers who are too detailed even though they are best for you, difficulties in finding books sources, etc (Fitria 2022). Students do not leave worship, always

try to pray and be patient to find their best way to graduate college later. No matter how good students are in compiling an English thesis, if it is not balanced with a good understanding, it will make them have difficulty in presenting the proposal seminar and thesis examination later. Even the examining lecturers may suspect that the thesis is not their works. A good understanding of the thesis that students have compiled is the key to their success through this trial procession. Apart from being supported by a quality thesis, understanding content, etc., students also need non-technical factors to strengthen their health, stamina, eliminate nervousness to make them successful later. This may seem simple but has the potential to make them pass the examination well, such as not forgetting to eat before the trial, preparing mentally by praying, and support from family and friends. All aspects can support students' success in writing an English thesis.

## CONCLUSION

Writing an English thesis has become a main task that must be done for students who take majors related to the English language, both education, and literature. Writing a thesis in English will certainly be more difficult than a thesis written in Indonesian. There are several internal factors of EFL students' difficulties in writing and finishing a thesis. In internal factors are difficulty in choosing the title of the thesis, having difficulties in writing sentences or paragraphs according to English grammar correctly and feeling bored or saturated while working on and completing the thesis. While external factor such having personal problems during the process of working and completing the thesis. After that, students are having a cost or financial problems during the process of working on and completing the thesis. And the third most difficulties face by the students in writing thesis that comes from external factors is having problems with advisors. The preparation stage in writing a thesis using English is very important because, without careful preparation, students will have difficulty later.

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