



Breaking through undergraduate thesis writing barriers: insights from Indonesian EFL students

Ainun Nisa Alkhasanah^{✉1}, Nur Kholis²

^{1,2} Universitas Islam Negeri K. H. Abdurrahman Wahid Pekalongan, Central Java, Indonesia

[✉]E-mail: ainunnisa357@gmail.com (corresponding author)

ABSTRACT

Many EFL students experience barriers to completing their final project writing of the thesis, which is required for graduation. In response to this, this study aims to explore students' barriers and potential solutions in writing their undergraduate theses. The research was designed with qualitative method employing a case study approach. Five undergraduate students in an Islamic university in Pekalongan, Central Java, Indonesia were recruited to participate in this study, regarding the criteria: the EFL students completed writing their theses and signed a consent form. Data were garnered through interviews and document analysis. The data were analyzed using thematic analysis. The study findings demonstrate that the undergraduate EFL students faced several barriers to their thesis writing. The barriers dealt with psychological, sociocultural, and linguistic problems. The most common and frequently mentioned problems from interviews were barriers with psychological factors, sociocultural factors, and linguistic factors. This study also portrays that the participants found various solutions to tackle the barriers when writing their theses, including cognitive solutions, metacognitive solutions, affective solutions, and social solutions. The present study concludes with practical implications for how university EFL students overcome the problems faced in writing an undergraduate thesis.

ARTICLE INFO

Article history:

Received: September 25, 2024

Revised: November 21, 2024

Accepted: November 22, 2024

Keywords:

Barriers in writing; Potential solutions; Thesis writing; Undergraduate students

To cite this article: Alkhasanah, A. N., & Kholis, N. (2024). Breaking through undergraduate thesis writing barriers: Insights from Indonesian EFL students. *Erudita: Journal of English Language Teaching*, 4(2), 179–190. <https://doi.org/10.28918/erudita.v4i2.8899>

To link to this article: <https://e-journal.uingusdur.ac.id/erudita/article/view/erudita427>



Copyright © 2024 Author(s). This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Introduction

Students who should be able to graduate on time for the education they experience can graduate late because of their final assignment, namely a thesis. Writing a thesis is one of the most challenging times every final-year student must face. The thesis is a graduation requirement for every student pursuing a student's education at the undergraduate, postgraduate, and dissertation levels (Maspufah, 2019). The delay in graduating from EFL students in writing a thesis certainly has several factors that result in students needing help

writing a thesis. Students who do not have academic writing skills, namely theses, find it challenging to write a thesis, such as determining research topics, planning time to write, and understanding things related to scientific writing (Fitria, 2022).

Students' challenges when writing a thesis are also caused by various things, such as research objectives, data, research findings, and all research based on proven ratios (Lestari, 2020). The more writing skills students have, the more anxiety they experience when writing their thesis (Vos, 2013). What is more, students who have to write their thesis in English, even if English is not their first language, must pay attention to the choice of vocabulary and the use of grammar; grammar mastery in EFL students causes them to lack confidence in writing their thesis (Lestari, 2020). Writing English is also considered the most challenging of other English skills, namely reading, listening, and speaking (Rattanadilok et al., 2015). In addition, the supervisor also influences the process of students writing their thesis to direct students so that their writing is correct. Supervisors must discover their students' difficulties (Shaw & Lawson, 2015).

The description above illustrates that many EFL students experience barriers to completing their final assignment, the thesis, which is required for graduation. Many studies have discussed the barriers experienced by students in completing their final assignment, namely the thesis. Barriers experienced by EFL students are often associated with linguistic aspects, which make EFL students experience difficulties in writing their thesis (Balinga et al., 2021). Several previous studies, including Maspufah, (2019), found that grammar, which is a linguistic aspect, has grammar errors when writing a thesis proposal, namely additions, omissions, wrong forms, and mistakes in wording. Nurkamto et al. (2022), from her studies, findings of her study contribute to the body of literature by highlighting the roles of metacognition, self-efficacy, and growth mindset as the conceivably contributive variables, which thesis supervisors can deliberately embed to boost students' academic writing competencies.

The barriers to writing thesis for grammatical are problems with tenses, lack of verbs reporting, subject-verb agreement, punctuation marks, misused articles, capitalization, and spelling. The main reason behind having grammatical mistakes in their writing is their educational background. The second theme is the lack of vocabulary and reporting verbs (Hawari et al., 2022). Other previous studies from Ayana (2020) found other linguistic aspects, namely, errors in writing wrong sentences, mechanical errors, changing vocabulary, and errors in vocabulary, which were the most common mistakes made by students in writing their thesis. According to earlier studies, the linguistic aspect hinders students' EFL, such as a study from Aldabbus and Almansouri (2022), even though other aspects can also become barriers for students when writing their thesis.

In this study, the researchers wanted to examine EFL undergraduate students who have completed writing the thesis. This paper aims to complete the deficiencies in previous studies that ignored the solutions of EFL students who experienced difficulties in writing their thesis. There are solutions students experience when writing their thesis. Potential solutions for overcoming student thesis writing barriers have yet to be seen. In line with that, this paper wants to focus on the barriers to writing a thesis and the EFL students' solutions to the barriers to writing a thesis. More specifically, this study wants to investigate the following questions: 1. What are the barriers experienced by undergraduate EFL students in writing their thesis? 2. How do the EFL students overcome the thesis writing barriers?

Method

Research design

This study aimed to discover some of the barriers experienced by students in writing their thesis and potential solutions to overcome these barriers. To provide good results for the above objectives, the study used a qualitative research approach design using the case study. A qualitative research approach design was used to utilize the case study. Qualitative research involves an interpretive and naturalistic approach (Bakhou, 2020). A qualitative approach helps researchers solve problems through direct experience using correct reports and original evidence. Case studies are often used in qualitative research (Creswell et al., 2007). In case studies, researchers can investigate actual problems, considering that the context makes a difference (Kaarbo & Beasley, 1999). Thus, the researchers can provide original information from the studied cases to help the researchers draw the correct conclusions. Therefore, case studies are considered suitable for this research.

Setting and participants

In this research, the investigated case is the EFL students' barriers and solutions in writing a thesis. This study took place in a university in Pekalongan, Central Java Province, Indonesia. This research was carried out by conducting an interview. The participants were five English language education students who had completed their writing thesis as presented in Table 1. This research was conducted using a Google Meet interview. This research involves five EFL students who EFL undergraduate students who have completed writing the thesis. The researchers chose them because they are EFL students who have completed writing the thesis. Before conducting the interview, participants were asked to register a form for consent and participate in providing information in this personal research and be kept confidential.

Table 1

Demographic Data of the Participants

Name (Pseudonyms)	Gender	Description
Tiara	Female	They were undergraduate students of the English Language Education Study Program in a university in Pekalongan, Indonesia who completed the thesis writing and was graduated in 2023.
Lyodra	Female	
Salma	Female	
Nabila	Female	
Mahalini	Female	

Data collection

Data collection is one of the most important and influential aspects of research. According to Dodgson (2017), data collection is the structured, systematic, and documented information to answer research questions. In this study, the researchers used interviews and documentation. In this research, the researchers used semi-structured interviews. Semi-

structured interviews allow participants to provide information from research questions to explain more precise information (Barkhuizen et al., 2014). Interviews were conducted online, depending on participants' availability. To anticipate misunderstandings, the interviews were also conducted in Indonesian. The interviews were conducted in five days— each participant in a day for 30 minutes. Another data collection technique is documentation. Documentation, interviews, and additional data for this research are essential as a data collection technique. Documentation can help contextualize one's research within the subject or field by providing background information and a broad range and scope of data (Bowen, 2009). Participant documents were collected as physical evidence to strengthen their statements, namely in revisions or notes during guidance with the supervisor on linguistic factors.

Data analysis

Data analysis is one of the determining factors in research. Data analysis is considered a complex phase of qualitative research because, at this stage, the data can be interpreted using logical and analytical reasoning (Thorne, 2000). In this study, the researchers used thematic data analysis. All transcripts, as well as collected documents, were analyzed using this technique. In analyzing more details, the researchers must read the transcript repeatedly to find the main theme. Researchers used Braun & Clarke (2006) to find the main theme. There are five steps for thematic analysis: 1) listening to repeated recordings, 2) data transcribing, 3) interpreting data using the words and sentences of each participant, 4) communicating whether the data is with what participants want, and 5) asking for feedback from participants on data interpretation to build data credibility (Widodo, 2014).

There were six steps in this research as follows:

1. Identifying the problem
The researchers identified and formulated the problems that would be discussed into research problems.
2. Conducting a literature review
The researchers conducted literature reviews related to research that also discussed the topic.
3. Stating the aim and research question
The researchers determined the research aims and research questions.
4. Collecting the data
The researchers collected data using semi-structured interviews and documentation.
5. Analyzing the data
The researchers used thematic analysis to analyze the interview data.
6. Writing the research
The last step taken in research is to report the results of the research findings.

Findings and discussion

This research was conducted by face-to-face interviews via the Google Meet application. Participants are five students who have studied English in the English Language Education study program. Participants were invited to conduct face-to-face interviews via the Google Meet application at the beginning of January. The interviews were conducted in Indonesian to avoid misunderstandings and lasted around thirty minutes. The first research question

focuses on EFL students' undergraduate thesis writing barriers. The second research question focuses on students' solutions to overcoming barriers in writing their undergraduate theses. EFL students experience several barriers and have several solutions to overcome them. Blair (2016) stated that writing a thesis requires first thinking about the concept to be written before composing the words on the paper.

EFL students' barriers to writing undergraduate thesis

EFL students who participated in this research said there were several barriers to writing their thesis. Based on the results of interviews and documents, there are three interrelated themes: psychological problems, sociocultural issues, and linguistic problems.

The first barrier to writing a thesis is psychological issues. Psychological problems refer to problems that affect mental states, feelings, and behaviour. All participants claimed that they had experienced it while writing their thesis. These two studies include two sub-themes, namely anxiety and Lack of motivation.

The first of psychological issues is anxiety. This barrier is expected and is one of the most common barriers EFL students encounter in writing their undergraduate theses. All five participants stated that they experienced anxiety at specific points during the thesis writing process. This can be seen in the data:

There must be feelings of anxiety. Therefore, while working on my thesis, I have a trading business, so sometimes the problem is time management. If I want guidance, I am usually given a revision and a deadline; if it has not been revised, I will be apprehensive every time I want guidance, so it is better to have a second revision. The first day or days, the important thing is that there is guidance material (Nabila, Google Meet interview, 14th January 2024, Researcher translation).

The interview vignette revealed that anxiety becomes a barrier for them in the thesis writing process. They feel anxiety when they think about whether their thesis writing is correct, anxiety because they are afraid their supervisor will not approve their thesis, anxiety because they think about what has not happened, anxiety when they want guidance from their supervisor, and anxiety because their thesis is not just writing but requires research and data. Tiara, Lyodra, Salma, Nabila, Mahalini feel Anxiety. Based on the results of research interviews show that students' anxiety levels significantly influence the completion of their thesis. The anxiety faced by students feel anxious when they want guidance from their supervisor because they are afraid that there will be many mistakes in writing their thesis. Another problem with the anxiety experienced by students in the process of writing their thesis is that they are very anxious about their thesis writing and thinking about things that have not happened. The results of this research are supported by Brown's theory (2007), which states that one of the barriers experienced by students in teaching and learning is the feeling of anxiety that arises and comes out of the student. From this theory, the researcher proved that EFL students felt anxious when deciding on the thesis writing process.

Another barrier to psychological problems is a lack of motivation. Lack of motivation is a psychological problem that prevents EFL students from writing their thesis. Lack of motivation is based on themselves and their background. Two of the five participants, Salma and Mahalini, stated they needed more motivation during the thesis writing process. This can be seen in the data:

Sometimes, laziness appears, so there is no motivation to do something (Salma, Google Meet interview, 9th January 2024, Researcher translation).

The interview participants' answers showed different perspectives regarding the lack of motivation they felt when writing their thesis, which caused barriers when writing the thesis. This data shows that Salma felt a Lack of motivation due to feeling lazy about working on their thesis, and another participant, Mahalini, felt lazy about COVID-19. This ultimately resulted in the thesis work being further delayed. Motivation is essential for the final project because they must complete their studies with scientific assignments such as writing a thesis. The results of research interviews show that they felt a lack of motivation when writing their thesis. They said that their lack of motivation had an impact on them being lazy about studying or working on their thesis. The results of this research are based on research conducted by Asmawan (2017), which stated that one of the difficulties students have in writing a thesis is the lack of motivation from the students themselves. The results of this research support Brown's theory (2007), which states that one of the difficulties experienced by students in writing a thesis is a lack of motivation.

The second barrier is sociocultural issues. Sociocultural in thesis writing refers to the influence of social elements in the research context. The environment can influence thesis writing. In this theme, the researchers found a related sub-theme, namely the social distance between students and society, which became a barrier for EFL students in writing their thesis. The first sociocultural issue is the social distance between students and society. In everyday life, people should rely on help from other people, including friends. If we cannot socialise with friends or the surrounding environment, it will impact them, causing them to be hampered in writing their thesis. One of five participants stated that they experienced problems writing their thesis because they could not socialise with their surroundings, including friends. It can be seen in the data:

... I have few friends, so I do not have time to socialise with friends about my thesis (Tiara, Google Meet interview, 6th January 2024, Researcher translation).

From the interview excerpt, Tiara said she has few friends, making her less likely to socialise with friends regarding her thesis. It can be shown in the clause "I do not have many friends." In this case, it hindered her from writing her thesis because she did not have friends to support her in the thesis writing process. The distance between students and their surrounding environment can influence them in writing their thesis because there is no exchange of ideas between the two regarding the thesis. Based on the results of research interviews regarding this, participants said that the distance between students and their surrounding environment, especially their friends, made them experience difficulties in writing their thesis because they did not have many friends. This phenomenon is related to Brown's theory (2007), which states that one of the barriers experienced by EFL students is the occurrence of insufficient social distance between students and society.

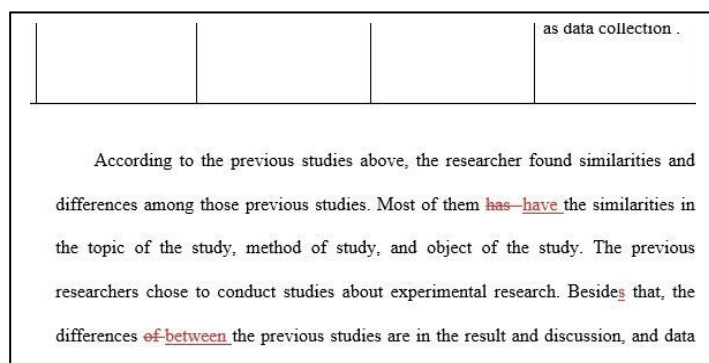
The third barrier is linguistic issues. Linguistics is part of the English language studied by EFL students. The first of linguistics is grammar. Low language proficiency is one of the crucial factors that hinders students from writing their theses. Three of the five participants, Tiara, Lyodra, and Nabila, stated they experienced difficulty applying correct grammar in their thesis writing. It can be seen in the data:

I have difficulty writing a thesis in linguistics, possibly due to grammar. Indeed, I cannot write sentences according to good grammar and constantly revise those parts (Lyodra, Google Meet interview, 9th January 2024, Researcher translation).

From the interview data, Lyodra stated that the grammar section always received revisions from the supervisor, which also became a barrier when writing the thesis. This can be shown in the clause, "I am lacking, and I always revise that part." This clause indicates that grammar becomes a barrier when writing a thesis. Similar to Lyodra, Nabila also said that she had difficulties with grammar, which resulted in her always having revisions from her supervisor on parts of grammar that she did not master, which also became a barrier for her when writing her thesis. Another participant, Tiara, said grammar is a barrier when writing a thesis regarding grammatical accuracy, so one must always double-check the grammar using the Grammarly application to ensure the grammar is appropriate. The barriers in grammar that received revision from the supervisor were shown in the documents collected:

Figure 1

Revision of Grammar from Lyodra



The first linguistic factor is grammar. A Lack of grammatical knowledge in writing a thesis can result in grammatical errors that can confuse readers and reduce the credibility of the writing. According to Boey (1975), grammar is very different from their first language, which also hinders students from writing theses in addition to low grammar proficiency. Based on the results of research interviews regarding grammar, participants said there were difficulties regarding grammar, which resulted in them constantly receiving repeated revisions from their supervisors, experiencing confusion regarding the grammatical structure, and experiencing difficulties in writing their thesis. This phenomenon is related to Brown's theory (2007), which states that there are barriers to writing a thesis, namely grammar, which is part of the linguistic factor.

The second of linguistics is vocabulary. Vocabulary is one of the most challenging aspects, especially for EFL students who need to understand knowledge. Apart from grammar, vocabulary is another challenge in the linguistic problems experienced by EFL students in writing their theses. One of five participants who conducted interviews admitted that they had difficulty with the basics when writing a thesis. It can be viewed in the data:

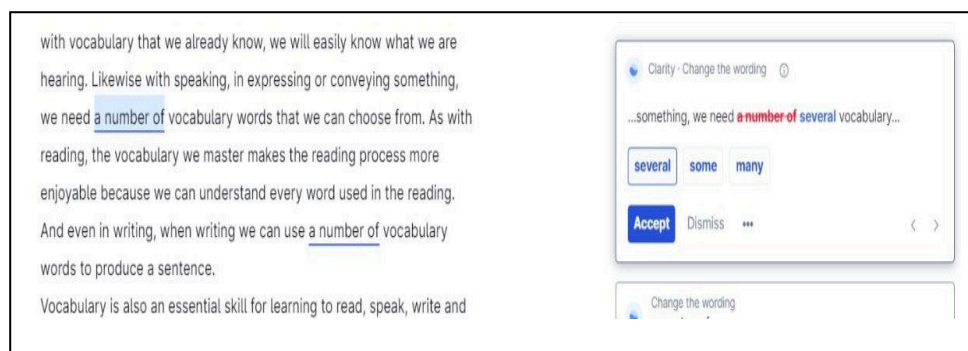
Yes, in terms of vocabulary, I still Lack mastery. It is tough to find words with the same meaning as what I am looking for (Salma, Google Meet interview, 9th January 2024, Researcher translation).

From Salma's answer, it can be concluded that there is a lack of vocabulary barriers when writing a thesis. It could be seen in the clause, "It is tough for me to find words that have the

same meaning." A Lack of understanding of a piece of writing makes it feel repetitive and monotonous compared to writing with more understanding. As a result of her Lack of understanding, she wasted time studying vocabulary. Her struggles with vocabulary are apparent, as shown in the documents:

Figure 2

Difficulty Vocabulary from Salma



Based on the results of research interviews regarding vocabulary, participants said they had difficulties mastering vocabulary, which made them experience difficulties in writing their thesis. Lack of vocabulary mastery in writing a thesis could affect the overall impression and clarity of the writing. This phenomenon is related to Brown (2007), who states that there are barriers to writing a thesis, including vocabulary, which is part of linguistic factors.

Potential solutions of the students' thesis writing barriers

EFL students also use several solutions to overcome the barriers experienced by students in writing their thesis. According to the EFL students who participated in this research, some solutions can be used when they experience problems writing their thesis.

The first potential solution is cognitive. Cognitive solutions involve using intelligence and thinking more effectively to solve a problem, one of which is barriers in writing a thesis, such as making good plans and processing information related to relevant information. In the results of this interview, all participants used cognitive solutions to solve a problem from anxiety issues. It can be viewed in the data:

I always plan to organise my thesis writing, so I always apply the point that in one week, I have to write one day; sometimes, I only get one point. I have to do this because it ensures that my thesis work time is well organised, so I can complete it correctly (Salma, Google Meet interview, 9th January 2024, Researcher translation).

Based on the interview vignette, Salma used cognitive solutions, made good plans, and was consistent in completing their thesis so that it was completed correctly. Other participants, Tiara, Lyodra, Nabila, and Mahalini, used cognitive solutions to overcome anxiety issues. Final students who are writing a thesis should have self-consistency for each individual. Based on the results of research interviews regarding cognitive solutions, participants agreed that cognitive solutions could help them overcome barriers in writing their thesis. From this data, the researcher found that they always maintained self-consistency by arranging a schedule for writing their thesis. They agreed that maintaining self-consistency by setting a schedule for working on their thesis helped them work on it so

that it would not be delayed. This phenomenon is similar to what Oxford (1990) said about cognitive solutions as a popular language-learning strategy.

The second potential solution is metacognition. Metacognition itself includes controlling one's thought processes. Of course, in this metacognitive solution, it is self-evident to improve understanding of the writing in their thesis. Three of five participants said metacognitive solutions overcome the linguistic issues of grammar and vocabulary barriers in writing a thesis. This can be seen in the data:

If I want guidance, I will first self-evaluate by researching again which chapters are not quite right so that they can be revised later, and if possible, I will immediately correct them (Mahalini, Google Meet interview, 14th January 2024 Researcher translation).

From the interview data, Mahalini reported that they used metacognitive solutions by pouring themselves into further research sentence by sentence and chapter by chapter in writing the thesis so that it became a correct piece of writing before undergoing guidance from the supervisor. Tiara said the same as Mahalini. The other participant, Nabila, used a metacognitive solution by looking at the theses of friends who had already graduated. Metacognitions help someone control their thinking processes, such as opening up and self-regulation, to improve their understanding of performance. Based on the results of interviews regarding metacognitive solutions, the participants agreed that metacognitive solutions could help them overcome difficulties in writing their thesis. From this data, the researcher found that EFL students used metacognitive solutions by spreading themselves out before taking guidance from their supervisor and examining sentence by sentence in their thesis writing. This phenomenon is similar to the theory from Oxford (1990) that one solution to writing is the metacognitive solution.

The third potential solution is affective. This affective solution does not involve non-academics but refers to emotions and motivation. Four of five people stated that affective solutions could overcome the psychological issues of lack of motivation and students' difficulties in writing their theses. This can be seen in the data:

I prefer to improve my mood or do my hobbies, such as watching Korean dramas or watching YouTube to improve my mood, but watch it with English subtitles so that I can still study. By improving my mood, watching Korean dramas or YouTube can restore my enthusiasm to work on my thesis, which is sometimes boring, and maintain my emotional condition (Nabila, Google Meet interview, 14th January 2024, Researcher translation).

According to the data, Nabila and Salma chose to maintain their emotional condition with me when they were experiencing boredom in writing a thesis. The other participant, Tiara, uttered that affective solutions are related to motivation. She always had the motivation to do her thesis, and her parents used her as motivation to restore her enthusiasm for writing her thesis. Based on the results of interviews regarding affective solutions, participants agreed that affective solutions could overcome EFL students' barriers in writing their theses. From this data, the researcher found that EFL students used affective solutions by maintaining their mood to maintain their emotions and motivation while writing their thesis. This phenomenon is similar to Oxford's theory (1990), which states that motivation and emotions can help students write their thesis. Motivation has a crucial role in learning a foreign language.

The last potential solution is social. This social solution is related to support from the social environment regarding barriers during thesis writing. Four of five participants stated

they used social solutions to overcome the sociocultural issues of social distance between the student and society in writing their thesis. This can be viewed in the data:

I always ask my friends if I have doubts about writing a thesis. Go to the library, gather, and discuss the barriers you are experiencing (Salma, Google Meet interview, 9th January 2024, Researcher translation).

The empirical data showed that Salma and also Nabila used social solutions. The participants communicated about the barriers to writing a thesis with their friends. The other two participants, Tiara, used a social solution by asking her supervisor about the barriers she experienced in writing her thesis. Meanwhile, Lyodra said she always asked her family about the barriers to writing a thesis. This solution plays a significant role in completing the thesis writing. Based on the results of interviews regarding social solutions, participants agreed that social solutions can help EFL students overcome barriers in writing their thesis. From this data, the researcher found that EFL students used social solutions by asking friends, family, and supervisors about their thesis to help with the barriers to writing it. This research phenomenon is similar to the theory of Oxford (1990), which states that asking questions can provide written understanding. Establish relationships and also work with friends who can help. Solutions to barriers in writing a thesis are also necessary for EFL students.

Conclusion

In conclusion, from the results of the research discussed previously, this research reveals that EFL students' barriers in writing undergraduate thesis were indicators of psychological factors that cause students to experience anxiety and Lack of motivation. While the indicators of sociocultural factors, students experience social distance between students and society. Nonetheless, as an indicator of linguistic factors, EFL students experience a lack of mastery of grammar, always receive revisions in the grammar section from their supervisors, and experience barriers to vocabulary.

EFL students' solutions to the barriers in writing undergraduate thesis were that there are indicators of cognitive solutions, and they apply them by making good plans so that working on their thesis runs effectively. In the metacognitive solution indicator, they apply it by self-regulating themselves before guidance from their supervisor to minimize revisions, radiating themselves by looking at friends' thesis that has passed. In the affective solution indicator, they apply it by considering high motivation and controlling their emotional condition. Social solution indicators are also applied through communication with supervisors, friends, and family regarding difficulties in writing a thesis.

The present study recommends that first, low foreign language skills do not always mean an inability to produce good written work. There are several ways to overcome this problem, two of which are utilizing technological devices. Several valuable tools, such as Grammarly and QuillBot, can be accessed for free. Second, self-consistency, which will make more progress in writing the thesis, continue to evaluate, learn from past mistakes, have motivation, and maintain emotional health. Lastly, seek help from other people; there will be many qualified people who are willing to share their knowledge. The researchers suggest further research examining EFL students' barriers and solutions to writing an undergraduate thesis. The researchers suggest changing the research design for future research to obtain more in-depth data and experience updates. In addition, factors that hinder EFL students in writing their theses can also be added.

Acknowledgements

We would like to acknowledge and thank the supervisor and five participants for their invaluable participation in this research. We are thankful for the insights, spirit, and support to enhance the quality of our research.

References

- Aldabbus, S., & Almansouri, E. (2022). Academic writing difficulties encountered by university EFL learners. *British Journal of English Linguistics*, 10(3), 1–11. <https://doi.org/10.37745/bjel.2013/vol10n3111>
- Asmawan, M. H. (2017). Analisis kesulitan mahasiswa menyelesaikan skripsi [Analyzing students' difficulties in thesis writing]. *Journal Pendidikan Ilmu Sosial*, 26(2), 51–57. <https://doi.org/10.2317/jpis.v26i2.3331>
- Ayana, T, G. (2020). An investigation of EFL students' essay writing: Problems and suggestions: Ambo University first year students in focus. *Research on Humanities and Social Sciences*, 10(1), 37–42. <https://doi.org/10.7176/RHSS/10-1-03>
- Bakhou, B. (2020). A qualitative inquiry into the difficulties experienced by Algerian EFL master students in thesis writing: "Language is not the only problem". *Arab World English Journal*, 11(2), 243–257. <https://doi.org/10.31235/osf.io/72ksh>
- Balinga, B., Saputra, A., & Rosana Febriyanti, E. (2021). EFL students' problems in writing argumentative essays. *Proceedings of the 2nd International Conference on Education, Language, Literature, and Arts*, 587, (pp. 8–12). <http://doi.org/10.2991/assehr.k.211021.002>
- Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative inquiry in language teaching and learning research*. Routledge.
- Blair, L. (2016). *Writing a graduate thesis or dissertation*. Sense Publishers.
- Boey, L. K. (1975). *An introduction to linguistics for the language teacher*. Singapore University Press.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qrp0630a>
- Brown, H. D. (2007). *Principles of language learning and teaching*. Pearson Longman.
- Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, 35(2), 236–264. <https://doi.org/10.1177/0011000006287390>
- Dodgson, J. E. (2017). About research: Qualitative methodologies. *Journal of Human Lactation*, 33(2), 355–358. <https://doi.org/10.1177/0890334417698693>
- Fitria, T. N. (2022). Analysis of EFL students' difficulties in writing and completing English thesis. *LLT Journal: A Journal on Language and Language Teaching*, 25(1), 295–309. <https://doi.org/10.24071/llt.v25i1.3607>
- Hawari, O. M. d. A., Al-Shboul, Y., & Huwari, I. F. (2022). Supervisors' perspectives on graduate students' problems in academic writing. *European Journal of Educational Research*, 11(1), 545–556. <https://doi.org/10.12973/EU-JER.11.1.545>

- Kaarbo, J., & Beasley, R. K. (1999). A practical guide to the comparative case study method in political psychology. *Political Psychology*, 20(2), 369–391. <https://doi.org/10.1111/0162-895X.00149>
- Lestari, D. (2020). An analysis of students' difficulties in writing undergraduate thesis at English education program of Muhammadiyah University of Bengkulu. *Journal of English Education and Applied Linguistics*. 9(1), 17–29. <http://doi.org/10.24127/pj.v9i1.2588>
- Maspufah (2019). Grammatical error made by EFL learners of STIBA Persada Bunda in thesis proposal. *Lectura: Jurnal Pendidikan*, 10(2), 123–135. <https://doi.org/10.31849/lectura.v10i2.3087>
- Nurkamto, J., Djatmika, & Prihandoko, L. A. (2022). Students' problems of academic writing competencies, challenges in online thesis supervision, and the solutions: Thesis supervisors' perspectives. *Teflin Journal*, 33(1), 123–147. <https://doi.org/10.15639/teflinjournal.v33i1/123-147>
- Oxford, L. R. (1990). *Language learning strategies. What every teacher should know*. Engage Learning.
- Rattanadilok Na Phuket, P., & Professor Normah Binti Othman, A. (2015). *Journal of Education and Practice* www.iiste.org ISSN, 6(32). Online. www.iiste.org.
- Shaw, I. J., & Lawson, K. E. (2015). *Handbook for supervisors of doctoral students in Evangelical Theological Institutions*. Longham Global Library.
- Thorne, S. (2000). Data analysis in qualitative research. *Evidence-Based Nursing*, 3(3), 68–70. <https://doi.org/10.1136/ebn.3.3.68>
- Vos, L. (2013). *Dissertation study at the postgraduate level: A review of the literature draft copy*. The Higher Education Academy. <https://www.advance-he.ac.uk/knowledge-hub/dissertation-study-postgraduate-level-review-literature>
- Widodo, H. P. (2014). Methodological considerations in interview data transcription. *International Journal of Innovation in English Language*, 3(1), 101–107.