

## EXPLORING UNDERGRADUATE EFL LEARNERS' PSYCHOLOGICAL PROBLEMS IN WRITING AND COMPLETING THE THESIS

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### ABSTRAK

Banyak mahasiswa cenderung menunda-nunda penulisan tesis mereka karena merasa kewalahan atau tidak tahu harus mulai dari mana. Fenomena ini dapat diatasi dengan menjaga jadwal yang teratur, membagi tugas menjadi bagian-bagian yang lebih kecil, dan menetapkan batas waktu yang realistis. Mereka khawatir tesis mereka tidak akan mencapai standar yang diharapkan. Tujuan penelitian ini adalah untuk menganalisis faktor-faktor psikologis yang mempengaruhi mahasiswa dalam menulis tesis. Peneliti menggunakan deskripsi kualitatif. Metode penelitian ini menggunakan kuesioner dan wawancara sebagai instrumen. Kuesioner digunakan untuk menemukan informasi detail tentang faktor-faktor yang mempengaruhi mahasiswa dalam menulis tesis. Hasil masalah psikologis yang dihadapi oleh mahasiswa S1 EFL menunjukkan bahwa mahasiswa pendidikan bahasa Inggris memiliki skor tertinggi untuk faktor-faktor yang mempengaruhi penulisan tesis, yaitu dari hasil kuesioner faktor kecemasan menunjukkan skor tertinggi dengan 49,45% mahasiswa setuju jika mereka merasa cemas saat bertemu dengan pembimbing, sedangkan faktor hambatan terendah sebesar 1,85%, sementara untuk faktor motivasi 2,5% mahasiswa mendapatkan dukungan motivasi dari orang tua untuk segera menyelesaikan tesis, harga diri 2,5% mahasiswa setuju jika mereka memilih judul yang menarik dalam menulis tesis, ekstrovert 2,35% mahasiswa setuju selalu optimis tentang apa yang mereka tulis dalam tesis, empati 12,18% mahasiswa setuju hati mereka mudah tergerak saat teman dan pembimbing memberikan ucapan selamat atas kesulitan menulis tesis, pengambilan risiko 2,28% mahasiswa tidak akan pernah menyerah, asalkan belajar untuk menang dan memperbaiki tesis. Sementara mahasiswa sarjana EFL mengatasi masalah penulisan dan penyelesaian tesis adalah saat bertemu dengan pembimbing, fokus pada pertanyaan dan solusi daripada merasa stres atau cemas. Jika mereka ragu tentang sesuatu, tanyakan dengan jujur dan terbuka.

**Kata Kunci: Penulisan Skripsi, Faktor Psikologi**

### Abstract

Many students tend to procrastinate writing their thesis because they feel overwhelmed or

don't know where to start. This phenomenon can be overcome by keeping a regular schedule, dividing tasks into smaller chunks, and setting realistic deadlines. feel worried that their thesis will not reach the expected standard. The purpose of this research is to analyze psychological factors that influence students in writing a thesis. Researchers used qualitative descriptions. This research method used questionnaires and interviews as instruments. Questionnaires are used to find detailed information on related factors that influence students in writing a thesis. The results of the psychological problem faced by undergraduate EFL learners show that English language education students have the highest score for the factors that affect writing thesis, namely from the results of the anxiety factor questionnaire shows the highest score gets 49.45% of students agree if they feel worried when comes to the advisor and the lowest inhibition factor gets 1.85% while for the motivation factor 2.5% of students have motivational support from both parent to quickly complete thesis, elf-esteem 2.5% of students agree if they have choose interesting title on writing a thesis, extroversion 2.35% the students was agree always optimistic about what they write in the thesis, empathy 12.18% the student agree the heart is easily touched when the friends and supervisor are giving salutation to the difficulty of writing thesis, risk taking 2.28% the students was will never lose, as long learn to win and improve the thesis. While the undergraduate EFL students overcome the problem of writing and completing a thesis is when meeting with your supervisor, focus on questions and solutions rather than feeling stressed or worried. If they are unsure about something, ask them honestly and open up.

**Keywords:** Writing thesis, psychological factors

## INTRODUCTION

Writing is an expression of an idea, thought, and even imagination by writing have can share our idea, felling, or everything in our minds. Writing is one of the important skills in a language. Writing a text requires recursively rewriting it to come to the writing goals (Wischgoll, 2016). As well of writing additionally has numerous targets, namely to provide information to the reader thru an essay that he write in order that the reader understands the authors intent conveyed in his writing.

Writing can be factual for everyone without a limitation to facilitating, to form of information to others. Writing can be a tool to connect a relationship separated. Writing an essay or small research is easy for undergraduates but it is difficult to carry out the step of thesis writing for them. Students do not have a clear idea about arranging the order of thesis writing such as starting the background of the research, writing the literature review, methodology part, data collecting and analyzing, and citing the findings and discussion (Rizwan & Naas, 2022).

The phenomena when a student has difficulty writing a thesis, they can be experiencing various psychological phenomena, which include stress, confusion, frustration, and lack of motivation. which is one of them. Many students tend to procrastinate writing their thesis because they feel overwhelmed or don't know where to start. This phenomenon can be overcome by keeping a regular schedule, dividing

tasks into smaller chunks, and setting realistic deadlines. feel worried that their thesis will not reach the expected standard. To address these concerns, it is important to remember that a thesis is an improvement process that involves repeated revisions. Don't be too hard on yourself in the early stages, and ask for input from your lecturer or supervisor. When writing a thesis that is so long they need support from themselves, their parents, friends or their supervisor. Overcoming difficulties in writing a thesis is a normal process and can be done. If you feel really stuck or are having serious difficulties, don't hesitate to seek help from a mentor, professor, or friend. They can provide the necessary guidance and support to help complete the thesis successfully. The limitation of the research only focuses on psychological factors affecting undergraduate students' difficulties in writing a thesis that consists of problems, namely; anxiety, motivation, self-esteem, extroversion, empathy, risk taking, inhibition in completing the thesis.

Based on the background above, the research is interested in what is the relationship between writing a thesis and the psychological factor of anxiety and motivation that influence undergraduate students' difficulties in writing a thesis. So the researcher is interested in conducting research entitled: "EXPLORING UNDERGRADUATE EFL LEARNERS' PSYCHOLOGICAL PROBLEMS IN WRITING AND COMPLETING THESIS". The researcher was to research question is:

1. What are the psychological problem faced by undergraduate EFL learners?
2. How does undergraduate EFL overcome the problem of writing and completing a thesis?

## **RIVIEW LITERATURE**

There are a few previous research that become the references in addition to the media of contrast for this study. The study titled "Challenges Encountered by Students in Writing Their Theses" was conducted by Yepa Yendri in 2019 within the English Education Study Program department at the Tadris State Institute for Islamic Students (IAIN) in Bengkulu. In this research, the author examined three psychological factors that can have an impact on students facing difficulties when writing their theses: anxiety, motivation, and self-esteem. As a result, it was concluded that among these three psychological factors, self-esteem was the most influential factor contributing to the challenges students encounter when writing and completing their theses.

The second study is titled "Challenges Faced by Fifth-Semester Students in Writing Research Proposals: A Case Study of the English Education Department at the State Institute for Islamic Studies Sunan Ampel Surabaya," conducted by Muh Yusuf in 2013. This research aimed to analyze the issues encountered by students when writing their research proposals and identify the underlying causes. The problems identified in the study can be categorized into three main areas: methodology, literature review, and introduction. The reasons behind these issues include students' lack of

comprehension regarding the methodology, difficulties in crafting effective introductions, and confusion when determining how to conduct a literature review.

The study titled "An Investigation into the Challenges Faced by Undergraduate Students in Thesis Writing" was conducted by Sariyanto within the English Education Study Program of the Language and Arts Education Department at FKIP UNTAN in Pontianak. In this research, four key factors were examined as potential causes of difficulties experienced by students when writing their theses. These four factors encompassed issues related to the fundamental understanding of the main elements of a thesis, the process of seeking guidance and support, psychological factors affecting students, and economic constraints. Based on the study's findings, it can be concluded that the primary factor contributing to challenges in thesis writing is the students' lack of proficiency in understanding the core components of a thesis, particularly in terms of comprehending these components and conducting data analysis, which collectively pose difficulties for them during the thesis writing process.

When in comparison, there are similarities among this studies and the three previous studies above. First, all researcher establish their studies with the perception that there is a psychological problem that affects students in completing thesis. Second, the main instrument used for previous studies and this research is a questionnaire and interview. On the other hand, this research is different from previous studies previous research because in this study the focus was not only anxiety but also seven different psychological problems. Furthermore, this location and sample the studying is different from previous studying.

## METHOD

The design of this research is a descriptive qualitative research approach, because in this research was intend to describe phenomena or problem in completing writing a thesis. The participant in this research were students and undergraduate at University Nahdhatul Ulama Sunan Giri Bojonegoro especially English education department faculty teacher training and education year 2019/2020. There 23 student for answered the questionnaire and 8 student answered interview. Questionnaire is a technique or method utilized by research to acquire facts by using distributing some of sheets of paper containing questions to be responded by respondents. Then questionnaire this have a look at became used as a device to gather data shape the members. According to (Edwards & Holland Interviewing, n.d.) The interview can be simply described as consultation of a form where the researcher seeks to know about some issue as opinionated originating from individuals. Interview can categorized as an implementation of qualitative examine. based on its nature interviews may be divided into particularly formal and informal.

The instrument of this research was to identification psychological problem in

writing and completing thesis.

**Table 1**  
**Factors psychology**

Factors	Problems	ITEMS (STATEMENT)		Total
		POSITIVE	NEGATIVE	
psychology	Anxiety	1,2,4	3	4
	Motivation	1,3	2,4	4
	Self-esteem	1,4	2,3	4
	Extroversion	1,3	2	3
	Empathy	2,3	1,4	4
	Risk Taking	1	2,3	3
	Inhibition	2	1,3	3
				25

**Table 2**  
**Questionnaire**

No	Aspect	Questionnaire
1.	Anxiety	After being criticized by the supervisor, I immediately made a revision.) I am very worried when it comes to advisors. I spend many time sleeping when I have trouble writing my thesis. I always try to find new references when I have difficulties.
2.	Motivation	My parent always supported me in quickly completing a thesis. I do not have strong motivation as long writing a thesis. I am very excited when it comes to consult to my thesis advisors. I spend a lot of time relax with my friends.
3.	Self-esteem	I don't know how to write a good thesis. I have difficulties in writing thesis in the background. I have formulated good research objective.



		I have choose interesting title on writing a thesis.
4.	Extroversion	<p>I am always optimistic about what I write in my thesis.</p> <p>I tend to be brave and take risk about the research I take.</p> <p>I prefer to discuss my thesis with supervisor or friends.</p>
5.	Empathy	<p>I feel nervous when faced with difficult situations precarious during the proposal hearing</p> <p>My heart is easily touched when my friends and supervisor are giving solutions to the difficulty of writing thesis.</p> <p>My feelings are normal when my supervisor gives revisions to the thesis I am working on.</p> <p>Sometimes I don't care what the supervisor explains.</p>
6.	Risk Taking	<p>I am sure that I will succeed because I have gone through various failures in writing my thesis.</p> <p>I will never lose, as long as I learn to win and improve my thesis</p> <p>If I do not succeed in completing the thesis, then we run the risk of failure.</p>
7.	Inhibition	<p>I feel hopeless and complacent so that I waste a lot of time writing my thesis.</p> <p>I have difficulties in finding the good a thesis title for me to write.</p> <p>I find it difficulties to determine the correct writing technique, spelling, punctuation marks while writing my thesis.</p>

#### **The method of data collection**

1. Preparation Before Data Collection: The research instrument revises and prepares it for the upcoming data collection phase.
2. Data Collection Phase: During this stage, the research instrument is distributed to a total of 23 students, and in addition to this, 8 students are



interviewed to complement the responses gathered through the questionnaire.

3. Submission of Data Collection: The students provide their responses and feedback within the evaluation tool.

### Technique of analysis data

The method of calculating data analysis is based on a Likert Scale. Likert in Gay (1985: 126) state that each response is associated with a the point value and the individual who the score is determined by adding up point value for each statement. The following point value are possible assigned to respond to positive statement 5strongly agree, 4 agree, 3 for undecided, 2 for disagree, 1 for strongly disagree. To get the main score from student, research use the following formula:

Items	Score	
	Positive	Negative
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Based on a Likert Scale from the data questionnaire and interviews was analyzed to the highest percentage determine as the mot of problems faced by the students in writing thesis. The data was obtained from the questionnaire and interview, after the respondents filled out the statement on the questionnaire, the answers from each respondent for each item on the questionnaire and interview turned into counted through the researcher.

The core of each student's responses to the questionnaire was carefully examined to identify the primary reason for the psychological issues experienced by students while writing their theses. This analysis was conducted using the following method:

$$\text{Percentage} = (\text{Mean Score of Each Factor} : \text{Total Mean Score}) \times 100\%$$

The factor with the highest percentage was considered the most prevalent problem faced by students in thesis writing.

To interpret the ratings, the researcher categorized the four response options as follows: a) Positive responses included the combination of "strongly agree" and "agree." b) Negative responses included the combination of "strongly disagree" and "disagree."

## RESEACH FINDING AND DISCUSSION

### FINDING

The findings are drawn from the data collection from questionnaire and

interview. The finding on each psychological problem are presented benefit:

1. **Problem faced by students in writing thesis**

Anxiety									
No	Statement	SA		A		D		SD	
		N	%	N	%	N	%	N	%
1	After being criticized by the supervisor,I immediately made a revision.	1	4%	11	33%	3	6%	0	0%
2	I am very worried when I comes to advisors.	9	36%	12	36%	5	10%	0	0%
3	I spend many times to sleep when I have trouble in writing thesis.	1	4%	10	30%	10	20%	2	2%
4	I always try to find new references when I have difficulties	7	28%	14	42%	2	4%	0	0%

Based on the questionnaire results, the assessment of anxiety within the psychological factors consisted of four items (item numbers 1-4). Below are the detailed descriptions of each item within the consultation factor, ranked from the highest to the lowest ratings: The item with the highest rating in this factor is item number 2, "I become very anxious when I need to meet with my advisors." Among the respondents, 9 students (36%) strongly agreed, 12 students (36%) agreed, 5 students (10%) disagreed, and no students strongly disagreed. This observation is supported by responses from interviews, where one student stated, "Yes, I am afraid of making many mistakes." Item number 4, "I always try to find new references when I encounter difficulties," received the following responses: 7 students (28%) strongly agreed, 14 students (42%) agreed, 2 students (4%) disagreed, and no students strongly disagreed. The motivation behind this behavior is to seek valid sources. For item number 1, "After receiving criticism from my supervisor, I promptly make revisions," the responses were as follows: 1 student (4%) strongly agreed, 11 students (33%) agreed, 3 students (6%) disagreed, and no students strongly disagreed. Regarding item number 3, "I spend a lot of time sleeping when I encounter difficulties in writing my thesis," the responses were as follows: 1 student (4%) strongly agreed, 10 students (30%) agreed, 10 students (20%) disagreed, and 2 students (2%) strongly disagreed.

Motivation									
No	Statement	SA		A		D		SD	
		N	%	N	%	N	%	N	%
1	My parent always support	8	32%	12	36%	3	6%	0	0%



	on me to quickly complete writing a thesis.								
2	I do not have strong motivation as long writing a thesis.	1	4%	8	24%	12	24%	2	2%
3	I am very excited when it comes to consult to my thesis advisors.	3	12%	15	45%	5	10%	1	1%
4	I spend a lot of time relax with my friends	4	8%	9	27%	9	18%	1	1%

The item with the highest rating in this factor is item number 1, "My parents consistently provide strong support for me to complete my thesis quickly." Among the respondents, 8 students (32%) strongly agreed, 12 students (36%) agreed, 3 students (6%) disagreed, and no students strongly disagreed. This sentiment was also corroborated by responses from interviews where students mentioned their parents' unwavering support. Item number 4, "I spend a considerable amount of time relaxing with my friends," garnered the following responses: 4 students (8%) strongly agreed, 9 students (27%) agreed, 9 students (18%) disagreed, and 1 student (1%) strongly disagreed. Regarding item number 3, "I feel very enthusiastic when I consult with my thesis advisors," the responses were as follows: 3 students (12%) strongly agreed, 15 students (45%) agreed, 5 students (10%) disagreed, and 1 student (1%) strongly disagreed. In item number 2, "I lack strong motivation when it comes to writing my thesis," the responses were distributed as follows: 1 student (4%) strongly agreed, 8 students (24%) agreed, 12 students (24%) disagreed, and 2 students (2%) strongly disagreed.

Self-esteem									
No	Statement	SA		A		D		SD	
		N	%	N	%	N	%	N	%
1	I don't know how to write a good thesis.	1	4%	9	27%	10	20%	3	3%
2	I have difficulties in writing thesis in the background	3	12%	12	36%	8	16%	0	0%
3	I have formulated good research objective	2	8%	19	57%	2	4%	0	0%
4	I have choose interesting title on writing a thesis.	4	8%	19	57%	0	0%	0	0%

The item with the highest rating in this factor is item number 4, "I have chosen an interesting title for my thesis." Among the respondents, 4 students (8%) strongly agreed, 19 students (57%) agreed, and none of the students disagreed or strongly disagreed. This suggests that students generally found it easier to engage with their

thesis when they had an intriguing title. Item number 2, "I face difficulties in writing the thesis background," received the following responses: 3 students (12%) strongly agreed, 12 students (36%) agreed, 8 students (16%) disagreed, and none of the students strongly disagreed. This difficulty was further explained in interviews, where students mentioned confusion about the rules guiding thesis preparation and what should be included. For item number 1, "I lack knowledge on how to write a good thesis," the responses were as follows: 1 student (4%) strongly agreed, 9 students (27%) agreed, 10 students (20%) disagreed, and 3 students (3%) strongly disagreed. This lack of knowledge was also reflected in interview responses, where external problems like family issues were mentioned as additional challenges.

Extroversion									
No	Statement	SA		A		D		SD	
		N	%	N	%	N	%	N	%
1	I optimistic about what I write in my thesis.	6	24%	11	33%	6	12%	0	0%
2	I tend to be brave and take risk about the research I take.	2	8%	19	57%	2	4%	0	0%
3	I prefer to discuss my thesis with supervisor or friends.	5	40%	18	54%	0	0%	0	0%

The item with the highest rating in this factor is item number 1, "I feel optimistic about the content of my thesis." Among the respondents, 6 students (24%) strongly agreed, 11 students (36%) agreed, 6 students (12%) disagreed, and none of the students strongly disagreed. This suggests that a significant number of students expressed optimism about their thesis content. Item number 3, "I prefer to discuss my thesis with either my supervisor or friends," received the following responses: 5 students (40%) strongly agreed, 18 students (54%) agreed, and none of the students disagreed or strongly disagreed. It indicates that students are inclined to engage in discussions about their theses with either their supervisors or peers. For item number 2, "I am inclined to take risks and be bold in my research," the responses were distributed as follows: 2 students (8%) strongly agreed, 19 students (57%) agreed, 2 students (4%) disagreed, and none of the students strongly disagreed. This suggests that a majority of students are willing to take risks when conducting their research.

Empathy									
No	Statement	SA		A		D		SD	
		N	%	N	%	N	%	N	%
1	I feel nervous when faced with difficult situations precarious during the	6	24%	6	18%	0	0%	0	0%

	proposal hearing								
2	My heart is easily touched when my friends and supervisor are giving solutions to the difficulty of writing thesis.	11	44%	13	39%	13	26%	5	5%
3	My feelings are normal when my supervisor gives revisions to the thesis I am working on.	6	24%	4	12%	6	12%	8	8%
4	Sometimes I don't care what the supervisor explains	0	0%	0	0%	4	8%	10	10%

The item that received the highest rating in this factor is item number 2, "I am deeply affected emotionally when my friends and supervisor provide solutions to the challenges in thesis writing." Among the respondents, 11 students (44%) strongly agreed, 13 students (39%) agreed, 13 students (26%) disagreed, and 5 students (5%) strongly disagreed. This suggests that a significant number of students are emotionally impacted when receiving solutions from peers and supervisors. Item number 1, "I experience nervousness when confronted with challenging and delicate situations during the proposal presentation," received the following responses: 6 students (24%) strongly agreed, 6 students (18%) agreed, and none of the students disagreed or strongly disagreed. It indicates that a portion of students feels nervous during proposal presentations. In item number 3, "I have normal emotional reactions when my supervisor suggests revisions for the thesis I am working on," the responses were as follows: 6 students (24%) strongly agreed, 4 students (12%) agreed, 6 students (12%) disagreed, and 8 students (8%) strongly disagreed. Regarding item number 4, "Sometimes I am indifferent to what my supervisor explains," there were no students who strongly agreed or agreed. However, 4 students (8%) disagreed, and 10 students (10%) strongly disagreed. It appears that some students prefer addressing challenges in their own way, which includes open communication with their supervisor when they feel uncomfortable or disinterested in the proposed topic or approach.

Risk Taking									
No	Statement	SA		A		D		SD	
		N	%	N	%	N	%	N	%

1	I am sure that I will succeed because I have gone through various failures in writing my thesis.	9	36%	13	39%	1	2%	0	0%
2	I will never lose, as long as I learn to win and improve my thesis	9	36%	13	39%	2	4%	0	0%
3	If I do not succeed in completing the thesis, then we run the risk of failure.	4	16%	17	51%	2	4%	1	1%

The item with the highest rating in this factor is item number 2, "I view challenges as opportunities for growth and improvement in my thesis work." Among the respondents, 9 students (36%) strongly agreed, 13 students (39%) agreed, 1 student (2%) disagreed, and none of the students strongly disagreed. This perspective is also supported by responses from interviews, highlighting the importance of seeing challenges as learning opportunities rather than obstacles. Item number 1, "I am confident in my ability to succeed because I have encountered various setbacks while working on my thesis," received the following responses: 9 students (36%) strongly agreed, 13 students (39%) agreed, 1 student (2%) disagreed, and none of the students strongly disagreed. Students express that they view each failure as a chance to learn and improve. In item number 3, "If I do not succeed in completing the thesis, it poses a risk of failure," the responses were as follows: 4 students (16%) strongly agreed, 17 students (51%) agreed, 2 students (4%) disagreed, and none of the students strongly disagreed. This indicates that many students understand the potential consequences of not successfully completing their theses.

Inhibition									
No	Statement	SA		A		D		SD	
		N	%	N	%	N	%	N	%
1	I feel hopeless and complacent so that I waste a lot of time writing my thesis.	2	8%	7	28%	13	26%	1	1%
2	I have difficulties in finding the good a thesis title for me to write.	2	8%	12	36%	9	18%	0	0%
3	I find it difficulties to determine the correct writing technique, spelling, punctuation marks while writing my thesis.	4	16%	9	27%	8	16%	1	1%

The item with the highest rating in this factor is item number 3, "I encounter

difficulties in determining the correct writing techniques, spelling, and punctuation while working on my thesis." Among the respondents, 4 students (16%) strongly agreed, 9 students (27%) agreed, 8 students (16%) disagreed, and 1 student (1%) strongly disagreed. Respondents shared their own approach to address this issue, which involves learning the rules of spelling and proper punctuation in the language they are using for their thesis. Item number 2, "I struggle to find a suitable thesis title to work on," received the following responses: 2 students (8%) strongly agreed, 12 students (36%) agreed, 9 students (18%) disagreed, and none of the students strongly disagreed. This challenge is also acknowledged in interviews, with students mentioning confusion about the rules governing thesis preparation and content. In item number 1, "I sometimes feel demotivated and complacent, resulting in a waste of time while writing my thesis," the responses were as follows: 2 students (8%) strongly agreed, 7 students (28%) agreed, 13 students (26%) disagreed, and 1 student (1%) strongly disagreed. Students also shared a helpful perspective on dealing with feelings of hopelessness as a natural part of the thesis writing process.

## **2. Overcome the Problem faced by students in writing thesis**

The overcome causes student problems on the writing thesis was found in psychological problem factors to seven major anxiety, motivation, self-esteem, extroversion, empathy, risk taking, inhibition. After calculation the data in the findings above researcher found the data questionnaire and interview, "very worried when comes to advisors" some students answered afraid of many mistakes, there is a little worry when comes to thesis advisors. very scared and worried if all of my thesis will be crossed out and the answered the supported by several interviews. The students Read previous research, both research using similar methods or similar topics, Ask for information to supervisor. For statement overcome is finding references

## **DISCUSSION**

1. What are the psychological problem faced by undergraduate EFL learners'?

### **1. Anxiety**

on research results at UNUGIRI Bojonegoro university indicates that students levels greatly have an effect on completion their research are particularly in thesis writing. One of the big anxiety students face inside the mentoring procedure do they feel stressful when coming to steering because of worry? In writing thesis, some other problem stated anxiety is whilst students are very stresfull about the manner of writing a thesis a long time a good way to avert students in finishing their research college. The result of this research was supported by Yepa Yendri (2019) theory that therefore it concluded that the most influential psychological factors in difficulties of students writing a completing thesis was anxiety. From this the researcher concept proves it inside the finding that students at UNIGIRI Bojonegoro feel concerned within the process of determining to write a thesis.

## 2. Motivation

Motivation is something that makes a person so their excellent to achieve dreams. For very last semester student on the university is a big challenge because they have to complete the thesis assignment which included writing thesis. When evaluating the data observed in this study to all psychological problem mention in the theories, it could be conclude that the finding are contract the research results by Tria nur fitria (2020) who said that one of the students in writing thesis the supported the parent motivation from the students self. Researcher can say the students at the university UNUGIRI Bojonegoro was strong motivation seen inside the finding previous study.

## 3. Self-esteem

The researcher found some problems to the self-esteem relate to writing thesis. First choose an interesting title as one of the most important problems of UNUGIRI Bojonegoro university in the interview season the researcher asked what the problem was in writing thesis, and most students specific their problem in writing thesis it is tough to discover the best an most appropriate identify for writing the thesis itself. It can be conclude that the findings are line with theory The research was supported by the result of the result by Muh Yusuf (2013) says the problem of the students writing thesis was choose interesting title on writing thesis, and the another have difficulties in writing thesis in the background.

4. Extroversion is one of the five personality dimensions in the Five Factor Model or Big Five Personality Traits. For very last semester student on the university is a big challenge because they optimistic about what I write in my thesis.

5. Empathy is a process of understanding which is described as a project of one's own personality inward personality of others to understand them better. In writing thesis empathy difficulty

6. Risk taking is the behavior or tendency of an individual to undertake actions or decisions that involve uncertainty or the potential for loss, without a guarantee of positive outcomes. In the context of psychology and human behavior, risk taking refers to a person's willingness to confront situations that carry risk, whether in financial, physical, social, or emotional aspects.

7. Inhibition is the ability or mental process to suppress or control spontaneous impulses or responses that may arise in reaction to certain situations. It involves the capacity to refrain from actions or words that might be inappropriate or undesirable in specific circumstances. Inhibition often plays a role in maintaining self-control, managing emotions, and behaving in accordance with social norms or environmental demands.

2. How does undergraduate EFL overcome the problem of writing and completing thesis?

The overcome causes student problems on the writing thesis was found in



psychological problem factors to seven major anxiety (When meeting with your supervisor, focus on questions and solutions rather than feeling stressed or worried. If they are unsure about something, ask them honestly and open up).

Motivation(Open in Communicating Maintain open communication with your parents. Share developments in thesis research and how they can help.)

Self-esteem(Make sure to choose a thesis topic something you are genuinely passionate about and care about. Personal interest will make you more motivated to research and write about that topic.

Extroversion (always feeling optimistic will provide additional motivation to continue writing and research diligently, Confidence in writing a thesis can help research more effectively.

Risk taking(With a focus on improving ourselves, we will continue to look for opportunities to hone skills and deepen knowledge

inhibition (Remember that feelings of hopelessness are a natural part of the thesis writing process. Don't be too hard on yourself because of these feelings.

Empathy (Emotional Support: When our friends and supervisors provide solutions or assistance, they provide emotional support that can help overcome the stress and pressure that is often associated with thesis writing.),

## CONCLUSIONS

The includes conclusions about this research and additionally provides suggestions for future writers to find out psychological factors related to writing thesis and ways to overcome them.

### 1. The psychological problem faced by undergraduate EFL learners'

The problem faced by students in writing their thesis are feeling worried or afraid when they meet their supervisor and lack of self-esteem decided that students lack basic knowledge about writing thesis, namely students also feel anxious about making many mistake when writing their thesis, other problem faced by students are determining or choosing a thesis title that is interesting or appropriate for research, always feeling optimistic about what is written in the thesis, being easily touched when friends and supervisors provide salutation while writing the thesis.

### 2. The undergraduate EFL students overcome the problem of writing a thesis Anxiety

When meeting with your supervisor, focus on questions and solutions rather than feeling stressed or worried. If they are unsure about something, ask them honestly and open up.

#### Motivation

Accept Suggestions gracefully, accept any suggestions and views they have. Your parents may have valuable life experiences or different perspectives that can provide

additional insight, describing expectations and challenges explain the hopes and challenges being faced in completing the thesis. This will help them understand their needs and be able to provide more appropriate support.

#### Self-esteem

Make sure to choose a thesis topic something you are genuinely passionate about and care about. Personal interest will make you more motivated to research and write about that topic, make the title clear and clearly reflect the content of your research and people should be able to understand your research topic just from reading the title

#### Extroversion

Always feeling optimistic will provide additional motivation to continue writing and researching diligently

#### Empathy

Emotional Support: When our friends and supervisors provide solutions or assistance, they provide emotional support that can help overcome the stress and pressure that is often associated with thesis writing

#### Risk-taking

With a focus on improving ourselves, we will continue to look for opportunities to hone skills and deepen knowledge

#### Inhibition

Remember that feelings of hopelessness are a natural part of the thesis writing process. Don't be too hard on yourself because of these feelings.

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