

CHALLENGES IN WRITING ACADEMIC RESEARCH: AN EXPLORATION OF MASTER'S STUDENTS' EXPERIENCES

Siti Kholija Sitompul*¹, Amira Wahyu Anditasari²

^{1,2,3}English Department, State University of Malang, INDONESIA

Jl. Semarang No.5, Sumpersari, Kec. Lowokwaru, Kota Malang, Jawa Timur 65145

* Corresponding Author: siti.kholija.2002218@students.um.ac.id

ARTICLE INFO

Article history:

Received August 10, 2022

Revised September 11, 2022

Accepted October 12, 2022

Available online November 30, 2022

Keywords:

master's students, research writing, thesis difficulties.

ABSTRACT

This study attempted to investigate the students' difficulties in research writing involving 39 master's students majoring in English Language Education at one of the universities in Malang. The data on the thesis writing difficulties were gathered through a close-ended questionnaire designed based on the theory proposed by Harris (2020), consisting of three aspects: research skills in the introduction, research method, and finding and discussion parts. The data was analyzed quantitatively by measuring the mean, mode, and percentage from each scale. The results revealed that many master's students encountered difficulties in most three aspects. First, one-third of 39 students perceived difficulty in the introduction part, such as selecting a research topic and formulating research problems. Second, the students also affirmed that they found challenging in the research method part, such as the dilemma of selecting an appropriate method, determining the sample, and designing instruments in which the results were slightly different from the students who were in the level of disagreement. However, finding appropriate instruments, determining the questionnaire scale, and collecting data were less problematic. Third, the study highlighted that the students found it difficult to process data, sort the data the results, and conclude the results by elaborating on research implications. This study concluded that master's students still faced difficulties although they have learned research at undergraduate and master's levels. It was recommended that further studies should intensively investigate students' difficulties and factors in research in linguistics.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.

Copyright © 2021 by Author. Published by Universitas Bina Bangsa Getsempena



INTRODUCTION

Prior research has been devoted to investigating the issues of writing research for university students in both Indonesian and abroad contexts of students (Harris, 2020; Kheryadi, 2018; Lestari, 2020; Safitri et al., 2021; Sariyanto et al., 2015; Swarni, 2016). Copious factors behind the research writing issues were found; one of the highlighted was the lack of basic knowledge of the thesis (Safitri et al., 2021; Sariyanto et al., 2015). The lack of basic knowledge of the thesis is attributed to the difficulties in defining the research objectives, data, findings, and other relevant aspects of research. Moreover,

students carried a big task in writing a thesis, doing research, and writing the report, which made them often neglect the importance of thesis writing. When students get involved in the academic field, they are expected to be a researcher (Harris, 2020, p. 9).

Pedagogically speaking, research writing is a project that students must accomplish to fulfil a university policy and certainly contribute to students' development (Harris, 2020). Moreover, research writing in the Indonesian context revitalizes the national development goal, which aims to respond to and solve social issues, as mentioned by President Jokowi (Siregar & Rakhmani, 2016). Likewise, research writing trains the students' ability to develop and enhance knowledge and leads students' reasoning thinking (Al-Yaseen, 2013; Ruchina et al., 2015). Thus, it is believed that research is deemed necessary for offering significant opportunities for university students to acquire knowledge and skill development throughout the process of research writing. However, it has previously been mentioned that scholars have examined the difficulties of research writing.

Advocating the students' difficulties in research writing, scholars found similar difficulties faced by Indonesia and abroad students (Harris, 2020; Kheryadi, 2018; Lestari, 2020; Safitri et al., 2021; Sariyanto et al., 2015). The research writing difficulties were related to the students' understanding of research skills and composition skills of the reports, such as introduction, literature review, method, findings, and discussion. It is assumed that research skills are vital to navigating the research paths and determining the research gap. Vehviläinen (2009) attributed that students should be able to determine the research issues on their own.

The study conducted by Sariyanto et al., (2015) investigated factors behind writing thesis difficulties faced by the English education study program students' in one of the universities in Pontianak. The results revealed that some factors contributed to the difficulties that are lack of writing capability, the process of consultation, and psychological factors. The lack of writing capability refers to difficulties organizing the thesis components and presenting data analysis. The students mentioned that there was no guidebook that deeply helped them overcome the mentioned difficulties. Then, the consultation process became the second factor in which the issues referred to understanding the lecturers' feedback and availability of time for discussion. Meanwhile, the psychological factors were related to self-esteem, anxiety, and motivation in pursuing the thesis writing.

If there is a cause, there is an effect, and the effect refers to the difficulties of thesis writing proven by prior scholars (Kheryadi, 2018; Lestari, 2020; Safitri et al., 2021; Swarni, 2016). Kheryadi (2018) explored the students' difficulties in linguistics. It was found that the students encountered challenges in identifying appropriate research gaps and elaborating on relevant previous studies. It is believed that the research gap is essential in bridging between the theoretical constructs and the issues to be found. Thus, it was difficult for students to link and synthesize the previous theoretical concepts with the new ones.

A further writing thesis difficulty was confirmed by Lestari (2020). The study examined the difficulties experienced by seventh-semester students of the English Education Study Program at Muhammadiyah University of Bengkulu. The results

showed that the writing thesis barriers were the difficulties related to lack of motivation, time management challenges, students' attitudes and personalities, co-advisors' relationships, and most importantly, lack of English proficiency. Lestari (2020) mentioned that the lack of English proficiency prevents the students from maintaining their thesis progress and results well.

Likewise, Safitri et al., (2021) investigated the students writing thesis challenges at English Education Department. The findings confirmed the varied challenges faced by the students. The writing thesis challenges were lack of knowledge related to writing a scientific paper, skill in designing research methodology, and lack of resources related to the thesis's topic. The challenges could be categorized as internal and external challenges. The internal refers to the students' skills and knowledge, while the external relates to the amenities support from the university.

Although thesis writing difficulties have been investigated by many previous studies, most of the difficulties were generalized, not mentioning the details of the detailed process from writing the introduction to the conclusion. Besides, most of the studies have explored the difficulties of undergraduate students. To the best of our knowledge, few studies explored the students' writing thesis difficulties presenting the detail of each step. It is assumed that there is a need to investigate thesis writing difficulties on the broader subject instead of undergraduate. Moreover, the investigation needs to be specified in each writing process to present more precise research findings.

Therefore, this study stands on an argument to investigate the master's students' difficulties in thesis writing, specifically those who are majoring in English Language Education. This study emerges that examining students' views about the difficulties in research writing will benefit three points. Firstly, it is worth noting that the investigation may inspire college teachers to lead students in the teaching research and thesis advisement process. The situation will develop master's students' comprehension in navigating their research paths. Secondly, investigating the students' difficulties is defined as an effort to decrease the possibility of the recurrences of the students' difficulties in research writing. They can reflect on themselves through this study before carrying out their research. Lastly, it was believed that investigation is an evaluation of students' understanding and capability in conducting research that will lead to students' improvement later.

Based on the aforementioned arguments, the study proposed one research question "what are the master' students' difficulties in research writing?"

RESEARCH METHOD

This study employed a survey since it is appropriate for investigating the students' views (Creswell, 2012), in this study the students' views regarding their difficulties in research writing. The study was categorized as a cross-sectional survey design because the researchers collected the data at one time, referring to investigating the data at their present attitudes. The researchers conducted informal research in one of the state universities in East Java, Indonesia, but gained the participants' well-informed consent to be involved in this study. This means that the researchers obtained the students' convenience and availability as the participants to respond (Creswell, 2012; Oey-Gardiner

et al., 2021). In this study, the researchers took 39 master’s students from three classes currently writing their thesis. The students were selected because they are currently undergoing their research process to match their difficulties with their recent experiences.

Instrument

One instrument was used to obtain the data related to students’ writing thesis difficulty, namely a closed-ended questionnaire. The questionnaire was adapted from (Nasution et al., 2021) by modifying some questions to meet the objective. It used a six-point Likert scale to obtain valid data responses and avoid neutral answers. The questionnaire was distributed and designed online through Google Form because it benefited in obtaining quick responses from students. The questions were divided into three; difficulties in the introduction, research method, and finding and discussion section. The blueprint of the questionnaire is provided in Table 1.

Table 1. The Blueprint of the Questionnaire

| Variables | Indicators | Questions Number |
|-------------------------------|--|-------------------------|
| Introduction | The questions aimed to identify the students’ difficulties in reporting their steps and understanding in the first research path | 1-5 |
| Research Method | The question aimed to find the students’ difficulties in determining research design, collecting, and analysing the data | 6-12 |
| Finding and Discussion | The question aimed to find the students’ difficulties in interpreting, discussing, and comparing the data with other studies | 13-15 |

Table 1 depicts the questions distributed to the students. It consisted of 15 questions. The questions were designed to find the students’ difficulties in three essential processes that the students passed through while writing the thesis.

Data Analysis

This study was collected from a closed-ended questionnaire, which analyzed the data quantitatively. Firstly, the data from the questionnaire was analyzed quantitatively based on the statistical data. Then, the data was calculated based on the average score, the most dominant point, and the percentages of each scale found in the questionnaire.

RESULT AND DISCUSSION

As the current study investigated the master’s students’ views regarding their difficulties in research writing, this section presents the results based on the three categories; difficulties in introduction, method, and findings and discussion. At the outset, the descriptions of the students’ responses were presented in Table 2.

Table 2. The Descriptions of Master’s Students by Classes

| Class | The Number of Students | Percentages (%) |
|--------------|-------------------------------|------------------------|
|--------------|-------------------------------|------------------------|

| | | |
|------------------------|----|-------|
| S2 Class A 2020 | 15 | 75% |
| S2 Class B 2020 | 14 | 77.7% |
| S2 Class B 2021 | 10 | 71% |

Table 2 depicts the classifications of the master's students involved in this study obtained from three different classes. The students responding to the questionnaire were convenient to participate in this study. As obtained from the students, the questionnaire results are presented in Table 3.

Table 3. Results of the Questionnaire

| Questions | Mean | Mode | SD | D | Som. D | Som. A | A | SA |
|---|-------------|-------------|-----------|----------|---------------|---------------|----------|-----------|
| 1. I felt difficulty selecting the topic and making the title suitable for my interest in research on linguistics | 4.05 | 5 | 5.1% | 15.4% | 15.4% | 12.8% | 35.9% | 15.4% |
| 2. I faced difficulty in identifying and formulating the right problem in research | 4.07 | 4 | 2.6% | 17.9% | 10.3% | 28,2% | 20.5% | 20.5% |
| 3. I felt hard to identify the research gap in my research background | 3.89 | 4 | 10.3% | 15.4% | 10.3% | 25.6% | 15.4% | 23.1% |
| 4. I felt hard in elaborating research niche (research importance) in my research background | 4 | 5 | 5.1% | 17.9% | 12.8% | 20.5% | 23.1% | 20.5% |
| 5. I felt difficulty in differentiating research niches and significance | 3.94 | 4 | 5.1% | 12.8% | 20.5% | 25.6% | 15.4% | 20.5% |
| 6. I always felt a dilemma in selecting an appropriate research method for my selected research issue | 3.56 | 2 | 7.7% | 23.1% | 15.4% | 23.1% | 20.5% | 10.3% |
| 7. I felt difficulty | 3.28 | 3 | 12.8% | 15.4% | 28.2% | 25.6% | 10.3% | 7.7% |

| | | | | | | | | | |
|--|------|---|-------|-------|-------|-------|-------|-------|--|
| in differentiating data and data sources. | | | | | | | | | |
| 8. I felt difficulty in determining the sample in terms of considering an adequate or representative sample | 3.48 | 4 | 5.1% | 23.1% | 17.9% | 30.8% | 17.9% | 5.1% | |
| 9. I felt hard to find an appropriate instrument to collect research data | 3.23 | 4 | 7.7% | 23.1% | 25.6% | 30.8% | 7.7% | 5.1% | |
| 10. In the research method, I always get stuck on designing instruments (making statements or questions). | 3.82 | 3 | 5.1% | 10.3% | 28.2% | 20.5% | 25.6% | 10.3% | |
| 11. I sometimes felt difficulty in determining the scale of a questionnaire. | 3.12 | 2 | 7.7% | 33.3% | 25.6% | 12.8% | 12.8% | 7.7% | |
| 12. Although the instruments were provided, I always felt difficulty in collecting the data in terms of did not know what to collect. | 2.79 | 3 | 15.4% | 30.8% | 30.8% | 7.7% | 12.8% | 2.6% | |
| 13. The same as data collection, analysing the data is always the most challenging step for me in terms of processing, transforming, and/or informing conclusions from | 4.41 | 5 | 5.1% | 7.7% | 10.3% | 20.5% | 30.8% | 25.6% | |

| | | | | | | | | | | |
|--------------------|---|------|---|------|------|-------|-------|-------|-------|--|
| the data obtained. | | | | | | | | | | |
| 14. | I also struggled to organize and sort and match data into the research topic investigated | 4.17 | 5 | 5.1% | 7.7% | 12.8% | 25.6% | 35.9% | 12.8% | |
| 15. | Although I knew how to compare my results with other studies, I still get difficulties in identifying and elaborating the results to reach their implications | 3.97 | 5 | 5.1% | 5.1% | 23.1% | 28.2% | 30.8% | 7.7% | |

Table 3 summarizes the master's students encountered problems in three essential sections of research writing, consisting of the introduction, research method, findings, and discussion sections, respectively. Each of the category is explained in the following units.

Students' Perceptions towards the Introduction Part

As observed from the given data, surprisingly, almost two-thirds of the master's students, obtained from the scale of strongly agree to somewhat agree, struggled in conducting their first paths in research regarding how the students determined their topic to be investigated. The remaining opponents' views on how they considered their research topic was claimed by minor students. The students perceived almost consistent percentages of the five research skills in the introduction section as complicated. The master's students merely faced difficulties in formulating their research problems and identifying research gaps concerning how to ensure their studies are acceptable to be proposed. Moreover, the most vital skill to be possessed, consisting of understanding their research importance and significance, was viewed as effortful by more than 50% of the students.

The students faced problems regarding arguing whether their research was appropriately undertaken. The difficulties refer to being unable to construct arguments and analyses of the research topic. A previous study conducted by Lian and Pertiwi (2017) revealed that the same issue that students struggled in finding issues to be researched. The challenges insisted on them finding topics from browsing online seminars. Clearly, the stage of research topic understanding was considered necessary because research can be conducted by acknowledging and understanding what occurs in the field. This is then continued by relating the field to the discipline. When a researcher has found the relationship, the ability to argue whether a single topic is fit to be researched or not will also be discovered.

Afterward, the ability to formulate research problems in the introduction part was considered the students' difficulty. This is in tune with Basthomi (2009), who affirmed that doctoral English Language Education (ELE) students, upper than master students, still

encountered some struggles in presenting their research problems connected to the topic investigated. In addition, Pertiwi (2020) also discovered that students' problems were addressed by identifying and justifying their research problems by providing arguments. She also affirmed that students were challenged in systematically arguing from what they found in their readings. From the results found from this current and previous study, it was believed that the ability to make research problems is derived from investigating what should be found from an issue. This means that the researcher needs to clarify and ensure the results to be acquired, whether they are perspectives, scores, improvements, or products. By that, the formulation of research problems will be easily proposed.

The students also perceived that they struggled in explicitly stating their research niche. The research niche refers to how they can find provide contributions when the research is conducted and how they can predict the bad impacts when the research issue is ignored. This is similar to Basthomi (2006) cited in Basthomi (2009), who revealed that Indonesian students were unable to identify research niche in their research writing exactly in research articles (RAs). The ability to state the research niche is derived from critically reviewing previous works and matching them to the current research, yet many students failed to do so (Rakhmawati, 2013). The failures were frequently found in the RAs of Indonesian students. In addition, Basthomi (2009) investigated the students' difficulties in research that many students did not realize its role in research.

Besides, the students' responses about differentiating the research niche and significance were also considered the students' problems. It was perceived as difficult since they are almost the same, which provides implications for the study. Clearly, the role of both research niche and significance is apparently different. However, the research significance refers to how the study will be beneficial after the research finishes for further studies, disciplines, and fields. From the role of both of which, the difference may be confusing for some students. From the bottom line, writing the introduction does not simply find and match any related literature on a research topic. Definitely, doing research is derived from an understanding of any literature. The researcher must have a stance on whether they can be proponents or opponents of the underlying theories. Besides, they need to find why a single study is conducted to identify how the study contributes to the field and the discipline.

Students' Perceptions towards the Method Part

The research skills in the research method section were also viewed as problematic by almost 60% of students (from somewhat agree to strongly agree). Although the students selected a somewhat agree scale, it meant students possibly found difficulties through the research method. For example, the students confirmed how they carried out their research in terms of determining who would be the research subjects, comparing their data and data sources, and also designing instruments were complicated. However, the remaining two skills concerning the difficulties in determining the scale of a questionnaire and collecting the data were luckily opposed by 60% of students.

Pertinent to the second research skill, there were some skills that the students found difficult. Firstly, selecting a research method was believed to be the students' dilemma. The selection refers to matching the students' research issue with the results to be revealed. This skill occurred with the previous study (Imafuku et al., 2015), which

revealed that many master's students considered whether the method had been appropriately selected to investigate when they conducted research. Although the students majored in health education, different from linguistics students, many who were in master's degrees like in this current study worried that the research method would not be able to find the issues undertaken.

The current study also investigated the students' challenges in differing both data and data sources. It was assumed that data is used in many terms of research, so data is presumably confusing for some students. Clearly, data refers to research results, while data sources refer to the place of all information containing the data to be obtained from. Further, this study confirmed that few students only encountered difficulties in collecting data. They confirmed that collecting the data was no longer a challenge since they had designed instruments. This contradicted a previous study that undergraduate students had problems in proposing the procedures of data collection and data analysis. It is assumed that the difficulties referred to their study level, undergraduate students, in learning research which was different from this current study.

As this current study investigated the students' difficulties in how students attempted to choose a method, differentiate data and data sources, design instruments, and collect and analyse data, a previous study (Pertiwi, 2020) revealed that students had the capability to design tools for figuring out their research. However, the students worried about the results in which how they selected and processed appropriate data that must be taken to the results. It was also assumed by Pertiwi (2020) that many students did not speak the truth about whether the data collection was entirely and successfully conducted.

Pedagogically speaking, Thomas (2013) cited in Pertiwi and Weganofa (2014) stated that method selection is one of the turning points since it concerns two points, the ways to carry out the research procedures and the ways to lead to finding the answers investigated. Thomas (2013) highlights that appropriate method will not pledge good results at the end of the research, but proper use of methods will lead to coherent and suitable results. Understanding the research method means knowing the procedures to be undergone, regarding the subjects involved, the number of subjects chosen, the instruments to be provided for subjects, and the benefits and the risks of undergoing the procedures. By that, students will not encounter challenges, or at least, they will know how to cope with their research issues if they find unexpected and unavoided difficulties.

Students' Perceptions towards the Finding and Discussion Part

The last research skill investigated was related to findings and discussion that the students believed these parts were also tricky. Surprisingly, it was evidently proven that two-thirds of the students (approximately 75% obtained from somewhat agree to strongly agree) believed that interpreting, transforming, and concluding the data were difficult. Connected with other skills, they also confirmed that sorting the data based on the research topic investigated and discussing the results to reach the study's implications were almost the same views as the first skill of the finding and discussion section. Through this, it was confirmed that the difficulties in research writing were perceived as

difficult by the majority of master's students, starting from the first important step to the end of the research step.

In relation to analysing data continued to the stage of transforming data into results, this current study affirmed the students' difficulties in it. It was assumed that students must be cognizant of which data should be transformed and represented. It means that all data obtained in the field should not be simply transformed because it is highly necessary to select which ones are categorized as the research results. This stage was related to the procedure in the finding section that students must connect to the literature reviews since there are possibilities that students might find other results beyond the research.

In the research discussion, the students affirmed that they did not know how to provide an orientation of their studies' implications. As to elaborate on the contributions in the field and discipline, it is no wonder master's students faced problems designing this section. For master's students might be able to compare the results, but critically explaining how the results can be connected to reach and not reach the literature is hard for them. This result is in accordance with Basthomi (2009) and Rahkmawati (2013), who highlighted the same results that students did not provide a review of existing literature in with the results found. Students also did not consider arguing regarding their study, which is similar to or contradicts the relevant literature. In addition, the students were less able to deeply explain (un)expected results which are deemed necessary to compare them to previous works.

Besides, the research skill in explicitly emphasizing the implications was assumed to be difficult since students would be expected to imply deep explanations regarding the results' contributions. This current result confirmed different from Rakhmawati (2013), who found some students who were cognizant of the skill provided some exemplifications and hypotheses. She also affirmed that providing a deep explanation is to show the different features from any reviewed studies, as presumably be categorized as the strengths of the current study compared to others. Clearly, a discussion is "a mirror" (Swales, 2004) cited in Rakhmawati (2013), attempting to discover the reflection on the introduction and literature parts.

Based on the aforementioned findings, this current study believed that research skills should be well mastered by students before conducting research. There is no guarantee that students will not encounter research procedures, but as long as they comprehend what to do, what to avoid, and what to prepare regarding their research skills, they possibly have a smooth research way and good results. It is also believed that there is no ideally conducted research, but the students should be rational in preparing and carrying out their research in the field. Through this, they will reach contributions to the discipline and the field without being labelled as conducting research as a formality or passing the final task of a degree.

CONCLUSION

This study reported on the results of master' students who are majoring in English Language Education at one of the universities in Malang regarding their difficulties in research writing. The difficulties are categorized into three aspects based on its thesis

structure; introduction, method, and findings and discussion. The results reported that the discussion part was the most difficult aspect to achieve for the students. They claimed that interpreting, transforming, and concluding the data was a difficult task to accomplish. Furthermore, the research methodology was perceived as problematic, too. The tasks in determining research subjects, designing instruments, and calculating data were complicated according to the students. Likewise, determining the research importance and significance was quite problematic as they got problems in identifying the research's gap. It was moderately concluded that minor students mastered understanding research skills. Due to the facts, this study recommended intensively investigating the students' factors to reflect on what students comprehend from the research course. By that, teachers may find the students' understanding and preparedness before conducting research.

REFERENCES

- Al-Yaseen, W. S. (2013). The Research Skills of Graduate Students in the Master Degree of Education at Kuwait University. *Journal of Educational and Psychological Studies [JEPS]*, 7(4), 559–571. <https://doi.org/10.53543/jeps.vol7iss4pp559-571>
- Basthomi, Y. (2006). *The Rhetoric of Research Article Introductions Written in English by Indonesians*. Universitas Negeri Malang.
- Basthomi, Y. (2009). Examining Research Spaces. *TEFLIN Journal*, 20(2), 140–158.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (Fourth Edi)*. Pearson Education.
- Harris, D. (2020). Literature Review and Research Design. In *Literature Review and Research Design*. <https://doi.org/10.4324/9780429285660>
- Imafuku, R., Saiki, T., Kawakami, C., & Suzuki, Y. (2015). How do students' perceptions of research and approaches to learning change in undergraduate research? *International Journal of Medical Education*, 6(May), 47–55. <https://doi.org/10.5116/ijme.5523.2b9e>
- Kheryadi. (2018). The Student's Ability and Problems in Writing Introduction of Research Proposal. *EEAL Journal*, 1(1), 69–81.
- Lestari, D. M. (2020). An Analysis of the Students' Difficulties in Writing Undergraduate Thesis at English Education Study Program of Muhammadiyah University of Bengkulu. *Premise: Journal of English Education*, 9(1), 17. <https://doi.org/10.24127/pj.v9i1.2588>
- Lian, A., & Pertiwi, W. H. S. (2017). Theorising for innovation: Implications for english language teacher education. *GEMA Online Journal of Language Studies*, 17(3), 1–17. <https://doi.org/10.17576/gema-2017-1703-01>

- Nasution, S. S., Tito Dimas Atmawijaya, & Abdul Aziz. (2021). The Students' Needs in Learning Research Methodology in Linguistics. *Eduvelop*, 4(2), 79-87. <https://doi.org/10.31605/eduvelop.v4i2.935>
- Oey-Gardiner, Mayling., Rahardi, Fandi., and Can, C. K. (2021). *Ethics In Social Science Research In Indonesia* (first edit). Yayasan pustaka obor Indonesia.
- Pertiwi, W.H.S. & Weganofa, R. (2014). Kesulitan mahasiswa bahasa Inggris dalam belajar metode penelitian.
- Pertiwi, W. H. S. (2020). Teaching research in undergraduate English language teacher education degree programs in Indonesia: A case study [Charles Darwin University]. <http://dx.doi.org/10.1016/j.ndteint.2014.07.001><https://doi.org/10.1016/j.ndteint.2017.12.003><http://dx.doi.org/10.1016/j.matdes.2017.02.024>
- Rakhmawati, A. (2013). English Research Articles Written by Indonesian Academics : Coping with Common Practices and Rhetorical Diversity. 3rd International Conference on Foreign Language Learning and Teaching, 2002, 265-275.
- Ruchina, A. V., Kuimova, M. V., Polyushko, D. A., Sentsov, A. E., & Jin, Z. X. (2015). The Role of Research Work in the Training of Master Students Studying at Technical University. *Procedia - Social and Behavioral Sciences*, 215(March 2016), 98-101. <https://doi.org/10.1016/j.sbspro.2015.11.580>
- Safitri, C. D., Azisah, S., & Annur, M. J. (2021). the Analysis of Students' Challenges To Thesis Writing At Uin Alauddin Makassar. *English Language Teaching for EFL Learners*, 3(2), 41. <https://doi.org/10.24252/elties.v3i2.21013>
- Sariyanto, Supardi, I., & Husin, S. (2015). An Analysis on Factors Causing Undergraduate Students' Difficulties in Writing Thesis. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 4(3), 1-12.
- Siregar, F., & Rakhmani, I. (2016). Global Development Network Working Paper Series Reforming Research in Indonesia: policies and practice Reforming Research in Indonesia: Policies and Practices. 92, 1-71. <http://cipg.or.id/>
- Swales, J. M. (2004). *Research Genres: Explorations and Applications*. Cambridge University Press.
- Swarni, B. R. (2016). Student's Problem in Writing Thesis: Case Study at English Department Mataram University. The University of Mataram.
- Thomas, G. (2013). *How to do your research project*. SAGE Publication Limited.
- Vehviläinen, S. (2009). Problems in the research problem: Critical feedback and resistance in academic supervision. *Scandinavian Journal of Educational Research*, 53(2), 185-201. <https://doi.org/10.1080/00313830902757592>

THE AUTHORS

Siti Kholija Sitompul is a Master's student of the State University of Malang (Universitas Negeri Malang) currently studying in English Language Education. She applied for an English Education study program for her undergraduate degree from State University of Medan.

Amira Wahyu Anditasari is a Master's students of the State University of Malang (Universitas Negeri Malang) currently studying in English Language Education. She pursued the same major in English Educational study program from State University of Malang as well.